

**TRUTH
CENTERED
TRANSFORMATION**

MODULE



HEALTH SKILLS TEACHER GUIDE

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Many of the health skills lessons and illustrations are adapted from Where There Is No Doctor – A Village Health Care Handbook, David Werner with Carol Thuman and Jane Maxwell (Hesperian Health Guides, revised ed., 2015). © Copyright 2016 Hesperian Health Guides. www.hesperian.org.

Some of the health skills lessons and illustrations have been adapted from curriculum developed through Food for the Hungry’s Food Security Programs. Food for the Hungry (2014). FH CFCT Toolkit: Health Toolkit, A Toolkit for Implementing FH’s Child-Focused Community Transformation (CFCT) Model, Washington, D.C.: Food for the Hungry.

Acknowledgements

So many people have inputted into these materials and made this module so much more effective. Thank everyone who contributed – you know who you are!

The Hesperian's book, *Where There Is No Doctor* and Arnold L Gorske's World Health Organization based materials, *Health Education Program for Developing Communities (The Most Important Knowledge)* are the most common sources for the Health Skills lessons. Together these two groups have developed and distributed health materials now available in over 90 languages. Their resources are used by community health workers, midwives, Peace Corps volunteers, missionaries, teachers, health educators and community organisers to improve health around the world. They work with hundreds of partners who help update and field test materials to ensure they are accurate and easy-to-use. Both groups generously shares their materials internationally.

I also want to thank Karen Callani, who has worked in Latin America for many years with Food for the Hungry, Inc. (FH). She generously shared her expertise and FH's outstanding health training resources. She also spent many hours providing valuable feedback on both the lessons and the technical aspects of health. I've enjoyed working with Karen in a variety of contexts over the years and this project made me appreciate her even more! I'm a fan. Thank you, Karen.

This module is pretty different from the ones before it, so those first few trailblazing leaders and their trainers who took these lessons to new "lands" (Chelsea, Tun Tun and Judith), you really helped us refine and even change our approach to teaching this health module to churches. Your time and your insights have made a massive difference! Also, thank you for your patience with all my questions and requests for "additional" input. You know I needed it!

Then there is Glynka. She is a master with words, editing and stories. Her final work with Anna got this module to where it is at now! You are amazing Glynka. Thank you for the extra time you invested and work you squeezed in while you were also managing 3 kids at home.

There are other friends and co-workers whom God often used to encourage me and who prayed for me to keep going on many days when I was stuck. You know who you are and more importantly, God knows who you are. You are faithful friends and God's ambassadors and intercessors. I'm very humbled by your faith in me and belief that God has called me to this work for this season! To Him alone be the Glory.

Heather Hicks
Reconciled World

Before You Get Started

Special Facilitator Note for the Health Module

The structure of this module is different than the other modules. The first three lessons are 1.5-hour lessons for the church. They emphasize the biblical importance of taking care of our physical health, wrong beliefs about health and how churches can help build healthy communities.

The rest of this module includes mini-health skills lessons that can be taught to everyone in the community. They are very practical and can be taught in 15-20 minutes. These lessons include activities and visual aids to help teach the skills and make it easier to remember the key information.

Health skills are best learned by practicing them and sharing them with others in the community. Encourage church members to share what they learn in the mini-lessons with their family, neighbors and others in the community.

There is no Student Guide for this module. However, there is a *Health Skills for Communities* book with all the skills that are taught in this module. Give this to the church in the community as a reference book.

There are many organizations that provide excellent health skills training. You may choose to use some of their training materials to teach more health skills. If you use local materials, we do recommend adding Lessons 1 -3 to your training for the church before starting specific health skills lessons.

How to Use This Teacher's Guide

1. **Key Ideas and Materials:** Each Lesson begins with this section.
 - a. **Main Ideas** - - These are the most important ideas that the students should clearly understand by the end of each lesson. At the end of the lesson take time to review and make sure the students understood these ideas.
 - b. **Materials** - The specific materials needed are listed for each lesson. We also recommend having poster paper, a whiteboard, or a chalkboard to use with the large group.
 - c. This Teacher Guide will indicate when to use:
 - i. **VISUAL AIDS** – will be labelled like this.
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 italicised answers to help you as a facilitator know what ideas to emphasise with the students. These are not the only good answers, just some good answers.

Lesson 1: Why Christians Should Care About Health

Main Idea

The Bible teaches us to honour God by taking care of our physical bodies and caring for the sick.

Materials – A chalk board, marker board, or poster paper.

Introduction

SMALL GROUP DISCUSSION

Facilitator Instructions: Read the story of Pastor John and divide into groups of 3-4 to answer the questions.

Read this story:

Pastor John felt a headache coming on. He had just come from a meeting with his deacons, and they weren't at all happy. Pastor John was new to the area, and he was concerned by the terrible hygiene habits that they had. There were no toilets, no one washed hands, the children were filthy, and rubbish was everywhere. But worse than that, people were often sick. Some said that it was just normal, but the pastor was always being called to pray for healing for someone. He thought it would be better to encourage people to practice healthy habits, so he had started to include 15 minutes of health tips at the end of the church service. But now the deacons were mad. They didn't believe that topics like health should be talked about at church, especially not on a Sunday—the LORD'S DAY. And they were indignant that he—a pastor—would think that he could teach about things like health. He wasn't a doctor or even a nurse. Pastor John sighed. He really didn't know what to do.

- Do you think that Pastor John should have been teaching about health at church?
- What ideas have we learned in previous modules that show the importance of teaching about health?
- Do you think Jesus was concerned about health? What examples do you see in the Bible?

REPORT BACK

What does the Bible say about health?

LARGE GROUP DISCUSSION

Let's remember some of the ideas that we have already learned about God's concern for health.

Read Psalm 139:13-16.

- What do these verses teach about the importance of our bodies?
 - *God made every person specially. Every person has value.*
- Who made our bodies?
 - *God*
- Are they valuable? What makes them valuable?
 - *Our bodies are valuable because God made us.*
- If God created each of our bodies carefully, do you think He cares how we treat our bodies?
 - *Yes. He does.*

Read Galatians 5:14, Romans 13:10.

- What does God command us to do in these verses?
 - *Love our neighbours*
- In what way is caring about the health of the community loving our neighbours?

- *We love our neighbours by reducing the risk that they will get sick.*
- *We can love our neighbours by looking after them when they are sick.*

Read Luke 2:52.

- What are the four areas in which Jesus grew?
 - *Wisdom (mentally), stature (physically), in favour with God (spiritually) and man (socially)*
- Which areas of growth should pastors be concerned about for their churches?
 - *all four areas*
- Do you think that health is included in these areas that we should be helping our communities to grow?

Read Genesis 1:28.

- What was the first job God gave to humankind? What does He want us to do?
 - *To rule over creation.*
 - *To steward what God has given us.*
- If we are ruling over creation, should it have power over us to make us sick? (*No*)
- Did God give us our bodies? (*Yes*)
- Do you think God wants us to steward our bodies? (*Yes*)

Psalm 100:3 & Psalm 24:1.

- What belongs to God?
 - *Everything, including us!*

I Corinthians 6:19-20.

- Why should we care for our bodies?
 - *Our body is the temple of God.*
 - *We can honour God with our bodies.*

The Bible makes it clear that we are made by God. Our bodies are temples of the Holy Spirit. They are precious. God has given us bodies but they belong to God. If someone asks us to take care of their baby for a day, then we carefully look after it. In the same way, we should look after the bodies that we have. Not only should we look after our own bodies since they are a gift from God and belong to Him, but we should care for the health of others in the community as a way to show love to them and help them grow as God intends.

Jesus' Attitude Toward the Sick

LARGE GROUP DISCUSSION

- What is the general attitude in your community toward people who are sick?
- How did Jesus treat sick people?

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

- What do these passages say about how Jesus treated the sick?
 - *He went around healing every sickness. He had compassion on them.*
- Is this the same as us or different?

Read Matthew 25:34-40.

- In this parable Jesus told, what did the righteous do that the King commends them for?
 - *Visited the sick and prisoners, fed the hungry, gave the thirsty a drink, welcomed strangers. They did these things for 'the least of these'.*

Jesus taught about loving our neighbours with the example of caring for the sick and providing physical things like food, water, and clothing. God commands us to care for those who are sick. This is part of what it means to love our neighbour.

We need to have the same attitude toward those who are sick as Jesus had. We are to treat them with compassion. We also want to pray for their healing and get them appropriate treatment so they can get healthy. When we care for the sick, we are following Jesus' example and we bring honour and glory to God.

Not only that, but we can help prevent people from becoming sick in our communities! You don't have to be a health expert to do it. Everyone can learn about health and share what they learn with others. Teaching about health is one way that we can help our communities grow physically. Many ideas about health are actually very simple. In this training we will teach ideas that everyone can learn and apply.

LARGE GROUP ACTIVITY

Read the following story about Tai Ping village

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. 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? (*write on the board*)
- Which of these life struggles in your community are related to health (directly or indirectly)? (*circle on the list*)

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

The church in Tai Ping began studying TCT. They studied the first modules and 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. They started to wonder how they could show love to their community. They thought about the fact that they didn't have any toilets in their community but went to the toilet next to the river. As they thought about it, they realized that they were polluting the water and making the people in the community next door sick. So, to love their neighbors, they started to build toilets.

Then 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 pastor started to teach the health lessons at the end of each church service. They passed on the training as they went about their lives – while resting in the fields or while collecting water. As the church members applied the health lessons in their lives, their neighbors saw the benefits and began to do the same. Soon, they built roads so that the crops could be carried on motorbikes instead of on their backs, decreasing back pain. They dug wells so that people had access to water and could easily stay clean. They dug rubbish pits. 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, people no longer missed work and they no longer wasted money on medicine or witch doctors.

- What were some of the ideas that the people in Tai Ping village learned?
- What were some of the changes in Tai Ping village?

Application

SMALL GROUP DISCUSSION

Facilitator instructions: Discuss the following questions in groups of 3-4.

- What are some of the ways that you have been caring for health already?
- Is there anything that the church could do as an Act of Love to improve the community's health?

REPORT BACK

LARGE GROUP ACTIVITY

Together choose an Act of Love that you can do to help improve health in your community and make a plan to do that Act of Love.

PRAYER

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.

Lesson 2: Wrong Beliefs about Health

Main Idea

Wrong beliefs can prevent us from honouring God with our bodies and caring for those who are sick.

Materials

1. Visual Aid: Mistaken Beliefs posters (3 posters - cut or fold page in half to show one at a time)
2. 1-2 blank cards or pieces of paper

Introduction

LARGE GROUP DISCUSSION

- What are some common beliefs about what causes people to be sick?
- What are some common beliefs about things we should do/not do to stay healthy or recover from illness?

Common Mistaken Beliefs About Health

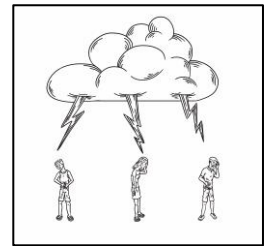
LARGE GROUP DISCUSSION

Facilitator Instructions: Show the **VISUAL AIDS:** Mistaken Beliefs posters as you go through each of the beliefs.

Now let's look at what the Bible says about each of these beliefs. Is it correct or not?

Wrong belief 1: All sickness is punishment from God (or gods) **(VISUAL AID)**

- Have you ever met someone who believed that sickness is a punishment?
- How did it affect the way that they treated sick people?
 - *Less compassionate, don't help, judge the person for their sinfulness*
- How did it affect the way that they responded when they were sick?
 - *Don't take medicine but make sacrifices or try to be a very obedient Christian*
 - *Don't believe that you should get better*
- If we believe that sickness is a punishment, how might it affect the way we think about preventing illness?
 - *We don't seek to prevent illness because we don't think actions like washing hands or using a latrine really matter.*



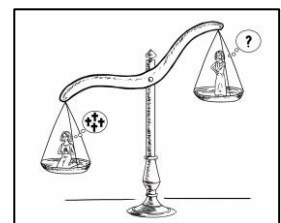
Read John 9:1-3.

- Was the man's blindness a punishment from God?
 - *Jesus said no, it wasn't.*
- What did Jesus say was the reason the man was blind?
 - *So that the works of God might be displayed in Him. To glorify God.*

The Bible does mention some occasions when God allows someone to become sick so that they will repent, but not all sickness is the result of sin.

Wrong belief 2: If we had more faith, we would not be sick **(VISUAL AID)**

- How common is this belief here?
- How does it affect the way that we treat sick people?
 - *Encourage the person to pray and have faith, but not meet their needs.*
- How does it affect the way that we respond when we are sick?



- *We don't take medicine but only pray*
- If we believe that if we had more faith, we would not be sick, how might it affect the way we think about preventing illness?
 - *We just focus on spiritual things, but we do not think actions like washing hands or using a latrine really matter.*

Read 2 Corinthians 12:7-10.

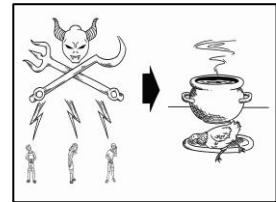
- What did Paul, the man who wrote this part of the Bible, pray for?
 - *'Remove the thorn in my flesh', healing from a physical issue*
- Did God heal Him?
 - *No, He did not.*
- Why didn't God heal him? Did God say He needed more faith?
 - *God didn't say he needed more faith. He didn't heal him so that God's power could show in Paul's weakness.*

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.

Wrong belief 3: Sickness is caused by evil spirits so, we must make sacrifices

(VISUAL AID)

- Have you ever met someone who believed that sickness is caused by evil spirits?
- How did it affect the way they responded when they or someone they loved was sick?
 - *Spent money, visited witch doctor, made sacrifices*
- Does believing that sickness is caused by evil spirits honour God?
 - *No, because we think evil spirits are more powerful than God.*
 - *We honour evil spirits instead of God when we make sacrifices.*
 - *We might not care for the sick person well if we are spending our money and time making sacrifices.*



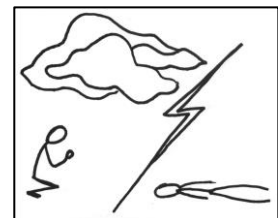
Read Mark 3:11.

- Who is this verse about?
 - *Jesus and evil spirits*
- Who is more powerful in this verse?
 - *Jesus*

If we face evil spirits, we should not make sacrifices, but call on Jesus for help. He has power over evil spirits. While there are many times in the Bible when Jesus cast out evil spirits, there are also many verses where Jesus heals people without casting out an evil spirit (Like John 9:1-3, which we looked at before; another example is Matthew 8:1-13). This shows us that many sicknesses are not caused by evil spirits. While we should always pray for those who are sick, we should also care for their physical needs as Jesus commanded us to do.

