



Information Cards

Nutrition and Infant Health



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7. Feeding Your Sick Child
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10. Watch Your Children Grow
11. Understanding The Growth Chart



How to use this card set

This set of information cards will help your community better understand some important health messages. The cards can help you start a discussion of children's nutrition and their health. They can also be helpful as part of some of the activities in the CHEST Kit.

Tips for Using the Information Cards

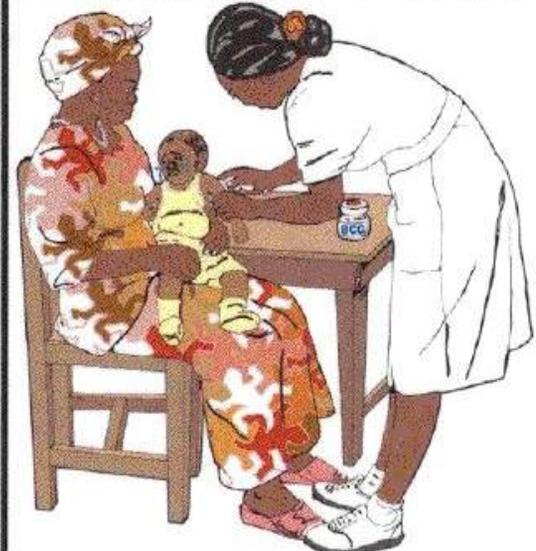
- The cards can be used for educating one person or a group.
- Hold up the card so that the picture faces your audience while the words face you.
- Place the card where everyone can see the picture. Do not cover any part of the picture when you are talking.
- At the beginning, keep things simple. Use just one card for a talk. As you get more comfortable using the cards, you can try using more than one at each talk.

- Give your audience full attention. Look at them when you talk. Do not hide behind the card.
- Always answer questions and clarify doubts and misunderstanding as quickly as possible.
- Rather than simply read the messages, ask people questions about the pictures. This will help them understand better and begin discussion. For example you can ask, "What is going on in this picture?" or "Why do you think she is doing that?" Look at the text once in a while to remind yourself of the points you wish to cover.
- There is a key message box on each card. This is the message that every one must remember. The other information on the card is important, but the key message is the most important. Repeat the key message before the group leaves. Make sure everyone understands the key message.





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Nutrition and Infant Health #1-3

TAKING CARE OF YOUR NEWBORN

Discussion Questions:

What do women in this community do to take care of their newborn after the birth of their child?

This mother and her mother-in-law are keeping their newborn baby warm, clean, and well-fed. Newborn babies need a lot of care and help. If both mother and baby are healthy, there are a few simple steps that will help the baby get a good start in life. Mothers and mothers-in-law play a critical role and need all the information and skills to keep their newborns healthy.

To help your newborn grow and develop, caretakers should:

- Keep the newborn clean. It is important. However, to keep their face, eyes, ears, hands, and bottoms clean using clean water and a clean cloth.
- Keep the newborn's cord clean.
- Make sure the baby is warm.

Baby ma, give tay tay as soon as the baby is born to make it healthy and not cry too much. Make sure to give the yellow tay tay water to the baby.

Immunize your newborn immediately after birth and complete before first birthday. If the baby has a problem and the mother is not already in a health facility; she may need to go to a health facility to get the proper care.

Take the newborn to the health center immediately if the baby:

- has weak or abnormal cry
- has yellow eyes
- has weak or reduced sucking
- is breathing, but difficult to wake up
- does not pass urine or stool within the first day of birth
- umbilical cord is red, has a bad smell or brings out pus
- eyelids are swollen and the eyes bring out pus.
- has difficulty breathing or has convulsions
- has abnormalities at birth (deformed lips. feet or head too large)

Discussion Question

What should you do to take care of your newborn?

KEY MESSAGE

Baby ma, baby gran ma, give tay tay as soon as the baby is born to make it healthy and not cry too much



MOHSW/ Health Promotion Division



Nutrition and Infant Health #1-5



EXCLUSIVELY BREASTFEED YOUR BABY UP TO 6 MONTHS

Discussion Question:

What do the women in this community feed baby less than 6 months of age?

This baby ma has been giving only tay tay water to her baby since it was born. She lets her baby suck as much tay tay water as the baby wants. Giving only tay tay water for the first six months of your baby's life means giving no other liquids, teas, herbal preparations, foods and water - only tay tay water. When you only give tay tay water, the baby is healthier and have less sickness, less running stomach, cough, and cold. Encourage the baby ma to drink plenty of water which she will pass through the tay tay. She should eat well also. That will help her stay healthy so that she can take good care of her baby. Tay tay water has all of the food, water, that your baby needs for the first six month. It is clean and safe for the growing baby.

HOW TO GIVE TAY TAY WATER TO YOUR BABY:

- Sit or lie down comfortably and put the baby to the breast.
- Be sure that part of the dark area around the nipple and the nipple itself is in the baby's mouth.
- Let your baby go off the breast by him or herself.

WHEN TO GIVE TAY TAY TO YOUR BABY:

- Breastfeed your baby whenever the baby seems hungry or thirsty. If the baby seems unsatisfied, then offer the other breast.
- Let the baby breastfeed as long as he/she wants. Feed the baby as often as the baby wants both night and day. Well-fed babies will pass urine at least 6 times in a day that is within 24 hours.
- Continue breastfeeding even when the baby is sick.
- Continue breastfeeding even if you have problems with your breast. Seek out help from health clinic staff if you have any problems with breastfeeding.

Discussion Question:

What should you do to take care of your newborn?

KEY MESSAGE

Baby ma, Give only tay tay water to the baby for the first 6 months, nothing else to drink or eat, for it to grow strong, healthy and clever.



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Nutrition and Infant Health #1-7



FEEDING YOUR BABY: 6-12 MONTHS

Discussion Question:

In this community, what do baby ma feed their babies after 6 months?

This mother is starting to introduce her 6-month-old baby to other foods. She is still continuing to breastfeed her baby as often as the baby wants.

After 6 months your baby should start to eat other foods as well as tay tay water. Good nutrition is important for a young child. Your baby needs to eat many kinds of food to grow well and be active and happy. Babies have small stomachs and need to be fed at least 3 to 4 times a day in addition to breastfeeding.

6 - 12 MONTHS

- Continue to breastfeed day and night as often as the child wants.
- Give other foods such as thick porridge enriched with pounded ground nuts, mashed beans, ground-up meat or fish powder, milk, oil, or food. A sticky porridge is not healthy as it is difficult for the baby to swallow.
- Give your baby also fruits such as bananas, pawpaws, oranges, or mangoes.
- Give babies 6-9 months food at least 3 times a day in addition to giving tay tay water.
- Give babies 9-12 months food at least 4 times a day in addition to giving tay tay water.

TIPS FOR FEEDING:

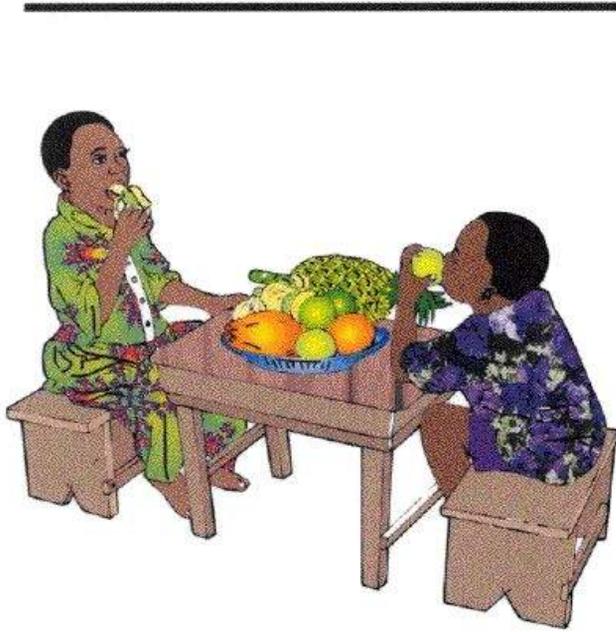
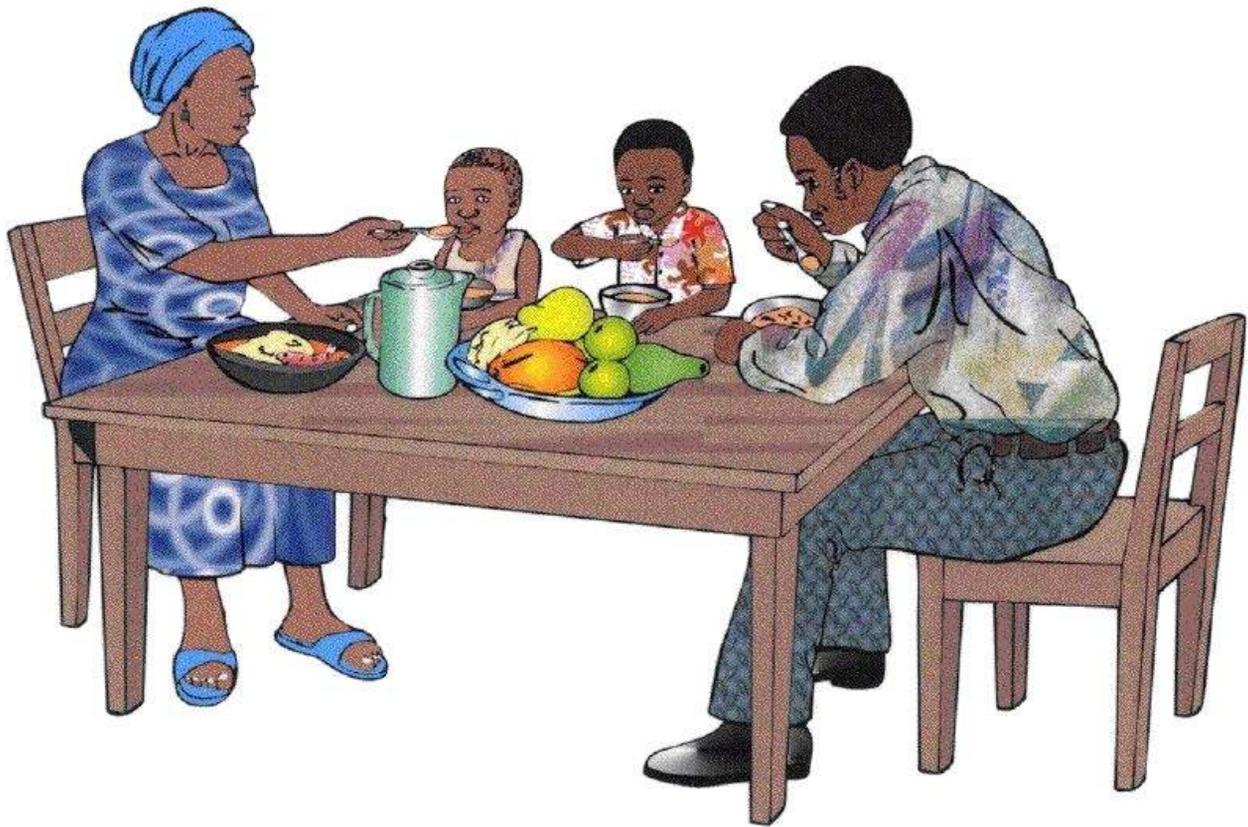
- Wash your hands before feeding your baby.
- Use a clean cup, plate and spoon to feed your baby.
- Do NOT use feeding bottles. They are difficult to clean.
- Supervise your baby's eating to make sure he or she gets enough food and eats a mixed diet.
- Do not force your baby to eat. Try offering another food. Feed your baby a small amount, then wait a few minutes, and then feed your baby a small amount again. It is important to be patient when feeding your baby. Do not add pepper to the food.
- Always feed your baby freshly prepared food. Or reheat already prepared food before serving it to your baby. Cover your baby's food to protect it from flies.
- Take your baby to a health worker if your baby refuses to take the tay tay or eat for a longer period of time than usual.

Discussion Question:

How will you feed your baby after he/she is 6 months old?

KEY MESSAGE

Baby ma, at six months of age in addition to tay tay water give your baby foods such as soft porridge with other foods added to make sure it continues to grow strong, healthy and shiny.



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Nutrition and Infant Health #1-9



FEEDING YOUR CHILD: 12 - 24 MONTHS OLD

Discussion Question:

In your community, what do mothers feed their children after they are one year old?

Your small child needs to eat many kinds of food every day to grow well and be active and happy. He or she should eat at least 5 times a day in addition to breastfeeding as often as the child wants. Your child should eat from a separate plate to make sure he or she is getting enough food.

YEAR 1 - 2 YEAR OLD:

- Feed your small child at least 5 times a day including 2 snacks. Continue to give water.
- Give foods such as thick porridge enriched with pounded ground nuts, beans, ground-up meat or fish powder, milk, oil. The child can also start to eat the family meal with little pepper.
- Give your child fruits such as bananas, pawpaws, oranges, and mangoes in addition to the meals.
- Breastfeed as often as your child wants.
- Give snacks in between meals.

TIPS FOR FEEDING:

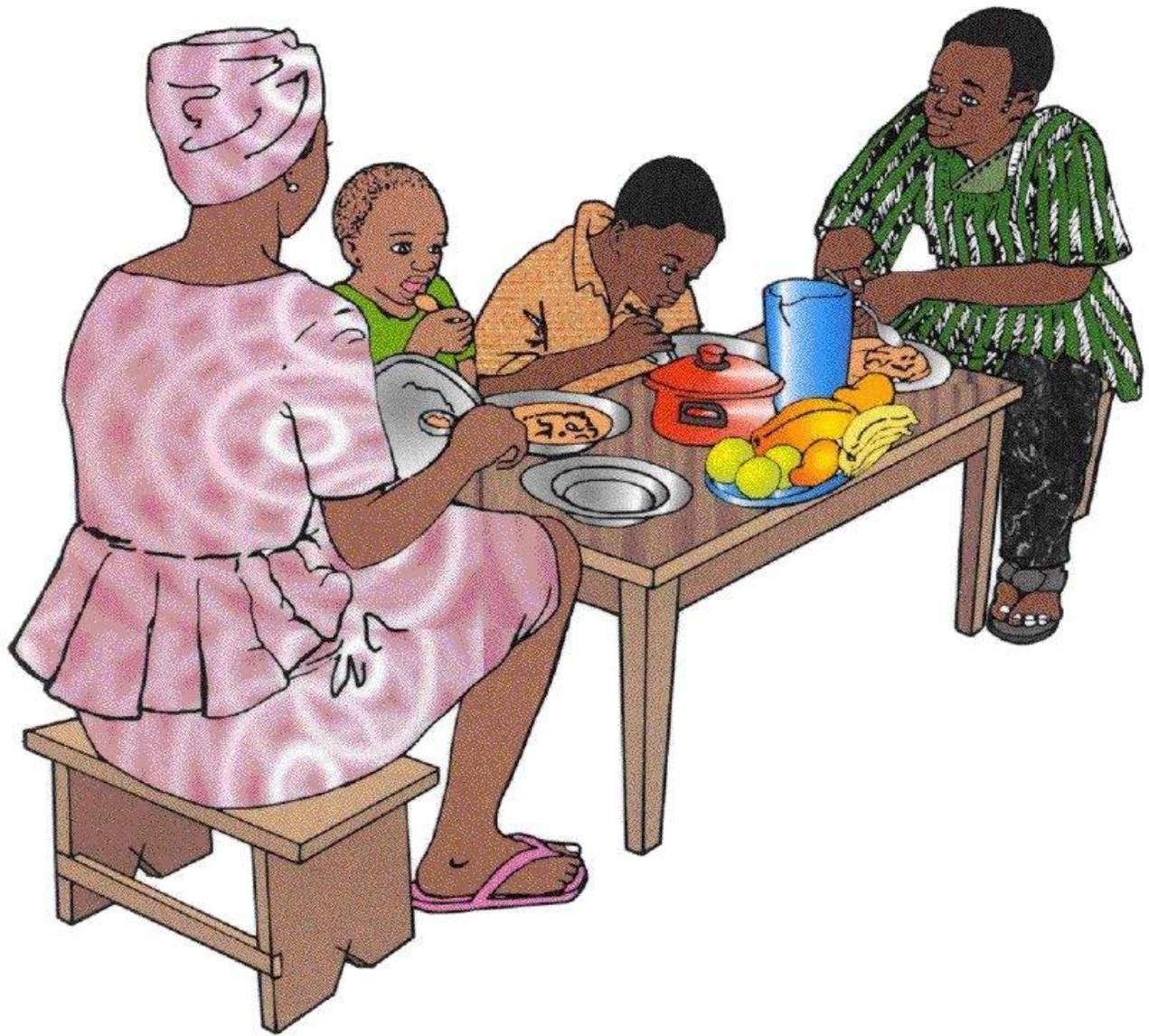
- Wash your hands before feeding your child.
- Use a clean cup, plate and spoon to feed your child.
- Do NOT use feeding bottles. They are difficult to clean.
- Serve and feed your child separately in his or her own clean dish.
- Supervise your child's eating to make sure he or she gets enough food and eats a mixed diet.
- Do not force your child to eat. Try offering another food. Feed your child a small amount, then wait a few minutes, and then feed your child a small amount again. It is important to be patient when feeding your young child.
- Always feed your child freshly prepared food. Or reheat already prepared food before serving it. Cover your child's food to protect it from flies.
- Take your child to a health worker if your child refuses to breastfeed or eat for a longer

Discussion Question:

How will you feed your child after she or he is 1 year old?

KEY MESSAGE

Baby ma, from 12 months to 2 years, feed your baby at least 4 times a day different types of food so that your baby grows healthy



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Nutrition and Infant Health #1-11



FEEDING YOUR CHILD OLDER THAN 2 YEARS

Discussion Question:

What do mothers in your community feed their children after they are two years old?

After 2 years of age a child should eat family food from his or her own dish. Your child needs to eat many kinds of food every day to grow well and be active. You should make sure your child gets a separate dish so that he or she gets enough to eat.

2 YEARS AND OLDER:

- Serve and feed your child separately in his or her own dish.
- Encourage him or her to eat a mixed diet.
- Give family foods at least 3 times a day.
- Give your child fruits such as bananas, pawpaws, oranges and mangoes in addition to the meals.
- Continue to breastfeed if your child is not completely weaned.
- Give snacks in between meals -- fruits, peanuts, bread with peanut butter, roasted plantain, etc.

TIPS FOR FEEDING:

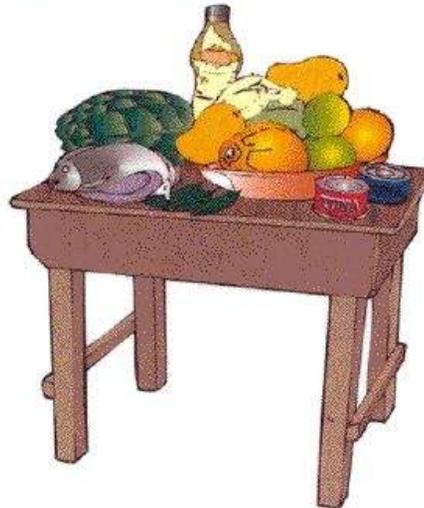
- Wash your hands before feeding your child.
- Use a clean cup, plate and spoon to feed your child.
- Do NOT use feeding bottles. They can cause sickness if unclean.
- Serve and feed your child separately in his or her own clean dish.
- Supervise your child's eating to make sure he or she gets enough food and eats a mixed diet.
- Do not force your child to eat. Try offering another food. Or feed your child a small amount, then wait a few minutes, and then feed your child a small amount again. It is important to be patient when feeding your young child.
- Always feed your child freshly prepared food. Or reheat already prepared food before serving it to your child. Cover your child's food to protect it from flies.
- Take your child to a health worker if your child refuses to breastfeed or eat for a longer amount of time than usual.

Discussion Question:

How will you feed your child after she or he is 2 years old!

KEY MESSAGE

After 2 years of age a child should eat family food from his or her own dish.



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Nutrition and Infant Health #1-13



VITAMIN A FOR HEALTHY GROWTH

Discussion Question:

What do people in this community do to keep healthy?

This health provider is giving a child a Vitamin A capsule to keep the child healthy. Vitamin A helps protect children from serious health problems including blindness, diarrhea, measles and skin diseases.

Children and women with newborn babies should eat foods that have a lot of Vitamin A. Good foods with Vitamin A are liver, fish (such as herring, salmon, and tuna), mangoes, pawpaw, and palm oil.

Children from 6 months up to 5 years need extra Vitamin A.

WOMEN WITH NEWBORN BABIES SHOULD:

- Continue eating Vitamin A rich foods such as liver, fish (such as herring, salmon, and tuna), mangoes paw paw, okra, and palm oil.

BABIES AND CHILDREN SHOULD:

- Be breastfed exclusively for the first 6 months or life. In the first 6 months, your baby gets the Vitamin A he or she needs from breast milk.
- Get one dose of Vitamin A (blue capsule) when they are between 6 and 11 months old.
- Get one dose of Vitamin A (red capsule) every 6 months when they are between 1 and 5 years.
- Get Vitamin A capsules if they are being treated for malnutrition, measles, Diarrhea lasting 2 weeks or more, or night blindness.
- Continue eating Vitamin A rich foods such as liver, fish (such as herring, salmon, and tuna). mangoes, pawpaw, okra, and palm oil.
- Get Vitamin A capsules from the health center/clinic or your community-based volunteer.

Discussion Question:

When should your child get Vitamin A?

What foods can you find in the market that has lots of Vitamin A for your family?

KEY MESSAGE

Vitamin A is important for your child's eyesight and also helps your child fight illness such as blindness, Diarrhea, measles and skin diseases



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Nutrition and Infant Health #1-15



FEEDING YOUR SICK CHILD

Discussion Question:

What do women in your community do to take care of their sick child?

This child is sick. Her mother is trying to encourage her to eat some of her favorite foods. The mother has also continued breastfeeding the child while she is sick and has been trying to breastfeed her longer than usual so that she becomes healthy again. Small children who are sick lose liquids because they sweat more, vomit, and have Diarrhea. Children need to continue breastfeeding and eating often to keep them strong during their illness. If the child is weaned offer him more food.

FEEDING YOUR SICK CHILD:

- Breastfeed more often and for longer time at each feed day and night.
- Clear the child's nose if it is blocked so that it will not interfere with feeding.
- Offer more fluid, soup with little pepper, rice water, etc. if the child is weaned.
- Feed your child often, at least 5 times a day. Children have small stomachs that cannot hold much food.
- Cover the child's food to protect it from dirt, dust and flies.
- Encourage your child to eat if he or she does not want to eat.
- Feed your child small amounts of favorite foods often.
- Take your child to the health worker for help if he or she is too sick to breastfeed or eat.
- Give more food for at least a week after your child is better. This will help your child gain back the lost weight. It will help keep your child strong.

Discussion Question:

How will you feed your sick child?

KEY MESSAGE

Sick children need extra food and they need to drink water more often to regain the strength and weight lost during the illness.



MOHSW/ Health Promotion Division

Nutrition and Infant Health #1-17



IODINE DEFICIENCY DISORDER (IDD) LOW IODINE SICKNESS

Discussion Question:
What do you know about low-iodine sickness or IDD?

This woman is making a meal using salt with iodine in it called iodated salt. She uses it exactly the same way as regular salt and it tastes the same. Iodated salt protects her family from IDD or low-iodated sickness.

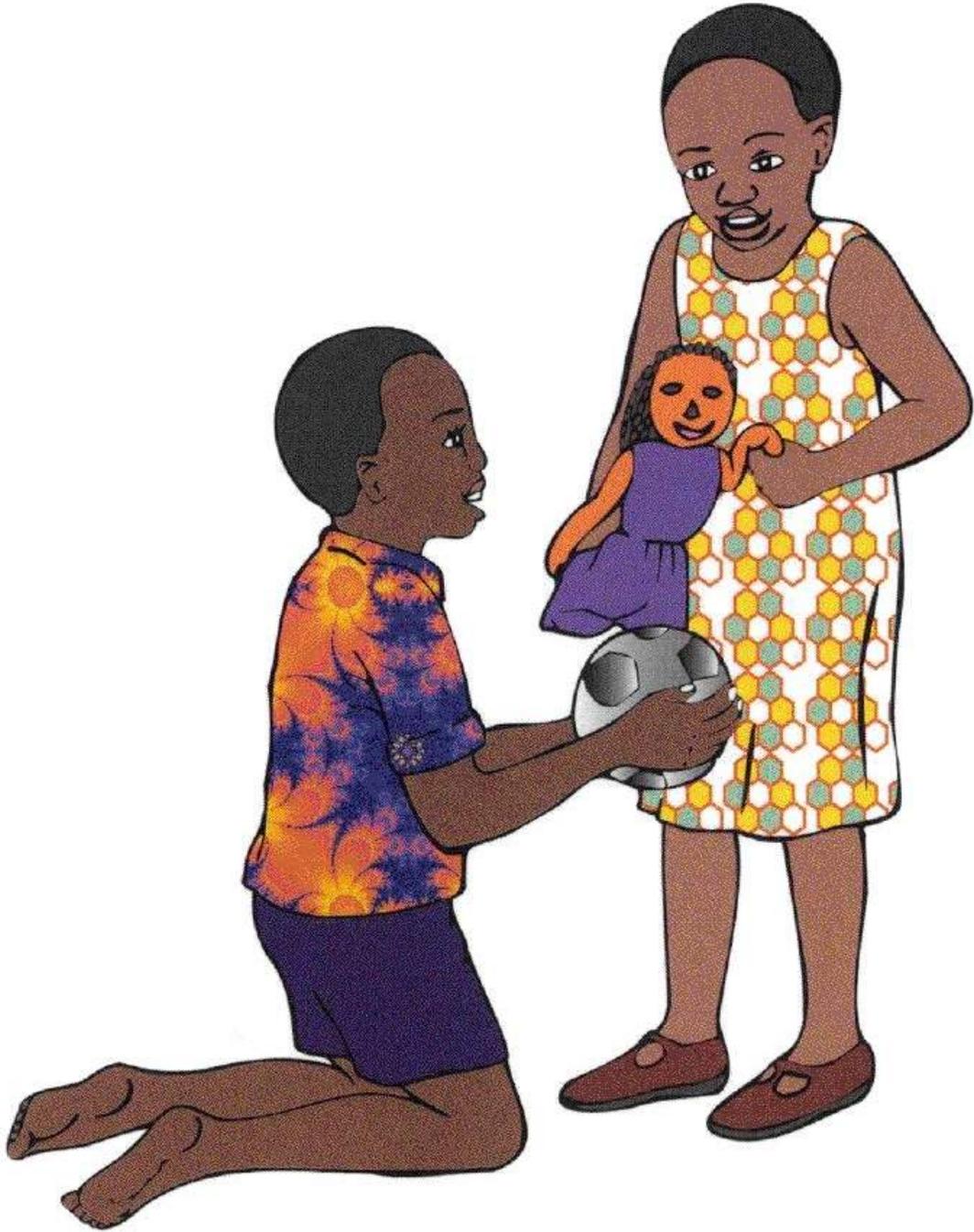
Lack of iodine causes serious health problems like goiter, slowness in learning, deaf-mutism and cretinism. These can affect everyone in the family. IDD is easy to prevent - use iodated salt when you prepare food

LACK OF IODINE CAN CAUSE:

- Goiter (a bulge in the front of the neck)
- Slowness in learning
- Cretinism (low energy and retarded growth)
- Deaf-mutism (can not hear or talk)
- To prevent these illnesses use only iodated salt

Discussion Question:
Where can you buy iodated salt?
How can you make sure the salt you buy is iodated?

KEY MESSAGE
Use only iodated salt, to make sure that the salt you buy is iodated,
look for this symbol on the packaging material or bag.



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Nutrition and Infant Health #19



KEEPING CHILDREN HEALTHY

Discussion Question:

What do parents in this community do to keep their children healthy?

These two young children are very active and healthy and have had very few sicknesses. Their mother and father made sure that they have had all of their immunizations and that they received vitamin A capsules, the children were also breastfed until they were at least two years old, and continue to eat a healthy mixed diet.

Children's bodies are small. Sometimes they are not strong enough to fight many childhood diseases. Parents can help to protect their children from diseases.

TO PROTECT YOUR CHILDREN FROM DISEASE PARENTS CAN:

Exclusively breastfeed their babies until they are 6 months old.

Continue breastfeeding their children until they are at least 2 years old.

Feed their children nutritious food. Good foods include thick porridge enriched with pounded ground nuts, beans, ground up meat or fish powder, milk, oil. So are bananas, pawpaws, oranges, mangoes, liver, fish, meat, and milk.

Make sure that children receive their vitamin A capsules and eat foods with lots of Vitamin A. These include foods such as liver, fish {such as herring, salmon, and tuna), mangoes, pawpaw, and palm oil.

Visit the clinic 5 times to receive complete immunizations (shots).

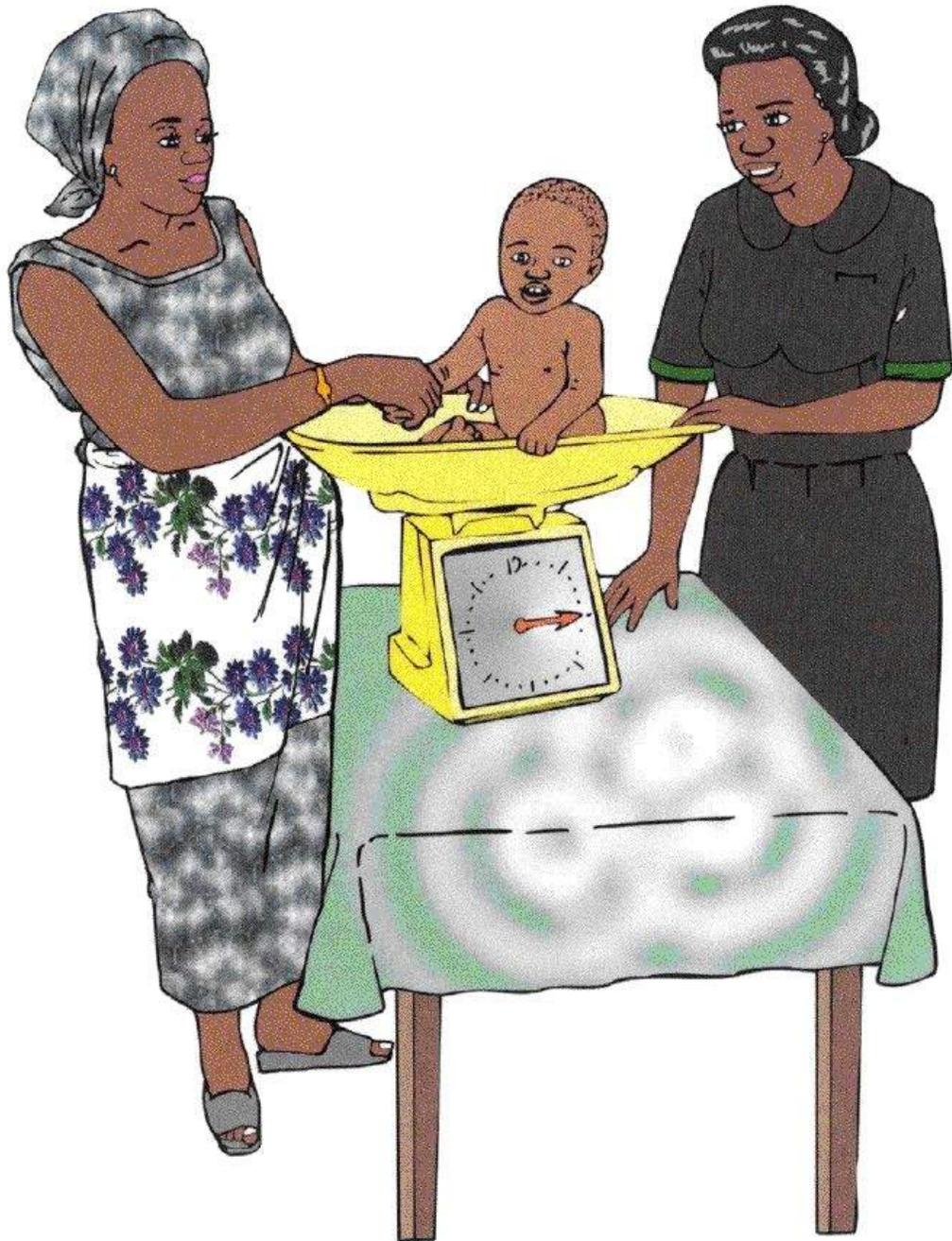
Keep a clean home to prevent childhood diseases like Diarrhea.

Discussion Question:

As a parent, what can you do to keep your child healthy?

KEY MESSAGE

Ensure your child receives complete immunization and is well-fed on nutritious foods.



MOHSW/ Health Promotion Division

Nutrition and Infant Health #1-21



WATCH YOUR CHILDREN GROW!

Discussion Question:

Why is it important to have your child weighed?
In your community, how often are children weighed?

This mother is getting her child weighed. Parents use different ways to find out how well their children are growing. Children who do not get enough food to eat do not grow well. Neither do children who do not eat a variety of foods, or children who are sick.

If they do not eat enough good food, children will lose weight. This is dangerous to a young child's health.

The most reliable way to know if your child is growing well is to get your child weighed and have the weight marked on the child's growth chart.

When to weigh:

- Children between 0 and 1 year should be weighed every month.
- Children between 1 and 2 years should be weighed every 2 months.
- Older children should be weighed every 3 months, until they are 5 years old.
- Sick children should be weighed more often.

Discussion Question:

How often should you bring your child to be weighed?
How can you make sure your child is weighed regularly?

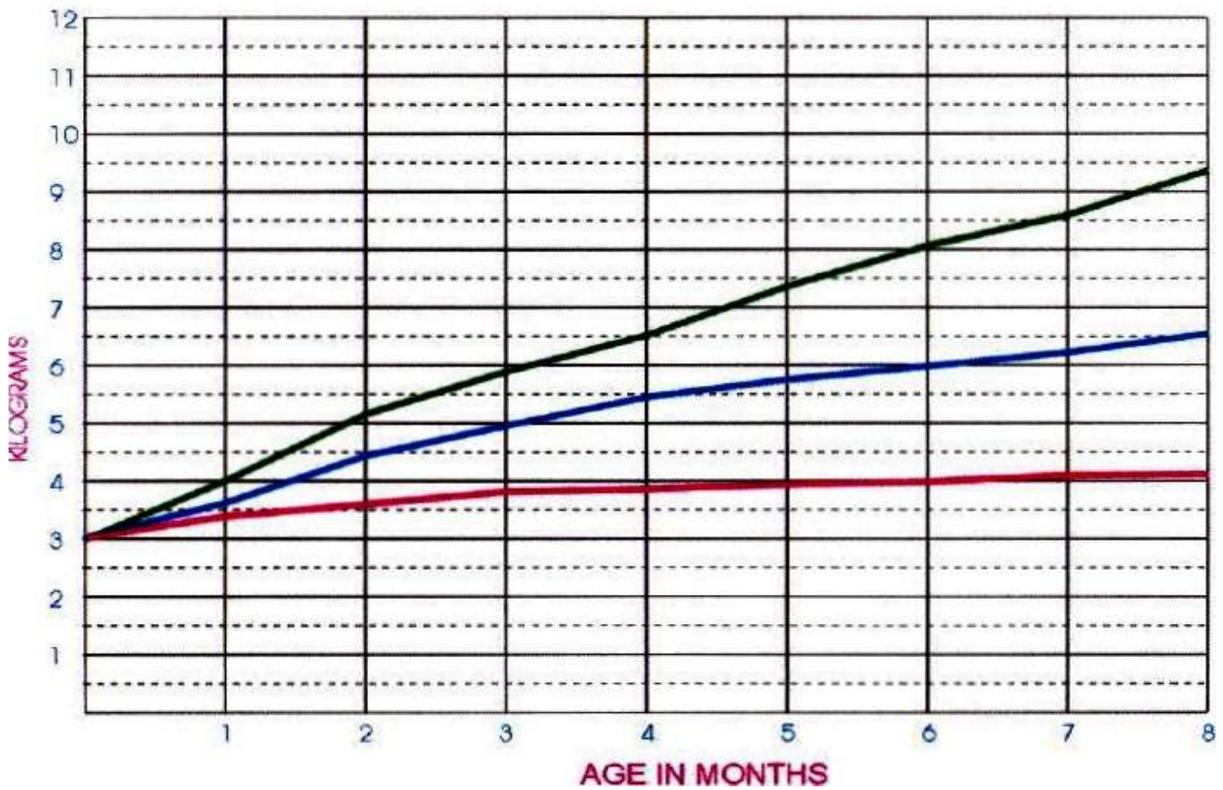
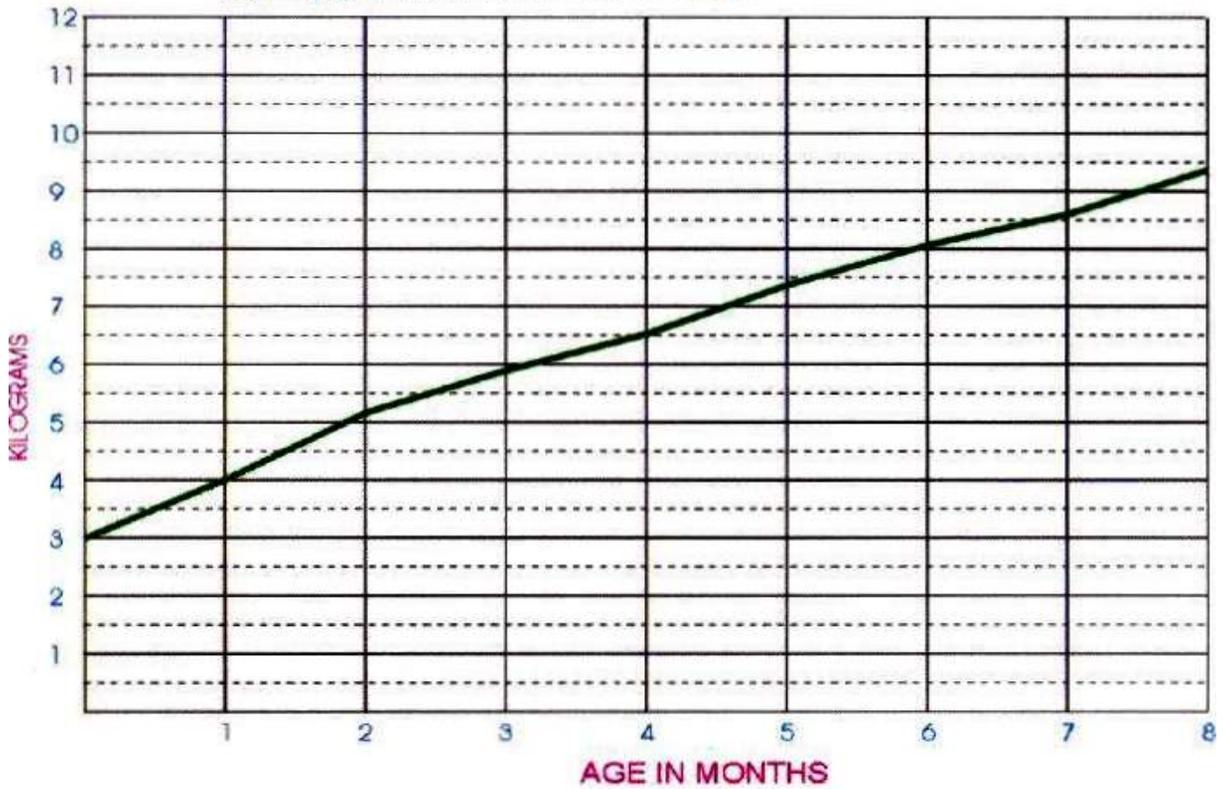
KEY MESSAGE

The most reliable way to know if your child is growing well is to get your child weighed and have the weight marked on the child's growth chart.

GROWTH CHART

NAME:

BIRTH WEIGHT: KG



UNDERSTANDING THE GROWTH CHART

Discussion Question:

Is this chart used in your community?
How and why is it used'?

The top chart is Mary's weight chart. Mary's is eight months old, and has been weighed every month since birth. She is growing very well. You can tell that by the upward slanting line on the chart.

It is important that mothers (and caretakers) learn how to read their child's growth chart. A growth chart marks the child's weight for the first years of his/her life. When a mother can read her child's growth chart, she can better understand her child's development. She can take action before her child becomes sick.

HOW TO READ A CHILD'S GROWTH CHART: This is a child's growth chart. The lines show you how your child is growing in weight. This chart shows the growth of three children marked in different colors:

- Child A is marked in green. Child A is growing well.
- The line is going up. This is good.
- Child B is marked in blue. Child B is not gaining weight. The line is going straight across. This is dangerous for the health of the child.
- Child C is marked in red. Child C is losing weight. This line is going down. This is very dangerous for the health of the child.

Discuss the weight of the clients' children and mark the progress of their child on the chart.

Discussion Question:

How will you know if your child is growing well?
When should you bring your child for weighing?

KEY MESSAGE

If your child is not gaining weight or losing weight, talk with your health worker about what your child eats and how often as well as what to do when your child is sick.



