



# Health Education Program

## CHE Lesson Plans & Picture Books

**Community  
Health  
Evangelism**





# HEALTH EDUCATION PROGRAM FOR DEVELOPING COUNTRIES

## OVERVIEW

These health lessons and picture books address the most important health problems in both developing and developed nations. They are based on the Health Education Program for Developing Countries, and the lessons in the Table of Contents are correlated with the HEPFDC Handbook and Illustrations. More information about this program can be found at <http://www.hepfdc.info/>.

Dr. Arnold Gorske describes the Health Education Program in this way: "This program was created to provide the most important evidence-based health care information to the people who need it most. The program:

- Is based on the most critical global health care needs, as specified in the latest World Health Organization (WHO) World Health Reports.
- Emphasizes the top 10 leading risk factors globally that cause the most deaths and suffering.
- Describes WHO guidelines for prevention of these as well as other common diseases through "reducing risk and promoting healthy life."
- Provides a holistic approach to care of the whole person: body, mind and spirit.
- Incorporates WHO guidelines such as "Integrated Management of Childhood Illness" and provides additional evidence-based guidelines for prevention and treatment from Centers for Disease Control and Prevention (CDC) and other WHO collaborating partners.
- Addresses the most important health problems in "developed" as well as "developing" countries.
- Empowers patients, families and the local community to save lives and relieve suffering by preventing and managing their most "

The manual is divided into two sections. The first section presents a single lesson that can be used as an overview of the subject if time is limited. The second section provides Health Education lessons on many topics, followed by picture books.

The lesson plans in this manual can be used in at least a couple of ways: (1) to equip health workers (CHEs) with a basic understanding of the problem, or (2) to teach the topic to any small group.

The picture books are used to review the health teachings and can be used by the health workers to teach the health topics to families in the communities.

The picture books are designed to help facilitate the transfer of knowledge in the community. These are the tools used by the health workers (CHEs) to share with their neighbors what they are learning.

In addition, Health Education Program for Developing Countries has two parallel PDF files that are available in several languages. The Handbook gives a short description of each topic. The PDF Illustration files can be used for large screen projections, and can also be enlarged to make laminated posters by your local printer. Both the Handbook and the Illustrations can be downloaded for free at <http://www.chenetwork.org/healtheducation.php>. The Handbook and Illustrations can be purchased as a binder set from <http://www.chenetwork.org/healtheducation.php> and are available in English, French, Spanish, Mandarin, and Khmer.



# HEALTH EDUCATION PROGRAM FOR DEVELOPING COUNTRIES

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## HOW TO USE THIS MANUAL

This lesson plan manual is part of an extensive series for use in Community Health Evangelism (CHE) or Neighborhood Transformation (NT).

### CHE and Neighborhood Transformation

Community Health Evangelism (CHE) seamlessly integrates evangelism and discipleship with disease prevention and community based development. The work is wholistic, seeking to meet the whole need of individuals and communities through complete obedience to everything that Jesus commanded.

CHE lessons have been written to provide CHE trainers with tools that can be used to assist communities out of poverty while bringing people to faith in Christ. CHE trainers, skilled in participatory learning methods, use these materials to enable communities around the world to escape cycles of poverty and live as followers of Jesus. For information about CHE and how you can be trained as a facilitator, go to [www.chenetwork.org](http://www.chenetwork.org).

Neighborhood Transformation is a strategy which helps churches minister in a wholistic manner to people in urban poor neighborhoods. It empowers people to take responsibility for their own lives. It helps neighbors to help their neighbors and moves them from welfare and relief to empowerment. It focuses on assets found in the neighborhood, rather than on fixing needs. Neighbors learn to work together and build local ownership, instead of waiting for outsiders to fix their problems. For more information about Neighborhood Transformation, or NT, go to [www.neighborhoodtransformation.net](http://www.neighborhoodtransformation.net).

Neighborhood Transformation (NT) and Community Health Evangelism (CHE) work side by side and are based on the same principles. CHE began in rural areas of Africa, and has now spread to more than 105 countries. However, the world is becoming more urbanized. Through Neighborhood Transformation, CHE was adapted to work in urban poor areas in North America. Urban CHE applies the strategies of Neighborhood Transformation to cities around the world.

### How does CHE/NT training work?

CHE/NT training is intended to empower individuals and communities as architects of their own development. The CHE/NT trainer does *not* deliver pre-packaged solutions in a lecture, but facilitates discussions that involve the people themselves in creating their own solutions. The purpose of this lesson plan material is to enable the trainer to facilitate those discussions. This basic principle must be understood and guide the user of these materials in the training process. The chart below compares the two approaches:

| <b>Lecture (Traditional Approaches)</b>          | <b>Discussion (The CHE/NT Way)</b> |
|--|------------------------------------|
| Content Focused                                  | Learner Centered                   |
| Advice giving                                    | Awareness raising                  |
| People listen                                    | People create solutions            |
| Outsider owns solutions                          | Insiders own solutions             |
| People wait for outsider to resource the project | People take action                 |

CHE/NT lessons are formatted to make it easy for the trainer to facilitate *discussions* and involve the people themselves in analyzing problems, identifying resources, and creating solutions. There are a few simple keys to using this material for its intended purpose:

1. Keep the group small and sit in a circle. Rather than standing in front of participants who are seated in rows, sit with them in a circle. The optimal size for participatory learning is between 15 and 30 people. Never stand up when you speak. Break frequently into smaller groups of 3-6 for more in-depth discussion.

2. Focus on facilitating activities and encouraging discussion. The left column of each lesson plan contains the methods, questions, and activities the CHE/NT trainer will use to facilitate learning. The CHE/NT trainer's primary responsibility is to create a learning environment. The methods, activities, and questions in the left column of the lesson plan are designed for that purpose.

3. Value and record the contributions of each participant. When solutions are being brainstormed, always have one member of the group serving as a scribe to record the group's ideas on a large sheet of paper. Post these sheets of paper on the walls of the room for the remainder of the seminar. When facilitating discussion, ask the questions in the left column of the lesson plan and repeat the answers of each participant orally while their contribution is being recorded by the scribe.

4. Contribute knowledge as a participant in the discussion rather than as the expert. The knowledge in the right column of each lesson plan is a list of ideas that the group will likely come up with as they brainstorm together. The CHE/NT trainer compares these ideas with the knowledge in the right column of the lesson plan and contributes important thoughts from that column that have been overlooked only after the group's ideas have been presented and recorded.

5. Be learner centered. Use name tags and call participants by name. Begin where the people are and involve them in the process of topic selection. Use language they can understand. Remember that building relationship is essential to a creative process, and to cooperative efforts that bring about change.

6. Focus on assets. Ask God to help you see what the people have, not what they lack. Help them to see themselves as stewards of resources rather than victims of circumstance. Identify local resources. Help them appreciate and build on their successes.

7. Be action oriented. The purpose of the session is not to transfer knowledge from the trainer to the participants. The purpose of a CHE/NT session is to involve participants in creating solutions that they will own and implement. The process should be one of self discovery. People are more likely to act on their own ideas, then on ideas presented to them by another.

8. Learn to use starters and the SHOWD questions. Starters are used at the beginning of a lesson to visualize real life situations, and pose a single problem in a clear and concise way. The purpose of a starter is to focus an issue and stimulate the thinking process. Each starter, whether it is a picture, a role play, a case study, a story, or an object lesson, is followed in the lesson plan by one or more of the SHOWD questions. These questions serve as a framework for CHE/NT lessons, but often only the first two or three questions are asked after a starter because the other questions will be answered in the body of the lesson:

- What do you **S**ee? (Retell the story, describe the picture)
- What is **H**appening? (Focus the problem or the issue to be discussed)
- Does this happen in **O**ur place? (Relate the starter to real life)
- **W**hy is this happening? (Identify causes)
- What can we **D**o about it? (Create solutions)



## **What outcomes are we looking for?**

The success of our training activities can be measured by the following transformational indicators. These are the outcomes that we consistently see in mature CHE/NT programs around the world, and what we are looking for in the lives of those we train:

1. **Shared vision:** The community sees a better future and has hope that it can be achieved.
2. **Leadership:** Godly Christian leaders are positioned and equipped to lead the community toward the accomplishment of its vision.
3. **Ownership:** People are taking responsibility for their own health and well being.
4. **Cooperation:** People are united and working together for the common good.
5. **Volunteers:** People are taking initiative and acting sacrificially to meet the legitimate needs of others.
6. **Dignity:** People have recovered their identity as made in the image of God and their vocation as stewards of creation. Instead of being controlled or victimized by their environment, they are stewards of it.
7. **Learning, Skill, and Resources:** People are equipped to identify needs and resources, put together a plan, and mobilize volunteers to accomplish their vision. People are continually reflecting on what is happening in order to learn how to be more effective.
8. **Christian Community and Witness:** People are becoming followers of Jesus. Believers are meeting together for fellowship, prayer, Bible study and worship, and are sharing Christ with their neighbors in word and deed.
9. **Multiplication:** Knowledge and skills learned are being transmitted to others.

Once the above outcomes are achieved in the lives of people, their communities change. Health improves, infant mortality decreases, agriculture becomes more productive, jobs are created, water systems, roads, schools and clinics are built, and churches are established or strengthened. Peace, justice, compassion, and righteousness are witnessed in the community and God is glorified. All of this will be the result of solutions created and owned by the people, not programs blueprinted and delivered from the outside.

## **Adapting the lesson to the context**

It is impossible to create lesson plans that can be used universally without adaptation to the context and culture of the participants. The stories and illustrations used in these lessons are intended to provide a framework for discussion of key issues, but will need to be adapted by the user to the context. The participatory process, however, that involves the participants analyzing problems, identifying resources, and creating solutions, must never be compromised.



**HEALTH EDUCATION 1: KNOWLEDGE IS MORE IMPORTANT THAN MEDICINE**

Date: 12/08

(1 HOUR)

**OBJECTIVES:**

After working through this lesson, participants will be able to:

1. Describe characteristics of healthy children.
2. Define health as harmony with God, with oneself, with other people, and with the environment.
3. List ways to find out about health and disease.
4. Explain why knowledge is more important than medicine.
5. Explain why prevention is better than cure.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries, 2007*, which is available from <http://hepfdc.info/>. The illustrated manual is also available through Foundation for His Ministry at <http://www.ffhm.org/products/?catid=18>. These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Role Play:** Two mothers are talking.  
**1<sup>st</sup>** My son is sick again with a high fever. He is always getting sick!  
**2<sup>nd</sup>** Why does he get sick so often?  
**1<sup>st</sup>** I don't know. Maybe it is because I gave him that cold drink on a hot day.  
**2<sup>nd</sup>** Or maybe his uncle caused it. He is really angry with you.  
**1<sup>st</sup>** The doctor talks about "microbes" and "germs" but I have never seen a germ!  
**2<sup>nd</sup>** No, I think it was the evil spirits.

5"

**----SHOWD questions----**

S = What do you **S**ee?  
 H = What is **H**appening?  
 O = Does this happen in **O**ur place?  
 W = **W**hy does this happen?  
 D = What will we **D**o about it?

- I. Healthy children  
 Work as a large group.  
 A. Show the drawing of *Children*. What do you notice about these children?  
 B. What do we want for our children?

10"

- I. Healthy children  
 A. Children  
 1. They look happy.  
 2. They are smiling.  
 3. They look healthy.  
 4. They look well-nourished.  
 B. What do we want for our children?  
 1. We want them to be strong and healthy.  
 2. We want them to grow well.  
 3. We want them to learn new things.  
 4. We want them to have friends.

## 1-KNOWLEDGE IS MORE IMPORTANT THAN MEDICINE

| METHOD  | TIME       | KNOWLEDGE  |
|---|------------|--|
| <p>C. Read Luke 2:52. Describe Jesus as a child.</p>  |            | <p>C. Luke 2:52</p> <ol style="list-style-type: none"> <li>1. He grew in wisdom.</li> <li>2. He knew what to do.</li> <li>3. He grew in stature, or in height.</li> <li>4. So he grew and was healthy.</li> <li>5. He grew strong.</li> <li>6. He grew in favor with God.</li> <li>7. He had a strong relationship with God.</li> <li>8. He grew in favor with men.</li> <li>9. He had good relationships with other people.</li> </ol>  |
| <p>II. Knowledge is important.</p> <p>A. Think about your community. When a child gets sick (with a fever, or with diarrhea), what do the parents think is the cause? Work as a large group.</p> <p>B. Divide into small groups. How can we find out what causes illnesses? How can we learn ways to have good health? Give each group a copy of the drawing, <i>Learning about Health and Disease</i>. Report back. (You can think of other ways not shown in this drawing.)</p> | <p>20"</p> | <p>II. <u>Knowledge</u></p> <p>A. Why do children get sick?</p> <ol style="list-style-type: none"> <li>1. Often, parents do not know.</li> <li>2. They think they have done something wrong.</li> <li>3. Maybe they gave the child a cold drink on a hot day.</li> <li>4. Maybe it is caused by an evil spirit.</li> <li>5. Maybe it is from a germ or a microbe.</li> <li>6. They may blame a neighbor.</li> </ol> <p>B. Learning about health and disease</p> <ol style="list-style-type: none"> <li>1. Our ancestors knew many important things about health and disease.</li> <li>2. They knew that invisible things, things we cannot see, cause illnesses.</li> <li>3. We can also talk with our trainers and CHEs about health problems.</li> <li>4. We can look in books.</li> <li>5. We can search on a computer.</li> <li>6. Organizations like the World Health Organization know a lot about health and disease.</li> <li>7. We can go to a laboratory for tests.</li> <li>8. They can look under a microscope and sometimes see the germs (viruses, bacteria, worm eggs, and parasites) that cause disease.</li> <li>9. But all of these germs are too small to see without a microscope.</li> <li>10. The Bible also talks a lot about illnesses.</li> <li>11. Some illnesses are caused by problems in our life.</li> </ol> |

## 1-KNOWLEDGE IS MORE IMPORTANT THAN MEDICINE

| METHOD  | TIME       | KNOWLEDGE  |
|---|------------|--|
| <p>III. Knowledge is more important than medicine.<br/>Discuss in large group.</p> <p>A. Why do we take medicines?</p> <p>B. Do medicines always need to take medicines? Listen to this story to help you decide.</p> | <p>15"</p> | <p>12. When we don't have harmony with God, or with another person, or when we are struggling within ourselves, that can cause illness.</p> <p>13. Strong emotions, like hate and anger, can cause illness like heart disease.</p> <p>III. <u>Knowledge is more important than medicine.</u></p> <p>A. Medicine</p> <ol style="list-style-type: none"> <li>1. To treat our illnesses</li> <li>2. To get better</li> </ol> <p>B. Do we always need to take medicines?</p> |

### Story

*Two parents living near a mountain village were worried because their young daughter had a cold. So they gathered all their money and walked to the village. They went to a pharmacy where they were told to buy several cold medicines. They spent all their money and gave her all the medicines. In a few days, she got better, but they were not sure that the medicines had done any good. And now they had no money to buy food for her or their other children.*

### ----SHOWD questions----

S = What do you **S**ee?

H = What is **H**appening?

O = Does this happen in **O**ur place?

W = **W**hy does this happen?

D = What will we **D**o about it?

C. So what do you think? Do we always need to take medicines for every illness?

C. Do we always need to take medicines?

1. Medicines help to cure many serious diseases.
2. It is important to take medicine for these diseases.
3. But medicines do not cure many illnesses like colds.
4. No medicine works to cure a cold.
5. Since they spent money on cold medicines, the family did not have enough to buy food.
6. They wasted their money buying cold medicines.
7. Medicines may cause other side effects.

## 1-KNOWLEDGE IS MORE IMPORTANT THAN MEDICINE

| METHOD  | TIME       | KNOWLEDGE  |
|---|------------|--|
| <p>D. How is knowledge more important than medicine?<br/>Give examples.</p>   |            | <p>D. How is knowledge more important than medicine?</p> <ol style="list-style-type: none"> <li>1. We can learn ways to prevent illnesses.</li> <li>2. We can learn how to live healthy lifestyles.</li> <li>3. We can learn ways to purify water. That way we won't get diarrhea from contaminated water.</li> <li>4. We can learn to live at peace with our neighbors, and how to forgive them. That will prevent many other health problems.</li> <li>5. We can learn to treat many illnesses at home without medicines.</li> <li>6. For example, many children with diarrhea can be treated at home with ORS (oral rehydration solution).</li> <li>7. We can also learn how to take care of colds and other minor illnesses at home.</li> <li>8. But some people who are sick will still need to go to a clinic and take medicines.</li> </ol> |
| <p>IV. Prevention is better than cure.</p> <p>A. Show the drawing, <i>Preventing Illness</i>. What are three main causes of death in the developing world today?</p> <p>B. How can other people make us sick?</p> | <p>10"</p> | <p>IV. <u>Prevention is better than cure</u></p> <p>A. Preventing illness</p> <ol style="list-style-type: none"> <li>1. Unsafe drinking water.</li> <li>2. (The microscope shows microbes or germs in the water.)</li> <li>3. Unclean houses and neighborhoods, leading to flies and germs and dirt.</li> <li>4. Lack of hygiene/ not disposing of "poop" or excrement in the right way.</li> <li>5. This can pass on illness and diarrhea.</li> </ol> <p>B. How other people can make us sick</p> <ol style="list-style-type: none"> <li>1. By contaminating our supply of water.</li> <li>2. By not keeping their homes and neighborhoods clean. This attracts flies and germs.</li> <li>3. By not using bathrooms or latrines.</li> </ol>   |

## 1-KNOWLEDGE IS MORE IMPORTANT THAN MEDICINE

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| <p>C. Look at the coffin below. What problems result from this?</p> |      | <p>C. Resulting problems</p> <ol style="list-style-type: none"> <li>1. Every year more than 5 million people die from illnesses related to contaminated water, dirty homes, and poor hygiene.</li> <li>2. Every eight seconds a child dies.</li> <li>3. Nearly half of all people in the developing world have a disease related to contaminated water or poor hygiene.</li> <li>4. The tragedy is that these deaths could have been prevented.</li> </ol> |
| <p>D. How can we prevent these deaths?</p>                          |      | <p>D. Prevention</p> <ol style="list-style-type: none"> <li>1. By drinking clean water.</li> <li>2. By keeping our homes and neighborhoods clean.</li> <li>3. By using latrines or bathrooms.</li> </ol>   |

**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2007. Available from <http://hepfdc.info/Page2.html>

*Health Topics.* 2008. World Health Organization. Available from: <http://www.who.int/topics/en/>

*Illustrations, Health Education Program for Developing Countries.* Available from: <http://hepfdc.info/Page2.html>

**ATTITUDE:** Participants will want to learn how to prevent illness.

**SKILL:** Participants will be able to define health as harmony with God, with oneself, with each other, and with the environment. They will be able to describe ways that knowing about health can help them to prevent illness and treat minor problems at home.

**EVALUATION:** Are the participants able to describe why knowledge is more important than medicine?

**MATERIALS:**

- Newsprint, markers, masking tape
- Children drawing
- Learning about Health and Disease drawing
- Bibles
- Preventing Illness drawing

This lesson is used in: Health Promotion/ Basic Health Skills; and in Children/ Physical.

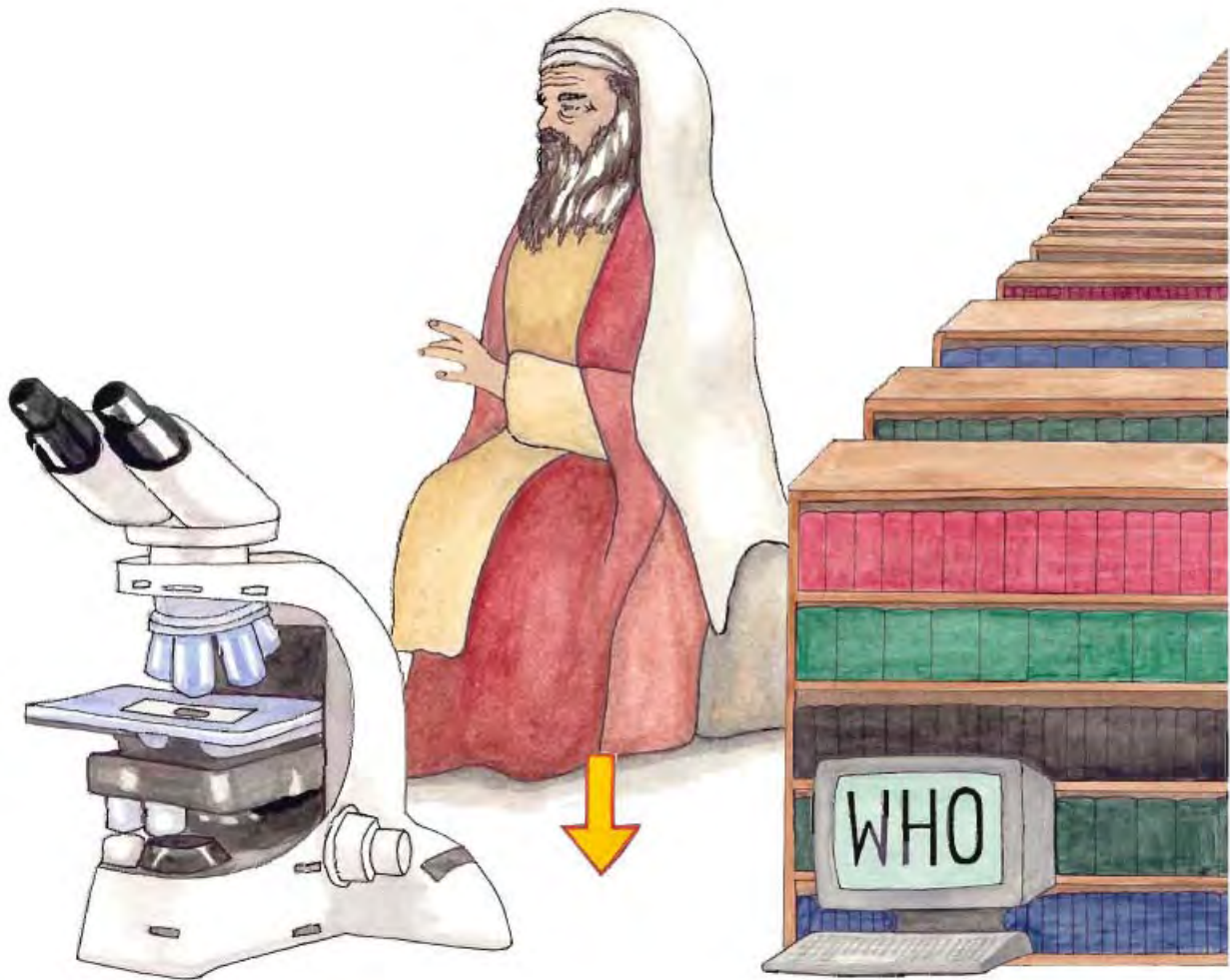
## CHILDREN



**Source:** *Illustrations, Health Education Program for Developing Countries.* Available from: <http://hepfdc.info/Page2.html>



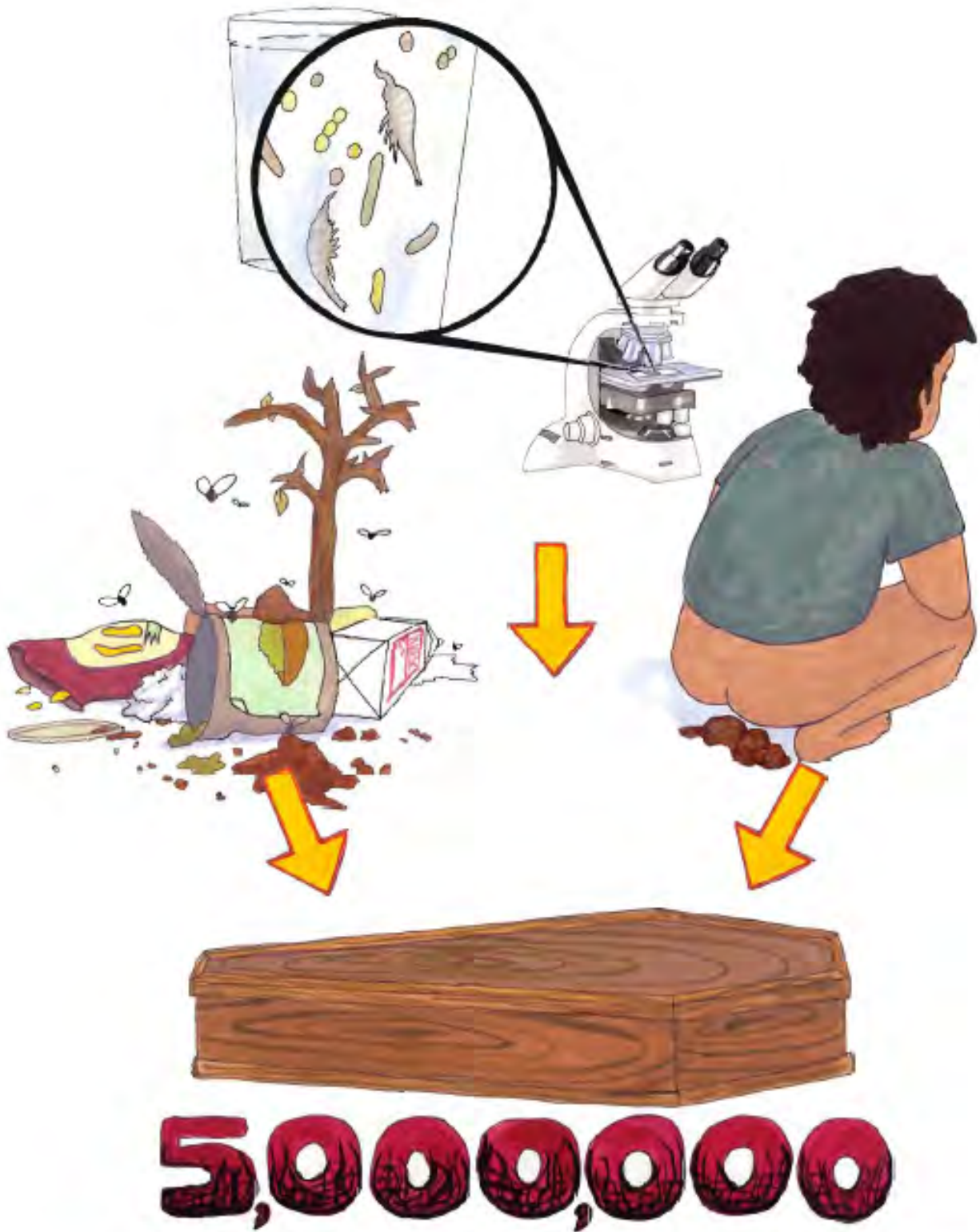
## LEARNING ABOUT HEALTH AND DISEASE



**HEALTH  
KNOWLEDGE**

Source: Illustrations, Health Education Program for Developing Countries. Available from:  
<http://hepfdc.info/Page2.html>

## PREVENTING ILLNESS



Source: Illustrations, Health Education Program for Developing Countries. Available from: <http://hepfdc.info/Page2.html>

# HOW DO INFECTIONS SPREAD?

And why is it important  
to wash your hands?



When should  
you wash  
your hands?



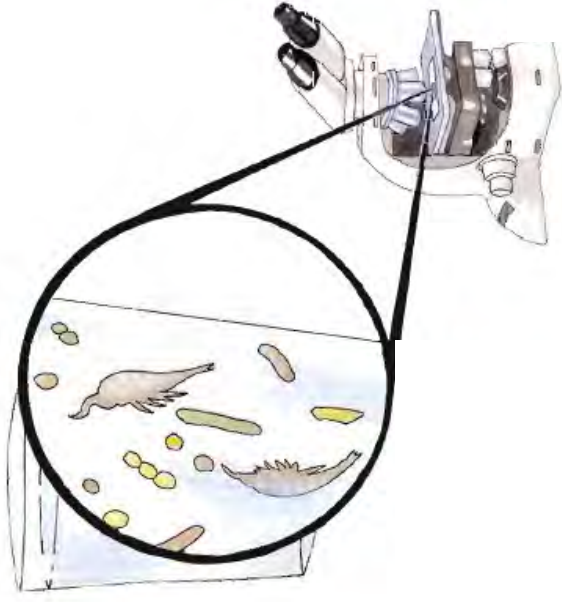
Why is it  
important to  
wash your  
hands?





# How do infections spread from one person to another?

What do you see here?

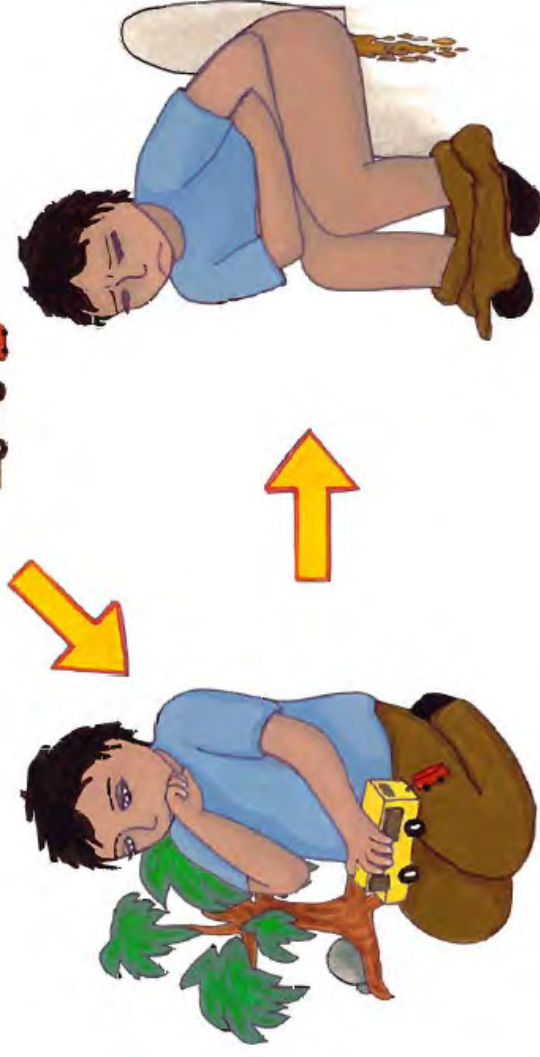


Most infections are caused by tiny germs that are so small that they can only be seen under a microscope.

These germs can pass from one person to another.



What is happening here? Why did the boy get sick? How did the germs spread to him?



How could his illness have been prevented?



**HEALTH EDUCATION: ACCIDENT PREVENTION**

Date: 2/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Describe ways to prevent accidents.
  2. Plan ways to prevent accidents in their own homes.
  3. Teach others with the teaching booklet, *Preventing accidents*.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Game:**

Divide into teams. Alternate giving questions to the teams. Each question may have one or more answer, with one point for each correct answer.

|   |            |  |
|---|------------|--|
| <p>I. <i>Preventing accidents</i> game</p> <p>A. Play the <i>Preventing accidents</i> game (see the questions below.). Discuss any answers that are not clear.</p> <ol style="list-style-type: none"> <li>1. What is sudden infant death syndrome?</li> <li>2. What are some ways to prevent sudden infant death syndrome?</li> <li>3. Why are children at risk for poisoning?</li> </ol> | <p>25"</p> | <p>I. <u><i>Preventing accidents</i> game</u></p> <p>A. Game</p> <ol style="list-style-type: none"> <li>1. What is sudden infant death syndrome?                             <ul style="list-style-type: none"> <li>- It is also called SIDS.</li> <li>- Young babies die suddenly without warning.</li> </ul> </li> <li>2. What are some ways to prevent sudden infant death syndrome?                             <ul style="list-style-type: none"> <li>- Always put infants "back to sleep" (sleeping on their backs).</li> <li>- Do not let babies sleep on their stomach.</li> <li>- They should sleep on a firm mattress.</li> <li>- Do not put pillows or soft objects in the crib.</li> <li>- Stop smoking.</li> </ul> </li> <li>3. Why are children at risk for poisoning?                             <ul style="list-style-type: none"> <li>- Children are curious.</li> <li>- They put everything in their mouths.</li> <li>- Many medicines and household supplies are poisonous.</li> </ul> </li> </ol> |
|---|------------|--|

## HEALTH EDUCATION: PREVENTING ACCIDENTS

| METHOD   | TIME | KNOWLEDGE   |
|--|------|---|
| 4. What can you do to prevent poisoning of children? |      | 4. What can you do to prevent poisoning of children?<br><ul style="list-style-type: none"> <li>- Keep all medicines locked and out of sight.</li> <li>- Keep all cleaning supplies, chemicals, and detergents locked up and out of sight.</li> <li>- Try not to let children watch you take medicine. They may try to imitate you.</li> </ul>   |
| 5. How can you prevent children from choking?        |      | 5. How can you prevent children from choking?<br><ul style="list-style-type: none"> <li>- Young children put everything in their mouths.</li> <li>- Do not give them popcorn, nuts, or hard candies.</li> <li>- Cut up their food (especially their meat) into small pieces.</li> <li>- Do not let children play with balloons, marbles, jacks, or small toys that they may choke on.</li> <li>- Crush pills or "chewable vitamins" between two spoons before giving them to young children.</li> <li>- Learn how to do the Heimlich maneuver. (See the lesson on <i>Choking</i>.)</li> </ul> |
| 6. How can you prevent deaths from drowning?         |      | 6. How can you prevent deaths from drowning?<br><ul style="list-style-type: none"> <li>- Do not let a child play around water unless an adult is watching.</li> <li>- Do not let children play in canals or in fast-moving water.</li> <li>- Teach your child to swim.</li> <li>- Make sure that children jump into water feet first, instead of diving into shallow water.</li> </ul>  |
| 7. How should young children cross the road?         |      | 7. How should young children cross the road?<br><ul style="list-style-type: none"> <li>- Young children should always cross the street with an adult.</li> <li>- Look both ways before crossing.</li> <li>- Cross at the crosswalk.</li> </ul>  |

## HEALTH EDUCATION: PREVENTING ACCIDENTS

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| 8. How can you keep from getting hurt in a car accident?  |      | 8. How can you keep from getting hurt in a car accident?<br><ul style="list-style-type: none"> <li>- Always wear seat belts.</li> <li>- Young children should ride in the back seat or in a car seat.</li> <li>- Drive carefully.</li> <li>- Never drink and drive.</li> </ul>   |
| 9. What should you do when you meet a ferocious dog?  |      | 9. What should you do when you meet a ferocious dog?<br><ul style="list-style-type: none"> <li>- Do not run or act scared.</li> <li>- Avoid dogs that you don't know.</li> <li>- Never turn your back on the dog.</li> </ul>   |
| 10. If the dog bites you, what should you do?   |      | 10. If the dog bites you, what should you do?<br><ul style="list-style-type: none"> <li>- Flush the wound and wash it with soap and water for 15 minutes.</li> <li>- Go to a health care provider.</li> <li>- There may be a risk of rabies. You may need a rabies vaccine.</li> <li>- The dog should be observed for 10 days to see if it stays healthy.</li> </ul> |
| 11. Why is it dangerous to have a cooking fire or open fire inside your home?                                   |      | 11. Why is it dangerous to have a cooking fire inside your home?<br><ul style="list-style-type: none"> <li>- The smoke is irritating.</li> <li>- The smoke can cause lung damage.</li> <li>- The fire gives off carbon monoxide, which is poisonous and can kill you.</li> </ul>   |
| 12. What can you do instead?  |      | 12. What can you do instead?<br><ul style="list-style-type: none"> <li>- Make sure your stove has a chimney that is working well.</li> <li>- Keep doors and windows open.</li> <li>- Move the cooking fire outside the house.</li> </ul>   |
| II. Application   | 15"  | II. <u>Applications</u>  |
| A. Return to your team. What changes do you need to make in your home to prevent accidents? Discuss as a group. |      | A. What changes do you need to make in your home?  |

## HEALTH EDUCATION: PREVENTING ACCIDENTS

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| METHOD   | TIME | KNOWLEDGE   |
|--|------|---|
| III. Teaching booklets<br>A. Divide into pairs. Practice teaching each other the <i>Preventing accidents</i> teaching booklet.<br><br>B. During the week, visit your friends and neighbors to teach about preventing accidents using the teaching booklet. | 20"  | III. <u>Teaching booklets</u><br>A. Practice teaching<br><br>B. Home visiting |

**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

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**ATTITUDE:** Participants will want to take steps to prevent accidents.

**SKILL:** Participants will know practical steps to prevent accidents.

**EVALUATION:** Are the participants taking steps in their own home to prevent accidents?

**MATERIALS:** -Newsprint, markers, masking tape  
-*Preventing accidents* teaching booklet.

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This lesson is used in: Health Promotion/ Health Education; and in Children/ Physical



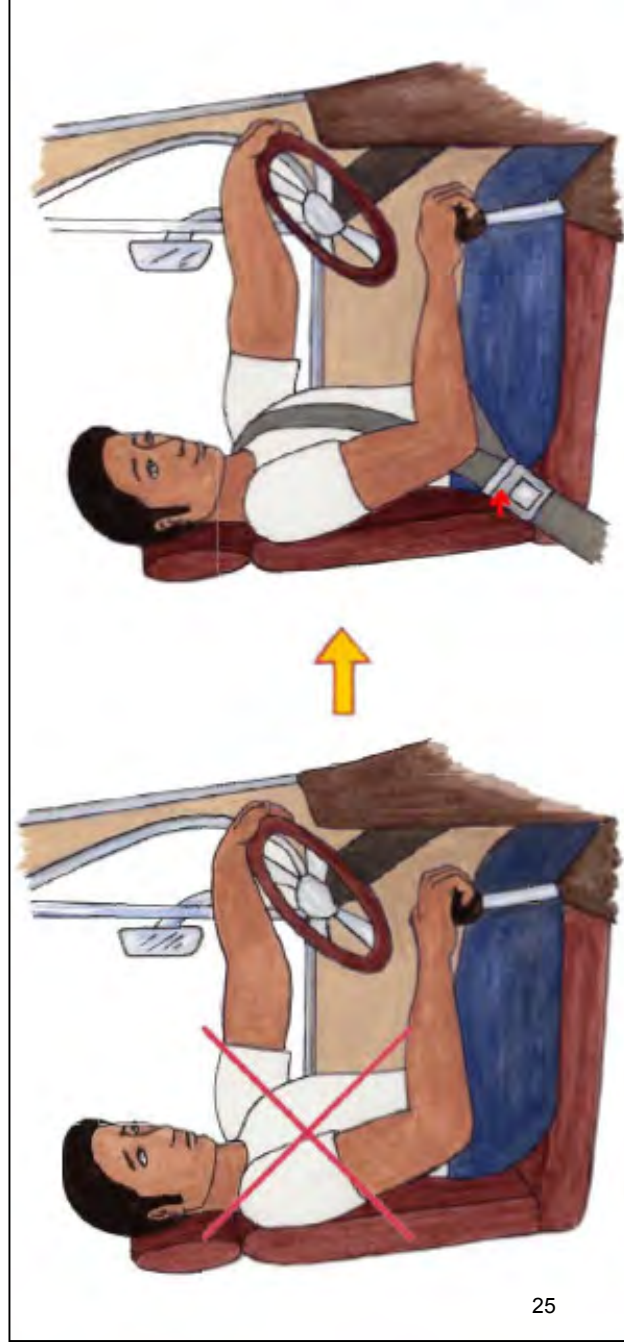


What instructions would you give a young child about crossing the road?

# PREVENTING ACCIDENTS



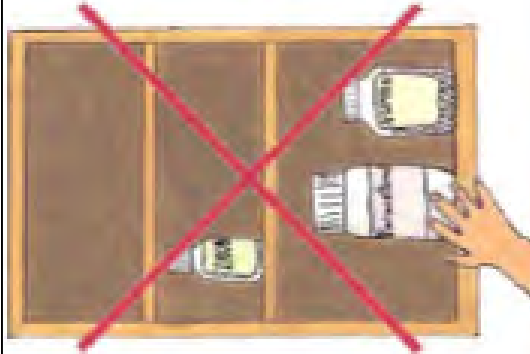
How can you stay safe when driving or riding in a car?



What steps can you take to prevent accidents?

How can you stay safe?

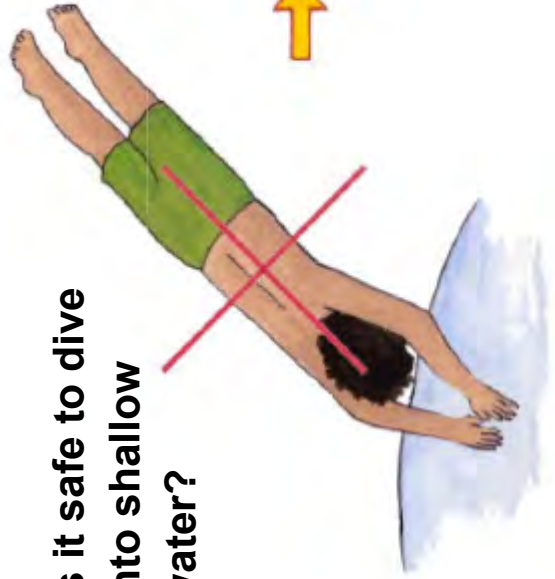
Where should you store your medicines and cleaning supplies?



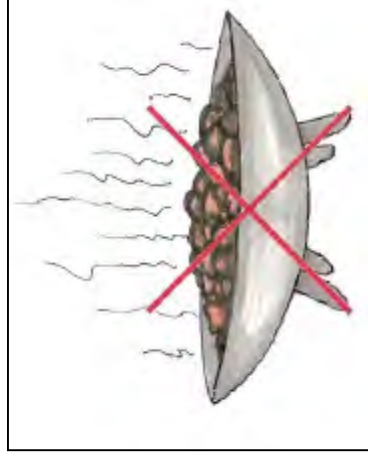
How should babies sleep?



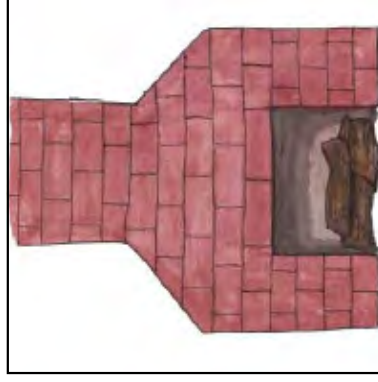
Is it safe to dive into shallow water?



## PREVENTING ACCIDENTS



What happens when you have an open fire inside your house?



What can you do instead?

**HEALTH EDUCATION: ACID REFLUX DISEASE**

Date: 10/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Describe the digestive tract.
  2. Explain what acid reflux disease is.
  3. List ways to prevent acid reflux.
  4. Teach others with the acid reflux book.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2010, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| <p><b>Illustration:</b> Show or draw the picture, <i>Digestive Tract</i>. What happens to food after you eat it?</p> <p><b>----SH questions----</b><br/>                     S = What do you <b>S</b>ee?<br/>                     H = What is <b>H</b>appening?</p> | 5"   |   |
| <p>I. Acid reflux disease</p> <p>A. What happens to food after you eat it?</p> <p>Have one participant show the route as the others describe it.</p>  | 10"  | <p>I. <u>Acid reflux disease</u></p> <p>A. What happens to food after you eat it?</p> <ol style="list-style-type: none"> <li>1. When you swallow food, it passes from the mouth into the esophagus and on to the stomach.</li> <li>2. The esophagus is the food tube between the mouth and the stomach.</li> <li>3. From the stomach, the food passes to the small intestines, where much of it is digested.</li> <li>4. The liver and the pancreas make chemicals to help digest or break down the food.</li> <li>5. Much of the food is digested and absorbed, to build the body and give it energy.</li> <li>6. The remainder of the undigested food passes on to the colon (large intestine) and the rectum.</li> <li>7. Stool (poop) is passed out of the body at the anus.</li> </ol> |

## HEALTH EDUCATION: ACID REFLUX DISEASE

| METHOD   | TIME | KNOWLEDGE   |
|--|------|---|
| <p>B. What is acid reflux?</p> <p>Have one person show the reflux of food from the stomach to the esophagus and mouth.</p> <p>C. What is acid reflux disease?</p>                                    |      | <p>B. What is reflux?</p> <ol style="list-style-type: none"> <li>1. Reflux means to flow back or return.</li> <li>2. Sometimes the food in the stomach goes back up into the esophagus or even into the mouth.</li> <li>3. The valve or sphincter between the stomach and the esophagus opens up so the food can escape</li> <li>4. Digestive juices or acid from the stomach mixes with the food, giving it an acid taste.</li> <li>5. When acid from the stomach reaches the lining of the esophagus, it causes a burning feeling or heartburn.</li> </ol> <p>C. What is acid reflux disease?</p> <ol style="list-style-type: none"> <li>1. Everyone has reflux once in a while.</li> <li>2. But reflux that occurs frequently may damage the esophagus and cause pain.</li> <li>3. This pain is called heartburn or acid indigestion.</li> <li>4. Heartburn is a common cause of pain in the upper stomach and lower chest.</li> <li>5. Another name for acid reflux is gastroesophageal reflux disease, or GERD.</li> </ol> |
| <p>II. Preventing acid reflux</p> <p>A. Give out the <i>Preventing Acid Reflux</i> handout. What are some ways to prevent acid reflux? Why does this work? Work in small groups and report back.</p> | 20"  | <p>II. <u>Preventing acid reflux</u></p> <p>A. Preventing acid reflux:</p> <ol style="list-style-type: none"> <li>1. Stop smoking! Smoking increases acid production and weakens the sphincter muscle at the bottom of the esophagus.</li> <li>2. Avoid alcohol. Alcohol also weakens the sphincter and increases the acid.</li> <li>3. If you have acid reflux, avoid aspirin and medicines like ibuprofen.</li> <li>4. Go for a walk after meals.</li> <li>5. Don't lie down for two or three hours after a meal.</li> <li>6. If you have reflux when you sleep, lie on your left side and raise the head of the bed about 15 cm. (or 6 to 8 inches). Put wooden blocks under the bedposts.</li> </ol>  |

## HEALTH EDUCATION: ACID REFLUX DISEASE

| METHOD   | TIME       | KNOWLEDGE   |
|--|------------|---|
| <p>B. Are there medicines to prevent reflux?</p>   |            | <p>7. Fried or fatty foods, coffee, soda, and spicy or "hot" foods may trigger heartburn.</p> <p>8. Lose weight if you are overweight.</p> <p>9. Eat smaller portions or smaller foods. (You may need to eat more often with smaller meals.)</p> <p>10. Garlic, onions, and tomatoes and spaghetti sauce may make reflux worse.</p> <p>11. Chocolate and peppermints may make reflux worse.</p> <p>12. Avoid foods that make your reflux worse.</p> <p>13. Wear loose-fitting clothes.</p> <p>B. Medicines?</p> <p>1. Yes, there are many medicines to prevent or treat reflux?</p> <p>2. Antacids block the acids in the stomach.</p> <p>3. Several other medicines work in other ways.</p> <p>4. Always check with your health care provider before taking medicines.</p> |
| <p>III. Further care<br/>Discuss in small group.</p> <p>A. When should you go see your health care provider?</p>   | <p>5"</p>  | <p>III. <u>Further care</u></p> <p>A. See a health care provider it:</p> <p>1. Your stomach pain continues or gets worse.</p> <p>2. You have blood in your stool (poop).</p> <p>3. You throw up blood.</p> <p>4. You are losing weight.</p> <p>5. You have gnawing pain in your stomach that is relieved by food.</p>   |
| <p>IV. Picture books</p> <p>A. Divide into pairs. Practice teaching each other the <i>Acid Reflux Disease</i> picture book.</p> <p>B. During the week, visit your friends and neighbors to teach about acid reflux disease using the picture book.</p> | <p>20"</p> | <p>IV. <u>Picture books</u></p> <p>A. Practice teaching</p> <p>B. Home visiting</p>   |

## HEALTH EDUCATION: ACID REFLUX DISEASE

### References:

*Handbook, Health Education Program for Developing Countries*. 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries*. 2009. Available from: <http://hepfdc.info/Page2.html>

National Digestive Diseases Information Clearinghouse. 2007. *Heartburn, Gastroesophageal Reflux (GER) and Gastroesophageal Reflux Disease (GERD)*. Available from: <http://digestive.niddk.nih.gov/ddiseases/pubs/gerd/>

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**ATTITUDE:** Most acid reflux can be prevented.

**SKILL:** Participants will learn ways to prevent acid reflux disease.

**EVALUATION:** Are the participants able to teach others using the picture book?

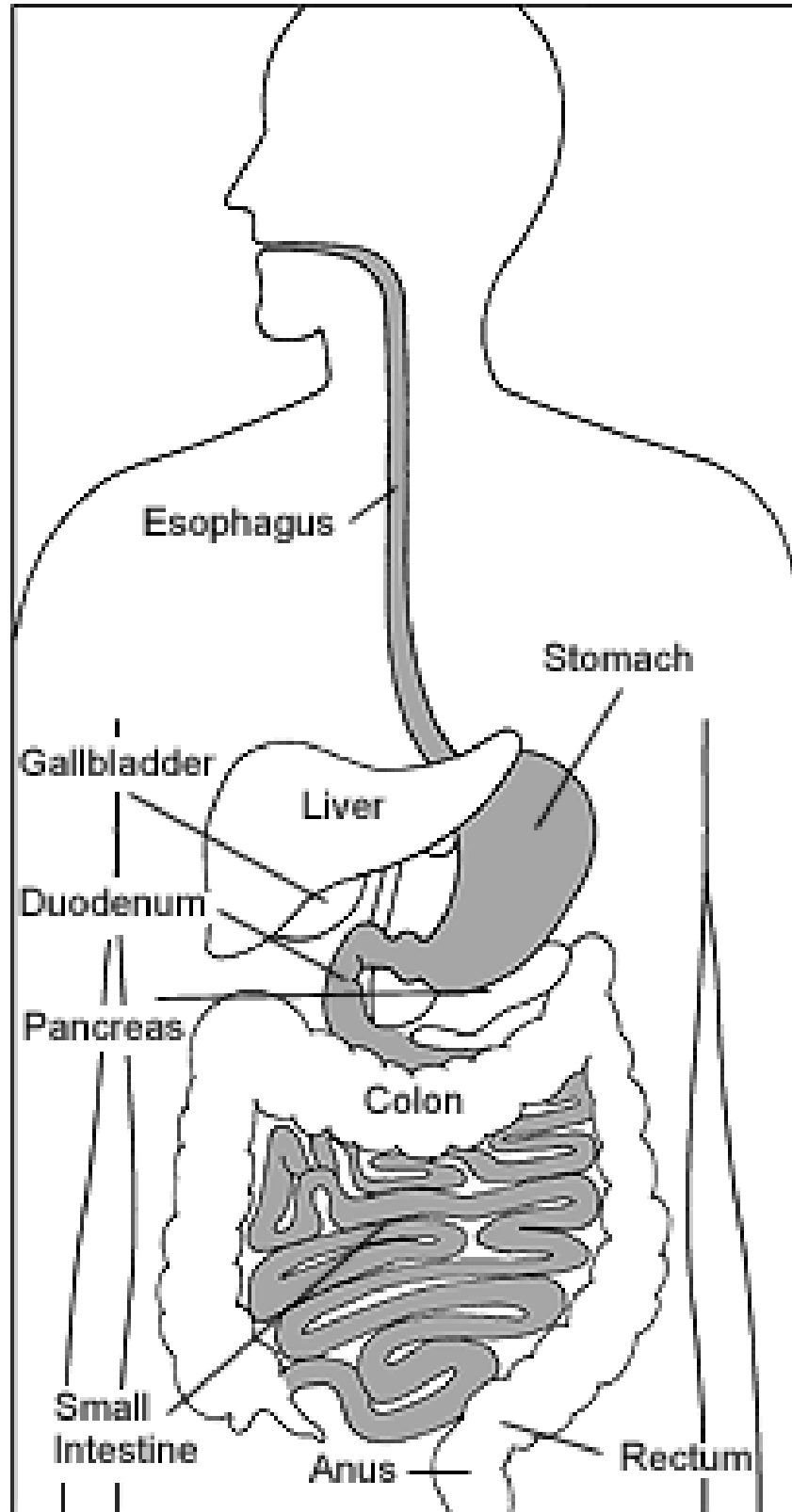
**MATERIALS:**

- Newsprint, markers, masking tape
- Digestive Tract* illustration
- Preventing Acid Reflux* handout
- Preventing Acid Reflux* picture book

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This lesson is used in: Health Promotion/ Health Education; and in Children/ Physical.

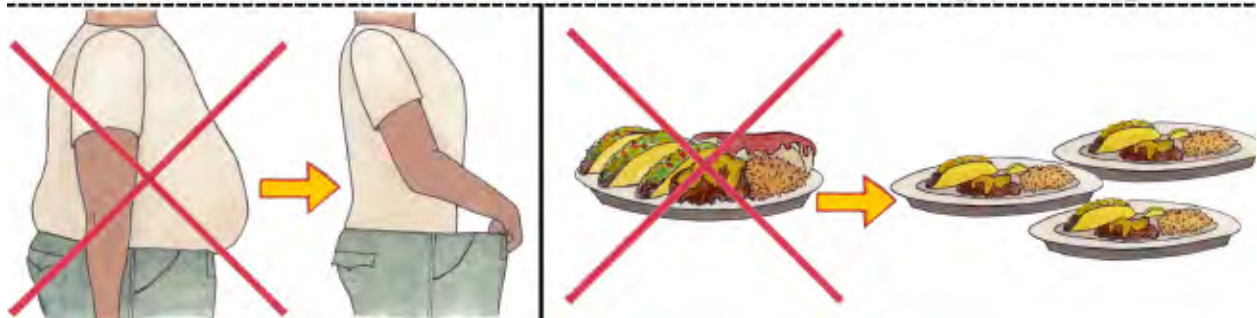
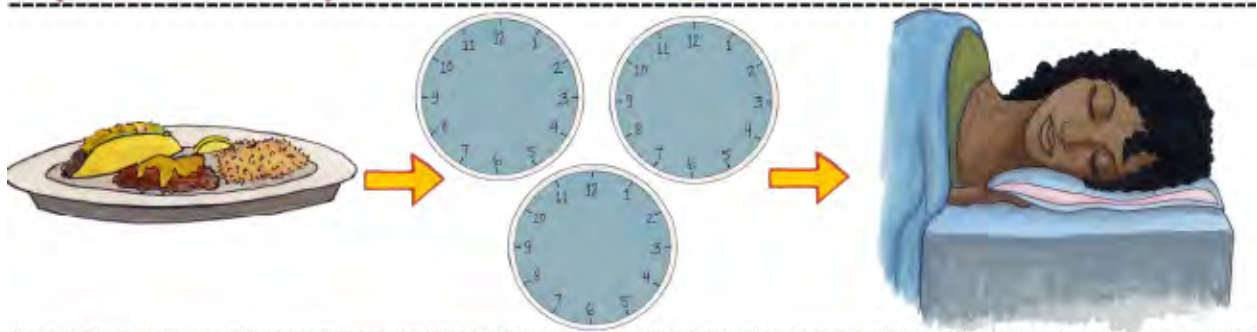
## DIGESTIVE TRACT



Source: Wikimedia. 2009. Available from: <http://commons.wikimedia.org/wiki/File:Uppergi.gif>



# PREVENTING ACID REFLUX

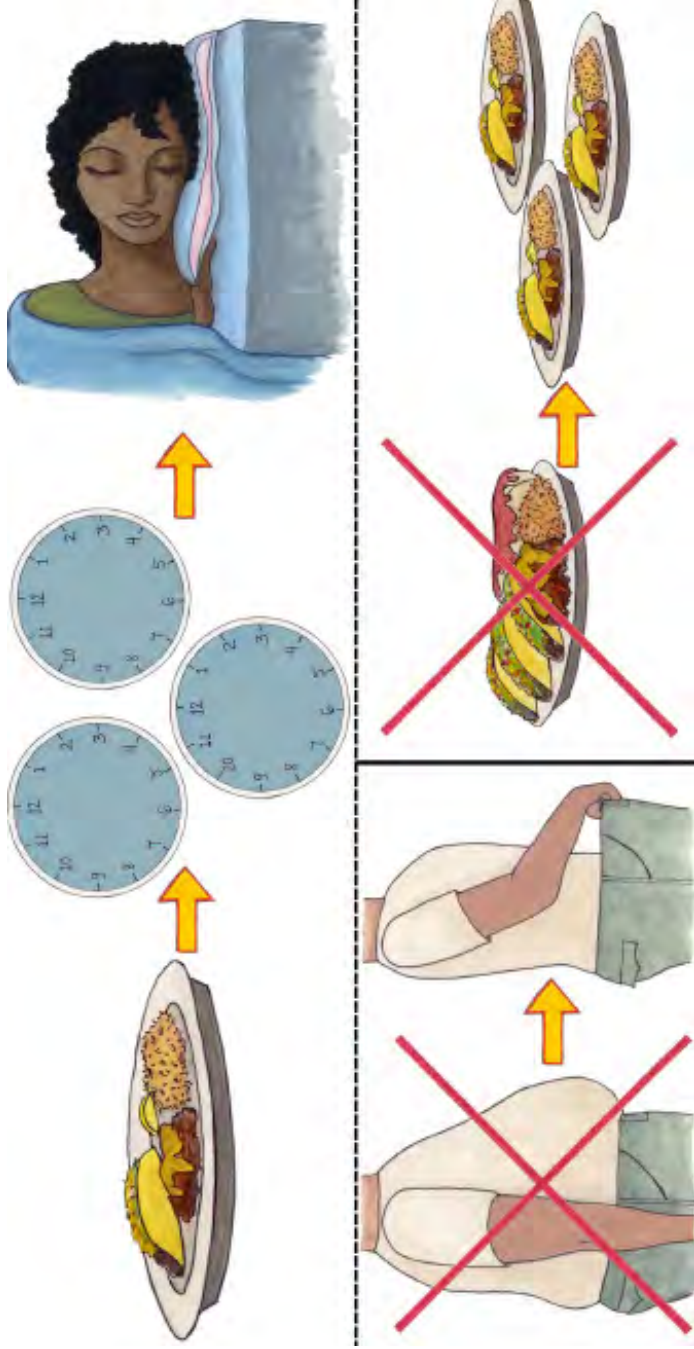




# ACID REFLUX DISEASE

What is reflux?

What is acid reflux disease?

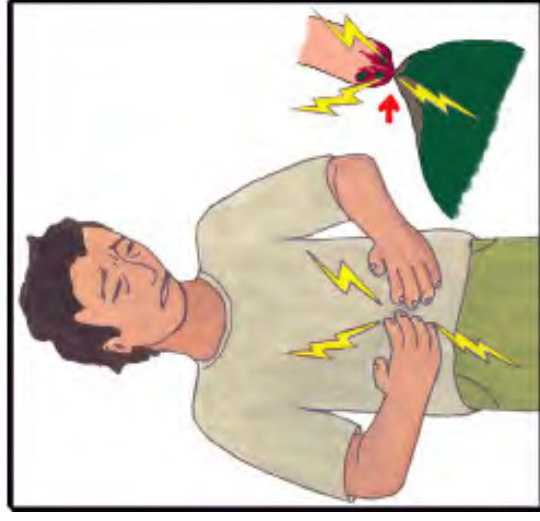


What else can you do to prevent acid reflux?

When do you need to go to the clinic?

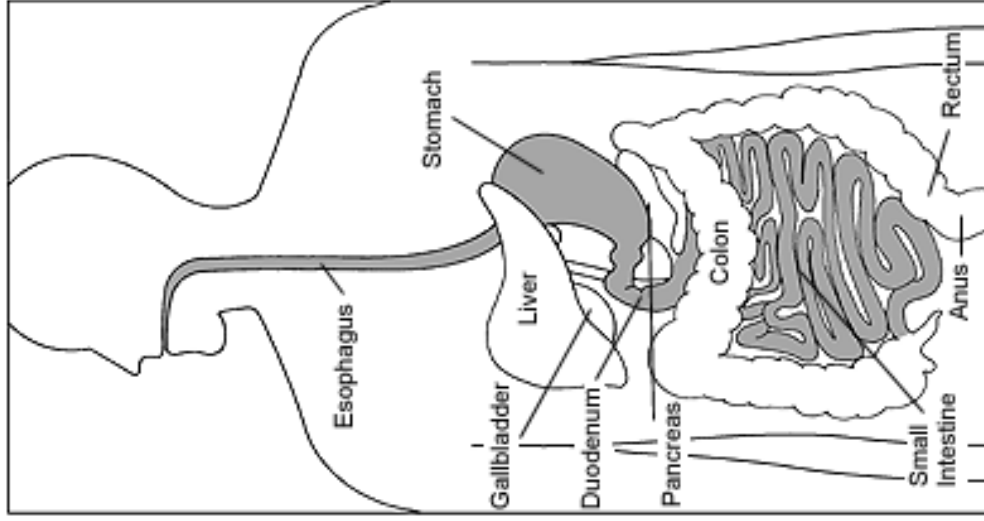
Go to the clinic if:

1. Your stomach pain is getting worse.
2. You vomit up blood.
3. There is blood in your stools (poop).
4. You are losing weight.
5. You have a gnawing stomach pain that gets better with food.



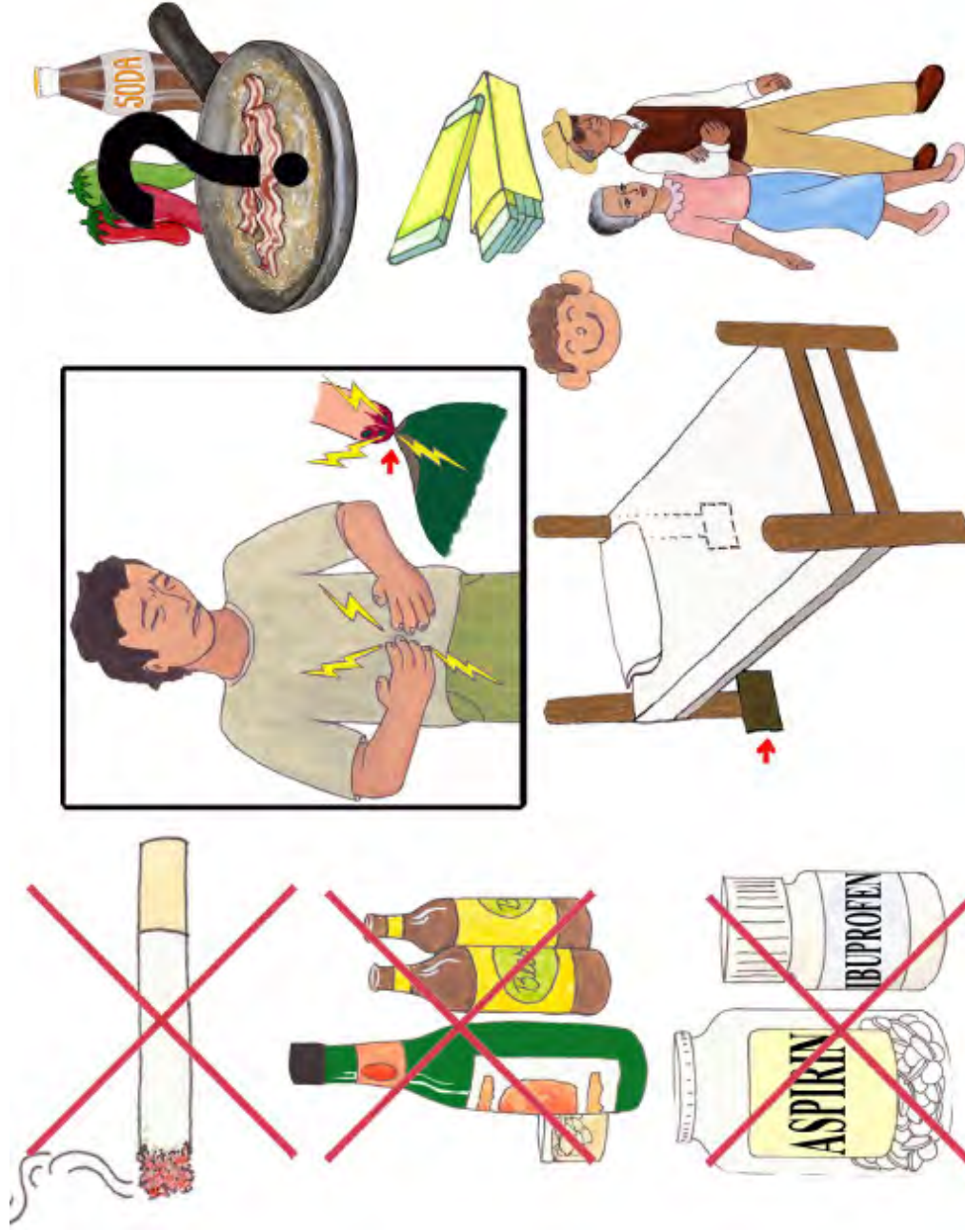
Have you ever had heartburn?

