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**INSTRUCTOR'S MANUAL**  
**VILLAGE**  
**HEALTH**  
**PROMOTER**  
**AGENT**  
**DE SANTE**  
**EL PROMOTOR**  
**VECINAL**  
**DE SALUD**

**HEALTH CARE TRAINING MANUAL  
FOR THE VILLAGE HEALTH PROMOTER**

**Instructor's Manual**

**PROJECT CONCERN INTERNATIONAL**

financial support for this project provided by:

Agency for International Development  
U.S. Department of State

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Printed in U.S.A.

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## **ACKNOWLEDGEMENTS**

Without the determined work of the people of Project Concern International, this manual would never have been possible. Their professional and personal commitment has made it a reality. There are too many people to recognize individually. We do wish, however, to cite those named below and to give special thanks to our secretarial staff.

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## **DEDICATION**

**Project Concern International dedicates this manual to all the people who will benefit from the services of the Village Health Promoter. May these trained health workers fulfill the dream of better health for more people throughout the world.**

### **NOTE**

The manual has been designed for use in a training environment which utilizes both nonformal and formal training techniques. It becomes a useful reference tool for the health worker upon completion of training.

The accompanying Instructor's Manual is meant to assist the trainers or facilitators in completing or "rounding out" the trainee's experience.

In this book the Village Health Promoter is considered as being synonymous with such other health personnel as Village Health Worker, Health Auxiliary, Health Assistant, Medical Dresser, Medical Auxiliary, etc.

## **A. BASIC COURSE**

## **TO THE INSTRUCTOR**

## TO THE INSTRUCTOR

The units, "To the Trainee" and "Introduction," are designed as an orientation. You, the instructor, must carefully review all the material with the trainees. Before beginning the units, you should elicit responses from the trainees about what they envision their role to be and what they hope to accomplish. They should be asked why they want to become Village Health Promoters.

In these units there is much information, both instructional and attitudinal. It cannot all be assimilated in a few hours. Consequently, you should refer to these units at appropriate times throughout the training. For example, during a role playing situation you discover that some trainees are talking down to the patients and are not clear when giving the instructions for taking medicine. Refer the trainees to these early units and point out again what the Village Health Promoter must do and how he must conduct himself.

Show the filmstrip "Volunteer Health Promoters: The Missing Link in Community Health Care". Before you show it tell the trainees what a filmstrip is. Tell them that they will see and use many things which are called audio-visual aids. They probably have seen posters so you could mention those as examples of an audio-visual aid. Tell them they may even be asked to make their own posters. Also tell them that such material is not easy to come by. There is not enough available. Consequently, people in the pictures are not always of their nationality. The people in this filmstrip, for example, are Indonesian. Always prepare the trainees for any audio-visual aids presented to them. In this way, there will be less confusion about what is happening. More information of this nature is found in the Instructor's Manual in the unit, "Teaching the Village About Health".

Additional Source: Doctors and Healer.

# **INTRODUCTION**

INTRODUCTION - PLAY I

PAPA IS PAID A VISIT

It is Sunday. Papa and Mama are at home with their family. The oldest two children have gone to draw water from the river. Mama is pounding corn to make porridge for the younger two children, the little girl of whom is sitting by her side playing with a twig, while the baby sleeps on his Mama's back. Papa is a little way off, chopping wood for the fire. As they work, two people approach. They are Sr. Valdez, the Community Leader, and an American doctor.

Sr. Valdez: (calling) Good day to you, Papa and Mama! How are you both? (Chopping and pounding stops)

Papa: Good day to you, Sr. Valdez. What can we do for you?

Sr. Valdez: Papa, Mama, I want you both to meet Dr. Smith.

Papa: How do you do, Dr. Smith.

Mama: We saw you with Sr. Valdez last Sunday at the village meeting. We were very interested in what you had to say, about training village people to look after sick villagers, and helping us all live better, and all that. All the people round here have talked of nothing else since.

Dr. Smith: Well, Mama, I'm glad you were interested, because that's what I've come here to talk to you about. Sr. Valdez will explain it to you.

Sr. Valdez: You will remember, Papa, that Dr. Smith told you at the meeting he was going to train local people to look after the health care needs of this village. He told you he was looking for responsible, good people, who care about their neighbors and want to help them have a better life.

Well, I have discussed this matter with Dr. Smith, and then, after that with many of the people here in the village. We are all agreed. We want you to become our health promoter.

Mama: Oh husband! What an honor!

Dr. Smith: Of course, you don't have to if you don't want to. But everyone here says the same thing about you, Papa: how you are always the first person to drop everything in order to help people in trouble. They tell us how you sometimes help Salvador, the herbalist, in looking after his patients. You are a highly thought of man in this village, Papa, and it seems to me you would be happy doing this work, and the people would be happy too.

Mama: I know what you say is true, Doctor. But Papa is too modest a man. He doesn't think he's any better than anyone else.

Dr. Smith: And that's another reason why he would be ideal. A man can't be a good health promoter if he regards himself as being superior to his neighbors just because he possesses special skills that they don't. People think I must be superior because I'm a doctor. But just because I was lucky enough to be able to go to school and learn about medicine doesn't make me any better than the next man. Papa is a good man, and a highly respected man, but one of the things that makes him that way is precisely the fact that he doesn't consider himself any better than anyone else.

Papa: I very much want to learn to help the people in this village have a better life, Dr. Smith. But there's one

thing I'm worried about. I don't want to be in competition with Salvador. Salvador is my friend and he is a good man. If I take his patients from him, he'll have nothing left and I wouldn't like to do that.

Dr. Smith: You don't have to worry, Papa. Salvador is going to be training as a health promoter, too. He came to us after the meeting, and asked if he could learn my medicine. I said, "Yes, certainly, provided he'd teach me his medicine too". You see, his medicine is just as good in many ways as mine. There are some diseases he can cure just as well, if not better, than me, and some diseases that I can cure better than him. However, Salvador only cures people who are sick. What I want to do is show you both how to prevent the sickness from happening in the first place.

Papa: We are the only two who will be training?

Sr. Valdez: From this village, yes. There will be two people from each of four other villages around here. It will be a four-week training course, and then you will start work.

Mama: But, Doctor, how on earth can Papa learn all that you've taken years to learn in just four weeks?

Dr. Smith: He can't. He will learn how to treat the most common illnesses and how to prevent many of them. But my team and I will still be here to help with problems Papa can't handle, and to continue to teach him, even after he starts working.

Sr. Valdez: This will place a responsibility on you as well, you know Mama, and I want you to understand that before you agree to Papa becoming a health promoter. You and Papa will be expected to keep a model home, in just the style that Dr. Smith will explain

to you. A health promoter cannot successfully teach what he and his family do not practice.

Mama: My home will be a model to all Bolivia! I want my family to be happy and healthy, Sr. Valdez, and I will do anything to achieve that.

Papa: It's going to be rough while I'm training, Mama. There won't be much money coming in.

Dr. Smith: Don't worry about that, Papa. We'll take care of the money while you're training. Then once you start working the villagers will pay you, if not in money then in kind, when you help them, like they do Salvador.

Papa: I've decided. I want to become a health promoter. Dr. Smith, when does training start?

Dr. Smith: A week from Monday, bright and early, at the health post.

Papa: I shall be there.

## **WHAT CAUSES SICKNESS?**

## WHAT CAUSES SICKNESS?

### A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. State that germs cause sickness.
2. State where germs can be found and how they get into the body.

### B. Suggested Activities

1. Bring in a microscope. Explain what it is and what it does. Show the Village Health Promoters the germs in dirty water or feces.
2. Draw attention to the picture in the corresponding unit of the Trainee's Manual. Point out how everything in the text on that page is visualized in the picture.
3. Show the following frames of the filmstrip, "Paths of Disease":

#1-6  
#8  
#13  
#14  
#18

You will need to use a different text than that provided in the booklet which accompanies the filmstrip.

### C. Sources

These sources may prove useful in many chapters of the manual.

The Child in the Health Centre

Donde No Hay Doctor

Health Training (Action Peace Corps Book)

Medical Care in Developing Countries

## **KEEPING CLEAN**

## KEEPING CLEAN

### A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. Understand the importance of keeping clean.
2. Know what health habits are necessary for keeping clean.
3. Teach these health habits to the village.