Information Cards

Safe Motherhood



CONTENTS

1. Keeping Healthy in Pregnancy
2. Care During Pregnancy
3. Iron-folate Pills for Pregnant Women
4. Prevention of Malaria in Pregnancy
5. Delivering a Healthy Baby
6. Danger Signs During Labor and Delivery
7. Mother-care After Birth
8. New Born Baby Care: Getting Started with Exclusive Breastfeeding



How to use this card set

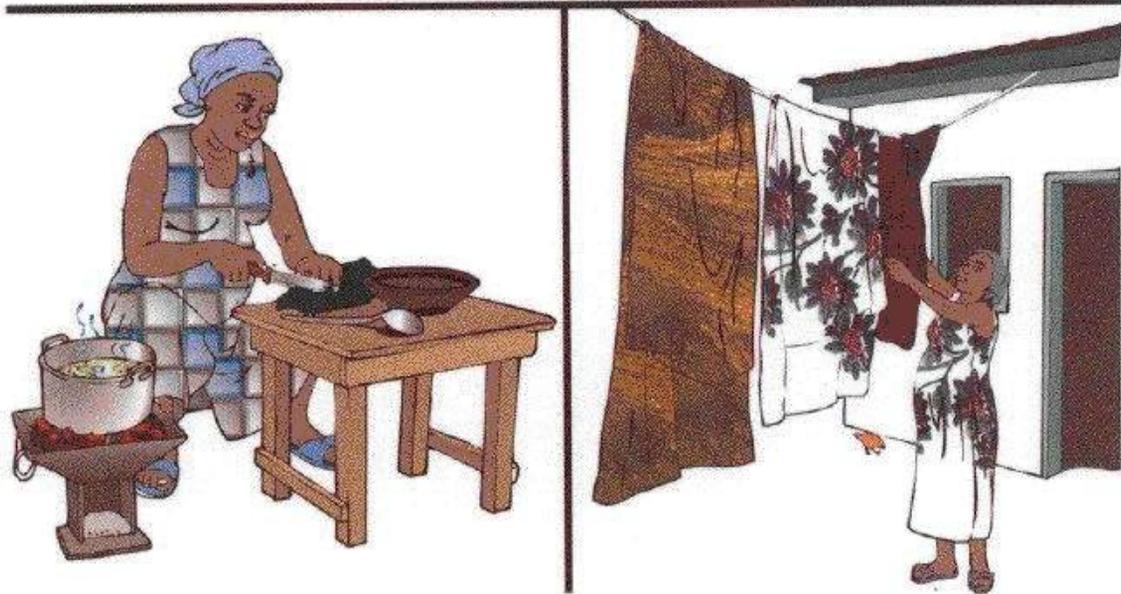
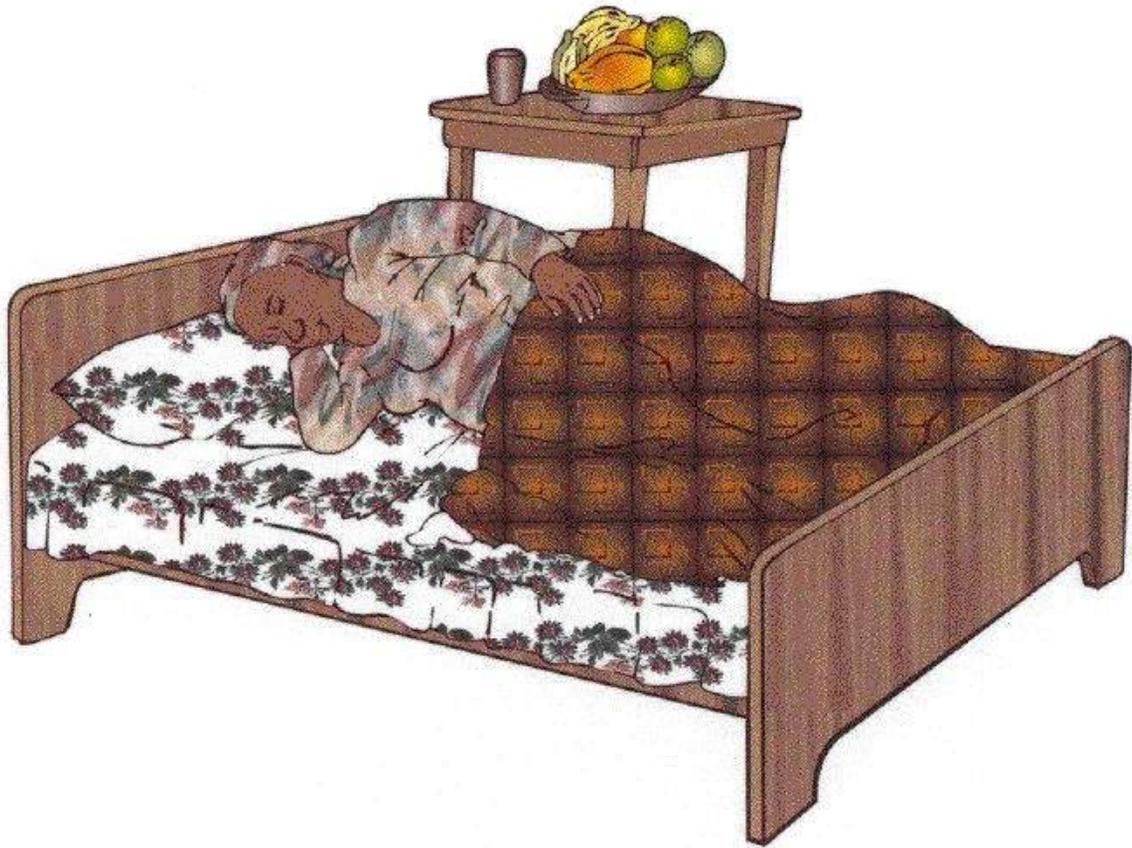
This set of information cards will help your community better understand some important health messages. The cards can help you start a discussion of Safe Motherhood. They can also be helpful as part of some of the activities in the CHEST Kit.

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MOHSW/ Health Promotion Division

Safe Motherhood #2-27



KEEPING HEALTHY IN PREGNANCY

Discussion Question:

HOW do women in this community take care of themselves when they are pregnant?
How do families help women stay healthy when they are pregnant'?

This woman is pregnant. She has a baby growing inside her womb. The life of the baby in her womb depends on her. She must now care for herself and for the baby. Women need to eat more during pregnancy and while breastfeeding. What a woman does when she is pregnant affects the baby growing in her womb.

TO STAY STRONG A PREGNANT WOMAN SHOULD TRY TO:

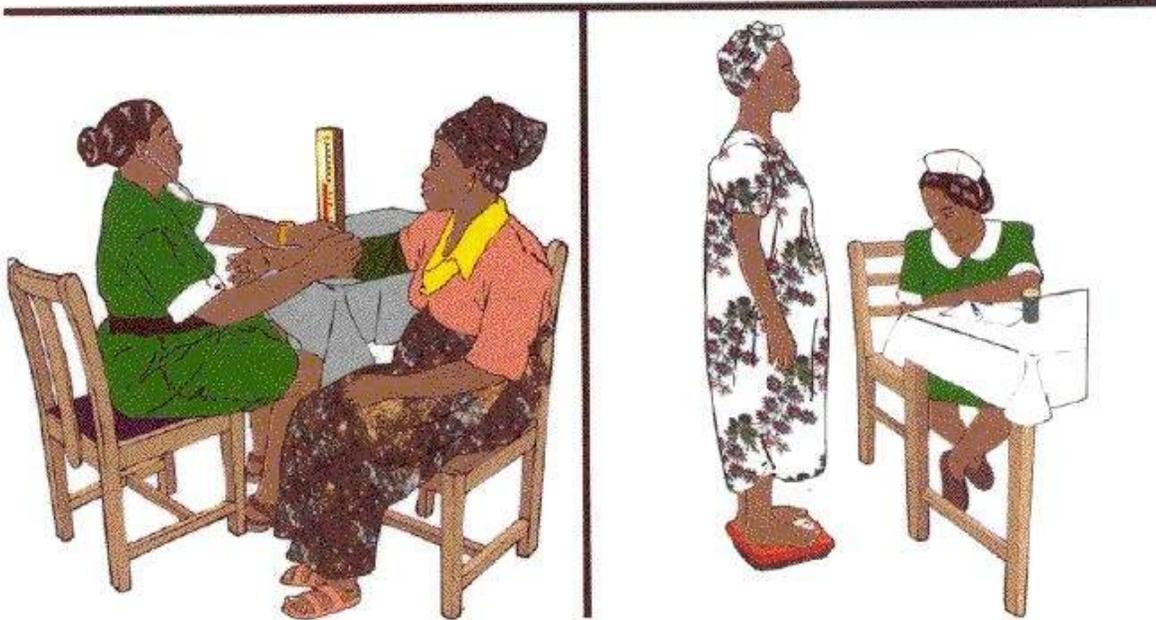
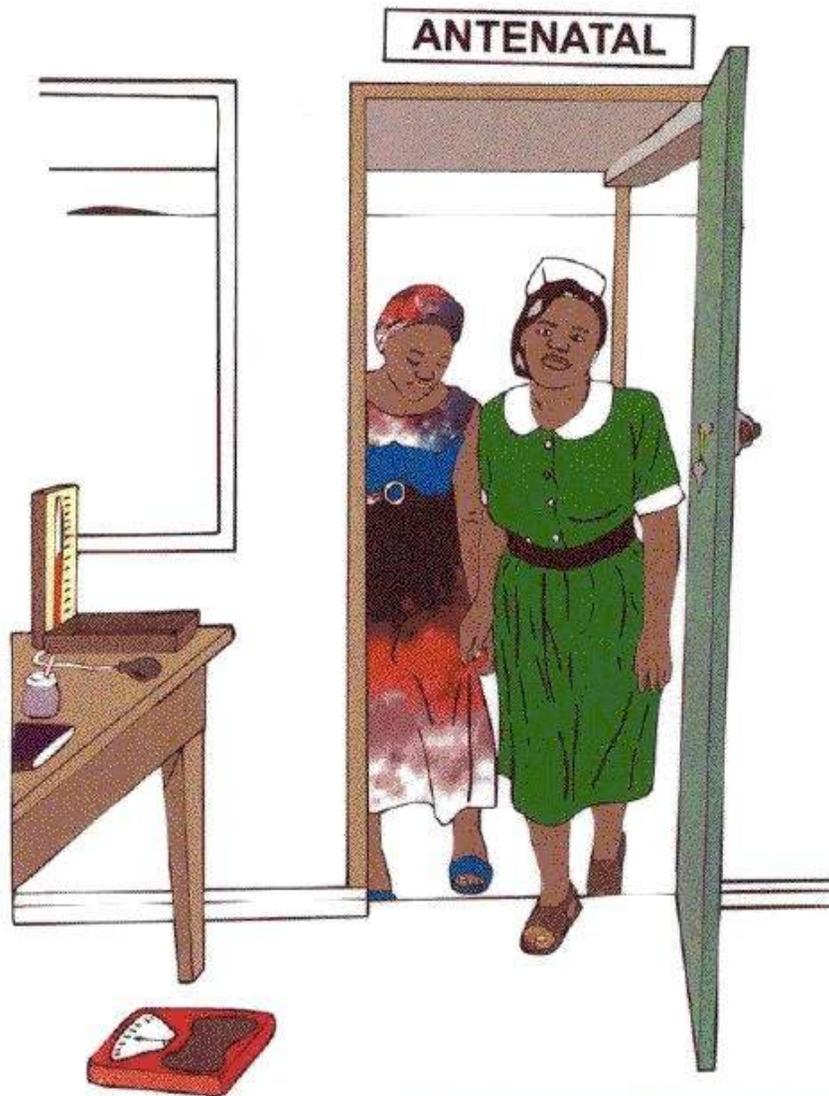
- **EAT MORE** during pregnancy and while breastfeeding.
- **EAT** a mixed diet with starches (rice, yams, cassava), proteins (meat, fish, beans, groundnuts), fruits (oranges, mangoes, pawpaws, bananas) and green leafy vegetables.
- **GET** more rest than usual at least 1 hour during the day and 6 to 8 hours at night.
- **DO** light physical exercise every day (such as walking).
- **AVOID** hard work such as carrying heavy loads.
- **DRINK** plenty of clean water every day.
- **WEAR** comfortable loose clothing and flat shoes.
- **TAKE** daily baths. Washing will help avoid infections.

Discussion Question:

What important things should a pregnant woman discuss with her husband and family?
What foods will you eat to stay healthy while you are pregnant?

KEY MESSAGE

What a woman does when she is pregnant affects the baby growing in her womb.



MOHSW/ Health Promotion Division

Safe Motherhood #2-29



HEALTH CARE DURING PREGNANCY

Discussion Question:

How do women in this community make sure their baby will be born healthy?

These women in these pictures are visiting the health worker. They are making sure to receive care from the time they knew they were pregnant until their babies are born. The health worker is trained to prevent problems in the pregnancy. She can treat the women if they have any difficulties.

AS SOON AS A WOMAN KNOWS SHE IS PREGNANT SHE SHOULD:

- **VISIT** the clinic at least 4 times during her pregnancy for antenatal care. The first visit should be within the first three months. The schedule will be given her during her next ANC visits.
- **GET** immunization (vaccination) against tetanus to protect her and her unborn baby.
- **TAKE** only medicines given to her by a trained health worker who knows she is pregnant.
- **TAKE** iron-folate tablets. They make the mother and baby strong by providing protection against anemia (weak blood) and birth defects.
- **GO** to the clinic if she has unusual vaginal discharge or sores on her private parts.

GO to the clinic immediately if she has one or more of the following DANGER SIGNS:

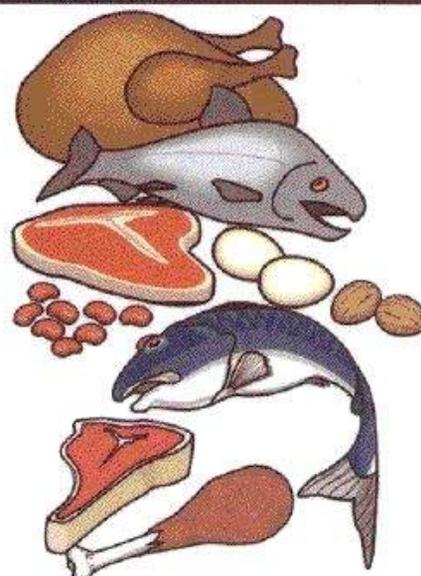
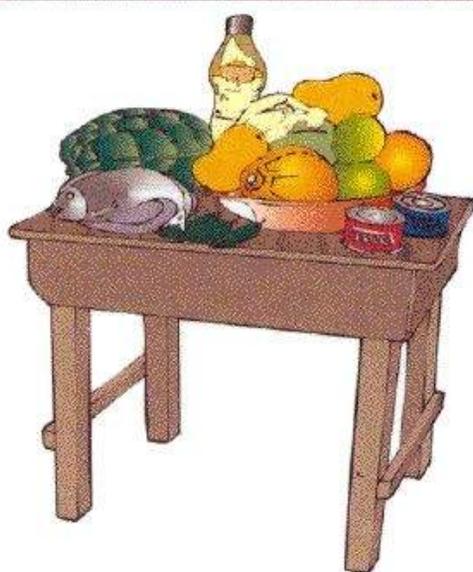
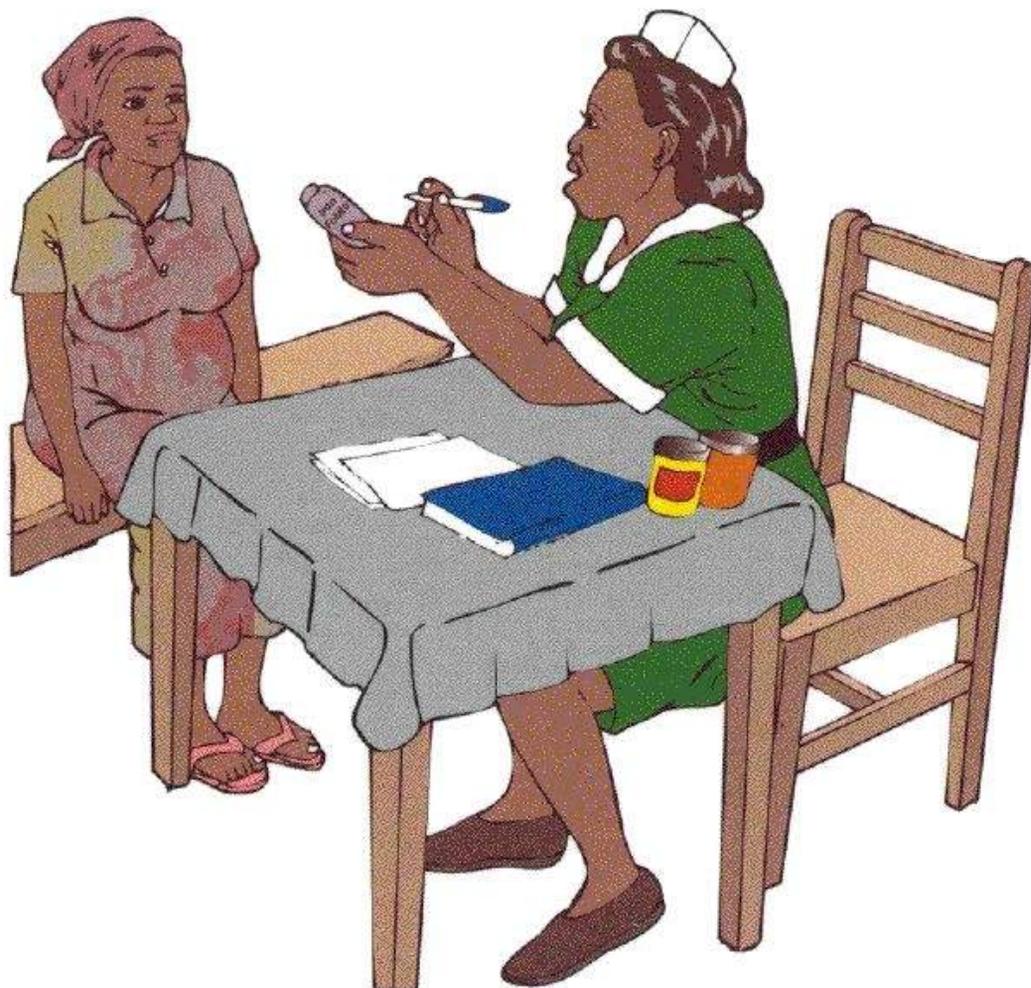
- Bleeding from the vagina
- Continuous vomiting, dizziness/fainting
- Severe waist pains
- Uneven heart beat
- Swollen feet, hands and face
- Yellow eyes and itching all over body
- Fever
- Baby's movement decreases or stops
- Severe headache, blurred vision, fits or convulsion

Discussion Question:

When should you go to a health center during pregnancy?
What are the danger signs during pregnancy?

KEY MESSAGE

As soon as a woman knows she is pregnant, she should visit the clinic at least 4 times during her pregnancy for antenatal care.



MOHSW/ Health Promotion Division

Safe Motherhood #2-31



IRON-FOLATE PILLS FOR PREGNANT WOMEN

Discussion Question:

What have you heard about iron-folate pills?

This woman visits the clinic for care during her pregnancy. She has returned for more care and a supply of iron-folate pills from a trained health worker. This helps to keep her strong against infections. Iron-folate helps her to have a safer pregnancy, a safer delivery, and a healthier baby. Pregnant women should also eat more foods that have iron. These include fresh meat, fish, and green vegetables such as potatoes green and beans.

A pregnant woman should:

- Start taking iron-folate pills as soon as she realizes she is pregnant.
- Take one iron-folate pill every day during pregnancy and breastfeeding. This will help her resist infection, and help her baby grow.
- Take her iron-folate pills between meals. This will make them work better.
- Eat more fruits such as mangoes, oranges, lemons, guava, pawpaw, and tomatoes while you are taking iron-folate pills. These foods have lots of Vitamin C, which helps the body to better absorb the iron-folate.
- Avoid drinking tea or coffee. Iron-folate pills work better and it is also better for the unborn baby if you avoid drinking tea or coffee.

NOTE:

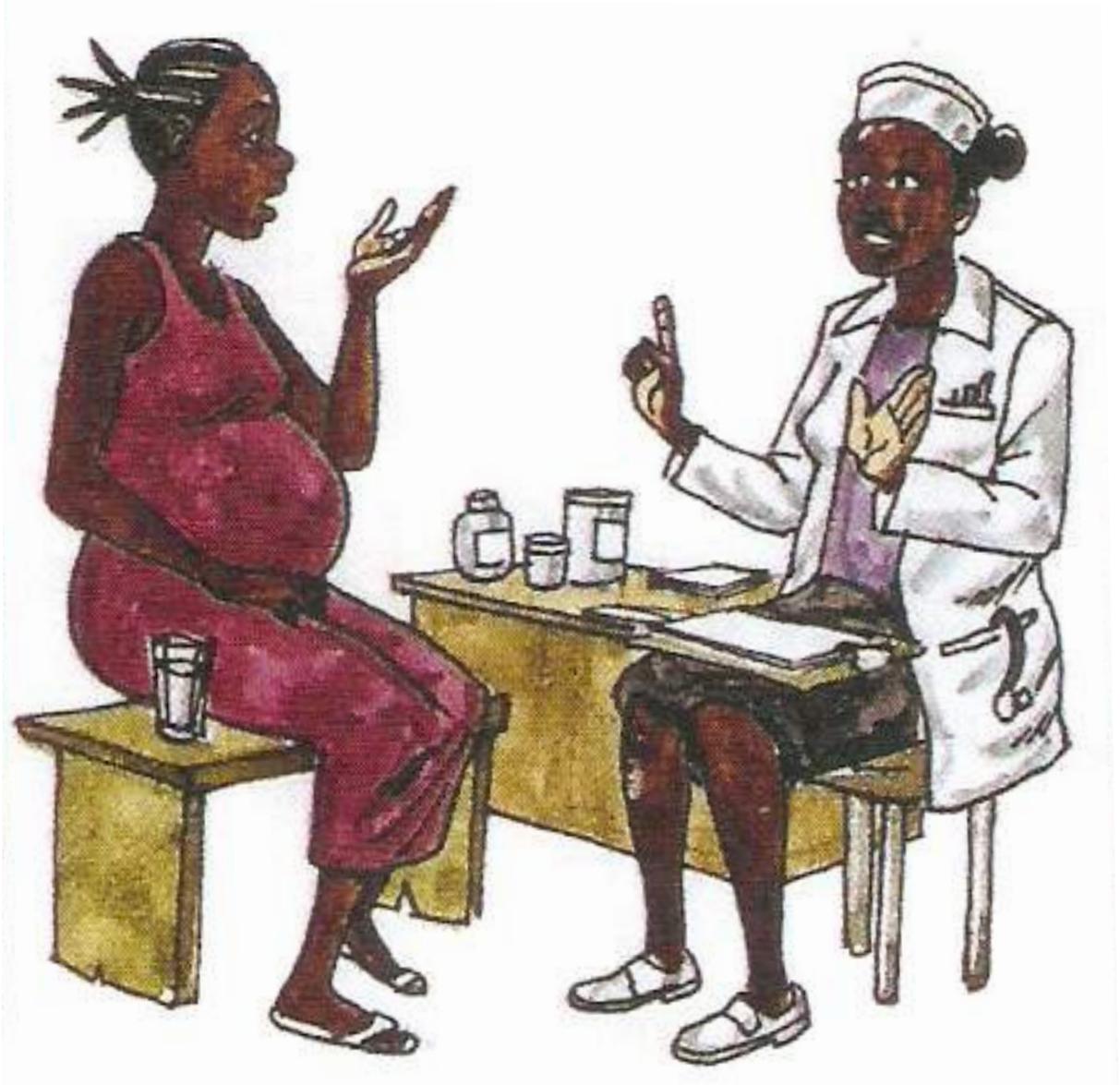
Iron-folate pills may cause some side effects. They can cause stomach discomfort, nausea, vomiting, belching, dizziness, diarrhea, constipation or black stools. These discomforts can be avoided by taking iron-folate pills at bedtime.

Discussion Question:

What kinds of foods can you find in the markets that have lots of iron?
How can you get iron-folate pills?

KEY MESSAGE

Iron-folate helps a pregnant woman to have a safer pregnancy, a safer delivery, and a healthier baby. She should start taking them as soon as she realizes she is pregnant.



MOHSW/ Health Promotion Division

Safe Motherhood #2-33



PREVENTION OF MALARIA IN PREGNANCY

Discussion Question:

What do women in this community do to prevent malaria in pregnancy?

Malaria in pregnancy is not good at all. It can cause serious problem for the big belly and her unborn child. This big belly has a baby growing inside her womb. The life of the unborn baby in her womb depends on her. For her to keep healthy during pregnancy and have a healthy baby, big belly must take malaria prevention tablets two different times during their pregnancy to prevent malaria. She needs to visit the big belly clinic regularly for the health worker to make sure that she receives her IPT on time. This will help prevent her from getting malaria. Big belly must also sleep under treated mosquito net every night and everywhere.

A pregnant woman should:

- VISIT the clinic at least 4 times during her pregnancy for antenatal care. The first visit should be within the first three months.
- Start taking the malaria prevention medicine at four months of pregnancy (1stdose) and 2nd dose at seven months of pregnancy.
- Sleep under treated mosquito net every night and everywhere to prevent malaria

NOTE:

If she did not take the 1stdose at fourth month, she can still take it at 5th or 6th month

If she has not taken the prevention medicine until she is at 7th month, she can still go to the clinic for the 1stdose.

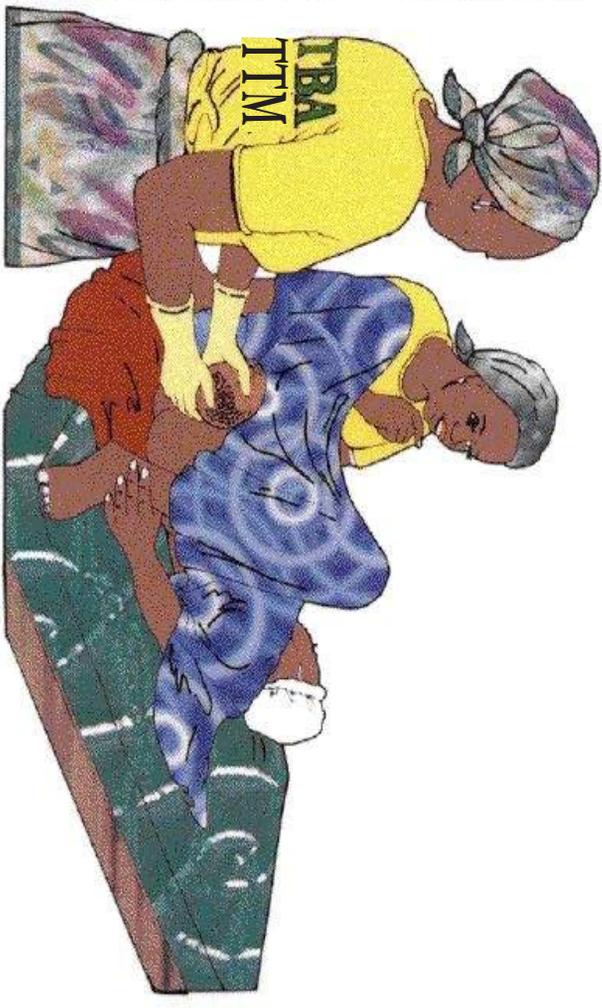
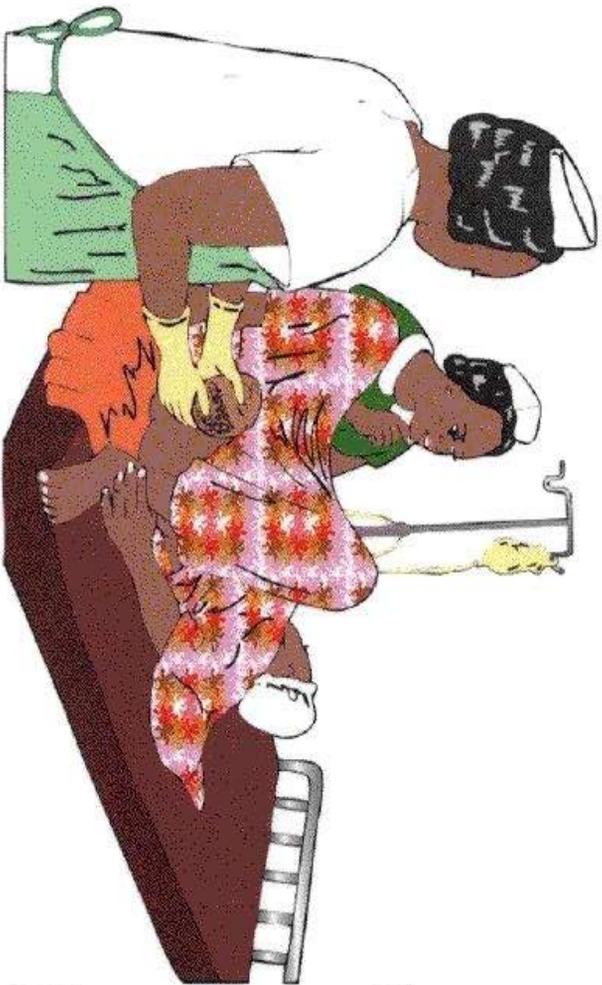
WOMEN RECEIVING IPT	NO. OF TABLETS	DATE
FIRST DOSE	3	
SECOND DOSE	3	

Discussion Question:

What big belly women should do to prevent malaria?
How many times should big belly take the malaria prevention medicine?

KEY MESSAGE

Big belly woman, make sure you go to the big belly clinic to get IPT (Malaria Prevention Medicine) to keep you from getting malaria and keep your unborn baby healthy



MOHSW/ Health Promotion Division

Safe Motherhood #2-35



USAID
FROM THE AMERICAN PEOPLE



DELIVERING A HEALTHY BABY

Discussion Question:

Where do women in this community deliver their babies?

Who helps deliver the baby?

Why would a woman not go to the clinic to deliver her baby?

This woman visited the clinic for care during her pregnancy. She has returned to deliver her baby with the help of a qualified health worker. Qualified health workers and trained traditional birth attendants help women to have safe pregnancies and safe deliveries. Each delivery is different. One time a woman may have an easy delivery. The next time the same woman may have a difficult delivery. You cannot tell in advance. Difficult deliveries are dangerous. Health workers save the lives of many women every year.

TIPS FOR DELIVERING A HEALTHY BABY

- Deliver under the care of a skilled birth attendant or qualified health worker .
- Health workers help mothers to deliver under clean conditions. There is less chance of infection for the mother and child.
- Health workers are well trained and can help you deliver safely

SIGNS OF LABOR

There are three signs that show that labor is starting. They are:

- Regular painful uterine contractions
- Bloody mucus discharge ("the show")
- Sudden uncontrolled flow of water from the vagina ("breaking of the waters")

Seek help from a skilled birth attendant or qualified health worker when you have experienced any one of these signs of labor. Seek advice for prompt referral from a trained traditional birth attendant

Safety Tip: Review birth preparedness/emergency plan (transportation arrangements, money, and materials) with woman and family before delivery to get the woman to hospital or well-equipped health center should a problem arise.

Discussion Question:

How could you make sure that you deliver your baby under the care of a qualified health worker or is skilled birth attendant?

KEY MESSAGE

Deliver under the care of a skilled birth attendant or qualified health worker.



MOHSW/ Health Promotion Division

Safe Motherhood #2-37



DANGER SIGNS DURING LABOR AND DELIVERY

Discussion Question:

What do people in this community do to help women who have difficult deliveries'?

This woman is having difficulties delivering her baby. Her husband and family have arranged transport to take her to the nearest health clinic so that she and her baby can be taken care of. Labor is how babies are delivered into the world. Most women do not have any problems or complications once labor has started. Sometimes, however, problems can arise even without warning signs during pregnancy. These problems need skilled care. Women and their families as well as others in their community need to know the signs of labor, the problems that can happen in labor and delivery and what to do if they happen.

SIGNS OF LABOR:

There are three signs that show that labor is starting. They are:

- Regular painful contractions
- Bloody-mucus discharge ("the show")
- Sudden uncontrolled flow of water from the vagina ("breaking of the waters")

Seek help from a qualified health worker or a trained traditional birth attendant when you have experienced any one of these signs of labor.

Take the woman to hospital or well-equipped health center **IMMEDIATELY** for proper care if she has any of the following **DANGER SIGNS**:

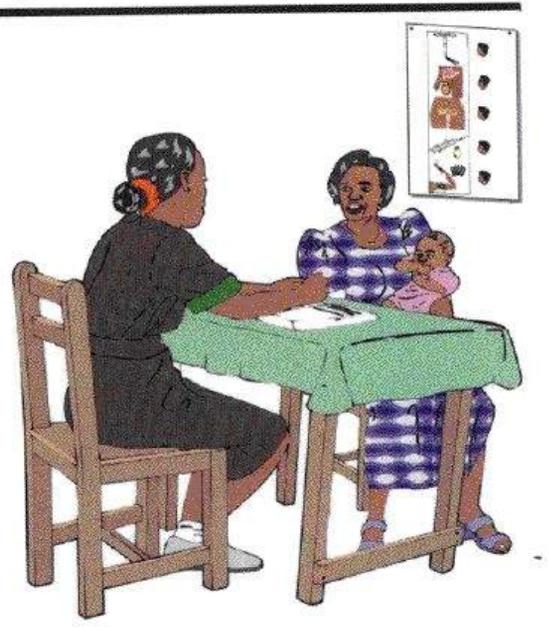
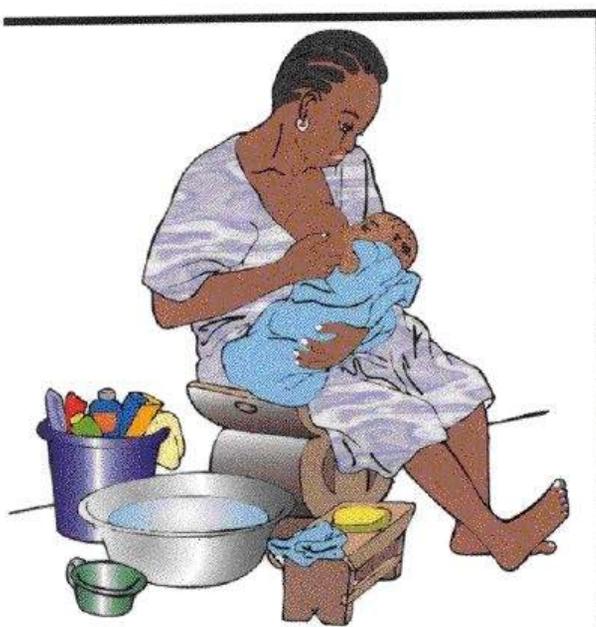
- the bag of water breaks, but labor (contractions) does not start within 12 hours
- strong labor (contractions) that last for 12 hours without the baby being delivered
- the baby is not coming out head first, but a foot or arm can be seen coming out
- meconium (a green or brown fluid) is seen after the water breaks
- the woman loses a lot of blood from the vagina
- the placenta (afterbirth) does not come out of the vagina within 30 minutes of the birth of the baby
- the woman loses consciousness (faints) or has fits (jerking)

Discussion Question:

what arrangements are in place for transporting the woman in labor to the hospital or health center?

KEY MESSAGE

Make sure all deliveries are done at the clinic or hospital by skilled birth attendant.
Be prepared in case of emergency to go to the next level for care.



MOHSW/ Health Promotion Division

Safe Motherhood #2-39



MOTHER CARE AFTER BIRTH

Discussion Question:

What does a woman in this community do to take care of herself after the birth of her child?

After giving birth, a woman needs time to recover. Then she can take care of herself and her baby. During the 6 weeks after birth, the mother may experience changes as she recovers.

AFTER DELIVERY, A WOMAN SHOULD:

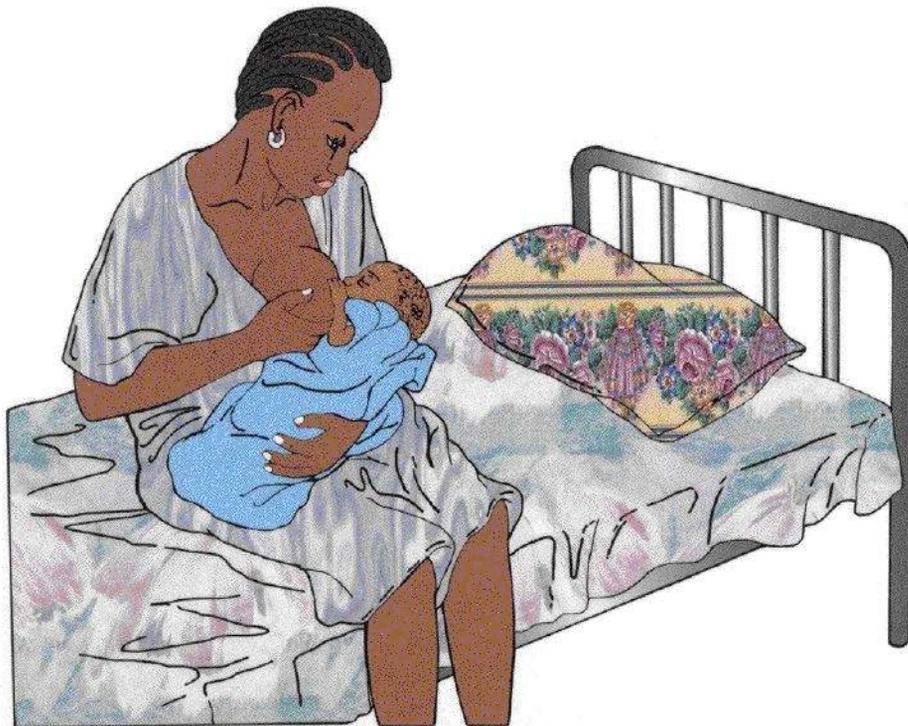
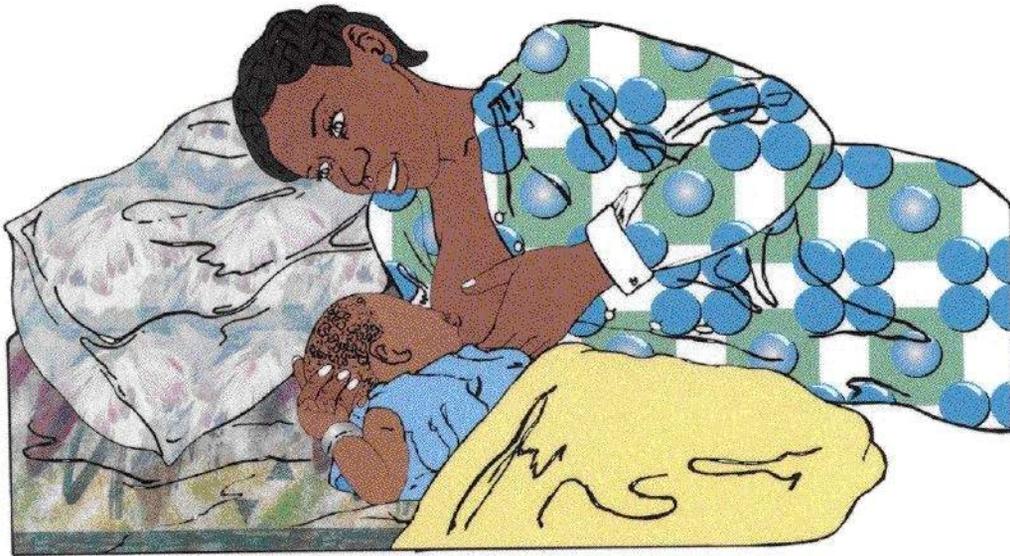
- Eat a mixed diet with starches (rice, yams, cassava, plantain). proteins (meat. fish, beans, groundnuts). fruits (oranges, mangoes, pawpaws, bananas) and green leafy vegetables (such as potatoes green and cassava leaf).
- Have enough rest and sleep.
- Go to the health clinic for a check-up within two weeks after delivery.
- Have another check-up about six weeks after delivery. This check-up should include information and counseling about family planning.
- Start her usual routine when she feels able to.
- Avoid strenuous or tiring activities.

Discussion Question:

What should you do to take care of yourself after the birth of your child?

KEY MESSAGE

Women should go to the clinic for a checkup within 2 weeks of delivery. This check-up should include information and counseling about family planning.



NEWBORN BABY CARE: GETTING STARTED WITH EXCLUSIVE BREASTFEEDING

Discussion Question:
What is good about breastfeeding?

This mother has just given birth. She puts her baby to the breast within one hour after birth because she knows it's the best food for her baby. A breastfeeding mother needs to eat well and drink fluids to satisfy thirst. That will help her stay healthy so she can take good care of her baby.

IMPORTANT BREASTFEEDING FACTS:

- Tay tay water is the best food a baby can have.
- The first thick, yellowish milk, "colostrum" is very good for the baby. Colostrum is rich food that protects the baby from diseases.
- A baby needs only tay tay water, nothing else, for the first 6 months.
- Tay tay water contains all the water a baby needs in the first 6 months.
- Tay tay water is always clean and available anytime, anywhere, and at the right temperature..
- Tay tay water helps the baby to grow and protects the baby from disease. Breastfeeding strengthens the bond between mother and child.