Wrong belief 4: God is not concerned about health (VISUAL AID)

- Have you ever met someone who believed that God is not concerned about health?
- How did it affect the way they treated people who were sick?
 - *They did not bother with them.*
- How did it affect the way they responded when they were sick?
 - *They felt despair, hopeless.*



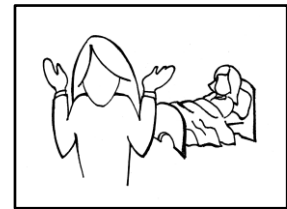
- *They only relied on doctors or witch doctors to get better.*
- If we believe that God is not concerned about health, how might it affect the way we think about preventing illness?
 - *We wouldn't bother with trying to prevent illness. If God doesn't care about health, why should we?*

We looked at many verses in the last lesson that show us that God does care for our physical bodies.

- Can you remember how we know that God is concerned about our health?
 - *He made our bodies specially. (Psalm 139)*
 - *We belong to Him. (Psalm 100:3)*
 - *Jesus had compassion for the sick. (Matthew 14:14)*
 - *Jesus will be pleased with those who care for the sick. (Matthew 25:34-40)*
 - *He gave laws to His people about cleanliness and illnesses. (Leviticus, Deuteronomy)*
 - *Our bodies are the temple of God. (1 Corinthians 6:19-20)*

Wrong belief 5: There is nothing we can do to prevent illness (VISUAL AID)

- How common is the belief that there is nothing we can do to prevent illness?
- Do you know of any prevention advice in the Bible?



After Adam and Eve sinned, and before Jesus came, God chose to give His laws to one tribe of people. They were called the Israelites, and the whole Old Testament of the Bible is filled with stories about God's dealings with the Israelites. God wanted the Israelites to understand His will for every area of life so that, by their obedience, they could be an example and a blessing to all the nations of the earth. So, He gave them laws that covered every area of life. The next verses we're going to look at come from those laws given to the Israelites.

- Deuteronomy 23:12 – instructions of where to relieve themselves
- Leviticus 11:27-28, 32-33 – what to do about dead animals
- Leviticus 15:2-5 – rules about treating someone with a discharge
- Leviticus 13:47-52 – what to do with mouldy fabric

- Why do you think God gave such specific laws about these things?
 - *Because He cares about cleanliness.*
 - *He cares about the health of His people.*
 - *So the Israelites could be an example of cleanliness and health.*

In the verses we read in Deuteronomy and Leviticus, God gave laws to His people about cleanliness and illnesses.

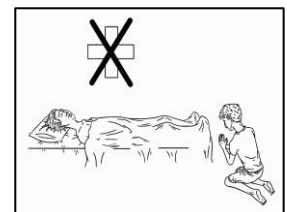
- Do you think that, if they followed these laws, they would be healthier?
 - *Yes, they would!*

God created our bodies and knows what is best for them.

- So, can we take action to prevent illness?
 - *Yes! We can seek to obey God and honour Him with our bodies.*

Wrong belief 6: If we are sick, we should only pray and not go to the doctor or use medicine (VISUAL AID)

- Have you ever met someone who believed that we should not go to a doctor?
- How did it affect the way they treated people who were sick?
 - *They only prayed for them but did not offer medicine or take them to the clinic.*



- How did it affect the way they responded when they were sick?
 - *They didn't go to the clinic or take medicine.*
- If we believe that we should only pray for the sick but not give medicine, what are some bad things that might result?
 - *A person might get sicker or even die without the right care.*
 - *We don't show sick people God's love if we do not care for their physical need.*

Read Luke 10:25-37.

Facilitator Instructions: *If the students already know the story of the Good Samaritan, remind them of the story and then read only Luke 10:33-35.*

- Did the Samaritan show mercy only by praying for the man?
 - *No*
- What did the Samaritan do for the injured man?
 - *He used oil (to soothe) and wine (to clean)*
 - *Bandaged his wounds*
 - *Paid for his care*
- Did Jesus say the Samaritan should have prayed for the man instead?
 - *No. He said, 'Go and do likewise.'*

Of course, we should pray for those who are sick; God is a healer! But He also wants us to provide for people's physical needs. It could be that He will choose to help the sick person heal through the actions of His church.

- Why do you think God often chooses to work that way, instead of simply doing a miracle?
 - *So, people will feel the love of the church.*
 - *To give the church a chance to demonstrate love.*
 - *So, the church will have a good reputation and good relationship with the community.*

Activity

LARGE GROUP ACTIVITY

Facilitator Instructions: *Have the group sort the **VISUAL AIDS**: Mistaken Beliefs posters into two pile piles: "common in our community" and "not common.". As the group discusses the following questions, you can use the blank cards or paper to write down any other beliefs that are common in the community.*

- Are there any other beliefs that are common in our community?
- What does the Bible say about them? From the verses we have learned, are those beliefs true or false?

REFLECTION WITH A PARTNER

- What mistaken beliefs had you been taught about health?
- What do you think God wants you to do differently now?
- Are there any sick people in your family or community that you could show God's love to this week?

PRAYER

Pray for God to help us to know the truth and overcome wrong beliefs about sickness and health. Ask God to help you to show His love to others when they are sick. Pray for any sick people you know.

Lesson 3: The Church's Role in Building Healthy Communities

Main Idea

Sharing what we've learned about health is one way to show God's love to our community.

Materials – *optional*: poster, marker board, or chalk board (for listing Act of Love ideas).

We Have Already Helped Others

LARGE GROUP DISCUSSION

- What Acts of Love have you already done to care for the sick, to improve the health of others in the community, or to prevent sickness?
 - *Examples: visiting someone that was sick, paying for medication or taking someone to the hospital, cleaning a well or water source, cutting down grass near a school or hospital, building latrines, or picking up rubbish.*
- How have these Acts of Love helped to improve people's lives or health?
- What positive changes have you seen in people's health in the community?

REPORT BACK

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.

Here are some more stories of what churches have done to improve the health in their communities.

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. Though the community has a well, during the rainy season, the water from many houses runs down the slopes toward the 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 government, an NGO, or the water committee needed to address the problems with the well.

Two youth leaders from the local church attended the TCT training and mobilised their youth group to show God's love to their community by cleaning the well one Saturday. When women came to draw water, they saw the teens working and joined to help. When the local water 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. One mother was overheard 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?

The Church Grows Because It Cares About Health

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

The church leadership organised 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 realise 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?

Gospel Preached Through Better Hygiene

The churches in Kyabahesi village saw the need for hygiene in their community, and they decided to meet it after studying 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 Churches 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 included:

- 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, the churches are being looked to as agents of change and community development in this area. Opportunities for evangelism are growing.

The pastor explained, “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.”

- What changed in the way the churches in Kyabahesi “preached” the gospel?
- What impact did that have on the 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 and (optional) make a list on a poster or board.

Helping Others Learn Basic Health Skills

LARGE GROUP DISCUSSION

Doing Acts of Love is a good way to improve the health in our communities, but teaching people about health is also important. When people see the result of improved health, they will be more willing to learn and try new things. The rest of this module includes mini-lessons about preventing sickness, caring for people with different sicknesses and injuries, and building a healthy community. These lessons are shorter and simpler than our normal TCT church lessons. Each time you have learned a new health skill, you can share what you have learned with others. Teaching people can also be an Act of Love. Some ways that churches have shared health skills in their community are:

1. Teach the mini-lessons after the sermon or at the end of the service and invite community members to join the training.
2. Use informal settings to pass on the health lessons— at the market, getting water, washing clothes, at work, and in the fields, for example. Think about times when you see people. Can you share with them what you learned each week?
3. Teach health skills at the community centre one night every week.
4. Teach health skills in women's groups, savings groups, or other community groups.

Read through the list again.

- What are some of the ways that we could share health lessons in our community? How can we make sure that as many people as possible are able to get the teaching?

Making a Community Plan

It is now time to make a plan for your community:

- Pray to have God's heart for the sick. Pray that He would help you build a healthier community. Ask God for wisdom for what to do.
- Discuss which Acts of Love can you do in the next six months that will improve the health in your community. Decide which one to do first, second, etc.
- Look at your plan to share the health lessons—is there anything that you need to organise now before you start the lessons?

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

The next lesson will start the mini-lessons about health that you can share with your community.

Section 1: PREVENTION

Mini-Lesson: We Can Prevent Sickness

Main Idea

Many illnesses can be prevented, and prevention is better than treating sickness.

Materials

- If choosing Introduction, Option 1: A plastic water bottle and wads of paper (or something else safe to throw)

Introduction

LARGE GROUP ACTIVITY or DISCUSSION

Facilitator Instructions: Choose either the game or the story to begin this lesson.

Option 1: 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 centre.

1. Come stand in a circle.
2. We need 2 volunteers to stand in the centre 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 cannot hold the bottle, but they 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 must 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.

ACTIVITY DEBRIEF

- What were the jobs 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.

Option 2: Story

Facilitator Instructions: Read this story, then lead the group through the discussion questions.

Once there was a village that was connected to the main road by a narrow path on the edge of a steep cliff. When the wind was strong, people were often swept right off the side of the cliff and were badly injured. Many died. The church in this village wanted to help, so they all contributed and purchased a bicycle ambulance, which they kept at the bottom of the cliff. Now, when people were blown off the cliff, they were able to transport them to the clinic as quickly as possible! Some lives were saved. Unfortunately, because the cliff was very high, many people still died or were crippled from their injuries.

- What do you think? Was the church showing love to their community?
- What can the church do to address the problem that people are still dying?
- Is there a way to prevent people from falling off the cliff? Would that work better?
 - *Yes, they could build a fence at the top of the cliff, so people did not fall.*

Obviously, it is much better that people do not get hurt at all. While helping people get to the hospital is great— and actually there are many times this is a great Act of Love—if at all possible, it is better to prevent the problem from happening at all.

Why is prevention important?

LARGE GROUP DISCUSSION

Just like it would be better for the church to prevent people from blowing off the cliff, instead of getting them to the clinic quicker, the same is true about all kinds of sickness. It is best to prevent sickness to begin with.

- 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?
 - *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 (parents are 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 or God's goodness*
- Would your family's life improve if you were not sick so often?

Our health is important. Having good health will have a positive effect on every area of our lives. Being sick has a negative effect on every area of our lives. Treating sickness correctly is important, but preventing sickness is best. Remember, we want to build a fence before we buy an ambulance!

What can we do to prevent sickness?

SMALL GROUP DISCUSSION

Facilitator Instructions: *Make a list of everything that is mentioned. If any of the following are not mentioned, share them, and ask if anyone has heard of them:*

- What are some ways you already know to prevent sickness?
 - *Use latrines*
 - *Keep rubbish picked up*
 - *Pen animals*
 - *Drink clean water*
 - *Wash hands before eating and after any 'dirty' activity*
 - *Clean teeth*
 - *Clean bedding*
 - *Prepare food in a clean place*
 - *Use clean, safe water when preparing food*

- *Eat many different brightly coloured of vegetables*
- *Breastfeed babies*

As we look at this list, we realise that there are two main things that prevent disease:

- Keeping anything that can make us sick away from our bodies. We do this by making sure our water, food, homes, and compounds are clean of human waste, animal waste, and rubbish.
- Making our bodies strong on the inside. Strong bodies do not get sick as often. When they do, our sicknesses are milder. We do this by breastfeeding babies (because breast milk is God’s perfect food for babies) and by eating a nutritious diet. God made it easy to know if our foods have the nutrition we need, because different nutrients cause vegetables and fruits to turn different colours. So, if we eat lots of different, brightly coloured vegetables, we will have strong, healthy bodies.

In coming lessons, we will look at these in more detail. For today we need to remember that it is important that we prevent sickness through cleanliness and making our bodies strong. Prevention is something that we can all do.

LARGE GROUP ACTIVITY

Facilitator Instructions: *Help the class create hand motions for these two prevention methods—for instance, blocking like a shield for ‘keep sickness away’ and punching or flexing arm muscles for ‘make our bodies strong.’ Practice the hand motions a few times to help everyone remember these two prevention methods.*

Application

SMALL GROUP DISCUSSION

- Of all the prevention methods mentioned today, which ones did you already know and practice?
- Which do you know, but do not do (or don’t always do)?
- What is one thing you can do this week to honour God with your body and help prevent illness in your family? What about in your community?

PRAYER - Pray for God to help us prevent sickness in our families and communities.

Mini-Lesson: How Do We Get Sick?

Main Idea

Sickness spreads through germs but we can help stop the spreading of sickness and disease.

Materials

- A very small pebble
- Visual Aid: How Disease Spreads Poster

Introduction

- What do people typically believe causes illness in your community?

There are many beliefs – from curses to God. And a number of these are true. We do, as a church, need to pray and look to God to heal or release people from curses. However, we also need to understand that much illness is caused by what we call ‘germs’. If we want to prevent illness in our community, then we need to understand a little about how germs work.

Understanding Germs

LARGE GROUP ACTIVITY (GAME)

Facilitator Instructions: Ask the other people to stand very close together in a circle with their hands behind their back. The volunteer stands in the middle of the circle. Choose one volunteer to stand in the middle of the circle. Tell the participants that you (the facilitator) are going to walk around the outside of the circle and secretly slips an object (a rock or another object) into someone's hand. The object represents a "germ." The participants in the circle must quickly pass the germ around the circle behind their backs. The volunteer must study the others' and guess who has the germ as it is passed around. When the volunteer guesses correctly, choose someone else to stand in the middle. Continue the game for 5 minutes.

ACTIVITY DEBRIEF

After playing the game, explain: In our game, the pebble we passed around represented a 'germ'. Germs are very tiny living things—smaller than fleas or lice or the tiniest worm. We cannot see them, but they can get inside of us and make us sick. And because they are so tiny, they can be passed from person to person and place to place very easily without us ever knowing.

Germs can be passed when we touch each other.

- What are all the times that you have touched someone else today? It might be their hands, feet or any other part of the body? (The answers listed are only examples.)
 - *Shaking hand*
 - *Hugging*
 - *Play with a child*

Germs are also passed when we touch something that someone else has also touched – for example money.

- What are all the times you have touched something that someone else also has touched?
 - *Preparing food*
 - *Drinking from the same glass*
 - *Sharing a bed*

As you can see, all day long we pass germs to each other. Every time we touch something that is not clean and then touch someone else, we pass germs to others! We cannot see most germs, but when we pass them to others, we are spreading sicknesses to other people. Animals and insects can pass germs to us as well. Let's look at some specific ways germs get passed around and make us sick.

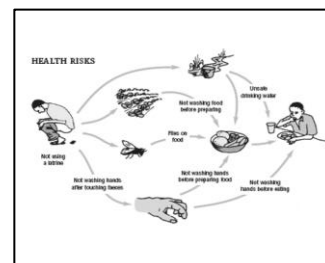
Ways Germs Make Us Sick

LARGE GROUP DISCUSSION

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

This diagram shows the 7 most common ways that germs can get passed into our bodies and make us sick.