Trace the path of the food that you eat.



Source: Wikimedia, 2009

What are some ways to prevent acid reflux disease?



**HEALTH EDUCATION: BACK PAIN**

Date: 9/09

(1 – 1½ HOURS)

**OBJECTIVES:**

After working through this lesson, participants will be able to:

1. Describe back pain and list some causes of back pain.
2. List ways to prevent back pain.
3. Demonstrate exercises to strengthen and stretch the back muscles.
4. Describe how to treat back pain.
5. Teach the *Back Pain* picture book.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. These lessons are accompanied by a series of health teaching booklets on the individual topics. These lessons are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Simulation:**

5"

Ask two or more participants to move a heavy object, such as a heavy box. One person squats and picks up the box with his back straight, bending his knees. The other leans over to pick up the box with a curved back. Later, he complains of back pain.

--OR--

**Illustration**

Show or draw the illustration, *Back pain*

**----SHOWD questions----**

S = What do you See?  
 H = What is Happening?  
 O = Does this happen in Our place?  
 W = Why does this happen?  
 D = What will we Do about it?

I. Back pain

10"

I. Back pain

- Discuss in large group.  
 A. What is back pain?

- A. What is back pain?  
 1. Back pain is pain in the back, usually in the lower back  
 2. Back pain is very common.  
 3. Back pain is not a disease but a symptom  
 4. Back pain has different causes.  
 5. Back pain usually gets better over time.  
 6. Back pain may become a long-lasting problem.

B. What causes back pain?

- B. What causes back pain?  
 1. Back pain is often caused by muscle spasms in the back muscles

## HEALTH EDUCATION: BACK PAIN

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
|   |      | <ol style="list-style-type: none"> <li>2. The muscle spasm causes a cramp in the back. This may be very painful.</li> <li>3. Muscle spasms may be caused by an awkward movement of the back, or by twisting the back.</li> <li>4. But even simple movements such as bending to tie your shoe can cause muscle spasms.</li> <li>5. Coughing or sneezing can also cause muscle spasm and back pain.</li> <li>6. Accidents may cause damage to the back, leading to back pain.</li> <li>7. Over time, some people develop back problems due to aging or degeneration of the back.</li> </ol>  |
| <p>II. Preventing back pain</p> <p>A. What are some ways to prevent back pain?</p> <p>B. Back stretching and strengthening exercises. Divide into small groups. Give each group a copy of <i>X-Plain Back Exercises</i> (NIH) or the <i>Back Pain</i> trifold. Practice and learn one or two exercises and teach them to the rest of the group.</p> | 25"  | <p>II. <u>Preventing back pain</u></p> <p>A. Preventing back pain</p> <ol style="list-style-type: none"> <li>1. Strengthen your back muscles by doing back stretching and strengthening exercises at least 2 -3 times per week.</li> <li>2. Have good posture. Stand straight. Sit up straight.</li> <li>3. Be careful how you lift heavy objects. Bend your knees and your hips while keeping your back straight. Do not bend your back.</li> <li>4. Avoid accidents.</li> <li>5. Lose weight if you are overweight.</li> <li>6. Use a firm mattress.</li> <li>7. If your work involves heavy lifting, wear a back support.</li> <li>8. Do not smoke.</li> </ol> <p>B. Back stretching and strengthening exercises</p> <ol style="list-style-type: none"> <li>1. Pelvic tilt</li> <li>2. Single leg pull</li> <li>3. Double knee to chest</li> <li>4. Pretzel</li> <li>5. Side stretch</li> <li>6. Back arch</li> <li>7. Hamstring stretch</li> <li>8. Partial sit-up or Crunch</li> <li>9. Cat and Camel</li> <li>10. Arm reach</li> <li>11. Leg reach</li> <li>12. Wall slide</li> <li>13. Bicycling</li> </ol> |

## HEALTH EDUCATION: BACK PAIN

| METHOD  | TIME       | KNOWLEDGE   |
|---|------------|---|
| <p>III. Treating back pain.</p> <p>A. Hand out the <i>Back Pain</i> teaching booklet. What are some ways to treat acute back pain? (Acute back pain is pain that just started, in contrast to chronic back pain.)</p> | <p>10"</p> | <p>III. <u>Treating back pain</u></p> <p>A. Treating acute back pain</p> <ol style="list-style-type: none"> <li>1. Apply ice for the first 6 hours to two days after the injury.</li> <li>2. After three days, heat may be applied.</li> <li>3. You may use a pain reliever such as Paracetamol for temporary relief.</li> <li>4. Be careful! All pain relievers have side effects. Do not continue to take pain relievers for more than 12 days unless instructed by your doctor..</li> <li>5. Bed rest, corsets, and back braces do NOT help—what is needed are strong back muscles.</li> <li>6. Gradually increase activity.</li> <li>7. Use a firm mattress.</li> <li>8. See your health care provider if the back pain lasts more than 6 weeks.</li> <li>9. After the back pain starts to get better, begin stretching exercises.</li> <li>10. Some examples of stretching exercises are:               <ul style="list-style-type: none"> <li>- Lie flat on the floor with your legs raised and resting on a pillow or foot rest.</li> <li>- Sit and lean forward, and lower your head to your knees.</li> <li>- Stand and lean backwards, with your hands on your lower back.</li> </ul> </li> <li>11. Begin back strengthening exercises, such as:               <ul style="list-style-type: none"> <li>- Pelvic tilt</li> <li>- Bicycling</li> <li>- Partial sit-ups or crunches</li> </ul> </li> <li>12. The back stretching and strengthening exercises will strengthen the back muscles and help prevent future back pain.</li> </ol> |

## HEALTH EDUCATION: BACK PAIN

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| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| IV. Teaching booklets<br>A. Divide into pairs. Practice teaching each other the <i>Back Pain</i> teaching booklet.<br><br>B. During the week, visit your friends and neighbors to teach about back pain using the teaching booklet. | 20"  | IV. <u>Teaching booklets</u><br>A. Practice teaching<br><br>B. Home visiting |

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### References:

Ehrlich, G. 2003. *Back pain*. Bulletin of the World Health Organization 81(9); Available from: <http://www.who.int/bulletin/volumes/81/9/Ehrlich.pdf>

*Handbook, Health Education Program for Developing Countries*. 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries*. 2009. Available from: <http://hepfdc.info/Page2.html>

National Institutes of Health. 2005. *X-Plain Back Exercises*. Available from: <http://www.nlm.nih.gov/medlineplus/tutorials/backexercises/hp319101.pdf>

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**ATTITUDE:** Often, back pain can be prevented.

**SKILL:** Participants will know ways to prevent and treat back exercises. They will know specific exercises to prevent back pain.

**EVALUATION:** Are the participants able to demonstrate and teach exercises to strengthen the back muscles?

**MATERIALS:** -Newsprint, markers, masking tape  
-*Back pain* illustration  
-*X-Plain Exercises* (one copy per small group) (available from the DVD or at <http://www.nlm.nih.gov/medlineplus/tutorials/backexercises/hp319101.pdf>)  
-*Back Pain* teaching books (one per participant)

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This lesson is used in: Health Promotion/ Basic Health Skills; First Aid and Safety; and in Children/Physical.

## BACK PAIN

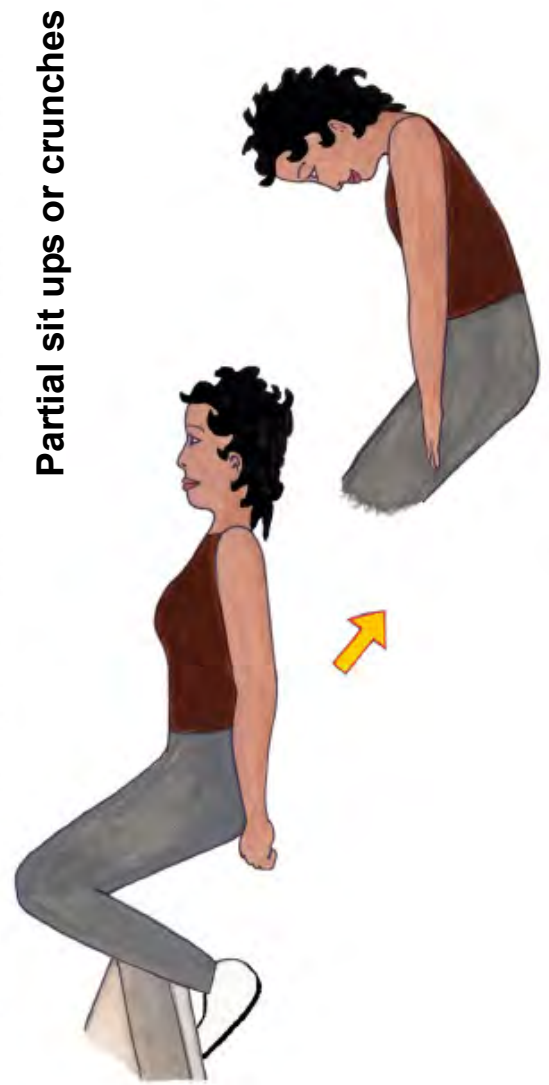


**Source:** *Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>





## Exercises to strengthen back muscles:



## BACK PAIN



## What causes back pain?

Source of illustrations:  
Health Education Program for Developing Nations.  
2009. Available from: <http://www.hepfdc.info/>

# What are some treatments for acute back pain?

Name 7 things that you notice here.



## Treatment for acute back pain:

1. Reduce activity for a few days.
  2. Apply ice for up to two days. After three days, heat may be applied.
  3. Give a pain reliever such as Paracetamol for pain.
  4. Sleep on a firm mattress.
  5. Sleep with a pillow between the legs.
  6. Stand with one foot resting on a box.
  7. After the pain is better, do stretching movements.
- Lie flat on your back with legs elevated.
  - Sit and lower your head to your knees.
  - Stand with your hands on your lower back. Lean back.

**HEALTH EDUCATION: BREASTFEEDING**

Date: 1/09

(1 HOUR)

**OBJECTIVES:** After working through this lesson, participants will be able to:

1. List advantages of breastfeeding.
2. Discuss the dangers of bottle feeding.
3. Give basic advice to mothers who are breastfeeding.
4. Give suggestions to mothers who have difficulties while breastfeeding.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

| METHOD   | TIME | KNOWLEDGE |
|--|------|-----------|
| <p><b>Role Play:</b> A mother is caring for her newborn baby when a friend comes to visit.</p> <p>1<sup>st</sup> What a beautiful baby! How are you doing?</p> <p>2<sup>nd</sup> I'm doing okay. But I'm kind of worried.</p> <p>1<sup>st</sup> Worried? What is bothering you?</p> <p>2<sup>nd</sup> I don't have enough milk. And my nipples are really sore.</p> <p>1<sup>st</sup> You can do it! Just keep trying!</p> <p>2<sup>nd</sup> No, I just don't have enough milk. But that's okay. They gave me some free formula at the hospital.</p> | 5"   |           |

**----SHOWD questions----**

S = What do you See?  
 H = What is Happening?  
 O = Does this happen in Our place?  
 W = Why does this happen?  
 D = What will we Do about it?

- I. Benefits of breastfeeding  
 Discuss in large group.
- A. What are some benefits of breastfeeding?

10"

- I. Benefits of breastfeeding
- A. Benefits of breastfeeding
1. Breastfeeding is the most important thing that a mother can do to protect her baby from serious illness and death.
  2. Breast milk, especially the early milk or colostrums, contains antibodies that protect the baby from illness.
  3. Breastfeeding is less expensive than bottle feeding.
  4. Breastfeeding is safer than bottle feeding. Unless the bottles, nipples and formula are sterilized, babies often get sick.

## HEALTH EDUCATION: BREASTFEEDING

| METHOD  | TIME       | KNOWLEDGE  |
|---|------------|--|
| <p>B. What are some risks of bottle feeding?</p>  |            | <p>5. Breastfeeding is easier and more convenient. It is hard work to sterilize bottles and nipples.</p> <p>6. Some people say that breastfed babies grow up to be smarter than bottle fed babies.</p> <p>7. Breastfeeding also protects the mother. It protects her against cancer of the ovaries and the breast. It also protects her against osteoporosis (thin, weak bones in older women that break easily)</p> <p>B. Risks of bottle feeding</p> <p>1. Bottle fed babies don't receive antibodies or protection from their mothers. So they have more infections like diarrhea and pneumonia.</p> <p>2. About one million children die each year because they are not breastfed for long enough.</p> <p>3. If the mother does not sterilize the bottles, nipples and formula well, the baby may get sick.</p> <p>4. Formula is expensive.</p> <p>5. If formula is mixed with contaminated water (water with germs), the baby may get sick.</p> <p>6. If formula is left standing at room temperature for several hours, germs often grow and the baby may get sick.</p> <p>7. Babies taking formula get sick more often.</p> |
| <p>II. Practical points<br/>Discuss in large group.</p> <p>A. How long should you breastfeed your baby?</p> | <p>10"</p> | <p>II. <u>Practical points</u></p> <p>A. How long should you breastfeed?</p> <p>1. Breastfeed exclusively for the first six months of life.</p> <p>2. Exclusive breastfeeding means that no other foods and liquids are given to the baby.</p> <p>3. Continue breastfeeding until your child is at least two to three years of age.</p> <p>4. After six months of age, you can gradually introduce other foods.</p>  |

## HEALTH EDUCATION: BREASTFEEDING

| METHOD  | TIME       | KNOWLEDGE  |
|---|------------|--|
| <p>B. How can a mother care for herself while she is breastfeeding? Show the picture, <i>Facts about breastfeeding</i>.</p>   |            | <p>B. How can a mother care for herself?</p> <ol style="list-style-type: none"> <li>1. Never give “supplemental” bottle feeding. This will cause the mother to produce less milk.</li> <li>2. Get plenty of sleep. Rest more often.</li> <li>3. Drink more liquids.</li> <li>4. Eat extra amounts of healthy foods, such as eggs, meat, milk, and yoghurt. You are eating for yourself and your baby..</li> <li>5. Mothers may take extra vitamins while they are breastfeeding. Fruits and vegetables are also high in vitamins.</li> <li>6. Have a quiet place to relax while you are breastfeeding.</li> <li>7. If you must leave your baby to go to work, breast feed frequently before and after work.</li> </ol> |
| <p>III. Divide into small groups. You are CHEs, visiting a mother who is breastfeeding. But she is concerned. How would you answer her? Give out the handout, <i>Breastfeeding challenges</i>. Each group will answer one mother’s challenge.</p> <p>A. “I’m not making enough milk.”</p> | <p>20”</p> | <p>III. <u>Breastfeeding challenges</u></p> <p>A. Not enough milk</p> <ol style="list-style-type: none"> <li>1. Breastfeed more frequently.</li> <li>2. Drink more liquids.</li> <li>3. The lower picture showing the rooting reflex.</li> <li>4. As the mother touches her breast to the center of his lips, the baby will open his mouth widely.</li> <li>5. She should pull the baby straight onto the nipple. The baby will pull the nipple and areola (the darker part) into his mouth.</li> <li>6. The mother can hold her breast with her free hand to help him latch on.</li> </ol>  |

## HEALTH EDUCATION: BREASTFEEDING

| METHOD   | TIME | KNOWLEDGE   |
|--|------|---|
| <p>B. "My nipples are cracked and sore."</p>         |      | <p>B. Cracked nipples</p> <ol style="list-style-type: none"> <li>1. The nipples may crack if the baby does not latch on well or is not positioned right.</li> <li>2. Prevent this by positioning the baby's lips and mouth on the areola (dark area) and not just on the nipple.</li> <li>3. Limit the feeding to 10 minutes on each breast.</li> <li>4. Never pull a baby off the breast without breaking the suction with your finger.</li> <li>5. Dryness and warmth (not creams and pads) are the best treatment for sore nipples.</li> </ol> |
| <p>C. "I am sick."</p>                               |      | <p>C. The mother is sick</p> <ol style="list-style-type: none"> <li>1. Continue breastfeeding with most illnesses.</li> <li>2. The mother's milk will contain antibodies (protection) against the infection.</li> <li>3. She can continue to breastfeed.</li> <li>4. She should NOT breastfeed if she has active tuberculosis, until it has been treated.</li> <li>5. Check with a doctor if the mother has HIV/ AIDS. HIV infection can spread to the baby.</li> </ol>   |
| <p>D. "My baby is sick with fever and diarrhea."</p> |      | <p>D. The baby is sick</p> <ol style="list-style-type: none"> <li>1. Continue breastfeeding.</li> <li>2. You can also give extra safe water and ORS.</li> <li>3. You can give extra water or ORS with a spoon.</li> <li>4. Do not use a bottle. Bottles and nipples that are not sterilized well can cause diarrhea.</li> <li>5. See a doctor if the baby looks very sick or if he is getting dehydrated (dried up).</li> </ol>   |
| <p>E. "My breast is swollen, red, and burning."</p>  |      | <p>E. Mastitis</p> <ol style="list-style-type: none"> <li>1. This probably is mastitis.</li> <li>2. Mastitis is an infection of the breast.</li> <li>3. The mother should see a doctor or health care provider.</li> <li>4. She may need warm compresses and antibiotics.</li> <li>5. Do NOT stop breastfeeding.</li> </ol>   |

## HEALTH EDUCATION: BREASTFEEDING

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| IV. Teaching booklets<br>A. Divide into pairs. Practice teaching each other the teaching booklet, <i>Breastfeeding</i> .<br><br>B. During the week, visit your friends and neighbors to teach about breastfeeding using the teaching booklet. | 15"  | IV. <u>Teaching booklets</u><br>A. Practice teaching<br><br>B. Home visiting |

**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries*. 2009. Available from <http://hepfdc.info/Page2.html>

*Health Topics*. 2008. World Health Organization. Available from: <http://www.who.int/topics/en/>

*Illustrations, Health Education Program for Developing Countries*. Available from: <http://hepfdc.info/Page2.html>

**ATTITUDE:** Participants will know the value of breastfeeding.

**SKILL:** Participants will be able to discuss the advantages of breastfeeding, and give practical advice to breastfeeding mothers. They will be able to give advice on common challenges to breastfeeding.

**EVALUATION:** Are the participants able to give advice about breastfeeding, and teach about breastfeeding using the teaching booklets.

**MATERIALS:**  
 -Newsprint, markers, masking tape  
 -*Facts about breastfeeding* handout  
 -*Breastfeeding Challenges* handout  
 -*Breastfeeding* teaching booklets

This lesson is used in: Health Promotion/ Health Education; Adolescents; and in Women/Pregnancy.



## FACTS ABOUT BREASTFEEDING





## BREASTFEEDING CHALLENGES

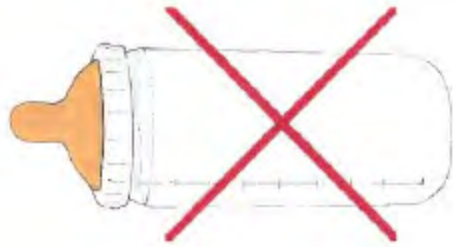
1. **“I’m not making enough milk for my baby. He is only a week old.”**

**Hint:** Look at the drawings at the bottle of the *“Facts about breastfeeding”* handout.

2. **“My nipples are cracked and sore. What should I do?”**
3. **The mother is sick with a cold, flu, or pneumonia. Can she continue to breastfeed? What should she be careful about? Are there any special cases to consider?**
4. **“My baby is sick with a fever and diarrhea. I am afraid that she may get dehydrated (dried out), but I don’t want to give her a bottle. What should I do?”**
5. **“My breast is swollen, red, burning, and very painful. I think that I may have a fever. What should I do? Could this be mastitis?”**



How can you care for yourself while you are breastfeeding?  
 What should you eat and drink? Why?  
 Can you continue to breastfeed even when you are sick?



# BREASTFEEDING



How long should you breastfeed?

What are some risks of bottle feeding?

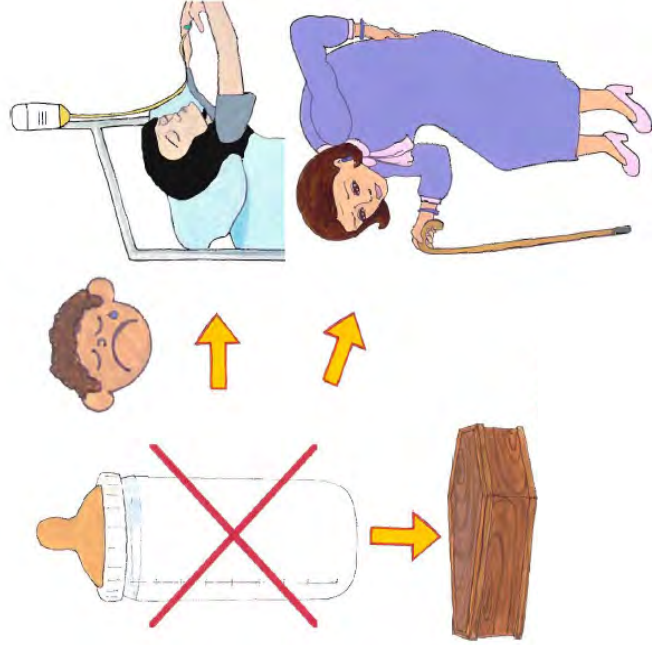
How can you care for yourself while you are breastfeeding?

Source of illustrations:  
 Health Education Program for Developing Nations.  
 Available from: <http://www.hepfdc.info/>

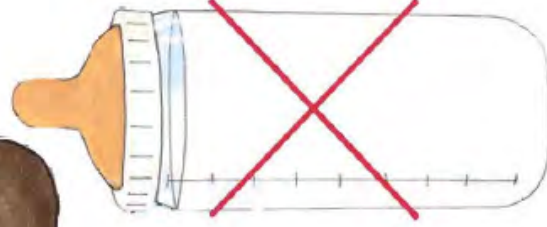
# BREAST-FEEDING



How long should you breastfeed?  
Do you need to give a bottle or water as well?  
When does your baby need solid food?



## What are some risks of bottle feeding?



- Breastfeeding Guidelines:**
- Exclusive breastfeeding (no other foods or liquids) for 6 months.
  - (You may need extra water or ORS if your baby has diarrhea or a fever.)
  - Gradually add solid foods after six months of age.
  - Continue breast feeding for 2-3 years.

**Babies may get sick:**

- Loss of protection from breast milk.
- Bottles may not be sterilized
- Water may not be safe.

**For the parents:**

- High cost of formula
- Breastfeeding keeps mothers healthy.



**HEALTH EDUCATION: CARING FOR YOUR TEETH**

Date: 2/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Explain how tooth decay occurs.
  2. Describe ways that adults can care for their teeth.
  3. Describe ways to care for the teeth of children.
  4. Teach others how to care for their teeth.

**OVERVIEW FOR TRAINERS:**

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These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with children and teens.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Role Play:** Use white pillowcases to represent teeth, and black spots of construction paper to represent plaque or tooth decay.

**(Mr. Tooth Decay arrives.)** Look at those white shiny teeth! But I can fix that. Here, kid, have some Coke and some candy.

**Teeth** Mmm. Looks good.

**Mr. TD** Got him! (He starts attaching black spots to the teeth.)

**Teeth** We feel sticky.

**Dudley Dentist** arrives with a large toothbrush and starts scrubbing.

**Teeth** Now we feel better.

**Song:** (To the tune of "Row, row, row your boat")

Brush, brush, brush, your teeth,  
Each and every day,  
Up and down and all around--  
Brush those germs away.

**----SHOWD questions----**

- S = What do you **S**ee?
- H = What is **H**appening?
- O = Does this happen in **O**ur place?
- W = **W**hy does this happen?
- D = What will we **D**o about it?

- |  |     |
|--|-----|
| <p>I. Tooth decay<br/>Discuss in large group.<br/>A. What kinds of problems do people have</p> | 10" |
|--|-----|

- |  |
|--|
| <p>I. <u>Tooth decay</u><br/>A. Problems with teeth<br/>1. Many people have tooth decay.</p> |
|--|

## HEALTH EDUCATION: CARING FOR YOUR TEETH

| METHOD  | TIME       | KNOWLEDGE   |
|---|------------|---|
| <p>B. What causes tooth decay?</p> <p>Show how to scrape a tooth with your fingernail to see if you have plaque.</p>  |            | <ol style="list-style-type: none"> <li>2. This leads to cavities and tooth pain and sometimes to the loss of teeth.</li> <li>3. Often adults often have gum disease as well.</li> <li>4. Their gums may be swollen and sore.</li> </ol> <p>B. What causes tooth decay?</p> <ol style="list-style-type: none"> <li>1. Tooth decay is caused eating sweet or sticky foods.</li> <li>2. That leads to the build-up of plaque on your teeth.</li> <li>3. Bacteria or germs grow in the plaque.</li> <li>4. The bacteria or germs attack the teeth and cause tooth decay.</li> </ol>   |
| <p>II. Preventing tooth decay</p> <p>Divide into small groups. Half of the groups will discuss how adults can prevent tooth decay. The other half will discuss how you can prevent tooth decay in children. If you want, you can present your recommendations as a song, skit, or poster.</p> <p>A. How can adults prevent tooth decay?</p> | <p>20"</p> | <p>II. <u>Preventing tooth decay</u></p> <p>A. Preventing tooth decay in adults</p> <ol style="list-style-type: none"> <li>1. Brush your teeth at least twice a day.</li> <li>2. Floss your teeth.</li> <li>3. Rinse and "swish" your teeth after brushing and flossing.</li> <li>4. Eat healthy foods.</li> <li>5. Avoid sodas and sweet, sticky foods.</li> <li>6. Drink lots of safe water.</li> <li>7. If possible, use fluoridated water and fluoridated toothpaste. (The fluoride helps prevent tooth decay.)</li> <li>8. Eat high-fiber vegetables and fruits.</li> <li>9. Avoid tobacco.               <ul style="list-style-type: none"> <li>- Tobacco causes mouth cancer.</li> <li>- Tobacco leads to gum disease.</li> <li>- Tobacco causes bad breath.</li> <li>- Tobacco stains your teeth.</li> </ul> </li> <li>10. Heavy use of alcohol also leads to mouth and throat cancer.</li> </ol> |

## HEALTH EDUCATION: CARING FOR YOUR TEETH

| METHOD   | TIME       | KNOWLEDGE  |
|--|------------|--|
| <p>B. How can you care for the teeth of children?</p> <p>C. What is the best technique to brush your teeth? Demonstrate. Children can also practice brushing their teeth.</p>  |            | <p>B. Caring for the teeth of children</p> <ol style="list-style-type: none"> <li>1. Breastfeed your children.</li> <li>2. Do not use bottles.</li> <li>3. Never give a bottle.</li> <li>4. Give your children regular, nutritious meals.</li> <li>5. Avoid frequent snacks.</li> <li>6. Sodas, sweet drinks, candy and sugar cane can lead to tooth decay.</li> <li>7. Brush teeth with fluoride toothpaste.</li> <li>8. Use only a small amount of fluoride toothpaste, since fluoride can stain the teeth.</li> <li>9. If there is no fluoride toothpaste available, brush with safe water or safe water and a pinch of baking soda.</li> <li>10. Brush your children's teeth twice a day.</li> <li>11. Rinse teeth with safe water and swish after brushing teeth and after eating snacks.</li> <li>12. Floss the teeth once a day.</li> <li>13. If you can't get dental floss, you can use sewing thread or fishing line.</li> </ol> <p>C. Brushing your teeth.</p> <ol style="list-style-type: none"> <li>1. Brush twice a day.</li> <li>2. Use a soft toothbrush and short strokes.</li> <li>3. Brush the top of the teeth, the sides of the teeth, and the gums.</li> <li>4. Also brush the tongue.</li> <li>5. Use only a small amount of fluoridated toothpaste.</li> <li>6. Rinse and swish your teeth with safe water after you brush.</li> <li>7. Rinse your toothbrush with safe water and store it upright to air dry.</li> </ol> |
| <p>III. Teaching booklets</p> <p>A. Divide into pairs. Practice teaching each other the teaching booklet. <i>Caring for your teeth.</i></p> <p>B. During the week, visit your friends and neighbors to teach about caring for their teeth using the teaching booklet</p> | <p>20"</p> | <p>III. <u>Teaching booklets</u></p> <p>A. Practice teaching</p> <p>B. Home visiting</p>   |

## HEALTH EDUCATION: CARING FOR YOUR TEETH

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| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

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**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

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**ATTITUDE:** Know the importance of caring for your teeth.

**SKILL:** Participants will know how to care for the teeth of adults and children. They will be able to teach others using the teaching booklet.

**EVALUATION:** Are the participants able to teach their neighbors, using the *Caring for your teeth* teaching booklet?

**MATERIALS:**

- For the starter: white pillowcases, Coke bottle, black spots made of construction paper, a large toothbrush
- Newsprint, markers, masking tape
- Poster board or large pieces of paper
- Toothbrushes, toothpaste
- Caring for your teeth* teaching booklet

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This lesson is used in: Health Promotion/ Health Education; Dental care; and in Children/ Physical.

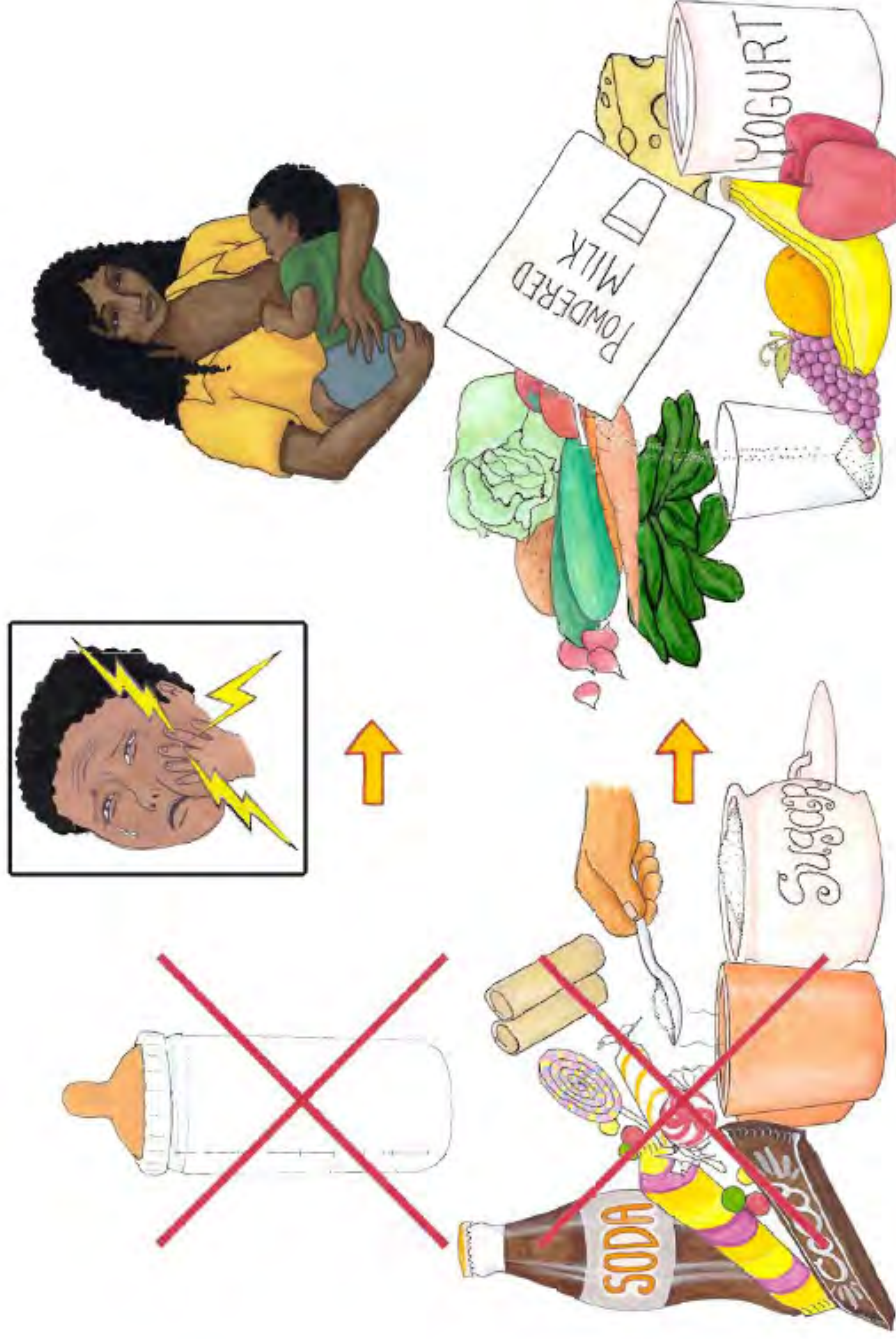


## EATING THE RIGHT FOODS

What foods are good for your teeth?

What can happen if you eat the wrong foods?

Which is better—breastfeeding or bottle feeding? Why?

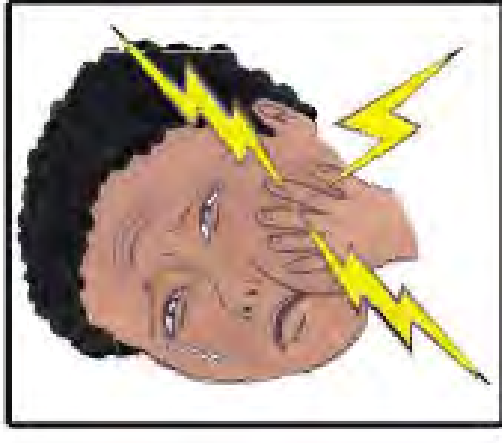


How do milk, yoghurt and cheese give you strong teeth?

How do sugar, soda, and candies harm your teeth?

What should you do after you eat sweets?

## CARING FOR YOUR TEETH



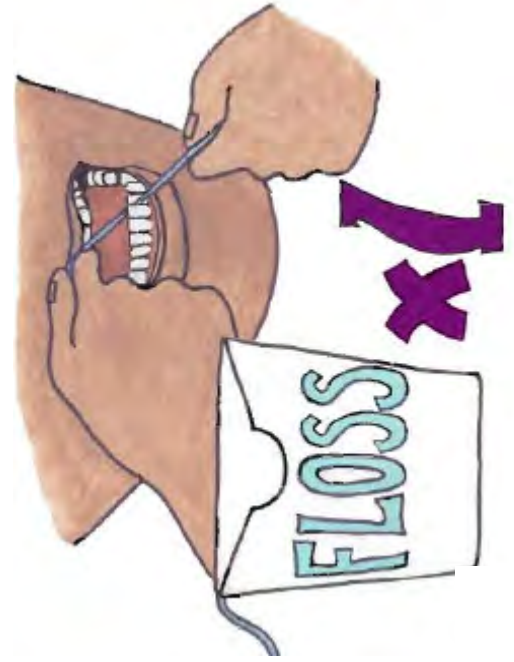
What causes tooth decay?

How can you have healthy teeth?



How can you care for your teeth?

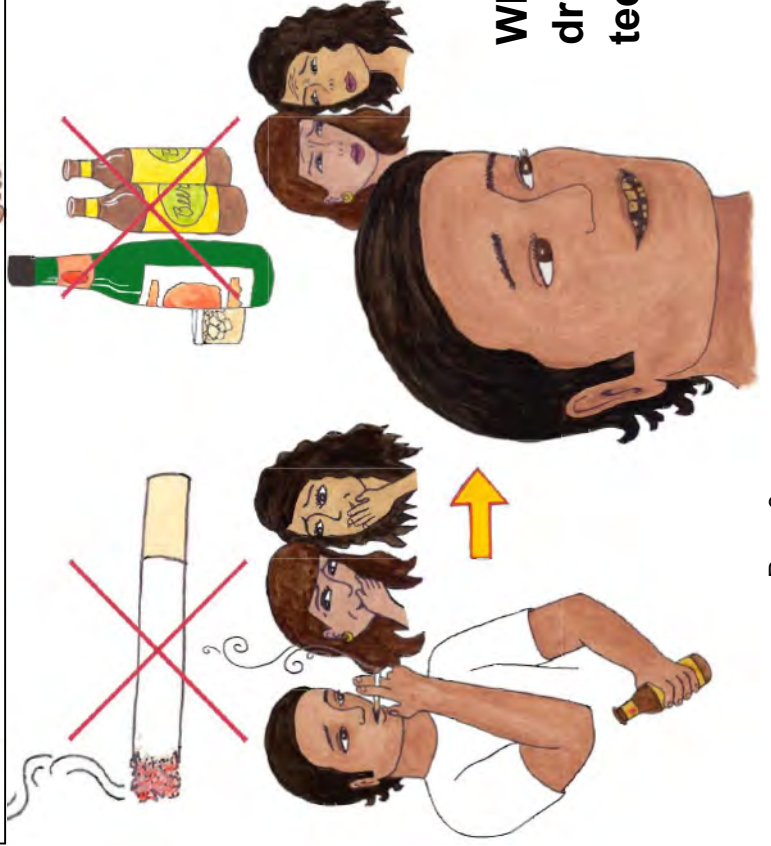
How often should you brush your teeth and floss?



How can you take care of your children's teeth?

## CARING FOR YOUR TEETH

What do smoking and drinking do to your teeth?



**HEALTH EDUCATION: CHOKING**

Date: 02/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Recognize when a person is choking.
  2. Perform the Heimlich maneuver on adults and children who are choking.
  3. Teach others about first aid for choking using the teaching booklet.

**OVERVIEW FOR TRAINERS:**

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These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

| METHOD   | TIME | KNOWLEDGE |
|--|------|-----------|
| <b>Role Play:</b> Two men talking.   | 5"   |           |
| 1 <sup>st</sup> Let's celebrate! Remember that turkey that has been running around our house all year? My wife cooked it for a special meal.           |      |           |
| 2 <sup>nd</sup> Sounds good to me. (He begins to eat, but has no knife, and has to try to cut the meat with a spoon.) Hey, this meat is kind of tough. |      |           |
| 1 <sup>st</sup> Yes, that was one tough turkey.  |      |           |
| 2 <sup>nd</sup> (Begins to choke and cough.)   |      |           |
| 1 <sup>st</sup> What's happening? Are you okay?  |      |           |
| 2 <sup>nd</sup> (He coughs and tries to speak, but gradually becomes silent, holding his hand to his throat. He becomes pale and slumps over.)         |      |           |
| 1 <sup>st</sup> Now what do I do? Help! Call a doctor!   |      |           |

**----SHOWD questions----**

- S = What do you **S**ee?
- H = What is **H**appening?
- O = Does this happen in **O**ur place?
- W = **W**hy does this happen?
- D = What will we **D**o about it?

## HEALTH EDUCATION: CHOKING

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| <p>I. Choking</p> <p>A. How can we prevent choking?</p> <p>B. What are signs of choking? What happens? What should you do in response?</p> <p>1. Signs of a partial airway obstruction. What should you do?</p> <p>2. Total airway obstruction.</p> <p>What should you do?</p> <p><b>Demonstrate</b> the Heimlich maneuver.</p>  | 30"  | <p>I. <u>Choking</u></p> <p>A. Preventing choking</p> <ol style="list-style-type: none"><li>1. Don't eat a large chunk of meat without chewing it well</li><li>2. Avoid drinking alcohol before or during the meal.</li><li>3. Don't run or play with an object or piece of food in your mouth.</li><li>4. Never leave a baby alone while he is eating. Do not allow him to have peanuts, hard candies, and other small objects that he could choke on.</li><li>5. Do not give marbles, jacks, or toys with small parts to babies or young children.</li></ol> <p>B. Signs of choking:</p> <ol style="list-style-type: none"><li>1. At first, the person will begin to cough and will try to speak.<ul style="list-style-type: none"><li>- You should: <b>Encourage him to keep on coughing.</b> He may be able to cough up the object. If he has enough air to cough, he has enough air to breathe.</li></ul></li><li>2. But his airway may become completely blocked. He will be unable to talk or make a sound, cough forcefully, or breathe.<ul style="list-style-type: none"><li>- You should: <b>Call for help. Do the Heimlich maneuver:</b><ol style="list-style-type: none"><li>a. Stand behind him, with your arms around his waist, and place your fist with the thumb inward in his mid-abdomen, just above the navel. Hold your fist with your other hand.</li><li>b. Give rapid thrusts, up and in.</li><li>c. Continue until the object is coughed up, or until the person becomes unconscious (passes out).</li></ol></li></ul></li></ol> |

## HEALTH EDUCATION: CHOKING

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

3. What if that doesn't work and he passes out?  
What should you do?

3. Sometimes when a person passes out, his throat muscles relax so that his airway is no longer blocked.
  - Give abdominal thrusts. Place the palm of one hand above the navel, with the other hand on top, with your fingers toward his head. Give rapid thrusts, up and in.
  - After 5 abdominal thrusts, sweep the mouth with your fingers to see if you can remove the object. If not, give more abdominal thrusts.
  - If the object is coughed up, or if he begins to cough or breathe easily, stop the abdominal thrusts right away.

- C. Special situations
  1. What if a baby is choking?



2. What if you are choking and can't breathe and you are alone?



- C. Special situations
  1. Place the baby mouth down over your forearm. Give him back blows, between the shoulder blades.

2. You can use a firm object such as the back of a chair or a table to give yourself abdominal thrusts.



## HEALTH EDUCATION: CHOKING

| METHOD   | TIME | KNOWLEDGE  |
|--|------|--|
| II. Divide into pairs. Practice the steps in caring for a person who is choking (without giving actual abdominal thrusts). Practice giving back blows to a baby doll.  | 20"  | II. <u>Practice the Heimlich Maneuver.</u>                             |
| III. Teaching booklets<br>A. Divide into pairs. Practice teaching each other the <i>Choking</i> teaching booklet.<br>B. During the week, visit your friends and neighbors to teach about choking using the teaching booklet. | 15"  | III. Teaching booklets<br>A. Practice teaching<br><br>B. Home visiting |

### References:

American Red Cross. *First Aid for the Community*

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

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**ATTITUDE:** Participants will feel confident giving first aid for choking.

**SKILL:** Participants will know how to recognize choking, and will be able to give first aid for choking with both children and adults.

**EVALUATION:** Can the participants demonstrating the Heimlich maneuver? Are they using the teaching booklet to teach their neighbors about first aid for choking?

**MATERIALS:** -Newsprint, markers, masking tape  
-*Choking* teaching booklet.

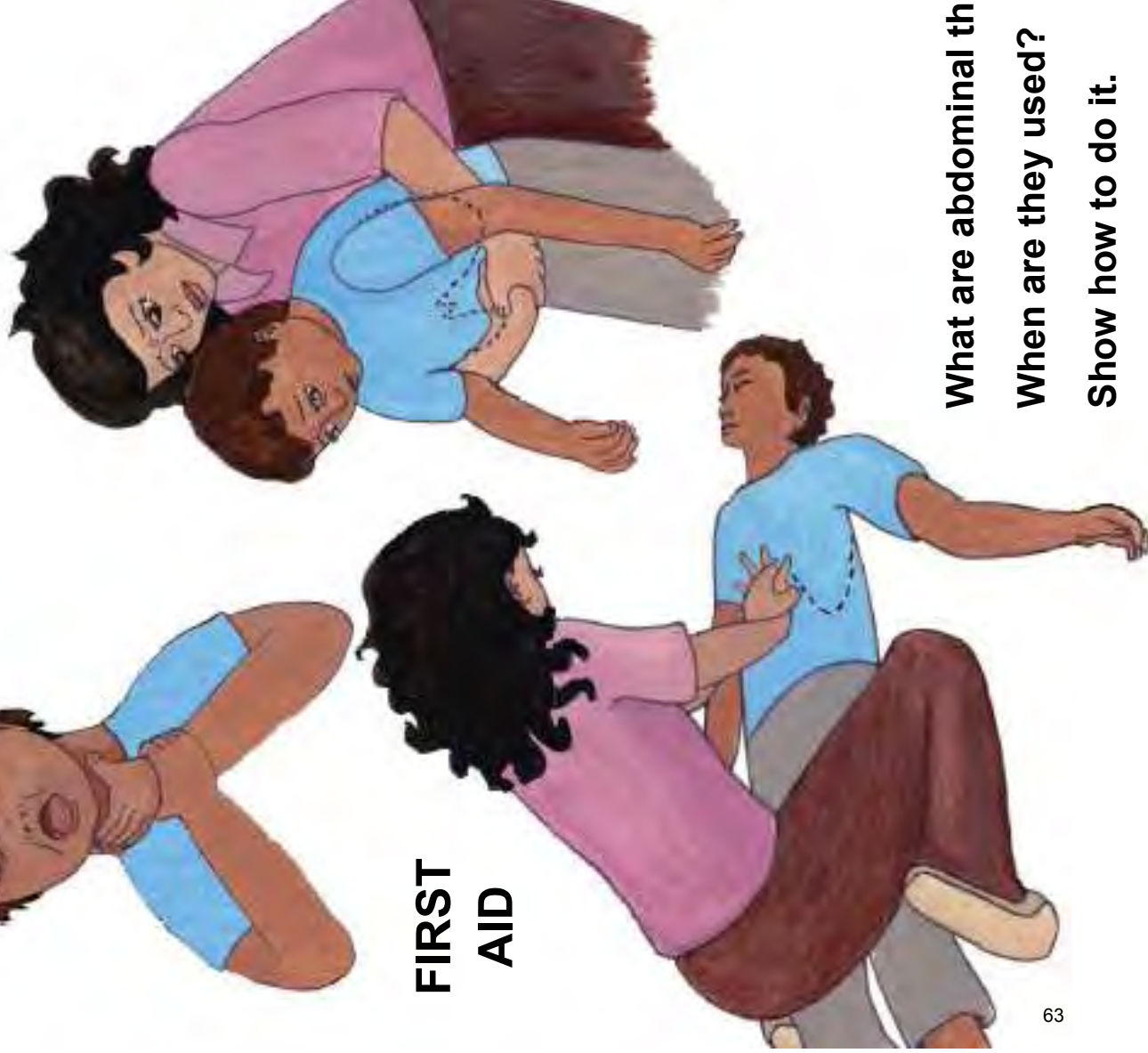
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This lesson is used in: Health Promotion/ Health Education; First Aid and Safety; and in Children/ Physical.

**What can you do if someone is choking?  
Demonstrate the Heimlich maneuver.**



# CHOKING



# FIRST AID

**How can you prevent choking?**

**What is the first aid for choking?**

**What are abdominal thrusts?  
When are they used?  
Show how to do it.**

Source of illustrations:  
Health Education Program for Developing Nations.  
Available from: <http://www.hepfdc.info>

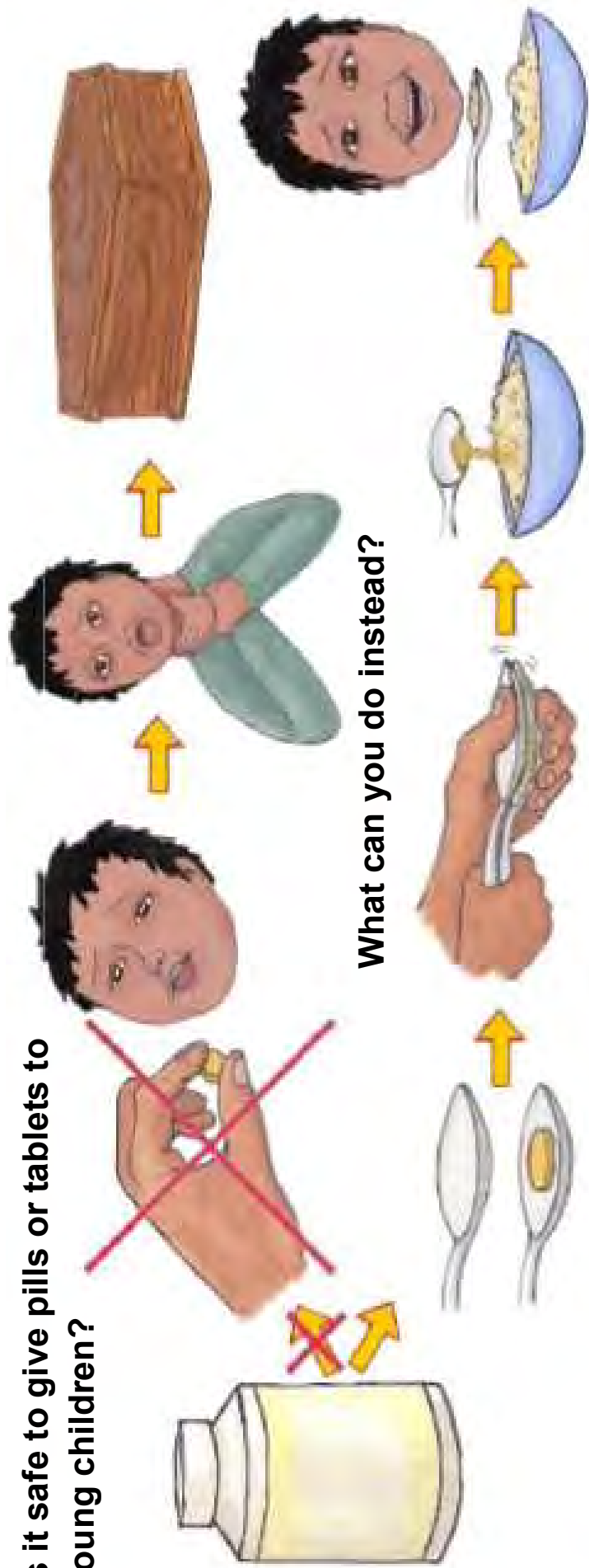
# PREVENTING CHOKING



What foods and toys are dangerous to give to young children? Why?

Why is the boy holding his neck?

Is it safe to give pills or tablets to young children?



What can you do instead?



**HEALTH EDUCATION: COLDS**

Date: 2/09

(1 HOUR)

**OBJECTIVES:** After working through this lesson, participants will be able to:

1. Describe ways to prevent colds.
2. Tell how to care for people with colds at home.
3. Discuss why medicines are not needed for colds.
4. Make salt water nose drops.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual is also available through Foundation for His Ministry at <http://www.ffhm.org/products/?catid=18>. These lessons are accompanied by a series of health teaching booklets on the individual topics. These lessons are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Role Play:** The two mothers are talking again. 5"

- 1<sup>st</sup> I spent all that money for nothing!
- 2<sup>nd</sup> What do you mean?
- 1<sup>st</sup> I bought all those medicines for my son's cough. You remember—antibiotics, cough syrup, antihistamines, decongestants, the whole works!
- 2<sup>nd</sup> That's right.
- 1<sup>st</sup> And he is still sniffing and coughing! They did not work at all.
- 2<sup>nd</sup> Maybe you should take him to the clinic for a shot.


**----SHOWD questions----**

S = What do you **S**ee?  
 H = What is **H**appening?  
 O = Does this happen in **O**ur place?  
 W = **W**hy does this happen?  
 D = What will we **D**o about it?

- I. Colds 10"
- Discuss in large group.
- A. What are colds? What are they caused by?
- B. How can you tell the difference between a cold and a more serious problem, like pneumonia or asthma?

- I. Colds
- A. What are colds?
1. Colds are upper respiratory infections.
  2. Colds are infections of the nose and head.
  3. They are not infections of the lungs.
  4. Colds are caused by viruses.
- B. Cold vs. pneumonia
1. Pneumonia and asthma are problems of the lungs. They are more serious than simple colds.

## HEALTH EDUCATION: COLDS

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| <p>Demonstrate by having them take a deep breath. Watch each other breathe. Children breathe a little faster. But a baby or child who is breathing very quickly may have pneumonia. Show the picture of retractions.</p> <div style="text-align: center;">  </div> |      | <ol style="list-style-type: none"> <li>2. When you breathe in, air passes from the nose and mouth through the throat to the lungs.</li> <li>3. Children with lung problems like pneumonia or asthma will breathe quickly.</li> <li>4. Children who have pneumonia or asthma often work hard to breathe.</li> <li>5. They may draw in the muscles between their ribs and under their ribs. This is called indrawing or retractions.</li> <li>6. Children with rapid breathing or retractions may have pneumonia or asthma.</li> <li>7. They need to go to a clinic or health care provider right away.</li> </ol>  |
| <p>II. Preventing colds</p> <p>A. How are colds spread?</p> <p>B. What can you do to prevent colds, and to keep our cold from spreading to others? Divide into small groups. Present your answer as a poster or drawing.</p>  | 20"  | <p>II. <u>Preventing colds</u></p> <p>A. How are colds spread?</p> <ol style="list-style-type: none"> <li>1. By coughing and sneezing</li> <li>2. Through cold particles in the air</li> <li>3. By touching someone when we have cold germs on our hands</li> </ol> <p>B. What can you do to prevent colds?</p> <ol style="list-style-type: none"> <li>1. Breast feed until 2 or 3 years of age.</li> <li>2. Wash your hands after you touch others who may be ill.</li> <li>3. Eat lots of fruits and vegetables.</li> <li>4. Eat a diet high in Vitamin C.</li> <li>5. Cover your mouth when you cough or sneeze.</li> <li>6. Do not pick up a child or shake hands with others if you have coughed or sneezed. Wash your hands first.</li> <li>7. Wash your hands frequently.</li> </ol> |
| <p>III. Caring for colds</p> <p>Work in large group.</p> <p>A. What are some ways to care for a person with a cold? Show the illustration, <i>Caring for Colds</i>.</p>   | 10"  | <p>III. <u>Caring for colds</u></p> <p>A. Caring for colds</p> <ol style="list-style-type: none"> <li>1. Drink lots of liquids.</li> <li>2. This helps to keep your secretions loose.</li> <li>3. Eat lots of fruit and fruit juices.</li> <li>4. They are high in vitamin C.</li> </ol>  |

## HEALTH EDUCATION: COLDS

| METHOD   | TIME       | KNOWLEDGE   |
|--|------------|---|
| <p>Show how to make salt water nose drops, and how to use the bulb syringe.</p> <p>B. Should you give cold medicines? Why or why not?</p>  |            | <ol style="list-style-type: none"> <li>5. Continue breast feeding, and increase the number of breast feeds.</li> <li>6. For babies, you can make salt water nose drops.</li> <li>7. Add ¼ teaspoon of salt to ½ cup of water (or a pinch of salt to an ounce of water).</li> <li>8. Put a few drops of salt water nose drops in the nose, and clear the nose with a bulb syringe.</li> <li>9. With older children and adults, chicken soup broth and tea may be helpful.</li> <li>10. Give lots of TLC (tender loving care).</li> <li>11. Pray together.</li> </ol> <p>B. Cold medicines</p> <ol style="list-style-type: none"> <li>1. Cold medicines don't cure colds.</li> <li>2. There are many cold medicines for sale.</li> <li>3. But none of them have been shown to work.</li> <li>4. They can be expensive.</li> <li>5. Cold medicines are not effective for children less than six years of age.</li> <li>6. They can cause serious side effects.</li> <li>7. Children less than two years of age should not be given cold medicines because they can cause dangerous side effects.</li> <li>8. Don't give cold medicines.</li> <li>9. Do not give shots for a cold.</li> </ol> |
| <p>IV. Teaching booklets</p> <p>A. Divide into pairs. Practice teaching each other the <i>Colds</i> teaching booklet.</p> <p>B. During the week, visit your friends and neighbors to teach about colds using the teaching booklet.</p> | <p>15"</p> | <p>IV. <u>Teaching booklets</u></p> <p>A. Practice teaching</p> <p>B. Home visiting</p>   |

## HEALTH EDUCATION: COLDS

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| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

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**References:**

American Academy of Pediatrics. 2008. *Withdrawal of cold medicines*. Available from: <http://practice.aap.org/content.aspx?aid=2254&nodeID=4002>

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries*. 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries*. 2009. Available from: <http://hepfdc.info/Page2.html>

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**ATTITUDE:** Participants will be confident caring for people with colds.

**SKILL:** Participants will know ways to prevent colds, and how to care for people with colds. They will be able to recognize the danger signs of pneumonia.

**EVALUATION:** Are the participants able to care for people with colds? Are they using the teaching booklet to teach their neighbors?

**MATERIALS:**

- Newsprint, markers, masking tape
- Poster board or large pieces of paper
- Retractions or indrawing*
- Caring for a cold* illustration
- Salt, water, bulb syringe
- Colds* picture booklet

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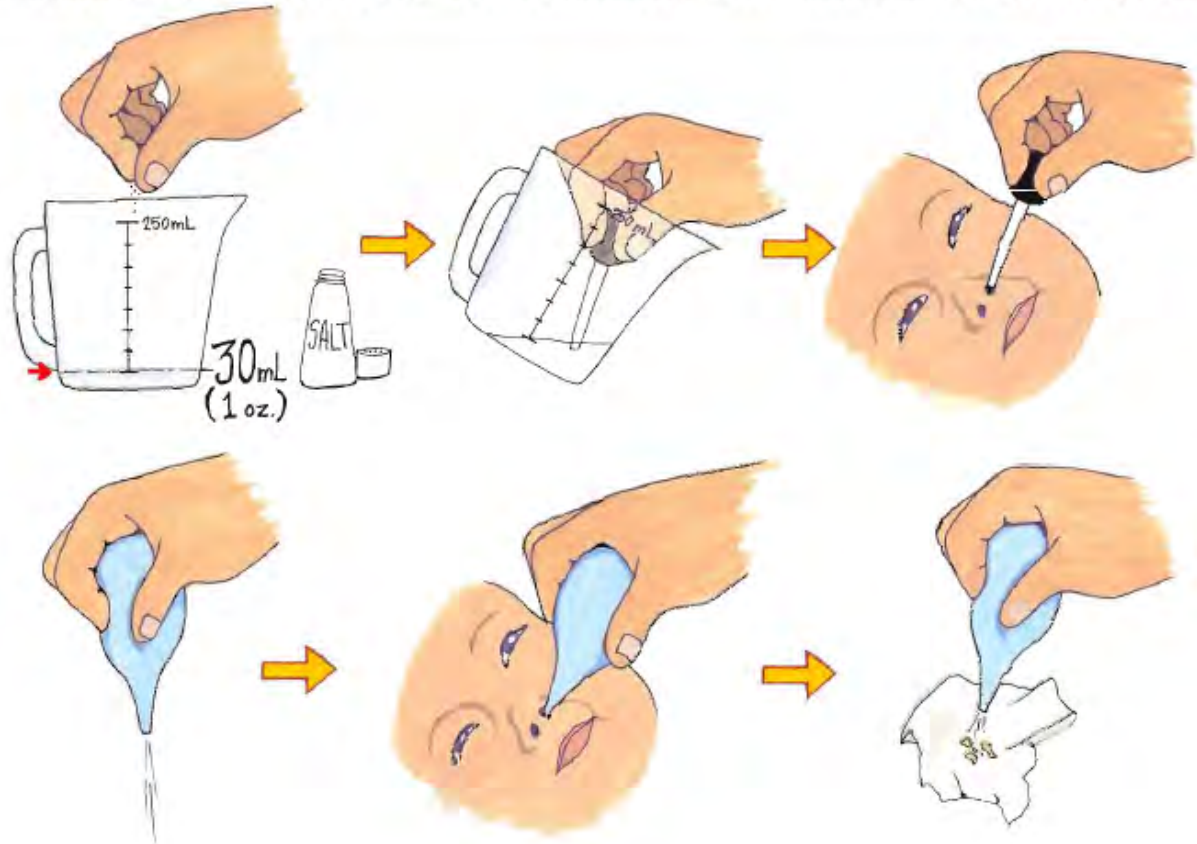
This lesson is used in: Health Promotion/ Basic Health Skills; and in Children/ Physical.

## RETRACTIONS OR INDRAWING



**Source:** *Illustrations, Health Education Program for Developing Countries*. 2009. Available from: <http://hepfdc.info/Page2.html>

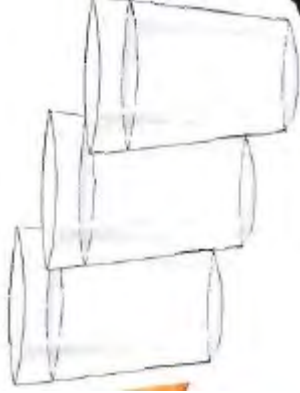
## CARING FOR COLDS



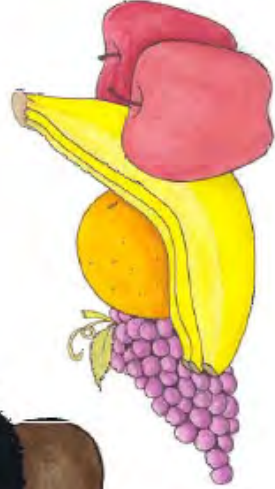
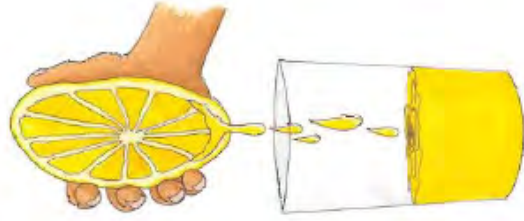
# PREVENTING COLDS



How can you prevent  
colds?



What can you do?



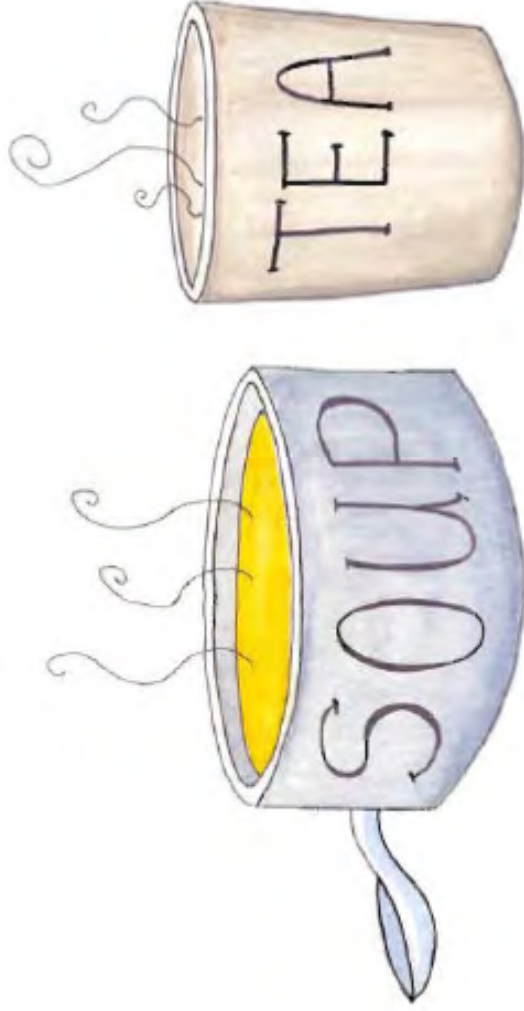
# COLDS



How can you prevent  
colds?

