



Educating the School Community

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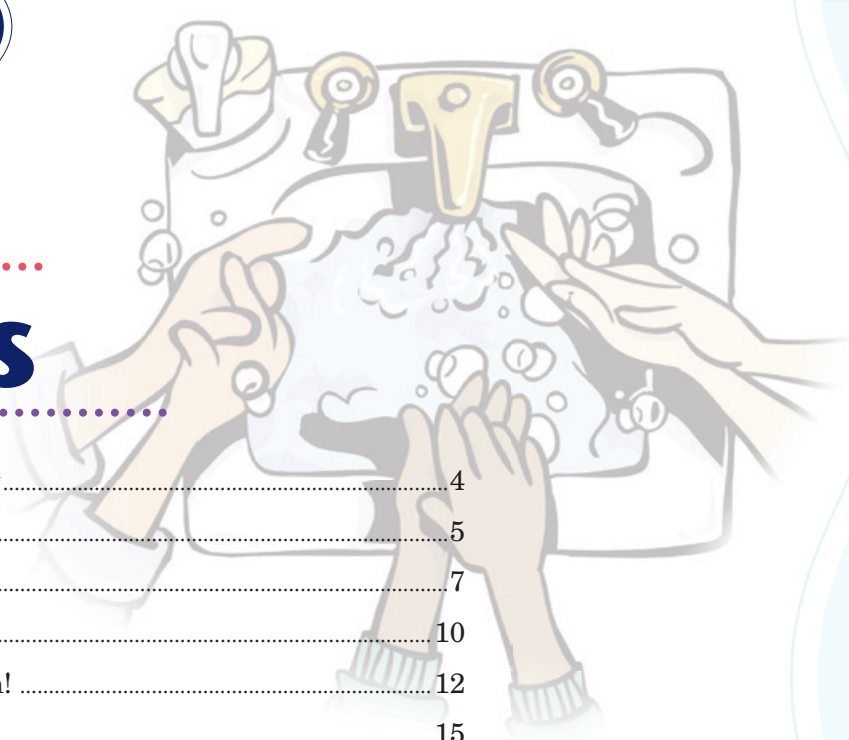
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An Educational Priority

Welcome to the *Wash your Hands: Educating the School Community* teaching package. Food safety efforts that include proper handwashing are essential to providing healthful, nutritious meals for America’s children.

Over the 60-year history of the National School Lunch Program, more than 187 billion lunches have been served. Currently child nutrition professionals provide more than 27 million healthful lunches to children each school day. Imagine the role that proper handwashing by children and school staff can play to help ensure that no child is left behind in the learning process due to absenteeism from school.

Poor handwashing practices are a major reason why colds spread within a school setting. According to the Centers for Disease Control and Prevention (CDC), approximately 22 million school days are lost each year due to the common cold. Consider the impact of the missed opportunities to serve 22 million healthful school meals each year to our nation’s children. Participating in a *Wash Your Hands* effort is one to ensure a healthful school environment.

Handwashing: What Do People Do?

Many good resources offer handwashing basics: how and when to wash your hands. Most individuals know how to wash their hands, yet many do not do so properly and at appropriate times.

Despite the simplicity of handwashing, what people say and what they actually do may not be consistent. In a survey of adult behavior, conducted for the American Society for Microbiology, 97 percent of the females and 92 percent of the males say they always wash their hands after using public bathrooms. In reality, only 75 percent of the females and only 58 percent of the males were observed doing so.

Handwashing practices of children are equally alarming. According to a study conducted by Guinan et al. (1997) approximately 50 percent of middle-grade students wash their hands after using the bathroom at school. Which means, approximately 50 percent of middle-grade students DO NOT wash their hands after using the bathroom.

Fast Fact
Approximately 50 percent
of middle-grade students
DO NOT wash their hands after
using the restroom

How Can Child Nutrition Professionals Promote Handwashing?

Proper handwashing habits and messages have been a part of the Child Nutrition Program for years. Just consider all the places where handwashing messages appear: in food preparation areas, by handwashing sinks, in bathrooms, on trash cans, on walls in the dish room, and even on refrigerator doors. With these reminders, school foodservice staff will wash their hands many times during the workday, helping to ensure that safe food is served to customers.





As food safety leaders, you and your staff have a unique opportunity to promote clean hands within the school community. Here is how to have a *Wash Your Hands* effort in your school:

- **Take charge, and set the example.** Wash your hands every time you arrive at a foodservice operation, even if you do not plan to enter the food preparation or the serving areas. Wash your hands in the bathroom, and then again at the handwashing sink in the foodservice area. If you sneeze, cough, or wipe your nose, wash your hands.
- **Train your foodservice employees.** As child nutrition professionals, you and your staff must follow good personal hygiene practices to prevent food contamination. Provide handwashing education, friendly reminders, and positive reinforcement whenever possible. Encourage foodservice staff to take an active role in preventing the spread of germs and foodborne illness through proper handwashing.
- **Educate other school staff, students, and the community.** Provide handwashing education in your school and local community in quick, simple ways, or as part of a widespread educational effort. It's up to you to target a particular audience, your school or school district, or your entire community.
- **Bring together a group of potential team members.** Begin with an existing team, such as school foodservice employees or the school health committee. Other potential team members may include school board members, administrators, teachers, nurses, parents, students, community leaders, your state's department of education staff, and public health staff. Determine the resources you and the team members have for a *Wash Your Hands* effort.

About Wash Your Hands

No matter who your audience is, *Wash Your Hands: Educating the School Community* is your teaching resource on proper handwashing.

Developed by the United States Department of Agriculture (USDA) and the National Food Service Management Institute (NFSMI), *Wash Your Hands* is a teaching package with a hands-on approach. Its purpose is to assist school foodservice professionals in educating their staff, other school personnel, students, and perhaps the entire community in proper handwashing techniques.

Wash Your Hands is modeled after *Changing the Scene: Improving the School Nutrition Environment**, a toolkit developed by USDA to promote a healthy school environment. If you are already implementing principles and strategies presented in *Changing the Scene*, take time to integrate *Wash Your Hands* into your health-focused efforts, too.

Target Audience

Wash Your Hands includes a variety of easy-to-use training components, useful for delivering handwashing education to many audiences: foodservice staff, school board members, principals, teachers, students, and community members.

**Wash Your Hands* was adapted from: USDA. (2002). *Changing the Scene: Improving the School Nutrition Environment*.

Program Components

The *Wash Your Hands* teaching package kit includes:

Booklet:

- Handwashing: An Educational Priority
- About *Wash Your Hands*
- Creating an Educational Plan
- Strategies to Promote Handwashing
- More Ways to Learn
- How to Work With Media
- Appendix
 - Taglines, Slogans, Phrases
 - Sound Byte Messages
 - Clip Art
 - Armbands
 - Video: Discussion Starters
 - Proper Handwashing: Hands-On Demonstrations
 - Material Safety Data Sheets (MSDS): UV Potion and Powder
 - Standard Operating Procedure: Handwashing
 - Educational Effort: A Timeline
 - Selected Handwashing Resources
 - Evaluation Feedback Form

This booklet is also available at the National Food Service Institute Web site:
www.nfsmi.org

Compact disk with an electronic version of the booklet and the posters, in PDF format

Formulated Invisible UV Powder, UV Potion, and miniature UV light, used in hands-on learning activities

Training video, with a four-minute wordless presentation on how and when to wash hands, designed for training school foodservice workers

Handwashing posters: 18 handwashing posters. Posters are provided in English and in Spanish.

Healthy Schools, Healthy People IT'S A SNAP "When Kids Teach Kids" Resource. Refer to:
www.itsasnap.org

Wash Your Hands tote bag

Approach



The scope of your handwashing education efforts depends on your priorities, time, and other resources. Before you begin using *Wash Your Hands*, determine the target audience for your handwashing education: 1) a school-focused program for foodservice staff only, 2) a school-focused program that includes students,

teachers, administrators, and parents, as well as foodservice staff, or 3) a community-focused program that involves your schools and your community. Then use *Wash Your Hands* to define your handwashing messages and your approach, and to implement your plan. Read on for guidance on promoting handwashing to the audiences you choose to reach.



Creating an Educational Plan

Step One: Create a *Wash Your Hands* team, and get buy in.

