



**Care for your Family,
Care for your Environment
for a Prosperous Life.**

Get involved. Plan. Act





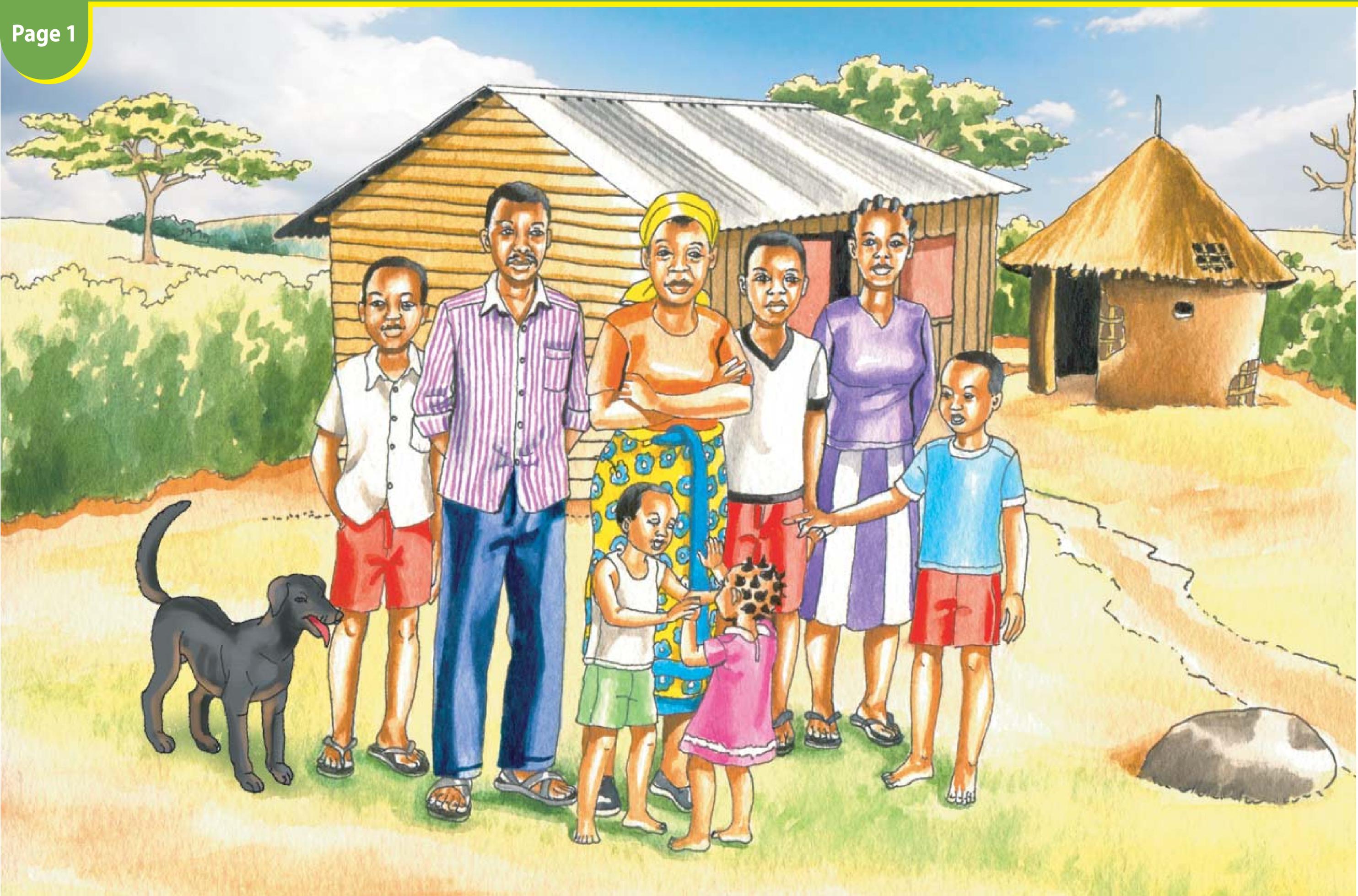
HEALTH CENTRE

PR. SCHOOL

Preparation checklist:

- Read through story, storyteller notes and questions in advance
- Prepare space to listen and discuss openly
- Invite Green Volunteers or other audience to come and listen
- Supply of contraceptive booklets to distribute to those interested
- Have referral forms, with clinics and community health extension worker's names ready
- Monitor activity using GBM forms

Storyteller notes: Thank you for coming today. I hope you are all ready to listen and talk about the stories we will hear today. This discussion is part of my volunteer work with the Green Belt Movement. The aim is to protect the environment and good governance for those who live in it. We should take about 45 minutes today. Other shorter stories will follow for the next 4 weeks as part of our weekly meetings covering topics including: healthy ecosystems, livelihood security and healthy households.



Storyteller notes: I will now introduce you to the first family in our story – here is the family of John and Mary. Throughout the story I will ask questions and give more details to help us learn more. You should feel open to add your thoughts and questions as well to make the story lively.

Questions for audience:

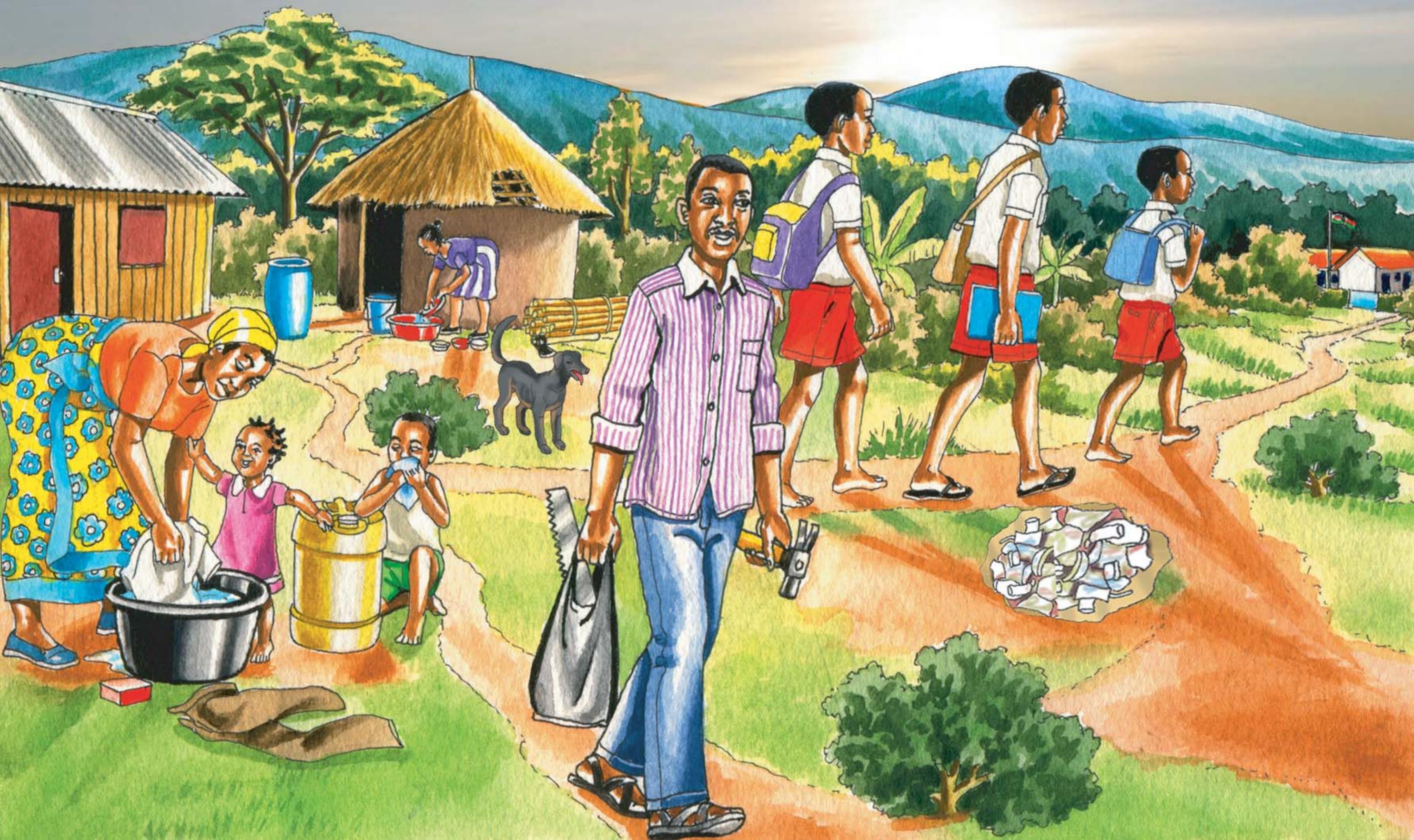
- What do we see in John's family?
- How many children do you see?
- How is the homestead?
- How is his wife, Mary?



Storyteller notes: And this is the family of Peter and Jane.

Questions for audience:

- What do we see in Peter's family?
- How many children do you see?
- How is the homestead?
- How is his wife, Jane?

