

**TRUTH
CENTERED
TRANSFORMATION**

MODULE



HEALTH SKILLS TEACHER GUIDE

Truth Centered Transformation—Module: Health Skills. Copyright ©2017 Reconciled World, Phoenix, Arizona, United States of America. www.reconciledworld.org

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Before You Get Started

Preparing for Teaching a Lesson

1. Read through the **Teacher's Guide** carefully, several times if possible. Highlight or make notes on the sides of the pages to remind yourself of important points.
2. Look at the **main ideas** for each lesson so you know what students should learn through the lesson.
3. Read all **scripture** passages ahead.
4. Check to see what **materials** are needed in each lesson and make sure you make copies of Student Guides (handouts) and create the visual aids that are used in the lesson.
5. Make sure you are familiar with each **activity** in the lesson (role plays, games, visual aids). You can practice them with your family or friends.
6. Take time to **pray** for God to prepare the students, for the students to hear what God wants them to hear, and for Him to help you teach the materials. Remember that it is only through God's strength that we will see people changed.

Helpful Hints for Effective Teaching

1. Arrive early and set up your materials and the area you will be using.
2. Don't rush through the material. Plan enough time for discussion, activities and breaks. The goal is for people to have time to understand and be involved in the learning process. Move at a pace from topic to topic that makes sure everyone understands. Some modules may take an extra half or whole day.
3. Review often. At the beginning of each session have the class review all they have learned so far in the training module. Repetition helps people to remember what was learned.
4. Follow the Teacher's Guide and your preparation notes.
5. Make sure to include all four parts of each lesson.
 - a. Introduce the topic – Activities will connect the topic to their previous experiences.
 - b. Give new information – There are many ways to share new information.
 - c. Give students something to do with what they have learned – Activities allow them to better understand the information by working with others, creating something, or using the new information in some way.
 - d. Connect the information to their lives – This is the application step that helps the student decide specific ways they will apply new information they have learned in their lives. Learning without application doesn't produce change and isn't very useful.
6. Review your adult learning principles and other skills taught in the Facilitator Development Training.
 - a. Give clear directions
 - b. Ask lots of open-ended questions (questions requiring more than a yes/no response)
 - c. Thank people for their participation
 - d. Don't tell people what they can learn better by discovery
 - e. Build on what people already know and recognize their experiences
 - f. Be patient and wait for people to respond
7. Encourage everyone to be participating, sharing and contributing to the discussions. Find ways to gently encourage shy people to participate without embarrassing them.
8. Pray throughout the day for God to reveal new things to you and the students.

How to Use This Teacher's Guide

1. **Main Ideas and Materials:** Each lesson begins with this section.
 - a. **Main Ideas** – There are many good ideas in each lesson, but participants should clearly understand these main ideas by the end of each lesson. All the discussions and activities should reinforce these main ideas, so that participants also to know how they impact their lives. It is good to ask yourself, what would the participants believe and do after this lesson? Take time to review the main ideas often to help them remember and talk about ways to apply these ideas.
 - b. **Materials** – The specific materials needed are listed for each lesson, including Visual Aids and Student Handouts. You can choose to provide copies of the entire Student Guide to each participant, or make a minimal number of copies for small group discussions. If you do not use the Student Guide, you can write verses and questions on a whiteboard or poster, or write the verses on small pieces of paper for each group. If a Student Guide handout is critical for everyone to have, it will be bolded in the materials list. We also recommend having poster paper, a whiteboard, OR a chalkboard to use with the large group.
2. **Facilitator Instructions:** There are special instructions in the lesson to help you lead the training well. These are not meant to be shared with the students. Read these ahead so you are prepared to lead discussions and activities. Some questions will also have italicized answers to help you as a facilitator know what ideas to emphasize with the students. These are not the only good answers, just some good answers.
3. **Managing Time Frames and Flow:** Time frames are not included for each lesson.
 - a. Take as much time as is needed to help people learn the ideas in the lesson. It is more valuable to be concerned about what people are learning than with completing the lesson in a set time frame.
 - b. Remember to leave time for facilitators to start off with devotions, share testimonies, discuss any problems they are having, and pray together.

Special Facilitator Note for the Health Module

The structure of this module is different than all the other modules. The first two lessons are the typical 1.5 hour lessons about the importance of taking care of our physical health and how we can help others. Lessons 3-5 include many specific health skills. Lessons 3-4 are longer than normal and do not need to be taught all at the same time. These lessons can be taught in three shorter sections as noted or each topic can be taught separately as mini-lessons. Lesson 5 can be taught in 1.5 hours using lots of practice time. Review all these health skills often during the training, do the activities to practice these skills, and encourage them to share what they have learned with family, neighbors and the community. These lessons also include many visual aids to help reinforce the skills and make it easier to remember the key information. The Student Guide is a booklet which is intended to be given after the training to help the participants remember the health skills. There are a few student guide handouts that will need to be printed and used during the training. They are noted in bold in the materials list at the beginning of each lesson.

Lesson 1: Why Christians Should Care About Health

Main Ideas

1. Jesus cared about and helped sick people and so should we.
2. The Bible teaches us to honor God by taking care of our physical bodies.

Materials

1. Visual Aids:
 - a. 1.1 Mistaken Beliefs Cards (one copy if using as a large group or one copy per group)

Introduction

LARGE GROUP ACTIVITY (ROLE PLAY)

Facilitator Instructions: Ask for 8-10 volunteers to act out this story as you read it. (Assign 4-6 people to be the crowd, a leper, a captain, Peter's mother-in-law and Jesus.) They can just act it out as you read it or they can repeat the words when they act it out. It is best if the volunteers have time to practice it.

Jesus The Healer (Matthew 8:1-15)

Large crowds followed Jesus as he came down the hillside. Look! A leper is approaching. Then the leper went to his knees before Jesus, praying, "Master, if you want to, you can heal my body."

Jesus reached out and touched him, saying, "I want to. Be healed." Instantly, all signs of the leprosy disappeared.

Then Jesus said to him, "Don't talk about this all over town. Just quietly present your healed body to the priest, and give thanks to God. Your physical healing and grateful life, not your words, will bear witness to what I have done."

Then Jesus went to another village. A Roman captain came up in a panic and said, "Master, my servant is sick. He can't walk. He's in terrible pain."

Jesus said, "I will come and heal him."

"Oh, no," said the captain. "I don't want to put you to all that trouble. I am not worthy to have you in my home. If you will only stand here and say, 'Be healed,' my servant will get well! I'm a man who takes orders and gives orders. I tell one soldier, 'Go,' and he goes; to another, 'Come,' and he comes; to another, 'Do this,' and he does it. And I know you have authority to tell his sickness to go—and it will go! "

Jesus stood there amazed and said, "I haven't seen faith like this in all the land of Israel! "

Then Jesus turned to the captain and said, "Go home. What you have believed has happened!" At that moment, his servant was healed.

Then Jesus and his disciples went to Peter's house. When they arrived, Peter's mother-in-law was sick in bed, burning up with a fever. Jesus touched her hand and the fever left her. She got up on her feet right away and prepared a meal for them.

LARGE GROUP DISCUSSION

- What three miracles did Jesus do in this story?
 - *He healed a leper, He healed a man's servant, and He healed Peter's mother-in-law.*
- What was Jesus' attitude toward the sick?
 - *He had compassion on them; He wanted to heal them; He treated them with kindness and dignity*
 - *Read Matthew 9:35-36 if necessary*
- What did Jesus do for each sick person he met?
 - *He healed them.*
- In the first story, what did Jesus tell the leper to do when he was healed?
 - *Give thanks to God*
- Why was that important?
 - *It would become a testimony of God's power*

God cares about every area of our lives. Therefore, some of our training modules will teach practical skills about health, agriculture, money and parenting. Then we can use these skills to build God's Kingdom in our community.

This training module is about our health. Jesus cared about the health of others. In addition to praying for the sick, this training will look at how Christians should take care of our health. There are numerous reasons why we need to care about health. We are going to look at just a few in the next few lessons.

What the Bible Says About Health

SMALL GROUP DISCUSSION

Facilitator Instructions: *Write the five sets of verses on a whiteboard or poster and assign each group one set of verses, or give each group a piece of paper with one set of verses to read and discuss.*

Look at the following verses and see if you can come up with some reason why people should care about their health and the health of others.

1. Genesis 1:26-27 & Psalm 139:13
2. 1 Corinthians 3:16-17
3. Psalm 100:3 & Psalm 24:1
4. Luke 10:25-37 & Matthew 25:34-45
5. Leviticus 11:32-40 & Leviticus 13:29-59

REPORT BACK

Facilitator Instructions: Ask one group to share their answers from each set of verses. Then ask the rest of the groups if they had other reasons. Summarize using the information below in italics and any other key ideas from the group. Ask the additional questions found under some of the points below. Then move to the next verse. Make sure to reinforce these ideas over and over during the rest of the training.

1. Genesis 1:26-27 & Psalm 139:13

We are created by God and made in the image of God

We are made by God for a special reason. Each person is made by God in their mother's womb. If we are special enough for God to take the time to create us, then we should take the time to look after the body that He has given us. He has a special work for each of us to do and as much as possible we should try to stay healthy so that we can do that work.

2. 1 Corinthians 3:16-17

Our bodies are temples of the Holy Spirit

Not only are we made by God but the Holy Spirit lives in us. We should take care to look after our bodies.

- *What does God say will happen to anyone who destroys His temple?*
- *Why do you think that this verse speaks so strongly?*

Our bodies are temples of the Holy Spirit. We need to care for our bodies carefully. As much as possible we need to protect ourselves from sickness and injury.

3. Psalm 100:3 & Psalm 24:1

We belong to God

In this verse, we see that everything belongs to God. God has given us bodies in which to live on earth but they belong to God. If someone asks us to take care of their baby for a day, then we carefully look after it. We don't put it in a corner and not bother to look after it. In the same way, we should look after the bodies that we have. They belong to God and not to us. He has given them to us but we should use them wisely. One way to use our bodies wisely is to make sure that we stay healthy.

4. Luke 10:25-37 & Matthew 25:34-45

God expects us to care about the sick

In these verses, we see that God commands us to care for those who are sick. This is part of what it means to love our neighbor. When Jesus gave an example of loving our neighbor he chose the example of caring for the sick.

5. Leviticus 11:32-40 & Leviticus 13:29-59

God cares about preventing sickness

As we read through these verses we see that God had many laws surrounding keeping people clean.

- *Why do you think that God cared about keeping people clean?*
 - *To prevent illness. God doesn't want us to be sick. God cares that we stay healthy.*

Common Mistaken Beliefs About Health (Use Visual Aid Cards 1.1)

LARGE GROUP DISCUSSION

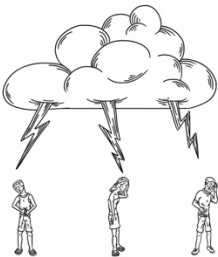
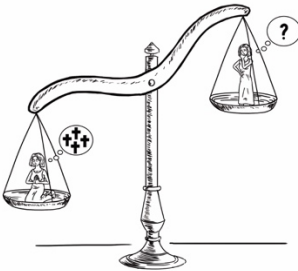
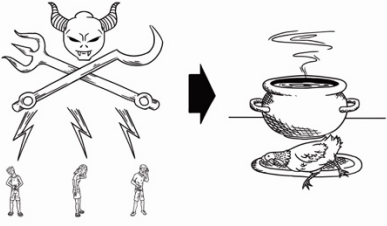
- What are some common beliefs about how/why people get sick?
- What are some common beliefs about things we should do/not do to stay healthy or recover from illness?


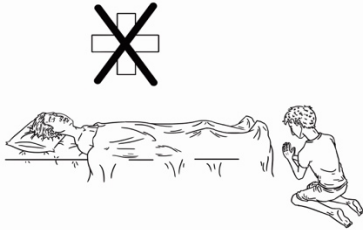
LARGE GROUP OR SMALL GROUP ACTIVITY

Facilitator Instructions: Show the Visual Aid 1.1 cards one at a time. Use the content on the right column of the chart below to guide the discussion. If you do this as a small group, make one copy of cards per group.

Each of these cards represent some common mistaken beliefs about health.

- What the common result of having this belief?
- What is the truth that we can share with others?

Mistaken Beliefs	Common Result and Biblical Truth
<p>All sickness is punishment from God</p> 	<p><u>Common Result:</u> Some people believe that when they are sick, the gods are angry at them and are punishing them. This means they believe that all sickness is the result of our sins. This may keep people from getting help or changing their practices.</p> <p><u>Truth:</u> Jesus condemned such a belief (John 9:1-5). The Bible does mention that there are some occasions when God may allow someone to become sick so that they will repent but not all sickness is the result of sin.</p>
<p>If we had more faith, we won't be sick</p> 	<p><u>Common Result:</u> People feel shame and guilt for not having enough faith. Others may judge people who are sick rather than love them.</p> <p><u>Truth:</u> It is true that God heals us but the Bible also makes it clear that God does not heal every disease. For reasons that we will not always understand God does not always heal. For example, Paul asked God three times to take away a problem, but Paul realized the problem caused him to depend more on God (2 Cor. 12:7-10).</p>
<p>Sickness is caused by evil spirits so we must make sacrifices</p> 	<p><u>Common Result:</u> This reinforces traditions of sacrificing to appease God or other gods that enslave people and they misunderstand God's love. This can unnecessarily add to financial burdens.</p> <p><u>Truth:</u> In the Bible, we also see that evil spirits can make people sick (2 Cor. 12:7). This is not common and most illnesses are caused by germs that became part of the world after Adam and Eve sinned.</p>

	<p>Even if someone is sick because of evil spirits then we should pray that God would heal them rather than sacrificing. Jesus has already defeated Satan so we can trust in Him to make us well. If necessary, we should also ask the leaders of the church to pray for us.</p>
<p>God isn't concerned about health</p> 	<p><u>Common Result:</u> If God isn't concerned about health then Christians won't care about health either.</p> <p><u>Truth:</u> God has shown His compassion for those who are sick through healing people (Exodus 15:26, Luke 7:21). God also gave the Israelites many instructions to help them not to get sick or to prevent illness from spreading (Leviticus 11& 13).</p>
<p>If we are sick, we should just pray and not go to the doctor.</p> 	<p><u>Common Result:</u> Some will get sicker and some may even die unnecessarily if they don't get help when it is needed.</p> <p><u>Truth:</u> In the Bible, there are many times when medicine was used to heal people. For example, the Good Samaritan used oil. In that story, Jesus did not say that he should have just prayed for the man.</p>

REPORT BACK

Facilitator Instructions: Review questions above. Ask each group to share their list from common results and truth. Some other cultural lies may come up; if so, help them to find what the Bible says and encourage them to pray about it.

One way that we honor God is by taking care of the bodies that He has given to us. We also honor God by helping others to care for their bodies and by helping those who are sick.

REFLECTION WITH A PARTNER

- What did you learn from reading the Bible about the importance of your health and caring for the health of others?
- What mistaken beliefs did you have about health?

Lesson 2: What Can We Do?

Main Ideas

1. Poor health has a negative effect on every area of our lives.
2. We can treat some illnesses at home, but we need to know when to get special medical treatment.
3. We can prevent sickness in three ways: prevent it before it happens, prevent it from spreading to others, and prevent some sickness from getting serious.

Materials

1. Blank cards (30 per group)

How Poor Health Affects A Community - Tai Ping Case Study

LARGE GROUP DISCUSSION

Facilitator Instructions: After reading this first part of the Tai Ping story, make a list of things that make life difficult in their community on the whiteboard or poster. Circle the ones that they listed that are related to health.

Tai Ping is a community that started TCT training in 2005:

Tai Ping was a typical rural village. The people were rice farmers, but before 2005 there was never enough rice to feed their families for the whole year. Without roads to their fields, each family only harvested what they could carry over rugged hiking trails. There were no latrines. People rarely washed. It was more common for people to be sick and have diarrhea than to be healthy. Few children went to school. Domestic violence was common, even among church leaders. Typically, the people in the community were sick, hungry, and illiterate. Life was difficult in this village.

- What were some of the things in the Tai Ping community that made life difficult?
- What similar challenges do you have in your community that make life difficult?
- Which of these life struggles in your community are related to health (directly or indirectly)?

There is good news from the rest of the story of Tai Ping.

Then the church in Tai Ping began studying TCT. They learned that Jesus has lordship over every area of life, that God had given them resources and abilities, and that He wanted them to show His love to others. The church learned that their bodies were given to them by God to take care of, and that it was not God's plan for His people to be continuously sick. The church began to teach the lessons about hygiene and treating common illnesses in their small groups. As the church members applied the health lessons in their lives, their neighbors saw the benefits and began to do the same. Soon, everyone had and used a latrine, practiced good hygiene, and kept their homes clean. Every family began gardening and eating fresh vegetables. Sickness became rare. Children no longer died from diarrhea. Because they could treat common illnesses at home, debt from hospital bills decreased.

- What happened in Tai Ping when they learned that God cared about every area of their lives and began to apply the health lessons in their lives?
- What would be different if people were healthier in your community?

God does care about every area of our lives including our health. Poor health, diseases and sickness cause many problems in our communities, families and in our own lives. When we apply what we learn about our health, we become healthier, our community is blessed and God is glorified.

How Poor Health Affects A Family

LARGE GROUP DISCUSSION

- How often are people in your family sick?
- When someone in your family gets sick, what are some of things that can happen that make life more difficult? Think of a sick father, mother, and child.
 - *The rest of the family can get sick (contagious sickness)*
 - *Loss of income and/or loss of job*
 - *Spend extra money for medicine, transportation to and from clinics, doctor or hospital care*
 - *Go in debt from expenses and lack of income*
 - *Spending extra time to care for sick family member*
 - *No one to care for the children (either too sick or have to go away to get treatment)*
 - *Children miss school*
 - *Becoming a widow or orphan*
 - *Grief, mourning and depression from death of a loved one*
 - *Questioning their own faith*
- What areas of life (Physical, Financial, Work, Family, Spiritual, Emotional, etc.) does sickness affect?
- If you spent half as much money and time to get medicine, go to doctors or hospitals and treat sicknesses, how would that help your family?

Being sick has a negative effect on every area of our lives. Having good health will have a positive effect on every area of our lives. Our health is important.

There are three things we can do to help improve the health in our families and in our community.

1. Learn how to properly care for and treat people with common illnesses
2. Learn how to prevent sickness and diseases
3. Learn basic first aid for accidents, sudden sicknesses and other emergencies

What Are Common Illnesses in Your Community?

SMALL GROUP ACTIVITY

Facilitator Instructions: Give each group 20-30 blank cards.

- What are some of the most common illnesses in this area? Write one illness on each card. Try to identify at least 20 common illnesses.
- Discuss and then write on the back of each card how people commonly treat these illnesses.

REPORT BACK

Facilitator Instructions: Have one group share their list and then ask other groups to share any additional illnesses they had on their list that haven't been mentioned yet. At the end of the activity, make sure the groups keep these cards for another activity in a later lesson.

Get Proper Treatment For The Sick**LARGE GROUP DISCUSSION**

Facilitator Instructions: Read the following story. You will use this same family in future stories.

In this story, we meet Cherai and some of her family. We will hear more about this family in future lessons.

When the rainy season comes, many people start coughing and feeling sick in Cherai's community. Cherai's 5-year-old daughter, Lois, became sick during the rainy season. Lois' body was hot and her nose had thick, yellow liquid coming out. She was very tired and she was getting weaker even though she slept a lot. Soon Cherai and one of her other children started to cough. Cherai thought, "It was bad enough when her daughter was sick, but now everyone is getting sick." Her neighbor came over to visit and saw how sick Lois was. Cherai told her she was sick because of the bad weather. She also told her neighbor what she had done to take care of her the past few days. Her neighbor saw the child needed to get special treatment right away. "Cherai, we have to take your daughter to the medical clinic right away. They will be able to help her." Cherai said, "I think everyone is getting sick." Then her neighbor showed the whole family how to keep from coughing on one another and other ways to keep the sickness from spreading to each other.

- What did Cherai's neighbor see that concerned her so much?
- What would you typically do at home to take care of a sick child like Lois?
- Why did Cherai need to take her daughter to the medical clinic?
- What do you think caused the other members of Cherai's family to get sick?
- What are some things Cherai could do to protect others in the family from getting sick?

When people are sick the loving thing to do is to take care of them and get them the right treatment to get better. Sometimes we can care for them at home and other times they will need special care at a medical clinic or hospital. There are also ways to protect people from getting sick or from the sickness getting worse. In this module, we will learn what things we can do to help people stay healthy and what we can do to take care of people who are sick.

SMALL GROUP ACTIVITY (CARD SORTING)

Facilitator Instructions: Use the same groups and common illnesses cards from the last lesson and give the following instructions.

1. Look through your common illness cards and sort them in two piles: one for illnesses that need to be treated by a doctor or have specialized treatment and one for illnesses that can be treated at home. If you think it is both, put it in a pile between the other two piles.

2. Look at what was written on the back of the cards in both piles. How do people typically treat this illness? Was it the same or different from the pile you put it in? Why or why not?
3. Add new cards for any additional illnesses that you can think of for each category.
4. Which pile has the most cards in it?
5. What does this mean for the community?
 - *There are a lot of sicknesses that can be treated at home.*

REPORT BACK

Facilitator Instructions: Discuss which pile had the most cards in it and what that means for the community. Only talk about the illnesses below that are common in this area. Ask groups to keep these cards for an activity at the end of the next lesson.

Treat at Home	Doctor or Specialized Treatment
<i>Malnutrition</i>	<i>Cancer</i>
<i>Dehydration</i>	<i>HIV and AIDS</i>
<i>Diarrhea</i>	<i>Diabetes</i>
<i>Colds</i>	<i>Tuberculosis</i>
<i>Coughs</i>	<i>Pneumonia</i>
<i>Flu</i>	<i>Malaria</i>
<i>Stomach-aches</i>	<i>Rabies</i>
<i>Jiggers</i>	<i>Tetanus</i>
<i>Minor cuts</i>	<i>Meningitis</i>
<i>Minor burns</i>	<i>Dengue</i>
<i>Allergies</i>	<i>Typhoid Fever</i>
<i>Worms</i>	<i>Leprosy</i>

There are many illnesses that can be treated effectively at home. The Common Illnesses lesson will help you learn how to recognize specific illnesses and know what to do. You will learn some ways to provide basic treatments at home and when special medical attention by a doctor is needed. Proper and early treatment is one of the best ways to prevent mild illnesses from becoming serious.

