

# COMMUNITY BASED ENVIRONMENTAL HEALTH PROMOTION PROGRAMME (CBEHPP)



MINISTRY OF HEALTH  
RWANDA

Environmental Health Desk



## MANUAL FOR CHC FACILITATORS AND COMMUNITY HEALTH WORKERS



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**COMMUNITY BASED ENVIRONMENTAL  
HEALTH PROMOTION PROGRAMME (CBEHPP)**

**MANUAL FOR TRAINING OF  
FACILITATORS AND COMMU-  
NITY HEALTH WORKERS**

**RWANDA 2011**

## FOREWORD

Most of the diseases treated at health facilities in Rwanda can be prevented through improved personal, domestic and communal hygiene behaviour. It is important to note that the top ten leading causes of morbidity and mortality in Rwanda are caused by infectious diseases and that 90% of consultations at the rural health facilities include malaria, acute respiratory infections (ARIs), diarrhoea, skin diseases, HIV/AIDS, STIs, tuberculosis, typhus, cholera, meningitis and intestinal parasites. For example 25% of our school children are infested with worms and 44% of pupils suffer from amoebiasis. The major causes of many of these debilitating diseases are from inadequate and unhygienic facilities for excreta disposal, poor management of liquid and solid waste, drinking unsafe water and inadequate practices of hand washing with soap.

It is therefore very important that a practical strategy that fully involves the community is put in place to address this national challenge. The **Community-Based Environmental Health Promotion Programme (CBEHPP)** aims to significantly reduce the national disease burden and meaningfully contribute to the reduction of poverty by reducing unproductive time due to morbidity and the time taken by those caring for the sick.

The **Community Hygiene Club (CHC)** methodology will promote behaviour change that improves hygiene whilst the clubs in each village should become the engine for social interaction and holistic development. This approach will be facilitated by our existing 60,000 Community Health Workers (CHWs) who in turn will be supported and mentored by our vitally important Environmental Health Officers (EHOs) who are active at all levels of decentralization. Appropriate visual aids and ethnographic training materials for this noble cause are going to be critical towards achieving effective implementation of CBEHPP and ensuring an outcome of sustained hygiene behaviour change.

Whilst recognising the great work done by EHD's National CBEHPP core team, I would like to acknowledge the helpful collaboration of many contributors that has resulted in the development of the Community-Based Environmental Health Promotion Programme (CBEHPP). To this end **UNICEF** and **WSP** are to be warmly thanked for their significant support to the Environmental Health Desk within my Ministry and for their collaborative efforts in developing these two excellent Training Manuals for Community Health Workers and Environmental Health Officers. I would also take this opportunity to thank WaterAid, Water-for-People, Organic Solutions and SNV for their ongoing support and helpful collaboration with EHD as we now begin to roll-out CHCs across the country.

I sincerely hope that these two timely produced CHC Training Manuals and the related toolkit will go a long way to enable the district-based EHOs and CHWs within my Ministry to establish vibrant Community Hygiene Clubs in every village throughout Rwanda, as instructed by His Excellency the President under his recent Hygiene and Sanitation Presidential Initiative (HSPI). This will ensure a dramatic decrease in our existing disease burden and a significant increase in the quality of life of all citizens of Rwanda.

**Dr. Richard SEZIBERA**  
**Minister of Health**



No.	Topic	Homework	Observable Indicators
i	What is a CHC?		
ii	Registration of Members		
iii	Village Mapping		
iv	Electing a Committee		
v	Household Inventory		
<b>TOPICS AS PER MEMBERSHIP CARD</b>			
1.	<b>Starting up a CHC</b>		
2.	<b>Common Diseases</b>		
3.	<b>Personal Hygiene</b>	Making a wash shelter	Wash shelter in use
4	<b>Hand Washing</b>	Make Hand Wash Facility ( HWF )	HWF in use with soap
5	<b>Skin Diseases</b>	Children cured of skin disease	No skin disease seen
6.a	<b>Diarrhoea—Transmission</b>	Use of soap in home	Soap in HWF
6.b	Diarrhoea—Dehydration	Treatment by SSS / ORS	Knowledge of SSS/ORS
7.a	<b>Infant Care—weaning</b>	Ensure Correct weaning	Well nourished baby
7.b	Infant Care—Immunisation	Ensure all babies are immunised	' Road-to-Health ' card
8.	<b>Intestinal Parasites / worms</b>	De-worm all toddlers	Healthy looking toddlers
9	<b>Food Hygiene</b>	Safe food storage	Drying rack/hanging baskets
10.a	<b>Nutrition</b>	Good ' Road to Health '	Growth monitoring card
10.b.	Nutrition—Balanced Diet	Balanced diet	Variety of vegetables & fruit
11.a.	<b>Food Security</b>	Kitchen gardens	Kitchen gardens
11.b.	Food Safety—Rat Control	Rat trap & rat cones	Rat traps being used
11.c.	Food Safety—Solid Waste	Rubbish pit & waste separation	Safe rubbish disposal
12.	<b>Water Sources</b>	Water source clean-up	Safe treatment of water
13.a.	<b>Safe Drinking Water—storage</b>	Safe storage and usage	Safe storage & usage
13.b.	Safe Drinking Water—usage	Individual cups & plates	Individual cups used
14.a.	<b>Sanitation—ZOD</b>	Zero Open Defecation	ZOD
14.b.	Sanitation—Improved Toilet	Improved safe latrine	Improved safe latrine
15.	<b>The Model Home</b>	Waste management & greening	Home visits
16	<b>Good Parenting</b>	Clean children going to school	Clean children- home & school
17.	<b>Respiratory Disease</b>	Adequate ventilation	Ventilated rooms
18.	<b>Malaria</b>	Use of treated bed nets	Use of treated bed nets
19.	<b>Bilharzia</b>	Treatment for bilharzia	No bilharzia in family
20.	<b>HIV/ AIDS</b>	Voluntary Counselling and Testing	Use of condoms
<b>NEXT STEPS</b>			
i.	Graduation Ceremony	Celebrations	
ii.	Inter-CHC Competitions	Competitions	
iii.	Planning development activities	Meeting of CHC Executive Committee	

# INTRODUCTION: STARTING UP A CHC



<b>ACTIVITY:</b>	<b>Planning</b>
<b>TIME:</b>	<b>One hour</b>
<b>OBJECTIVE:</b>	<b>To introduce the concept of the CHC</b>
<b>KEY MESSAGE:</b>	<b>'Common-unity in Community'</b>
<b>HOMEWORK:</b>	<b>Spread the word about the CHC and bring all your friends</b>

## **METHOD: Community Planning**

### **What is a Community Hygiene Club?**

- A Community Hygiene Club is a group of people who are responsible for improving public health standards and living conditions in the village.
- A CHC is a voluntary, non discriminatory club to which everyone can belong: men, women and children, old, middle-aged or young, rich or poor, educated or not.
- It is a free non-political and non-religious forum for improving living conditions and family health through hygiene behavior change with a view to controlling all preventable diseases without relying on external support.
- All the households in every village should have at least one person as a CHC Member.
- CHCs should be as large as possible within a convenient catchment area (1-2 kms)
- If the CHC gets more members than 100 members, the club should be split into two clubs.
- Members meets once a week for a few hours to learn about health and hygiene with an view to monitoring all public health issues of the community.
- Members are bound together by recognition of standards of hygiene and rights of men, women and children to a healthy, productive and dignified life.
- The Community Health Worker should be the facilitator for the CHC, but not the chairperson who should be an elected volunteer.
- The CHC is the responsibility of the village, but backed by the Ministry of Health (Environmental Health Department)

# REGISTRATION OF MEMBERS



<b>ACTIVITY:</b>	<b>REGISTRATION OF MEMBERS</b>
<b>TIME:</b>	<b>One hour</b>
<b>OBJECTIVE:</b>	<b>To register all members for the CHC</b>
<b>KEY MESSAGE:</b>	<b>'Common-unity in Community'</b>
<b>HOMEWORK:</b>	<b>Spread the word about the CHC and bring all your friends</b>

## **METHOD: Community Planning**

### **What is a Membership Card?**

- The training that takes place is listed on the Membership Card.
- One member from each family is the primary member (mother) .
- Each family should have an understudy, either husband or offspring over 16.
- If the member is unable to attend a secondary registered member can attend.
- Whenever a member or understudy attends a session the membership card is signed.
- The card cannot be signed unless the member or understudy is there in person.
- Membership cards must be stored safely and kept by the members themselves.
- When all topics in the card have been completed, the member received a certificate.
- The membership card also lists what recommended practices are expected.
- The CHW must visit the CHC household at the mid term and end of the training and sign if these recommended practices are being undertaken satisfactorily.
- If the members family visits a clinic they must show their card.
- If any disease is recorded at the clinic it must also be recorded on the membership card.
- No one can receive a certificate by MoH for completing less than 24 topics.
- No one can receive a certificate unless all recommended practices have been done.
- Repeat sessions can be held until everyone has completed as much as possible.
- This certificate is presented once a year at a public graduation day.
- A Graduation Day is attended by all village leadership and government officials.
- Certificates must be displayed in the members home on the wall.
- The following year a second round of sessions can be conducted for new Members.
- The CHW must keep her/his own records of members attendance in their register
- The EHO must be given a list of all members by the CHW, and those who graduate.