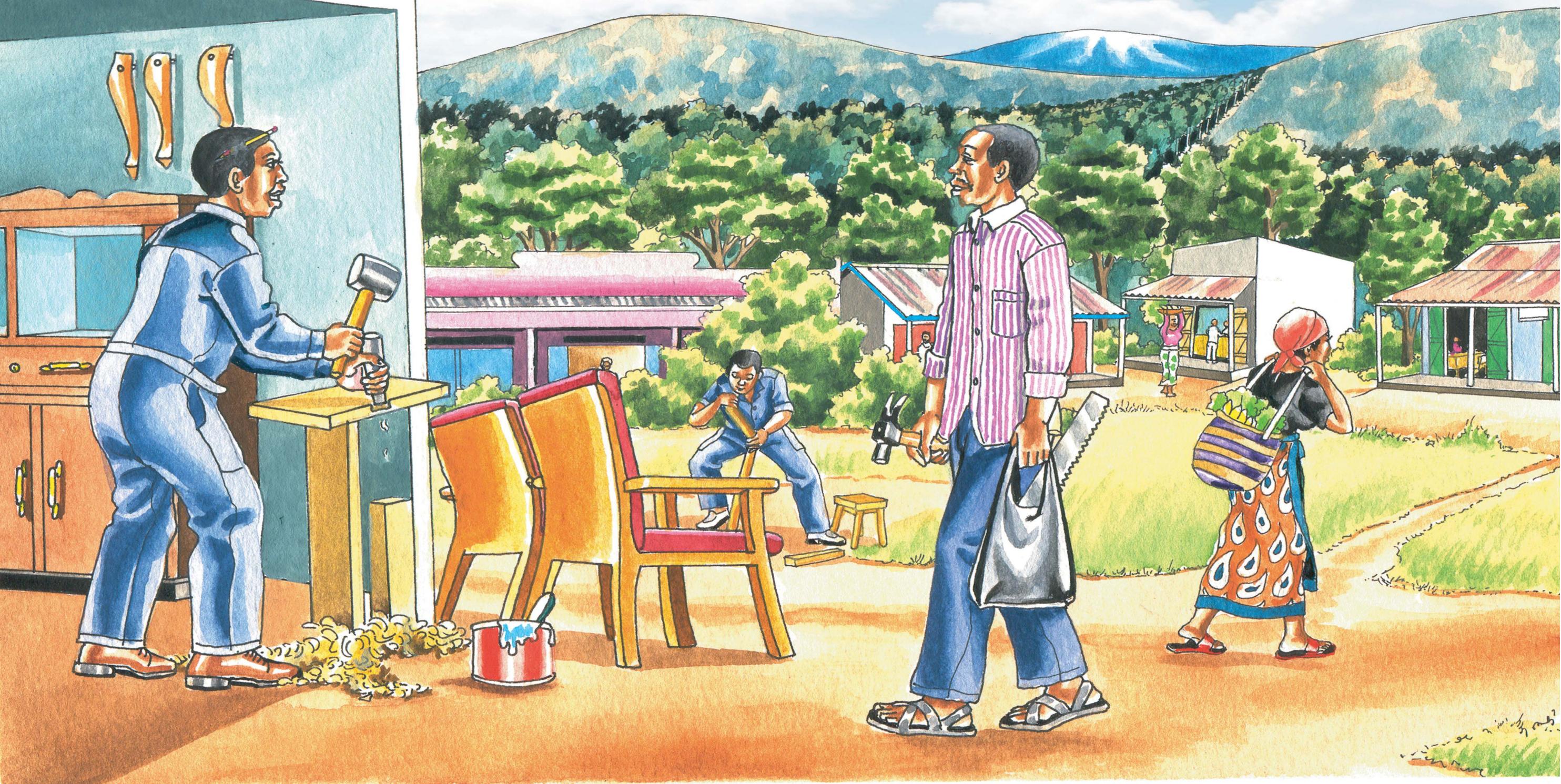


Storyteller notes: Now we see a typical day at John's home.

Questions for audience:

- Where do you think John is going?
- How many children are going to school? Why?
- What are the women and girls doing? Why?
- Is this common in your own community?

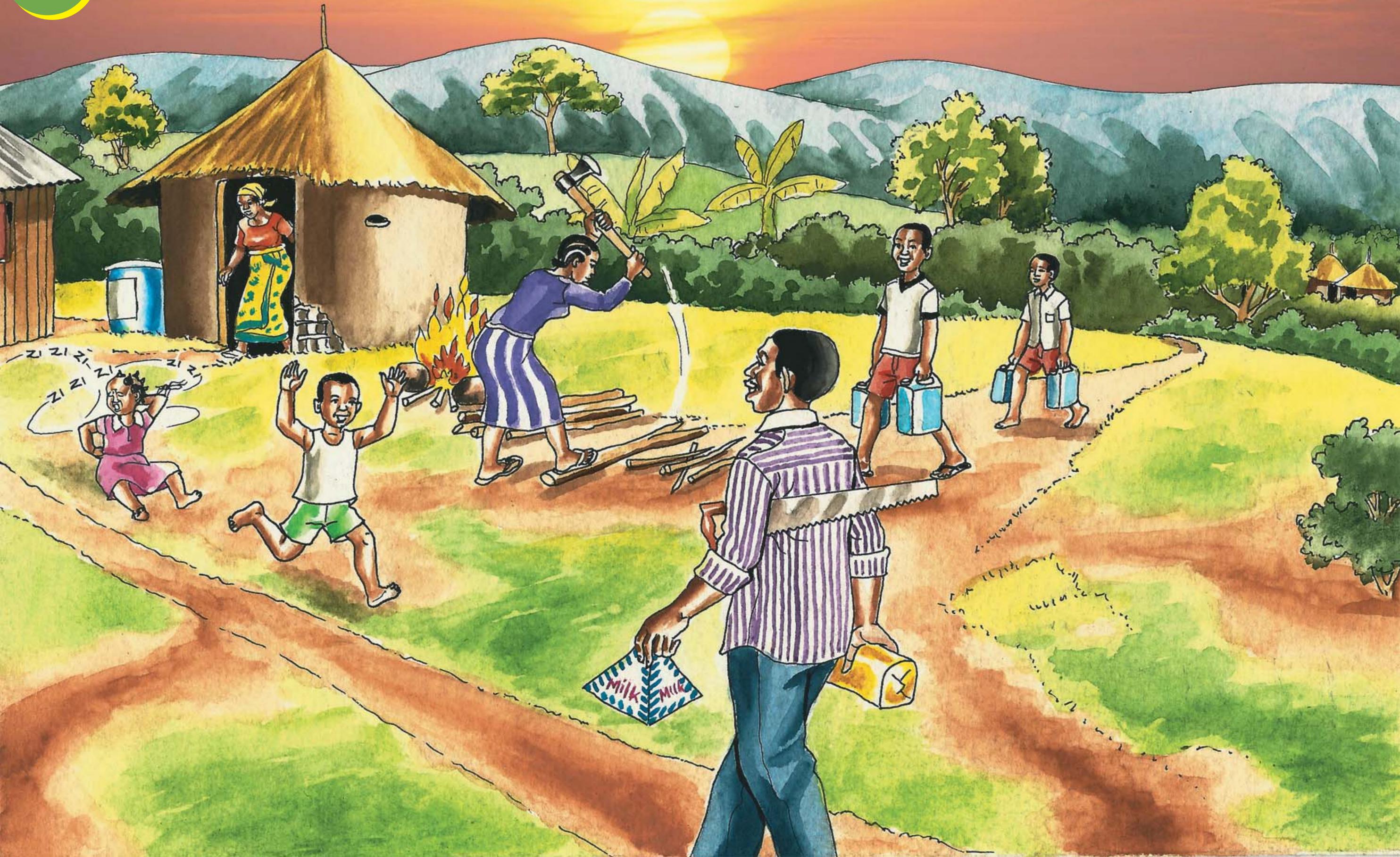
FURNITURE WORKSHOP



Storyteller notes: Now we see where John is going during the day.

Questions for audience:

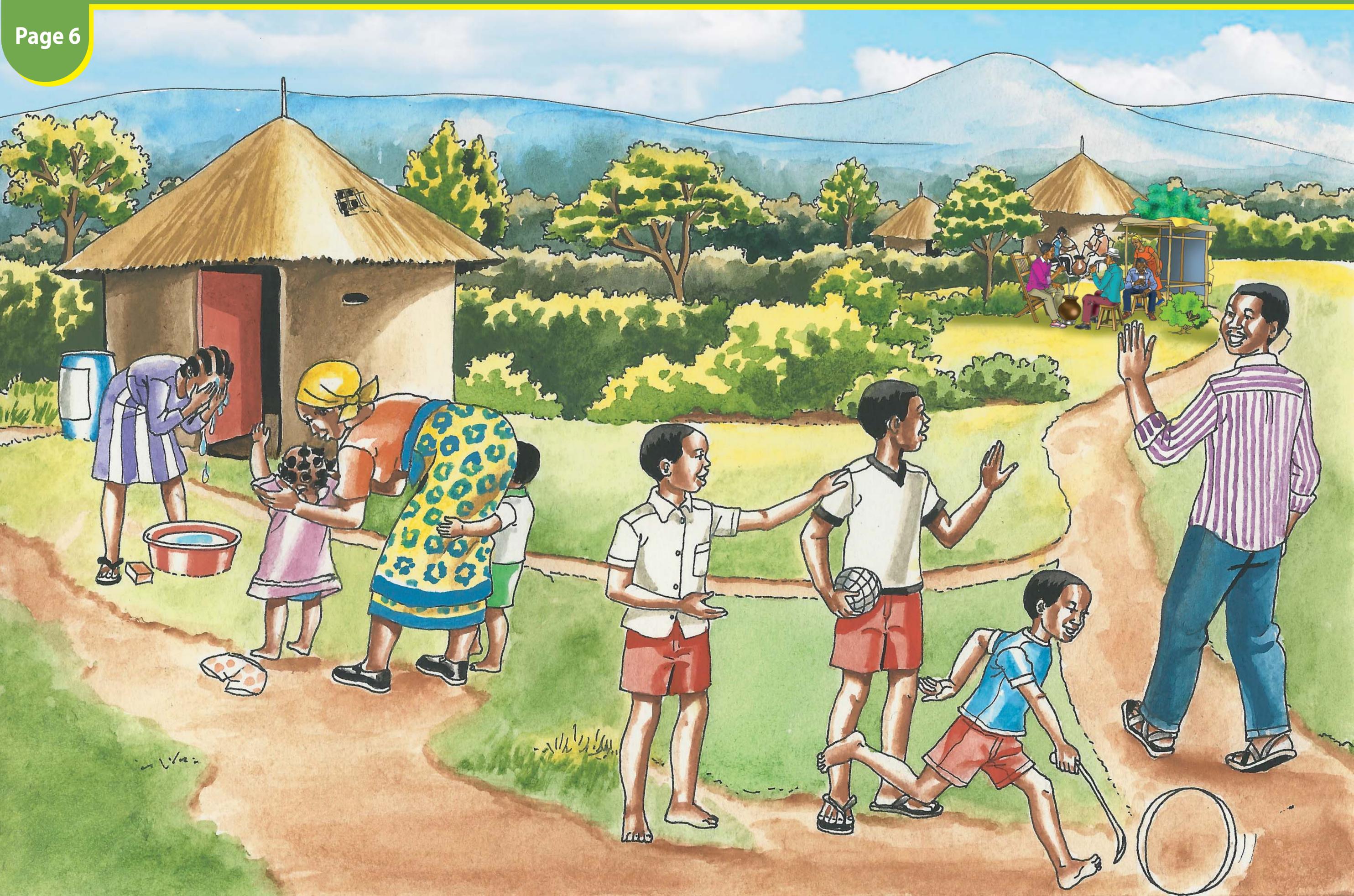
- How does he earn a living?
- How much money do you think John earns per day?
- Will this support his family?
- What do you think John wants for his family?
- What are his values?