Prevention of Sickness

LARGE GROUP ACTIVITY (GAME)

Facilitator Instructions: Put the plastic bottle with rocks in it on a table or chair in an open area. Give each person a handful of wadded paper, beans or something safe to throw. Repeat the game a few times with new volunteers in the center.

1. Come stand in a circle.
2. We need 2 volunteers to stand in the center of the circle with the plastic bottle on a chair.

3. The two volunteers' job is to protect the plastic bottle and keep it from falling over or being knocked off the chair. The volunteers can use anything in the room to protect the plastic bottle (like a bag or notebook to shield the bottle).
4. The people in the circle's job is to use the wadded paper, beans or other things to try to knock the plastic bottle off the chair.
5. You will have 2 -3 minutes to do your job.
 - What was the job of the two people in the middle?
 - What ways did they use to protect the bottles?
 - Which ways worked the best?

Like this game, we can learn to protect ourselves and our families from getting sick. This is called "Prevention." Most common illnesses can be prevented or significantly decreased. Preventing illness before it starts will keep your family healthy. There are many things that we can do to stay healthy and to keep sicknesses from getting serious.

We can prevent sickness in three ways:

1. We can prevent many sicknesses before they happen.
2. We can prevent sickness from spreading to other people.
3. We can prevent minor sickness from getting serious.

We will learn many ways to stay healthy and keep ourselves from getting sick or having accidents in the next lesson.

Lesson 3: Prevention

Main Ideas

1. Healthy communities are made up of healthy households that practice healthy habits.
2. When we regularly clean our bodies, wash our hands, clean our homes, get vaccinations and use latrines, we prevent ourselves from getting and spreading diseases and sickness.
3. Using clean water, good food storage, and proper treatment of waste, garbage and litter will reduce flies and the spread of diseases.
4. One main food is not enough to be healthy. Helper foods will provide energy, proper growth and protection for the body.

Materials

1. Visual Aids:
 - a. 3.1 Keeping Ourselves Clean cards
 - b. 3.2 Handwashing Practices (three pictures)
 - c. 3.3 Tippy Tap picture
 - d. 3.4 Clean Water cards
 - e. 3.5 Safe Food cards
 - f. 3.6 Dish Drying Rack picture
 - g. 3.7 Nutritious Food cards
 - h. 3.8 Four Types of Latrines pictures

2. Student Guide:
 - a. **3.1 Staying Healthy (make at least 1 copy for each group)**
 - b. **3.2 How Disease Spreads diagram (make at least 1 copy to show the group)**
 - c. **3.3 When To Wash Your Hands (make copies for group activity)**
 - d. 3.4 Build Your Own Tippy Tap
 - e. **3.5 Potential Accidents picture (one copy for each group)**
 - f. **3.6 How to Clean Water Using Chlorine and Solis Method (make 1 copy for demo)**
 - g. 3.7 Nutritious Foods
 - h. **3.8 How to Make a Fly Trap (make copies for group activity)**
 - i. 3.9 Types of Latrines

3. Other Materials:
 - a. A large plastic bottle with some rocks in it.
 - b. Large number of beans, rocks and/or small sticks (enough for 5-10 per person)
 - c. Local common illnesses cards from the last lesson
 - d. Solis Clean Water supplies: plastic bottles, corrugated iron sheet.
 - e. Drying Rack supplies: Four large branches with a 'Y' at one end, four medium straight branches, other smaller branches, rope.
 - f. Making A Fly Trap supplies: 2-10 plastic bottles, black paint, brushes, scissors or something to cut the plastic (create one example with manure ahead)

Facilitator Instructions: This lesson can be taught in three parts or by one or two topics at a time.

1. Section 1: Healthy Community and Healthy Habits and How Diseases Spread
2. Section 2: Keeping Ourselves, Our Homes and Our Community Clean
3. Section 3: Clean Water and Safe Food, Waste, Latrines.

Section 1:

Introduction

SMALL GROUP DISCUSSION

In Lesson 2 we talked about three ways to prevent sickness.

- What were the three ways?
 - *We can prevent many sicknesses before they happen.*
 - *We can prevent sickness from spreading to other people.*
 - *We can prevent minor sickness from getting serious.*

LARGE GROUP DISCUSSION

Listen to this conversation between Cherai and her son, Seth:

“Seth, go wash your hands before we eat lunch. You have been outside playing in the field and I just saw you use the latrine.” Seth groaned and said, “Why do I always have to wash my hands, brush my teeth and take a bath?” Cherai looked at her son and said, “Our body is God’s temple and we need to take care of it.” Then Lois, her five-year-old, said, “What does that mean?” Cherai explained, “God wants us to keep our bodies clean. When we keep them clean, we are healthy and we honor God.”

- What ideas do you have for keeping ourselves, our homes and our villages clean to help prevent sickness?
- How can keeping our bodies clean and healthy honor God?

God has given us our bodies and He wants us to treat them respectfully and keep them clean. We don’t worship our bodies, but we take care of them to honor God who gave them to us.

Cleanliness is of great importance to prevent many kinds of sickness and diseases. When we keep things clean, we will be healthier and better able to live the way God intends. If we all took more care to **keep ourselves, our homes, and our villages clean**, to **eat well**, and to **use clean water**, we could stop most sicknesses before they start. And when we are healthy, we can enjoy all that God has given to us and serve Him and others.

Staying Healthy (Use Student Guide 3.1)

SMALL GROUP DISCUSSION

- What healthy habits or actions do you already know and practice to be a healthy person?
- What are some things that you would expect to find in a healthy home or community?
 - What would you see?
 - What would people do and not do?

REPORT BACK

Facilitator Instructions: Have each group share their ideas of what a healthy family and community looks like.

LARGE GROUP DISCUSSION

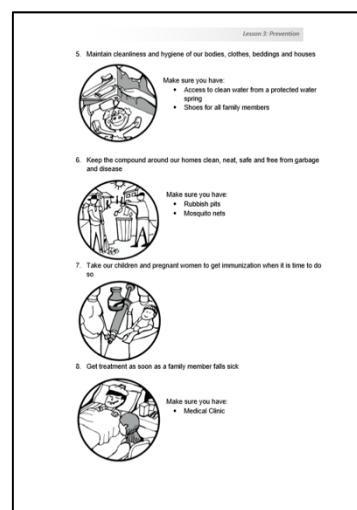
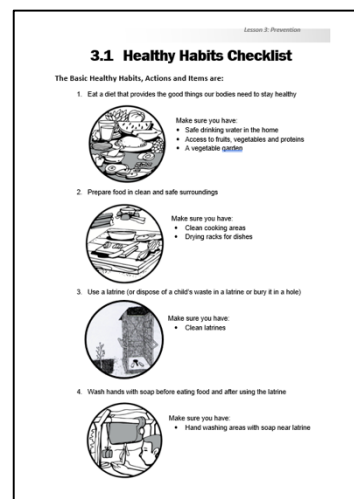
Facilitator Instructions: Show the Healthy Habits images on 3.1 Student Guide to reinforce each of these habits and actions as you discuss them. This information was adapted from the Ministry of Health Uganda VHT Participant Training Manual.

3.1 Healthy Habits Checklist

Healthy communities are made up of healthy households that practice healthy habits. For each of these healthy habits there are a few things that we can put into place to help us to practice that habit.

The basic healthy habits, actions and items are:

1. Eat a diet that provides the good things our bodies need to stay healthy
Make sure you have:
 - Safe drinking water in the home
 - Access to fruits, vegetables and proteins
 - A vegetable garden
2. Prepare food in clean and safe surroundings
Make sure you have:
 - Clean cooking areas
 - Drying racks for dishes
3. Use a latrine (or dispose of a child's waste in a latrine or bury it in a hole)
Make sure you have:
 - Clean latrines
4. Wash hands with soap before eating food and after using the latrine
Make sure you have:
 - Hand washing areas with soap near latrine
5. Maintain cleanliness and hygiene of our bodies, clothes, beddings and houses
Make sure you have:
 - Access to clean water from a protected water spring
 - Shoes for all family members
6. Keep the compound around our homes clean, neat, safe and free from garbage and disease
Make sure you have:
 - Rubbish pits
 - Mosquito nets
7. Take our children and pregnant women to get immunization when it is time to do so
8. Get treatment as soon as a family member falls sick
Make sure you have:
 - Medical Clinic



It is everybody's responsibility to improve and maintain the health of our families and the members of our communities. In each home, parents and guardians are very important because it is the family that teaches and demonstrates habits and actions that are needed to be healthy and stay healthy.

- What else might be missing from this list?
- How common do you think these things are in your community?

We will be looking at the details of each of these healthy habits in the next few lessons. For now, let's evaluate if we have some of the things that support a healthy household.

PERSONAL REFLECTION

- Which healthy habits do you need to improve in your family? Go through the checklist in your Student Guide and mark which habits and things you do NOT do currently.
- Pick one of the habits you marked that you could start doing to help your family be healthier.

SMALL GROUP ACTIVITY

Facilitator Instructions: *Optional: have small groups walk through the community to see what positive changes they see since they drew the community map in Module 3. Discuss how those changes have made the community and families healthier. Also notice anything that still makes the community unhealthy.*

Think about your community –

- Which of these habits and actions items are common?
- Which are not common?
- Are there ways to help your community to become healthier?

REPORT BACK

How Disease and Sickness Spread (Use Student Guide 3.2)

SMALL GROUP DISCUSSION

In Lesson 2 we heard the story about Cherai's daughter Lois who was sick and then the whole family started to get sick.

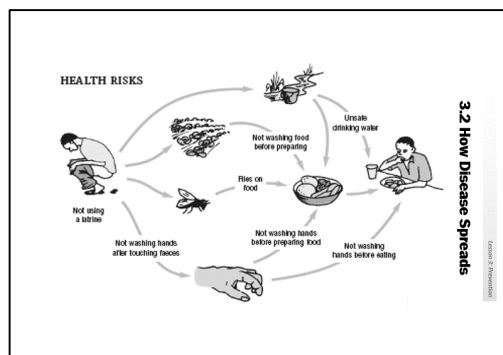
- Does that happen in your family? When one person gets sick do others also get sick?
- What are some of the ways that sicknesses and diseases can spread to other people?

LARGE GROUP DISCUSSION

Facilitator Instructions: *Show the Student Guide 3.2 How Disease Spreads. Make sure that the class understands each of the methods that germs can get into our food.*

This diagram shows the seven most common ways that germs can get into our bodies.

1. Not using a latrine
2. Not washing hands after touching feces
3. Not washing hands before preparing food



4. Flies on food
5. Not washing food before preparing it
6. Unsafe drinking water
7. Not washing hands before eating

These are methods that cause germs to get into our mouths and make us ill.

- Which are the most common problems in our community?

Section 2:

Keeping Ourselves Clean (Use Visual Aid 3.1)

SMALL GROUP DISCUSSION

- What are some of the activities you teach your children to keep themselves clean?
- What are some guidelines that you would give someone on what they need to do to stay clean?

REPORT BACK

Facilitator Instructions: Have volunteers from each group share their answers to the questions above.

LARGE GROUP DISCUSSION

Facilitator Instructions: As you discuss each of the following four areas show the Visual Aid 3.1 Keeping Ourselves Clean cards.

There are many ways to keep ourselves clean. We will focus on five critical activities:

1. **Bodies** – We should wash our face and bodies every day well with soap and water especially when it is hot. Bathe after working hard, playing in the dirt or sweating. At a minimum, we should wash 2-3 times a week. This is particularly important for sick people, babies and young children. Regular washing helps prevent skin infections and rashes and removes sweat and dirt. Sticky mouths, noses and eyes attract flies that can cause eye infections and diarrhea. If cloths are used to wash children, use a different cloth for each child to prevent any infection from spreading. Very little water is needed for washing and the waste water can be used for home gardens.
 - Where do people in our community wash?
 - Are people in our community able to wash as often as they want to?
 - When water supplies are low, how do people manage to wash?
 - How can we encourage mothers and caregivers to keep young children’s faces and hands clean?
 - Fruit trees planted near the home will benefit from all the waste water used in washing. How could we encourage people to use waste water in this way instead of throwing it away?
2. **Teeth** – Our teeth should be cleaned at least twice a day and especially after eating sweets. Start brushing your children’s teeth as they appear and teach them to brush their own. Use a brush and toothpaste or a chewing stick and paste made by mixing equal parts of salt and bicarbonate of soda (baking soda). Brush gently in all directions for at least two minutes each time.
 - How often do people typically brush their teeth?
 - What do people typically use to brush their teeth? How easy is it to buy toothpaste or bicarbonate of soda? Is there an alternative that we can use to clean our teeth?
 - What local trees are useful to make chew sticks from?
 - What happens when people don’t brush their teeth?
 - How can we encourage people to brush their teeth more often?
3. **Fingernails** – Our fingernails provide good hiding places for dirt and germs. They need to be kept clean and short.

4. **Feet** – Do not go barefoot. It is best to wear shoes especially in the latrine and in areas where hookworms are common. These worms will enter through the soles of the feet.
5. **Clothing** – Our clothes and bedding need regular washing too. Drying them in the sun on a bush or line (rather than on the ground) helps to prevent pests such as lice, bed bugs, and scabies.
 - How often do people wash out bedding?
 - Are there places in the sun to hang up clothes once they are washed?
 - What are some diseases that we can get when we do not wash our clothing and bedding often enough?
 - Are these common problems in our area?

Facilitator Instructions: Review the list again.

WITH A PARTNER

- What is one thing that you can do to improve in one of these areas?
- How can you help your community to improve in these areas?

Handwashing (Use Student Guide 3.3, 3.4 & Visual Aid 3.2, 3.3)

LARGE GROUP DISCUSSION

Most of the time when we look at our hands, they look clean. However, hands can look clean but still be covered with hundreds of invisible germs. Touching feces when cleaning ourselves after a bowel movement, cleaning a young child or baby or accidentally contacting animal waste will cause our hands to become covered in invisible but dangerous germs from the feces. Even touching the door of the latrine or working in soil which may contain feces will also make our hands dirty. We can't see germs from feces but they are there.

Here are some tips to make sure that your hands get clean when you wash them.

Handwashing Tips:

1. Wash your hands with soap. Careful hand washing with soap will remove harmful germs. Washing with only water will not kill the harmful germs. If soap is not available then you can use ash or tree bark.
2. Scrub hands for at least 30 seconds before rinsing. Clean between the fingers and under the nails. Sing a song with your children that is about 30 seconds to teach them how long to wash their hands (see the Optional Small Group Activity).
3. Always pour water over hands after washing. But, never wash and rinse your hands in the same basin.

Handwashing Pictures:

Facilitator Instructions: Ask 3 volunteers to hold the three pictures – 3.2 Visual Aid Handwashing Practices.

- What are the good handwashing practices you see in each picture?
 - Washing before preparing food and eating food and after using the latrine
 - Letting water run over the hands after washing
 - Using soap to wash hands

- *Modelling handwashing to their children*
- Which picture shows a bad handwashing practice that might cause the family to get sick? Why?
 - *Washing and rinsing hands in the same basin. Germs will be passed to others.*
- What change could they make to their handwashing practice?
 - *Pour water over their hands to rinse them and let it collect in the basin.*

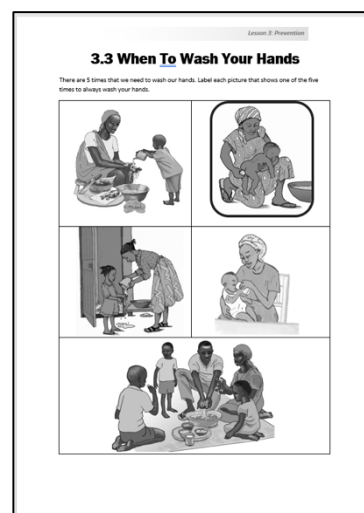


SMALL GROUP DISCUSSION

Use Student Guide 3.3 When To Wash Your Hands.

There are five times that we need to wash our hands. Label each picture on your student guide that shows one of the five times to always wash your hands.

1. *Before cooking or preparing food*
2. *Before eating food*
3. *After using the latrine*
4. *After cleaning a baby's feces*
5. *Before feeding or touching a baby*



Then read this story and discuss the questions:

Cherai knows that she should wash her hands after using the latrine, and before preparing foods, but she has trouble doing it. Sometimes she runs out of water and doesn't have enough to wash when she needs it. Sometimes, the soap is missing and can't be found. Sometimes she walks out the latrine and forgets to wash her hands. Even though she wants to wash hands at the right times, it has been hard for her to remember.

- What makes it difficult for Cherai to wash her hands?
- What ideas do you have to help Cherai to remember to wash her hands?
- Do people usually wash their hands in your family, in your community? Why or why not?
- Why do you think that it is important to wash our hands regularly?
- What can we do to make it easy for us to remember to wash our hands?
- What can we do to encourage young children to wash their hands after using the latrine and before eating?

REPORT BACK

Facilitator Instructions: Review the Student Guide 3.3 pictures and make sure people understand the importance of washing their hands in each situation. Then discuss the questions above.

LARGE GROUP DISCUSSION

It is helpful to make washing hands regularly as quick and easy as possible.

1. Make a handwashing station near the latrine so you remember to wash your hands.
2. Make a handwashing station near where you prepare and cook your food.

If water is limited in your area, there are ways to wash our hands using very little water. You actually don't need a lot of water to wash your hands. One way to use less water is to build a simple Tippy Tap. You use a foot lever on the Tippy Tap to control the amount of water used. Used water from hand washing can be collected and used again for washing floors, latrines or watering home gardens.

Facilitator Instructions: Show the 3.3 Visual Aid of the Tippy Tap picture.

- What are the materials you need to make a tippy tap?
(5 or 10 liter container, plastic bottle for the soap, some rope and sticks)
- If these materials are not available what else could you use to make a tippy tap?
- What would be the advantages of a tippy tap compared to a bowl of water?
- Where would be the best place to put a tippy tap?
- How can you collect and re-use waste water?



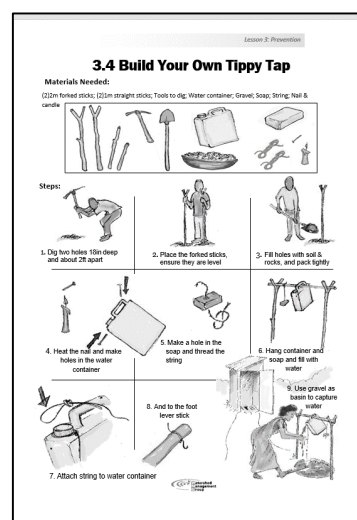
SMALL GROUP ACTIVITIES (Optional)

Facilitator Instructions: There are two activities that you could do if you have time.

1. If you are from an area with little water then try making a tippy tap using the Student Guide 3.4 Build Your Own Tippy Tap instructions with the group or you may want to create one to show the class and then have another group meeting later to help them to make tippy taps on their own. Use the materials to make a tippy tap.
2. In small groups, create a song with some of the details of when and how to wash our hands.

Song Example:

We wash our hands before we eat.
We wash our hands after we use the latrine.
I wash after cleaning my baby's bottom.
I wash before preparing food.
I wash before feeding my baby.



- Chorus -
 We rub between our fingers
 We rub under our fingernails
 We rub our palms and wrists
 We rinse and let the air dry our hands

Vaccinations

LARGE GROUP DISCUSSION

Another important way to prevent serious illnesses is to immunize children through vaccinations. Vaccinations keep our bodies from getting certain serious illnesses.

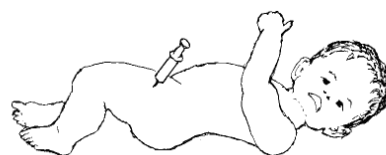
Let's hear more about Cherai in the following story:

Cherai prepares for her youngest daughter, Ruth, to go to the health center for her 9-month vaccinations. Her mother-in-law says, "Why are you spending all this time taking Ruth to the health center for vaccinations? She is not sick. You should stay home and prepare meals for your husband and children." "No, mother, vaccinations keep my children healthy. I want to help them to stay healthy and grow as God intends. As parents, we must protect them from dangerous diseases," Cherai replies.

- Why do Cherai and her mother-in-law disagree with each other?
- Why is it important for children to receive vaccinations?
 - *Vaccinations prevent diseases that can be deadly to children.*
 - *Each child is a gift from God and parents are responsible to protect them from harm.*
- What illnesses can be immunized against?
 - *Polio*
 - *TB or Tuberculosis*
 - *Measles*
 - *DPT or Diphtheria*
 - *Hepatitis*
 - **NOTE:** *Check your county's Ministry of Health vaccination schedule for any other illnesses that should also be included (like meningococcal, influenza, etc.).*

SMALL GROUP DISCUSSION

- What vaccinations have your children received?
- Do you think vaccinations work to prevent dangerous illnesses? Why or Why not?
- Do your children have all the vaccinations we talked about? Why or why not? What obstacles keep parents from having their children vaccinated?
- How can you encourage parents to take their children to get vaccinations?



REPORT BACK

Facilitator Instructions: *Discuss the questions above. If families don't know what vaccinations their children have received, encourage them to check their health records or go to a health clinic and keep records for each child.*

Many vaccinations are given free to children. All children should be vaccinated because every child is a gift from God. God created each child and wants each one to survive. Therefore, we must take good care of all our children and help them to stay healthy.

Vaccinate your children on time. Be sure they get the complete series of each vaccine they need. It is better to take your children to a health clinic to be vaccinated when they are healthy, than to take them for treatment when they are very sick or dying.

If we keep ourselves, our homes and our community clean, and if we eat well and vaccinate our children, we could stop most illnesses before they start. We can have a large impact on the health of our community solely by focusing on helping people change their habits so that they can treat some illnesses at home, prevent illness and be immunized.

GROUP REFLECTION

- How would it benefit families and the community if we could prevent many of the serious illnesses through vaccinations?

Keeping Our Homes Clean

LARGE GROUP DISCUSSION

- What activities does your family do to keep your house clean?

Facilitator Instructions: Make a list of their ideas on a whiteboard or poster and reinforce the ideas below.

1. **Clean the house often.** Sweep and wash the floors, walls, and beneath furniture. Fill in cracks and holes in the floor or walls where roaches, bedbugs, and scorpions can hide.
2. **Do not let animals in the home or kitchen.** Do not let animals come into the house, especially in places where children play. Do not even let dogs lick children on the face. Keep animals in a fence or cage if possible. Animals carry lice and fleas, and their feces spread sickness.
3. **Do not spit on the floor.** Do not spit on the floor or in areas where children play. Saliva can spread sickness and diseases. Even when you cough or sneeze, turn your head from people and cover your mouth. The saliva in a cough or a sneeze can spread illness.
4. **Keep sheets, blankets, cots and beds clean.** Hang sheets and blankets in the hot sun often. If there are bedbugs, pour boiling water on the cots and wash all the sheets and blankets. De-louse the whole family often. Lice and fleas carry many diseases.
5. **Use and keep the latrine clean.** Do not use a bush or field as a latrine. Build a latrine. Clean up any bowel movement a child may have near the house and teach them to use the latrine. Cover the latrine hole to prevent flies and keep the area clean.