### B. Suggested Activities

1. Have Village Health Promoters make visual aids for all of the health practices (listed in the corresponding unit in the Trainee's manual). Have them show their work to the class. Posters and the like can be used to decorate the room.
2. Arrange for the Village Health Promoters to hear the play on keeping clean.
3. Demonstrate how to make a toothbrush from soft wood. Ask students to name various soft woods and then bring a twig to class. Have each of the Village Health Promoters make a toothbrush too.
4. Always bring the Village Health Promoter's health bag with you to class. Whenever you need to use a medication or tool referred to in the manual, take it from the health bag. Doing so will clearly show the Village Health Promoters what to use.
5. Demonstrate how to look for lice in the hair. Demonstrate how to use the lice powder in the health bag. Have the Village Health Promoters check each other's hair for lice. If lice are found, have the Village Health Promoters use the powder. Make sure that everyone has a chance to see the lice and any eggs before the powder is used.
6. Demonstrate how to boil clothes and bedding. Since this can be an awkward task, give tips on how to make it easier.
7. Emphasize the need for special care of the sick.
8. Show the following filmstrips:
  - a) "Viviendo en un ambiente de salud".
  - b) "Caring for a Sick Child at Home".
  - c) "Alimentando a una Niña Enferma".

C. Review Questions

Are these questions about keeping clean true or false?

1. "Clean clothes on a clean body," is a good saying.
2. Dirty hands do not spread disease germs.
3. You should wash your hair only once a month.
4. To kill lice in your hair you must massage a special powder into the hair.
5. You should air your bedding every few days.
6. It is not necessary for a sick person to sleep alone.
7. Serve good food to a sick person to help him become strong.
8. Keep the dishes of a sick person away from the dishes of the other family members.
9. Boil the clothes and bedding of the sick person to kill any germs.

D. Answers to Review Questions

1. True
2. False
3. False
4. True
5. True
6. False
7. True
8. True
9. True

E. Sources

Control of Communicable Diseases in Man

Homemaking Around the World

KEEPING CLEAN - PLAY II

Narrator: It is Tuesday evening. Mama and the children are at home preparing the evening meal. Papa is due back from the health promoter school, which he has been attending for two days now. (sounds of working, baby crying a little).

Papa: (calling) Mama, I'm back. I'm here with Salvador.

Mama: Hello, Salvador. How was class today?

Salvador: Greetings to you, Mama.

Papa: Class was pretty good. I've brought presents for everyone.

Maria-Jose: (both shouting together) Presents! What have you got, Papa?  
Let me see! etc.

Mama: What are those, Papa?

Papa: They're toothbrushes.

Salvador: They're for cleaning your teeth. The doctor gave us all a bundle to give to everyone in the village. Bring some salt, Mama, and we'll show you all how to use them.

Papa: And a big pail of water with some clean cups for everyone.

Mama, did you boil the water today, like I showed you?

Mama: I did, Papa.

(Pause, as Mama fetches the salt and water)

Mama: Here's the salt and water.

Jose: Show us how to use them, Papa.

Maria: Can I have one, Papa?

Papa: Okay. Here's one for each of you. Now, watch what I do, and copy me. First I pour myself a cup of clean water. (pause). Then I dip my toothbrush in the water, then I put salt on it, like this. Then I brush my teeth with it.

Salvador: (laughing) That's good! Brush those teeth really vigorously, now.

Mama: My, just look at you all! (laughing) Let me try too!

Salvador: Of course, you should really do that after you eat. You see, the reason for brushing your teeth is to get rid of all the food that sticks to them. Otherwise, if you don't clean them your teeth will go bad, become painful, and eventually you'll lose them - like me.

Jose: How can you eat without teeth, Salvador?

Salvador: It's very difficult, and some things, like nuts, I can't eat.  
That's why you don't want to lose your teeth.

Papa: You don't want to be dirty either. It's very important to keep  
clean. Dirt causes sickness, so if you keep clean you are not  
going to get sick so often.

Mama: I wash every day, and so do the children, except the baby.  
It's not good to wash babies.

Salvador: Oh, but you should wash babies every day, too.

Papa: When the water that you boil each day is cooling, use some of  
that to wash the baby. Then he won't get chilled.

Maria: I don't like to wash.

Papa: But it's better than being sick, isn't it? You should wash  
your whole body everyday, and then you must put on clean clothes

Mama: But that means I have to wash clothes more often!

Salvador: That's true. But if you put dirty clothes on a clean body, then  
your body's only going to get dirty again, so there would be no  
point in washing it in the first place.

Papa: And for the same reason, you should wash the bedding every few  
days, too.

Mama: I knew Papa's becoming a health promoter would mean extra work, but not this much, and after just two days. How much extra work am I going to have to be doing after four weeks, Papa?

Papa: You told Dr. Munoz you would make a home that would be a model to my country, no matter how much hard work it meant.

Salvador: And think of all the work and worry it will save when your children don't get sick.

Mama: You're right, you're right. I'm just a little tired, that's all.

Salvador: Yes, of course you must be, Mama. I'll be on my way now so you can have your evening meal.

Mama: No, you don't have to go right away, Salvador. The meal's not quite ready yet.

Salvador: Thank you, Mama. Children, do you know what you must do every time before you eat?

Maria: Brush your teeth?

Jose: No, that's after you eat, silly. I know. You should wash your hands. Teacher told us that the other day.

Salvador: Good boy! And do you?

Jose: Mostly I forget.

Salvador: It's very important to wash your hands in soap and water whenever you are going to handle food, whether it's preparing it or eating it. If you don't wash your hands, the dirt that's on them will go onto your food, and then into your mouth, and then you know what happens?

Jose: No, what happens then?

Salvador: You get a belly-ache. You get very sick in your stomach. That's what happens.

Maria: Is that why I get sick sometimes, after I eat? Because I don't wash my hands?

Papa: That's right. And your fingernails, too. Dirt loves to hide underneath fingernails, so you should cut them short and take special care about cleaning them whenever you wash your hands.

Salvador: You should keep every part of your body clean. You should even wash your hair.

Papa: Once a week, Dr. Smith says, with soap and water. And then comb it every day so it doesn't get matted or tangled. It will make you look prettier, too.

Maria: I like to look pretty. I think I like to look pretty more than I hate washing.

Salvador: If you follow your Papa's instructions, you'll be the prettiest little girl in the village. All the boys will come courting you.

Mama: (shocked) Salvador! You shouldn't go putting such ideas in a child so young! (pause) But there's one thing I'm a little anxious about. What are we all going to do when the toothbrushes break, as they will eventually? When there are no more toothbrushes everyone in the village will stop brushing their teeth.

Salvador: There's no need. It is very simple to make your own toothbrush. You just take a twig from a soft-wood tree, like this one here. Then you strip off the bark, like this. Then you chew the end, like this, so it becomes a brush.

Mama: That looks easy enough. Even the children could make one.

Salvador: Well, Mama. I shall be off now.

Mama: Come again soon, Salvador. We enjoy your company. You know, I think you and Papa are going to make a great team.

**AUDIO-TUTORIALS: KEEPING CLEAN**

1. Care of the body.
2. Care of the hair.
3. Care of the sick.

## I. Care of the Body

To take care of your body is to have pride in yourself. One big way to take care of your body is to keep clean. Keeping clean can control or prevent altogether many of the illnesses you will see and study.

You should bathe with water and soap everyday - or at least every other day. And then wear only clean clothes. It does no good to put dirty clothes on a clean body. It's like taking a clean plate and smearing it with mud before eating from it. You would not do that so why would you put dirty clothes on a clean body.

You should also wash your hands well many times a day. Before you eat or handle food. Before and after handling a sick person or baby. After you relieve yourself. In addition, if you keep your fingernails cut short, then dirt and germs will have no place to hide.

If you take the extra time to bathe, wear clean clothes, wash your hands often, and cut your fingernails short, you can prevent germs from causing and spreading sickness.

As the Village Health Promoter, you must do all these things so you can be a good example to the rest of the village. You must teach the other villagers so they can keep themselves clean too.

## II. Care of Hair

Because many people must live close together in a small space, it is very easy for lice to spread. Lice are small bugs which can often be found on your body - especially in your hair. This is why it is important to wash your hair once a week and comb it everyday.

If you should have lice or their eggs in your hair, you must use a special powder to kill them. Apply the powder and leave it in your hair for ten days. At that time wash the powder out of your hair. Use the powder for a second time. This should do away with all lice and their eggs. If not, continue to use the powder until the problem is gone.

Not only must you wash your hair every week and comb it everyday you must teach the other villagers to do the same.

### III. Care of the Sick

Not only is caring for yourself important, but so is caring for the sick. If you want to control sickness and keep it from spreading, then you must also do special things when someone is sick.

Let us see what these special things are.