Storyteller notes: John has returned in the evening from a long day at work to find this.

Questions for audience:

- What do we see?
- What do you think the family will eat tonight?
- What is their reaction to John coming home?
- Does the family talk together? If yes, what do they talk about together?
- What do you think is important to the family? What are their values for the future?



Storyteller notes: A day of rest is here. Here is a typical Sunday for John and his family.

Questions for audience:

- What is happening?
- How will the men spend the day? Why?
- How will the women spend the day? Why?
- How does alcohol affect the family and children?
- What will the children learn from their parents?
- Can you predict the future of John's family?



Storyteller notes: Here is Peter's family on a typical weekday.

Questions for audience:

- Where do you think Peter is going?
- How many children are going to school? Why?
- What is his wife Jane doing all day? Why?
- Is this common in your own community? Could Peter and John live near each other?



Storyteller notes: Now we see Peter at his work. He is a primary school teacher.

Questions for audience:

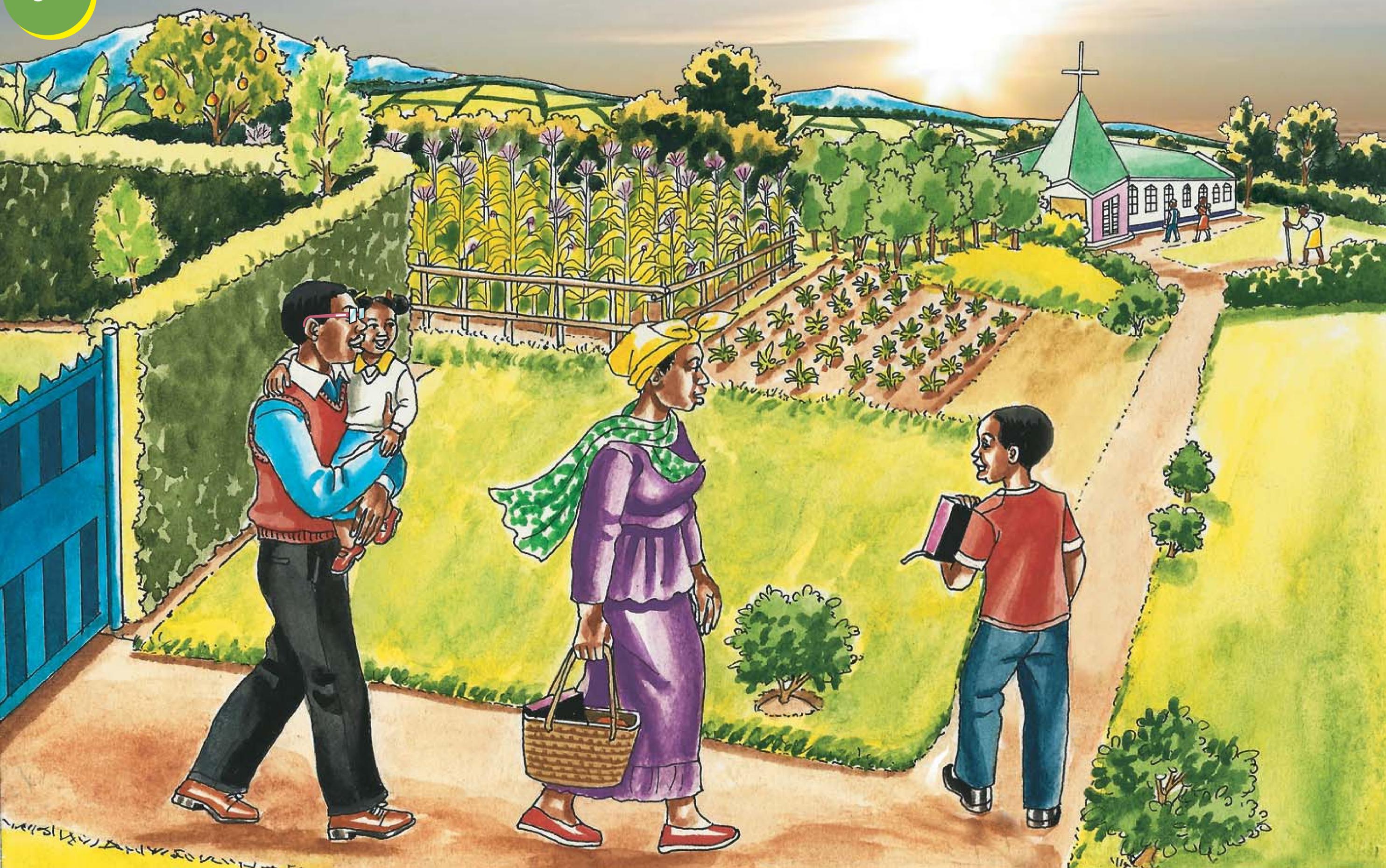
- How much money do you think Peter earns per month?
- Is this the only income he has?
- Does he have any other income generating activities (IGAs)?
- Will this support his family?
- What do you think Peter wants for his family?
- What are his values?



Storyteller notes: Peter is at home now from work. It is not yet too dark.

Questions for audience:

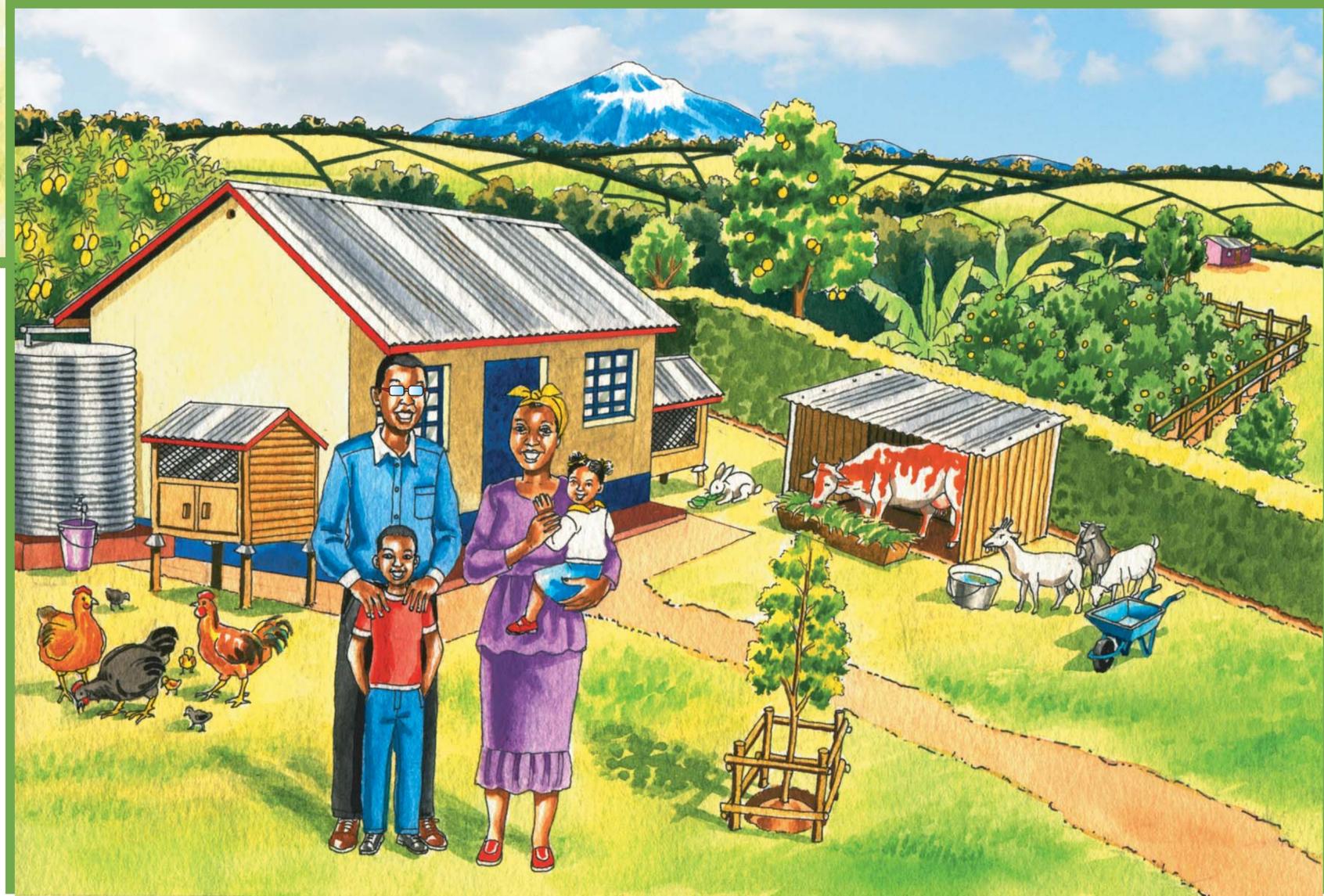
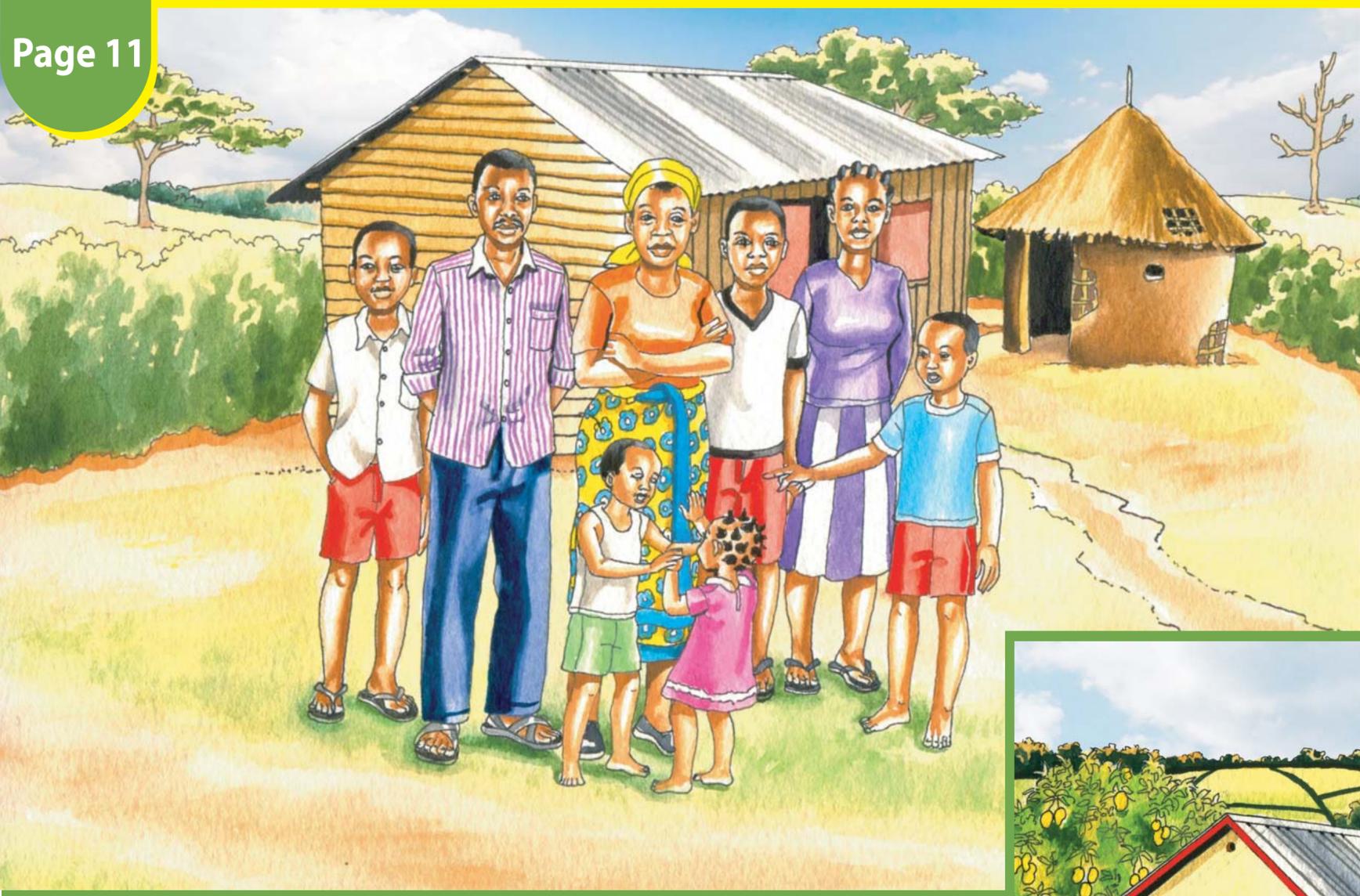
- What do we see?
- What do you think the family is eating tonight?
- Does the family talk together? About what?
- What are their values for the future?



Storyteller notes: And now it is Sunday. Peter and Jane are leaving their homestead.

Questions for audience:

- What is happening?
- How will the family spend the day? Why?
- Can you predict the future of Peter's family?



Storyteller notes: Explain the lives of two men from the same community but very different circumstances.

Questions for audience:

- What are the big differences we see from the stories?
Similarities?

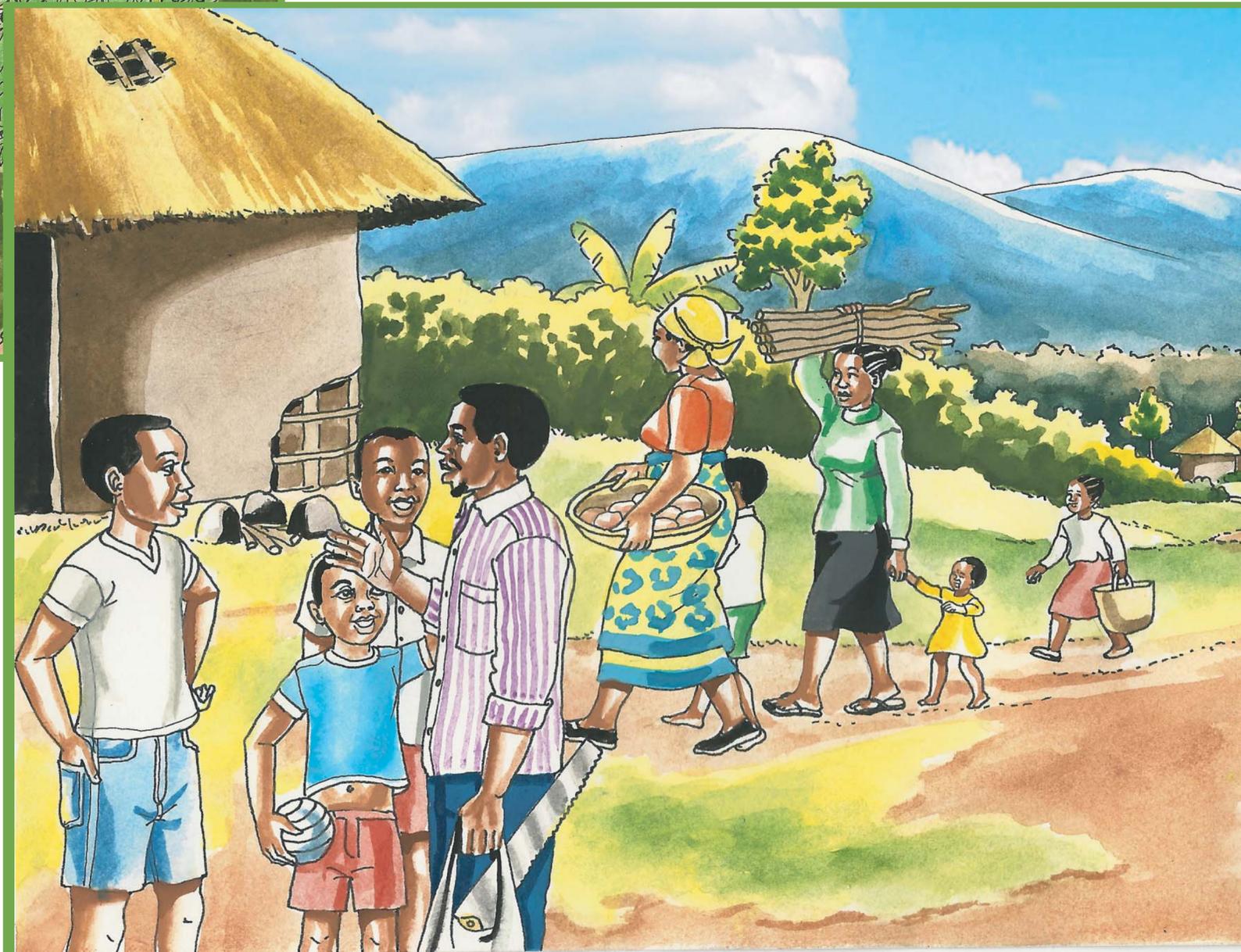
Weekly consumption per household



Storyteller notes: Now we can see the difference in use of resources for John and Peter. Here is a typical week of consumption comparing each family.

Questions for audience:

- Who do you think consumes more in a week? Why?
- Who do you think consumes less in a week? Why?
- What effect does this have on the environment?
- What effect does this have on the family?
- How can John reduce his impact on the environment?



Storyteller notes: Now we see the two families five years into the future.

Questions for audience:

- What do we see in Peter's family? How many children does he have? How is his homestead?
- What do we see in John's family? How many children does he have? How many grandchildren does he have? How is his homestead?
- Why do you think their lives are different now?
- Are their needs for the family the same as before?
- Who was empowered in their life? How and why?



Storyteller notes: Now we see Peter and Jane at the hospital.

