

**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](http://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.

## How to Use This Teacher's Guide

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**Main Ideas and Materials:** Lessons begin with this section.

1. **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.
2. **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.
3. This Teacher Guide will indicate when to use **VISUAL AIDS** – they will be labelled like this.

**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.

## Special Note for the Health Module

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The first three lessons of this module teach about God's concern for our physical health, wrong beliefs about health, and that God wants churches to help build healthy communities. These lessons are VERY important to teach because they help churches understand WHY they should get involved.

As you teach these first three lessons, allow time for questions and comments. Note which of the wrong beliefs about health is prevalent in your area. The Bible is our authority in all things, and we want to encourage churches to base their ideas about health on the Bible.

The rest of the lessons in this module are health skills lessons. They are very practical and useful, and take about 20 minutes each. These lessons include activities and visual aids to help teach skills and make it easier to remember the key information. Each Local Facilitator will need their own copies of the visual aids to teach the mini-lessons.

Encourage church members to share what they learn in the health lessons with their families, neighbours, and others in the community. Many churches teach these skills lessons:

- on Sunday afternoons, inviting the whole community to join.
- in the ladies' group, as it is very important for mothers to know these skills.
- other times when many people are available to come and learn—in small groups, midweek services, at the community centre one night every week, in savings groups or other community groups, etc.

There is no Student Guide for this module. However, there is a Health Skills for Communities book, which includes the sermons, health lessons, and visual aids. Give this to the LF to use in teaching their church and community.

There are many organisations 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, be sure to teach Lessons 1-3 to your training before starting specific health skills lessons.

If any of the following lessons cover something already commonly practised in your area, skip that lesson. For example, if hand washing is very well practised in your area, you do not need to teach Mini Lesson: Clean Hands.

# Lesson 1: Why Christians Should Care About Health

**Main Idea** – The Bible teaches us to honour God by taking care of our bodies and caring for the sick.

## Materials

- A chalkboard, marker board, or poster paper.

## Introduction

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### 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 were not 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. 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 practise 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. They did not think a pastor 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?

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### LARGE GROUP DISCUSSION

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

Read Psalm 139:13-14.

- What do these verses teach about the importance of our bodies?
  - *God specially made each person. 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*

- How does caring about health show love to 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?

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 by keeping them physically and spiritually healthy.*

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. We should also care for the health of others in the community as a way to show love to them. By teaching them about health, we can help them grow as God intends.

## Jesus' Attitude Toward the Sick

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### LARGE GROUP DISCUSSION

- In your community, how are sick people treated?
- 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? What does the King commend them for?
  - *Visited the sick and prisoners, fed the hungry, gave the thirsty a drink, and welcomed strangers. They did these things for 'the least of these'.*

Jesus taught about loving our neighbours. He also gave the example of caring for sick people. He provided 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 as Jesus toward those who are sick. We are to treat them with compassion. We should pray for their healing and also give physical help. When we care for the sick, we are following Jesus' example and we bring honour and glory to God.

We can also help people not get sick! This is another way to show love and help the community. You don't have to be a health expert to do it. Everyone can learn about health and share what they learn with others. Many ideas about health are actually very simple. In this training we will teach ideas that everyone can learn and apply.

## LARGE GROUP ACTIVITY

### 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 diarrhoea 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 made life difficult in Tai Ping?
- What similar challenges do you have in your community? (*write on the board*)
- Which of the challenges 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 realised that they were polluting the water and making the people in the community next door sick. So, to love their neighbours, 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 neighbours 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 diarrhoea. 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 ideas did the people in Tai Ping village learn?
- 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 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. 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

- Visual Aid: Mistaken Beliefs (3 pages - cut in half so each belief is separate)
- 1-2 blank cards or pieces of paper

## Introduction

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### 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 sickness?

## Common Mistaken Beliefs About Health

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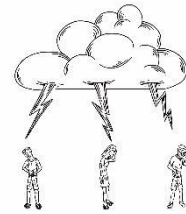
### LARGE GROUP DISCUSSION

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

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 **(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 acted 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, what might 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.*



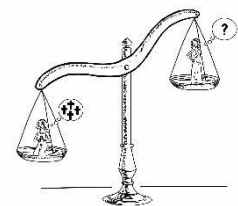
Read John 9:1-3.

- 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.*

Sickness happens because Adam and Eve sinned, and so we have a broken relationship with creation. The Bible does mention some occasions when God allows someone to become sick so that they will repent, but not all sickness is God's punishment for their own 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?
  - *We blame people for their lack of faith when they are sick. We are not compassionate, but lay a heavy burden on them.*





- How does it affect the way that we act 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', what might 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.

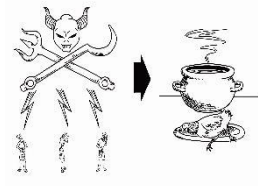
- What did Paul, the man who wrote this part of the Bible, pray for?
  - *'Remove the thorn in my flesh', healing from a physical issue*
- Did God heal Him?
  - *No, He did not.*
- Why didn't God heal him? Did God say He needed more faith?
  - *God didn't say he needed more faith. He didn't heal him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

It is true that God heals us. However, the Bible also makes it clear that God does not heal every time we pray. 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 acted when they or someone they loved was sick?
  - *Spent money, visited witch doctors, made sacrifices, and feared spirits.*
- 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.*



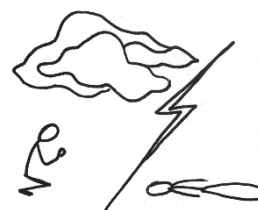
Read Mark 3:11.

- 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. Instead, call on Jesus for help. He has power over evil spirits. 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 illnesses are not caused by evil spirits. When someone is sick, we should pray for them and care for their physical needs. This is what 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 acted 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 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 about how God does care for our physical bodies.

- Can you remember how we know that God is concerned about our health?
  - *He specially made each of our bodies. (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 one tribe to be His people. They were called the Israelites. The whole Old Testament of the Bible is filled with stories about God's dealings with the Israelites. God wanted the Israelites to obey His will for every area of life. By obeying, they could be an example and a blessing to all other nations. For this reason, He gave them laws about 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!*

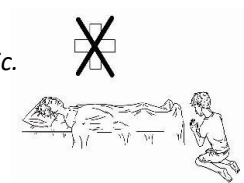
God created our bodies and knows what is best for them.

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

God provided ways to keep His people clean and to prevent illness.

**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 acted 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 part of the story: 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 into two 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 wrong beliefs were you taught about health?
- What do you think God wants you to do differently now?
- Are there any sick people who you could show God's love to this week?

### PRAYER

Pray for God to help us to know the truth about sickness and health. Pray that He will help us overcome wrong beliefs. 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 chalkboard (for listing Act of Love ideas).

## We Have Already Helped Others

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### 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?
- What positive changes have you seen in people's health in the community?

### REPORT BACK

## We Must Share What We've Learnt

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1 Peter 4:10

*Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.*

- Why has God given us new knowledge about health?
  - *so we can serve others in our community*

Matthew 5:14-16

*'You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.*

- Why are we to serve others and share what we've learnt?
  - *to bring glory to God*

Galatians 6:9-10

*And let us not grow weary of doing good, for in due season we will reap, if we do not give up. So then, as we have opportunity, let us do good to everyone, and especially to those who are of the household of faith.*

1 Corinthians 15:58

*Therefore, my beloved brothers, be steadfast, immovable, always abounding in the work of the Lord, knowing that in the Lord your labour is not in vain.*

- What does God promise if we don't give up?
  - *In due season we will reap. Our labour is not in vain.*

## Health Related Acts of Love

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### 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

The wife of Pastor Mpaso was trained as a nurse but did no medical work because there was no clinic in her small community of Mombala. After learning that God cares about health, the church members all contributed to provide her with a stethoscope. Each Sunday after worship, she helped children and adults who had minor health problems. Community members began to call her for assistance or advice about whether or not it was necessary to go to the hospital, which is located quite far from the village. Other members of the church did what they could to assist each individual who came seeking health care. They not only helped them physically, but also prayed for each person and told them about Jesus. The membership of the church doubled. One family in the community saw the impact of this work and offered the church a brand new blood pressure machine in order to improve the health of the community. People in surrounding villages began to come for advice as well.