1. **Not using a latrine** – Point at the man bending on the left. Explain that human and animal waste are full of germs called 'bacteria'. Relieving ourselves outdoors leaves waste in the open, where it can spread germs to the land around it, the water, and our hands, feet, and bodies. Flies land on the waste and then carry the germs to our food.
2. **Not washing hands after touching faeces** – Point at the hand on the bottom and show that our hands prepare food and we use them to eat food. Explain that whenever we work in the field or with animals,



play outside, clean a baby's bottom, or go to the bathroom, we may touch human or animal waste (even if we can't see it) and, unless we wash our hands, we pass the germs to whatever else we touch.

3. **Not washing hands before preparing food** – Point at the hand and then the bowl of food. Explain that germs get passed on to the food we are preparing for our family
4. **Flies on food** - Point at the fly and then at the bowl of food. Describe how flies carry germs and contaminate whatever they land on.
5. **Not washing food with pure water before preparing it** – Point at the dirty water at the top and then at the bowl of food. Explain that dirty water carries germs. If the food is contaminated and we do not wash it—or if we wash it with dirty water—we pass on the germs.
6. **Unsafe drinking water** – Point at the dirty water at the top and then at the man drinking water. Explain that unsafe water is one of the most common ways to pass disease and sickness.
7. **Not washing hands before eating** – Point at the hands and then at the man eating and drinking. Explain that this is a final protection from contaminating our food and water and getting sick.

Facilitator Instructions: Take time to review the seven points until the class have memorised them. Then divide the class into pairs and randomly point at each set of pairs. Explain to the class we are looking for the pair who has best memorized the list. When you point at each pair you want them to call out the next point on the list. If they cannot, they will be eliminated. Keep going until you only have one pair remaining.

LARGE GROUP DISCUSSION

- Which of these would be common problems in our community?
- Which do not happen so often?
- What do you think are some of the things that we can do to decrease passing germs?
- Who remembers some of the prevention methods that we discussed last lesson? How could they help us to not pass on germs?

It is important to make sure that we understand that disease is caused by germs.

Application

SMALL GROUP DISCUSSION

- What is one thing we could all do right away in our community to help stop sickness and disease from spreading in our community?

PERSONAL REFLECTION

- What is one thing you can personally do to stop the spreading of sickness and disease in your family?
- Who can you share that with this week?

Mini-Lesson: Clean Homes and Bodies

Main Idea

We should keep our bodies and our homes clean to keep sickness from spreading.

Materials

- At least 20 small rocks, leaves or any other object that is easy to hide.
- Visual Aid: How to Make a Fly Trap

Introduction

LARGE GROUP DISCUSSION - REVIEW

- Do you remember from last time what a 'germ' is?
- Do you remember some of the ways we learned that germs get passed around?

LARGE GROUP GAME (OPTIONAL)

Facilitator Instructions: Before anyone arrives for the lesson, hide very small objects (like pebbles) all around the room. Explain to the group:

Last week we played a 'pass the germ' game with a pebble. Well, this week, there are 'germs' hidden all around this room. Please look around for them—they are pebbles like this one (hold up an example of what you have hidden). Whoever finds the most wins! Give the students a few minutes to look for pebbles. Then call them back together and have them see how many they found.

Much like these pebbles, germs can hide very well around our homes. Today we are going to talk about how to get rid of germs in our homes, so they do not make our families sick.

Keep Ours Homes Clean

SMALL GROUP DISCUSSION

- Why is it important to keep our houses clean?
- What activities does your family do to keep your house clean?

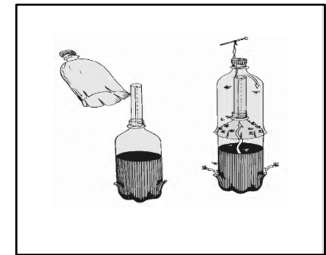
REPORT BACK – Ask for 3-4 different responses

Facilitator Instructions: As you go through the following examples, try to draw a picture or symbol to represent each on a piece of paper. (You can also ask someone else in the group to be the artist if appropriate).

Here are a few important ways to keep our homes clean and free of germs:

- 1. Do not spit on the floor.** Do not spit on the floor or in areas where children play. Our saliva spreads sickness and diseases.
 - Can anyone demonstrate the correct way to cough or sneeze?
 - *Make sure they know to turn their head away from people and cough into the bend of your elbow.*
- 2. Keep sheets, blankets, cots, and beds clean.**
 - What are some of the ways you know to 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.*
- 3. Use and keep the latrine clean.** Do not use a bush or field as a latrine. Build a latrine to have one place for everyone to go. 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.
- 4. Clean the floors, walls, and furniture.** Clean the whole house often. Sweep and wash the floors. Wipe down the walls, and wipe off the furniture. Houses get dirty quickly, so they need to be cleaned well regularly.
- 5. Properly dispose of rubbish.**
 - How is rubbish commonly disposed of here in our community?
 - What are some ways that we can improve?

- Compost and burn all you can. Rubbish that is not appropriate for composting, reusing or burning needs to be put in a waste pit. A waste pit keeps rubbish from scattering around and keeps flies and rats away from the home.
- To Safely Dig a Rubbish Pit there are a few things to remember to properly do this.
 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.
 3. Pits should be dug on higher ground, so they are less likely to fill with water during the rainy season.
 4. 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.
- 6. **Keep animals and insects outside.** Animals carry lice, fleas, and germs that cause sickness.
 - What are some ways that we can reduce the number of animals or insects in our house? (Make sure you cover all these ideas.)
 - Do not let animals come into the house or other places where children play.
 - Keep animals in a fenced area if possible.
 - Fill in cracks and holes in the floor or walls where roaches, bedbugs, and scorpions can hide.
 - Quickly clean up any animal waste in or near the home.
 - Does anyone know how to reduce flies? (Review **VISUAL AID: How to Make a Fly Trap**)



Keep Our Bodies Clean

SMALL GROUP DISCUSSION

We also need to keep our bodies clean.

- What is some advice that you have heard for keeping our bodies clean?

REPORT BACK – review the following information especially the areas that were missed.

1. **Wash Bodies** – We should wash our face every day and our bodies at least 2-3 times per week with soap and a wet cloth, especially when it is hot. Bathe after working hard, playing in the dirt, or sweating. This is particularly important for sick people, babies, and young children. Regular washing removes germs and helps prevent skin infections and rashes. Use a different cloth to wash each child to prevent germs from spreading.
2. **Brush Teeth** – Our teeth should be cleaned at least twice a day and especially after eating sweets. Start cleaning your children’s teeth as they appear and teach them to clean their own when they begin school. 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.
3. **Protect Feet** – 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. Regularly wash feet to get rid of germs and to make sure there are no cuts or wounds that can get infected.
4. **Wash Clothing** – Our clothes 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.

Our Community

Facilitator Instructions: Look at the 6 drawings that you were made in the section: *Keep Our Homes Clean*. Ask the group to put them in three piles according to how commonly these things are done in the community – common, about half, rare.

For those that are rare, answer these questions:

- What are some ways that you could promote this practice in your community?
- What are some of the barriers that are causing it not to happen?
- Is there anything you can do to help overcome these barriers?

Application

WITH A PARTNER

Think about your own family:

- Which of these practices do you already do to have a clean home?
- Which ones could you improve?

REPORT BACK – Encourage each person to commit to one new action this week that will help them have a clean home.

Mini-Lesson: Clean Hands

Main Idea

Keeping our hands clean prevents germs and sickness from spreading.

Materials

- Visual Aid of the Tippy Tap picture
- Visual Aid: Build Your Own Tippy Tap poster

Introduction

LARGE GROUP DISCUSSION – REVIEW

Last time, we talked about keeping our homes clean to prevent germs from making us sick. Everyone who was here chose something they would put into practice that week.

Remember, we must continue doing healthy practices to see good results and less sickness in our community. We cannot make a change for only one week. So, keep doing your good work around your home, even though sometimes it is hard!

In this lesson, we are going to talk about keeping our hands clean. Everyone look at your hands. Are they clean?

Most of the time when we look at our hands, they look clean. However, as we learned in earlier lessons, hands can look clean but still be covered with germs too small to see. And those germs can make us sick. Because we touch so many things, germs get on our hands and from there can get into our mouths, eyes, ears, noses...and onto other people. That is why washing our hands is the most important thing we can do to prevent sickness. However, many people do not wash their hands properly. So, let's talk about when and how to do it the right way.

Good Handwashing Practices

LARGE GROUP DISCUSSION

Here are 5 simple tips to make sure that your hands get clean when you wash them.

1. Wash your hands with soap. Careful hand washing with soap will remove harmful germs. Washing with only water will not kill the germs. If soap is not available, then you can use ash or tree bark.
2. Scrub hands for at least 20 seconds before rinsing. Sometimes it helps to sing a song with your children that is about 20 seconds to teach them how long to wash their hands.
3. Clean between the fingers and under the nails. Lots of germs can hide under fingernails.
4. Always pour water over hands for washing. Never wash and rinse your hands using the same water in the basin.
5. Wash your hands in a place that is away from food preparation and food eating areas.

When to Wash Your Hands

LARGE GROUP DISCUSSION

The rule about when to wash your hands is this: any time you are doing a 'germ catching' activity, you must wash your hands before doing something new. 'Germ catching' activities are ones where we might contact germs that could spread to others and make them sick.

- Can you name some 'germ catching' activities? *(Make sure to fill in any the group does not say.)*
 - *All cleaning activities, especially cleaning the latrine.*
 - *Touching faeces from animals, babies, or when cleaning yourself – any contact with faeces spreads germs.*
 - *Using the latrine.*
 - *Handling raw, uncooked meats, chicken, or eggs.*
 - *Working in the field.*
 - *Cleaning up rubbish.*
 - *Caring for sick people.*
 - *Coughing, sneezing, spitting, or blowing noses—all these body fluids can spread germs.*
 - *Touching flies, insects, animals.*

We must always wash our hands after any of these activities. There are three more times that we need to be especially careful to wash our hands because during these activities germs can easily get inside our bodies through the mouth.

- What do you think these three other activities are?
 1. *Before cooking or preparing food*
 2. *Before eating food*
 3. *Before feeding a baby*

Now, let's read this next story and discuss the questions:

Ruth 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 of 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 Ruth to wash her hands?
- What ideas do you have to help Ruth to remember to wash her hands?

SMALL GROUP DISCUSSION

- Do people usually wash their hands in your family? In your community? Why or why not?
- What obstacles do people in your community have for washing their hands?
- How can we apply the ideas from the example of Ruth to our community?
- How can we encourage young children to always wash their hands after using the latrine and before eating?

REPORT BACK

Make Handwashing Easy and Tippy Taps

LARGE GROUP DISCUSSION

If we're going to wash our hands (and faces and feet) at all those times, we need to make it as quick and easy as possible. Here are two ideas for how we can do that:

1. Make a handwashing station near the latrine.
2. Make a handwashing station near where you prepare and cook your food (but not too close).

There are ways to wash our hands using very little water. You actually do not 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. The water used for hand washing can be collected and used again for washing floors and latrines or for watering home gardens.

Facilitator Instructions: Show the **VISUAL AID** of the Tippy Tap picture (or make a Tippy Tap ahead of time to show the class).

- Do you have something like this near your latrine?
- What would be the advantages of a Tippy Tap compared to a bowl of water?
- Would it be helpful to have something like this?



LARGE GROUP ACTIVITY (optional second meeting)

Facilitator Instructions: If the students are interested in the Tippy Tap, plan another meeting to make some Tippy Taps together. Especially if you are in an area with little water then try making a Tippy Tap using the **VISUAL AID: Build Your Own Tippy Tap** poster with the group. Make sure the group plans ahead to bring the materials they will each need to make a Tippy Tap.



Application

SMALL GROUP DISCUSSION

Besides making Tippy Taps, what is one thing we could put into practice this week? What might make it hard to do? How can we solve those problems?

Mini-Lesson: Clean Community

Main Idea

When we recognize causes of sickness in our community, we can make changes to prevent illnesses.

Materials – none

Introduction

SMALL GROUP DISCUSSION – REVIEW

In groups of 3-4, share what you have done to have a cleaner home and to make sure everyone in your family is washing their hands well and at the right times.

- Has it been easy or hard to take these actions?
- Are there things you intended to do, but were not able to?

REPORT BACK – Give the groups about 10 minutes to discuss, and then allow just 2 or 3 people to share good ideas that came up in their group.

LARGE GROUP DISCUSSION

- On your way here today, did anyone see any rubbish? Did anyone smell any bad smells? Did you pass by any areas with uncut grasses and weeds?
- Whose responsibility is it to clean up those things?

Today we are going to talk about what we can do to have a clean community. Because just like our homes and our hands and bodies—a clean community keeps sickness from spreading so we can all have good health. Rather than wait for someone else to come and do it, we can take action right away.

Ways to Keep Ours Communities Clean

LARGE GROUP DISCUSSION

Facilitator instructions: Some answers are listed for the discussion questions. These are just some of the possible good answers. The goal is to help the group think through the problems that exist and how they can solve those problems.

- In our previous lesson, we learned that human waste, animal waste, and rubbish need to be cleaned up around our homes and kept away from our bodies. Why is that important? What problems can these things cause?
 - Germs spread sickness.
 - Attracts flies and insects that spread sickness.
 - Water contaminated with waste and germs gives us diarrhoea.

Let's look at some places human waste, animal waste, and rubbish build up in our community.

Our streets

- What are some of the reasons why our streets aren't clean? (You may have many more answers)
 - People drop rubbish.
 - Animals wander and leave droppings.
 - People or children spit, urinate, or poop on the streets.
 - Flies and pests.
- What could be done to make these areas cleaner and keep them clean in the future?

- *Clean the streets.*
- *Educate the community to keep the streets clean.*
- *Build community latrines.*
- *Dig community rubbish pits.*
- *Designate/participate in a community clean-up day each month.*

Water and drainage areas

- What are some things that are making our water dirty? Is there dirty water collecting anywhere in our community?
 - *People go to the toilet in the creek or river.*
 - *Rubbish gets washed downhill when it rains.*
 - *Water points get clogged with silt and rubbish.*
- What could be done to clean these areas and keep them clean in the future?
 - *Clean water points and drainage areas.*
 - *Educate the community to use latrines and not to contaminate the water.*
 - *Protect water points.*
 - *Pen animals.*
 - *Get rid of standing water and tall grasses where mosquitos and other pests breed.*
 - *Designate a community clean-up day each month.*

School Compound

- Is the school compound clean? If not, what could be done to protect our children from sickness spreading at school?
 - *Build latrines at the school*
 - *Build hand-washing stations at the school*
 - *Cut tall grass from around the school*
 - *Remove standing water and rubbish*

Medical clinic (If there is a medical clinic nearby)

- Is the clinic clean inside and out? If not, what could be done to clean it and keep it clean in the future?
 - *Have a 'clean the clinic' day*
 - *Cut back tall grasses*
 - *Removing standing water and rubbish*
 - *Wash the walls, floor, and surfaces inside and out.*

Application

SMALL GROUP DISCUSSION

- Of all the things talked about today, what do you think is the biggest problem or need in our community?