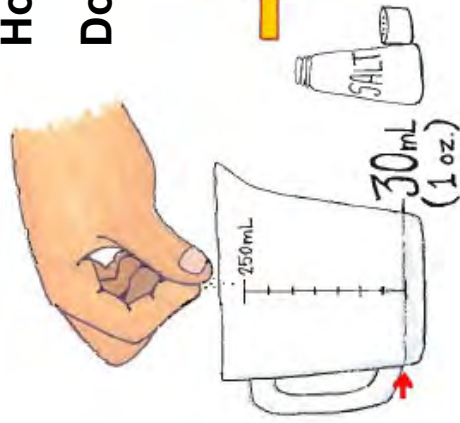
How can you take care  
of a person with a cold?





How can you take care of a cold?

Do you need medicines?



What are salt water nose drops?

How do you give them?

Show how to use salt water nose drops.

## CARING FOR COLDS



**HEALTH EDUCATION: CONTROL OF FLIES AND MOSQUITOES**

Date: 1/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Explain how flies and mosquitoes carry diseases.
  2. Describe some practical ways to control flies and mosquitoes.
  3. Be able to use the teaching booklets about flies and mosquitoes.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2010, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

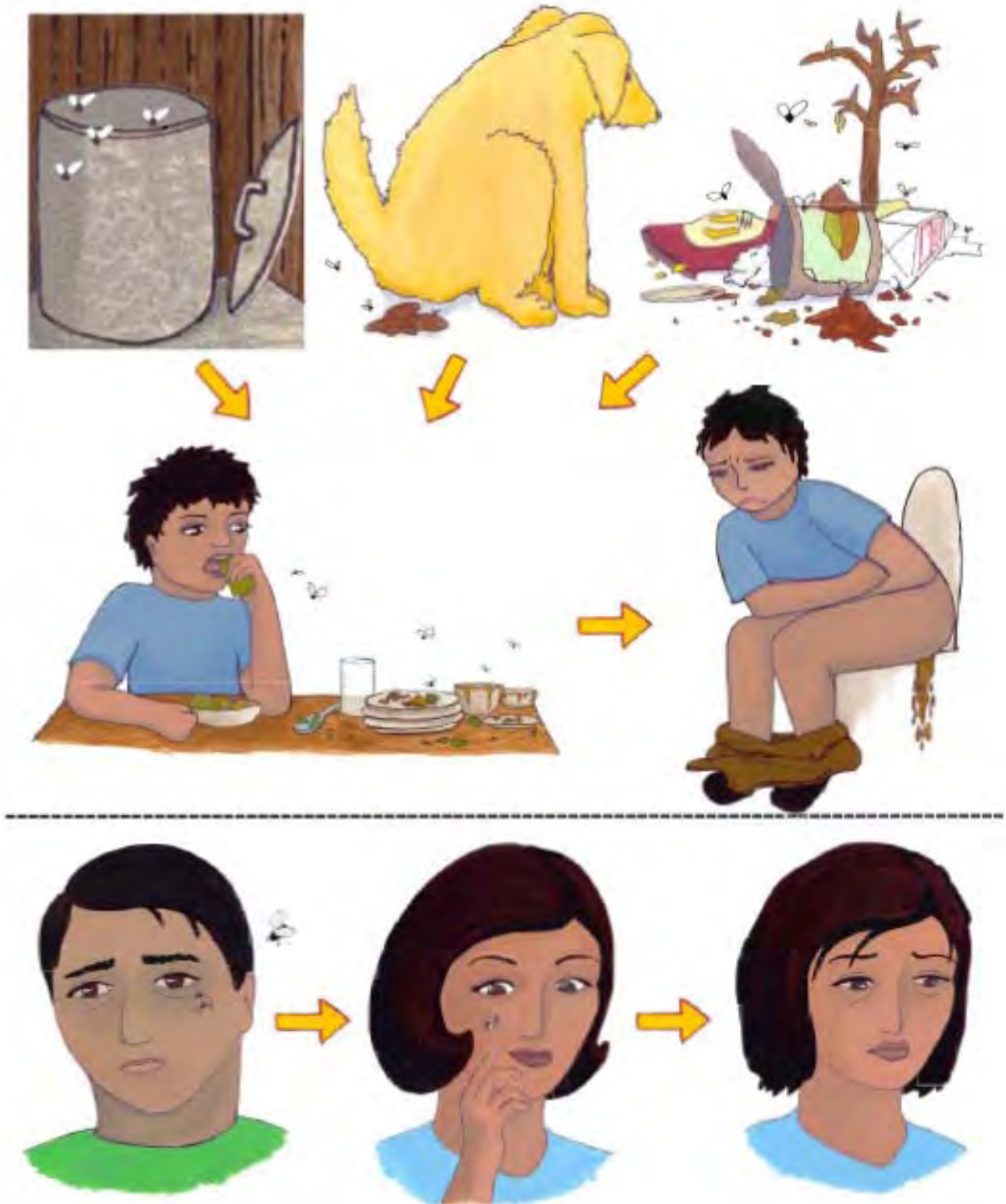
| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| <p><b>Role Play:</b> A family is getting ready for dinner, while some flies are swarming around. (Put a large label "Fly" on the "flies".)</p> <p><b>Fly 1</b> I'm hungry! Look, there is some great garbage over there.</p> <p><b>Fly 2</b> No, I'm heading over to that promising dog poop.</p> <p><b>Fly 3</b> And I'm heading to the latrine! They have left it uncovered.</p> <p><b>Fly 1</b> Okay. Let's meet up again at the house.</p> <p><b>Mom</b> Dinner is ready!</p> <p><b>Child</b> Looks good! But why are there so many flies?</p> <p><b>Mom</b> tries to way them away, but they keep on coming back to the food.</p> <p><b>----SHOWD questions----</b><br/>                     S = What do you <b>S</b>ee?<br/>                     H = What is <b>H</b>appening?<br/>                     O = Does this happen in <b>O</b>ur place?<br/>                     W = <b>W</b>hy does this happen?<br/>                     D = What will we <b>D</b>o about it?</p> | 5"   |  |
| <p>I. Carrying disease<br/>                     Discuss in large group</p> <p>A. Why are flies a problem?<br/>                     What do they feed on?</p> <p>B. What diseases can flies carry? Show the drawing, <i>Flies as disease carriers.</i></p>   | 10"  | <p>I. <u>Carrying disease</u></p> <p>A. Flies feed on:</p> <ol style="list-style-type: none"> <li>1. Dog poop</li> <li>2. Human feces (poop), such as uncovered latrines.</li> <li>3. Garbage</li> <li>4. Food</li> </ol> <p>B. Carrying diseases</p> <ol style="list-style-type: none"> <li>1. Diarrhea</li> <li>2. Typhoid fever</li> <li>3. Eye infections such as trachoma</li> <li>4. Other infections</li> </ol> |

## HEALTH EDUCATION: CONTROL OF FLIES AND MOSQUITOES

| METHOD  | TIME       | KNOWLEDGE   |
|---|------------|---|
| <p>C. Mosquitoes also carry many diseases. What are some diseases that mosquitoes carry through their mosquito bites?</p>   |            | <p>C. Mosquitoes carry:</p> <ol style="list-style-type: none"> <li>1. Malaria</li> <li>2. Yellow fever</li> <li>3. Dengue fever</li> </ol>  |
| <p>II. Control of flies, insects and mosquitoes. What are some steps we can take to control flies, insects, and mosquitoes? Divide into 3 small groups, with each group focusing on one area:</p> <ul style="list-style-type: none"> <li>• Cleanliness around the home</li> <li>• Garbage and trash</li> <li>• Control of mosquitoes</li> </ul> <p>A. Cleanliness around the home</p> | <p>20"</p> | <p>II. <u>Control of insects and mosquitoes</u></p> <p>A. Home cleanliness</p> <ol style="list-style-type: none"> <li>1. Don't let flies or bugs land on or crawl on our food.</li> <li>2. Cover food until it is served.</li> <li>3. Clean up food scraps and dirty dishes promptly.</li> <li>4. Clean up dog poop and poop from young children right away.</li> <li>5. Always keep the latrine covered.</li> <li>6. Don't leave trash lying around.</li> </ol> <p>B. Garbage and trash</p> <ol style="list-style-type: none"> <li>1. Reduce, reuse, and recycle</li> <li>2. Pick up garbage and trash.</li> <li>3. Recycle papers, plastics, glass bottles, and cans.</li> <li>4. If there is no trash service, garbage and trash can be burned.</li> <li>5. Garbage can also be buried in a rubbish pit.</li> <li>6. But not everything will break down over time.</li> </ol> <p>C. Control of mosquitoes</p> <ol style="list-style-type: none"> <li>1. Mosquitoes breed in standing water (water that is not flowing).</li> <li>2. So destroy any areas where mosquitoes may breed.</li> <li>3. Don't let old tires and cans collect water.</li> <li>4. Tires should be recycled or buried.</li> <li>5. Cover water containers.</li> <li>6. Use insecticides.</li> <li>7. Use screens on windows.</li> <li>8. Use insecticide-treated bednets.</li> </ol> |
| <p>B. Garbage and trash</p>   |            |   |
| <p>C. Control of mosquitoes</p>   |            |   |



## FLIES AS DISEASE CARRIERS



**Source:** Illustrations, Health Education Program for Developing Countries. Available from: <http://hepfdc.info/Page2.html>



# PREVENTING INFECTIONS



# FLIES AND INFECTIONS



What do flies pick up from the garbage, soil and feces (poop)?



How can some infections be prevented?

What part do flies play in the spread of infections?

How can this be prevented?





## FLIES AND INFECTIONS



What is happening here?  
What part do flies play in the spread of infections?  
Does this happen in your place?  
How could this be prevented?



# FLY CONTROL



What health problems do flies cause?

(See *Flies and Infections.*)



What are other ways to get rid of garbage?

How can you control flies?



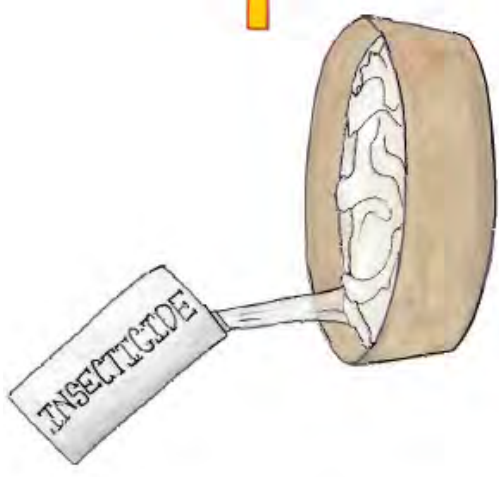
# CONTROL OF FLIES AND MOSQUITOES



Where do flies gather?  
Where do mosquitoes breed?

How can you control flies and mosquitoes?

Can you think of any other ways to control mosquitoes?



What is happening here?



Where do mosquitoes breed?

What can you do to destroy their breeding sites?

## MOSQUITO CONTROL

What health problems do mosquitoes cause?

**HEALTH EDUCATION: DIARRHEA**

Date: 6/09

(1 HOUR)

**OBJECTIVES:** After working through this lesson, participants will be able to:

1. Describe ways to prevent deaths from dehydration.
2. Name four rules for caring for a child with diarrhea.
3. Know steps to prevent dehydration.
4. Show how to make ORS.
5. Know how to give zinc to a child with diarrhea.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries, 2007*, which is available from <http://hepfdc.info/>. The illustrated manual is also available through Foundation for His Ministry at <http://www.ffhm.org/products/?catid=18>. These lessons are accompanied by a series of health teaching booklets on the individual topics. These lessons are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Illustration:**  
Show the illustration, *Diarrhea kills*.

5"

**----SHOWD questions----**

S = What do you See?  
H = What is Happening?  
O = Does this happen in Our place?  
W = Why does this happen?  
D = What will we Do about it?

- |   |            |
|---|------------|
| <p>I. Diarrhea kills.<br/>Discuss in large group.</p> <p>A. What does that illustration show?</p> <p>B. What is diarrhea?</p> <p>C. What are some strategies to prevent deaths from diarrhea? Why do these strategies work?</p> | <p>10"</p> |
|---|------------|

- |  |
|--|
| <p>I. <u>Diarrhea kills</u>.</p> <p>A. Conclusion</p> <ol style="list-style-type: none"> <li>1. Around the world, diarrhea kills more than 4 million children a year.</li> <li>2. So more than 10,000 children a day die from diarrhea.</li> <li>3. We need to take steps to change this.</li> </ol> <p>B. What is diarrhea?</p> <ol style="list-style-type: none"> <li>1. Diarrhea is having loose, watery bowel movements (poop).</li> <li>2. Diarrhea is having to poop very often.</li> </ol> <p>C. Preventing deaths from diarrhea</p> <ol style="list-style-type: none"> <li>1. Encourage breastfeeding.</li> <li>2. Babies who are breastfed have less diarrhea.</li> <li>3. Drink plenty of safe water.</li> <li>4. Safe water can be produced by boiling or by SODIS.</li> <li>5. This helps prevent diarrhea from contaminated water.</li> </ol> |
|--|

## HEALTH EDUCATION: DIARRHEA

| METHOD   | TIME | KNOWLEDGE   |
|--|------|---|
|  |      | <ol style="list-style-type: none"> <li>6. When you have diarrhea, give ORS (oral rehydration solution).</li> <li>7. This prevents dehydration (drying out) and death from dehydration.</li> <li>8. Continue eating.</li> <li>9. Give supplemental zinc.</li> </ol>  |
| <p>II. Preventing dehydration<br/>Work in large group</p> <p>A. Make a “diarrhea doll” with a soda bottle with a small hole in the bottle. Fill the bottle with water and let it start to drain out the bottom.<br/>What can happen when a child has diarrhea?</p> <p>B. How can we prevent this dehydration?<br/><br/>Demonstrate giving more fluids by pouring water into the top of the “diarrhea doll”.</p> <p>C. What kind of fluids should you give?</p> <p>D. How much fluid should you give?</p> <p>E. How do you make ORS?<br/>Demonstrate mixing a packet of ORS and one liter of water.</p> <p>F. What kind of water can you use?</p> | 15”  | <p>II. <u>Preventing dehydration</u></p> <p>A. Diarrhea doll demonstration<br/><br/>What happens?</p> <ol style="list-style-type: none"> <li>1. The level of fluids in the body of the child goes down.</li> <li>2. The child may get dehydrated.</li> <li>3. The child may start to dry out.</li> </ol> <p>B. Preventing dehydration</p> <ol style="list-style-type: none"> <li>1. We can try to “plug the hole” or stop the diarrhea by giving medications, but that does not work well.</li> <li>2. We can give more liquids to keep the child from getting dried out.</li> </ol> <p>C. Fluids</p> <ol style="list-style-type: none"> <li>1. Give ORS (or oral rehydration solution).</li> <li>2. You can also give safe water.</li> <li>3. Babies can continue to breastfeed, or can be given ORS with a spoon.</li> <li>4. Do not give sugary drinks like soda or juice.</li> </ol> <p>D. How much fluid?</p> <ol style="list-style-type: none"> <li>1. Give as much fluid as the child will take.</li> <li>2. Give more fluids than usual to prevent dehydration.</li> <li>3. Keep on giving extra fluid until the diarrhea stops.</li> </ol> <p>E. Making ORS</p> <ol style="list-style-type: none"> <li>1. Mix one liter of safe water with one packet of ORS.</li> </ol> <p>F. Water</p> <ol style="list-style-type: none"> <li>1. Use safe water.</li> <li>2. You can use water that has boiled for at least one minute.</li> <li>3. You can use water from SODIS.</li> </ol> |



## HEALTH EDUCATION: DIARRHEA

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| G. How can you measure one liter of water?  |      | G. Measuring the water<br>1. The easiest way to measure one liter of water is with a soda bottle.<br>2. Fill a one-liter soda bottle with safe water.<br>3. Or use two 500 ml. bottles   |
| .H Where can you get packets of ORS?  |      | H. Packets of ORS<br>1. Usually your local health center will give out packets of ORS.<br>2. Keep a supply of ORS packets at home.   |
| III. How can you care for a child with diarrhea at home? Give out the handout, <i>Caring for a child with diarrhea at home</i> . Review the four basic rules, and then describe how they are applied. | 15"  | III. <u>Caring for a child with diarrhea</u>   |
| A. Four basic rules for caring for a child at home.   |      | A. Four basic rules<br>1. Give the child more fluids than usual to prevent dehydration.<br>2. Give plenty to eat to prevent undernutrition.<br>3. Give supplemental zinc.<br>4. Know when to go to the doctor or health care provider.   |
| B. Caring for a child with diarrhea   |      | B. Caring for a child with diarrhea<br>5. Continue breastfeeding.<br>6. You can also give ORS by spoon.<br>7. Mix the ORS with purified water.<br>8. Give extra fluids such as ORS.<br>9. Avoid soda and foods that are high in sugar.<br>10. Avoid fatty foods like bacon.<br>11. Continue eating.<br>12. Eat regular foods, such as bread, cereal, yoghurt, soup, fruit, rice, and vegetables.<br>13. Offer food frequently. |
| C. Why is it important for a child with diarrhea to keep on eating and eat frequently?  |      | C. Keep on eating<br>1. Solid foods help the child to recover from diarrhea more quickly.<br>2. Children with frequent diarrhea may lose weight or not grow well.<br>3. They may develop undernutrition over time.<br>4. Give plenty of food to prevent undernutrition.  |

## HEALTH EDUCATION: DIARRHEA

| METHOD   | TIME       | KNOWLEDGE   |
|--|------------|---|
| <p>D. What is zinc and why is it needed?<br/>Explain that the dose of zinc is 10 mg per day for 14 days for infants less than 6 months of age, and 20 mg per day for 14 days for those 6 months or more in age.</p>  |            | <p>D. Why is zinc needed?</p> <ol style="list-style-type: none"> <li>1. Zinc is a mineral.</li> <li>2. Zinc is lost with diarrhea.</li> <li>3. So extra zinc is given to make up for what is lost.</li> <li>4. That helps the child have a milder illness and also recover more quickly.</li> <li>5. Zinc is given for 14 days so that it is fully replaced.</li> </ol> |
| <p>IV. Teaching booklets</p> <ol style="list-style-type: none"> <li>A. Divide into pairs. Practice teaching each other the <i>Diarrhea</i> teaching booklet.</li> <li>B. During the week, visit your friends and neighbors to teach about diarrhea using the teaching booklet.</li> <li>C. Next time we will talk about when to go to the doctor or health care provider.</li> </ol> | <p>20"</p> | <p>IV. <u>Teaching booklets</u></p> <ol style="list-style-type: none"> <li>A. Practice teaching</li> <li>B. Home visiting</li> <li>C. Go to the clinic</li> </ol>   |

**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Health Topics.* 2008. World Health Organization. Available from: <http://www.who.int/topics/en/>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

**ATTITUDE:** Participants will want to take care of children with diarrhea at home.

**SKILL:** Participants will know how to give extra fluids and ORS to a child with diarrhea. They will know how to mix ORS. They will know how to care for children with diarrhea at home.

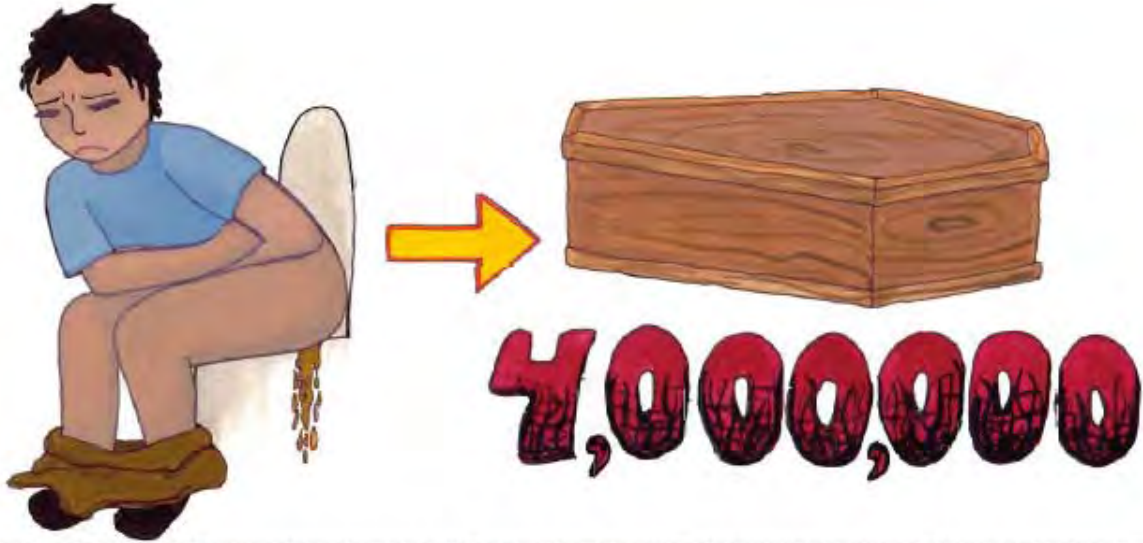
**EVALUATION:** Are the participants able to care for children with diarrhea at home?

**MATERIALS:**

- Newsprint, markers, masking tape
- Diarrhea kills* illustration
- Caring for a child with diarrhea at home* illustration.
- “Diarrhea doll” made of a soda bottle with a hole in the bottom
- Soda bottles, packets of ORS

This lesson is used in: Health Promotion/ Basic Health Skills; and in Children/ Physical.

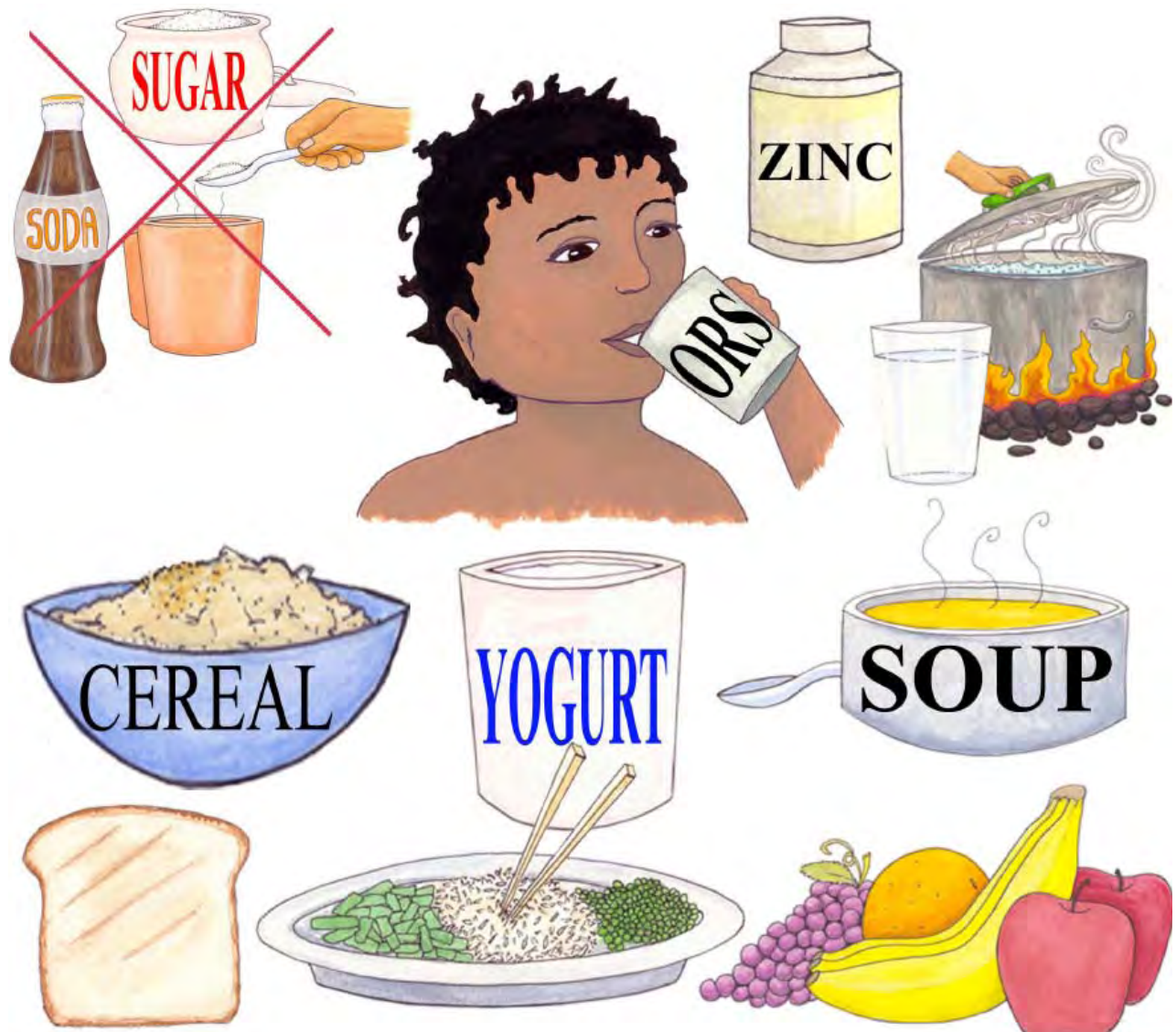
## DIARRHEA KILLS



Source: Illustrations, Health Education Program for Developing Countries. Available from: <http://hepfdc.info/Page2.html>



## CARING FOR A CHILD WITH DIARRHEA AT HOME



### Rules for caring for a child with diarrhea at home:

1. Give the child more fluids than usual to prevent dehydration.
2. Give the child plenty of food to prevent undernutrition.
3. Give supplemental zinc.
4. Know when to go to the clinic or health care provider.

Source: *Illustrations, Health Education Program for Developing Countries*. 2009. Available from: <http://hepfdc.info/Page2.html>

# DIARRHEA



How can you care for a child with diarrhea at home?

When would you need to go to the clinic or see a health care provider?

Four rules:

- Give more fluids than usual.
- Give plenty of food.
- Give supplemental zinc.
- Know when to go to the clinic.



What is diarrhea?

What causes diarrhea?

How can you take care of a child with diarrhea?

Source of illustrations:

Health Education Program for Developing Nations.

Available from: <http://www.hepfdc.info>



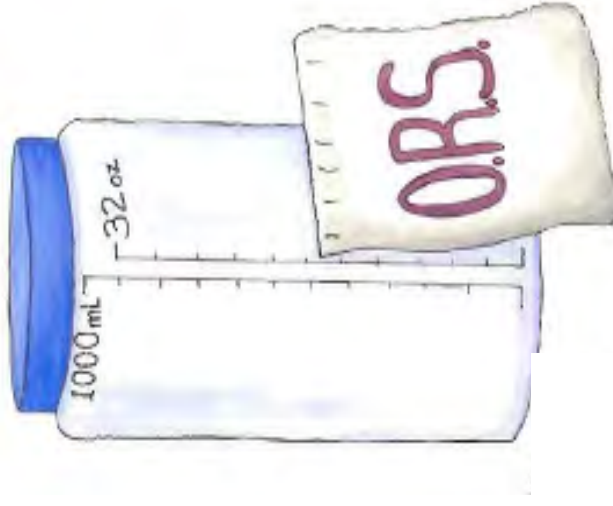
**What are some ways that diarrhea spreads from person to person?**

**Can you think of other ways that germs spread?**



**What is the main risk of diarrhea?**

**How can you prevent dehydration (drying out)?**



**What is ORS?**

**How do you make ORS?**

**How can you make ORS taste better?**

**Can a child with diarrhea continue to eat?**

**HEALTH EDUCATION: DIARRHEA AND DEHYDRATION**

Date: 2/09

(1 – 1½ HOURS)

**OBJECTIVES:**

- After working through this lesson, participants will be able to:
1. Describe why it is important to give ORS when a child has diarrhea.
  2. Describe signs of dehydration.
  3. Know how to recognize signs of severe dehydration.
  4. Know when to go to a clinic or health care provider.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries, 2009*, which is available from <http://hepfdc.info/>. The illustrated manual is also available through Foundation for His Ministry at <http://www.ffhm.org/products/?catid=18>. These lessons are accompanied by a series of health teaching booklets on the individual topics. These lessons are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens.

Teach this lesson after the lesson on *Diarrhea*.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

|   |           |
|---|-----------|
| <p><b>Role Play:</b> Two farmers are talking.</p> <p><b>1<sup>st</sup></b> I'm so worried about my crops. We haven't had rain in nearly a month.</p> <p><b>2<sup>nd</sup></b> Yes, and the hot sun has been fierce.</p> <p><b>1<sup>st</sup></b> The crops are really drying up! What should I do?</p> <p><b>2<sup>nd</sup></b> I hope you don't lose your harvest.</p> <p><b>1<sup>st</sup></b> It may not rain again for weeks.</p> <p><b>2<sup>nd</sup></b> I hope that it rains soon!</p> | <p>5"</p> |
|---|-----------|

**----SHOWD questions----**

S = What do you **See**?  
H = What is **H**appening?

- |   |            |
|---|------------|
| <p>I. Diarrhea and dehydration</p> <p>A. What does that skit about farming have to do with children with diarrhea? (You can show the diarrhea doll again.)</p> <p>B. What are some signs of dehydration? Divide into small groups, and give each group a copy of <i>Signs of dehydration</i>. Report back</p> | <p>15"</p> |
|---|------------|

- |   |
|---|
| <p>I. <u>Diarrhea and dehydration</u></p> <p>A. Skit or parable</p> <ol style="list-style-type: none"> <li>1. Like plants, children also need water.</li> <li>2. When children have diarrhea and vomiting, they lose water from their bodies.</li> <li>3. They are at risk of drying up, or dehydration.</li> <li>4. They need extra water to prevent dehydration.</li> </ol> <p>B. Signs of dehydration</p> <ol style="list-style-type: none"> <li>1. Dry skin</li> <li>2. Dry lips and mouth</li> <li>3. In babies, a sunken "soft spot" or fontanel.</li> <li>4. Refusing to take breast milk or ORS can lead to dehydration.</li> </ol> |
|---|

## HEALTH EDUCATION: DIARRHEA AND DEHYDRATION

| METHOD  | TIME       | KNOWLEDGE  |
|---|------------|--|
| <p style="margin-left: 40px;">Demonstrate a normal skin pinch</p> <p>C. What can you do at home to prevent dehydration?</p>   |            | <ol style="list-style-type: none"> <li>5. Sunken eyes</li> <li>6. Not urinating (peeing) much</li> <li>7. The urine may be dark in color.</li> <li>8. Few wet diapers</li> <li>9. When you pinch a fold of skin, it goes back slowly (tenting of the skin).</li> </ol> <p>C. Preventing dehydration</p> <ol style="list-style-type: none"> <li>1. Offer fluids and ORS often.</li> <li>2. Give ORS after each loose bowel movement.</li> <li>3. Give frequent sips from a cup.</li> <li>4. Gradually increase the amount.</li> <li>5. Give as much as they will take, as long as the child is not vomiting.</li> <li>6. If the child is vomiting, give smaller amounts frequently.</li> <li>7. Give young babies breast milk and ORS by spoon.</li> <li>8. Give supplemental zinc.</li> </ol>  |
| <p>II. When to go to the clinic<br/>Discuss in large group</p> <p>A. What are some signs of severe dehydration?<br/>Show how to check the pulse.</p> <p style="margin-left: 40px;">Use a baby or a doll to show where the soft spot is.<br/>Show how to do a skin pinch.</p> <p>B. What should you do if a child has severe dehydration?</p> <p>C. When else should you go to the clinic or health care provider? Give out the illustration, <i>When to go to the clinic.</i></p> | <p>10"</p> | <p>II. <u>When to go to the clinic</u></p> <p>A. Signs of severe dehydration</p> <ol style="list-style-type: none"> <li>1. Rapid heart rate.</li> <li>2. The child looks listless.</li> <li>3. The eyes are sunken.</li> <li>4. The fontanel (soft spot) is sunken.</li> <li>5. Tenting of the skin (skin goes back to normal slowly when it is pinched)</li> </ol> <p>B. What should you do?</p> <ol style="list-style-type: none"> <li>1. Go to a clinic or health care provider RIGHT AWAY. Do not delay.</li> <li>2. Continue to give ORS.</li> </ol> <p>C. Go to the clinic:</p> <ol style="list-style-type: none"> <li>1. When there are signs of severe dehydration</li> <li>2. When the child does not get better after three days</li> <li>3. When there are many watery stools</li> <li>4. When she has a high fever</li> <li>5. When he looks very sick</li> <li>6. When he vomits repeatedly</li> <li>7. When there is a lot of blood in the stool (poop)</li> <li>8. When she is eating or drinking poorly</li> </ol> |



## HEALTH EDUCATION: DIARRHEA AND DEHYDRATION

| METHOD   | TIME       | KNOWLEDGE   |
|--|------------|---|
| <p>III. Case studies</p> <p>Here are some case studies of children with diarrhea. Divide into small groups, with each group studying one case. Give out the handout, <i>Diarrhea case studies</i>.</p> <p>A. Your two-year-old boy has had diarrhea for two days. The diarrhea seems to be improving, but he does not like to take the ORS. He turns away whenever you try to give it to him. He is eating some foods and his mouth is moist. What should you do?</p> <p>B. A neighbor comes to your house early in the morning. Her four-month-old son has had diarrhea frequently all night. At first he cried vigorously, but now he does not respond much. He is not interested in breast feeding. You think that his soft spot looks sunken. What should your neighbor do?</p> <p>C. Another neighbor is concerned about her six-month-old baby. Her daughter started with mild vomiting but now has had diarrhea three times. She is breastfeeding and is feeding well. What should she do?</p> <p>D. Your seven-year-old daughter often drinks water from the tap at school. Now she feels bloated, and has been passing foul-smelling bowel movements (poop) with blood and mucous. You weren't too concerned at first, but now there seems to be a lot of blood in the bowel movements. What should you do?</p> | <p>15"</p> | <p>III. <u>Case studies</u></p> <p>A. Two-year-old refusing ORS</p> <ol style="list-style-type: none"> <li>1. He does not appear to be dehydrated.</li> <li>2. Try giving him a small amount of ORS by spoon so that he can get used to the taste.</li> <li>3. You can add a few drops of lemon juice or other juice so that it tastes better.</li> <li>4. If the diarrhea is mild, and he is eating and drinking other fluids, ORS may not be necessary.</li> <li>5. Give small frequent feedings.</li> <li>6. Give supplemental zinc.</li> </ol> <p>B. Four-month-old with frequent diarrhea</p> <ol style="list-style-type: none"> <li>1. He has diarrhea and dehydration.</li> <li>2. He is seriously dehydrated.</li> <li>3. He seems lethargic.</li> <li>4. His fontanel (soft spot) is sunken.</li> <li>5. He needs to go to the clinic IMMEDIATELY.</li> </ol> <p>C. Six-month-old with diarrhea</p> <ol style="list-style-type: none"> <li>1. Give extra fluids.</li> <li>2. Continue breastfeeding.</li> <li>3. You can give ORS with a spoon.</li> <li>4. Give supplemental zinc.</li> <li>5. Watch for signs of dehydration or of more serious illness.</li> </ol> <p>D. Seven-year-old with bloody diarrhea</p> <ol style="list-style-type: none"> <li>1. She has been getting sick gradually.</li> <li>2. The tap water at school may be contaminated.</li> <li>3. Now she has a lot of blood in her bowel movements (poop).</li> <li>4. She needs to go to the clinic or health care provider.</li> <li>5. She may need to take medicine to fight her infection.</li> <li>6. Give her lots of fluids and ORS.</li> </ol> |

## HEALTH EDUCATION: DIARRHEA AND DEHYDRATION

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| METHOD   | TIME | KNOWLEDGE                    |
|--|------|------------------------------|
| IV. Teaching booklets  | 15"  | IV. <u>Teaching booklets</u> |
| A. Divide into pairs. Practice teaching each other the teaching booklet <i>Diarrhea and dehydration</i> .                |      | A. Practice teaching         |
| B. During the week, visit your friends and neighbors to teach about diarrhea and dehydration using the teaching booklet. |      | B. Home visiting             |

### References:

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries*. 2009. Available from <http://hepfdc.info/Page2.html>

*Health Topics*. 2008. World Health Organization. Available from: <http://www.who.int/topics/en/>

*Illustrations, Health Education Program for Developing Countries*. Available from: <http://hepfdc.info/Page2.html>

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**ATTITUDE:** Participants will be confident that they know how to care for children with diarrhea.

**SKILL:** Participants will know the signs of diarrhea and when to take children to a clinic or health care provider. They will also be able to guide and teach their neighbors.

**EVALUATION:** Do the participants know when to send a sick child to the clinic or health care provider? Can they recognize the signs of severe dehydration?

**MATERIALS:**

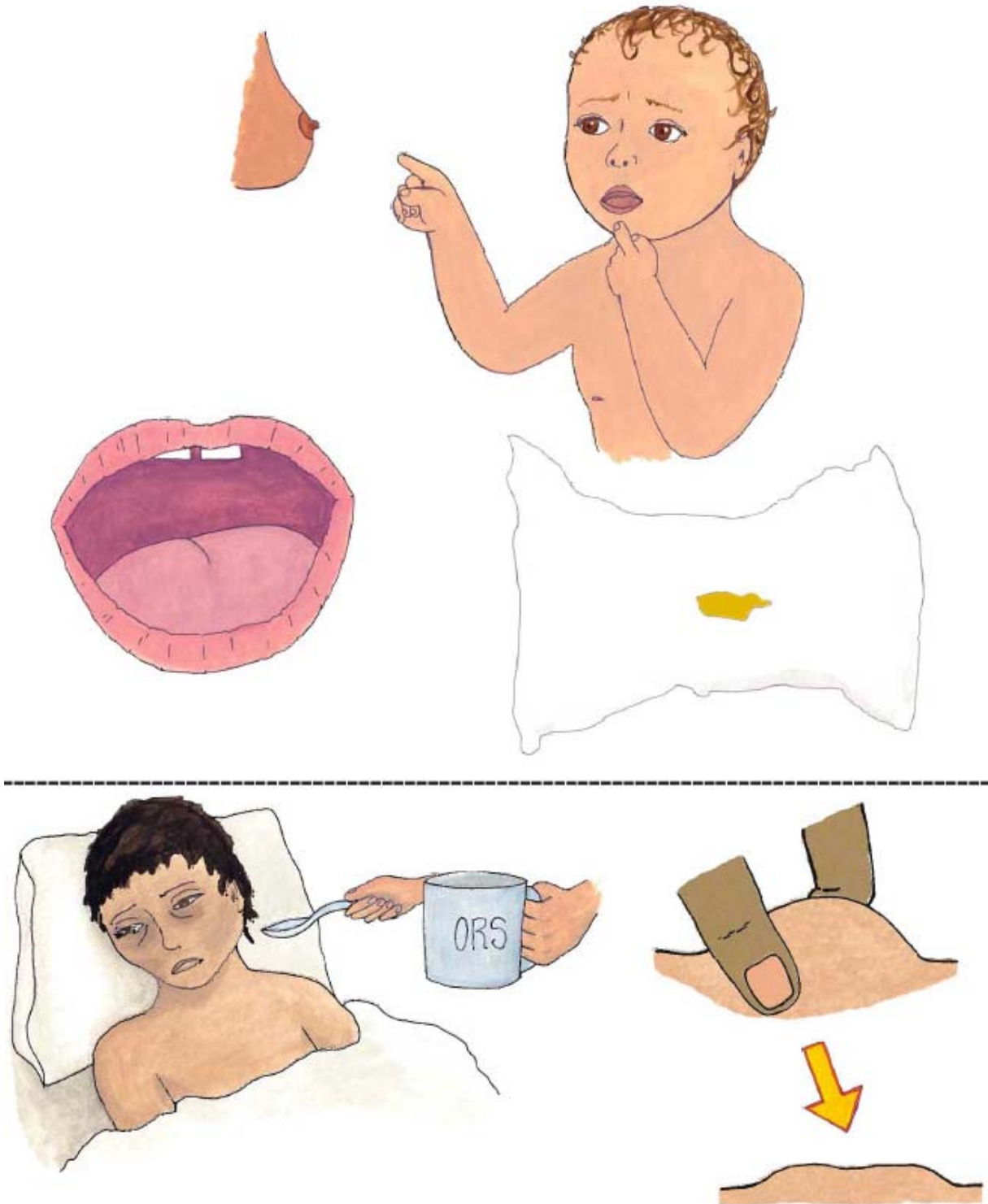
- Newsprint, markers, masking tape
- Diarrhea doll, made from a soda bottle with a hole in the bottom
- Signs of dehydration* illustration
- When to go to the clinic* illustration
- Diarrhea case studies*
- Diarrhea and dehydration* teaching booklets

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This lesson is used in: Health Promotion/ Basic Health Skills; and in Children/ Physical.

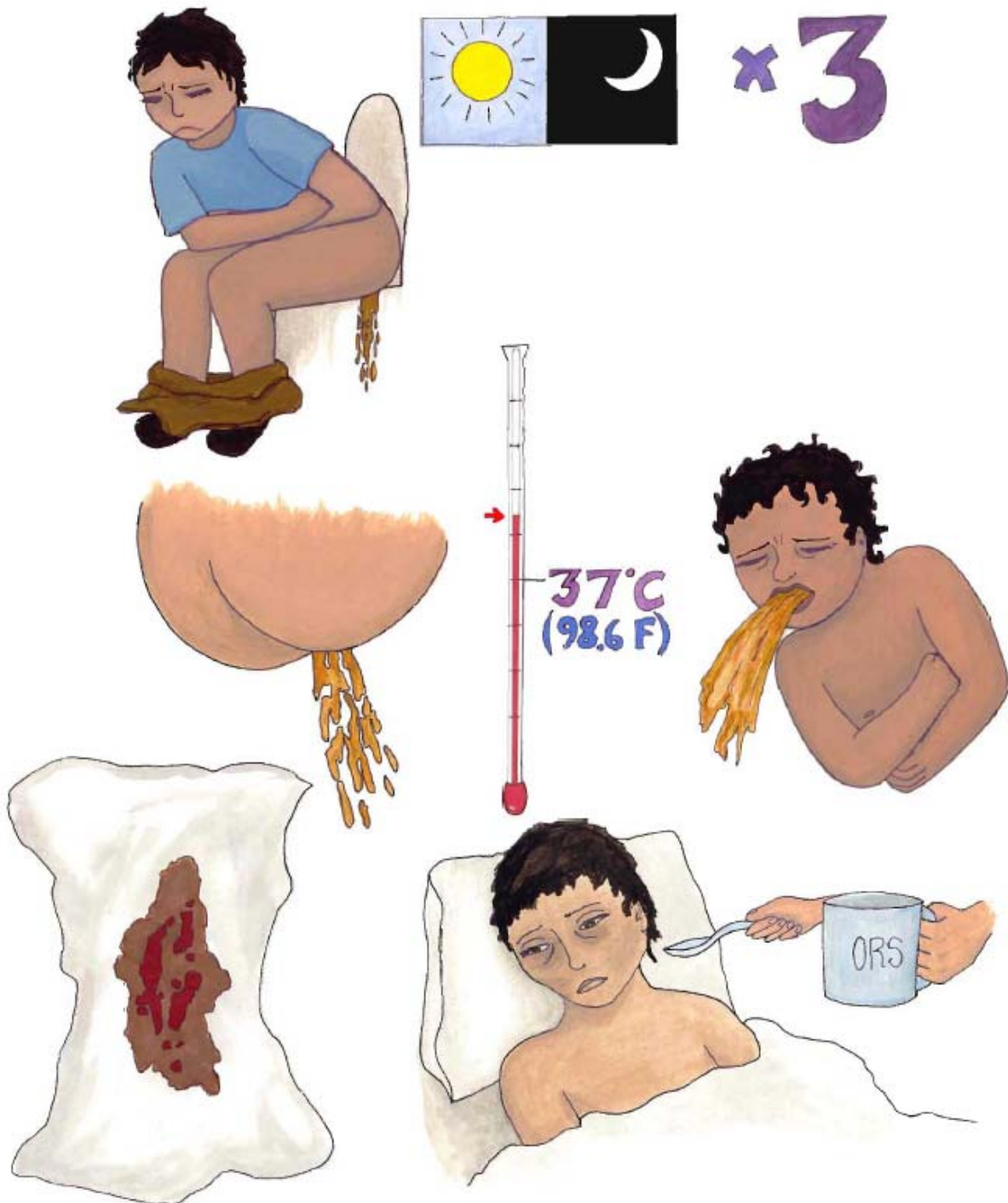


## SIGNS OF DEHYDRATION



Source: Illustrations, Health Education Program for Developing Countries. Available from: <http://hepfdc.info/Page2.html>

## WHEN TO GO TO THE CLINIC



Source: Illustrations, Health Education Program for Developing Countries. Available from: <http://hepfdc.info/Page2.html>

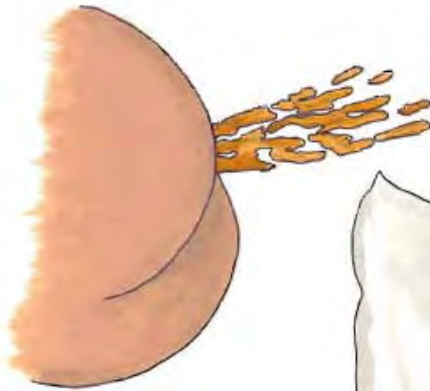
## DIARRHEA CASE STUDIES

1. Your two-year-old boy has had diarrhea for two days. The diarrhea seems to be improving, but he does not like to take the ORS. He turns away whenever you try to give it to him. He is eating some foods and does not seem to be very dehydrated. What should you do?
2. A neighbor comes to your house early in the morning. Her four-month-old son has had diarrhea frequently all night. At first he cried vigorously, but now he does not respond much. He is not interested in breast feeding. You think that his soft spot looks sunken. What should your neighbor do?
3. Another neighbor is concerned about her six-month-old baby. Her daughter started with mild vomiting but now has had diarrhea three times. She is breastfeeding and is feeding well. What should she do?
4. Your seven-year-old daughter often drinks water from the tap at school. Now she feels bloated, and has been passing foul-smelling bowel movements (poop) with blood and mucous. You weren't too concerned at first, but now there seems to be a lot of blood in the bowel movements. What should you do?





x3



What

When do you need to seek medical care for a person with diarrhea?



# DIARRHEA AND DEHYDRATION



What is dehydration?

What are signs of dehydration?

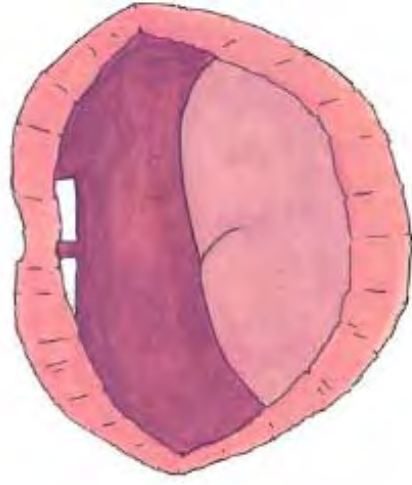
When do you need to seek medical care?





**What is the main risk of diarrhea?**

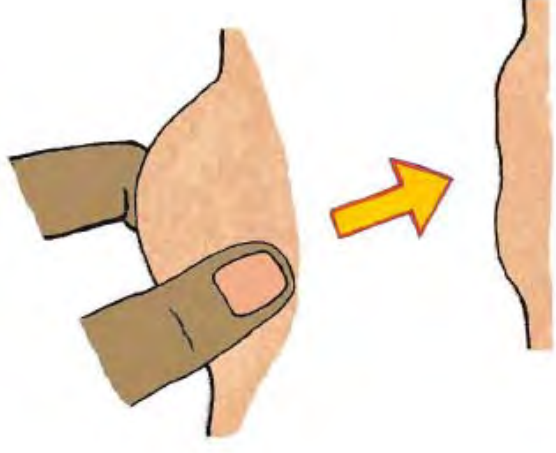
**What happens if someone has vomiting and diarrhea, but he is not able to drink?**



**What do you notice about his eyes?**

**When you pinch your skin and let go, what happens?**

**What is happening here?**



**What are some signs of dehydration?**





**HEALTH EDUCATION: EATING THE RIGHT FOODS**

Date: 2/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Choose healthy foods.
  2. Describe the risks of undernutrition and overnutrition.
  3. Recommend a healthy diet.
  4. List foods that are high in protein, iron, and calcium.
  5. Teach others about good nutrition.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

See also the series of lessons on *Nutrition* and the series on *Malnutrition*.

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| <p><b>Game:</b> Divide into small groups.</p> <p><b>Version 1:</b><br/>You have only \$10 (use local money) to buy food for your family. You want them to be healthy. What will you buy? Why?</p> <p><b>Version 2:</b><br/>You have only a small amount of money to spend, but want your family to be healthy. So you can only buy 6 foods. Which ones will you choose? Why/ Choose eight foods from the <i>What will you buy?</i> handout.</p> <p>----<b>SHOWD questions</b>----</p> <p>S = What do you <b>S</b>ee?<br/>H = What is <b>H</b>appening</p> | 15"  |  |
| <p>I. Undernutrition and overnutrition<br/>Discuss in large group.<br/>Our health depends on our nutrition, or how well we eat. Millions of people die each year from both undernutrition and overnutrition.</p> <p>A. What is undernutrition? Give examples.</p>   | 10"  | <p>I. <u>Undernutrition and overnutrition</u></p> <p>A. What is undernutrition?</p> <ol style="list-style-type: none"> <li>1. Some people don't eat enough food.</li> <li>2. Some people don't eat the right foods.</li> <li>3. When they don't eat enough food, they won't grow well.</li> <li>4. When they don't eat the right foods, they won't be healthy.</li> <li>5. Without good nutrition, children can't fight off infections.</li> </ol> |

## HEALTH EDUCATION: EATING THE RIGHT FOODS

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| <p>B. How much of a problem is undernutrition or being underweight?</p> <p>C. Can you ever eat too much? What is overnutrition?</p>   |      | <p>B. Problem of undernutrition</p> <ol style="list-style-type: none"> <li>1. Being underweight is one of the most common killers of children.</li> <li>2. Children under five years of age are most affected.</li> <li>3. More than one third of child deaths worldwide are related to undernutrition.</li> </ol> <p>C. What overnutrition is</p> <ol style="list-style-type: none"> <li>1. Overnutrition is eating too much.</li> <li>2. Eating too much leads to being overweight or obesity.</li> <li>3. If you weigh too much, you are risk for health problems such as heart disease, high blood pressure, stroke, and diabetes.</li> <li>4. All of these are major killers of adults around the world.</li> <li>5. So overeating can lead to health problems.</li> </ol>  |
| <p>II. Healthy eating<br/>Discuss in large group.</p> <p>A. Give out the illustration, <i>Five Keys to a Healthy Diet</i>. The World Health Organization recommends <i>Five keys to a healthy diet</i>. What are they? Why are these important?</p> | 20"  | <p>II. <u>Healthy eating</u></p> <p>A. Keys to a healthy diet</p> <ol style="list-style-type: none"> <li>1. Give your baby only breast milk for the first six months.               <ul style="list-style-type: none"> <li>- Breast milk is best.</li> <li>- Breast milk protects against infections.</li> </ul> </li> <li>2. Eat a variety of foods.               <ul style="list-style-type: none"> <li>- 3x3</li> <li>- Have a balance of different foods.</li> </ul> </li> <li>3. Eat plenty of vegetables and fruits.               <ul style="list-style-type: none"> <li>- They are foods that "make you glow".</li> <li>- They are high in vitamins.</li> <li>- They give protection.</li> </ul> </li> <li>4. Eat moderate amounts of fats and oils.               <ul style="list-style-type: none"> <li>- Fats and oils are high in energy.</li> <li>- But eating too much fat can lead to heart disease and stroke.</li> <li>- Choose a diet low in saturated fats and cholesterol.</li> </ul> </li> </ol> |

## HEALTH EDUCATION: EATING THE RIGHT FOODS

| METHOD   | TIME | KNOWLEDGE  |
|--|------|--|
|  |      | <ul style="list-style-type: none"> <li>4. Eat less salt and sugars.               <ul style="list-style-type: none"> <li>- Sugars cause tooth decay.</li> <li>- A high salt diet can lead to high blood pressure.</li> </ul> </li> <li>5. Salt and sugar are found in "junk foods" that fill you up but don't make you healthy.</li> </ul> |
| B. Look at the food triangle or food pyramid. According to this, what foods should we eat a lot of? What is the base of our diet?  |      | B. Basic foods <ul style="list-style-type: none"> <li>1. Bread</li> <li>2. Rice</li> <li>3. Whole grains</li> <li>4. Potatoes</li> </ul>   |
| C. What foods should we eat only in small amounts? Look at the top of the pyramid.   |      | C. Eat in small amounts <ul style="list-style-type: none"> <li>1. Soda</li> <li>2. Oils</li> <li>3. Cake</li> <li>4. Cake</li> </ul>   |
| D. It is important that children eat enough protein so that they are strong and grow well. What foods are high in protein?   |      | D. Protein <ul style="list-style-type: none"> <li>1. Chicken, meat, and fish</li> <li>2. Milk, cheese, yoghurt</li> <li>3. Eggs</li> <li>4. Beans</li> <li>5. Eating rice and beans together makes a complete protein.</li> </ul>  |
| E. How can children and adults have strong bones?  |      | E. Strong bones <ul style="list-style-type: none"> <li>1. Calcium keeps your bones strong.</li> <li>2. Milk is high in calcium and in protein.</li> <li>3. Be sure that you drink pasteurized milk.</li> <li>4. Yoghurt and cheese are also high in calcium.</li> <li>5. Some adults take vitamins or calcium supplement</li> </ul>        |
| F. Iron helps to prevent anemia or "weak blood". What are some foods that are high in iron?  |      | F. Iron <ul style="list-style-type: none"> <li>1. Meat</li> <li>2. Liver</li> <li>3. Beans</li> <li>4. Spinach and dark green vegetables.</li> <li>5. Raisins</li> </ul>   |
| III. Teaching booklets <ul style="list-style-type: none"> <li>A. Divide into pairs. Practice teaching each other the <i>Eating the right foods</i> teaching booklet.</li> <li>B. During the week, visit your friends and neighbors to teach about nutrition using the teaching booklet.</li> </ul> | 20"  | III. Teaching booklets <ul style="list-style-type: none"> <li>A. Practice teaching</li> <li>B. Home visiting</li> </ul>  |

## HEALTH EDUCATION: EATING THE RIGHT FOODS

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**METHOD****TIME****KNOWLEDGE**

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**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

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**ATTITUDE:** Participants will know the importance of eating healthy foods.

**SKILL:** Participants will be able to list the five keys to a healthy diet. They will be able to teach their neighbors about nutrition using the teaching booklet.

**EVALUATION:** Are the participants using the *Eating the right foods* booklet to teach their neighbors about nutrition?

**MATERIALS:**

- Newsprint, markers, masking tape
- What will you buy?* handout
- Five keys to a healthy diet* handout
- Eating the right foods* teaching booklets

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This lesson is used in: Health Promotion/ Health Education; Nutrition; and in Children/ Physical

## WHAT WILL YOU BUY?

You only have a limited amount of money to spend,  
but you want to have a healthy family.

What will you buy?

|  |                                 |
|--|---------------------------------|
| <b>Chocolate cake</b>                      | <b>Yoghurt</b>                  |
| <b>Milk</b>                                | <b>French fries</b>             |
| <b>Tomatoes, corn, squash,<br/>carrots</b> | <b>Coke or soda</b>             |
| <b>Beer</b>                                | <b>Tortillas</b>                |
| <b>Cheese</b>                              | <b>Beans</b>                    |
| <b>Candy bars</b>                          | <b>Bananas, oranges, melons</b> |
| <b>Potato chips</b>                        | <b>Baked potatoes</b>           |
| <b>Rice</b>                                | <b>Baby formula</b>             |



## WHO 5 KEYS TO A HEALTHY DIET

1. Give your baby only breast milk for the first 6 months of life.
2. Eat a variety of foods.
3. Eat plenty of vegetables & fruits
4. Eat moderate amounts of fats & oils.
5. Eat less salt & sugars





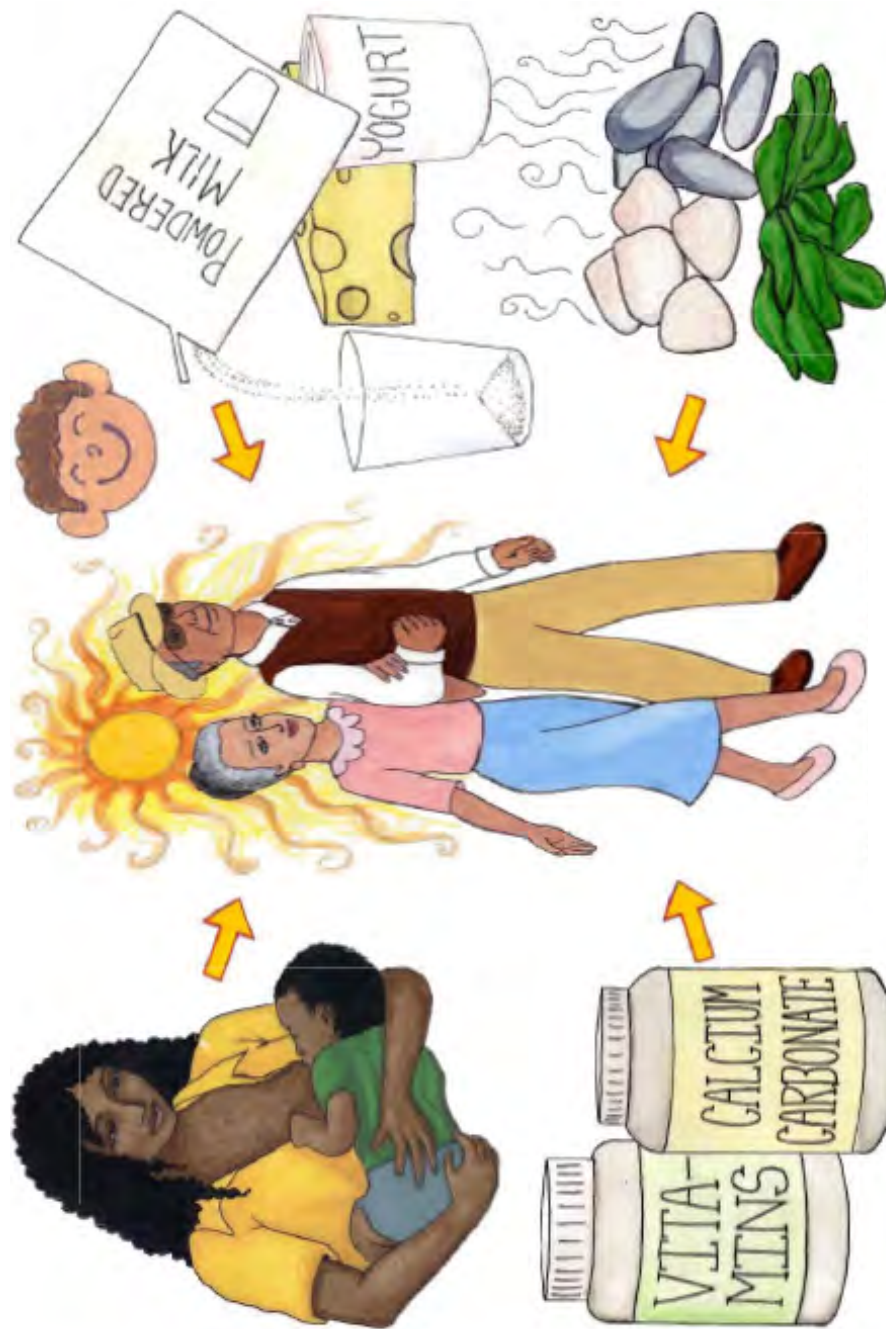
# EATING THE RIGHT FOODS

How can you have strong, healthy bones?



How can you eat well  
without spending a lot  
of money?

How can you have  
strong bones?



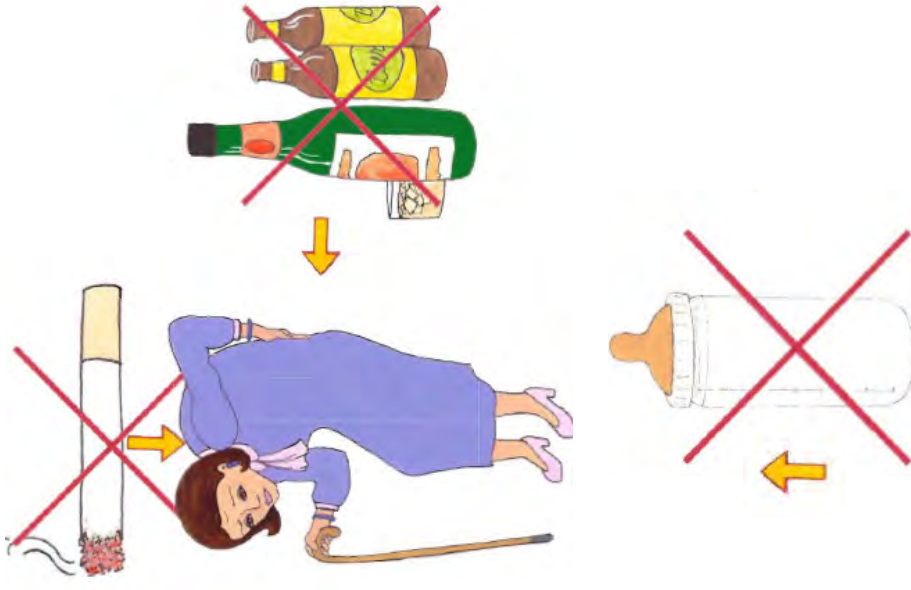
**Your family only has a limited amount of money to spend on foods. Which foods should you buy? Why?**



**WHO'S 5 Keys to a Healthy Diet**

- 1. Give your baby only breast milk for the first 6 months of life.**
- 2. Eat a variety of foods.**
- 3. Eat plenty of vegetables and fruits.**
- 4. Eat moderate amounts of fats and oils.**
- 5. Eat less salt and sugars.**

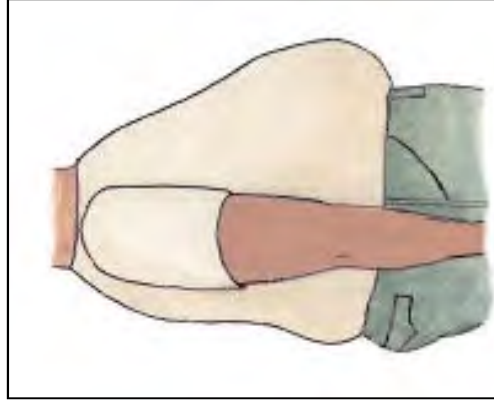
**What is the matter with this woman? Why does she have this problem?**



**One cause of weak bones is osteoporosis. What is osteoporosis?**

## What happens to all that sugar?

Some people may be able to “burn off” those calories, but many do not. And our bodies convert those extra calories into fat.