TIPS FOR BREASTFEEDING ONLY:

- **PUT** the baby to the breast within one hour alter birth. Putting your baby to the breast early helps the milk to flow. Proper positioning and attachment is important.
- **GIVE** colostrum to the newborn baby. Do not throw it away.
- **GIVE** the newborn baby only breast milk.
- **AVOID** giving baby other foods and liquids for the first 6 months not even water. Giving other foods and liquids can reduce the amount of milk, and can cause diarrhea and other illnesses.
- **CONTINUE** breastfeeding even if you have problems with your breast. Seek help from health clinic staff if you have any problems with breastfeeding.
- **ALLOW** the baby to stay close to you so the baby can suckle anytime he/she wants.

Discussion Question:
What are the advantages of breastfeeding only?
What would you do if you have problem breastfeeding?

KEY MESSAGE

A baby needs only tay tay water, nothing else, (not even water) for the first 6 months.



Information Cards

Reproductive Health



CONTENTS

1. Benefits of Planning Your Family
2. Family Planning Methods for After Delivery
3. Short-Term Family Planning Methods
4. Long-Term Family Planning Methods
5. Care After a Miscarriage or Post Abortion
6. Young Couples Being Responsible About Sex
7. What are STDs/STIs?

8. Treating STDs/STIs
9. Preventing STDs/STIs
10. What is HIV/AIDS?
 - 1 1. Preventing HIV/AIDS
12. Getting Help for HIV./AIDS



How to use this card set

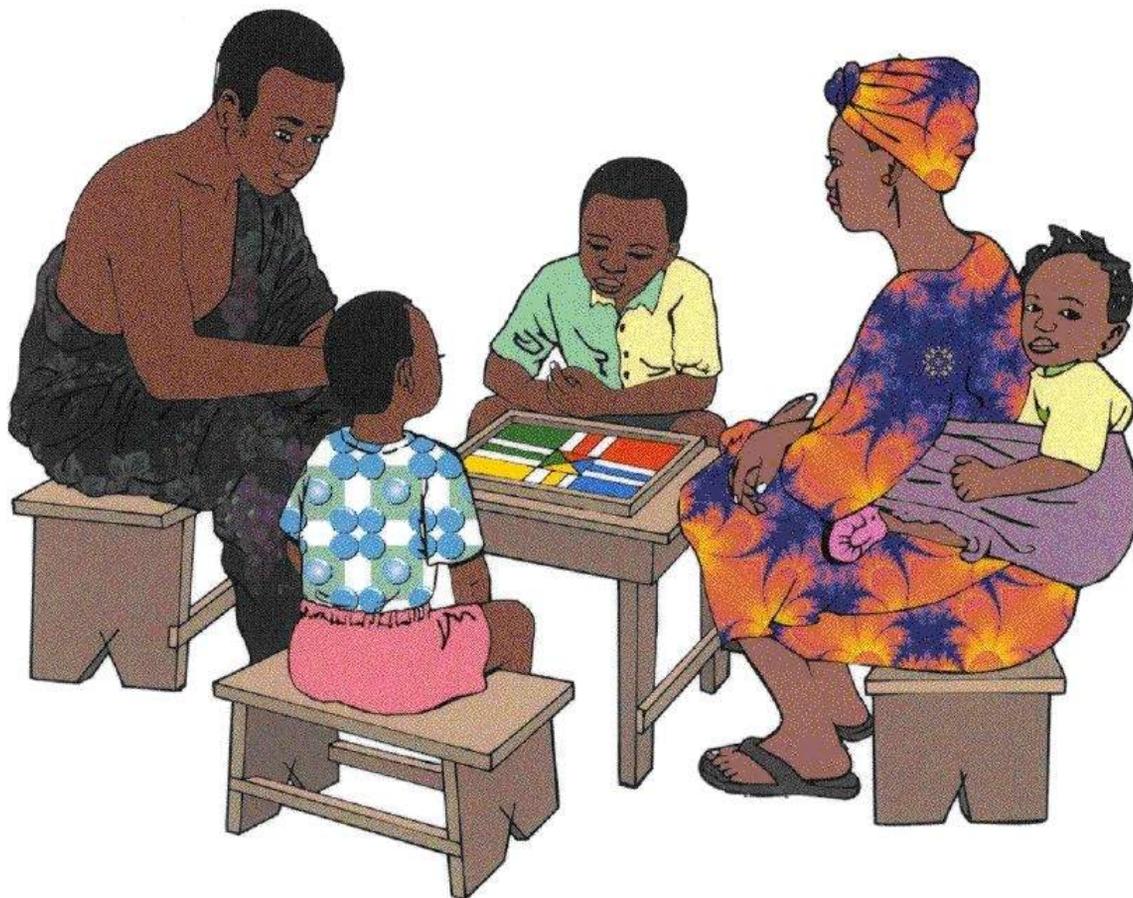
This set of information cards will help your community better understand some important health messages. The cards can help you start a discussion of Reproductive health including Family Planning, Sexually Transmitted diseases/infections and HIV/AIDS. They can also be helpful as part of some of the activities in the CHEST Kit.

Tips for Using the Information Cards

- The cards can be used for educating one person or a group.
- Hold up the card so that the picture faces your audience while the words face you.
- Place the card where everyone can see the picture. Do not cover any part of the picture when you are talking.
- At the beginning, keep things simple. Use just one card for a talk. As you get more comfortable using the cards, you can try using more than one at each talk.

- Give your audience full attention. Look at them when you talk. Do not hide behind the card.
- Always answer questions and clarify doubts and misunderstanding as quickly as possible.
- Rather than simply read the messages, ask people questions about the pictures. This will help them understand better and begin discussion. For example you can ask, "What is going on in this picture?" or "Why do you think she is doing that?" Look at the text once in a while to remind yourself of the points you wish to cover.
- There is a key message box on each card. This is the message that every one must remember. The other information on the card is important, but the key message is the most important. Repeat the key message before the group leaves. Make sure everyone understands the key message.





MOHSW/ Health Promotion Division

Reproductive Health #3-45



BENEFITS OF PLANNING YOUR FAMILY

Discussion Question:

What are **some** of the reasons couple in this community plan their families?
[How do couples in this community plan their families?]

This couple has planned their family. They have three children. It is easier for them to provide the children with the food, clothing, health care and education than if they had more than three. This couple waited at least 2 years after having their first child before they had their second one. They wanted to protect the health of both the mother and the child.

A better life for mother

- She will stay healthy, be less tired and have more energy.
- She can give more attention to the husband and the children.
- She can be sure all have enough food to eat.
- She has time to take part in community activities.

A better life for father

- He can be sure his family has enough to eat.
- He can give more attention to each child.
- He will be able to provide for their education.
- He can save money for clothes and recreation. He has more time for the family and community activities.
- He can be sure his wife and children have what they need to be healthy.

A better life for baby

- The babies can breastfeed for a longer time.
- The baby gets more love and care from both parents.

A better life for the other children

- The children are better fed and healthier.
- They have a better chance of getting an education.
- They get more attention from their parents.
- They have more confidence because they live a peaceful life.
- There is more space for living and playing.
- They may get a larger share of land and other property from their parents when they grow up.

A better life for the Community

- Resources such as schools, clinics, water supply, food, recreational centers are more adequate for the community.
- Members of the community (especially mothers) can devote more time to community activities.

Discussion Question:

For you and your partner, what are the benefits of planning your family?

KEY MESSAGE

Planning your family has benefits for all family members. Get more information on modern family planning methods.



MOHSW/ Health Promotion Division

Reproductive Health #3-47



FAMILY PLANNING METHODS FOR AFTER DELIVERY

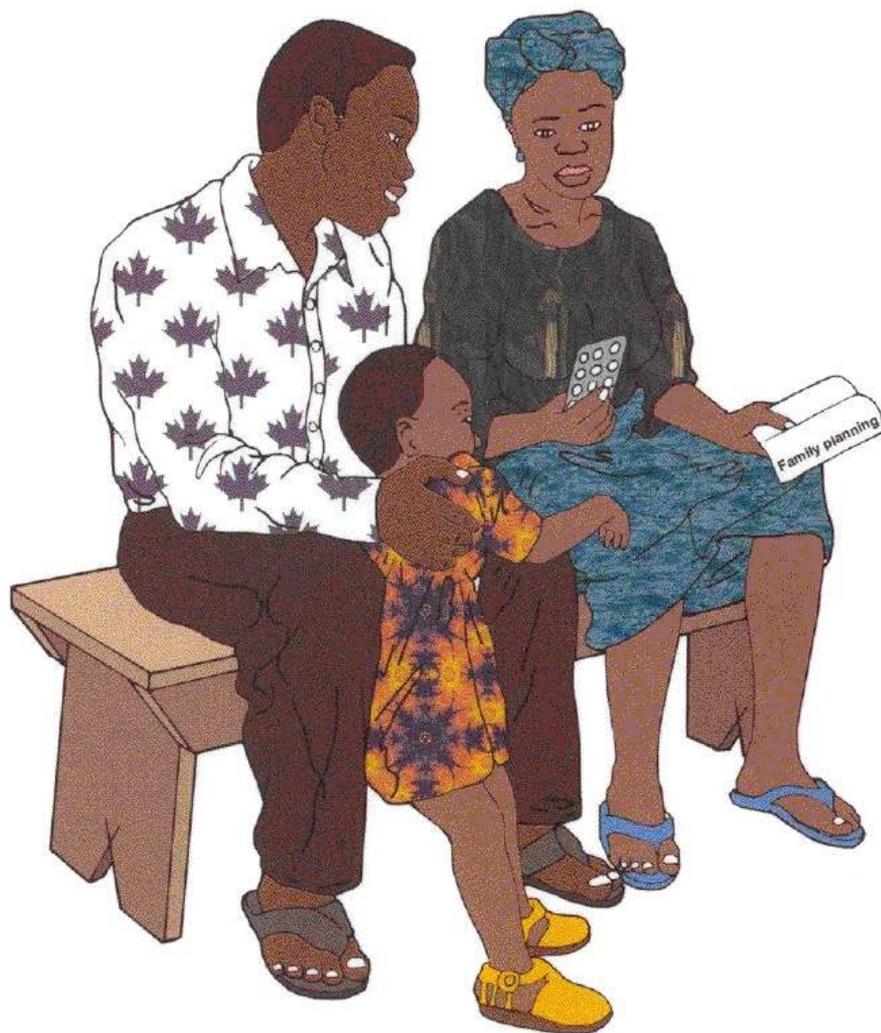
Discussion Question:
When do couples in this community think about planning their families?

There are many methods of family planning that are safe and reliable and that work for a woman who has just had a baby and is breastfeeding. These methods include:

<p>LAM: Lactational Amenorrhea Method is a natural method of preventing pregnancy that a breastfeeding woman can use. It works if the baby is less than 6 months and the woman has not had her first menstrual period since childbirth and site is exclusively breastfeeding her baby.</p>	<p>Advantages: Easy to do. Does not cost anything. Does not interfere with sexual relations. Disadvantages: Less effective than other methods. A woman may become pregnant before menstruation returns.</p>
<p>1 Low-Dose Mini-Pill: A pill which the woman takes everyday. The mini-pill is different from the regular pill. It only contains progestin, so it can be used safely; by breastfeeding mothers.</p>	<p>Advantages: Easy to use. Breastfeeding women can use as early as 6 weeks after delivery. Does not interfere with sex. Menstruations are lighter and regular. Disadvantages: Woman must remember to take the pill around the same time every day.</p>
<p>Condoms: A close-fitting thin rubber that a man wears over his erect penis during sexual intercourse to hold the sperm and prevent it from entering the woman.</p>	<p>Advantages: Easy to get and use, inexpensive, Helps prevent. STIs including HIV and AIDS. Encourages maleinvolvement. Disadvantages: Some feel it reduces sensation. Possible irritation from rubber. A new condom needed each time you have sex.</p>
<p>Female Condom: A soft thin-pouch-with flexible rings at the top and bottom ends. It lines the vagina during sexual intercourse to hold sperm and prevent it from entering the woman. The flexible rings hold it in place.</p>	<p>Advantages: Helps women to protect themselves from STIs including HIV and AIDS. Easy to use. Disadvantages: Not readily available. Expensive. Some say it is noisy to use and looks awkward.</p>
<p>The Intra-Uterine Device (IUD): A small device that fits inside a woman's womb to prevent pregnancy. The IUD prevents pregnancy for up to 10 years. A woman can have her IUD removed whenever she wants. After she has it removed she will be able to become pregnant. again.</p>	<p>Advantages: Inexpensive. Can provide up to 10 years protection from pregnancy. Does not interfere with sexual relations. Disadvantages: Greater chance of pelvic inflammatory disease. Spotting or irregular periods during first few months. Periods may be longer and more painful. Cramps and pain possible in the first few weeks. Only available in clinic or hospitals. Only inserted by trained nurse / doctor. Very rarely can be expelled from womb without client's knowledge. Insertion and removal is painful in unusual cases.</p>

Permanent methods tubal ligation surgery (for a woman) and vasectomy surgery (for a man). These methods are used when couples do not want to have any more children.

KEY MESSAGE
See your nearest provider for more information on the right modern family planning methods for you after delivery.



MOHSW/ Health Promotion Division

Reproductive Health #3-49



SHORT-TERM FAMILY PLANNING METHODS

Discussion Question:

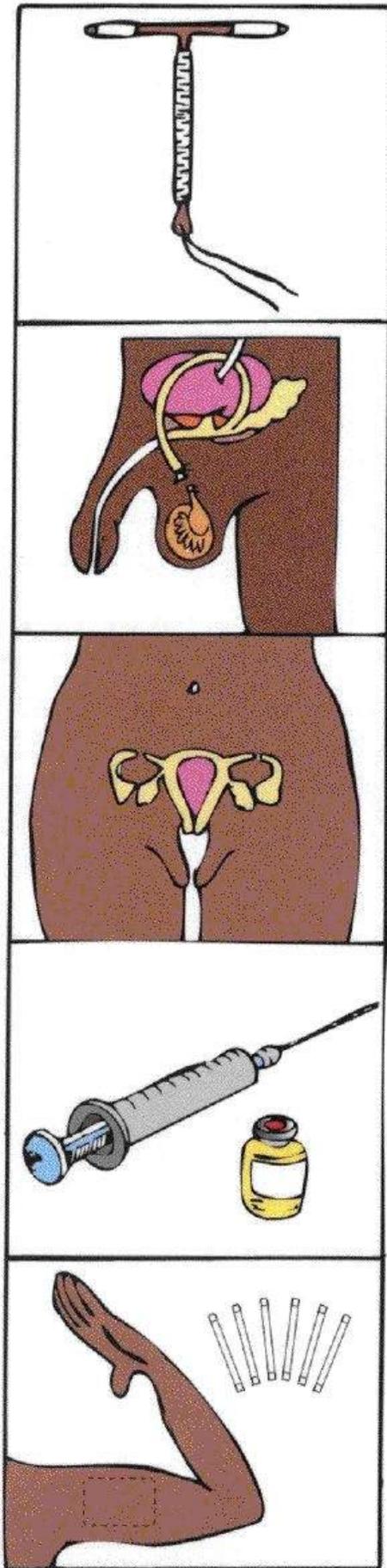
What methods do people in this community think about in planning their families?

Short-term family planning methods last a short amount of time, and need to be used regularly to prevent unwanted pregnancy. There are many short-term family planning methods to choose from:

<p>The Pill: The pill is a small tablet that a woman takes every day to prevent pregnancy. It contains medicines, which prevent a woman's body from releasing an egg every month. Without the egg a woman cannot become pregnant. There are two types: the combined pill which contains two substances and the mini-pill.</p>	<p>Advantages: Easy to use. Does not interfere with sexual relations. Menstruation are lighter and regular. May help protect against pelvic (womb) infections. Disadvantages: Some women have breast tenderness, dizziness, headaches, weight gain, mild nausea, or spotting between periods. Rarely, the pill may cause blood clots or contribute to a stroke or heart attack, especially in older women who smoke.</p>
<p>Condom: A close-fitting thin rubber that a man wears over his erect penis during sexual intercourse to hold and prevent the sperm from entering the womb. The condom prevents pregnancy and sexually transmitted diseases.</p>	<p>Advantages: Easy to get and use. Inexpensive. Helps prevent STIs including HIV and AIDS. Encourages male involvement. Disadvantages: Some feel it reduces sensation. Possible irritation from rubber. A new condom is needed each time you have sex.</p>
<p>Female Condom: A soft thin "pouch" with flexible rings at the top and bottom ends. It lines the vagina during sexual intercourse to hold and prevent sperm from entering the womb. The flexible rings hold it in place.</p>	<p>Advantages: Helps women to protect themselves from STIs including HIV and AIDS. Easy to use. Disadvantages: Not readily available at all locations, at this time expensive. Some say it is noisy to use and looks awkward. Need co-operation from male partner.</p>
<p>Spermicidal: A jelly, foaming tablets or foam that a woman puts in her vagina. They kill the sperm or make sperm unable to move toward the womb.</p>	<p>Advantages: Easy to get. Cream or jelly acts as lubricant. Helps prevent STIs. Disadvantages: May be messy. Inserting can interrupt sex. A few are allergic to spermicides or complain of burning sensation in the vagina.</p>
<p>Natural Family Planning: There are natural family planning methods that do not rely on any medication or device. Natural family planning requires that a woman be aware of her fertile days. Then she and her partner can plan around those days to avoid sex or achieve pregnancy.</p>	<p>Advantages: No side effects. Not expensive. Promotes respect, understanding and cooperation between couples. Good method for women with regular menstrual periods and couples who do not accept other forms of family planning. Disadvantages: Less effective than other methods. Requires abstinence or other methods for up to 14 days each month. Must keep careful records. Those with irregular periods may have difficulty knowing when ovulation occurs. Requires training, frequent counseling, and strong will and cooperation from spouse.</p>

KEY MESSAGE

See your nearest family planning service provider for more information on the right modern family planning methods for you and your family.



LONG-TERM FAMILY PLANNING METHODS

Discussion Question:

What do couples in this community do when they have decided they do not want any more children? Long-term family planning methods last for a long period of time and are good for couples who want to space their children far apart or who do not want to have any more children. These long-term methods are safe and reliable.

<p>Injectable: The injectable is medicine that prevents a woman's body from releasing eggs for some months. This prevents pregnancy. There are three commonly used injectables: Depo-Provera given every 3 months, Noristerat given every 2 months and Norginon given every month. After a woman stops taking the injectable, she will be able to become pregnant again.</p>	<p>Advantages: Easy to use. Does not interfere with sexual relations. Can be used by breastfeeding mothers. Private. No one else can tell a woman is using it. Disadvantages: Many women stop having periods, others have irregular or heavier periods. Some gain weight, or have headaches, dizziness, nausea, or depression.</p>
<p>The Implant (Norplant) is a set of small, soft plastic capsules filled with medicine (hormones). They are put just under the skin of a woman's upper arm; These capsules prevent pregnancy for up to 5 years. A woman can have these capsules removed whenever she wants. After she has them removed, she will be able to become pregnant if she wishes. Or she can get a new set or choose another method of family planning.</p>	<p>Advantages: Easy to use. Does not interfere with sexual relations. Can be used by breastfeeding mothers. Disadvantages: Only inserted/removed by trained nurse/doctor. Some have irregular periods, spotting or no periods. Some gain weight or have headaches.</p>
<p>Intra-Uterine Device (IUD) is a small device that is inside a woman's womb to prevent pregnancy. The IUD prevents pregnancy for up to 10 years. A woman can have her IUD removed whenever she wants. After she has it removed she will be able to become pregnant again.</p>	<p>Advantages: Inexpensive. Can provide up to 10-year protection from pregnancy. Does not interfere with sexual relations. Disadvantages: Greater chance of pelvic inflammatory disease. Spotting or irregular periods during first few months. Periods may be longer and more painful. Cramps and pain possible in first few weeks. Only available in clinic/hospitals. Only inserted by trained nurse or doctor. Very rarely can be expelled from womb without client's knowledge. Insertion and removal painful in unusual cases.</p>
<p>Female Sterilization is also called tubal ligation. This is an operation where a doctor cuts the tubes that carry a woman's eggs to her womb. The doctor ties the tubes shut so that the woman can never get pregnant again. After tubal ligation, women still menstruate regularly.</p>	<p>Advantages: Completely effective. Does not interfere with sexual relations. Permanent. Disadvantages: Not reversible. Possible temporary pain, soreness, bruising or swelling after operation. Rarely, bleeding or infection from surgery.</p>
<p>Male Sterilization is also called vasectomy. This is a simple operation where a doctor or nurse cuts the tubes that carry a man's sperm into his penis. The tubes are tied shut so that the man can never make a woman pregnant.</p>	<p>Advantages: Completely effective. Does not interfere with sexual relations. It is permanent. A man can still enjoy sex and ejaculate without any problems after vasectomy. Disadvantages: Not reversible. Possible discomfort during or after procedure. Slight chance of lumps, blood clots, or infection after procedure. Not effective immediately. Must use condoms for short time (15-20 ejaculations).</p>

KEY MESSAGE

See your family planning service provider for more information on long-term family planning methods that are right for you.



MOHSW/ Health Promotion Division

Reproductive Health #3-53



CARE AFTER A MISCARRIAGE OR POST ABORTION

Discussion Question:

What do families in this community do to help a woman when she loses her baby through miscarriage or abortion?

This woman is receiving care after having an abortion. She almost died on the way to the clinic. When she is feeling better, the provider will counsel her on family planning methods to prevent unwanted pregnancy. Women can lose babies early or late in their pregnancy. It can happen naturally through miscarriage, or through abortion. In either case, the most important thing is to take care of the health of the woman. She is at risk of infection and even death. It is important to know the signs for which to go to the clinic.

After miscarriage/abortion:

- It is OK if you have mild pains and cramps in your abdomen (lower belly).
- It is OK if you bleed for a few days.
- Use sanitary pads or clean rags until bleeding after an abortion stops.
- Rest and avoid physical activity.
- Eat nutritious foods like meat, fish, fruits and vegetables.
- Take all of the medicine as directed by the doctor or nurse, even after you start to feel better.

After an abortion:

Do not put anything inside your vagina until the bleeding stops. This can cause infection. Do not have sex until three (3) days after the bleeding stops.

Go to the clinic for help if you have any of these warning signs:

- Bleeding for more than eight (8) days after your treatment.
- Bad smelling discharge from your vagina.
- Heavier bleeding than your normal period.
- Strong pains or cramps in your abdomen (lower belly).
- Feeling dizzy or faint.
- Feeling cold and feverish.
- Vomiting or nausea.

After treatment for abortion complications, you need to know:

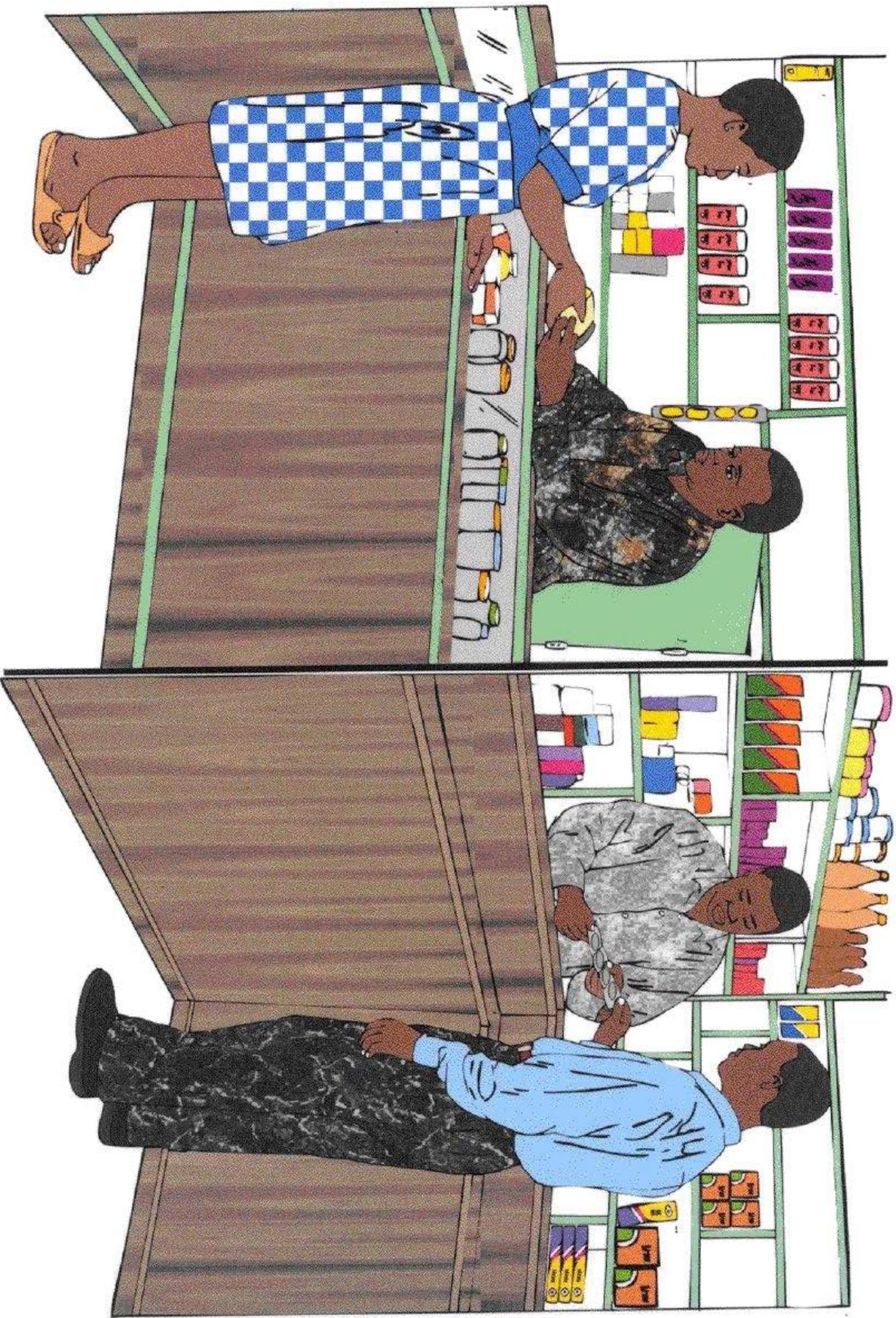
- You can get pregnant again almost immediately, even before your next period.
- There are safe, effective modern family planning methods available to prevent pregnancy either short-term or long-term.
- You can go to the clinic for family planning services.

Discussion Question:

What is one warning sign that lets you know that you should go to the health clinic after you lose a baby?

KEY MESSAGE

Seek appropriate care after a miscarriage or abortion to prevent death and barrenness in future.



YOUNG COUPLES: BEING RESPONSIBLE ABOUT SEX

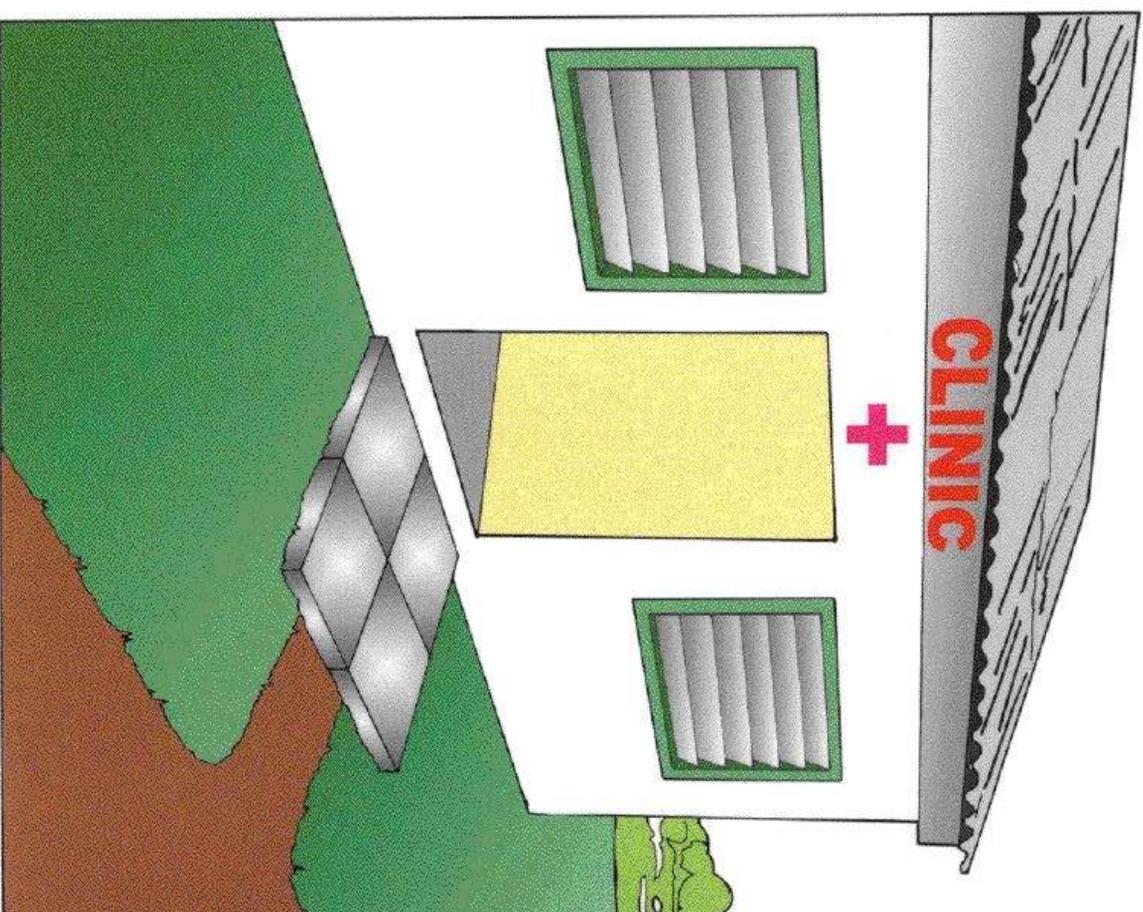
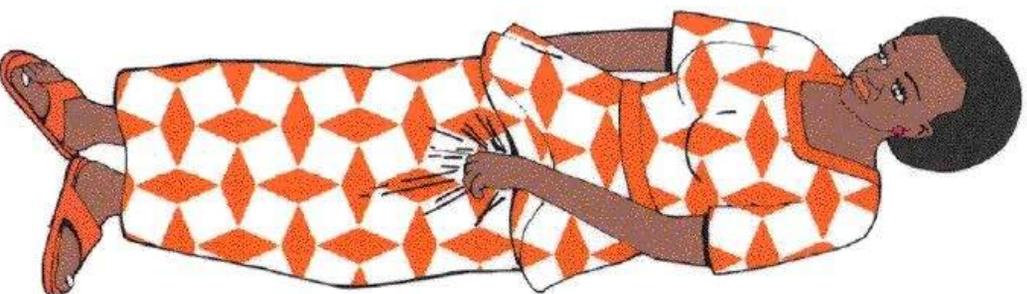
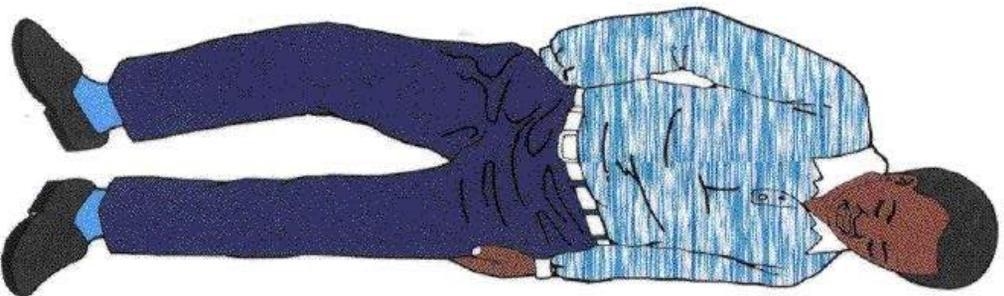
Discussion Question:
What family planning methods do young couples in your community use?

Being responsible about sex means practicing safe sex to prevent pregnancy, STIs and HIV and AIDS. These methods are for people who are not married or have more than one partner, and are not ready to have children.

<p>Abstinence: This means having no sex. There are other things you can do with your partner such as embracing, caressing, light kissing and masturbation. Abstinence can be used to prevent pregnancy, STDs and HIV</p>	<p>Advantages: The most effective way to prevent pregnancy, STIs and HIV and AIDS. No side effects. Disadvantages: Requires strong will and cooperation from both partners.</p>
<p>Condoms: A close-fitting thin rubber that a man wears over his erect penis during sexual intercourse. The condom holds the sperm, It prevents pregnancy by blocking sperm from entering the womb.</p>	<p>Advantages: Easy to get and use Inexpensive. Helps prevent STIs including HIV. Encourages male involvement. Disadvantages: Some feel it reduces sensation. Possible irritation from rubber. A new condom is needed each time you have sex.</p>
<p>Female Condom: A soft thin "pouch" with flexible rings at the top and bottom ends. It lines the vagina during sexual intercourse and prevents pregnancy by blocking sperm from entering the womb. The flexible rings hold it in place.</p>	<p>Advantages: Helps women to protect themselves from STIs including HIV and AIDS, easy to use. Disadvantages: Not readily available. Expensive, Some say it is noisy to use and looks awkward.</p>
<p>Low-Dose Pill: A small pill that a woman takes every day to prevent pregnancy. It contains hormones that prevent a women's body from releasing an egg every month. Without the egg a woman cannot become pregnant. The pill does not prevent STIs or HIV and AIDS.</p>	<p>Advantages: Easy to use. Does not interfere with sexual relations. Menstruations are lighter and regular. May help protect against pelvic infections. Disadvantages: Woman must remember to take the pill every day. Some women have breast tenderness, dizziness, headaches, weight gain, mild nausea, or spotting between periods. The pill does not prevent STIs or HIV and AIDS.</p>

Discussion Question:
What methods are you interested in learning more about?

KEY MESSAGE
There are many different family planning methods to choose from. See your nearest family planning service provider for more information and confidential services on the methods that are right for you and your partner.



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Reproductive Health #3-57



WHAT ARE STDs/STIs?

Discussion Question:

What do people in this community know about STDs/STIs?

This couple has an STD/STI. STDs/STIs stand for Sexually Transmitted Diseases/Infections. STDs/STIs are diseases that a person gets from someone else who is infected when they have sex without a condom. Any sexually active person can get an STD/STI from someone who has one of these diseases/infections. It is possible to get more than one STD/STI at a time. If a pregnant woman has STD/STI, the disease/infection can harm her baby while it is still in her womb. People who have an STD/STI may look and feel healthy but they can still infect others. They may develop serious complications in future.

STDs/STIs are common in Liberia. Many adults have STDs/STIs. Any sexually active person can get STD/STI. Some common STDs/STIs in Liberia are gonorrhoea and syphilis.

STDs/STIs are dangerous. STDs/STIs can cause serious health and fertility problems if they are not treated early. STDs/STIs can even cause death. But many STDs/STIs can be cured if detected and treated early.

In women, STD/STIs can cause:

- Sharp pain in the lower abdomen that comes and goes for a long time.
- Menstrual problems.
- Infertility (not being able to have children).
- Pregnancy outside the womb. If a woman has STD/STI, she can pass the disease to her unborn baby in the womb or during birth.

In men, STDs/STIs can cause:

- Problems passing urine
- Infertility (not being able to have children)

In Children, STDs/STIs can cause:

- physical defects at birth
- mental retardation

You can tell if you have an STD/STI.

Some signs of an STD/STI are:

- Sores around the private parts
- Itching in and around the private parts
- Growth or lumps or other skin changes
- Discharge from the penis or vagina
- Burning or pain when urinating
- Go to the clinic immediately if you have any of these signs. "Tell your partner so he/she can also be treated.

Often women have no signs. They should be checked regularly at the clinic.

Discussion Question:

How will you know if you have STD/STI?

What will you do if you have STD/STI?

KEY MESSAGE

STDs/STIs can be prevented.

Many STDs/STIs can be cured with early and complete treatment.



MOHSW/ Health Promotion Division

Reproductive Health #3-59



TREATING STDs/STIs

Discussion Question:

How do people in this community take care of themselves if they think that they have a sexually transmitted disease/infection?

This couple is seeking treatment for a STDs/STI. STDs/STIs stand for Sexually Transmitted Diseases/Infections. STDs/STIs are diseases/infections that a person gets from someone else who is infected when they have sex without a condom. People who have STD/STI may look and feel healthy. They may have no symptoms but they can still make others sick.

STDs/STIs are dangerous to your health and can cause problems in pregnancy:

- STDs/STIs make it easier for a person to become infected with HIV.
- If STDs/STIs are not treated or not treated properly, they can cause infertility, heart disease, madness and even death for both men and women.
- STDs/STIs can cause pregnant women to lose the pregnancy, give birth to a dead baby or have a baby born very sick or with defects.

Most STDs/STIs can be cured:

Get treatment immediately from your nearest health center or health worker if you notice any of these problems:

- a foul smelling or itchy discharge from your private parts;
- sores or swelling around private parts or organ
- burning or pain while urinating;
- pain in the lower belly (abdomen);
- a skin rash.

Visit your nearest health center for treatment as soon as possible if your sexual partner has an STD/STI. You should go even if you have no symptoms yourself. Many people have STDs/STIs without any symptoms.

Tell your partner to go for treatment or bring your partner in with you.

Protect your baby. Go for care at the clinic within the first three (3) months of pregnancy.

Get a physical examination and a syphilis test.

If you are treated for STD/STI, you can make sure that the disease does not return by:

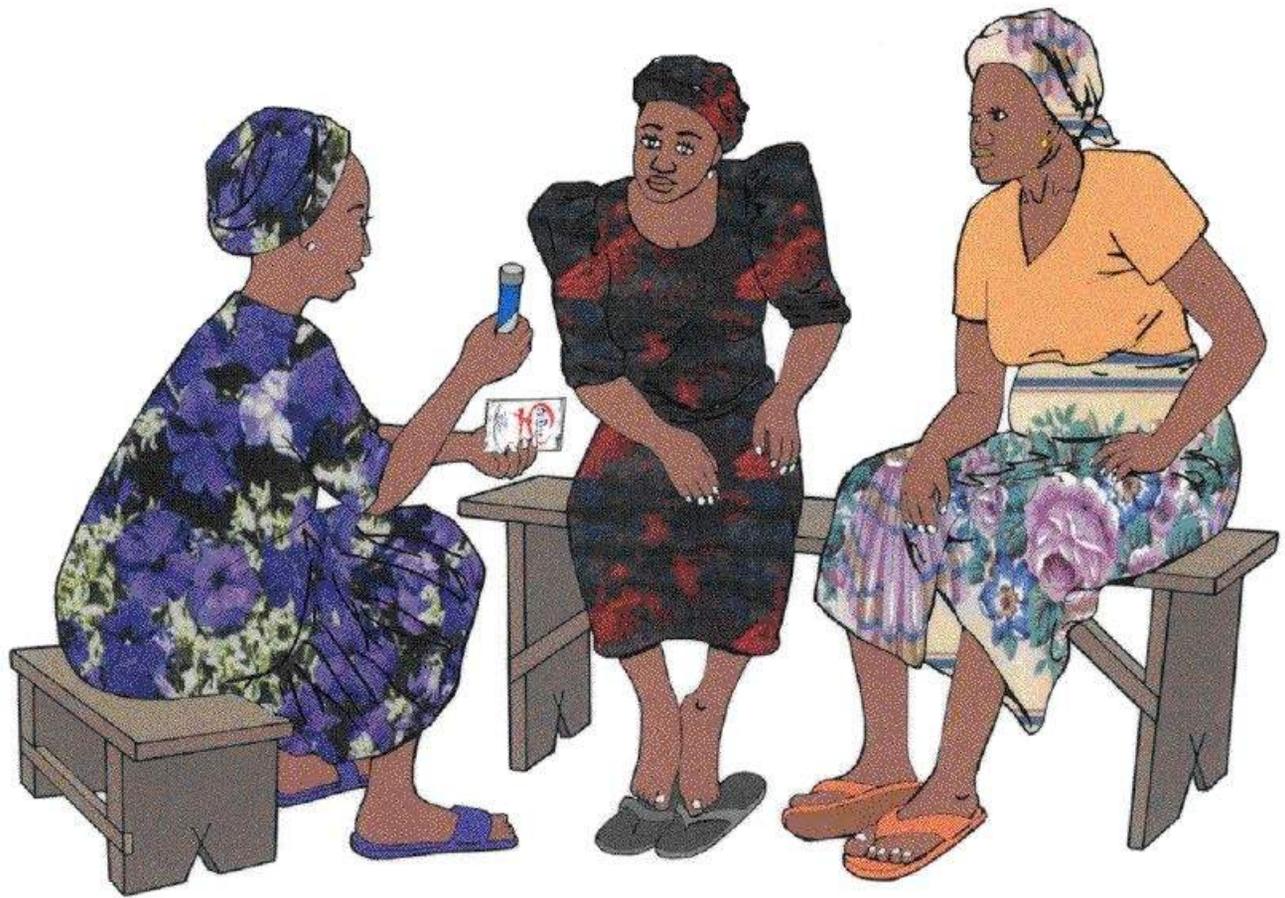
- Taking all your medication according to the directions.
- Take all of the medication, even if your symptoms get better or you feel better.
- Making sure all your sexual partners get treated, even if they do not have symptoms.
- Avoiding sex or using condoms until all treatment is completed and you have returned to the health worker to check that you are cured.
- Practicing safer sex after you have been cured. Using condoms, keeping with only one partner who is not infected, or not having sex.