REPORT BACK – *Have groups share their ideas for areas in the community that need to be cleaned. Encourage the group to make a plan of when and how they will take action to have a cleaner community. Help them to focus on one thing at a time and make a plan that is likely to succeed.*

Mini-Lesson: Latrines

Main Idea

Everyone including children need to use latrines to prevent the spread of sickness.

Materials

- Visual Aid: Four Types of Latrines posters (2 posters with two types on each page)

Introduction

LARGE GROUP DISCUSSION

- Do people use latrines in your community? How many don't?
- Why don't people use latrines?
- How many families have latrines?
- What are some reasons why it's good to use a latrine? Do you remember from earlier lessons?
 - To prevent germs and sickness from spreading.
 - To keep the community clean – so people won't relieve themselves near the water source or road.
 - To keep our homes clean.

Four Types of Latrines

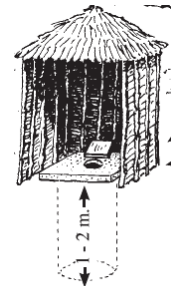
LARGE GROUP DISCUSSION

Facilitator Instructions: Show the **VISUAL AIDS:** Four Types of Latrines posters as you explain them. If you or the church would like to learn more about each of these latrines and how to build them, ask your Master Trainer for a guide to building latrines.

There are different types of latrines.

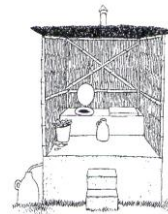
Type 1: Closed Pit Latrine

- Has a platform and something to cover the hole (which keeps flies out and the smell in).
- 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).



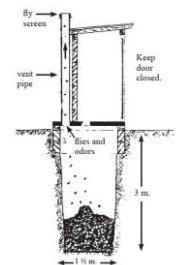
Type 2: Urine-Diverting Dry Latrine

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



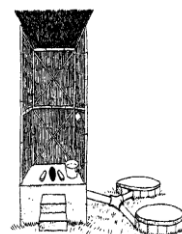
Type 3: Ventilation Improved Pit (VIP) Toilet

- 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.
- Must be dark inside to effectively get rid of the flies.



Type 4: Pour Flush Latrine

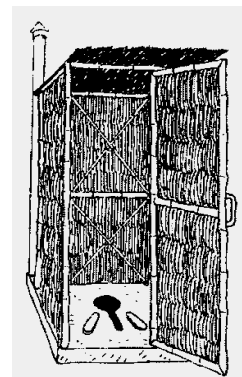
- Has a water seal trap, a platform and 1-2 deep pits.
- Good where the ground water is deep.
- Good where people use water for flushing or cleaning.



Keep Latrines Clean

LARGE GROUP DISCUSSION

- What are some of the ways you know to keep the latrine clean?
 - *Keep your latrine clean. Wash the slab often.*
 - *Be sure the hole in the slab has a cover and that the cover is kept in place. A simple cover can be made of wood.*
 - *Throw a little lime, dirt, or ashes in the hole after each use to reduce the smell and keep flies away.*
 - *Always wear shoes when using the latrine.*



To be safe, all latrines should be built at least 20 meters from homes and water sources. ALWAYS be sure to build latrines a safe distance from where people get drinking water.

Children and Latrines

SMALL GROUP DISCUSSION

- **Everyone should use the latrine.** But young children often do not. What makes it harder for children?
 - *Not able to open the door*
 - *Afraid of the dark or falling in the pit*
 - *Don't like the smell*
 - *Can't get there in time*
- Why is it important for children to use latrines?
 - *Develop good habits*
 - *Keep our land cleaner and not pass germs through faeces everywhere.*
- How do children learn about using latrines? What can we do to encourage our children to use a latrine?

REPORT BACK

LARGE GROUP DISCUSSION

One way we can help children and keep our compounds clean is to build a children's latrine not far from the house.

- Dig a shallow pit, about .5 meters deep.
- Cover this with a small slab with a cover for the hole. (These are very simple. You can make this from concrete or mud and sticks.)
- No walls are needed for children.
- Encourage children to always use this and to replace the cover each time. (The cover keeps flies away and smells inside.)
- Add some ashes or soil regularly to control the smell.
- Move the slab to a new hole once it is nearly full and fill the used hole with soil. (A tree planted in the hole will thrive!)

Application

SMALL GROUP DISCUSSION:

- Does your home have a latrine? If so, what type? If not, what type could you build? What materials would you need?
- What are the reasons some people in the community do not use latrines? How could we help them start this practice?
- What is one thing you learned today that you can share with others this week?

Mini-Lesson: Safe Water

Main Idea

Clear water is NOT always pure water. We need to purify and protect our water to be safe water.

Materials

- Visual Aid: Four Ways to Clean or Purify Water posters (2 posters with 2 per page)
- Visual Aid: How to Use SODIS to Purify Water poster
- Other Materials
 - 2 glasses of safe drinking water (a clear glass is best)
 - 2 spoons of salt
 - De-silted water for SODIS demonstration
 - Clear plastic 1-2 litre bottles for SODIS demonstration. If possible, encourage group to bring in their own clean plastic litre bottles.

Introduction – Clear Water is Not Always PURE water

LARGE GROUP ACTIVITY

Facilitator Instructions: Prepare the two glasses of safe drinking water – one with 2 spoons of salt dissolved in it and one without any salt. Put them on a table to show everyone. Do not tell them that one has salt in it.

I have two cups of clear water here:

- Is the water the same in both glasses?
- Is the water clean enough for drinking?

Can I get two volunteers to take a glass and take a drink from it? (*Encourage the volunteers to take a drink of the water and ask the participants to watch their faces.*)

- Was the water in the glasses the same?
 - *No. One glass had salt in it but it looked the same.*

Not all clear water is safe drinking water! Sometimes water is clear and looks clean, but it still has germs in it that you cannot see (just like the salt in this water). Contaminated water causes diarrhoea and other sickness.

Clean and Purified Water

LARGE GROUP DISCUSSION

- Where do we get our water?
- Is it possible it is not clean? What could have made it dirty? (*Allow the group to give ideas. If any of these are not mentioned by the group, point them out.*)
 - *Animals go near and leave droppings.*
 - *People relieve themselves near the water.*
 - *Insects breed there.*
 - *It isn't clear. It has silt.*
 - *There is rubbish in the water.*
 - *Chemicals from farming.*
 - *Soap from washing clothes/bathing.*

It is hard to be sure our water is clean because most things that make it dirty cannot be seen. If we are not sure, we should purify our water before drinking it.

First, clear the water of any visible mud and debris. There are two simple methods:

1. Let the muddy water settle for a day and then pour off the clearest water into a clean container. Repeat this again a day later.
2. Filter the water through a clean cloth.

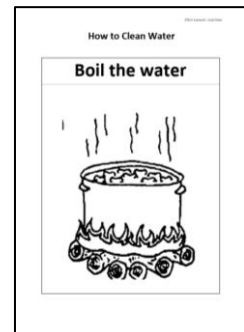
This will produce clearer water, but it is **NOT** yet safe for drinking.

Here are 4 ways to purify water. These are not the only methods to clean water, but 4 of the simplest.

Facilitator Instructions: Show the **VISUAL AIDS:** How to Clean Water posters (4) when you review the content below.

1. **Boil the water:** Make sure to wait until large bubbles appear and continue boiling for 10 minutes (in high altitude areas, add 5 minutes). Then cover the water and let it cool until it is needed for drinking.

- 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.



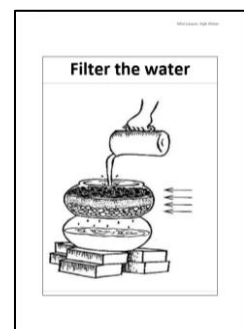
2. **Bleach:** We can add chlorine bleach to water to purify it, but we must be very careful to use the right amount. If too little is used, it will not kill germs, and people may still get sick from drinking the water. If too much is used, the water will taste bad and the chemical can harm people. Bleach can burn our skin and eyes and burn holes in our clothes if it splashes on us. Water purified with bleach may not be best for drinking, but is very good for washing hands, vegetables, and dishes.

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



3. **Filter:** We can filter impurities out of our water by using a filter

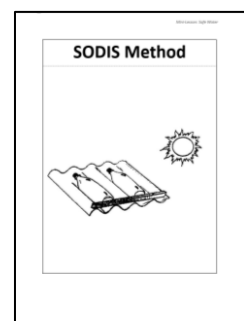
- Does anyone use this method?
- What are the advantages and disadvantages?
 - Advantages – Easy to use and uses local resources.
 - Disadvantages – Need to set up and need to keep clean.



Facilitator Instructions: This lesson does not cover how to make a filter. If you are interested, then check with local NGOs to learn which filter is available in your area.

4. **SODIS:** SODIS (which stands for ‘Solar Disinfecting’) 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 are the advantages and disadvantages?
 - Advantages – Easy to do in hot and sunny places.
 - Disadvantages – Not easy to do for families that need lots of safe water; not effective to do on cloudy days or in rainy seasons.



Practicing SODIS (Optional)

LARGE GROUP ACTIVITY

Facilitator Instructions: You can either demonstrate SODIS for the class or have everyone bring a 1-2 litre clear bottle and try it for themselves. Refer to the **VISUAL AID:** How To Use SODIS Method to Purify Water poster.



This is the SODIS Method of Purifying Water.

1. Choose the right bottle! Use 1-2 litre bottles. If it is any bigger or smaller it will not work correctly. Make sure that the bottle is clear and remove any labels. Soft drink bottles work well, but not the green ones. If the bottle is too old, your water will taste bad.
2. Wash the bottle well the first time you use it.
3. Fill the bottle $\frac{3}{4}$ full of water. Make sure the water is clear. SODIS will not work if there is silt in the water.
4. Shake the bottle for 20 seconds.
5. Now fill up the bottle fully and close the lid.
6. Place the bottles on a corrugated iron sheet or on a metal roof.
7. Expose the bottles to the sun from morning to evening for at least six hours.

The water is now safe for drinking for the next day! Drink all the water within 1-2 days so that germs do not start to grow again.

Application

WITH A PARTNER

- Do you clean or purify your water? If not, why not?
- Can you try one of these methods this week? Which one will you try?
- Who is one person you could share this information with this week?

Mini-Lesson: Safe Food

Main Idea

We can protect our families from being sick by preparing, cooking, and protecting food properly.

Materials

- Visual Aid: Dish Drying Rack poster
- Dish Drying Rack supplies: Four large branches with a 'Y' at one end, four medium straight branches, other smaller branches, rope.

Introduction

SMALL GROUP DISCUSSION

- What are ways that we can make sure that our food is safe to eat and won't make us sick?

REPORT BACK

Protecting our Families by Providing Safe Food

LARGE GROUP DISCUSSION

People can get worms, diarrhoea, and other serious sickness from food. But when we learn how to do some simple activities, we can make sure we are providing safe food for our families.

Here are five ways to make sure your family eats safe food:

1. **Wash hands before cooking and before eating.** As we learned before, we should always wash our hands carefully with soap before we prepare any food or before eating so germs are not transferred from our hands to the food.
2. **Wash fruits and vegetables.** Wash all fruits and vegetables with pure water (purified through boiling, bleach, or SODIS) before you eat them and especially if you will eat them raw (without cooking them). Or you may peel vegetables that grow in the ground to get rid of dirt and germs.
3. **Cook all meat, chicken, eggs, pork, and seafood thoroughly.** Germs that cause sickness live easily on and inside of meat, but they are killed by thorough cooking. Meat has been cooked long enough when the juice is clear and not pink. Another way to know if meat is safe to eat is that there is no red (for meat) or pink (for chicken and pork) parts inside. It is also very important to keep raw meat, chicken, and seafood away from other foods so the germs don't spread in that way. Cut fruit and vegetables in a different place than raw meat, do not use the same knife or utensils on raw meat and other foods (unless you wash it first), and wash your hands after touching raw meat.
4. **Cover food and do not let it sit out.** Do not leave cooked food out for more than 2 hours. It is best to keep cooked meats and anything made with milk hot until they're eaten. Most importantly, do not let flies or other bugs land or crawl on food. Flies and bugs carry germs and spread sickness. Food that is left out attracts flies. Keep foods covered, or in boxes or in cabinets with wire screens to protect them.
 - What are some ways to make sure that meats stay hot once they are cooked?
 - What do you use to cover or protect food?
5. **Use clean utensils and dishes.**
 - How do you clean your dishes? Where do you keep them between meals?
 - Do flies or other pests sometimes get on the dishes?

Just like our hands, food, or water, a dish can look clean but still have germs that can make us sick. Remember, we cannot see germs with our eyes, but we need to make sure that there are no germs on the utensils and dishes used to feed our families.

- Do you have any ideas for how to do that? (*point out and explain any not said by the group.*)
 - Wash dishes with soap
 - Use hot water to rinse dishes (*heat kills germs*)
 - Use pure water to rinse dishes (*purified by boiling, bleach, or SODIS*)
 - Do not let clean dishes touch the ground
 - Dry dishes in the sun (*remember SODIS? God gives us sunlight to kill germs!*). This is much better than drying with a cloth that might have germs on it or putting dishes away wet, where germs and mold can grow on them.
- Where could you store dishes and utensils so pests cannot get on them and spread germs?
 - They can be stored on a drying rack and covered with a cloth. If there is a cupboard available, store pots, bowls and glasses upside-down to prevent insects, mice, and other pests crawling into them. Utensils should not be left lying on the ground.

LARGE GROUP GAME

Facilitator Instructions: Help the group memorise these 5 steps of safe food preparation. After explaining all of them, review them one more time. Then play a game: Divide the group into 2-3 teams. Call out a number 1,2,3,4, or 5. The first person to stand up and say the corresponding safe practice gets a point for their team. (For example: You say 4; someone would stand and say, 'cover food.' The first team to 15 points wins.)

Drying Racks

LARGE GROUP ACTIVITY

Facilitator Instructions: If possible, make a dish drying rack together using the instructions on the: Visual Aid Dish Drying Rack. Make sure you have gathered all the materials in advance. If it is not possible to make a rack, then show **VISUAL AID:** Dish Drying Rack and explain how to make one.

Instructions for Building a Dish Drying Rack:

Gather:

- 4 large branches with a “Y” at one end; these should be at least as long as your arm and thicker than your thumb.
- 4 medium sticks, all about the same size.
- 10-20 thinner sticks, all about the same length.
- Sisal, banana leaf, palm leaf, or any kind of twine or string you have on hand.

Build:

1. Plant the Y branches firmly in the ground with the Y up to the sky. (Remember to choose a place that is typically sunny). The sticks should make the 4 corners of a square or rectangle. These will be the legs of the drying rack.
2. Place the 4 medium sticks on the Ys to make the frame of a rectangle or square. Tie the corners together.
3. Make a crisscross pattern with the thin sticks and tie the joints together.



Now you have a drying rack!

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.
2. When the dishes are dry, place the dishes inside the house OR cover them with a clean cloth so the dishes will not get dirty.