Organize a *Wash Your Hands* team to promote clean hands in your school(s) and your local community. When selecting the team, consider: 1) Who could energize or motivate staff, students, and parents to wash their hands? 2) Who are the enthusiastic movers and shakers in the school or the local community? 3) Who already is committed to frequent and proper handwashing?

Select several individuals committed to proper handwashing and to the purpose of *Wash Your Hands*. Consider inviting:

- Foodservice staff
- Principals, teachers, school nurses, school board members, custodians
- Representatives of parent and student groups
- Local public health staff and agencies (For a community-wide effort or large school district, staff from your State department of education may provide support.)
- Local media

Discuss the benefits of proper handwashing with your team. Since handwashing is neither new nor complicated, some may ask why they need reminders. Explain that proper handwashing can help prevent foodborne illness and also improve health. In addition, a handwashing education effort in your school potentially may increase:

- School attendance (linked to less school absence)
- Academic performance and test scores (linked to less school absence)
- Meal participation and school food service revenue (linked to less school absence)
- Morale, resulting from fewer sick days by foodservice staff
- Positive community relations

Show why handwashing is so important.

Promoting handwashing may not be as easy as it seems! What motivates employees to wash their hands? The number one reply from food safety experts is this: “showing them” what happens with *poor* handwashing behavior. Demonstrate cross-contamination and improper handwashing, using the “Proper Handwashing: Hands-On Demonstrations” on page 28. It’s an effective way to show why proper handwashing is so important.

Step Two: Conduct a needs assessment.

As a team, determine how handwashing can be improved throughout the school and perhaps your community. Identify the challenges that hinder good handwashing habits. Find out:



- Why don't staff and students wash their hands?
- Are handwashing sinks available?
- Can young children reach the sinks, the soap, and the paper towels?
- Is adequate time available for students to wash their hands?
- Is handwashing soap available?
- What is the temperature of the water?
- Are paper towels or hand dryers provided?
- Do people use proper skills to wash their hands?
- Have the reasons for proper handwashing been communicated?

This step may be integrated with the assessment from *Changing the Scene: Improving the School Nutrition Environment*.

Step Three: Develop an action plan for handwashing education.

Handwashing education can last for a day, a week, a month, or longer. That's up to you and your team. Taking time to develop a sound education plan will help ensure success:

- Identify your audience.
- Determine your handwashing goals, the scope of your efforts, and the strategies, based on the issues identified in the needs assessment. See "Strategies to Promote Handwashing" on page 10, and "More Ways to Learn!" on page 12.

- Establish the length of time and the dates, as well as the tasks your team needs to do.
- Determine a budget for the materials needed and a realistic timeline for planning, implementation, and evaluation. Check page 32 in the Appendix for "Educational Effort: A Timeline." Determine who will handle each task.
- Establish dates for task completion.

Step Four: Implement your plan.

Communicate *Wash Your Hands* messages within the school and/or the community.

- Decide on your handwashing messages. On page 19 in the Appendix you'll find "Taglines, Slogans, Phrases" and "Sound Byte Messages."
- Develop your handwashing promotion plan.
- Get participation by involving others in activities, such as:
 - Asking individuals to hang handwashing posters.
 - Including handwashing clip art, slogans, etc. on restaurant menus and community Web sites.
 - Placing *Wash Your Hands* messages on a cafeteria or restaurant sign.
 - Helping children develop a handwashing collage to display at school.
 - Contacting parent and student organizations to get their involvement.



- Providing a handwashing press release to the local media, or doing an interview.

Step Five: Evaluate.

Evaluate your *Wash Your Hands* educational effort with your team.

- Review expenditures.
- Keep a record of suggestions and ways to improve the *Wash Your Hands* effort for the following year.
- Assess and share the success of the educational effort:
 - Observe handwashing practices before, during, and after the effort.
 - Check with school custodians to determine if usage of soap and paper towels has changed.
 - Review changes in student absences.
 - Make a memory book of the education effort, including newspaper articles and photographs of individuals washing their hands.
 - Provide a summary of your handwashing effort to NFSMI for possible placement on the NFSMI Web site or in other NFSMI publications. Submit information to nfsmi@olemiss.edu

- Team members
- Foodservice staff
- City officials
- School board members and school administrators
- Teachers
- Custodial staff
- Parent and student organizations
- Media



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Step Six: Show appreciation.

At the end of the effort, take time to send thank you notes to the individuals who assisted in the effort. Include all who helped, such as:

Strategies to Promote Handwashing



Conveying *Wash Your Hands* messages can be quick, easy, and inexpensive. Even one or two strategies can contribute to an effective handwashing promotion. To start your thinking, consider these strategies to get *Wash Your Hands* messages across.

For foodservice staff, you can:

- Create a computer screen saver with a handwashing reminder.
- Conduct a handwashing training update with foodservice staff. Use the two demonstrations, “Proper Handwashing: Hands-On Demonstrations,” described on page 28 in the Appendix. Provide a copy of the “Standard Operating Procedures: Handwashing,” provided on page 30 in the Appendix.
- Show the *Wash Your Hands* wordless video to foodservice staff. Refer to the discussion starters for the video in the Appendix on page 26.
- Display *Wash Your Hands* posters by handwashing sinks and the staff bathroom.

For all school staff (administrators, teachers, custodians, and other staff) and school board, you can:

- Conduct handwashing training update to teachers and other school staff. Use the two demonstrations, “Proper Handwashing: Hands-On Demonstrations,” described on page 28 in the Appendix. Show the *Wash Your Hands* wordless video; refer to page 26 in the Appendix for discussion starters.
- Ask staff to help monitor the handwashing activities in the bathroom.
- Invite an administrator or other individuals to become a handwashing advocate.
- Ask the school board to declare an “official” handwashing awareness week.

Throughout the school environment, you can:

- Wear *Wash Your Hands* armbands on the foodservice line and during other *Wash Your Hands* activities. Students and adult volunteers can make and wear them, too. See the directions to make armbands on page 24 in the Appendix.
- Include a *Wash Your Hands* message in your voice mail.
- Add handwashing clip art to school menus. See page 20.
- Display *Wash Your Hands* posters or your own handwashing posters with *Wash Your Hands* clip art (perhaps student-created posters) in strategic locations (restrooms, school cafeterias) at school and in the community.



- Arrange for a voice-recorded message in restrooms, e.g. “Did You Wash Your Hands?”
- Invite the student leaders to promote proper handwashing in school announcements in the public address system. Here’s a sample:

“It’s 7:45 a.m. How long has it been since you washed your hands? (pause) Please remember, washing your hands several times a day stops the spread of germs and helps keep you from getting sick. This message provided as a health service to the [school name] students, teachers, and staff by [name of school organization]. Thank you and good morning.”
- Work with student leaders and faculty sponsors to present handwashing announcements during intermissions at school plays, sports, or concerts before the audience enjoys snacks and drinks from the concession stand and after they use the bathroom during intermission.
- Organize a handwashing information table next to the concession stand or ticket booth for school or community events.
- Place a handwashing public service advertisement in the program for school plays and concerts. Talk with your school’s music director or drama sponsor to arrange this.
- Set up a *Wash Your Hands* information table at school fairs. Display *Wash Your Hands* and student-made handwashing posters and the *Wash Your Hands* wordless video. Hand out school menus or bookmarks with handwashing tips. If time permits, do the “Proper Handwashing: Hands-On Demonstrations,” described on page 28.

- Be good role models. Follow good handwashing habits yourselves!

For classroom learning, you can:

- Partner with teachers by giving a handwashing lesson in classrooms. Refer to “More Ways to Learn!” on page 12.
- Offer *Wash Your Hands* clip art to teachers for their classroom activities. See page 20.
- Ask teachers to include handwashing activities in their instruction:
 - Art: create a bulletin board or posters on handwashing.
 - Drama: create a handwashing puppet show to present to preschool and elementary-grade children.
 - Writing/English: write a press release, an essay, or a poem on proper handwashing.
 - Food/family and consumer sciences/health/science: do a hands-on demonstration, noted on page 28 in the Appendix, to learn proper handwashing procedures and how to avoid foodborne and other illnesses.

For student clubs and volunteer projects, students can:

- Teach younger children about proper handwashing.
- Create handwashing posters and banners for the school cafeteria and bulletin boards.
- Write an article about proper handwashing for the school newspaper or the parent newsletter.