1. A sick person must always sleep alone.
2. So that no one else gets the illness, the sick person should not get close to the other family members.
3. Wash your hands before and after you care for a sick person - so you won't get sick yourself or spread the sickness to someone else.
4. Serve only good water and food.
5. Boil everything the sick person uses - dishes, clothes, bedding. Dry them in the sun to kill any germs.
6. Let fresh air into the room of the sick person everyday.

Be sure to do these six things yourself. Then teach the whole village so everyone will know how to care for the sick and, as a result, control sickness.

## **SANITATION**

#### A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. understand that not all water is good water.
2. state why bad water is unsafe to drink.
3. make bad water safe to drink.
4. tell how the fly spreads disease.
5. build a pit latrine.
6. state why a latrine should be used.
7. build a trash disposal pit.
8. state why a trash disposal pit should be used.
9. practice the health habits necessary for making and keeping food safe for consumption.
10. teach the villagers all the health habits studied in the unit.

#### B. Suggested Activities

1. Show the filmstrips which accompany this unit. Follow the instructions listed in the introduction to each filmstrip before showing them.
2. Make pictures for a flannelgraph story. Have the students practice using them to tell a story.
3. Arrange for the students to listen to the audio-tutorials.
4. Have the students collect information for surveys to show the need for sanitation practices. Some suggestions are these:
  - a) How many latrines are there in the village?
  - b) How many are used?
  - c) How many houses have dirty compounds around them?
  - d) How many families properly dispose of their trash?A simple form could be devised for the student to use while gathering his information.
5. Plan demonstrations such as these:
  - a) demonstrate how to make water safe by boiling and how to store it once it has been boiled.
  - b) demonstrate how to wash and dry dishes and utensils.

- c) demonstrate how to store food.
6. Plan group projects such as these:
- a) How to Build a Latrine - Begin with an in-class blackboard activity in which you list equipment and materials needed as well as the dimensions of the latrine. Follow this with the building of a latrine at a needed place, such as the school, by the group.
  - b) How to Bury Trash - Begin with an in-class blackboard activity in which you list equipment and material needed as well as dimensions of the pit. Follow this with the building of a trash pit at a needed place by the group.
7. Find families who boil their water, use a latrine, dispose of their trash or handle and store food properly. Visit the families with the class to show the students these health practices in action. Take the opportunity to point out the reduction of disease and the overall good health of the families as a result of adhering to the health practices.
8. With your guidance have the students organize a village clean-up of the village compound.
9. Assign to each student a different topic from the unit. Arrange a different day for each one to visit the school to give a talk about the topic. Encourage each student to make posters or flannelgraphs to use as adjuncts to the talk.
10. Give the students clean containers for gathering water to be tested at the health post. Show them how to get the sample. After the results return from the health post, tell the students about the results and what they mean.
11. Use a microscope to show students what water looks like before and after it is boiled. Point out the things which cause disease.
12. Use a microscope to show students any diseases that may be found in feces or urine.
13. Bring in some good, fresh food and food that is going bad or has already turned bad. Help the students differentiate between the two by color, smell, appearance, etc.
14. Initiate role playing. Here are some sample set-ups to use. The list is NOT exhaustive.
- a) Village Health Promoter visiting a home to get the family to boil water.
  - b) Village Health Promoter visiting village leader to get him to give support and encouragement to the building of latrines.
  - c) Village Health Promoter telling some people how the fly spreads disease.
  - d) Village Health Promoter encouraging the school teacher to have the school children practice health habits at school.

15. Have the students make their own posters, flannelgraph stories, flip-charts, etc. These can be shown in class and later used in the field. Refer to the resources in the beginning of the book and to those in the unit on teaching the village about health for help in preparing audiovisual aids.
16. Very brief playlets or "sociodramas" are also useful teaching mechanisms. According to one MPH person studying education tools in Ecuador, "sociodramas...have been very effective, depending on how much the instructors feel they can 'bring themselves down' to the level of the girls. A dramatic example of this was a sociodrama demonstrating a bacteria (an instructor clothed in black) writhing on the floor and 'dying' after being 'shot' by an antibiotic. Although this may seem a bit extreme, not one of the girls ever forgot the relationship between antibiotics and bacteria!
17. As a final classroom activity, have the students listen to the play, Cousin Fred Learns About Sanitation. Use the play to review and reinforce the material taught in the unit.

#### C. Review Questions

1. From what source does the best water come?
  - a) river
  - b) irrigation ditch
  - c) deep well
2. If there is no source of good water in your village, what are you to do?
  - a) Boil water before using it.
  - b) Do not boil the water.
  - c) Go to the neighboring village for water.
3. The big reason for not drinking bad water is that bad water
  - a) does not taste good.
  - b) causes sickness.
  - c) does not look good.
4. What are the steps to take when boiling water?
5. What small, black bug lands on dirty things and carries disease on its hair?
6. A latrine
  - a) spreads disease.
  - b) keeps disease from spreading.
  - c) is too dangerous for children to use.
7. Where should you build a latrine?
8. How do you build a latrine?

9. When must the hole in the latrine be covered?
10. In time the pit underneath the latrine will become full. What are you to do then?
11. What two things must the villagers be taught about the latrine?
12. If there is no latrine to use, what can you do when relieving yourself?
13. What animal, besides the fly, spreads any disease that it picks up from trash?
14. What must you do to bury trash?
15. When the trash pit is almost filled, why must you throw on a lot of dirt?
16. Tell whether these questions about handling and caring for food are true or false:
  - a) Always scrub your hands with soap and water before you start to prepare food.
  - b) It is not necessary to wash your hands after you have relieved yourself.
  - c) Do not handle food if you have any open sores on your hands.
  - d) A sick person may prepare food for others to eat.
  - e) It is not necessary for fruits and vegetables to be washed before they are eaten.
  - f) Thorough cooking kills anything which may cause illness such as worms and bugs.
  - g) Wash all dishes and utensils in hot, good water.
  - h) You do not have to let the dishes dry in the sun in a rack on the top of a table.
  - i) You do not have to store the dishes in a dry place.
  - j) Food should be covered and stored in a dry place.
  - k) Food left in the sun will become bad and make people sick.

D. Answers to Review Questions

1. c
2. a
3. b

4. \*Fill a clean pot with water.  
\*Put the pot on the fire, and keep it there until it bubbles.  
\*Remove the pot, and pour the water into a clean container.  
\*Cover the container for storage.
5. the fly
6. b
7. A latrine should be 100 feet from the water supply, and it should be on land below the water supply.
8. This is how to build a latrine:
  - \*Dig a pit 4 feet deep, 4 feet wide, and 4 feet long.
  - \*Cover the pit with a wood floor.
  - \*Cut a hole 12 inches long by 6 inches wide in the floor.
  - \*Make a cover for the hole.
  - \*Around the latrine build walls 5 feet wide and 8 feet high.
  - \*Make a door and a roof.
9. The hole in the latrine must be covered when the latrine is not in use.
10. When the pit underneath the latrine is full, the pit must be covered over. Then a new latrine must be built.
11. The villagers must be taught:
  - a) how to use the latrine properly.
  - b) why they must use it.
12. Be like a cat. Dig a little hole with the foot. Defecate or urinate into the hole, and then cover the hole with dirt.
13. the rat
14. To bury trash three things must be done:
  - \*Dig a pit or ditch 2 feet deep, 1 foot wide, and 2 feet long.
  - \*Throw the trash in and cover it with a few inches of dirt.
  - \*When the trash is near the top of the pit, press it down hard. Then throw one to two feet of dirt over the trash.
15. The dirt thrown over the trash keeps rats and other animals from digging into the trash.
16. True or False.
 

a) True	g) True
b) False	h) False
c) True	i) False
d) False	j) True
e) False	k) True
f) True	

E. Sources

Appropriate Technology Sourcebook

Ecology and Control of Disease Vectors in Public Health

Equipment related to the Domestic Function of Food Preparation, Handling, and Storage - selected illustrations

Flies of Public Health Importance and Their Control

Guide to Simple Sanitary Measures for the Control of Enteric Diseases

Handling and Storage of Food Grains in Tropical and Subtropical Areas

Health Training (ACTION Peace Corps Book)

Household and Stored Food Insects of Public Health Importance and Their Control

Introduction to Arthropods of Public Health Importance

A Medical Laboratory for Developing Countries

Sanitation in the Control of Insects and Rodents of Public Health Importance

Small Wells Manual

Village Technology Handbook

F. Additional Information

A reminder to the VHP trainee: fleas much prefer to bite and feed upon the blood of the rats than upon people. However, when the rats are killed en masse (such as through a poisoning campaign); the fleas, in desperate search for blood, will leave the dead rats and migrate to people. When the fleas bite the people, the spread of plague from the sick rats to the human population is increased.