## **METHOD**

- 1. Give out the membership cards to everyone who wants to join and assist them to fill out their cards, giving them each a personal CHC number. on.**
- 2. List all the members in your register book with their details.**
- 3. Decide on which time you will all meet each week.**
- 4. Decide on a convenient venue for regular meetings.**
- 5. Think of a name for the CHC that represents your aspirations as a club**
- 6. Think of a slogan for the club. Practice the slogan.**
- 7. Show the picture of the dress code for meeting at the CHC.**

# VILLAGE MAPPING



<b>ACTIVITY:</b>	Transect Walk and Mapping
<b>TIME:</b>	4 hours
<b>OBJECTIVE:</b>	To focus on local resources and challenges
<b>KEY MESSAGE:</b>	‘A CHC Can Help Control’
<b>HOMEWORK:</b>	No littering or garbage dumps around village
<b>MATERIALS:</b>	Flip chart paper, coloured pens. 1 meter white cloth, different color thread, sticks for banner

## **METHOD: TRANSECT WALK**

1. Arrange to meet in the centre of the village.
2. Divide all members into four clusters: north, south, east and west.
3. Each cluster must walk in a different direction making a note of all homes, and the facilities on their way: school, churches, shops, health facilities, official buildings, cemeteries, water sources, latrines ...
4. They must also note all the environmental challenges: open defecation, poor water drainage, erosion, littering, waste dumps and water
5. After 1-2 hours, they must meet together with all information of the whole village.

## **MAPPING**

6. Draw a map showing everything in the catchment area of the CHC: roads, school, clinic, graves, plantations, shops, factories, government buildings etc.
7. Make sure all the homes are on the map, and mark which are CHC members homes. (A circle for non members, and a star for CHC member)
8. Mark if the CHC members have a latrine or not: Use a symbol with a colour, (red for no latrine, yellow for temporary latrine, and green for improved latrine)
9. When everyone agrees that the map is correct transfer it onto the cloth.
10. Sew or draw the map carefully, making it as beautiful as possible.
11. Remember there will be prizes for the best banner at the end of the programme.
12. Attach the banner to two sticks on either side of the banner, so two people can hold it up when parading.
13. Write the name of the CHC in large letters at the top of the banner.
14. Write the slogan at the bottom of the banner.

# ELECTING A COMMITTEE

<b>ACTIVITY:</b>	<b>Electing</b>
<b>TIME:</b>	<b>One hour</b>
<b>OBJECTIVE:</b>	<b>To enable the CHC to have effective leadership</b>
<b>KEY MESSAGE:</b>	<b>‘Good Leaders serve the people who elect them’</b>
<b>HOMEWORK:</b>	<b>Know and support Executive Committee of CHC</b>

**DISCUSSION :** the ideal attributes of each officer to ensure that the correct people are elected.

An Executive Committee is made up of at least six people who will guide the CHC:

**Chairperson:** It is preferable to have a woman as a chairperson if the majority of people in the CHC are women. She should be someone who is highly respected in the community, and has a strong personality to lead others and make decisions without being afraid. She also needs to be an inspiration and a good example, leading the kind of life that is appropriate for the head of a hygiene club.

**Vice Chairperson:** This can be a man or a women, who can take over if the Chairperson is sick or absent. They should have the same good character as the Chairperson

**Secretary:** It is most important that this person is literate and well schooled, as well as neat and methodical, with good handwriting and careful character. She or he has to keep all the records of the hygiene club, especially the register, household inventory and minutes of meetings.

**Vice Secretary:** This person should stand in for the secretary if she or he is absent, and also assist in the above duties so that all the information is not in the hands of one person.

**Treasurer:** This person is only needed if money is collected within the club or if there are donations that need to be recorded. Obviously he/she must be a very honest person who has never had any complaints against him/her. She must also be in a position to keep money in a safe place or be able to travel to town to bank the money. Of course she/he must have a good education and be very numerate.

**Vice Treasurer:** She/ he must assist the treasurer and make sure that all the money is kept in a transparent way. If there are any doubts she or he must alert the Chairperson.

**Facilitator:** If the facilitator for the health sessions is CHW, she/he should also be on the executive committee to help and guide all activities as she/he is the most qualified in this respect. Once the duties of facilitation are over, she/he should become the Water and Sanitation and Hygiene Officer, who will continue to be responsible for monitoring the public health issues in the areas, and alerting the authorities or CHC if there is any need for action.

## **WHO SHOULD NOT BE ON THE COMMITTEE**

As CHCs should always make sure that they are not affiliated with any particular political party or a particular religion. No politician, councilor, traditional or religious leader should be given a position on the Executive Committee because this may lead to others refusing to join, or to the CHC being used for purposes other than the improvement of health.

## **METHOD: VOTING**

- Ask the group to nominate people for each of the jobs that need to be done.
- Give each person a small piece of paper and let each write the name of one of those who have been nominated. Let them vote in private and count who has won.
- Announce who has been elected and congratulate the winners.
- Explain that they will be officers for one year after which there must be new elections at an Annual General Meeting.
- Plan when and where the next meeting will be.
- Arrange to meet the committee on their own to discuss the way forward.

# HOUSEHOLD INVENTORY

V.

**ACTIVITY:** Conducting a Household Inventory  
**TIME:** One hour per household (five households per day)  
**OBJECTIVE:** To understand the current level of living standards  
**TOOLS:** Household Inventory forms (Code sheet and Data forms or cell phone)

## **METHOD:**

1. The household inventory is done by the CHW, assisted by the Chairperson and the Secretary (assisted by Vice Chairperson and Vice Secretary).
2. The EHO must go through the Code Sheet carefully with the CHW and explain the values for each observation, using the pictures provided in the Toolkit.
3. The EHO must conduct at least three household observations together with the CHW to ensure standard observation between villages in each district.
4. If possible all households should be observed at least once before the training and once at the end of the training, with a mid term observation if possible.
5. At least 30 members must be observed from each village.
6. The choice of households must be carefully done to prevent sampling bias.
7. Using the registration of CHC members, choose every 2nd name on the list.
8. Do not tell the chosen members that they will be visited or they will clean up their houses and the data will not represent the true picture.
9. There is no questionnaire, or reported information, everything must be directly observed.
10. If there is any doubt, the CHW must write the issues to accompany the data sheet.
11. If the survey is to be done using a cell phone, the training will be conducted by MoH.