- What was the main thing Mama Mpaso did for the people? (*gave advice*)
- What help did the others in the church offer? (*prayed, cared for physical needs...*)
- Why do you think the church grew?

### 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 Kyabahehi 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 Kyabahehi '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. Optional: make a list on a poster or board.

## **Helping Others Learn Basic Health Skills**

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#### **LARGE GROUP DISCUSSION**

To improve the health in our communities, we should do Acts of Love and teach people about health. The Acts of Love will help people see the result of improved health. Then they will be more willing to try new things. The rest of this module includes lessons about preventing sickness and caring for people who are sick or hurt. These lessons are shorter and simpler than our normal TCT church lessons. Each time you learn a new health skill, you can share it with others. Teaching people is one way to show love. Some ways that churches have shared health skills in their community are:

1. Teach health lessons at the end of Sunday service. Invite neighbours to come to the training.
  2. Pass on the health lessons as you go about your day. Talk about them at the market, while getting water, washing clothes, at work, and in the fields. Think about times when you see people. Can you share with them what you learnt 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.
- What are some ways we could share health lessons in our community? How can we help as many people as possible to learn them?

## **Making a Community Plan**

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**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 you can do in the next six months to 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 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

- For Introduction Option 1: Plastic water bottle and wads of paper (or something else safe to throw)

### Introduction

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#### 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?

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### 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 things 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?

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### 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’. Practise the hand motions a few times to help everyone remember these two prevention methods.

## Application

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### SMALL GROUP DISCUSSION

- Of all the prevention methods mentioned today, which ones did you already know and practise?
- 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: Germs Cause Sickness

**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

## Introduction

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

There are many beliefs about what causes illness – 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

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### LARGE GROUP ACTIVITY (GAME)

**Facilitator Instructions:** Ask the people to stand very close together in a circle and pass around a small object (like a pebble) behind their backs. Choose one volunteer to stand in the middle of the circle; they must watch

and guess who has the pebble as it is passed around. When the volunteer guesses correctly, choose someone else to stand in the middle. Play the game a few times.

The pebble we passed around represented a germ. Germs:

- are too small to see.
- can get inside of us and make us sick.
- can be passed from person to person very easily without us ever knowing.
- are carried by animals and insects as well as other people.

Germs can be passed when we touch each other.

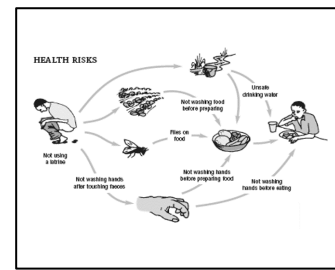
- What are all the times that you have touched someone else today? It might be their hands, feet or any other part of the body? (The answers listed are only examples.)
  - *Shaking hand*
  - *Hugging*
  - *Play with a child*

## Ways Germs Make Us Sick

### LARGE GROUP DISCUSSION

**Facilitator Instructions:** Show the **VISUAL AID:** *How Disease Spreads.*

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



1. **Not using a latrine** (*man squatting on the left*). 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. Animal waste also carries germs.
2. **Not washing hands after touching faeces** (*the hand on the bottom*). We may touch faeces (human or animal waste) *even if we can't see it* when:
  - we work in the field or with animals
  - children play outside
  - clean a baby's bottom
  - relieve ourselves
3. **Not washing hands before preparing food** (*the hand and the bowl of food*). Germs get passed to the food we are preparing for our family.
4. **Flies on food** (*The fly and the bowl of food*). Flies land on human and animal waste and then carry the germs to whatever they land on.
5. **Not washing food with pure water before preparing it** (*the dirty water at the top and the bowl of food*). If 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** (*the dirty water at the top and the man drinking water*). Unsafe water is one of the most common ways to pass disease and sickness.
7. **Not washing hands before eating** (*the hands and the man eating and drinking*). Germs from anything we have touched get passed to the food we are eating.

**Facilitator Instructions:** Take time to review the seven points until the class has 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 memorised 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?
- What 1-2 things can you and your family start practising to stop germs from causing sickness?
- Who can you explain germs to this week?

## Application

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### 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

**Main Idea:** We should keep 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
- Materials for making a fly trap

## Introduction

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### GAME

*Before anyone arrives for the lesson, hide very small objects (like pebbles) all around the room. When people arrive, remind them of the 'pass the germ game' from last time. Ask them to find the 'germs' hidden all around (hold up an example of what you have hidden). Give people a few minutes to look for 'germs'. Then call them back together and have them see how many they found.*

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.

## Ways to Keep Our Homes Clean

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- 1. Do not spit on the floor.** There can be germs in our saliva.
  - *Demonstrate the proper way to cough and sneeze (into the bend of your elbow). Have students practise it.*
- 2. Keep sheets, blankets, cots, and beds clean.**
  - Hang sheets and blankets in the sun often.
  - If there are bedbugs, pour boiling water on the cots and wash all the sheets and blankets.
  - Delouse the whole family often. Lice and fleas carry many diseases.
- 3. Use a latrine and keep it clean.** If you do not have a latrine, build one. Teach children to use the latrine. Cover the latrine hole to prevent flies and clean the area often.
- 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 need to be cleaned regularly.

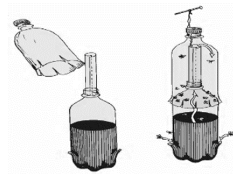
5. **Properly dispose of rubbish.** Compost and burn all you can. Rubbish that is not appropriate for composting or burning needs to be put in a rubbish pit. This prevents it from scattering around and keeps flies and rats away from the home.

How to dig a safe rubbish pit:

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.**

- Do not let animals come into the house.
- 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.
- Reducing flies is one key way to prevent sickness. (*Practise making a fly trap together. Use **VISUAL AID:** How to Make a Fly Trap*)



**ACTIVITY**

Come up with hand motions for the 6 ways to keep homes clean. Practise them together several times.

## Application

**WITH A PARTNER**

- Which of these practices do you already do to have a clean home?
- What 1-2 new actions will you take this week to have a cleaner home?

## Mini Lesson: Clean Bodies

**Main Idea** – By keeping our bodies and clothes clean, we can prevent sickness.

### Review

- Can we name all seven ways we learnt that germs are spread?
- What ways do you recall to keep our homes and compounds clean?
- Does anyone want to share some action they have taken to prevent sickness?

### Introduction

- When you were a child, how often were you made to take a bath? To brush your teeth?

The habits we learned in childhood are typically what we continue all our lives. But in order to steward well the bodies God gave us, we may need to learn new habits and teach them to our children.

## Habits for Good Personal Hygiene

**Wash Our Bodies** – to remove germs and help prevent rashes.

- Wash your face every day.
- Wash your body and hair at least 2-3 times per week using soap, especially when it is hot. Use a different cloth to wash each child to prevent germs from spreading.