- Create a skit or jingle about the importance of handwashing to share with other students, including younger children. Teach them to sing or hum the jingle when they wash their hands.
- Enter the *IT'S A SNAP* national recognition program. Refer to www.itsasnap.org for more details.

For parents and the community, you can:

- Coordinate a hands-on *Wash Your Hands* demonstration for parent's night at school. Show the handwashing video from *Wash Your Hands*; refer to page 26 in the Appendix for discussion starters. Work with the parent-teacher organization to present or display student handwashing learning activities, such as posters, poems, and cheers.
- Train parent volunteers on how to teach proper handwashing to children.
- Place handwashing messages on the school district's Web site and in parent newsletters.
- Ask parent volunteers to monitor handwashing behavior in the bathroom.
- Talk with local business leaders about inserting a handwashing tipsheet with employee paycheck envelopes or sharing *Wash Your Hands* posters or slogans on employee bulletin boards.
- Ask community service clubs to share handwashing messages on their newsletters and Web pages. Offer "Taglines, Slogans, Phrases" on page 19.
- Send articles on the "hows and whys" of handwashing to local media.

- Refer to "More Ways to Learn!" for other ways you can help children, teens, and adults learn about proper handwashing.

Adapted from: North Carolina School Food Service Association. (2003). *A Promotional Planning Guide*.

More Ways to Learn!

Give your students, staff, parents, and community more ways to learn about proper handwashing. If time permits, choose one or more of these activities — created to bring students, parents, school staff, and business/community volunteers together — with interactive ways for all to learn more. Each activity indicates the audiences that could be involved in the handwashing learning activity.

Important Note: Foodservice staff can serve as catalysts for starting these activities. They also can play a central role in leading, coaching, and technical assistance and in helping to keep handwashing learning activities on track to completion with desired results.

1. Wash Your Hands Poster Contest

Who to involve: grades K-12 students, teachers, school foodservice staff, administrators, parents, and/or community and business leaders/volunteers

What to do:

- Create a partnership between your school's art and foodservice departments to sponsor



a poster contest that supports the learning objectives of the art curriculum for the grade levels involved.

- Award those posters that best communicate proper handwashing: for example, how to wash hands properly or when to wash hands.
- Prominently display the winning handwashing posters and perhaps all poster entries if you have space. Exhibit them at school, at parent events, and in the community at shopping malls, medical buildings, community centers, libraries, and/or bookstores. Ask parent volunteers to help organize the poster display.

2. Wash Your Hands Creative Writing Contest

Who to involve: grades 4-12 students, teachers, and school foodservice staff

What to do:

- Collaborate with the language arts (English/creative writing) classes to sponsor a *Wash Your Hands* creative writing contest. The contest should support the learning objectives of the curriculum. Foodservice staff can be resources for health/safety issues and proper handwashing techniques and help judge the essay contest entries for the technical merit of the handwashing message.
- Set guidelines for the contest, perhaps brief essays of 100 to 200 words, poetry, haiku, limerick, other.
- Award those entries that best communicate proper handwashing: for example, how handwashing protects against the spread of germs, how to wash hands properly, or when to wash hands.
- Publish the winning entries in your school's newspaper, newsletter, or yearbook. Post

them in the school or community library, or your school's Web site. Broadcast on the school public address system during morning announcements, before lunch and at other specially-scheduled times.

3. Creative Collaborations

Who to involve: grades 6-12 students, teachers, and school foodservice staff

What to do:

- Link English and music. Encourage students to write poems about handwashing, then to set their poetry to music and sing-along songs. Foodservice staff can serve as a handwashing resource.
- Link history and drama. Have students create "twisted history" with quotes and stories that reflect historical events and sayings. For fun, have students act out what they create. Foodservice staff can serve as a handwashing resource. For example:

- *I cannot tell a lie. I really did **wash my hands** after cutting down the cherry tree.*

— Adapted from quote by George Washington

- *Four score and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that... **all hands** are created equal. They must be **washed frequently** throughout the day.*

— Adapted from quote by Abraham Lincoln



4. Handwashing On-Line

Who to involve: grades 6 -12 students, teachers, school foodservice staff, administrators, and parents

What to do:

- Partner with your school's computer classes or computer lab to develop a *Wash Your Hands* Web page on the school's Web site, spotlighting handwashing information, tips, activities, links (see "Selected Handwashing Resources" on page 34), and other on-line resources. School foodservice staff can be resources for proper handwashing information and resource links. The Web page might include the results of other projects and events suggested in *Wash Your Hands*: for example, handwashing poster and essay contests awards, cheers, songs, math and science facts, or a streaming video with handwashing vignettes. Students might also consider a message board or chat room devoted to food safety, including proper handwashing.
- Ask computer students to create large computer-generated banners with handwashing slogans to hang in the school cafeteria—or to develop small banner messages to post, with administration permission, on the school's Web site. Refer to the "Taglines, Slogans, Phrases" in the Appendix on page 19 for ideas.

5. Handwashing Math

Who to involve: grades 6-12 students, teachers and school foodservice

What to do:

- Encourage math and science students to research and calculate handwashing facts.

Possible computations include: microbe transmission from person-to-person and the speed of bacteria multiplication.

6. Cheer and Dance for Handwashing

Who to involve: grades 4 -12 students, teachers, school foodservice staff, administrators, and parents

What to do:

- Encourage your school's cheerleading squad or perhaps dance classes in your physical education program to create handwashing cheers, spirited dance routines, and/or break-dance interpretations. Ask them to perform at sports events, school assemblies, back- to-school night, and other school events. Your school foodservice team can assist students with handwashing messages and even get involved in the cheer or dance routines to show their support and spirit.

7. Science Fair: Handwashing Demo

Who to involve: grades 7 -12 students, teachers, school foodservice staff, administrators, parents, and/or community and business leaders/volunteers

What to do:

- Encourage students to enter a handwashing project for the school or school district science fair. Foodservice staff may work with science teachers or with students to offer technical support for handwashing experiments and demonstrations. Refer to "Proper Handwashing: Hands-On Demonstrations" on page 28 in the Appendix.



Working with the Media

The media can help you reach more people, reinforce your *Wash Your Hands* messages throughout the community, and increase public support for handwashing. You do not need to be a media expert to be effective, but you do need to know the basics.

Most important: If you work with the school organization, check with your supervisor to make sure you have the authority to speak to the media. If your organization has a communications or a public relations staff, ask for their help. They may be able to write a press release, contact media, or schedule interviews for you.

Newspapers, television, and radio are your best bets for reaching your local community. Even a small newspaper or a small radio station will get your handwashing messages to hundreds more people than you could ever talk to in person.

Tips for Media Success

1. Introduce yourself. Before you contact the media, write down a few talking points you want to convey to the reporter. Start the call by introducing yourself and the school or the organization that you represent. Immediately ask if this is a good time to talk. Remember, reporters may be working on a tight deadline. If it is not a good time for the reporter, ask when would be a more convenient for

scheduling a conversation. Here is an example of an initial phone conversation with a reporter:

“Hello Mr. Reporter, my name is [Your Name], and I am the [Director of Nutrition Services] for the [Anywhere School District]. I would like to take a few moments of your time to discuss a Wash Your Hands effort that will be occurring in our district. Is this a good time for you? (pause) Great! Are you aware that approximately 60 percent of adults and 50 percent of middle-grade students are probably not washing their hands after using the bathroom? (pause) Our school district is in the process of implementing a school-wide, community-based Wash Your Hands effort. The more handwashing educators and partners a school community has, the quicker those nasty germs will go down the drain. The goals of a Wash Your Hands effort are to improve overall student and staff health, reduce absenteeism, and prevent foodborne illness. The effort is scheduled for the entire month of September.”

2. Know your subject. No matter how knowledgeable you are about handwashing, never try to wing an interview. Ask one of the *Wash Your Hands* partners to participate in the interview. Think about the potential questions the reporter may ask. Prepare your thoughts accordingly. Some potential interview questions a reporter might ask may be:

- Why the sudden interest in handwashing? Is there any health problem outbreak that we are unaware of?
- What is the right—and the wrong way—to wash your hands?
- What mistakes do people make with handwashing?



- When should parents teach their children how to wash their hands?
- What is *Wash Your Hands*? Who is it meant for? When is it?
- Why did you decide to plan a *Wash Your Hands* effort?
- Who is sponsoring *Wash Your Hands*? Who else is involved?
- How long did it take to organize the educational effort?
- What information from *Wash Your Hands* would you like to share with the public?
- How can folks in the community become handwashing champions—and participate in the *Wash Your Hands* activities?