Discussion Question:

What would you do if you found out your partner had an STD/STI?

KEY MESSAGE

If you are being treated for any STD/STI., be sure to take all of your medication as directed.



MOHSW/ Health Promotion Division



Reproductive Health #3-61

PREVENTING STDs/STIs

Discussion Question:

What do people in this community know about Sexually Transmitted Diseases/Infections (STDs/STIs)?

This man and woman are taking precautions so that they don't get or pass on any STDs/STIs. They use condoms each and every time they have sex. STDs/STIs stand for Sexually Transmitted Diseases/Infections. STDs/STIs are diseases that a person gets from someone else when they have sex without a condom. Any sexually active person can get an STD/STI from someone who has one of these diseases. It is possible to get more than one STD/STI at a time. If a pregnant woman has an STD/STI, the disease can harm her baby while it is still in her womb. People who have an STD/STI may look and feel healthy, but they can still infect others. You can protect yourself from STDs/STIs.

Avoiding STDs/STIs is easy. People can prevent STDs/STIs by following any of the ABCs for Preventing STDs/STIs:

- Abstaining from sex. This is the only guaranteed protection.
- Being mutually faithful. Always have sex with the same person. This person must not have sex with anyone else and must not have an STD/STI
- Consistently (every time) use condoms. Condoms are your best protection, because some STDs/STIs cannot be cured. Use male or female condoms every time, and use them correctly.

If you are treated for an STD/STI, you can make sure that the disease does not return by:

- Taking all your medication according to the directions. Take all of the medication even if your symptoms go away or you feel better.
- Making sure all your sexual partners get treated, even if they do not have symptoms.
- Avoid sex or use condoms until all treatment is completed and you must return to the health worker to check that you are cured.
- Practicing safer sex after you have been cured. Use condoms, keeping with only one partner who is not infected, or not having sex.

Discussion Question:

How can you protect yourself from getting STDs/STIs?

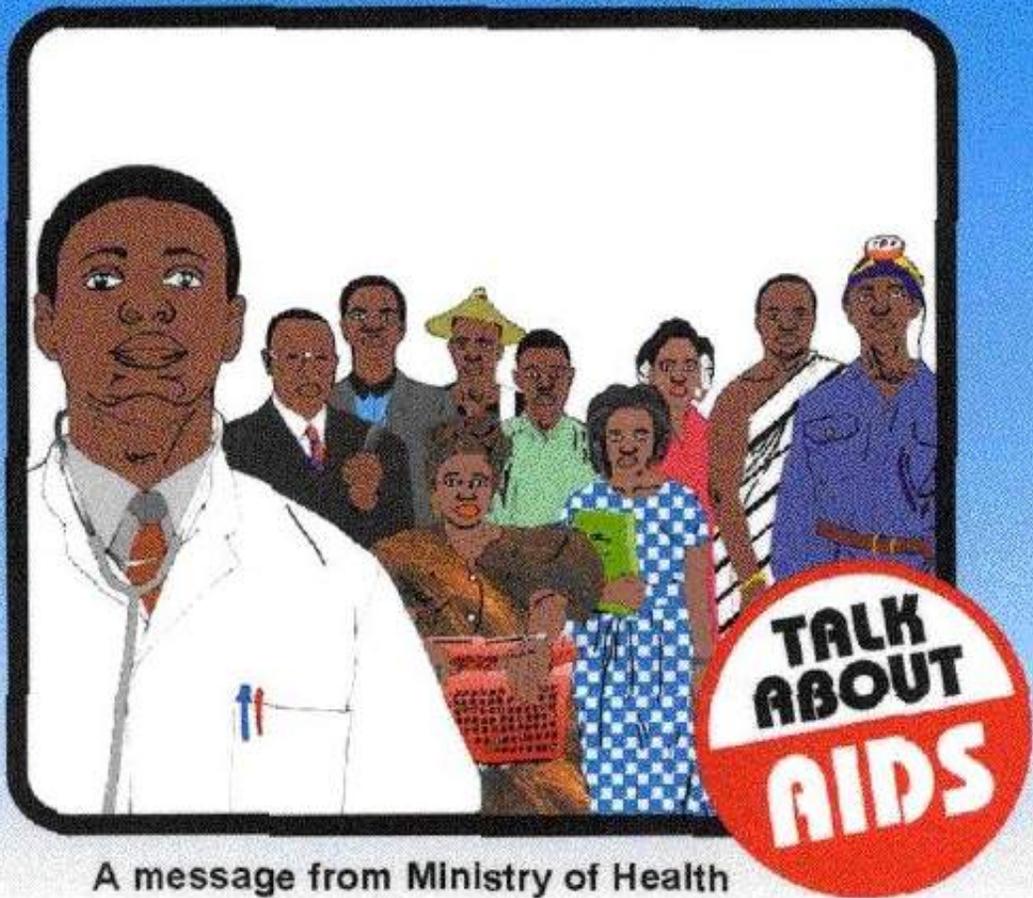
KEY MESSAGE

People with STDs/STIs may look and feel healthy. You can protect yourself from STDs/STIs by abstaining from sex, being mutually faithful or by using condoms every time you have sex.

AIDS

We are all at risk
SO...

- Stay faithful to your partner.
- Use condom properly everytime



WHAT is HIV and AIDS?

Discussion Question:

What do you know about HIV and AIDS?

Any of these people could have the HIV virus. They may look healthy and active. They may not look or feel sick for many years but be carriers of the virus. Some of those who have the HIV virus may in future develop AIDS, become very sick and die.

AIDS stands for Acquired Immune Deficiency Syndrome. HIV stands for Human Immune Deficiency Virus, HIV weakens the body's ability to protect itself from getting sick. HIV is the virus that causes AIDS.

Anyone can get infected with HIV: men, women, or even children. There is no known cure for HIV and AIDS. But there are medicines to help reduce the virus load in your body so that you can not come down with AIDS soon.

People infected with HIV may look and feel healthy, but they can still give the virus to other people through unprotected sex.

The only way to know if you have HIV is to get a test. This test is not yet common throughout Liberia, but is available at the main hospitals and some clinics.

HIV and AIDS CAN be spread:

- Through sex in the vagina, anus or mouth without a condom.
- Through using needles or razors that have HIV on them (during drug use, at hospitals/clinics, getting tattoos, skin piercing, etc.). You cannot see the virus.
- From a mother to her child either during pregnancy, during birth, or through breastfeeding.
- Through transfusion with infected blood.

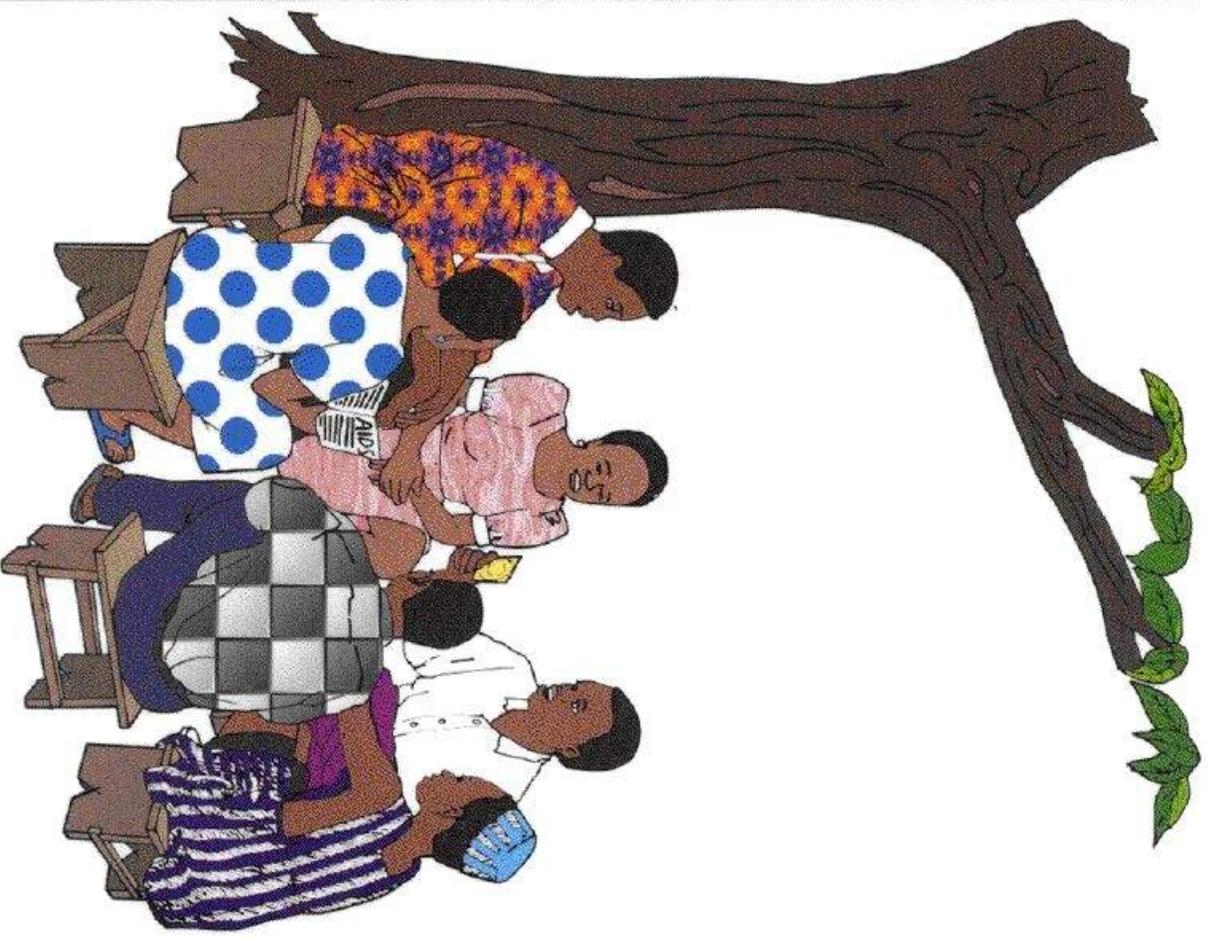
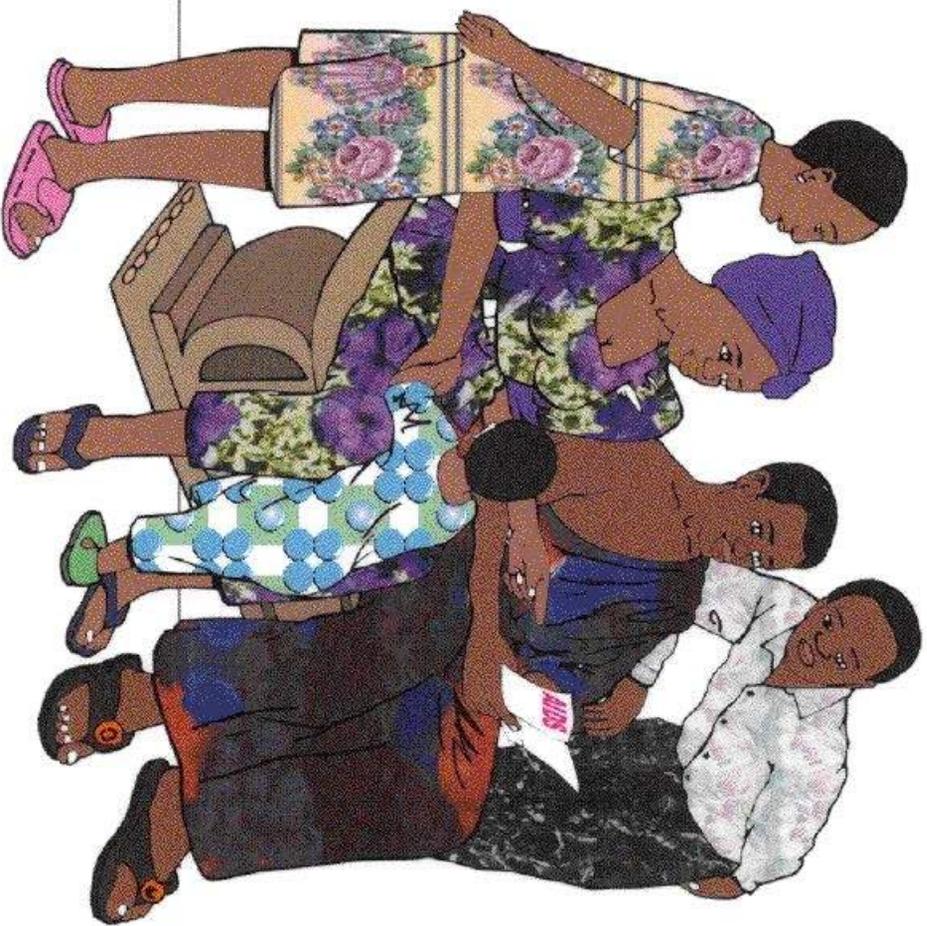
HIV and AIDS cannot be spread through casual contact such as shaking hands, living, working or eating together or sharing cups or plates, sharing the same toilet or bathrooms, or through insects like mosquitoes.

Discussion Question:

How can you tell if someone has HIV and AIDS?

KEY MESSAGE

People infected with HIV may look and feel healthy, but they can still give the virus to other people through unprotected sex.



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Reproductive Health #3-65



PREVENTING HIV and AIDS

Discussion Question:

What do people in this community know about AIDS?

This man is talking to his family about HIV and AIDS. These youth are also discussing HIV and AIDS prevention.

AIDS stands for Acquired Immune Deficiency Syndrome. The HIV virus weakens the body's ability to protect itself from getting sick. HIV is the virus that causes AIDS. Anyone can get infected with HIV; men, women, or even children there is no known cure for HIV and AIDS but there are medicines to reduce the virus load in the body. People infected with HIV may look and feel healthy, but they can still give the virus to other people through sex or when their blood is transfused to other persons. It is possible to prevent getting HIV and AIDS.

HIV and AIDS Prevention:

Avoiding HIV and AIDS is easy. People can prevent HIV and AIDS by following any of the ABCs for Preventing

- Abstaining from sex. This is the only guaranteed protection.
- Being mutually faithful. Always have sex with the same person. This person must not have sex with anyone else and must not have HIV and AIDS.
- Consistently (every time) and properly use Condoms. Condoms are your best protection, because some STDs cannot be cured. Use male or female condoms every time, and use them correctly.

HIV and AIDS CAN BE SPREAD:

- Through sex in the vagina, anus or mouth without a condom.
- Through using needles or razors that have HIV on them (during drug use, at hospitals/clinics, getting tattoos, skin piercing, etc.). You cannot see the virus.
- From a mother to her child either during pregnancy, during birth, or through breast feeding.
- Through blood transfusion from an HIV infected person.

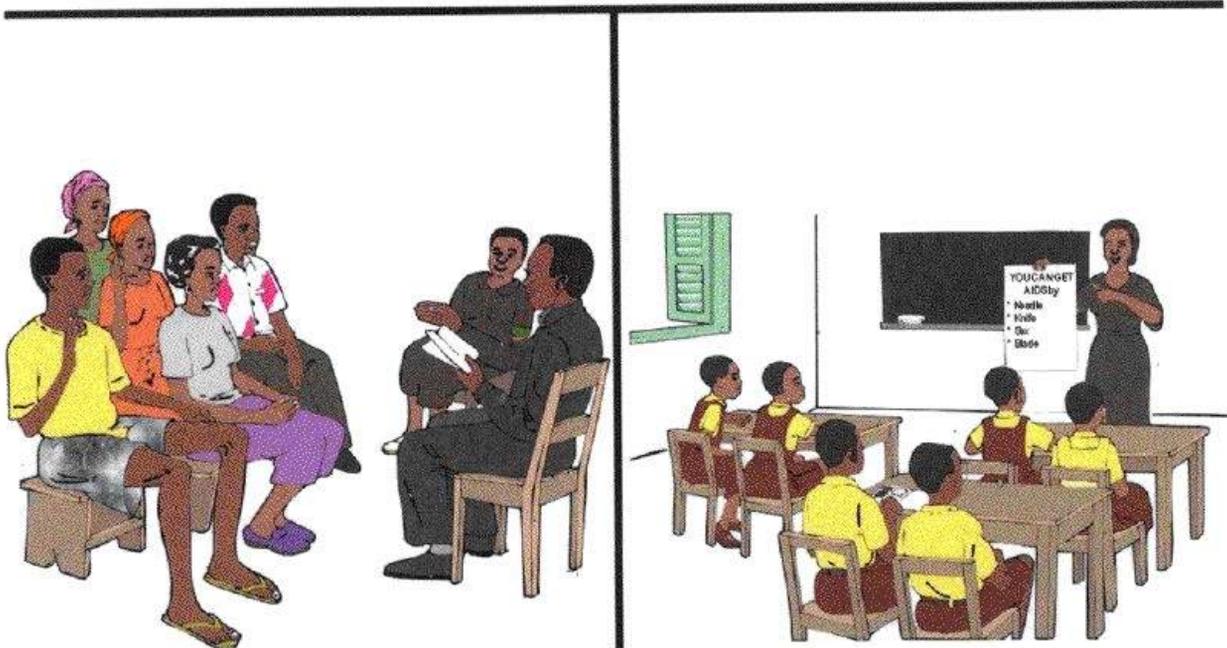
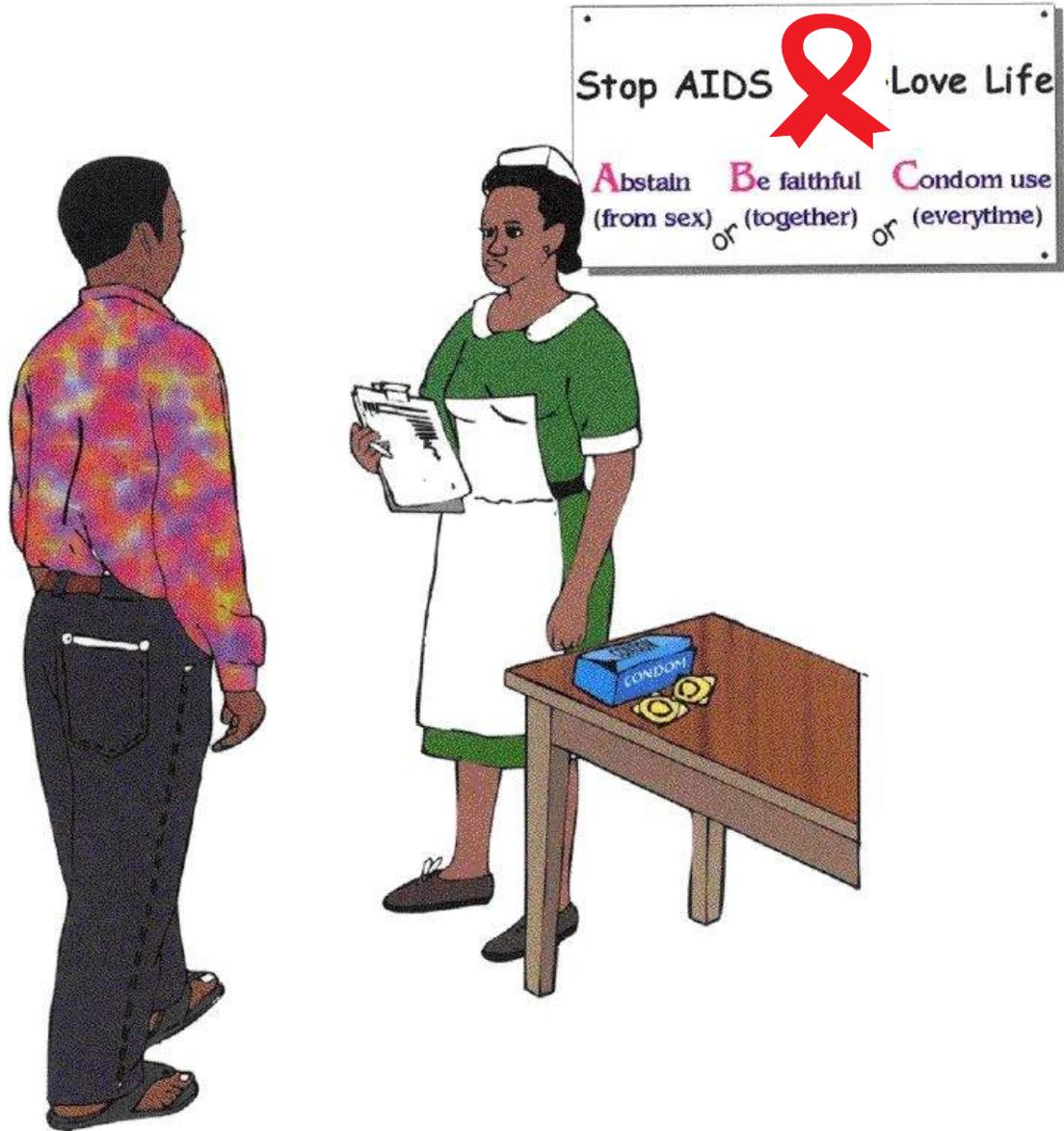
HIV and AIDS cannot be spread through casual contact like shaking hands, living, working or eating together or sharing cups or plates, sharing the same toilet or bathrooms, or through insects like mosquitoes.

Discussion Question:

How can you prevent getting HIV and AIDS?

KEY MESSAGE

Either abstain from sex, stay faithful to one partner or always use condom, properly.



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Reproductive Health #3-67



GETTING HELP FOR HIV and AIDS

Discussion Question:

What do people in this community know about AIDS?

This man has the HIV virus. He is visiting the health center to find out more about how he can stay healthy and prevent spreading the virus to others.

AIDS stands for Acquired Immune Deficiency Syndrome. The HIV virus weakens the body's ability to protect itself from getting sick. HIV is the virus that causes AIDS. People who know or think they may have HIV and AIDS can prevent spreading it to others. There is no known cure for HIV and AIDS. But a person with HIV and AIDS can lead a productive life. People with HIV and AIDS need the love and support of their family, friends, and community.

Signs and symptoms of AIDS:

- Several weeks of cough, rapid weight loss, diarrhea.
- Swellings under the skin (swollen glands) in the neck and armpits, itching and painful skin rashes.
- Small children who have many infections and low weight.

People who know or think they have HIV and AIDS should get help:

- Go to the nearest health center, clinic or hospital for advice, proper examination and an HIV/AIDS test.
- Talk to a counselor before the HIV test to see if you are at risk of HIV and AIDS.
- Talk to a counselor after the test about the results. A person with HIV may need help to make decisions and cope with many problems.
- Family members should give compassion, support and love.

IF you test negative (No virus), you may not have the HIV virus.

You should start to protect yourself now by following any of the ABCs:

Abstaining from sex_ Being mutually faithful. Consistently (every time) using Condoms.

If you test positive it means that you have the HIV virus that causes AIDS. A person with the HIV virus can still lead a productive life. That person should:

- Use a condom each and every time he or she has sex.
- Eat a balanced diet with plenty of fruit and vegetables.
- Go for treatment early whenever he or she feels sick.
- Avoid alcohol, cigarettes or drugs. These can weaken the body and make the person with the HIV virus get sick faster.

Discussion Question:

What can persons with HIV and AIDS do to take care of themselves?

KEY MESSAGE

People with HIV and AIDS should use condoms always if they have sex to avoid re-infection.



Information Cards

Prevention & Treatment of Common Illnesses



CONTENTS

1. Immunization
2. Signs of Childhood Illness
3. Treating Diarrhea
4. Mixing and Using Packaged ORS
5. Preventing Diarrhea
6. Treating Malaria
7. Preventing Malaria
8. Indoor Residual Spray
9. Acute Respiratory Infection
10. Tuberculosis (TB)
11. Protecting Your Water Sources
12. Protecting Your Water at Home
13. Keeping Disease From Your Home
14. Personal Hygiene
15. First Aid: Cleaning and Bandaging Wounds
16. Oral Health



Now to use this card set

This set of information cards will help your community better understand some important health messages. The cards can help you start a discussion on Prevention and Treatment of Common Illnesses. They can also be helpful as part on some of the activities in the CHEST Kit

Tips for Using the Information Cards

The cards can be used for educating one person or a group.

- **Hold up the card so that the picture faces your audience while the text words face you,**
- **Place the card where everyone can see the picture. Do not cover any part of the picture when you are talking.**
- **At the beginning, keep things simple. Use just one card for a talk**
As you get more comfortable using the cards, you can try using more than one at each talk.

- Give your audience full attention. Look at them when you talk. Do not hide behind the card.
- Always answer questions and clarify doubts and misunderstanding as quickly as possible,
- Rather than simply read the messages, ask people questions about the pictures. This will help them understand better and begin discussion. For example you can ask, "What is going on in this picture?" or "Why do you think she is doing that?" Look at the text once in a while to remind yourself of the points you wish to cover.
- There is a key message box on each card. This is the message Repeat the key message before the group leaves. Make sure everyone understands the key message everyone must remember. The other information on the card is important, but the key message is the most important.





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Preventing and Taking Care of Common Illnesses #4-71



IMMUNIZATION (VACCINATION)

Discussion Question:

In this community what have you heard about Immunization?
(Injections or drops to prevent disease)

This mother is taking her baby to receive an Immunization. After this fifth visit, her baby will be fully protected from the childhood killer diseases: Polio, Diphtheria, Whooping Cough, Tetanus and Measles, Tuberculosis Hepatitis B, Haemophilus Influenza and also Yellow Fever.

Babies need more than breast milk and food to grow healthy. They also need protection from childhood diseases. An important way to protect your child is to make sure that he or she receives all their Immunizations.

Immunization/Vaccination is when a baby receives an injection to protect him or her against these dangerous diseases. Sometimes a drop of vaccine is put in the mouth to protect against polio. Immunization is not harmful to your baby. 5 visits give your child protection against childhood diseases.

Immunization period	Immunization to be done	Protects from the following diseases
<input type="checkbox"/> First Immunization: At birth	BCG Oral polio	Tuberculosis Polio
<input type="checkbox"/> <input type="checkbox"/> Second Immunization 6th Week	Pentavalent I Oral Polio 1	Diphtheria Hepatitis B
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Third Immunization 10th Week (4th week after Penta II)	Pentavalent II Oral Polio 2	Haemophilus Influenza Tetanus
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Fourth Immunization 14th Week (4 weeks after Penta III)	Pentavalent III Oral Polio 3	Pertussis Polio
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Fifth Immunization 9 months	Measles & Yellow Fever Vitamin A	Measles, Yellow Fever Vitamin A Deficiency

If your child is sick and you take him or her to the clinic, you should ask whether your child is due for any Immunizations. After Immunizations some babies may get some fever. The skin may be red or swollen where the needle went in. This is normal. It means the baby's body is building defense against the disease.

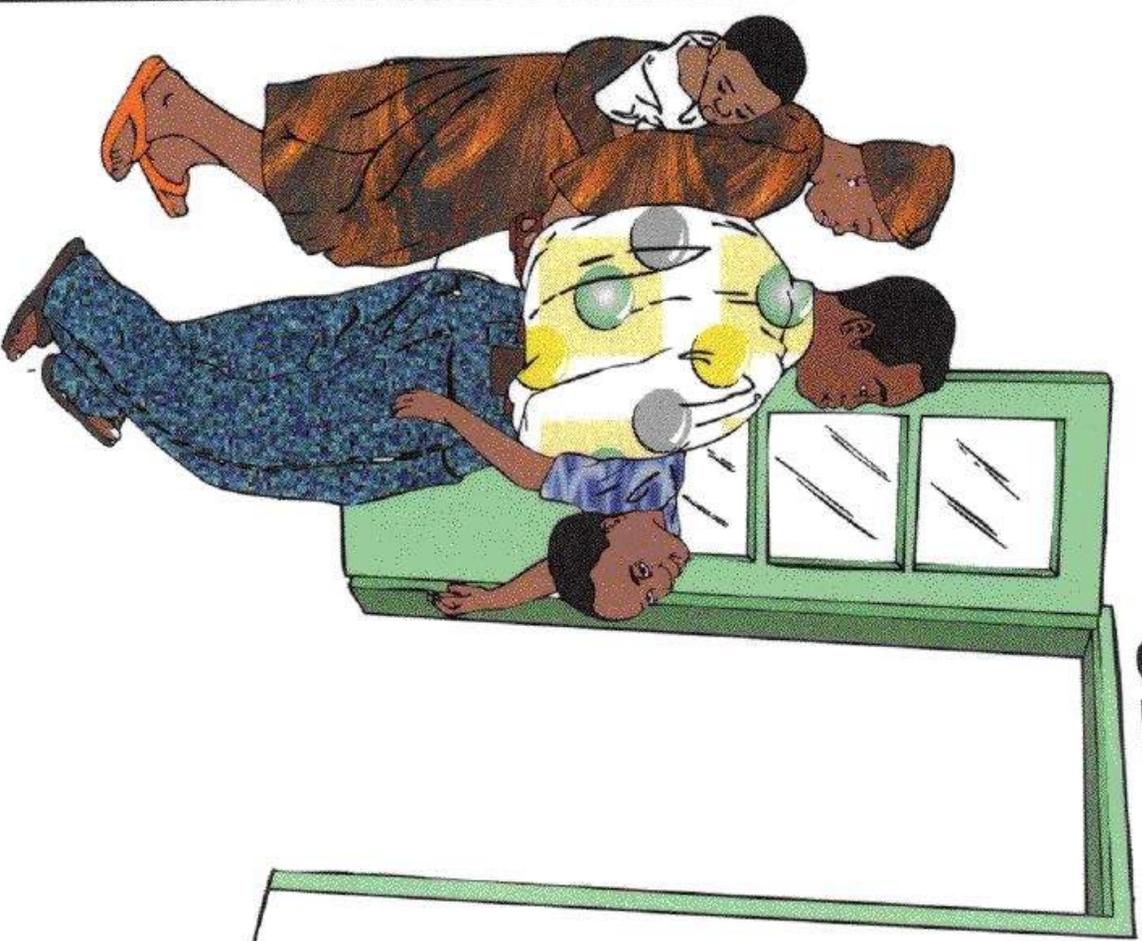
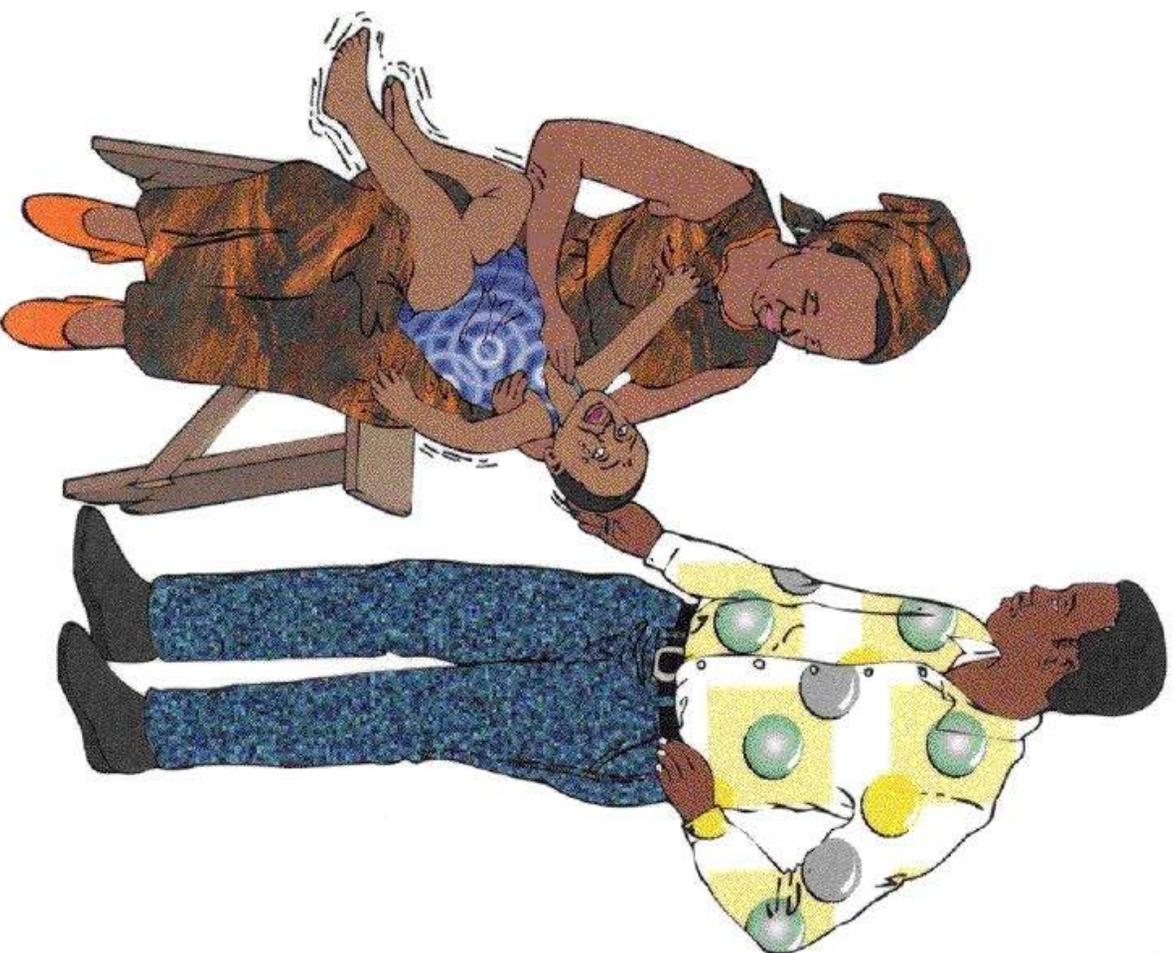
Discussion Question:

What common diseases can you prevent by Immunization?
How many times will you bring your child for Immunizations before his or her first birthday?

KEY MESSAGE

An important way to protect your child against the six childhood killer diseases is to make sure that he or she received all the five Immunizations before the first birthday.

CLINIC



MOHSW/ Health Promotion Division



Preventing and Taking Care of Common Illnesses #4-73



SIGNS OF CHILDHOOD ILLNESS

Discussion Question:

Describe the common illnesses that children get in your community.

These parents are concerned about their child. They are looking at their child closely to see what is wrong. Their child is acting differently and appears ill. The child may have fever, running stomach or cough.

You should seek help from a health worker or take your child to the clinic IMMEDIATELY if he or she has any of the following signs:

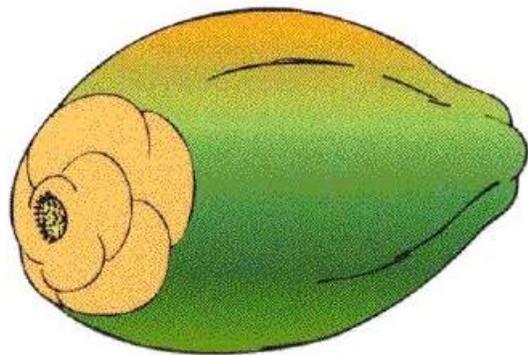
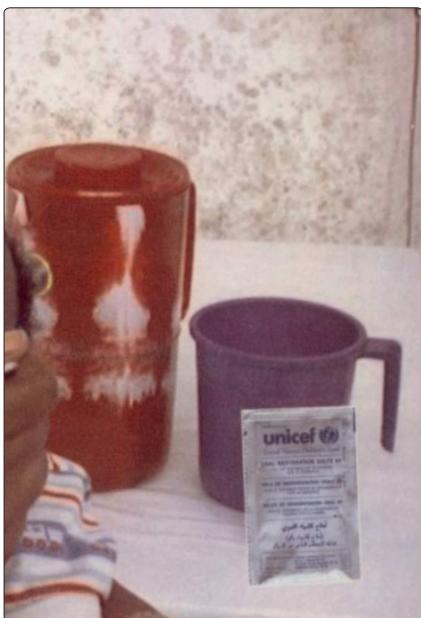
- refuses to breastfeed or eat
- is vomiting everything he or she eats
- cannot drink enough (especially if the child has running stomach or vomiting)
- has difficult or fast breathing
- has a convulsion or jerking
- is unusually sleepy or difficult to wake up
- has fever that does not get better after treatment for malaria within a day

Discussion Question:

When should you take your child to the clinic?

KEY MESSAGE

Fever, diarrhea or cough can become very serious in children under five years. Take your child to a health worker or clinic if you notice any of the above signs.



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Preventing and Taking Care of Common Illnesses #4-75



TREATING DIARRHEA

Discussion Question:

How do people in this community take care of their children when they have
Running stomach?

Diarrhea takes away water and salts from your child's body. The most important thing to do during running stomach is to replace the fluids and salts that are being lost.

3 RULES OF HOME TREATMENT OF DIARRHEA:

1. Give your child plenty of fluids.

If you are still breastfeeding, continue breastfeeding. Give more frequent, longer breastfeeds both day and night.

If your child is exclusively breastfeeding, you can also give ORS or clean water in addition to breast milk.

If your child is not exclusively breastfeeding, giving clean water, soup, rice water and coconut juice, or packaged ORS solution is all good.

Continue giving these extra fluids until the running stomach stops. You should continue giving fluid even if your child vomits. If your child vomits wait 10 minutes and continue giving fluid more slowly.

2. Continue giving plenty of food to prevent malnutrition. Feeding your child during running stomach will replace food being lost and give your child strength. If your child is younger than 6 months continue breastfeeding, give more frequent and longer feeds both day and night. If your child is 6 months or older, continue breastfeeding. Also give cereal or another food and mix it, if you can, with beans, vegetables and meat or fish. Add 1 or 2 teaspoonfuls of oil to each serving. Give your child fruit juice. Encourage your child to eat.

3. Get help from a trained health worker if the child does not get better in 24 hours or has any of these problems:

- Frequent watery stools
- Not able to breastfeed, eat or drink
- Repeated vomiting
- Very thirsty
- Blood in the stool
- Passes little urine
- Weak, low energy
- Fever
- Sunken eyes

Discussion Question:

What will you do if your child has running stomach?

KEY MESSAGE

The most important thing to do during running stomach is to replace the fluids and salts that are being lost.



MOHSW/ Health Promotion Division

Preventing and Taking Care of Common Illnesses #4-77



MIXING AND USING PACKAGED ORS

Discussion Question:
Is packaged ORS available in your community?

This mother is giving oral rehydration salts (ORS) to her child who has running stomach. ORS is the best fluid to give to a child with running stomach. ORS powder is dissolved in the water to make a special drink. This drink replaces body fluids lost during Diarrhea. It comes in packets and is available at the clinic, in pharmacies and in Drug Stores . It is very important to give plenty of fluids when a child has running stomach.

HOW TO USE PACKAGED ORS:

- Mix one packet of ORS with enough water to fill one liter cup
- Give ORS as often as the child will take it.
- Give frequent small sips with a spoon or cup. If the child vomits, wait 10 minutes then continue giving solution more slowly.
- Give ORS until running stomach stops.
- For a child less than 2 years give 10 to 20 teaspoons after each loose stool. For a child who is 2 years or more, give 20 to 40 teaspoons after each loose stool. For each of the age groups give ORS as much as the child would take it.