Questions for audience:

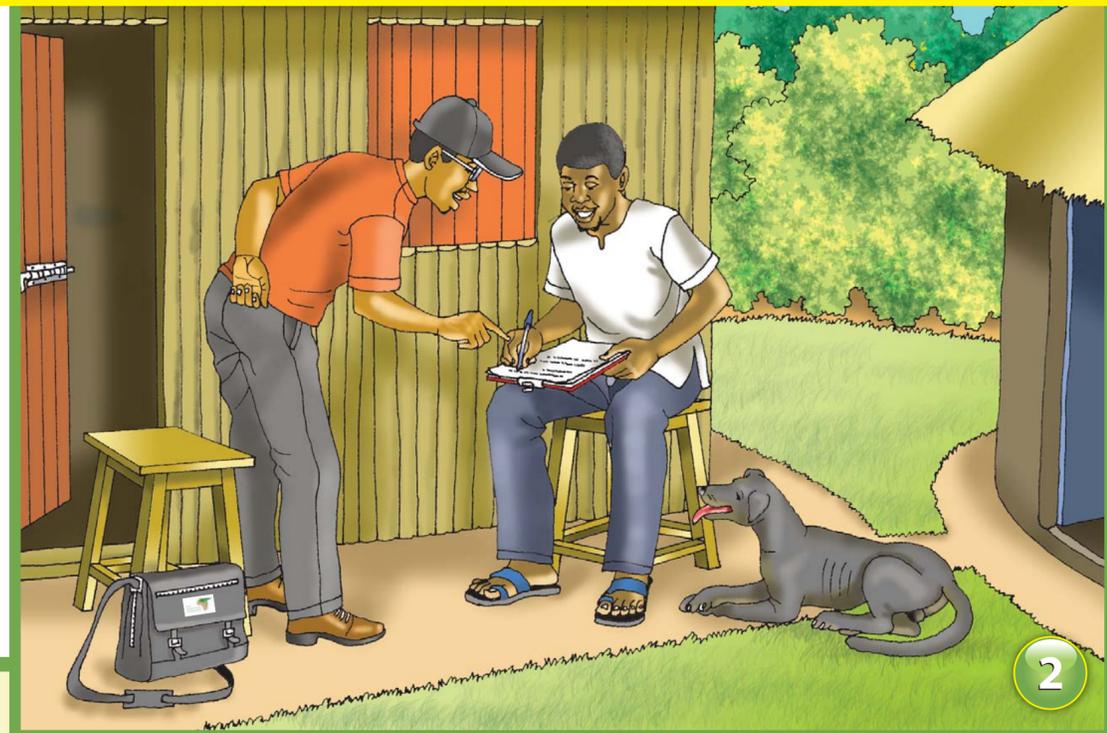
- What is happening here?
- How do you think they decided to come?
- How does this affect the relationship? How does it affect their future?
- How does it affect the needs in the family? How does it affect their resources?



Storyteller notes: Here is John and his wife again at home.

Questions for audience:

- What do you think John and his wife discuss together?
- Do they know about the Family Planning clinic like Peter? Why?
- Are they using contraceptives? Why or why not?
- Who can help them learn more?
- How about yourself? Have you planned your family?



Storyteller notes: Now we see that Peter is coming to help John. They are neighbors and he wants to talk to him.

Questions for audience:

- What do we see on Peter's bag? (He is a Green Volunteer.)
- How does Peter view John's life?
- How can Peter help?
- What would Peter say to John?
- Would John see Peter as a role model in the community? Why?
- How important is it to be a role model when providing advice?

FAMILY PLANNING DAY



Storyteller notes: And somehow John and Peter's lives are now connected.

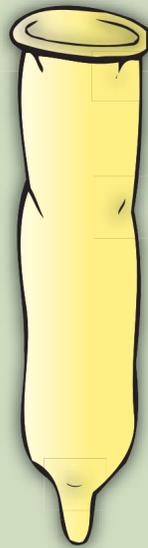
Questions for audience:

- Why are they meeting at the clinic?
- How long do you think John's wife Mary will keep coming back to the clinic?
- How long will Peter's wife Jane return to the clinic?
- Why would they not return?

Methods to Choose From

J A N U A R Y	Mon	Tue	Wed	Thu	Fri	Sat	Sun
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
30	31						

Standard Days Method



Male Condoms



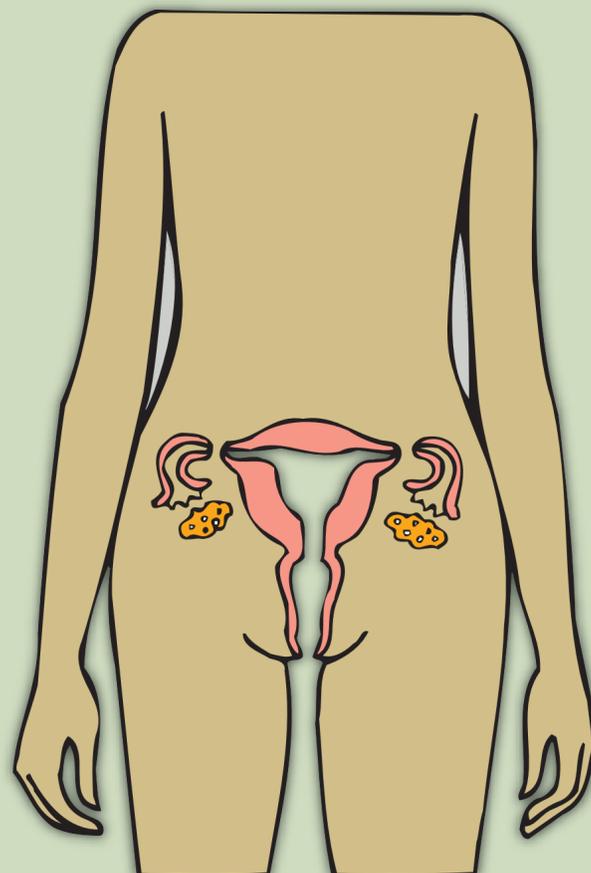
Oral Pills



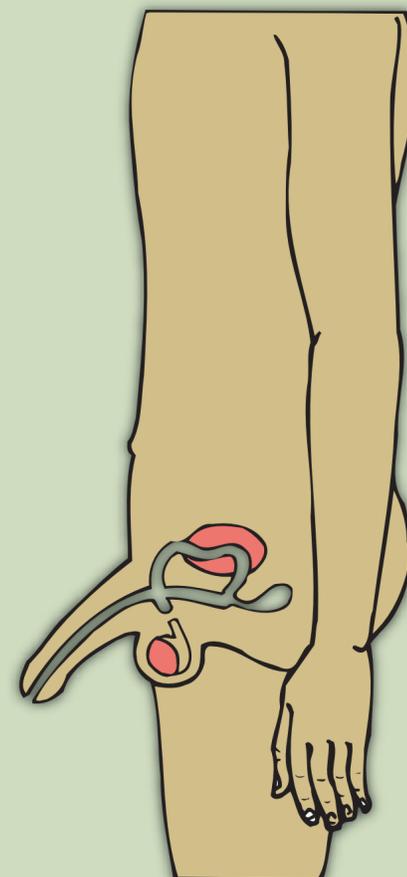
Injectables



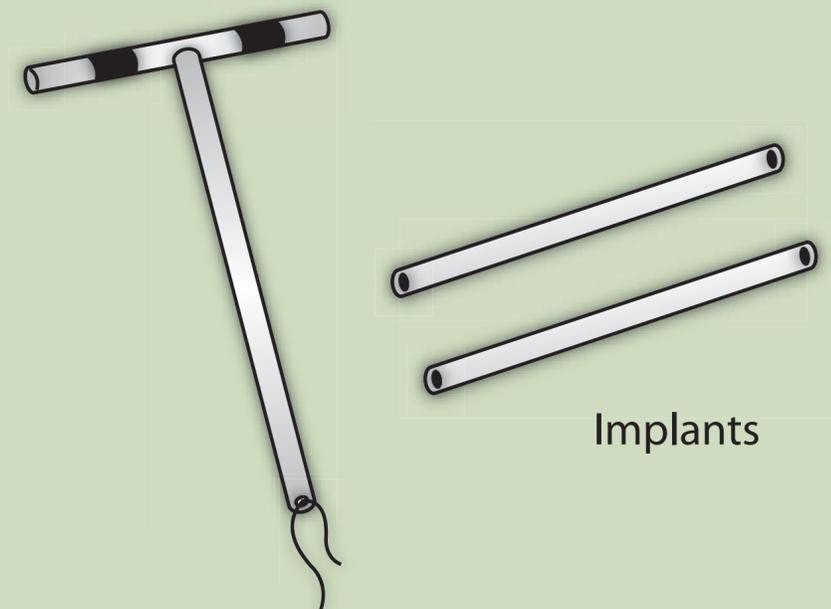
Lactational Amenorrhoea Method



Tubal Ligation



Vasectomy



IUCD "Coil"

Implants

Storyteller notes: Here is a summary of contraceptive methods that John and Peter learned about. They are found at most clinics. Anyone considering contraceptives should go and talk to a health care provider. These professionals will ask questions to understand each couple's family planning interests and listen to your needs or concerns.

There are methods you control such as:

- Standard days – tracking your cycle using a calendar to know when pregnancy is most likely
- Condoms – used during sex
- Pills – taken every day
- Lactational Amenorrhoea Method – exclusive breastfeeding for six months after delivery

And other methods you can only get from a health care provider such as:

- Injectables – an injection every 3 months
- Implants – inserted under your skin for 3 or 5 years and removed by provider
- Intra Uterine Contraceptive Device / Coil – inserted into the womb
- Male & female sterilization – small surgery required

Questions to audience:

- Is this clear? Are there any more questions?
- Who would like a brochure to learn more? (Pass Contraceptive booklet out.)