# HOUSEHOLD INVENTORY

	Observation	VALUES : Choose one or more value (0-4) for each observation				
		0	1	2	3	4
1	Is there paving around the house?	none	On path only	Around house only	Path and around house	other
2	Is there grass /lawn around the house	none	Some	completely		
3	Is there any rainwater harvesting system?	none	Yes, uncovered	Yes, covered		
4	Are there vegetables growing for the household?	none	Yes, now not functional	Yes, a mound	Yes, nutrition garden	Yes, communal nutrition garden
5	Is there a grey water drainage system?	none	pit	Covered pit		
6	Is there a rain water drainage system?	none	A channel	A proper drain		
7	Is there a washroom outside?	none	Temporary, but no drainage	Temporary, with some drainage	Permenant, no drainage	Permenant , with good drainage
8	Where are livestock housed at night?	None/ no live-stock	In kitchen	In house	In pen near house	In pen far from house
9	How is rubbish disposed?	No disposal method	Dumped in one place in yard	Disposed outside own compound	In rubbish pit in the yard	Separation of rubbish into non/ degradable
10	How are human faeces disposed?	No disposal method	Childrens faeces in yard	Adult faeces nearby	Temporary latrine	Permenant latrine
11	If there is a latrine, is it improved?	No latrine	Yes, Lined pit	Yes, Concrete slab/sanplat	Yes, Covered squat hole	Yes, Ventpipe
12	Is the latrine clean	no latrine	Clean floor	Clean walls	Clean around squat hole	All of above
13	Is the latrine used?	Not used	Not used because it is dirty	Not used because it is full	Not used because it is broken	The latrine is in use
14	If there is a latrine, Is there any anal cleaning material ?	No latrine/ latrine not used	No anal cleaning material	Yes, leaves	Yes, newspaper	Yes, toilet paper
15	Do you see many flies around the compound?	No flies at all	Flies on people	Flies in compound	Flies in toilet	Flies in kitchen



# HOUSEHOLD INVENTORY

	OBSERVATION	Values: Choose one or more (0-4) value and enter in response form				
		0	1	2	3	4
16	Is there a handwashing facility outside?	None	A water container	A home made tippy tap	A metal tippy tap	A tap connection
17	Do you see soap nearby HWF?	Not applicable/ no HWF	No soap in home	Soap available but not left by HWF	Soap by HWF	Soap by HWF and latrine
18	Where is the cooking done?	n/a	Outside on open fire only	In a shack kitchen	In a closed kitchen	In more than one place
19	How is the smoke controlled?	No control	Ventilated area	Fuel efficient stove	Fuel efficient stove with chimney	Paraffin stove/ electric stove
20	How are the cooking utensils stored?	No safe storage system	Nearby in container on floor	In kitchen in container on floor	In kitchen on open shelves	In kitchen in closed cupboard
21	How are pots and plates stored after washing?	No safe storage system	Nearby in container on floor	In kitchen in container on floor	On a drying rack outside	On a pot drying inside
22	How is food stored?	No safe storage system	Nearby in container on floor	In kitchen in container on floor	In hanging baskets	Use of rat cones
23	How is drinking water stored?	No storage/ n/a	Open containers, no cover	Jerry can, no cover	Sealed containers, but not clean	Sealed containers and clean
24	How is drinking water accessed?	No system	One cup	A two cup system	A ladle	A jug
25	Is drinking water treated?	No treatment	Treatment not necessary	Boiling of water	Sur Eau added	Chlorine / other
26	Is the kitchen clean?	Not applicable/ no kitchen	Dirty floor with left over food	Dirty pots and plates	Quite dirty work sticky surfaces	Very dirty with many flies
27	Do the children looked well cared for?	Not applicable/ no children	Dirty faces and flies	Dirty clothes	No shoes	Not responsive/ tired
28	Do any children have any eye/skin diseases	Not applicable/ no children	scabies	ringworm	sores	Eye infections
29	If a baby is their growth monitoring chart in safe area?	Not applicable/ no baby	Below safe area	In safe area	In safe area and improving	Very good growth, above safe area
30	Any current health problem in family?	None	Diarrhoea	Malaria	Pneumonia	other





# COMMON DISEASES

2.

<b>TIME:</b>	Two hours
<b>CARD SET:</b>	2
<b>ACTIVITY:</b>	Role Play
<b>OBJECTIVE:</b>	To show people that most of the diseases are preventable.
<b>KEY MESSAGE:</b>	'Prevention is better than Cure'.

## METHOD OF ACTIVITY: ROLE PLAY

1. Explain that we are going to do a 'role play' to find out what diseases are common in the community.
2. Give out the card set for 'common diseases.'
3. Select one of the brightest people to be a Nurse.
4. She must take a chair and sit in the middle of the room and everyone should pretend to be at a clinic.
5. Each person with a card must come up to the nurse and show her card and then act like the person in the card, explaining their sickness.
6. The nurse must try and diagnose what disease they have got and give them advice what to do.
7. Each time ask everyone in the audience: *'Do you think this disease is preventable?'*
8. If it can be prevented, ask the 'patient' to return to her place.
9. If it is not preventable, ask her to remain in the clinic.
10. Count how many remain in the clinic.

**NB:** It is likely that only conditions that are genetic or non preventable such as cancer, high blood pressure, mental disorders, epilepsy, heart disease will still require a visit to the clinic, if all preventative measures are taken as recommended.

Show how most diseases are preventable. Conclude the activity by showing that if everyone could prevent these diseases, the clinics would be empty and people would save a lot of money.

**ACTIVITY 2: CAUSE AND PREVENTION OF DISEASE**      **CARD SET: 2a AND 2b**  
(To be done in the same session or in another session)

1. Give out the disease cards again to different people and ask them to say what disease is shown on the card.
2. Now give of the cause of disease cards: ask each person to come up to the front and explain the cards.
3. Now ask all those with the disease cards to stand behind the person holding the card that cause their disease. Discuss the issues that arise.
4. Now ask them to move to stand behind the person holding the card that can cure their disease. Discuss the issues that arise.

# PERSONAL HYGIENE

3.

**ACTIVITY:** Three Group Sorting  
**CARD SET:** 3  
**TIME:** One Hour  
**OBJECTIVE:** Identifying poor personal hygiene practices  
**KEY MESSAGE:** 'Cleanliness is next to Godliness'  
**HOMEWORK:** Build a wash shelter and make a washing line

## ACTIVITY:

1. Give out pictures to the members, and ask each person to describe their picture and say if it is 'Good' or 'Bad' for health. Encourage everyone to discuss the issues.
2. Group the people with good cards in one place and those with bad cards in another.
3. If the picture is neither good nor bad (or the members are not sure), encourage everyone discuss until there is a resolution by voting.
4. Take those practices that are not normally done in the area out of the set.
5. Those with good pictures stand in a line holding up the picture. The rest of the people should choose a good practice and stand behind it to show this is the practice they will start to do in the coming week.
6. Note how many people decide on each practice. Tell the members that they will be asked next week how many people have been able to keep to their pledge.

## RECOMMENDED PRACTICES:

- Hair should be washed every week with shampoo.
- The face should be washed every day after sleeping.
- Teeth should be brushed twice every day, in the morning and the night after eating.
- Our hands should be free from dirt by hand washing with soap.
- Fingernails should be kept short and clean.
- Clothes should be washed regularly and should not smell.
- Underclothes and our private parts must be washed every day.
- Dont share clothes and bedding with each other.

# HANDWASHING

4.a.

<b>ACTIVITY:</b>	Demonstration
<b>CARD SET :</b>	4.a
<b>TOOLS:</b>	Soap, towel, big bowl, water bucket with tap or ladle
<b>TIME:</b>	½ hour
<b>OBJECTIVE:</b>	To spread the message of hand washing to the whole community
<b>KEY MESSAGE:</b>	‘Hand washing with soap is your best hope’
<b>HOMEWORK:</b>	Make a hand washing place at home and use soap

## **METHOD:**

Give out the handwashing method cards (Card Set 5)

Ask people to come up and explain what they have on their cards. Explain that hand washing must be done properly or the germs will remain.

Ask everyone to stand up and make a large circle with the facilitator in the centre. The facilitator should demonstrate the stages of handwashing:

1. Wet your hands. Lather the palms. Rub your hands together.
2. Use your fingers and palm to roll and twist every fingers of the other hand
3. Rub one the palm of one hand over back of the other hand
4. Rub between your fingers well
5. Bunch your finger-tips together to rub palm of the other hand over and over.
6. Rinse your hands under running water.
7. Do not share a towel: shake your hands dry.

## **RECOMMENDED PRACTICES**

- Wash hands thoroughly with soap
- Wash hands under running water (tap or pouring water)
- Do not use a common bowl of water to wash hands
- Follow the six steps of hand washing
- Do not share a towel to dry your hands
- Dry hands using a paper towel or shake them dry.

# HANDWASHING

4.b.