WITH A PARTNER

First, think quietly about what you can do to keep yourself and your home cleaner. Pick one or two new things that you will start working on this week. Then share this with a partner. Then pray for each other and ask God to help you make these changes.

Preventing Accidents (Use Student Guide 3.5)

LARGE GROUP DISCUSSION

- Have you had any recent accidents in your family, home, neighborhood or area?
- What were they?
- How did they happen?
- What could be done to prevent this?

Facilitator Instructions: Keep asking the group until they have thought of as many examples as possible. If they can't think of anything recent, then ask them to think back even further to the last few years.

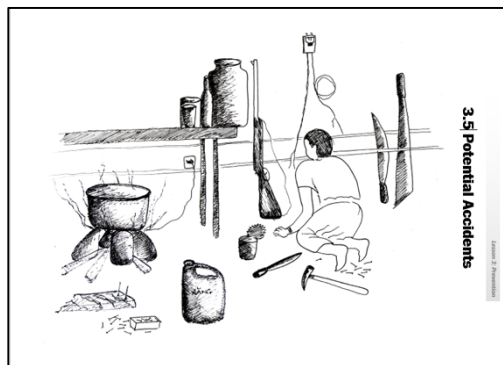
SMALL GROUP DISCUSSION (3 people)

Facilitator Instructions: Give the groups enough time to find and discuss various problems in class.

Use the Student Guide 3.5 Potential Accidents picture.

1. Circle all the examples of things that could potentially cause accidents.

- *Poison within reach of children (sometimes in an unmarked bottle)*
- *Fire and hot pot on the fire*
- *Electric cords (plugged in and exposed wired) and electrical outlets*
- *Nails sticking up through a board*
- *Knife and hammer left on the floor*
- *Nails on the floor under the man's feet*
- *Jagged can (and other sharp objects)*
- *Machete and sword on the wall*
- *Heavy objects easy to pull off a table or ledge*
- *Liquid in the pot near something electric*



2. For each of the potential accidents found, explain what they should do differently to prevent accidents.
3. What are some other things that are not in this picture that can commonly cause accidents?

REPORT BACK

Facilitator Instructions: Ask each group to share what they found for each point above. Use this time to see what they think or know before the new information is given in the next section.

LARGE GROUP DISCUSSION

Facilitator Instructions: Take some time to discuss more ideas to avoid accidents, burns and poisoning. Share ideas from the list. Encourage them to think of specific things they can start to do differently to prevent accidents at their homes.

Let's explore some more ways to prevent accidents, burns and poisoning in our homes. As we talk about them, think of the ideas that would be most helpful in your home.

Preventing Accidents

- Get rid of nails that stick out of anything.
- Clean the area around the house, school and village. Be sure that there are no glass, nails, or sharp objects left on the ground. Bury garbage.
- Cut long grass that can hide sharp objects and snakes.
- Keep knives, sharp tools, or glass where children cannot get to them.
- Be sure that electrical wiring is not bare. Water makes electricity shock a person easier. Never touch anything electric when you are wet.
- Put fences around water holes and steep areas where children might fall.
- Teach children to stay away from the road when cars come.
- Put a rail around the areas of the house where children can fall out.

Preventing Burns

- Keep hot tea pots, hot pans and hot drinks up where children cannot reach them.
- Keep matches, chemicals and kerosene on a high shelf.
- When you burn an oil lamp or candles, keep children away or put them where children cannot reach.
- Keep oil lamps away from mosquito nets and bedding which can burn easily.

Preventing Poisoning

- Keep all medicines, chemicals and kerosene on a high shelf so that a child cannot reach.
- Write the name of medicines and chemicals on the container (or draw a symbol). If people do not know what is in the container they may taste it and be poisoned.
- Do not keep kerosene or gasoline in containers that people use for water. Never put water in a container that had insecticide, poison or petrol in it.
- Do not let children eat strange berries or mushrooms.

WITH A PARTNER

- Pick two things that you can do to prevent accidents in your family.
- What do you need to do to make these changes? Who can help you? When can you do it?

Section 3:

Clean Water (Use Visual Aid 3.4 and Student Guide 3.6)

LARGE GROUP DISCUSSION

- Why is it important to use clean water?
- Why don't people use clean water?
- How can we know that water is clean?

Obtaining safe drinking water is a struggle for many people. The germs that cause diarrhea are often found in dirty water. There are many ways water becomes dirty. Water may contain feces and urine, soap from washing, or chemicals from industry. Dirty water can be used for washing clothes. However, if we drink or cook with dirty water, we can become sick.

Before we clean water for drinking, you can take a few steps to clear the water of any visible mud and debris.

1. Let the muddy water settle for a day and then pour off the clearest water into a clean container.
2. Repeat this a day later.
3. You can also filter the water through a clean cloth.

This will produce clearer water but it is not yet safe for drinking.

- What are some methods that we can use for cleaning water?

There are several ways to make water clean for drinking:

Facilitator Instructions: Show the Visual Aid 3.4 Clean Water cards when you review the content below.

1. Boil the water

- Who uses this method?
- How long do we need to boil water?
- What are the advantages and disadvantages of this method?
 - *Advantages – easy to do, have all the implements available*
 - *Disadvantages – makes the house hot, have to collect or pay for fuel to boil water*

2. Chemicals: We can add chemicals such as chlorine bleach to water. We must be very careful to follow the instructions on the bottle. The difficulty of this method is that if too little is used it will not kill germs and make the water safe. If too much is used, the water will taste bad and people may not want to drink it.

- Does anyone use this method?
- What are the advantages and disadvantages?
 - *Advantages – Easy to do, quick*
 - *Disadvantages – Taste, need to measure carefully, must be able to buy bleach, cost.*

Facilitator Instructions: If people are interested in learning more about this method then you can go through the section about using chlorine to clean water on 3.6 Student Guide – How to Clean Water.

3. **Filter:** We can filter impurities out of our water by using a filter
- Does anyone use this method?
 - What are the advantages and disadvantages?
 - *Advantages – Easy to use and uses local resources*
 - *Disadvantages – Need to set up and need to keep clean*

Facilitator Instructions: This lesson does not cover how to make a filter. If you are interested then please let the program coordinator know and we will provide the appropriate notes.

4. **Solis:** Solis is a method of cleaning water by using sunlight. The rays from the sun can kill bacteria and have the same effect as boiling water.
- Has anyone tried this method?
 - What was the result?

Facilitator Instructions: If people are not familiar with this method then demonstrate it using the following instructions for the group activity.

LARGE GROUP ACTIVITY

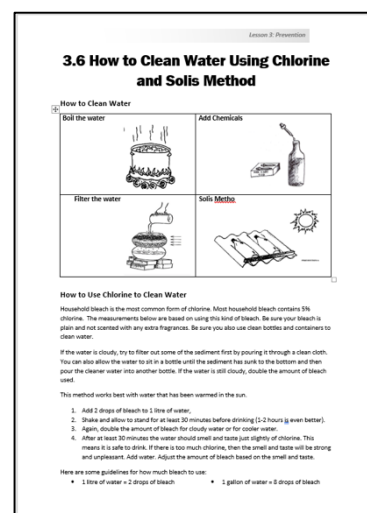
Facilitator Instructions: Use the Student Guide 3.5 instructions for Solis Method of Cleaning Water and demonstrate them for the class. Make sure that you also discuss the extra information below.

There are eight steps to use the Solis Method of Cleaning Water.

1. Wash the bottle well the first time you use it
2. Fill the bottle $\frac{3}{4}$ full of water
3. Shake the bottle for 20 seconds
4. Now fill up the bottle fully and close the lid
5. Place the bottles on a corrugated iron sheet
6. Or put them on the roof
7. Expose the bottles to the sun from morning to evening for at least six hours
8. The water is now safe for drinking for the next day

Additional Notes:

1. Use 1-2 litre bottles. If it is any bigger or smaller it won't work correctly. Make sure that they are clear coloured and remove any labels. Soft drink bottles work well but not the green ones.
2. Make sure that the water is clear. If you cannot see one of the bottle labels through the water then it is too cloudy. Leave it to settle or pour it through cloth first.
3. Water should be used within 1-2 days so that it doesn't start to grow germs again.
4. If the water tastes strange then the bottle is too old. Replace the bottle.
5. If there is little sun in the winter then you can paint half the bottle in black paint. Place the black side against the metal.



PERSONAL REFLECTION

- Do you clean your water? If not, why not?
- Can you start to try one of these methods today?

Safe Food (Use Visual Aid 3.5 and 3.6)

SMALL GROUP DISCUSSION

Imagine that someone came to you for advice about how to make sure that food is clean and does not spread disease.

- What advice would you give them?

REPORT BACK

Facilitator Instructions: Ask for groups to share the advice given with the rest of the groups.

LARGE GROUP DISCUSSION

Facilitator Instructions: Go through each of the 3.5 Visual Aid Safe Food cards. Notice which points were mentioned and which were not. Were there any that were mentioned by the groups but not in the cards? Reinforce those that were not mentioned by many of the groups.

Safe food is needed for a person to grow well, work hard and stay healthy. Good nutrition helps the body resist sickness and infections and helps the sick get well. Many common sicknesses come from not eating enough food or eating food with germs.

Here are six ways to have safe food:

- 1. Wash vegetables.** Wash all fruits and vegetables with clean water before you eat them. And peel vegetables that grow on the ground to get rid of dirt and germs.
- 2. Cook meat long enough, until no red is left inside.** All meats, especially pork and chicken, should be completely cooked before eating. Be careful to ensure that there are no red parts inside. Meat carries many diseases which are killed when they are heated properly.
- 3. Cover food.**
 - How do people usually store food?
 - What kind of pests do we need to keep out of our food?
 - What can we use to cover or protect food?

Do not let flies or other bugs land or crawl on food. Flies and bugs carry germs and spread sickness. Do not leave pieces of food lying in or around the house because food attracts flies. Flies put germs on the food and these germs can grow on the food. Protect food from bugs. Keep foods covered, or in boxes or in cabinets with wire screens.

4. **Wash hands before cooking and before eating.** As mentioned before, we should always wash our hands carefully before we prepare any food or before eating so germs are not transferred from our hands to the food.
5. **Use clean utensils and dishes.**
- Where do people keep dishes?
 - Do flies, cockroaches and other pests get on the dishes?
 - What can change to prevent that from happening?

If we look at a plate it probably looks clean. We cannot see germs with our eyes, but we need to make sure that the utensils and dishes used to feed your family are clean. Don't use the same utensils that you use with raw meat or unwashed vegetables, with food that won't be cooked. Utensils that are clean and dry should be stored where pests and flies will not spread germs on them. They can be stored on a drying rack and covered with a cloth. If there is a cupboard available, store pots upside-down to stop cockroaches, mice and other pests crawling into them. Utensils should not be left lying on the ground.

6. **Wash dishes with soap and dry them in the sun on a dish drying rack.** Sunlight will kill germs. Letting dishes dry in the sun will kill the germs. Germs like to live in moist, warm places. Putting dishes away while they are still wet means that they become the ideal place for germs to grow. Try to avoid drying your dishes with cloths; it is much better to leave them in the sun. This is more hygienic and it saves time.

When you are washing pay special attention to wooden, plastic and clay dishes and utensils. It is easy for germs to get trapped in them.

- What methods are used to wash dirty dishes here? Are dishes and utensils always washed with soap and rinsed with clear water?
- Who does the washing of utensils? Are they aware of good hygiene practices? How can we help them to understand how germs can make utensils dirty even if they look clean?
- What kind of cloths are used for drying utensils? Are they clean?
- How are clean dishes and utensils stored? Are they kept free from pests? How can we make sure that pests do not walk over them while they are being stored?

What are some of the benefits of using a dish drying rack?

- *To keep dishes and utensils off the ground and out of the dirt.*
- *Allows the heat from the sun to kill the germs.*
- *When moisture is present, germs grow and cause disease. The sun dries off the moisture.*

LARGE GROUP ACTIVITY

Facilitator Instructions: Show Visual Aid 3.6 Dish Drying Rack. Make sure you have all the materials needed:

- *Four large branches with a 'Y' at one end*
- *Other smaller branches*
- *Four medium straight branches*
- *Rope*



Instructions for Building a Dish Drying Rack:

1. Vertically set the four branches with the 'Y's at the top into a square in the ground.
2. Put the medium branches into the 'Y's connecting the four larger branches.
3. Lay the other branches across the top forming a table.
4. Tie all joints together with rope.

How to Use the Dish Drying Rack:

1. Place the dishes upside down on the rack after they have been washed to drain and dry (in the sun if possible).
2. When the dishes are dry, place the dishes inside the house.
3. Cover the clean dishes with a clean cloth so the dishes will not get dirty.

Nutritious Food (Use Visual Aid 3.7 and Student Guide 3.7)**LARGE GROUP DISCUSSION**

Read this story:

Cherai learned from her church how to keep food safe and the importance of giving her children the right kind of food so they will grow healthy and strong. After the training, she remembered growing up in a village with her friend, Esther, who was very thin and almost always sick. At that time, their family ate mostly starchy roots and with almost no nutritious foods such as beans, eggs, fruit, meat, and dark green vegetables. She was so sad when her friend died when they were just ten years old. Now she realized that her friend didn't get enough nutritious food. This experience reminded Cherai every day how important it is to give her children all the right kinds of food. She promised herself that she would learn how to feed her family nutritious and safe food.

- What is the main food that your family eats?
- What other foods do you give your family in addition to the main food?
- What are the challenges in getting healthy food for your family?

People who do not eat right develop **malnutrition**. This can happen from not eating enough food of any kind, from not eating the right kinds of foods, or from eating too much of the wrong types of food. Good food should provide enough **energy** to keep us active and strong. Also, it must help **build**, **repair**, and **protect** the different parts of our bodies. To do all this we need to eat a combination of foods every day.

Facilitator Instructions: Use Visual Aid 3.7 Nutritious Food cards to identify the specific foods for each group in the following information. Note: Nuts and seeds are both high energy and body-building helper foods. Student Guide 3.7 Nutritious Foods is a visual summary of this information.

Providing Nutritious Food:

We can do two things to help provide our families the nutritious food that their bodies need:

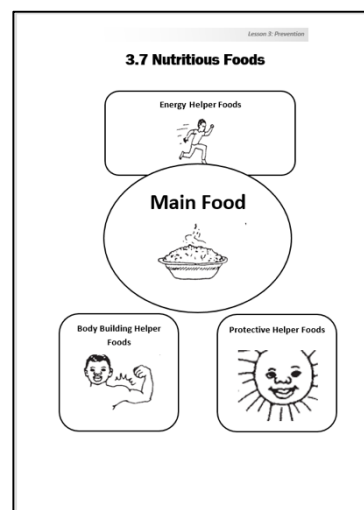
1. **Feed children more often**—at least 5 times a day when a child is very young, too thin, or not growing well. Also give children healthy snacks (helper foods) between meals.

2. **Add helper foods to our main foods**—these specific kinds of food can provide the energy our bodies need. They will protect the body from disease and help it grow properly.

1. Main Foods:

In much of the world, people eat one main food with almost every meal. Main foods are cheap sources of energy. Depending on your location, this may be rice, maize, millet, wheat, cassava, potato, breadfruit, or banana. **This main food usually provides most of the body's daily food needs.** However, the main food alone is not enough to keep a person healthy.

- What is the main food that your families eat with every meal?



2. Helper Foods:

Certain helper foods are needed to keep a person healthy. This is especially true for growing children, women who are pregnant or breastfeeding, and older people.

- a. **High energy helper foods** such as oils, nuts and sugars should be added to the main food.

Examples:

- Fats (vegetable oils, butter, *ghee*, lard)
- Foods rich in fats (coconut, olives, fatty meat)
- Nuts (groundnuts, almonds, walnuts, cashews)
- Oil and seeds (pumpkin, melon, sesame, sunflower)
- Sugars (sugar, honey, molasses, sugar cane, jaggery)

- b. **Body-building helper foods** (proteins) such as beans, milk, eggs, groundnuts, fish, and meat.

Examples:

- Legumes (beans, peas, and lentils)
- Nuts (groundnuts, walnuts, cashews, and almonds)
- Oils and seeds (sesame and sunflower)
- Animal products (milk, eggs, cheese, yogurt, fish, chicken, meat, small animals such as mice and insects)

- c. **Protective helper foods** such as orange or yellow fruits and vegetables, and dark green leafy vegetables. Protective foods supply important vitamins and minerals.

Examples:

- Vegetables (dark green leafy plants, tomatoes, carrots, pumpkin, sweet potato, and peppers)
- Fruits (mangoes, oranges, papayas)

REVIEW AND APPLICATION

- What are the six ways to keep food safe?
- What are the three types of helper foods and some local examples of each?

Think about what you learned.

- What can you do to make food safer and more nutritious for your family?
- Pick one specific thing you want to change right away.

Facilitator Instructions: Ask for volunteers to share with the group what they are planning to do differently. Pray for the group that God will help them to implement the changes into their lives and help them to improve their cleanliness and their health.

Garbage, Waste, Litter (Use Student Guide 3.8)

LARGE GROUP DISCUSSION

- Why is the way we dispose of household garbage and our litter important?

Read Genesis 2:15.

- How do you think that this verse relates to the way we dispose of litter and our garbage?

There are two key reasons as Christians that we need to think carefully about how we dispose of waste and litter.

1. First is because all of creation belongs to God. He made it to provide us somewhere beautiful to live.
2. But God also gave us some commands about how we are to treat the creation that He gave us. One of the things that He said is that we are to take care of it. Taking care of God's beautiful creation includes not throwing our litter everywhere. Instead we need to dispose of our litter carefully.

God didn't just give us this command because he wanted us to have a beautiful creation but because he knows how to best protect our bodies from disease. If we litter our community with garbage then it can make us sick. Dirty environments make germs which harm our bodies. If we want to be healthy so that we can work and earn money to look after our families, then we need to make sure that our environment is clean.

SMALL GROUP ACTIVITY

- Make a list of the types of waste a normal house produces.
- Write each type of waste on one card
- Sort the cards in groups of what people do with the waste:
 - Burn it
 - Reuse it
 - Put in the compost
 - Throw away

Discuss:

- Do you sort waste in your family?
- If you do not sort waste – how do you dispose of each of the different types of waste mentioned?

REPORT BACK

Facilitator Instructions: Discuss the questions above and write a list of the groups of waste on the whiteboard and how each type is disposed of.

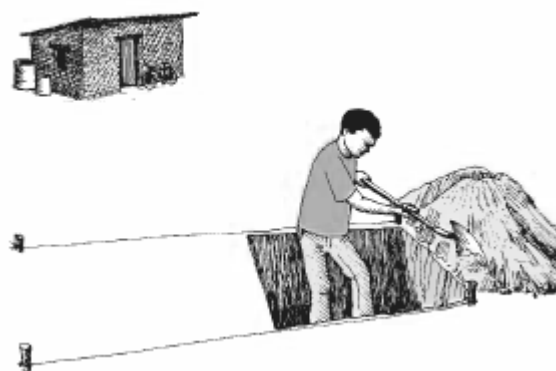
Examples:

- Food scraps/ leaves and plant material – can be used for compost
- Plastic containers – storing things, making seedlings
- Paper or wood – burn
- Plastic, cans, batteries – put in a waste pit

LARGE GROUP DISCUSSION

Rubbish that is not appropriate for composting, reusing or burning needs to be put in a waste pit. A waste pit removes household waste from view and keeps unpleasant smells, flies and rats away from the home.

1. Pits should be about the size of two doors (2 x 2–3 metres) and one metre deep. This size will last an average household several years.
2. Pits should be dug at least 20 metres (20 large steps) from water supplies and 20 metres from homes. Pits should be dug on higher ground so they are less likely to fill with water during the rainy season. Cover the rubbish regularly with a thin layer of soil to avoid smells and reduce flies. Build a fence or hedge to keep out young children and animals.



Discuss:

- Why do you think that waste pits should be so far from the house? Will it mean that people won't use it? How can we make it easier to use?
- Why should waste pits be far away from water sources?
- Would it be better for several households to share a pit or should each household have their own rubbish pit? Who should be responsible for planning, for digging and for looking after the pit?
- When the waste pit is full, how can its location be marked to avoid people digging it up again?
- How can you make a waste pit for your family or neighbourhood? Where could it be located? When can you work on digging the hole?

Dealing With Flies and Waste

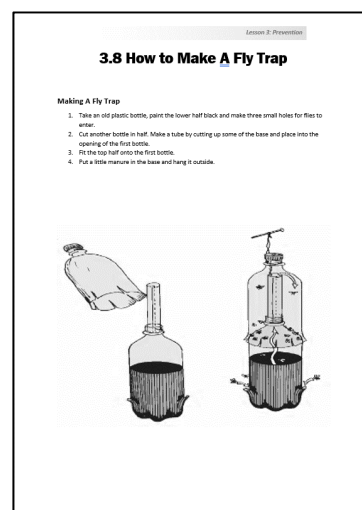
One big issue with waste, garbage and litter is flies! Flies are never wanted! They are always a problem. Even worse, they spread diarrhea and disease. Do not leave food scraps or dirty dishes lying around, as these attract flies and breed germs. Getting rid of flies is almost impossible.

- What methods are you aware of to reduce flies?
- How can we keep flies away from the food preparation area?

LARGE GROUP ACTIVITY

Facilitator Instructions: Use Student Guide 3.8 How to Make a Fly Trap and go through the instructions. Ideally you should demonstrate how to make one for the group. Prepare by painting an old plastic bottle black at the bottom so you don't have to wait for the paint to dry. Test the fly trap for a week and next week see if it has successfully trapped and killed any flies.

There are several good ways to reduce the number of flies in your home. These include keeping ourselves clean, using latrines, keeping animals out of the house and keeping rubbish areas away from where people live. You can also use a simple fly trap made from empty plastic bottles which will help to reduce flies. Each trap requires two plastic bottles and some black paint. A small amount of manure is placed in the base to attract flies. Once inside, flies will fly upwards towards the light and become trapped inside. The trap pulls open to empty regularly and remove dead flies.