**Clean Teeth** – to prevent tooth loss, bad breath, and toothaches.

- Start cleaning your children’s teeth as they appear and teach them to clean their own when they begin school.
- Use a brush or a chewing stick. Use toothpaste from the pharmacy or make a paste by mixing equal parts salt and bicarbonate of soda (baking soda). Brush gently in all directions for at least two minutes each time. Clean teeth morning and night.

**Protect Feet** – Think of all the places we step! Bare feet can carry many germs and parasites.

- Wear flip-flops or shoes, especially in the latrine and in areas where hookworms are common. These worms will enter through the soles of the feet.
- Wash feet every night and when they feel dirty.

**Wash Clothing** – Our clothes need regular washing. Drying them in the sun on a bush or line helps to kill pests such as lice, bed bugs, and scabies.

## ACTIVITY

Come up with hand motions for the 4 ways to keep bodies clean. Practise them together. (See if students can remember the 6 hand motions for clean homes, and do all 10 together!)

## Application

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### WITH A PARTNER

- Which of these practices do you already do in your family?
- What 1-2 new practices will you begin this week to help your family avoid sickness?

# Mini-Lesson: Clean Hands

**Main Idea:** Wash hands to prevent germs and sickness from spreading.

### Materials

- Visual Aid: Tippy Tap
- Visual Aid: Build Your Own Tippy Tap

### Review

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- What new practices have you begun to prevent germs from spreading, to have a cleaner home, or to have cleaner bodies in your family?
- Was it easy or difficult?

We cannot make a change for only one week. We must continue healthy practices to see good results and less sickness in our community. Don’t give up!

## Introduction

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### GAME

*Challenge the group to call out things they have touched with their hands today. Name as many things as possible in 1 minute.*

Because we touch so many things, germs that we cannot see 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.**

## Good Handwashing Practices

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Make sure that your hands get clean when you wash them.

- **Use soap.** Washing with only water will not kill germs.
- **Scrub for 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. (*Have the group suggest good hand washing songs.*)
- Clean between the fingers and **under the nails** where germs can hide.
- **Rinse with clean water.** Don't rinse your hands using the same water in the basin, since it has germs in it.
- Wash your hands away from food preparation and food eating areas.

## When to Wash Your Hands

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Wash your hands **AFTER:** (*See how many students can name before telling the rest.*)

- Using the latrine.
- Cleaning the latrine.
- Any contact with faeces from animals, babies, etc.
- Handling raw, uncooked meats.
- Working in the field.
- Cleaning up rubbish.
- Caring for sick people.
- Coughing, sneezing, spitting, or blowing nose
- Touching flies, insects, animals.

Remember, in all these activities we touch and can spread germs. There are three activities we must always wash our hands **before** doing:

1. Before cooking or preparing food
  2. Before eating food
  3. Before feeding a baby
- Why do you think we need to wash our hands before these three activities?
    - *Because germs can easily get inside our bodies through the mouth.*

### Story example

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 wash her hands?
- Are any of these problems your family has experienced?

## Make Handwashing Easy and Tippy Taps

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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. We can make handwashing stations:

1. near the latrine.
2. near where you prepare and eat your food (but not too close).

Show the **VISUAL AID** (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?



## Application

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If the students are interested in the Tippy Tap, plan a time to make some together. **VISUAL**

**AID:** Build Your Own Tippy Tap has instructions. Make sure the group plans ahead to bring the materials needed.

- What makes good handwashing hard? How can we solve those problems?



# Mini-Lesson: Clean Community

**Main Idea** – We can take action to prevent sickness in our community.

## Review

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Ask for volunteers to share what they have done to have a cleaner home and to make sure everyone in the 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?

## Introduction

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- 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?

A clean community keeps sickness from spreading so we can all have good health. Rather than wait for someone else, we can take action right away.

## Ways to Keep Our Communities Clean

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Possible answers are listed for the discussion questions. These are not the only good answers. The goal is to help the group think through the problems that exist and how they can solve them. Review problems caused by human waste, animal waste, and rubbish:

- Germs spread sickness.
- Attracts flies and other insects that spread sickness.
- Water contaminated with waste and germs gives us diarrhoea.



What places do human waste, animal waste, and rubbish build up in our community?

### **STREETS**

- What are some of the reasons why our streets aren't clean?
  - *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 about keeping 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 - this is 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?
  - *Build latrines at the school.*
  - *Build hand-washing stations at the school.*
  - *Cut tall grass 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?
  - *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**

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

*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 (2 pages): Four Types of Latrines

## Introduction

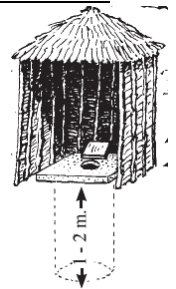
- How many families have latrines?
- What are some reasons why it's good to use a latrine? Do you remember from earlier lessons?
  - To prevent germs and sickness from spreading.
  - So people won't relieve themselves near the water source or road.
  - To keep our homes clean.
- What are the reasons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

## Four Types of Latrines

Show the **VISUAL AIDS**: Four Types of Latrines as you explain them.

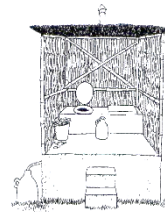
### Latrine Type 1: Closed Pit Latrine

- Has a platform made of wood, concrete, or logs.
- Has something to cover the hole (to keep flies out and the smell in).
- Once full you must build a new latrine (you can plant a tree in the old spot).



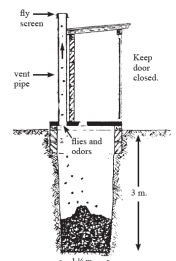
### Latrine Type 2: Urine-Diverting Dry Latrine

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



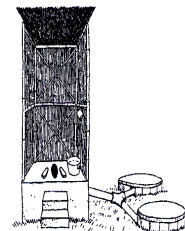
### Latrine Type 3: Ventilation Improved Pit (VIP) Toilet

- 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.



### Latrine Type 4: Pour Flush Latrine

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



All latrines should be built at least 20 metres from homes and from where people get drinking water.

## Keep Latrines Clean

- What are some ways to keep the latrine clean? (If any of these are not mentioned by the group, point them out.)
  - Wash the slab often.
  - Be sure the hole has a cover that is kept in place. It can be made of wood.
  - Throw lime, dirt, or ashes in after each use to reduce odour and flies.
  - Always wear shoes in the latrine.

## Children and Latrines

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- Young children often do not use the latrine. 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? (*If any of these are not mentioned by the group, point them out.*)
  - *Develop good habits.*
  - *To not pass germs that cause sickness—even children's faeces carries germs.*
- How do children learn about using latrines? What can we do to encourage our children to use a latrine?
  - *Be the example.*
  - *Teach them patiently.*

One way to help young children is to build a children's latrine not far from the house.

- Dig a shallow pit, about 1/2 metre deep.
- Build a slab of concrete, mud, or sticks. Provide a cover for the hole.
- No walls are needed for children.
- Teach children to always use this and to replace the cover each time.
- Once the hole is full, move the slab to a new hole. Fill the used hole with soil. (A tree planted in the hole will thrive!)

## Application

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- Does your home have a latrine? If so, what type? If not, what type could you build? What materials would you need?
- How could we help other families practise using the latrine regularly?
- 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.

### Materials

- Visual Aid: Four Ways to Clean or Purify Water
- Visual Aid: How to Use SODIS to Purify Water
- Other Materials
  - 2 clear glasses of safe drinking water; one containing salt
  - De-silted water for SODIS demonstration
  - Bottles for SODIS demonstration. Encourage the group to bring their own.

### Introduction – Clear Water is Not Always PURE water

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

- Is the water the same in both glasses?