Application

SMALL GROUP DISCUSSION

- What can you start doing this week to provide safer food for your family?
- Can you name one or two things you learned today that you can share with others this week?

Mini-Lesson: Nutritious Food

Main Idea

Good food is needed for a person to grow well, work hard, and stay healthy. Many common sicknesses come from not eating enough nutritious food.

Materials

- Visual Aids: Nutritious Food cards (4) (print and cut in half)

Introduction

LARGE GROUP DISCUSSION

- How can you tell if a child is well fed?
 - *Full of energy, running around, playing, asking many questions.*
 - *Bright eyes, chubby cheeks.*
- How do they look and act when they do not have enough food?
 - *Lethargic, whining, constantly asking for food, no energy.*
 - *Dull eyes, dry lips, swollen bellies.*
- What challenges do people in the community have to get enough healthy food for their family?

A person who does not eat enough food or enough nutritious food will become weak and often sick. This is called **malnutrition**. Along with the things you mentioned already, poor nutrition can cause:

- Children not to grow tall or strong.
- Children to do poorly in school because they cannot learn or remember well.
- Our bodies to be too weak to fight off germs and sickness—so we get sick more often and the sicknesses are more severe.
- Babies to be born small and weak when the mother is malnourished.
- Nursing mothers to be more tired or even be unable to produce enough milk.

So, it is very important for the whole family to eat nutritious food.

Providing Nutritious Food – The Four Food Groups

LARGE GROUP DISCUSSION

God designed our bodies to need a combination of different foods every day. Some foods give us energy, others make our muscles strong, some build our teeth and bones, others keep us from getting sick.

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

1. **Feed children more often**—Children do not eat as much at meals, so they are healthiest when they eat more often. It is very good to give children healthy snacks (helper foods) between meals.
2. **Add Helper Foods to our Main Foods**—these foods provide the energy our bodies need. They will protect our bodies from sickness and help children grow properly.

All food can be divided into food groups. Each food group has a different function in the body. We will look at four food groups: Main Foods and three Helper Foods.

Main Foods:

- What is the main food that your families eat with every meal? (*Depending on your location, this may be rice, maize, millet, wheat, cassava, potato, breadfruit, or banana.*)

Main foods are good sources of energy and make us feel 'full'. **However, the main food alone is not enough to keep a person healthy.**

Facilitator Instructions: Use **VISUAL AID:** Nutritious Food 4 cards to identify the specific foods for each group and to show what foods are NOT healthy.

Helper Foods:

- What other foods does your family regularly eat in addition to the main food? *(If the group has trouble answering, ask them about fruits, vegetables, meats, beans, eggs, milk, and oils.)*

Helper foods are needed to keep a person healthy. And the more different foods we eat, the healthier we will be. Everyone needs these foods, but they are especially important for growing children, women who are pregnant or breastfeeding, and older people. We will look at three important helper food groups.

- 1. High energy helper foods.** These give us energy after our main food is used up; they also help children's brains grow and development. High energy foods include foods that are oily, fatty, or sweet. Examples:
 - Oils and fats (See if the class can name any: oils, butter, *ghee*, lard)
 - Creamy or oily foods (olives, avocado, fatty meat)
 - Nuts (coconut, groundnuts, almonds, walnuts, cashews)
 - Seeds (pumpkin, melon, sesame, sunflower)
 - Sugars (sugar, honey, molasses, sugar cane, jaggery, fruit)
 - What high energy foods do you already eat?
 - Which high energy foods could you add to what you eat in your family?
- 2. Body-building helper foods** have protein. Our muscles are made of protein, so foods with protein help our bodies grow taller and stronger. Our bodies also need them to build bone, teeth, and muscles. Examples:
 - Meat, chicken, eggs, fish
 - Milk, cheese, yogurt, and other dairy products
 - Beans and lentils
 - Nuts (groundnuts, walnuts, cashews, and almonds)—That is right, lots of foods help us in more than one way, so they can go in more than one place in our food groups chart.
 - How often do you eat these kinds of body-building foods?
 - Which body-building foods could you provide more often for your family?
 - Do you raise any animals that can help you get more body building foods?
- 3. Protective helper foods** are fruits and vegetables. They are full of important vitamins and minerals to keep us healthy, so we are sick less. They also make our skin, hair, and eyes bright and healthy. Different vitamins and minerals that we need turn fruits and vegetables different colours, so try to eat fruits and vegetables in many different colours. Examples:
 - Dark green leafy plants, carrots, onions, broccoli, cabbage, pumpkin, squash, peppers, avocados, tomatoes
 - Fruits – mangoes, oranges, papayas, ripe bananas, pineapple, grapes, and guava.
 - What colours are the fruits and vegetables you regularly eat?
 - Do you have a garden to grow your own colourful protective foods? What colours are in your garden? What colours do you need to add more of?

Application

SMALL GROUP DISCUSSION

- Which helper foods are difficult to provide for your family regularly? What makes it difficult?
- What ideas do you have to overcome these challenges?
- How could you work together to provide more nutritious food in your community?

Facilitator Instructions: Encourage the group to think of ways to help each other and especially how to help those in the community who are most vulnerable to malnutrition—elderly, young children, and pregnant or nursing mothers.

REPORT BACK – Ask for volunteers to share their plan with the group. Pray as a group that God will help them to implement the changes and help them to improve their health.

Mini-Lesson: Healthy Habits Review

Main Idea

Healthy habits can prevent sickness and improve our overall health.

Materials

1. Visual Aids: Healthy Habits posters (4 posters with 2 habits on each page)

Introduction

SMALL GROUP DISCUSSION

- What things do you do to stay healthy and to keep your family healthy?
- What new ideas have you put into practice over the past few weeks?

REPORT BACK

Healthy Communities Practice Healthy Habits

LARGE GROUP DISCUSSION

Healthy communities are made up of healthy households that practice healthy habits. A habit is something that we do regularly or automatically without having to think about it. A practice becomes a habit when we no longer have to think about it often.

LARGE GROUP ACTIVITY

Facilitator Instructions: As you go through the lesson below, show the **VISUAL AID:** Healthy Habits posters as you review each practice that has been learnt over the past few weeks. Ask the group to decide if that habit is a common practice in their community. Put the posters into piles for ‘most do this’, ‘some do this’, or ‘few do this’. After all posters have been categorized, have the group look at the habits in the ‘few do this’ pile. Ask them to think of reasons why people do not practice this and ways to overcome those barriers.

We are going to review 7 healthy habits from the health lessons we have already studied. If we all practice these habits, we will have less sickness in our community. So, together we will see if:

1. Many people are practicing this habit OR
2. Some people practice them regularly OR
3. This is not practiced much

After we review each poster, I will ask you to decide how much the habit is practiced in your community. We will put each habit in the category of ‘most people do this’, ‘some do this’, or ‘few people do this.’

Eight basic healthy habits are:

1. Maintain cleanliness and hygiene of our bodies, houses and compounds.
 - Regularly washing our bodies, clothing and bedding
 - Using latrines
 - Rubbish pit
 - Keep animals penned

2. Wash hands with soap before preparing and eating food and after ‘germ’ activities.
 - Hand washing area with soap near food preparation and eating areas
 - Hand washing area with soap near latrine

3. Keep the community clean.
 - Clean water, roads, school compound, and clinic

4. Use a latrine.
 - Latrines that are far away from water and food sources
 - Even children use the latrine
 - Keep the latrine clean and control flies

5. Use pure water for drinking, washing, and food preparation.
 - Purifying water with boiling, bleach, filter, or SODIS

6. Safe food preparation.
 - Clean cooking areas
 - Drying racks for dishes
 - Keeping raw meat from spreading germs to other foods
 - Cooking meat thoroughly to kill germs

7. Provide nutritious food for the whole family.
 - Energy helper foods (fats and sweets)
 - body-building helper foods (protein)
 - protective helper foods (fruits and vegetables)
 - feeding children several times per day



Now let’s see how we are doing practicing these habits.

- Which habits are we practicing most? *(Read out the posters in the ‘most’ area. Lead the group to cheer and celebrate this).*
- Which habits are practiced by only some or very few? *(Read the posters held by the volunteers standing in the ‘some’ and ‘few’ areas.)*

Application

Facilitator Instructions: Divide the class into small groups, making the same number of groups as there are healthy habits cards in the 'some' and 'few' piles. Give each group one of the cards and have them discuss the following questions.

SMALL GROUP DISCUSSION

- What obstacles keep people from doing this healthy habit?
- Which obstacles are the hardest to overcome?
- What could help us overcome these obstacles?

In your small groups, pray about these obstacles, ask God for help to overcome the challenges. Take time to listen to God to receive wisdom.

REPORT BACK – Allow groups to share the hardest obstacles to overcome to practice these healthy habits and any wisdom or solutions the discovered talking and praying together.

Mini-Lesson: Care for Mothers and Newborn Babies

Main Idea: Husbands and families can provide good care for mothers and newborn babies to be healthy.

Materials – none

Introduction

LARGE GROUP ACTIVITY

Facilitator Instructions: After the first person answers a question, ask the rest of the group how many have the same answer. (For instance, if the first person says they were born at home, ask the rest of the group, 'How many of you were also born at home?' Then ask if there is different place someone was born and see how many others were born there as well). Do this until you have found all the different answers for the question and then move on to the next.

- Where were you born? (At home, a clinic, a hospital)
- Where were your children born? (At home, a clinic, a hospital)
- What are the advantages and disadvantages of having a child at home? In the hospital or clinic?

Mothers and newborn babies need special care in the first few weeks after a baby is born. This is a time when fathers, family, and neighbours have an opportunity to show God's love to them.

Caring for Mothers

LARGE GROUP DISCUSSION

New mothers need lots of extra care to help their bodies recover from giving birth and allow them to regain her strength.

1. New mothers need to take time to rest for a whole week after delivery. They should get plenty of sleep and only do light work. The rest of the family can help with things like doing the gardening, lifting heavy things, carrying water, and looking after older children.
2. A new mother needs to eat lots of helper foods and needs to eat more often in the day in order to produce milk for her baby and regain her strength. A mother needs a lot of proteins, fats, and fruits and vegetables.

3. Make sure new mothers drink plenty of liquids. Producing breastmilk takes a lot of water from the body and, as we learned in our lesson about diarrhoea, dehydration is dangerous.
 - Does anyone remember what is good to combat dehydration besides water? (*coconut water, juice, ORS*)
 - Can anyone tell us the recipe for ORS?
4. The majority of mothers who die from childbirth, die in the first 2-7 days after delivery. The first 48 hours after a woman delivers are the most important!

Watch for any danger signs in women who have just given birth:

- Fever
- Severe headache with blurred vision
- Difficulty breathing
- Heavy vaginal bleeding is normal after birth, but it should decrease over the first few days. If it *increases*, there may be something wrong.

If you see any of these signs, go to the medical clinic immediately!

5. Women who are breastfeeding should not take any medicines. Anything they eat or drink—including medicine—will make its way to their breastmilk, and medicines are not safe for newborn babies.

Facilitator Instructions – review these five points again and make sure that the class has remembered them.

- Which of these ideas are commonly practiced in our community?
- Which are not so well known?
- How can we help new mothers put into practice the ideas that are not so common?

Caring for Newborns

LARGE GROUP DISCUSSION

- How common is it for babies to die during birth or soon after?
- How does this effect the family?
- How does the community respond?

God wants all children to live and grow. Whenever a baby dies, we can be sure that God grieves along with us. Not all newborn deaths can be prevented, but many can. Let's look at what we can do to help babies live and grow healthy.

1. Caring for a baby starts *before* it is born. It is very important that pregnant women are provided enough to eat and plenty of clean water so that the baby will develop in the womb as God intends.
2. As soon as a baby is born, wipe it clean with pure water, dry it gently with a soft, clean cloth, and give it immediately to the mother. Skin-to-skin contact with the mother helps the baby to be warm enough. If the room is cold, put a blanket over the baby.
 - a. Is it true that a newborn baby should not be bathed until the cord falls off?
TRUE! The stump of the cord should be kept dry until it falls off. But the baby can be gently cleaned with a clean, soft, damp cloth.
3. BEGIN BREASTFEEDING RIGHT AWAY. Breastmilk is God's perfect food for babies:
 - a. The first milk (thick and yellow) protects the newborn baby from illness and helps the baby grow strong. Even if it seems like no milk is coming at first, continue to offer the baby the breast—even a very small amount of first breastmilk will help the baby be healthy.
 - b. Breastfeed often – at least every 2 hours to help mama's second milk (white and thinner) to come in and continue.
 - c. Give babies ONLY breastmilk for the first 6 months. It is God's perfect food for them with everything they need to grow and be healthy. Do NOT give them any other food or liquids. It is best not to give extra water or teas, even in hot weather.
 - d. Severe malnutrition occurs most often in babies who stopped breastfeeding early or suddenly. Some mothers stop breastfeeding because they think that their milk is not good enough for

their baby or that they're not making enough milk. Don't stop. DO increase the amount of food and water given to the mother, to help her produce enough milk.

- e. Keep giving breast milk, if possible, until the baby is 2 or 3 years old. When the baby is 6 months old, start giving other foods in addition to breast milk. Always give the breastmilk first, and then the other foods. It is good to start with a thin porridge made from the main food such as maize meal or rice cooked in water or milk. Over the next few months, slowly introduce new foods that the family eats (new foods need to be well cooked and mashed). **Do not stop giving breast milk suddenly.** Breastmilk will still be the main source of nutrition for the baby until they are about one year old.
 - f. If it is not possible to breastfeed a baby, feed her with a cup and spoon. **Do not use a baby bottle** because it is harder to keep clean and more likely to cause an infection. But remember, you should only do this if you cannot breastfeed, breast milk is the perfect food, designed by God for babies.
4. Keep the baby clean—and in a clean place. Try to keep them from putting dirty things in their mouth.
 5. Do not give babies medicines unless prescribed by a doctor.

Application

SMALL GROUP DISCUSSION

- What are some of the new ideas that you learned in this lesson?
- Are there any pregnant women or new mothers you know of? How could the church show them love?

Section 2: COMMON ILLNESSES

Mini-Lesson: Dehydration & Diarrhoea

Main Idea

Diarrhoea and Dehydration (a lack of water) can be serious especially for babies and children. It can lead to death, but it is easy to treat with ORS.

Materials

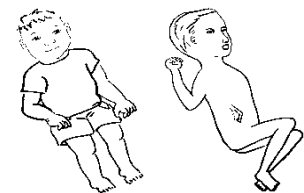
- Visual Aids:
 - a. Pictures of Two Flowers (optional)
 - b. Two Children
 - c. How to Make A Rehydration Drink – ORS (make copies for small groups)
- Other materials:
 - a. A healthy flower and a dead flower (optional)
 - b. Yoghurt container (or similar) with a hole in the bottom and tape or a sticker over the hole (if you do not have tape, stop the hole with your finger)
 - c. Bottle or cup with extra water in it
 - d. Water, salt, sugar, and cups to make ORS rehydration drink

Dehydration

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 use the **VISUAL AID:** Pictures of Two Flowers). You will also need the **VISUAL AID:** Two Children and the yoghurt container or water bottle with a hole in the bottom and some extra water.