At the end of the year, how much weight do you think you could gain from just one soda a day?

107  
1-5 Pounds

5-10 Pounds

10-15 Pounds

15 or More Pounds

The correct answer is:

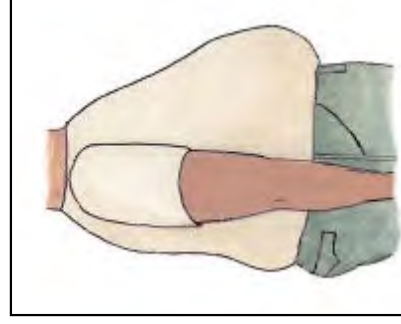
15 or More Pounds

# JUST ONE SODA A DAY

## Summary:

If you drink just one soda a day for a year, at the end of the year you will have consumed over 35 pounds (16 kg.) of sugar.

So, by the end of the year, you could easily gain 15 or more pounds (7 or more kg.) from just that one soda a day.



**One regular soda contains more sugar and causes more weight gain than most people realize.**



## You can check the sugar content of the soda that you usually drink.



Sugar content is listed in "grams" on the label.

Four grams equals one teaspoon of sugar.

You will find that a 12-ounce regular soda contains 10 to 12 teaspoons of sugar.

## Adding it up:

If each soda contains about 45 grams of sugar, and you drink one soda a day, how many of these 4 pound bags of sugar (1.81 kg) will you have consumed at the end of a year?



## Answer:



If you drink one soda a day for a year, at the end of the year you will have consumed 9 of these 4 pound bags.

That is over 35 pounds (16 kg.) of sugar.

**What do you think happens to all that sugar?**

**HEALTH EDUCATION: FEVER**

Date: 2/09

(1 HOUR)

**OBJECTIVES:**

- After working through this lesson, participants will be able to:
1. Know how to measure the body temperature with a thermometer.
  2. Describe a normal temperature, a low fever, and a high fever.
  3. Know how to care for a child with a fever.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries, 2007*, which is available from <http://hepfdc.info/>. The illustrated manual is also available through Foundation for His Ministry at <http://www.ffhm.org/products/?catid=18>. These lessons are accompanied by a series of health teaching booklets on the individual topics. These lessons are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens.

| METHOD | TIME | KNOWLEDGE |
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| <p><b>Role Play:</b> A mother approaches a group of her friends.</p> <p><b>1<sup>st</sup></b> My baby is burning up! I don't know what to do.</p> <p><b>2<sup>nd</sup></b> Be sure to give her some antibiotics. The stronger, the better</p> <p><b>3<sup>rd</sup></b> You need to wrap her in a blanket.</p> <p><b>4<sup>th</sup></b> She needs to take aspirin.</p> <p><b>2<sup>nd</sup></b> She needs a shot.</p> <p><b>3<sup>rd</sup></b> Be sure to dress her warmly.</p> | <p>5"</p> |
|--|-----------|

**----SHOWD questions----**

S = What do you See?  
 H = What is Happening?  
 O = Does this happen in Our place?  
 W = Why does this happen?  
 D = What will we Do about it?

- |  |            |
|--|------------|
| <p>I. Fever</p> <p>Discuss in large group</p> <p>A. What is a fever? When do you have a fever?</p><br><p>B. How do you see if there is a fever?</p><br><p>C. Where do you put a regular thermometer?</p> | <p>20"</p> |
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- |   |
|---|
| <p>I. <u>Fever</u></p> <p>A. What is a fever?</p> <ol style="list-style-type: none"> <li>1. A fever is a high body temperature.</li> <li>2. People who are sick often have a fever.</li> <li>3. People with infections get a fever.</li> </ol> <p>B. Measuring the fever</p> <ol style="list-style-type: none"> <li>1. With a thermometer</li> <li>2. With a digital or electronic thermometer</li> </ol> <p>C. Put the thermometer</p> <ol style="list-style-type: none"> <li>1. In the mouth (for older children and adults, not for babies and small children)</li> <li>2. Babies and small children could bite the thermometers.</li> <li>3. (Many thermometers contain mercury, which is a poison.)</li> </ol> |
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## HEALTH EDUCATION: FEVER

| METHOD   | TIME  | KNOWLEDGE   |
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| <p>C. How do you use a thermometer? Give out thermometers and demonstrate how to use them, if available. Also use the illustration, <i>Checking for fever</i>.</p> <p>D. What is a normal temperature? What is a fever?</p> <p>E. Practice taking each other's temperature.</p> <p>F. What is a digital or electronic thermometer? How is it used?</p> | <p>4. You can also put the thermometer in the armpit.</p> <p>5. With babies or small children, take a rectal temperature.</p> <p>6. Put the thermometer in the baby's rectum or bottom.</p> | <p>C. Using a thermometer</p> <ol style="list-style-type: none"> <li>1. Keep the thermometer in place for two minutes.</li> <li>2. Take it out.</li> <li>3. Rotate the thermometer and look for the silver or red line.</li> <li>4. Read the numbers next to the line.</li> <li>5. After you use the thermometer, wash it well with soap and water.</li> </ol> <p>D. Temperature</p> <ol style="list-style-type: none"> <li>1. A normal temperature is 37° C. or 98.6<sup>ob</sup> F.</li> <li>2. A low fever is between 37° and 39° C.</li> <li>3. A temperature of 39° C. and above is a high fever.</li> </ol> <p>E. Practice</p> <p>F. Digital thermometer</p> <ol style="list-style-type: none"> <li>1. A digital thermometer is placed in the mouth or ear.</li> <li>2. A digital thermometer tells the temperature with numbers (or digits).</li> <li>3. A digital thermometer is safer than a regular thermometer.</li> <li>4. But they may not be available everywhere.</li> </ol> |
| <p>II. Caring for a child with a fever<br/>Give out the illustration, <i>Treatment of pain and high fever</i>. Discuss in large group.</p> <p>A. What do you notice about the baby? What do you recommend for her?</p>   | <p>10:</p>  | <p>II. <u>Caring for a child with a fever</u></p> <p>A. The baby</p> <ol style="list-style-type: none"> <li>1. She has a high fever—over 39° C.</li> <li>2. She is dressed warmly, with a hat and warm clothes</li> <li>3. That will make her hot and uncomfortable.</li> <li>4. She would be more comfortable with less clothing.</li> <li>5. A sponge bath or bathing the child with lukewarm water will help bring down her temperature.</li> </ol>  |



## HEALTH EDUCATION: FEVER

| METHOD  | TIME       | KNOWLEDGE   |
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| <p>B. What are your other recommendations for caring for a fever?</p> <p>C. What are your recommendations about medicines?</p>  |            | <p>B. Recommendations</p> <ol style="list-style-type: none"> <li>1. Give lots of fluids.</li> <li>2. You can give Paracetamol (acetaminophen) for a high fever or for pain such as a headache.</li> <li>3. Paracetamol may help bring down the fever and make her feel better</li> </ol> <p>C. Medicines</p> <ol style="list-style-type: none"> <li>1. Medicines like Paracetamol just help the symptoms of fever or pain.</li> <li>2. They don't cure the underlying problem.</li> <li>3. Do <b>not</b> give aspirin to babies or young children.</li> <li>4. Aspirin can lead to serious problems like Reye syndrome. (Reye syndrome is a problem of the liver and nerves.)</li> <li>5. Give medicines at the right dosages</li> <li>6. Give medicines at the right dosages</li> <li>7. Even medicines like aspirin and ibuprofen can cause stomach damage and ulcers.</li> </ol> |
| <p>III. Teaching booklets</p> <p>A. Divide into pairs. Practice teaching each other the <i>Fever</i> teaching booklet.</p> <p>B. During the week, visit your friends and neighbors to teach about fever using the teaching booklet.</p> | <p>20"</p> | <p>III. <u>Teaching booklets</u></p> <p>A. Practice teaching</p> <p>B. Home visiting</p>  |

**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

## HEALTH EDUCATION: FEVER

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| METHOD | TIME | KNOWLEDGE |
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**ATTITUDE:** Participants will be confident in caring for people with fever.

**SKILL:** Participants will know how to take a temperature. They will know steps to treat a person with a fever?

**EVALUATION:** Are the participants able to take a temperature and care for people with a fever?  
Are they using the *Fever* teaching booklet to teach their neighbors?

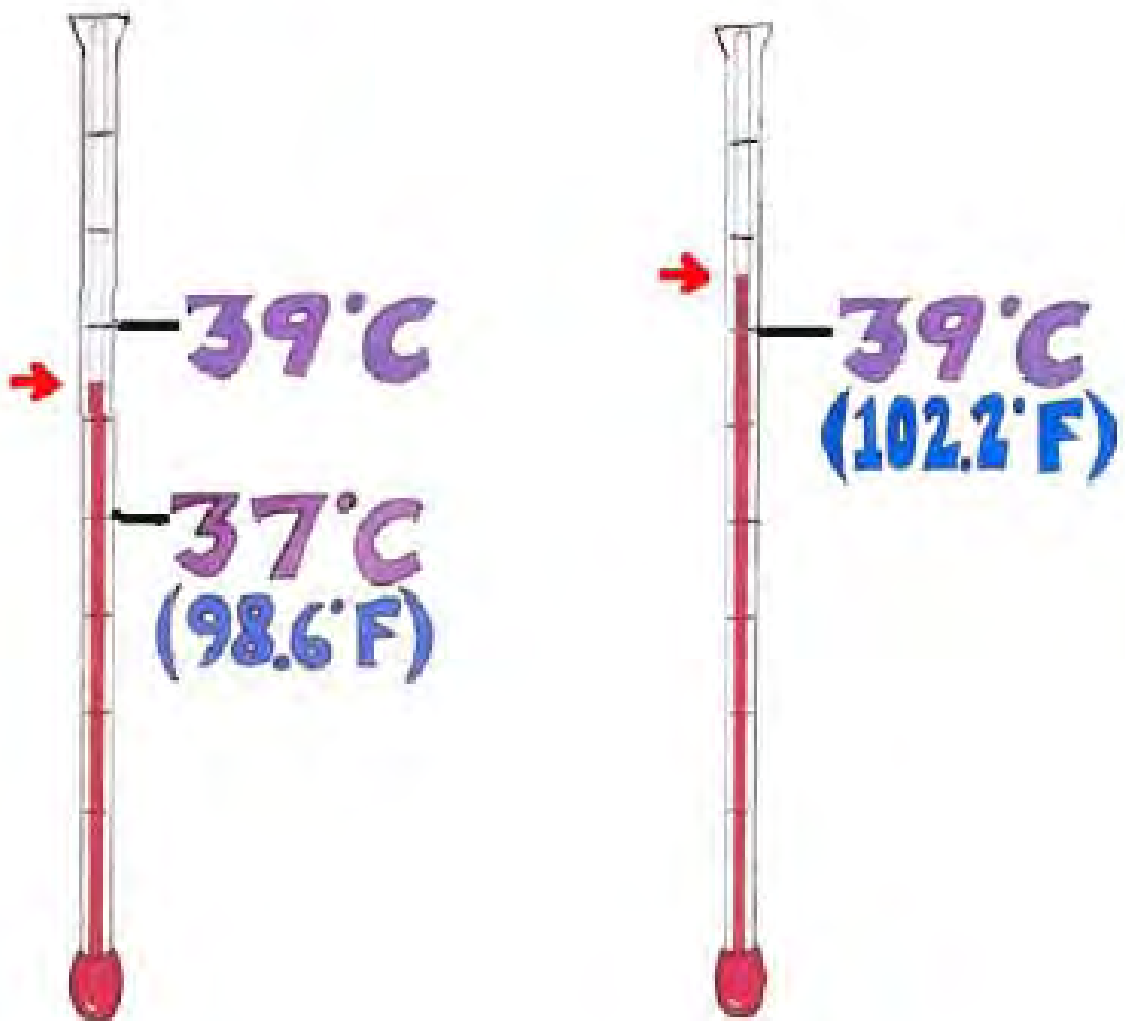
**MATERIALS:**

- Newsprint, markers, masking tape
- Thermometers (if available)
- Checking for fever* illustration
- Treatment of pain and high fever* illustration
- Fever* teaching booklets

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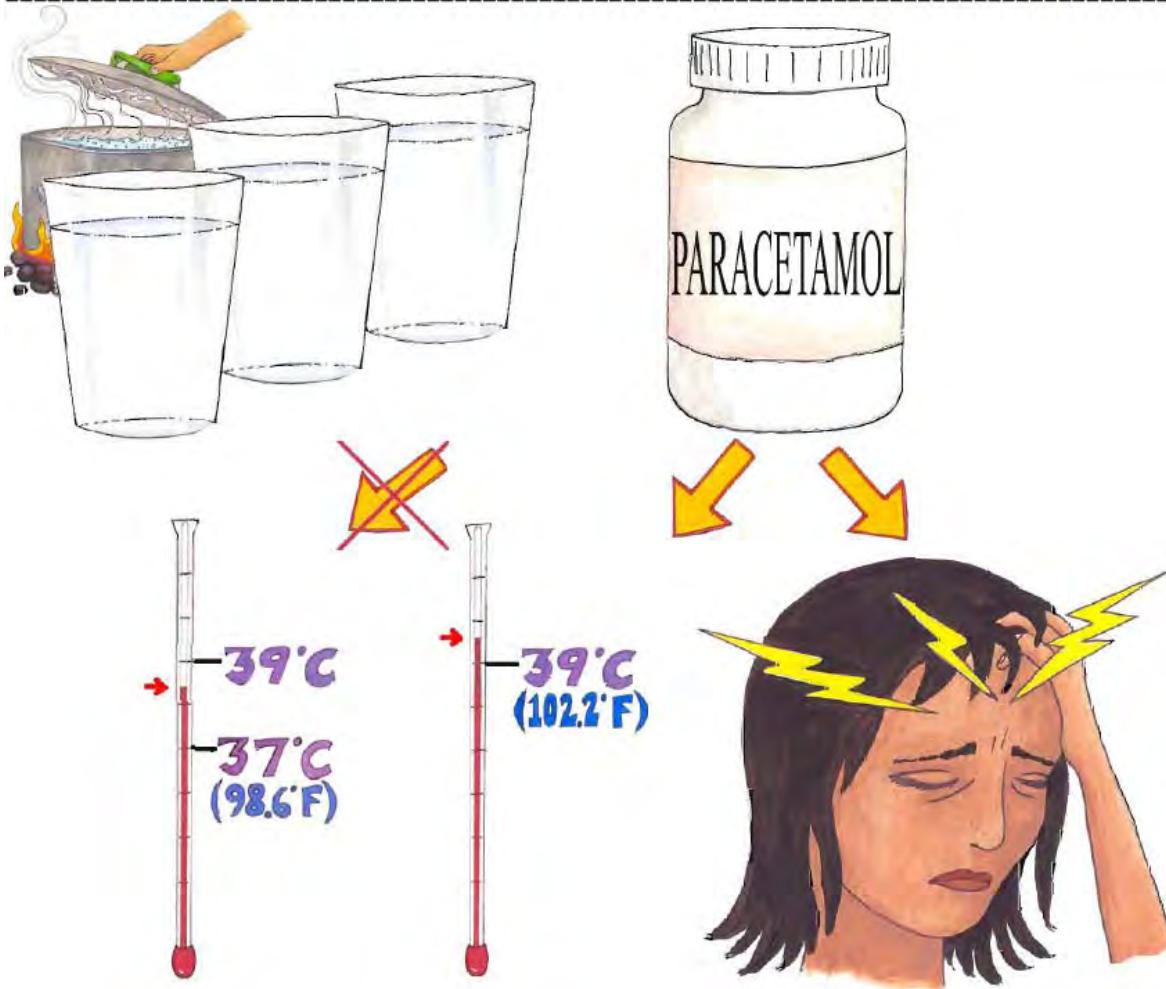
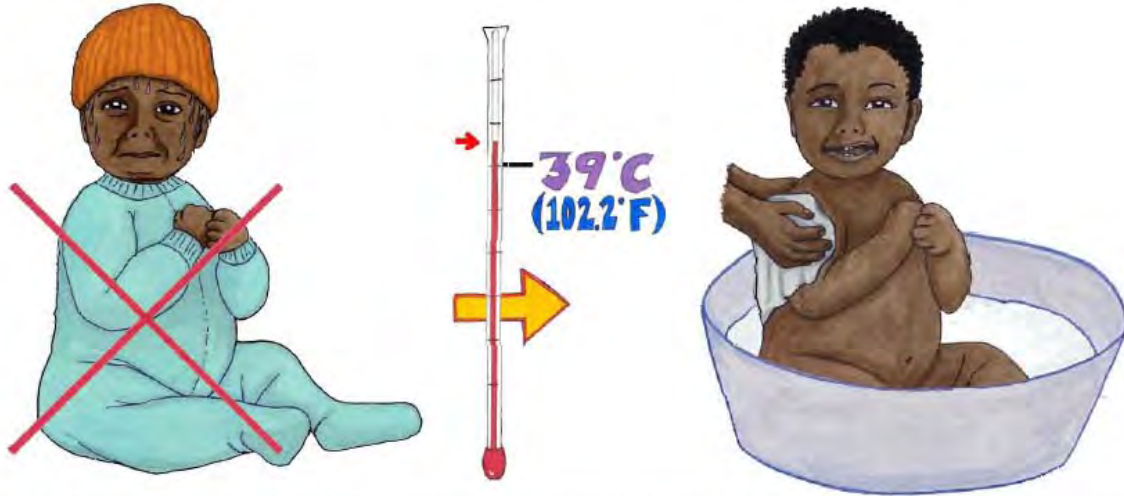
This lesson is used in: Health Promotion/ Basic Health Skills; and in Children/ Physical.

## CHECKING FOR FEVER



**Source:** *Illustrations, Health Education Program for Developing Countries*. 2009. Available from: <http://hepfdc.info/Page2.html>

## TREATMENT OF PAIN AND HIGH FEVER



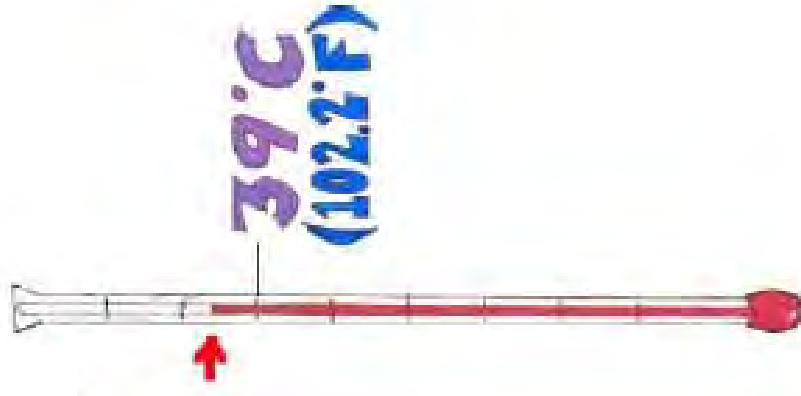
Source: Illustrations, Health Education Program for Developing Countries. 2009. Available from: <http://hepfdc.info/Page2.html>

Should you bundle up a young child with a fever?

What can you do instead?

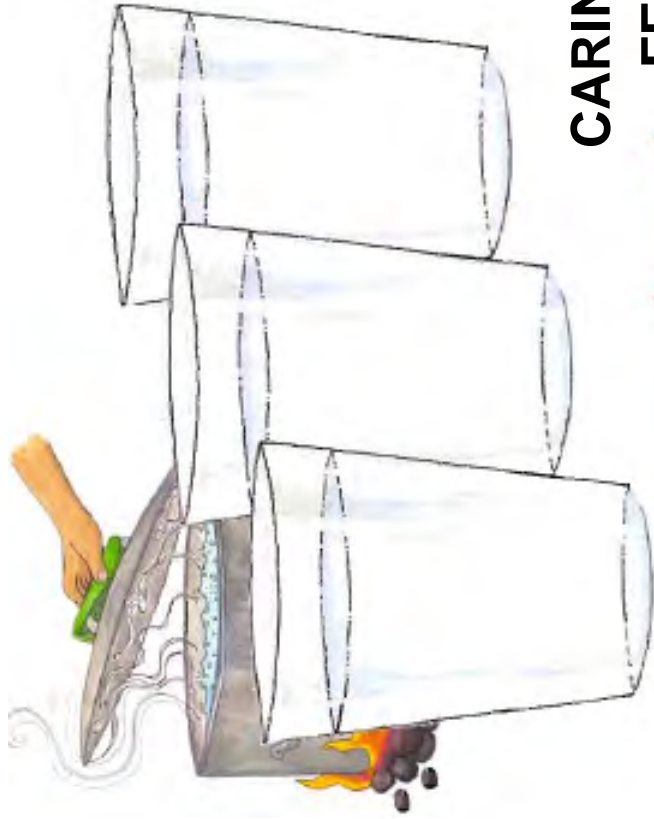


# CARING FOR FEVER

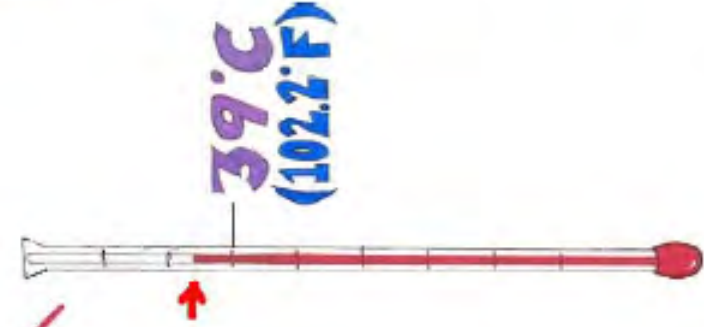


How do you care for someone with a fever?





## CARING FOR FEVER



Why is it important to give lots of water or juice to drink?

When should you give Paracetamol?

Remember—Never give aspirin to young children with a fever.



**HEALTH EDUCATION: FIRST AID**

Date: 2/09

(1½ HOURS)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Give first aid for scrapes, cuts, and burns.
  2. Give first aid for sprains and fractures.
  3. Give first aid for nosebleeds and eye injuries.
  4. Teach others about first aid.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

More detailed information on first aid can be found in the first aid lessons for adults and children.

| METHOD | TIME | KNOWLEDGE |
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|   |    |
|---|----|
| <b>Role play:</b>                                     | 5" |
| <b>1<sup>st</sup></b> Mom! My nose is bleeding!       |    |
| <b>Mom</b> Here, put your head back.                  |    |
| <b>1<sup>st</sup></b> Okay. But it is still bleeding. |    |
| <b>Mom</b> Put this nickel on your forehead.          |    |
| <b>1<sup>st</sup></b> It still is bleeding!           |    |
| <b>Mom</b> I don't know what to do. What should I do? |    |

**----SHOWD questions----**

S = What do you **See**?  
 H = What is **H**appening?  
 O = Does this happen in **O**ur place?  
 W = **W**hy does this happen?  
 D = What will we **D**o about it?

- I. Divide into five groups, and set up five stations around the room. In each station, one person will have an "injury" and the others will work together to give first aid. If there are questions about how to do it, they can consult with a trainer, or refer to the *Basics of First Aid* sheet. After about ten minutes, the groups will rotate to a new station.
  - A. Cuts and scrapes

- I. Basics of first aid
  - A. Cuts and scrapes
    1. Apply firm pressure to stop the bleeding.
    2. You can press down with a bandage, or with a clean cloth, or even with your hand.
    3. Keep pressing down until the bleeding stops.
    4. Wash with clean water and soap.

## HEALTH EDUCATION: FIRST AID

| METHOD                   | TIME | KNOWLEDGE   |
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|                          |      | <ol style="list-style-type: none"> <li>5. Put on a clean bandage.</li> <li>6. Check to see if they have had a tetanus vaccine.</li> <li>7. Go to a health care provider for:               <ul style="list-style-type: none"> <li>- A large or deep wound</li> <li>- A wound that looks dirty or ragged</li> <li>- A puncture wound</li> <li>- If they need a tetanus booster</li> </ul> </li> </ol>  |
| B. Burns                 |      | <p>B. Burns</p> <ol style="list-style-type: none"> <li>1. Put the arm or leg in cold water until the pain is better.</li> <li>2. Or run cold water over the burn.</li> <li>3. Do not break any blisters.</li> <li>4. Do not use any ointment, grease, butter, or powder.</li> <li>5. You can use a plastic film like Saran wrap to cover the burn.</li> <li>6. Seek medical care for a large or deep wound.</li> </ol>  |
| C. Sprains and fractures |      | <p>C. Sprains and fractures</p> <ol style="list-style-type: none"> <li>1. Do not move anyone with a neck or back injury.</li> <li>2. For a neck or back injury, keep the person in place, without moving, and call for medical help.</li> <li>3. For other injuries, apply a splint so the area can not move.</li> <li>4. If the area is deformed (out of place), there is probably a fracture.</li> <li>5. If you suspect a fracture or a bad sprain, get medical help.</li> <li>6. Get medical help if there is much pain or swelling.</li> <li>7. For a minor sprain or strain, raise the injured part.</li> <li>8. Cold (ice) compresses may be helpful.</li> <li>9. Rest</li> <li>10. Use compression elastic (Ace) bandages for a few days.</li> <li>11. Gradually increase your activity.</li> </ol> |

## HEALTH EDUCATION: FIRST AID

| METHOD  | TIME       | KNOWLEDGE  |
|---|------------|--|
| <p>D. Eye injuries</p> <p>E. Nosebleeds</p>   | <p>20"</p> | <p>D. Eye injuries</p> <ol style="list-style-type: none"> <li>1. For a foreign body in the eye, pull down the lid and try to remove the foreign body with a clean moist cotton swab.</li> <li>2. For a painful eye due to a foreign body, scrape, or scratch, bandage the eye shut.</li> <li>3. Then seek medical care.</li> <li>4. For chemicals in the eye, flush the eye immediately with clean water.</li> <li>5. Keep flushing the eye for 5-10 minutes without stopping.</li> <li>6. Do not use drops or ointments.</li> <li>7. Then seek medical care.</li> </ol> <p>E. Nosebleeds</p> <ol style="list-style-type: none"> <li>1. Squeeze the nose for 5-10 minutes.</li> <li>2. Squeeze the soft part of the nose, outside of the nostrils.</li> <li>3. Hold the pressure continuously for 5-10 minutes.</li> <li>4. If you stop too soon, you may pull off the clot and the bleeding will start again.</li> <li>5. You can sometimes prevent nosebleeds by applying an ointment such as Vaseline inside the nose and by keeping fingernails short</li> </ol> |
| <p>II. Teaching booklets</p> <ol style="list-style-type: none"> <li>A. Divide into pairs. Practice teaching each other the <i>First Aid</i> teaching booklet.</li> <li>B. During the week, visit your friends and neighbors to teach about First Aid using the teaching booklet.</li> </ol> | <p>20"</p> | <p>II. Teaching booklets</p> <ol style="list-style-type: none"> <li>A. Practice teaching</li> <li>B. Home visiting</li> </ol>  |

**References:**

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*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

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**ATTITUDE:** Most injuries can be treated at home.

**SKILL:** Participants will be able to give first aid for cuts and scrapes; for burns; for sprains and fractures; for minor eye injuries; and for nosebleeds. They will be able to teach their neighbors these same skills.

**EVALUATION:** Are the participants giving first aid for minor injuries? Are they teaching their neighbors how to do first aid?

**MATERIALS:**

- Newsprint, markers, masking tape
- Bandages, gauze, water, soap
- Basin of water, Saran wrap
- Materials for a splint, gauze, ice (if available), Ace bandages
- Pitcher of water, cotton swabs, bandages
- Vaseline
- Basics of First Aid* handout

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This lesson is used in: Health Promotion/ Health Education; First Aid and Safety, and in Children/ Physical.

## BASICS OF FIRST AID

### Cuts and scrapes:

1. Apply firm pressure to stop the bleeding.
2. You can press down with a bandage, or with a clean cloth, or even with your hand.
3. Keep pressing down until the bleeding stops.
4. Wash with clean water and soap.
5. Put on a clean bandage.
6. Check to see if they have had a tetanus vaccine.
7. Go to a health care provider for:
8. --A large or deep wound
9. --A wound that looks dirty or ragged
10. --A puncture wound
11. --If they need a tetanus booster.

### Burns:

1. Put the arm or leg in cold water until the pain is better.
2. Or run cold water over the burn.
3. Do not break any blisters.
4. Do not use any ointment, grease, butter, or powder.
5. You can use a plastic film like Saran wrap to cover the burn.
6. Seek medical care for a large or deep wound.

### Sprains and fractures:

1. Do not move anyone with a neck or back injury.
2. For a neck or back injury, keep the person in place, without moving, and call for medical help.
3. For other injuries, apply a splint so the area can not move.
4. If the area is deformed (out of place), there is probably a fracture.
5. If you suspect a fracture or a bad sprain, get medical help.
6. Get medical help if there is much pain or swelling.
7. For a minor sprain or strain, raise the injured part.
8. Cold (ice) compresses may be helpful.
9. Rest
10. Use compression elastic (Ace) bandages for a few days.
11. Gradually increase your activity.

### Eyes:

1. For a foreign body in the eye, pull down the lid and try to remove the foreign body with a clean moist cotton swab.
2. For a painful eye due to a foreign body, scrape, or scratch, bandage the eye shut.
3. Then seek medical care.
4. For chemicals in the eye, flush the eye immediately with clean water.
5. Keep flushing the eye for 5-10 minutes without stopping.
6. Do not use drops or ointments.
7. Then seek medical care.

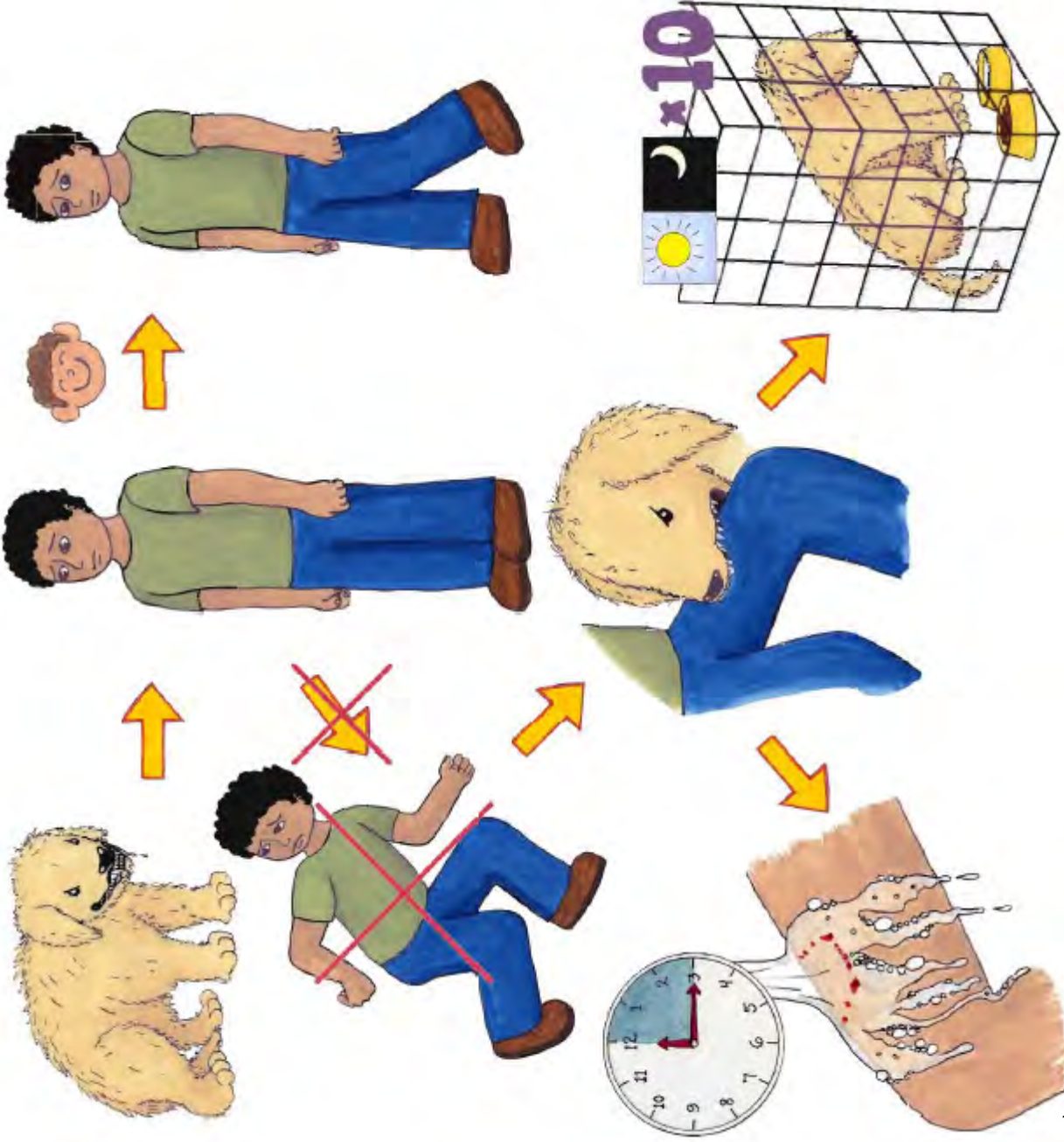
### Nosebleeds:

1. Squeeze the nose for 5-10 minutes.
2. Squeeze the soft part of the nose, outside of the nostrils.
3. Hold the pressure continuously for 5-10 minutes.
4. If you stop too soon, you may pull off the clot and the bleeding will start again.
5. You can sometimes prevent nosebleeds by applying an ointment such as Vaseline inside the nose to the front middle divider, and by keeping fingernails short.





How can you keep from being bitten by a dog?

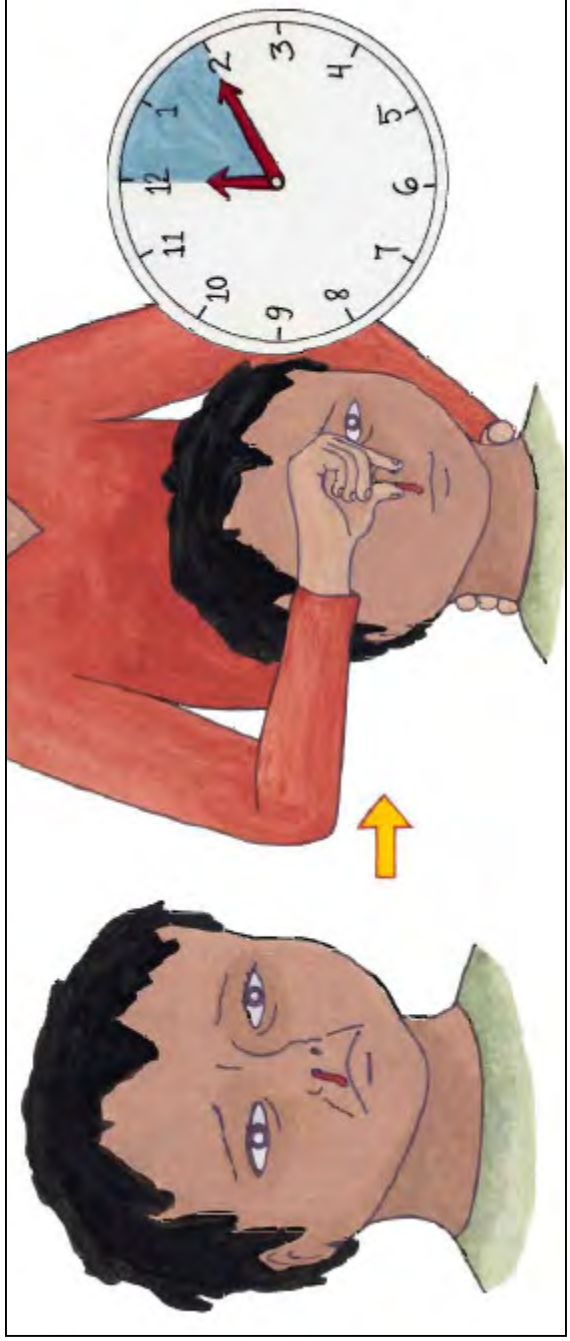


What should you do if you are bitten by a dog?

# FIRST AID



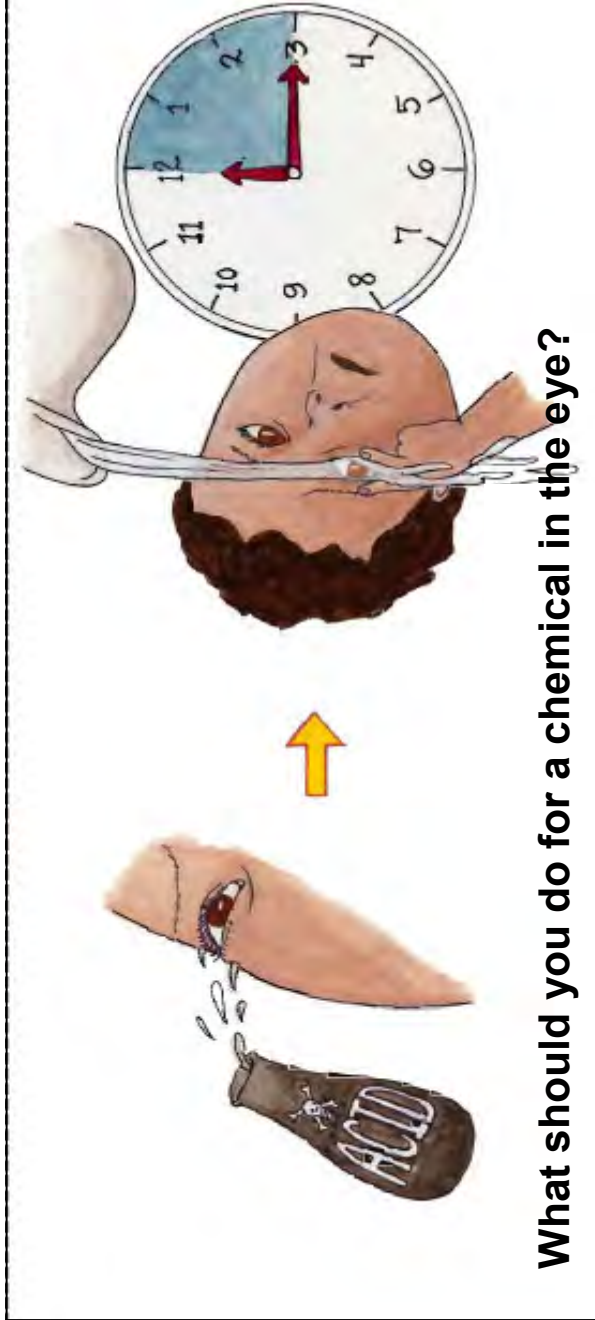
What is the first aid for injuries, nosebleeds, chemicals in the eye, and dog bites?



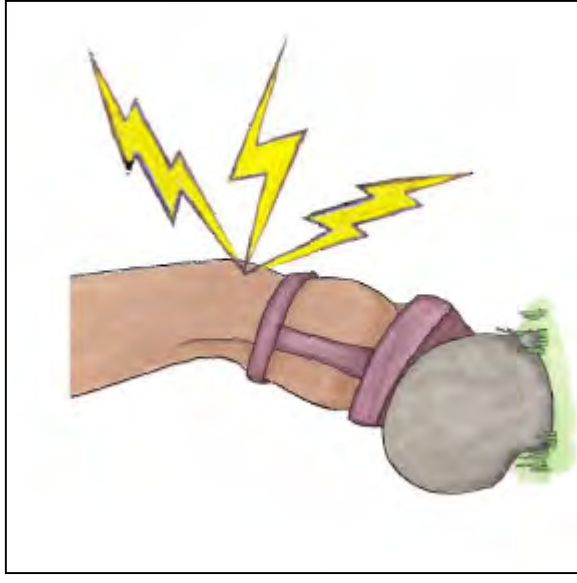
**What is the first aid for a nosebleed?**

**How long do you do this?**

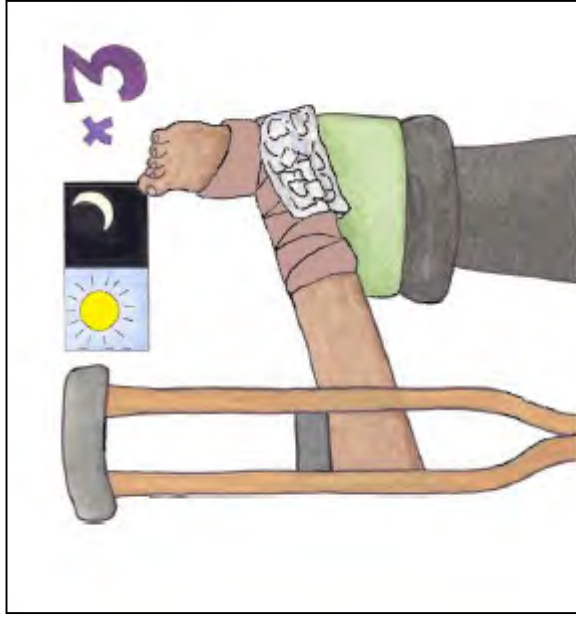
## FIRST AID



**What should you do for a chemical in the eye?**



**How should you treat an injury?**



**HEALTH EDUCATION: HIV/AIDS**

Date: 12/08

(1 – 1½ HOURS)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Describe why HIV is such a tragedy in the world today.
  2. List four ways that HIV is spread.
  3. Describe ways that HIV is not spread.
  4. Give advice on ways to prevent HIV.
  5. Use the teaching booklet, *HIV HE*.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| <p><b>Drawing:</b> Show the picture, <i>HIV</i>.<br/>What is happening here?</p> <p><b>----SHOWD questions----</b><br/>                     S = What do you <b>S</b>ee?<br/>                     H = What is <b>H</b>appening?<br/>                     O = Does this happen in <b>O</b>ur place?<br/>                     W = <b>W</b>hy does this happen?<br/>                     D = What will we <b>D</b>o about it?</p> | 5"   | <p>What is happening here?</p> <ol style="list-style-type: none"> <li>1. There are two parents and two children.</li> <li>2. The parents become sick with AIDS-related disease and die.</li> <li>3. The children are left as orphans. They look sad and their clothes are dirty.</li> </ol>   |
| <p>I. The tragedy of HIV<br/>Look at the drawing again.<br/>Work as a large group.</p> <p>A. What do the numbers mean?</p> <p>B. Can you think of other reasons why HIV is such a tragedy?</p>  | 10"  | <p>I. <u>The tragedy of HIV</u></p> <p>A. Numbers</p> <ol style="list-style-type: none"> <li>1. Up to 3 million people die each year from AIDS-related diseases.</li> <li>2. Over 45 million others are now infected with HIV.</li> <li>3. 14 million children are orphaned as a result of AIDS.</li> </ol> <p>B. HIV is a tragedy because:</p> <ol style="list-style-type: none"> <li>1. HIV is now an epidemic around the world.</li> <li>2. HIV can be treated, but cannot be cured.</li> <li>3. None of the medicines will cure HIV.</li> <li>4. The Human Immunodeficiency Virus (HIV) often spreads to other people.</li> <li>5. After a silent period, HIV causes wasting and chronic infections and leads to AIDS.</li> </ol> |

## HEALTH EDUCATION: HIV/AIDS

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
|   |      | <ol style="list-style-type: none"> <li>6. Most people infected with HIV will eventually die of AIDS-related causes.</li> <li>7. Young adults often die of AIDS-related causes.</li> <li>8. Many young children lose their parents and are left as orphans.</li> <li>9. None of these deaths are necessary. HIV can be prevented.</li> </ol>  |
| <p>II. How does HIV spread?</p> <p>A. HIV is caused by a virus that spreads from person to person. Divide into small groups and give each group one <i>How is HIV spread?</i> handout. What are ways that HIV spreads between people? Can you think of other ways?</p> <p>B. How does HIV NOT spread?</p> | 15"  | <p>II. <u>How is HIV spread?</u></p> <p>A. Spread of HIV</p> <ol style="list-style-type: none"> <li>1. HIV is spread by having sex with a person who is carrying the virus.</li> <li>2. HIV is spread by sharing needles.</li> <li>3. HIV can be spread by blood transfusions from infected donors.</li> <li>4. HIV can be spread by tattoos or any type of surgery that cuts the skin, if the instruments are not sterilized.</li> <li>5. HIV can spread from mother to child through childbirth or by breastfeeding, if the mother is infected with HIV.</li> <li>6. Most HIV is spread by unsafe sex.</li> </ol> <p>B. HIV does NOT spread by:</p> <ol style="list-style-type: none"> <li>1. Shaking hands with a person living with HIV</li> <li>2. Hugging someone</li> <li>3. Flies or mosquitoes</li> <li>4. Cooking</li> <li>5. Eating with a person living with HIV</li> <li>6. Coughing or sneezing</li> <li>7. Being friends with a person living with HIV</li> </ol> |
| <p>III. Preventing HIV</p> <p>Return to the small groups. Give each group one question about preventing HIV. Report back.</p> <p>A. What is "safe sex"? How can you be sure not to get HIV from your partner?</p>   | 20"  | <p>III. <u>Preventing HIV</u></p> <p>A. Safe sex</p> <ol style="list-style-type: none"> <li>1. Remember your ABCs.</li> <li>2. <b>A</b>bstinence until marriage.</li> <li>3. <b>B</b>eing faithful to one partner.</li> <li>4. <b>C</b>ondoms give some protection. (But condoms can break and do not give 100% protection.)</li> </ol>  |

## HEALTH EDUCATION: HIV/AIDS

| METHOD  | TIME       | KNOWLEDGE   |
|---|------------|---|
| <p>B. HIV can be spread from mother-to-child during pregnancy, childbirth, or through breastfeeding. What is your advice for a pregnant woman?</p> <p>C. What is other advice to prevent the spread of HIV?</p> | <p>10"</p> | <p>5. Only have sex within marriage.</p> <p>6. Do not have sex with anyone who has had other partners.</p> <p>7. Do not have sex with prostitutes or with people who use drugs.</p> <p>8. Your partner may look healthy, but still be carrying the virus.</p> <p>9. HIV is <b>not</b> cured by having sex with a virgin.</p> <p>B. Advice for a pregnant woman</p> <ol style="list-style-type: none"> <li>1. She should be tested for HIV during her pregnancy.</li> <li>2. In many countries, mothers can take medicines to prevent their babies from getting HIV.</li> <li>3. If an HIV-positive mother decides to breastfeed, she should give <b>ONLY</b> breast milk and no other foods until the baby is six months-old.</li> </ol> <p>C. Other advice</p> <ol style="list-style-type: none"> <li>1. Do not share needles.</li> <li>2. If you want a tattoo or body piercing, the instruments must be sterilized thoroughly in a steam sterilizer.</li> <li>3. Blood must be tested for HIV before a transfusion is given.</li> <li>4. Do not share razors.</li> <li>5. Use only new syringes and needles for injections.</li> </ol> |
| <p>IV. Good news/ Bad news<br/>Work as a large group.</p> <p>A. How would you summarize all this?<br/>What is the bad news about HIV?</p> <p>B. Is there any good news about HIV?</p>                           | <p>10"</p> | <p>IV. <u>Good news/ Bad news</u></p> <p>A. Bad news</p> <ol style="list-style-type: none"> <li>1. HIV is spreading in the world today.</li> <li>2. HIV causes serious health problems.</li> <li>3. AIDS-related disease kills many young adults.</li> <li>4. Many children are left as orphans as a result of AIDS.</li> </ol> <p>B. Good news</p> <ol style="list-style-type: none"> <li>1. HIV cannot be cured, but it can be treated.</li> <li>2. We can take steps to prevent HIV.</li> <li>3. We can be friends with people with HIV without risk of catching the virus.</li> <li>4. HIV infection can be treated with medicines.</li> </ol>  |



## HEALTH EDUCATION: HIV/AIDS

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| V. Teaching booklets<br>A. Divide into pairs. Practice teaching each other the teaching booklet, <i>HIV HE</i> .<br>B. During the week, visit your friends and neighbors to teach them about HIV using the booklet. | 20"  | V. <u>Teaching booklets</u><br>A. Practice teaching<br>B. Home visits |

**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries*. 2009. Available from <http://hepfdc.info/Page2.html>

*Health Topics*. 2008. World Health Organization. Available from: <http://www.who.int/topics/en/>

*Illustrations, Health Education Program for Developing Countries*. Available from: <http://hepfdc.info/Page2.html>

**ATTITUDE:** Participants will be less fearful of spending time with people living with HIV.

**SKILL:** Participants will know specific ways to prevent the spread of HIV.

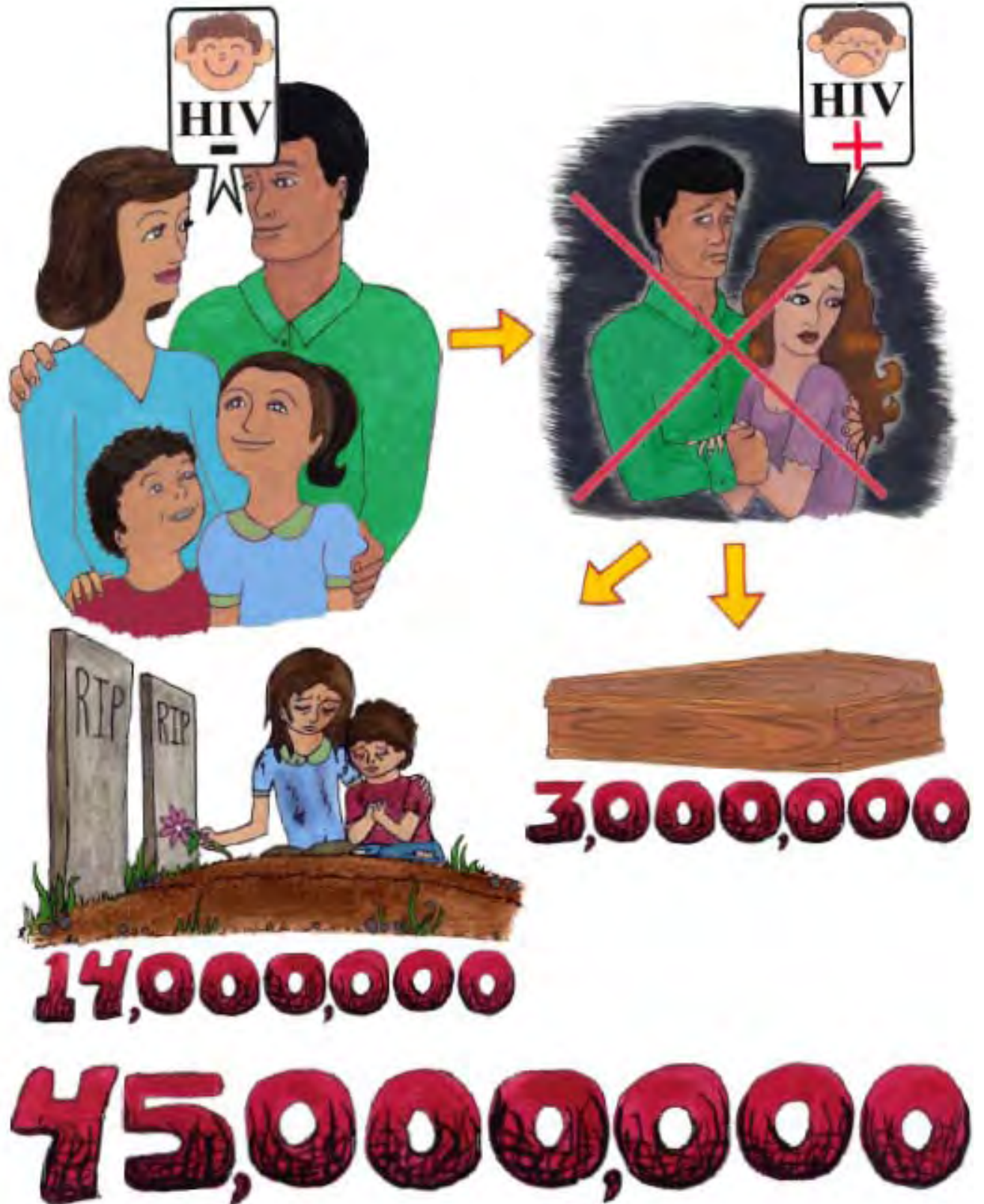
**EVALUATION:** Are the participants willing to shake hands or eat together with people living with HIV? Are they taking precautions to prevent the spread of HIV? Are they teaching about HIV using the teaching booklet?

**MATERIALS:**  
 -Newsprint, markers, masking tape  
 -*HIV* drawing  
 -*How is HIV spread?* handout  
 -Teaching booklet, *HIV HE*

This lesson is used in: Health Promotion/ Health Education; HIV; and in Children/ Physical.



HIV



Source: Illustrations, Health Education Program for Developing Countries. Available from: <http://hepfdc.info/Page2.html>

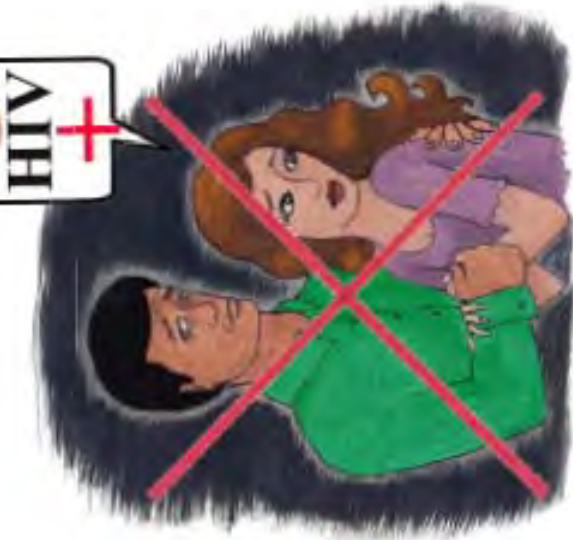
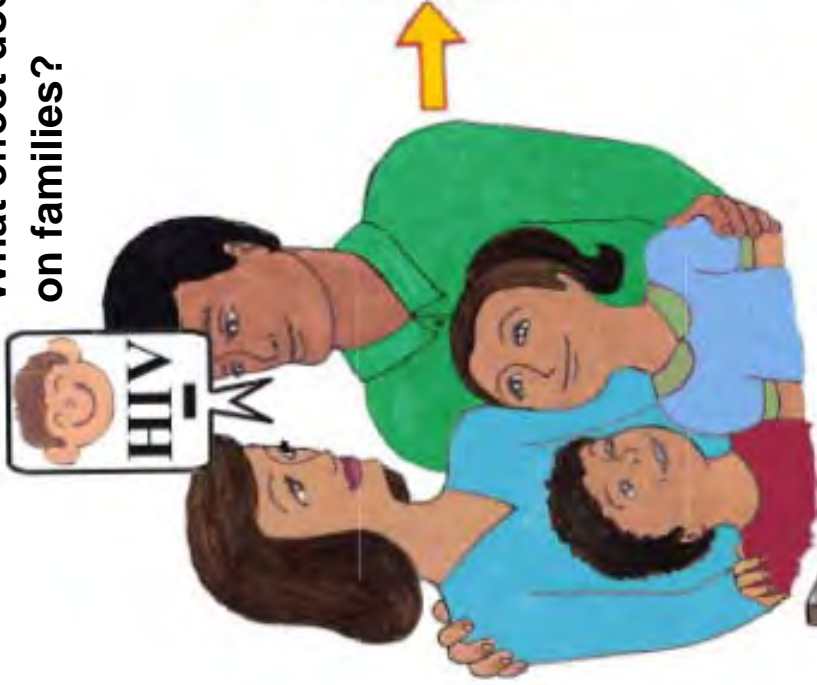
## HOW IS HIV SPREAD?

Choose the ways that HIV spreads between people.  
Are there other ways?  
Which of these do NOT spread HIV?





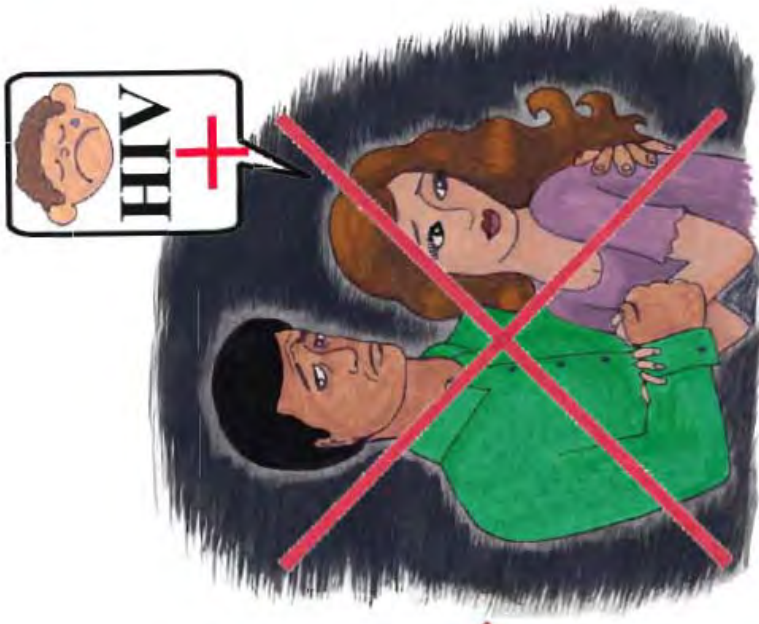
What effect does HIV have on families?



How can you help families impacted by HIV?



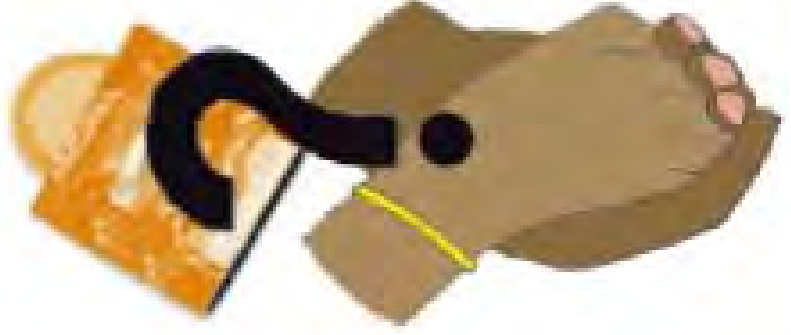
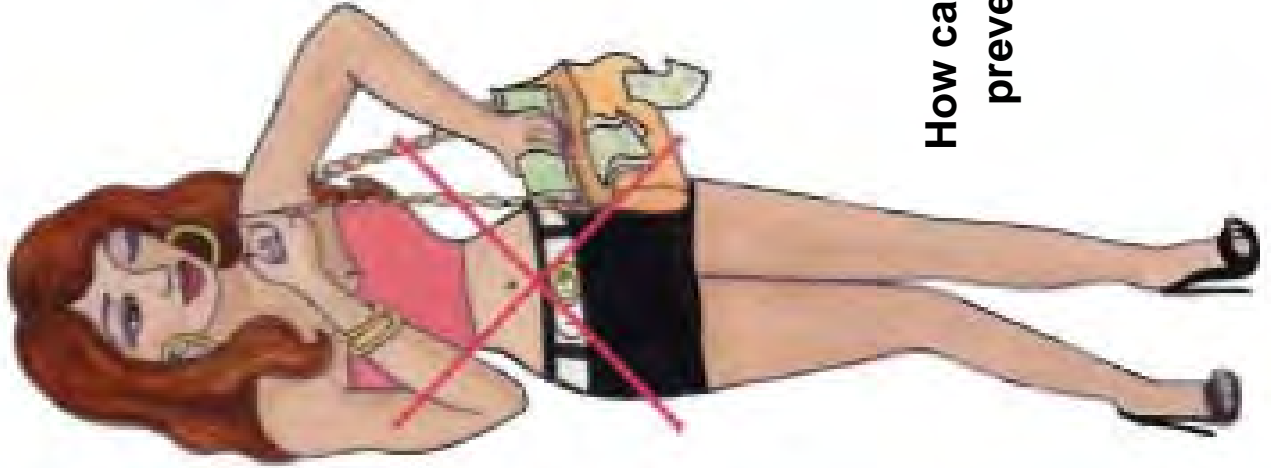
HIV



How does HIV spread?  
What impact does HIV have on families?

**How does HIV spread?**

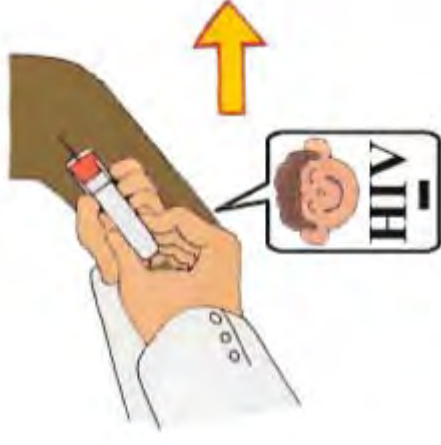
**Are there any other ways?**



**How can HIV be prevented?**



**Is it safe to hug or shake hands with a person with HIV?**



**How can you test for a HIV infection? Where is HIV testing available in your area?**

## HEALTH EDUCATION: HYGIENE

Date: 1/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Explain why it is important to wash your hands.
  2. List times when it is important to wash your hands, and tell why.
  3. Explain why it is important to use a bathroom or latrine.

**OVERVIEW FOR TRAINERS:**

This a basic lesson on hygiene which can be used with adults or with children and teens. The lesson should be taught after *Safe Drinking Water*.

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization.