To the Instructor:

Attached are the scripts for the four filmstrips to be used in the unit on Sanitation. Feel free to add any additional comments as you show the filmstrips. You are not restricted to using the scripts as they are. However, certain frames are to be omitted as the concepts therein are not taught in the manual.

Here is a breakdown of which frames to show for each filmstrip:

1. "Drink Pure Water" - omit frame #23 only
2. "Rats are Everywhere" - all
3. "Let's Get Rid of Them" - show frames 1-5 and frames 7-16
4. "Healthier Living Through  
Community Effort" - show frames 1-5 and frames 77-84
5. "Carlos Construye  
Una Letrina" - all
6. "El Huerto Familiar" - Choose frames which are  
appropriate
7. "El Huerto Escolar" - Choose frames which are  
appropriate
8. "El Agua Potable" - all

## AUDIO - TUTORIAL

1. Boil Water
2. Using Latrines
3. Burying Trash
4. Handling Food

### 1. Boiling Water

Without water people would not be able to live. They would die. Water is necessary for everyone in order to stay alive.

But some water is not even good enough to drink or to use. This water is bad. When people drink bad water, they become sick. Yes, bad water makes people sick. Bad water causes many sicknesses such as diarrhea. You and your fellow villagers must drink only good water.

But most of the water you can use is bad. So before you use the water, you must make the water good. It is necessary to turn the bad water into good water.

How do you do this? You can make bad water good by boiling it. There are four steps to boiling water. These are the four steps:

1. Fill a clean pot with water.
2. Put the pot on the fire, and keep it there until the water bubbles.
3. Take the pot off of the fire, and pour the water into a clean pottery jar or something else like that.
4. Cover the jar. The jar must be covered to keep out dirt, flies, bugs, rats, and anything else that can spread disease.

Be sure to follow these four steps. And then teach the four steps to other villagers so that they, too, can make bad water good.

It takes extra time and work to boil water before you use it. But it is time and work well-spent because good water is much better for your health than bad water.

Remember: Water is necessary for everyone. But the water must be good. To make water good you must boil it first.

## 2. Using Latrines

Does your village have latrines? Do the people in your village use them? They should use latrines because they help to keep disease from spreading. Let us see how latrines do this.

The feces and urine of a sick person are filled with disease. When someone defecates on the ground, the disease goes into the dirt. Another person can get the disease when he walks on the dirt without shoes or when he plays in the dirt.

When someone sick urinates on green leaves, the disease stays on the green leaves. Another person can get the disease when he eats the leaves.

There are other ways for disease to spread. The fly is one of these ways. The fly lands on dirty things like feces and picks up small pieces of the feces on its hair. When the fly lands on food, it leaves the pieces of feces behind. When someone eats this food, he becomes sick.

These are only three ways by which disease spreads. There are others. But these three ways are good reasons why everyone should use a latrine. When someone defecates or urinates in a latrine, his feces and urine are kept away from flies and from people. This is how latrines keep disease from spreading.

Tell your fellow villagers why it is important for them to use latrines. Teach them how to build latrines and then how to use them.

Remember: to keep disease from spreading everyone should use a latrine.

### 3. Burying Trash

What do the people in your village do with their trash? Do they throw it on the ground around their houses so that the trash piles up? Do they throw trash around the village compound so that it, too, becomes dirty?

Doing these things causes a very serious health problem. Trash that is left to pile up and rot is something that flies and rats like to come to. The flies and rats pick up disease from the trash, and then they spread the disease around the village.

The villagers must keep disease from spreading. So, they must throw trash away properly. One way to do this is to bury the trash.

It is easy to bury trash. There are only three steps. Let us review these three steps:

1. Dig a pit or big hole.
2. Throw the trash in and cover it with a few inches of dirt.
3. When the trash is near the top of the pit, press it down hard. Then throw a lot of dirt over the trash. This extra dirt keeps rats and other animals from digging into the trash.

Aren't these three steps easy? Be sure to teach these three easy steps to other villagers so that they, too, can keep disease from spreading and keep the village clean.

Remember: when everyone buries his trash, disease has little chance to spread.

#### 4. Handling Food

You know that the fly can spread sickness when it lands on your food. But did you know that bugs and the eggs of worms can cause sickness when they are on the food you eat? Did you also know that food left out in the sun becomes bad and makes people sick? Yes, all these things are true. There are many ways for food to become bad and cause sickness.

So, it is important to be careful when working with food. Here are seven things you should do:

1. Before you start to prepare food, wash your hands with soap and water. Always wash your hands after you have relieved yourself.
2. Do not handle food if you have any open sores on your hands.
3. Do not let a sick person handle food or prepare it for others to eat.
4. Wash all fruit and vegetables before they are eaten raw or before they are used in cooking.
5. Cook all food well.
6. Wash all dishes and utensils with hot, good water. Dry them in the sun, and store them in a dry place.
7. Cover all food, and store it in a clean, dry place out of the sun.

Be sure that you teach these seven things to your fellow villagers so that they can keep their food good to eat.

Remember: bad food makes people sick. Everyone must be careful when handling or preparing food.

SANITATION - PLAY III

COUSIN FRED LEARNS ABOUT SANITATION

Setting: A small rural village. Mama and Papa are at home. Mama is puttering around the house, tidying up for the visit of Cousin "Fred". The children are playing outside by the front door.

Papa: Aren't you done yet, Mama? Cousin Fred will be here any minute.

Mama: I'll be ready for him when he comes; don't you worry, now.

Papa: Have you got food for him? He's going to be hungry after his long journey, you know.

Mama: Will you stop fussing, now, Papa. Everything's going to be fine.

(KNOCKING AT THE DOOR)

Papa: That must be him now. (RAISING HIS VOICE) Come in, come in!

Fred: Papa! Mama! How are you? It's been so long since I've seen you both!

Papa: Well, it's good to see you, Fred. Come sit down and rest yourself after your long journey. Tell me all that's been happening to you since I last saw you.

Fred: (SIGHING AS HE SITS DOWN) Ah, that's better. Well, I can see good things have been happening to you. I don't think I've ever seen such a nice looking home. You must be doing well for yourselves.

Mama: No better than anyone else. But I do spend a lot of time keeping it clean and tidy, and that does make it look nice, doesn't it?

Child: (SOUND OF FOOTSTEPS RUNNING AND A CHILD CALLING) Mama, Mama, I'm thirsty. Can I have a drink?

Mama: Sure, Maria. I'll get some good, cool water for you from our covered water pot. (SOUND OF LID BEING LIFTEN OFF POT, AND LADEL COLLECTING WATER AND POURING IT INTO A CUP). Here you go.

Child: Thank you, Mama. (SOUND OF RUNNING FOOTSTEPS, AND YELLING AS CHILD GOES BACK TO JOIN PLAYMATES).

Fred: Well, I never! Seems things aren't going so well for you two after all, seeing as how you have to give your kids plain old water to drink, instead of Coca-Cola like the other kids drink.

Mama: But Fred, that stuff's no good for kids! Why should I waste my money on Cola when they can drink water free, and it's better for them?

Fred: Well, they're your kids, I'm not going to argue with you. But I'm still wondering why you let them bother you to give it to them in a cup, all fancy-like, when they can just as well get it for themselves from the stream that runs out back.

Papa: Heavens, Fred! You think I'm going to let my kids drink out of that dirty old stream when I see the animals go there everyday to relieve themselves? I don't want sick kids on my hands!

Fred: So what's so special about your water, that they can drink it? Does the witchdoctor say words over it, or something?

Papa: No, no, Fred. I can see you cling to some very old-fashioned ideas. Mama gets this water fresh every morning from the village well. It's a very good well that we have in this village. Everyone in the village helped to build it. We dug it very deep and then built big, strong walls around it so that the animals can't relieve themselves there. Everyone here gets their water from our well, and their kids don't get sick like they used to.

Fred: Well, I'm going to have to admit that your kids do look fine and healthy. But you can't tell me it's just the water. Why, I never heard of such a thing in all my life!

Mama: Not just the water, Fred, although that helps. But you know how I told you I spend a lot of time cleaning and tidying this house. That's not just because it makes it look nice, but it also helps to keep us all well, too. You won't see any trash lying around in my kitchen - I take it all and bury it in a pit in the back - and I don't leave food sitting uncovered on my table for the rats and flies to come in and help themselves. You see, flies and rats are what make people sick, but if we don't leave anything for them, then they leave us alone.

Papa: Fred, you must be hungry after your journey. Can Mama get you something to eat?

Fred: Mmm, that sounds good! Wait just a minute, I'll be right back.