1. Look at the two flowers here (or **VISUAL AID**).
 - 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**). One of these babies looks healthy but the other looks skinny and dry.
 - What is needed by both the flower and the baby? (**water**)



Just like the flowers, for us to live we need to have water. In fact, water is the biggest ingredient in our bodies. We are healthy when we have enough water in our body. But when our body loses too much water, we get dry. That is called dehydration, and it is very dangerous.

Facilitator Instructions: Hold up the container with the hole and fill it with water (either have the hole covered with a piece of tape or cover it with your finger). Now unplug the hole and allow the water to drip out. Say:

When a person has diarrhoea, their body loses much water. (Start to pour more water into the top of the container.)

If the water going INTO the body equals the same amount as the amount going OUT of the body, then their body will not become dry. The person will not die. If the body becomes dry, then they can die. This is especially dangerous for children. People do not die from diarrhoea but from dehydration.

Treating Diarrhoea with ORS (Rehydrating Drinks)

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 diarrhoea, you need to replace the water that is lost with water that has a little salt and sugar in it. This mixture is called ORS, and it is easy to make. If you drink enough ORS when you have diarrhoea, your body will not become dry. ORS will put back into the body what is being lost. Replacing fluids that are lost by diarrhoea or vomiting can save lives!

Today, we will learn how to make ORS with the correct mixture of water, salt, and sugar so that we are replacing exactly what your body needs.

There may be ORS packets available that can be mixed with water or ready-made drinks. The advantages to making your own is that it is always available, it is easy to make, and it is not expensive.

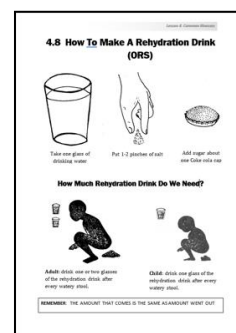
LARGE GROUP DEMONSTRATION

Facilitator Instructions: Use **VISUAL AID:** *How to Make ORS Rehydration Drink* to show the steps to make ORS. Then demonstrate the proper procedure for the class.

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. (If you do not want to throw the too-salty water away, add more water until it tastes like tears, remembering to adjust the amount of sugar as well). Stir and it is ready to drink.

SMALL GROUP ACTIVITY (OPTIONAL)

Facilitator Instructions: Have water, salt, sugar, and cups prepared so groups can practice making ORS.

In groups of 2-3, practice making the ORS.

LARGE GROUP DISCUSSION

Facilitator Instructions: Show bottom of the Visual Aid: *How Much Do We Need?*

How Much ORS Do We Need?

1. When a person has diarrhoea, give ORS after every watery stool. Do not wait for signs of dehydration—begin giving ORS right away! Remember, you need to take in as much as goes out. To replace the fluid that was lost:
 - Adults need 1 or 2 glasses for every watery stool (8 glasses / 2 or more litres per day).
 - Children over 2 years of age need 1 glass of ORS following each watery stool.
 - Children under 2 years of age need half a glass of ORS after every stool, as well as breastmilk.
2. When a child is vomiting, you should also give them ORS. Even if the child vomits after drinking the ORS, not all of it will be vomited up. 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 all day and night.

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

Here are a few more tips for caring for a person with diarrhoea:

1. **Give lots of liquids to drink.** Along with ORS, other liquids are also helpful: fruit juice, coconut water, and thinned cereal.
2. **At first the diarrhoea may increase.** That is because the body has more water (just like the water dripping out of the cup increased when I poured more water in). Do not worry! Keep giving ORS!
3. **Keep giving food.** As soon as the sick person will accept food, allow him to eat any foods he likes and accepts.
4. **For babies, keep giving breast milk.** Offer the baby the breast often and before offering other liquids. Use a clean spoon to give ORS or other liquids, and not a bottle.
5. **Keep giving ORS day and night as long as diarrhoea or vomiting continues.**

Review

LARGE GROUP DISCUSSION

Facilitator instructions: Hold up the picture of the dehydrated baby again.

This baby is dehydrated.

- What are some signs of dehydration? *(tell them any signs the group does not say)*
 - *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*

Even if a young child does not have diarrhoea, if they show these symptoms of dehydration, we should give them ORS, juice, and other liquids right away.

Let's review what we have learned in this lesson.

- What is ORS? *(Water with salt and sugar)*
- Why should we use it? *(To replace what is lost, to prevent dehydration)*
- How do you know if you have used the right amount of salt in the ORS? *(It should taste like tears, no saltier)*
- How much sugar do you use in one glass of water? *(1 tsp)*
- How much ORS should you give an adult? *(1 or 2 glasses after every watery stool)*
- How much ORS should you give a child? *(up to 1 glass after every water stool)*
- What should you do if the person begins to vomit? *(keep giving ORS, a sip every few minutes)*
- What are some signs of dehydration?

Mini-Lesson: Fever

Main Idea

We will recognise and be able to treat fevers and learn when a sick person might need a doctor.

Introduction

LARGE GROUP DISCUSSION

Today, and for the next few lessons, we are going to talk about common illnesses, like colds and flu. Do you know any symptoms for these illnesses?

- *Fever*
- *Headache*

- Stuffy nose
- Runny nose
- Earache
- Sore throat
- Coughing
- Sneezing
- Vomiting
- Tiredness, lethargy
- Achy body

Facilitator Instructions: Allow a few minutes for people to list symptoms. If any of these are not said, point them out.

These are all common symptoms that we can usually care for at home. We can help the sick person feel more comfortable, and the sickness will go away on its own in a few days. In this lesson we will focus one of the most common symptoms and how to treat it—fever.

Fever

LARGE GROUP DISCUSSION

A fever is a common symptom for many illnesses. It is not an illness itself. Fever is the body's way of fighting germs that have gotten inside the body and are causing sickness. It helps us know 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 by:

1. Using a thermometer to take their temperature
2. 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. If they feel hotter than you (and you are healthy), they have a fever.



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.

- 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 Treat A Fever:

Facilitator Instructions: You can use a doll, child, or volunteer in the group to demonstrate this.

A mild fever does not need any treatment. It will usually go away on its own in a few days. It is important to notice when the fever starts, how hot it is, and how long it lasts. This may help identify the illness that has caused the fever.

If a person is very hot, we need to help cool them down. Especially if the person with a fever has been working in the hot sun, then they likely have heat stroke. It is important to reduce this fever right away. Sometimes a person with a fever may feel cold, but when you touch them, they are hot. We should keep the person cool. Here are a few ways:

1. Drink plenty of liquids like water, coconut water, or juice. A person with a fever can become dehydrated, and we know from our lesson on diarrhoea that dehydration is dangerous. We must replace the water that is lost. Drinking cool liquids also helps the body to cool down.
2. Wipe the person with a wet cloth. For a child or someone who 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.

3. Remove most of their clothing leaving only cool, light clothing on the person.
4. Open windows and put the person where there is a breeze. Fan the person.
5. Take paracetamol (Tylenol). If a person has a high fever, then they can take paracetamol to help lower the fever. Talk to the pharmacist to make sure 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. If a child has a fever, it is important NOT to give aspirin.
6. NEVER wrap the person with a fever in blankets or clothing. Wrapping a person with fever keeps the heat in, which is dangerous and may cause convulsions. This is especially dangerous for young children.

When should you take someone with a fever to get medical help? *(If any of these are not said, point them out.)*

- *If you suspect malaria – the person may need to start taking medicine immediately*
- *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 is high for 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 there is a bad cough and/or rapid breathing with the fever*
- *If there is vomiting or diarrhoea with the fever and ORS does not help*

SMALL GROUP ACTIVITY

Facilitator instructions: Divide into groups of 3 or 4. Have each group think of hand motions for the 6 ways to treat a fever. After 5 minutes, bring the groups together and have them demonstrate their hand motions for the whole group.

Application

Next time we meet, we will look more closely at other symptoms of common illness and how to treat them.

For now, can you think of one person who isn't here today who you could teach about fevers and how to treat them? Tell the person sitting next to you who you plan to share this with.

Mini-Lesson: Treating Common Symptoms – Stuffy Nose, Sore Throat, and Coughing

Main Idea

We can treat a stuffy nose, sore throat, and coughing to make a sick person more comfortable and help them recover faster.

Materials

- Visual Aids: Stuffy Noses, Sore Throat, Coughing poster

Introduction - Review

LARGE GROUP DISCUSSION

Last time we met, we learned about fevers, the most common symptom of illness. Does anyone remember the hand motions you made up for the 6 ways to treat fever? *(Give several people the chance to demonstrate).*

Fever is a common symptom of different illnesses. Stuffy or runny noses, sore throat, and coughing are also common symptoms. Like a fever, they tell us that something is wrong with our body. So, we need to pay attention, so we know how to get well.

Other Common Symptoms of Illnesses

LARGE GROUP DISCUSSION

Facilitator Instructions: Show the **VISUAL AID:** Runny Noses, Sore Throat, and Coughing as you discuss each symptom and way to treat them. Hang them up on the wall.

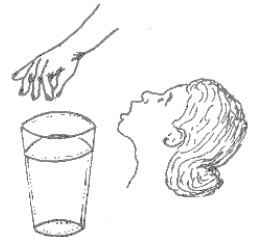
Stuffy or Runny Noses – A stuffy or runny nose is often the result of a cold or allergy.

To clear a stuffy nose:

1. **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.
2. **Older children and adults:** Mix 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 saltwater. **CAUTION: Use decongestant drops no more than 3 times a day, for no more than 3 days**
3. Wipe a runny nose and be careful of blowing too hard, which can cause earaches or sinus infections.
4. Take some decongestion syrup from the pharmacist.



Sore Throat – Home remedies are usually all that is needed for a sore throat. These tips may help you feel better. Gargle with warm saltwater to help reduce swelling and relieve discomfort: Gargle at least once each hour with 1 teaspoon of salt dissolved in a glass of warm water (you may add turmeric as well). Gargle by mouthfuls, then spit it out. **Do NOT swallow the saltwater but spit it out after gargling.** This will make a sore throat feel better. Herbal tea, hot water with honey and lemon, and warm bone broth are also very good for a sore throat.



Coughing – Coughing can be a good thing because it is God's way of helping to clean out the air passages when we have congestion. 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.**

To help reduce coughing:

1. Drink lots of water, tea, and bone broth.
2. Breathe in steam. 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. Mint or eucalyptus leaves can be added to the water. **CAUTION:** Do not use eucalyptus or *Vaporub* if the person has asthma. They make it worse.
3. For a dry cough, we can use home remedies:
 - a. Mix equal parts honey and lemon juice mix. Take a small spoonful every 2-3 hours.
 - b. 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; for children 1 teaspoon every 3-4 hours.
4. If the cough does not go away after 2 weeks, go to the doctor to find out what sickness is causing the cough. Below are some of the problems that cause coughs that need a doctor's attention:
 - Bronchitis
 - Asthma

- Pneumonia
- Measles
- Smoking
- Tuberculosis

- What other teas or remedies are common here for treating sore throat and coughing?

SMALL GROUP ACTIVITY

Facilitator Instructions: Give each group one of the common symptoms (stuffy or runny nose, sore throat, coughing) to review and create a role play to show what to do to reduce the symptom.

REPORT BACK – Ask each group to do their role play for the whole group.

LARGE GROUP DISCUSSION

When one person in the family gets sick, how often do others get the same sickness?

Along with treating these symptoms, we can help stop the spread of sickness to others by:

- Sneezing or coughing into our elbows
- Washing hands often—especially before touching your face, nose, or mouth and after caring for a sick person.
- Wash anything that has been in the sick person’s mouth.
- The sick person should not share a glass, dish, utensils, or a bed with anyone else.

Application

LARGE GROUP DISCUSSION

- What is one thing you learned today that you can share with others this week?

Mini-Lesson: Treating Common Symptoms – Vomiting and Headaches

Main Idea

We can treat vomiting and headaches to make a sick person more comfortable and help them recover faster.

Introduction

LARGE GROUP GAME

We’re going to play a game to see if you know how to keep food safe. I’m going to tell you a practice, and you raise your hand if you agree that is a way to make sure food is safe to eat.

Facilitator Instructions: After each item, give the group a chance to raise their hands. Then share the correct answer.

Should we?

- Wash hands before preparing food (*Answer: YES!*)
- Eat fruit right off the tree—it is already clean because it grows on trees. (*Answer: NO! All fruits and vegetables that you don’t peel need to be washed with pure water*)
- Cook meat thoroughly (*Answer: YES! When juice run clear, the meat is safe to eat*).
- Keep flies away (*Answer: YES! Flies spread germs that make us sick.*)
- Stack dishes in a cupboard or crate immediately after washing (*Answer: NO! Allow dishes to dry in the sun first. Sunlight kills germs.*)

- Use clean dishes and utensils (*Answer: YES!*)
- Put a garbage pit near your cooking area to make clean up easy. (*Answer: NO! Don't put the pit too close to where you cook; it attracts flies and has germs.*)

If we carefully practice food safety, vomiting will be much less common. But we also need to know what to do when vomiting does occur.

Vomiting

LARGE GROUP DISCUSSION

Vomiting (like diarrhoea) is most often caused by germs that get into our bodies through food, water, or unwashed hands. After our bodies get all the germs out, we start to feel better. To help control vomiting:

- Sip ORS, cola drink, carbonated water, or herbal tea
- Do not eat anything when vomiting is severe or violent

Occasionally vomiting can be a sign of a serious illness. Seek medical help if:

1. Severe or violent vomiting lasts more than 24 hours
2. Vomiting of blood
3. Dehydration that you cannot improve with fluids

Headaches

LARGE GROUP DISCUSSION

- Have you ever had a headache?
- Are there certain times of the day or certain seasons when you most often get headaches?

Facilitator Instructions: Show the **VISUAL AID** poster: *Headache*

Most headaches can be controlled by rest and drinking water (or coconut water, juice, or ORS). Often, headaches are a symptom of dehydration. Headaches are also 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.
- If the headache does not go away after a day or two, ask a pharmacist for migraine medicine and take it consistently as prescribed until the headache goes away.

LARGE GROUP ACTIVITY

Divide everyone into two groups—the vomit group and the headache group! In your groups, you have a few minutes to remember everything you can about this one symptom. After five minutes, the 'vomit' group will tell us everything they remember about what causes vomiting and how to treat it. The other group will tell them if they forgot any details or got anything wrong. Then the groups will switch roles and the 'headache' group will tell us all about headaches.

Facilitator instructions: You may allow the group that is judging to look at the **VISUAL AID** for the other group's topic. For example, when the 'vomit' group is sharing, the other group may compare what they share to the Visual Aid: Vomiting.

Application

WITH A PARTNER

- Which of these ideas have you tried when you have had a headache or vomiting?
- What new idea would you like to try next time you or a family member has these symptoms?