<b>ACTIVITY:</b>	Singing Hygiene Songs
<b>CARD SET:</b>	4.b
<b>TIME:</b>	½ hour
<b>OBJECTIVE:</b>	To memorise all the times we should wash hands
<b>KEY MESSAGE:</b>	‘Give us Hope, Fight germs with Soap’
<b>HOMEWORK:</b>	Learn the health song and how to wash hands properly

## METHOD:

1. Give out set of pictures showing the times for handwashing (Card Set 5).
2. Ask each person with a card to come up and say what is in their picture.
3. Explain why we need to wash hands at this time?
4. Summarise all the times that we should wash our hands.
5. Use a well known tune and fit the following words to make a song that is easy to sing, to help memorise the handwashing times.

*‘We wash our hands with some soap before preparing food,  
We wash our dirty hands with soap before eating food,  
We wash hands before and after we feed our little babies,  
We wash hands after touching babies feaces or thier nappy,  
But most important of all, we wash our hands after defecation.’*

*‘We wash hands with soap when we come back dirty from work,  
We wash hands after cleaning or touching our dogs or cows,  
We wash hands with soap after travelling on a bus or car,  
We wash our childrens hands if they have been playing on the floor,  
But most important of all, we wash our hands with soap after defecation.’*

Everyone sings the chorus after each verse.

*‘This is the way we wash our hands, wash our hands, wash our hands  
This is the way we wash our hands, every single day.’*

Practice the song together until everyone is relaxed and has joined in.

Now each person with a card steps forward and sings a line about their picture.



# SKIN DISEASES

5.

<b>ACTIVITY:</b>	Blocking the Route
<b>CARD SET:</b>	5
<b>TIME:</b>	1 - 2 hours
<b>OBJECTIVE:</b>	To learn how to prevent diseases spread by lack of washing
<b>KEY MESSAGE:</b>	'A wash a day keeps disease away'
<b>HOMEWORK:</b>	Cure all skin disease in family

## METHOD:

1. Explain how all some diseases are caused by lack of personal cleanliness
2. Hold up a picture of a person who is infected with either scabies, ringworm or lice
3. Give out all the transmission cards in the Card Set 4 and ask each person to come up and explain how their card spreads the disease.
4. Now give out 'blocking transmission' cards and ask each person to explain what they have in their picture.
5. They should then stand in front of the person with the card that is the opposite to their own (to block the transmission).
6. Discuss all the different options and make a plan as to how some of these measures can be taken.

## RECOMMENDED PRACTICES

- Hair should be washed every week with shampoo.
- Do not touch / shake hands with those infected with skin disease
- Keep hands free from dirt by hand washing with soap.
- Fingernails should be kept short and clean.
- All clothes and bedding washed regularly at the same time as applying the lotion to kill the scabies/ringworm.
- Dont share clothes with each other if some have skin disease.
- Do not share the same bed/bedding with those who have skin disease
- Apply lotion as directed by health centre to cure the skin disease
- Cure all people in the family at the same time with lotion

# DIARRHOEA: TRANSMISSION

6.a.

<b>ACTIVITY:</b>	Blocking the Route
<b>CARD SETS:</b>	6.a. and 6.b.
<b>TIME:</b>	1-2 hours
<b>OBJECTIVE:</b>	To understand that diarrhoea has many causes.
<b>KEY MESSAGE:</b>	Five fingers - five ways to stop diarrhoea
<b>HOMEWORK:</b>	Memorise the 5 ways of diarrhoea transmission

## METHOD:

1. Two people hold up the 'Faeces' (8a.1.) and the 'Mouth' picture (8a.2)
2. Give out the Transmission pictures 'flies, fingers, food, fruit and fluid'. (8a.3. - 8.6.)
3. Ask them to stand between the 'faeces' and the 'mouth' and explain the main transmission routes.
4. Give out the 'Transmission' pictures (8a.7. - 8.19)
5. They should stand in front of the appropriate picture (e.g. 8a.10. in front of 8a.4: flies) and explain how the picture shows that diarrhoea is being transmitted
6. Now give out the 'Blocking' pictures (numbers 8b.1. - 8.b.13) and ask them to stand to block a picture that shows a bad practice. (e.g 8.b.1. in front of 8.a.3)
7. Practice until everyone can remember the main transmission routes.

## RECOMMENDED PRACTICES

1. Wash hands with soap before touching food.
2. Protect food from flies by good storage
3. Ensure flies have no access to faecal matter
4. Do not eat fruit unless it is well washed or peeled.
5. Keep fields and yard free from human and animal faeces
6. Ensure drinking water is not contaminated by faecal matter

# DIARRHOEA: DEHYDRATION

**6.b.**

<b>ACTIVITY:</b>	Demonstration to make Oral Rehydration Solution
<b>TIME:</b>	½ Hour
<b>CARD SETS:</b>	Unicef Flip Chart
<b>OBJECTIVE:</b>	Ensure correct treatment of diarrhoea and dehydration
<b>KEY MESSAGE:</b>	‘Be an SSS baby: Sensible, Serious and Safe’
<b>HOMEWORK:</b>	Know how to make SSS and rice water

## **METHOD: DEMONSTRATION OF ORS**

Explain that a person with diarrhoea becomes dehydrated, because so much water is lost. So like a plant that is dying for lack of water, a child can wilt and die.

Explain that dehydration from diarrhoea needs to be treated as soon as it happens. Show the ORS packets and explain that these can be obtained at any time from the CVW.

Demonstrate making the ORS:

Materials needed: 1 empty 1 liter bottle, a clean jug, a teaspoon, ORS packet / zinc.

1. Wash the bottle thoroughly with soap and water
2. Boil some water thoroughly for at least 6 minutes and leave to cool
3. Measure one liter of boiled water using the bottle
4. Stir until ORS is dissolved
5. Keep the bottle closed when not in use

## **RECOMMENDED PRACTICES**

1. Give the baby a little ORS every few minutes throughout the day (not all at once)
2. Try to finish the whole bottle in a 24 hour period
3. Throw away any left over and make a new mixture each day
4. If diarrhoea continues for more than 24 hours, take the baby to the clinic
5. Continue breastfeeding the baby even if diarrhoea continues
6. Wash your hands with soap before breastfeeding
7. Also supplement ORS with soft porridge.

# INFANT CARE: WEANING

**7.a.**

<b>ACTIVITY:</b>	Three Group sorting
<b>CARD SET:</b>	7.a
<b>TIME:</b>	1 - 2 hours
<b>OBJECTIVE:</b>	To learn how to ensure infant survival
<b>KEY MESSAGE:</b>	Children are the future, look after them well.
<b>HOMEWORK:</b>	Practice some weaning recipes

## **METHOD:**

1. Explain how infants are vulnerable and must be cared for to prevent many diseases.
2. Give out all the pictures.
3. Ask each person to come up and explain their card and if it is good or bad.
4. Discuss how often breastfeeding should be done and the method.
5. Discuss how important it is for children to be breastfed for 6 months exclusively.
6. Discuss about how to provide supplementary feeding at 6 months.
7. Discuss all the different weaning food and demonstrate some recipes.
8. Divide into small groups and discuss how the issues relate to their own experience.
9. What are some of the challenges to child care and how can the CHC help to overcome them.
10. Come together and each group report back on their discussion and resolutions.

## **RECOMMENDED PRACTICES**

1. All births should be facilitated by medical staff at a health centre, not by Traditional Birth attendants at home
2. Babies should always be kept warm
3. Wash the baby every day with soap and change nappies when soiled
4. Start breast feeding straight after birth
5. Feed baby exclusively by breast for first six months
6. At six months give baby soft weaning food
7. Weaning food should be nutritious (banana, pumpkin, cereal, chicken stock, egg)
8. Always use clean utensils to feed the baby
9. Monitor the babies growth properly each month
10. If the baby is sick come immediately to the health centre
11. Give the child lots of love and attention
12. Make sure the baby has all the correct immunization

**N.B. Ask everyone to bring their babies and their immunization cards at the next session.**

# INFANT CARE: IMMUNISATION

**7.b.**

**ACTIVITY:** Growth Monitoring  
**CARDS:** Immunization Cards  
**TIME:** 1 - 2 hours  
**OBJECTIVE:** To learn how to ensure infant survival  
**KEY MESSAGE:** Immunization ensures survival  
**RESOURCE PERSON:** Nurse from clinic should be invited to this session  
**HOMEWORK:** Make sure all children are immunized correctly

1. Ask everyone to look at their immunization cards
2. Explain about the growth monitoring and see if all the babies are within the safe (green) area.
3. Ask all those who are within green area to sit in one group, and those within the red are in another.
4. Ask the nurse to go through each of the cards in the red group and ensure that mothers are advised as to how to improve growth of babies.
5. Now ask all to look at the immunization record
6. Explain the immunization schedule and practice until every one knows it by heart
7. Make up a some that reinforces the times for immunization  
At birth, 6 weeks, 10 weeks, 14 weeks and 9 months (measles)
8. Talk briefly about which disease are being prevented by the inoculations  
Polio, TB, Tetanus, Pneumonia, Measles, Meningitis,

# WORMS / INTESTINAL PARASITES

8.