Mama: Well, where on earth did he go!?! Still, he said he'd be right back, so I may as well start getting the food on the table.  
(SOUND EFFECTS, AS MAMA STARTS GETTING FOOD ON TABLE, THEN FRED'S VOICE): Gosh, that food looks good, and I'm real hungry after my journey.

Papa: Where on earth did you go just now, Fred?

Fred: I had to relieve myself before I eat.

Papa: (SUSPICIOUSLY) And where did you go to relieve yourself?

Fred: (INNOCENTLY) In the field out back.

Papa: Didn't you see the latrine out there? My kids play in those fields. I don't want people going out there and relieving themselves so the kids play in filth!

Mama: That's right. They're going to get it on their hands, and then they're going to put their hands to their mouths. It's a sure way to make them sick!

Fred: I never thought about it that way. You know, you two sure have some strange ideas, and you seem to make a lot of work for yourselves, digging pits to bury trash, digging wells, building latrines. But I must admit, your kids do look stronger and healthier than mine. Maybe there is something in what you say.

Mama: Well, why don't you try it our way for a while, and see what a difference it makes.

Fred: I guess it couldn't do any harm.

Papa: Of course it can't do any harm. And, if you don't mind my coming to stay with you and your family for a couple of days, I'll be real happy to come and help you out.

# **TEACHING THE VILLAGE ABOUT HEALTH!**

## TEACHING THE VILLAGERS ABOUT HEALTH

This unit summarizes teaching techniques and effective use of audiovisual aids. The Village Health Promoters must understand the principles in this unit and be able to practice them. They must, therefore, read this unit carefully.

However, teaching is not something which is learned by reading; it is learned by doing. It is for this reason that during training, the Village Health Promoters must practice teaching with the aids they make for each unit. Only in this way will they become effective health communicators.

If the trainees are not practicing the principles in this unit, then the instructor must refer the promoters to the unit. It is the duty of the instructor to insure that the Village Health Promoters throughout their training 1) make useful teaching aids and 2) effectively communicate with those aids.

### SOURCES

Audiovisual Aids for Cooperative Education and Training

Audiovisual Communications Handbook

Concientizacao and Simulation/Games

Educational Campaigns

Make Those Ideas Stick with the Flannelgraph

Puppets and Theater

Showing How

The Participatory Process: Producing Photo-Literature

Use of Radio in Family Planning

Visual Aids in Nutrition Education

Visual Aids Tracing Manual

Visual Communications Handbook

## **FOOD**

## A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. Know what the three food groups are and why people need food from all three groups.
2. Know why and how to boil water.
3. Know the importance of breast milk in a baby's diet and the time to add other food to that diet.
4. Know how to ensure a proper diet for young children.
5. Know why pregnant and nursing women have special nutritional needs.
6. Know what kwashiorkor and marasmus are.
7. Recognize kwashiorkor and marasmus.
8. Understand the relationship of diarrhea and malnutrition.
9. Prepare the salt-and-sugar water for diarrhea.
10. Properly use the quac stick and the weight-for-age chart to monitor and measure growth.
11. Teach villagers about food and better food habits.

B. Suggested Activities

1. Arrange for the Village Health Promoters to listen to the audiotutorials.
2. In the section on diarrhea refer the Village Health Promoters to the previous unit on diarrhea so they will make the connections that these are the same conditions.
3. Demonstrate how to use the quac stick.
4. Display the flannel weight-for-age chart. Explain how it is used and filled in. Pass out sample forms. Have the Village Health Promoters practice using them.
5. Initiate role playing in which a Village Health Promoter:
  - a) Questions a mother who has just brought her child for a visit. The weight-for-age chart is filled in and explained to the mother.
  - b) Questions another mother to find out why she has not been coming to have her child weighed. The Village Health Promoter encourages the mother.
6. Have the Village Health Promoters prepare all the materials needed to teach the village as listed on page 83 of this unit.
7. Show the following filmstrips at the appropriate point in the unit:

a) "Feeding Your Baby"	g) "Nuestra Comida"
b) "How to Feed Your Baby"	h) "La Leche Materna (play down bottle-feeding and play up its dangers)"
c) "Why Do We Eat?"	
d) "Who Should Eat The Egg?"	i) "The set of eight filmstrips from Producciones Carlos Campesino"
e) "Preparing Food for Your Baby"	
f) "Preparacion de Verduras"	j) "Good Nutrition, Good Health, Good Eyes"
8. Useful individual slides can be found in these slide sets from T.A.L.C.
  - a) Breast Feeding
  - b) Protein - Calorie Deficiency
  - c) Severe Kwashiorkor

C. Review Questions

1. Identify each food group from the descriptions below:

\_\_\_\_\_ gives a person the energy to work, to play, and to do all other activities.

\_\_\_\_\_ helps to keep the body strong and to repair the body after it has been sick.

\_\_\_\_\_ protects the body against some diseases.

2. A person should have food from how many of these food groups at each meal?
3. How many meals should a person have each day?
4. What is the best food for a baby?
5. Why do pregnant and nursing women have special food needs?
6. Your teacher will show you pictures of two children who are very malnourished. One child has the disease kwashiorkor, and the other has the disease marasmus. Which child has kwashiorkor; which marasmus?
7. Identify kwashiorkor and marasmus from the description below:

\_\_\_\_\_ A disease in which the child is not getting enough food of any kind to eat.

\_\_\_\_\_ A disease in which the child is not getting enough body-building foods.

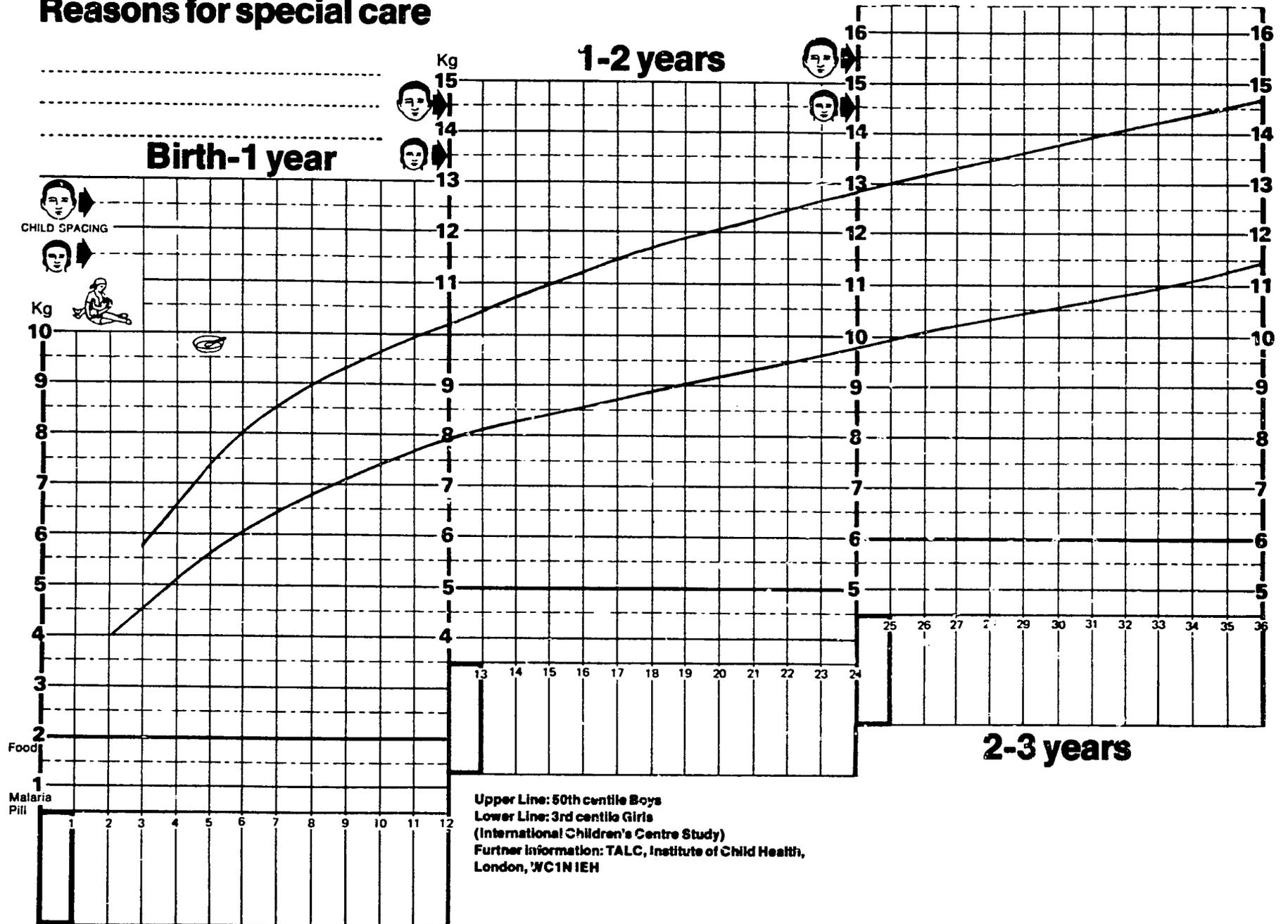
8. In the earlier unit on diarrhea you learned to make a special diarrhea solution. What are the ingredients for this solution?
9. Answer the following questions about the meaning of the colors on a quac stick:
- a) Which color means that a child has a serious and dangerous case of malnutrition?