- Does the water look clean enough for drinking?

Ask volunteers to take a drink of the water. Assure them that it is safe.

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

Like the salt, germs are too small to see. Water may look clean but still have germs that cause diarrhoea.

## Clean and Purified Water

- Where do we get our water?
- Is it possible it is not clean? What could have made it dirty? (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.

We can't be sure that clear water is clean. We should purify our water before drinking it to prevent diarrhoea.

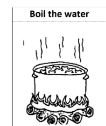
First, de-silt the water. (This will NOT yet make it safe for drinking.) There are two simple methods:

1. Let muddy water settle for a day; pour off the clearest water into a clean container. Repeat.
2. Filter the water through a clean cloth.

Next, purify the water. Here are 4 simple ways. (Use **VISUAL AID**: How to Clean Water.)

1. **Boil the water:** Once water bubbles, boil for 10 minutes. Cover and let cool before 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, some water boils away.



2. **Bleach:** Be very careful to use the right amount: 2 drops of bleach for 1 litre of water. Too little will not kill germs; too much can harm people. Bleach can burn our skin and eyes and ruin clothes. Water purified with bleach is NOT good for drinking, but is very good for washing hands and dishes.

- Has anyone tried this method? What are the advantages and disadvantages?
  - Advantages – Easy to do, quick and effective.
  - Disadvantages – Not good to drink, need to measure carefully, must be able to buy bleach.



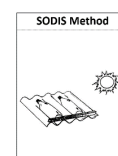
3. **Filter:**

- 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.



4. **SODIS:** Sunlight can kill germs just as well as boiling water!

- Has anyone tried this method? What are the advantages and disadvantages?
  - Advantages – Easy to do in hot and sunny places.
  - Disadvantages – slow; not effective on cloudy or rainy days.



## Practise SODIS

Have everyone bring a bottle to try SODIS. Use **VISUAL AID**: How To Use SODIS Method to Purify Water. SODIS

Method instructions:

1. Choose the right bottle:
  - 1-2 litre bottle. If it is any bigger or smaller it will not work correctly.
  - Clear bottle, plastic or glass; remove any labels.
  - Not too old. If plastic 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 clear water. SODIS will not work if there is silt in the water.
4. Shake the bottle for 20 seconds.
5. Now fill 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 full sun for at least 6 hours. It is now safe to drink!



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** : Properly preparing, cooking, and protecting food prevents sickness.

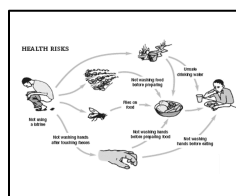
### Materials

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

### Introduction

Show **VISUAL AID**: How Disease Spreads

- How can we make sure that our food won't make us sick?



### Protecting our Families by Providing Safe Food

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 ways to make sure your family eats safe food.

1. **Wash hands before cooking or eating.** Germs travel easily from hands to food.
2. **Wash fruits and vegetables.** Wash all fruits and vegetables with pure water before eating, especially if you will eat them raw.

3. **Cook all meat, chicken, eggs, pork, and seafood thoroughly.** Germs in meat are killed by thorough cooking. How to know if meat is cooked:
  - The juice is clear.
  - There is no red (for meat) or pink (for chicken/pork) parts inside.
4. **Keep raw meat, chicken, and seafood away from other foods.** 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. Wash your hands after touching raw meat.
5. **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. Do not let flies or other bugs land or crawl on food. Flies and bugs carry germs and spread sickness. 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?
6. **Use clean utensils and dishes.** A dish can look clean but still have germs that we cannot see. We need to make sure that there are no germs on the utensils and dishes used to feed our families.
  - How do you (or can you) clean dishes and keep them clean between meals? (*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, 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 mould can grow on them.
    - Store dishes on a drying rack 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

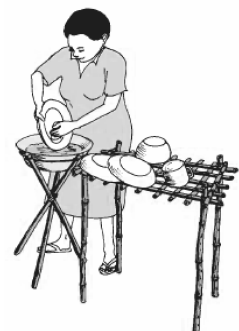
**Facilitator Instructions:** If possible, make a dish drying rack together using the instructions on the **VISUAL AID:** Dish Drying Rack. Make sure you have gathered all the materials in advance. If not possible to make a rack, show **VISUAL AID:** Dish Drying Rack and explain how to make one.

#### 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**

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### **SMALL GROUP DISCUSSION**

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

## **Mini-Lesson: Nutritious Food**

**Main Idea** – Nutritious food is needed for a person to grow well, work hard, and stay healthy. Many common illnesses come from not eating enough nutritious food.

### **Materials**

- Foods from each type of helper food (example, bring in nuts, beans, and a vegetable)

## **Introduction**

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- 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.*

A person who does not eat enough nutritious food will become weak and often sick. This is called **malnutrition**. Along with the things we mentioned, malnutrition has other effects.

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

## **Providing Nutritious Food**

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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.
2. **Add Helper Foods to our Main Foods.**

### MAIN FOODS

- What is the main food that your families eat? (*Examples: rice, maize, cassava, potato, 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.** God designed our bodies to need many different foods to be healthy.

### HELPER FOODS

- What other foods does your family regularly eat in addition to the main food?

The more different foods we eat, the healthier we will be. Everyone needs helper 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. (*Show examples of foods in each group.*)

1. **High energy foods.** These give us energy and help children to learn, remember, and develop well.

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, meat fat)*
- *Creamy or oily foods (olives, avocado)*
- *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?
- How could you add more high energy foods to what you eat in your family?

2. **Body-building foods** have protein. Our muscles are made of protein, so foods with protein help our bodies grow taller and stronger. Examples:

- *Meat, chicken, eggs, fish*
- *Milk, cheese, yoghurt*
- *Beans and lentils*
- *Nuts (lots of foods, like nuts, help us in more than one way)*

- How often do you eat these kinds of body-building foods?
- How could you provide more body-building foods for your family?

3. **Protective foods** are fruits and vegetables. They contain vitamins and minerals to keep us healthy and make our skin, hair, and eyes bright and healthy. Different vitamins and minerals that we need make fruits and vegetables different colours, so try to eat fruits and vegetables in many different colours.

- 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

- 
- Which helper foods are difficult to provide for your family regularly?
  - What makes it difficult? How could you overcome these challenges?



- How could you work together to help each other and those in the community who are most vulnerable to malnutrition—elderly, young children, and pregnant/nursing mothers?

## Mini-Lesson: Healthy Habits Review

**Main Idea** – Healthy habits can prevent sickness and improve our overall health.

### Materials

- Visual Aids: Healthy Habits

### Introduction

- What new ideas have you put into practice over the past few weeks to stay healthy and to keep your family healthy? How often do you do them?
- Have these new practices had a good effect?

### Healthy Communities Practise Healthy Habits

We must turn healthy actions into healthy HABITS. A habit is something that we do without having to think about it. When we have taken the same action many times, we no longer have to think about it; it is a habit.

#### ACTIVITY INSTRUCTIONS:

1. As you go through the lesson below, show the **VISUAL AID**: Healthy Habits as you review each practice that has been learnt over the past few weeks.
2. For each healthy habit, ask the group to decide if it is a common practice. Put the posters into piles for 'most do this', 'some do this', or 'few do this'.
3. After all posters have been put into one of the three piles, look at the habits in the 'few do this' pile. Ask them to think of reasons why people do not practise this and ways to overcome those barriers.