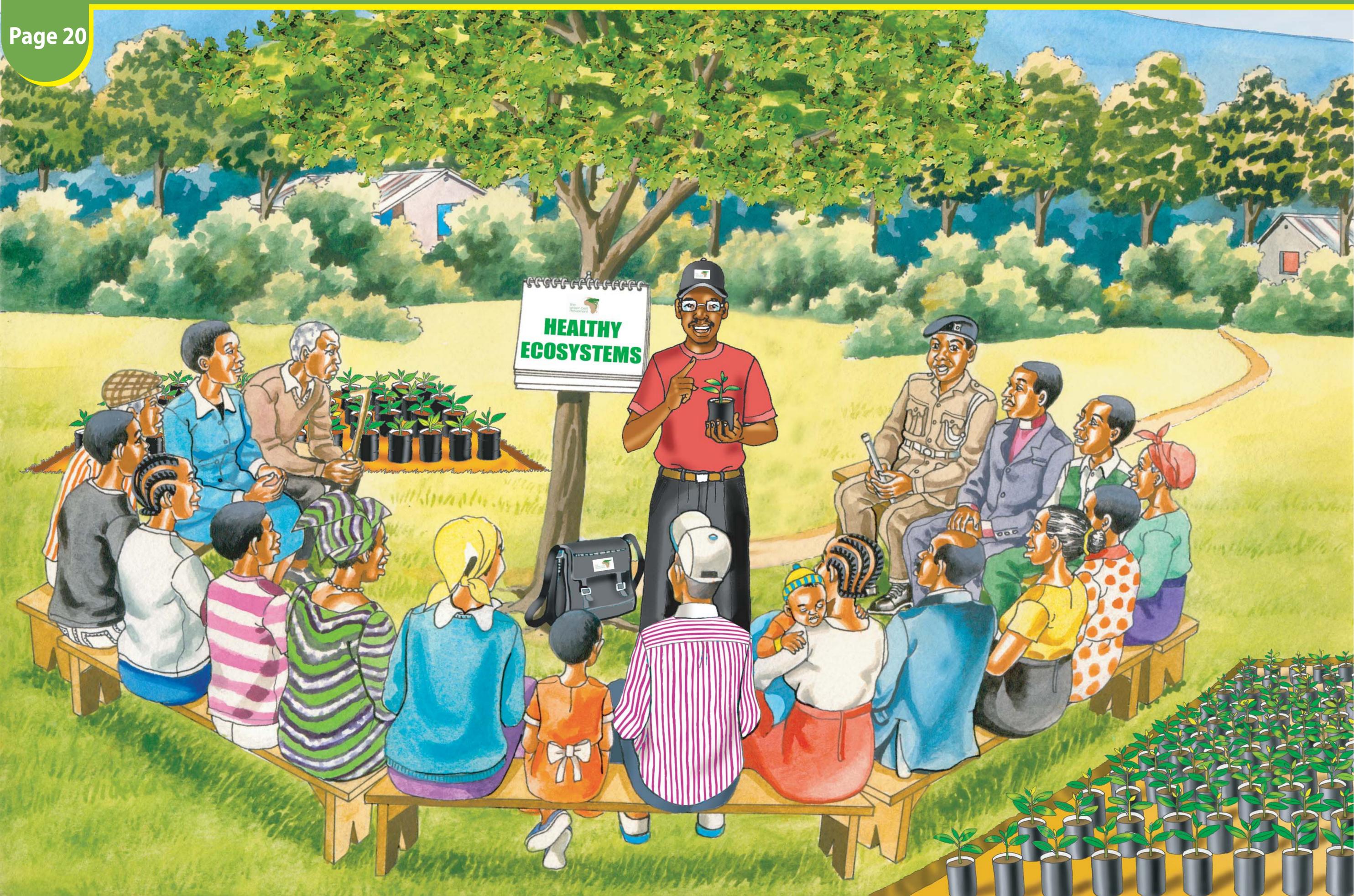
**Spaced births, better healthier
lives for mother and child.**

Space your children for at least two years!

Notes to storyteller: Invite a participant to read the message.

Question: What does this message mean to you?

Closing: Thanks so much for listening today. If anyone would like to have a one-on-one, I am available after the session. I can listen and provide a referral if needed or help to talk to family and friends who might need more information or referrals. Next week we'll talk more about healthy ecosystems.



the Green Deal
Movement

**HEALTHY
ECOSYSTEMS**

Storyteller notes: Now our story continues. As we learned in the past, Peter is also a Green Volunteer. Here we see he has invited John to a weekly meeting to learn more about the Green Belt Movement. John is a new recruit.

Questions for audience:

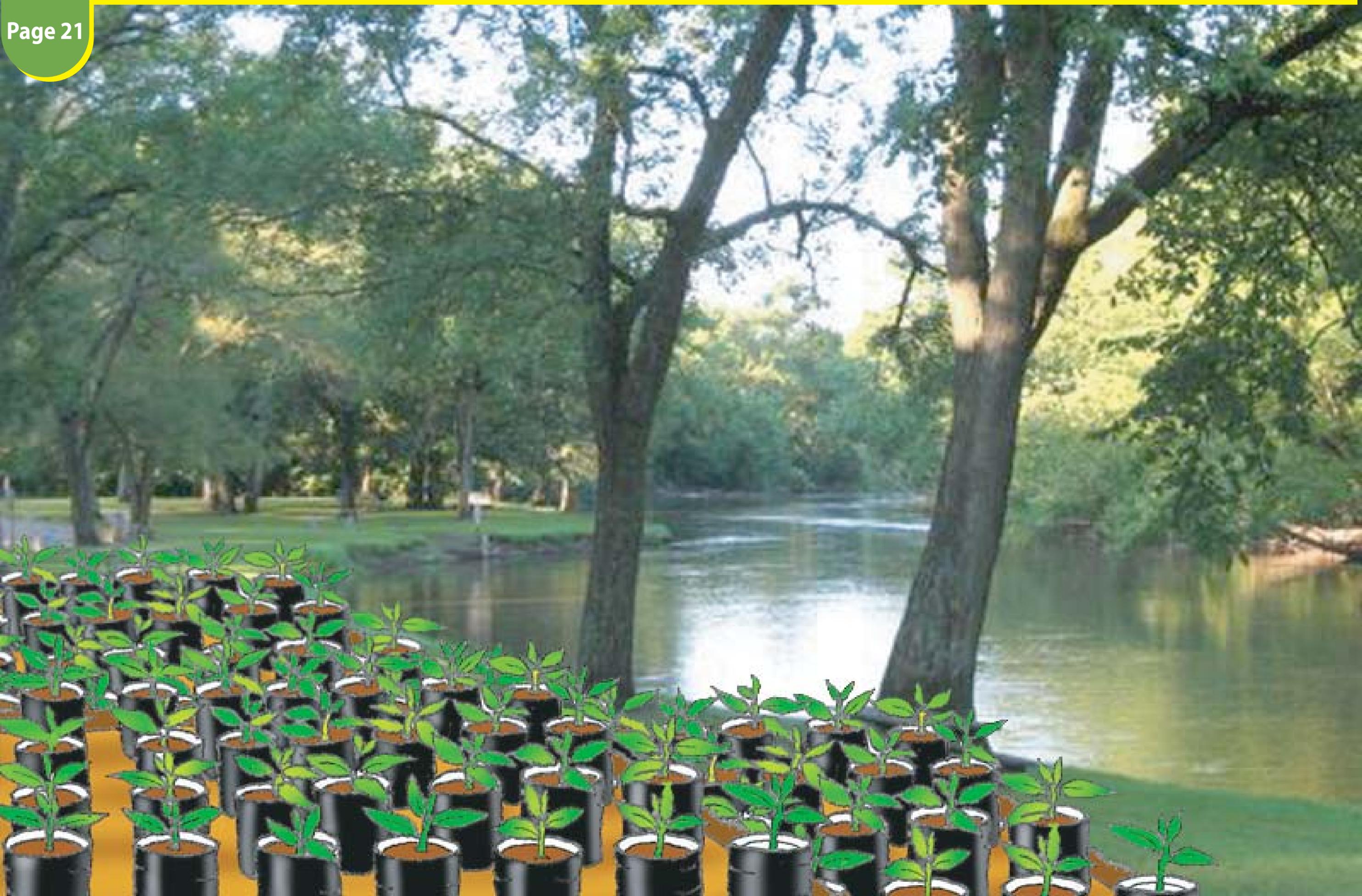
- What do we see Peter doing?
- Why do you think John was interested in attending?
- What is the Green Belt Movement (GBM)?
- What are the values of GBM?

Notes on GBM for the storyteller:

GBM is a community-based, development and environmental organization focused on community mobilization and empowerment so that members can take action on environmental conservation and management.

GBM's core values are:

- 1) Volunteerism for community benefit
- 2) Demonstrable love for the environment
- 3) Self-betterment
- 4) Accountability, transparency and honesty
- 5) Self and community empowerment
- 6) Pro-active approach to self and community development.



Storyteller notes: Here we see the meeting place.

Questions for audience:

- What is the main activity of Green Volunteers?
- What is the vision of GBM?
- What is the mission of GBM?
- How does GBM assist communities in improving their livelihoods?

Notes on GBM for the storyteller:

GBM's vision is to: Create a value driven society of people who consciously work for continued improved livelihood securities and a greener, cleaner environmental conservation – using tree planting as an entry point.

GBM's mission is to: Mobilize community consciousness for self-determination, equity, improved livelihood securities and environmental conservation – using tree planting as an entry point.

- Summary of Ten Steps of Tree planting from GBM:**
- 1) The importance of trees and the connection to people's livelihood.
 - 2) Group formation
 - 3) Registration
 - 4) At the nursery site
 - 5) Quarterly report
 - 6) Stakeholders consultations and involvement
 - 7) Mobilizing community members to dig holes
 - 8) Tree Planting
 - 9) First follow-up
 - 10) Final follow-up



Storyteller notes: Here is a summary of the GBM core 10 steps.

Questions for audience:

- Who can explain each step in their own words?
- Why is tree planting so important to GBM?

Notes to storyteller: Here are the ten steps with additional details to help in discussion.