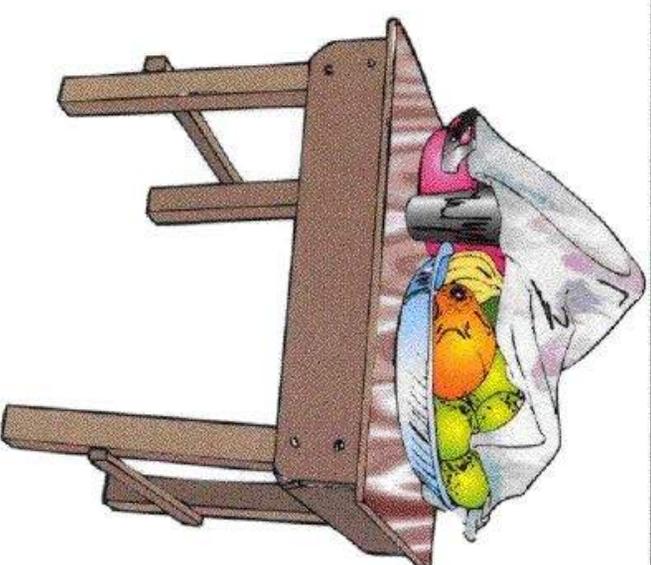
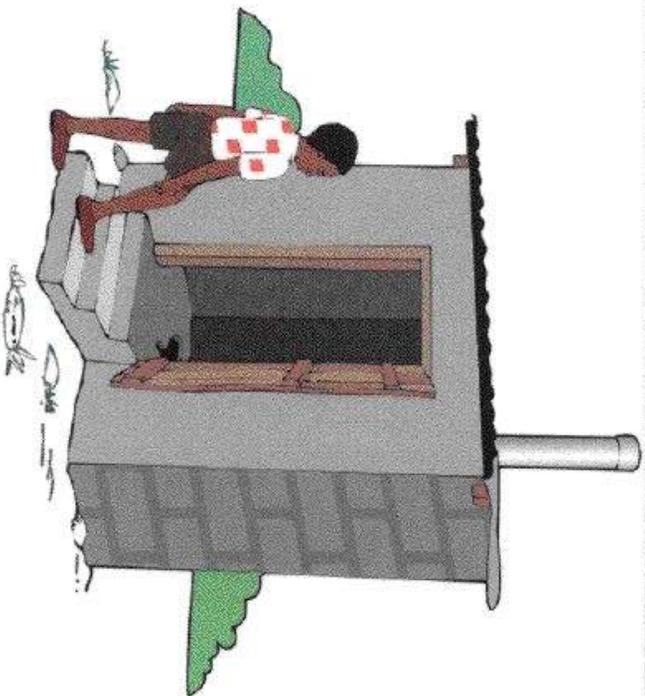
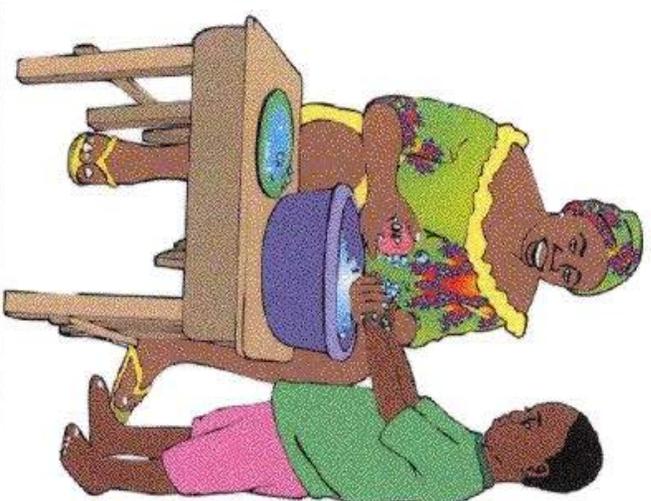
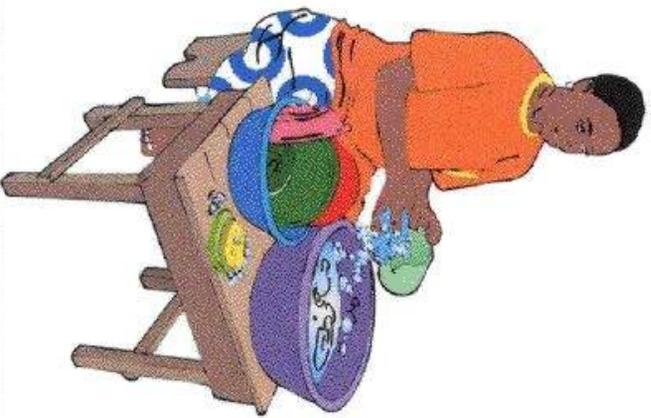
Mix new ORS each day.

Get help from a trained health worker if the child does not get better in 24 hours or has any of these problems:

- Frequent watery stools
- Not able to breastfeed, eat or drink
- Passes little urine
- Repeated vomiting
- Very thirsty
- Fever
- Weak, low energy
- Sunken eyes
- Blood in the stool

Discussion Question:
How would you prepare and use packaged ORS?

KEY MESSAGE
ORS is the best fluid to give to a child with Diarrhea.
Continue giving ORS until running stomach stops.



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Preventing and Taking Care of Common Illnesses #4-79



PREVENTING DIARRHEA

Discussion Question:

What do people do in this community to keep their children from getting running stomach?

Every time a child has running stomach, his or her body loses the water that keeps him or her alive. If a child loses too much water, he or she can dry up (become dehydrated). The child dries up like a plant that does not get enough water. This can be very dangerous and the child can die.

There are many ways to help prevent your child from getting running stomach.

To help prevent getting running stomach you can:

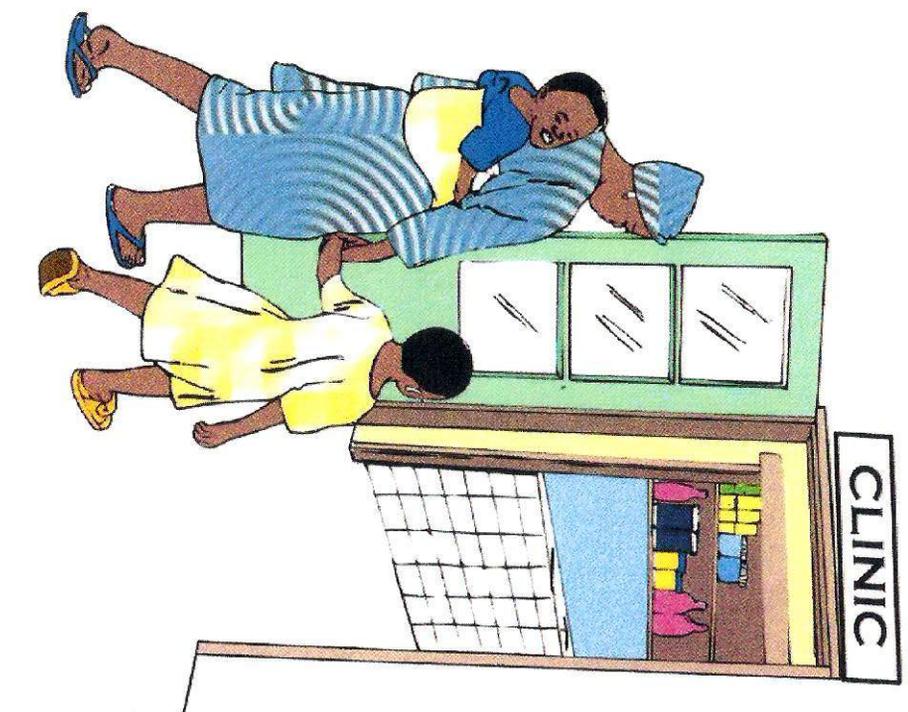
- Exclusively breastfeed your child for the first 6 months.
- Continue breastfeeding your child for at least 2 years.
- Never use feeding bottles,
- Wash your hands and your child's hands before preparing or eating food.
- Give your child clean drinking water.
- Always use clean cups, plates and utensils.
- Cover food and water to protect them from flies.
- Pupu in a latrine or far away from houses and sources of drinking water.
- Wash your hands and your child's hands after using the latrine.
- Wash your vegetables and fruits with clean water before you eat them.

Discussion Question:

Why is preventing running stomach so important?
How can you prevent your child from getting running stomach?

KEY MESSAGE

There are many ways to help prevent your child from getting running stomach. Observe them.



MOHSW/ Health Promotion Division



Preventing and Taking Care of Common Illnesses #4-81



TREATING MALARIA

Discussion Question:

What do people in this community do when they get malaria?
How can they tell that they have it?

This child has a fever. The mother is treating her child for malaria. She will give her child ACT for 3 days as recommended by the health worker.

Malaria starts with fever. Adults with malaria may also have headache or body pains or shivering or heavy sweating. Children with malaria may also have other signs but they may have only fever. Malaria can make a child have convulsions (jerking). It can easily kill a child. Any child with fever may have malaria.

Children need special attention:

Treat every child who has fever with the full dose of ACT for three days.

Children should take crushed tablets or syrup.

The dose that you give depends upon age:

Paracetamol 100mg tablet

Age Group	Dose
2mo - 3years	1 tablet
3- 5years	2 tablets

Dosages for ACT per age: Artensunate + Amodiaquine fixed doses:

AGE RANGE	PRODUCT	DAY 1	DAY 2	DAY 3
2-11 Month	25 Artensunate+ 67.5 Amodiaquine (Blister of 3 tablets)	1 tab	1 tab	1 tab
1 year -5 years	50 Artensunate+ 135 Amodiaquine (Blister of 3 tablets)	1 tab	1 tab	1 tab

- Give paracetamol and sponge the child to reduce the fever.
- Take your child to the clinic immediately if the fever does not go down in 2 days after starting treatment with ACT
- Go to the health clinic immediately if you or your child has any of the following signs:
 - is unusually sleepy or difficult to wake up
 - fits (convulsions or jerking).
 - stiff neck
 - has difficulty breathing
 - vomiting everything

If fever that does not get better 2 days after taking ACT

Discussion Question:

What should you do if you think your child has malaria?

KEY MESSAGE

Treat every child who has fever with ACT.



MOHSW/ Health Promotion Division Preventing and Taking Care of Common Illnesses #4-83



PREVENTING MALARIA

Discussion Question:

How do people get malaria?

What do people in this community do to prevent getting Malaria?

This mother and child are using insecticide-treated bed net to help prevent getting malaria. All of the family members, especially the small children should sleep under insecticide-treated bed nets.

Malaria is a serious illness that starts with fever. Everyone in the family can get malaria. It is especially dangerous for young children. Mosquitoes carry malaria. When a mosquito bites a person with malaria, and then bites a healthy person, it can pass the malaria to the healthy person.

To help prevent you and your family from getting malaria:

- Sleep under insecticide-treated bed nets.
- Put insecticide-treated mosquito netting over open sleeping place or insecticide-treated curtains on the windows and in front of the door of your home.
- Using insecticide treated bed nets and curtains
- You can buy insecticide-treated bed net (mosquitoes), in shop to protect your child from malaria if you do not (have already at home.)

Discussion Question:

What can you do at your home to prevent your family from getting malaria?

KEY MESSAGE

Always sleep under insecticide-treated bed nets.



MOHSW/ Health Promotion Division

Preventing and Taking Care of Common Illnesses #4-85



INDOOR RESIDUAL SPRAY

Discussion Question?

What are other ways people in your community can prevent malaria?

Malaria is one of Liberia's most serious public health problems. In an effort to fight against the disease, MOHSW in collaboration with President Malaria Initiative, PMI, through RTI International is carrying out indoor residual spraying to fight against malaria vectors and hence control malaria. Insecticide can only be sprayed indoors on the walls and ceiling of the houses and has a lasting effect against malaria vectors for up to 9 months.

BEFORE THE SPRAYING

- Open windows and doors to allow fresh air
- Allow the spray teams to spray your houses You should provide at least 10 liters of water for dilution of insecticide
- Keep all food, water, eating utensils out of the house
- Clothes should be covered and removed from the house
- Furniture should as well be remove, if immovable than should be moved to the center and covered to allow easy accessibility.

DURING AND AFTER SPRAYING

- Keep the door and windows closed for 2 hours after spraying. After that open for 30 minutes to allow air circulation
- Stay outside the house for 2 hrs. 30 mins. after spraying
- Sweep the floor of any residual insecticide, dead insect found on the floor and dispose of them in a pit latrine
- Do not repaint, walls or re-plastered the walls for at least 9 months after spraying.

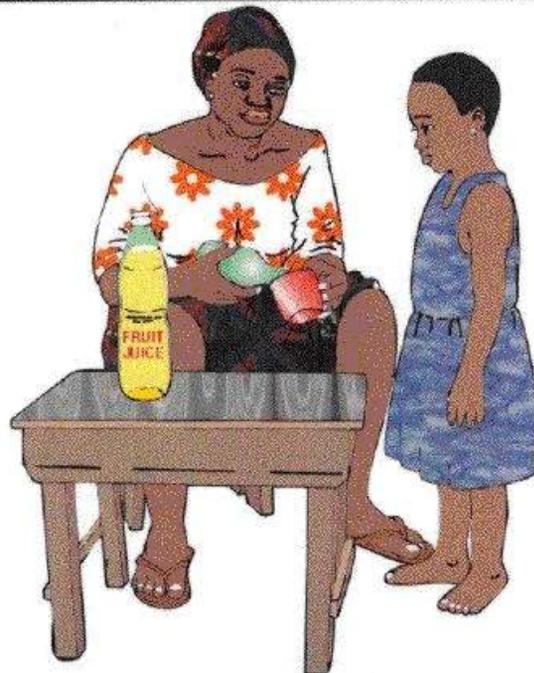
NOTE: The insecticide is not dangerous to humans, dogs, chicken, cats and other domestic animals provided the precaution outlined above are followed.

Discussion Question:

What are other ways you can prevent malaria?

KEY MESSAGE

Allow your homes to be sprayed for long lasting prevention.



ACUTE RESPIRATORY INFECTION (ARI)

Discussion Question:

What do people do in this community when their children are sick with cough or have difficulty breathing?

This mother has taken her child to the clinic. Her child has fast and difficult breathing. The child is in serious danger. So she brought the child to the clinic right away.

Children can get colds easily. Sometimes children have only mild infections with a runny nose, sore throat or cough that can be treated at home.

Other times children have fast or difficult breathing and are in serious danger. These children could have a serious infection like pneumonia. Their parents need to take them to the nearest clinic right away. Acting quickly could save the child's life.

MANAGING COMMON COLDS AT HOME:

Give your child plenty of fluids if your child has a runny nose, sore throat or cough and if you are still breastfeeding, continue breastfeeding. Breast milk will soothe the child's throat.

If your child is not breastfeeding, give warm water with honey or Fruit juice to soothe the throat.

It is important to recognize the danger signs of a serious infection.

1. Take your child to the nearest clinic immediately if your child has any of the following signs:

- Difficult breathing.
- Fast breathing.
- A harsh noise when the child breathes.
- Wheezing or whistling sound when the child breathes.
- In-drawing of the chest. (Demonstrate)

Discussion Question:

What are the dangers signs that would make you bring a child with cough to the clinic?

KEY MESSAGE

Take your child to the nearest health clinic immediately if your child has difficult or fast breathing.



MOHSW/ Health Promotion Division

Preventing and Taking Care of Common Illnesses #4-89



TUBERCULOSIS (TB)

Discussion Question:

How do people in this community recognize tuberculosis?

Tuberculosis (TB) is a major and growing health problem in Liberia. TB is a community disease that needs community action. When it is not treated, about half the people with tuberculosis will die within 2 years. Treatment from your health clinic can cure most people with TB. But the treatment must begin soon after the person has been diagnosed with TB. And all of the drugs must be taken correctly. If you think someone in your family or community has TB, it is very important that they go to the health clinic to get tested.

SIGNS OF TB:

- Coughing with or without blood for 3 weeks or more.
- Chest pain.
- Weight loss.
- Do not want to eat much.
- Coughing up blood.
- Shortness of breath.
- Fever and heavy sweating at night

People who definitely have TB should get anti-tuberculosis drugs to make sure that treatment cures the patient, it is critical to follow the complete treatment. It is very dangerous to stop taking the pills once the patient feels better. One way to be certain that a person with TB follows the treatment is the

DIRECTLY OBSERVED THERAPY SHORT course (DOTS):

- Directly make sure the TB is identified.
- Observe the person with TB swallowing the tablet or getting the injection.
- Therapy (all pills and shots) completely provided for the patient.
- Short course of therapy for the correct length of time.

Taking the TB medicine

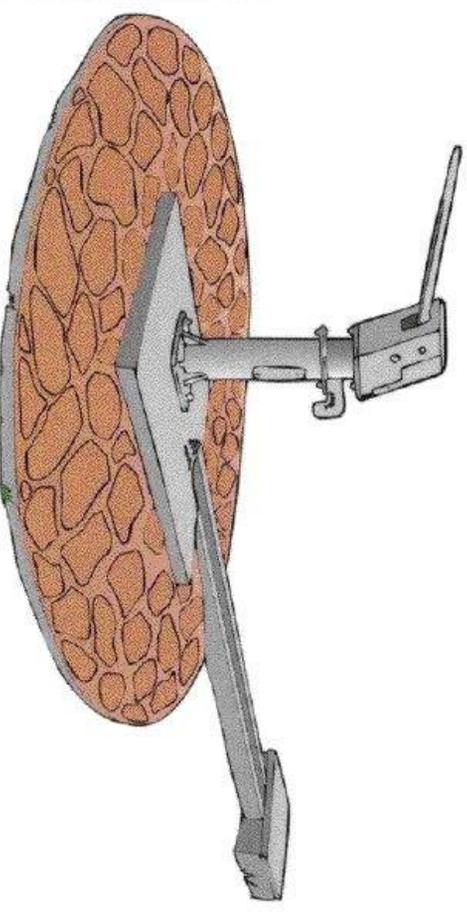
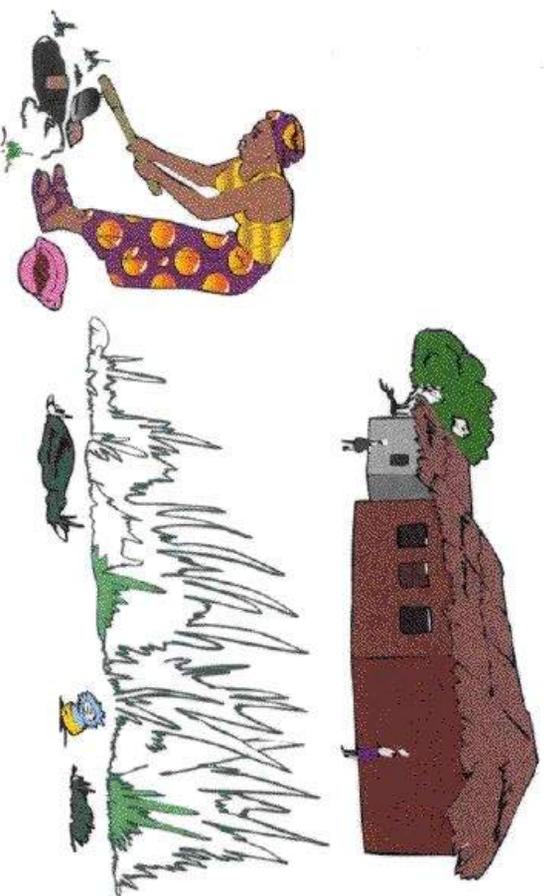
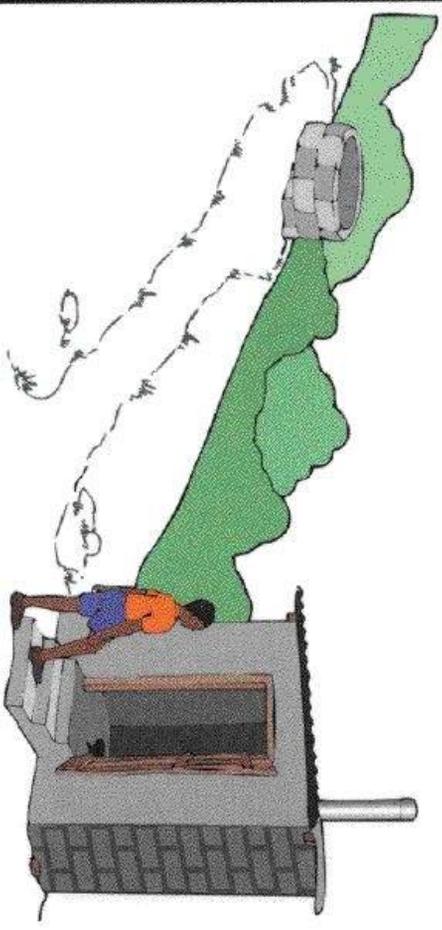
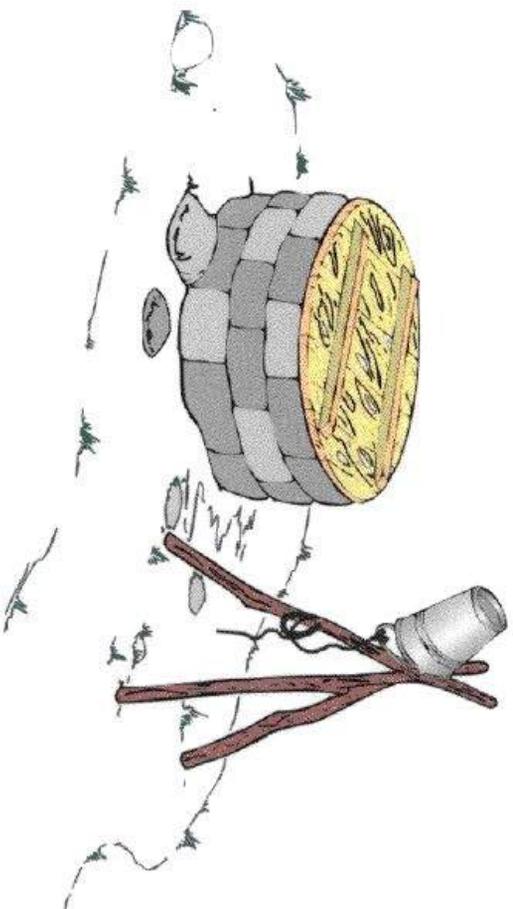
- It is very important for the person with TB to complete all of the medicine.
- The health worker will tell you how long you will have to take the medicine. Category 1 and 11 6 months and Category 111 take 8 months to complete the medicine and cure the TB.
- This treatment is free of charge in government clinics.

Discussion Question:

What should you do if your child has been diagnosed with TB?

KEY MESSAGE

It is very important for the person with TB to complete taking all of the medicine.



MOHSW/ Health Promotion Division



Preventing and Taking Care of Common Illnesses #4-91



PROTECTING YOUR WATER SOURCES

Discussion Question:

In your community where do you get your water?

In many communities, families get their drinking water from a borehole with hand pump pipe or from a covered well. Clean water is needed for good health. Families who have lots of clean water and know how to use it have fewer illnesses. Water needs to stay clean at home, and it also needs to stay clean where it is collected. Dirty water can cause sickness.

TO PROTECT YOUR WATER SUPPLY:

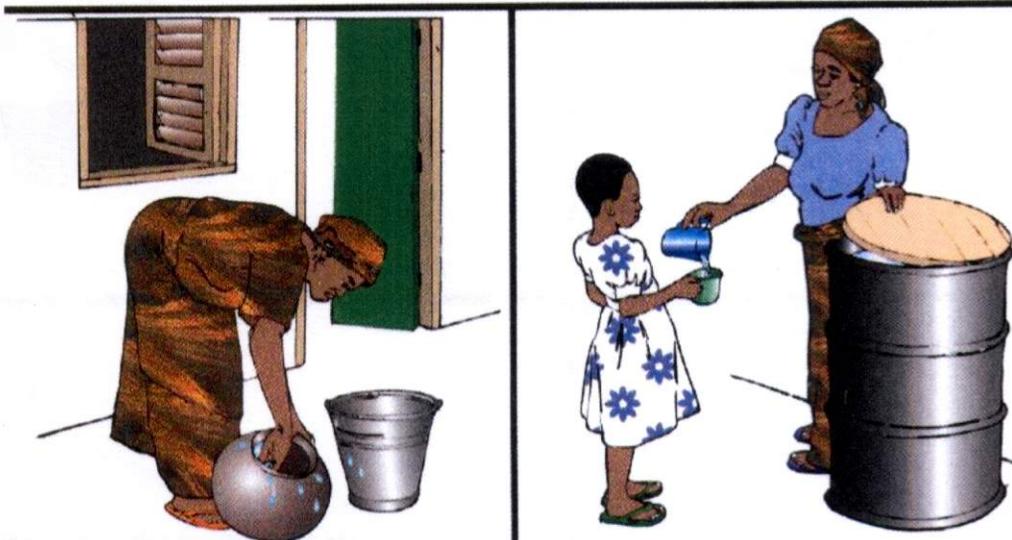
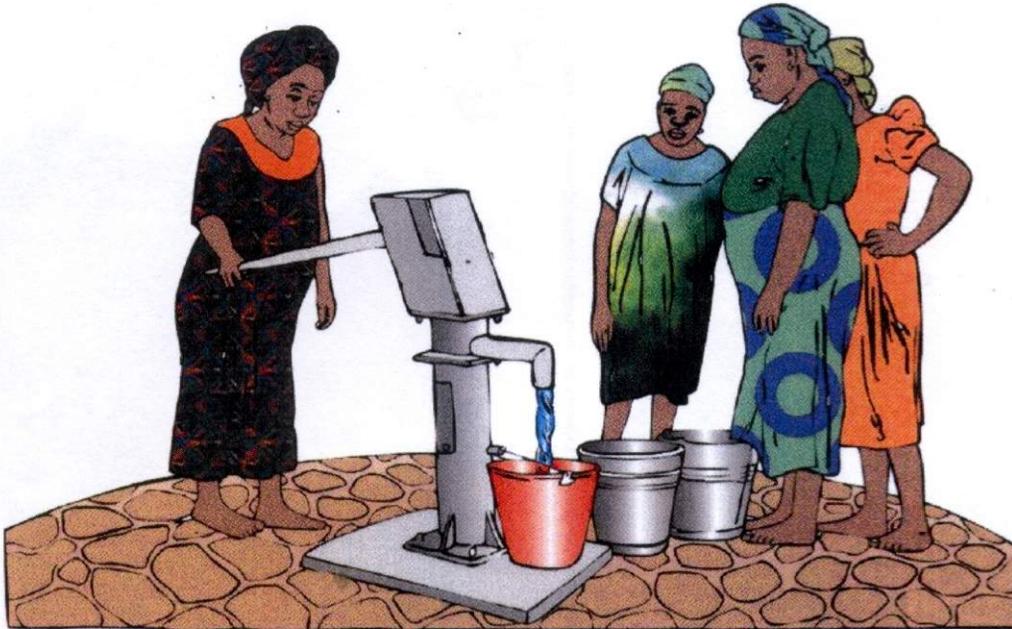
- Cover wells to keep out dirt and rubbish (this also keeps children from falling in).
- Build your latrine at least 30 meters away from water sources.
- Teach your children to use the latrine and not to urinate or pupu near a water source.
- Bury pupu far away from your home and water sources if you do not have a latrine.
- Build a cemented area (platform) around your piped in water point or well to keep the area from becoming muddy.
- Keep animals away from the water point.
- Keep farming activities away from river and stream banks.
- Discourage people from washing clothes or vehicles in rivers, streams or ponds that serve as the only water source.

Discussion Question:

What can you do in your community to keep your water sources clean?

KEY MESSAGE

Clean water is needed for good health.
Water needs to stay clean at home and it also needs to stay clean where it is collected.



PROTECTING YOUR WATER AT HOME

Discussion Question:

In your community, where do you get your water?

These women are collecting clean water from the village borehole with hand pump. They keep this water clean at home by storing it in a clean covered container and using a clean cup for pouring their drinking water.

Clean water is needed for good health and to prevent sickness. Use clean piped or well water if you can. Families have fewer illnesses when they have plenty of clean piped water or well water, and know how to keep it clean in their homes.

Families can reduce illness if they protect their water supply by:

- Drawing water from the cleanest source available.
- Keeping containers used to collect water as clean as possible.
- Storing drinking water in a clean and covered container.
- Storing drinking cups and containers in a clean place away from animals and flies.

Keeping water clean:

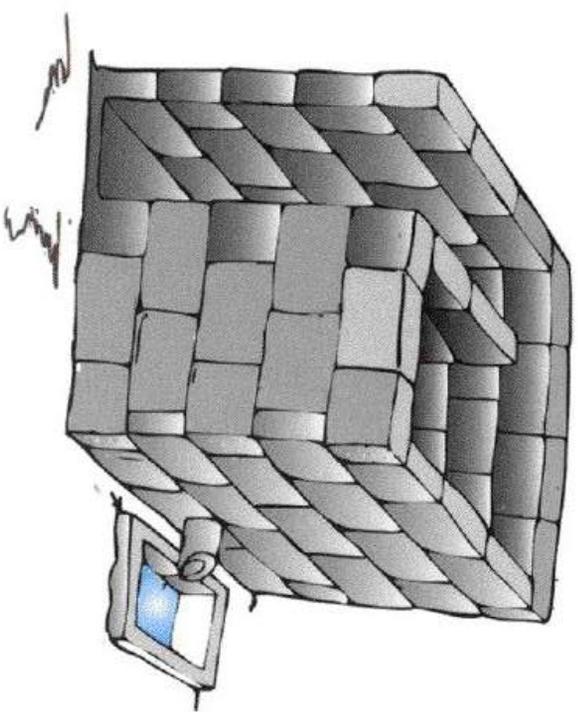
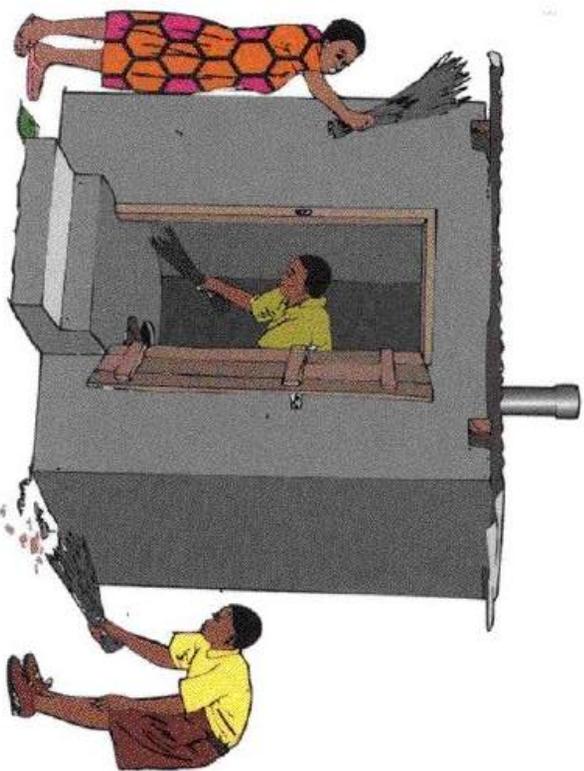
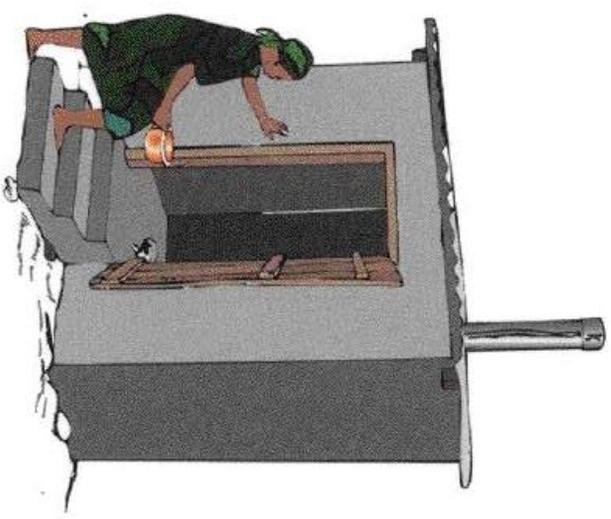
- Use a clean cup for fetching your drinking water. Use a separate clean cup for drinking.
- Keep children from putting their hands in the drinking water.
- Rinse out the container for storing water regularly before filling it up again.

Discussion Question:

Why is it important to drink clean water?
What can you do at home to keep your water clean for drinking?

KEY MESSAGE

Always draw your water from the cleanest source available preferably from clean piped water or well water.



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Preventing and Taking Care of Common Illnesses #4-95



KEEPING DISEASE FROM YOUR HOME

Discussion Question:

What do people in your community do to keep their living area clean?

This family is keeping their living area tidy and clean. You can prevent diseases in your community by keeping your own living area tidy and clean. Human pupu, animal pupu, and dirt can spread disease. They should be removed or destroyed every day.

TO PREVENT DISEASES FROM SPREADING IN YOUR LIVING AREA

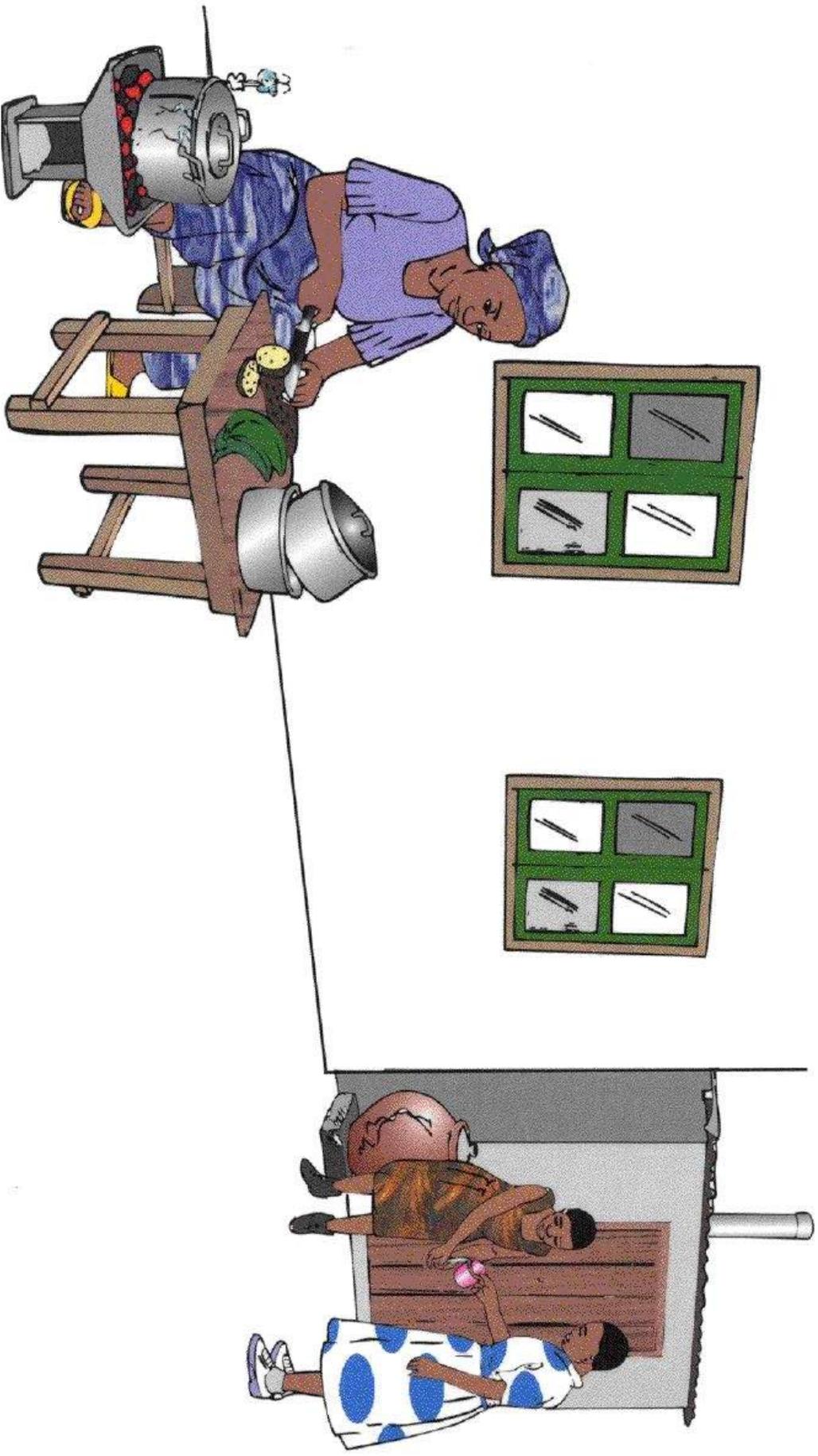
- Collect rubbish lying in the compound and take it to a public dump site. Dirt attracts flies, which spread many diseases.
- Deposit human pupu in a latrine. Human and animal pupu pass on many diseases such as diarrhea/running stomach.
- Use a latrine regularly. Build the ventilated latrine at least 30 meters away and down from the water source.
- Clean the latrine regularly.
- Use a bath far with good drainage such as a soak away pit.
- Bury pupu far away from your home if you do not have a latrine.

Discussion Question:

What can your family do to keep your living area clean?

KEY MESSAGE

Deposit human pupu in a latrine. Human and animal pupu pass on many diseases such as diarrhea.



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Preventing and Taking Care of Common Illnesses #4-97



PERSONAL HYGIENE

Discussion Question:

In this community, when do people wash their hands and their children's hands?

This woman washed her hands before beginning to prepare food for her family. This girl is washing her hands after using the latrine. We use our hands to do many things every day. Our hands get dirty even when they look clean. Dirty hands are the major cause of diarrhea and worms. Everybody needs to wash their hands with soap and water regularly to protect themselves and others from diseases.

To protect yourself from diseases:

- Wash your hands with soap and clean water before and after preparing food.
- Wash your hands with soap and clean water before and after eating food.
- Wash your hands and your children's hands with soap and clean water after using the toilet.
- Cover food to protect it from dirt and flies.
- Keep your body clean by taking baths regularly to prevent skin diseases.
- Use latrines. If that is not possible, bury the pupu far from your home and your water source.

Discussion Question:

What can you do at home to keep you and your family clean'?

KEY MESSAGE

Washing your hands and your children's hands regularly is one of the most important things to do to prevent diarrhea and other diseases.



FIRST AID: CLEANING AND BANDAGING WOUNDS

Discussion Question:

In this community, how do people tend to their cuts and wounds?

This boy has cut his hand. His mother is helping to clean the wound so that it does not become infected. Many adults and children get wounds or cuts from accidents and injuries at home and in the workplace. A wound or cut may look small, but it is very important to take care of it so that it does not become infected. First aid means immediate help for a person who is hurt or has a wound.

STEPS TO TREAT CUTS AND WOUNDS:

- Wash your hands with soap and clean water.
- Clean the wound and the skin around the wound. Use soap and the cleanest water you can find. (boil when necessary). Wash outwards away from the wound.
- Remove objects that you can see clearly.
- Rinse the wound very well with clean water.
- Dry the wound gently with a clean cloth.
- Apply iodine or antibiotic cream to the wound.
- Apply a clean cloth and secure it firmly in place with a bandage.
- Keep the wound and bandage dry.
- Change the bandage as often as necessary to keep the wound clean.

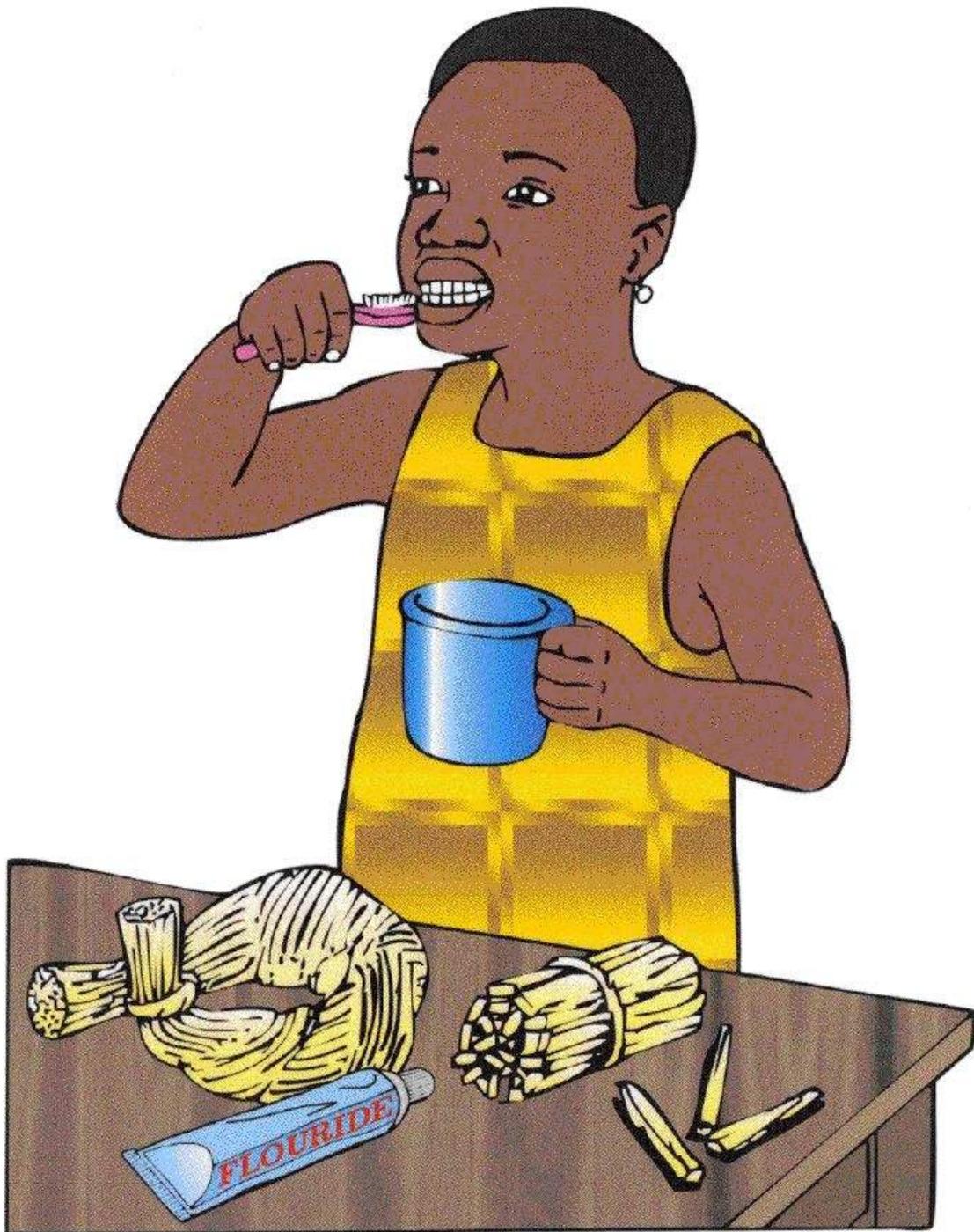
This is first aid treatment. Large open wounds will need medical attention. If the area around the wound becomes red and puffy or if the wound does not begin to heal, it may be infected. Go to the nearest health center for treatment.

Discussion Question:

How can you take care of your child to make sure a cut or wound does not get infected?

KEY MESSAGE

A wound or cut may look small, but it is very important to take care of it so that it does not become infected.



ORAL HEALTH

Discussion Question:

How do people in your community take care of their mouths?

This girl is cleaning her mouth. The mouth includes the teeth, gums and tongue. These things help us in eating, talking and in keeping our appearance. Keeping the teeth and the mouth clean will help make and keep you healthy.