Mini-Lesson: Using Home Remedies and Pharmacy Medicine

Main Idea

We need to know how and when to use natural home remedies and medicine from the pharmacy to treat illnesses effectively and safely.

Materials

1. Visual Aid: Making Lemon Ginger Medicinal Drink (Optional)
2. Visual Aid: Medicine Dosage poster and cards (cut the 4 cards apart)
3. Lemon ginger medicinal drink (enough for everyone to try) – water, lemons, fresh ginger, honey, and garlic (optional)
4. Cups for everyone

Introduction

- Do you make any special drinks when people get sick? What are they?
- What other home remedies do people commonly use?

LARGE GROUP ACTIVITY (OPTIONAL – if this drink is commonly used skip this activity)

Facilitator Instructions: Explain that this is a common type of drink made around the world for when people are sick. Either use the **VISUAL AID: Making Lemon Ginger Medicinal Drink** to demonstrate how to make it or you may ask some of the women in the church to make this drink so everyone has some of the drink to try.

Home Remedies

LARGE GROUP DISCUSSION

When we talk about home remedies, we are NOT talking about witchcraft or traditional religion healers that use ceremonies, incantations, and worship of other gods or talking with spirits. We are talking about ways to use natural things to help people feel better. God has given us some simple remedies to keep us healthy and help us recover quickly when we are sick:

- Colourful **fruits and vegetables** have the nutrients our bodies need to fight illness. So, eat lots of them!
- **Sleep** is the time for our bodies and minds to be restored. We should always try to get enough sleep. When someone is sick, the best thing for them is often to sleep more.
- **Fluids**—drinking plenty of water and other liquids ensures the sick person does not become dehydrated and helps the body fight sickness. Juice also has vitamins from fruit, and tea or medicinal drinks can have beneficial herbs. Here are two helpful medicinal drinks:

- Ginger and honey – for evaporating mucus, helping a cough, or soothing sore throat (some people add lemon).
- Basil, garlic, and honey – for a severe cough.

Here are some more home remedies that work well:

- A drop of garlic or onion juice into the ear for an earache
- Gargling warm saltwater for a sore throat (we learned about this last week)
- Steam inhalation (from last week) for a cough, stuffy nose, or sore throat
- Warm bone broth soothes a sore throat and is very nourishing to the body. This is especially good for someone who isn't able to eat or doesn't feel hungry because of sickness.

Medicine from the Pharmacy

Some diseases can be treated better with medicine from the pharmacy. If home remedies do not seem to be helping or you suspect a serious illness, it is best to get medical help. However, most modern medicines can be harmful if they are not used correctly. This is even true for medicines sold in pharmacies and local stores. **It is very important to carefully follow the instructions for how much medicine to take and when to take it.** Taking too much medicine can cause serious harm or death.

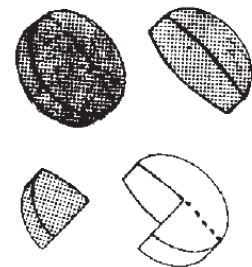
Pregnant women, elderly people, and young children should NOT take any pharmacy medicine without a doctor's or nurse's approval. If any medicine is making you feel worse, **immediately** get help from a doctor or nurse.

How to Measure and Give Medications

Facilitator Instructions: Show **VISUAL AIDS:** Medicine Dosage poster and explain.

Instructions are sometimes written with parts of a whole tablet or capsule.

- 1 tablet = one whole tablet
- 1/2 tablet = half of a tablet
- 1 1/2 tablet = one and one-half tablets
- 1/4 tablet = one quarter, or one-fourth of a tablet



Be careful to only give medicine in the recommended amounts.

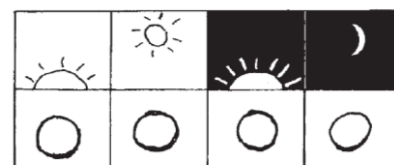
Following Instructions

Facilitator Instructions: Show **VISUAL AIDS:** Medicine Dosage cards as you explain each one.

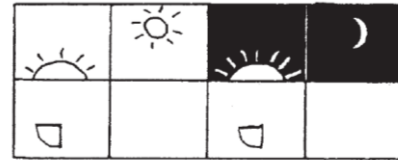
Whenever you get instructions to give medicine to someone else, make sure you understand the instructions very clearly. Repeat what you understand about how and when to take the medicine. If you do not read, ask the health care provider to draw the instructions to help you know when to give the medication and how much medication to give.

For example:

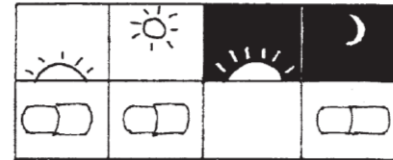
This means 1 tablet 4 times a day – morning, midday, evening, night



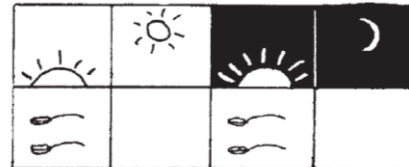
This means ¼ a tablet 2 times a day – morning and evening



This means a full capsule 3 times a day – morning, midday, and night



This means 2 spoons of medication 2 times a day – morning and evening.



LARGE GROUP ACTIVITY

Facilitator Instructions: Mix the dosage cards up, show them one at a time, and have the group tell how much and how often to give medicine. OR set the dosage cards around the area, then say dosage instructions (for example, '1/4 tablet morning and evening') and have people go to stand near the correct card.

Relying on God and Asking Him to Heal Us

LARGE GROUP DISCUSSION

Recognising symptoms and knowing how to care for people when they are sick is a way that we can show God's love to our family and the most vulnerable. But, of course, we also want to remember that God our Father is our healer. He can give a miraculous healing. But often he wants to give us wisdom as we 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, James 1:5, 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 can give us wisdom at all times, and He has the power to heal the sick.

Conclusion

Home remedies and medicine from the pharmacy can help us feel better when we have common illnesses. However, if an illness lasts longer than 2 weeks or if taking the medicine makes you feel worse, you should go to a clinic for medical help. You may have a more serious illness.

Mini-Lesson: Malaria

Main Ideas

Malaria is serious especially for children and must be treated by a medical clinic. We can prevent malaria if we work together to control mosquito growth and protect our skin between 6pm-6am.

Materials

1. Visual Aids: Preventing Malaria poster

Facilitator Instructions: In this lesson, use the group discussions to see what the group already knows and what things they do to prevent and treat Malaria. You can skip parts that they know and focus on new information, challenges they have, and what they can do together to prevent malaria.

Introduction

LARGE GROUP DISCUSSION

- Do you know anyone that has malaria right now?
- How common is it in this community?
- What are the common beliefs in this area about how people get malaria?

Let's see how well you know this enemy! Can you get malaria from:

- Eating certain foods? (*no*)
- Touching or being around another person with malaria? (*no*)
- Drinking from the same cup as a person with malaria? (*no*)
- Sharing a bed or clothes with a person who has malaria? (*no*)
- A curse? (*no*)
- Mosquito bite? (*yes!*)



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

SMALL GROUP DISCUSSION

- What are some of the symptoms of malaria for adults? For children?

REPORT BACK

Common symptoms of malaria:

Adults:

- | | |
|---|------------------------------------|
| ▪ Joint pain (general ache) | ▪ Nausea |
| ▪ Headache | ▪ Possibly vomiting and diarrhoea. |
| ▪ Backache | ▪ No appetite |
| ▪ Fever (may have a chills-fever-sweat cycle that reoccurs every one to two days) | ▪ Muscle weakness |
| | ▪ Anaemia |
| | ▪ Eye pain |

Children:

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

Treatment for Malaria

LARGE GROUP DISCUSSION

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

Basic Principles for Treating someone with Malaria

If you suspect malaria, go to a health centre for a blood test right away. Malaria medicine works well when it is given right away when symptoms start. The longer you wait to get medicine, the worse the sickness will be. If malaria is common in your area and there is no clinic nearby, treat any unexplained high fever as malaria. Malaria is most dangerous for children under six years and pregnant women.

If there is no doctor near you, buy malaria medicine (tablets) at the pharmacy and follow the dosage directions on the package. Keep giving the tablets for the full course of treatment. If the sick person gets better with the medicine, but after several days the fever starts again, they may need another medicine. If possible, take them to a health clinic.

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. A fever will dry out the person's body very rapidly (the same for vomiting and diarrhoea). Who remembers the signs of dehydration? Who remembers the recipe for ORS?

Let the sick person rest as much as possible and eat whatever they are able to.

Preventing Malaria

LARGE GROUP DISCUSSION

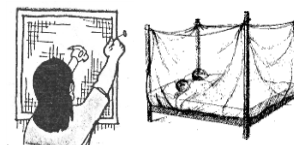
- What are some things you already do to prevent malaria?

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

1. We need to prevent mosquitoes from biting us, especially between 6pm-6am and during the rainy season. Malaria occurs more often during hot, rainy seasons. Malaria mosquitoes usually bite between 6pm and 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 reduce the mosquitoes in your community, you need to remove any places where there is still water.

Facilitator Instructions: Use **VISUAL AID:** Preventing Malaria poster.

- Which of the four pictures can keep mosquitoes from biting us?
 - Sleep under a mosquito net (ideally treated with insecticide)
 - Use screens on windows
- 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*
- *Breastfeed babies. Breastfed children are less likely to get malaria.*
- Which of the four pictures can prevent mosquitoes from growing?
 - *Empty and destroy tin cans, old pots and other things that can collect rainwater*
 - *Trim weeds and grass near homes and the edges of the community*
- What are some more things that we can do to ensure that there are no places for mosquitos to breed in our community?
 - *Work with community members to drain or fill swampy areas, small ponds, potholes and pools of standing water.*
 - *Keep water tanks and pots covered.*
 - *Keep animal troughs away from the house.*
 - *Straighten the stream banks so that there will be a rapid flow of water.*



Application

SMALL GROUP ACTIVITY

Make a list of places you can think of in your community where water puddles or tall grasses and weeds grow.

- What could be done?

REPORT BACK

Facilitator Instructions: Have each group share ideas.

Make a plan together to do one thing to prevent malaria.

Mini-Lesson: Worms

Main Idea

Worms cause serious sickness, misery and even deaths. Cleanliness and healthy habits help prevent worms.

Materials

1. Visual Aids:
 - a. Common Worms pictures (4 pictures on 2 pages)
 - b. Preventing Worms poster

Introduction

- What types of intestinal worms are common in our community?
- Why are worms bad for you?
 - *They steal the food that the person eats, so the person with worms will become malnourished—thin, weak, and sick.*
- What do you do to treat someone who has worms?

Types of Worms

There are four common types of worms:

- Pinworm
- Hookworm
- Roundworm
- Tapeworm

LARGE GROUP GAME

Facilitator Instructions: Show the **VISUAL AIDS:** Common Worms 4 pictures, covering the information so that only the picture is showing. You can tape pieces of paper over the words, fold it so the words do not show, or cover it with your hand. Say, "Which worm is the roundworm, pinworm, hookworm, and tapeworm?" After the group guesses, reveal the answers.

Let's play a game to see if you know or can guess which worm is which.

- How to recognise **pinworms**:
 - They look like a white pin or a thread and can be seen in the stool.
 - They cause severe itching at the anal opening.
- How to recognise **hookworms**:
 - They are too small to be seen in the stool.
 - They make a person feel over-tired and weak. They cause stomach pain and diarrhoea. A person with hookworms will have pale gums, nails, and palms.
- How to recognise **roundworms**:
 - They are large, round, pink or white worms about as long as a man's foot, which can easily be seen in the stool.
 - A person with roundworms may feel weak and/or itchy and have stomach pain and a dry cough.
- How to recognise **tapeworms**:
 - In the intestines, tapeworms grow several meters long, but in the stool, it will look like flat, white pieces about the size of a child's fingernail.
 - A person with tapeworms will have stomach pain and lose weight.

Preventing Getting Worms

SMALL GROUP DISCUSSION

In small groups, come up with a list of ways you know of that people get worms.

- *Unwashed hands*
- *Contact with faeces*
- *Unsafe food preparation, including uncooked or undercooked meat*
- *Contaminated water*
- *Walking barefoot (hookworms in the dirt burrow into the bottoms of the feet)*

REPORT BACK

LARGE GROUP DISCUSSION

Facilitator Instructions: Show **VISUAL AID:** Preventing Worms poster to emphasize these points.

What can we do to prevent worms?

- wash hands
- wear shoes
- use latrines and keep it clean
- practice safe food preparation
- drink pure water (use SODIS, boiling, bleach, or filter)

Treating Worms

The best thing we can do is prevent worms with healthy habits. But if someone does show the symptoms of having worms, here are some things we can do:

- For **pinworms**, wash the anal area daily and use Vaseline (petroleum jelly) in and around the anus at bedtime to help stop itching. OR put a small piece of tape over the anus before bedtime; in the morning the worms and egg are often stuck to the tape. Do this for 6 weeks.
- **Roundworms** can be treated with this mixture: add 2 tablespoons of papaya juice and 2 tablespoons of honey or sugar to a large glass of warm, pure (boiled) water and drink. This is a one dose treatment but may be repeated one week later if necessary.
- Another home remedy that works against most worms is the **areca nut**. Is this nut common in your area? To make the medicine, pick ripe seeds, remove the outside, slice, and allow to dry for two days (or you can buy dried seeds at the market). Crush the seeds to powder and mix two spoonful of powder with food or juice. This mixture should be given once a day for three days anytime worms are suspected.
- Many common medications are sold at the **pharmacy** to treat worms: Ketrax, Padrax, Antepar, Piperazine, or Mintezol for most worms. For tapeworms, use Yomesan (niclosamide) OR Antiphen (dichlorophen). Talk with someone at the pharmacy to pick the right one and follow their instructions for dosing.

Sometimes a child can have worms for many years, causing their arms and legs to be very skinny. Because the worms have been there so long, the effects of the worms may just seem normal for that child. Therefore, it is a good idea to treat every child for worms at least once a year just in case.

Application

WITH A PARTNER

- What is one thing that you can start doing today to prevent worms for you and your family?

Mini-Lesson: Tuberculosis (TB)

Main Idea

Tuberculosis is a very contagious disease and it spreads easily when someone with the disease coughs germs into the air. So, anyone with a cough for more than a month should go to the medical clinic to be tested.

Materials

1. Visual Aid: Symptoms cards for TB and for the Common Cold (cut in half to make 2 separate cards)

Introduction – Review

LARGE GROUP GAME

Before we begin today, we are going to play a game to see how well we remember the healthy habits we learned before.

Facilitator instructions: Divide the group into 2 teams and remind them that there are 8 healthy habits (found in Mini-Lesson: Healthy Habit Review). Anyone who remembers a healthy habit and/or steps within the habit (for instance, ‘keep latrine clean’ is a step under ‘use latrine’—both are good answers) should stand up and say the habit/step to get a point for their team. The team with the most points after all the habits have been said wins. At the end, remind them of any healthy habits that were not mentioned by either team.