**ACTIVITY:** Blocking the Route  
**CARD SET:** 8  
**TIME:** One hour  
**OBJECTIVE:** To understand how parasitic worms affect our health  
**KEY MESSAGE:** 'Don't be a can of worms'  
**HOMEWORK:** Make sure all your children are de-wormed this week

## METHOD:

1. Provide information on the life cycle of the parasitic worms.
2. Using the appropriate Transmission Cards, ask people to come up and hold the cards in the right order to show how worm infestation happens.
3. Give out the Blocking Cards and ask people to discuss ways that the worms can be blocked from continuing to breed and infest people.
4. Ask those with the cards to come to the front and stand in front of the person with the appropriate card, showing how their card will prevent that transmission stage.
5. Discuss if the ways of prevention can be undertaken by the community and how this will be done.
6. Ask participants to pledge certain changes in their behavior to stop the transmission of worms.
8. Make plans for all children to take de-worming medicine every six months.

## RECOMMENDED PRACTICES:

- No open defecation; keep environment free from human and animal faeces.
- Everyone should have a hygienic latrine.
- Regular hand washing with soap.
- Keep nails short.
- Do not eat unwashed or unpeeled fruit.
- Do not put fingers in the mouth.
- Do not allow children to suck dirty objects from the ground.
- Eat only well cooked meat.
- Do not let dogs have access to dirty plates.
- De-worm all children every six months.

<b>ACTIVITY:</b>	3 Group Sorting & Role Play
<b>CARD SET:</b>	9
<b>TIME:</b>	One hour
<b>OBJECTIVE:</b>	To understand how flies need to be controlled
<b>KEY MESSAGE:</b>	'Follow a Fly to a dirty home'
<b>HOMEWORK:</b>	Build a proper hygienic kitchen and pot rack

## **METHOD: Three Group Sorting**

1. Hold up the picture of a fly (6.a. and explain the importance of eliminating flies. Explain that homes that are dirty always have flies. So 'Home Hygiene' means keeping things so clean that flies do not come.
2. Give out the cards and ask each person with a card to come to the front and explain their card
3. Each person should explain if this is a good, bad, or medium practice to control against flies.
4. Discuss all the different options to control flies and what is already being done
5. Make a plan as to how some of fly control measures can be taken.

## **METHOD: ROLE PLAY**

1. Ask the group to make a short drama (10 minutes) to show the transmission of germs by flies.
2. One or more people should be flies and act out how they are looking for somewhere to lay their eggs and for something to eat.
3. Other group should be people in a clean home, providing no place for flies.
4. Another group should act as people in the dirty house giving lots of opportunity for flies, and show what happens to the two groups.
5. Rehearse this play so that it can be shown at the local school.
6. Present this play on the Graduation Day.

## **RECOMMENDED PRACTICES:**

- Eat well-cooked food to prevent from digestive tract infection.
- Use food-cover, cupboard, fridge or larder with net.
- Clean house, animal pens and poultry cages frequently.
- Construct, operate and maintain hygienic latrines
- Eliminate breeding sources of flies, such as garbage dumps.
- Do not have open defecation.
- Collect and treat waste regularly and keep public places tidy.
- Exterminate flies by using fly trap, fly swat or insecticide



<b>ACTIVITY:</b>	Three pile sorting
<b>CARD SET:</b>	10
<b>TIME:</b>	1 - 2 hours
<b>OBJECTIVE:</b>	To understand how to ensure good nutrition.
<b>KEY MESSAGE:</b>	Provide a balanced diet to children
<b>HOMEWORK:</b>	Practice the recommended recipes

## **METHOD:**

1. Give out all the pictures to the group and ask them to come up one at a time and explain their picture.
2. Discuss each picture and decide if it is good, bad, or medium and for what reason.
3. Discuss:
  - how children should be feed, and which food is the most nutritious
  - how to ensure school going children have enough food.
  - which food is worth buying and how to get nutritious food rather than junk food.
  - how food should be grown at home and vegetables consumed regularly.
4. Show the pictures of Kwashiorkor and Miasmas and explain the difference
5. Ask people to give examples of malnutrition that they have seen.
6. Decide how to ensure food security by growing a nutrition mound or garden.
7. Make plans for appropriate trainers to come and assist to start up the gardens.

## **RECOMMENDED PRACTICES**

1. Children should be given a balanced diet
2. Children should eat three times a day
3. Children's growth depends on the right food
4. Babies should continue feeding until 2 years, with supplementary food.
5. At 2 years they should continue to be well fed once weaned
6. School children should have food before they go
7. School children should have a midday meal
8. Mothers should buy health food, not junk food.
9. Avoid giving children too many sweets and coke
10. All families should grow and consume vegetables.

<b>ACTIVITY:</b>	What do you eat?
<b>CARD SET:</b>	none
<b>TIME:</b>	One hour
<b>MATERIALS:</b>	Each person to bring a dish of typical food to this meeting
<b>OBJECTIVE:</b>	To see what food is eaten locally
<b>KEY MESSAGE:</b>	You are what you eat, so eat well
<b>HOMEWORK:</b>	Nutrition garden and fruit trees at home

## **METHOD: MAKE A BALANCED MEAL**

### **ACTIVITY 1: FOOD GROUPS**

1. Discuss the difference between types of food: Body building (proteins), protective (vitamins) and energy giving food (fat and carbohydrates).
2. Hold up the pictures and ask which group each picture belongs to until everyone knows the difference and can identify the three groups easily.
3. Each person must come forward and show the food they have brought to the group, and say which food group it is. Applaud when they get the right food group.
4. On the ground make three groups and each participant should put their food in the right group.
5. Encourage discussion between participants so they help each other to make the choice of food group. Only intervene if they get the facts wrong.

### **Activity 2: MAKING A BALANCED MEAL**

#### **IN GROUPS OF FOUR:**

1. All the food has now been grouped into three food types but now mix up all the food dishes again.
2. Divide the whole group into sets of four people.
3. Each group find an open piece of bare ground.
4. On the ground, draw a circle like a big plate and divide it into four.
5. Ask the four people in each group to come forward and make a selection of four different foods, ensuring they have one type from each of the four food groups.
6. Take the food and put it into their 'plate'.

#### **DISCUSSION FOR EACH GROUP:**

- Is the recipe practical?
- Discuss the challenges of eating a balanced diet: cost, seasonal availability, habit
- Discuss how to overcome some of the challenges
- Can we grow some of the food we need?

<b>ACTIVITY:</b>	Planning
<b>CARD SET:</b>	11.a
<b>TIME:</b>	One hour
<b>OBJECTIVE:</b>	To ensure every home grows vegetables
<b>KEY MESSAGE:</b>	Shortage of land is no excuse for no garden
<b>HOMEWORK:</b>	Nutrition Mounds