To keep your mouth clean and your teeth strong:

- Clean your teeth regularly and thoroughly in the morning and before going to bed.
- Remove plaque on your teeth (the sticky yellowish substance that forms on the tooth surface).
- Get rid of food particles which are left over after eating.

Remove bad odor:

- Use fluoride toothpaste, chewing stick or chewing sponge daily.
- Eat less sweets and sugary foods.
- Avoid smoking, filing your front teeth, opening bottle tops with your teeth or biting hard materials.
- See a dentist when your gums bleed or when you have a toothache.
- Visit the dentist regularly at least once every year.

Improper cleaning of the mouth causes:

- swollen gums
- bleeding gums when brushing
- bad teeth
- tooth decay and gum infections
- loose teeth and the loss of teeth
- pain

Discussion Question:

What should you do to keep your mouth clean and your teeth strong'?

KEY MESSAGE

Use fluoride tooth paste, chewing stick or chewing sponge daily to keep your mouth healthy.

Activity Cards

COMMUNITY HEALTH EDUCATION SKILLS TOOLKIT



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About this Activity Card Set

- ? These cards give instructions on how to do each activity. With nothing but the card and the materials it calls for, many of which are included in this kit, you should be able to do the activity.
- ? Each card contains purpose, participants, materials needed and a step-by-step description of the activity.
- ? The cards are arranged in the order that they are mentioned in the **Flomo and Friends** booklet. They start out with “Looking and Listening” activities that help the health worker get to know the community. Activities become increasingly complicated as you go on. But don't feel that you have to do the activities in the order they are presented. Find out what works for you.
- ? In many cases, things like songs, poems, dramas, or cassettes are included as examples of what can be produced. But they are only examples. **You should create your own.**



Activity Card 1

Walk-About



Purpose:	To gather information about common health practices in the community
Participants:	Health Worker, Community Members.
Materials:	Pen and paper for taking notes



Whatever the work you do, you now have a new role to play as a community health worker. People may be suspicious of what the government had taught you. They may think that you are a paid government worker and question your intentions. Or they may have no idea what a community health worker is or does. The people may not even know that there is a community health worker among them. Taking walks in your community gives the people a chance to see you and get to know you in your new role. The walks also give you the chance to observe common health practices.

Before you start any activity, it is always a good idea to inform the chief and other

leaders in the community. Have them publicly introduce you to the community on your new role. If they are aware of your activities and understand what you are trying to do, they will be more likely to support you.

Keep your meetings open. Anyone who wants can attend and take part in the activity. If everyone is made to feel welcome, you will have more support and interest in future activities.

1. Choose a day and time when most people are at home and not working. Take a walk around the community so you can see the common health practices.





2. Be sure to remember what you see so you can make notes after your walk-about

 - Visit the market, the toilets, the dump sites and the places where people collect their water
 - Visit people in their homes and see how they prepare their food and care for their children
 - If you can, sit at the drinking bars and listen to what the people are talking about.
 - Visit the wells and other sources of water and listen to what the women talk about. Be a good listener. Learn what issues concern the people of your community. You will also learn what makes them happy and what makes them sad.

Use your eyes and try to answer these questions.

- ? Do you see choked gutters?
- ? Are empty tins, old tyres or other waste disposed of properly?
- ? Are animals roaming/moving about compounds or are they penned in?
- ? Are there areas overgrown with grass/weeds that could breed mosquitoes?
- ? What are the people doing?
- ? What are the people not doing?

Use your nose

- ? What foods do you smell cooking?
- ? What plants or flowers can you smell?
- ? Are there smells you can't identify? Describe these
- ? Do you smell rubbish, pools of dirty water, human waste, sheep and goat droppings

Use your ears

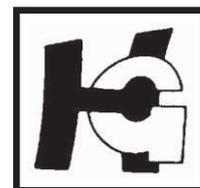
- ? What sounds do you hear?
- ? What are people talking about?
- ? What are people laughing, shouting or crying about?

3. When you finish your walk abouts, write down what you saw, smelled and heard. Keep this information for your records.
4. When you read your notes, think about these questions ?
 - Did you notice any common health practices
 - Do you find any health problems that can easily be solved?



Activity Card 2

Forming a Health Group



- Purpose:** To help the community health worker and the community form a health group.
- Participants:** Group leaders and community members.
- Materials:** Copies of the following stories:
- John Forms a Health Group.
 - Korlue Forms a Health Group.

You have probably seen that there are so many things that can improve or harm the health of people. The question you must ask yourself now is what to do first. The decision is not yours to make. The decision belongs to the community. One way of involving the community is to form a health group.

Your community must decide if it needs a health group. Speak with the leaders and other members of your community to find out their level of interest in forming a health group. A health group can be formed in several ways depending on the structure and the needs of the community.

1. Tell the story “John Forms a Health Group” to members of the community. Ask the people these questions:

- What do you think went wrong with the health group?
- What would you do to form a better health group?

2. Tell the story “Korlue Forms a Health Groups” to members of the community.

Asked the people these questions:

- What did Korlue do differently from John?
- How are the health groups the same?
- How are they different?

3. Based on the stories about the 2 health groups, ask members of the community to list all the good things they want to see in a health group. Take notes so you can remember what people say.

4. There are some questions that you and community members will want to answer before forming the health group:

- Who should be members?
- How should they be selected?
- How many members should be in the health Group?
- To whom should the Health Group report?
- How often should the Health Group meet?
- What kind of support can the community provide to the Health Group?

5. Help the community to form a health group based on the answers to the above questions.



NOTE

Instead of just telling stories to the community, ask for volunteers to act out the stories. Acting out the stories will make them more interesting.





John Forms a Health Group

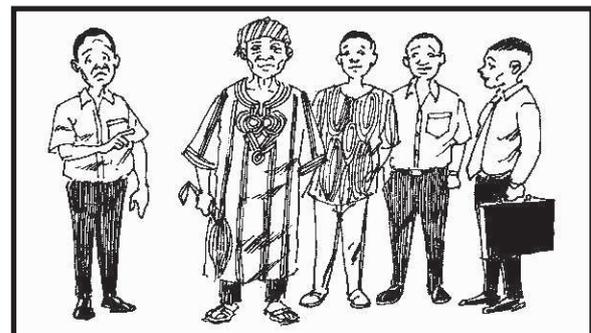
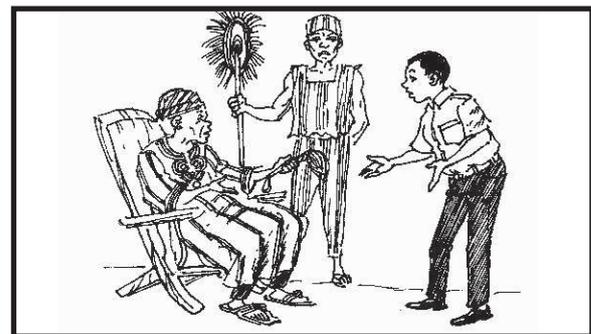
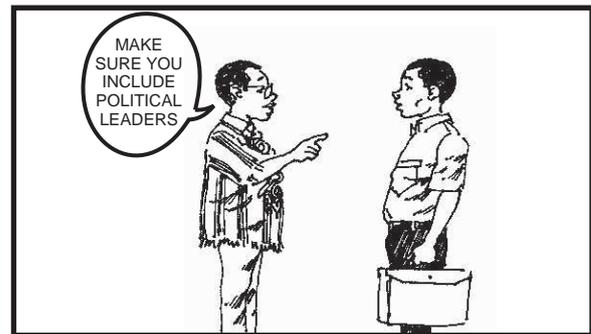
John was asked by the district health officer to form a health group to help his community organize activities. “Be sure to include the political leaders,” he was told. “Then the group will have the power and the leadership it needs.”

So John went to the chief who welcomed the idea. I’ll do all the work,” said the chief, “just leave it in my hands. I’ll even choose the members.” The Chief chose his brother, some businessman who had a truck to help carry supplies.

The group did very little. At meetings, members gave good ideas for health activities, but nothing ever seemed to get done. It was never clear who was responsible for anything, so no one did much. There was no special schedule for meetings. Some meetings ended early because nothing had been planned or because very few people attended.

Soon John had other problems. Group members wanted special privileges such as not having to do communal labor or pay water fees. Some of the money that had been collected disappeared. Eventually, the group broke up.

- **What do you think went wrong with this group?**
- **What would you do to form a better group?**





Korlue Forms a Health Group

Korlue, a health worker who lives in the village down the road, hears about the problems John is having. Still she needs the support of the health group, so she asks John and Gloria, the community health nurse, for their ideas.

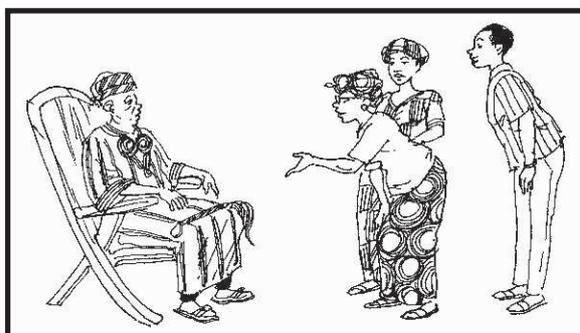
They agree that the group should represent and be chosen by all the families in the community. "But how," asks Korlue. "If we hold an all village meeting, the chief and the elders will take it over like always. The others won't open their mouths.

"Maybe we can change that!" says Gloria. And together they make a plan.

A village meeting is to be held. But before it is to take place, Korlue talks with some of the respected people in the community who agree with her to visit the chief. They asked the chief's advice on how to involve everyone who attends the village meeting.

The Chief says that he will ask leaders to keep quiet during the meeting and he agrees to keep quiet himself. This would give the people who usually do not speak a chance to say what they think.

The village meeting is a great success. People who are normally quiet begin to speak up. The people elect group members who represent the less powerful. They also make guidelines for their group. The group will meet twice a month always on a Thursday at sunset at Korlue's house. Any person who misses three meetings in a row will be replaced. The members will take turns being responsible for planning and leading the meetings. Meetings will be open to anyone who wants to attend.



The meetings are always interesting. Often Korlue leads members through fun activities. Problems and possible solutions are explored with role plays. Attendance is always good. The group is active and strongly supports Korlue's work.



Activity Card 4

Ice Breaker: Hot Cassava



- Purpose:** To help people attending group meeting or activity become familiar or comfortable with each other.
- Participants:** Members of the health group or members of a group activity.
- Materials:** Copies of the following stories:
- A cassava
 - A cassette player and tape of popular music or ask some one to sing a traditional song everyone knows.
 - Pieces of paper to write messages
 - A calabash or bowl to put the pieces of paper.



Group activities are most successful when all the people participate, or take part, in the meetings and activities. If members of a group do not know each other well, some of them may feel shy and not say what they think. They might feel uncomfortable working with new people and not participate in the activities. Soon, they may not feel like part of the group and may stop coming to meeting.

Ice breakers are used to help members of a group feel comfortable and participate. Ice breakers are fun games used when people meet for the first time.

1 Cut strips of paper and write questions on them. Examples of questions you can write are:

- Tell us your name and make a face.
- Tell us your favorite food.
- Tell us your favorite thing
- What will make the world perfect for you?
- What is your favorites time of day
- If you were granted one wish, what would your wish be?
- What don't you like people to do?
- What do you like best about your community?





You can make your own questions when the group knows each other better; you can ask questions about health issues.

2. Ask the people to sit in circle

3. Explain to the people how the game is to be played

- Explain that the cassava or a hot piece of charcoal.
- The people do not want to get burned by it so they pass it to their neighbor as quickly as possible while the music is playing.
- The person who has the cassava when the music stops must hold on to it because he or she has to be burned by the “Hot Cassava”.
- The person burned by the “Hot Cassava” must pick a question and answer it.

4 Ask for a volunteer to start and stop the tape played. The song on the tape player should be a happy song which everyone knows. If you do not have a tape player, ask someone to sing a song. This person should face away from the group so he or she cannot see who is passing the hot cassava.

5 Ask the volunteer to start the tape or start singing.

6 Pass the cassava to the first person and ask each one to throw it to his or her neighbor as long as the music continues.

7. If using a tape, ask the volunteer to stop it when the group members do not expect it. If the volunteer is singing a song, ask him or her to stop when the group members do not expect it. The volunteer should play the tape or sing the song between 10 to 30 seconds.

8. Whosoever has the cassava when the music stops has been burned by the “Hot Cassava” or hot piece of charcoal.

9. The person burned will:

- Pick a piece of paper from the calabash or bowl.
- Any instructions on the piece of paper should be carried out.
- If the members cannot read, the community health worker can read it for them.

10. If you have no paper, the health worker can just ask questions from memory.

11. Ask the volunteer to start the tape or to start singing again. When the music stops, the person who has the Hot Cassava is the next person to be burned. That person should pick a piece of paper and follow the instructions

12. The game should continue until most people have been “burned”.



You can make up your own questions. When the group knows Each other better, you ask question about health issues.



Activity Card 5

Ice Breaker: Matching Pairs



Purpose: To help people attending activity become comfortable with each other
Also to have the fun explaining health problem and health messages.

Participants: Members of the health group or members of a group activity.

Materials: The set of flash cards with Activity Card 15 **Good Habits, Bad Habits.**

Bad

1. A woman with malaria being bitten by mosquitoes
2. A boy easing himself in a dirty compound
3. A woman fetching water from a stream with weeds /grass
4. A bathhouse without a soak away pits
5. A woman fetching water from a unprotected and opened well
6. A man drinking from an uncovered barrel with a dirty calabash / cup
7. Children playing in a dirty compound
8. A family in a dirty compound
9. A woman serving her child in dirty compound
10. People dumping rubbish near their home

Good

1. A healthy family
2. A woman preparing to bury a boy's fasces /pupu
3. A woman fetching water from a stream
4. A bath house with a soaked way pit
5. A woman fetching water from a protected well
6. A man collecting drinking water from a covered barrel with a clean cup
7. A girl sweeping a compound
8. A family in a clean compound
9. A girl serving a child in a clean compound
10. People burying their rubbish

Matching pairs gives people a chance to meet and introduce themselves. When members have met each other they will feel more comfortable. Matching pairs is also a good activity to use when you want to discuss Good Habits.

1. Go through the pack flash card called **“Good Habit, Good Health.** Select only those who opposite messages or situation. Example if you take a card with food unprotected from flies, include a picture of cover food.

2. Using as many flash cards as here ask people for example, if you working with ten people, you should use ten flash cards (5 pairs).

3. During the people meeting shuffle the card in front of the group.

4. Give a card to each participant

5. Ask members of the group to find the person with a card that have a person with an opposite messages or situation to their own.

6. When everyone has found their pair 'or mate “, ask the pair to introduce themselves and explain why they belong together: one person holds a good habit and other hold a bad habit”

7. Ask the other members of the group (not in the pair) if agree with what each pair say. If the other members do not agree with the pair”, ask them to explain why.

Matching pairs gives people a chance to meet and introduce themselves. When member have met each other they will feel more comfortable deals.



Activity Card 6

Ice Breaker: Virus-Carrier- Handshake



Purpose: To help people attending a group meeting or activity to feel at ease with each other. This activity is also used to increase awareness of how quickly HIV and other STIs can be spread and stopped...

Participants: members of health group or members of a group activity

Materials: Prepared slips of paper – enough each members of the group.

This ice breaker gives people a chance to meet one another in a way that is fun and interesting. Virus-Carrier Handshake can be used before “putting on condom”- Activity card 15.

1 Cut and hold as many pieces of paper, as there are members of the group

- On three of the pieces of paper, write the letter “C”
- On one pieces of paper write the letter “X”
- Leave all the other pieces of paper blank.
- Carefully fold the pieces of paper and give one to each member of the group.

If you have no paper, whisper to one person that they are an “X” and tell everyone else that they are “C”.

2 Ask the people not to look at their pieces of paper.

3 Ask everyone to stand and shake hands with three other person. When they are finished, they should return to their seats.

4 Ask the people to look at their pieces of paper and show it to other people.

5 Ask the person with the “X” on his or her piece of paper to stand up. Next:

- Ask everyone who shook hands with this person to stand up.
- Ask everyone who shook hands with the standing people to stand up as well.
- Again, ask everyone who shook hands with the standing people to stand up as well.
- Continue until everyone is standing.

6 Now tell the group to pretend that the person with the paper marked “X” was infected with HIV or an STI. Instead of shaking hands, they had unprotected sexual intercourse with the three people they shook hands with. (Remind the group that this is pretend, and they do not really have an infection).

7 Finally, ask the group to check if they had a “C” on their paper. These people used condoms and were not at great risk for getting HIV or other STIs.

8 Discuss with the people what they can do to avoid being infected with HIV and other STIs.

For more information, see information cards on HIV and STIs included with this kit.

**Begin a discussion with the people on what they can do to
Avoid being infected with HIV and other STIs.**



Activity Card 7

Ice Breaker: Using Proverbs



Purpose:	To start a discussion among members of a group who do not know each other well.
Participants:	Members of health group or participants in a health activity.
Materials:	None.

Proverbs are phrases or saying often used to stress a point. You can say popular proverbs to help start discussions among people who do not know each other well. You can use proverbs to make your health talks entertaining and to help people to remember important messages.

1. Choose a proverb from the following list or use a proverb you already know.
2. Tell the proverb to the people and ask them what they think it means. For example, the proverb, “the left-hand washes the right-hand” may mean many things too many people. Give all the people a chance to say what they think the proverb means. There are no wrong answers. The purpose of this activity is to help people feel comfortable saying what they think.
3. Ask for a volunteer to tell the group a proverb that he or she knows. That volunteer should lead the discussion with the rest of the group about what proverb means.

4. Allow the group members to take turns doing step number 3.

Proverbs can also be use to begin a discussion about certain topics. For example, the proverb, “the left-hand washes the right-hand and the right-hand washes the left-hand,” can be used to start a discussion on why it is important for community members to work together. For another example, the proverb “little by little, a chicken drinks water,” can be use to start a discussion on the importance of patience and taking the time to do things properly.

These proverbs can also lead to stories you can use in **activities 16 and 18** that deal with role plays and dramas. People will also enjoy if you use proverbs in your health talks and presentations (**activities 21 and 22**)

**Give all the people a chance to say what they think the Proverb means. There are no right or wrong answers.
The purpose of this activity is to help people
Feel comfortable saying what they think**





Proverbs

Here are few examples of proverbs. Some are Liberians while others are Ghanaian

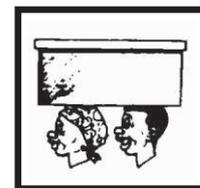
- **Educate a man, and you educate a person. Educate a woman and you educate a nation.** *Because a woman is responsible for caring for the children and teaching them good habits and morals, and benefit of her education benefit more people.*
- **Little by little, a chicken drinks water.** *This proverb stresses the importance of patience. Because of the chicken's beak, it has to drink water very slowly. Eventually, the chicken doled quenches its thirst.*
- **What your mouth has uttered stand and wait for you.** *A promise made stands where you made it and remains standing until you return to redeem it.*
- **What is kept is eaten by rats.** *If you do not make good use of what you have by giving it to others, you made wake up one day to find that you have been deprived of some or all of it circumstances you least expect.*
- **It takes one man to kill an elephant, but it is whole town that consumes it.** *A good act should produce the greatest happiness of the greatest number.*
- **If you taller than your father, it does not follow that you are his equals.** *However well off a person is in his life, it is his duty to give respect to all those who are older than him.*
- **The left-hand washes the right-hand and the right-hand washes the left-hand. OR**
- **One man cannot hug the baobab tree.** *These two proverbs stress the importance of cooperating. It is impossible for one man to provide for himself all that he requires to survive.*
- **If quantity of water not sufficient for a bath, it will at least be sufficient for drinking.** *One should be content with whatever he has.*
- **If one man eats all the honey, it hurts the stomach.** *The consequences of greed are disastrous for a greedy man.*
- **If you use grass for beams, what can you put on top of them.** *Life is best lived if it is built on a morally strong character.*
- **Give a man a fish, and he eats for a day. Teach a man to fish, and he eats for the rest of his life.** *What is the meaning of this proverb*

**Educate a man, and you educate a person.
Educate a woman and you educate a nation**



Activity Card 8

Sharing the Burden



Purpose: To collect information, raise awareness, and understand the important needs of women based on their tasks, concerns and duties.

Participants: Members of health group and the larger community.

Materials: Eleven flush cards showing doing daily activities.

Feeding a child	sweeping
Farming	relaxing
Sewing	bathing
Leading a meeting	carrying water
Visiting a health center	cooking
Carrying firewood	

As caretakers of the family, women are very good sources of information. But their needs and worries are often ignored.

Sharing the Burden is a game to help raise awareness of the important needs of women on their different tasks.

Before you start any activity, it is always a good idea to inform the chief and other leaders in the community. If they are aware and understand what you are trying to do, they will be more likely to support you.

Keep your meetings open. Anyone who wants to can attend and take part in the activity. If anyone is made to feel welcome, you will have more interest in future activities.

1. Divide the group into 2 groups. 1 group of women and 1 group of men.
2. Put the cards showing women doing the activities in front of the two groups
3. Explain that the cards show women doing different tasks. Ask the two groups if there are any other tasks that the women

do which are not shown in the cards. Give them markers and papers to draw the new activities.

4. Ask the group to discuss the tasks. Ask each group to place the cards into 1 of 2 groups.

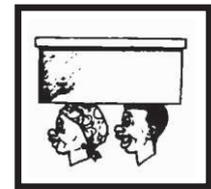
1. **Difficult** to perform
2. **Easy** to perform

5. Ask for a volunteer from each group to present the results of the discussions. The men are asked to present the results of their discussion first. The women present second.

6. (Do not tell these rules to the two groups) from every picture that the men put in the same group as the women (difficult or easy), they are awarded 1 point. For every picture that the men put in a different group, the women are awarded 1 point. The group with the most points wins.

7. Ask the men and women to discuss their reasons for putting the pictures in the groups they chose.





8. Allow the groups to discuss each card as much as possible. For example, the picture of the woman visiting the health center may lead to a discussion of the distance from the village to the center.

9. Here are some questions you can use to help the discussion

- How does a woman's work load affect the health of the family?
- What can be done to lessen women's workloads?
- Who has more knowledge about the health of their family? Why?
- How can this knowledge be put to better use?

10. Ask the group whether any of these tasks can be made easier. Ask the men what they can do to help the women with the work.

11. Make notes on the discussion so you can use the ideas for future community projects.

Other ideas

Children are also burdened caring for younger brothers and sisters and helping to provide food and or money for their family. Sharing the Burden can also be used to raise

the awareness among parents, teachers and community health workers about the important needs of children.

1. Ask the children to list all the activities they do from the time they wake up in the morning until the time they go to bed at night.

2. For each activity mentioned, ask a child to draw a picture of him or herself doing the activity. After the children have finished drawing their pictures, invite the parents to attend the health talk.

3. Follow steps 4 through 8 of Sharing the Burden. The steps are the same. The only difference is that the two groups are children and parents – not women and adults.

4. To help the children and the parents discuss the tasks, ask these questions

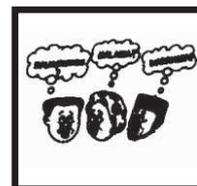
- How does a child's work load affect the health of the family
- What can be done to lessen children's workload?

Ask the parents and children what they learned from the activity.



Activity Card 9

Deciding What to Do



Purpose: To help health group decide which problem to solve first.

Participants: The health group.

Materials: One set of flash cards showing common health problem in the community.

Diarrhea
Worms
Common Cold
Drunkenness
Bottle Feeding
Measles
Smoking
Misuse of Medicine

Malnutrition
Cough
Skin Diseases
Accidents
Tetanus
Burns
Malaria

Now you have a list of health issues in your community from walkabouts, informal discussions and mapping. You also have a health group to help you plan and carry out health activities. But just like the larger community, the group members will have different health interest they feel are the most important. Before the health group can carry out any activities, it needs to agree on which health problems to tackle first.

1. Tell the health group about your findings from the walk about and informal discussions.
2. Ask the health group to review their findings from the mapping activity.
3. Allow the health group to ask many questions as they want to make sure everyone has all the information and that it is corrected.
4. Ask the members of the group to list the diseases found in the community.
5. For every disease that is mentioned by the group, place the flash card showing the disease in front of the group.

6. If there is no flash card for a disease mentioned by the group, ask the person who mentioned it to stand up and pretend he or she is the disease.
7. For each flash card/health problem, ask the health group 4 questions:

i . Is the disease **COMMON** in the community?

The disease is common if many people in the community suffer from the disease in a year.

Does the disease affect people all year long or do people only get sick from the disease certain times of the year?

ii . Is the disease **SERIOUS**?

To help people decide if the disease is serious, the group should consider the following:

Does the disease kill people each year?





- Are there people who cannot work for more than two weeks, a year because of this disease?
- Does the disease cause permanent injury to the person who suffers from it?

iii. Is the disease PREVENTABLE?

The disease can be prevented if there are things people can do so people will not suffer from the disease.

iv. What is the level of Community CONCERN?

If there are many people who are willing to help prevent the disease, then there is a high level of community concern.

- 1 .If the people answer YES to all four of the questions, leave the flash card in front of the group. If the people answer NO to one of the questions, take the flash card off in front of the group.
- 2 .The flash cards remaining in front of the group show the most serious health problems that are common in the community and that can be prevented. These are the health problems the health group should do something about.
- 3 .Discuss possible activities to prevent these health problems with the health group.
- 4 .If you have no flash, you can still do the activity. For each disease mentioned, ask the person who mentioned it to stand up and pretend he or she is the disease. If the people answer “no” to any one of the four questions, ask the person acting out that disease to sit down.



Activity Card 10



The Story of Flomo

Flomo is a five-year-old boy who died of running stomach. Flomo lived with his family in a village called Flomota. Flomo's mother worked very hard to take care of her husband and four children. Flomo's father was well respected.

Three years ago, a team of water and sanitation experts and government officials came to the village Flomota and announced that they were going to give the people a hand pump. They met with the village chief and the elders and asked them to form a village water and sanitation committee. The chief gave the experts and government officials a list of names. The chief's quick response impressed the experts and government officials very much.

The experts came back to the village with a large machine and drilled a deep hole in the ground until water started flowing from it. The experts explained to the people why they should drink water from the borehole and not the stream. They also showed them how to use the hand pump. The experts thanked the chief and left the village of Flomota.

Everyone rushed to get their buckets to collect water from the new hand pump. No one liked the taste of the new water so most people continued to collect water from the stream for drinking and cooking. They used the water from the hand pump for washing and bathing. When the hand pump stopped working, no one was too worried, and soon they forgot the hand pump existed.



A few days after the heavy rains started, Flomo had running stomach. His mother was not too worried because Flomo was a strong, healthy boy and would get well soon. But Flomo took a long time to get better,

and had running stomach three more times that year.

But the rains did not last very long. The dry season came early. For the first time in anyone's memory, the stream that gave Flomota water dried up. The chief remembered the hand pump. He traveled to the district capital to ask the experts and government officials to fix the hand pump. But they told him that his village owned the hand pump now. He and his people had to fix the hand pump.

The people of Flomota did not know how to fix the hand pump. The chief tried to hire another expert, but the expert wanted too much money. So the people of Flomota had to dig holes in the ground where the river used to be and dip the water into their buckets with calabashes.

Again, Flomo became sick with running stomach. This time Flomo was too weak to get better. He died after two days of the illness.



Activity Card 11

story with a Gap

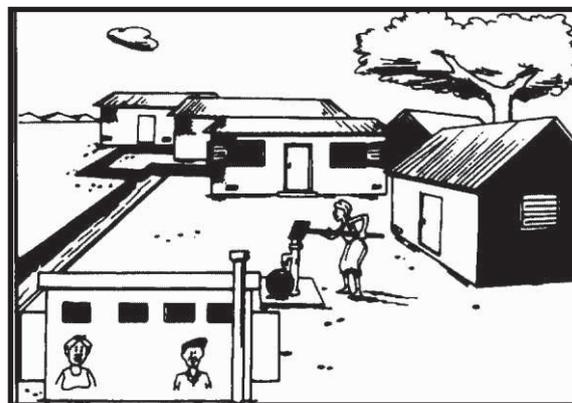


- Purpose:** To help the health group discuss health problems in the community and list possible solutions to the problems. This activity can be used for planning health activities.
- Participants:** Community members and health group.
- Materials:** Three sets of pictures of “before” and “after” scenes of community life. The “before” picture shows a problem situation. The “after” picture shows a greatly improved situation or solution to the problem.

Picture Set A: Before



Picture Set A: After



Once you and the health group have identified the cause of a health problem, you need to find ways, or methods of preventing the cause. “Story with Gap” uses a set of “before” and “after” scenes of community life. The before-picture shows a problem situation. The after-picture shows a greatly improved situation or solution to the problem. Participants will have to imagine what happened in the “gap” between the before and after posters. These pictures are used to help the health group or other groups to look carefully at the present situation and decide how change can be brought about. Use the pictures so that participants tell a story about what they see.

**Picture set A:
Before:**

A community with open gutters, children going to the toilet outside, rubbish being dumped in the water supply, buildings with no doors.

After:

The same communities with a hand pump, grades, roads, a meeting area and buildings with doors and screened windows.

Picture Set B:

Before:

A long line of women at a broken water pump.

After:

The same water pump repaired.





Picture Set C:

Before:

A child easing himself outside a toilet.

After:

A woman encouraging her child to use the toilet.

2. Ask the people to think about and discuss what they see in the **before**-picture. To help get the discussion started, ask these questions:
 - What do you see in the picture? Is it good or bad?
 - How does it affect the health of the people?
 - What else do you see in the picture?
 - Why do you think things are so bad in the picture?
3. Ask the people if they find the same things in their community? What are the things they find in their community that are the same?
4. Next, show the people the **after**-picture.
5. Ask the people to think about the **after**-picture and discuss the things they see in the picture. To help the people discuss the picture, ask these questions:
 - What do you see in the picture?
 - Is it good or bad?
 - How does it affect the health of the people?
 - What else do you see in the picture?
 - Why do you think things are so bad in the picture?
6. Ask the people what they think happened in the “**gap**” between the before and after scenes.
 - ? What steps do you think the community might have taken to improved the conditions?
 - ? Do you think the people found it difficult to improve their community?
 - ? What kinds of difficulties do you think they had?
 - ? What resources did they might need to be able to improve things in their community?
3. Ask the people how they might be able to improve things in their community.

Other Ideas:

See Activity Card 12: Picture to Start Discussions.

Following the steps in Activity Card 12, ask the people to make up a story about what they see in the pictures included in this activity. The story should answer the following questions:

- ? Why are things in the before-picture so bad?
- ? How did the bad things in the before-picture affect the health of the people?
- ? How did the people change the bad things?
- ? How easy or hard was it to change the bad things? Why?

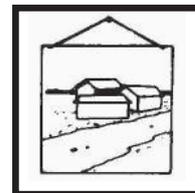
See Activity Card 16: Open Ended Role Play

Ask the people to do a role play about what they see in the pictures. The role play should answer the same questions listed above.

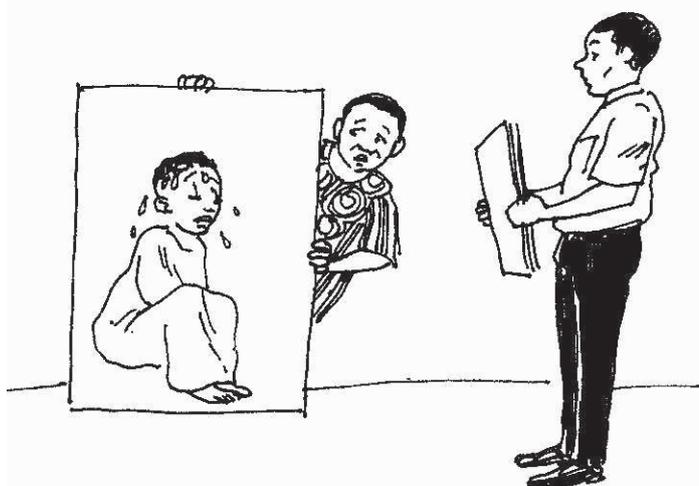


Activity Card 12

Pictures to Start Discussions



Purpose:	To find what health issues concern the people or find out what people have learned from previous activities.
Participants:	Community members.
Materials:	A series of 10 pictures. You can use pictures from other activities or the pictures on the information cards.



Pictures-without-words help people to create their own stories and start discussions on important family and community issues. You can use them to find out if the people understand that a clean environment leads to healthy lives, the importance of giving oral rehydration salts (ORS) to a baby or child with diarrhea or the importance of working together as a community. You can also use pictures-without-words to see if other health issues have come up since you first did the activities to learn more about your community.

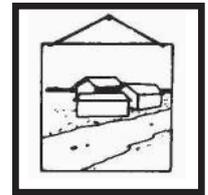
These pictures are included with this activity:

- ? A family with many children;
- ? Uncovered food with flies;
- ? A clean toilet;
- ? A covered well;

- ? A mother making ORS;
- ? A village meeting;
- ? A man and prostitutes;
- ? Unhappy pregnant girl;
- ? A man and a woman talking about contraception; and
- ? A TTM and a health worker talking.

1. Divide the people into small groups of 5-6 people.
2. Ask each group to choose any 5 pictures and turn them into a story, giving names to the people they see in the pictures. (Use the pictures included with this activity as well as pictures from other activities and the information cards.)
3. Encourage them to develop a story that has a beginning, middle and end. Allow 15 to 10 minutes for this task.
4. Invite the groups to come together to tell their stories using the pictures they choose.
5. Encourage the people to ask questions about the story. If the stories have sad endings ask the group how the story can be made happy.
6. Allow time for the groups to tell as many stories as they want. Ask one member of each group to write down the main ideas.





1. Footnote:

You do not need to use the pictures included with this Activity. You can have an artist draw a picture for you, or cut one out of a magazine that is large enough for a small group to see and discuss. Introduce the purpose of the discussion and present the picture. Ask these questions:

?What do you see happening in this picture?

?Is it real?

?Can it happen here?

?Has it got any effect on society or the community at large?

?Can it be prevented?

?What can be done to prevent it?

?How can we prevent it from happening here?

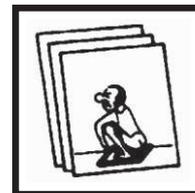
The result of a successful discussion is the development of an action plan, which if allowed can result in the solution of a community health problem.

You can have artist draw a picture for you, or cut one out of a magazine that is large enough for a small group to see and discuss. Introduce the purpose of the discussion and present the picture.



Activity Card 13

Two-Pile Sorting Cards



Purpose: To help the community members find out the causes of disease and how to prevent these causes.

Participants: Community Members. This activity works best in group of 4.

Materials: 20 cards showing good and bad health practices (**Good Habits, Good Health**).

Bad

1. A woman with malaria being bitten by mosquitoes
2. A boy easing himself in a dirty compound (yard)
3. A woman fetching water from a stream with weeds
4. Bath houses without a soak away pit
5. A woman fetching water from a unprotected well
6. A woman drinking from an uncovered barrel with a dirty calabash
7. Children playing in a dirty compound (yard)
8. A family in a dirty compound
9. A woman serving her child in a dirty compound (yard)
10. People dumping rubbish near their homes

Good

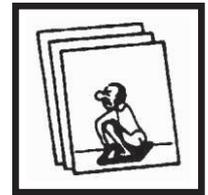
1. A healthy family
2. A woman preparing to bury a boy's feces /Pupu
3. A woman fetching water from a stream without weeds
4. A bath house with a soak away pit
5. A woman fetching water from an protected well
6. A woman drinking from a covered barrel with a clean cup
7. A girl sweeping a compound (yard)
8. A family in a clean compound (yard)
9. A woman serving a child in a clean compound (yard)
10. People burying their rubbish

Pictures-without-words help people to create their own stories and start discussions on important family and community issues. You can use them to find out if the people understand that a clean environment leads to healthy lives, the importance of giving ORS to a baby or child with diarrhea or the importance of working together as a community. You can also use pictures-without-words to see if other health issues have come up since you first did the activities to learn more about your community.

1. This activity works best in groups of 4 or 6. If you are working in a large group, ask for 4 or 6 volunteers.
2. Give each group (or the volunteers) a set of cards to study. Ask them to put the cards into two piles: **good health habits and bad health habits**.

1. If the members cannot agree whether the health practice is good or bad, put the card into a third pile and go onto the next health practice.
2. If working in a large group, ask the volunteers to explain the picture to the larger group and explain why it is a “good” or “bad” health practice. Ask the larger group if they agree with the volunteers.
3. Ask participants to talk about their choices with other members of the group. Ask questions which help the group to see the cards in other ways.
4. Discuss the practices that are common in the community. Ask: “What practices (good or bad) do people in the community usually do?”





1. Ask: “How can we help community members to do the good health practices?”

“How can the good practices be made even better?”

2. Ask the group members to choose one or more cards from the “bad” pile. Have them list actions for solving the problem.

Their answers might include things like:

- ?Cutting bush / grass around homes;
- ?Building soak-away pits;
- ?Cleaning away rubbish left in yards;
- ?Covering water barrels.

2. Have the group decide who should be responsible for making sure that each action happens.



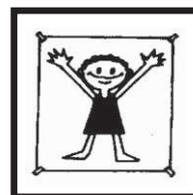
Note

There are no right or wrong answers in this activity. The purpose of this activity is to begin discussions among community members about the causes of disease, how to prevent them and how to share responsibility in solving problems.



Activity Card 14

Poster Making



Purpose: To help children share their own ideas on how to prevent disease with their parents and the rest of the community. This activity will also make learning fun.

Participants: Children, people of all ages.

Materials: Paper and a crayon, pencils or pens, prizes.



Children are very good at creating things. They are good at making posters and other types of pictures. If children make their own pictures at school or in an informal group, it helps them to remember what they have learned. It also gives them something to take home and share with their family and friends.

Work with teachers at the local school or the Parent-Teacher's Association (PTA). Ask them help in getting the materials needed for this activity.

1. Choose a health topic or specific disease.
2. Prepare a description of the contest and give it to opinion leaders.
3. Make teachers and other adults interested in the contest.
4. Prepare criteria for conducting the contest and selecting the best pieces.
5. Give a short presentation on your topic to the children. Use simple language so that everyone understands the key points.





- 1 .Stress the importance of preventing the disease. List the ways the disease can be prevented.
 - 2 .Encourage the children to ask questions to make sure that they understand the presentation and have the correct information.
 - 3 Ask the children to choose one way that they can prevent the disease and draw a picture of it. For example, if a child says that soak-away-pits prevent mosquitoes from breeding, that child could draw a picture of him or herself digging a soak-away-pit.
 - 4 Ask each child to present his/her picture to the rest of the class.
 - 5 Hang the pictures on the classroom wall.
 - 6 .Select the contest winners.
 - 7 .Present them at the next PTA meeting and have the children take them home and show them to their parents.
- Ask the children to write a short essay on what their parents said about the picture.

Encourage the children to ask questions to make sure that they understand the presentation and have the correct information.



Activity Card 15

Condom Demonstration & Competitions



- Purpose:** To help sexually active youth and adults feel comfortable talking about and using condoms.
- Participants:** Sexually active youth, adults.
- Materials:**
- ? Condoms
 - ? Wooden Penis model. A model penis and some condoms are included in this kit.
 - ? Watch/Clock.
 - ? Prizes (examples: pens & pencil, etc.)
 - ? Cello tape, board, chalk, flipchart paper, markers, felt tip pens.



Using a condom helps prevent sexually transmitted diseases like gonorrhea, syphilis and HIV/AIDS. Many people do not know how to use a condom the correct way. Many people also just feel shy about using condoms. This activity helps people to learn how to use a condom. This activity also helps people to forget their shyness when discussing or using condoms.

Because people may feel shy about an activity with a condom, use an ice-breaker before starting this activity. Activity card 6- Ice

breaker: Virus-Carrier-Handshake is a good one to use this topic.

Demonstration

- 1 .Pass the condom around. Encourage people to open it, look at it and feel it.
- 2 .Using the wooden penis model, show the group how to use the condom.
- 3 .Have volunteers use the penis model to practice putting on a condom. Help them if they need assistance or correct any errors. Note the reactions of your audience.





4. How did people react? Discuss these reactions with the people.

Competitions

Demonstrations can become interesting when they are turned into competitions. There are several condom competitions which will help people to become familiar with condoms as well as help them to relax. These are fun activities to use before health talks. People will enjoy themselves and ask questions they usually feel too shy to ask.

Race

Have a competition between men and women to see who can correctly put a condom on the penis model the quickest. *This will show people how easy condoms are to use.*

Condom Balloons

Have a competition to see who can blow up the biggest condom-balloon. Whoever

blows up the biggest condom-balloon without popping it wins. *This will show people how strong the condoms are.*

Stuff-the-Condom

Another competition is to have people stuff the condom with oranges or other locally available fruit. Whoever stuffs the condom with the most fruits wins. This competition will show people how strong condoms are.

If you need more condoms, see your community health worker. If you reuse the condoms included with this kit for the demonstration purposes, be sure that everyone at the demonstration clearly understands that the condom you have is for demonstration only and that they should **never reuse** condoms. See the condom brochure included with this kit for more information.