Very good remembering so many healthy habits! Practicing these helps prevent many illnesses we already talked about, and it also helps prevent Tuberculosis.

What is Tuberculosis?

LARGE GROUP DISCUSSION

- Have you heard of Tuberculosis or TB?
- Has anyone had TB or do you know someone who had or has TB? If so, tell us what you know.

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

Tuberculosis is very contagious. It is very easy to spread it to others who live in the same house. The good news is that TB can be cured. But sadly, many people die from this disease every year.

There is medication that will treat TB. BUT you have to take the medication until it is finished. Anyone infected with TB and not taking their medicines can easily spread the germs to others through coughing, sneezing, and living together. **TB is very contagious**—say that with me.

Tuberculosis can be prevented

If we are practicing our healthy habits, we can prevent TB. But there are a few more things we can do to help prevent TB from spreading to others.

1. Have children immunized against TB soon after birth (within one month).
2. Make sure that TB patients are getting treatment to stop the spread of TB and that they are taking their medication even after they feel better.
3. Teach your children (and urge adults to model it) to cough into their elbow with their head lowered.
4. Teach your family not to spit; spitting sends germs into the air and spreads them everywhere.
5. Teach people who are sick to greet people by saying, “You can shake my wrist because I’m sick.”

Tuberculosis can be treated

We need to recognise the signs that someone may have TB, so that we can make sure they get proper treatment. The symptoms are:

- 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)

In addition, children may show these signs:

- Swelling or lumps in the neck or belly
- Frequent fever and cough that comes and goes

If you suspect TB because of these symptoms, go to a health centre for treatment right away. A doctor will prescribe a combination of medicines that must be taken continuously for up to one year. **Do not stop taking the medicine, even if you feel better.** Take the medicine until a doctor says to stop.

LARGE GROUP ACTIVITY

Facilitator Instructions: Choose a volunteer. The volunteer will pretend they have either TB or a cold. They do not need to act it out but will answer questions about their symptoms. Give the volunteer the **VISUAL AID:** Symptoms card (either the one for TB or a cold – mix them up so it is random) and instruct them not to let the group see the card.

Have the group call out yes/no questions, like ‘has your cough lasted more than a month?’ or ‘Does your chest hurt?’ Once the group has asked multiple questions or thinks they know if it’s TB, they can call out the answer. If they are **WRONG**, point out the symptoms that show the right answer. If the volunteer ‘has’ TB, have them remind him to keep taking his medicine until a doctor says to stop.

Play 3-4 times with different volunteers until the class easily gets the answer right.

Application

SMALL GROUP DISCUSSION

- What is one fact you learned about TB today that you did not know before?
- What one healthy habit could you do more often (or teach your children to do more often) to prevent TB from spreading?

REPORT BACK

Section 3: First Aid

Mini-Lesson: Preventing Accidents

Main Idea

Taking time to think about ways to prevent accidents can protect your family and the community.

Materials

1. Visual Aids: Potential Accidents poster (make 4 copies)

Introduction

LARGE GROUP DISCUSSION

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

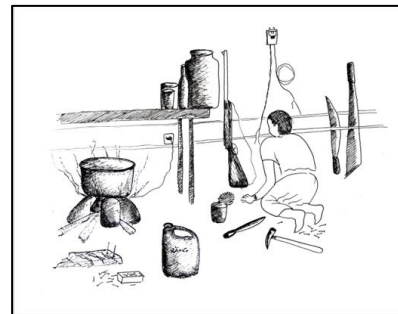
Facilitator Instructions: Keep asking the group until they have thought of as many examples as possible. If they cannot think of anything recent, then ask them to think back even further to the last few years.

Potential Accidents

SMALL GROUP DISCUSSION (3 groups)

Facilitator Instructions: Give each group a copy of the **VISUAL AID**: Potential Accidents poster and keep one for yourself. Give the groups enough time to find and discuss various problems in class.

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
 - Gun on the wall



2. For each of the potential accidents found, describe what injuries could happen because of these hazards and then explain what we should do differently to prevent accidents.
3. What are some other things in our homes and in our community that are not in this picture that commonly cause accidents?

REPORT BACK – 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.

Preventing Accidents, Burns, and Poisoning

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

- Clean the areas around the house, school, and community. Be sure that there are no glass, nails, or sharp objects left on the ground.
- Collect, burn, and bury all garbage.
- Put fences around water holes, wells, and steep areas where children might fall.
- Pound out or bend down nails that stick out of anything.
- Cut long grass that can hide sharp objects, snakes, or chiggers.
- Keep knives, sharp tools, or glass where children cannot get to them.
- Be sure that electrical wiring is not exposed or is close to the ceiling and out of reach. Never touch anything electric when you are wet. Water makes electricity shock a person easier.
- Teach children to stay away from the road when cars come.
- If your house is raised, 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.
- Do not leave a child by themselves near an open fire.

Preventing Poisoning

- Write the name of medicines and chemicals on the container (or draw a symbol).
- If you are not sure what is in a container, do not taste it.
- Do not keep kerosene or gasoline in containers that people ever use for water. Never put water in a container that has had insecticide, poison, or petrol in it.
- Do not let children eat strange berries or mushrooms.

Application

WITH A PARTNER

- Pick two things that were discussed today 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?
- What one or two things did you learn today that you can share with others this week?

Take time in the next few days to walk around your home with your family and find anything that could cause accidents. Talk about them with your children and make any changes that are needed. You could also walk with your family around the community and do the same thing.

Mini-Lesson: Basic First Aid for Cuts and Burns

Main Idea

Stop bleeding and clean all cuts. Cool, clean and cover burns and get medical help for serious cuts and burns.

Materials

- Water, cloths

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 wounded people. If possible, have people pretend to practice the steps on each other.

Introduction

LARGE GROUP DISCUSSION

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

- What accidents have you had in the community where someone was seriously cut or burned? What did people do to treat the injured person(s)?

Protect Yourself

Some diseases (like HIV) are passed through the blood. So, if someone is bleeding who has a one of these diseases, and their blood mixes with your blood, you could become infected. Here are some things you should do to protect yourself while helping someone who is bleeding:

1. If you have an open cut on your hand or arm, use the other hand to give first aid.
2. Be careful to not cut or prick yourself with anything when you are giving first aid.
3. If you do get blood on you, thoroughly wash it off with soap and water as soon as possible.

Treating Cuts

Facilitator Instructions: As you discuss each point, demonstrate it and have people practice in pairs.

When someone is cut, the most important thing to do is to **stop the bleeding**. People die from losing too much blood.

1. Stop the bleeding:
 - Use a clean, thick cloth to cover the wound.
 - Elevate the wound above the heart to slow the bleeding.
 - Press very firmly directly over the wound until the bleeding stops. This type of direct pressure will stop the bleeding of nearly all wounds. For small or shallow cuts, this may stop the bleeding in a minute or two. For deep cuts, it may take 20 minutes or sometimes more than an hour. Keep the pressure on until the bleeding stops! Applying pressure can be hard work—do not give up!
 - If the cut is severe, send someone to get help right away while you KEEP THE PRESSURE ON.

Never use mud, animal feces, kerosene, lime, or coffee to stop bleeding. These can cause infections!

2. After bleeding stops, clean the wound:
 - Wash with soap and cool, pure (drinking) water. It is necessary to get all the dirt out of the wound to prevent an infection. Gently but thoroughly clean the wound (rubbing alcohol or peroxide from the pharmacy can also help to prevent infection).
 - Cover with a clean cloth or bandage. Do not tie it too tight, though. If the person starts to feel cold past where you tied the bandage, loosen the bandage.
 - Change the cloth or bandage daily to keep it clean. Always wash your hands before changing the bandage.
3. If germs or dirt get into a cut any time as it heals, the cut can become infected. Infections are dangerous. These are warning signs of infection:
 - If the wound is red, hot, swollen, or if it has pus drainage or starts to smell bad
 - If redness begins to spread away from the wound
 - If the person develops a fever and/or chills, then the infection is spreading.

If a deep cut becomes infected, take the person to the clinic.

Treating Burns

Facilitator Instructions: As you discuss the steps to treat burns, show how to do it.

Just like cuts, burns need to be kept **clean and bandaged** as they heal. But there are a few special things to know about caring for a burn:

- Right away, cool the skin with cool water. Keep splashing cool water for several minutes or hold the burned skin under cool water. This will help keep the burn from going deeper.
- After a few minutes, cover the burn loosely with a clean, cool, wet cloth.
- Do NOT put any Vaseline or ointment on the burn. However, the pulp from an aloe plant can help in healing.
- Do NOT break any blisters.
- Take person to health worker for serious burns.

Practice

SMALL GROUP ACTIVITY

Facilitator Instructions: Have groups (or partners) create a role play in which one person gets a deep cut, a burn, or has a cut that is infected. Remind the groups of the 4 steps in First Aid for cuts and burns.

1. Protect yourself
2. Stop the Bleeding / Cool the burn
3. Clean and bandage the wound
4. Watch for infections

REPORT BACK

Facilitator Instructions: Have each group perform their roleplay. After each roleplay, ask the larger group, 'How did they do? Did they treat the injury properly? Did they forget any steps?'

Application

- What is one thing you learned that you can share with others this week?

Mini-Lesson: Basic First Aid for Poison and Snake Bites

Main Idea

Act immediately if someone has swallowed poison or has been bitten by a snake.

Materials

1. Visual Aid: Snake bites

Introduction

Today we are going to talk about poison and snake bite.

- Are snakes common here? Are they poisonous?
- Has anyone in this community been bitten or accidentally taken poison? What happened?
- Who do you think is most at risk of these things?

Children are most at risk because they put lots of things in their mouths and sometimes wander into dangerous places. Because their bodies are smaller, the poison is also more dangerous for them.

Poisoning

LARGE GROUP DISCUSSION

- What are some common poisons to watch out for around your home or in the community?

Facilitator Instructions: Help the group think of things in and outside of the house and in the community like:

- | | | |
|---|-------------------------|-------------------------------|
| • Bleach | • Medicines (all kinds) | • Lighter fluid |
| • Iodine | • Cigarettes | • Rat poison |
| • Lye | • Kerosene | • Insecticides |
| • Salt (too much for babies is dangerous) | • Paint thinner | • Poisonous leaves or berries |
| | • Gasoline or petrol | |

To prevent poisoning, make sure you do these things:

1. Keep all poisons (and pharmacy medicines) out of reach of children.
2. Never keep kerosene, gasoline, chemicals, detergents, or other poisons in cola or soft drink bottles, because children may try to drink them.

SMALL GROUP DISCUSSION

- Which of these poisonous things are around your home?
- What can you do to keep them away from your children?

REPORT BACK

TREATMENT: If you suspect someone has swallowed poison, do the following immediately:

1. If the person is awake and alert, give him water to drink to dilute the poison (about 1 glass of water every 15 minutes). If you have activated charcoal, give it right away, mixed into a glass of water. Keep giving lots of water all day!
2. Do **NOT** make a person vomit if he has swallowed poison. This will cause more problems!
3. If the person is unconscious, lay him on his side and take him to the clinic right away. Take along the poison container for the health worker to see.

If poison has gotten on the skin or in the eyes, rinse the area over and over again with water for at least 20 minutes.

Snake Bites

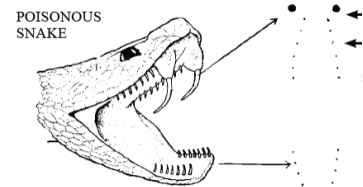
LARGE GROUP DISCUSSION

- What kind of poisonous snakes or insects do you have in your area?

When someone has been bitten by a snake, try to find out if the snake was poisonous or harmless. Their bite marks are usually different.

Facilitator Instructions: Show the **VISUAL AID:** Snake Bites poster to show the fang marks for poisonous snakes.

Poisonous snakes usually have two fang marks with other smaller teeth marks. If it isn't poisonous then typically it will be two rows of teeth marks.



1. **Send for medical help.**
2. **Stay still; do not move the bitten part.** The more it is moved, the faster the poison will spread through the body. If the bite is on the foot, the person should not walk at all.
3. **Wrap the bitten area with a clean cloth to slow the spread of poison.** Keeping the arm or leg very still, wrap it tightly, but not so tight it totally stops the blood flow to that area.
4. **Carry the person, on a stretcher if possible, to the nearest health center.** If you can, also take the snake, because different snakes may require different medications.

Insect bites and stings are typically very painful but not dangerous for adults. They can be dangerous for small children and some people who react by fast swelling. In these cases, get medical help right away.

Practice

SMALL GROUP ACTIVITY

Facilitator Instructions: Have groups (or partners) create a role play in which one person has drunk poison, gotten poison on their skin, or been bitten by a snake.

REPORT BACK

Facilitator Instructions: Have each group perform their roleplay. After each roleplay, ask the larger group, 'How did they do? Did they treat the person properly?' Make sure that they remember:

- WATER for poison.
- STAY STILL for bites.

Application

- What is one thing you learned that you can share with others this week?

Mini-Lesson: How to Help with Choking

Main Idea

We can learn to save someone's life when they are choking to keep them alive.

Materials

1. A baby doll

Choking

If a person gets something stuck in their throat, it can be very dangerous IF they can **NOT** make any sound, it means they can't breathe.

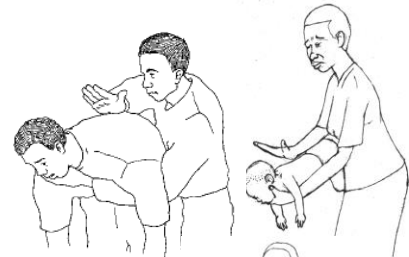
1. If the person is coughing, crying or making some sound, let them keep trying to clear their throat on their own. Coughing will clear the airway.
2. But if they can't make any sound or if they grab their throat with big eyes (make a face like the picture), their airway is blocked, they cannot breathe, and they need help right away. We can only live for a few minutes without breathing, so you must act very quickly!
 - Have you ever seen anyone grab their throat because they were choking? What did you do?



Facilitator Instructions: Use some volunteers to demonstrate these methods as you explain them.

If a child, baby, or small person can NOT make any noise, **quickly** do this:

1. For a small person, bend the person at the waist. For a child, bend them over your knee or lay a baby on your arm. Their head should be lower than their chest.
2. Use the palm of your hand to give firm blows to the middle of the back. For babies, use gentle quick blows on the upper back until the blockage clears.



For an adult or larger person, use this method:

1. 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. Repeat until the blockage comes out.

This can be painful for the person being helped, so you should never use this method on someone who is able to cough or make noise.



Practice

PARTNERS

Facilitator Instructions: Have partners practice these two methods on each other—but **ONLY PRETEND** to jerk the air out of the other person in method 2. If possible, have a baby doll and make sure that each partner pair also has a chance to practice on the baby. Remind them as they practice to keep the person's head lower than their chest and use very firm back blows.