- b) Which color means that a child is healthy and has no malnutrition?
  - c) Which color means that a child has a borderline case of malnutrition which could become worse?
10. Here is a weight-for-age chart. Fill it in correctly so that it will show the following information:
- a) The child was born in April and is one year old.
  - b) The child's first visit was in July. He weighed seven and one half kilograms.
  - c) In August the child weighed eight kilograms.
  - d) In September the child weighed nine kilograms.
  - e) In October the child weighed nine and one half kilograms.
  - f) The child missed a few months and did not come for a visit until January. He weighed eight kilograms.

D. Answers to Review Questions

1. Energy-making food, body-building food, protection-giving food.
2. A person should have food from all three food groups at each meal.
3. A person should have three meals a day.
4. Breast milk is the best food for a baby.
5. Pregnant and nursing women have special food needs because they are eating for two: themselves and the baby in the womb or at the breast.
6. First picture: Marasmus  
Second picture: Kwashiorkor
7. Marasmus  
Kwashiorkor
8. 1 cup of water  
1/4 teaspoon of salt or a "three-finger pinch"  
2 teaspoons of sugar
9. a) Red  
b) Green  
c) Yellow
10. Here is what the correctly filled in weight-for-age chart should look like.

# Reasons for special care



E. Sources

The ABC of Nutrition

A Guide to Health and Good Food for the Family

Food Processing at the Home and Village Level, Vol. I

Nutrition Education Around the World

Nutrition for Developing Countries

Simple Nutrition Teaching Handbook

Tips About Nutrition Teaching Aids

## AUDIO - TUTORIAL

1. Three Food Groups
2. Kwashiorkor and Marasmus

### 1. Three Food Groups

Jose is standing here with a bag of seed that he wants to plant. He knows that the seeds need three things so that they can grow. They need good soil, warm sun, and gentle rain. All three of these things will help the seed grow into a strong, healthy plant.

For a person to become strong and healthy, three things are needed too. Each person must have body-building foods, energy-making foods, and protection-giving foods. These are the three food groups. If a person only eats from one or two of the food groups, he will not grow. He needs food from all three groups just as the seed needs three things to grow.

Let us see what each food group does for our bodies and why, as a result, they are important. We need body-building foods to keep our bodies strong and to repair our bodies after we are sick. We need energy-making foods so we have the energy and strength to do our work. We need protection-giving foods to guard our bodies against disease. We need food from all three food groups, and we need them at each meal every day.

Children under five especially need food from the three food groups. To check that they are getting the food they need, the Village Health Promoter should measure their growth. The Village Health Promoter should measure the roundness of each child's arm with a quac stick. The Village Health Promoter should also weigh each child once a month and record that information on the weight-for-age chart. If a child is not growing, tell the parents that it is important for the child to get the right food in the right amount - in other words, food from each food group three times a day.

## 2. Kwashiorkor and Marasmus

Did you know that for every ten babies born only four will grow into healthy children? Only four live. The rest die of severe malnutrition - kwashiorkor and marasmus. What are these illnesses which kill so many babies?

A child with kwashiorkor is very malnourished and very sick. He has had enough food to eat, but it has not been the right kind of food. He has not had enough body-building foods which the body desperately needs to grow.

How can a Village Health Promoter know if a child has kwashiorkor? By the signs. The signs will tell you. One sign of kwashiorkor is the swollen feet and legs. Another is the bloated belly which is much bigger than it should be. A very common sign of kwashiorkor is a rash which looks like scaly paint that is peeling off a wall. Even a child's hair is a sign - because it turns red and falls out easily.

A child with kwashiorkor is very sad; he is very unhappy. Some people believe that a fat child is always a healthy child. They do not think that a child is sick when he has a bloated belly and swollen feet. To tell whether a child is naturally fat or whether he has kwashiorkor, there is an easy test to do. Push in on the child's leg. If the skin comes back into place right away, then the child is healthy. But if the skin stays pushed in, the child has kwashiorkor and needs immediate treatment.

A child with marasmus is not swollen like the child with kwashiorkor is. Instead the child is thin and will become thinner and thinner because he does not get enough food at all to eat. He is simply starving to death.

Just as there are signs for kwashiorkor, there are also signs for marasmus. You can easily see the ribs through the skin of a child with marasmus. Because the body is so thin and wasted away, the head and belly

of the child look big. His face looks like the face of an old man. He moves very little, and he is very sad.

Does your village want children sick with kwashiorkor who have swollen feet and legs, a bloated belly, and hair which turns red and falls out? Does your village want children sick with marasmus who have ribs sticking through their skin and who are so thin that their heads look unusually large? No, your village does not want children sick with kwashiorkor or marasmus. Your village wants healthy children who can grow up strong.

You can help the village have healthy children. You must tell them again and again these things:

1. Bad food habits cause malnutrition.
2. Eat the right food in the right amount every day. Remember the three food groups.
3. Mothers should breast-feed each child for two years. She should not bottle-feed.
4. Young children have very high food needs and must get enough food to eat.
5. Since a pregnant and nursing woman is eating for two, she must also get enough to eat.

Remember: Six out of ten babies die. But they don't have to if they get the right food they need.

FOOD - PLAY IV

A SHOPPING EXPEDITION

Narrator: Mama and her friend, Juanita, have just arrived at the local market to buy food for their families. Both women carry their youngest babies on their backs who occasionally gurgle and make baby noises as they walk along. The market is busy; the stallkeepers are calling out their wares to the passers by, and the people shout as they buy.

Mama: I do like market day, don't you, Juanita? It's so gay and colorful here. It makes a nice break from the routine.

Juanita: I'd like it more if I could buy some of the fancy food they have for sale, like you can sometimes with your husband earning a few extra pesos on the side with his medical practice. Still, that's life! Here's the rice man. I must buy some rice.  
(To stallkeeper): Two and a half kilos of rice, please.

Mama: And one kilo for me, please.

Stallkeeper: Certainly, ladies.  
(Sound of stallkeeper pouring rice on scales and weighing, whistling as he does so).

Stallkeeper: Here you are, ladies. That will be 7 pesos for you, Mama, and 16-1/2 pesos for you, Juanita.  
(Sound of money clinking).

Juanita: I don't know! Everything is so expensive these days! Now I've only just got enough money for a kilo of manioc, and a few plantains, and hardly anything left over to buy the kids their drinks.

Mama: That sweet, sticky, fizzy stuff you give your kids to drink! You're wasting your money, you know, Juanita. Coke is so expensive, and it doesn't do the kids any good at all.

Juanita: But they've got to have some little luxury. And it fills them up so they don't eat so much at mealtimes, so it saves a little that way.

Mama: And that's bad in itself. Have you ever gone to any of the food talks they give?

Juanita: No. I'd heard about them, but I've got too much work to do to waste my time going to meetings. And as for you, with your husband a health promoter and all that, I wouldn't have thought you'd need to go to food talks.

Mama: Juanita, the food meetings are for everyone. It isn't like going to meetings where you discuss something that doesn't mean very much to you or me. At these meetings they tell you how to make meals that will help your kids stay strong and healthy. Now, that's not a waste of time, is it?

Juanita: Someone told me that to make good meals for your kids you've got to buy lots of meat and chicken, and I can't afford that stuff. So it would be a waste of time for me.

Mama: Listen, let me tell you about the food talks, because you obviously have got the wrong idea. You are right that kids need to eat meat and chicken sometimes. But there are ways to get around having to buy lots. You see, there are three types of food groups. Meat and chicken belong to a group called the body-building group. Do so fish, milk, eggs, cheese, peanuts and beans. These foods make kids grow big and strong, and they must eat something from this group everyday. Peanuts and beans are the cheapest, so I try to give them as much of those as I can. Then, whenever there's fish in the market, I buy as much as I can afford and give them a little of that too. And I try to buy a few eggs and a small packet of dried milk each week, too.

Juanita: But you're still spending a lot of money.