How to instruct people to use a condom:

- ? Condom should be unrolled onto an erect penis before the penis is put into the woman's vagina
- ? Squeeze the tip on the condom between the fingers to push the air out.
- ? Leave room at the tip of the condom to hold the semen.
- ? Gently unroll the condom along the full length of the penis.
- ? After ejaculation, the penis should be taken out of the vaginal immediately – before the penis become soft.
- ? The used condom should be wrapped in paper and burnt, buried or put into a pit latrine.
- ? Do not reuse condoms
- ? Keep condoms in a dark, cool place away from the reach of children

Note:

Try this activity! It may seem strange and difficult for you to do. But once you overcome your own fears, you will see that people are eager for the information and will enjoy the activity.



Activity Card 16

Open-Ended Role Play

OER

Purpose:	To use drama to help the community come up with their own ideas for solving health problems.
Participants:	Members of the community.
Materials:	Often, no props or costumes are needed. But you can use them if they are easily available.



The open-ended role play is used to help people ask questions and discuss health topics. The role play is called open-ended because it has no ending. The people of the audience give the role play an ending. Open-ended role plays help members of the community to come up with their own ideas for solving problems.

1 Ask two or three people to take part in the role play. These people are called actors.

2 In two or three sentences, describe to the actors what the role play is about.

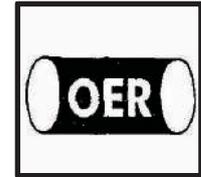
3 Describe to the actors who they will be playing in the role play and what actions they should do.

4 Leave the ending of the role play unclear. Have them stop before the solution is given to the audience.

5 When the role play is finished, ask the people how the actors should solve their problems.

Use "The Story of Fatu" as an example (See Activity Card 25 - "The Story of Fatu"):





One woman acts as Mrs. Gray, Fatu's mother, who explains what foods she gives to Fatu and why she gives her those foods. Another woman acts out the role of Mrs. Gray's neighbor. In the role play, she comes to visit Mrs. Gray and plays with Fatu. She sees that Fatu is not happy and is not growing as well as her own daughter. She asks Mrs. Gray why Fatu is not growing well. She talks about some of the signs of Fatu's sickness, Kwashiorkor.

When the actors are finished with the role play, the community health care worker should ask questions to help the people talk about the role play and the health issue discussed in the role play.

- Why was Fatu sick?
- What could Mrs. Gray do to make Fatu better?

Tips for doing role plays

- Don't write out a script. Just give the actors an outline of the story and let them create dialogue as they go.
- Short is good. Each role play should only take 5 to 10 minutes.

- Keep it inexpensive. Just use costumes or props that are easily available.
- Use only a few characters.
- Help the people to take part. Anyone can be an actor in a role play: children, youth, the chief, village elders.
- The role play should be followed by a discussion.
- The role play should be both funny and serious. The funny parts will keep the audience's attention while they enjoy the performance. The serious parts will help people to understand the health message.

Sometimes, it is good to use a role play before another activity. You can use it before your health talks to get people involved, or use it before a film show to gather a crowd.

Role plays also help to teach people behaviors they have not tried before. For example, pick a man and a woman from the group. Have them act as husband and wife. Have the wife ask the man to use a condom. They argue. The role play ends and other members of the group help the "couple" resolve the argument.

Drama Summaries

by Paul Oko-Odoi for the CHEST Kit

"Strange Packets" [Condom]

A woman washing her husband's clothes found a condom in his pockets. She became vexed and vowed to attack the husband when he comes as he is playing with other women.

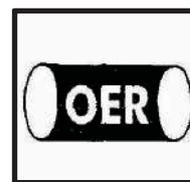
A friend who paid a visit advised her to be careful

to approach the husband and even told her that a husband who uses condom on others stands the chance of evading (AIDS) the dangerous disease. The woman still does not understand why the husband should go after other women and for that matter keep condoms.

When the man came in with his best friend, the woman attacked and treated them with insolence.

The man explained to her that it was shared at the family planning clinic and when the following morning the woman and her friend went to the





clinic they understood why their husbands have the condoms.

"Pastor Musu Kunnehs" [Breast Feeding]

Bendu's child is growing lean she can't understand why. The pastor of the church who is known to perform wonders like making the dumb speak has tried all his spiritual powers. But it has been to no avail. When the child is fed then it eases exactly the feed that was given it.

On returning from morning prayers one day, she met the Public Health Nurses. They see the child and ask the mother which doctor is attending to the baby. She answered, "the popularly known Pastor Daniel." The nurses then told her to send the child to the hospital and also stop giving such a young child foods other than breast milk. The woman took their advice and complied with their instruction. In two weeks time, when they visited the woman, the child was cured and became strong and agile. The woman was proud and advised all mothers to breast feed their babies.

"Bad Company" [Teen pregnancy]

Felix a final year student put two girls in the family way. Muna, who is a fishman's daughter, refused to cause an abortion as she claimed her friends contemporaries have given birth. Sarah on the other hand is a second year student and accepted to cause an abortion. During the process she suffered severe pains and was rushed to hospital. She died. Felix was imprisoned for fifteen years (15 years). When he came out of prison he refused to go to his own home but joined a company of armed robbers.

"Forget your Fears" [Immunization]

The community health nurses embarked on an immunization campaign. They gave lectures on the six killer diseases. Expecting mothers were advised to attend pre-natal clinics and be vaccinated and to send their newly-born babies to be vaccinated against the six killer diseases that claim the lives of children who have not been immune during the first five years.

Many mothers went to have their children vaccinated. A few parents feared that vaccination gives the children multiple ailments so they refused to send their children.

All children who went through all the (vaccination) immunization became healthy and grew. The few who did not send their children saw it for themselves.

This is the reason why when Auntie Korkor sees Joe she begins to shed tears, because Joe and her dead child were born the same day.

"Yea-yeah" Returns" [Malaria]

When Yea-yeah returns from the city to see her last son suffering from convulsion, she feels her baby has been bewitched. She accuses the old people in the house. Flomo Kollie, the herbalist, cannot cure the child Blama comes only to see the child on the point of dying. He rushes the child to the clinic where the doctor gives medicine and allows the child to sleep for a while.

The Doctor says it was malaria that has developed into the convulsion or Jerking. The Doctor tells her to try to prevent the boy from getting mosquito bites and to learn how to treat malaria. Yea-yeah becomes ashamed for accusing the old women but never renders her apology.

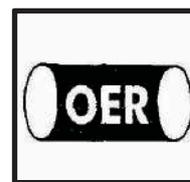
"Too many girlfriends" [STD]

A promiscuous (run around man) man had a contract at a rural area. As soon as he arrived at the village he got a girl friend. Later his real girl friend from the city paid him a visit only to meet the village girl. The city girl left with anger. On arrival at home she felt some itching in the genital organs and also pains in the lower abdomen. She visited the clinic where she was told she had contracted STD.

"Eat and Drink" [Diarrhea]

Ma Massa always pump her children with cold medicine. She boasts of this can cure as if she is the best of mothers. On her return from the beach, she came to find her two





and half year old baby suffering from diarrhea. She decided to apply enema, and rub him with chalk. Unfortunately for Ma Massa, the baby was under a severe condition so the application of enema rather worsened things. He became weak as he has been dehydrated. He was rushed to the clinic where proper treatment was given, and the baby came back to life. Ma Massa was highly grateful to the doctor. The doctor told her in future, she should give her child plenty to eat and drink during an attack of diarrhea.

"Bea's Baby" [Child Growth]

K.K and Bea all got into marriage the same year; they are of the same age group. Lamin a rich cocoa farmer is K.K's husband. K.K. was taken to her husband's village at Wenta. Bea married a civil Servant Mr. Paul. K.K. gave birth to a bouncing baby boy and Bea got her baby a month later. K.K. lived with the husband in the village so could not get chance to the clinic. Bea on the other hand had chance to go to the clinic all the time. During the 26 seasoning, when all the people came home, K.K. was surprised to see Bea's baby so strong and agile. Bea showed K.K. how she attended weighing every month and what they learned about child growth. She taught her about the values of breast feeding, the importance of child immunization, the correct time for weaning and the number of times a child must be fed according to its age. K.K. therefore went back after the festival and started attending the clinic every month to learn about child growth. Soon her baby has become healthy and good looking.

"The Poultry Birds" [Kwashiorkor]

It is a taboo to give children meat or fish at meals at the village of Salata. It is assumed that children who are introduced to fish and meat at meals grow up to be thieves or social burdens. Kwashiorkor is therefore not uncommon at the village.

The health education team which was sent to the village owing to the high incidence of kwashiorkor is therefore not uncommon at the village.

The health education team which was sent to the village owing to the high incidence of kwashiorkor had a tough time in convincing the people to accept giving the children proteins.

Today all the children are growing healthier and

lovely although the old ones still call them the poultry birds.

"Committing Suicide" [Home Hygiene]

Many people are sick at Lake town. Production has slowed down. Varney has only 1/2 acre of cassava. He has run short of corn. Many farms have the weeds overgrowing the crops illness. The illness is all over Lake Town, Zulee citizens have blamed the condition at Lake town to their own witchcraft. They talk of Lake town as the headquarters of witches.

Mr. Massaquoi the health inspector has not visited Lake town these days. Then all of a sudden Mr. Massaquoi and his team appeared.

'Heil' he shouted 'Lake town inmates, are you committing suicide. Why should you live in such a dirty environment?'

'You cannot make a latrine. You have pupu all around the town. Your water must be boiled. You must eat clean food; the fruits must be washed before eating. Wash your vegetables before cooking. Burn all household refuse. You ought to be summoned to court but instead of summons I stand on you to clean the whole town. Burn all rubbish and refuse. Finally, I give you one week to make toilets, one for the female and one for the male. I shall bring you roofing sheets from my office. Next week eh!.'

"The Gods are Angry" (Guinea Worm)

The People of a village fail to pay heed to a campaign against river blindness launched by health workers. When the disease infects so many people, that year's harvest is very poor and they express the fear that the gods are angry with them. One rich man of the village, who fails to understand why a person of his status should suffer such disgraceful disease as the river blindness consults a jujuman and is told that a certain particular man is after his life.

Things get to a head when the rich man directly accuses his supposed enemy, but events, take a drastic turn when the jujuman himself gets infected with the guinea worm and comes to the health workers for explanation.



Activity Card 17

Home Fluids & ORS

Purpose:	To teach mothers and the community how to make “Special Drink” for babies, children and adults with diarrhea.
Participants:	Mothers and community members.
Materials:	A clean cup A clean spoon Soap and water for washing hands and cleaning utensils. Clean water for making “special drink.” A packet of Oral Dehydration Salt (ORS)

Common Home Fluid or ORS are drinks given to babies and children sick with diarrhea. They keep children and babies from becoming dehydrated. ORS can be bought in medicine shops/drug stores or from your community clinic.

Common home fluids are:

- ? Strained rice water;
- ? Coconut water
- ? Light soup without pepper.

Find out which common home fluid is use in your community. To prepare for this activity: Read about how to make ORS on the back of this card.

Ask the mothers to bring a cup, a bowl, a spoon, clean water and the ingredients to make a common fluid at the meeting.

1. Divide the people into two groups
2. Demonstrate the preparation of ORS.

Give the group time to make ORS. Ask the second group to watch the first group make ORS.

Ask the other group to prepare a common home fluid. Tell the group about the re-hydration properties of the home fluids.

Ask the first group to watch the second group make the home fluid.

Ask the two groups to discuss the difference between the two special drinks.

How do the two special drinks taste?

Which one was easier to make? Why?

Which one do you make when your child has diarrhea? Why?

Discuss with the mothers how to give ORS or a common home fluid to a child with diarrhea. Refer to the information card.

**For more information, see
Activity Card on Diarrhea
Included with this Kit.**



How to prepare ORS



1 .
Fill one clean (one liter cup) with clean drinkable water.



2 .
Pour this water into a clean bowl



3 .
Empty the ORS packet into the bowl making sure that the whole content of the packet gets into the water. Stir until dissolved.



4 .
Give the ORS to the child a little at a time using a cup and spoon. Give all that the child will drink. Continue treatment until diarrhea/running stomach stops.

DO NOT STORE OR KEEP MIXTURE FOR MORE THAN 24 HOURS.



5 .
Along with giving ORS, continue breastfeeding.



6 .
With older children, continue with other foods and continue to replace lost water with rice water, coconut water, etc.



Activity Card 18

Dramas



Purpose:	To use drama to give health messages in an entertaining and locally relevant way.
Participants:	Members of the Community.
Materials:	Costumes and props and other materials available in the community.

Dramas are very entertaining and memorable way to share health messages. They are also very good for getting a lot of people in the community involved in an activity. Dramas are like role plays, but they take more time and resources to do. A drama can be based on a story or drama summary. The summary can be made into a script which tells people what they should say and do.

1. Choose one of the following drama summaries to use, or make-up your own.
2. Find a group of people in the community willing to take part in the drama.
3. Find a place where you will be comfortable practicing and performing the drama.
4. Tell the actors the health message you want the drama to deal with.
5. Share the drama summary with them and assign roles.
6. Practice to develop and improve the drama.
7. List and find materials and costumes needed for the drama.

? Plan how to get these materials. They can be made or borrowed.

? Ask people in the community to make props or paint scenery. This is one way to help more people take part in the drama.

8. Set the dates, time and venues for the drama. Pick a time that is convenient for everyone. Consider lighting if it will be performed in the evening. Make sure the venue is comfortable.
9. Make sure that everyone in the community and neighboring communities know about the drama.
10. Ask a community health nurse or other experts to come to the drama so they can help answer questions after the performance.

Performing the Drama

11. Arrive at the venue ahead of time to make sure that chairs for seating and prop have been put in place. Arrange for actors to arrive on time.
12. Welcome the people and introduce the drama.
13. Present the drama.
14. Ask for questions after the drama. Review and discuss the main health messages from the drama.

Note

Dramas are different from role plays. They usually:

- ? Are longer (can be 1-2 hours).
- ? Take more time and resources (practice time, costumes, props, scenery).
- ? Have more characters.
- ? Use script (the actor are told to say and do)





Tips for a Successful Drama¹⁴

The Place and the Stage

A favorite drama can be performed almost anywhere. Sometimes, a group of actors can perform on the street. Little by little, people gather around to watch. Sometimes children or other people from the crowd are encouraged to join in the performance. The stage is life itself. More often, however, a fixed area is used to perform the drama – either indoors, or outdoors in a large yard.

Some sort of stage or platform lets the audience see better. You can build one of wood or mud brick, but this is expensive.

The Crowd and Being Heard

When performing a drama, one of the biggest problems the actors have is trying to be heard. When a whole community attends, mothers will be there with babies who begin to cry. Children of all ages will laugh, shout and fight. There is always some noise from the audience.

Usually the best way to be heard over the noise is for the actors to shout. They should try to speak so that the people farthest away can hear them. When practicing, it helps if someone stands far away and tells the actors every time he or she cannot understand what is being said. Speaking slowly and clearly also helps. Never speak with your back to the audience.

Prop and Customers

Props are objects such as tables, chairs and tools that are used on stage to make the drama seem real. During a few good plays or dramas, many props are all that are needed. Many things, like walls and doors, can help the audience imagine things are there, and this adds to the fun. For example, if the scene is inside a house, someone can pretend to knock on an unseen door.

(Customers), like props, can usually be kept simple.

Keeping People's Attention

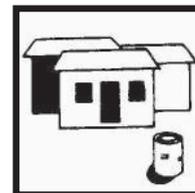
Entertainment does not simply mean being funny. Some amount of humor is important, but too much can quickly become boring. A play or drama will hold people's attention best if it has lots of movement, action and surprises:

- ? Use strange-looking or comical masks and puppets;
- ? Using people dressed up as animals always bring laughter;
- ? Use songs, dance and music; and Include audience members in the act.



Activity Card 19

Clean Yard Contest



- Purpose:** To provide an interesting and exciting way of involving children in keeping their surroundings clean.
- Participants:** Children.
- Materials:** None needed.

In many communities, children are asked to clean in and around their yard. This activity will make cleaning their yard more interesting for the children.

1. Inform the Parent-Teacher's Association (PTA) and other groups in the community about your plans for this contest so that you have their support.
2. Set the date and time for the inspection of all the yard involved in the competition.
3. Set the rules for the competition:
 - ? All food and water are covered;
 - ? There are no weeds or piles of refuse;
 - ? Yard is swept;
 - ? There are no pools of water around the house where mosquitoes can breed;
 - ? Clothes are draining on a clothes line and not lying on the ground;
 - ? No goats and chickens;
 - ? There is nothing that can harm small children; and
 - ? Buckets for water collection are clean.
4. Involve community leaders in the competition, and select judges for this contest.
5. Find simple prize from influential community members. Award these prizes to the cleanest yard

Other rules can also be made. For example, you can develop a scoring system that gives each yard one point for each of the eight criteria that are met.

Inform the Parent-Teacher's Association (PTA) and other groups in the community about your plans for this contest so that you have their support.



Activity Card 20

Song Context



Purpose: To attract people together for educational events. To entertain people while they learn. To encourage audience participation in learning.

Participants: Any group that wishes to sing.

Materials: Instruments (optional), prizes, posters, tape recorder (optional).

Everyone young and old loves to sing. Songs are a great way to bring the whole community together to learn more about a health issues and have fun at the same time. There are many ways that you can use a song contest – as a part of a village festival, or at a school or in clubs. Adapt this activity to suit the needs of your community.

1. Select a health topic for the song contest. (Some ideas are: The importance of family planning, immunization, or malaria prevention).
 2. Discuss the idea with local decision makers. Be sure you have their support.
 3. Choose a date and venue for the song contest. Will it be part of a local festival or a stand-alone event? Be sure to allow plenty of time for planning and preparations. You will need to begin preparations at least one month in advance.
 4. Write a list points that should be mentioned in the song. Use the information cards and leaflets in this kit to help you choose your key points. Don't include more than two or three key points. Give a copy of this list to all people interested in composing a song.
 5. Advertise / Announce the song contest. Make posters. Contract songwriters and singers in your community. Hold an information meeting to give interested participants information about the health problem you want them to sing about.
1. Select judges for the song contest. Ask community leaders, health workers and
 2. Other respected community members to judge the contest. Ideally you want a panel of 3 – 5 judges.
1. Find prizes for the song contest winners. Ask your community business leaders if they can donate prizes for the song contest. (You need to decide who will receive a prize: all entries, or only the winning song?) Be sure to explain to them the importance of the contest and how they will benefit from it. Be creative. The prizes do not need to be grand.
 2. Make a list of all the arrangements you need to make before the contest. This list should include:
 - ? Arrange for the venue;
 - ? Advertise the contest;
 - ? Collect the prizes;
 - ? Confirm the judges will attend;
 - ? Confirm who plans to sing at the contest; and
 - ? Collect all the materials you will need to make the contest run smoothly (for example, chairs for the judges to sit, paper for their notes, etc).
- During the contest you may want to tape record the entries to use the songs at a later date during a health or mother's club meeting.

See Activities 18 and 19 for more song ideas.



Activity Card 21

Male Motivation Games



- Purpose:** To use a fun game to bring men and woman together to listen to important health messages and encourage male participation.
- Participants:** Community members as competitors, referee/umpire, health worker, community leader.
- Materials:**
- ? Teaching materials for the health talk.
 - ? Prizes to be awarded to the winning team.
 - ? Materials for the games.



These activities have been used often in family planning programmes to encourage men to take part in family planning. The main idea of the activity is to bring large numbers of people together for health activities and to provide a lot of fun. This activity needs very little resources but a lot of preparation and commitment.

One week before the match:

1. Find out from the community which game is the most popular with men. Maybe you can find a match that is already being organized and just modify it to include health education through male motivation.
2. Contact the nearest health centre for assistance to help make the program a success.

3. Find men and women who are willing to take part in the match. There should be one team of woman and one team of men.
4. Explain to them that the purpose of the match is to bring people together to listen to an important health message. Ask them to volunteer to participate. Let them understand it is the community's own initiative, and not one with external funding.
5. Fix a day, time and venue with team members.
6. Find referee and make rules for the game.

Making rules for the game:

Every effort should be made to help the women's team win the match. So rules must be made to help the women win.





The new rules will make the game more exciting. Some examples of new rules are:

Football

- ? The men keeper on the men's side cannot use his hands to catch the ball. If he uses his hands, the women are awarded a spot kick.
- ? The men can kick the ball only with the left leg. If the men use their right leg, they are given a yellow card. Two yellow cards equal a red card.
- ? When a woman is fouled by a man, it is not an offence.
- ? There should be twice as many women as men. If the women need help, more women can join the team.

Tug-of-War

If you do not know how to play football or Tug-of-War, find someone who does and ask them to help you. There are also many other fun games that will involve men, such as draughts, playing cards, checkers and ludo.

1. Make sure people are aware of the events. Ask the health group to help you inform the rest of the community. Use the going-going beater. Announce the event at meetings and make posters.
2. Personally invite all the community leaders to the match. Maybe they can provide prizes.

3. Ask the leaders to choose a match commissioner.

The Match

4. Make the rules of the game known to both teams just before the game starts.
5. The referee must be careful to make sure that the men follow the new rules. If playing football, the first half should last no longer than 30 minutes.

Giving the Health Talk

6. After the competition (before prizes are awarded), start the education program with a speech from an opinion leader. Use as many teaching materials as possible. Allow time for comments and questions. If you are playing football, the health talk should be given during half-time. If you are playing tug-of-war, give the health talk between the matches.

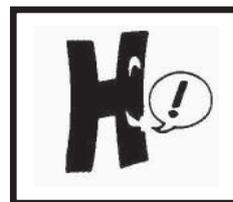
Awarding prizes

7. At the end of the matches, prizes can be awarded to the players. If you are giving a health talk on family planning, condom packages can be made into garlands or "medals" and given to the captains of both teams.



Activity Card 22

Health Talks



Purpose: To give a health talk that is both entertaining and educational.

Participants: Community health worker.

Materials: Teaching materials for the health talk.



TIPS FOR GIVING HEALTH TALKS

Before the Health Talk

1. Do as much reading as possible about your topic before the health talk. This will give you confidence. Also, the people will sense that you are knowledgeable which will give them confidence in you. If you find you need more information on your topic, talk to your fellow health workers, your supervisor, people in your community, or an expert the next time you visit the district capital.
2. Find out as much as possible about the group you will be talking with before you plan your health talk. Who will you be talking with? What are their interests? Are they children, youth or adults? What ages are they? Make sure you tailor your talk to the group's needs. How many people will there be? Always keep the size of the group in mind when preparing your health talk. Remember, demonstrations are difficult if there are many people.
3. Determine whether or not your topic can be dealt with in one session. If not, break it down into smaller topics. For





example, nutrition is a topic that can be broken down into smaller topics: breast feeding, the growth chart, weaning, the three food groups and a balanced diet

4. Make a list of all the points you want to cover and what you want to say about each point. Remember, if there are more than 5 points to be covered, your topic needs to be divided into smaller topics. The people will get bored and/or forget if you try to give too much information.
5. Think about examples, proverbs (See Activity Card 7) or stories (see Activity Card 7) to help you stress your points. Use teaching materials.
6. Practice your health talk with your friends and family. Ask them to give you advice.
7. Find out where your health talk is to be held. Is it too dark? Is it too warm? Will the people be able to hear you and see your teaching materials? Are there enough seats? Is it big enough to hold the people?
8. Prepare all teaching materials before the health talk. Use dark-colored markers so that everyone can read your materials even if they are sitting far away. Take markers and tape with you if you think you will need them.
9. Consider starting your health talk with a role play or a film show – something that will gather a crowd and get people interested.

During the Health Talk

10. During your health talk, allow time for questions and answers throughout

Questions will let you know if the people are understanding you, whether or not your health talk is good, or if you need to slow down or speed up.

IMPORTANT: IF YOU DON'T KNOW THE ANSWER TO A QUESTION, ADMIT IT.

You can always find out and answer the question later.

11. Make the health talk as active as possible. Get people involved in the demonstrations. Ask the audience questions. Be sure that everyone is involved, especially those you are trying to reach with your message.
12. Use entertaining to keep the people interested. Tell stories and proverbs, act out role plays, use songs or dances. Everyone loves good entertainment.

After the Health Talk

13. After your health talk, check progress. How did you feel? Were you able to cover all of your points?
14. Get feedback from people who attended the talk. Did they enjoy the health talk? Were there points they wanted you to spend more time on? Less time? Ask others for advice.
15. Think about the feedback and advice people gave you when you are planning other health talks.

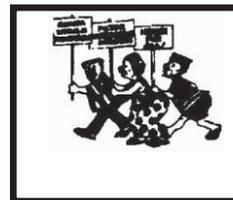
Important Note

It is important to remember that you should never lecture or “talk-down” to people. Always treat people with respect. Remember, you learn just as much from people as they learn from you.



Activity Card 23

Health Festivals



Purpose: To organize a health festival that draws the attention of the whole community.

Participants: Community health worker, health group and community members.

Materials: Depends on activities planned. See previous activity cards.

Festivals can be planned to promote knowledge, skills, attitudes and values related to a particular health issue. Festival may also be used to accomplish a particular community improvement project.

The duration of the actual festival activities in the community is often only a week. For this reason, festivals are sometimes known as “Health Weeks.”

The festival should be concerned with a real problem that has been identified by the community members themselves or is generally seen as such. If there is a health group in the community, it should be active in choosing health topics and planning the festival.

1. Work with the health group and community members in identifying a health issue to address during the health festival.
2. Decide on a theme for the health festival. Examples of themes are as follows:

- ? Clean Up Our Community”
- ? “Immunize Your Child”
- ? “Clean Water for Good Health”
- ? “Sleep Under Mosquito Net ”

3. Set the objectives you want to achieve during the health festival.
4. Inform the chief, elders and other leaders in the community of your plans to gain their support.
5. Decide which day or days the festival will take place.





Plan the festival to take place at the same time as other events or visits by important people.

6. Involve as many people and groups as possible in the festival.
7. Contact schools and local groups. Ask them to take part in the festival by doing a drama, poster competition or demonstration.
8. Invite local health people to attend.
9. Contact other members of the community well ahead of time if they are expected to take part and donate money and materials.
10. Inform the community with posters, announcements at meetings, town cues, and if possible, newspaper and radio announcements.
11. Use a mixture of health education methods to make the health festival interesting:
 - ? role-plays
 - ? dramas
 - ? health talks
 - ? displays
 - ? demonstrations
12. After the festival, have a community meeting and thank everyone for taking part.
13. Plan follow-up activities to keep the level of community interest high.

Special Note

Every year, the World and / or the government of Liberia celebrate special days like World Health Day, Environmental Day and World AIDS Day. You can use these special days to organize health activities like dramas, health talks, competitions and festivals to help the people in your community learn about issues that concern them.

SPECIAL DAYS

January 1 st	New Year's Day
February 11 th	Armed Forces Day
2 nd Wednesday in March	Decoration Day
March 15 th	J. J. Roberts Birth Day
2 nd Friday in April	Fast and Prayer Day
April 7	World Health Day
May 14 th	Unification Day
May 31 st	World no Tobacco Day
July 11	World Population Day
July 26	Independence Day
August 24 th	Flag Day
1 st Thursday in November	Thanks Giving Day
November 29	Tubman's Birth Day
1 December	World AIDS Day
December 25 th	Christmas Day



Activity Card 24

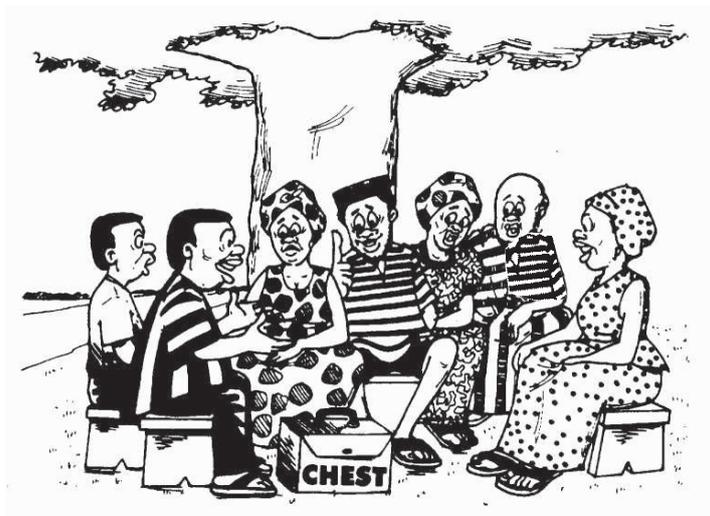
Using Festival



Purpose: To integrate health messages and activities into existing cultural practices.

Participants: Traditional leaders and community elders.

Materials: Educational materials, posters and notices.



Sometimes organizing a Health Festival can be too much work. Why not try simply getting your health messages included in a festival already being organized by the community?

1. Select a health issue that you want your community to address.
2. Introduce the problem and try to make it a priority for the festival planners if they do not already recognize it as a problem.
3. Contact the festival planning committee and ask for space on the program. Ask to include a message in the speeches of key speakers.
4. Keep constantly in touch with the planners to ensure that the space and key messages remain on the program after every major meeting and review of the festival program.
1. Create opportunities for the item and program to be publicized.
2. Make yourself readily available to be consulted on the messages, space and any related issues for explanations.
3. Monitor date and time for the program.
4. Do not be seen to be responsible for the message. Let it look more like the message and ideas are those of the speakers and planners.
5. Participate in the festival and monitor how your messages are delivered, how it is received and immediate reactions of the audience, use these for improving any future involvement.



**NOTE****NOTE**

One very effective way to integrate your messages into existing festival or other social functions is to set up a health education stand.

1. Discuss educational activity with the Festival Planning Committee and request for a place around the fair grounds.
2. Set tables and arrange educational materials.
3. Decorate stand with posters, buntings, etc.
4. Arrange with master of ceremonies (MC) of the main gathering to announce the presence of a health education/information stand.
5. Provide correct and adequate information on health-related issues demanded by visitors to the stand.
6. Give out leaflets and pamphlets to your target audience.
7. The health team can offer for sale products like ORS, Contraceptive etc.

[Idea adapted from Kojo Ntow, Regional Health Education Officer, Eastern Region and S. T> Danquanh, Regional Health Education Officer, Central Region.] by the National Health Promotion Division, Ministry of Health and Social Welfare, Liberia in collaboration with the Improved Community Health Project (ICHP) and reproduced by RBHS – USAID-funded project



“The Story of Fatu”



- Purpose:** To learn what people know about breast feeding, weaning and the importance of a mixed diet.
- Participants:** Members of the community.
- Materials:**
- Copy of “The Story of Fatu”.
 - A picture of a child with Marasmus.
 - A picture of a child with Kwashiorkor.

One way to learn from people and to help them discuss health issues is to use stories. This activity shows how a story can be used to learn about feeding practices in your community. It can also be used to teach people about breast feeding, weaning and the importance of a mixed diet.

1 Organise a group and tell them the “The Story of Fatu”.

The Story of Fatu - Part 1

Fatu was a beautiful baby girl born to Madam Gray a palm nut seller. Fatu was breast-fed for one year and was not given and other food until she was six months old. During this time, Fatu was very healthy and grew well. Madam Gray was worried that her toilet would smell bad if she ate proper food early. After six months, Madam Gray started giving Fatu the same food that the rest of the family was eating:

fufu, rice, and cassava with kinds of soup. Fatu was not given meat, fish or eggs, because Madam Gray did not want her to grow up to be a rouge. Fatu was not given any beans, because Madam Gray did not want Fatu’s stomach to grow big.

2 Ask the mothers to compare the foods given to Fatu to the foods they give their children. To help the people talk about the story, ask the following questions:

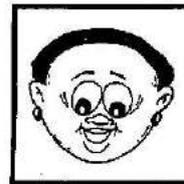
- Are the foods Madam Gray gives Fatu the same foods you give your babies?
- What is the same?
- What is different?
- Do you think the food Madam Gray gives Fatu is bad or good for Fatu?
- What will happen to Fatu?

3 Continue telling or acting out the story of Fatu:

The Story of Fatu - Part 2

Fatu stopped growing well. Her tummy became large, and her face, arms and legs were swollen. Her hair started turning red and breaking off. Fatu was always tired. She cried a lot and did not like to play. Fatu was often sick. Fatu had all the signs of a child with Kwashiorkor.





4 Place the picture of the child with Kwashiorkor in front of the group. Point out the symptoms of Kwashiorkor to your audience.

5 Continue reading or acting out the story of Fatu.

The Story of Fatu - Part 3

Fatu got sick with measles. She lost so much weight, Madam Gray could see her bones. Fatu's face looked like an old woman's face. When Madam Gray tried to give her food, she wouldn't eat it. Fatu was suffering from Marasmus.

6 Place the picture of the child with marasmus in front of the group. Point out the symptoms of marasmus to your audience.

7 Discuss the "Story of Fatu" with the people. To help the people talk about the story, ask these questions:

Breast feeding:

- Why did Fatu stop growing well?
Was this because of breast feeding?

- Why or why not?
- Which is better, bottle feeding or breast feeding? Why?
- How long should a baby be breast fed?

Giving Babies New Foods:

- What about the types of food Dzifa was given?
- When should a baby be given new food?
- What types of food should a baby be given?
- What about meat, eggs and fish?
- How should the baby be given new food?

Other Ideas:

See Activity 16: Open Ended Role Play

You can also ask some members of the community to act out the story in a role play.

See Information Cards on Breastfeeding and Nutrition included in this CHEST Kit.



Note

This activity can be done in 3 or 4 sessions. For example, the first session can be used to discuss the symptoms of malnutrition. The second session can be used to discuss weaning practices. A third session can be used to discuss the importance of a mixed diet and a fourth session can be used to discuss the importance of breast feeding.



Activity Card 26

Developing a Plan of Action



- Purpose:** To give the health worker and the health group a guide for developing a plan of action.
- Participants:** Health worker and health group.
- Materials:** A copy of the table below.

A plan of action is a list of all the activities you want to do and how to do them. A plan of action also lists the person or persons who will do the activities and when the activities will be done. A plan of action helps you:

- Remember all the work that has to be done.
- Be well organized in performing the activities.
- Complete the activities.

Before this plan of action activity can be done, the health worker and the health group should first do the activities on Activity Cards 1, Walk-Abouts; Also, the results from activities Story with a Gap will help you do this activity.

1 For the first column of the table labeled "What to Do," read the list you made in Activity 1. Write in the column the things you want to do to prevent the health problem. For example, if you and the health group decided that keeping the toilets clean is something you want to do, write that in the first column.

2 In the second column labeled "How to Do It," list all the activities you and your health group need to do so that the item listed in the first column gets done. For example, if you want to keep the toilets clean, you and the health group will have to organize communal labor, show people how to clean the toilets and explain to people why they should keep the toilets clean. See the table below as an example.

What to Do	How to Do it (Activity)	Who will do it	Resources Needed	When it will be done
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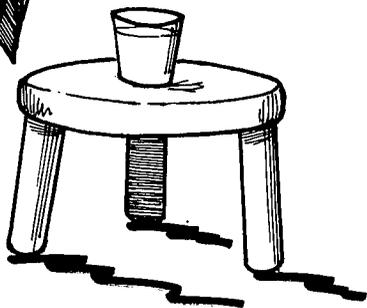
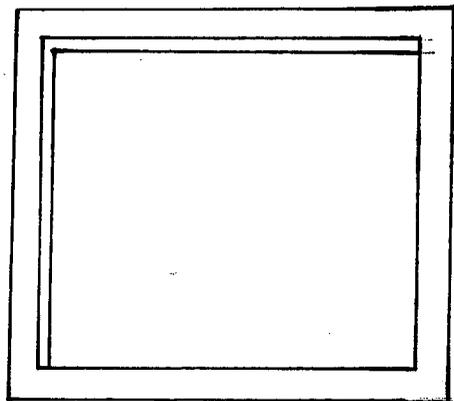




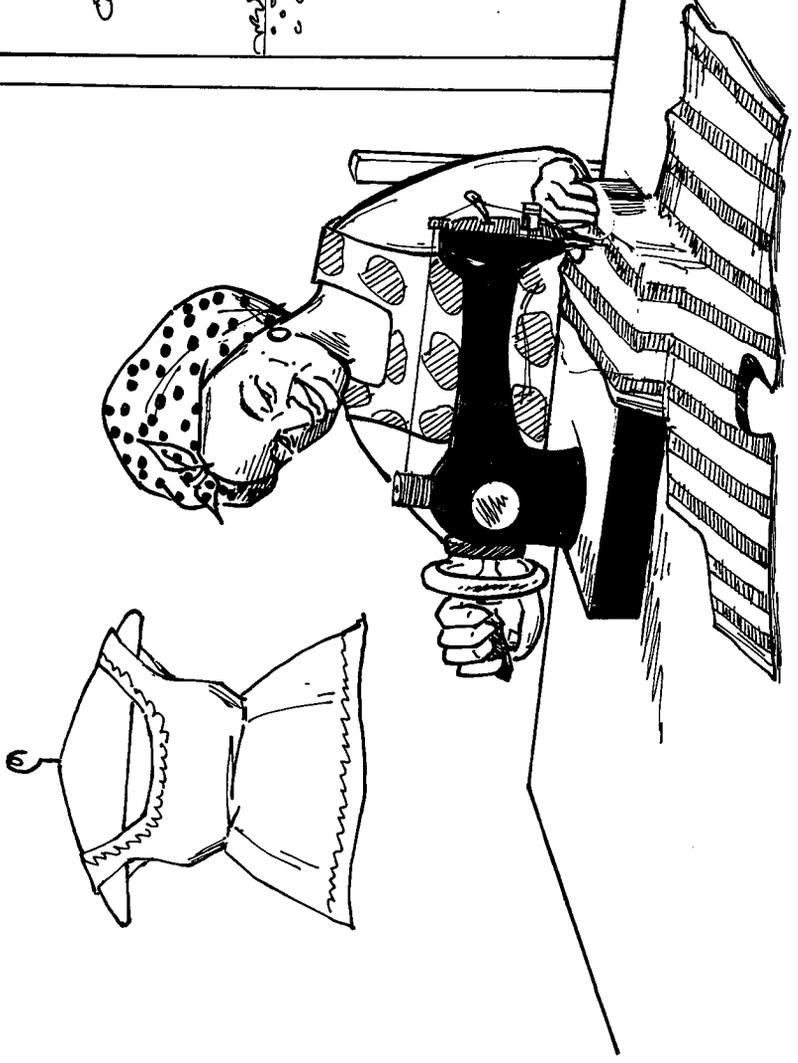
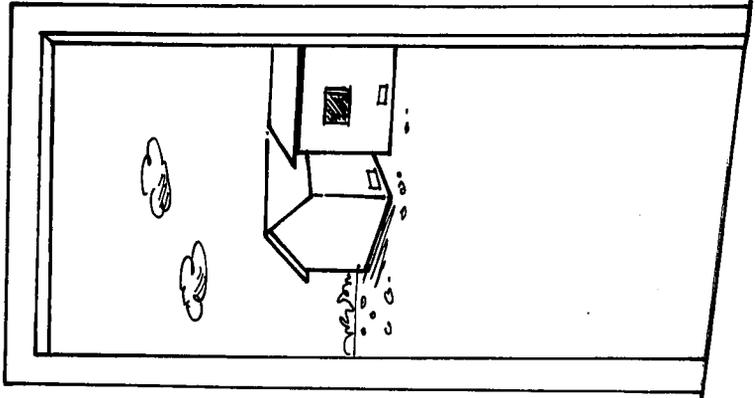
- 3 Help the health group to choose people responsible for making sure the activity will be done. Write the name(s) of the people responsible in the third column labeled "Who will do it." For example, in the table below, Agnes is the person responsible for visiting the Environmental Health Officer.
- 4 Resources are the things you need to do the activity. Decide on the things you need to do the activity and list them in the fourth column labeled "Resources Needed". For instance, you might need health education materials or cleaning materials.
- 5 Decide on a time when the activity is to be finished. Write the agreed time in the last column of the table, labeled "When it will be done."
- 6 The plan of action should look similar to the one below.
- 7 Use steps 1 though 5 to make plans of actions for activities to prevent other health problems in your community.
- 8 Keep your plan of action so you can go back to it when you need to. You will need it later to check the progress of your health group.