## **METHOD: DEMONSTRATION**

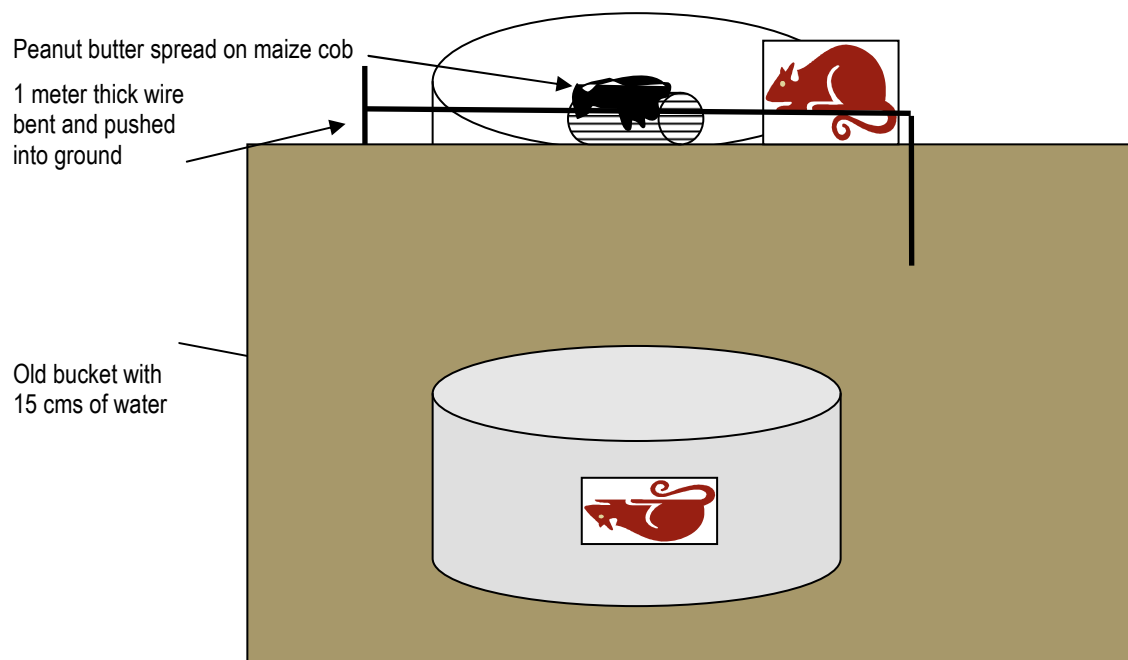
1. Using the village map drawn on the banner, make a plan where to start a nutrition garden, either communal or individual.
2. Decide which kind of garden is the most feasible in your area: communally shared or individual gardens.
3. What permission is needed to use the communal land?
4. How is the land to be secured, with a fence or if no funds, euphorbia bush can be planted. Is this bush available in your area, or what else is used as live hedge?
5. Arrange a day when the land is to be cleared, and who will be a part of the garden.
6. Discuss how to use good farming methods, such as a fertility trench, organic growing without fertilizers, crop rotation and intercropping.
7. Arrange for an agricultural extension officer to assist the CHC.
8. Talk about the use of a nutrition mound and how to prepare the mound.
9. Give out the pictures and ask each person to come up and explain what is in their picture.
10. Hold the pictures up in a line and ask each person to come up and stand behind the picture they would like to copy.
11. Make concrete plans how the garden is going to be achieved.



<b>ACTIVITY:</b>	Make a rat trap
<b>TIME:</b>	One hour
<b>MATERIALS:</b>	A bucket, maize cob (or plastic tube), 1 meter thick wire, a spoonful of peanut butter or flour
<b>OBJECTIVE:</b>	Prevent rats getting to our food
<b>KEY MESSAGE:</b>	No Rats in the home
<b>HOMEWORK:</b>	Make a rat trap, Hanging basket and rat cones

Demonstrate how to make this easy design of Rat Trap using local materials

- Bury a 20-litre bucket in the ground near known rat holes.
- Find a plastic roll or tube. A maize cob if you cut off the ends
- Thread through it a thick piece of wire, which is one meter long.
- Make sure the cob or roll can spin freely on the wire.
- Fasten the cob or roll in position in the center of the wire.
- Bend the wire as shown and push firmly into the ground on either side of the bucket.
- Put a depth of 15cm of water in the bucket.
- Each evening, coat the corn cob with peanut butter, wetted flour or food which will stick.
- Rats climb onto the maize cob and it swings round dropping them in the water.
- Remove drowned rats each morning.
- Bury all rats well to prevent scavengers digging them up again
- The trap works best during the new moon.



<b>ACTIVITY:</b>	Village Walk and Mapping
<b>CARD SET:</b>	11.c
<b>TIME:</b>	One hour
<b>OBJECTIVE:</b>	To promote good waste disposal and recycling
<b>KEY MESSAGE:</b>	'Don't be a litter bug: turn waste to use'
<b>HOMEWORK:</b>	Separation of waste and compost making at home

## **METHOD:**

1. Describe different types of waste: organic and inorganic and recycling methods.
2. Put a pile of different types of waste in a big box and ask every person to select one type and say which type it is, organic or inorganic.
3. Using the Village map on the banner, divide into groups by area.
4. Ask people to go for a walk and spot all the dumping grounds in the village.
5. Ask people to discuss how they will limit littering and poor waste disposal.
6. Make a plan for village clean up.
7. Discuss how to start a recycling system.
8. Make plans to visit shops or food outlets that are causing pollution.
9. Make certain designated refuse sites in the village and campaign for municipal litter collection.
10. Vote a committee, or a person who will have the responsibility to maintain standards, and the mandate to fine litter offenders.

## **RECOMMENDED PRACTICES:**

1. Never throw waste in the street, or on the ground.
2. Throw waste in a specific place such as a special waste bin with a lid.
3. Organic waste should be used for composting or burnt or buried.
4. Inorganic waste should be sold and recycled or buried.
5. Have a rubbish pit and burn waste regularly so that it does not smell.
6. Do not let water stagnate around house. Keep drainage-ditch clean.
7. Every week join with your village to do environmental clean up.
8. Make sure dead animals are buried immediately.
9. Inform health office of any hospital or factory causing pollution.
10. Make a small committee responsible for waste disposal, water and sanitation.
11. The committee should make regulations for the village to ensure that all household comply with safety standards.
12. Regular meetings with appropriate government officials should be held to report back on current hygiene status of the village.
13. Start a recycling business in the CHC for income generation.
14. The committee should arrange a weekly/monthly clean up when the whole community assists to collect and sort the waste.

<b>ACTIVITY:</b>	Three Group Sorting
<b>CARD SET:</b>	12
<b>TIME:</b>	1 hour
<b>OBJECTIVE:</b>	To analyze the difference between water sources
<b>KEY MESSAGE:</b>	‘Don’t drink water like a cow.’
<b>HOMEWORK:</b>	Water source clean up

## **METHOD:**

1. Collect all the pictures which show different types of water source.
2. Give all the pictures out to different members.
3. Ask each person to come to the front and describe the TYPES of water source in the picture.
4. Ask the audience to decide which of the pictures show safe drinking water source.
5. Sort out the pictures into three groups: Safe, Unsafe and neutral (not sure).
6. Now ask the those holding the pictures to arrange themselves in a line, from unsafe through to very safe.
7. Ask everyone in the audience to stand behind the type of water source that they use for drinking water.
8. If some pictures have no one behind them discard them as they do not apply to this area.
9. Note of how many people use each type of water source.
10. Let everyone sit down. Discuss the difference between these sources and if there are any local options for safer drinking water.

## **RECOMMENDED PRACTICES:**

1. Each household needs to have access to clean water source
2. Be fully aware of protecting water source from contamination
3. Be careful to save clean water.
4. Have a committee to ensure water source is maintained well.
5. Do not wash, bath, prepare food, or kill animals near public water sources.
6. Do not urinate or defecate or build latrine near water sources (under 30m).
7. Fence all water sources to prevent cattle defecation polluting water.

# SAFE DRINKING WATER: STORAGE

# 13.a

<b>ACTIVITY:</b>	Safe Water Chain
<b>CARD SET:</b>	13.a
<b>TIME:</b>	One hour
<b>OBJECTIVE:</b>	To understand the safe water chain; source, storage and usage
<b>KEY MESSAGE:</b>	‘Safe source + unsafe storage = dirty water’
<b>HOMEWORK:</b>	Safe water storage, covered / sealed container and use of ladle

## METHOD:

1. First give out Card Set 15 (Water Sources) and ask each person to come to the front and describe their picture.
2. Sort out the pictures into three groups: Safe, Unsafe and ‘not sure’
3. Let this group sit down. Now give out the second stage of the ‘Safe Water Chain’ the Water Storage set. 16.
4. Group the pictures into three, safe, medium and unsafe storage methods.
5. Now give out the Card Set 17 (Drinking water).
6. Sort them into three groups: good bad and medium. Discuss why they use these methods and which is the safest in their area.
7. Now let the three groups stand up with a picture stand up in front of the audience, and ask one person from the audience to come up and choose one picture from each of the three stages in the safe ‘Water Chain’: water source, water storage and drinking water. Ask them to explain if the water will be safe according to what is shown in their three cards.
8. If the person has a safe Water Source picture, it can be seen how water from a protected source can be made unsafe by poor water storage or usage.
9. As a final exercise, line up all the different options for water storage and ask everyone to stand behind the picture which represents their own practice.
10. Encourage people to improve their storage methods during the next week.