#### REVIEW 7 HEALTHY HABITS

1. Maintain cleanliness and hygiene of our houses and compounds.
  - Regularly wash clothing and bedding
  - Use latrines
  - Rubbish pit
  - Keep animals penned
2. Wash hands.
  - 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 should be 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.
  - Purify water with boiling, bleach, filter, or SODIS



6. Safe food preparation.
  - Drying racks for dishes
  - Keep raw meat from spreading germs to other foods
  - Cook meat thoroughly to kill germs
  - Keep flies and bugs away from food



7. Provide nutritious food for the whole family.
  - Fats and sweets for energy
  - Protein for strength
  - Coloured fruits and vegetables for health
  - Feed children several times per day



Read out the posters in the 'most' area. Lead the group to cheer and celebrate this.

## Application

Look at the cards in the 'some' and 'few' categories. Pick 1-2 important practices and discuss:

- What obstacles keep people from doing this?
- What could we do to help each other overcome these obstacles?

Pray about these obstacles, ask God for help to overcome the challenges. Take time to listen to God to receive wisdom.

# Mini-Lesson: Care for Pregnant and Nursing Mothers

**Main Idea:** Pregnant and nursing mothers need special care.

## Introduction

- 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?
- Do you know anyone who has died in childbirth or shortly after?

*Pause to pray for grieving families, and for expectant mothers and those with newborns.*

## Caring for Pregnant and Nursing Mothers

Caring for a baby starts before it is born. Pregnant women's habits affect the baby growing inside them.

- Can a baby inside the womb breathe air? (*no*) Can it eat food? (*no*) Who does these things for the baby? (*the mother*)

A pregnant woman's actions affect the baby inside of her. A pregnant woman should:

- NOT drink alcohol, use drugs, or smoke. These can cause babies to be born too early, or with birth defects, or with addictions to drugs or alcohol.

- Drink plenty of fluids and eat extra body building foods and fruits and vegetables. This will make the mother stronger and will help the baby grow.
- Get plenty of sleep. Feeling nauseous or tired during pregnancy is normal at times. Extra sleep will help keep the mother and baby healthy.

After giving birth, new mothers' bodies must recover and regain strength.

1. New mothers should rest for a whole week after delivery. They should get plenty of sleep and only do light work. The husband, older children, and neighbours can help with things like gardening, lifting heavy things, carrying water, and looking after small children.
2. A new mother needs to eat lots of helper foods and needs to eat more often 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. New mothers must drink plenty of clean water, juice, or coconut water. Producing breast milk takes a lot of water from the body.
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! If you see any of these signs, go to the medical clinic immediately:
  - 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.
5. Women who are breastfeeding should not take any medicines, alcohol, or drugs. Anything they eat or drink—including medicine—will make its way to their breast milk, and medicines are not safe for newborn babies.
  - Which of these ideas are commonly practised in our community?
  - Which are not well known?
  - How can we help new mothers put into practise the ideas that are less common?

## Application

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- What new idea did you learn in this lesson?
- Are there any pregnant women or new mothers you know of? How could the church show them love?

# Mini-Lesson: Care for Babies

**Main Idea:** Babies need special care for the first year of life.

### Materials

- Visual Aid: The First Year of Development

## Introduction

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### LARGE GROUP DISCUSSION

- How common is it for babies to die during birth or soon after?
  - How does this affect the family?
  - How does the community respond?
- Pause to pray for families who have lost children and babies.*

## Caring for Newborns

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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. Show **VISUAL AID:** *The First Year of Development*.

### Before it is born

- What did we say in our last lesson about baby health in the womb? (*Pregnant women should eat green vegetables, and extra eggs or meat, and drink plenty of clean water so that the baby will develop as God intends.*)
- Babies who are healthy in the womb can better survive and stay healthy once they are born.



### As soon as a baby is born

#### KEEP IT CLEAN AND WARM

- Wipe it clean with pure water, dry it gently with a soft, clean cloth, and give it 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 and mother.
- 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.*)



#### BEGIN BREASTFEEDING RIGHT AWAY.

- Breast milk is God's perfect food for babies. 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 breast milk (thick and yellow) will help the baby be healthy.
- Breastfeed often – at least every 2 hours. This will help the mama's second milk (white and thinner) to come in and continue to flow.
- Give babies **ONLY** breast milk 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 tea, even in hot weather.

### At Six Months

#### DON'T STOP BREASTFEEDING

- Severe malnutrition occurs most often in babies who stop breastfeeding before one year.
  - What are some reasons why mothers stop breastfeeding? (*the milk is not good enough for their baby, or they're not making enough milk*)
  - What are some other ways to solve these problems, besides stopping breastfeeding?
- **Don't stop breastfeeding. DO give the mother extra food and water to help her produce enough milk.**



#### AT SIX MONTHS, START GIVING OTHER FOODS IN ADDITION TO BREAST MILK.

- Always give breast milk first, and then the other foods. 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.**

## Until 1 year old

### KEEP BREASTFEEDING

- Breast milk will be the main source of nutrition for the baby until they are about one year old.
- Breastfeeding is always best! If it is not possible to breastfeed a baby, feed her with a cup and spoon. Do not use a baby bottle. Think about healthy habits: what is harder to keep clean, a cup or a baby bottle? (*it is harder to keep clean and more likely to cause an infection*).
- Keep giving breast milk, if possible, until the baby is 2 or 3 years old.



### KEEP THE BABY CLEAN

- Try to keep them from putting dirty things in their mouths.
- Keep them in a clean place.

DO NOT GIVE BABIES MEDICINES UNLESS PRESCRIBED BY A DOCTOR.

## Application

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### SMALL GROUP DISCUSSION

- What are some of the new ideas that you learned in this lesson?
- How can the church support families with newborn babies?

# Section 2: COMMON ILLNESSES

## Mini-Lesson: Dehydration & Diarrhoea

**Main Idea:** Diarrhoea and dehydration can lead to death, especially for babies and children, but it is easy to treat with ORS.

### Materials

- Two flowers (or another plant) - one healthy and one dead
- Visual Aid: Two Children
- Visual Aid: How to Make A Rehydration Drink – ORS
- 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)
- Bottle or cup with extra water in it
- Water, salt, sugar, and cups to make ORS rehydration drink

### Introduction - Dehydration

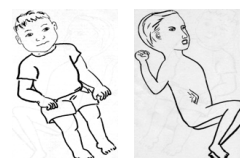
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*Before the class, put a healthy flower (or plant) in a glass of water and a dead flower in an empty glass.*

- Why is one flower dead while the other flower is alive? (*Allow the group to keep answering until they realise that the difference is **water**.*)

Show **VISUAL AID:** Two Children

- Which of these babies is healthy? How can you tell? (*the other looks skinny and dry*).



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

Just like the flowers, people need water to live. We are healthy when we have enough water in our body. When our body loses too much water, it is called dehydration, and it is very dangerous.

*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 or vomiting, their body loses a lot of water.

*Pour water into the container as water goes out the bottom.*

If the same amount of water goes into the body as is going OUT from diarrhoea or vomiting, then their body will not become dry. The person will not die. If the body becomes dry, then they can die. **People do not die from diarrhoea but from dehydration.**

## Treating Diarrhoea with ORS (Rehydrating Drinks)

**ORS can help keep people from getting dehydrated.**

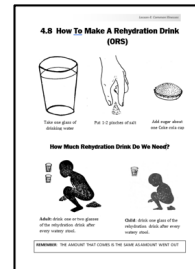
- The water in our body is a little salty and a little sweet. When you have diarrhoea, you need to replace what is lost with water that has a little salt and sugar in it.
- This mixture is called ORS. If you drink enough ORS when you have diarrhoea, your body will not become dry. ORS can save lives!
- ORS is easy to make and not expensive.