1. Take an old plastic bottle, paint the lower half black and make three small holes for flies to enter.
2. Cut another bottle in half. Make a tube by cutting up some of the base and place into the opening of the first bottle.
3. Fit the top half onto the first bottle.
4. Put a little manure in the base and hang it outside.

Follow-up Discussion:

- Where can we get bottles and black paint? Can we share black paint for the whole group or with other groups?
- What else could we try to use that is easily available?
 - *If paint is not available, you can use soot mixed with old oil, or black cloth or black paper.*
- Where can we hang these to be most effective?

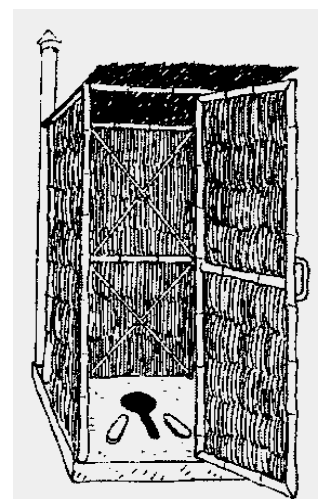
Latrines (Use Visual Aid 3.9)

LARGE GROUP DISCUSSION

- What are some reasons why we should use a latrine?

There are many reasons why we should use a latrine.

1. **The first is to prevent the spread of disease. This is an important way to prevent germs and worms from spreading amongst our family and neighbors.** (Review ways that germs spread from previous lessons). Using latrines will prevent pests, flies and animals from having any contact with feces so they cannot spread germs to our homes, food or children.



2. **The second reason is to keep our communities clean.** As we mentioned in the lesson on household waste, God has given us creation as a precious gift which we are to look after.

Read Deuteronomy 22:12-13.

- What does God have to say about why we should cover our feces?
- What are some reasons why people do not use latrines? How can we minimize these problems?

Children And Latrines

- Do young children use latrines? Why or why not?
- What fears do children have about using a latrine? What can we do to reduce those fears?
- Why is it important for children to use latrines?
 - *Develop good habits*
- How do children learn about using latrines? What can we do to encourage our children to use a latrine?

Young children can often be afraid to use a latrine. They may not be able to open the door, or might be afraid of the dark or the pit. However, even young children should learn the importance of using either a potty that can be emptied into the latrine or a children's latrine.



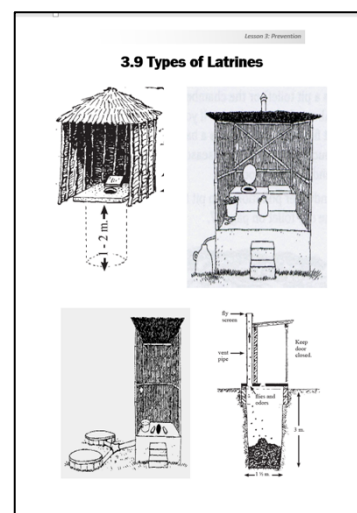
Simple latrines near the home can be made for young children.

1. These should have a shallow pit – about .5 meters deep.
2. Cover this with a small slab with a cover for the hole. (You can make this from concrete or mud and sticks.)
3. No walls are needed for children.
4. Encourage children to always use this and to replace the cover each time.
5. Add some ashes or soil regularly to control the smell.
6. Move the slab to a new hole once it is nearly full and fill the used hole with soil. A tree could be planted in the hole.

LARGE GROUP DISCUSSION

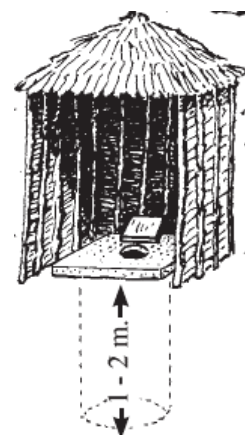
Facilitator Instructions: Show the Visual Aid 3.9 pictures of the Four Types of Latrines as you explain them. If you or the churches would like to learn more about each of these latrines and how to build them then we can provide a guide to building latrines. These are also summarized on Student Guide 3.8: Types of Latrines.

There are many different types of latrines. In this lesson, we have time to quickly introduce each of the methods. If you would like more information to build a latrine, identify government, local NGOs or other groups that are building latrines in your area.



Method 1: Closed Pit Latrine

- Has a platform and something to cover the hole.
- The platform may be made of wood, concrete or logs.
- Once full you must build a new latrine but can use the hole to plant a tree or wait for 2 years until you can use it as fertilizer. Then you can use the pit again.
- Two pits can be created and one that is full is dug up and used for compost in the garden or fields.

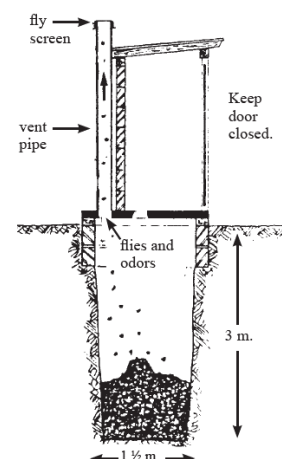


Method 2: Urine- Diverting Dry Latrine

- Above ground structure
- Two chambers that separates urine and feces
- Best in areas where there is a problem with flooding

Method 3: VIP Latrine

- Ventilation Improved Pit Toilet
- Has a vent pipe which carries away the smells and flies
- Because it is dark inside, flies fly towards the light and are trapped and die
- Needs to be dark inside to effectively get rid of the flies



Method 4: Pour Flush Latrine

- Has a water seal trap, a platform and 1-2 deep pits
- Good where the ground water is deep
- Good where people use water for flushing or cleaning

Follow up Discussion:

- Do you have latrines in your area? Do people use the latrines regularly? Why or why not?
- If you have latrines, which type? Is this still the best type of latrine for your family?
- If not, which type of latrine would be best for your family? What do you need to build your first latrine?
- What can you do to increase the number of people using the latrine?

Application

SMALL GROUP ACTIVITY (CARD SORTING)

Facilitator Instructions: Use the same groups and common illnesses cards from Lesson 2. At this point groups should see that there are many illnesses that can be prevented.

1. Look through your common illness cards and sort them in two piles:
 - a. one for illnesses that can be prevented and
 - b. the other for illnesses that can't be prevented
2. Which pile is the biggest?
3. What does that mean for the community?
 - a. *You have a lot of influence over your health.*
 - b. *You aren't helpless.*
4. Look at the preventable illnesses and discuss what ways you already know that you can prevent those illnesses.

REPORT BACK

Facilitator Instructions: Discuss the questions above, but it isn't important to be sure each illness is in the right pile. The point is that they can prevent many illnesses.

Preventing sickness, diseases and accidents will help our communities be healthy and allow us to focus our time and energy in ways that honor God and His Kingdom.

SMALL GROUP DISCUSSION

- What ways can our church help to prevent sickness, accidents and diseases in our community?
- What are 1-2 things you can do right away to help your family to prevent sickness, accidents or diseases?

REPORT BACK

Facilitator Instructions: Ask for volunteers from each group to share what they plan to do to prevent sickness, disease and accidents.

Lesson 4: Common Illnesses

Main Ideas

1. Early and proper treatment is important to avoid more serious illnesses.
2. We can learn to recognize the symptoms for many common illnesses, understand how to treat them, and learn ways to prevent getting the sickness at all.
3. We all need water to be healthy. Dehydration (a lack of water) can be serious especially for babies and children. It can lead to death, but it is easy to treat.

Materials

1. Visual Aids:
 - a. 4.1 Caring for A Sick Person Pictures (4 pictures)
 - b. 4.2 Treating Colds and Flu (4 pictures)
 - c. 4.3 Healthy and Dead Flower
 - d. 4.4 Two Children
 - e. 4.5 The Tree and the Bug (3 pictures)
 - f. 4.6 How People Get Diarrhea (5 pictures)
 - g. 4.7 Eight Causes of Diarrhea (8 pictures)
 - h. 4.8 Preventing Worms (4 pictures)
 - i. 4.9 Preventing Malaria
2. Student Guide:
 - a. 4.1 Medicinal Herbs
 - b. 4.2 Caring for A Sick Person chart
 - c. 4.3 Common Symptoms of Illnesses
 - d. 4.4 Colds and Flu
 - e. **4.5 Bronchitis and Pneumonia (make copies for small groups)**
 - f. 4.6 Tuberculosis
 - g. 4.7 Causes and Prevention of Diarrhea chart
 - h. **4.8 How to Make A Rehydration Drink – ORS (make copies for small groups)**
 - i. **4.9 Common Worms (make 1 copy of each and give one type of worm to each group)**
 - j. 4.10 Malaria
3. Supplies:
 - a. Blank paper or card to make symptom cards
 - b. Glass or water with a healthy flower and a dead flower (or use the 4.3 pictures)
 - c. Plastic water bottle with a hole in the bottom and tape over the hole
 - d. Bottle or bowl with extra water in it
 - e. Water, salt, sugar and cups to make ORS rehydration drink

Facilitator Instructions: This lesson can be taught in 3 parts or by one or two topics at a time.

1. Section 1: Recognizing Illnesses, Proper Treatments and Medication, Caring for a Sick Person,
2. Section 2: Common Symptoms and Illnesses, Fever, Cold, Flu, Bronchitis, Pneumonia, Tuberculosis
3. Section 3: Dehydration, Diarrhea, Rehydration, Worms, Malaria

Section 1:

Recognizing Illnesses

SMALL GROUP DISCUSSION

- How can you tell someone is sick?
- What signs or symptoms do you look for to determine if someone is sick and what sickness the person may have?
 - *Change in the color of the skin or eyes*
 - *Excessive tiredness, weakness or lack of energy*
 - *Fever*
 - *Vomiting*
 - *Runny nose*
 - *Cough (dry, whooping sound or bloody)*
 - *Unusual breathing*
 - *Visible rash or deformities*
 - *Stiffness or tightness of body muscles*
 - *Change in weight or swollen belly or other body parts*
 - *Loss of feeling in the legs or arms*

REPORT BACK

Facilitator Instructions: Ask groups to share the answers to the questions above. Some examples are listed to give some ideas. This is not a complete list.

It is very important to observe how ill or weak the person looks, the way he moves, how he breathes, and how clear his mind seems. In addition to observing signs and symptoms, you can find out the needs of a sick person by asking important questions to know more about what kind of sickness the person may have. Early and proper treatment is important to avoid more serious illnesses.

- Some questions you can ask are:
 - How are you feeling? What bothers you most right now?
 - Do you have any pain? Where does it hurt? Does it hurt all the time?
 - What makes you feel better or worse?
 - How and when did you start feeling bad or notice a problem?
 - Have you had this same trouble before, or has anyone else in your family or community?

In this lesson, we will talk about common illnesses so that you will be able to recognize the symptoms, understand how to treat them and learn ways to prevent getting the sickness at all. Even though many sicknesses can be identified and cared for at home, we also must know when a situation should be treated by a medical clinic or doctor or in a hospital.

Proper Treatment and Medications (Use Student Guide 4.1)

LARGE GROUP DISCUSSION

When the rainy season comes, many people start coughing and feeling sick. Cheraí's 5-year-old daughter, Lois, often became sick. Cheraí's mother-in-law, Mary, heard that her granddaughter, Lois, had been sick for two days. She decided to bring over some special tea that her mother used to give her to feel better. Mary noticed that Lois' forehead was hotter than her own forehead. And in addition to her coughing, Lois also complained about her body aching. Mary wondered if they should take Lois to the health center, but it was far away and transportation would cost a lot of money. She prayed for Lois and gave her some specially treated herbs and tea.

- Is Lois' illness serious?
- What concerns did Mary have about taking Lois to the health center?
- What concerns do you have about going to the health center when someone is sick?
- Do you use local medicines to treat some illnesses?

Local Medicinal Plants:

Some local plants can be used to help basic sicknesses. Sometimes medicinal herbs work as well as modern medicines. And they are often **cheaper**. In some cases, they are even **safer**. For example, many of the herbal teas used for home treatment of coughs and colds do more good and cause fewer problems than cough syrups and strong medicines.

Some of the best modern medicines are made from wild herbs. However, not all plants people use will help. Some plants can be used the wrong way and others are poisonous.

- What local herbs do you use to make tea when people are sick?

Facilitator Instructions: Student Guide 4.1 List of Medicinal Herbs is a summary of the next content. Many of these same plants will also be included in the Agriculture Module for the same health reasons to benefit animals and gardens. You can collect some examples of these fresh or dried herbs to show during the training. You could also use the herbs to make some tea for people to taste as you review how they can be used to treat illnesses.








We can use some plants and foods that God has provided us with to treat illness.

- **Oregano** - is good for cough, asthma and bronchitis. Crushed oregano leaves help keep away mosquitoes.
- **Ginger** - helps in digestion & helps relieve gas, reduces tendency of blood clots, help fight colds & coughs, eases rheumatic pain, stiffness & swelling.
- **Lemongrass** – is used for coughs, colds and sore throats, digestion and constipation. It also helps reduce swelling and fight fungus and aids in relaxing the body. It can also help to keep mosquitoes away when planted around the house or when its leaves are crushed.

Lesson 4: Common Illnesses

4.1 Medicinal Herbs

These medicinal herbs can be used to make tea. Boil water and put fresh or dried herbs in it and let them steep for 5-10 minutes.

- **Oregano** - is good for cough, asthma and bronchitis. Crushed oregano leaves help keep away mosquitoes. 
- **Ginger** - helps in digestion & helps relieve gas, reduces tendency of blood clots, help fight colds & coughs, eases rheumatic pain, stiffness & swelling. 
- **Lemongrass** - is used for coughs, colds and sore throats, digestion and constipation. It also helps reduce swelling, fight fungus and aids in relaxing the body. It can also help to keep mosquitoes away when planted around the house or when its leaves are crushed. 
- **Peppermint** - is used to treat skin diseases, relieve headaches and arthritis. It can also reduce fever, help ease ear and chest pain. 
- **Moringa** - it contains 4 times the calcium and 2 times the protein than milk, 7 times the vitamin C than oranges and 3 times the potassium than bananas, 4 times the vitamin A than carrots. 
- **Lemongrass** - is used to reduce pain and discomfort and to treat coughs and other respiratory problems. 
- **Garlic** - has antibiotic properties, reduces blood cholesterol, lowers blood pressure, reduces blood sugar, anti-cancer actions. 

- **Pandan** – is used to treat skin diseases, relieve headaches and arthritis. It can also reduce fever, help ease ear and chest pains.
- **Langundi** – is used to reduce pain and discomfort and to treat coughs and other respiratory problems.
- **Moringa** - contains 4 times the calcium and 2 times the protein than milk; 7 times the vitamin C than oranges, 3 times the potassium than bananas, 4 times the vitamin A than carrots.
- **Garlic** - has antibiotic properties, reduces blood cholesterol, lowers blood pressure, reduces blood sugar, anti-cancer actions.

Modern Medicine:

Some diseases can be treated better with modern medicine. This is true for most serious infections. **If you are not confident that you know what an illness is and how to treat it, or if the illness is very serious—get medical help right away. Never pretend to know something you do not.** Unfortunately, diseases do not always look the same from person to person—or the symptoms may be confusing. **For difficult cases, the help of a skilled health worker or doctor is often needed.**

- In Lesson 2 we talked about which illnesses should be treated by a doctor or medical clinic. What are some examples that you remember?





Sicknesses like pneumonia, tetanus, typhoid, tuberculosis, appendicitis, diseases caused by sexual contact, and high fever after childbirth should be treated with modern medicines as soon as possible. In these cases, do not lose time trying to treat them first with home remedies. Report serious and dangerous diseases to the government or private health facilities immediately.





After two weeks, Lois’ cough seems to be getting worse. She lost her appetite and was getting weaker and weaker. The last three days her fever was worse and she started getting chills.

- Is Lois’ illness serious? What would you do?
- What danger signs did Lois have?
- How do you know when you need to take your child to the doctor or hospital?

Danger Signs:

These are some of the danger signs to look for in a child that needs to be taken to a hospital immediately:

	<p>Rapid or difficulty breathing.</p> <p>Coughing for 14 days or more.</p>		<p>Not able to drink or eat anything or there is no bowel movements or bowel sounds</p>
	<p>Diarrhea for 3-7 days or more</p>		<p>Violent vomiting</p>

	Blood in stool		Unresponsive or unconscious baby or child
	Very high fever: Immediately for a baby After 3 days for a child		Convulsions

- Has your child ever experienced any of these danger signs?
- Did you take him to a health facility? Why or why not?

How To Care for A Sick Person (Use Visual Aid 4.1 & Student Guide 4.2)

LARGE GROUP DISCUSSION

Let's listen again to more about Cherai's story:

After Lois started to feel better, Cherai noticed that her husband's face had less color than normal and he had been complaining that he was tired and his body ached more than normal. She also noticed that his body was hotter than normal, and he started coughing a lot. Cherai encouraged her husband to go take a bath and then take time to rest on the bed and to drink warm herbal tea with honey. She checked on him after some time and made sure he was drinking the tea and he wasn't too hot or too cold. Later that day Cherai and one of her other children started to cough. Cherai decided to keep the rest of the family away from the room her husband was in and made sure she washed her hands whenever she was taking care of her husband. She also made sure everyone ate fruits and vegetables and got lots of rest for the next few days, especially her youngest children.

- How can Cherai tell when her husband started to get sick? What were the symptoms?
- What other things have you noticed when someone is sick?
- What things did Cherai do to take good care of him when he got sick?

Sickness weakens the body.

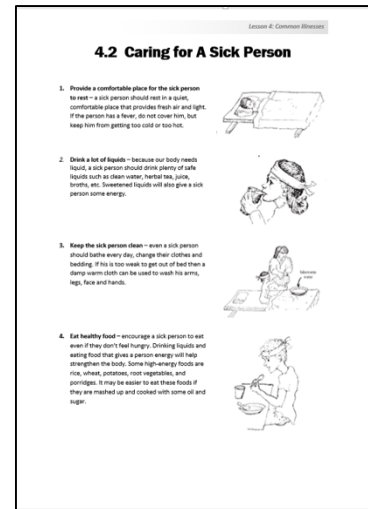
There are some common signs that let us know that our body is not healthy:

1. Fever – the body is warmer than normal
2. Aches in muscles or physical tiredness
3. Change in skin color or shape – lack color in face, skin color too red or yellow, rashes, bumps or lumps
4. Sore throat or excessive coughing
5. Body liquids – diarrhea, mucus in the nose

To gain strength and get well quickly, special care is needed as soon as possible. Many times, medicine is not needed, but good care is always important. Here are four things we can do to provide good care:

Facilitator Instructions: Show the four 4.1 Caring for A Sick Person Visual Aid pictures. Student Guide 4.2 is a chart that summarizes how to care for a sick person.

- 1. Provide a comfortable place for the sick person to rest** – A sick person should rest in a quiet, comfortable place that provides fresh air and light. If the person has a fever, do not cover him, but keep him from getting too cold or too hot.
- 2. Drink a lot of liquids** – Because our body needs liquid, a sick person should drink plenty of safe liquids such as clean water, herbal tea, juice, broths, etc. Sweetened liquids will also give a sick person some energy.
- 3. Keep the sick person clean** – Even a sick person should bathe every day, change their clothes and bedding. If he is too weak to get out of bed, then a damp warm cloth can be used to wash his arms, legs, face and hands.
- 4. Eat healthy food** – Encourage a sick person to eat even if they don't feel hungry. Drinking liquids and eating food that gives a person energy will help strengthen the body. Some high-energy foods are rice, wheat, potatoes, root vegetables, and porridges. It may be easier to eat these foods if they are mashed up and cooked with some oil and sugar.



SMALL GROUP ACTIVITY (Role Plays with 2 people)

Create a role play to practice what you learned about taking care of a sick person. One person act like a sick person—telling the other person that you don't feel well. The other person practices the four ways to care for the sick person. Then change roles.

REPORT BACK

Facilitator Instructions: Ask for 1-2 volunteers to do their role play.

Relying on God and Praying for Our Health

LARGE GROUP DISCUSSION

As we learn these health skills we also want to remember that God our Father is also our healer and He can help us use our health skills and make changes in our lives to be healthier. We can ask Him to help us.

SMALL GROUP DISCUSSION

Read Philippians 4:6-7 and James 5:13-16.

- What do these verses teach us about prayer?
- Why do we pray for the sick?
- How can prayer help our families to be healthy?

When we pray, we can ask God to help us take care of our health. We can ask Him to help us develop healthy practices, and we can ask Him to heal our bodies from sickness. He wants us to tell him about things that concern us. He hears us. He gives us peace, and He has the power to heal the sick.

Section 2:

Fever

LARGE GROUP DISCUSSION

A fever is a common symptom for many illnesses. We need know how to check for fevers and good ways to reduce a fever.

- How do you know if someone has a fever?
 - *Their body feels hot to touch*
 - *They have chills or are shivering*
 - *Their skin and lips are dry*

- Why is it important to know if someone has a fever?
 - *A fever is the body's sign that something is going on in the body that we need to pay attention to, such as an infection or other illness.*
 - *High fevers are serious, especially for babies and small children.*

You can test to see if someone has a fever either by using a thermometer to take their temperature, or, if you do not have a thermometer, you can test the body temperature of someone by putting the back of your hand on your head and the other hand on the head of another person.



WITH A PARTNER

Practice testing for a fever with your partner by putting the back of your hand on your forehead and the back of your other hand on another person's forehead. If that person is hotter than you then they have a fever.



- Does anyone in the class have a fever?

LARGE GROUP DISCUSSION

- What are some of the ways people in this community treat a fever?

How To Reduce A Fever:

Facilitator Instructions: You can use a doll, child or volunteer in the group to demonstrate this. Student Guide 4.3 summarizes how to treat a fever and the other common symptoms of illnesses.

A person who has a fever is too hot. We need to cool that person down. It is possible that someone with a fever may think that they feel cold but when you touch them, they will be hot. It is also important to notice when the fever starts, how long it lasts, and how it goes away. This may help identify the illness that has caused the fever.


The most important thing to do for a person with a fever is to lower his body temperature. We can do this by keeping the person cool. Here are a few ways:

Lesson 4: Common Illnesses

4.3 Common Symptoms of Illnesses

Fever

You can test the body temperature of someone by putting the back of your hand on your head and the other hand on the head of another person. If that person is hotter than you then they have a fever.



A person who has a fever is too hot. We need to cool that person down. It is also important to notice when the fever starts, how long it lasts, and how it goes away.