Mama: If you sit down and work out how much money you've got and what to spend it on beforehand, you can manage. For example, if you'd stop giving your kids Coke to drink and let them drink water instead, you'd save a little money. And your husband could cut down on the amount of beer he drinks.  
(JUANITA DRAWS HER BREATH LOUDLY AS IF ABOUT TO PROTEST).  
No, don't protest. If he really understood how important it was to the kids, he would do it. And then there's all that rice and manioc and plantains you buy. I know they're cheap, but they're all from one food group. It's called the energy-giving group, because it gives you the energy to work hard all day. You must eat some food from this group each day, but you can't make it your only food.

Juanita: So, what's the third group?

Mama: It's called the protection-giving group because it helps stop you from getting ill. This food group includes fruits and vegetables - guavas, pineapples, oranges, and peas and green leaves. Fruit is so expensive, so I don't buy it very often, although sometimes we get some oranges as payment from people my husband treats. But I can buy peas sometimes, and at one of the food talks, they gave us all some seeds so we can grow green leaves in our yard - it doesn't take up much room - and I mix some of those in with our food pretty well every day.

Juanita: If I tried to mix all that stuff together, it would come out such a terrible mush my family would turn their noses up and walk out on me!

Mama: But at the food talks they teach you how to cook all these things and mix them together so they taste okay. First the health promoter shows you how to cook them, then he gets you to come and cook them yourself. So you know it's going to be all right for your family to eat.

Juanita: I didn't know they gave cooking lessons at those talks as well. That sounds interesting.

Mama: And another thing they tell you that helps you to feed your kids better - and this is really something! - they tell you to give the lion's share of the food to the babies, and the next largest share to the older children, and then your husband gets the smallest helping. What do you think of that?!

Juanita: You've got to be kidding! My man would never put up with that.

Mama: He'd get used to the idea. You see, the way they put it, your children are growing, and it takes an awful lot of food to help them grow right. Your husband isn't growing any more, he doesn't need so much food.

Juanita: I'm going to have to hear this for myself! Can I come with you to the next food talk they give?

Mama: Well, of course, Juanita, the more the merrier!

Juanita: Sounds great! (PAUSE) You know there's one thing you didn't mention when you talked about giving the largest share to the babies, and less to the man. What about us, the mothers? Where do we fit in?

Mama: Well, you know, Juanita, we don't normally need to eat as much as our husbands. But, when we've got another baby on the way, or when we're breast feeding our babies, we need to eat for the baby as well. Then we get the lion's share! And talking about breast feeding, they say that mother's milk is the best food you can give babies, better than all the fancy milk you pay so much money for. And they say you should go on breast feeding your baby as long as you can, two years if you can.

Juanita: Stop, stop, Mama! I'm never going to remember all this. Let me come to one of these talks with you. Then I'll be able to learn it properly like you have.

Mama: Well, the next talk is tomorrow. Do you think you'll be able to leave your work for one morning to come with me?

Juanita: I'll do some extra work tonight, and then I'll get up early in the morning and finish it off. It'll make me really tired, but after all, it is for my children's sake, and that will make it all worthwhile. So I'll see you tomorrow at the meeting. Goodbye.

Maria: Goodbye, Juanita. See you tomorrow.

FOOD -- PLAY V.

MALNUTRITION

Mama and Juanita are returning from shopping. They arrive at Mama's house first, and Juanita follows Mama inside for a few minutes.

Juanita: Your house always looks so nice and clean, Mama. It's so nice to come into it.

Mama: Why, thank you, Juanita. But, you know, there's really no reason why anyone can't have a clean house like this. It's not difficult once you know how.

Juanita: You'll have to teach me how. I'd like my house to be as clean as this all the time.

Mama: I'll be happy to. With a clean house, and well-fed kids, you'd be surprised how much it reduces the amount of sickness your family has.

Juanita: You know, I've been thinking while we were shopping about feeding my children properly. I really want to learn how to make better meals for them, but the way you explain it my husband's going to have to go along with it too, and I'm not sure that he's going to be willing.

Mama: It depends how well he understands the importance of it. If you like, I know Papa would be happy to go and have a man-to-man talk with him and explain exactly how important it is. I'm sure he can convince him.

Juanita: I'd be grateful if he would. But my husband's going to take

much convincing. He'll say the kids are managing okay as they are, and why should he change his life style just so they'll become super-kids.

Mama: But that's not the point. The point is, if you don't feed your children properly, then there's a very real danger that they'll become seriously ill, and perhaps even die. Have you ever seen a child with kwashiorkor?

Juanita: That's the disease babies get when they are taken off the breast, isn't it? Their hair turns red and their skin becomes patchy, and their arms and legs swell up.

Mama: That's right. The reason they get it is because breast milk has just the right amount of food from each of the three food groups that I was telling you about. When the baby stops breast-feeding, his mother will often give him a porridge of only wheat or rice, perhaps with some plantain mashed in it. He'll probably get enough to stop him being hungry, but all that food comes from one group - the energy-giving group. He's not getting any food from the other two groups, so he gets very sick. Eventually he'll die from kwashiorkor.

Juanita: If you just carry on breast-feeding your child longer, will that prevent kwashiorkor?

Mama: It certainly helps. Ideally, you should carry on breast-feeding your baby until he's two years old. But once a child is about five months old, he's too big to survive on breast milk alone, so he should have porridge too.

Juanita: I think I'm getting the picture. What you're going to say next is that a porridge of just corn or rice with plantain isn't enough, even when the baby's still breast-feeding. It should have some of each of the other two food groups in it too. Am I right?

Mama: Quite right. You should mash some boiled peanuts or beans and some boiled green leaves into the porridge, or even a bit of egg or fish, if you can get it.

Juanita: What about canned milk? Isn't that better than breast milk, if you can afford it?

Mama: Do you use canned milk?

Juanita: I can't afford it. I wish I could.

Mama: Well, don't worry. Canned milk isn't nearly as good as breast milk for babies. It's only the people who make the canned milk and want you to spend your money on it that try to tell you that it's better for your baby, that it's the modern way to feed babies. Breast food is the best food there is for babies, and, besides, it's free, so you've got more money left over to buy more good food to give your family. Of course, it is important that children get enough to eat and don't go hungry every day, too.

Juanita: Yes, I've seen little children with their bones sticking out, and their little arms and legs all shriveled up. Is that just because they don't get enough to eat?

Mama: That's right, that's exactly what causes that illness. It's called marasmus. Let me show you something my husband uses to test whether children are getting enough to eat and growing up healthy. (Pause, sound of Mama moving, fetching something). This is called a "quac stick".

Juanita: Oh, what pretty colors! Is it a bracelet?

Mama: No. You wrap it around a child's upper arm like this -- see how I'm doing with my little boy? The black tip points to the green section, you see? That means my little boy is healthy.

Juanita: Each color means something different?

Mama: Yes, when Papa first brought this quac stick home he measured all our children's arms. Three of them pointed to yellow. That meant they weren't getting enough to eat, and were in danger of getting sick. Only with my older girl did the black tip touch green.

Juanita: Really? You'd never believe it looking at them now! And what if the tip points to the red, does that mean the child is really sick with malnutrition?

Mama: That's right. My children weren't that seriously malnourished. They were only borderline. Even so, they were getting sick a lot more than they do now, and, although I didn't know it at the time, they were more in danger of dying because they didn't have the strength to fight their sicknesses. Now that I've learned how to feed them properly they are much happier and healthier, and the oldest two are doing better at school, too.

Juanita:

Well, you've convinced me how important it is to learn how to feed your children well, and I'm certainly going to come along to the next food talk. My husband's not an easy man to convince, I know. But he's a good man, and he cares about his children. I think if Papa is willing to have a good long talk with him, then he'd realize how important it is, then he'll be willing to give up drinking so much beer and to stop demanding the largest portion at mealtimes, so his children can grow up to be healthy and happy like yours.

# **INTRODUCTION TO HEALTH PROBLEMS**

## INTRODUCTION TO HEALTH PROBLEMS

This unit discusses the physical layout or plan for the units on health problems. Be sure the Village Health Promoters understand the concept of the "boxes" on the summary pages. You might have them turn to a few of these pages to illustrate your point. If the trainees do not understand at first, assure them that, in time, they will. Once they use a summary page to review what they are to do for a particular problem, the Village Health Promoters should be able to understand then the function of these summary pages with the boxes.

## **DIARRHEA**

## A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. State what happens when someone has diarrhea.
2. State the two most common causes of diarrhea.
3. Recognize and treat diarrhea.
4. Teach the village preventive measures for diarrhea.