3. Be honest. Avoid answering questions if you do not know the answers. Ask reporters for their deadlines, and get back to them after you check your facts and before their deadline.

4. Be prompt. Be on time for interviews. If a reporter is contacting you, inform your staff to hold your telephone calls and potential interruptions. If the interview is in person, plan to arrive 10 to 15 minutes before interview time. Remember to be patient. Be aware that a news-breaking story may take precedence to your interview.

5. Know your audience. Keep your audience (age, gender, etc.) in mind, and think about what they will want to know. If possible before the interview, read articles written by the reporter or listen to the radio station.

6. Stick to your key messages. Identify two or three main messages you want to communicate to the public. Make your points simple and brief. Avoid long drawn out responses to the reporter’s questions. Refer to your key messages whenever possible and appropriate.

Refer to page 19 in the Appendix for examples of simple phrases to share in your *Wash Your Hands* messages.

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Quick Tip

Know your subject.

No matter how knowledgeable you are about handwashing, never try to wing an interview.
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7. Communicate in sound bytes. These are short, precise phrases that get your message out clearly and quickly. Practice ahead of time so you will be ready. Refer to page 19 in the Appendix for examples of “Sound Bytes.”

8. Offer background information. Data, graphics, props, and the names of knowledgeable professionals will make your interview or your press release more interesting to the reporter. Talk about the activities in your *Wash Your Hands* effort.

9. Bring props whenever possible. The reporter may see a photo opportunity that could enhance your story. Bringing props to a radio interview may help you and the reporter visualize your audio messages. For example, bring flyers or posters that have been created to promote the *Wash Your Hands* effort. If time permits, before the interview, demonstrate the UV potion or powder, and show the results



under the UV lamp. This demonstration is also great for television!

10. Return phone calls from reporters. Call reporters back even if it is just to let them know you cannot talk at that moment. Do not let a story appear that says you could not be reached for comment.

11. Avoid jargon and talking in alphabet soup. Translate technical information into everyday words. Common acronyms may sound like scrambled letters to your audience. Use words instead of either letters or acronyms whenever possible. Remember some individuals who listen to the radio, may not be from your immediate area. Use the complete name of your school district, “Anywhere School District” rather than “ASD.”

12. Be gracious. Write a thank-you note to the reporter whether or not your story was featured. Include your business card in the envelope.

Adapted from: USDA. (2002). *Changing the Scene: Improving the School Nutrition Environment*.

Types of Media

As you plan the *Wash Your Hands* media promotion with community newspaper, radio, and perhaps television, this insight can help you be more effective.

1. Print Media

Newspapers with current news usually are published daily or weekly. Read your local newspaper(s), and watch for lifestyle, food, medical, health, and consumer articles. Write down the reporter’s name in the byline of the

article. You will then have a specific name to contact.

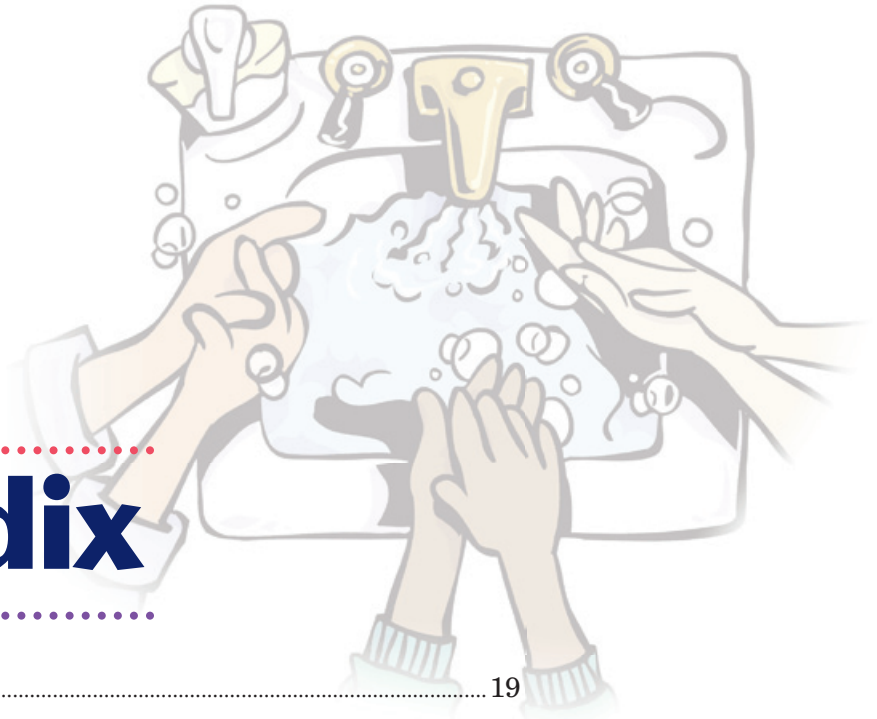
2. Radio and Television Media

For television think about action and color! Offer a segment of the wordless handwashing video, provided in the *Wash Your Hands* teaching package, to the television station. Programming opportunities for television include community calendar announcements, public service announcements, daily news reports, and talk shows. Contact the station’s public service director, and ask for the local programming and schedule guide. Remember that cable-access stations offer many opportunities. If your district has television programming, use it to gain the support of your entire school community.

Radio usually targets specific audiences. It can be more accessible and less intimidating than newspaper or television interviews. Two things to remember about radio:

- You need to share your message by painting pictures with words. For example, “For proper handwashing you need to wash the front and the back of your hands, and in between your fingers with warm and soapy water, for at least 20 seconds.”
- Radio can reach people who speak languages other than English. If you or a member of your team can give an interview in another language, you will boost your chances of being interviewed by stations that broadcast to non-English speaking audience.

Adapted from: USDA. (2002). *Changing the Scene: Improving the School Nutrition Environment*.



Appendix

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Taglines, Slogans, Phrases

- *Stopping illness is as easy as saying your A-B-Cs!*
 - Proper handwashing only takes about as long as singing the Alphabet Song.
- *Give proper handwashing a high five!*
 - Washing your hands is a key way to keep from getting sick. When your hands are clean, you won't spread as many germs.
- *You washed your hands...now keep them clean!*
 - Proper handwashing and using a paper towel to open the bathroom door can help put doorknob germs under lock and key.
- *Drown a Germ...Wash your Hands!*
 - Many disease-causing germs go down the drain when you properly wash your hands with warm water and soap for 20 seconds.
- *A key way to stop foodborne illness is right in the palm of your hand!*
 - Proper handwashing helps keep our food safe. Wash your hands before and after you handle food.
- *Control-Alt-Delete viruses with proper handwashing!*
 - Wash your hands after using someone else's computer keyboard or mouse.

- *Get lathered up about proper handwashing!*
 - Wash your hands every time after you sneeze, cough, and use the bathroom.
- *Wash first, enjoy your meal!*
 - Before heading to the cafeteria to eat, wash your hands.

Sound Byte Messages

- A doctor visit costs \$50, but do you know the rest of the story? It only costs pennies to wash your hands.
- When it comes to educating school communities about proper handwashing techniques, school foodservice professionals know what they're talking about; they serve more than 27 million lunches every school day.
- Proper handwashing is one of the best ways to prevent foodborne illness. We need to wash our hands before, during, and after we prepare food, and before we eat.
- Did you know—only about one in four people washed their hands after using a public bathroom. A survey, conducted by Wirthlin Worldwide in August 2003, observed 7,541 people in public bathrooms in New York, Chicago, San Francisco, Dallas, Miami and Toronto. Whenever you use the bathroom—in public or at home—wash your hands!

Clip Art

Use this lively handwashing clip art on bulletin boards, newsletters, menus, brochures, school newsletters, local newspapers, Web sites, and other educational and promotional tools.

International Symbol >

Files on CD-ROM:

- IntSymb.jpg
- IntSymb.eps*

* Electronic versions of Clip Art images are provided in two file formats; JPEG (.jpg), for use on the Web or in Microsoft Office® documents and EPS (.eps), for page layout applications such as Adobe Pagemaker®.