## RECOMMENDED PRACTICES:

1. Each person should drink 1/5 to 2 liter of water per day.
2. All water should be stored in a clean well sealed container
3. Water must be poured or taken with a ladle, so there is not hand touching the water.
4. Train children to take drinking water in a safe way.
5. Do not share cups or glasses when drinking.



# SAFE DRINKING WATER: USAGE

# 13.b

<b>ACTIVITY:</b>	Line ups and Demonstration
<b>CARD SET:</b>	13.b
<b>MATERIAL:</b>	A bottle of Sur Eau, water and container for mixing.
<b>TIME:</b>	One hour
<b>OBJECTIVE:</b>	To understand how water can be made safe
<b>KEY MESSAGE:</b>	'Change dirty drinking water to clean'
<b>HOMEWORK:</b>	Use of Sur Eau in treatment of drinking water

## METHOD:

1. Ask four people to come forward and each hold up one of the water treatment cards, 17.10 - 17.13.
2. Discuss the different methods of making water safe.
3. Ask everyone who currently treats water to come up and stand behind one of the four cards, which represent their way of treating water. Make a note of the numbers of each. Let them sit down.
4. Demonstrate how to use Sur Eau.
5. Demonstrate how long the water must boil if it is to be purified (6 minutes).
6. Make a song up about purifying water and sing it for six minutes.
7. Discuss the use of fire wood or fuel to boil water and the disadvantages of boiling water because of deforestation.
8. Now ask the others who do not treat their water to come up and decide which way they will start to treat the water in future.



## RECOMMENDED PRACTICES:

1. Take water from a clean protected water source.
2. Store your water in a clean closed container.
3. Do not drink water that is not boiled or treated.
4. If the water source is not transparent (high iron amount, after flood, drought), purify water with a filter system before treating.
5. Filtering unsafe water is not enough, it must be boiled as well to kill germs.
6. Treat water by filtering, adding 'sur eau' and boiling for 6 minutes if it is unsafe.
7. Use water in a safe way so it is not contaminated when you take it to drink.

<b>ACTIVITY:</b>	Blocking bad practice
<b>CARD SET:</b>	14.a
<b>TIME:</b>	One hour
<b>OBJECTIVE:</b>	To open up discussion on unsafe sanitation practice
<b>KEY MESSAGE:</b>	'GOD loves ZOD'
<b>HOMEWORK:</b>	Zero open defecation around your home

## METHOD:

1. Facilitator gives out the set of pictures to the participants.
2. Those with pictures come to the front and each one describes what is in the picture.
3. Each time a participant explains their picture they must say whether there is open defecation (faeces exposed to the air)
4. Make two groups: those with open defecation pictures and those with no open Defecation
5. Ask the groups if these practices are common in the area. Remove those that are not common.
6. Now ask the participants in the 'Open Defecation Group' to find a partner whose picture shows a way to make faeces safe.
7. Each pair must then present their pictures together explaining how one picture provides the solution to open defecation
8. Now discuss the following: *How do we ensure Zero Open Defecation?*

## RECOMMENDED PRACTICES:

- Do not urinate and defecate freely in the open
- Always dig and hole and cover faeces if defecating outside
- Do not use fresh faeces as fertilizer.
- Human faeces should be composted for over six months before use.
- Children should defecate into chamber-pot
- Children's faeces should be buried if there is no latrine (cat sanitation).
- Never let dog or pig eat children's faeces after defecation.
- Do not defecate into water, ponds or dry gullies

# SANITATION: IMPROVED TOILET

# 14.b

<b>ACTIVITY:</b>	Sanitation Ladder
<b>CARD SET:</b>	14.b
<b>TIME:</b>	One Hour
<b>OBJECTIVE:</b>	To understand how to improve your sanitation facilities
<b>KEY MESSAGE:</b>	'A clean latrine is better than a dirty toilet'
<b>HOMEWORK:</b>	A clean latrine at home

## METHOD:

1. Give out all the pictures of the different latrines (Numbers 18.1. - 8.14)
2. Ask each person to describe their picture and say if it is hygienic.
3. Make a line of the different latrines from worst to best.
4. Now ask everyone to stand behind the picture that shows their current facility
5. Each row should make a group and discuss:
  - How the latrine is safe or unsafe.
  - How the latrine can be upgraded.
  - What each person intends to do to improve their existing sanitation
6. Make a plan how this can be done. How can money be raised?

## RECOMMENDED PRACTICES:

- Start a habit of defecation in private latrine or public latrine.
- Clean latrine daily to prevent from bad smell, insects (flies, etc.)
- Put ash down the squat hole to stop flies breeding.
- Keep door closed so no animals can enter latrine.
- Make sure every latrine is covered, so flies have no access.
- Never allow faeces around the outside of atrine or mess around the hole.
- Provide cleaning material (toilet paper, newspaper, leaves)
- Put a ventpipe in a pit latrine to reduce the smell
- Put fly mesh at the top of the vent pipe to trap flies and reduce breeding
- Use ecosan 'composting pit' to enable safe re-use of faeces
- Ensure at least one year before using dried faeces as compost.

# A MODEL HOME

15

<b>ACTIVITY:</b>	<b>COMPETITION</b>
<b>TIME:</b>	1-2 hours
<b>OBJECTIVE:</b>	To honour the people with the cleanist homes
<b>KEY MESSAGE:</b>	Improve your home
<b>HOMEWORK:</b>	Adopt all the recommended practices

**The Model Homestead competition: For the most hygienic and well organised home.**

**Decide on the main criteria**

**Select a panel of judges (usually from MoH or other government bodies, teachers etc).**

**Award a prize to the winner (raised from local business men or MP).**

**If government is able: receive a new borehole or other infrastructure as a reward.**

**Be sure the newspapers and radio/TV showcase the winners.**

<b>ACTIVITY:</b>	Three Group sorting
<b>CARD SET:</b>	16
<b>TIME:</b>	1 - 2 hours
<b>OBJECTIVE:</b>	To learn the rights of children
<b>KEY MESSAGE:</b>	Children are the future, look after them well.
<b>HOMEWORK:</b>	Make sure all children are in school

## **METHOD:**

1. Explain how children are vulnerable and must be cared for with love.
2. Give out all the pictures.
3. Ask each person to come up and explain their card and if it is good or bad.
4. Discuss how children need physical and emotional care.
6. Discuss how important it is for children to have time to play.
7. Discuss the issues of keeping children back from school.
6. Discuss disability in children and how they should still interact with other children.
7. Divide into small groups and discuss how the issues relate to their own experience.
8. What are some of the challenges to child care and how can the CHC help to overcome them.
9. Come together and each group report back on their discussion and resolutions.

## **RECOMMENDED PRACTICES**

1. Children need both parents to be emotionally secure
2. Children must have enough time to play
3. Do not make children work
4. All children should go to school
5. Girls should not be discriminated against
6. Provide three meals a day for children
7. Make sure children have their own clothes and keep them clean
8. Children should wash every day with soap
9. Provide safe sanitation for children
10. Provide safe water for children

# RESPIRATORY DISEASE

17.

<b>ACTIVITY:</b>	3 group sorting, Blocking the Route
<b>CARD SET:</b>	17
<b>TIME:</b>	One hour
<b>OBJECTIVE:</b>	To provide understand of prevent ARI
<b>KEY MESSAGE:</b>	To touch or sneeze will spread Disease.'
<b>HOMEWORK:</b>	Sneeze into your shoulder from now onwards

## **METHOD:**

1. Explain to participants the different types of respiratory diseases (cold, flu, bronchitis, pneumonia and Tuberculosis, showing the picture of clear and infected lungs).
3. Give out all the picture showing the way respiratory disease are spread and prevented.
4. Ask each person with a picture to come up to the front and describe what is shown in their picture and if it is a good or bad practice.
6. Ask all the bad practices to stand in a line holding up their pictures.
7. Ask the participants who have a good picture to come and block the bad picture.
8. Explain how shoulder seeing is important, and how washing hands with soap helps to reduce ARI by half.
9. Make a role play to show how to prevent ARI.