The most important thing to do for a person with a fever is to lower his body temperature. We can do this by keeping the person cool. Here are a few ways:

- Wipe the person with a wet cloth. A cool, wet cloth on the forehead will help a low fever. For a child or someone that is very hot, remove clothing and wipe the person with a wet cloth. Put cloths dipped in cool water on head, arms, chest and under arms. This is the quickest way of lowering a person's temperature.
- Remove most of their clothing leaving only cool, light clothing on the person.
- Drink plenty of fluids like water, coconut water or juice. A person with a fever loses body fluids. It is important to make sure that they have plenty to drink to replace these fluids. Drinking plenty of water also helps the body to cool down.
- Fan the person.
- Open windows and put the person where there is a breeze.
- Take paracetamol (Tylenol). If a person has a high fever then they can take paracetamol to help lower the fever. If a child has a fever, it is important NOT to give aspirin. Give a child paracetamol to reduce the fever. Make sure that you talk to the pharmacist to make sure what you are not giving too much. The right amount of medicine will depend on the age of the child and the strength of the medicine.

NEVER wrap the person with a fever in blankets or clothing. Wrapping a person with fever keeps the heat in which is dangerous. This may further increase his/her body temperature and may cause convulsions. This is especially dangerous for young children.

Vomiting

Order signs with vomiting when you must seek medical help immediately:

- Dehydration that you cannot correct or improve with fluids
- Severe or violent vomiting that lasts more than 24 hours
- Vomiting of blood

To help control vomiting:

- Sip cold, clear, carbonated water or herbal tea (or rehydration drinks to prevent dehydration)
- Don't eat anything when vomiting is severe or violent

1. Wipe the person with a wet cloth. A cool, wet cloth on the forehead will help a low fever. For a child or someone that is very hot, remove clothing and wipe the person with a wet cloth. Put cloths dipped in cool water on head, arms, chest and under arms. This is the quickest way of lowering a person's temperature.
2. Remove most of their clothing leaving only cool, light clothing on the person.
3. Drink plenty of liquids like water, coconut water or juice. A person with a fever loses body fluids. It is important to make sure that they have plenty to drink to replace these fluids. Drinking plenty of water also helps the body to cool down.
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7. **NEVER wrap the person with a fever in blankets or clothing. Wrapping a person with fever keeps the heat in which is dangerous. This may further increase his/her body temperature and may cause convulsions. This is especially dangerous for young children.**

Imagine cooking a pot of rice. What do we do if it starts to boil over? We reduce the heat. It is the same for a person with a fever, we must reduce the heat as quickly as possible. What happens to the rice if we don't reduce the heat? It will burn! It is the same for our body. If we do not reduce the heat quickly then we can cook our brain and damage it. It is especially true with young children. Act quickly to try and lower their temperature. DO NOT put more clothing or blankets on them otherwise you risk 'cooking' them.

- When should you take someone with a fever to get medical help?
 - *If it is a baby less than 2 months*
 - *If the fever in a child is high for more than 24 hours*
 - *If the fever in an adult lasts more than 3 days*
 - *If the person starts to convulse or shake violently*
 - *If there is a stiff neck with the fever*
 - *If there is swelling or a wound on the body and the person has a high fever*
 - *If a bad cough and/or rapid breathing with the fever*
 - *If there is vomiting or diarrhea with the fever and ORS doesn't help*

Review the methods of treatment and when to take a person to the doctor. Ask if the class has any questions.

Other Common Symptoms of Illnesses (Use Student Guide 4.3)

LARGE GROUP DISCUSSION

Facilitator Instructions: *Student Guide 4.3 is a summary of Common Symptoms including fevers.*

Vomiting, headaches, stuffy or runny noses, sore throat and coughing are all common symptoms for many illnesses. Like a fever, they tell us that something is wrong with our body. So, we need to pay attention and get the proper rest, liquids and nutritious food so our bodies can recover.

1. **Vomiting** – Many children have an occasional upset stomach that causes vomiting. This is not serious and will stop on its own. But vomiting is often a sign of other illnesses, some serious and some not.

Danger signs with vomiting when you must seek medical help immediately:

- Dehydration that you cannot control or improve with fluids
- Severe or violent vomiting that lasts more than 24 hours
- Vomiting of blood

To help control vomiting:

- Sip cola drink, carbonated water or herbal tea (or rehydration drinks to prevent dehydration)
- Don't eat anything when vomiting is severe or violent

2. **Headaches** – Most simple headaches can be controlled by rest and taking aspirin. Headaches are common with sickness that causes fever. Some home remedies can help headaches like using a cloth soaked in hot water on the back of the neck, or gently massaging the head, neck and shoulders. Headaches that keep coming back may be a sign of other problems and should be checked by a doctor.

Migraine headaches are severe, throbbing headaches. They often begin with blurred vision and can lead to nausea, dizziness or vomiting. This could last for hours or even days.

Treat a bad headache as soon as possible to prevent a migraine headache:

- Take 2 aspirin and a cup of black coffee or black tea
- Lie down in a dark, quiet place and try to relax the body and the mind.
- Ask a pharmacist for migraine medicine and take it consistently as prescribed until the headache goes away.

Lesson 4: Common Illnesses

Headaches

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Stuffy or Runny Noses

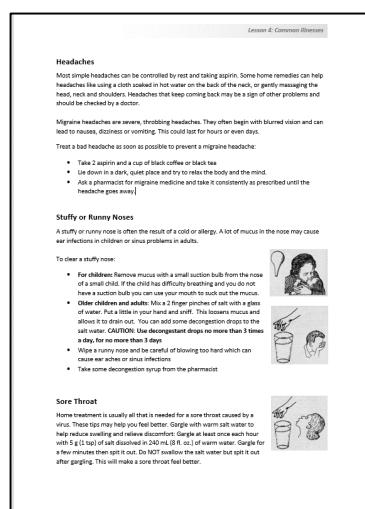
A stuffy or runny nose is often the result of a cold or allergy. A lot of mucus in the nose may cause ear infections in children or sinus problems in adults.

To clear a stuffy nose:

- **For children:** Remove mucus with a small suction bulb from the nose of a small child. If the child has difficulty breathing and you do not have a suction bulb you can use your mouth to suck out the mucus.
- **Older children and adults:** Mix a 2 finger pinches of salt with a glass of water. Put a little in your hand and sniff. This loosens mucus and allows it to drain out. You can add some decongestion drops to the salt water. **CAUTION: Use decongestion drops no more than 3 times a day, for no more than 3 days.**
- Wipe a runny nose and be careful of blowing too hard which can cause ear aches or sinus infections.
- Take some decongestion syrup from the pharmacist.

Sore Throat

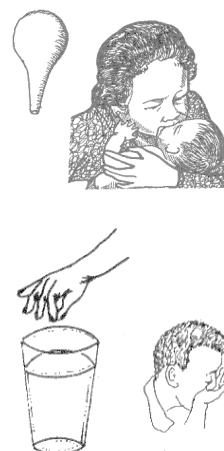
Home treatment is usually all that is needed for a sore throat caused by a virus. These tips may help you feel better. Gargle with warm salt water to help reduce swelling and relieve discomfort. Gargle at least once each hour with 5 (1/2) tsp of salt dissolved in 240 mL (8 fl. oz.) of warm water. Gargle for a few minutes then spit it out. Do NOT swallow the salt water but spit it out after gargling. This will make a sore throat feel better.



3. **Stuffy or Runny Noses** – A stuffy or runny nose is often the result of a cold or allergy. A lot of mucus in the nose may cause ear infections in children or sinus problems in adults.

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4. **Sore Throat** – Home treatment is usually all that is needed for a sore throat caused by a virus. These tips may help you feel better. Gargle with warm salt water to help reduce swelling and relieve discomfort: Gargle at least once each hour with 5 g (1 tsp) of salt dissolved in 240 mL (8 fl. oz.) of warm water. Gargle for a few minutes then spit it out. Do NOT swallow the salt water but spit it out after gargling. This will make a sore throat feel better.



5. **Coughing** - Coughing is not a sickness itself, but is a sign of many different sicknesses that affect the throat, lungs, or the network of air tubes going into the lungs. Coughing can be a good thing because it is God’s way of helping to clean out the air passages when we have a cold. When we have a cough, we want to do things that will help the mucus in the chest become easier to remove. So, when a cough produces mucus, **do not take medicine to stop the cough, but rather do something to help loosen and bring up the mucus.**

Below are some of the problems that cause different kinds of coughs:

- Bronchitis
- Pneumonia
- Asthma
- Measles
- Smokers Cough
- Tuberculosis

To help reduce coughing:

- Drink lots of water
- Breathe in steam – Steam Inhalation. Boil some water in a kettle or pot. Pour hot water into a bowl, hold your head over the bowl and cover with a towel to make a tent. Deeply breathe in the warm, moist air for 15-30 minutes. Repeat several times a day. Some people like to add mint or eucalyptus leaves or *Vaporub*, but hot water works just as well alone. **CAUTION: Do not use eucalyptus or Vaporub if the person has asthma. They make it worse.**
- For a dry cough, we can use herbal medicine:
 - Mix equal parts honey and lemon juice mix. Take a small spoonful every 2-3 hours.
 - Mix one part ginger and three parts tamarind or oregano leaves with 2 parts water. Boil for 25 – 35 minutes. Strain to remove leaf and ginger parts. To every cup of solution add one cup of sugar. Boil this until it becomes syrupy. Remove and cool. For adults give 2 teaspoons every 3-4 hours, children 1 teaspoon every 3-4 hours.
- Ask a pharmacist for a cough medicine with codeine.
- Find out what sickness is causing the cough and treat that.

Lesson 4: Common Illnesses

Coughing

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- Find out what sickness is causing the cough and treat that.

SMALL GROUP ACTIVITY

Facilitator Instructions: Give each group one of the common symptoms to review and create a role play to show what to do to reduce the symptom.

REPORT BACK

Facilitator Instructions: Ask each group to do their role play for the whole group.

Colds and The Flu (Use Visual Aids 4.2 and Student Guide 4.4)

LARGE GROUP ACTIVITY

Facilitator Instructions: Choose six people before the session begins. Write each of the six symptoms on a piece of paper or card. Give each person one of the symptom cards. Have each person role play that symptom and ask the group to guess which symptom they are demonstrating. Place the symptom cards somewhere where everyone can see them.

Symptom Cards: Runny nose, Cough, Sore Throat, Low fever, Tired Feeling, Joint Pain.

Symptoms:

I have asked six volunteers to role play one of the symptoms of a common cold. See if we can guess all six symptoms.

LARGE GROUP DISCUSSION

Colds and flu have similar symptoms. But when you have the flu, you feel the symptoms sooner than you would with a cold, and you feel them with greater intensity. Colds and the flu are common sicknesses with symptoms such as a runny nose, cough, sore throat, and sometimes fever or pain in the joints. Young children may also have mild diarrhea.

Today, we will learn how to prevent and treat these common sicknesses and to keep them from turning into more serious sicknesses.

- People have different beliefs about what causes a cold—what do people in your community say?
- What do you think causes a cold?

Both colds and the flu are caused by germs that spread from person to person through contact or sneezing. You do not get a cold from being cold or wet (although getting very cold, wet, or tired can make a cold worse). Since you get these sicknesses from other sick people, it is important to learn how to avoid spreading the germs to others and to teach your children too. Otherwise, it is easy for the whole family to get sick.

Since there is no medicine to cure a cold, we can only treat the symptoms to make the person feel better and help the body to fight the germs. If we have a strong body a cold should only last 5-7 days. Flu symptoms come on quickly and can be severe. They usually last 1 to 2 weeks.

Treatment:

Facilitator Instructions: Ask volunteers to hold up the Visual Aid 4.2

Treating Colds and Flu pictures as you go through each treatment. These are a review of how to care for a sick person. Student Guide 4.4 Summarizes Prevention and Treatment of Colds and Flu.

Colds and the flu almost always go away without medicine. **Do not use penicillin, tetracycline, or other antibiotics,** as they will not help at all and may cause harm.

Lesson 4: Common Illnesses

4.4 Colds and Flu





Colds and flu are common sicknesses that have similar symptoms like a runny nose, cough, sore throat, and sometimes fever or pain in the joints. Young children may also have mild diarrhea. But when you have the flu, you feel the symptoms sooner than you would with a cold, and you feel them with greater intensity.

Both colds and the flu are caused by germs that spread from person to person through contact or sneezing.

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Treatment:

Colds and the flu almost always go away without medicine. Do not use penicillin, tetracycline, or other antibiotics, as they will not help at all and may cause harm.

- **Drink plenty of water** - When a person has a cold he needs to get plenty of fluids back into his body. The person with a cold loses fluid through a runny nose and mouth breathing. So, it is important to drink lots of liquids to not become dehydrated. Remember a person with a fever needs plenty of liquids to drink. Citrus juices can help. 
- **Get enough rest** - The body can fight off a cold more easily if it can rest and not work. 
- **Eat healthy food** - The body will be able to fight off sickness if it has the proper foods. You need to make sure that you are eating some meat or eggs or beans to help your body get strong. A poorly nourished person will have trouble getting over a cold or the flu and fighting them off. 
- **Aspirin or acetaminophen helps lower the body temperature and reduce body aches and headaches.** (More expensive "cold tablets" are no better than aspirin. So, don't waste your money). 
- No special diet is needed. However, fruit juices, especially orange juice or lemonade, are helpful.

WARNING: Do not give any kind of antibiotic or injectors to a child with a simple cold. They will not help and may cause harm.

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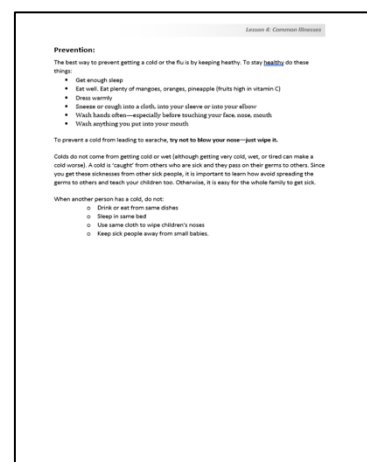
If a cold or the flu lasts more than a week, or if the person has fever, coughs up a lot of mucus with pus, has shallow fast breathing or chest pain, he could be developing bronchitis or pneumonia (see next section on these illnesses). If so, an antibiotic may be needed. The danger of a cold turning into pneumonia is greater in old people, in those who have lung problems like chronic bronchitis, in people who cannot move much, and in people with HIV. People with HIV can take cotrimoxazole daily to prevent pneumonia and other infections.

Sore throat is often part of a cold. No special medicine is needed, but it may help to gargle with warm water. However, if the sore throat begins suddenly, with high fever, it could be a strep throat. Special treatment is needed.

Prevention:

The best way to prevent getting a cold or the flu is by keeping healthy. To stay healthy, do these things:

- Get enough sleep
- Eat well. Eat plenty of mangoes, oranges, pineapple (fruits high in vitamin C)
- Dress warmly
- Sneeze or cough into a cloth, into your sleeve or into your elbow
- Wash hands often—especially before touching your face, nose, mouth
- Wash anything you put into your mouth



To prevent a cold from leading to earache, **try not to blow your nose—just wipe it.**

When another person has a cold, do not:

- Drink or eat from same dishes
- Sleep in same bed
- Use same cloth to wipe children's noses
- Let sick people near small babies

SMALL GROUP ACTIVITY (Group of 3)

Facilitator Instructions: Read the following story and explain how each group will pick parts, prepare and then act out the role play. If you have enough time, ask for one group to do their role play for the whole group.

One day Cheraí's neighbor brought her son, Daniel, over to Cheraí's house. Cheraí and her husband had just heard a training at church about colds and flu. They recognized that Daniel had the symptoms of a cold or flu and so they shared what they learned from their training.

In each group of three people, pick one person to be the neighbor with a sick child (Daniel) and the other two to be their neighbors (Cheraí and her husband).

- The neighbor with the sick child should review the symptoms of colds and flu
- The other two should review ways to treat and prevent colds and flu

Do a role play where the neighbor with the sick child describes the symptoms Daniel is complaining to have and the other two explain how to treat the sickness and prevent others from getting sick.

Bronchitis and Pneumonia (Use Student Guide 4.5)

LARGE GROUP ACTIVITY - ROLEPLAY

Facilitator Instructions: Ask a student ahead of time to role play bringing a sick baby, Samuel, to see a doctor. Ask the student to tell the doctor that the baby has the following symptoms:

- Rapid/fast/difficult breathing
- Noisy breathing
- High fever
- You can see child's ribs when he breathes in and out
- Very sick and weak
- The baby has been sick for more than a week

Ask the group after the role play:

- Do you know what the problem is and what would to do about it? To treat it?
- Has anyone in your family has ever had Bronchitis or Pneumonia?
(If so ask the person to describe the symptoms, what was done and what happened to the patient.)

SMALL GROUP DISCUSSION

Facilitator Instructions: Give groups Student Guide 4.5 Bronchitis and Pneumonia. For less literate groups, go over the student guide as a large group and then have small groups discuss the questions listed.

Bronchitis:

Bronchitis is an infection of the airway that carries air to the lungs. It causes a noisy cough, often with mucus or phlegm. Bronchitis often starts as a cold, so antibiotics do not generally help. **Use antibiotics only if the**

Lesson 4: Common Illnesses

4.5 Bronchitis and Pneumonia

BRONCHITIS
Bronchitis is an infection of the airway that carries air to the lungs. It causes a noisy cough, often with mucus or phlegm. Bronchitis often starts as a cold, so antibiotics do not generally help. Use antibiotics only if the bronchitis lasts more than a week and is not getting better. Go to a medical clinic if the person shows signs of pneumonia (see below) or if the attack has a lasting-time problem.

Symptoms of Bronchitis:

- Often a person starts with symptoms of a cold – runny nose, fever, sore throat and tiredness
- They may have a low fever
- A hacking cough that lasts for 5 days or more
- Soreness in the chest when coughing
- Wheezing when breathing
- Rattling feeling in the chest
- Chills

Treatment of bronchitis:

- Quit smoking if you do. It is irritating your airway.
- Avoid things that irritate your lungs – dust, pollution, smoke from fires
- Wash your hands a lot
- If your symptoms last more than one week, go to a medical clinic

PNEUMONIA
Pneumonia is a serious infection of the lungs. It often occurs after another respiratory illness such as measles, whooping cough, flu, bronchitis, asthma—or after any very serious illness, especially in babies and other people or people with HIV. A very sick child with fast, shallow breathing probably has pneumonia. If the child's chest pulls in and you can see the ribs, then the cough is very serious and the child should be taken to the hospital.

Symptoms of Pneumonia:

- Shallow fast breathing
- Noisy breathing
- High fever
- Coughing
- Severe aches and pains
- Headache
- You can see child's ribs when he breathes in and out
- Loss of appetite

bronchitis lasts more than a week and is not getting better. Go to a medical clinic if the person shows signs of **pneumonia** (see below) or if he already has a **lasting lung problem**.

Symptoms of Bronchitis:

- Often a person starts with symptoms of a cold – runny nose, fever, sore throat and tiredness
- They may have a low fever
- A hacking cough that lasts for 5 days or more
- Soreness in the chest when coughing
- Wheezing when breathing
- Rattling feeling in the chest
- Chills

Treatment of Bronchitis:

- Quit smoking if you do. It is irritating your airway.
- Avoid things that irritate your lungs – dust, pollution, smoke from fires.
- Wash your hands a lot.
- If your symptoms last more than one week, go to a medical clinic.

Pneumonia:

Pneumonia is a serious infection of the lungs. It often occurs after another respiratory illness such as measles, whooping cough, flu, bronchitis, or asthma—or after any very serious illness, especially in babies and older people or people with HIV. A very sick child with fast, shallow breathing probably has pneumonia. If the child’s chest pulls in and you can see the ribs, then the cough is very serious and the child should be taken to the hospital.

Symptoms of Pneumonia:

- Shallow fast breathing
- Noisy breathing
- High fever
- Coughing
- Severe aches and pains
- Headache
- You can see child’s ribs when he breathes in and out
- Loss of appetite

Treatment of Pneumonia:

- Doctors use antibiotics to treat pneumonia. Treatment with antibiotics can make the difference between life and death. Follow the instructions that are based on age and severity. Most require you to take medication at least for 3 days. Do not stop taking the medication even if you feel better.
- Give aspirin or acetaminophen for children to lower the temperature and reduce the pain.
- Give plenty of liquids. If the person will not eat, give him liquid foods or ORS.
- Ease the cough and loosen the mucus by giving the person plenty of water and having him breathe in steam (Steam Inhalation).
- If the person is wheezing, an anti-asthma medicine may help.

Lesson 4: Common Illnesses

Treatment of Pneumonia:

- Doctors use antibiotics to treat pneumonia. Treatment with antibiotics can make the difference between life and death. Follow the instructions that are based on age and severity. Most require you to take medication at least for 3 days. Do not stop taking the medication even if you feel better.
- Give aspirin or acetaminophen for children to lower the temperature and reduce the pain.
- Give plenty of liquids. If the person will not eat, give him liquid foods or ORS.
- Ease the cough and loosen the mucus by giving the person plenty of water and having him breathe in steam (Steam Inhalation).
- If the person is wheezing, an anti-asthma medicine may help.

Small Group Discussion Questions:

1. What differences are there between Bronchitis and Pneumonia?
2. Which is more serious, Bronchitis or Pneumonia, do you think the baby in the roleplay had?
3. Which is more serious, Bronchitis or Pneumonia?
4. What advice would you give to the parent to take care of the baby?

Prevention of Bronchitis and Pneumonia:

Since most of the time these sicknesses start from colds or the flu, what can you do to prevent Bronchitis or Pneumonia?

Small Group Discussion Questions:

1. What differences are there between Bronchitis and Pneumonia?
2. Which sickness, Bronchitis or Pneumonia, do you think baby Samuel (in the role play) had?
 - *Pneumonia (fever, noisy breathing, seeing the ribs as the child breathes)*
3. Which is more serious, Bronchitis or Pneumonia?
 - *Pneumonia*
4. What advice would you give to the parent to take care of the baby?
 - *Take the baby to the doctor right away for treatment. Pneumonia is very serious for babies.*

REPORT BACK

Facilitator Instructions: Ask groups to share the answers to the questions above.

REVIEW

Prevention of Bronchitis and Pneumonia:

- Since most of the time these sicknesses start from colds or the flu, what can you do to prevent Bronchitis or Pneumonia?
 - *Getting enough rest*
 - *Eating nutritious foods*
 - *Drink plenty of liquids*
 - *Breastfeed babies*
 - *Keep away from people who are sick or smoking*
 - *Go to the doctor if the cold or flu lasts more than a week*

Tuberculosis (Use Student Guide 4.6)

LARGE GROUP DISCUSSION

What is tuberculosis?