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Copyright © International Association for Food Protection

Handwashing >

Files on CD-ROM:

- Handwash.jpg
- Handwash.eps



Bubbles #1 >

Files on CD-ROM:

- Bubbles1.jpg
- Bubbles1.eps

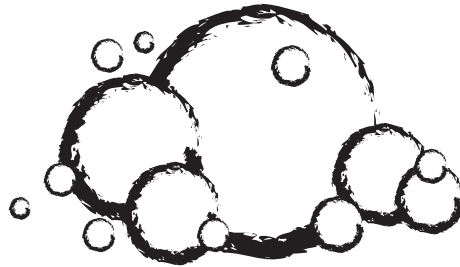




Bubbles #2 >

Files on CD-ROM:

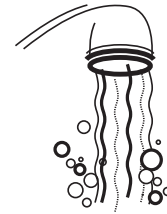
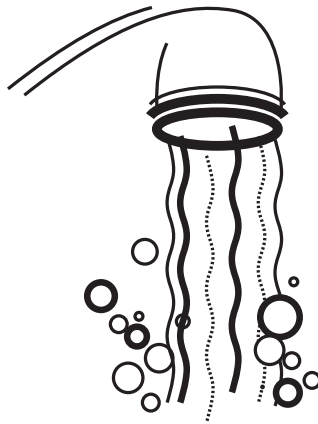
- Bubbles2.jpg
- Bubbles2.eps



Running Water >

Files on CD-ROM:

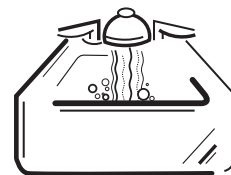
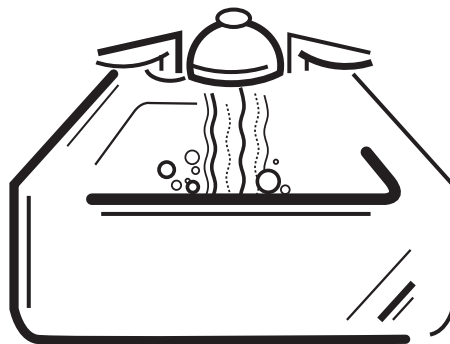
- RunWater.jpg
- RunWater.eps



Sink >

Files on CD-ROM:

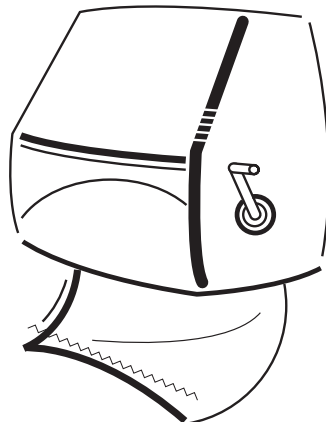
- Sink.jpg
- Sink.eps



Towel Dispenser >

Files on CD-ROM:

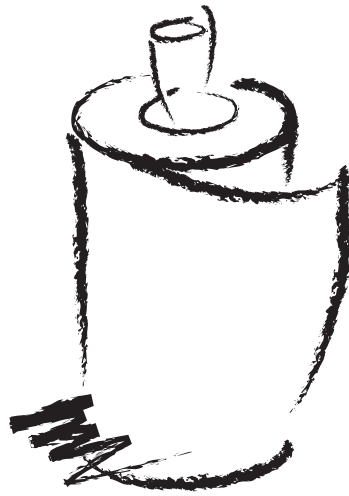
- TowelDisp.jpg
- TowelDisp.eps



Paper Towels >

Files on CD-ROM:

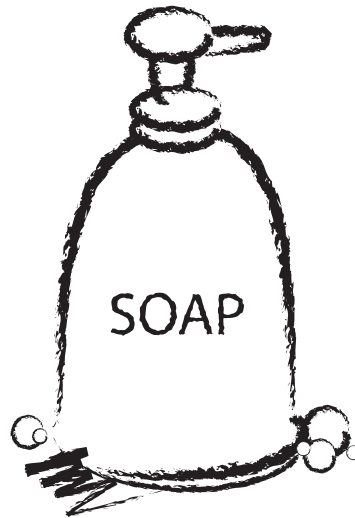
- PapTowels.jpg
- PapTowels.eps



Liquid Soap Dispenser >

Files on CD-ROM:

- LiquidSoap.jpg
- LiquidSoap.eps



Word Art: Soap >

Files on CD-ROM:

- Word-Soap.jpg
- Word-Soap.eps





- Word Art:**
Wash your Hands >
Files on CD-ROM:
• Word-Wash.jpg
• Word-Wash.eps



- Word Art:**
20 Seconds >
Files on CD-ROM:
• Word-20Sec.jpg
• Word-20Sec.eps



- Word Art:**
Paper Towels >
Files on CD-ROM:
• Word-PaperT.jpg
• Word-PaperT.eps



- Word Art: Water** >
Files on CD-ROM:
• Word-Water.jpg
• Word-Water.eps



Armbands

1. Photocopy your choice of clip art, provided on page 20 in the Appendix, onto cardstock or heavy paper.
2. Cut strips of paper about 2 inches wide and into lengths long enough to make a circle to go around your arm, or around the arms of students, staff, and other adult volunteers.
3. Glue or staple the strip of paper into a circle that fits the arm.
4. Attach a clip art graphic to the front of circle.
5. Wear and enjoy!

Adapted from: North Carolina Food Service Association. (2003). *A promotional planning guide*.






Bookmarks

Copy, clip, and save these handy book-
marks to provide quick reminders of key
messages to use throughout the year.






Pocket Guide to

Taglines, Slogans, Phrases

- **A key way to stop foodborne illness is right in the palm of your hand!**
 - Proper handwashing helps keep our food safe. Wash your hands before and after you handle food.
- **Control-Alt-Delete viruses with proper handwashing!**
 - Wash your hands after using someone else's computer keyboard or mouse.
- **Get lathered up about proper handwashing!**
 - Wash your hands every time after you sneeze, cough, and use the bathroom.
- **Wash first, enjoy your meal!**
 - Before heading to the cafeteria to eat, wash your hands.



Pocket Guide to

Taglines, Slogans, Phrases

- **Stopping illness is as easy as saying your A-B-Cs!**
 - Proper handwashing only takes about as long as singing the Alphabet Song.
- **Give proper handwashing a high five!**
 - Washing your hands is a key way to keep from getting sick. When your hands are clean, you won't spread as many germs.
- **You washed your hands...now keep them clean!**
 - Proper handwashing and using a paper towel to open the bathroom door can help put doorknob germs under lock and key.
- **Drown a Germ...Wash your Hands!**
 - Many disease-causing germs go down the drain when you properly wash your hands with warm water and soap for 20 seconds.

Video Discussion Starters



Worksheet #1

Handwashing Procedures

For each of the following statements, please indicate if you think it is true or false. If you aren't sure, please circle number "Don't Know."

Circle one number per row

	True	False	Don't Know
Drying hands is part of proper handwashing procedures.	1	2	3
You should always use soap to properly wash your hands.	1	2	3
You should wash your hands before preparing food.	1	2	3
You do NOT need to wash your hands after you take out the trash.	1	2	3
You should wash your hands for at least 60 seconds.	1	2	3
You should wash your hands before you put on clean gloves.	1	2	3
You do NOT need to wash your hands before preparing raw meat.	1	2	3
You do NOT need to wash your hands after preparing raw meat if the meat is going to be cooked.	1	2	3
You should wash your hands immediately after wiping up a spill on the floor.	1	2	3
It is okay to use any sink in the kitchen to wash your hands.	1	2	3
You do NOT need to wash your hands after answering the phone before you prepare food.	1	2	3
You do NOT need to wash your hands after you sneeze unless you sneeze directly on your hands.	1	2	3
Gloves keep your hands clean so you do not need to worry about spreading germs.	1	2	3



Video Discussion Starters

Worksheet #2

Reactions to Video

Please indicate your initial reaction to the video that you just watched by circling one of the following reactions: a smiley face, a neutral face, or a frowning face.



What is the main message the video is trying to communicate? Please be specific.

After watching this video, how likely are you to wash your hands more frequently? Would you say: **(please check one box)**

Very Likely Somewhat Likely Not too Likely Not at all Likely

Please indicate how much you agree or disagree with each of the following statements.

Circle one number per row

This video is a good tool to encourage foodservice workers to wash their hands more frequently.