## **RECOMMENDED PRACTICES:**

1. Wash hands regularly with soap.
2. Do not shake hands or have close contact with someone who is infected.
3. When sneezing or coughing use your shoulder or elbows, not your hand.
4. Use a tissue to sneeze and dispose of tissue safely in closed bin.
5. Keep warmly dressed with shoes in winter.
6. Do not smoke inside and expose others to passive smoking.
7. Have a well ventilated kitchen with a smokeless stove or chimney.
8. Take children early to get medical assistance if symptoms are serious.
9. Have a balanced diet to build the immunity of the body
10. If infected do not sleep in the same room with others

<b>ACTIVITY:</b>	Blocking the Route
<b>CARD SET:</b>	18
<b>TIME:</b>	One hour
<b>OBJECTIVE:</b>	To understand how to prevent malaria
<b>KEY MESSAGE:</b>	'Mosquitoes make misery, don't let them breed.'
<b>HOMEWORK:</b>	Use of mosquito net for whole family

## **METHOD:**

1. Provide information on the transmission of the mosquito borne disease
2. Using the appropriate Transmission Cards, ask people to come up and hold the cards in the right order to show how transmission happens.
3. Give out the Blocking Cards and ask people to discuss ways that the mosquitoes can be blocked from continuing to breed and infect people.
4. Ask those with the cards to come to the front and stand in front of the person with the appropriate card, showing how their card will prevent that stage in the mosquito's life cycle.
5. Discuss if the ways of prevention can be undertaken by the community and how this will be done.
6. Ask participants to pledge certain changes in their behavior to stop the transmission of mosquito borne disease: emptying tins, potholes and controlling breeding sites.
7. Make arrangements for all those with children under 5 to have insecticide treated bed nets.
8. Discuss other activities that can be done as a group to prevent mosquito breeding.

## **RECOMMENDED PRACTICES:**

1. Use a mosquito net when sleeping.
2. Clean up around home to ensure no mosquito breeding in empty containers.
3. Fill in all potholes and stagnant water.
4. Spray all ponds/dams with larvacide to prevent breeding.
5. Cut all grass and shrubs around home.
6. Keep all doors and windows closed.
7. Use wire mesh on windows.
8. Burn mosquito coil or insecticide to ward off mosquitoes.
9. Put mosquito repellent on exposed skin.
10. If someone has malaria they must sleep under a mosquito net when resting.
11. Go to the clinic immediately to get treated.
12. If no response to treatment with 12 hours seek medical assistance again.

**ACTIVITY:** Blocking the Route  
**CARD SET:** 19  
**TIME:** One hour  
**OBJECTIVE:** To understand how to prevent bilharzia  
**KEY MESSAGE:** Do not get nailed by bilharzia snails  
**HOMEWORK:** Take the cure for bilharzia if needed

## **METHOD:**

1. Give the Life Cycle (21.1.- 21.6) cards out, one to each participant who presents what they see on their card.
2. Explain carefully how the transmission takes place.
3. Give out the transmission cards (21.7- 21.12) and ask each person with a card to come up in turn and stand in front of the card which shows how bilharzias is spread in that stage. Explain that these are all high risk practices and discuss if any or all of these are common in the area.
4. Give out the Prevention cards (21.13 - 21.20) and ask those participants to come up in turn and stand in front of the transmission practice which is blocked by their card. Now all those with transmission cards can sit down.
5. Those with prevention cards remain in front to do the Priority Line Up activity. Summarise the different ways that bilharzia can be prevented.
6. Hold all the pictures up in a row and ask participants to sort them into a line, showing the easiest to the most difficult practice to change.
7. Discuss what can be done immediately, in the short term and in the long term, and how this is to be achieved.
8. Ask the participants to make a pledge to undertake at least one of the above methods to prevent bilharzia.
9. Encourage everyone with symptoms of bilharzia, especially children, to go to the clinic for the medicine to kill the parasite.

## **RECOMMENDED PRACTICES:**

- Use a latrine
- Practice cat sanitation
- Spray breeding places
- Use protected water, do not take water from rivers
- Wash at home, do not swim in rivers
- Wash plates at home, not in rivers
- Wash clothes at home, not in rivers
- Go to clinic and take medicine if signs of bilharzia



# COMPETITIONS

<b>ACTIVITY:</b>	<b>Planning Competitions</b>
<b>TIME:</b>	<b>One hour</b>
<b>OBJECTIVE:</b>	<b>To use competition to stimulate action</b>
<b>KEY MESSAGE:</b>	<b>'Compete to be the best'</b>

- **Holding a competition either within the CHC or between CHCs, at local, district, provincial and national levels is one of the most effective ways to stimulate hygiene improvements to the home.**
- **Competitions are also a way to reward those who have made an effort to improve and to provide an example to others so that hygienic living becomes a status that is admired and copied by others.**
- **By involving local leaders and dignitaries you can call their attention to local public health issues that may be possible to resolve with their support.**
- **It also provides a forum for disseminating new ideas and information to non CHC members and raises the profile of the CHC so that more people join the movement.**
- **Most people love to compete and watch competitions so it is entertainment and fun as well as for self improvement.**
- **It develops pride in the home and promotes higher living standards.**
- **The level of the competition will depend on the funds and sponsorship available. Local shops and business can be asked for prizes.**
- **Elect a special committee to organize the fund raising and promotion of the event.**

## **Decide what competitions to have:**

### **1. The best health song:**

Every CHC should compete by preparing a song with health messages. The winning song should be broadcast on national radio/TV so helping to spread the messages.

### **2The best drama:**

Every CHC should have at least one health drama depicting the issues that need to be understood and disseminated. Judges must decide on key areas to give points (costume, content, diction, originality, humour, crowd appeal etc) and set the standard length of performance. The winning drama should be broadcast on national radio/TV so helping to spread the messages.

### **3. A Health Quiz:**

This is popular at school but the community can also enjoy quiz competition. The Project facilitators should make a list of questions and multiple choice answers based on the content of the CHC training. Each CHC should submit a team and the competition held at different schools so that school children also can watch their parents. This can also be televised and on radio.

### **4Athletics and games:**

Long distance running, short races, football and netball are all popular games that can provide a lot of interest so that the CHC has a football league which is a great incentive to join the CHC for younger members of the community. As regular exercise is a healthy activity, this is also a way that CHC members can get fitter.

# GRADUATION

**ACTIVITY:** Planning Graduation  
**TIME:** One hour  
**OBJECTIVE:** To reward those who have completed the full training  
**KEY MESSAGE:** You will win the respect of your community  
Those who complete graduate.

A CHC Graduation is really the end of the official training given by Village Health worker for this first phase. It is the time when the CHC takes over from MoH and starts to run its own affairs. Therefore by this stage there should be an effective Executive Committee able to manage most public health issues, including the management of the water, sanitation and solid waste of the area.

This is the time when the whole village whether members of the CHC or not are invited to witness the presentation of certificates to those who have completed the training. It is a time of great celebration while those who are graduated are given public recognition and honored. Therefore the leaders of the area should be invited to attend and a guest speaker and VIP found to give out the certificates.

The Village Health Worker should carefully identify all those who have completed the training by the completed membership cards. Past experience shows that it is best to only allow those who have completed 100% all sessions, and make no exceptions. If people are missing one or two sessions provide repeat sessions for them to attend but do not give certificates if even one session is missing. This is to avoid infighting and jealousy and create a high standard that is respected and the same everywhere. It is also critical that there is no cheating because those who gain certificates may be eligible for any future projects such as sanitation, water provision etc. This ensures that benefits are not hijacked by those who do not deserve them. This firm rule is one of the key reasons why CHCs go on to provide demand led initiatives and that no resources are squandered for lack of knowledge and integrity.

1. **Select a time and a venue. Invite all guests and officials at least one month before in writing.**
2. **Submit a list of graduates to MoH so they can prepare the certificates**
3. **Organise the competition long before so that the winners can present their songs and drama at the Graduation and plan a visit to the model home on arrival.**
4. **Arrange to the media and maybe a photographer to be present.**
5. **Arrange the transport if necessary**
6. **Arrange the prizes for special events**
7. **Select a Master of Ceremonies and warn those who are to give speeches.**
8. **Arrange the programme: This should be not more than 2 hours long.**
9. **On the day all CHCs should bring their banners with their maps, and enter singing their health songs.**
10. **All CHCs should attend in uniform if possible, and bring their family and friends.**