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| <p><b>Role Play:</b> A young child is playing outside in the dirt with his dog. His hands and face are dirty.<br/> <b>Mom:</b> Johnny! Time to eat!<br/> <b>Boy:</b> I'm coming!<br/>                     He runs inside and starts to eat, still with dirty hands<br/> <b>Later:</b><br/> <b>Boy:</b> I don't feel so good. My stomach hurts. And I feel sick!<br/>                     (He runs to the bathroom, clutching his stomach.)</p> <p>----<b>SHOWD questions</b>----</p> <p>S = What do you <u>See</u>?<br/>                     H = What is <u>H</u>appening?<br/>                     O = Does this happen in <u>O</u>ur place?<br/>                     W = <u>W</u>hy does this happen?<br/>                     D = What will we <u>D</u>o about it?</p> | 5"   | <p>I. <u>Handwashing</u></p> <p>A. Importance</p> <ol style="list-style-type: none"> <li>1. If you don't wash your hands, you can get sick.</li> <li>2. Germs get from your hands to your mouth and your eyes.</li> <li>3. That can cause stomach infections and eye infection.</li> <li>4. You can also pass your germs on to other people and make them sick.</li> </ol> |
| <p>I. <u>Handwashing</u></p> <p>A. Why is it important to wash your hands? (If the concept of germs is not clear, review the information from <i>Safe Water</i>.)</p>   | 20"  | <p>I. <u>Handwashing</u></p> <p>A. Importance</p> <ol style="list-style-type: none"> <li>1. If you don't wash your hands, you can get sick.</li> <li>2. Germs get from your hands to your mouth and your eyes.</li> <li>3. That can cause stomach infections and eye infection.</li> <li>4. You can also pass your germs on to other people and make them sick.</li> </ol> |

## HEALTH EDUCATION: HYGIENE

| METHOD   | TIME | KNOWLEDGE  |
|--|------|--|
| <p>B. When should you wash your hands? Why? Divide into small groups. Give each group a copy of <i>When should you wash your hands?</i> (Adjust the terms and answer to your local culture.)</p>   |      | <p>B. When should you wash your hands?</p> <ol style="list-style-type: none"> <li>1. After you go to the bathroom and wipe yourself.</li> <li>2. Why? Germs from your poop can get on your hands.</li> <li>3. After you touch an animal.</li> <li>4. Why? Germs from the animal can get on your hands.</li> <li>5. After you cough or blow your nose.</li> <li>6. Why? Germs from your nose and from your throat and lungs can get on your hands.</li> <li>7. You don't want to pass your cough on to another person.</li> <li>8. Before you cook or serve food.</li> <li>9. Why? Germs from your hands can get on the food.</li> <li>10. Before you eat.</li> <li>11. Why? So that germs from your hands don't get on your food and in your mouth.</li> <li>12. If you have an eye infection or a cough: wash your hands before you shake hands</li> <li>13. Why? So that you don't pass your cough or eye infection on to other people.</li> </ol> |
| <p><b>Demonstration:</b><br/>Two people are washing their hands, using the same bowl. They do not use soap and only wash their hands for a few seconds. At the end, their hands are still dirty with dirt under their fingernails. When they finish, they dry their hands and wipe their faces with a dirty towel.</p> <p><b>----SHOWD questions----</b><br/>S = What do you <u>See</u>?<br/>H = What is <u>H</u>appening?</p> | 5"   |  |
| <p>II. Handwashing technique</p> <p>A. What did they do wrong?<br/>Why was this wrong?</p>   | 5"   | <p>II. <u>Technique</u></p> <p>A. What did they do wrong?</p> <ol style="list-style-type: none"> <li>1. They only washed for a short time.</li> <li>2. They washed their hands in the same water in the bowl.</li> <li>3. Why? Germs could spread from one person's hands to the other person.</li> <li>4. They didn't use soap.</li> <li>5. Why? Soap helps to kill germs.</li> </ol>   |



## HEALTH EDUCATION: HYGIENE

| METHOD   | TIME       | KNOWLEDGE  |
|--|------------|--|
| <p>B. What could they have done differently?</p>   |            | <p>6. They dried their hands with a dirty towel.</p> <p>7. Germs from the towel could get on their hands and faces.</p> <p>B. Done differently</p> <ol style="list-style-type: none"> <li>1. They should have poured water on their hands instead of using water in a bowl.</li> <li>2. They should have used soap.</li> <li>3. They could clean under their fingernails.</li> <li>4. They should have dried their hands with clean towels.</li> <li>5. The towels should be washed, and then dried in the sun.</li> </ol>   |
| <p>III. Using a latrine or a bathroom<br/>Give out a handout, <i>Why use a latrine or bathroom?</i> Ask, "What is happening here? Why did the boy get sick?"</p> <p>A. What is happening here?</p> <p>B. Why did the boy get sick?</p> <p>C. How could this have been prevented?</p> | <p>10"</p> | <p>III. <u>Using a latrine or bathroom</u></p> <p>A. What is happening here?</p> <ol style="list-style-type: none"> <li>1. A young man and a dog are defecating (pooping) near a small tree.</li> <li>2. Later, a young boy plays in the dirt there.</li> <li>3. The boy puts his hand in his mouth.</li> <li>4. Later, the boy gets sick with diarrhea.</li> </ol> <p>B. Why did the boy get sick?</p> <ol style="list-style-type: none"> <li>1. When the boy and the dog pooped, germs got in the dirt.</li> <li>2. The boy played in the dirt and got germs on his hands.</li> <li>3. When he put his hand in his mouth, the germs got in his mouth.</li> <li>4. Later, the germs made him sick with diarrhea.</li> </ol> <p>C. Prevention</p> <ol style="list-style-type: none"> <li>1. The young man should have used a bathroom or latrine.</li> <li>2. Do not defecate (poop) near to where children play.</li> <li>3. If an animal defecates near where children play, clean it up.</li> <li>4. The boy should have washed his hands after playing in the dirt.</li> <li>5. He can keep his hands out of his mouth.</li> </ol> |

## HEALTH EDUCATION: HYGIENE

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| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| IV. Teaching booklet<br>A. Divide into pairs and <i>practice</i> teaching other the <i>Hygiene</i> teaching booklet.<br>B. During each other, teach your neighbors and friends using the <i>Hygiene</i> teaching booklet. | 15"  | IV. <u>Teaching booklet</u><br>A. Practice teaching<br><br>B. Share with your neighbors and friends |

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**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2007. Available from <http://hepfdc.info/Page2.html>

*Health Topics.* 2008. World Health Organization. Available from: <http://www.who.int/topics/en/>

*Illustrations, Health Education Program for Developing Countries.* Available from: <http://hepfdc.info/Page2.html>

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**ATTITUDE:** Know the importance of handwashing good hygiene.

**SKILL:** Participants will know when to wash their hands, and the importance of using a latrine or bathroom?

**EVALUATION:** Are the participants washing their hands? Are they using a latrine or bathroom?

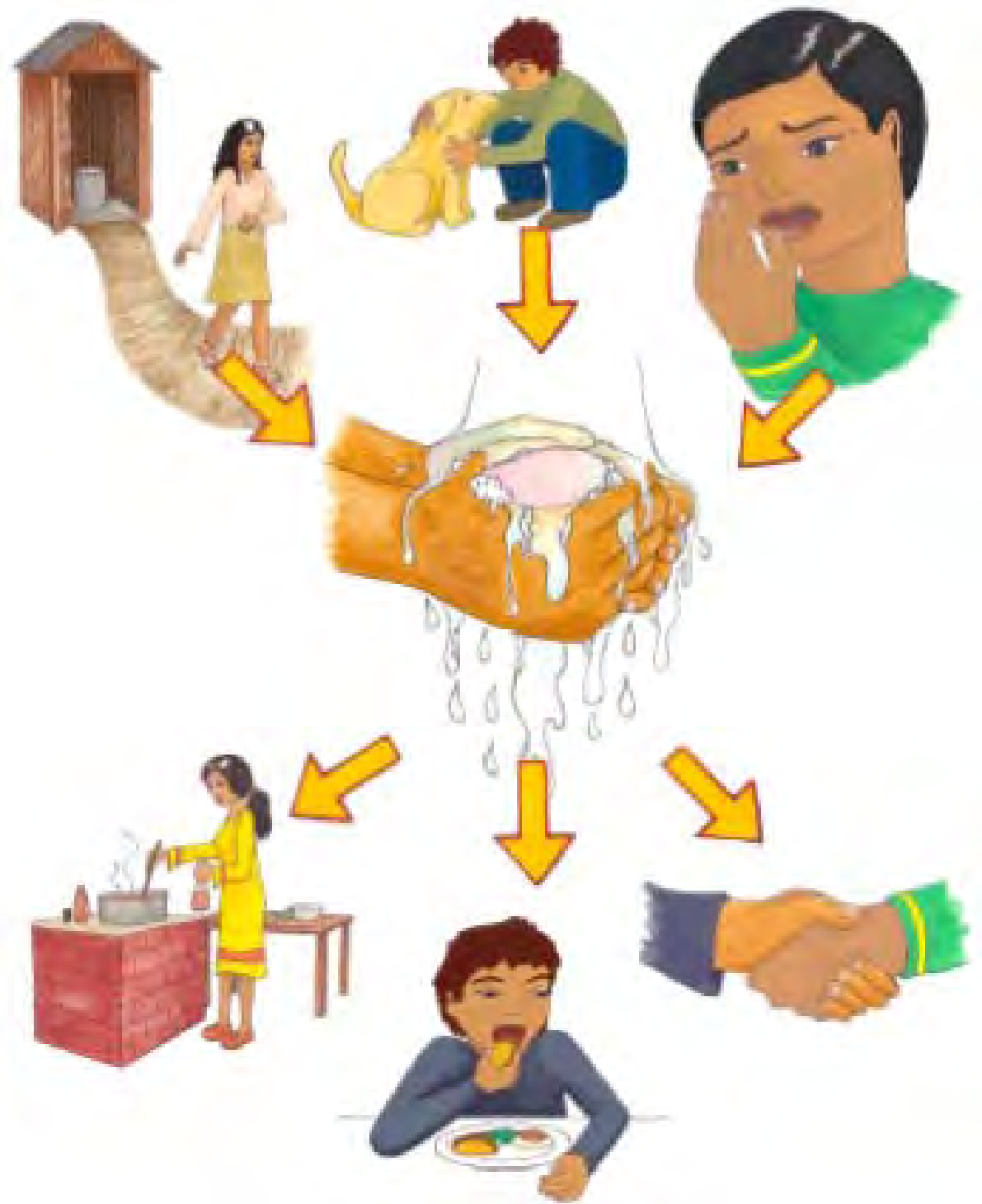
**MATERIALS:**

- Newsprint, markers, masking tape
- When should you wash your hands?* handout
- Why should you use a bathroom or latrine?* handout
- Bowl, water, soap, nailbrush
- Hygiene* teaching booklets

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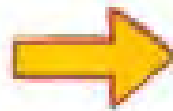
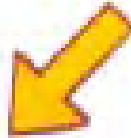
This lesson is used in: Health Promotion/ Health Education; and in Children/ Physical.

When should you wash your hands? Why?



Source: Illustrations, Health Education Program for Developing Countries. Available from: <http://hepfdc.info/Page2.html>

Why should you use a bathroom or latrine?



# Why should you use a latrine or bathroom?



What is happening here?



Later on, a child played outside:



Why did this boy get sick?



# HYGIENE



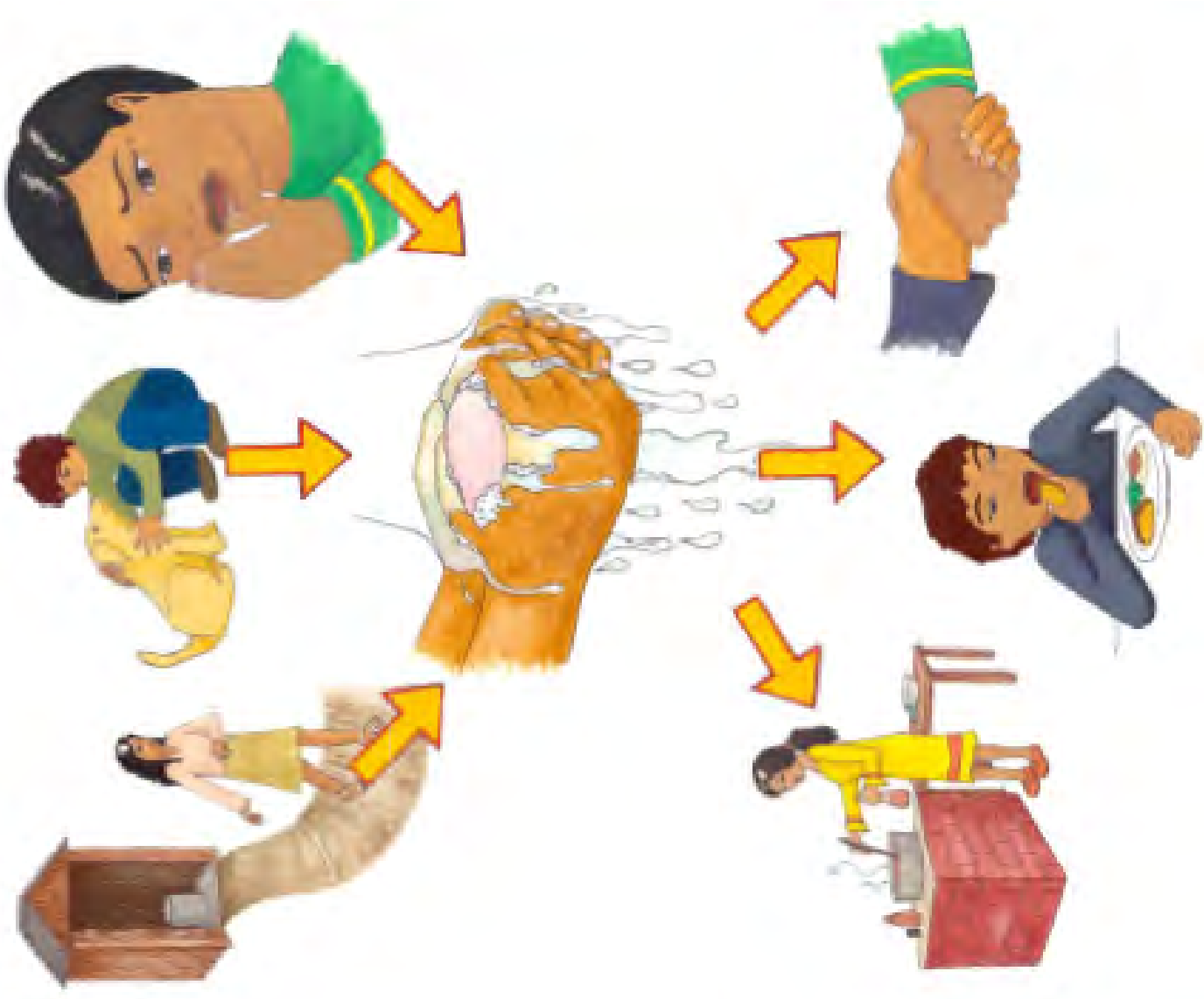
Why is it important to wash your hands?

When should you wash your hands? Why?

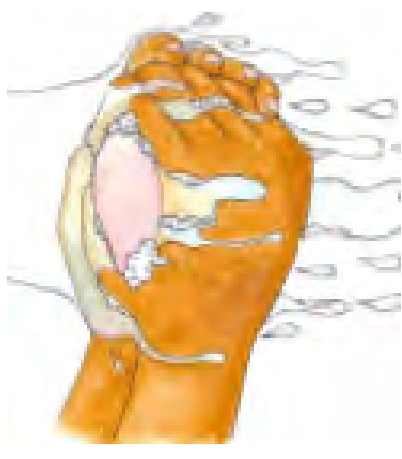
Why is it important to use a latrine or bathroom?

What can happen if you don't use a bathroom or latrine?

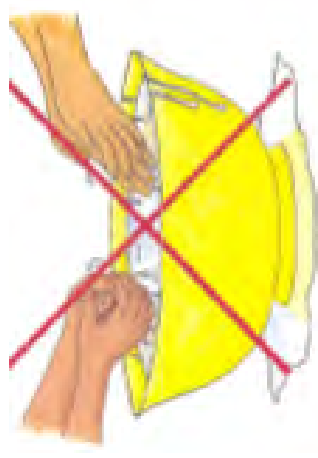
When should you wash your hands? Why?



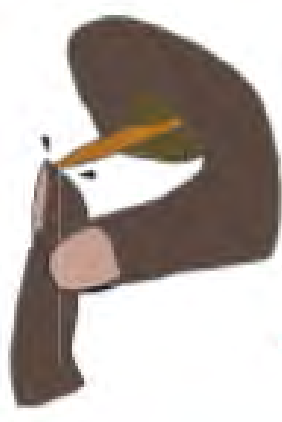
Which is a better way to wash your hands? Why?



or



What is happening here?  
Why is this important?





**HEALTH EDUCATION: LATRINES**

Date: 1/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Describe why latrines are important.
  2. Describe where a latrine should be built.
  3. Explain what a VIP latrine is, and tell about other types of latrines.
  4. Give some information about building a latrine.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization. This lesson should be taught after *Safe Drinking Water* and *Hygiene*. The lessons can be used with adults or with older children and teens.

| METHOD   | TIME | KNOWLEDGE  |
|--|------|--|
| <p><b>Problem:</b><br/>Your family is moving to a new area where there is no running water or drainage yet. So you want to build a latrine in order to keep healthy and prevent infections. What kind of latrine will you build? Where will you build it? Do you have any specific instructions? Divide into small groups to plan your latrine. Report back.</p> <p><b>----SHOWD questions----</b><br/>S = What do you <u>See</u>?<br/>H = What is <u>H</u>appening?</p> | 15"  |  |
| <p>I. Planning your latrine</p> <p>A. Where will you build the latrine?</p> <p>B. What will the latrine be made of?</p> <p>C. How big is the pit?</p>  | 10"  | <p>I. <u>Planning your latrine</u></p> <p>A. Where?</p> <ol style="list-style-type: none"> <li>1. Near the house, so that it is convenient</li> <li>2. At least 20 meters from any water source</li> <li>3. Do not build the latrine near a well or spring.</li> </ol> <p>B. Made of?</p> <ol style="list-style-type: none"> <li>1. It can be made of bricks, blocks, wood, corrugated metal, matting or other materials.</li> <li>2. Use what is locally available.</li> </ol> <p>C. How big is the pit?</p> <ol style="list-style-type: none"> <li>1. The pit is usually about one meter wide by 3 meters deep.</li> </ol> |

## HEALTH EDUCATION: LATRINES

| METHOD  | TIME       | KNOWLEDGE  |
|---|------------|--|
| <p>D. What covers the top of the pit?</p>   |            | <p>D. Covering slab</p> <ol style="list-style-type: none"> <li>1. The latrine should have a concrete floor or covering slab, with a hole in the middle.</li> <li>2. The hole is covered by a cover with a handle.</li> <li>3. That keeps the flies and odors out.</li> </ol>   |
| <p>II. What are different designs for latrines? Divide into four groups. Each group will study one of the four designs from <i>Latrine Designs</i>. What are advantages and disadvantages of each type?</p> <p>A. Simple latrines</p> | <p>15"</p> | <p>II. <u>Different designs for latrines</u></p> <p>A. Simple latrines</p> <ol style="list-style-type: none"> <li>1. A simple latrine has a single pit.</li> <li>2. It has no ventilation pipe.</li> <li>3. It is easy to build, but may be smelly and have flies.</li> <li>4. The upper third of the pit (or more) should be reinforced, especially in sandy soil.</li> <li>5. This can be done with bricks, blocks, reinforcing rings, or an empty oil can.</li> <li>6. This keeps the pit from collapsing.</li> </ol>                               |
| <p>B. Ventilation-improved pit latrines</p>   |            | <p>B. VIP latrines</p> <ol style="list-style-type: none"> <li>1. They have a ventilation tube, usually made from PVC, extending from the pit to above the roof of the latrines.</li> <li>2. That vents the odors out of the latrines.</li> <li>3. The PVC pipe is covered by a wire mesh.</li> <li>4. So flies and mosquitoes can go up through the pipe, but can't get out.</li> <li>5. So they fall back into the pit to die.</li> <li>6. VIP latrines smell better and have less flies.</li> <li>7. But they will fill up after a while.</li> </ol> |

## HEALTH EDUCATION: LATRINES

| METHOD   | TIME       | KNOWLEDGE   |
|--|------------|---|
| <p>C. Double pit VIP latrines</p> <p>D. Pour-flush latrine</p>   |            | <p>C. Double pit VIP latrines</p> <ol style="list-style-type: none"> <li>1. This is also a VIP latrine, but with two pits.</li> <li>2. One side is used until it fills up.</li> <li>3. Then the other side is used.</li> <li>4. After a year, the filled side can be emptied.</li> <li>5. So the latrine never fills up.</li> <li>6. This is more work to build, but it lasts longer.</li> </ol> <p>D. Pour-flush latrine</p> <ol style="list-style-type: none"> <li>1. This can have either one or two pits.</li> <li>2. Water is used to flush the pan.</li> <li>3. So it should not smell nor have flies.</li> <li>4. But this depends on having a supply of water.</li> </ol>   |
| <p>III. Why are latrines important?<br/>Discuss in large group.</p> <p>A. What did Moses teach?<br/>Read Deuteronomy 23:12-13</p> <p>B. Why is it important to use a latrine?</p> <p>C. Why can't you just treat infections with germs and parasites with medicines?</p> <p>D. What should you teach your children to do after they use the latrine?</p> | <p>5"</p>  | <p>III. <u>Why are latrines important?</u></p> <p>A. What did Moses teach?</p> <ol style="list-style-type: none"> <li>1. Have a place outside of camp to relieve yourself.</li> <li>2. After you relieve yourself, dig a hole to cover your excrement.</li> <li>3. So if you don't have a latrine, you can dig a hole to cover your poop.</li> </ol> <p>A. Why is it important to use a latrine?</p> <ol style="list-style-type: none"> <li>1. That keeps the soil from being contaminated with germs and parasites.</li> <li>2. Latrines keep people from getting sick.</li> <li>3. But everyone in the community must use the latrine.</li> </ol> <p>C. Why not just use medicines?</p> <ol style="list-style-type: none"> <li>1. That may cure the infection, but people will get sick again with germs and parasites.</li> </ol> <p>D. Teach your children</p> <ol style="list-style-type: none"> <li>1. They must wash their hands with soap and water.</li> </ol> |
| <p>IV. Teaching booklets</p> <p>A. Divide into pairs. Practice teaching each other about latrines using the <i>Latrines</i> teaching booklet.</p> <p>B. During the week, teach your family and neighbors about latrines, using the booklet.</p>  | <p>15"</p> | <p>IV. <u>Teaching booklets</u></p> <p>A. Practice teaching</p> <p>B. Teach your neighbors.</p>   |

References:

## HEALTH EDUCATION: LATRINES

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| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

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Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2007. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* Available from: <http://hepfdc.info/Page2.html>

Tearfund. 2005. *Building a Pit Latrine.* Available from: <http://tilz.tearfund.org/Publications/Footsteps+1-10/Footsteps+9/Building+a+pit+latrine.htm>

Tearfund. 2005. *Planning a Pit Latrine.* Available from: <http://tilz.tearfund.org/Publications/Footsteps+21-30/Footsteps+30/Planning+a+pit+latrine.htm>

Tearfund. 2006. PILLARS: Encouraging good hygiene and sanitation. Available from: <http://tilz.tearfund.org/Publications/PILLARS/Encouraging+good+hygiene+and+sanitation/>

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**ATTITUDE:** Participants will appreciate that using latrines can prevent many illnesses.

**SKILL:** Participants will know basic facts about building latrines, and be able to describe different latrine designs.

**EVALUATION:** Are the participants using latrines? Are they teaching their neighbors about latrines, using the *Latrines* picture booklet?

**MATERIALS:**

- Newsprint, markers, masking tape
- Latrine designs* handout
- Latrines teaching booklets*

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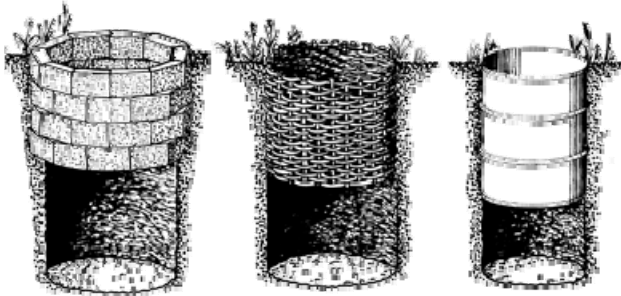
This lesson is used in: Health Promotion/ Health Education; Appropriate Technology; and in Children/ Physical.

LATRINE DESIGNS

Simple pit latrine



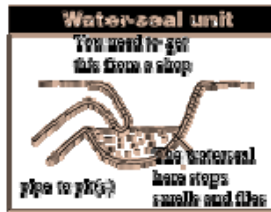
Ways to reinforce latrine pits



Ventilation-improved pit latrine



Pour-flush latrine

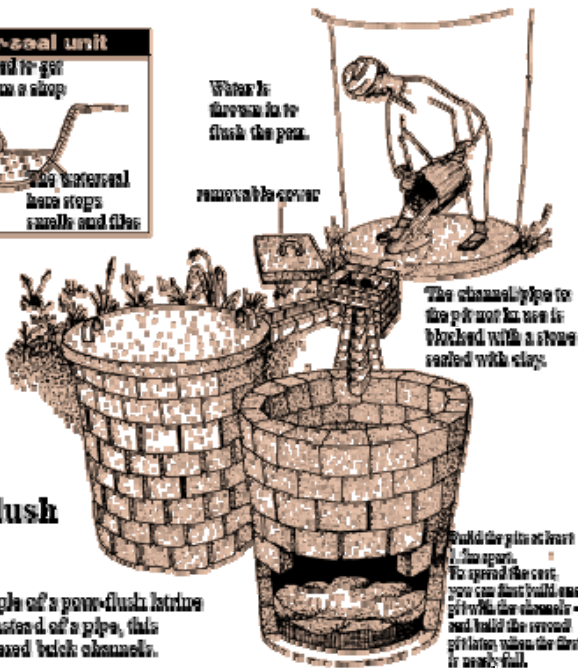


Water-seal unit  
You need to get this from a shop

Water is thrown in to flush the pan.

removable cover

The channel pipe to the pit works as is blocked with a stone sealed with clay.



**A pourflush latrine**

This is an example of a pour-flush latrine with two pits. Instead of a pipe, this design uses covered brick channels.

Build the pits at least 1.5m apart. To spread the cost, you can first build one pit with the channel - and build the second pit later when the first is nearly full.

Double pit VIP latrine

**Double pit VIP**

fly screen  
vent pipe

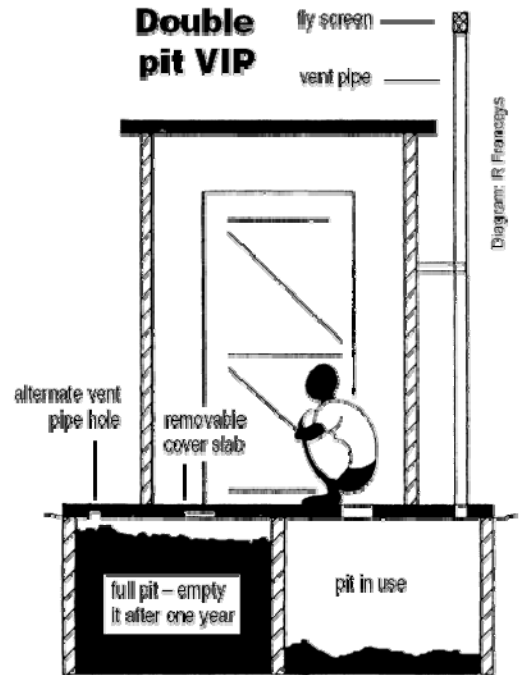


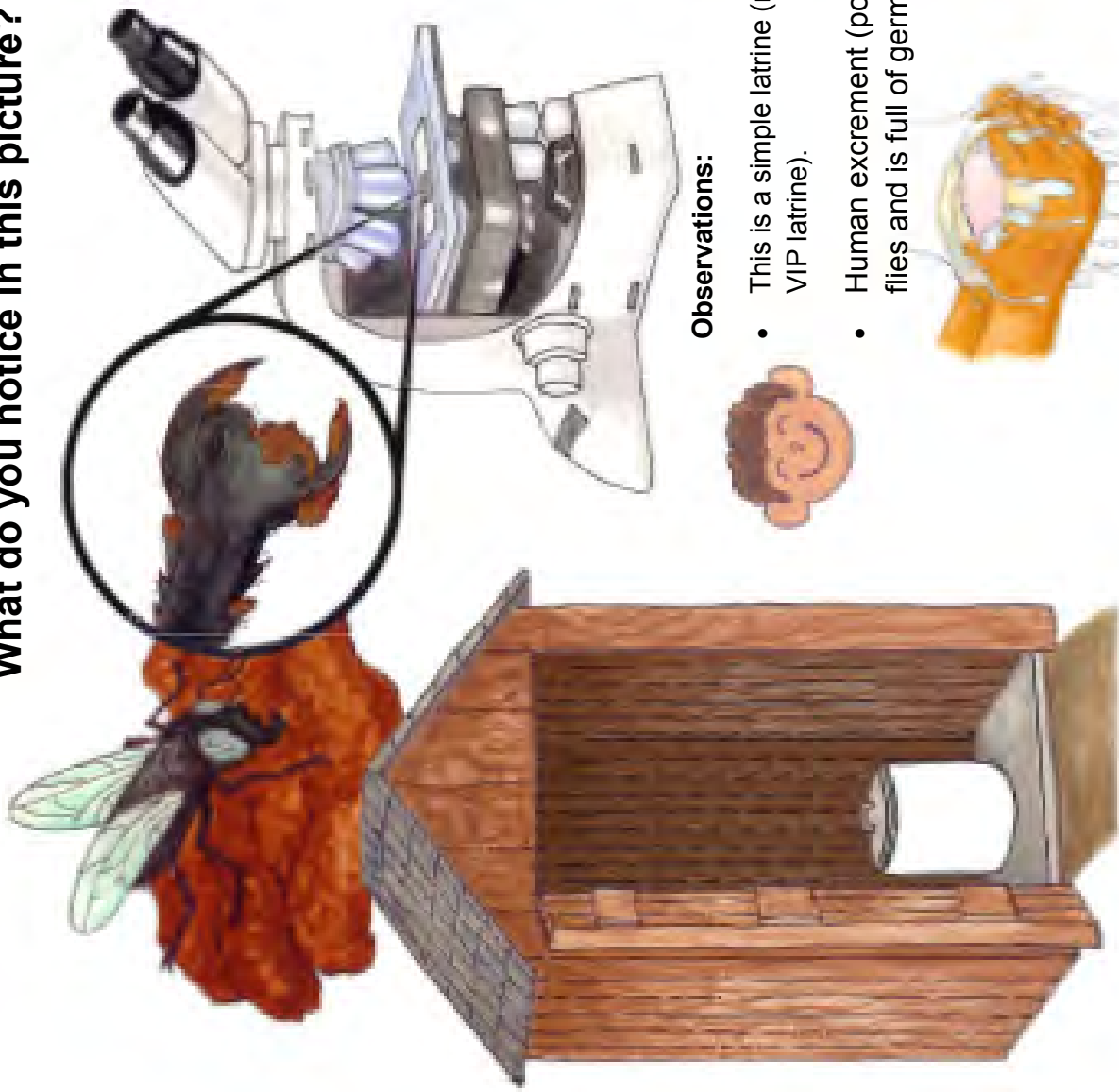
Diagram: R. Frazer

Source of illustrations: Tearfund. 2006. PILLARS: Encouraging good hygiene and sanitation. Available from: <http://tilz.tearfund.org/Publications/PILLARS/Encouraging+good+hygiene+and+sanitation/>





What do you notice in this picture?



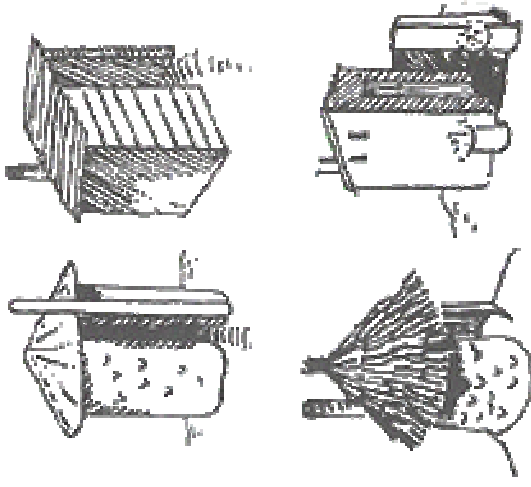
**Observations:**

- This is a simple latrine (rather than a VIP latrine).
- Human excrement (poop) attracts flies and is full of germs.

**More observations:**

- The latrine has a concrete slab base with a seat. The hole is covered to keep out flies.
- It is important to wash your hands after using the latrine.

# LATRINES



**Latrines come in many different styles, and are made of different materials. But what do you notice about all these latrines?**

**Source of illustrations:** Health Education Program for Developing Nations. Available from: <http://www.hepfdc.info>

Tearfund. 2005. *Building a pit latrine*. Available from: <http://tilz.tearfund.org/Publications/Footsteps+1-10/Footsteps+9/>

## VIP Latrines

All of those latrines are VIP latrines, or ventilation-improved pit latrines. They had a PVC pipe that goes from the pit and extends above the roof.

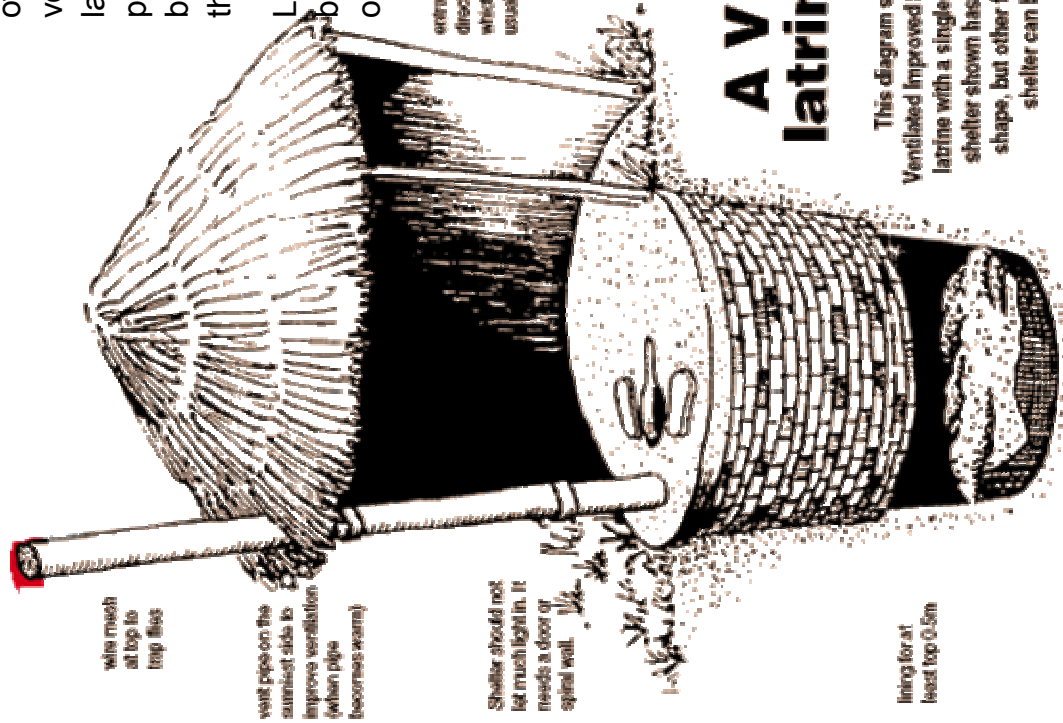
- What are some problems that most latrines have?
- How do VIP latrines help to prevent this?
- Why does this latrine have a spiral shape?

**Answer:** Most latrines are smelly and full of flies. But with VIP latrines, the PVC or ventilation pipe carries odors out of the latrine. Flies or mosquitoes fly up the pipe toward the light, but they are trapped by the wire mesh, so they fall back into the pit to die.

Latrines should have a concrete slab base with a fly-proof cover, to keep flies out. This latrine has no seat.

The latrine is spiral in shape so that not much light comes in. It could also have a door.

The pit can be lined or reinforced with different materials: bricks, blocks, stones, an oil drum, or bamboo, for example.



## A VIP latrine

This diagram shows a Ventilated Improved Pit (VIP) latrine with a single pit. The shelter shown has a spiral shape, but other forms of shelter can be used.

## Planning a latrine

Where should latrines be built?

- Near the house
- At least 20 meters from any water source.

What are the walls made of?

- There are many options: mud, brick, wood, or corrugated metal.

What size is the pit?

- About 1 meter across
- About 3 meters deep

Latrines help to prevent infections with parasites and bacteria, or germs. But why not just take medicines to treat those infections?

- Unless everyone in your community uses a latrine or bathroom, you will just get infected again.

What should you do after you use the latrine?

- Be sure to wash your hands!

**HEALTH EDUCATION: MEDICINES**

Date: 2/09

(1 HOUR)

**OBJECTIVES:**

After working through this lesson, participants will be able to:

1. Describe some of the risks of taking medicines.
2. Give advice to pregnant women and parents of young children about taking medicines.
3. Share this knowledge with their neighbors and friends using the *Medicines and toxins* teaching booklet.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual is also available through Foundation for His Ministry at <http://www.ffhm.org/products/?catid=18>. These lessons are accompanied by a series of health teaching booklets on the individual topics. These lessons are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Role Play:** Two mothers are talking.

5"

1<sup>st</sup> My son has a cough, so I took him to the clinic.

2<sup>nd</sup> How did that work out?

1<sup>st</sup> Great! They gave him a medicine for pneumonia, another for asthma, one for his fever, a cough syrup, and an antihistamine and a decongestant.

2<sup>nd</sup> Isn't that a lot of medicines?

1<sup>st</sup> Yes, but one of them is sure to work!

**----SHOWD questions----**

S = What do you See?

H = What is Happening?

O = Does this happen in Our place?

W = Why does this happen?

D = What will we Do about it?

- I. Risks of medicines
- A. What are some of the risks of taking medicines?

15"

- I. Risks of medicines
- A. Risks of medicines
1. All medicines are toxins or poisons if taken in the wrong dose.
  2. Children can die from taking too much medicine.
  3. Children can also choke on pills and tablets.
  4. Sometimes people have an allergic reaction to medicines.
  5. They may develop hives, or difficulty breathing.
  6. All medicines have side effects.
  7. Some medicines may cause nausea or vomiting.
  8. Often antibiotics are overused.

## HEALTH EDUCATION: MEDICINES

| METHOD   | TIME       | KNOWLEDGE  |
|--|------------|--|
| <p>B. What groups of people are most susceptible to the harmful effects of medicines?</p>  |            | <p>9. If antibiotics are used too much, people may develop resistance.</p> <p>10. Resistance means that the antibiotic won't work the next time you take it.</p> <p>B. Most susceptible</p> <ol style="list-style-type: none"> <li>1. Young children</li> <li>2. Pregnant women</li> <li>3. Developing babies</li> </ol>   |
| <p>II. Preventing side effects<br/>What advice do you have to prevent these harmful side effects of medicines? Divide into small groups. Half the groups give advice to pregnant mothers. The others give advice to parents of young children.</p> <p>A. Parents of young children</p> | <p>20"</p> | <p>II. <u>Preventing side effects</u></p> <p>A. Parents of young children</p> <ol style="list-style-type: none"> <li>1. Give medicine only as directed by your health care provider.</li> <li>2. Avoid unnecessary medicines like decongestants and cough syrups.</li> <li>3. Take only the amount that is prescribed.</li> <li>4. Do NOT think, "More medicine is better."</li> <li>5. Do not give too high a dosage.</li> <li>6. Keep all medicines out of the reach of children.</li> <li>7. You can use a locked medicine cabinet.</li> <li>8. Do not give pills or capsules because children may choke.</li> <li>9. Many medicines come in a liquid form, or as a syrup.</li> <li>10. You can crush a pill or chewable vitamin between two spoons.</li> <li>11. After pills or vitamins are crushed, you can mix them with a small amount of liquid.</li> </ol> <p>B. Pregnant women</p> <ol style="list-style-type: none"> <li>1. Developing babies are very susceptible to the harmful effects of medicines.</li> <li>2. Try to take no medicines other than vitamins.</li> <li>3. Check with your health care provider before giving any medicines.</li> </ol> |
| <p>B. Advice for pregnant women</p>  |            |  |

## HEALTH EDUCATION: MEDICINES

| METHOD  | TIME       | KNOWLEDGE   |
|---|------------|---|
| <p>C. Do you have any other instructions about taking medicines?</p>  |            | <p>4. If you are pregnant, never drink alcohol, take drugs, or use tobacco.</p> <p>5. All of these can cause damage to the developing baby.</p> <p>6. It is important that pregnant women take vitamins.</p> <p>7. Folic acid given at the very beginning of pregnancy can prevent spine and nerve defects.</p> <p>8. Women who may become pregnant should also avoid alcohol and tobacco. They should take vitamins.</p> <p>C. Other</p> <p>1. Take medicine only as directed by your health care provider.</p> <p>2. Every medicine can cause side effects, even if taken in the right dosage.</p> <p>3. Aspirin and ibuprofen are common medicines. But they can harm your stomach.</p> <p>4. So take only medicines that you really need.</p> <p>5. If any medicine is making you feel worse, stop it and talk with your health care provider.</p> <p>6. However, talk with your health care provider before stopping blood pressure medicines.</p> |
| <p>III. Teaching booklets</p> <p>A. Divide into pairs. Practice teaching each other the teaching booklet, <i>Medicines and toxins</i>.</p> <p>B. During the week, visit your friends and neighbors to teach about medicines using the teaching booklet.</p> | <p>20"</p> | <p>III. <u>Teaching booklets</u></p> <p>A. Practice teaching</p> <p>B. Home visiting</p>  |

**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* Available from: <http://hepfdc.info/Page2.html>

## HEALTH EDUCATION: MEDICINES

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| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

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**ATTITUDE:** Participants will be more hesitant about taking medicines unless they are really necessary.

**SKILL:** Participants will know some of the risks of taking medicines. They will be able to give advice to pregnant women and to parents of small children. They will be able to teach about medicines using the *Medicines and toxins* teaching booklet.

**EVALUATION:** Are the participants using medicines correctly and carefully in their own homes? Are they able to teach neighbors using the teaching booklet about medicines?

**MATERIALS:** -Newsprint, markers, masking tape  
-*Medicines and toxins* teaching booklet

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This lesson is used in: Health Promotion/ Basic Health Skills; and in Children/ Physical.



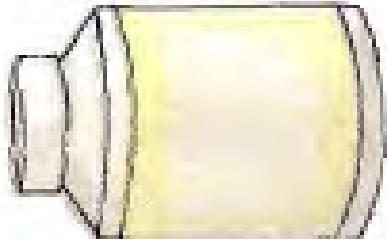


**Where should you store your medicines? Why?**

**What could happen to your young child?**



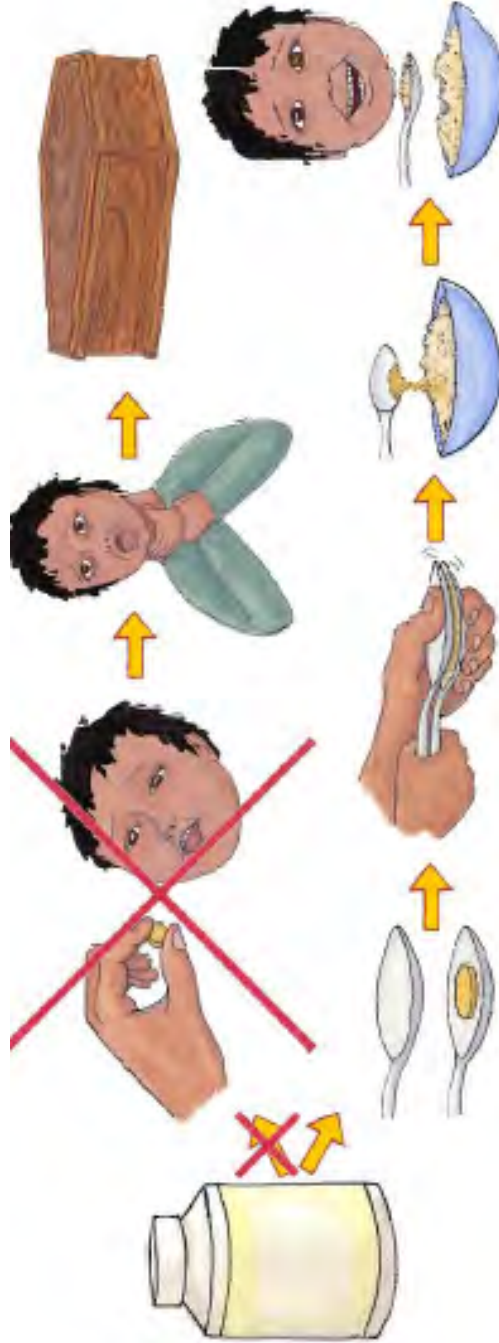
# MEDICINES AND TOXINS



**Can medicines be harmful?**

**What else can be harmful to your health?**

**Where should medicines be stored?**



**What is the best way to give medicines to an infant or young child? Why?**



Why do we take medicines?

Can medicine ever cause problems?

## DRUGS AND TOXINS

How should a woman care for herself during her pregnancy?

What should she avoid? Why?



## SIDE EFFECTS

What are the aspirin and ibuprofen doing to his stomach?

What are some other side effects of drugs and medicines?

How can you avoid side effects?

**HEALTH EDUCATION: OSTEOPOROSIS**

Date: 9/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Describe the bone changes in osteoporosis
  2. List factors that may lead to osteoporosis, or that may protect from osteoporosis
  3. Teach others with the *Osteoporosis* picture book.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| <p><b>Role play:</b><br/>An older woman with a cane is walking down a street. She slips and falls down.</p> <p>1<sup>st</sup> Oh! That hurt! My hip really hurts! (She lies down, holding her hip.)</p> <p>2<sup>nd</sup> Can I help you?</p> <p>1<sup>st</sup> Help me get up! Oh, I can't move. My hip hurts! I must have broken my hip!</p> <p>2<sup>nd</sup> Wait a minute. I will call a doctor.</p> <p><b>----SHOW questions----</b><br/>S = What do you <u>See</u>?<br/>H = What is <u>H</u>appening?<br/>O = Does this happen in <u>O</u>ur place?<br/>W = <u>W</u>hy does this happen?</p> | 5"   |   |
| <p>I. Osteoporosis<br/>Discuss in large group.</p> <p>A. Why did she break her hip?</p> <p>B. Perhaps she has weak bones. Why are your bones important?</p>   | 15"  | <p>I. <u>Osteoporosis</u></p> <p>A. Why did she break her hip?</p> <ol style="list-style-type: none"> <li>1. She fell down.</li> <li>2. She is old.</li> <li>3. Her bones are weak.</li> <li>4. She may have osteoporosis.</li> </ol> <p>B. Why are your bones important?</p> <ol style="list-style-type: none"> <li>1. Bones support your body.</li> <li>2. Bones give structure to the body.</li> <li>3. Your muscles are anchored to bones, so bones are need for movement.</li> <li>4. Bones protect your body.</li> <li>5. Bones store calcium.</li> </ol> |

## HEALTH EDUCATION: OSTEOPOROSIS

| METHOD  | TIME       | KNOWLEDGE  |
|---|------------|--|
| <p>C. She may have thin bones osteoporosis. Show the picture, <i>Bone with osteoporosis</i>.</p> <ol style="list-style-type: none"> <li>1. What is this a picture of?</li> <br/> <li>2. What is happening here? How is the normal bone different from the bone with osteoporosis?</li> </ol> <p>D. What does the word "osteoporosis" mean? Can you break the word into parts? (Hint: "Osteo" means "bone")</p> <p>E. What problems does osteoporosis cause?</p> | <p>20"</p> | <p>C. Bone with osteoporosis</p> <ol style="list-style-type: none"> <li>1. What is this a picture of?               <ul style="list-style-type: none"> <li>- This is a picture of a hip bone.</li> <li>- One slice or section of the bone is magnified.</li> <li>- The picture shows a comparison of a normal bone with a bone with osteoporosis.</li> </ul> </li> <li>2. What is happening here?               <ul style="list-style-type: none"> <li>- The hip bone is not solid. It has a framework of bone combined with air spaces.</li> <li>- The bone with osteoporosis has a thin bone structure.</li> <li>- The bone with osteoporosis has more air spaces or pores.</li> <li>- So the bone with osteoporosis is weaker.</li> <li>- The bone with osteoporosis will break more easily.</li> </ul> </li> </ol> <p>D. What does osteoporosis mean?           <ol style="list-style-type: none"> <li>1. "Osteo" means "bone".</li> <li>2. "Porosis" means "porous".</li> <li>3. So "osteoporosis" means "porous bones", or bones with a lot of pores.</li> </ol> </p> <p>E. Problems           <ol style="list-style-type: none"> <li>1. Many people with osteoporosis have no symptoms.</li> <li>2. But their bones are weak.</li> <li>3. Their bones break easily.</li> <li>4. They may have hip fractures.</li> <li>5. They may have spine fractures.</li> <li>6. They may have leg or wrist fractures.</li> </ol> </p> |
| <p>II. Making strong bones<br/>Start in a large group.</p> <p>A. What are bones made of?<br/>What do bones need in order to be strong?</p>  | <p>20"</p> | <p>II. <u>Making strong bones</u></p> <p>A. What do bones need to be strong?           <ol style="list-style-type: none"> <li>1. Bones are made of calcium and other minerals.</li> <li>2. Bones need calcium to be strong.</li> <li>3. Vitamin D also helps make bones to be strong.</li> <li>4. Sunlight helps your body to build Vitamin D.</li> </ol> </p>   |

## HEALTH EDUCATION: OSTEOPOROSIS

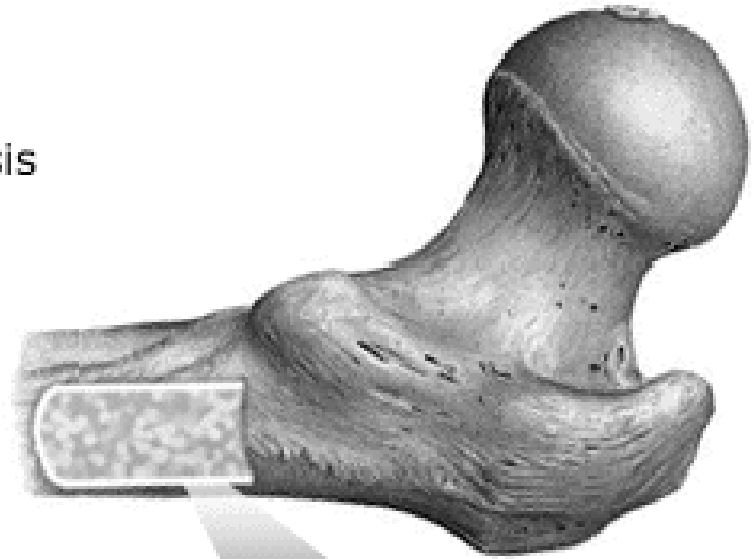
| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| <p>B. Divide into small groups.<br/>Sort the <i>Making Strong Bones</i> cards into two piles.<br/>Which factors make your bones stronger, and which can lead to osteoporosis?<br/>Give a reason for your choices.</p> |      | <p>B. Lead to stronger bones</p> <ol style="list-style-type: none"> <li>1. Young men               <ul style="list-style-type: none"> <li>- Young men usually have strong bones</li> </ul> </li> <li>2. Drink milk               <ul style="list-style-type: none"> <li>- Milk is high in calcium, which builds the bones</li> </ul> </li> <li>3. Eat yogurt and cheese               <ul style="list-style-type: none"> <li>- Yogurt and cheese are high in calcium</li> </ul> </li> <li>4. Breastfeeding               <ul style="list-style-type: none"> <li>- Breastfed protects against osteoporosis</li> </ul> </li> <li>5. Eat dark green, leafy vegetables               <ul style="list-style-type: none"> <li>- They are high in calcium</li> </ul> </li> <li>6. Eat clams and sardines               <ul style="list-style-type: none"> <li>- They are high in calcium</li> </ul> </li> <li>7. Sunlight               <ul style="list-style-type: none"> <li>- Sunlight helps build Vitamin D, but too much sunlight can cause sunburns and lead to skin cancer and eye damage</li> </ul> </li> <li>8. Play soccer               <ul style="list-style-type: none"> <li>- Regular weight-bearing exercise builds strong bones</li> </ul> </li> <li>9. Lift weights               <ul style="list-style-type: none"> <li>- This also builds strong bones</li> </ul> </li> <li>10. Take antacids               <ul style="list-style-type: none"> <li>- Many antacids contain calcium carbonate, which is high in calcium</li> <li>- They may also take calcium supplements</li> </ul> </li> <li>11. Other races               <ul style="list-style-type: none"> <li>- People with darker skin are less likely to have osteoporosis</li> </ul> </li> </ol> |
| <p>C. May lead to osteoporosis</p>  |      | <p>C. May lead to osteoporosis</p> <ol style="list-style-type: none"> <li>1. Smoking               <ul style="list-style-type: none"> <li>- Smoking causes thinning of the bones. It also causes thin skin and wrinkling.</li> </ul> </li> <li>2. Heavy drinking               <ul style="list-style-type: none"> <li>- Heavy drinking can lead to osteoporosis.</li> </ul> </li> <li>3. "Couch potatoes"               <ul style="list-style-type: none"> <li>- Exercise is needed for stronger bones.</li> </ul> </li> </ol>   |



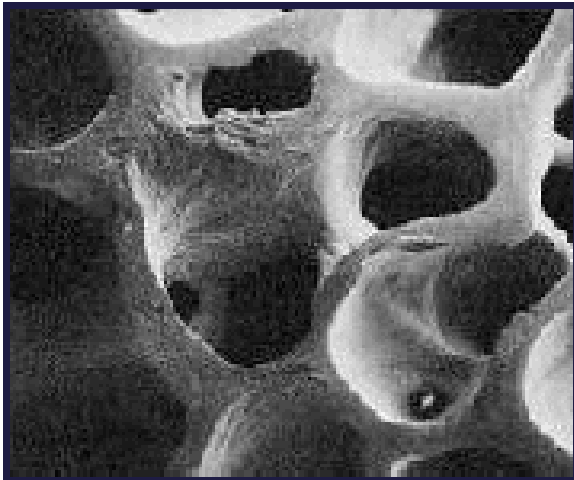


## BONE WITH OSTEOPOROSIS

Section of bone  
showing osteoporosis



Normal Bone



Osteoporotic Bone



Reproduced from *J Bone Miner Res* 1988;1:16-21 with  
permission of the American Society for Bone and Mineral Research

**Source:** Centers for Disease Control and Prevention. 2008. *Calcium and Bone Health*. Available from:  
<http://www.cdc.gov/nutrition/everyone/basics/vitamins/calcium.html>

## MAKING STRONG BONES

Which things make your bones stronger?

Which can lead to osteoporosis?

Give a reason for your choices.

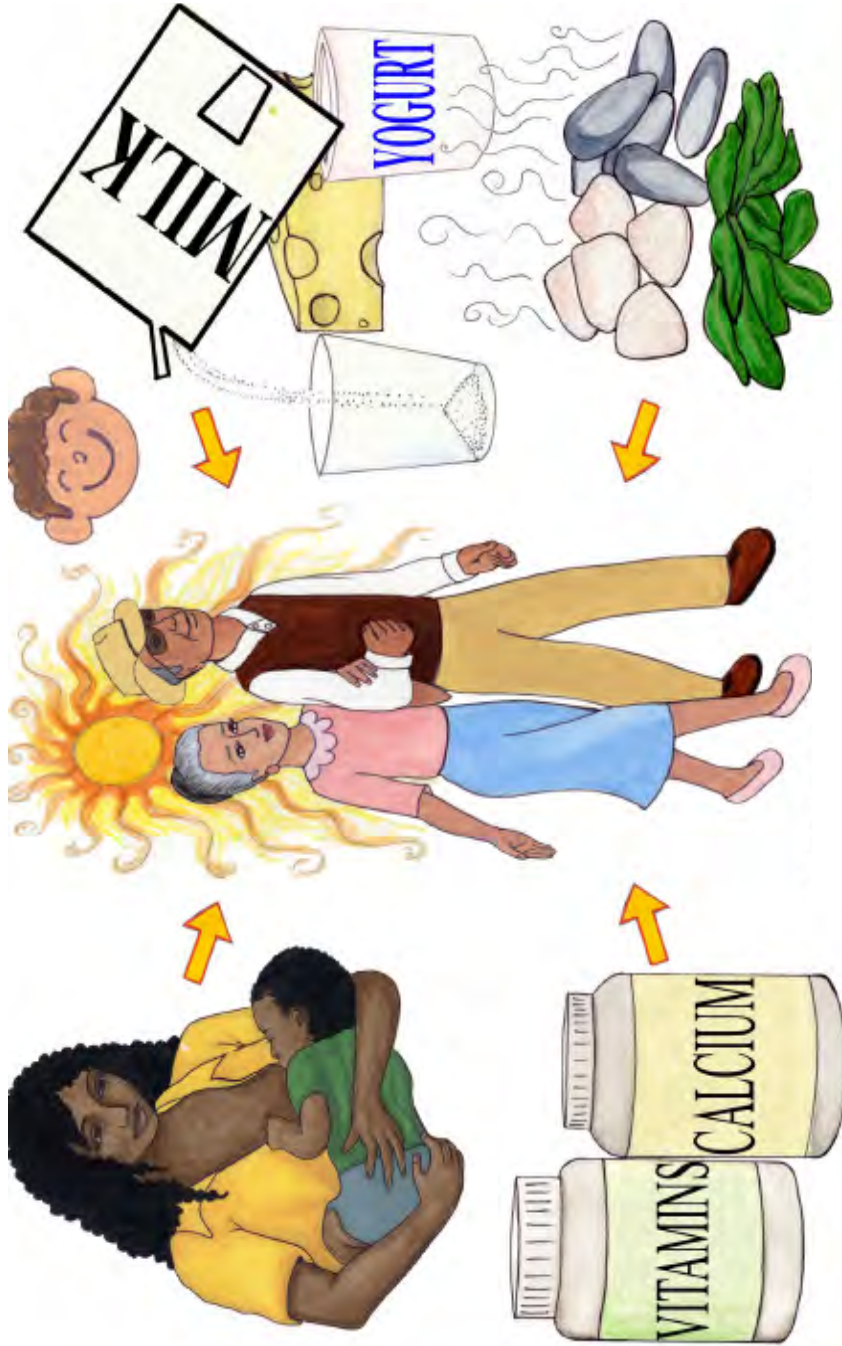
(Prepare one set of cards for each small group.)

|   |  |
|---|--|
| <b>OLDER WOMEN</b>                            | <b>DRINKING MILK</b>                     |
| <b>YOUNG MEN</b>                              | <b>WHITE SKIN<br/>(CAUCASIANS)</b>       |
| <b>“COUCH POTATO”<br/>(LITTLE EXERCISE)</b>   | <b>SMOKING</b>                           |
| <b>EAT YOGHURT<br/>AND CHEESE</b>             | <b>COKE AND CHIPS</b>                    |
| <b>HEAVY DRINKING</b>                         | <b>BREAST FEEDING</b>                    |
| <b>SUNLIGHT<br/>(BUT NOT TOO MUCH!)</b>       | <b>EATING GREEN<br/>LEAFY VEGETABLES</b> |
| <b>EATING SARDINES,<br/>CLAMS AND OYSTERS</b> | <b>ANTACIDS</b>                          |
| <b>PLAYING SOCCER</b>                         | <b>WATCHING TELEVISION</b>               |
| <b>LIFTING WEIGHTS</b>                        | <b>OTHER RACES WITH<br/>DARKER SKIN</b>  |

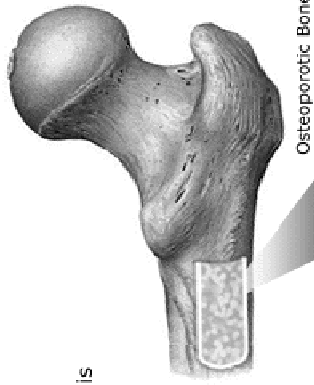
# OSTEOPOROSIS

What is osteoporosis?

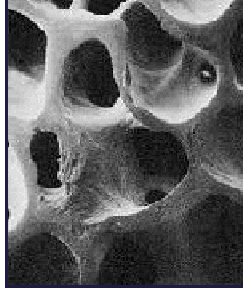
What does the word mean?



Section of bone showing osteoporosis



Normal Bone



Osteoporotic Bone



Reproduced from J Bone Miner Res 1988;1:15-21 with permission of the American Society for Bone and Mineral Research

What do you notice about this hip bone?

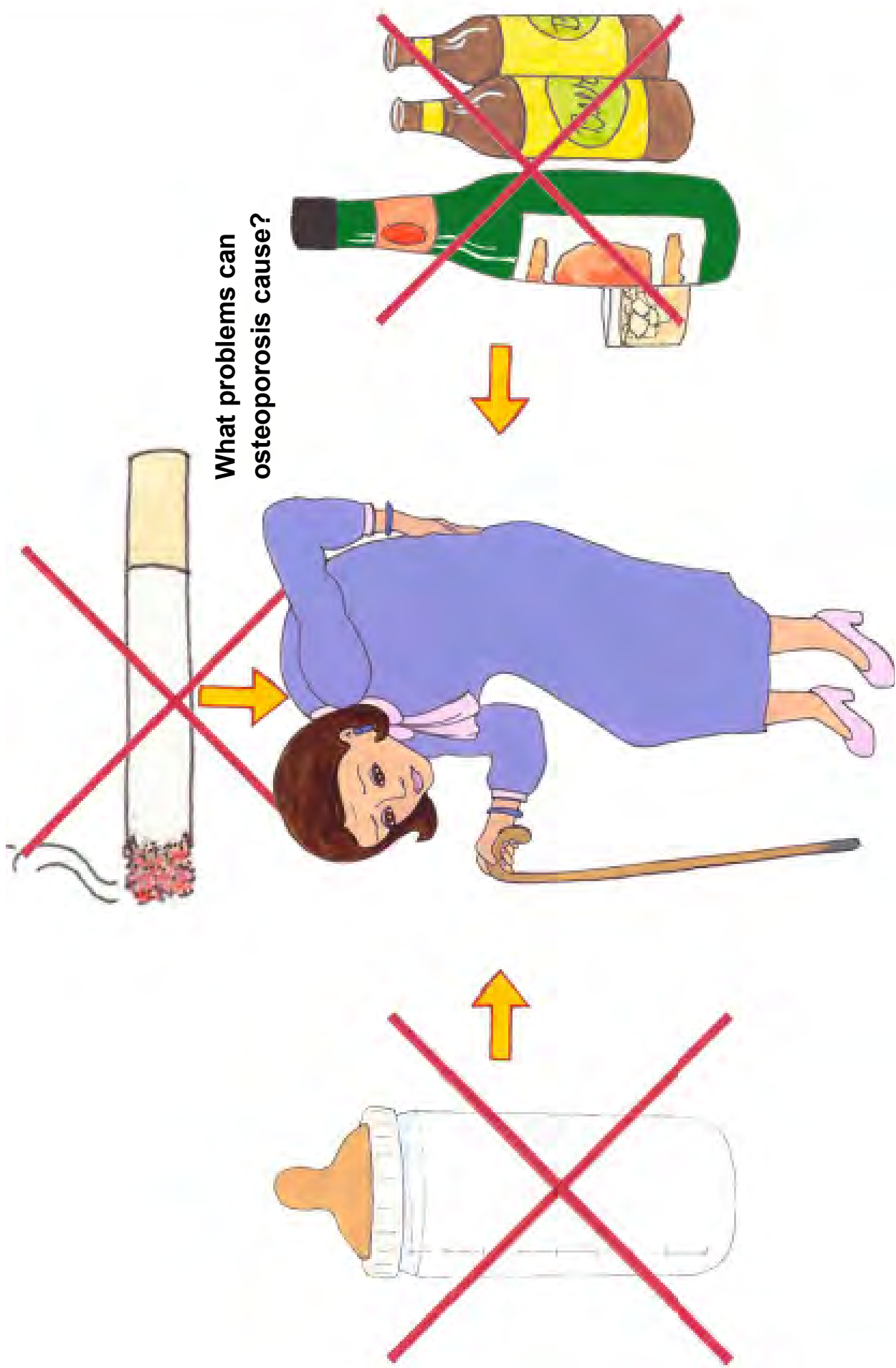
What is happening?