Strongly Agree **Strongly Disagree**

4 3 2 1

This video did a good job of reminding me of situations where handwashing is important.

4 3 2 1

I will get behind in my work if I wash my hands as often as they do in this video.

4 3 2 1

I think they washed their hands too often in this video.

4 3 2 1

This video helped me to realize that I am part of a larger foodservice community responsible for food safety.

4 3 2 1

Proper Handwashing

Hands-On Demonstrations



Note

- The materials needed for these activities – Invisible UV Powder, UV Potion, miniature UV lamp – are provided as part of this *Wash Your Hands* teaching package.
- “*Material Safety Data Sheets: UV Potion and Powder*” are provided on page 36 in the Appendix.

Demonstration 1: Glowing Powder

Goal: To demonstrate cross-contamination

Directions:

1. Before beginning this activity sprinkle a small amount of Invisible UV Powder* on an object or a surface such as:

- Ink pen or pencil
- Desk
- Table or countertop
- Paper towel
- Clipboard
- One sheet of loose paper

2. Pass the object to the participants, asking them to touch the object or the surface coated with the invisible powder.

3. Darken the room. Scan the object or surface, and the participants’ hands with the UV lamp provided in this resource.

4. Discuss their observations, comparing the activity to transferring germs. Explain that germs can spread from one person to another or from an object or surface to their hands.

5. Explain proper handwashing procedures. Ask participants to wash their hands.

6. Reinforce the following statement: Handwashing is the single most important way to prevent the spread of germs that may lead to infection or foodborne illness.

Directions adapted from Brevis Corporation (1995-2004.) *GlitterBug® Handwash Education Instruction Manual*. Refer to Glitterbug® Material Safety Data Sheet for additional information. Follow your school district policies and procedures for maintaining and disposing of a UV lamp.



Proper Handwashing

Hands-On Demonstrations



Note

- The materials needed for these activities – Invisible UV Powder, UV Potion, miniature UV lamp – are provided as part of this *Wash Your Hands* teaching package.
- “Material Safety Data Sheets: UV Potion and Powder” are provided on page 36 in the Appendix.

Demonstration 2: UV Potion

Goal: To demonstrate where simulated germs can hide on the hands and how important proper handwashing is, especially after using the restroom, before eating, or before putting hands to the face.

Directions:

1. Have participants dispense *UV Potion* onto one hand.
2. Rub hands vigorously.
3. Scan with the UV lamp.
4. Wash hands thoroughly with soap and water.
5. Dry hands with a paper towel. Use the paper towel to turn off the faucet.
6. Scan hands again with UV lamp provided in this resource.

7. Discuss their observations, noting whether their handwashing completely cleaned their hands.

8. Explain proper handwashing procedures.

9. Repeat steps 4, 5, 6, and 7 as necessary.

10. Reinforce the following statement: “Handwashing is the single most important way to prevent the spread of germs that may lead to infection or foodborne illness.”

Note: This demonstration is designed to show where simulated germs can hide. There will always be some residual florescence. This illustrates that proper handwashing does not sterilize the hands.

Directions adapted from Brevis Corporation (1995-2004.) *GlitterBug® Handwash Education Instruction Manual*. Refer to Glitterbug® Material Safety Data Sheet for additional information. Follow your school district policies and procedures for maintaining and disposing of a UV lamp.

Standard Operating Procedure: Handwashing



Title: Washing Hands

Purpose: To prevent foodborne illness by contaminated hands.

Scope: This procedure applies to anyone who works with food.

Procedure Steps Involved

1. Anyone who prepares or serves food will be trained on proper handwashing. Training may include viewing a handwashing video and a demonstrating the proper handwashing procedure.
2. Employees should wash their hands
 - Before starting work
 - During food preparation
 - Before putting on or changing gloves
 - After using the toilet

- After sneezing, coughing, or using a handkerchief or tissue
- After touching hair, face, or body
- After smoking, eating, drinking, or chewing gum or tobacco
- After handling raw meats, poultry, or fish
- After touching dirty dishes, equipment, or utensils
- After handling trash
- After handling money
- After any time the hands may become contaminated

3. All employees should wash their hands and exposed arms thoroughly with soap and warm water for a minimum of 20 seconds using soap in an designated handwashing sink.

4. Employees shall follow proper handwashing procedures as indicated below:

- Wet hands and forearms with warm, running water (at least 100° F)
- Apply soap
- Scrub lathered hands and forearms, under fingernails, and between fingers for at least 20 seconds
- Rinse thoroughly under warm running water



- Dry hands and forearms thoroughly with single-use paper towels or warm air dryer.
- Turn off water using paper towels
- Use paper towel to open door when exiting the bathroom

5. Hand sanitizers, when used, should meet the following conditions:

- Hand sanitizers should only be used after hands are properly washed and dried
- Products used as hand sanitizers in foodservice operations should comply with U.S. Food and Drug Administration (FDA) requirements (such as non-scented chlorine-, ethanol-, or isopropyl alcohol-based products)
- Hand sanitizers should be used at the proper strength and in the manner specified by the manufacturer

6. Designated sinks should be used for handwashing only. Food preparation, utility, and dishwashing sinks should not be used for handwashing.

7. Handwashing facilities should be equipped with warm running water, soap, a means to dry hands, and a waste container.

8. Handwashing sinks should be easily accessible during all hours of food preparation.

9. The number and location of handwashing sinks should be in compliance with State or local health department regulations.

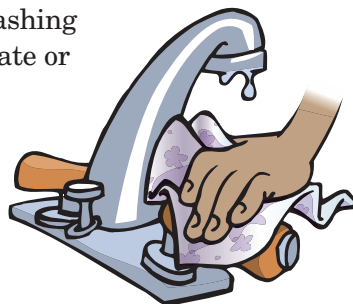
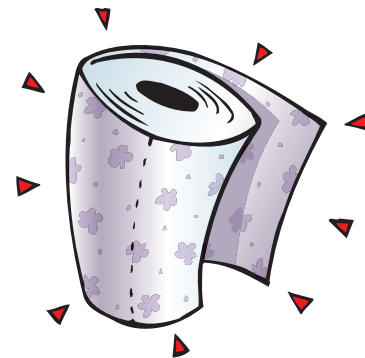
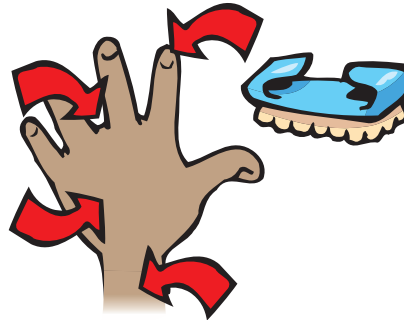
Monitoring, Verification, and Recordkeeping Required:

Foodservice manager will verify that hands are being washed properly and at the appropriate times. Handwashing signs or posters will be located near all handwashing sinks, in food preparation areas, and bathrooms.

Examples of handwashing posters may be found at:

<http://www.nfsmi.org/Information/postindx.htm>

http://www.nfsmi.org/Information/postindx_cc.htm



Educational Effort: A Timeline

This timeline can guide your planning and evaluation of a handwashing educational and promotional effort in your school, school district, or community.

Four months ahead

- Determine budget.
- Discuss *Wash Your Hands* effort with foodservice staff and school officials. Get approval from school administration.
- Identify potential partners and a planning committee. Contact the individuals.
- Select a day, time, and location for a face-to-face meeting.
- Confirm a meeting by e-mail, mail, or telephone. Supply the meeting agenda.
- Conduct the initial planning meeting. At the meeting determine the scope of the effort: strategies, target audience, promotion. (Use the “Strategies to Promote Handwashing” on page 10 for ideas of activities you might do.)
 - Date and location(s)
 - Potential resources such as public health department, hospitals, and colleges
 - Potential spokesperson (perhaps school foodservice person, school administrator, student leader, school board member, or

parent organization leader) to talk to newspaper, radio, and TV reporters

- Ways to promote the effort
- Tasks, task deadlines, responsible person(s)
- Ask a city official or school board chairman to proclaim the *Wash Your Hands* effort for a day, a week, or a month.
- Check with local media to confirm deadlines for press releases for local newspapers or radio stations.
- Determine the date, the time, and the location for your next planning committee meeting.