Show **VISUAL AID:** *How to Make ORS Rehydration Drink. Demonstrate the proper procedure for the class. In groups of 2-3, practise making ORS.*

**To make ORS Rehydration Drink, mix together:**

- 1 cup of pure water
- 1 pinch of salt
- 1 tsp of sugar

Add the salt to the water and taste. If it is saltier than tears, do not drink it. Too much salt will harm the body. Instead, add more water until it tastes like tears, remembering to add a little extra sugar as well. Stir, and it is ready to drink.



**Facilitator Instructions:** Show bottom of **VISUAL AID:** *How to Make ORS Rehydration Drink.*

**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.**
  - 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 ½ glass of ORS after every stool, as well as breast milk.
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.

**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 can eat food, allow him to eat.
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, not a bottle.
5. **Keep giving ORS day and night as long as diarrhoea or vomiting continues.**

## Review

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Hold up the picture of the dehydrated baby again.

- 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*
  - *If a young child does not have diarrhoea, but they show these symptoms of dehydration, we should give them ORS, juice, and other liquids right away.*
- 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)*

## Mini-Lesson: Fever

**Main Idea** – Learn to recognise and treat fevers and decide when a sick person might need a doctor.

### Introduction

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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? *(If any of these are not said, point them out.)*

- |                      |                      |                     |
|----------------------|----------------------|---------------------|
| ○ <i>Fever</i>       | ○ <i>Earache</i>     | ○ <i>Vomiting</i>   |
| ○ <i>Headache</i>    | ○ <i>Sore throat</i> | ○ <i>Tiredness,</i> |
| ○ <i>Stuffy nose</i> | ○ <i>Coughing</i>    | ○ <i>lethargy</i>   |
| ○ <i>Runny nose</i>  | ○ <i>Sneezing</i>    | ○ <i>Achy body</i>  |

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

### Fever

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A fever is a common symptom for many illnesses. It 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.

If you do not have a thermometer, you can test to see if someone has a fever 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

Practise testing for a fever with your partner.

- Does anyone in the class have a fever?
- What are some of the ways people in this community treat a fever?

## How To Treat A Fever:

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Most cold and flu fevers do not need any treatment and will usually go away on their own in a few days. If a person says they feel cold, but they feel hot when you touch them, they have a fever. Help them feel comfortable. MOST IMPORTANT: Give plenty of liquids like water, coconut water, juice, or ORS. A person with a fever can become dehydrated. We must replace the water that is lost.

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. It is important to reduce this fever right away.** We should:

1. Wipe the person with a wet cloth. Remove clothing and wipe the person with a wet cloth. Dip more cloth in cool water and place on head, arms, chest, and under arms.
  2. Remove most clothing leaving only cool, light clothing on the person.
  3. Open windows and put the person where there is a breeze. Fan the person.
  4. Give paracetamol. Paracetamol can help lower a high fever. Make sure you do not give too much. The right amount of medicine will depend on the age of the person and the strength of the medicine.
  5. NEVER wrap a person with a high fever in blankets or clothing. Wrapping 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*

## Application

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- Who is one person 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: Stuffy Nose, Sore Throat, and Coughing



**Main Idea:** Learn to treat a stuffy nose, sore throat, and coughing to make a sick person more comfortable and help them recover faster.

## Introduction - Review

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- Does anyone remember ways to treat fever?

Fever is a symptom of many illnesses. Today we'll learn about other common symptoms.

## Other Common Symptoms of Illnesses

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*Ask people how they treat runny noses, sore throats, and coughing, then add new ideas that weren't mentioned.*

### Stuffy or Runny Nose

1. **For babies and young 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 salt water in your hand and sniff. This loosens mucus and allows it to drain out.

### Sore Throat

- Gargle several times per day 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.**
- Drink herbal tea, hot water with honey and lemon, or warm bone broth.

### Coughing

1. Drink water, tea, and bone broth.
2. Boil some water, pour it into a bowl, hold your head over the bowl, and cover with a towel to make a tent. Breathe in the warm, moist air for 15-30 minutes. Repeat several times a day. Mint or eucalyptus leaves may be added to the water. (Do not use eucalyptus or *Vaporub* if the person has asthma. They make asthma worse.)
3. For a dry cough: Mix equal parts honey and lemon juice. Take a small spoonful every 2-3 hours.
4. If the cough does not go away after 2 weeks, go to the doctor. Some coughs are caused by illnesses that need a doctor's attention:
  - Bronchitis
  - Asthma
  - Pneumonia
  - Measles
  - Smoking
  - Tuberculosis

### PREVENT THE SPREAD OF GERMS

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.
- 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

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

# Mini-Lesson: Vomiting and Headaches

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

## Introduction

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### GAME

I'm going to tell you a practice, and I want you to raise your hand if you agree it is a good way to make sure food is safe to eat.

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

Should we?

- Wash hands before preparing food (*YES!*)
- Eat fruit right off the tree—it is already clean because it grows on trees. (*NO. All fruits and vegetables that you don't peel need to be washed with pure water*)
- Cook meat thoroughly (*YES. When juices run clear, the meat is safe to eat.*)
- Keep flies away (*YES! Flies spread germs that make us sick.*)
- Stack dishes in a cupboard or crate immediately after washing (*NO! Allow dishes to dry in the sun first. Sunlight kills germs.*)
- Use clean dishes and utensils (*YES!*)
- Put a garbage pit near your cooking area to make cleaning up easy. (*NO! Don't put the pit too close to where you cook; it attracts flies and has germs.*)

## Vomiting

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Vomiting is often caused by spoiled food. Like diarrhoea, it is most often caused by germs that get into our bodies through food, water, or unwashed hands. If we carefully practise food safety, vomiting will be much less common. But we do need to know what to do when vomiting does occur. When 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. Vomit includes blood
3. Dehydration occurs that you cannot improve with fluids

## Headaches

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

**Headaches are a symptom of dehydration.** Headaches are also common with sickness that causes fever. To treat a headache:

- Rest.
- Drink water, herbal tea, coconut water, juice, or ORS.
- Use a cloth soaked in hot water on the back of the neck.
- Take paracetamol. Be sure to follow the directions for the correct dose.
- Gently massage the head, neck, and shoulders.

Headaches that keep coming back 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. They can last for hours or even days. Treat a migraine headache as soon as first symptoms begin:

- 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.

#### **ACTIVITY**

*Divide into two groups. Give each group a few minutes to remember everything they can about either vomiting or headaches. Then the 'vomit' group will tell everything they remember. 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 about headaches.*

## **Application**

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#### **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: Home Remedies and Pharmacy Medicine**

**Main Idea:** Know how and when to use home remedies and pharmacy medicine to treat illnesses effectively and safely.

#### **Materials**

- Visual Aid: Medicine Dosage and cards (cut the 4 cards apart)
- Optional: Cups for everyone, and lemon ginger medicinal drink (enough for everyone to try – water, lemons, fresh ginger, honey, and garlic)

## **Introduction**

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

#### **ACTIVITY (Optional – if this drink is commonly used skip this activity)**

*Explain that this is a common type of drink made around the world for when people are sick. Demonstrate how to make lemon ginger medicinal drink or ask some of the women in the church to make this drink so everyone has some of the drink to try.*

1. Squeeze juice from 1 large lemon or 2 small lemons into a cup
2. Boil in 2 cups water for several minutes:
  - a. The lemon peel
  - b. 1-2 Tbsp grated or finely cut up ginger
  - c. 1 Tbsp garlic of finely cut up garlic (optional)
3. Remove from heat and add the lemon juice.
4. Pour it in a glass using a sieve or strainer.
5. Add honey to desired taste, mix and serve hot both morning and evening.