## WHAT CAN YOU DO TO PREVENT OSTEOPOROSIS?

Source of illustrations: Centers for Disease Control and Prevention. 2008.

Health Education Program for Developing Nations. 2009. Available from: <http://www.hepfdc.info/>

# WHAT CAN LEAD TO OSTEOPOROSIS?



What problems can osteoporosis cause?

**HEALTH EDUCATION: PREVENTING HEART DISEASE AND STROKE**

Date: 2/09

(1 HOUR)

**OBJECTIVES:**

- After working through this lesson, participants will be able to:
1. Describe what a heart attack and a stroke are, and why they are important.
  2. List some risk factors for heart disease and strokes.
  3. Describe ways to reduce these risk factors.
  4. Teach others using the *Preventing heart disease and strokes* teaching booklet.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Role play:** An overweight man is eating a large dinner, with chocolate cake and beer. He stops to smoke a cigarette. Later, he decides to go outside to practice playing basketball, but soon stops, clutching his chest. He is short of breath.

5"

- 1<sup>st</sup> My chest hurts! It feels like an elephant is standing on my chest.
- 1<sup>st</sup> And I can't breathe!
- 1<sup>st</sup> (He crumples over and falls down, clutching his chest.)

**----SHOWD questions----**

S = What do you See?  
 H = What is Happening?  
 O = Does this happen in Our place?  
 W = Why does this happen?  
 D = What will we Do about it?

- I. Heart disease and stroke  
 Work as a large group  
 A. What is a heart attack?  
 Show the illustration, *Heart disease and stroke*.

10"

- I. Heart disease and stroke
- A. Heart attack
1. A heart attack is a type of heart disease.
  2. The arteries, or blood vessels, to the heart are blocked.
  3. It causes severe chest pain.
  4. It also can cause pain in the left arm.
  5. Many people die from heart attacks.
  6. Heart disease is now the leading cause of death worldwide.

## HEALTH EDUCATION: PREVENTING HEART DISEASE AND STROKE

| METHOD   | TIME        | KNOWLEDGE  |
|--|-------------|--|
| <p>B. What is a stroke?</p> <p>C. What do heart attacks and strokes have in common?</p>  |             | <p>B. What is a stroke?</p> <ol style="list-style-type: none"> <li>1. A stroke is caused by the blockage of the blood vessels to the brain.</li> <li>2. Strokes cause problems like being paralyzed, or not being able to move one side of the body.</li> <li>3. Strokes also cause difficulty in talking.</li> </ol> <p>C. Common features</p> <ol style="list-style-type: none"> <li>1. Both heart attacks and strokes are caused by hardening of the arteries.</li> <li>2. They have the same causes or risk factors.</li> </ol>  |
| <p>II. Risk factors for heart disease and stroke</p> <p>A. What are the risk factors for heart disease and strokes? Look at the illustration, <i>Causes and prevention of heart disease and stroke</i>. (There are other risk factors not shown here.)</p> <p>B. Divide into small groups. Each group will take one risk factor. Make a poster, sing a song, or make up a skit about reducing this risk.</p> | <p>25”:</p> | <p>II. <u>Risk factors for heart disease and stroke</u></p> <p>A. Risk factors for heart disease and stroke</p> <ol style="list-style-type: none"> <li>1. Being overweight</li> <li>2. High cholesterol</li> <li>3. Not enough exercise</li> <li>4. Smoking</li> <li>5. Diabetes</li> <li>6. High blood pressure</li> <li>7. Stress</li> </ol> <p>B. Reducing the risks</p> <ol style="list-style-type: none"> <li>1. Being overweight:               <ul style="list-style-type: none"> <li>- Limit the food you eat.</li> <li>- Exercise 30 to 60 minutes a day.</li> <li>- Eat low fat foods.</li> <li>- Eat a variety of foods.</li> <li>- Lose weight.</li> <li>- Even a 10- 20 pound (5-10 kg) weight loss will reduce your risk of heart disease.</li> </ul> </li> <li>2. High cholesterol level               <ul style="list-style-type: none"> <li>- Reduce animal fats in your diet.</li> <li>- Get regular exercise.</li> <li>- There are medicines to lower your cholesterol.</li> </ul> </li> <li>3. Not enough exercise               <ul style="list-style-type: none"> <li>- Exercise helps you to lower your weight, lower your cholesterol, and lower your blood pressure</li> <li>- It also strengthens your bones and gives your more energy.</li> <li>- Try to exercise for 30 to 60 minutes a day.</li> </ul> </li> </ol> |



## HEALTH EDUCATION: PREVENTING HEART DISEASE AND STROKE

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
|   |      | <ul style="list-style-type: none"> <li>4. Smoking               <ul style="list-style-type: none"> <li>- Smoking is the world's leading preventable cause of death.</li> <li>- Smoking leads to many other health problems.</li> <li>- There is a separate lesson on smoking.</li> </ul> </li> <li>5. Diabetes (type II or adult onset)               <ul style="list-style-type: none"> <li>- The key steps to control diabetes are diet, weight reduction, and exercise.</li> <li>- If you have diabetes, it is important that you never smoke.</li> <li>- Eat a regular diet, with the same amount of food at the same time each day.</li> <li>- Take your medicines regularly.</li> </ul> </li> <li>6. High blood pressure               <ul style="list-style-type: none"> <li>- High blood pressure often has no symptoms.</li> <li>- So it is often called "the silent killer", because it causes heart disease and strokes.</li> <li>- Eat a low salt diet.</li> <li>- Eat potassium-rich foods such as bananas and fresh fruit and vegetables.</li> <li>- Don't drink much alcohol.</li> <li>- Get regular exercise.</li> </ul> </li> <li>7. Stress               <ul style="list-style-type: none"> <li>- Stress is another cause of heart disease.</li> <li>- Many people respond to stress by overeating.</li> <li>- Pray and live a life of faith.</li> <li>- Read your Bible.</li> <li>- Learn to love and forgive others.</li> <li>- Find other ways to reduce the stress in your life.</li> </ul> </li> </ul> |
| III. Teaching booklets <ul style="list-style-type: none"> <li>A. Divide into pairs. Practice teaching each <i>Preventing heart disease and stroke</i> teaching booklet.</li> <li>B. During the week, visit your friends and neighbors to teach about preventing heart disease and stroke using the teaching booklet.</li> </ul> | 20"  | III. Teaching booklets <ul style="list-style-type: none"> <li>A. Practice teaching</li> <li>B. Home visiting</li> </ul>   |

## HEALTH EDUCATION: PREVENTING HEART DISEASE AND STROKE

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**METHOD****TIME****KNOWLEDGE**

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**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

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**ATTITUDE:** Heart disease and strokes can be prevented.

**SKILL:** Participants will be able to describe the importance of heart disease and stroke, and will be able to describe ways to reduce the risk factors for heart disease and stroke.

**EVALUATION:** Are the participants able to use the teaching booklet to teach about preventing heart disease and stroke?

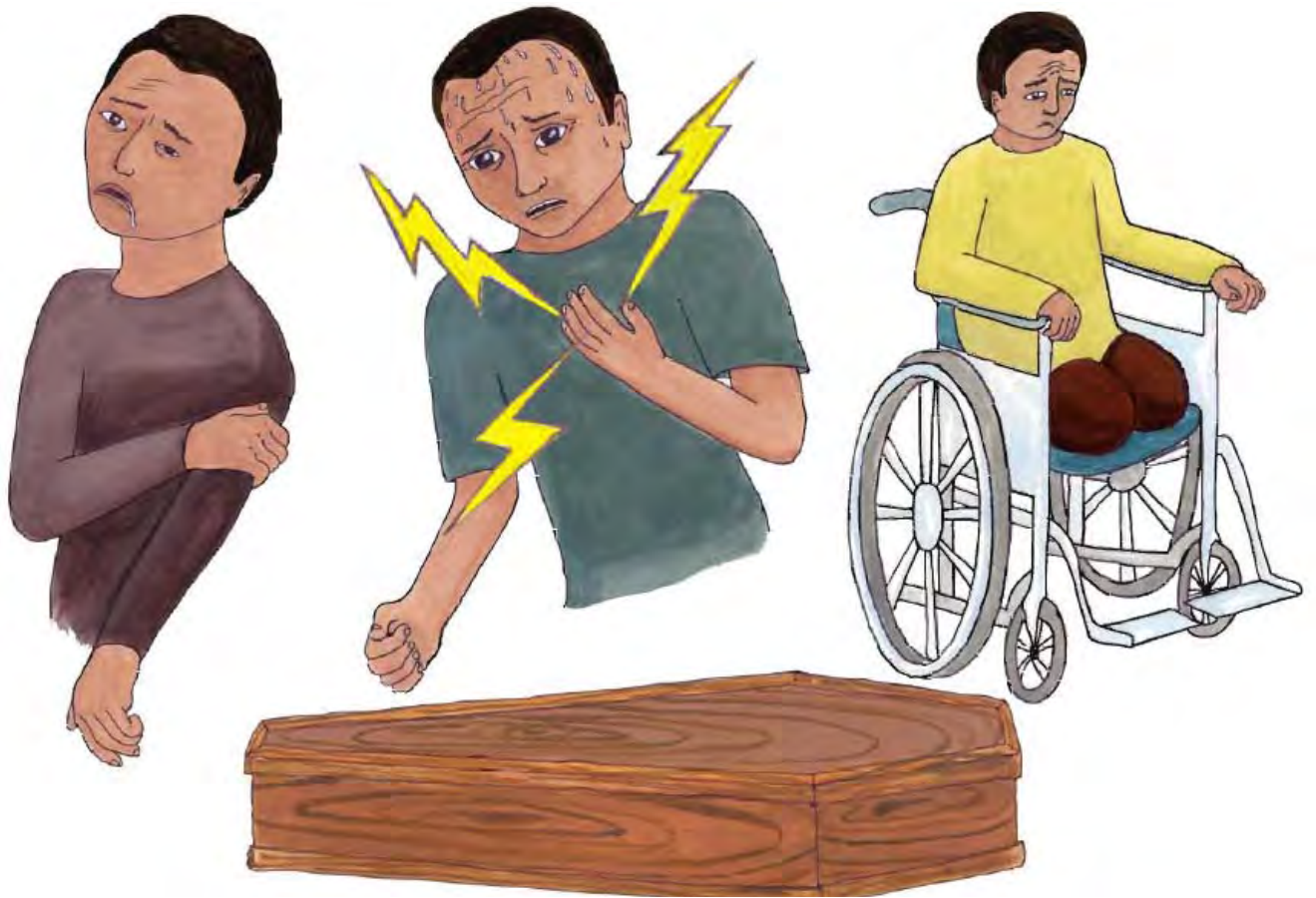
**MATERIALS:**

- Newsprint, markers, masking tape
- Heart disease and stroke* illustration
- Causes and prevention of heart disease and stroke* illustration
- Preventing heart disease and stroke* teaching booklet

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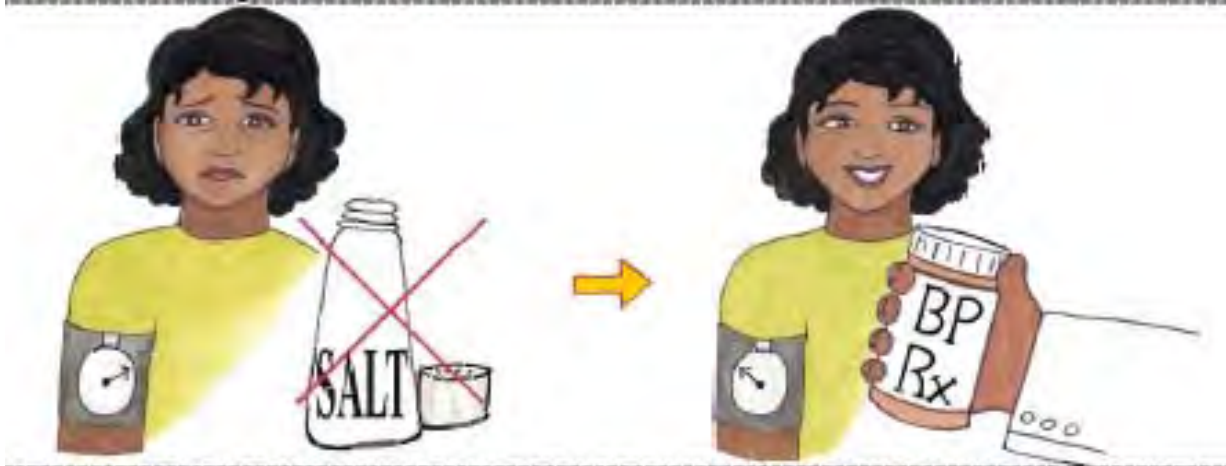
This lesson is used in: Health Promotion/ Health Education; Adolescence; and in Children/ Physical.

## HEART DISEASE AND STROKES



**Source:** Illustrations, *Health Education Program for Developing Countries*. 2009. Available from: <http://hepfdc.info/Page2.html>

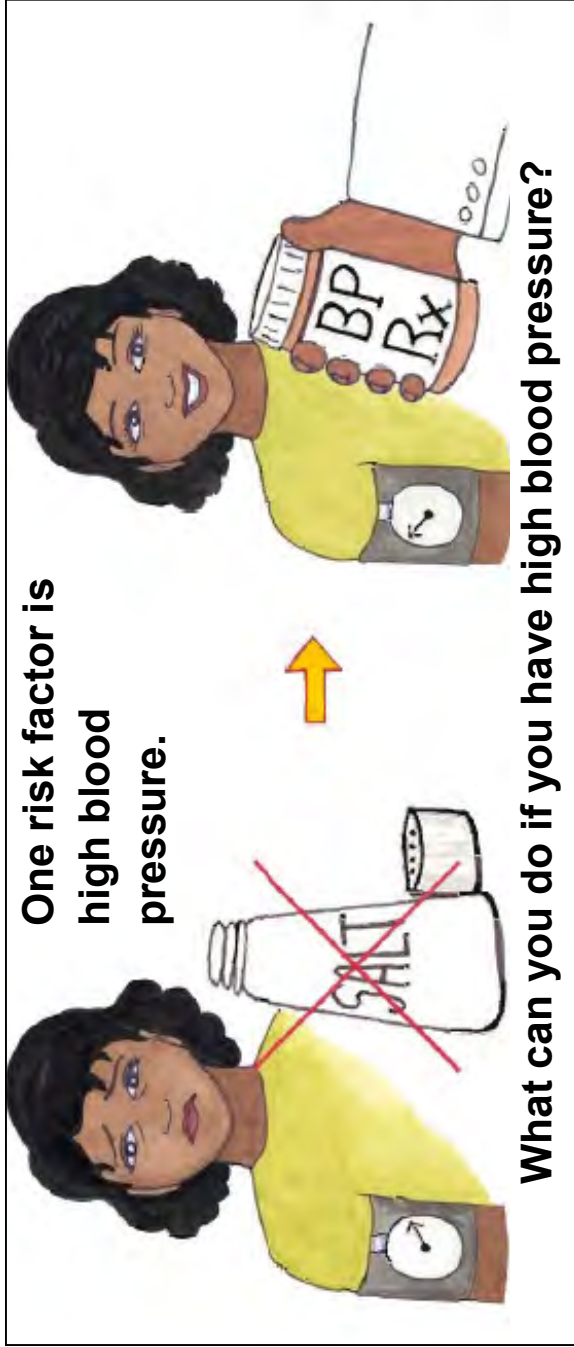
## CAUSES AND PREVENTION OF HEART DISEASE AND STROKE



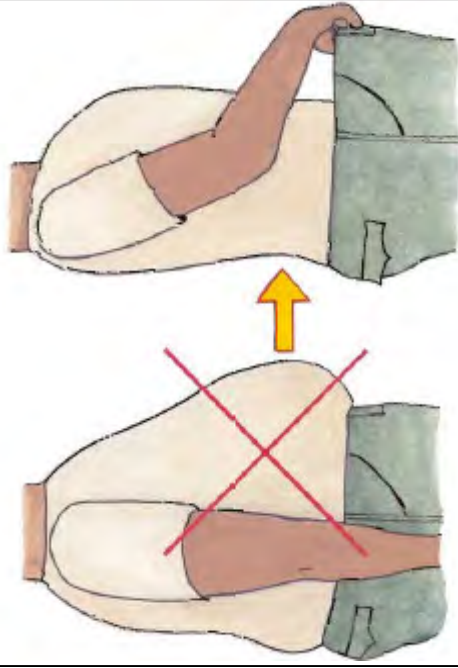
Source: Illustrations, Health Education Program for Developing Countries. 2009. Available from: <http://hepfdc.info/Page2.html>



One risk factor is high blood pressure.

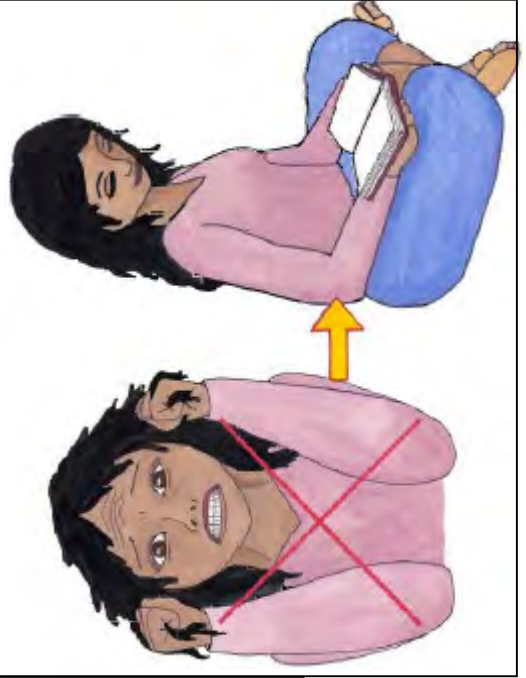


What can you do if you have high blood pressure?



Being overweight is another risk factor. What can you do if you are overweight?

What is happening with this woman? What should she do?



# PREVENTING HEART DISEASE AND STROKE



What are some causes of heart disease and stroke?

How can you prevent heart disease and stroke?

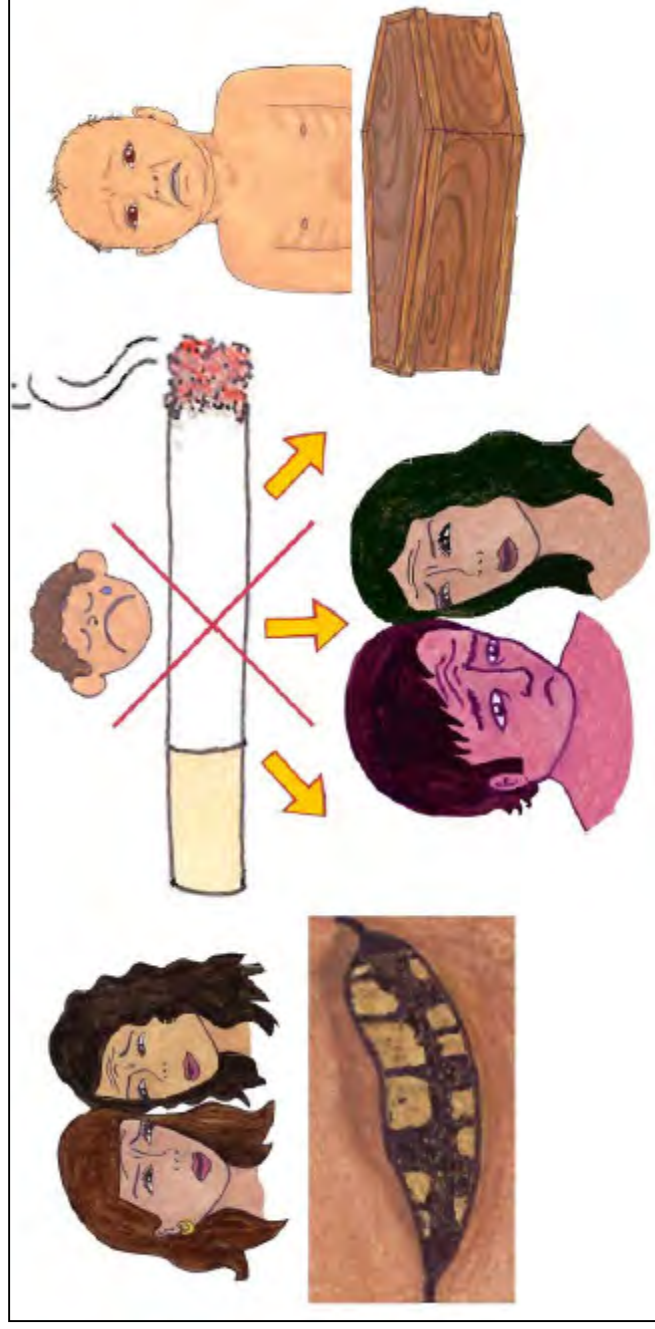
**What is a healthy lifestyle? What should you do? What should you avoid? Why?**



## **Preventing Heart Disease and Stroke**

**What are some risk factors for heart disease and stroke?**

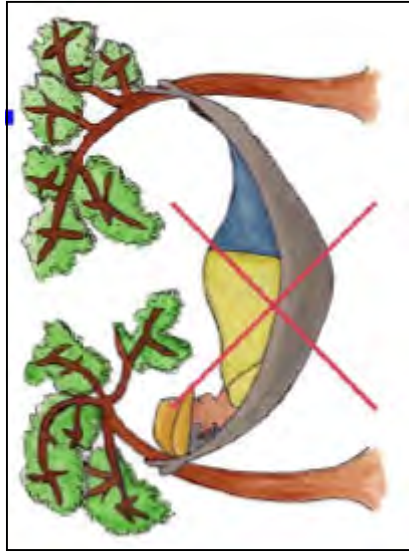
**What problems does smoking cause?**





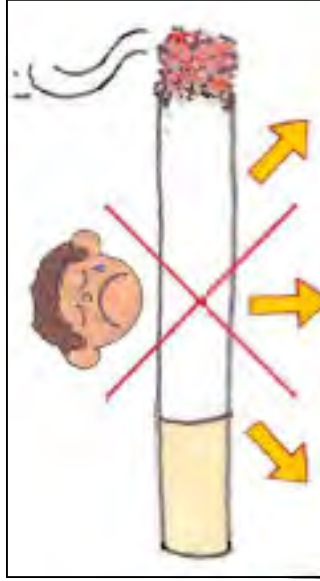
## The 3 Things

### 2. Adequate Exercise



## The 3 Things

### 3. Not Using Tobacco

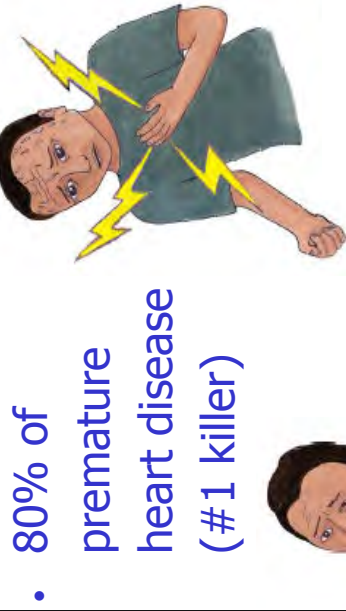


# THE 3 THINGS



**Learn ways to stay healthy and prevent heart disease, stroke and diabetes.**

Did you know that . . .



- 80% of stroke (#3 killer)
- 80% of diabetes (#6 killer)
- 40% of cancer (#2 killer)
- and numerous other health problems

can be prevented by **YOU** doing just 3 things.

WHO, 2006  
HEPFC, [www.hepfdc.info](http://www.hepfdc.info)



This is much more important than all of our hospitals and clinics, medical care, drugs and surgeries combined!



# The 3 Things

## 1. Healthy Diet



**HEALTH EDUCATION: RABIES**

Date: 10/09

(1 HOUR)

**OBJECTIVES:**

After working through this lesson, participants will be able to:

1. Give basic information about rabies.
2. Get their dogs and pets vaccinated against rabies.
3. List ways to prevent dog bites.
4. Describe steps to take if you are bitten by a dog or another animal.
5. Know the importance of getting rapid medical care.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Role play:** Two boys are teasing and poking a dog. At first, the dog seems to be sleeping, but suddenly he jumps up, snarls, and bits one child.

5"

**1<sup>st</sup>** (Cries). The dog bit me! My leg is bleeding!

**2<sup>nd</sup>** That's just a scratch. You'll be okay.

**1<sup>st</sup>** But what if I get rabies? That could kill me.

**2<sup>nd</sup>** Rabies? Nobody gets rabies. You'll be okay.

**----SHOWD questions----**

S = What do you **S**ee?

H = What is **H**appening?

O = Does this happen in **O**ur place?

W = **W**hy does this happen?

D = What will we **D**o about it?

- I. Rabies  
Discuss in large group.  
A. What is rabies?

10"

- I. Rabies
- A. What is rabies?
1. Rabies is a disease that can kill you.
  2. Bites from dogs, cats, skunks, bats, or other animals may cause rabies.
  3. With a bite that breaks the skin, the rabies infection may spread from animals to people.
  4. Once the symptoms begin, rabies is always fatal.
  5. But there is effective treatment for rabies before the symptoms begin.





## HEALTH EDUCATION: RABIES

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| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| IV. Picture books<br>A. Divide into pairs. Practice teaching each other the <i>Rabies</i> Picture books.<br>B. During the week, visit your friends and neighbors to teach about rabies using the picture books. | 20"  | IV. <u>Picture books</u><br>A. Practice teaching<br><br>B. Home visiting |

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**References:**

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

World Health Organization. 2008. *Rabies Fact Sheet.* Available from: <http://www.who.int/mediacentre/factsheets/fs099/en/index.html>

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**ATTITUDE:** Rabies can be prevented.

**SKILL:** Participants will know how to keep from getting bitten by a dog, and will know what to do if they are bitten.

**EVALUATION:** Are the participants able to teach their friends and neighbors about rabies, using the picture book.

**MATERIALS:** -Newsprint, markers, masking tape  
-*Rabies* picture books

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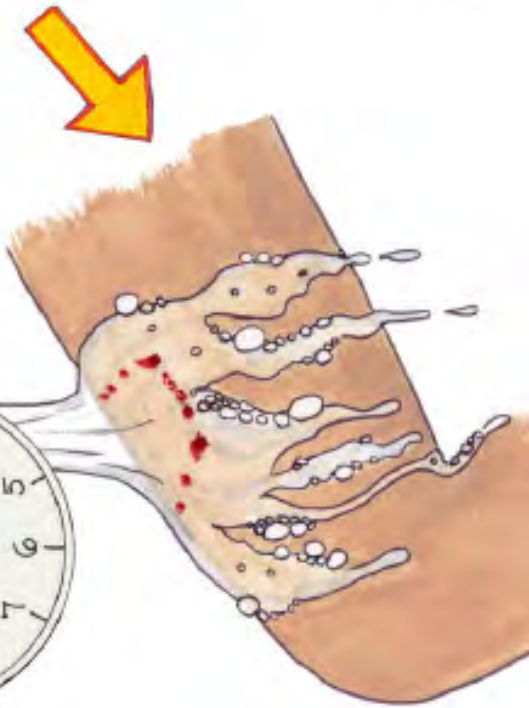
This lesson is used in: Health Promotion/ Health Education; and in Children/ Physical.



What should you do if you are bitten by a dog?



What do you do after this? Who should you go to see?



What should you do with the dog?

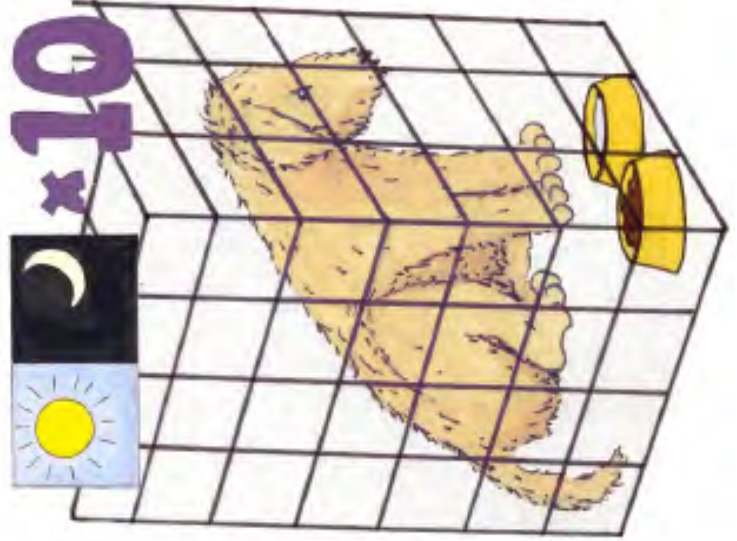


# RABIES

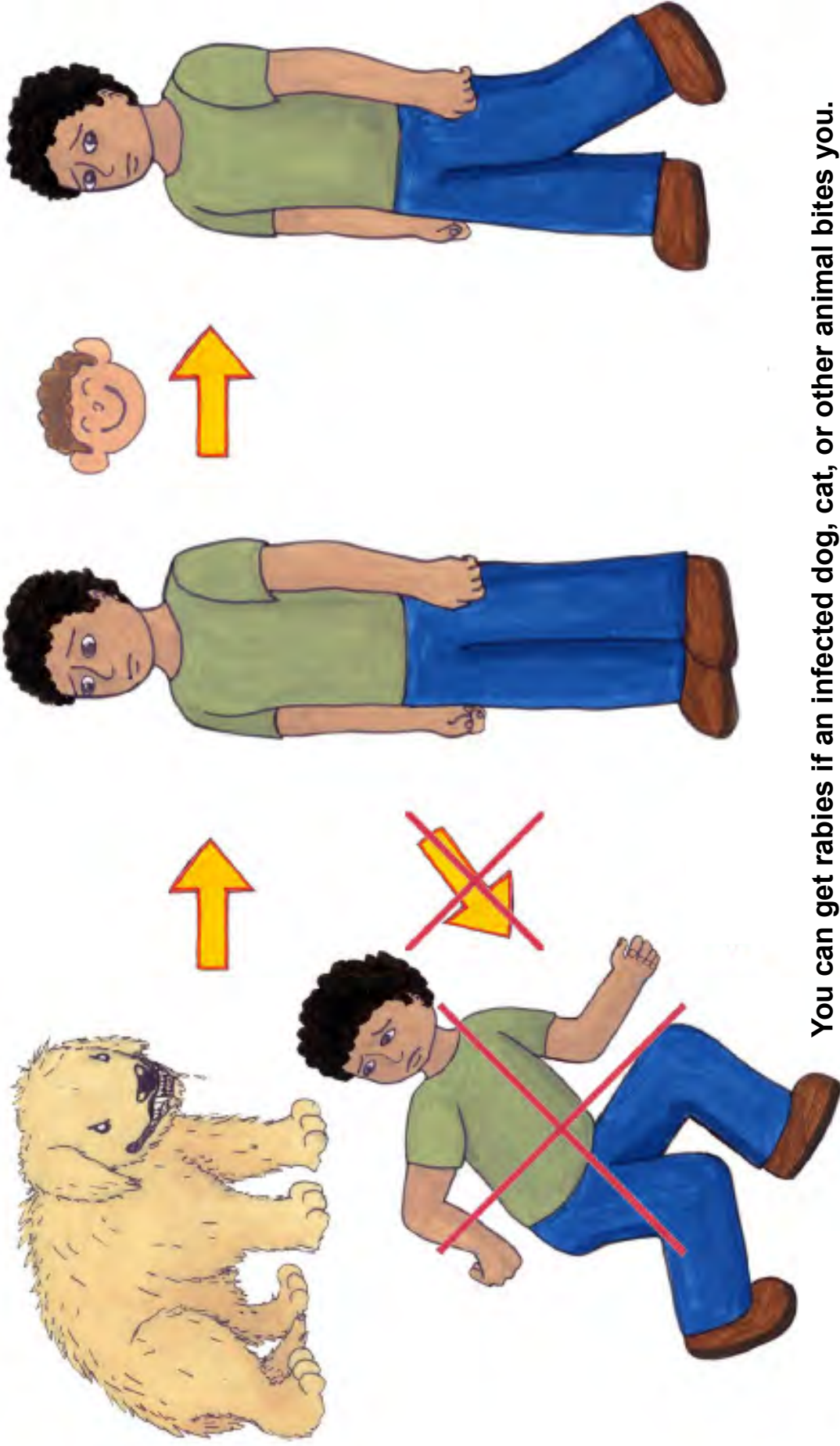
What is rabies?



How do you get rabies?



# PREVENTING RABIES



You can get rabies if an infected dog, cat, or other animal bites you.

1. How can you keep from being bitten by a dog?
2. What are some other ways to protect yourself from rabies?
3. How can you protect your pets from rabies? What shot can they get?

**HEALTH EDUCATION: RECOVERING AFTER TRAUMA**

Date: 9/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Give examples of traumatic events.
  2. Describe common reactions after trauma;
  3. List ways to care for yourself after a traumatic event.
  4. Describe ways to care for others after a trauma.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens. This lesson also uses information from the American Red Cross.

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| <p><b>Role play:</b><br/>Divide into small groups. Each group will briefly act out a disaster or a major traumatic event, and the response of a family to that event.</p>   | 15"  |   |
| <p><b>----SHO questions----</b><br/>S = What do you <u>See</u>?<br/>H = What is <u>H</u>appening?<br/>O = Does this happen in <u>Q</u>ur place?</p>   |      |   |
| <p>I. Reaction to traumatic events<br/>Discuss in large group.</p> <p>A. Give some examples of traumatic events.</p> <p>B. How do people react immediately after they have experienced trauma?</p> <p>C. What are some later responses to trauma? Think of how a traumatic event may affect our emotions, relationships, and also of physical symptoms that may result.</p> | 15"  | <p>I. <u>Reactions to traumatic events</u></p> <p>A. Traumatic events</p> <ol style="list-style-type: none"> <li>1. Natural disasters such as hurricanes or cyclones</li> <li>2. Wars, political unrest</li> <li>3. Refugees</li> <li>4. Assaults, robberies, violence</li> <li>5. Rape, sexual assault</li> <li>6. Car accidents</li> </ol> <p>B. Reactions</p> <ol style="list-style-type: none"> <li>1. They may feel shock.</li> <li>2. They often are overwhelmed.</li> <li>3. Many are confused, or may not understand fully what is happening.</li> <li>4. Dazed, numb</li> <li>5. Denial ("This can't be happening to me.")</li> </ol> <p>C. Later responses to traumatic events</p> <ol style="list-style-type: none"> <li>1. Physical                     <ul style="list-style-type: none"> <li>- Loss of appetite</li> <li>- Difficulty sleeping, nightmares</li> <li>- Diarrhea, nausea, stomach pain</li> </ul> </li> </ol> |

## HEALTH EDUCATION: RECOVERY AFTER TRAUMA

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
|   |      | <ul style="list-style-type: none"> <li>- Chest pain, pounding heart</li> <li>- Fatigue, no energy</li> <li>- Headaches</li> <li>- Restless, hyperactive</li> </ul>   |
|   |      | 2. Relationships <ul style="list-style-type: none"> <li>- Strained relationships</li> <li>- Arguments</li> <li>- Stress within a marriage</li> <li>- Distancing</li> </ul>   |
|   |      | 3. Emotions <ul style="list-style-type: none"> <li>- It's all my fault!</li> <li>- Blame shifting. He started it!</li> <li>- Angry, irritable</li> <li>- Sad, depressed, grieving</li> <li>- Isolation, withdrawal</li> <li>- Recurrent memories of the event</li> <li>- Poor concentration</li> </ul>   |
| II. Divide into small groups<br>How can we take care of ourselves after a traumatic event? What should you do (and not do)? | 20"  | II. <u>Care for ourselves and others</u><br>A. Caring for ourselves <ol style="list-style-type: none"> <li>1. Recognize that it will take time to heal.</li> <li>2. Take time to mourn.</li> <li>3. Be patient with yourselves and with your fluctuating emotions.</li> <li>4. Keep a healthy lifestyle—regular exercise, getting plenty of sleep, eating well.</li> <li>5. Find a support group of people who have gone through trauma.</li> <li>6. Be part of a prayer group or small group.</li> <li>7. Spend time with God. Take time to pray. Search the Bible for answers.</li> <li>8. Talk with others. Ask for support.</li> <li>9. Communicate your emotions—by talking, with a journal, spend time with friends.</li> <li>10. Don't call yourself crazy or weak.</li> <li>11. Don't make big decisions or make big changes.</li> <li>12. Don't drink too much coffee—your body is already hyped up.</li> <li>13. Don't use alcohol or drugs.</li> <li>14. Don't watch violent movies or TV shows that could trigger memories.</li> </ol> |

## HEALTH EDUCATION: RECOVERY AFTER TRAUMA

| METHOD   | TIME | KNOWLEDGE   |
|--|------|---|
| <p><b>Drawing:</b> Give out the drawing, <i>Response to trauma</i>.</p> <ul style="list-style-type: none"> <li>• What is happening?</li> <li>• How did the others respond?</li> </ul> <p>----<b>SHO questions</b>----</p> <p>S = What do you <u>S</u>ee?<br/> H = What is <u>H</u>appening?<br/> O = Does this happen in <u>O</u>ur place?</p> | 5"   |   |
| <p>III. Helping others to cope</p> <p>A. Imagine that your neighbor just suffered a major crisis—his house burned down. How can you help others to cope immediately after the trauma?</p> <p>B. How can you work with your neighbor in the weeks and months after the event?</p>   | 10"  | <p>III. Helping others to cope</p> <p>A. Immediately after the event</p> <ol style="list-style-type: none"> <li>1. Introduce yourself and offer to help.</li> <li>2. Move the person to a safe spot, away from the crowds or the media.</li> <li>3. Offer to call a friend or family member.</li> <li>4. Stay with him or her.</li> <li>5. Listen carefully.</li> <li>6. Pray together.</li> <li>7. Help with practical tasks.</li> <li>8. Don't be surprised if he seems confused or is not thinking clearly.</li> <li>9. Don't take it personally if she is angry or upset.</li> </ol> <p>B. Working with your neighbor</p> <ol style="list-style-type: none"> <li>1. Visit your neighbor.</li> <li>2. Pray with him.</li> <li>3. Spend time listening.</li> <li>4. Help with practical needs.</li> <li>5. Organize the neighbors to help rebuild.</li> </ol> |

**References:**

Carr, K. *Ways to cope after a trauma*. MMCT. Available from: [http://www.mmct.org/ways\\_to\\_cope.php](http://www.mmct.org/ways_to_cope.php)

Headington Institute. *Taking care of yourself after traumatic events*. Available from: <http://www.headington-institute.org/Default.aspx?tabid=2078>

Health Education Program for Developing Countries: Illustrations and Manual. 2009. Available from: <http://www.hepfdc.info>

**ATTITUDE:** Recovery after traumatic events will take time.

**SKILL:** Participants will know ways to care for themselves after a traumatic event.

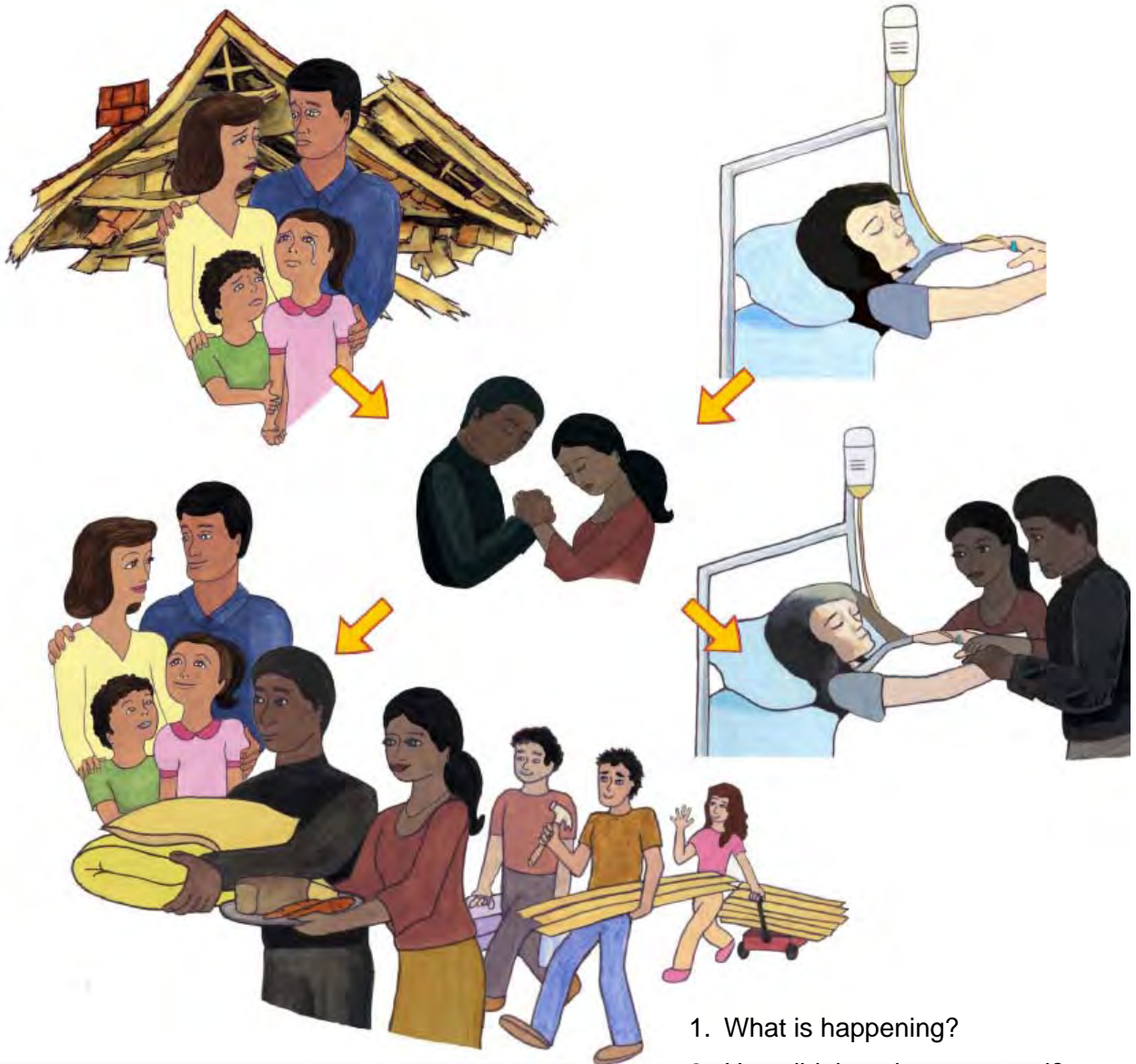
**EVALUATION:** Are the participants able to recognize symptoms of trauma and begin to recover after a traumatic event??

**MATERIALS:** -Newsprint, markers, masking tape  
-*Response to trauma* handout

This lesson is used in: Emotional Care; Disaster Preparedness; Health Education



## RESPONSE TO TRAUMA



1. What is happening?
2. How did the others respond?
3. What else can you do (or not do)?







## How can you care for yourself?

- It will take time to heal.
- Take time to mourn.
- Pray! Spend time with God.
- Search the Bible.
- Talk to others.
- Join a support group or cell group.
- Be patient with yourself.
- Get plenty of sleep. Eat well.
- Exercise regularly.
- Talk to others about your experience.
- Write in a journal.
- Your emotions are normal. You are not weak or crazy.
- Don't drink or take drugs.
- Don't make any big decisions or big changes.

## How can you care for your child after trauma?



- Give your child lots of attention and love.
- Listen to him.
- His fears are real to him.
- Help him to understand what happened.
- Read books and tell stories.



# RECOVERING FROM TRAUMATIC EVENTS



## What is trauma?

## How can you recover after trauma?

Source of illustrations:  
Health Education Program for Developing Nations.  
2009. Available from: <http://www.hepfdc.info/>

## What are some examples of traumatic events?

- Natural disasters, such as hurricanes or cyclones
- Major accidents
- Violence, gunfire, assaults
- Rape, sexual assaults
- Wars, civil unrest



## What are some responses to stress?

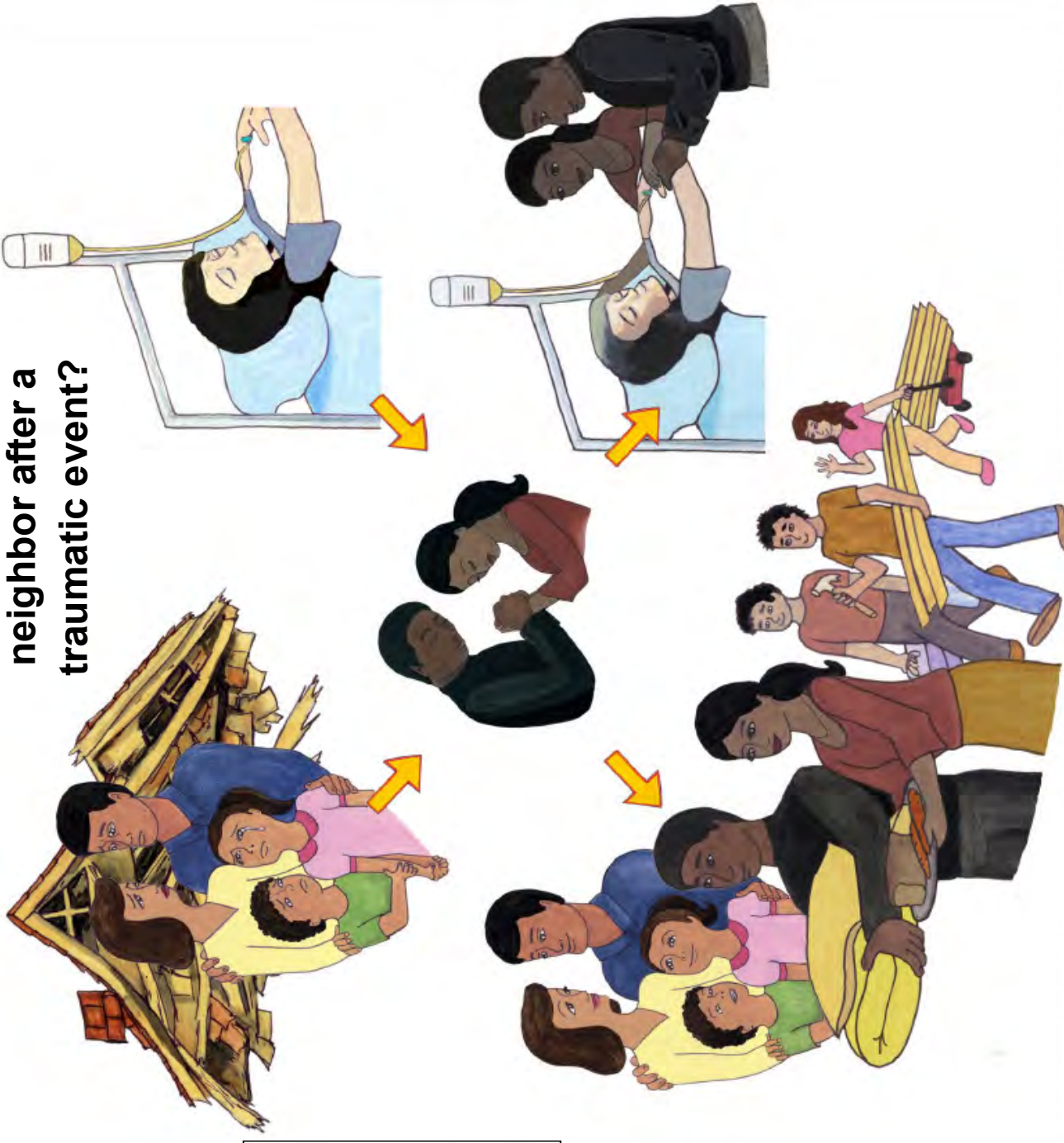
Initial:

- In shock, stunned, dazed
- Denial

Later:

- Many emotions: sadness, grief, depression, anger, self-blame
- Physical: loss of appetite, trouble sleeping, headaches, nausea
- Difficult relationships, arguments

## How can you care for your friend or neighbor after a traumatic event?



**HEALTH EDUCATION: SAFE DRINKING WATER**

Date: 1/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Describe the risks of drinking what that is not safe.
  2. List times when safe water is needed.
  3. Describe ways to have safe water.
  4. Explain what SODIS is and how to use it.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

See also the series of lessons on clean water and SODIS for more information on this topic.

| METHOD   | TIME | KNOWLEDGE  |
|--|------|--|
| <p><b>Role Play:</b> Two children are playing outside, near a small stream.</p> <p><b>1<sup>st</sup></b> I am so thirsty! Wait a minute while I get a drink of water. (He kneels down by the stream.)</p> <p><b>2<sup>nd</sup></b> Don't drink that!</p> <p><b>1<sup>st</sup></b> Why not?</p> <p><b>2<sup>nd</sup></b> That water is not safe! It could make you sick!</p> <p><b>1<sup>st</sup></b> Just look at this water! It is perfectly clear. Mmmm! It tastes so good.</p> <p><b>2<sup>nd</sup></b> I hope you don't get sick.</p> <p><b>----SHOWD questions----</b></p> <p>S = What do you <b>S</b>ee?<br/> H = What is <b>H</b>appening?<br/> O = Does this happen in <b>O</b>ur place?<br/> W = <b>W</b>hy does this happen?<br/> D = What will we <b>D</b>o about it?</p> | 5"   |  |
| <p>I. Germs</p> <p>A. Is water that looks clear always safe to drink? Show the picture, <i>Drinking Water</i>.</p>   | 10"  | <p>I. <u>Germs</u></p> <p>A. Clear water</p> <ol style="list-style-type: none"> <li>1. Water that looks clear is not always safe to drink.</li> <li>2. It may contain germs.</li> <li>3. It may contain parasites.</li> <li>4. It can make you sick.</li> <li>5. It can cause vomiting, stomachaches, and diarrhea.</li> </ol> |

## HEALTH EDUCATION: SAFE DRINKING WATER

| METHOD   | TIME       | KNOWLEDGE  |
|--|------------|--|
| <p>B. What are germs?</p>  |            | <p>B. What are germs?</p> <ol style="list-style-type: none"> <li>1. Most germs are too small to see, except with a microscope.</li> <li>2. A microscope makes them look bigger.</li> <li>3. But even though germs are small, they can make you sick.</li> <li>4. Bacteria and viruses are germs.</li> <li>5. Parasites are small animals that live inside your body.</li> <li>6. All of these germs can make you sick.</li> </ol>  |
| <p>II. Safe drinking water</p> <p>A. When do you need to use safe drinking water? Show the picture, <i>Safe Drinking Water</i>.</p> <p>B. What are some ways to make water safe to drink?</p>        | <p>10"</p> | <p>II. <u>Safe drinking water</u></p> <p>A. Using safe water</p> <ol style="list-style-type: none"> <li>1. To drink</li> <li>2. To wash fruits and vegetables</li> <li>3. To make juices</li> <li>4. To make ORS.</li> <li>5. To brush your teeth</li> </ol> <p>B. Safe drinking water</p> <ol style="list-style-type: none"> <li>1. By boiling the water.</li> <li>2. Water should be brought to a rolling boil and boiled at least one minute.</li> <li>3. If you live at a high altitude, above 2000 meters, boil the water for at least 3 minutes.</li> <li>4. But that can use a lot of firewood or fuel.</li> <li>5. Filtering water removes some (but not all) of the germs.</li> <li>6. Iodine drops can kill some germs.</li> <li>7. Another method is through SODIS, or solar disinfection of water.</li> <li>8. Sunlight can be used to make clean water.</li> <li>9. You can buy purified water, but that is expensive.</li> </ol> |
| <p>III. SODIS</p> <p>Divide into small groups. Give each group a copy of the illustrations, SODIS. Ask, "What is the sunlight doing?" and "What is the man doing with the bottles?" Report back.</p> | <p>15"</p> | <p>III. <u>SODIS</u></p>   |

## HEALTH EDUCATION: SAFE DRINKING WATER

| METHOD   | TIME       | KNOWLEDGE  |
|--|------------|--|
| <p>A. Sunlight</p> <p>B. Bottles</p> <p>C. What kind of bottles can be used for SODIS?</p> <p>D. How long should the bottles be left in the sun?</p> <p>E. There are other lessons that teach about SODIS in more detail..</p>   | <p>20"</p> | <p>A. Sunlight</p> <ol style="list-style-type: none"> <li>1. The water is full of germs.</li> <li>2. The sunlight is entering the water.</li> <li>3. The sunlight is killing the germs.</li> </ol> <p>B. Bottles</p> <ol style="list-style-type: none"> <li>1. The man is putting bottles on the roof.</li> <li>2. The bottles are full of water.</li> <li>3. The sunlight will purify the water in the bottles.</li> <li>4. The galvanized roof will reflect the sunlight back to the bottles.</li> </ol> <p>C. Size of bottles</p> <ol style="list-style-type: none"> <li>1. Soda bottles of 1 to 2 liters can be used.</li> <li>2. With larger bottles, not enough sunlight may enter.</li> <li>3. The water should be fairly clear at first.</li> <li>4. If the water is not clear, let it settle and pour it through a cotton tee shirt.</li> </ol> <p>D. How long?</p> <ol style="list-style-type: none"> <li>1. Leave the bottles in the sun for one full day.</li> <li>2. If it is cloudy, they will need two days.</li> <li>3. SODIS does not work if it is raining. Wait until a sunny day.</li> </ol> <p>E. Other lessons</p> |
| <p>IV. Teaching booklets</p> <p>A. Divide into pairs. Practice teaching each other the SODIS teaching booklet. Be sure to have soda bottles and water to demonstrate SODIS.</p> <p>B. During the week, visit your friends and neighbors to use the SODIS teaching booklet.</p> | <p>20"</p> | <p>IV. Teaching booklets</p> <p>A. Practice teaching</p> <p>B. Home visiting</p>   |

## HEALTH EDUCATION: SAFE DRINKING WATER

### References:

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries*. 2007. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries*. Available from: <http://hepfdc.info/Page2.html>

The WATER SCHOOL. 2007. *Teacher's Training Manual for SODIS*

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**ATTITUDE:** Participants will know the value of drinking safe water.

**SKILL:** Participants will know that germs cause disease and that drinking water with germs can make you sick. They will know some ways of purifying water, and will be able to describe SODIS.

**EVALUATION:** Are the participants drinking safe water, and giving safe water to their families?

**MATERIALS:**

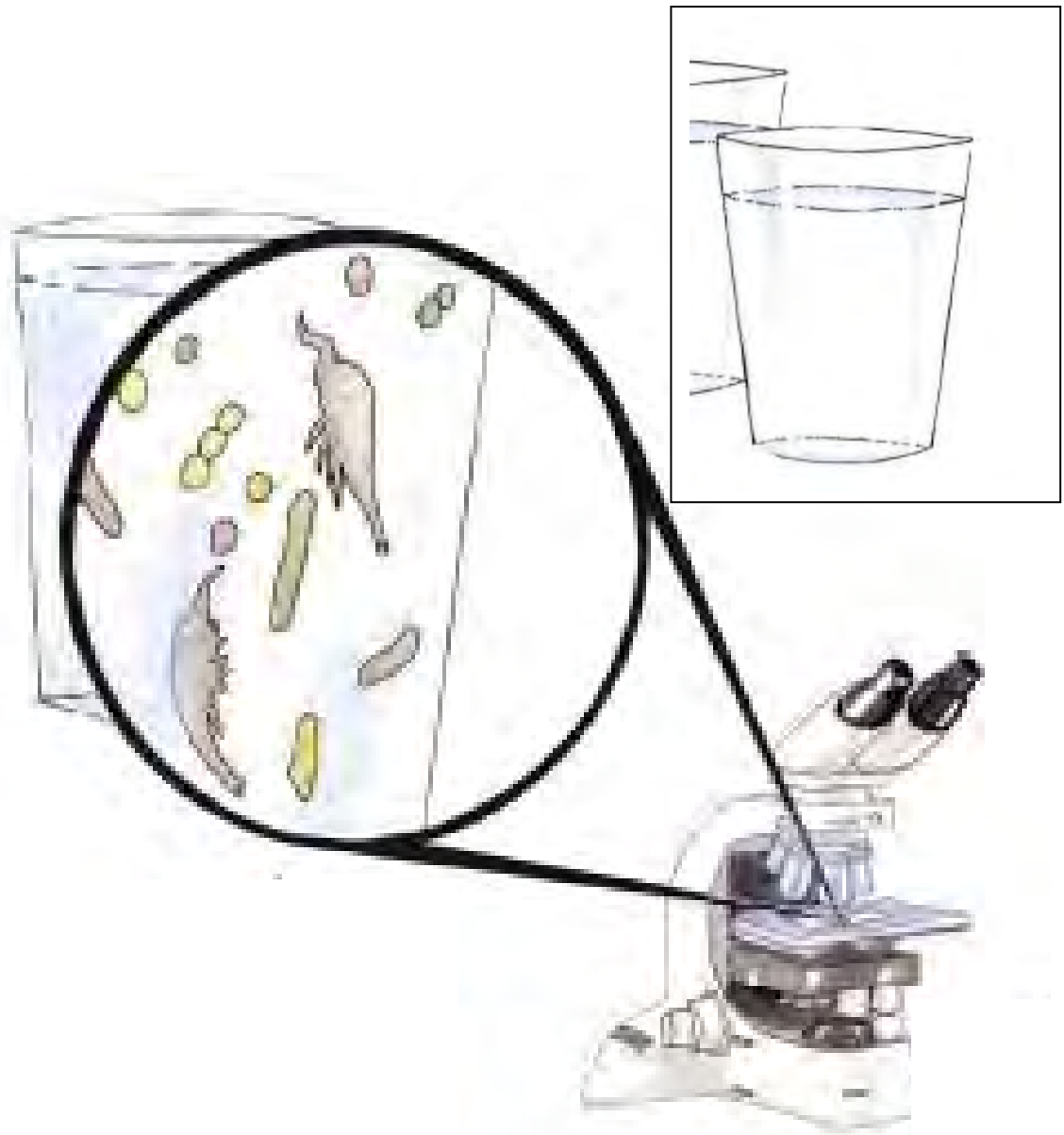
- Newsprint, markers, masking tape
- Drinking Water* illustration
- Safe Drinking Water* illustration
- SODIS illustration
- SODIS teaching booklets
- Soda bottles, water

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This lesson is used in: Health Promotion/ Health Education; Sanitation and Water; and in Children/ Physical.



## DRINKING WATER



**Source:** *Illustrations, Health Education Program for Developing Countries.* Available from: <http://hepfdc.info/Page2.html>

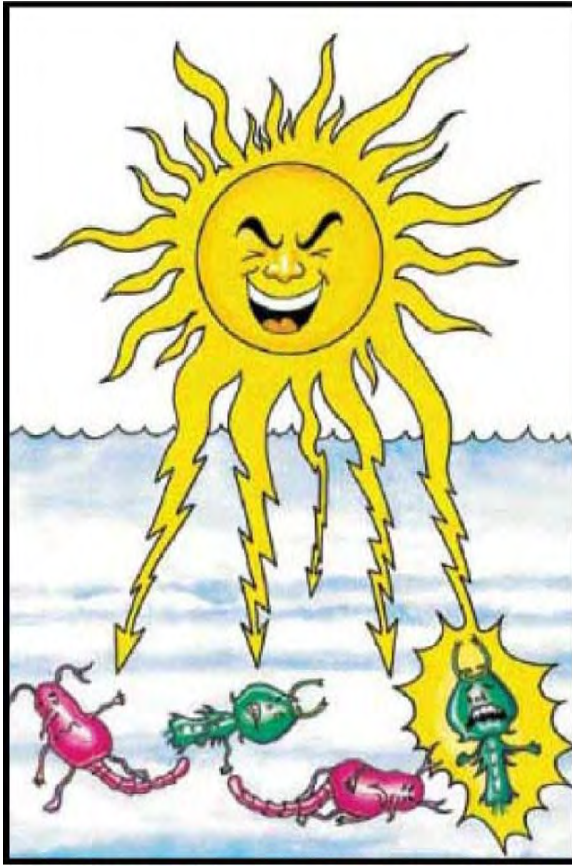
## SAFE DRINKING WATER



Source:

Illustrations, Health Education Program for Developing Countries. Available from: <http://hepfdc.info/Page2.html>

SODIS



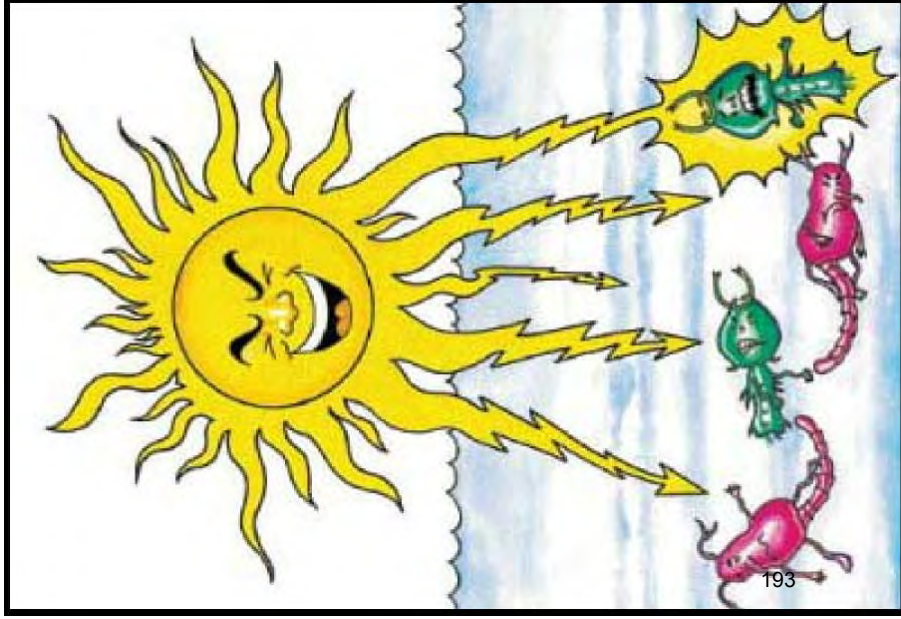
Source: The WATER SCH<sub>2</sub>OOL. 2007. *Teacher's Training Manual for SODIS*



## How can you have safe drinking water?

One way to purify water is through **SODIS**.

SODIS stands for solar disinfection of water. What does that mean? What does the sun do?

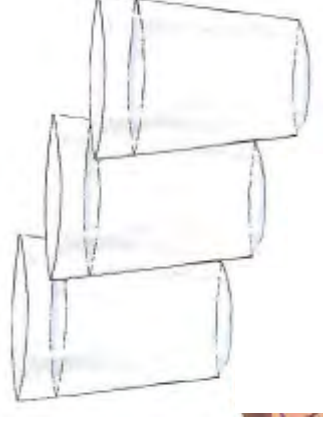


How can you use the sun to purify your water?