Three months ahead

- Conduct a planning meeting, if appropriate.
- Get team member updates on tasks.
- Discuss possible handwashing class activities with teachers.
- Develop promotional materials (flyer, poster, Web site information, press releases, others)
- Contact local vendors for possible donations for the *Wash Your Hands* effort.
- Verify the school district’s policy for taking photographs.
- Determine the date, the time, and the location for your next planning committee meeting.

Two months ahead

- Conduct a planning meeting, if appropriate.
- Get team member updates on tasks.
- Involve students in creating promotional posters or artwork.



- Print and begin to distribute promotional materials.
- Send out press releases.
- Determine the date, the time, and the location for next meeting.

One month before the effort

- Review follow-up assignments.
- Finalize plans with the planning committee.
- Contact media to follow up and confirm plans for media coverage of the handwashing effort.
- Promote the *Wash Your Hands* effort on school menus, the student newspaper, and other student and parent communications, including the school district's Web site.
- Distribute promotional materials.
- Display student promotional posters, etc. in hallways or in the cafeteria.
- Place an article about the effort in the student newspaper.
- Contact city official or school board chairman to finalize the proclamation for the *Wash Your Hands* day, week, or month.
- Determine the date, the time, and the location for your next planning committee meeting.

Two weeks before the effort

- Review follow-up assignments.
- Determine the date, the time, and the location for your next meeting.

One week before effort

- Review follow-up assignments.
- Make final arrangements with television, radio, and newspaper reporters.
- Determine the date, the time, and the location for your evaluation meeting.

Day or week of effort

- Implement the *Wash Your Hands* activities. (Include handwashing clip art on bulletin boards and in classrooms, as well as handwashing posters in the bathroom and by all handwashing sinks.)
- Compliment all the planning committee for a job well done. Enjoy the *Wash Your Hands* effort.

One week after effort

- Review expenditures and process all receipts.
- Conduct an evaluation meeting to assess the impact of *Wash Your Hands* efforts and ways to improve it for the future.
- Place photographs and a follow-up story on the school district's Web site.
- Write a summary evaluation report of the education effort.
- Write thank-you notes.
- Plan to leave handwashing messages in place as ongoing reminders.

One month after effort

- Write an article for possible publication in a professional trade magazine.
- Submit a proposal to present at State or national meeting.
- Begin plans for the next *Wash Your Hands* effort.

Provide a summary of your handwashing effort to the National Food Service Management Institute (NFSMI) for possible placement on the NFSMI Web site or in other NFSMI publications. Submit information to nfsmi@olemiss.edu

Selected Handwashing Resources

U.S. Food and Drug Administration/United States Department of Agriculture Foodborne Illness Education Center

- <http://peaches.nal.usda.gov/foodborne/fbindex/Handwashing.asp>

Selected Handwashing citations

- <http://www.nal.usda.gov/foodborne/fbindex/washhands.html>

Consumer Advice Clean: Hand Washing

- <http://www.foodsafety.gov/~fsg/handwash.html>

Healthy Schools, Healthy People, It's a SNAP

- <http://www.itsasnap.org/index.asp>

Training materials and posters

Kansas Department of Health and Environment Education and resources packets

- http://www.kdhe.state.ks.us/wash_em/education.htm

University of Nebraska Cooperative Extension
Lincoln Cooperative Extension

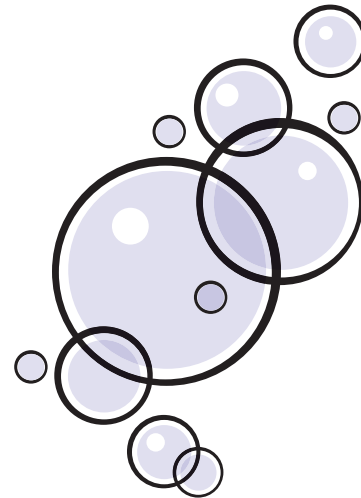
- <http://lancaster.unl.edu/food/resources.htm#hand>

Potion, Powder, Lotion and UV Lamps

Brevis Corporation
225 West 2855 South
Salt Lake City, UT 84115
Telephone: 800-383-3377
Fax: 801-485-2844
E-mail address: info@brevis.com
<http://www.brevis.com/>

Glogerm
P.O. Box 189
Moab, Utah 84532
Phone: 800-842-6622
Fax: 435-259-5930
E-mail: dma@glogerm.com
<http://www.glogerm.com/>

All Web sites were retrieved on February 14, 2004.





Evaluation Form



To be completed by: _____

Date(s) of the *Wash Your Hands* effort: _____

Team members:

1. What were some positive outcomes of the *Wash Your Hands* effort?

2. What would you do differently for future *Wash Your Hands* efforts?

3. Who are some additional team members that should be considered for future *Wash Your Hands* efforts?

4. What other activities could be added to future *Wash Your Hands* efforts?

5. When should you begin to plan for future *Wash Your Hands* efforts?





Glitterbug® Potion

Material Safety Data Sheet

Section 1

Trade Name: GLITTERBUG® POTION
Chemical Family: Personal Care Products
Date: March 22,2004

Manufacturers Name:
SORENCO, INC.
2323 South West Temple
Salt Lake City, UT 84115
Emergency Telephone: 801 481 7325

Manufactured For:
Brevis Corporation
225 West 2855 South
Salt Lake City, UT 84115

Section 2

Ingredients: Water (CAS#7732-18-5), Invisible Blue Pigment (CAS #39277-28-6), Mineral Oil (CAS #8012-95-1), Glycerin (CAS #56-81-5), Glyceryl Stearate (CAS #123-94-4), PEG-100 Stearate (CAS #9004-99-3), Cetyl Alcohol (CAS #36653-82-4), Stearic Acid (CAS #57-11-4), Triethanolamine (CAS #102-71-6), DMDM Hydantoin (CAS #6440-58-0), Iodopropynyl Butylcarbamate (CAS #55406-53-6).

Section 3

Physical Data:

Specific Gravity	0.90 – 1.00
Solubility in Water	Dispersible
Vapor Pressure	Unknown
Flash Point	Unknown
Appearance	White Cream
Odor	Characteristic

Section 4

Reactivity Data
Not reactive



Section 5

Fire and Explosion Hazards

No known fire or explosion hazards

Section 6

Health Hazard Data

Skin Contact: If irritation occurs, rinse with water. Contact physician.

Section 7

Spill or Leak Procedure

Scoop up and place in trash receptacle. Rinse area with water and wash down drain.

Observe all Federal, State, and local regulations.

Section 8

Special Precautions for Handling and Storage

Store in a cool, dry place. Extreme heat may cause product separation.





Glitterbug® Powder

Material Safety Data Sheet

MATERIAL SAFETY DATA SHEET

MSDS Name: A-594-5 INVISIBLE BLUE PIGMENT

GLITTERBUG POWDER

Revision Date: 02/04/00

SECTION I - PRODUCT AND COMPANY INFORMATION

Product Name: A-594-5 INVISIBLE BLUE PIGMENT

CAS Number MIXTURE

HMIS Rating: Health: 1 Fire: 1 Reactivity: 0

Company Identification: DAY-GLO COLOR CORP.

4515 SAINT CLAIR AVENUE, CLEVELAND OH 44103

Telephone/Fax: (216) 391-7070 (216) 391-7751

Chemtrec (24 hr. Emergency) (800) 424-9300

Product Class SYNTHETIC ORGANIC COLORANT

Trade Name INVISIBLE BLUE PIGMENT

Product Code A-594-5

SECTION II - INGREDIENT AND HAZARD INFORMATION

Ingredient Name CAS Number Percent (No hazardous ingredients known at this time.)

SECTION III - HAZARDS IDENTIFICATION

EYE CONTACT

May cause irritation.

SKIN CONTACT

May cause irritation.

INHALATION HAZARDS

Outgassing of formaldehyde vapors can be irritating.

INGESTION HAZARDS

Small amounts swallowed are not likely to cause injury. Not a hazard in normal industrial use.

TARGET ORGANS

No organs affected.



CANCER HAZARDS

This product contains less than 0.1% free formaldehyde and may be capable of outgassing formaldehyde at levels in excess of OSHA's Action Level under some conditions of use. Formaldehyde is a potential cancer hazard. Long term exposure may result in dermatitis or respiratory sensitization for sensitive individuals.

SECTION IV - FIRST AID MEASURES

EYE CONTACT

Immediately flush with water for at least 15 minutes while holding eyelids open. Call a physician.