Plan of Action to What to do	Reduce Diarrhoea and Death HOW to do it (Activity)	Due to Diarrhoea Who will do it	In Varney town Resources needed	Capemount When it will be done
Educate people about why it is important to use the latrine.	health talks on the importance of using a latrine and good hygiene	Flomo	Health education materials	Often / all of the time
	health group will encourage friends and family to use the latrine	Members of the Health Group	None	Often / all of the time
Keep latrine clean.	visit the Environmental Health Officer (or Assistant) for information on how to keep the latrine clean	Agnes	Transport fee	Tomorrow (3 April)
	communal labour to clean the toilets	Members of the Community	Cleaning materials	Every three days
	or			All of the time
	charge fees for maintenance			
Teach mothers how to make ORS.	health talks demonstrations home visits	Flomo	Health education materials	Next month (May)
Keep the surroundings clean.	communal labour	Members of community	Cleaning Materials	once a week / all of the time











क्या करोगे
मैंने कहा
मैंने कहा
मैंने कहा

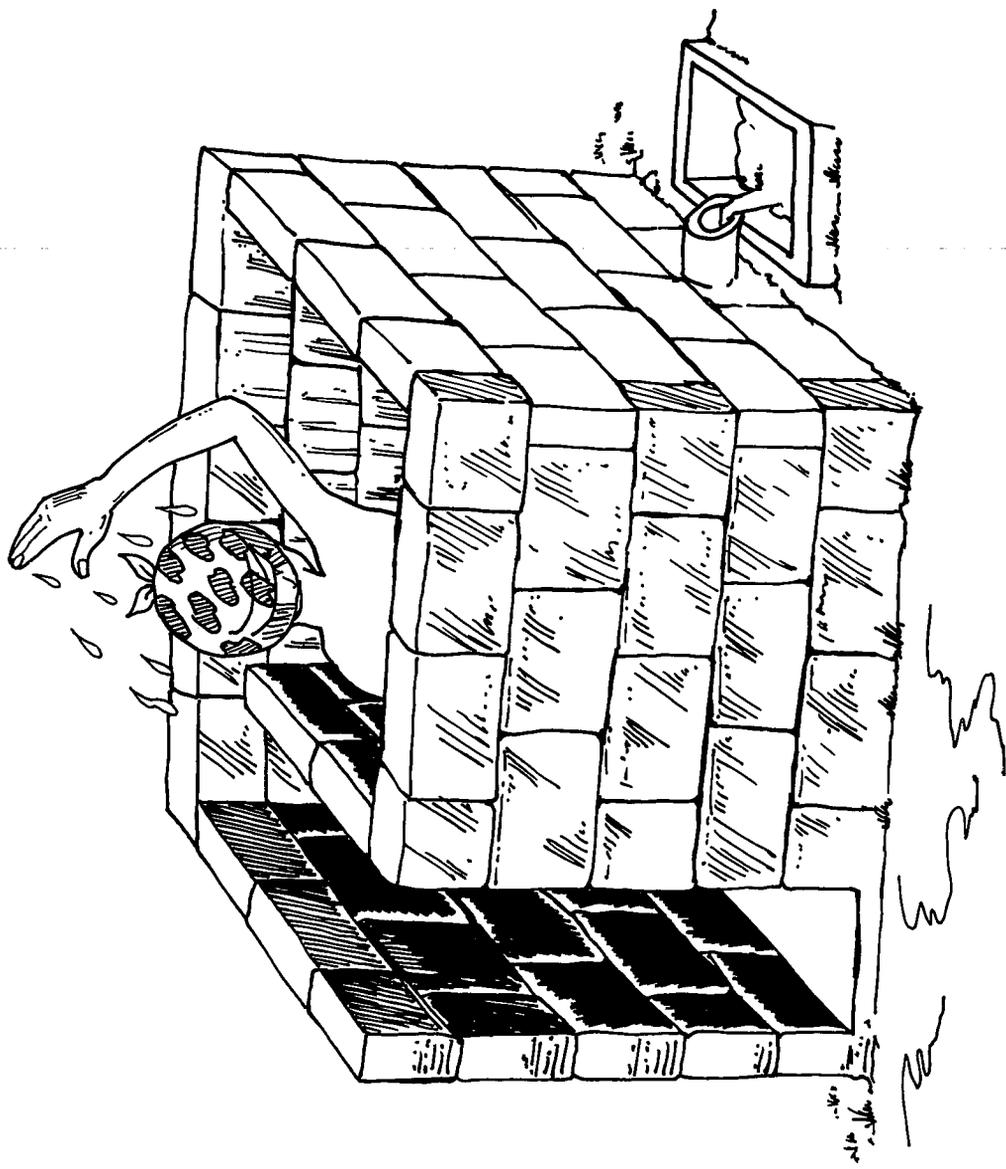




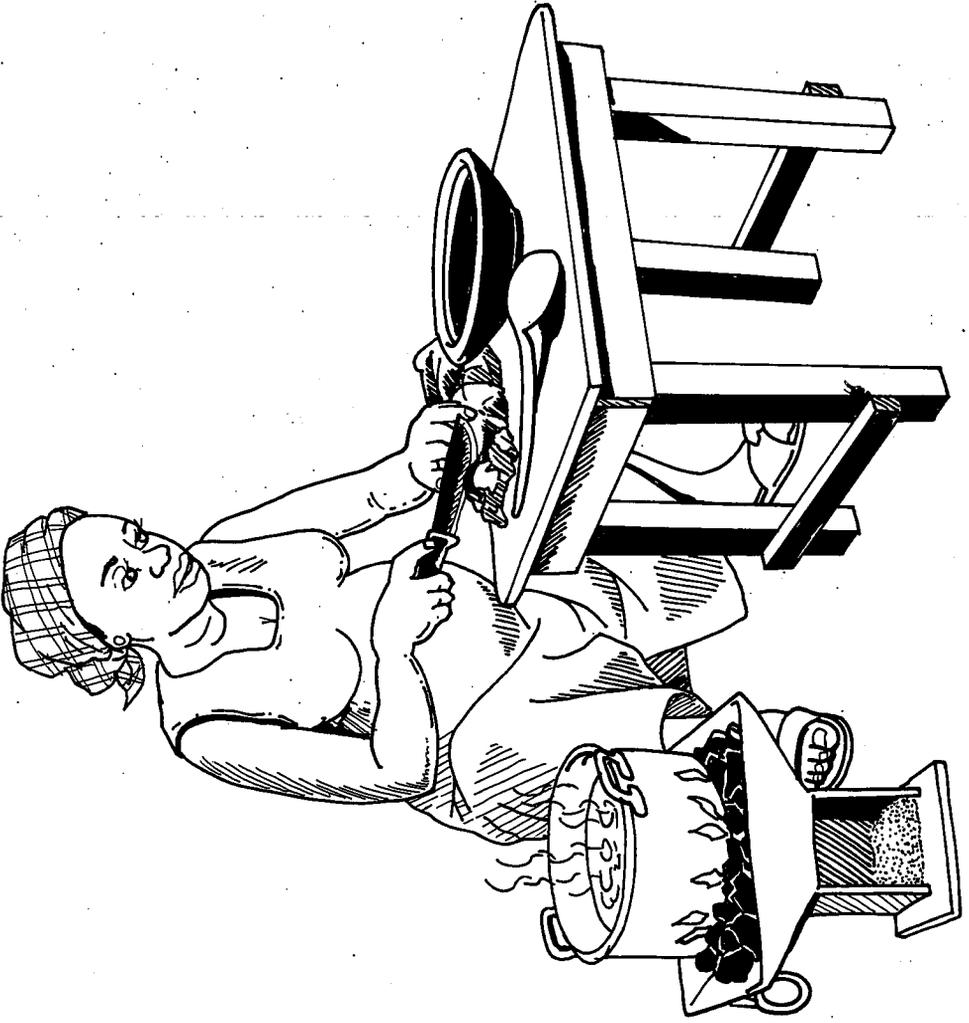




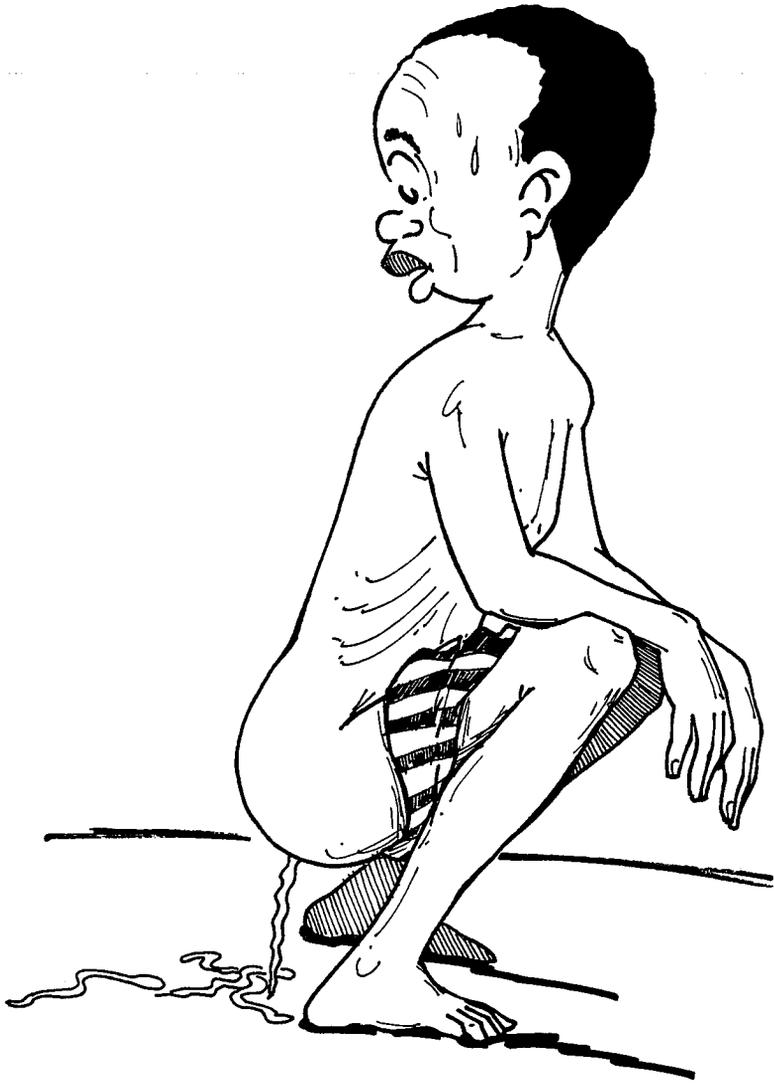














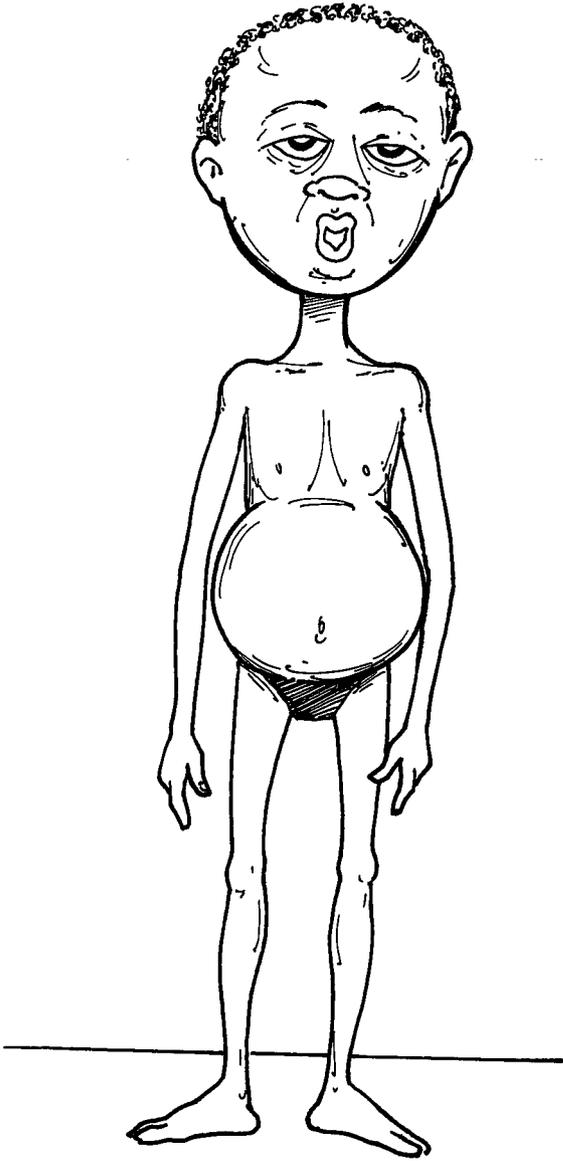








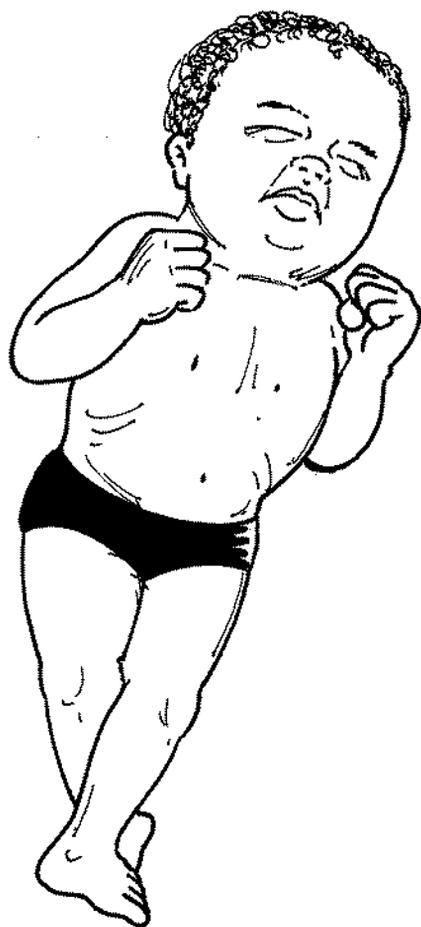


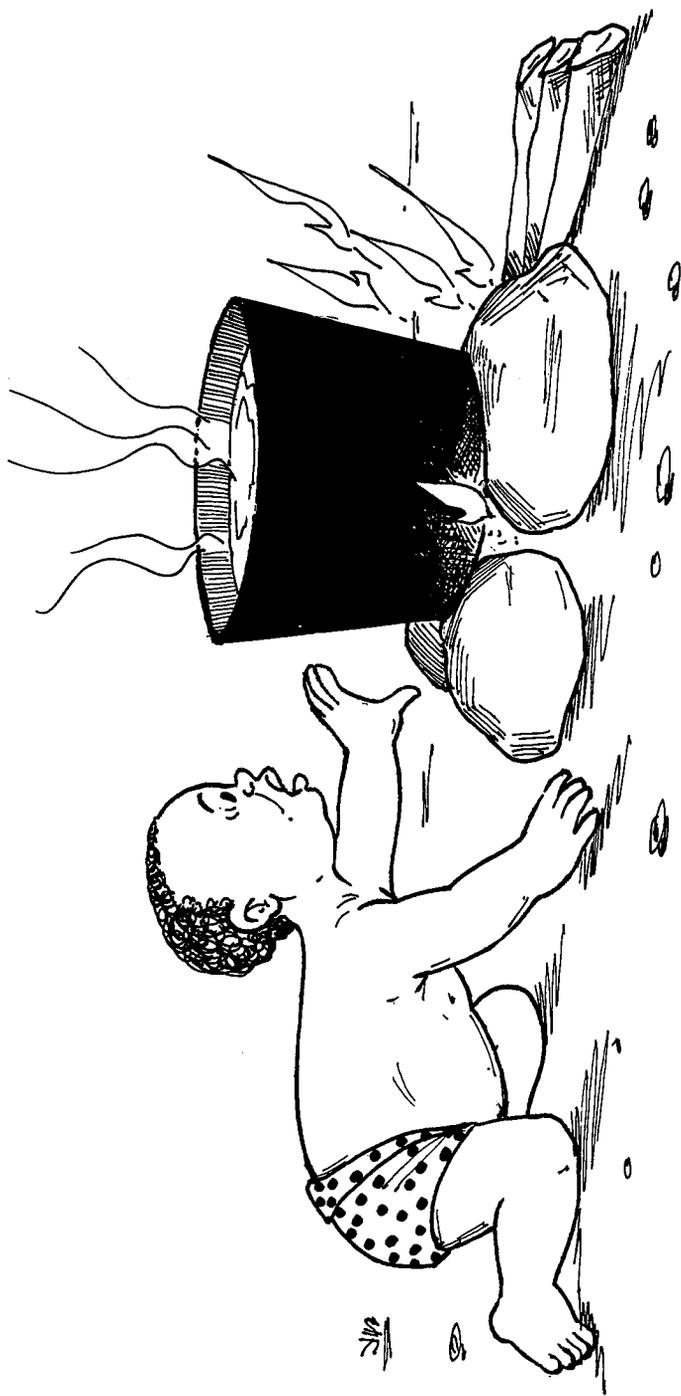






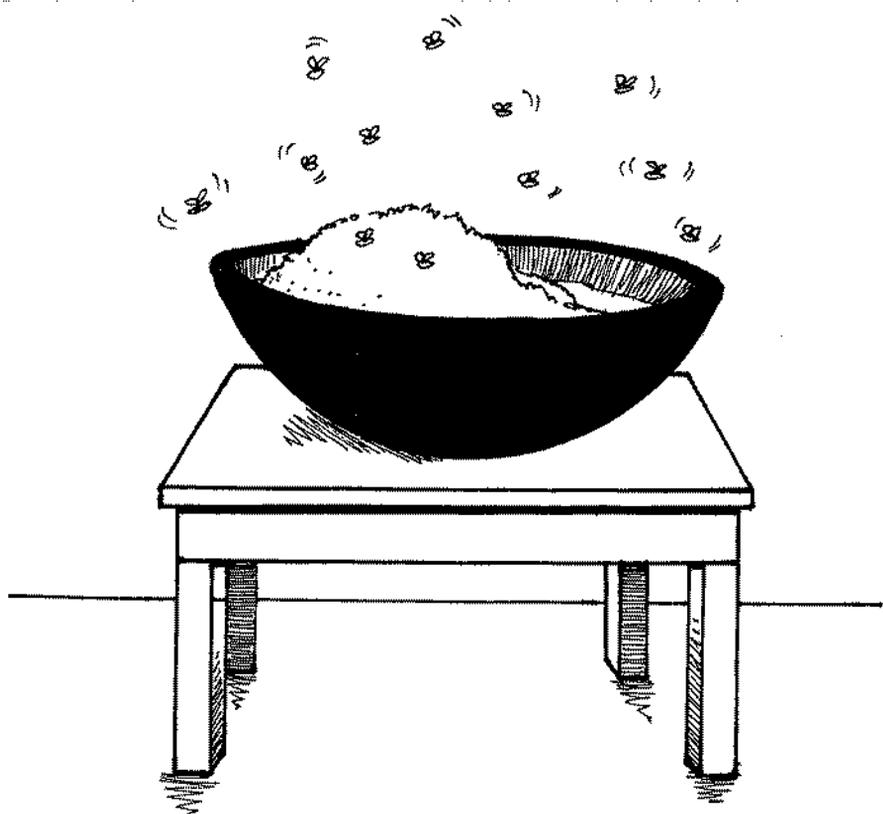


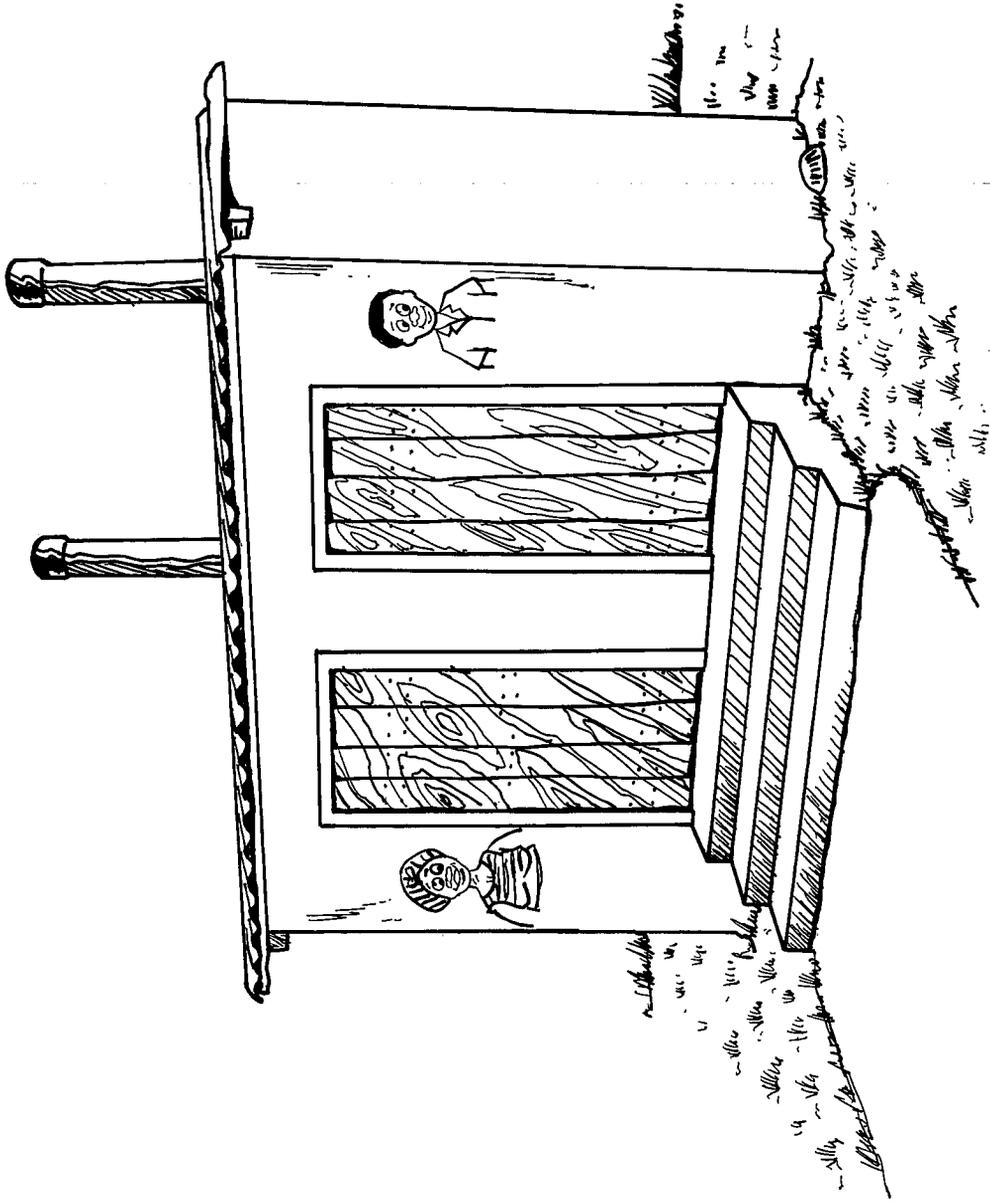


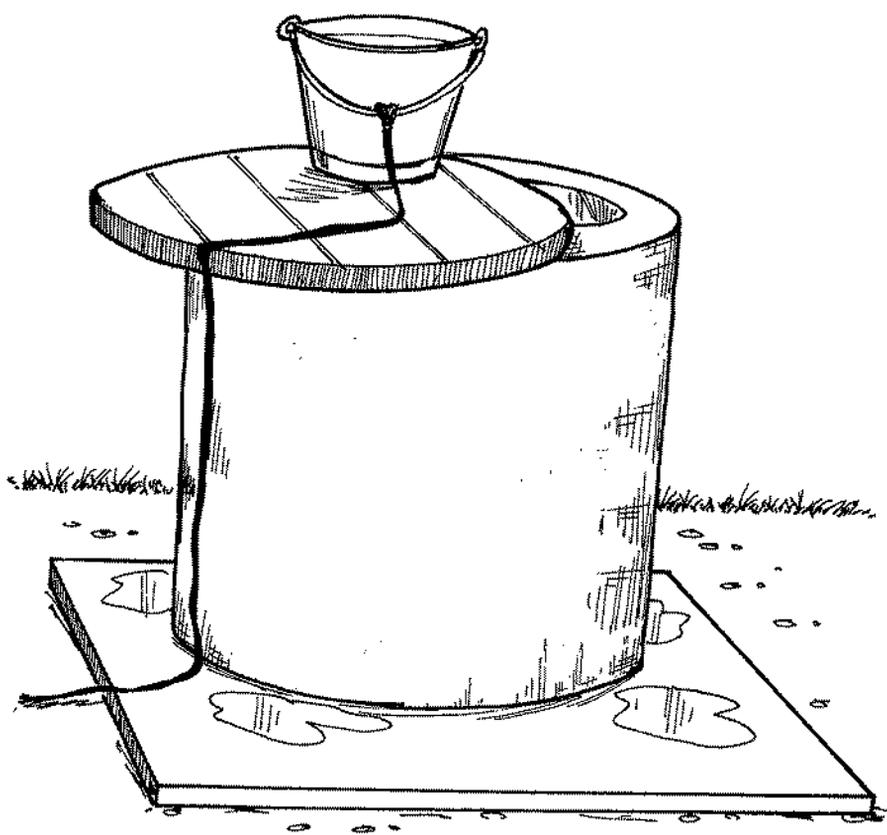




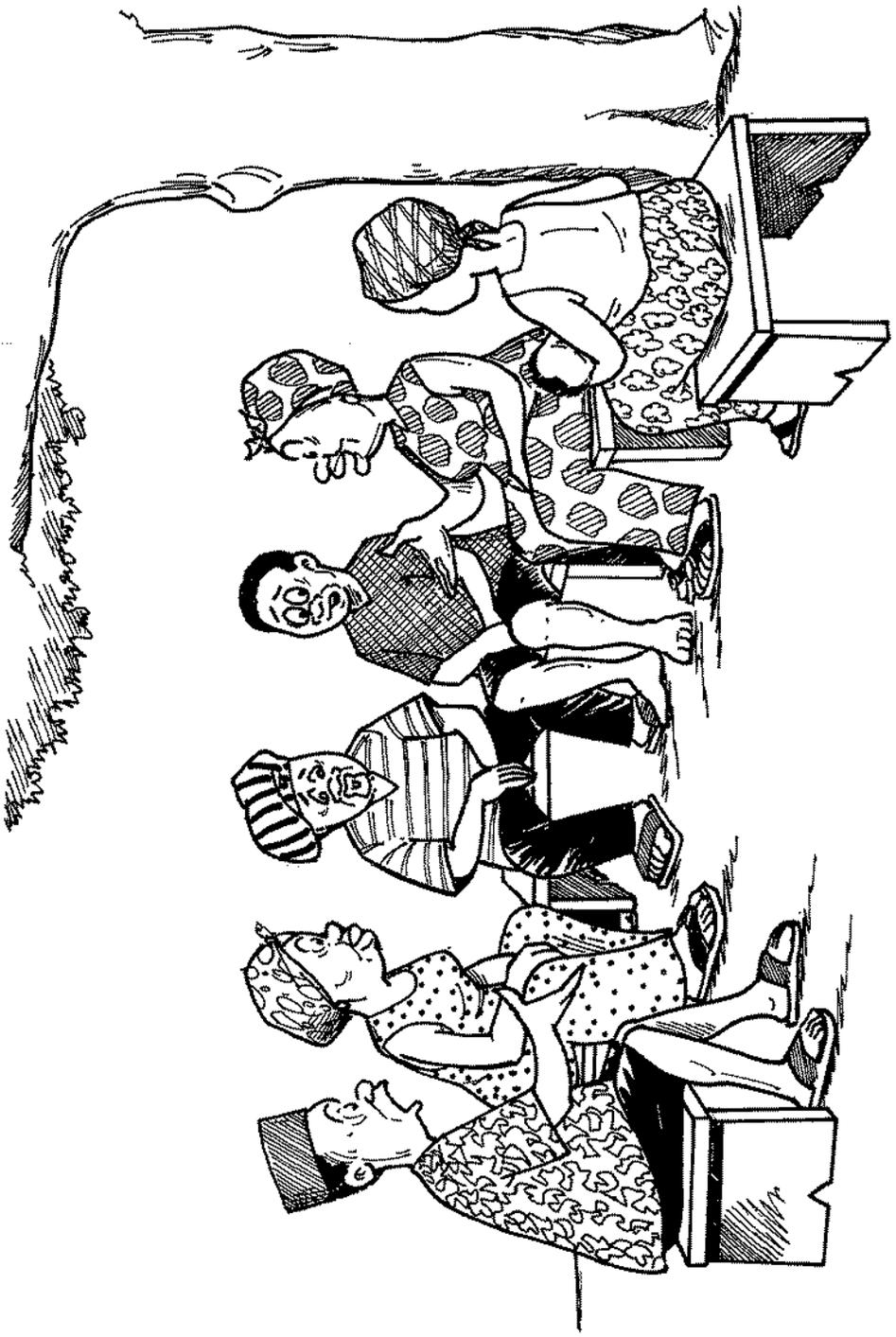




















IRON—FOLATE PILLS FOR PREGNANT WOMEN

Discussion Question:

What have you heard about iron-folate pills?

This woman visits the clinic for care during her pregnancy. She has returned for more care and a supply of iron-folate pills from a trained health worker. This helps to keep her strong against infections. Iron-folate helps her to have safer pregnancy, a safer delivery and a healthier baby. Pregnant women should also eat more foods that have iron. These include fresh meat, fish, and green vegetables such as potatoes green and beans.

A pregnant woman should:

- Start taking iron-folate pills as soon as she realizes she is pregnant.
- Take one iron-folate pill every day during pregnancy and when breastfeeding. This will help her resist infection, and help her baby grow.
- Take her iron-folate pills between meals. This will make them work better.
- Eat more fruits such as mangoes, oranges, lemons, guava, pawpaw and tomatoes while you are taking iron-folate. These foods have lots of Vitamin C, which helps the body to better absorb the iron-folate.
- Avoid drinking tea or coffee. Iron-folate pills work better and it is also better for the unborn baby if you avoid drinking tea and coffee.

NOTE:

Iron-folate pills may cause some side effects. They can cause stomach discomfort, nausea, vomiting, belching, dizziness, and diarrhea, constipation or black stools. These discomforts can be avoided by taking iron-folate pills at bedtime.

Discussion Question:

What kinds of foods can you find in the markets that have lots of iron?
How can you get iron-folate pills?

KEY MESSAGE:

Iron-folate helps a pregnant woman to have a safer pregnancy, a safer delivery, and a healthier baby. She should start taking them as soon as she realizes she is pregnant.



PREVENTION OF MALARIA

Discussion Question:

How do people get malaria?
What do people in this community do to prevent getting malaria?

This mother and child are using a long lasting insecticide-treated bed net to help prevent malaria. All family members, especially pregnant women and small children should sleep under long lasting insecticide treated bed net every night.

Malaria is a serious illness that starts with fever. Everyone in the family can get malaria. It is especially dangerous for young children and pregnant women. Mosquitoes carry malaria. When mosquito bites a person with malaria and then bites a healthy person, it can pass the malaria to the healthy person.

To help prevent you and your family from getting malaria:

- Always sleep under long lasting insecticide treated nets.
- Put long lasting insecticide-treated mosquito net over open sleeping place or insecticide treated curtains on the windows and in front of door of your home.
- Buy insecticide treated bed net (Mosquitoes), in shop to protect your child or pregnant woman from malaria if you do not have already at home.
- Use insecticide treated mosquito nets and possible curtains always.

Discussion Question:

What can you do at your home to prevent your family from getting malaria?

KEY MESSAGE:

Always sleep under long lasting insecticide-treated bed net.



TREATING MALARIA

Discussion Question:

What do people in this community do when they get malaria?
How can they tell that they have malaria?

This child has a fever. The mother is treating her child for malaria. She will give her child ACT for 3 days as recommended by the health worker.

Malaria starts with fever. Adults with malaria may also have headache or body pains or shivering or heavy sweating. Children with malaria may also have other signs but they may have only fever. Malaria can make a child have convulsions (jerking). It can easily kill a child. Any child with fever must be tested for malaria before treatment with ACT.

Children need special attention:

Treat every child who has fever and tested positive of malaria with the full dose of ACT for three days. Children should take crushed tablets or syrup. The dose that you give depends upon age:

Dosage for ACT per age: Artensunate + Amodiaquine fixed doses:

AGE RANGE	PRODUCT	DAY 1	DAY 2	DAY 3
2 months - 11 months	25mg Artensunate + 67.5 Amodiaquine (Blister of 3 tablets)	1 tablet a day	1 tablet a day	1 tablet a day
1 - 5 years	50mg Artensunate + 135 Amodiaquine (Blister of 3 tablets)	1 tablet a day	1 tablet a day	1 tablet a day

Paracetamol 100mg tablet

AGE RANGE	DOSE
2 - 3 years	1 tablet
3 - 5 years	2 tablets

- **Give** paracetamol and sponge the child to reduce the fever
- **Take** your child to the clinic immediately if the fever does not go down in 2 days after starting treatment with ACT.
- **Go** to the health clinic immediately if your child has any of the following signs:
 - **Is** unusually sleepy or difficult to wake up
 - **Has** fits (convulsions or jerking), **Has** stiff neck, **Has** difficulty breathing
 - **Is** Vomiting everything
 - **If** fever does not get better 2 days after taking ACT.

Discussion Questions:

What should you do if your child has malaria?

KEY MESSAGE:

Treat every child who has fever and tested positive for malaria with the full dose of ACT for three days



Discussion Question:

What do women in this community do to prevent malaria in pregnancy?

Malaria in pregnancy is not good at all. It can cause serious problem for the big belly and her unborn child. This big belly has a baby growing inside her womb. The life of the unborn baby in her womb depends on her. For her to keep healthy during pregnancy and have a healthy baby, big belly must take malaria prevention tablets different times during her pregnancy to prevent malaria. She needs to visit the big belly clinic regularly for the health worker to make sure that she receives her SP on time. The doctor will tell her when to come back to the clinic. This will help prevent her and the unborn baby from getting malaria. Big belly must also sleep under treated mosquito net every night and everywhere. Also, if the big belly has fever, she must not waste time to go to the clinic for checkup. If it is malaria she will be treated.

A pregnant woman should:

- **VISIT** the clinic at least 4 times during her pregnancy for antenatal care. The first visit should be within the first three months.
- **START** taking the malaria prevention medicine as early as the beginning of her fourth month.
- **GO** back to the clinic every 4 weeks for the malaria prevention tablets. The clinic people will give the date to go back.
- **TAKE** the malaria prevention tablet in front of the Midwife.
- **TAKE** the malaria tablet whether she has eaten or not.

NOTE:

If the big belly did not take the malaria prevention tablets at fourth month and is just visiting the clinic for the first time, she can still take at 5th or 6th month and continue every 4 weeks up to delivery.

Discussion Question:

What should Big Belly do to prevent malaria?
When should big belly take the malaria prevention tablets?

KEY MESSAGE:

Big Belly women make sure you go to the big belly clinic to get malaria prevention tablet called IPT after three months of pregnancy and go back for it every 4 weeks until you deliver



MIP REMINDER CARD FOR TRAINED SERVICE PROVIDER

PREVENTION

- The first IPTp-SP dose should be administered as early as possible during the second trimester of gestation.
- Each IPTp-SP dose should be given at least one month apart.
- The last dose of IPTp-SP can be administered up to the time of delivery, without safety concerns.
- IPTp-SP should ideally be administered as Directly Observed Therapy (DOT).
- SP can be given either on an empty stomach or with food.
- Folic Acid at a daily dose equal or above 5mg should not be given together with SP as this counteracts the efficacy of SP as an anti-malarial. Therefore, WHO recommends daily iron and folic acid supplementation in pregnant women as a dose of 30 to 60mg of elemental iron and 0.4 mg of Folic Acid, to reduce the rates of infant low birth weight, maternal anemia and iron deficiency at term.
- SP should not be administered to women receiving Co-trimoxazole prophylaxis.

TREATMENT FOR UNCOMPLICATED MALARIA

All Trimesters

Oral Quinine is recommended as the first line treatment for uncomplicated malaria throughout all trimesters of a pregnancy.

- Patients weighing 40kg and above should be treated with 600mg of Quinine every 12 hours for 7 days (28 tablets).
- For patients weighing less than 40kg, treatment should be based on body weight (30mg/kg/24 hrs) for 7 days.

Second and Third Trimesters

Fixed dose Artemisinin-Based Combination Therapy (ACT) can also be used during pregnancy for treating uncomplicated malaria in the second and third trimesters. The ACT used in Liberia is the combination of Artesunate and Amodiaquine.

Severe or Complicated Malaria

Pregnant women with severe or complicated malaria should receive the highest possible level of inpatient medical attention and care, because of the associated high risk of maternal and perinatal mortality.

All Trimesters

Quinine is the drug of choice for the treatment of severe malaria in pregnancy.

Patients should be closely monitored when administering IV Quinine, because it may induce hypoglycemia, fatal hypotension, or a combination of both. Quinine is safe in pregnancy and is not associated with uterine stimulation or fetal distress.

Quinine Intra Venous

Severe or complicated malaria in pregnant women should be treated with intravenous (IV) Quinine as per the regimen described below:

- Quinine concentration 600mg/2ml or 300mg/ml.
- Dose of Quinine is 30mg/kg/24 hours in two or three divided doses for 7 days.

Fever due to Malaria may increase pre-existing uterine contractions. Therefore, if there is pre-existing uterine contractions before term, reduce fever and administer Tocolytics (i.e. Salbutamol)

DO'S

- Always test the big belly for Malaria if she has fever.
- Inform the big belly about the benefits of SP.
- Let the big belly swallow the SP in your presence of the service provider
- Always remind the big belly to come along with their big belly card.
- Encourage the big belly to drink enough water after SP.
- Properly record the big belly information in the card and ledger.

DON'T

- Do not give SP to the big belly when she is malaria positive.
- Do not give SP along with 5mg to big belly women.
- Do not give SP to HIV/AIDS patient on co-trimoxazole.



REMINDER CARD FOR gCHV/TTM

Do's

1. Remind and encourage the big belly to always go for scheduled visit at the clinic.
2. Always visit the big belly and check her card.
3. Tell the big belly the benefits of the malaria prevention medicine (SP).
4. Encourage the big belly to drink more water after taking the malaria prevention medicine (SP).
5. Always remind the big belly to go along with her card at the clinic always.
6. Encourage big belly to always sleep under the mosquito net every night.
7. Encourage big belly to go to the clinic care immediately for fever at the clinic

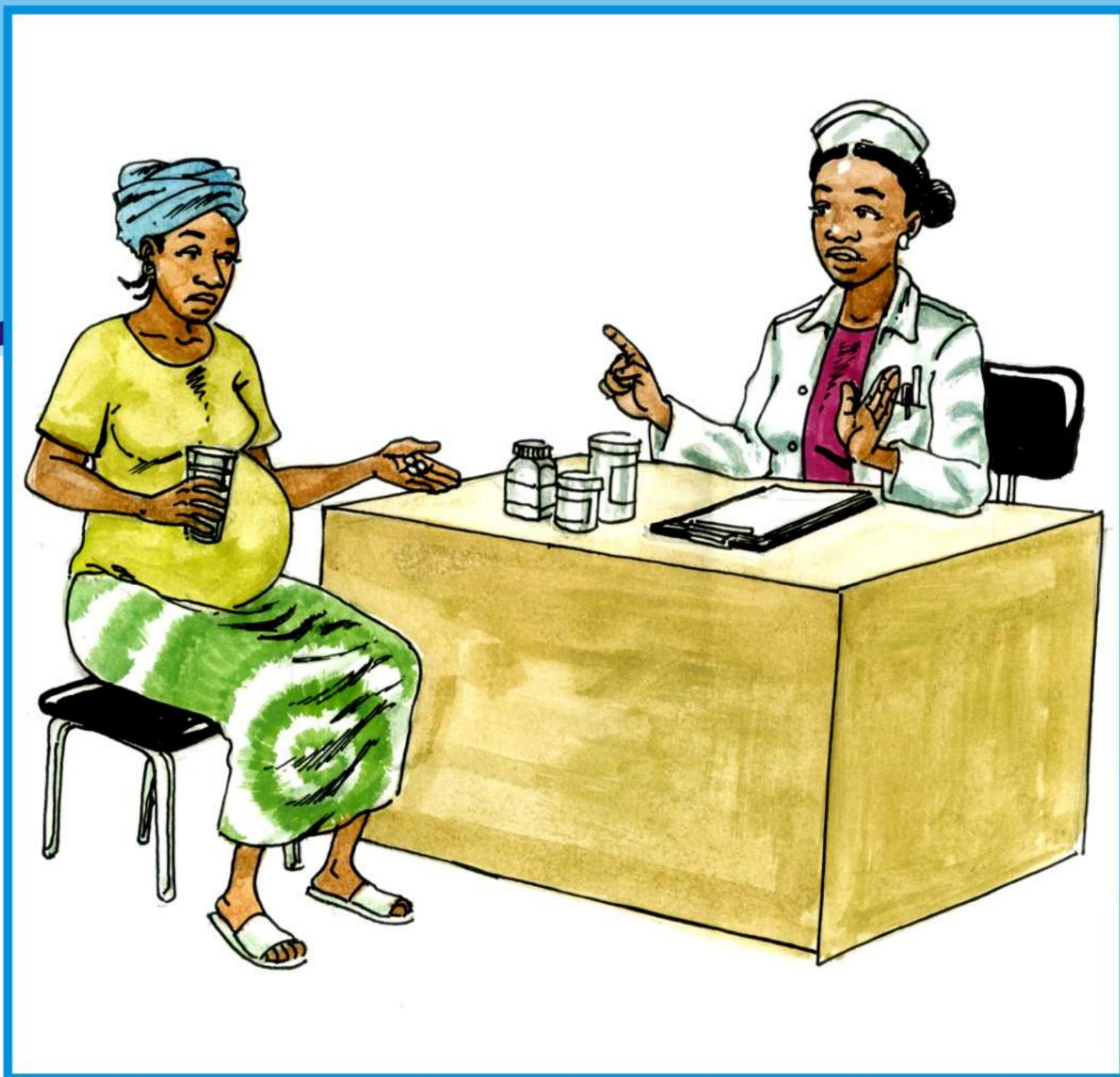
MOH/SW/ Health Promotion Division



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BIG BELLY PREVENT MALARIA



GO TO THE CLINIC TO TAKE
MALARIA PREVENTION TABLETS



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