- Tuberculosis (TB) is a long lasting, contagious (easily spread) disease that anyone can get. It is often found in people between 15-35 years old who are weak, poorly nourished or have HIV.
- **Tuberculosis is very contagious!**
- Tuberculosis can be cured. But, even though it can be prevented, thousands die from this disease every year.
- Children should be immunized for TB by the BCG vaccine.
- For prevention and cure, it is important to treat tuberculosis early.
- It is important to continue TB treatment until your medication is finished.
- Persons infected with TB and not taking anti-TB medicines can easily spread the germs to others through coughing, sneezing, and living together.

How can you tell if someone is suffering from tuberculosis?

- Cough lasting more than 1 month, especially after just waking up
- Mild fever in the afternoon and evening
- Sweating at night
- Pain in the chest or upper back

- Lack of appetite and weight loss
- Weakness (person gets tired easily)
- Pale skin
- Coughing up blood (usually in the later stages)
- Hoarse voice (very serious)

IMPORTANT: If a person has a cough for more than a month then they should have a check-up by a doctor.

Children in the community may also have TB if they have not immunized with BCG vaccine and have the following symptoms:

- Swelling or lumps in the neck or belly
- Poor appetite and steady weight loss or do not gain weight
- Lighter skin color
- Frequent fever and cough that comes and goes
- Get tired easily
- Live with a TB patient who is not undergoing treatment

What is the difference between being infected and having the disease?

- Infected with TB – A person has the disease germ in their body but their body's defenses are protecting them from the germ. They are not sick.
- Having active TB – A person is sick with the disease and can pass it to others.

How To Treat Tuberculosis:

1. Go to a health center to be examined.
2. It is very important to take medication as directed. A doctor will prescribe a combination of medicines that must be taken continuously for up to one year. **Do not stop taking the medication, even if you feel better.** Take the medication until a medical professional says to stop.
3. Eat as well as possible. Eat energy foods and foods rich in proteins and vitamins.
4. Try to always get enough rest and sleep.

Facilitator Instructions: Make sure that throughout the lesson you emphasize the importance of taking the full treatment and not stopping because you feel better.

Tuberculosis can be prevented!!

- Have children immunized against TB soon after birth (within one month)
- Eat a healthy diet
- Get sufficient rest
- Make sure that TB patients are getting treatment to stop the spread of TB

Tuberculosis is very contagious! It spreads when someone with TB coughs germs into the air. Anyone, especially a child, who lives with someone who has TB runs a great risk of catching the disease.

If someone in the house has TB, then:

- Have the person with TB sleep separately from other people (especially from the children).
- The person with TB must cover their mouth with a cloth when coughing.


- Never spit on the floor. Spit in a can or coconut husk and then bury it.
- Make sure everyone, especially children, eats nutritious foods and gets plenty of rest.
- Take children to the health center at the first sign of TB and treat at once.

Facilitator Instructions: Student Guide 4.6 summarized symptoms, treatment and prevention of TB.

Lesson 4: Common Illnesses

4.6 Tuberculosis

Tuberculosis (TB) is a long lasting, contagious (easily spread) disease that anyone can get. It is often found in people between 15-35 years old who are weak, poorly nourished or have HIV.



- Tuberculosis is very contagious! It spreads when someone with TB coughs germs into the air. Anyone, especially a child, who lives with someone who has TB runs a great risk of catching the disease.
- Tuberculosis can be cured. But even though it can be prevented, thousands die from this disease every year.
- Children should be immunized for TB by the BCG vaccine.
- For prevention and cure, it is important to treat tuberculosis early.
- It is important to continue TB treatment until your medication is finished.
- Persons infected with TB and not taking anti-TB medicines can easily spread the germs to others through coughing, sneezing, and living together.

Symptoms of Tuberculosis (TB):

- Cough lasting more than 3 weeks, especially after just waking up
- Mild fever in the afternoon and evening.
- Sweating at night
- Pain in the chest or upper back
- Lack of appetite and weight loss
- Weakness (person gets tired easily)
- Pale skin
- Coughing up blood (usually in the later stages)
- Nighttime vision (very serious)

IMPORTANT: If a person has a cough for more than a month then they should have a check-up by a doctor.

Symptoms in Children:

- Swelling or lumps in the neck or belly
- Poor appetite and steady weight loss or do not gain weight
- Lighter skin color
- Frequent fever and cough that comes and goes
- Get tired easily
- Live with a TB patient who is not undergoing treatment

Lesson 4: Common Illnesses

How To Treat Tuberculosis:

1. Go to a health center to be examined.
2. It is very important to take medication as directed. A doctor will prescribe a combination of medicines that must be taken continuously for up to 3 year. Do not stop taking the medication, even if you feel better. Take the medication until a medical professional says to stop.
3. Eat as well as possible. Eat energy foods and foods rich in proteins and vitamins.
4. Try to always get enough rest and sleep.

Tuberculosis can be prevented!!

- Have children immunized against TB soon after birth (within one month)
- Eat a healthy diet
- Get sufficient rest
- Make sure that TB patients are getting treatment to stop the spread of TB

If someone in the house has TB then:

- Have the person with TB sleep separately from other people (especially from the children).
- The person with TB must cover their mouth with a cloth when coughing
- Never spit on the floor. Spit in a can or coconut husk and then bury it.
- Make sure everyone, especially children, eat nutritious foods and get plenty of rest.
- Take children to the health center at the first sign of TB and treat at once.

Section 3:

Dehydration (Use Visual Aids 4.3 and 4.4)

LARGE GROUP DISCUSSION

Facilitator Instructions: Before the class put a healthy flower in a glass of water and a dead flower in an empty glass. If you are unable to get real flowers, then just use two the Visual Aid 4.3 pictures of two flowers. You will also need the Visual Aid 4.4 Two Children pictures and the plastic water bottle with a hole in the bottom and tape over the hole and some extra water.

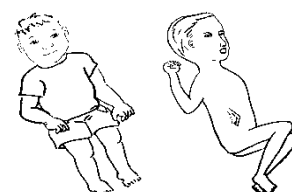
1. Look at the two flowers here (Visual Aid 4.3).

- Why is one flower dying while the other flower is still fresh?
 - Give the group plenty of time and allow them to keep answering until they realize that the difference is **water**.



2. Now look at the two pictures of a child (Visual Aid 4.4). One of these babies looks healthy but the other looks dry.

- What is needed by both the flower and the baby? (*water*)



3. For us to live we need to have water. Humans are made up of over $\frac{3}{4}$ water. Our bodies are like this bottle of water. We are healthy when we have enough water in our body. But when our body loses too much water, we get dry and that is very dangerous.

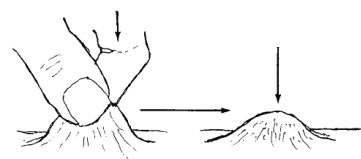
Facilitator Instructions: Hold up the large bottle and fill it with water. Take off the piece of tape from the bottle and allow the water to drip out. Then pour some more water into the container.

If the water taken into the body equals the same amount as the amount going out of the body then the body is healthy and it will not become dry. The person will not die. If the body becomes dry then you can die. This is especially true for children. This is called dehydration. People of any age can become dehydrated, but **dehydration develops more quickly and is most dangerous in small children**.

Facilitator Instructions: Hold up the Visual Aid 4.4 and point to the picture of the dehydrated baby.

We said that this baby needs water.

- What are some of the signs that someone is dehydrated?
 - Thirst
 - Dry mouth
 - Urinate less or not at all, urine is dark yellow
 - Sunken eyes or tearless eyes
 - Soft spot on the head is sunken down
 - Skin loses elasticity (show how to lift the skin and see if it falls back quickly or not)



Facilitator Instructions: As they answer the question, show the picture that represents their answer. If there are any left then show them the remaining cards.

It is important to ensure that we don't become dehydrated. If someone becomes dehydrated then immediately give them liquids. Babies, children and even adults will die from dehydration. Because dehydration is so serious, we need to know what causes it.

- What are the most common ways people lose water?
 - Severe diarrhea
 - Severe vomiting

People do not die from diarrhea but from dehydration that is caused by diarrhea.

Diarrhea: Causes and Prevention (Use Visual Aids 4.5, 4.6, 4.7 and Student Guide 4.7)

LARGE GROUP DISCUSSION

Facilitator Instructions: Show the Visual Aid 4.5 What's Wrong and then The Tree and the Bug three pictures as you explain the following story.

- Describe what you see in this picture.
- What do you think is wrong with the people?
- Have you ever felt like this?

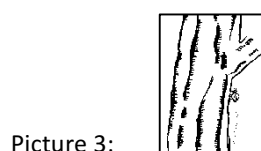
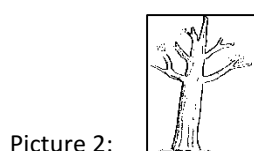
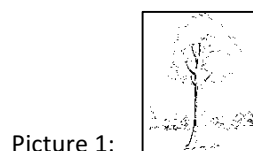


Let me tell you a story:

Two months ago, I visited my friend and he had a beautiful, big, jackfruit tree. (Show Picture 1: Healthy Tree)

When I recently visited my friend again, the tree was dead. (Show Picture 2: Dead Tree)

This is what happened: A little bug made a small hole in the tree and laid eggs in it. The eggs hatched. Soon many bugs were inside the tree. Finally, the tree died. (Show Picture 3: Bug on Tree)



Just like the bugs in the trees, the things that cause diarrhea go into our body through our mouth from dirty water, dirty hands or dirty food.

Facilitator Instructions: Show the Visual Aid 4.6 How People Get Diarrhea pictures as you make the next points. You can explain the pictures and ask what they see in the picture and what it means.

Let's see how this might happen:

1. *(Picture 1: Man drinking water)* Worm eggs and diarrhea germs are like the bug in the tree. A few germs get inside the body and soon there are many germs. Then we get sick because of the germs, and soon we have diarrhea.
2. *(Picture 2: Stream of Clear Water)* These people get their water from a very clear, fresh, clean-looking river. But they do not know what is happening in the village up the stream.
3. *(Picture 3: Stream of Dirty Water)* A buffalo is swimming, women are washing and a child has a bowel movement in the river.
4. *(Picture 4: Man in Corn Field)* Or maybe someone has a bowel movement in a corn field up the mountain.
5. *(Picture 5: Man Drinking By The Stream)* When it rains, germs from the feces wash down into the water in the river. Then, then we drink the water, the germs go inside our body. The germs then multiply and become many. Soon our body will have many germs and we will get diarrhea. And if we are not careful then the whole family will have diarrhea.



Facilitator Instructions: As they give each answer show the Visual Aid 4.7 Eight Causes of Diarrhea picture that relates to their answer. Put each picture on the wall with tape or on a poster board. Be sure to give enough time for the group to discuss and think. Show the class that there are eight pictures and challenge them to think of all of them. Do not do too much talking yourself. If they can't get all the causes, then show them the pictures that the group didn't mention.

- From this story and what you already know, what are some things that can cause diarrhea?
 1. *Bottle feeding babies*
 2. *Malnutrition (lack of proper food that leads to poor health)*
 3. *Germs from human waste (feces or stool)*
 4. *Flies*
 5. *Dirty hands*
 6. *Dirty fingernails*
 7. *Contaminated drinking water*
 8. *Spoiled or under-cooked food*

SMALL GROUP DISCUSSION





1. Reread Deuteronomy 23:12-13.
 - How can following the instructions in this verse help to prevent diarrhea?
 - *If you do this you won't contaminate the ground, the water or get others contaminated.*




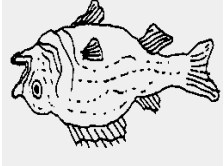
2. Look at each of the Causes of Diarrhea pictures. Discuss things we can do to prevent each of these problems.
3. Pick 1 or 2 things we can start doing this week that will help prevent diarrhea.

REPORT BACK

Facilitator Instructions: Again, give the class plenty of time to discuss their answers. Allow them to use the knowledge that they already have. Then have groups give ideas for each cause. You can use the Student Guide 4.7 Causes and Prevention of Diarrhea to give them additional ideas to add to what they have shared. Finally, ask for groups to share what they plan to do this week to prevent diarrhea. Then pray for them asking God to help them make these changes.

Causes and Prevention of Diarrhea

Picture	Cause	Prevention
	Bottle feeding causes diarrhea	Breast feed a child until he is 2 years old. (For the first 4-6 months give breast milk only, then add other foods.)
	Malnutrition causes diarrhea & diarrhea causes malnutrition	Feed plenty of nourishing foods. Feed preschool children 5 times a day.
	Germs from human waste or stool cause diarrhea	Build a toilet and teach each member of the family to use the toilet. If there is no toilet, bury your stool. (Deuteronomy 23:12-13)
	Flies carry germs and worm eggs to the food that you eat	Keep all food covered.

	Dirty hands carry germs to your food and to your mouth	Always wash your hands: (1) Before cooking or preparing food (2) Before eating food (3) After using the latrine
	Dirty hands carry germs to your mouth. Germs hide under dirty fingernails	Cut fingernails short each week. Keep fingernails clean.
	Germs from human waste get into drinking water and contaminate the drinking water	Boil all drinking water for 10 minutes after the boiling starts. Do not urinate or have a bowel movement near a water source.
	Spoiled, undercooked food or food contaminated by dirty hands causes diarrhea	Cook all food well Buy only fresh food Do not keep left over food too long

Diarrhea Treatment and Rehydrating Drinks (Use Student Guide 4.8)

LARGE GROUP DISCUSSION

- Have you ever tasted your tears or sweat? How do they taste?
 - *A little salty and sweet*

The water in our body is like this – a little salty and sweet. When you have diarrhea, you need to replace the water that is lost with water that has a little salt and sugar in it. If you drink enough ORS when you have diarrhea your body will not become “dry” – remember the flower and the babies. It will put back into the body what is being lost.

When a person has watery diarrhea, or diarrhea and vomiting, do not wait for signs of dehydration. **Act quickly!**

1. **Give lots of liquids to drink:** A Rehydration Drink is best. Or give a thin cereal porridge or gruel, teas, soups, or even plain water.
2. **Keep giving food.** As soon as the sick child (or adult) will accept food, give frequent feedings of foods he likes and accepts.
3. **For babies, keep giving breast milk often**—and before other drinks.

Today, we will learn how to make the correct mixture of water, salt, and sugar so that we are replacing exactly what your body needs. The mixture is called ORS. ORS mean Oral Rehydration Solution. This is a special rehydration drink to prevent or treat dehydration especially in cases of severe, watery diarrhea.

There may be ORS packets available that can be mixed with water. The advantages to making your own especially using cereal in place of sugar is that it is always available, it is easy to make, and it is cheaper, safer and often more effective.

LARGE GROUP DEMONSTRATION

Facilitator Instructions: Use Student Guide 4.8 How To Make ORS Rehydration Drink to explain the steps to make ORS Rehydration Drink. Then demonstrate the proper procedure for the class. Make sure to taste the mixture after putting in the salt. Too much salt is a problem.

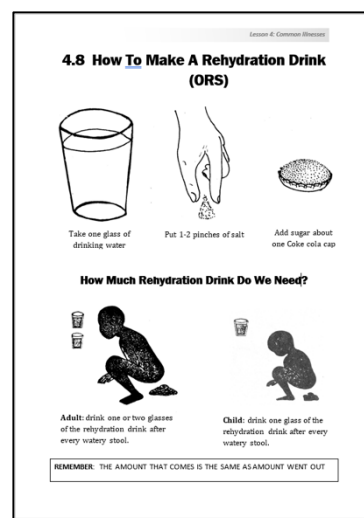
How to make ORS Rehydration Drink:

The correct mixture for one cup of ORS is:

- 1 cup of water
- 1-2 pinches of salt
- 1 tsp of sugar

First add the salt to the water and taste. If it is saltier than tears then throw it away. Too much salt will harm the body. Start again but use less salt. Once the salt and water are correct and mixed well, then add the sugar. Stir and it is ready to drink.

You can also make a larger amount using the instructions in your student guide. Another way to make the Rehydration Drink is to use powdered cereal and salt. Powdered rice is best. Or use finely ground maize, wheat flour, sorghum, or cooked and mashed potatoes.



To either Drink add half a cup of fruit juice, coconut water, or mashed ripe banana, if available. This provides potassium which may help the child accept more food and drink. When you make a liter, taste the drink each time before you give it to be sure it is not spoiled. Cereal drinks can spoil in a few hours in hot weather.

SMALL GROUP ACTIVITY

Facilitator Instructions: Prepare ahead to have water, salt, sugar and cups so groups can practice making ORS Rehydration Drink.

In groups of 2-3 practice making the ORS with water, salt and sugar.

LARGE GROUP DISCUSSION

Facilitator Instructions: Show second page of Student Guide 4.8 How Much Do We Need?

How Much ORS Do We Need?

When a person has diarrhea, give ORS after every watery stool. To replace the fluid that was lost, adults need 1-2 cups for every watery stool. Children over 2 years of age need one cup following each loose stool. Children under 2 years of age need half of a 250 ml cup after every stool.

It also works to give the dehydrated person small amounts of this Rehydration Drink—one spoonful every 5 minutes, all day and night, for as long as the person continues to have diarrhea. A large person needs 3 or

more liters a day. A small child usually needs at least 1 liter a day, or 1 glass for each watery stool. Keep giving the Drink often in small sips.

If a child is vomiting you should still give them ORS. Even if the child vomits after drinking the ORS, not all of it will be vomited up. It is very important that they do not get dehydrated. When vomiting, a lot of water is lost from the body. Without ORS, the child will become weak and dehydrated. Give the ORS in small amounts.

WARNING: If dehydration gets worse or other danger signs appear, go for medical help.

LARGE GROUP REVIEW

- What have we learned about dehydration and treating diarrhea in this session?
 - *Do not be afraid to give ORS when a person has diarrhea or is vomiting*
 - *Begin giving ORS with the first watery stool*
 - *Keep giving ORS for as long as the person has diarrhea*
 - *Give ORS with each episode of diarrhea to prevent dehydration*
 - *At first the diarrhea may increase but that is normal*
 - *Give ORS throughout the day and night for as long as the diarrhea or vomiting continues*
- What are some signs of dehydration?
 - *Thirst, dry mouth, urinate less or not at all, urine is dark yellow, sunken eyes or tearless eyes, soft spot on the head is sunken down, skin loses elasticity*
- Why should we use a rehydration drink?
 - *Diarrhea is serious – it kills*
- How much salt do you use in one glass of water?
 - *1-2 pinches*
- How much sugar do you use in one glass of water?
 - *1 tsp*
- How much should you give an adult?
 - *1-2 cups every watery stool*
- How much should you give a child?
 - *250 ml to one cup depending on size and age*
- What should you do if the person begins to vomit?
 - *If the person vomits during treatment with ORS, do not stop, continue to give ORS.*

Worms (Use Student Guide 4.9 and Visual Aid 4.8)

LARGE GROUP DISCUSSION

Worms are a common illness. There are many types of worms and other tiny animals that live in people's intestines and cause diseases. Those which are larger are sometimes seen in the stool. Typically, they enter a body through the mouth and the soles of the foot.

- Why are worms bad for you?
 - *Worms get their nourishment from the food that the person eats. Therefore, the person with worms will not be getting sufficient nutrition and will become thin, pale and weak.*
- What types of worms do you know about? What types are common in our community?

There are four common types of worms:

- Pinworm
- Hookworm
- Roundworm
- Tapeworm

SMALL GROUP DISCUSSION

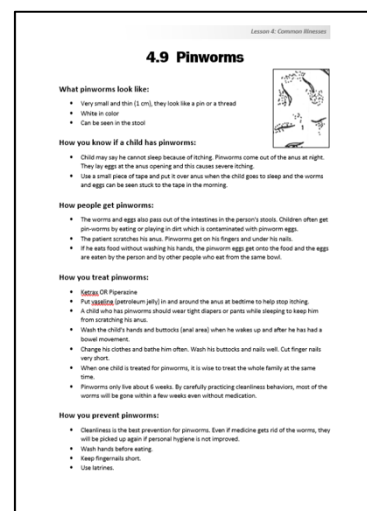
Facilitator Instructions: Give each group the pages for one type of worm from the Student Guide 4.9 Common Worms. For example, give one group the page for Pinworms. Then give another group the page for Tapeworms.

Each group will be responsible to learn about one type of worm and then explain it to the group. Be prepared to explain the answers to these 5 questions:

1. What does this worm look like?
2. How can you know if a person or child has this kind of worm?
3. How do people get this kind of worm?
4. How can you treat this kind of worm?
5. How can you prevent getting this kind of worm?

Pinworms:

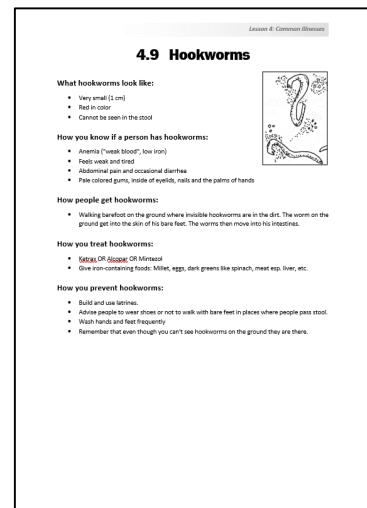
- What pinworms look like:
 - Very small and thin (1 cm), they look like a pin or a thread
 - White in color
 - Can be seen in the stool
- How you know if a child has pinworms:
 - Child may say he cannot sleep because of itching. Pinworms come out of the anus at night. They lay eggs at the anus opening and this causes severe itching.
 - Use a small piece of tape and put it over anus when the child goes to sleep and the worms and eggs can be seen stuck to the tape in the morning.
- How people get pinworms:
 - The worms and eggs also pass out of the intestines in the person's stools. Children often get pin-worms by eating or playing in dirt which is contaminated with pinworm eggs.
 - The patient scratches his anus. Pinworms get on his fingers and under his nails.
 - If he eats food without washing his hands, the pinworm eggs get onto the food and the eggs are eaten by the person and by other people who eat from the same bowl.
- How you treat pinworms:
 - Ketrax OR Piperazine
 - Put vaseline (petroleum jelly) in and around the anus at bedtime to help stop itching.
 - A child who has pinworms should wear tight diapers or pants while sleeping to keep him from scratching his anus.