SKIN CONTACT

Practice good industrial hygiene. Wash with soap and water.

INHALATION

Remove to fresh air. Treat symptoms. Call a physician.

INGESTION

Do not induce vomiting. Give water. Call a physician.

SECTION V - FIRE-FIGHTING MEASURES

Flammability Class NA. Flash Point: None. Explosive Range: None.

FLAMMABLE PROPERTIES

During a fire, irritating and toxic gases may be formed. Do not breathe smoke or fumes. Wear suitable protective equipment.

EXTINGUISHING MEDIA

Use dry chemical, alcohol foam, carbon dioxide or water spray when fighting fires involving this material.

FIRE FIGHTING INSTRUCTIONS

Keep unnecessary people away. Isolate area. Stay upwind. Wear self-contained breathing apparatus.

SECTION VI - ACCIDENTAL RELEASE MEASURES

CONTAINMENT

This material is hydrophobic and should be prevented from entering the sewer system.

CLEAN-UP

Place in an appropriate recovery or salvage drum for disposal.

CERCLA/SUPERFUND AMENDMENTS AND



REAUTHORIZATION ACT (TITLE III)

This is not a regulated material under 40 CFR 117, 302. Notification of spills is not required.

EVACUATION

Not normally necessary. Refer to your organization's Release Response Procedures.

SECTION VII - HANDLING AND STORAGE

HANDLING

Use in a well ventilated area. Improper handling may lead to dust cloud formation which, as with any organic dust, may be an explosion hazard.

STORAGE

Store in a dry area.

SECTION VIII - EXPOSURE CONTROLS/PERSONAL PROTECTION

Occupational Exposure Limits

ACGIH TLV ACGIH TLV-C ACGIH STEL OSHA STEL OSHA PEL

Although no exposure limit has been established for this product, the OSHA PEL for nuisance dust of 15 mg/m³ total dust and 5 mg/m³ respirable dust is recommended. In addition, the ACGIH TLV for nuisance dust is 10 mg/m³.

ENGINEERING CONTROLS

General ventilation is recommended. Additional local exhaust ventilation is recommended where dusts, mists, or vapors may be released.

RESPIRATORY PROTECTION

In the case of levels above OSHA's PEL, use a NIOSH approved respirator with a combination of a cartridge approved for formaldehyde with a dust filter.

PERSONAL PROTECTIVE EQUIPMENT

Where contact is likely, chemical resistant gloves and safety glasses or goggles are recommended.

SECTION IX - PHYSICAL AND CHEMICAL PROPERTIES

Form: Powder

Appearance/Color: Colorless

Odor: Pungent

Solubility (in water): Insoluble

Boiling Range: None

Evaporation Rate: Non Volatile

Vapor Density: Non Volatile

% Volatile Weight 0.0%

% Volatile Volume: 0.0%



Weight/Gallon: 11.41
VOC None

SECTION X - STABILITY AND REACTIVITY

Stability: This product is stable

Hazardous Polymerization: Hazardous polymerization will not occur

CONDITIONS TO AVOID

Heat, sparks, and open flame.

INCOMPATIBILITIES

Strong oxidizers.

HAZARDOUS DECOMPOSITION PRODUCTS

In the event of combustion, oxides of carbon, nitrogen and sulfur will be formed.

SECTION XI - TOXICOLOGICAL INFORMATION

Acute Oral Toxicity (albino rats): LD50 >16,000 mg/kg

Acute Inhalation (albino rats): LC50 >4 mg/l (4 hours)

Acute Dermal Toxicity (albino rats): LD50 >23,000 mg/kg

SECTION XII - ECOLOGICAL INFORMATION

No studies have been conducted on this product.

SECTION XIII - DISPOSAL

Dispose of in accordance with local, State, and Federal regulations.

SECTION XIV - TRANSPORT INFORMATION

UN Number NOT REGULATED

Packaging Group

Hazard Class

Shipping Name

SECTION XV - REGULATORY INFORMATION

SARA TITLE III SECTION 313:

This product contains no chemicals subject to the reporting requirements of Section 313 of the Emergency Planning and Community Right-to-Know Act.

-PROP 65 (CARCINOGEN)

WARNING: This product contains a chemical known to the state of California to cause cancer.

Ingredient Name CAS Number

FORMALDEHYDE 00050-00-0

SARA SECTIONS 311 AND 312

Reporting of this product is not required.



TOXIC SUBSTANCES CONTROL ACT (TSCA)

All components in this product are listed, or are excluded from listing on the U.S. Toxic Substances Control Act (TSCA) 8(b) Inventory.

CLEAN WATER ACT

This product contains no ingredients regulated by the Clean Water Act.

CLEAN AIR ACT

This product contains no ingredients regulated by the Clean Air Act.

HAZARDOUS AIR POLLUTANTS (HAPS)

This product contains no Hazardous Air Pollutants (HAP's).

CLEAN AIR ACT AMMENDMENTS (ODS)

No DAY-GLO product contains an ozone depleting substance (ODS), nor are any of our products manufactured with them.

COALITION OF NORTHEAST GOVERNORS (CONEG)

This product is in compliance with CONEG (i.e., total cadmium, chromium, lead, and mercury < 100 ppm).

FDA 21 CFR

DAY-GLO Color Corp. products are not listed by the FDA for use under 21 CFR since potential applications are so numerous that specific applications must be submitted to the FDA for inclusion in the 21 CFR FDA listing.

SECTION XVI - OTHER INFORMATION

LABEL INFORMATION

A-594-5 - INVISIBLE BLUE PIGMENT

HEALTH - 1 FLAMMABILITY - 1 REACTIVITY - 0

PRECAUTIONS: Contains less than 0.1% formaldehyde a potential Cancer Hazard. May outgas to levels above OSHA's action level with possible respiratory sensitization. Use & store with adequate ventilation. As with most organic dusts there is a possible dust explosion hazard with ignition source.

FIRST AID: EYES: Flush with water for 15 minutes. **SKIN:** Wash

Wash with soap and water. **INGESTION:** Give water, do not induce vomiting. Call a physician.

FIRE FIGHTING USE: Water spray, dry chemical, foam, or CO₂(Toxic fumes emitted on burning).

SPILL CONTROL: Sweep up and dispose according to local, State and Federal regulations.



CONTAINS: CAS NO. OR NJ TSRN:
RESIN 39277-28-6

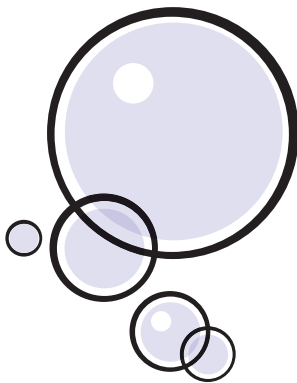
TARGET ORGANS: NO ORGANS AFFECTED. MATERIAL V.O.C.: NONE

CALIFORNIA PROP 65: This product contains a component known to the state of California to cause cancer: Formaldehyde (50-00-0).

NOTE - Additional information is available from your Employer & the Material Safety Data Sheet.

DISCLAIMER

The information contained herein is believed to be accurate, but is not warranted. Nothing contained herein constitutes a specification, nor is it intended to warrant suitability for the intended use.





Notes





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Wash Your Hands

Teaching Package Evaluation

Please answer the following questions and return a copy of this page to NFSMI.

Circle all that apply.

1. Which component(s) of the *Wash Your Hands* teaching package are most helpful?

- Booklet
- Wordless video
- UV potion, powder, and UV light
- Tote bag
- *Wash Your Hands* CD-ROM
- All of the above
- None of the above

2. Which component(s) of the *Wash Your Hands* teaching package are least helpful?

- Booklet
- Wordless video
- UV potion, powder, and UV light
- Tote bag
- *Wash Your Hands* CD-ROM
- All of the above
- None of the above

3. Where did you place the *Wash Your Hands* posters?

- In the foodservice operation
- In the bathroom
- In the classroom
- Other _____

4. Where did you place the *Wash Your Hands* graphics?

- On menu(s)
- In newsletter(s)
- On Web site(s)
- On bulletin board(s)
- Other _____

Additional Comments

National Food Service Management Institute

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 University MS, 38677
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 Fax: 800-321-3061
 Web site: www.nfsmi.org
 E-mail: nfsmi@olemiss.edu