## **Home Remedies**

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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 created many things that can keep us healthy and help us recover quickly when we are sick:**

- **Colourful fruits and vegetables** have nutrients our bodies need to fight illness.
- **Sleep** is the time for our bodies and minds to be restored. We should always try to get enough sleep. When someone is sick, they often need to sleep more.
- **Fluids**—drinking plenty of water and other liquids helps the body fight sickness and ensures the sick person does not become dehydrated. 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.
- Steam inhalation for a cough, stuffy nose, or sore throat.
- Warm bone broth — soothes a sore throat; good for someone who isn't able to eat.

## Medicine from the Pharmacy

Some diseases can be treated better with medicine from the pharmacy. If home remedies do not seem to be helping, it is best to get medical help. However, pharmacy medicines can be harmful if they are not used correctly. **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.

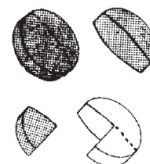
Pregnant women, elderly people, and young children should NOT take any pharmacy medicine without a doctor's or nurse's approval. If any medicine is making you feel worse, immediately get help from a doctor or nurse.

## How to Measure and Give Medications

Show **VISUAL AIDS:** *Medicine Dosage and explain.*

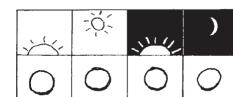
Be careful to only give medicine in the recommended amounts. Instructions are sometimes written with parts of a whole tablet or capsule.

- 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

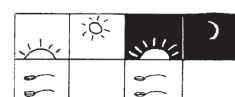
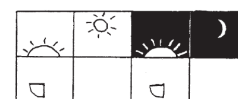


Make sure you understand the instructions for giving medicine very clearly. Repeat what you understand about how and when to give the medicine. If you do not read, ask the nurse or pharmacist to draw the instructions. For example:

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



This means 1/4 a tablet 2 times a day – morning and evening



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

*Mix the dosage cards up, show them one at a time, and have the group tell how much and how often to give medicine.*

## **Relying on God and Asking Him to Heal Us**

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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. We also want to remember that God our Father is our healer. He can give miraculous healing, but often He wants to give us wisdom so we can use our health skills and make changes in our lives to be healthier. We can ask Him to help us.

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 can give us wisdom at all times, and He has the power to heal the sick.

## **Application**

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If you know someone who is sick, pray for them, and ask God what you can do to help them.

# **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 at night.

### **Materials**

- Visual Aid: Preventing Malaria

*Use the group discussions to see what the group already knows and does well. Skip parts that they know and focus on new information, challenges they have, and what they can do to prevent malaria.*

## **Introduction**

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- Do you know anyone that has malaria right now?
- Have you had 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 mosquitoes, and **the only way to get malaria is from a mosquito bite.**

## Symptoms of Malaria

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

### Adults:

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>■ Joint pain (general ache)</li> <li>■ Headache</li> <li>■ Backache</li> </ul> | <ul style="list-style-type: none"> <li>■ Fever (may have a chills-fever-sweat cycle recurring every 1-2 days)</li> <li>■ Nausea</li> <li>■ Possibly vomiting and diarrhoea.</li> </ul> | <ul style="list-style-type: none"> <li>■ No appetite</li> <li>■ Muscle weakness</li> <li>■ Anaemia</li> <li>■ Eye pain</li> </ul> |
|---|--|---|

### Children:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>■ Fever</li> <li>■ No appetite</li> <li>■ Sweating at night</li> </ul> | <ul style="list-style-type: none"> <li>■ Possibly vomiting and diarrhoea</li> </ul> | <ul style="list-style-type: none"> <li>■ Possibly swelling of arms, legs, or face.</li> </ul> |
|---|---|---|

## Treatment for Malaria

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

If you suspect malaria, go to a health centre 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. Malaria is most dangerous for children under six years and pregnant women.

If malaria is common in your area and there is no clinic nearby, treat any unexplained high fever as malaria. 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.

Let the sick person rest and eat whatever they are able to. Encourage them to drink as much fluids (water, coconut water, juices, ORS) as possible. A fever will dry out the person's body very rapidly. Who remembers the signs of dehydration? Who remembers the recipe for ORS?

## Preventing Malaria

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

Two ways to prevent malaria:

1. Prevent mosquitoes from biting us, especially between 6pm-6am and during the rainy season. Malaria mosquitoes thrive during the rainy season and usually bite at night.
2. Prevent mosquitoes from hatching. Mosquito eggs are laid in shallow, still water with no movement. To reduce mosquitoes, remove any still water.

Use **VISUAL AID:** Preventing Malaria.

- 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 other ways we can prevent mosquitoes from biting us?
  - Cover the body while sleeping
  - Keep the windows/doors closed from 6pm to 6am
  - Wear 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 hatching?
  - 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 other things can we do to prevent mosquitoes from hatching in our community?
  - 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

Make a list of places you can think of in your community where water puddles or tall grasses and weeds grow. Make a plan together to do one thing to prevent malaria.

## Mini-Lesson: Worms

**Main Idea:** Worms cause serious sickness and even deaths. Cleanliness and healthy habits help prevent worms.

### Materials

- Visual Aid: Common Worms (4 pictures on 2 pages)
- Visual Aid: Preventing Worms

### 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

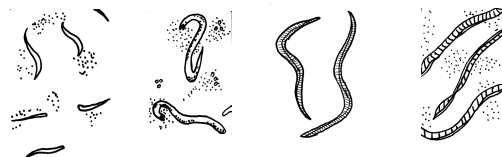
There are four common types of worms:

Pinworm

Hookworm

Roundworm

Tapeworm



### ACTIVITY

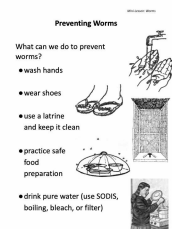
Use the **VISUAL AIDS:** Common Worms 4 pictures, covering the information so that only the picture is showing. You can tape pieces of paper over the words, fold it so the words do not show, or cover it with your hand. Say, "Which worm is the roundworm, pinworm, hookworm, and tapeworm?" After the group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

- 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 metres 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

Show **VISUAL AID:** Preventing Worms to emphasise these points.

- How do people get worms? How can we prevent them?
  - *Unwashed hands (wash hands)*
  - *Contact with faeces (use latrines and keep them clean)*
  - *Unsafe food preparation, including uncooked or undercooked meat (practise safe food preparation)*
  - *Contaminated water (drink pure water (use SODIS, boiling, bleach, or filter)*
  - *Walking barefoot—hookworms in the dirt burrow into the bottoms of the feet (wear shoes)*



## Treating Worms

It is best to prevent worms through healthy habits. If someone does show symptoms of having worms, try these things:

- 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.
- **Areca nuts** work against most worms. 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 spoons of powder with food or juice. Give 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. Talk with someone at the pharmacy to pick the right one and **follow their instructions for dosing.**



Sometimes a child can have worms for years. Because the worms have been there so long, the effects of the worms may 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

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- What is one thing you can do this week to prevent worms for you and your family?

# Mini-Lesson: Tuberculosis (TB)

**Main Idea:** Tuberculosis is very contagious. We can prevent, recognize, and treat someone with TB.

## Materials

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

## Review Activity

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We are going to play a game to see how well we remember the healthy habits we learned.

*Divide the group into 2 teams and remind them that there are 7 healthy habits (Mini-Lesson: Healthy Habits 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.*

Practising these healthy habits helps prevent many illnesses including Tuberculosis.