- Wash the child's hands and buttocks (anal area) when he wakes up and after he has had a bowel movement.
 - Change his clothes and bathe him often. Wash his buttocks and nails well. Cut finger nails very short.
 - When one child is treated for pinworms, it is wise to treat the whole family at the same time.
 - Pinworms only live about 6 weeks. By carefully practicing cleanliness behaviors, most of the worms will be gone within a few weeks even without medication.
- How you prevent pinworms:
 - Cleanliness is the best prevention for pinworms. Even if medicine gets rid of the worms, they will be picked up again if personal hygiene is not improved.
 - Wash hands before eating.
 - Keep fingernails short.
 - Use latrines.

Hookworms

- What hookworms look like:
 - Very small (1 cm)
 - Red in color
 - Cannot be seen in the stool
- How you know if a person has hookworms:
 - Anemia ("weak blood", low iron)
 - Feels weak and tired
 - Abdominal pain and occasional diarrhea
 - Pale colored gums, inside of eyelids, nails and the palms of hands
- How people get hookworms:
 - Walking barefoot on the ground where invisible hookworms are in the dirt. The worm on the ground get into the skin of his bare feet. The worms then move into his intestines.
- How you treat hookworms:
 - Ketrax OR Alcopar OR Mintezol
 - Give iron-containing foods: Millet, eggs, dark greens like spinach, meat esp. liver, etc.
- How you prevent hookworms:
 - Build and use latrines.
 - Advise people to wear shoes or not to walk with bare feet in places where people pass stool.
 - Wash hands and feet frequently
 - Remember that even though you can't see hookworms on the ground they are there.



Roundworms

- What roundworms look like:
 - Large (20-30 cm) – about as long as a man's foot
 - They get their name because of their round shape
 - White or pink in color


- Can be easily seen in stools
- How you know if a person has roundworms:
 - Dry cough
 - Itching of the body
 - Mild abdominal pain (usually lower)
 - May have swollen belly
 - Feeling weak and tired
 - Has seen them in his stools
 - May have vomited roundworms. (When the child has fever, the worms sometimes come out in the stools or crawl out through the mouth or nose.)
- How people get roundworms:
 - Person with roundworms leaves stool with eggs on the ground by not using a latrine.
 - The eggs get into the mouth of another person through poor hygiene - contaminated hands, carried by flies to food, unwashed fruits and vegetables or uncooked vegetables.
 - The worms hatch and move to the lungs where they grow a little more. Then they crawl or are coughed into the throat and are swallowed. They live their adult life in the intestines.
- How you treat roundworms:
 - Ketrax OR Padrax OR Antepar OR Piperazine OR Mintezol

Lesson 4: Common Illnesses

4.9 Roundworms

What roundworms look like:

- Large (20-30 cm) – about as long as a man's foot
- They get their name because of their round shape
- White or pink in color
- Can be easily seen in stools



How you know if a person has roundworms:

- Dry cough
- Itching of the body
- Mild abdominal pain (usually lower)
- May have swollen belly
- Feeling weak and tired
- Has seen them in his stools
- May have vomited roundworms. (When the child has fever, the worms sometimes come out in the stools or crawl out through the mouth or nose.)

How people get roundworms:

- Person with roundworms leaves stool with eggs on the ground by not using a latrine.
- The eggs get into the mouth of another person through poor hygiene - contaminated hands, carried by flies to food, unwashed fruits and vegetables or uncooked vegetables.
- The worms hatch and move to the lungs where they grow a little more. Then they crawl or are coughed into the throat and are swallowed. They live their adult life in the intestines.

How you treat roundworms:

- Ketrax OR Padrax OR Antepar OR Piperazine OR Mintezol
- Roundworms can also be treated by a mixture of papaya juice, sugar or honey and water. Mix two tablespoons of papaya juice and two tablespoons of honey or sugar in 1/2 liter of warm boiled water. This is a one dose treatment but may be repeated one week later if necessary.
- Occasionally, a person with roundworms gets a block or obstruction in the intestines from the roundworms. He has a very painful abdomen and will need to have surgery to remove the problem.

How you prevent children and adults from getting roundworms:

- Build and use latrines
- Wash hands after passing stools and before preparing food and eating
- Wash all raw vegetables before eating them
- Protect food from flies

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- How you prevent children and adults from getting roundworms:
 - Build and use latrines
 - Wash hands after passing stools and before preparing food and eating
 - Wash all raw vegetables before eating them
 - Protect food from flies

Tapeworms


- What tapeworms look like:
 - Small pieces can be seen in the stool (1 cm) In the intestines tapeworms grow several meters long.
 - They are white in color. These look like lots of small flat pieces joined together.
 - Occasionally a segment may crawl out by itself and be found in the underclothing.
- How a person knows he has tapeworms:
 - Mild abdominal pain
 - Pieces of the worm seen in the stool
 - May be some loss of weight

Lesson 4: Common Illnesses

4.9 Tapeworms

What tapeworms look like:

- Small pieces can be seen in the stool (1 cm) in the intestines tapeworms grow several meters long.
- They are white in color. These look like lots of small flat pieces joined together.
- Occasionally a segment may crawl out by itself and be found in the underclothing.



How a person knows he has tapeworms:

- Mild abdominal pain
- Pieces of the worm seen in the stool
- May be some loss of weight

How you know if a person has tapeworms and how a cow or pig gets tapeworms:

- Eating uncooked or under-cooked meat that is infected.
- The meat becomes infected because the cow or pig was in contact with infected human stools which were passed on the ground. The animal eats worm eggs or small pieces of the worm, itself, when it is looking for food on the ground and it then becomes infected.

How you treat tapeworms:

- Isoniazid (Isoniazid) OR Axitaban (Axitaban)

How you prevent tapeworms from infecting people:

- Cook all meat well, especially pork.
- Use of latrines by everyone.

- How a person gets tapeworms and how a cow or pig gets tapeworms:
 - Eating uncooked or under- cooked meat that is infected.
 - The meat becomes infected because the cow or pig was in contact with infected human stools which were passed on the ground. The animal eats worm eggs or small pieces of the worm, itself, when it is looking for food on the ground and it then becomes infected.
- How you treat tapeworms:
 - Yomesan (niclosamide) OR Antiphen (dichlorophen)
- How you prevent tapeworms from infecting people:
 - Cook all meat well, especially pork.
 - Use of latrines by everyone.

REPORT BACK

Facilitator Instructions: Ask each group to describe the type of worm they learned about by going over the five main points 1) What it looks like, 2) How a person knows if they have one, 3) How a person gets it, 4) How you treat for it, 5) How you prevent from getting it.

LARGE GROUP DISCUSSION

Let's review what we have learned:

A man slaughters a cow. The wife and children are nearby. As he is butchering, he slices off thin pieces of meat for the children to chew. Several weeks later the children and parents start to complain of abdominal pain. Also, the children start passing small, flat pieces in their stool.

- What type of worm do these children have? Is it common in our area?
 - *Tapeworm*

A child complains to his mother that he can't sleep because he has an itchy bottom every night.

- What type of worm does the child have? Do you know anyone that has had this kind of worm?
 - *Pinworm*
- What are some of the differences between the different types of worms?
 - *Pinworms and Hookworms are too small to see*
 - *Roundworms and Tapeworms are bigger and can be seen in stool*
- What common medications are used to treat worms?
 - *Ketrax*
 - **NOTE: The names of local medicines may differ. Ask a pharmacist what specific medicines will treat worms. Be prepared to describe the symptoms and what type of worm you suspect.**
 - **Always read and follow dosage instructions carefully.**

- What are some ways to prevent worms? Try to recall as many of these suggestions as possible.

Preventing Getting Worms

Facilitator Instructions: Use Visual Aid 4.8 Preventing Worms pictures to review how to prevent from getting worms.

We can summarize the ways to prevent getting worms in four categories that we discussed in Lesson 3:

1. **Cleanness of a Person:**
 - Use a latrine.
 - Don't allow children to eat dirt.
 - Always wear shoes outside – especially in the latrine.
 - Wash hands after using the latrine and before eating.
2. **Cleanness of Home:**
 - If there is no latrine in the home compound, build one.
 - Cover latrine to prevent flies from entering.
 - Do not use the bush, stream or corn field for leaving stool.
 - Keep home and floor clean.
3. **Cleanness of Food:**
 - Cook all foods well, especially meats.
 - Keep flies away from food. Cover food. (Flies can carry feces and worm eggs on their legs.)
 - Wash your hands before preparing food.
4. **Cleanness of Water:**
 - If you have a well, protect it.
 - Keep barrels, or water storage containers, covered to keep out foreign objects.
 - Keep hands and dirty objects out of water. Use a clean dipper or cup to scoop water.
 - Always consider the cleanliness of your water, especially from a river which people use upstream.
 - Boil or chlorinate all drinking water.

PERSONAL REFLECTION

Think about the different ways we discussed to prevent worms. What is one thing that you can start doing today to prevent worms for you and your family?

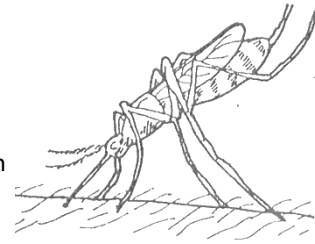
Malaria (Use Visual Aid 4.9 and Student Guide 4.10)

LARGE GROUP DISCUSSION

- Does anyone in this community have malaria?
- How common is it?
- What are the common beliefs in this area about how people get malaria?

We **cannot** get malaria from:

- Eating certain foods
- Touching or being around another person with malaria
- Drinking from the same cups or using the same bed or clothes from another person who has malaria



Malaria is an infection of the blood that causes chills and high fever. Malaria is spread by mosquitos and **the only way to get malaria is from a mosquito bite.**

1. Mosquito bites a person with malaria and sucks the blood with the malaria parasite in it.
2. The mosquito is now infected with the malaria parasite.
3. This mosquito bites a healthy person and passes the malaria parasite to this person.
4. Now this person has malaria.
5. After 10 days, the person will start to have symptoms of the disease.

Symptoms of Malaria:

- What are some of the symptoms of malaria?

Common symptoms of malaria:

Adults:

- Shaking chills followed by fever
- Joint pain (general ache)
- Headache
- Backache
- Fever (may have a chills-fever-sweat cycle that reoccurs every one to two days)
- Nausea
- Possibly vomiting and diarrhea.
- No appetite
- Muscle weakness
- Anemia
- Eye pain

Children:

- Fever
- No appetite
- Sweating at night
- Possibly vomiting and diarrhea
- Possibly swelling of arms, legs, or face.

Treatment for Malaria:

- What do you do to treat malaria at home?
- How do you know if someone with malaria needs to go to the doctor?

Treatment at home:

- Always take children under 6 years old with malaria to the hospital. Malaria can kill children. Do not try to treat them at home.
- Buy malaria medicines (tablets) at the pharmacy and follow the dosage directions on the package. Keep taking the tablets for full course of treatment.

- For fever with malaria, give aspirin (paracetamol for children) and put a wet cloth on the body. Encourage the person to drink as much fluids (water, coconut water juices) as possible. The fever and possible vomiting will dry out the person's body very rapidly. Give rehydration fluids to adults and children with diarrhea and/or vomiting.
- Rest
- Eat a normal balanced diet

Go to the hospital when:

- Children under 6 years of age with malaria
- Pregnant with malaria
- Person continues to have a fever after home treatment
- Person with very high fever
- Person that acts strangely
- When person has convulsions (or seizures)

Not all mosquitoes carry malaria. Malaria occurs more often during hot, rainy seasons. Malaria mosquitoes usually bite between 6pm and 6am.

Preventing Malaria:

- How can we prevent malaria?

There are two things that we need to consider when thinking about preventing malaria:

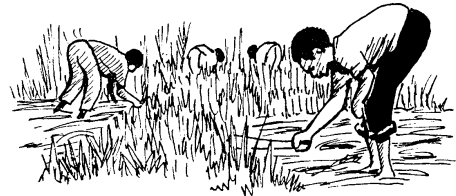
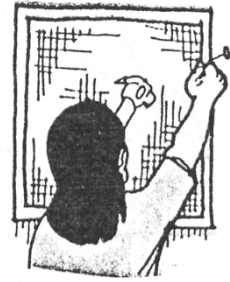
1. We need to find ways to prevent mosquitoes from biting us especially between 6pm-6am.
2. We need to prevent mosquitoes from having the opportunity to grow. Mosquito eggs are laid in shallow water with no movement. If water is still for 8-10 days the mosquito eggs will hatch. To get rid of mosquitoes in your community you need to remove any places where there is still water.

- Which of the four Visual Aid 4.9 Preventing Malaria pictures can keep mosquitoes from biting us?
 - *Sleep under a mosquito net (ideally treated with insecticide)*
 - *Use screens on windows*
- Which of the four pictures can prevent mosquitoes from growing?
 - *Empty and destroy tin cans, old pots and other things that can collect rain water*
 - *Trim weeds and grass near homes and the edges of the community*



- What are some other ways that we can prevent mosquitoes from biting us?
 - *Cover the body while sleeping*
 - *Keep the windows/ doors closed from 6pm to 6am*
 - *Use protective clothing if out at night or early morning*

- Use mosquito repellents
 - Grow “Neem” bushes which, when burned, act as a natural mosquito repellent
 - Take anti-malaria medicines on a regular schedule
 - Breastfed children are also less likely to get malaria
- What are some more things that we can do to ensure that there is no still water near our homes or in our community?
 - Work with community members to drain or fill swampy areas, small ponds, pot holes and pools of standing water
 - Keep water tanks covered
 - Keep animal troughs away from the house
 - Straighten the stream banks so that there will be a rapid flow of water



SMALL GROUP ACTIVITY

Facilitator Instructions: If possible, ask the group to take a few minutes to walk around the community and identify areas where there is still water. If there isn't time, then ask them to look for these areas on the way home from today's class. Student Guide 4.10 is a summary of the symptoms, treatment and prevention of malaria.

Consider what we learned about preventing malaria. What can you do to prevent from getting malaria? What can you do to help your family from getting malaria? Make a plan to start to do these things and teach others in the community to also do these. Then you will share your plan with the other groups.

REPORT BACK

Facilitator Instructions: Have each group share their plan to prevent malaria.


If everyone cooperates, malaria can be controlled.

Lesson 4: Common Illnesses

4.10 Malaria

Malaria is an infection of the blood that causes chills and high fever. Malaria is spread by mosquitoes and the only way to get malaria is from a mosquito bite.

1. Mosquito bites a person with malaria and sucks the blood with the malaria parasite in it.
2. The mosquito is now infected with the malaria parasite.
3. This mosquito bites a healthy person and passes the malaria parasite to this person.
4. Now this person has malaria.
5. After 10 days, the person will start to have symptoms of the disease.



Symptoms of Malaria:

Adults:	Children:
<ul style="list-style-type: none"> • Shaking chills followed by fever • Joint pain (general aches) • Headache • Backache • Fever (may have a chill; fever-sweat cycle that recurs every one to two days) • Nausea • Possibly vomiting and diarrhea. • No appetite • Muscle weakness • Anemia • Eye pain 	<ul style="list-style-type: none"> • Fever • No appetite • Sweating at night • Possibly vomiting and diarrhea • Possibly swelling of arms, legs, or face.

Treatment for Malaria:





- Always take children under 6 years old with malaria to the hospital. Malaria can kill children. Do not try to treat them at home.
- Buy malaria medicines (tablets) at the pharmacy and follow the dosage directions on the package. Keep taking the tablets for full course of treatment.
- For fever with malaria, give aspirin (paracetamol for children) and put a wet cloth on the body. Encourage the person to drink as much fluids (water, diluted orange juice) as possible. The fever and possible vomiting will dry out the person's body very rapidly. Give rehydration fluids to adults and children with diarrhea and/or vomiting.
- Rest.
- Eat a normal balanced diet.

Lesson 4: Common Illnesses

Go to the hospital when:

- Children under 6 years of age with malaria
- Pregnant with malaria
- Person continues to have a fever after home treatment
- Person with very high fever
- Person that acts strangely
- When person has convulsions (or seizures)

Preventing Malaria:

1. We need to find ways to prevent mosquitoes from biting us especially from dawn.
 

2. We need to prevent mosquitoes from having the opportunity to grow. Mosquito eggs are laid in shallow water with no movement. If water is still for 5-10 days the mosquito eggs will hatch. To get rid of mosquitoes in your community you need to remove any places where there is still water.
 


Lesson 5: Basic First Aid Skills

Main Ideas

1. Basic First Aid skills can save lives for people in emergencies.
2. Using Basic First Aid can save lives and prevent an injury from getting worse.

Materials

1. Visual Aids:
 - a. 5.1 Seth's Accident (copies for each group)
 - b. 5.2 Basic First Aid pictures (7 pictures - print back-to-back if possible)
 - c. 5.3 What to Do When Breathing Stops (3 pictures)
 - d. 5.4 Shock (2 pictures)
2. Student Guide:
 - a. 5.1 Basic First Aid Chart
 - b. **5.2 When Breathing Stops Chart (make 3 copies for volunteers and facilitator)**
 - c. 5.3 Treating Shock Chart

Facilitator Instructions: Basic First Aid skills are best learned by practicing them. Use the visual aid pictures to help people remember how to care for the wounded people. The Student Guide handouts will help people remember the steps they practiced when they share it with others.

Basic First Aid (Use Visual Aids 5.1 & 5.2)

SMALL GROUP DISCUSSION

Read the following story and show Visual Aid 5.1:

One day Cherai's oldest son, Seth, was playing with friends in a nearby field. The boys saw him trip and fall. He didn't get up after he fell. The boys ran over to him and found he had cut his leg on a sharp rock. It was bleeding badly. When he fell, he must have also hit his head on another rock because he looked like he was asleep. One boy ran to get Cherai, his mother.

- What happened in this story?
- What would you do?
- Do you feel confident in giving the right care in this situation?
- What other emergency experiences have you had like this?



LARGE GROUP DISCUSSION

When a person is hurt, the most important thing is to be able to help. The right basic care can save lives and prevent from a situation getting worse. Basic First Aid is the care that you give to someone immediately after an accident, sudden sickness and other emergencies.

When you help someone that is bleeding, it is also important to protect yourself from blood-related diseases. Be especially careful when you provide first aid to many wounded people who are bleeding.

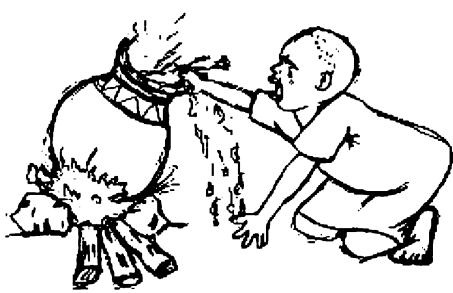

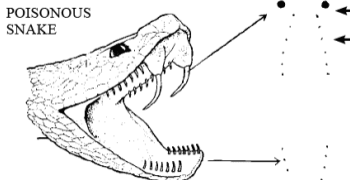
1. If possible, you can show an injured person how to stop the bleeding themselves by applying direct pressure.
2. Use clean plastic gloves or a plastic bag on your hands and a clean, thick cloth to cover the wound and apply direct pressure.
3. Avoid directly touching objects with blood.
4. Be careful to not cut yourself or prick yourself with sharp objects or needles when you are giving first aid.
5. If you do get blood or other body fluids on you, thoroughly wash your hands and whatever part of the body that contacted the body fluids with soap and water as soon as possible.

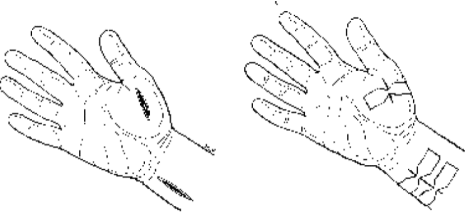
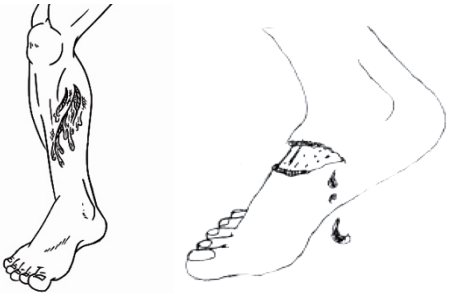


When we learn Basic First Aid, we will have more confidence to know what to do in situations like these. In another lesson, we will discuss how to prevent these situations.

Let's look at the right care for seven most common situations for which you can use Basic First Aid:

Facilitator Instructions: Show the 5.2 Basic First Aid Visual Aid picture for each situation. Ask the group, "What do you see?" for each picture. Then discuss the appropriate actions and care for each situation on the back of the visual aid. Student Guide 5.1: Basic First Aid Chart summarizes the action for each situation.

5.1 Basic First Aid

SITUATION	ACTION
<p>Burns on the skin</p> 	<ol style="list-style-type: none"> 1. Cool the skin with cool, clean water (for bad burns immerse the burn in cold water to keep the burn from going deeper - then cover the burn with a clean, cool, wet cloth) 2. Wash your hands before you treat the burn 3. Gently wash the area with clean water and soap and keep the burn clean – do NOT break any blisters. 4. Do NOT put any Vaseline or any ointment on the burn 5. Take person to health worker for serious burns
<p>Poison has been swallowed</p> 	<ol style="list-style-type: none"> 1. Take the person to the health worker immediately 2. Take along the poison container for the health worker to see
<p>Snake or animal bite</p> 	<ol style="list-style-type: none"> 1. Try to find out if the snake was poisonous or not (poisonous snakes usually leave two fang marks) 2. Send for medical help 3. Stay still - do not move the area that was bitten to keep the poison from spreading 4. Wrap the bitten area with a wide cloth to slow the spread of the poison but don't cut off blood flow 5. Carefully carry the person to a health worker

SITUATION	ACTION
<p>Small cut</p> 	<ol style="list-style-type: none"> 1. Wash with soap and water 2. Cover with a clean bandage 3. Be careful to protect yourself from blood-based diseases like HIV by putting a clean plastic bag over your hands or plastic gloves
<p>Large cut</p> 	<ol style="list-style-type: none"> 1. Protect yourself from blood-based diseases 2. Cover the area with a thick, clean cloth 3. Keep pressure on the wound until the bleeding has stopped 4. Elevate if possible to slow the bleeding 5. When the bleeding has stopped, take the person to a health worker the same day to clean the wound thoroughly and close it
<p>Choking</p> 	<ol style="list-style-type: none"> 1. For a small person or child, bend the person at the waist 2. Use the palm of the hand to give firm blows to the middle of the back <p>OR</p> <ol style="list-style-type: none"> 1. For a large person or adult, stand behind the person and wrap your arms around his waist. 2. Make a fist above the naval and below the ribs 3. Put the other hand over the fist and make a sudden, strong upward jerk to force the air out of the lungs and repeat until the blockage comes out
<p>Drowning</p> 	<ol style="list-style-type: none"> 1. Act fast, a person can only live without air for 4 minutes 2. Get the person out of the water safely 3. Check for breathing – if not breathing start “mouth-to-mouth breathing” immediately 4. Tip head so water can come out

SMALL GROUP ACTIVITY (2-4 people)

Facilitator Instructions: Assign each group 2 or 3 emergency situations to act out.