- 1) The importance of trees and the connection to people's livelihood.** The Green Volunteer (GV) initiates a discussion with the community. Benefits of trees include: firewood, wind break, prevention of soil erosion, beauty of the region, traditional medicine, fodder, air purification, fencing materials and food.
- 2) Group formation.** The community decides to form a group and invite a GBM staff for assistance in applying to GBM.
- 3) Registration.** The group receives and fills the registration form, retains a copy and sends the original to the GBM headquarters through the GBM field staff.
- 4) At the nursery site.** The group agrees on a good site, clears the site, collects seeds, makes seedbeds, sows seeds, shades and continues watering. When the seedlings are ready, they are transplanted into potting tubes.
- 5) Quarterly report.** The group members count potted seedlings as per the species which are ready and not ready for planting and record them on form five.

- 6) Stakeholder consultations and involvement.** The group officials identify public land where tree species in their nursery would be suitable if planted. They record in form six all the stakeholders consulted and willing to participate in tree planting.

- 7) Mobilizing community members to dig holes.** The GV guides the tree nursery group and community members to dig holes and record the number of holes dug in form eight.

- 8) Tree Planting.** At the planting site, the GV demonstrates the proper method of planting a seedling and re-using the polythene tubes. The number of seedlings planted are recorded in form nine.

- 9) First follow-up.** GV assists group to follow-up surviving trees with form seven at least one month after planting. They check on seedlings establishment, mulching, replanting and watering as necessary.

- 10) Final follow-up.** It is done 3-6 months after planting. Tree nursery group members count surviving trees and record survivals as per species. Head quarters process compensation when the group signs form 12 and sends it to the office. Before the cheque is presented, GBM field staff validate the tree seedlings for accuracy of survivals.

**The tree nursery group is requested to inform headquarters any activities they are initiating in the reforested public lands for further planning and support.*

**A cleaner, greener
environment for healthy communities.**

Plant more trees!

Notes to storyteller: Invite a participant to read the message.

Question: What does this message mean to you?

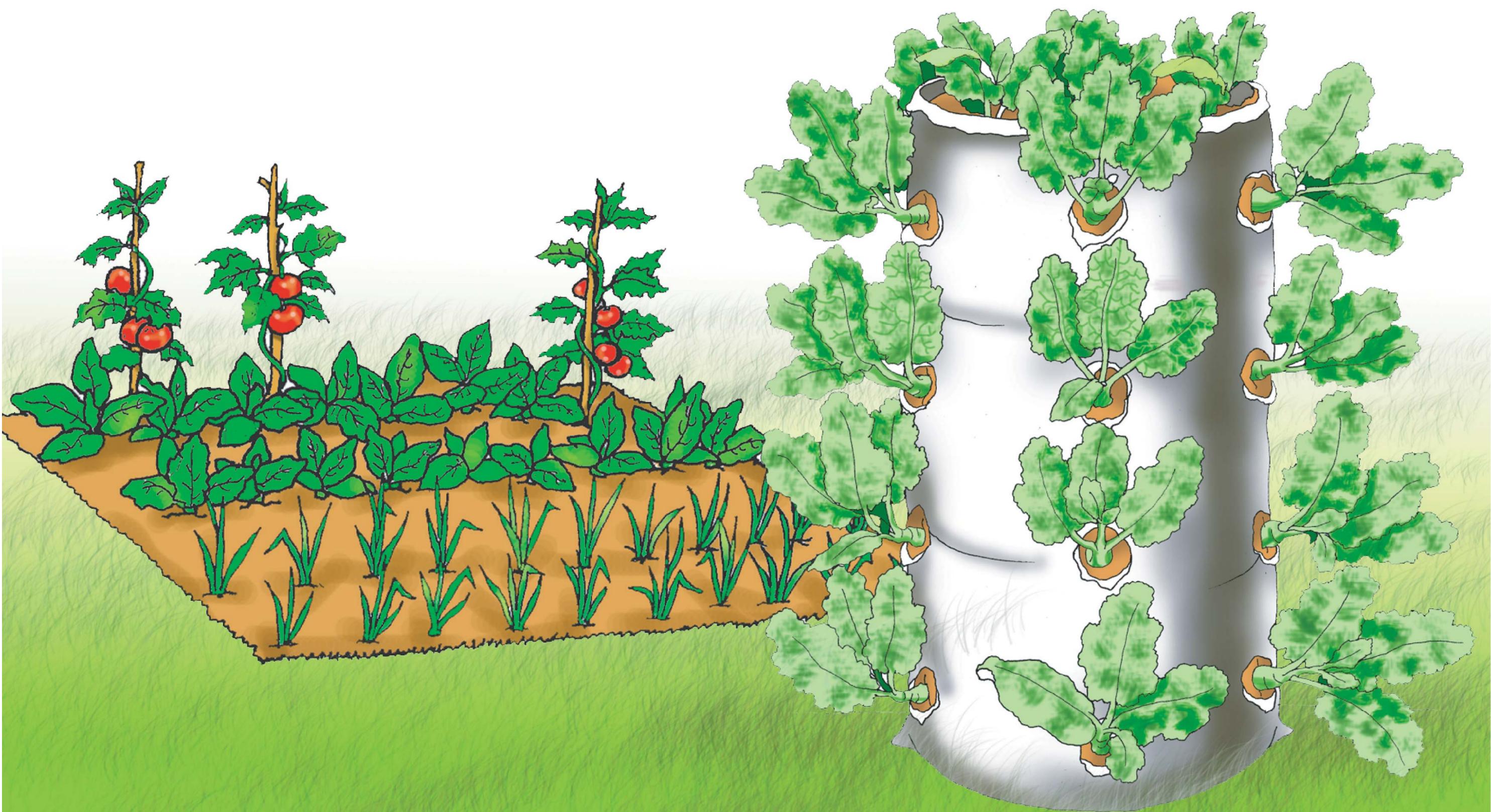
Closing: Thanks so much for listening today. Next week we'll talk more about livelihood security.



Storyteller notes: Now our story continues. After John has learned more about GBM and Peter's family, he wants to learn more about how to manage his land better for livelihood security.

Questions for audience:

- How does GBM support livelihoods?
- Which income generating activities do you see at Peter and Jane's homestead?
- Are there any more income generating activities not seen? (Bee keeping, composting)
- How can Peter explain the process?



Storyteller notes: Now we see close up into a kitchen garden and a sack garden.

Questions for audience:

- How many have similar situations at home?
- How does one get started on this kind of activity?
- What makes a successful kitchen garden?
- What do you do with the waste from the kitchen?
- What makes a successful compost pile?
- What are key things to remember?
- What are the expected benefits to the homestead?
- How does this kind of Income Generating Activity help the environment?

Notes to Storytellers:

KITCHEN GARDEN: is a small-scale form of vegetable growing, meant to supply the household with year round vegetables. Select nutrient-rich vegetables that are liked by your family such as spinach, tomatoes, and carrots. It can be made in sacks or designed flat space if available. Usually organic manure is used. Sack gardens are also fairly efficient in terms of using water and appropriate where farm land is unavailable. Benefits are: improves nutrition, food security, and income.

To grow in a sack

- 1) **Create the base:** Fill the bottom of the bag or sack with soil. Place the hollow can, with a removed top and bottom, in the middle

Continue to fill the area around the can with soil until the bag is full, while pulling the tin up and filling with rocks up the bag until 6 inches remains. Cover the top with soil.

- 2) **Cut sites for plant growth:** Make a number of holes in the side of the bag at an even distance apart. These holes are where most of the seedlings will be transplanted.
- 3) **Transplant seedlings:** Transplant seedlings into the holes on the sides. Either plant seeds or transplant more seedlings into the open top of the bag.

COMPOSTING: It is a natural process where organisms and bacteria break down organic matter into dark soil material. Composting transforms waste into a rich fertilizer for gardens. Benefits are: reduced waste and organic fertilizers.

To start a compost pile

1. Select a site and then loosen the soil down about 12 inches. This will help organisms in the soil enter your pile.
2. Layer about 6 inches of carbon matter such as corn stalks, small sticks, or straw. And then top with 2 inches of garden waste such as leaves, grass clippings, or green vegetation. Place your kitchen waste (no meat products) and put this over the garden waste.
3. Put on a thin layer of soil to keep away the flies and odor.
4. Repeat steps 2 to 3 as more waste is made at home.
5. Once the pile reaches 3-6 feet high, let it sit and decompose. As sitting, turn the pile every 3 weeks. This is easy if moved into a new area. To speed up decomposition, water the pile regularly. In 3 weeks, the pile will reduce to about half the original size and can then be used as fertilizer.
6. While resting, start building a new pile.



Storyteller notes: And here we see a water tank.

Questions for audience:

- How many have similar situations at home?
- How does one get started on this kind of activity?
- What makes water harvesting successful?
- What are key things to remember?
- What are the expected benefits to the homestead?
- How does this kind of Income Generating Activity help the environment?

WATER HARVESTING: is the process of diverting rain water runoff from a surface (e.g. roof, land surface) and storing it.

Benefits: Extra water for irrigation or after treated for use by people and animals.

Steps to prepare a site for simple storage:

- 1) Dig a manhole about 4ft deep (dependent on your capabilities).
Cover and line it with heavy gauge polythene plastic.
- 2) Dig furrows and line channels with brick or flagstone and plastic to direct water to hole.
- 3) Clean gutters and downspouts of dirt, trash and leaves.
- 4) Wait for rain.



Storyteller notes: Now we see some pictures of livestock being kept at home.

Questions for audience:

- How many have similar situations at home?
- How does one get started on this kind of activity?
- What makes keeping livestock successful?
- What are key things to remember for the different kinds of livestock?
- What are the expected benefits to the homestead?
- How does this kind of IGA help the environment?