**For how long?** For 1 day of full sun. or 2 days if it is cloudy.

# SAFE DRINKING WATER



**Why is safe drinking water important?**

**How can you have safe drinking water?**

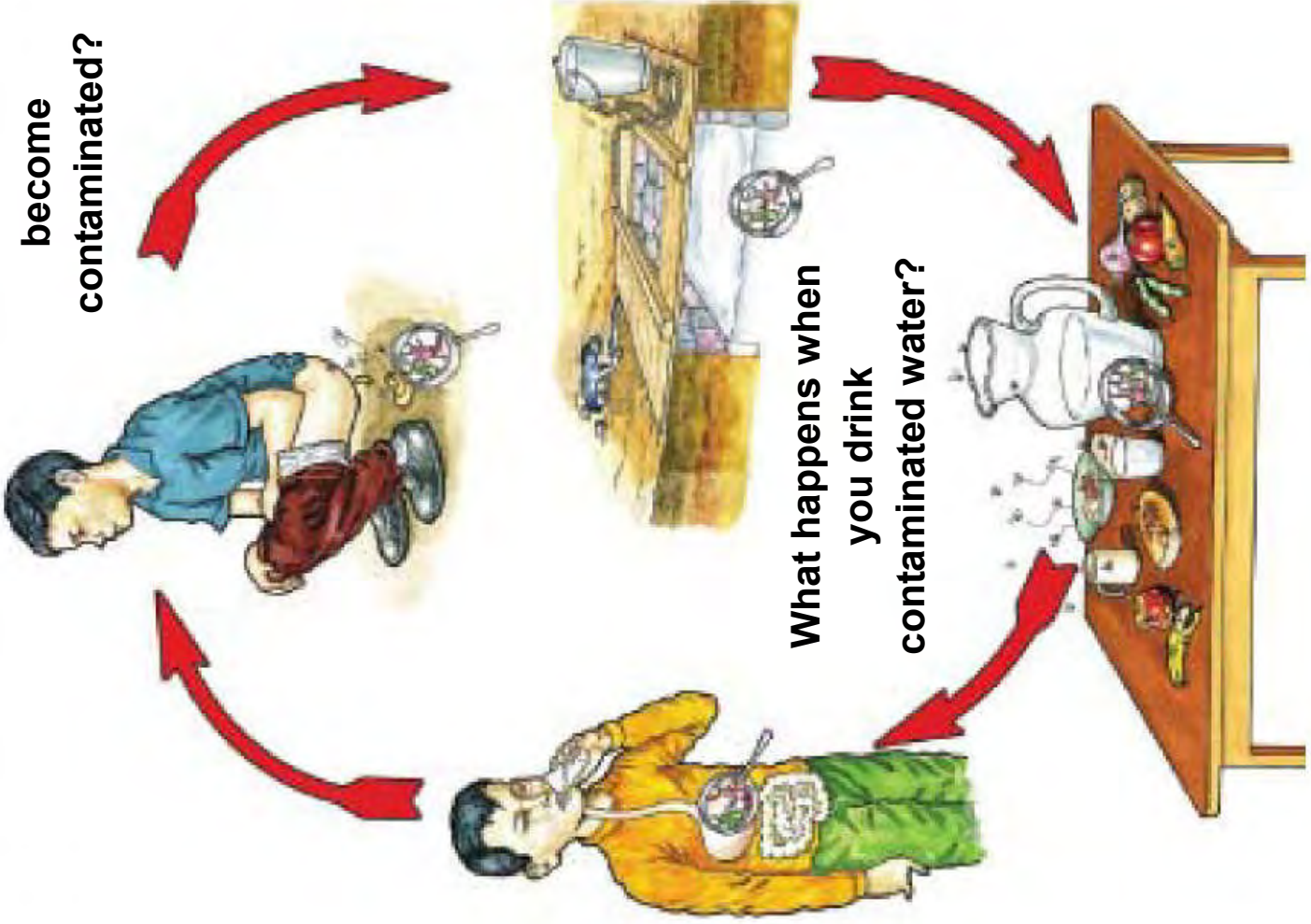
**What is SODIS?**

Source of illustrations: Health Education Program for Developing Nations. Available from: <http://www.hepfdc.info/>

The Water SCh<sub>2</sub>OOL. 2007. *Teacher's Training Manual for SODIS*



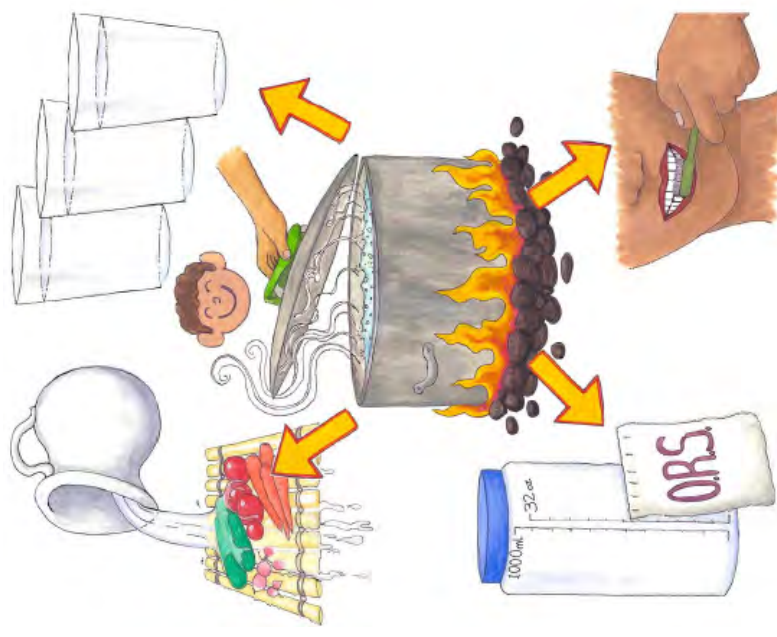
**How does water become contaminated?**



**What happens when you drink contaminated water?**

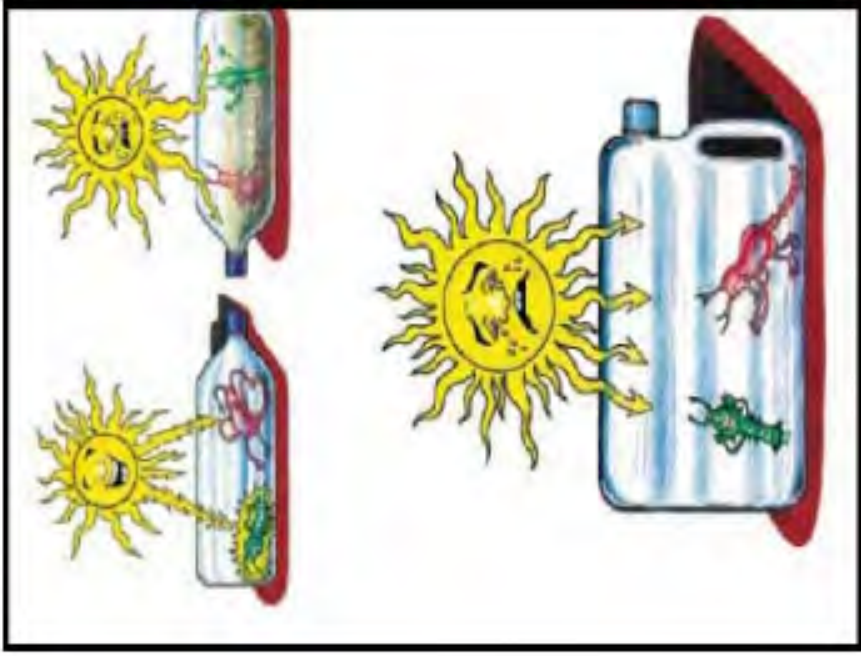
# **SAFE DRINKING WATER**

**When do you need to use safe drinking water?**



**What are some ways to have safe drinking water?**





**What happens if the water is too dirty? Can the sunlight kill the germs?**

**What may happen if the bottle is too big?**

**What bottle size is best?**

**Note:** If water is too dirty, or if the bottle size is bigger than 2 liters, the sunlight may not penetrate and kill the germs. Use bottles of 500 ml. to 2 liters.



**What is SODIS?**

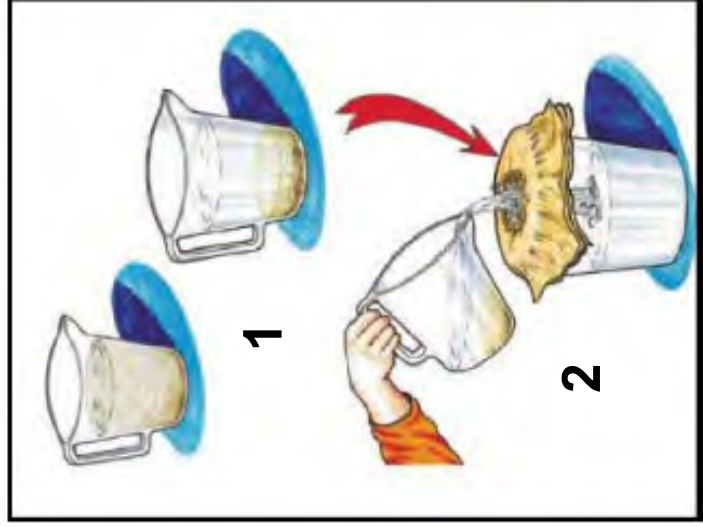
**How can you use SODIS to purify water?**

**What should you do before SODIS if the water is too dirty?**

**What is happening in this picture?**

**What are the two steps?**

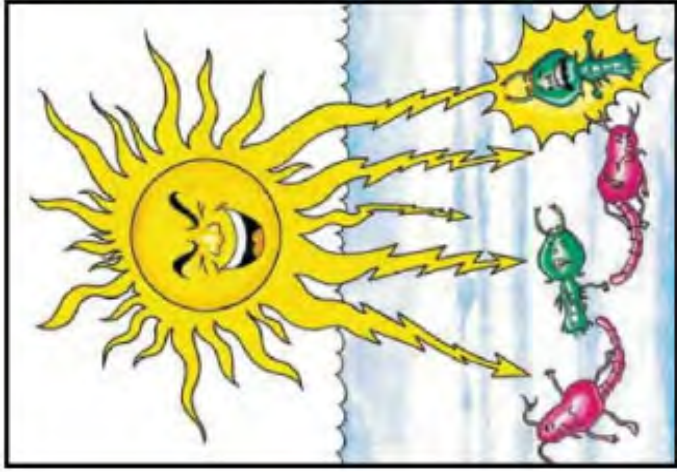
**After letting it settle, the water now looks clear. But what do you still need to do? (What is the second step?)**





Why is it important to drink clean water?

What can happen if you drink contaminated water?



**SODIS uses sunlight to purify water. What happens to the germs in the water when the sunlight hits them?**



## HOW CAN YOU USE SODIS?

What do you need in order to purify water?

What are the steps to do SODIS?



How long should you leave the bottle in the sun?

**Answer:**  
1 full sunny day or  
2 cloudy days  
Do not use SODIS if it is raining.

**HEALTH EDUCATION: SAFE FOOD PREPARATION**

Date: 1/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. List five keys to safer food preparation.
  2. Explain each of the five points.
  3. Teach others using the *Five keys to safer food preparation booklet*.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries, 2009*, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens. The first part of this lesson is a review of earlier lessons on health and hygiene.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Review Game:**  
 The first key to safer food preparation is to "Keep clean." We have already studied most of this, so we will play a review game. Divide into teams, and alternate answering questions. Each question may have several answers, but give only one answer per turn. The team with the highest number of correct answers wins.

20"

- I. Review game questions
  - A. When should you wash your hand?
  - B. When you wash your hands, be sure to:
  - C. Where should you build your latrine?

- I. Review game questions
  - A. Wash your hands:
    1. After going to the bathroom
    2. After changing a diaper
    3. After sneezing or blowing your nose
    4. After playing outside
    5. After playing with pets
    6. Before cooking or preparing food
    7. Before eating
    8. Before shaking hands (if you have a cold or an eye infection)
  - B. Handwashing technique
    1. Use running water
    2. Use soap.
    3. Clean under your fingernails.
  - C. Where should you build your latrine?
    1. Close to the house
    2. At least 20 meters from the water source
    3. Far from springs or wells

## HEALTH EDUCATION: SAFE FOOD PREPARATION

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| D. When do you need to use safe drinking water?       |      | D. Safe drinking water<br>1. To drink<br>2. To wash fruits and vegetables<br>3. To make ORS<br>4. To brush teeth   |
| E. What does SODIS and how do you do it?              |      | E. SODIS<br>1. SOLar DISinfection of water<br>2. Keep a one to two liter bottle of water in the sunlight for a full day.<br>3. If it is cloudy, keep the water in the sunlight for two days.   |
| F. What are some ways to reduce flies?                |      | F. Reducing flies<br>1. Keep the latrine covered.<br>2. Use a VIP latrine<br>3. Bury garbage or burn it.<br>4. Keep food covered until served.<br>5. Wash dishes soon after meals.<br>6. Wash dish towel often and dry them in the hot sun.  |
| G. What is a VIP latrine and how does it work?        |      | G. VIP latrine<br>1. Ventilation-improved pit latrine<br>2. The ventilation pipe carries odors away from the latrine.<br>3. Flies fly up the pipe but can't get out, so they fall back in the pit and die.   |
| H. What are some ways to prevent parasite infections? |      | H. Preventing parasite infections<br>1. Always use a latrine or bathroom.<br>2. Wash your hands after going to the bathroom and before touching food.<br>3. Drink safe drinking water.<br>4. Always wear shoes.<br>5. Keep fingernails short and clean.<br>6. Children should wear pajamas or underpants.                  |
| I. How can you control mosquitoes?                    |      | I. Mosquito control<br>1. No standing water.<br>2. Get rid of trash such as cans and bottles that can fill with water.<br>3. Bury or recycle old tires.<br>4. Cover all water containers.<br>5. Use window screens.<br>6. Use insecticide-treated bednets.<br>7. Use insecticides.<br>8. Wear long sleeves and long pants. |







## HEALTH EDUCATION: SAFE FOOD PREPARATION

| METHOD   | TIME       | KNOWLEDGE   |
|--|------------|---|
| <p>2. Why is this important?</p>   |            | <p>2. Why?</p> <ul style="list-style-type: none"> <li>- Raw foods may contain germs or chemicals.</li> <li>- It is important to use safe water that does not contain germs and parasites.</li> <br/> <li>- Cans that are swollen may be full of germs.</li> </ul> |
| <p>III. Teaching booklets</p> <p>A. Divide into pairs. Practice teaching each other the <i>Five keys to safer food preparation</i> teaching booklet.</p> <p>B. During the week, visit your friends and neighbors to teach about safer food preparation using the teaching booklet.</p> | <p>20"</p> | <p>III. <u>Teaching booklets</u></p> <p>A. Practice teaching</p><br><p>B. Home visiting</p>   |

**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2007. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

World Health Organization. 2006. *Five keys to safer food preparation.* Available from: [http://www.who.int/foodsafety/publications/consumer/manual\\_keys.pdf](http://www.who.int/foodsafety/publications/consumer/manual_keys.pdf)

**ATTITUDE:** Participants want to prepare safe food for their families.

**SKILL:** Participants will know the five keys to safer food preparation and how to apply them. They will be able to use the teaching booklet to teach their friends.

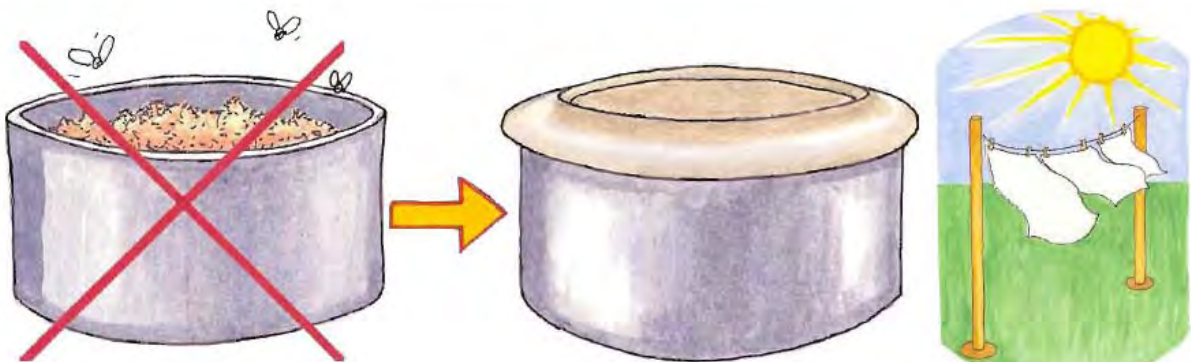
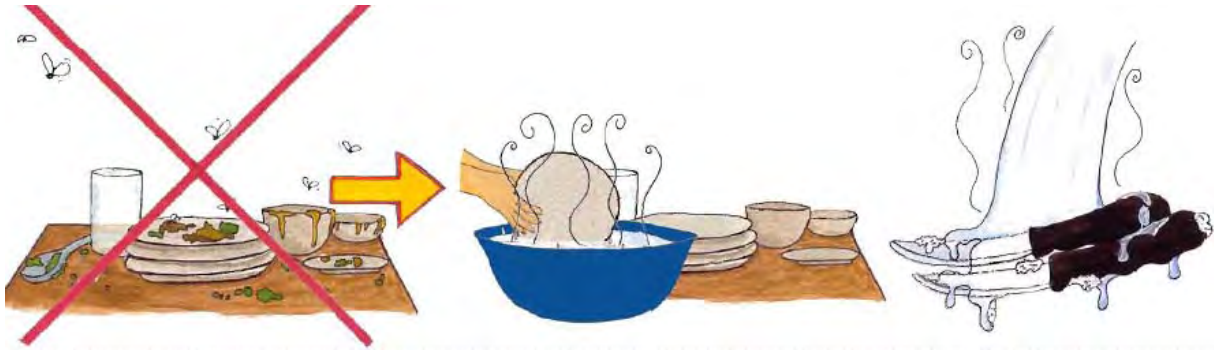
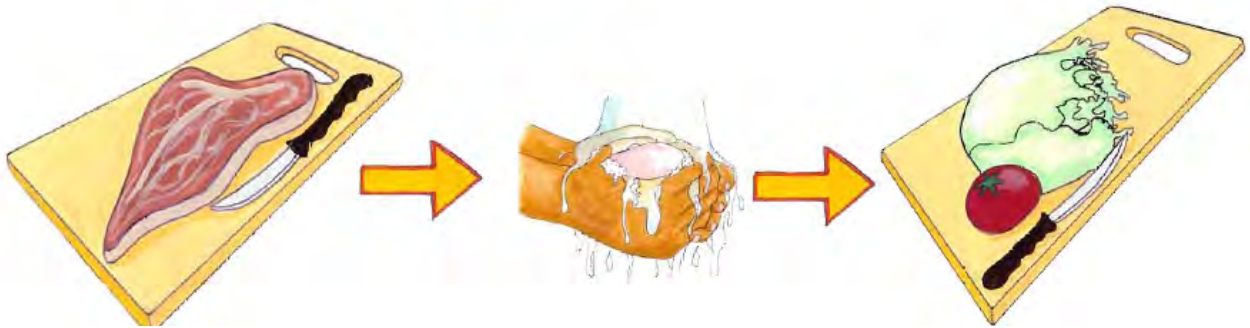
**EVALUATION:** Are the participants using these keys for safer food preparation in their own homes? Are they using the teaching booklet to teach their friends?

**MATERIALS:** -Newsprint, markers, masking tape  
 -*Safe food preparation* illustrations  
 -*Five keys to safer food preparation* teaching booklet

This lesson is used in: Health Promotion/ Health Education; and in Sanitation; as well as in Children/ Physical.

# SAFE FOOD PREPARATION

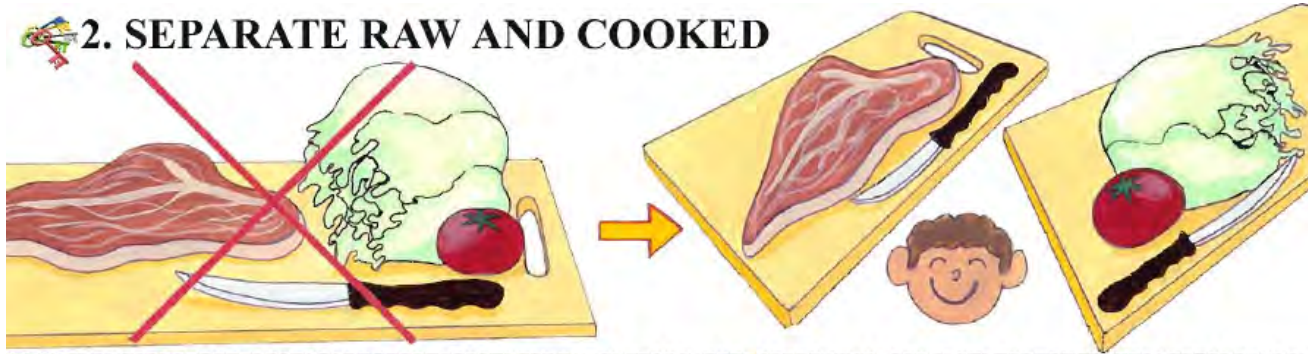
## WHO FIVE KEYS TO SAFER FOOD 1. KEEP CLEAN



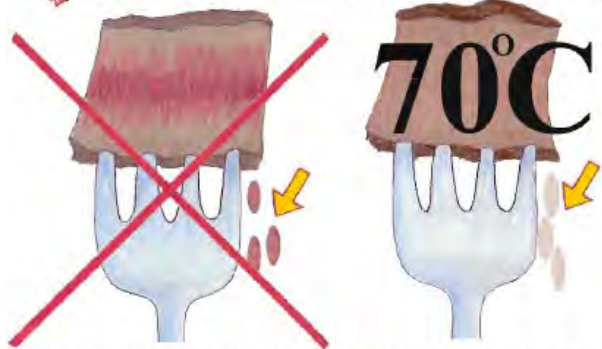
Source: Illustrations, Health Education Program for Developing Countries. 2009.

SAFE FOOD PREPARATION (part 2)

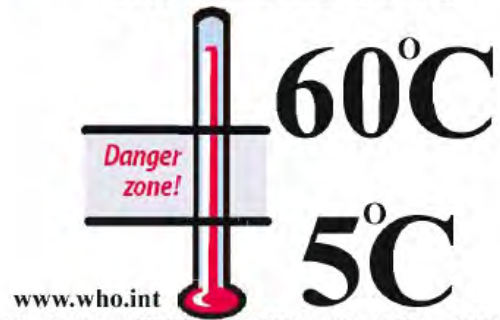
 2. SEPARATE RAW AND COOKED



 3. COOK THOROUGHLY



 4. KEEP FOOD AT SAFE TEMPERATURES



 5. USE SAFE WATER AND RAW MATERIALS



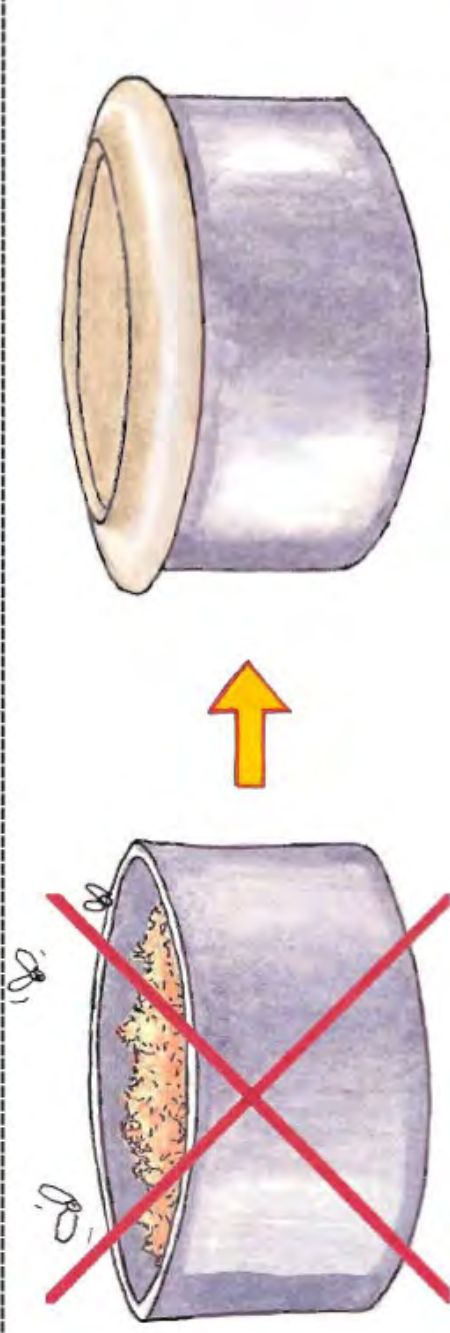
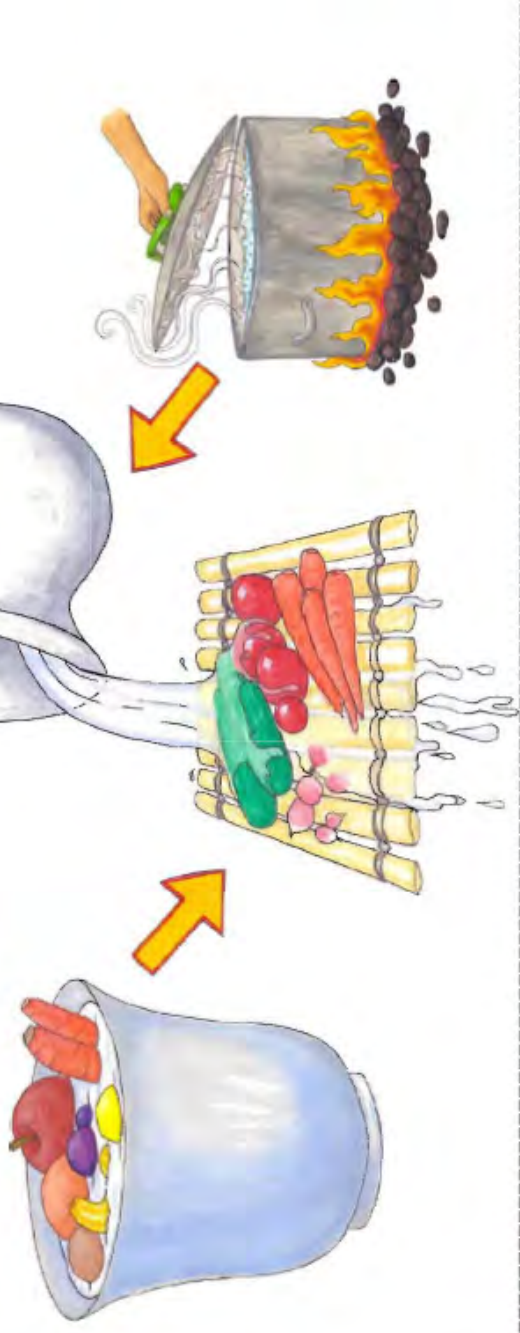
Source: Illustrations, Health Education Program for Developing Countries. 2009.





How can you prepare fresh fruits and vegetables so that they are clean and safe to eat?

## SAFE FOOD PREPARATION



How can you make sure that your foods are safe to eat?

Why is it important to cover pots and pans?

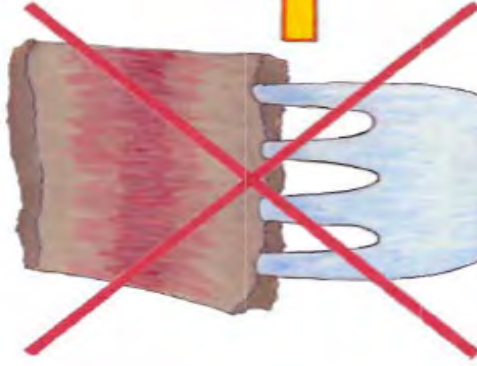
How do flies carry germs from one person to another?

What should you do before you cook? Why?

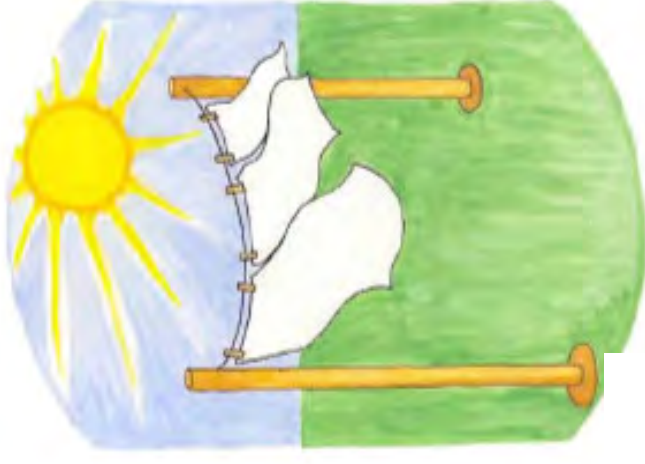


## SAFE FOOD PREPARATION

What should you do with your knives and dishes after you use them?

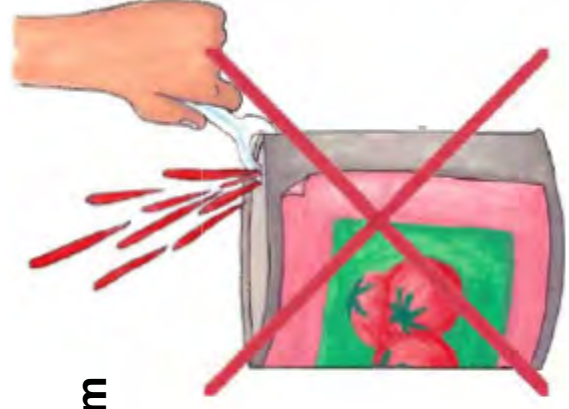


How long do you cook your meat?



How can you make sure that your dish cloths and towels are clean?

What is the problem with these cans?





## 2. SEPARATE RAW AND COOKED



## 3. COOK THOROUGHLY



## 4. KEEP FOOD AT SAFE

### TEMPERATURES



## 5. USE SAFE WATER AND RAW MATERIALS



# FIVE KEYS TO SAFER FOOD PREPARATION



World Health Organization

1. Keep clean.
2. Separate raw and cooked foods.
3. Cook food thoroughly.
4. Keep food at safe temperatures.
5. Use safe water and raw materials.

Source of illustrations:  
Health Education Program for Developing Nations.  
Available from: <http://www.hepfdc.info/>



**HEALTH EDUCATION: SCABIES**

Date: 2/09

(1 HOUR)

**OBJECTIVES:** After working through this lesson, participants will be able to:

1. Know what scabies is, and how it is spread.
2. Describe the symptoms of scabies.
3. Know how to treat scabies.
4. Tell why it is important to treat everyone in the family.
5. Take steps to prevent scabies.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual is also available through Foundation for His Ministry at <http://www.ffhm.org/products/?catid=18>. These lessons are accompanied by a series of health teaching booklets on the individual topics. These lessons are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens.

| METHOD  | TIME | KNOWLEDGE  |
|---|------|--|
| <p><b>Role Play:</b> A mother and several children are sleeping in the same bed.</p> <p><b>1<sup>st</sup></b> Mom! I can't sleep! (He scratches his hands, his wrists, and his waist.)</p> <p><b>Mom</b> Why not?</p> <p><b>1<sup>st</sup></b> Look at all these bumps! They itch!</p> <p><b>Mom</b> That's nothing! Go to sleep!</p> <p><b>1<sup>st</sup></b> (He falls asleep and starts snoring.)</p> <p><b>Mom</b> (She starts scratching her hands and her armpits.) Now I can't sleep!</p> <p><b>----SHOWD questions----</b><br/>                     S = What do you <u>See</u>?<br/>                     H = What is <u>H</u>appening?<br/>                     O = Does this happen in <u>O</u>ur place?<br/>                     W = <u>W</u>hy does this happen?<br/>                     D = What will we <u>D</u>o about it?</p> | 5"   |  |
| <p>I. Scabies</p> <p>Discuss in large group.</p> <p>A. What is scabies? What causes scabies?</p> <p>B. How does scabies spread?</p>   | 15"  | <p>I. <u>Scabies</u></p> <p>A. What is scabies?</p> <ol style="list-style-type: none"> <li>1. Scabies is a skin infection.</li> <li>2. Small scabies mites burrow under the skin.</li> <li>3. The scabies mite lays eggs.</li> <li>4. This causes an allergic infection and severe itching.</li> </ol> <p>B. How does scabies spread?</p> <ol style="list-style-type: none"> <li>1. The scabies mite spreads or jumps to other people</li> <li>2. Especially if they sleep in the same bed.</li> <li>3. So several members of the family may get scabies,</li> <li>4. The scabies mite also can live on bedding or towels for a few days.</li> </ol> |

## HEALTH EDUCATION: SCABIES

| METHOD   | TIME       | KNOWLEDGE   |
|--|------------|---|
| <p>C. What are the symptoms of scabies? What areas of the body are most affected?</p>  |            | <p>C. Symptoms</p> <ol style="list-style-type: none"> <li>1. Scabies causes severe itching, which is worse at night.</li> <li>2. There may be a rash with bumps and a line or burrow from the scabies mite.</li> <li>3. Between the fingers</li> <li>4. On the wrists and hands</li> <li>5. In areas where there is tight clothing, like around the waist</li> <li>6. In the armpits</li> <li>7. Under the breasts</li> <li>8. On the genitalia</li> </ol>  |
| <p>II. Treatment and prevention<br/>Discuss in large group.</p> <p>A. What is the treatment for scabies?</p> <p>B. Why should you treat everyone in the family?</p> <p>C. When will the itching go away?</p> | <p>15"</p> | <p>II. <u>Treatment and prevention</u></p> <p>A. Treatment</p> <ol style="list-style-type: none"> <li>1. Your health care provider can confirm it this is really scabies.</li> <li>2. There are home remedies for scabies, like a medicated soap.</li> <li>3. Apply a cream like permethrin 5% overnight to the whole body. Leave the cream on overnight before washing off.</li> <li>4. Clip the nails and toenails and clip under them.</li> <li>5. Treat every member of the family.</li> <li>6. You may need to give a second treatment a week later.</li> </ol> <p>B. Treat everyone</p> <ol style="list-style-type: none"> <li>1. Several members of the family may have scabies.</li> <li>2. They may or may not have itching or a rash.</li> </ol> <p>C. Itching</p> <ol style="list-style-type: none"> <li>1. Even though the scabies has been treated successfully, the itching may continue for several weeks.</li> <li>2. The itching comes from an allergic reaction to the scabies egg.</li> <li>3. You can use a cream such as Benadryl (diphenhydramine) to help with the itching.</li> </ol> |



## HEALTH EDUCATION: SCABIES

| METHOD   | TIME       | KNOWLEDGE   |
|--|------------|---|
| <p>D. How can you keep the scabies from coming back?</p>   |            | <p>D. Prevention</p> <ol style="list-style-type: none"> <li>1. Be sure to treat all family members and close contacts.</li> <li>2. Wash the sheets and towels and clothing in very hot water.</li> <li>3. Hang the clothes in the sun to dry.</li> <li>4. Or store the sheets, towels, and clothes in a tightly sealed plastic bag (or out of contact with anyone) for 5 days.</li> <li>5. The scabies mite only lives for four days without skin contact.</li> </ol> |
| <p>III. Teaching booklets</p> <ol style="list-style-type: none"> <li>A. Divide into pairs. Practice teaching each other the <i>Scabies</i> teaching booklet.</li> <li>B. During the week, visit your friends and neighbors to teach about scabies using the teaching booklet.</li> </ol> | <p>20"</p> | <p>III. Teaching booklets</p> <ol style="list-style-type: none"> <li>A. Practice teaching</li> <li>B. Home visiting</li> </ol>  |

**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

**ATTITUDE:** Scabies can be treated.

**SKILL:** Participants will be able to describe the symptoms of scabies and tell basic steps to treat and prevent scabies.

**EVALUATION:** Are the participants able to identify people with scabies? Are they using the *Scabies* teaching booklet to teach their neighbors?

**MATERIALS:**

- Newsprint, markers, masking tape
- Scabies* illustration
- Scabies* teaching booklet

This lesson is used in: Health Promotion/ Basic Health Skills; Skin Parasites; and in Children/ Physical.

# SCABIES

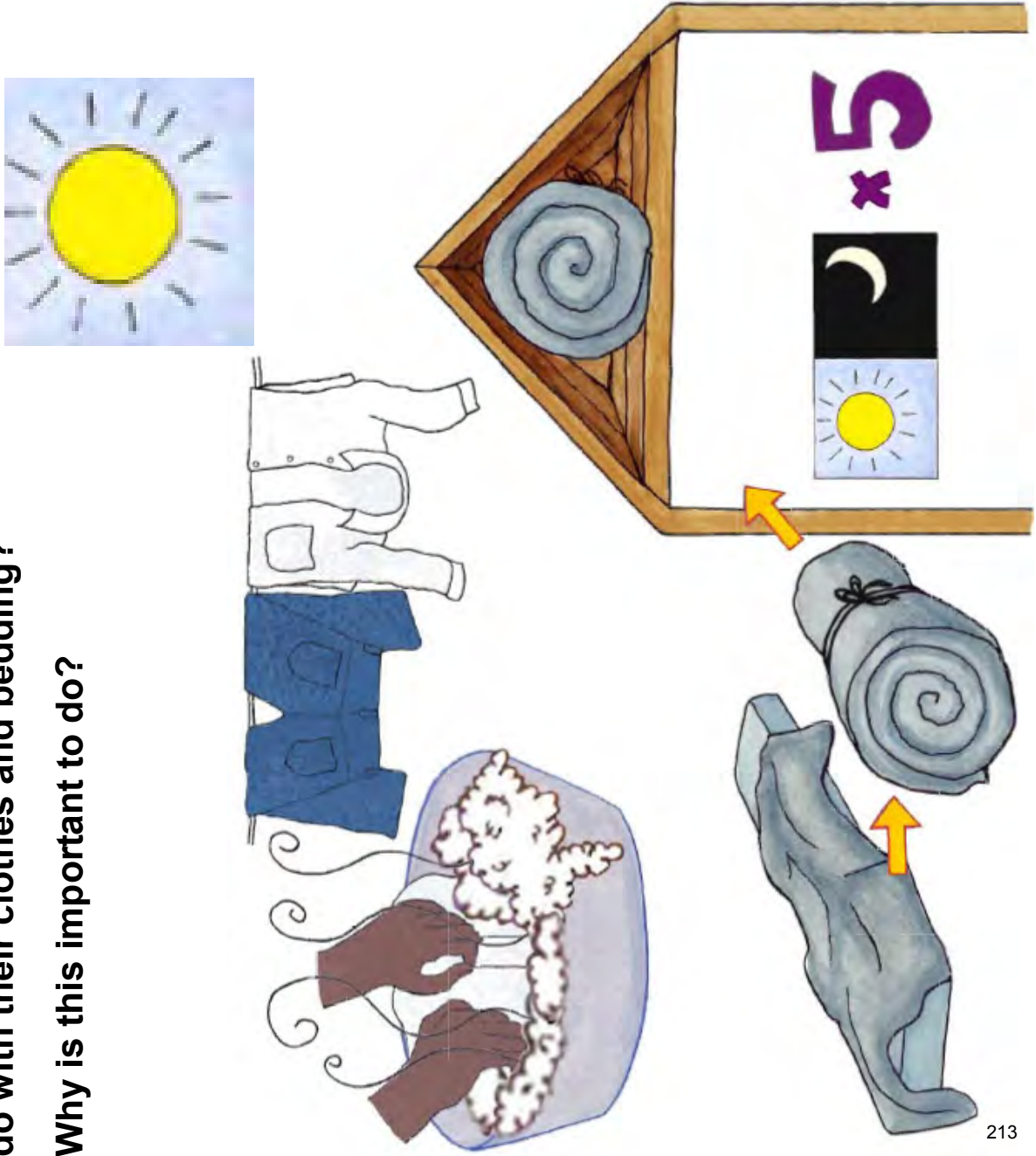




## CLOTHES AND BEDDING

After the family has been treated for scabies, what should you do with their clothes and bedding?

Why is this important to do?



## SCABIES



What is scabies?

How can you treat scabies?



**SYMPTOMS**  
What symptoms does scabies cause? Where?

**CAUSE**

Scabies is caused by a small scabies mite that burrows under the skin.

**SCABIES**



**TREATMENT**

Who should be treated for scabies?  
Just one person, or the whole family?  
Why?

Usually scabies is treated with a cream that is left on overnight, or even longer. Check with your health worker or CHE about the treatment of scabies in your area.

**HEALTH EDUCATION: SCHISTOSOMIASIS**

Date: 9/09

(1 HOUR)

**OBJECTIVES:**

After working through this lesson, participants will be able to:

1. Describe schistosomiasis, and tell how it spreads.
2. List people who are at risk for catching schistosomiasis.
3. List ways to prevent schistosomiasis.
4. Send people with schistosomiasis for medical care.
5. Teach others about preventing schistosomiasis using a picture book.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

Only teach this lessons if schistosomiasis is a problem in your area.

| METHOD   | TIME | KNOWLEDGE  |
|--|------|--|
| <p><b>Drawing:</b><br/>Show the drawing <i>Spread of Schistosomiasis</i>. What do you see here? How is schistosomiasis spread?</p> <p><b>----SHO questions----</b><br/>S = What do you <u>See</u>?<br/>H = What is <u>H</u>appening?<br/>O = Does this happen in <u>Our</u> place?</p> | 5"   |  |
| <p>I. Schistosomiasis<br/>Discuss in large group.</p> <p>A. What is schistosomiasis?</p> <p>B. Where in the world does schistosomiasis occur? It is a problem in your area?</p>  | 10"  | <p>I. <u>Schistosomiasis</u></p> <p>A. What is schistosomiasis?</p> <ol style="list-style-type: none"> <li>1. Schistosomiasis is a disease caused by a parasite worm.</li> <li>2. A parasite lives inside you and eats off you.</li> <li>3. The schistosomiasis worm is too small to be seen by eye.</li> <li>4. You can see it under a microscope. The microscope makes it look bigger.</li> <li>5. Schistosomiasis is a chronic disease with a gradual onset. It may build up over years.</li> </ol> <p>B. Where does it occur?</p> <ol style="list-style-type: none"> <li>1. Schistosomiasis occurs in many areas where there are freshwater lakes and rivers.</li> <li>2. Schistosomiasis occurs in parts of Africa, Asia, South America, the Caribbean, and the Middle East.</li> <li>3. We have schistosomiasis here.</li> </ol> |



## HEALTH EDUCATION: SCHISTOSOMIASIS

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| <p>III. Preventing and treating schistosomiasis</p> <p>A. Divide into small groups. Think of ways to prevent schistosomiasis. One way is shown in the drawing <i>Preventing schistosomiasis</i>, but there are many other ways.</p> <p>B. How is schistosomiasis diagnosed and treated? Discuss in large group.</p> |      | <p>III. <u>Preventing and treating schistosomiasis</u></p> <p>A. Preventing schistosomiasis</p> <ol style="list-style-type: none"> <li>1. Don't urinate or defecate (pee or poop) near fresh water such as a stream or lake.</li> <li>2. Use a latrine or bathroom instead.</li> <li>3. If you are in a country where there schistosomiasis occurs, don't wade or swim or have contact with freshwater streams, rivers, or lakes.</li> <li>4. If you do have contact with fresh water, it may help to vigorously dry off your skin with a towel. But don't count on it.</li> <li>5. It is safe to swim in the ocean or in chlorinated swimming pools.</li> <li>6. Drink safe water. You can boil water for a minute, filter it, or use SODIS (solar disinfection of water).</li> <li>7. Treating water with iodine is NOT enough.</li> <li>8. Heat water for bathing or washing, or used filtered water.</li> <li>9. The young schistosomiasis worm that causes infection lives less than two days.</li> <li>10. So if you store water for bathing for washing for three days, it will be safe to use.</li> </ol> <p>B. Treatment</p> <ol style="list-style-type: none"> <li>1. After infection, the schistosomiasis worm spreads to many parts of the body.</li> <li>2. So it may cause many different types of symptoms, or you may have no symptoms at all.</li> <li>3. If you live or travel to an area where there is schistosomiasis, and if you have had contact with freshwater, talk with your health care provider.</li> <li>4. Your provider may check your urine or stool (poop) to look for the parasite.</li> <li>5. There are safe and effective medicines for schistosomiasis.</li> </ol> |

## HEALTH EDUCATION: SCHISTOSOMIASIS

| METHOD   | TIME | KNOWLEDGE  |
|--|------|--|
| IV. Picture books<br>A. Divide into pairs. Practice teaching each other the <i>Preventing Schistosomiasis</i> picture book.<br>B. During the week, visit your friends and neighbors to teach about preventing schistosomiasis using the picture booklet. | 20"  | IV. <u>Picture books</u><br>A. Practice teaching<br><br>B. Home visiting |

### References:

Centers for Disease Control and Prevention. *Schistosomiasis Fact Sheet*. Available from:  
[http://www.cdc.gov/NCIDOD/DPD/parasites/schistosomiasis/Schistosomiasis\\_Factsheet.pdf](http://www.cdc.gov/NCIDOD/DPD/parasites/schistosomiasis/Schistosomiasis_Factsheet.pdf)

*Handbook, Health Education Program for Developing Countries*. 2009. Available from  
<http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries*. 2009. Available from:  
<http://hepfdc.info/Page2.html>

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**ATTITUDE:** Schistosomiasis is a common infection but it can be prevented.

**SKILL:** Participants will be able to name people at risk for schistosomiasis infections, and list ways to prevent schistosomiasis.

**EVALUATION:** Are the participants using the *Schistosomiasis* picture book to teach their friends and neighbors?

**MATERIALS:**

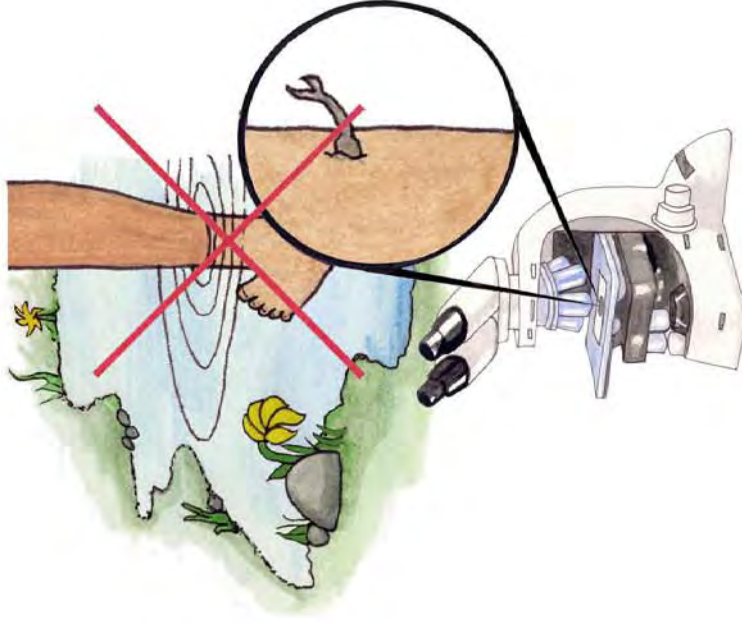
- Newsprint, markers, masking tape
- Spread of Schistosomiasis* illustration
- Schistosomiasis Fact Sheet* CDC reference
- Preventing Schistosomiasis* drawing
- Paper for drawing
- Preventing Schistosomiasis* picture books

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This lesson is used in: Health Promotion/ Health Education; and in Children/ Physical.



## SPREAD OF SCHISTOSOMIASIS



**Source:** Illustrations, Health Education Program for Developing Countries. 2009. Available from: <http://hepfdc.info/Page2.html>

## PREVENTING SCHISTOSOMIASIS

This picture shows one way to prevent schistosomiasis.  
Can you think of any others?



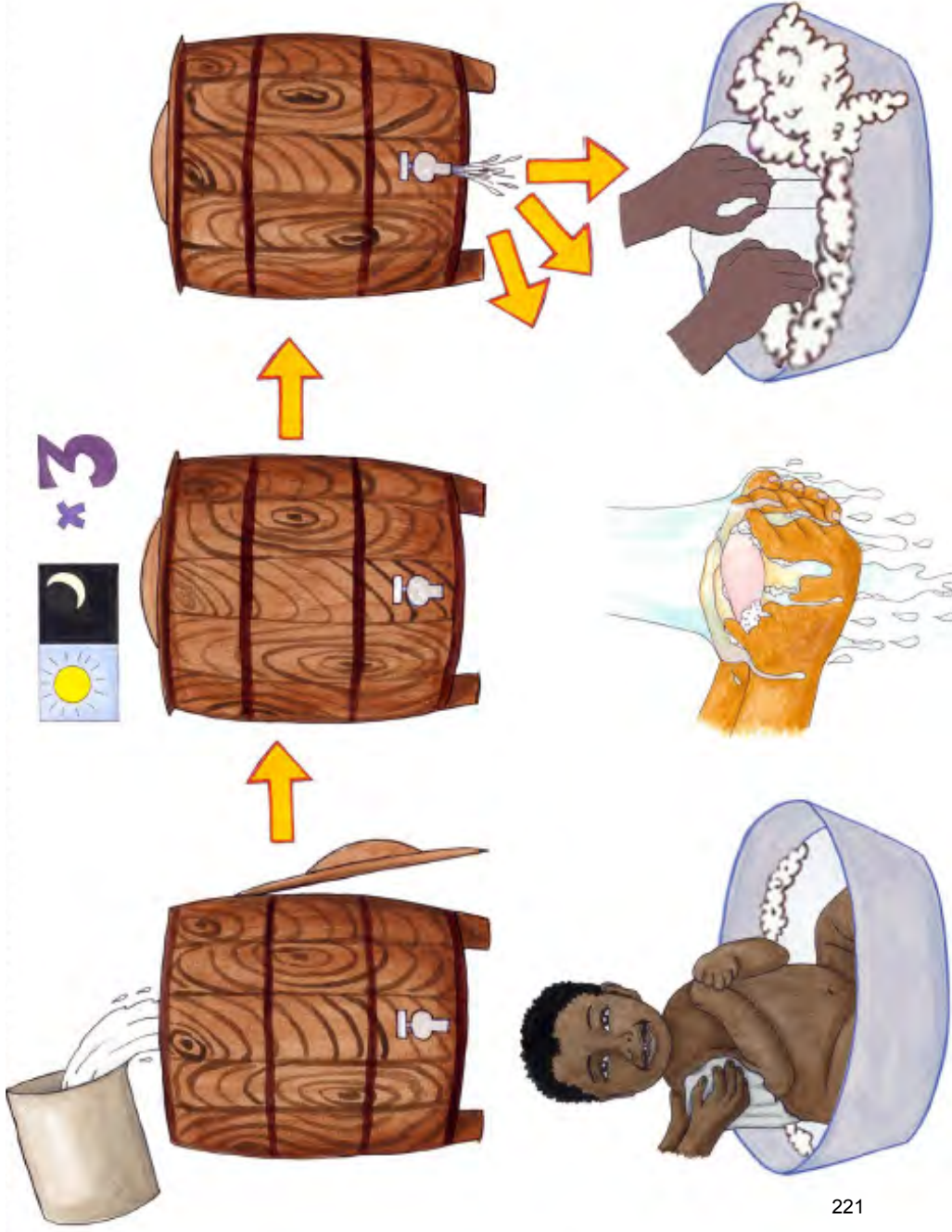
Why does this work?

Hint: The young worm that causes the infection lives less than two days.

## PREVENTING SCHISTOSOMIASIS

1. What are some ways to prevent schistosomiasis?
2. What are some ways to have safe water?
3. Why is the water left to stand for 3 days before it is used for bathing and washing?

4. Is your family at risk for schistosomiasis? What can you do?



## PREVENTING SCHISTOSOMIASIS

What is schistosomiasis?

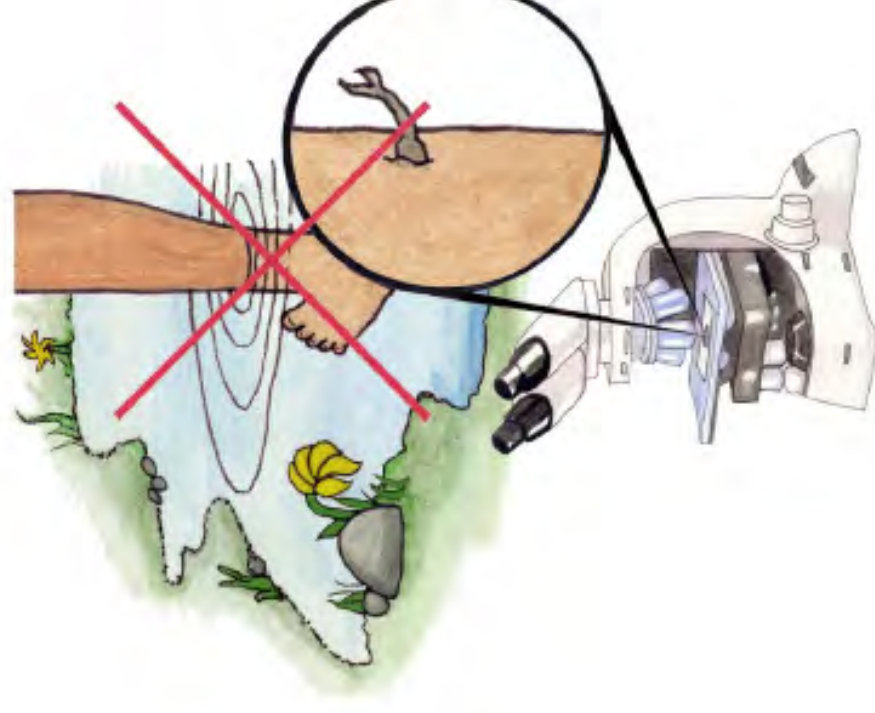


Where does schistosomiasis occur?

Who is at risk?



## SPREAD OF SCHISTOSOMIASIS



- How is schistosomiasis spread?
- How does water become contaminated with the schistosomiasis worm?
- How can you keep the water from being contaminated?

- How can you become infected with schistosomiasis?
- What is happening to his leg?
- Which people are most at risk?
- How big is the schistosomiasis worm? Why is the microscope shown? (A microscope makes things look larger.)

## SMOKING

Date: 3/11

(1 HOUR)

**OBJECTIVES:** After working through this lesson, participants will be able to:

1. Give reasons why people smoke.
2. Demonstrate the dangers of smoking.
3. Explain health risks caused by smoking.

**OVERVIEW FOR TRAINERS:** This is a lesson in the series on smoking. See also the health stories about smoking.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

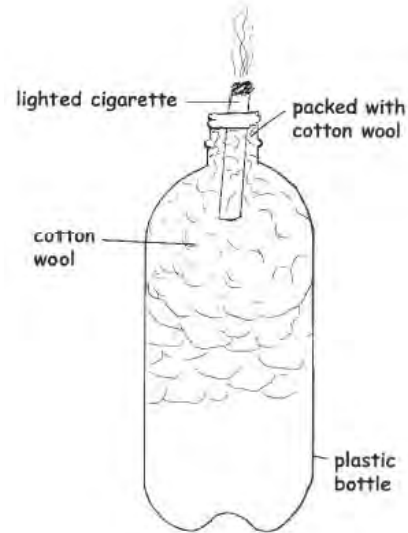
**Demonstration**

10"

Loosely pack a clear plastic soda bottle with cotton wool, leaving some empty space. Insert a cigarette in the opening and pack it firmly into place with more cotton wool.

Light the cigarette and repeatedly squeeze and release the bottle so that air is drawn in through the cigarette to the cotton wool. Continue until the cotton wool is thoroughly stained.

Ask: What happens to the lungs, day after day and year after year, when a person smokes?



**----SHOWD questions----**

S = What do you See?  
 H = What is Happening?  
 O = Does this happen in Our place?  
 W = Why does this happen?  
 D = What will we Do about it?

- |  |            |
|--|------------|
| <p>I. Why do people smoke?</p> <p>A. Answer as if you were a smoker. Why do people smoke cigarettes?</p> <p>B. Cigarette smoke contains many chemicals. One of those is nicotine. What does nicotine do?</p> | <p>10"</p> |
|--|------------|

- |   |            |
|---|------------|
| <p>I. <u>Why do people smoke?</u></p> <p>A. Reasons why people smoke</p> <ol style="list-style-type: none"> <li>1. "I enjoy it."</li> <li>2. "All my friends smoke."</li> <li>3. To be popular</li> <li>4. To look good</li> <li>5. To lose weight</li> <li>6. To feel better about myself</li> <li>7. It feels good.</li> <li>8. "I like it."</li> <li>9. To be like the other guys.</li> </ol> <p>B. Nicotine</p> <ol style="list-style-type: none"> <li>1. Nicotine is very addictive.</li> <li>2. Nicotine makes you feel good.</li> <li>3. When you smoke, nicotine gives you a high or a "buzz".</li> <li>4. It gives you energy</li> <li>5. Nicotine causes cancer.</li> </ol> | <p>10"</p> |
|---|------------|

## SMOKING

| METHOD  | TIME       | KNOWLEDGE   |
|---|------------|---|
| <p>C. Draw the diagram of <i>How nicotine works</i>. What does nicotine do?</p>   |            | <p>C. What does nicotine do?</p> <ol style="list-style-type: none"> <li>1. Nicotine from the cigarette goes to the brain.</li> <li>2. It quickly gives a feeling of pleasure—a “high” or “buzz”.</li> <li>3. But the buzz fades away quickly.</li> <li>4. The smoker then feels tired and depressed.</li> <li>5. The smoker wants to smoke again to get back to feeling good.</li> <li>6. This creates a cycle of smoking → feel good → wears off → depression → want to smoke more.</li> <li>7. So smokers become addicted to the nicotine in cigarettes.</li> <li>8. It is very hard to quit smoking.</li> </ol>  |
| <p>II. Dangers of smoking</p> <p>A. Divide into small groups. What are some of the dangers of smoking? How does smoking damage your health? Start with the illustration, <i>Dangers of smoking</i>, but add your own ideas and your own pictures.</p> | <p>25”</p> | <p>II. <u>Dangers of smoking</u></p> <p>A. Dangers of smoking</p> <ol style="list-style-type: none"> <li>1. Many people smoke in order to be popular.</li> <li>2. But smoking stains your teeth.</li> <li>3. Smoking makes your breath smell bad.</li> <li>4. Smoking can cause cavities.</li> <li>5. Smoking may look sexy, but it makes sex harder for men.</li> <li>6. Smoking causes weak bones, or osteoporosis.</li> <li>7. Smoking causes acid reflux and stomach ulcers.</li> <li>8. Smoking causes lung disease.</li> <li>9. Many people have a smoker’s cough and diseases like emphysema and bronchitis.</li> <li>10. Smoking causes lung cancer.</li> <li>11. Smoking causes narrowing of the arteries.</li> <li>12. Smoking causes heart attacks and strokes.</li> <li>13. Smoking hurts babies.</li> <li>14. Smoking even damages people who don’t smoke (“second-hand smoking”).</li> <li>15. Many people die from smoking.</li> </ol> |



## SMOKING

| METHOD   | TIME | KNOWLEDGE  |
|--|------|--|
| <p>B. If smoking is so dangerous, then why do people keep on smoking?</p> <p>C. What is the overall impact of smoking around the world?</p>  |      | <p>B. Why do people keep on smoking?</p> <ol style="list-style-type: none"> <li>1. Many of these changes and diseases take years to develop.</li> <li>2. Smoking is an addiction. It is hard to quit.</li> <li>3. People think, "That won't happen to me."</li> </ol> <p>C. Overall impact</p> <ol style="list-style-type: none"> <li>1. Over time, smoking kills up to half of the people who smoke.</li> <li>2. Every year, more than five million deaths are caused by smoking.</li> <li>3. That number is rising.</li> <li>4. Most smokers live in low- and middle-income countries.</li> <li>5. Smoking kills.</li> </ol> |
| <p>III. Advice<br/>Discuss in large group</p> <p>A. Based on all of this, what is your advice to young people?</p> <p>B. What is your advice for someone who already smokes?</p> <p>C. Give a two word summary of this lesson.</p> <p>D. During the week, use the <i>Smoking</i> picture booklet to teach your neighbors about smoking. (Give out booklets.)</p> | 5"   | <p>III. <u>Advice</u></p> <p>A. What is your advice?</p> <ol style="list-style-type: none"> <li>1. DON'T SMOKE!</li> <li>2. Don't try it.</li> <li>3. Don't get started with smoking</li> </ol> <p>B. Advice for smokers</p> <ol style="list-style-type: none"> <li>1. QUIT SMOKING!</li> <li>2. If you stop now, your health risks will be less.</li> </ol> <p>C. Two word summary</p> <ol style="list-style-type: none"> <li>1. Don't smoke!</li> <li>2. Smoking kills.</li> </ol> <p>D. Teach your neighbors</p>  |

### References:

American Cancer Society. 2011. *Questions about smoking, tobacco, and health*. Available from: <http://www.cancer.org>

Bailey, D., H. Hawes and G. Bonati (editors). 1992. *Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets*. The Child-to-Child Trust. (Available from TALC)

Health Education Program for Developing Countries Handbook. 2009. Available from: [http://www.hepfdc.info/files/Handbook\\_English\\_Opt\\_FEB\\_09.pdf](http://www.hepfdc.info/files/Handbook_English_Opt_FEB_09.pdf)

Health Education Program for Developing Countries Illustrations. 2009. Available from: [http://www.hepfdc.info/files/PDFOpt\\_Illust\\_English\\_Feb092.pdf](http://www.hepfdc.info/files/PDFOpt_Illust_English_Feb092.pdf)

The Patient Education Institute. 2010. *X-Plain Smoking: The facts*. Available from <http://www.nlm.nih.gov/medlineplus/tutorials/smokingthefacts/hp099205.pdf>

## HEALTH EDUCATION: SMOKING

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**ATTITUDE:** Smoking kills.

**SKILL:** Participants will be able to teach their neighbors about the dangers of smoking.

**EVALUATION:** Are the participants teaching their neighbors about smoking?

**MATERIALS:**

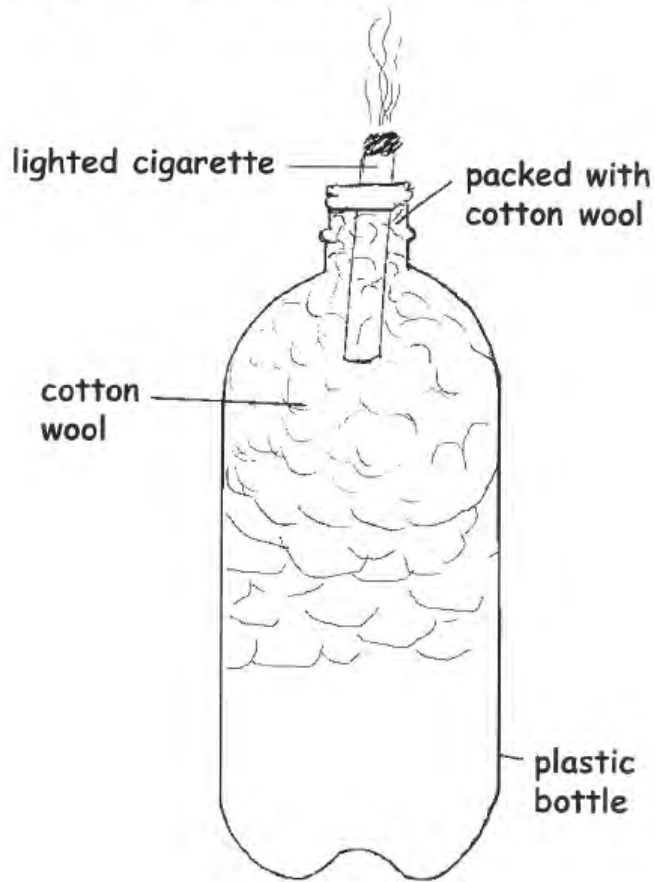
- Newsprint, markers, masking tape
- Cigarette, lighter, cotton wool, clear plastic bottle (for the starter)
- Smoking demonstration with How nicotine works*
- Dangers of smoking* illustrations
- Smoking* picture booklets

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This lesson is used in: Health promotion/smoking; Health education; Healthy lifestyle, and in Urban CHE.