## What is Tuberculosis?

---

- Have you heard of Tuberculosis or TB?
- Has anyone had TB or do you know someone who had or has TB?

Tuberculosis is a serious, long-lasting disease that anyone can get. TB is very dangerous for people between 15-35 years old who are weak, poorly nourished, or have HIV. Many people die from this disease every year.

**Tuberculosis is very contagious.** It is very easy to spread it to others.

There is medication that will treat TB. You **MUST** take all of the medication until it is finished. Anyone infected with TB and not taking their medicine can easily spread TB germs to others through coughing, sneezing, and living together.

## Tuberculosis can be prevented

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Healthy habits prevent TB. More ways to prevent the spread of TB:

1. Have children immunised against TB soon after birth (within one month).
2. TB patients must get medicine and take their medicine **even after they feel better**.
3. Coughing spreads germs. Cough into elbow with the head lowered. Teach children to do this, too.
4. Spitting spreads germs. Teach your family not to spit.

## Tuberculosis can be treated

---

Learn to recognise the signs of TB. 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, 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 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.

#### ACTIVITY

Choose a volunteer. Give the volunteer the **VISUAL AID:** Symptoms card (either 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?’ The volunteer will answer using the symptoms on the card. Once the group has asked multiple questions or thinks they know if it’s TB, they can call out the answer. Let them know if they are right or wrong, and review the symptoms.

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

#### Application

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- What is one fact you learned about TB today that you didn't know before?
- What one thing can you begin to practise to prevent TB from spreading?

## Section 3: First Aid

### Mini-Lesson: Preventing Accidents

**Main Idea:** We can prevent accidents and protect our family and the community.

#### Materials

- Visual Aid: Potential Accidents

#### Introduction

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- Have you, your family, or neighbours had any accidents recently?

- What were they?
- How did they happen?
- What could have prevented the accident?

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

Use the **VISUAL AID**: Potential Accidents

1. Circle all the examples of things that could cause accidents.
  - *Poison within reach of children (sometimes in an unmarked bottle)*
  - *Fire and hot pot on the fire*
  - *Electric cords, exposed wire, 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 things circled, what injuries could happen? What could be done to prevent accidents?
3. What other things not in this picture commonly cause accidents in our homes or community?

## Preventing Accidents, Burns, and Poisoning

### Preventing Accidents

- Remove glass, nails, and sharp objects from around the house, school, and compound.
- 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 out of reach. Never touch anything electric when you are wet. Water lets 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 where children can fall out.

### Preventing Burns

- Keep hot tea pots, hot pans, and hot drinks where young 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 ever keep kerosene or gasoline in containers that people 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

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### 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 Ideas** – Stop bleeding and clean all cuts. Cool, clean and cover burns. Get medical help for serious cuts and burns.

**Materials** – Water, cloths

*Basic First Aid skills are best learned by practising. If possible, have people pretend to practise on each other.*

### Introduction

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- Have you or your family ever been cut or burned? What did you do to treat the injury?

When a person is hurt, it's important to help quickly. The right help can prevent an injury from getting worse.

### Protect Yourself

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Some diseases (like HIV) are passed through the blood. If someone with a disease is bleeding, and their blood mixes with your blood, you could become infected. You should 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

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*As you discuss each point, demonstrate and have people practise in pairs.*

1. **Stop the bleeding.** For deep cuts, this is the most important thing to do.
  - 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 method will stop the bleeding of nearly all wounds.
- The bleeding may stop in a minute or two. For deep cuts, it may take 20 minutes or more. 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 while you KEEP PRESSURE ON.

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

2. After bleeding stops, **clean the wound**:

- Gently but thoroughly wash the cut with soap and cool, pure (drinking) water. It is necessary to get all the dirt out of the wound to prevent an infection. (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's skin 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 get into a cut as it heals, it can become infected. **Infections are dangerous.**

- If the wound is red, hot, swollen, or if it has pus drainage or starts to smell bad.
  - Use peroxide or alcohol from the pharmacy to reclean the cut. Cover again with a clean bandage.
- If redness begins to spread away from the wound OR if the person develops a fever and/or chills, then the infection is spreading. **Take the person to a clinic.**

## Treating Burns

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*As you discuss the steps to treat burns, demonstrate and have people practise in pairs.*

How to care 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.
- 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.
- Just like cuts, burns need to be kept clean and bandaged as they heal.

Take the person to a clinic if the burn:

- is black, brown, or white.
- covers a large area of their body or face.
- looks leathery.
- was caused by a chemical or electricity.

### 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

Have groups perform role plays. Give feedback.

## Application

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- 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

- Visual Aid: Snake bites

## Introduction

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- Has anyone you know been bitten by a snake 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

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- What are some common poisons to watch out for around your home or in the community? (*Help the group think of things in and outside of the house and in the community.*)
  - Bleach
  - Iodine
  - Lye
  - Salt (*too much is dangerous for babies*)
  - Pharmacy medicines (*too much is dangerous*)
  - Cigarettes
  - Kerosene
  - Paint thinner
  - Petrol
  - Lighter fluid
  - Rat poison
  - Insecticides
  - Poisonous leaves, berries or mushrooms
- Which of these poisonous things are around your home?
- What can you do to keep them away from your children?

### TO PREVENT POISONING:

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.

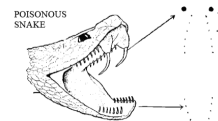
### TREATMENT: If you suspect someone has swallowed poison, do the following **immediately**:

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. If you know they have drunk poison and there is a clinic nearby, take them to the clinic.
2. Do NOT make a person vomit. This may 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.
4. If a chemical has gotten on the skin or in the eyes and feels like it is burning, rinse the area over and over again with water for at least 20 minutes.

## Snake Bites

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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. (*Show the **VISUAL AID: Snake Bites** to show the fang marks for poisonous snakes.*) Poisonous snakes usually have two fang marks with other smaller teeth marks. If the bite marks or the snake look poisonous:



1. **Send for help right away.**
2. **Stay still; do not move the bitten part.** The more it moves, 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 centre.** If you can, also take the snake, because different snakes may require different medications.

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

## Practise

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*Have groups or partners create a role play in which one person has drunk poison, gotten burning chemicals on their skin, or been bitten by a snake. Have each group perform their role play. After each role play, ask the larger group, 'Did they treat the person properly?' Make sure all remember:*

- WATER for poison.
- STAY STILL for bites.

## Application

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- What is one thing you learnt 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.

**Materials:** A baby doll

### Choking

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- Have you ever seen anyone choking? What did you do?

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

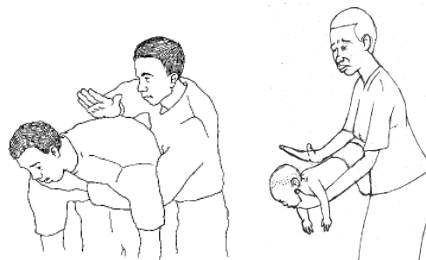


1. If the person is coughing, crying, or making some sound, coughing will clear the airway. They are not in serious danger.
2. If they can't make any sound or if they grab their throat with big eyes, their airway is blocked, they cannot breathe, and they need help right away. We can only live for a few minutes without breathing, so you must act very quickly!

Use some volunteers to pretend to demonstrate these methods as you explain them. (Do not use full force.)

If a child or baby cannot make any noise:

1. Bend the child 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 an adult or teen, use this method:

1. Stand behind the person and wrap your arms around their waist.
2. Make a fist above the navel 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.



## **Practise**

Have partners practise 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 practise on the baby. Remind them as they practise to keep the baby's head lower than their chest and use very firm back blows.