LIVESTOCK KEEPING: RABBIT AND CHICKEN REARING: Is for raising animals for their meat and eggs. Meat provides essential vitamins and minerals in meals and is also a good source of income when sold whole or in parts. Rabbit meat is a white meat that is rich in protein but low in cholesterol and is less fatty.

Benefits: improves nutrition, food security and income if sold. Easy and inexpensive to maintain.

Steps in raising animals:

1. **Space Requirements :** Choosing the right kind of cage or coop for the animals is important. Cages and coops should be spacious enough, easy to clean, and easy for your animals to move around to feed and drink without difficulty. An appropriate cage per rabbit of 12 weeks and above should have a height of 45 cm and 0.18 sq.m total area. A pen needs to allow at least two square feet per chicken. Chickens enjoy being able to free range, but if they are not in a secure area, and/or you are unable to keep an eye on them, it is not always safe for them to do so.

Ventilation: Effective ventilation is required to control extremes of temperature and also to remove ammonia (for the rabbits). Poor ventilation will result in irritation of their respiratory tract and susceptibility to infection from bacteria, deaths and reproductive failure.

Chicken coops must also be hygienic -featuring changeable flooring (like sawdust, woodchips or sand) should always be dry, cleaned out regularly and ventilated.

2. **Feeding:** Good feeding and watering equipment will supply feed and water in hygienic conditions and will avoid causing discomfort for the farm animals. A right diet, high in fiber is critical to keeping rabbits healthy i.e. plenty of fresh greens, weeds from the farm and vegetables. The chicken need fresh feed every day and some grit. Grit acts like teeth in their crop to grind up the food.
3. **Handling:** Rabbits should be handled with care as rough handling may cause irreparable damage to muscles. Lifting rabbits by the ears should be avoided. They may be lifted by grasping with one hand the loose skin over the shoulders and placing the other hand under the rump to support their weight.
4. **Reproduction:** Generally a doe is ready for mating from 16 weeks of age and bucks mature at 18 – 20 weeks. The doe gives an indication of being receptive to mate by behaving restlessly. The Doe should be taken to the buck's cage for mating, as does are territorial and a strange rabbit in their own cage causes anxiety and may result in failure to mate. The gestation period is 32 days and may vary between 29 – 33 days depending on the litter size.

In poultry, to keep egg laying production near normal, hens need around 12-14 hours of light. Chickens normally lay an egg once a day.



Storyteller notes: Here is a traditional beekeeping image.

Questions for audience:

- How many have similar situations at home?
- How does one get started on this kind of activity?
- What makes beekeeping successful?
- What are key things to remember?
- What are the expected benefits to the family?
- How does this kind of income generating activity help the environment?

BEEKEEPING: is the maintenance of honey bee colonies, commonly in hives. A beekeeper keeps bees in order to collect honey and other products that can be sold. In the traditional style, beehives are suspended on wires between posts with a flat thatched roof above to protect from the sun.

Harvesting honey:

- 1) A beekeeper removes frames from the hive.
- 2) The hive is then smoked using a blower, the bees are removed from the honey comb before removal of honey.
- 3) The cells are opened or uncapped.
- 4) The honey is then extracted, filtered and then poured into pots.

Be the head, take control, be responsible.

**Care and provide for your family.
Be wise, be responsible!**

Notes to storyteller: Invite a participant to read the message.

Question: What does this message mean to you?

Closing: Thanks so much for listening today. Next week we'll talk more about healthy households and community empowerment.



Storyteller notes: Now our story continues we want to look at how Peter and John pass on their learning to their families and children. This section will talk more about healthy households and community empowerment.

Questions for audience:

- What do we see Peter doing at dinner?
- What do they talk about?
- How will Peter teach his children about activities of GBM? (Such as tree planting, food security, water harvesting, and other income generating activities).
- How will Peter talk to his children about planning a family in the future?
- What will he say?
- Is this important in the family? Why or why not?



Storyteller notes: Now our story continues we see John and Peter have become friends and are hanging out on a Sunday afternoon.

Questions for audience:

- What is happening?
- What does John think of the situation?
- What does Peter think of the situation? Why?
- What does alcoholism do in the community?
- What can people do to reduce excessive alcohol drinking?
- How are children affected by alcohol use by adults?



Storyteller notes: Now we see a typical night for John's family.

Questions for audience:

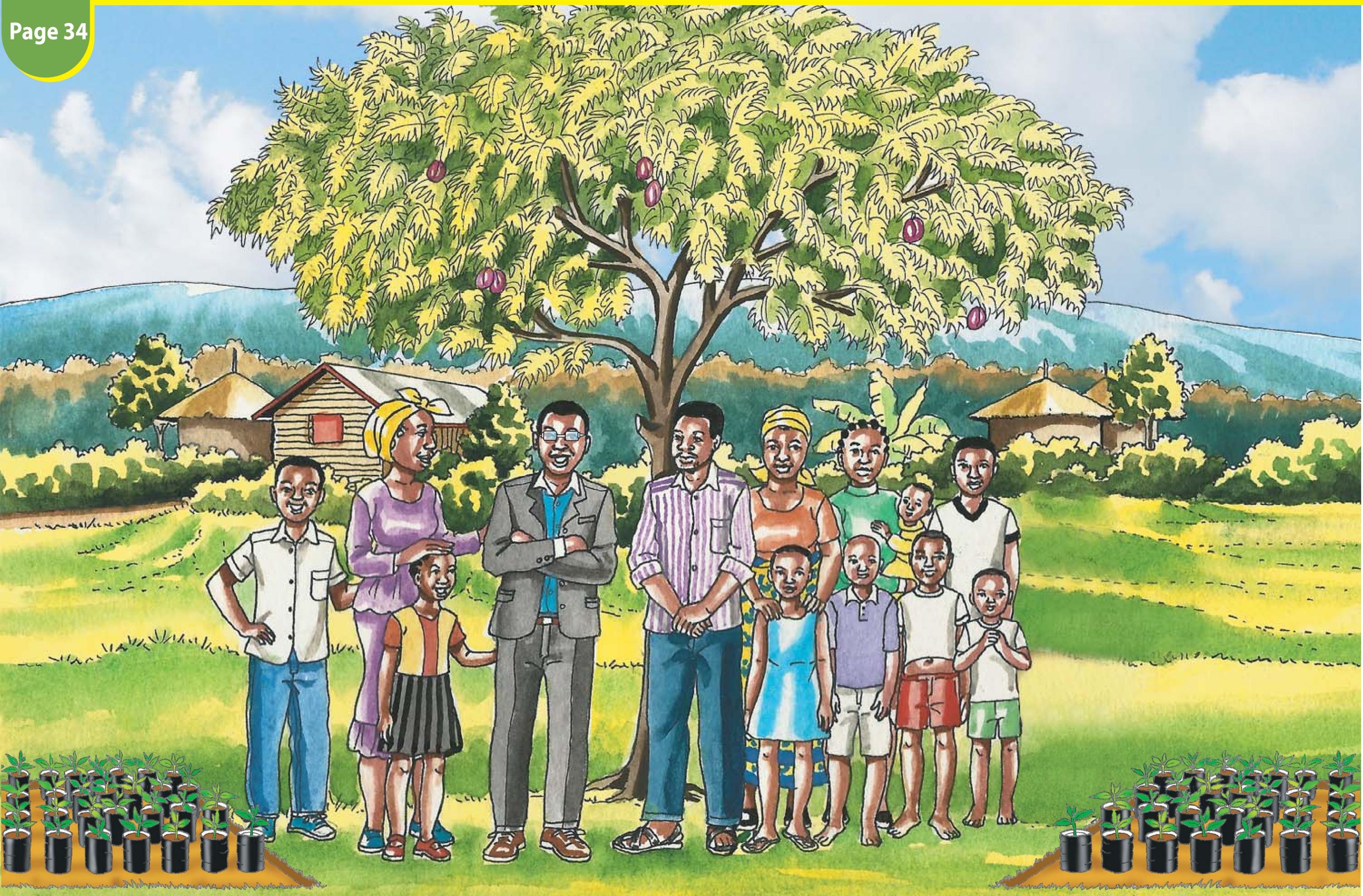
- What do we see?
- What do they talk about together?
- How will John teach his children about activities of GBM? (Such as tree planting, food security, water harvesting, and other income generating activities).
- How will John talk to his children about planning a family in the future?
- What will he say? Why?



Storyteller notes: Here Peter is sharing a funny comment that his daughter told him at dinner last night about using waste for fertilizer.

Questions for audience:

- What do you think could have been funny?
- How does John respond to Peter's story?
- If Peter asks John if he has talked to his family, what will he say?
- What advice will Peter give John?
- Could Peter and John's wives also talk together about their families?
- If so, what would they talk about?



Storyteller notes: We can see again our families. No more children but both families managing what they already have.

Questions for audience:

- How can you take control of your life like Peter and John?
(prompt for: plant a tree, start an IGA, or use family planning.)
- What do you think you can do to 'get involved'?
- Who should be planning this involvement? How?
- How will you act on your ideas?
- How will you keep each other motivated?

**Care for your family,
care for your environment
for a prosperous life**

Get involved. Plan. Act!

Notes to storyteller: Invite a participant to read the message.

Question: What does this message mean to you?

Closing: Thanks so much for listening today. Now we have reached the end. I give thanks to members of the Tree Nursery Group for all your participation, especially those who have come and listened all four weeks.

the green belt movement



Acknowledgements: This material was developed by FHI 360 and the Green Belt Movement as part of public health evaluation. It was written by Maryanne Ombija (FHI 360) and Nancy Wacheke (GBM) with technical review from Agatha Mbulo (GBM); Lisa Moreau, Gwyneth Vance, Theresa Hoke and Caroline Mackenzie (FHI 360). Graphics were designed by Benjamin Nyang'oma. The tool was field tested with 35 Tree Nursery Group members and Extension Officers in Nyeri and Nithi constituencies.

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