## SMOKING DEMONSTRATION

Lung damage caused by smoking



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## HOW NICOTINE WORKS

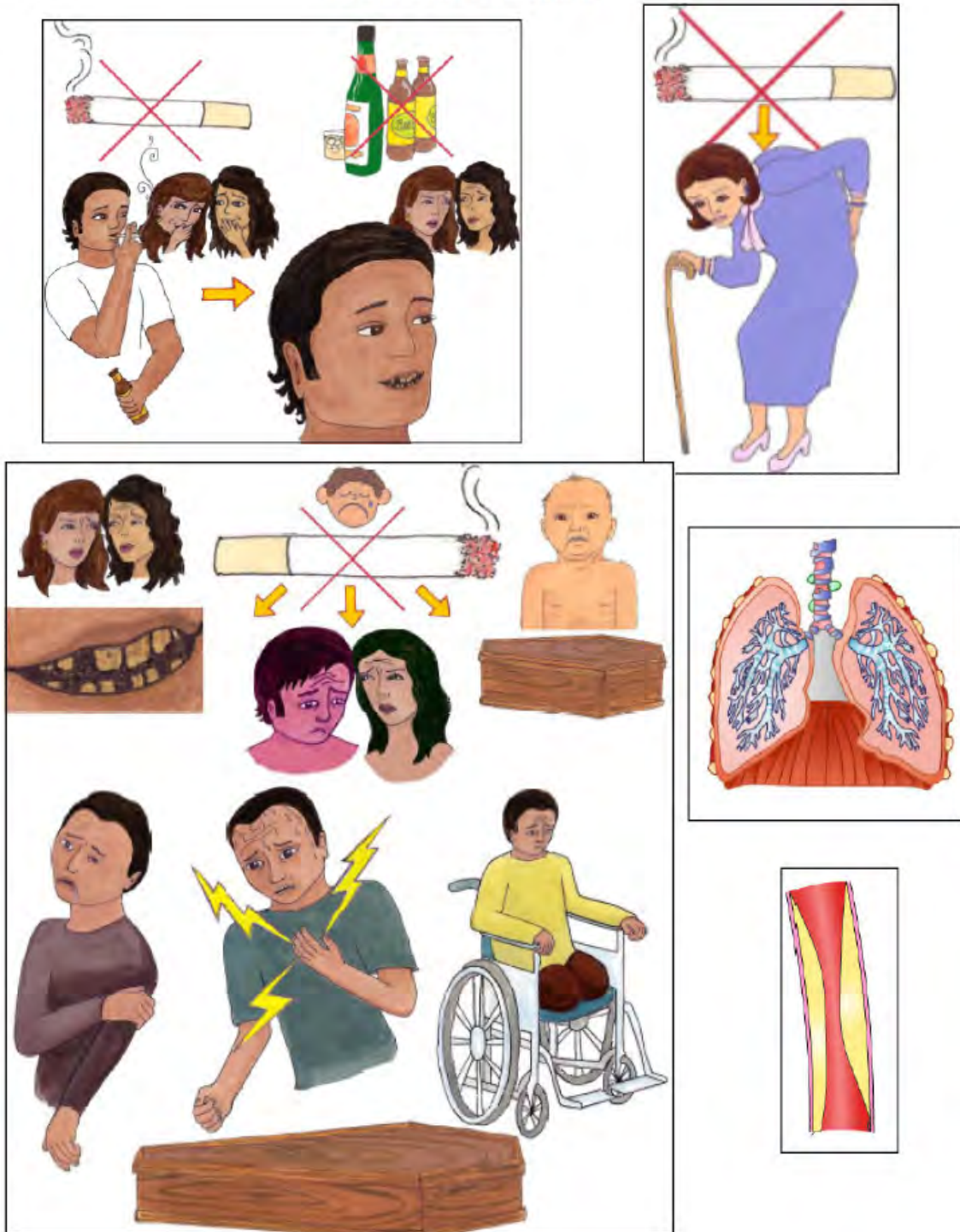


**Sources:**

*Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets.* The Child-to-Child Trust. (Available from TALC)

The Patient Education Institute. 2010. *X-Plain Smoking: The facts.*

## DANGERS OF SMOKING

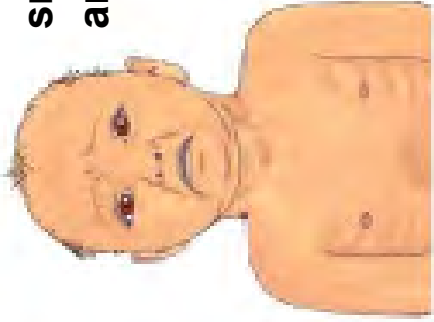


### Sources of illustrations:

Health Education Program for Developing Countries Illustrations. 2009.

The Patient Education Institute. 2010. *X-Plain Smoking: The facts.*

**Does your smoking affect anyone else?**



**How does smoking harm a pregnant woman and her baby?**

**Can smoking cause problems when you are older??**

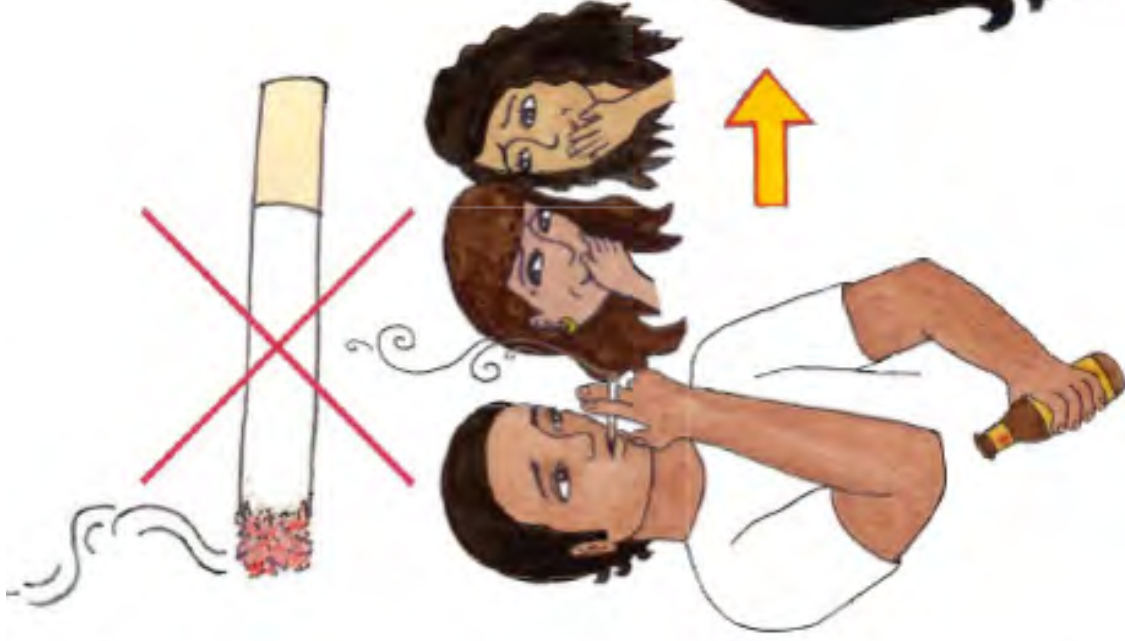


# SMOKING

**Why do people smoke?  
What does smoking do to your health?**

**Does your smoking affect anyone else?**





What are some reasons why people smoke?



What does smoking do to your teeth?

## RISKS OF SMOKING



Does smoking lead to any other health problems?





**HEALTH EDUCATION: TUBERCULOSIS**

Date: 2/09

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. List different causes of a cough.
  2. Describe some symptoms of tuberculosis in adults and children.
  3. Know when to refer a person with a cough for treatment.
  4. Discuss the importance of testing for and treating tuberculosis.

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries*, 2009, which is available from <http://hepfdc.info/>. The illustrated manual and lessons are also available for download or for purchase at <http://www.chenetwork.org/healtheducation.php>.

These lessons are accompanied by a series of health teaching booklets on the individual topics. They are based on information and standards from the World Health Organization and can be used with adults or with older children and teens.

This lesson should be taught after *When to take your child to the clinic*. For more information, see the series of lessons on tuberculosis.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Coughing game:** Divide into small groups to play the coughing game. Match the symptoms with the underlying illness. Also, what treatment is needed? Treat at home? Go see your health care provider? Or is this an emergency that needs medical care right away? Report back.

- I. Coughing game
  - A. A young child has a cough and a runny nose. He often sneezes. His temperature is 37.4° C.
  - B. A six-year-old is wheezing and has trouble breathing. She has no fever, but is breathing quickly and is pulling on her ribs. Last year she was admitted to the hospital with wheezing.
  - C. A two-year-old has a high fever and is coughing. He looks uncomfortable and is breathing quickly.
  - D. Your neighbor has had a persistent cough for a month. You notice that he is losing weight. He also has a fever and night sweats.

- I. Coughing game
  - A. Young child with a cough and a runny nose.
    1. This sounds like a cold.(C)
    2. This can be treated at home.
  - B. Six-year-old with wheezing
    1. Asthma (A)
    2. She has trouble breathing.
    3. She needs medical care right away.
  - C. Two-year-old with a fever and rapid breathing
    1. This may be pneumonia (E).
    2. He should be seen by a health care provider right away.
  - D. Neighbor with persistent cough, weight loss, fever and night sweats
    1. That sounds like tuberculosis (B).
    2. He needs to be seen by a health care provider.

## HEALTH EDUCATION: TUBERCULOSIS

| METHOD   | TIME | KNOWLEDGE   |
|--|------|---|
| <p>E. A six-month-old baby is behind on his immunizations. He coughs repeatedly and then makes a “whoop” sound. His mother is worried.</p> |      | <p>E. Six-month-old who is behind on immunizations and who has a cough with a whoop.</p> <ol style="list-style-type: none"> <li>1. This is pertussis or whooping cough (D)</li> <li>2. .He needs to be seen by a health care provider.</li> <li>3. This could have been prevented with vaccines.</li> </ol>   |
| <p>II. Symptoms of tuberculosis<br/>Discuss in large group.</p> <p>A. What is tuberculosis?</p>  |      | <p>II. <u>Symptoms of tuberculosis</u></p> <p>A. What is tuberculosis?</p> <ul style="list-style-type: none"> <li>- Tuberculosis is an infection of the lungs and other parts of the body.</li> <li>- Tuberculosis is a chronic infection.</li> <li>- Chronic means that it can last a long time.</li> <li>- Tuberculosis is caused by a bacteria or germ.</li> <li>- Tuberculosis is spread through the air when a person with TB coughs.</li> <li>- Tuberculosis is often spread between people in the same home.</li> <li>- Tuberculosis is a serious illness that can be life-threatening.</li> </ul> |
| <p>B. What are some symptoms of tuberculosis in adults?<br/>Give out the <i>Tuberculosis</i> illustration.</p>                             |      | <p>B. Symptoms adults</p> <ol style="list-style-type: none"> <li>1. The most common symptom of tuberculosis is a cough that lasts more than a month.</li> <li>2. They may cough up bloody sputum.</li> <li>3. They may have a fever.</li> <li>4. They may have night sweats—much sweating at night.</li> <li>5. Weight loss</li> <li>6. Many adults with tuberculosis have no symptoms.</li> <li>7. If there is any suspicion of tuberculosis, they should be tested.</li> </ol>  |
| <p>C. Children can be very sick with tuberculosis. What are some symptoms of tuberculosis in children?</p>                                 |      | <p>C. Symptoms in children</p> <ol style="list-style-type: none"> <li>1. Fever and chills</li> <li>2. Night sweats</li> <li>3. Weight loss</li> <li>4. Infections of the bones and joints</li> <li>5. Stiff neck or meningitis</li> <li>6. Meningitis is an infection of the lining of the brain and spinal cord.</li> </ol>  |

## HEALTH EDUCATION: TUBERCULOSIS

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
|   |      | <ol style="list-style-type: none"> <li>7. Children with tuberculosis can become very sick and die.</li> <li>8. They need treatment right away.</li> <li>9. The BCG vaccine helps prevent some cases of tuberculosis in children.</li> </ol>   |
| <p>III. Treatment of tuberculosis<br/>Discuss in large group.</p> <p>A. What should you do if you think that someone may have tuberculosis?</p> <p>B. Why is it important to test for tuberculosis?</p> <p>C. Describe the treatment of tuberculosis.</p> |      | <p>III. <u>Treatment of tuberculosis</u></p> <p>A. What should you do?</p> <ol style="list-style-type: none"> <li>1. He should be taken for testing right away.</li> <li>2. Often they will do a skin test and a chest X-ray to check for tuberculosis.</li> <li>3. With adults, they may also check the sputum.</li> <li>4. If one person has tuberculosis, often the whole family is tested.</li> </ol> <p>B. Why is testing important?</p> <ol style="list-style-type: none"> <li>1. So the person can be treated and get better</li> <li>2. To find other people who may be infected.</li> <li>3. To prevent the spread of TB to other people.</li> </ol> <p>C. Treatment of tuberculosis</p> <ol style="list-style-type: none"> <li>1. The treatment of tuberculosis last for six months or longer.</li> <li>2. It is important that people with TB take the treatment until the health care provider says they are completely cured.</li> <li>3. It is important to take all the medicines.</li> <li>4. It is important to never skip a dose.</li> <li>5. If the medicine is not taken right, tuberculosis can come back in a form that is more resistant and difficult to cure.</li> </ol> |
| <p>IV. Teaching booklets</p> <p>A. Divide into pairs. Practice teaching each other the <i>Tuberculosis</i> teaching booklet.</p> <p>B. During the week, visit your friends and neighbors to teach about tuberculosis using the teaching booklet.</p>      | 20"  | <p>IV. Teaching booklets</p> <p>A. Practice teaching</p> <p>B. Home visiting</p>  |

## HEALTH EDUCATION: TUBERCULOSIS

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**METHOD****TIME****KNOWLEDGE**

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**References:**

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

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**ATTITUDE:** Participants will respect the importance of tuberculosis as a serious, life-threatening disease.

**SKILL:** Participants will know some causes of a cough, and know when to refer a person with a cough to a health care provider. They will be able to describe the symptoms of tuberculosis in adults and children, and will know the importance of testing for and treatment of tuberculosis.

**EVALUATION:** Are the participants able to refer people with symptoms of tuberculosis for testing by a health care provider? Can they teach their neighbors about tuberculosis using the teaching booklet?

**MATERIALS:**

- Newsprint, markers, masking tape
- Coughing game*
- Tuberculosis* illustration
- Tuberculosis* teaching booklet

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This lesson is used in: Health Promotion/ Health Education; Tuberculosis; and in Children/ Physical.

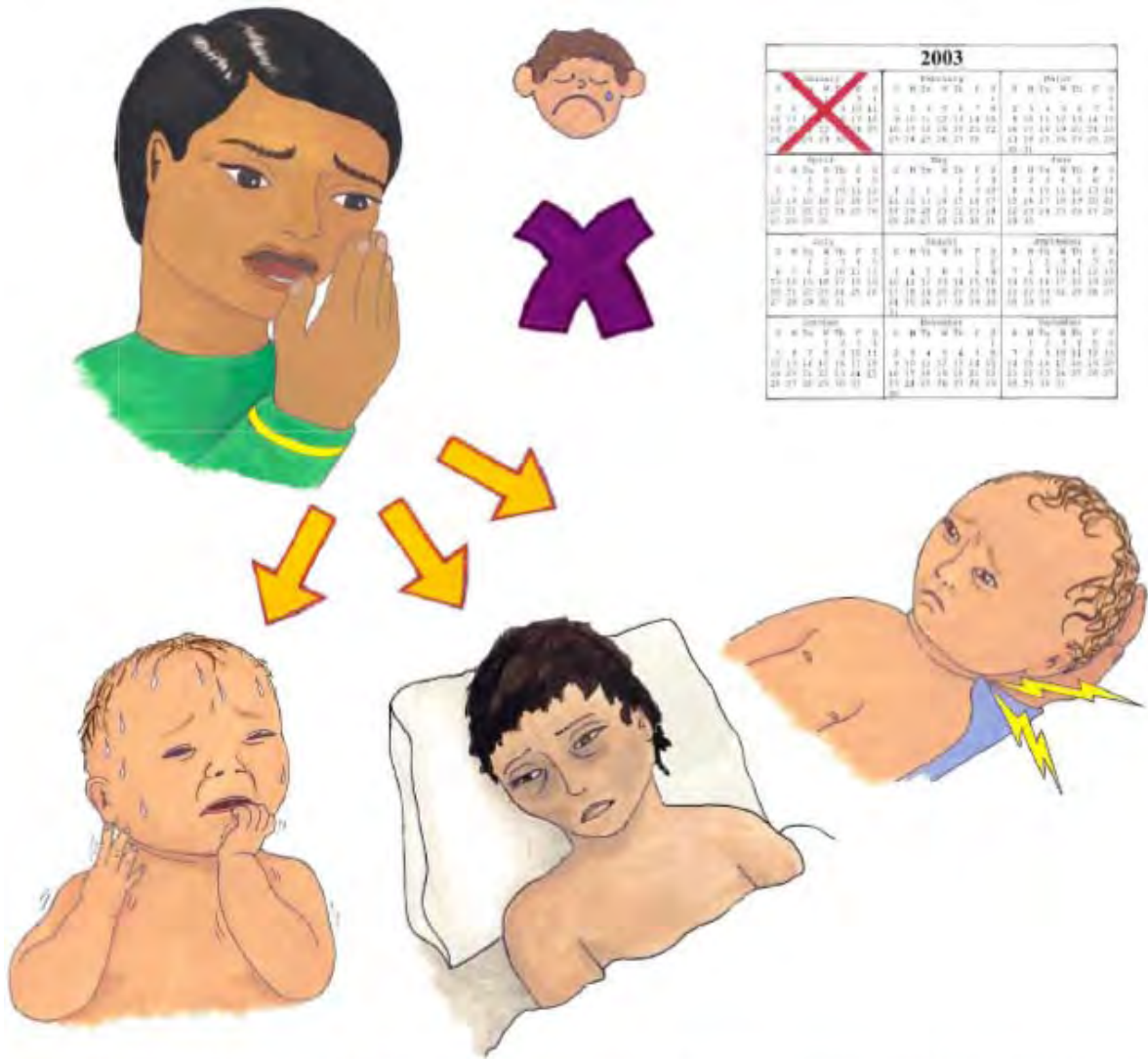
## COUGHING GAME

Match the type of cough to the underlying illness.

Also—what treatment is needed? Treat at home? Go see your health care provider?  
Or is this an emergency that needs medical care right away?

| TYPE OF COUGH   | UNDERLYING ILLNESS                                     |
|---|--|
| 1. A young child has a cough and a runny nose. He often sneezes. His temperature is 37.4°.  | <b>A. Asthma</b>                                       |
| 2. A six-year-old is wheezing and has trouble breathing. She has no fever, but is breathing quickly and is pulling on her ribs. Last year she was admitted to the hospital with wheezing. | <b>B. This may be tuberculosis.</b>                    |
| 3. A two-year-old has a high fever and is coughing. He looks uncomfortable and is breathing quickly.  | <b>C. A cold with a cough.</b>                         |
| 4. Your neighbor has had a persistent cough for a month. You notice that he is losing weight. He also has a fever and night sweats. He does not smoke.                                    | <b>D. This sounds like whooping cough (pertussis).</b> |
| 5. A six-month-old baby is behind on his immunizations. He coughs repeatedly and then makes a “whoop” sound. His mother is worried.   | <b>E. This may be pneumonia.</b>                       |

# TUBERCULOSIS



Source: Illustrations, Health Education Program for Developing Countries. 2009. Available from: <http://hepfdc.info/Page2.html>



**Who should be tested for tuberculosis?  
 What testing will they do?  
 What is the treatment for tuberculosis?**



**How long do people with tuberculosis need to take medicines?  
 What can happen if they don't take all the medicine?**

# TUBERCULOSIS



Chest X-ray of a person with tuberculosis



**What is tuberculosis?  
 What are symptoms of tuberculosis in adults and in children?  
 How is TB treated?**

|  |  |  |   |  |  |   |   |   |  |  |   |
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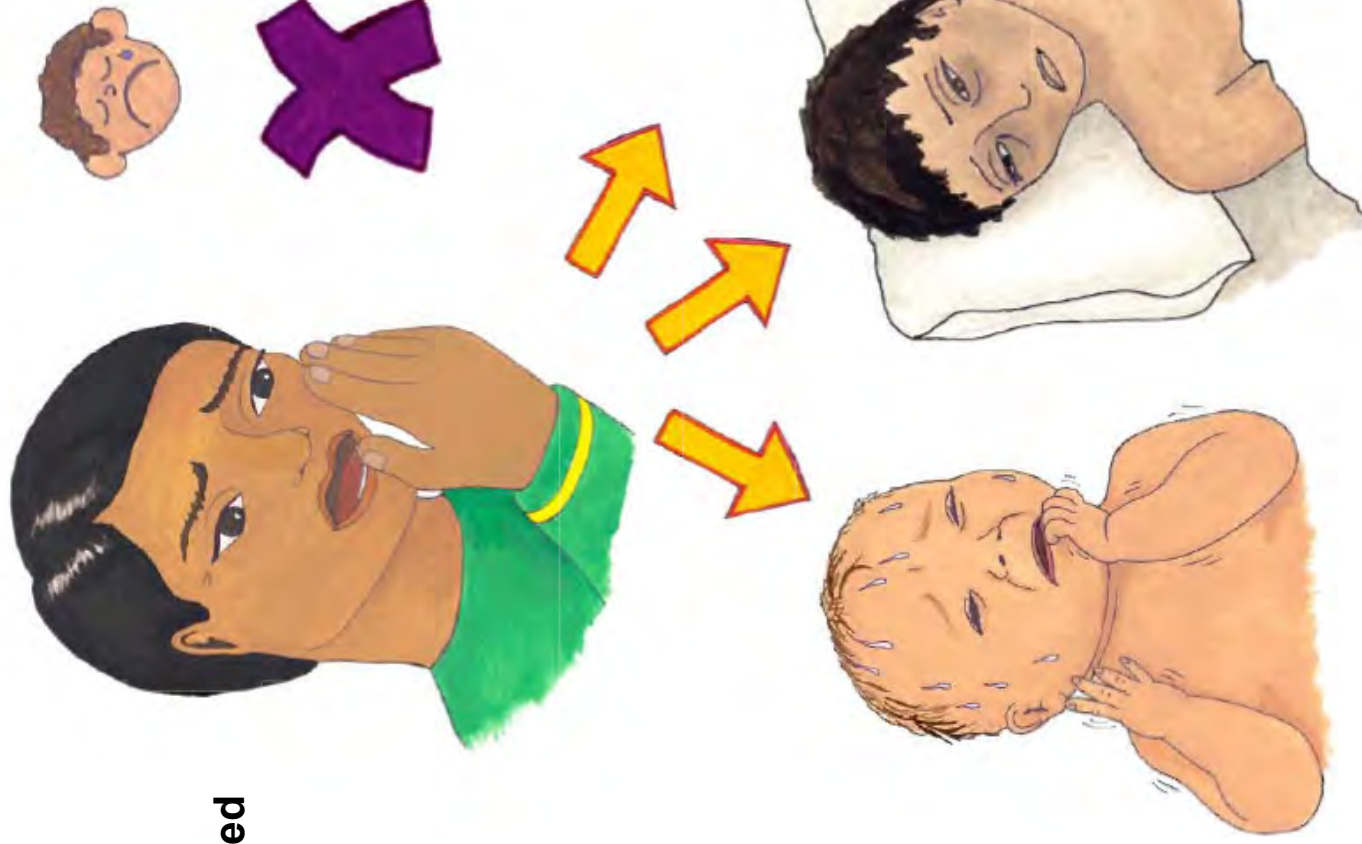
**What is tuberculosis?**

**How is it spread?**

**How can you get infected with tuberculosis?**

**What are some symptoms of tuberculosis in children?**

**What are the symptoms of tuberculosis in adults?**



**2003**

| January |    | February |    | March |    |
|---------|----|----------|----|-------|----|
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| 7       | 14 | 7        | 14 | 7     | 14 |
| 8       | 15 | 8        | 15 | 8     | 15 |
| 9       | 16 | 9        | 16 | 9     | 16 |
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| 22      | 29 | 22       | 29 | 22    | 29 |
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| 31      |    | 31       |    | 31    |    |

**HEALTH EDUCATION: WHEN TO TAKE YOUR CHILD TO THE CLINIC**

Date: 9/08

(1 – 1½ HOURS)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Identify some situations when urgent medical care is needed.
  2. Know when to take a child to a clinic or health care provider.
  3. Be able to identify a child who is seriously ill with pneumonia, meningitis, a high fever, or dehydration.

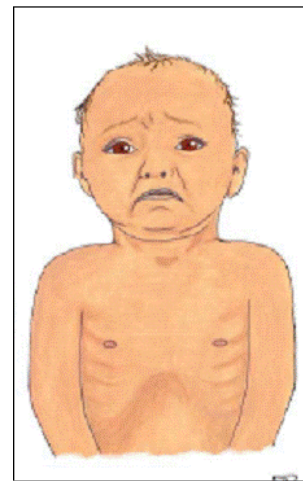
**OVERVIEW FOR TRAINERS:** This is a lesson to help CHEs and parents decide when children need acute medical care. This lesson can be used with adults and older children as a review, after teaching some other health lessons. This lesson has an accompanying teaching booklet, *When to Go to the Clinic*.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

**Case Study: Roberto**

Roberto is two years old. He started out with a cold, with a runny nose and a mild cough. You treated him with salt water nose drops. But now you notice that he is breathing quickly. When you count his breaths, he is breathing 50 times a minute, or almost once every second. And when you look at him, he is working hard to breathe. (Show Roberto's picture.)

5"



What do you notice about Roberto?  
What should you do?


**----SHOWD questions----**

S = What do you See?  
H = What is Happening?  
O = Does this happen in Our place?  
W = Why does this happen?  
D = What will we Do about it?

- |  |            |
|--|------------|
| <p>I. Roberto</p> <p>A. Roberto started out with a cold and runny nose. What is the treatment for a cold?</p> <p>B. Roberto started to breathe quickly. What does this show?</p> <p>C. How can you count how fast he is breathing?</p> | <p>10"</p> |
|--|------------|

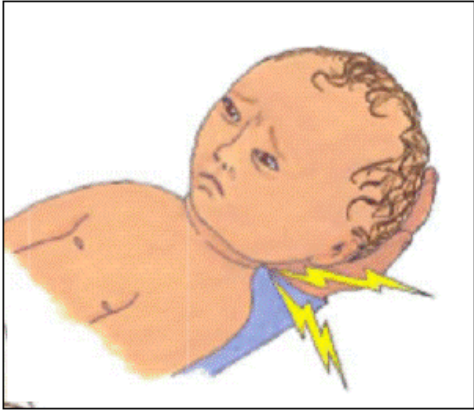
- |  |
|--|
| <p>I. Roberto</p> <p>A. Treatment for a cold</p> <ol style="list-style-type: none"> <li>1. Colds can be treated at home.</li> <li>2. Young children should not be given cold medicines and cough syrups.</li> <li>3. You can use salt water nose drops.</li> <li>4. Antibiotics will not help a cold.</li> </ol> <p>B. Breathing quickly</p> <ol style="list-style-type: none"> <li>1. He may have a pneumonia, or lung infection.</li> <li>2. He should go to a clinic or health care provider.</li> </ol> <p>C. Breathing rate</p> <ol style="list-style-type: none"> <li>1. Count how many times he breathes in a minute.</li> <li>2. Or count how often he breathes in 15 seconds, and multiply by 4 to get breaths per minute.</li> </ol> |
|--|

## HEALTH EDUCATION: WHEN TO TAKE YOUR CHILD TO THE CLINIC

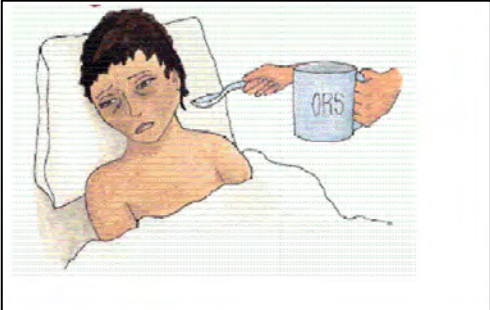
| METHOD   | TIME       | KNOWLEDGE   |
|--|------------|---|
| <p>D. What do you notice about Roberto's picture?</p> <p>E. What is happening to Roberto now? What should you do?</p>  |            | <p>D. Roberto's picture</p> <ol style="list-style-type: none"> <li>1. He looks anxious.</li> <li>2. He is pulling on his ribs to breathe.</li> <li>3. He has also pulled in the area below his rib cage.</li> <li>4. He is working hard to breathe.</li> </ol> <p>E. What is happening?</p> <ol style="list-style-type: none"> <li>1. Roberto is having difficulty breathing.</li> <li>2. He should be taken to a hospital or clinic right away for treatment.</li> <li>3. He needs medical care right away.</li> <li>4. Pray for Roberto as well.</li> </ol>   |
| <p>II. <b>Case study: Alicia</b><br/>Alicia is seven months old. When you pick her up, she seems to be burning up. She is also sweating a lot. (Show Alicia's picture.)</p>  | <p>15"</p> | <p>II. <u>Case study: Alicia</u></p> <div style="text-align: center; margin: 10px 0;">  </div> <p>A. Taking her temperature</p> <ol style="list-style-type: none"> <li>1. You can use a thermometer.</li> <li>2. With a baby, hold the thermometer in the rectum (bottom) or in the armpit for two minutes.</li> <li>3. Look at the red line to measure the temperature.</li> <li>4. Some areas may also have electronic thermometers.</li> </ol> <p>B. Normal temperature</p> <ol style="list-style-type: none"> <li>1. A normal temperature is 37° C. (or 98.6° F.)</li> </ol> <p>C. Alicia's temperature</p> <ol style="list-style-type: none"> <li>1. Alicia has a temperature of 39° C.</li> <li>2. She has a high fever.</li> </ol> <p>D. What do you notice?</p> <ol style="list-style-type: none"> <li>1. She is sweating a lot.</li> <li>2. She looks upset.</li> <li>3. She seems to be shivering.</li> </ol> |
| <p>A. How do you take her temperature?<br/>Demonstrate how to measure the temperature of a baby.</p> <p>B. What is a normal temperature?</p> <p>C. What is Alicia's temperature?</p> <p>D. What else do you notice about Alicia?</p> |            |   |



## HEALTH EDUCATION: WHEN TO TAKE YOUR CHILD TO THE CLINIC

| METHOD   | TIME | KNOWLEDGE   |
|--|------|---|
| <p>E. What should you do with Alicia?</p>  |      | <p>E. Treatment of a baby with a high fever.</p> <ol style="list-style-type: none"> <li>1. She should be seen by a health care provider.</li> <li>2. In some areas of the world, babies with a high fever may have malaria.</li> <li>3. She could also have another infection.</li> <li>4. She may need to be treated with antibiotics.</li> </ol>  |
| <p>III. <b>Case study: Kavita</b><br/>           Kavita is five months old. She was fussy last night and cried a lot. She has a fever, but you lost your thermometer so you can't check it. When you pick her up, she cries. Her neck is stiff and she cries when you lift her head.</p> <p>Show Kavita's picture.</p> | 10"  | <p>III. <u>Case study: Kavita</u></p> <div style="text-align: center;">  </div> <p>A. What do you notice about Kavita?</p> <ol style="list-style-type: none"> <li>1. Kavita looks sad.</li> <li>2. Her neck is stiff.</li> <li>3. Her neck is painful.</li> </ol> <p>B. What do you think is happening?</p> <ol style="list-style-type: none"> <li>1. She has a fever.</li> <li>2. She may have a serious infection.</li> <li>3. She may have spinal meningitis.</li> </ol> <p>C. What should you do?</p> <ol style="list-style-type: none"> <li>1. Kavita has a serious infection.</li> <li>2. She may have meningitis.</li> <li>3. This is an emergency.</li> <li>4. She needs to be seen at a clinic or emergency room right away.</li> </ol> |
| <p>A. What do you notice about Kavita?</p>   |      |   |
| <p>B. What do you think is happening?</p>  |      |   |
| <p>C. Meningitis (or spinal meningitis) is an infection of the lining of the brain and spinal cord. It is a serious infection. Most people with meningitis have a high fever and a stiff neck. What should you do with Kavita?</p>   |      |   |

## HEALTH EDUCATION: WHEN TO TAKE YOUR CHILD TO THE CLINIC

| METHOD  | TIME       | KNOWLEDGE  |
|---|------------|--|
| <p>IV. <b>Case Studies: Narayan</b></p> <p>Narayan is eight years old. He started out with diarrhea and vomiting.</p> <p>A. How could you take care of Narayan when he had diarrhea and vomiting?</p> <p><b>Case Study: continuation</b><br/>Narayan kept on vomiting. He refused to take ORS. You noticed that he looked sicker. Show the illustration, <i>Narayan</i>. What do you see?</p> <p>C. What would you do with Narayan?</p> | <p>15"</p> | <p>IV. <u>Case study: Narayan</u></p> <div style="text-align: center;">  </div> <p>A. Home care</p> <ol style="list-style-type: none"> <li>1. He can be treated at home.</li> <li>2. Give him ORS.</li> <li>3. Watch for signs of dehydration.</li> </ol> <p>B. Dehydration</p> <ol style="list-style-type: none"> <li>1. He refuses to take ORS.</li> <li>2. He has lost weight.</li> <li>3. His mouth is dry.</li> <li>4. His eyes look sunken.</li> <li>5. He looks dehydrated.</li> </ol> <p>C. Treatment</p> <ol style="list-style-type: none"> <li>1. We can try to give him ORS at home.</li> <li>2. But if he refuses, we will have to go to the clinic.</li> <li>3. He may need an IV.</li> <li>4. He should see a health care provider.</li> </ol> |
| <p>V. Teaching booklets</p> <p>A. Divide into pairs. Practice teaching each other the teaching booklet, <i>When to go to the clinic</i>.</p> <p>B. During the week, visit your friends and neighbors to teach about when to go to the clinic using the teaching booklet.</p>  | <p>20"</p> | <p>V. <u>Teaching booklets</u></p> <p>A. Practice teaching</p> <p>B. Home visiting</p>   |
| <p>VI. Summary</p> <p>A. What are some situations when a child should be taken to a clinic or health care worker?</p>   | <p>10"</p> | <p>VI. <u>Summary</u></p> <p>A. When to go to a clinic</p> <ol style="list-style-type: none"> <li>1. A child with difficulty breathing</li> <li>2. An infant with a high fever.</li> <li>3. A child with a fever and a stiff neck</li> <li>4. A child with diarrhea and severe dehydration</li> </ol>  |



## HEALTH EDUCATION: WHEN TO TAKE YOUR CHILD TO THE CLINIC

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| <p>B. Can you think of other situations when you should go to the clinic or health care provider?</p> <p>C. What can you treat at home?</p> |      | <p>B. Other situations</p> <ol style="list-style-type: none"> <li>1. A bad accident</li> <li>2. A child with an earache</li> <li>3. A child who is lethargic or unconscious</li> <li>4. A child with seizures</li> <li>5. Children with severe malnutrition</li> </ol> <p>C. Treat at home Children with:</p> <ol style="list-style-type: none"> <li>1. Colds</li> <li>2. Diarrhea or vomiting, if there is no dehydration</li> <li>3. Viruses</li> <li>4. Minor infections</li> <li>5. Minor injuries</li> </ol> |

**References:**

*Handbook, Health Education Program for Developing Countries.* 2009. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries.* 2009. Available from: <http://hepfdc.info/Page2.html>

**ATTITUDE:** Participants desire to seek medical care for their children when needed.

**SKILL:** Participants will know when children need to be seen at a clinic or by a health care provider.

**EVALUATION:** Are the participants able to decide which children need to be seen at a clinic? Are they able to identify children who need emergency care?

**MATERIALS:**

- Newsprint, markers, masking tape
- Thermometers
- Illustrations: *Roberto, Alicia, Kavita, Narayan*
- When to go to the clinic* teaching booklets

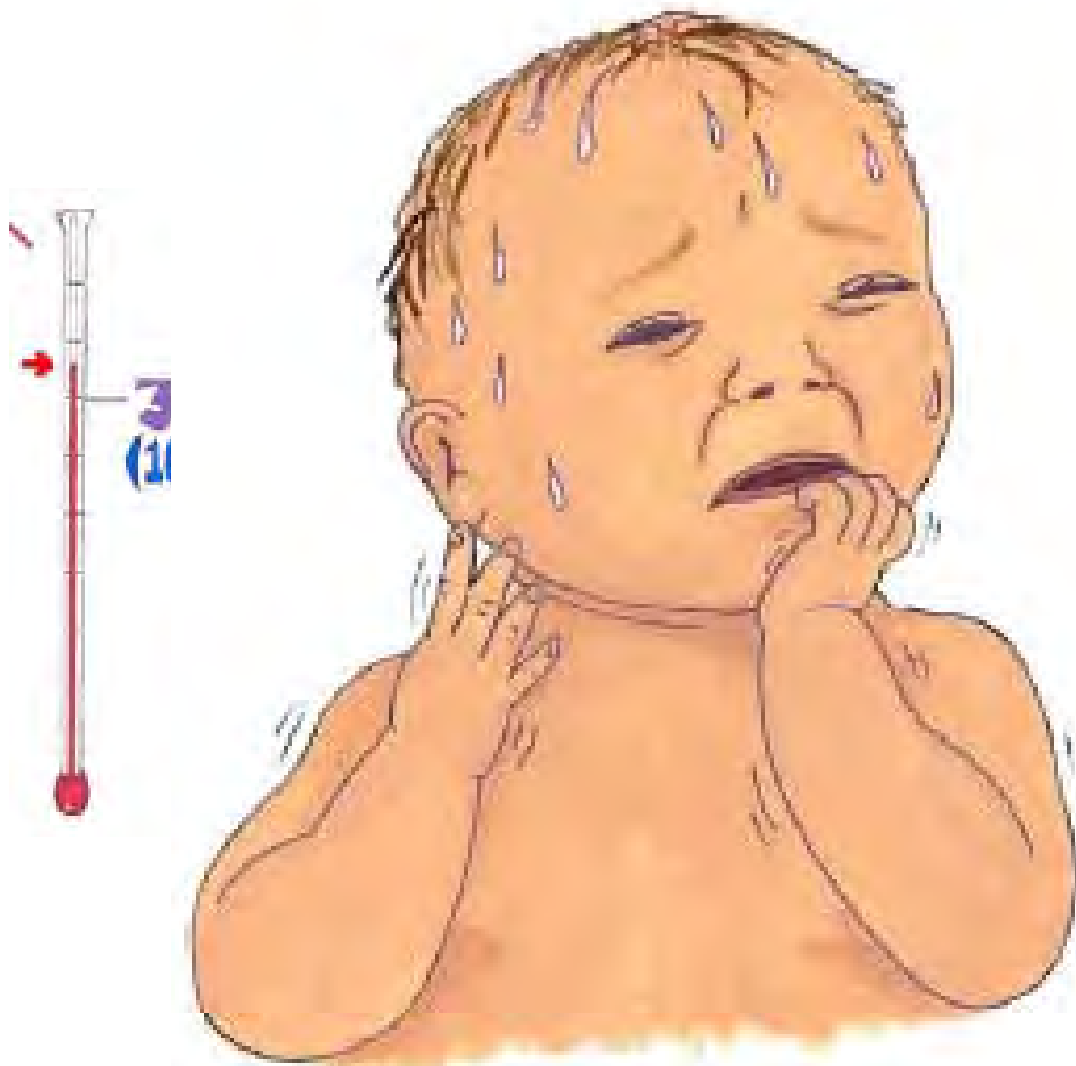
This lesson is used in: Health Promotion/ Health Education; Health Promotion/ Children; and in Children/ Physical/ General Health

ROBERTO



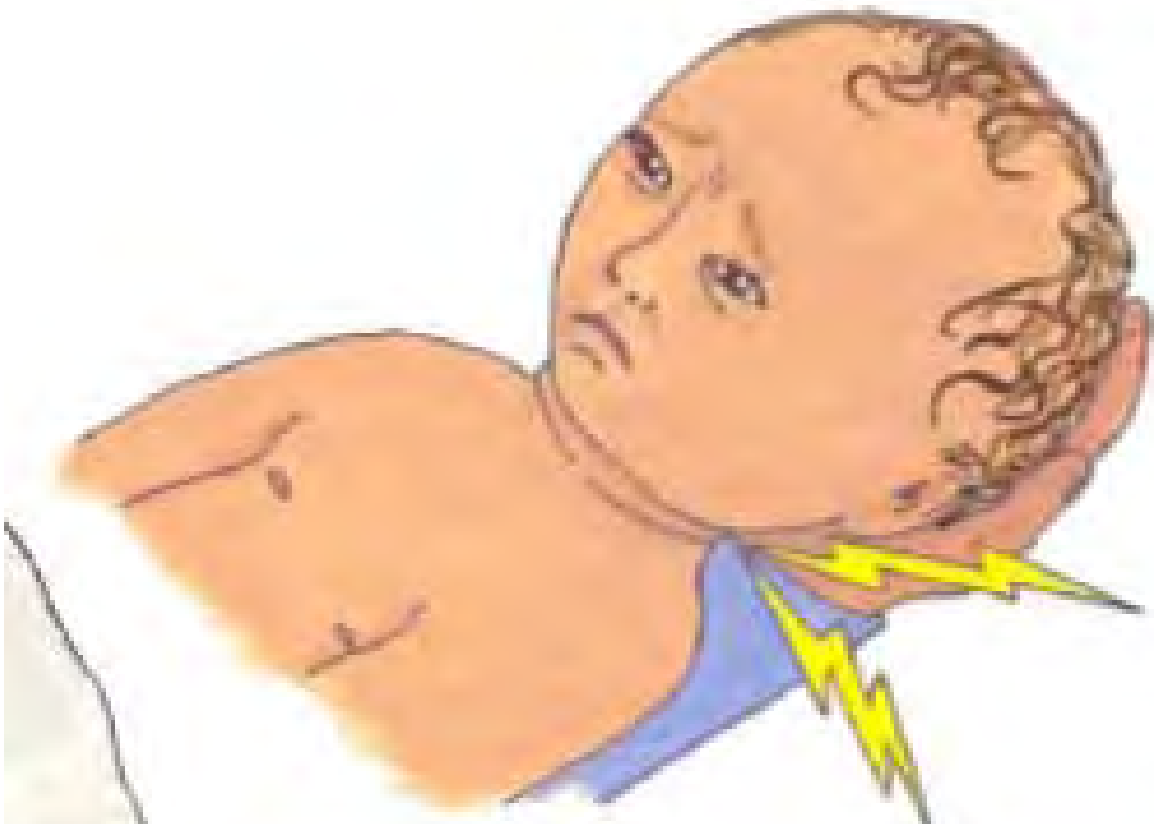
**Source of illustrations:** Health Education Program for Developing Nations. Available from: <http://www.hepfdc.info/>

ALICIA



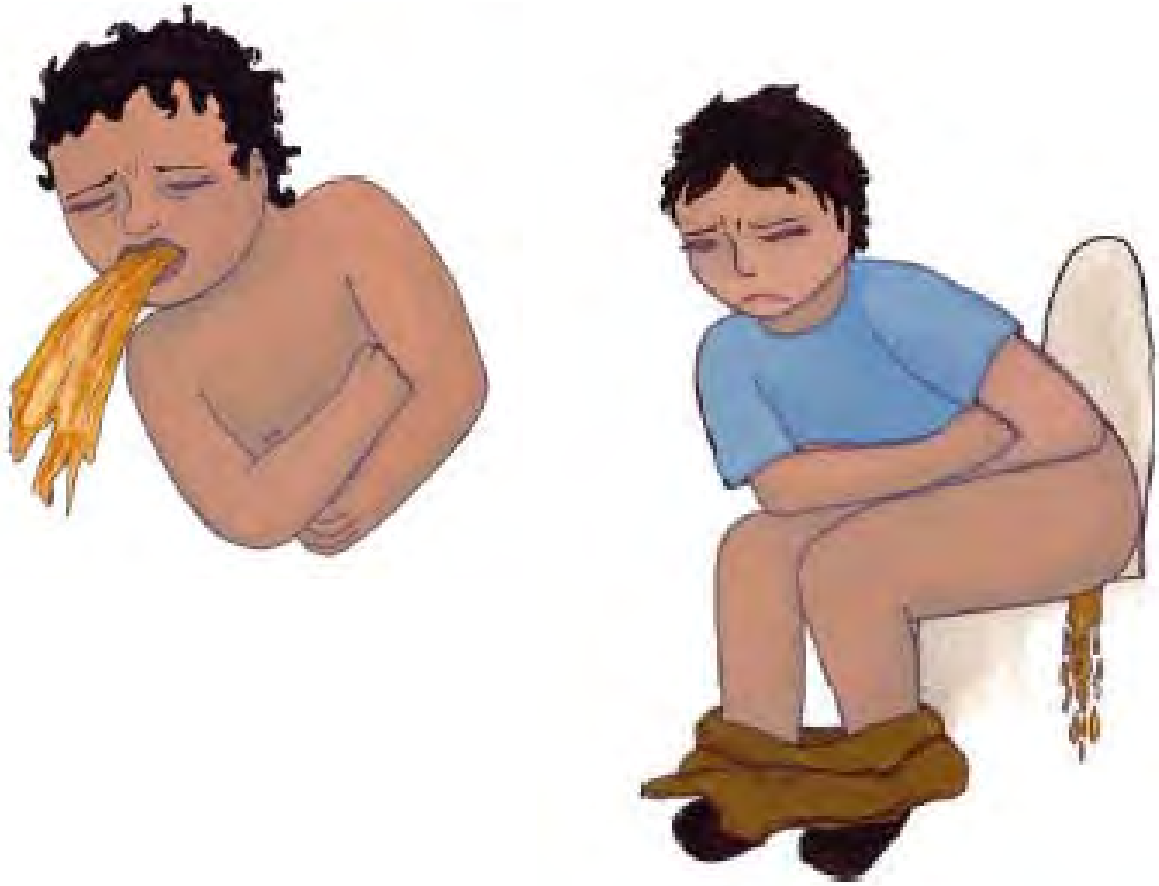
**Source of illustrations:** Health Education Program for Developing Nations. Available from: <http://www.hepfdc.info/>

## KAVITA



**Source of illustrations:** Health Education Program for Developing Nations. Available from:  
<http://www.hepfdc.info/>

## NARAYAN



**Source of illustrations:** Health Education Program for Developing Nations. Available from:  
<http://www.hepfdc.info/>





What is the matter with this boy?

How can you treat him at home?



# WHEN TO GO TO THE CLINIC

When should you take your child to the clinic or health care provider?



When does he need to go to the clinic or health care provider? Why?



**What do you notice about this child?**

**Why is she sweating so much? Does she have a fever?**

**What is her temperature?**

**Describe the expression on her face.**

**Does she need to go to the clinic?**

39°C  
(102.2°F)

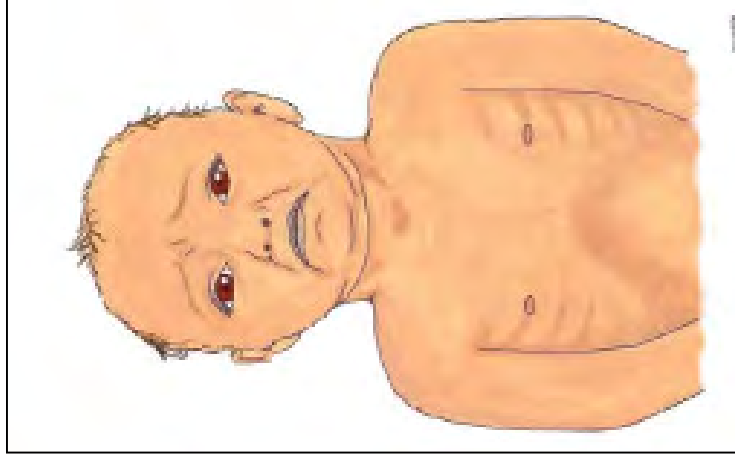


**What do you notice about her neck?**

**Why is her neck so stiff? She cries when you move her head.**

**She may have meningitis (an infection of the lining of the brain).**

**Go to the clinic or hospital right away.**



**What do you notice about his breathing? (Look at his rib cage—what is he doing?)**

**If you counted his breaths, would he be breathing quickly?**

**Why is he working so hard to breathe? What do you think is the problem?**

**How should you take care of him?**

## HEALTH EDUCATION: WORMS

Date: 1/09

(1 HOUR)

**OBJECTIVES:** After working through this lesson, participants will be able to:

1. Describe different types of worm infections.
2. Tell how worm infections are spread.
3. List ways to prevent worm infections

**OVERVIEW FOR TRAINERS:**

This series of lessons is based on the *Health Education Program for Developing Countries, 2007*, which is available from <http://hepfdc.info/>. The illustrated manual is also available through Foundation for His Ministry at <http://www.ffhm.org/products/?catid=18>. These lessons are accompanied by a series of health teaching booklets on the individual topics. These lessons are based on information and standards from the World Health Organization. The lessons can be used with adults or with older children and teens.

| METHOD  | TIME | KNOWLEDGE   |
|---|------|---|
| <p><b>Dramas:</b><br/>Divide into three groups. Give each group a "Life History" of one type of worm. Participants will act out the life history, showing how this type of worm infection is spread:</p> <ul style="list-style-type: none"> <li>• Roundworms</li> <li>• Hookworms</li> <li>• Pinworms</li> </ul> <p>----<b>SHOWD questions</b>----</p> <p>S = What do you <b>S</b>ee?<br/>                     H = What is <b>H</b>appening?<br/>                     O = Does this happen in <b>O</b>ur place?<br/>                     W = <b>W</b>hy does this happen?<br/>                     D = What will we <b>D</b>o about it?</p> | 20"  | See the handout, <i>Life Histories of Worms</i> .   |
| <p>I. Worm infections<br/>Discuss in large group.</p> <p>A. Worm infections are very common around the world. What are some symptoms caused by worm infections?</p> <p>B. How are infections by parasites spread?</p>   | 10"  | <p>I. <u>Worm infections</u></p> <p>A. Symptoms</p> <ol style="list-style-type: none"> <li>1. Many worm infections cause no symptoms.</li> <li>2. Some worm infections may cause a stomach ache.</li> <li>3. Others may cause poor growth.</li> <li>4. Roundworms may even block the intestines.</li> <li>5. Pinworm infections often cause itching of the buttocks (butt) at night.</li> <li>6. Hookworm infections cause "weak blood" or anemia.</li> </ol> <p>B. Spread of parasite infections</p> <ol style="list-style-type: none"> <li>1. Most infections are spread by contaminated soil</li> <li>2. When people don't use a bathroom or latrine, human feces (poop) containing worm eggs gets in the soil.</li> </ol> |



## HEALTH EDUCATION: WORMS

| METHOD   | TIME | KNOWLEDGE   |
|--|------|---|
| D. Parasites in contaminated water.  |      | D. Parasites in contaminated water<br>1. Drink only safe water.<br>2. Water may be purified by boiling.<br>3. Water may be purified by SODIS. |
| III. Teaching booklets<br>A. Divide into pairs. Practice teaching each other the teaching booklet, <i>Worms</i> .<br>B. During the week, visit your friends and neighbors to teach about worms using the teaching booklet. | 20"  | III. <u>Teaching booklets</u><br>A. Practice teaching<br><br>B. Home visiting   |

**References:**

Centers for Disease Control and Prevention. 2009. *A-Z Index of Parasitic Diseases*. Available from: <http://www.cdc.gov/ncidod/dpd/parasites/index.htm>

Foundation for His Ministry, <http://www.ffhm.org/products/?catid=18>

*Handbook, Health Education Program for Developing Countries*. 2007. Available from <http://hepfdc.info/Page2.html>

*Illustrations, Health Education Program for Developing Countries*. Available from: <http://hepfdc.info/Page2.html>

**ATTITUDE:** Participants will want to take steps to prevent worm infections.

**SKILL:** Participants will be able to describe some types of worm infections and how they are spread. They can discuss ways to prevent worm infections.

**EVALUATION:** Are the participants taking steps to prevent worm infections in their homes? Are they visiting neighbors to teach them about preventing worm infections?

**MATERIALS:** -Newsprint, markers, masking tape  
 -*Life histories of worms* handout  
 -*Worms* teaching booklet

This lesson is used in: Health Promotion/ Basic Health Skills; Worms; and in Children/ Physical.

## LIFE HISTORIES OF WORMS

### Roundworms

Roundworm eggs are found in soil contaminated by human feces (poop). When they are swallowed, they grow to be a worm up to 30 cm in length, living in the gut (small intestine). The roundworms look a little like earthworms. Later, these worms lay eggs, which are passed out with bowel movements (poop).

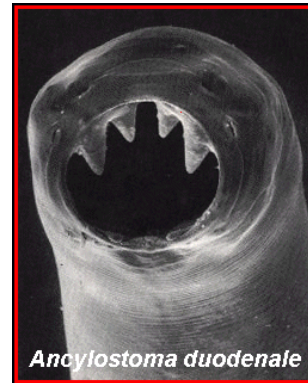
Infection with round worms may cause stomach pain and poor growth, but many people have no symptoms.



### Hookworms

Hookworms also live in contaminated soil. Hookworms usually infect people who walk barefoot. Hookworm larvae, or immature hookworms, work their way through the skin into the body. They make their way to the small intestine (gut), where they attach to the wall and suck blood. They also lay eggs which are passed out with the feces (poop).

They are called “hookworms” because their mouths have “hooks” to latch on to the wall of the intestine. They suck blood, so they often cause anemia (“weak blood”) and make the person tired and pale.



(This image is magnified. Hookworms are much smaller than this.)

### Pinworms

Pinworms are small, thin white worms that look like a pin or a thread. They live in the large intestine. At night, the female worm wanders out of the intestine to lay eggs on the buttocks (butt). This causes difficulty sleeping, itching, and restlessness.

Pinworms mostly infect young children. The infections are spread when a child with pinworm scratches his butt and then puts his hand in his mouth. Pinworm eggs can also be found on clothing and under the fingernails.



(This image is magnified. Pinworms are smaller than this.)

### Other parasites

Other parasites live in contaminated water.

(The microscope makes the parasites look larger,)

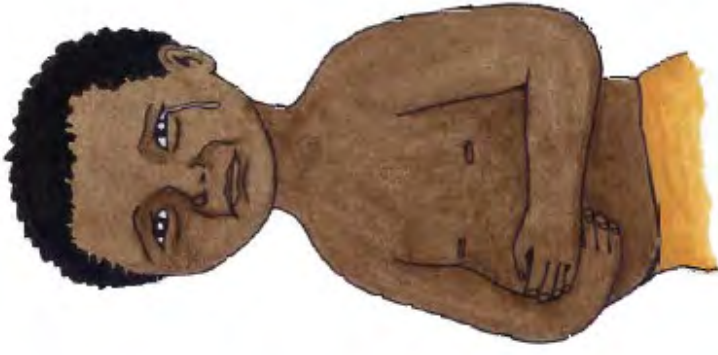
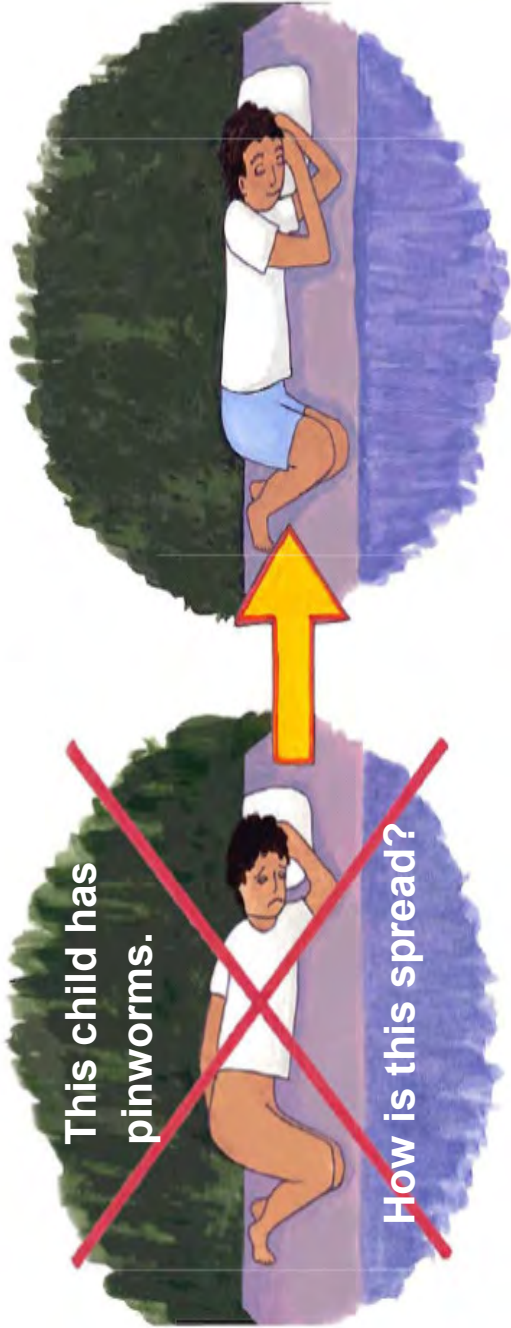


**Source:** Centers for Disease Control and Prevention. 2009. *A-Z Index of Parasitic Diseases*. Available from: <http://www.cdc.gov/ncidod/dpd/parasites/index.htm>

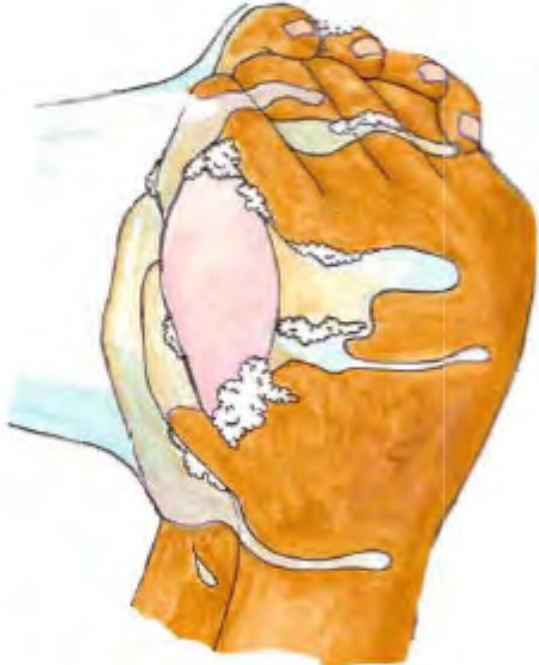
*Illustrations, Health Education Program for Developing Countries*. Available from: <http://hepfdc.info/Page2.html>



# WORM INFECTIONS



What is a good method to prevent most worm infections? Why?



What are worm infections?  
How do they spread?  
How can you prevent worm infections?

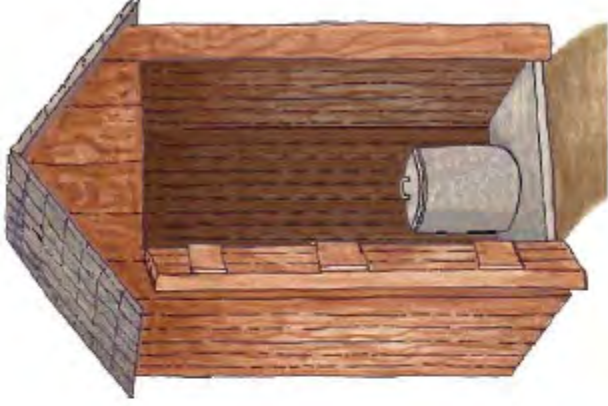
Source of illustrations: Health Education Program for Developing Nations. Available from: <http://www.hepfdc.info>

# HOW DO WORM INFECTIONS SPREAD?

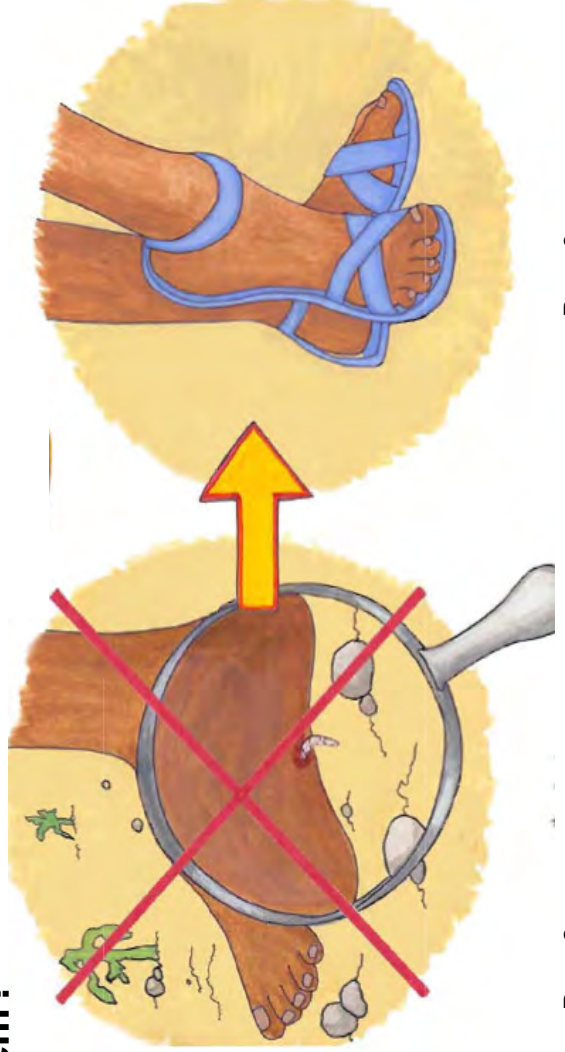
What are some ways that worm infections spread?



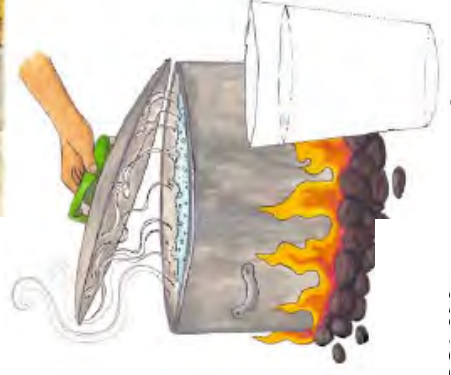
How can you keep the soil from being contaminated?



This infection is called hookworm. It causes anemia, or “weak blood”. How do hookworm infections spread? How can you prevent them?



What is happening here? How can you prevent it?







## GLOBAL CHE NETWORK

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