Practice your First Aid skills with 2 or 3 situations. Take turns acting it out until the group memorizes what to do for each situation.

REPORT BACK

Facilitator Instructions: Ask 2 groups to do their role play from memory for each situation.

What To Do When Breathing Stops (Use Visual Aid 5.3 & Student Guide 5.2)

LARGE GROUP DISCUSSION

If a person is unconscious like Seth, Cheraí's son, it is important to check to see if he is breathing.

- How can you tell if someone is breathing or not?
 - Watch the chest to see if it rises and falls
 - Put your cheek and ear above their mouth to hear and feel if there is any breath

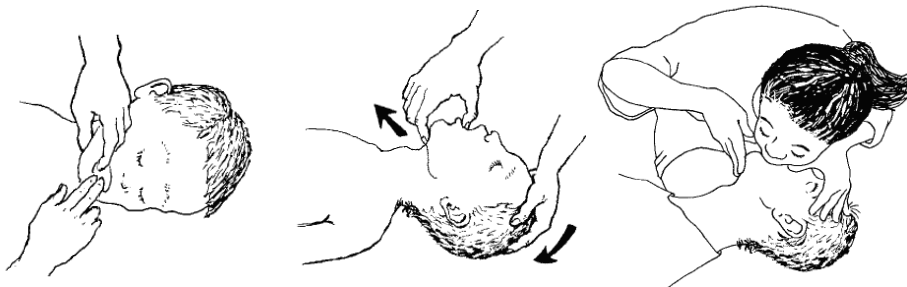
If a person stops breathing, you must act quickly!! Start mouth to mouth breathing immediately.

- How long can someone live without air?
 - 4 minutes – this was in the instructions for a drowning person

What To Do When Breathing Stops

Facilitator Instructions: Show each of the three Visual Aid 5.3 pictures one at a time and ask:

- Describe what you see? What does this picture show?
- Why is this important?



LARGE GROUP ACTIVITY - DEMONSTRATION

Facilitator Instructions: Ask 2 volunteers to demonstrate this First Aid skill called “Mouth to Mouth Breathing” using Student Guide 5.2 When Breathing Stops. It is best to use either a husband and wife or 2 family members. Ask the volunteers ahead so they can see the instructions and decide which role they will have. Make sure to clarify how to do each step gently but correctly. For more practice, you can have people work with a partner and talk through each step. Partners can also practice tipping each other's head back gently to open the airway.




We will use two volunteers to show us what to do. One person is the unconscious person that has stopped breathing. The other person is the person to come and help.

1. Read the step on the Student Guide 5.2 When Breathing Stops chart.
2. Then, volunteers will demonstrate each step – **except** breathing on the last step. For Step 3, practice pinching the head and say “blow” and count “1,2,3,4” and “blow” and then count again.
3. Then after they have demonstrated the step, the whole group will say the step together.
4. Repeat this again.

5.2 When Breathing Stops

If a person stops breathing, you must act quickly!! Start mouth to mouth breathing immediately! A person can only live without getting air into their body for four minutes.

Mouth to Mouth Breathing

SITUATION	ACTION
<p>Step 1: Clear the mouth</p> <p>Quickly but gently use a finger to remove anything stuck in the mouth or throat.</p> <p>This is important to remove anything that may get in the way of being able to breath or that they may choke on.</p>	
<p>Step 2: Tilt the head</p> <p>Quickly but gently lay the person face up. Gently tilt his head back, and pull his jaw forward.</p> <p>This helps open the airway for the person to breath.</p>	
<p>Step 3: Pinch the nose and blow</p> <p>Pinch his nostrils closed with your fingers, open his mouth wide, cover his mouth with yours, and blow strongly into his lungs so that his chest rises. Pause to let the air come back out and blow again. Repeat about once every 5 seconds. With babies and small children, cover the nose and mouth with your mouth and breathe very gently about once every 3 seconds.</p>	

Shock (Use Visual Aid 5.4)

LARGE GROUP DISCUSSION

Facilitator Instructions: Write *SHOCK* on the board and say it aloud. Then explain the situation and write the signs of shock on a whiteboard or poster. You can ask for volunteers to act out each sign without talking.

When people are hurt badly from a bad burn, losing a lot of blood, a bad accident or snake bites, their bodies may experience a physical shock. Shock is a sign that the body is in trouble and needs immediate special care. It is extremely important to recognize when a person is either going into shock or is already in shock. Shock can lead to death if not treated.

Signs of Shock:

1. Enlarged pupils
2. Weakness, dizziness or a person faints
3. Cold, damp, pale colored skin
4. Nausea or vomiting
5. Confusion
6. Heartbeat and breathing may be unusually fast

LARGE GROUP ACTIVITY - DEMONSTRATION

Facilitator Instructions: Show the two 5.4 Visual Aid Shock pictures when a person is awake and unconscious and explain the actions to care for a person in shock. It would also be good to have a volunteer to demonstrate the correct positions for the conscious person. Start with the person standing up showing the signs of shock. Be gentle but confident to provide help. Use anything available in the room to raise the legs and cover the awake person. For Step #5 – clearly ask someone specific in the group to get medical help right away. Explain that the unconscious person will either be on their back or on their front and you must gently move them to their side. Student Guide 5.3 Treating Shock Chart summarizes each step.



Lesson 5: Basic First Aid Skills

5.3 Treating Shock

When people are hurt badly from a bad burn, losing a lot of blood, a bad accident or snake bite, their bodies may experience a physical shock. Shock is a sign that the body is in trouble and needs immediate special care. It is extremely important to recognize when a person is either going into shock or is already in shock. Shock can lead to death if not treated.

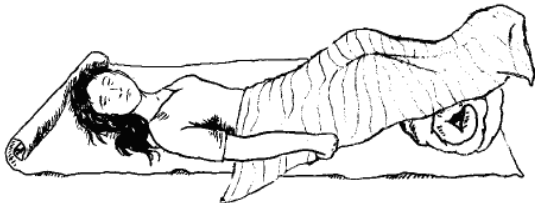
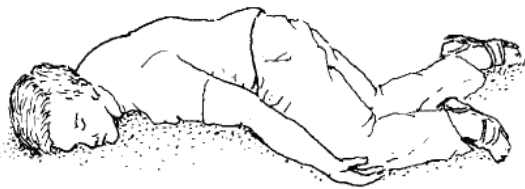
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1. Enlarged pupils
2. Weakness, dizziness or a person faints
3. Cold, damp, pale colored skin
4. Nausea or vomiting
5. Confusion
6. Heartbeat and breathing may be unusually fast

SITUATION	ACTION
<p>Person is awake</p> 	<ol style="list-style-type: none"> 1. Suggest to loosen any tight clothes 2. Help the person lie down with feet higher than their head 3. Keep the person warm 4. Give sips of liquid if conscious 5. Get medical help fast
<p>Person is unconscious or looks like he is asleep</p> 	<ol style="list-style-type: none"> 1. If there is a possible head or back injury do not move his head or back 2. Otherwise, put the person in the position like the picture on the left 3. Check to see if the person is breathing and has a pulse – if there is no breathing, start mouth-to-mouth immediately 4. Make sure the mouth is clear to breathe – never give anything by mouth to an unconscious person 5. Get medical help fast

WHAT TO DO WHEN SOMEONE IS IN SHOCK

How to care for a person that is in shock will depend if the person is awake or unconscious.

SITUATION	ACTION
<p>Person is awake</p> 	<ol style="list-style-type: none"> 1. Suggest to loosen any tight clothes 2. Help the person lie down with feet higher than their head 3. Keep the person warm 4. Give sips of liquid if conscious 5. Get medical help fast
<p>Person is unconscious or looks like he is asleep</p> 	<ol style="list-style-type: none"> 1. If there is a possible head or back injury do not move his head or back 2. Otherwise, put the person in the position like the picture on the left 3. Check to see if the person is breathing and has a pulse – if there is no breathing, start mouth-to-mouth immediately 4. Make sure the mouth is clear to breathe – never give anything by mouth to an unconscious person 5. Get medical help fast

WITH A PARTNER

Take turns treating each other for shock:

- One person will be the awake person standing and complaining using some of the signs of shock – the other person will practice treating for shock of a person that is awake.
- The second person will be the unconscious person (lie on your back to start) – the first person will practice treating for shock for an unconscious person.

Facilitator Instructions: Review the 5 steps as needed to help them remember.

We can help people when we learn appropriate ways to care for sick people and after accidents and emergencies. Basic Health skills like First Aid and recognizing the signs of shock can save lives and help people avoid serious harm and illnesses.

Obstacles

DISCUSS WITH A PARTNER

- Is there anything that would keep you from trying the new practices we have discussed so far?
 - Concerns
 - People that may resist you
- What could you do to overcome these obstacles?

Pray for each other's concerns and ask God to help them overcome any obstacles or challenges to use the new skills and information in their lives.

Facilitator Instructions: After five minutes, ask the participants to share what they have discussed. Ask if anyone had a similar concern. Encourage them to share their solutions to their concerns. If a participant offers a good solution to another person's concern, praise him and encourage others to consider this solution.

Basic First Aid skills can save lives for people in emergencies.

One way to gain more confidence to use these skills is through practice. We will review and practice what we have learned at the beginning of our next few lessons. You can also practice what you have learned in your families and with neighbors.

Lesson 6: Helping Others

Main Ideas

1. Sharing what we learned about health is another way to show God's love to our community.
2. Jesus showed compassion and care for the sick without fear and so can we.

Materials

1. Chalk, sticks and leaves or other things to create a river edge and stepping stones.

We Have Already Helped Others

LARGE GROUP DISCUSSION

Facilitator Instructions: Help the group recall any Act of Love that they have already done to help someone that was sick, e.g., helping with the harvest or paying for medication or taking someone to the hospital. Help them think of Acts of Love that they have done to help prevent sickness, e.g., building latrines, cleaning near a water supply, or digging a well for clean water. Encourage them and talk about how those Acts of Love glorified God and the ways it benefited those who were served.

- What Acts of Love has your church already done to care for the sick or to prevent people from becoming sick?
- How have these Acts of Love helped to improve people's lives or health?

Helping Others Learn Basic Health Skills

LARGE GROUP ROLE PLAY

Facilitator Instructions: Draw two lines with chalk on the floor or use something else to be banks of a river. Draw at least two - 30 cm circles or use something to represent stepping stones and a larger circle or area to represent an island. Ask for three volunteers to act out the story you will tell and for the rest of the group to observe what they do so they can answer questions after the role play. Use their real names in telling the story. Some may remember this role play that was done in Module 2. Ask people what they have learned from it and how they could apply it in this context of caring for our health.

Two people come to the river edge and want to cross but do not know how to swim. The current is strong and they are afraid to cross. A third person comes along and sees their difficulty. He offers to help them cross on the stepping stones



but they are afraid. He agrees to carry one on his back but only manages to reach the island where he leaves the first man. He then returns to get the second person but is now too tired to carry the next man. The third person refuses to carry the man who is left but agrees to help him walk across on the stones. Halfway across the second person feels confident enough to manage on his own. Both people cross the river and the one person is left on the island and shouts for help as the two people walk away.

LARGE GROUP DISCUSSION

- What did you see happening in this role play?
- What different approaches were used to help the two people across?
 - *One person was carried*
 - *Another was taught how to cross the river*
- Who is better off, the first person or the second person?
 - *The second person is better off because now he knows how to cross the river and can do so whenever he wants. The first person is stuck in the middle of the river because there is no one to carry him. If he learned how to cross the river, he could do it on his own.*
- What happens if we do something for someone rather than helping them to do it for themselves?
 - *They never learn to do things for themselves and always need us to help them.*
- What does this mean about taking care of our health?
 - *Rather than just doing things for people, we need to share what we learned so they can do it themselves. They can improve their health—prevent disease or treat it at home when possible. This way they won't need to keep coming back to have the church do it for them. They will learn how to be healthy.*

Once you have learned the importance of health and have learned some new health skills, you can now share them with others. Some ways that churches have shared health skills in their community are:

- Re-teach the health lessons after the sermon and invite community members to join
- Use informal settings to pass on the health lessons – getting water, washing clothes, at work, in the fields, at the market, at the barber
- Teach individual health skills during church
- Create a visiting system – visit neighbors, visit families, visit other churches and share the health skills

SMALL GROUP DISCUSSION

- How can you and your church pass on the information you have learned about health?
- What current or potential health problems did you discover when you walked through your community?
- Who are the most vulnerable to sickness and health issues?

REPORT BACK

Facilitator Instructions: Ask groups to share their ideas from the questions above.

Have A Christ-like Attitude Toward The Sick

LARGE GROUP DISCUSSION

Read Matthew 4:23-24 and Matthew 14:14.

- How does Jesus treat sick people?
- What is the general attitude in your community toward people who are sick?
- How can we demonstrate God's love toward those who are sick and have the same attitude as Jesus?

As news about Jesus spread many people came to hear him teach and many brought their sick to him. Jesus had great love and compassion for the sick. He spoke kindly to the sick. He gave special attention and time to care for the sick. He wasn't afraid of any diseases or sickness. He even risked disapproval from the religious leaders for healing the sick.

We need to have the same attitude toward those who are sick as Jesus had. We are to treat them with respect, dignity and compassion. We also want to pray for their healing and get them appropriate treatment so they can get healthy.

Listen to this true story:

After Jesus demonstrated compassion and kindness to the sick, Christians became known as people who loved and cared for the sick. Two centuries after Jesus' death, a terrible plague spread through the Roman world. 5,000 people died every day in the city alone. Although Christians were being persecuted for their faith, they cared for the victims of the plague, including their persecuting neighbors. Everybody else, including doctors, fled the infected areas, afraid for their very lives. Christians were motivated by something deeper than the fears they had, they were motivated by the love and compassion of God. For generations since then followers of Christ have done the same thing.

Dr. Kent Brantly, his wife Amber, and their two small children moved to Liberia in Africa in October of 2013, working as medical missionaries. In 2014, an outbreak of the Ebola virus spread in his country. Brantly treated patients in the general clinic and in the Ebola treatment center, where he and the team followed strict international rules to avoid getting the virus themselves. Each patient received medical care and compassion, says Brantly. "Through our protective gear, we spoke to each patient, calling them by name and touching them. We wanted them to know they were valuable, that they were loved, and that we were there to serve them," he said. "I was able to sit with patients and hold their hand, sing to them, pray with them, and give them some respect and dignity even in the tragedy they were experiencing. I was able to show them God's love, and that was why we were there."

Many months after he had been treating patients, he woke up one morning not feeling good. His condition declined rapidly. He was diagnosed with Ebola Virus Disease. "Even with the bad news, I felt calm. Even when I called my wife and said, 'Amber, my test is positive. I have Ebola,' I felt strangely at peace. God blessed me with that peace that surpasses understanding." In the nine days that followed his diagnosis, he grew sicker and weaker from a disease that ends in death for 90 percent of its victims. He and his family prepared for the worst.

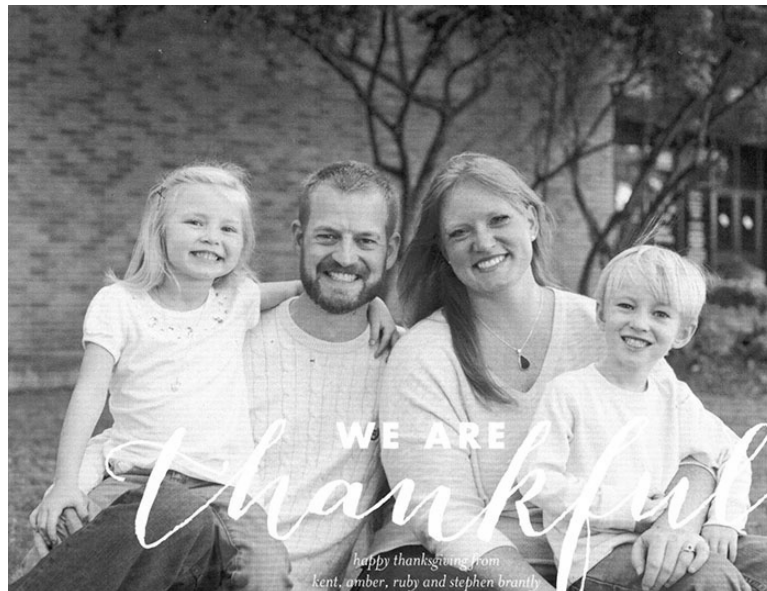
Through the care of the missionary team, a blood donation from a 14-year old survivor whom Brantly had treated and a dose of an experimental drug, his condition improved. He was airlifted to a special hospital, where he made a complete and miraculous recovery. The world watched intently as Brantly left the

hospital with good health and was reunited with his family. Then later, when other fellow missionaries contracted Ebola, Brantly voluntarily donated his blood, hoping to aid their recovery.

In the end, Brantly's incredible story is not just about his experience with the Ebola virus disease, nor even his miraculous treatment and recovery from it. His story ultimately is one of the God he knows and serves. "This is not about me," he told an audience of Christians. "This is about our great, loving, compassionate God who has called us to love our neighbors. This is about the more than 3,800 people who have died from Ebola disease in West Africa this year."

Almost immediately, people wanted to hear his story. He used the opportunity to share Christ and build awareness about the horrible disease from which God had healed him. With one group, he shared, "When we can get to that point where we feel the same sense of empathy and compassion for people who are suffering, even though we don't know them, I think that's what Jesus is talking about when He says, 'Love your neighbor as yourself.'"

Many centuries after Jesus showed his compassion for the sick, Christians still are compelled to help during outbreaks of disease and sickness when almost everyone else is running away.



- In what ways was Dr. Brantly's attitude toward people with the Ebola virus similar to Jesus' attitude toward sick people?
- What sacrifice did Dr. Brantly make in caring for people with the Ebola virus?
- In what specific ways did God take care of Dr. Brantly and his family when he got the virus?
- What was the impact of Dr. Brantly's willingness to care for the sick?
- What motivation do Christians have to care for the sick?
- How can we demonstrate God's love toward those who are sick and have the same attitude as Jesus?

PRAYER WITH A PARTNER

Pray for one another to have the same attitude as Jesus toward the sick. Ask God to give you the courage and wisdom to show His love to others when they are sick. Pray for any sick people you know.

Health Related Acts of Love

LARGE GROUP DISCUSSION

Facilitator Instructions: You can substitute these stories with stories of local Acts of Love that cared for the sick or improved the health of others.

Gospel Preached Through Better Hygiene

The Kyabahesi community people saw the need for hygiene in their community and they decided to meet it after having successfully gone through the Health module training. They learned that hygiene is one of the important aspects in a community because it is through this that people can live in a healthy environment. The way our community looks is a visible expression of who we believe we really are.

The Church in Kyabahesi joined together to meet the various needs in their community that they could solve using locally available resources. The needs identified and attended to include the following:

- Building drying racks for dishes
- Building latrines and bathing places
- Digging compost pits
- Providing water containers by latrines for water for washing hands after using the latrines

This was done in five homes and it improved the hygiene in the area. Now, there is growing demand for the church to support other communities in the same way, and the churches are being looked at as agents of change and community development in this area. More opportunities for evangelism are growing.

“We learned that our actions show love better than just our words. People in our community can see that we surely have the love of God. Therefore, the gospel is preached better in actions than in just words and that is the sole purpose of the Acts of Love in our community.”

- What changed in the way the church in Kyabahesi “preached” the gospel?
- How did they determine what Acts of Love to do in their community?
- What needs are in your community that would improve people’s health?

Youth Clean The Well in Marare

Marare village is a densely-populated area of Uganda. People of different tribes, income levels, religions and ages live in Marare. The thing that brings them all together is water. It is what people treasure above all else in this area. Decades ago, the community all helped to protect their well. During the rainy season, the water from many houses runs down the slopes toward the protected well. Over time, the well became polluted with silt, rubbish and debris. Because of this unhygienic situation, the community was prone to water-borne diseases. Most people believed that the leaders needed to address the problems with the well.

Two youth leaders from the local church attended the TCT training and decided to show God’s love to their community by cleaning the well one Saturday. When women came to draw water, they saw the two teens working and joined to help. When the local committee saw some community members taking

responsibility for the well, it encouraged them to actively maintain it again. After this one Act of Love, the community members were motivated to take care of the well themselves. Someone heard one mother teaching her child, “We can be responsible for our own health.” Praise God for transformed thinking and improved health in Marare!

- Who did the community members think was responsible to maintain the well?
- What changed the thinking of the community members about taking care of the well?
- What Act of Love could help to motivate people in your community?

The Church Grows Because It Cares About Health

After New Life Church completed the Health module training, they realized that they have several doctors and nurses in their congregation who would be resourceful in teaching about health in the community.

The church leadership organized one Sunday to have all their health professionals share a topic about health so that the church members could become a model in their community. The health professionals specifically taught the people how to take care of their skin and teeth. This helped the church members to have healthy bodies. The church decided to do Acts of love every Saturday to share this health information in the community.

This caused the community to realize the relevance of the church. More and more people started coming to church. The church grew in membership and in health. Since then, the church adopted the training material for their school of ministry and they have been able to share this model with other churches.

- What resources are already in your church that you could use to teach about health in your community?
- What health topics would be easy to learn, model and share with others?
- How could you share them with your community?

SMALL GROUP DISCUSSION

- What new ideas do you have for Acts of Love that your church could do to help people improve their health?

REPORT BACK

Facilitator Instructions: Have each group share their ideas for future Acts of Love.

Make A Plan

LARGE GROUP DISCUSSION

- What are three Acts of Love that you can commit to do in the next six months that will improve the health in your community?
- Make a plan to intentionally share the important health skills that you have learned in your community.
 - What way can the church best share the health skills with others?
 - What skills would you teach first?

Once you have made a plan, commit your plan to God. Ask Him to help you complete your plan, and ask Him to improve the health in your community.

Then evaluate your community's health every six months to see the progress and celebrate.

- Walk around the community and notice changes.
- Ask families if they have seen any changes in their health.
- What positive things have resulted with better health?