## B. Suggested Activities

1. Arrange for the trainees to listen to the audio-tutorials.
2. Bring in two jars, one with a hole in the bottom. Fill them with water. Explain how the leaking is similar to a person's diarrhea. Also explain the need for a lot of liquid so that jar (person) does not become empty.
3. Bring in an old innertube from a bicycle, cut a piece of rubber from it, and stretch it. Explain the concept of elasticity and relate it to skin elasticity.
4. Bring in the necessary materials for preparing the salt-sugar solution. Demonstrate its preparation. Have the students make flashcards which show the steps for making this solution. See sample on the "sources" page of this unit.
5. Initiate role playing. Some sample set-ups:
  - a) Village Health Promoter teaching mothers how to make the salt-sugar solution.
  - b) Village Health Promoter emphasizing to the mothers the need for and reason behind giving a lot of liquid.
  - c) Village Health Promoter giving a talk to a group of people on how dirt and flies cause diarrhea.
6. Have the trainees make flannelgraph stories:
  - a) What causes diarrhea
  - b) Why someone with diarrhea needs a lot of liquid.
  - c) How to make the salt-sugar solution.
7. Have the trainees make posters illustrating:
  - a) The steps for making salt-sugar solution.

- b) Importance of breast-feeding over bottle-feeding.
8. As a final classroom activity, have the trainees listen to the play on diarrhea. Use it to review and reinforce the material taught in the unit.

C. Review Questions

1. When someone has diarrhea, what happens to him?
2. What two things most often cause diarrhea?
3. Tell whether these signs of Type I diarrhea are true or false?
  - a) A person is thirsty.
  - b) His mouth is dry.
  - c) The eyes do not look like they are sunk back into the head.
  - d) The soft spot on top of an infant's head looks sunken.
  - e) The skin does not lose its elasticity.
4. Tell what the proportions are for the salt-sugar solution:
  - a) \_\_\_\_\_ cup of water
  - b) \_\_\_\_\_ teaspoon salt or a \_\_\_\_\_ pinch
  - c) \_\_\_\_\_ teaspoons
5. When should a person start drinking the salt-sugar solution?
6. When does the Village Health Promoter refer a case of diarrhea to the health post?

D. Answers to Review Questions

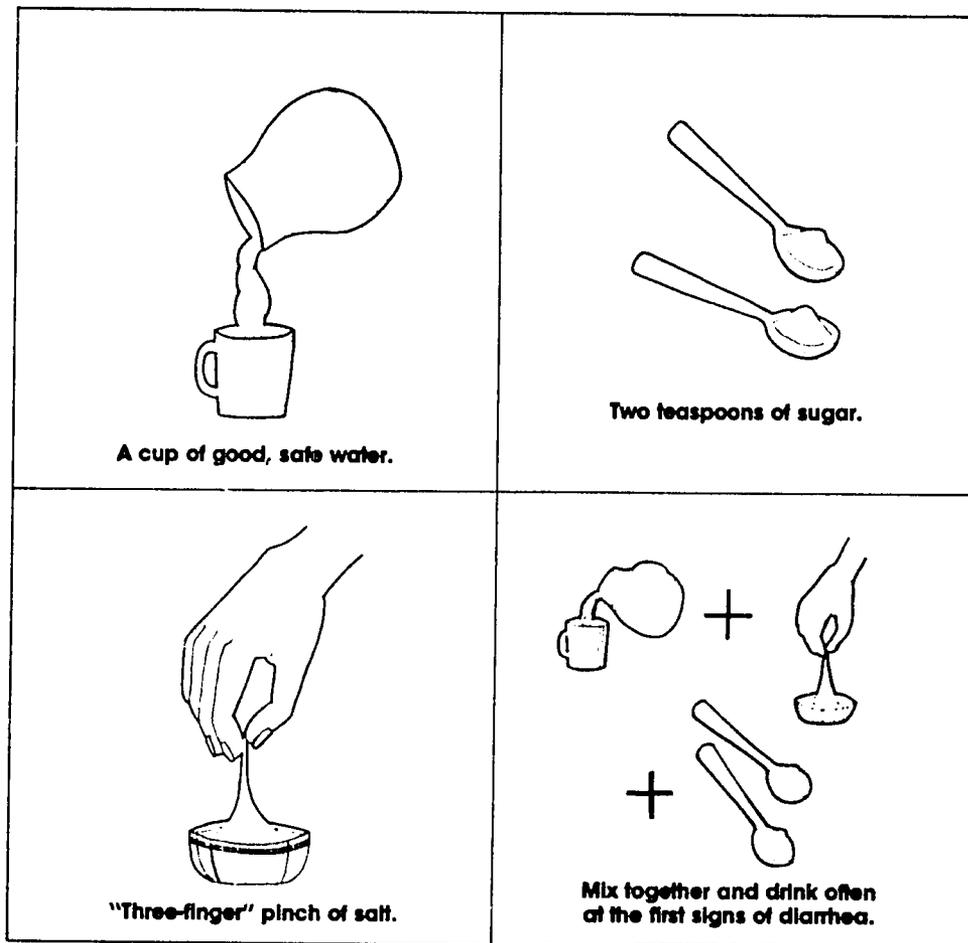
1. A person passes loose, watery feces and/or much water many times a day.
2.
  - a) Bad food
  - b) Bad water
3.
  - a) True
  - b) True
  - c) False
  - d) True
  - e) False
4.
  - a) 1 cup
  - b) 1/4 teaspoon or "three-finger" pinch.
  - c) 2 teaspoonsful
5. At the first signs of diarrhea.
6.
  - a) When a person has Type II diarrhea.
  - b) When, after two days of treatment, a person still has Type I diarrhea.

E. Sources

Child Health in the Tropics

Control of Communicable Diseases in Man

Treatment and Prevention of Dehydration in Diarrheal Diseases



DIARRHEA - PLAY VI

DIARRHEA

Narrator: It is evening at Papa and Mama's home. The children are asleep and all is quiet. Papa and Mama are chatting quietly about Papa's talk with the school children that afternoon.

Papa: I always enjoy visiting the school and talking to the kids. Kids have such a different way of thinking from us old folk, and they pick up new ideas so quickly.

Mama: Don't I know it! Even your own children can often surprise you with how much they know.

(they are interrupted by an urgent knocking at the door)

Papa: Were we expecting anyone?

Mama: It's probably one of your patients. Well, don't just stand there, open the door and let them in!

(Papa opens the door)

Papa: Why, Margarita! And little Pablo, too! Come in, come in! Well neither of you look too happy. You'd better sit down right here and tell us what the problem is.

Margarita: Oh, Papa! My little Pablo's so sick, I don't know what to do! He got bad yesterday with diarrhea, and I thought if I just held off giving him food for a day he'd be okay. But he just got worse and worse. I didn't know what to do, Papa. And then Jorge, my eldest, came home and told me how you'd been talking at the school, and how you'd told the children if they have any sick brothers or sisters, tell their mothers to send them to you. Well, I've heard that you have special knowledge about these things. But I was frightened that if I took him

to you you'd tell me I have to send him away to one of those fancy hospitals in the city, and I don't want my baby taken away from me, Papa. After hearing you talk, Jorge has so much faith in you, Papa. He told me, "Mother, you've got to take Pablo to Papa. Papa will know the best thing to do. Papa will cure Pablo." (Pause). You're not going to send my Pablo away from me are you, Papa?

Papa: Let me have a look at Pablo, Margarita. (Pause)

Hmm, he hasn't got the chills yet. That's good. Has he vomited at all?

Margarita: No.

Papa: Has there been any traces of blood in his feces at all?

Margarita: No, but they're awfully watery, and he's passed them several times today. Are you going to send my Pablo away from me, Papa?

Papa: No, Margarita. Mama and I are going to show you how to look after Pablo to make him better. Then you can both go back home, and as long as you carry on doing the things we're going to tell you, your little boy will be better in no time at all. Now the first thing we must do is give Pablo a drink.

Mama: The salt and sugar drink, Papa?

Papa: That's right.

Margarita: Isn't that going to make him have even worse diarrhea, Papa?

Mama: Margarita, look at his mouth, see how dry it is. The poor little thing can't tell you when he's thirsty. But you know how you feel when you have to go without a drink for any length of time. Everyone needs to drink, even when they have diarrhea.

Papa: Especially when they have diarrhea. You see how his eyes are

sunken in and the top of his head is sunken in too? And look, when I pinch the skin on his belly here, it stays sticking up, instead of immediately going flat again. All this means that Pablo doesn't have enough water in his body. We all need lots of water in our body - that's why we feel uncomfortable when we don't drink for too long, we die. Pablo needs more to drink than a healthy person, because he is losing so much water with his feces.

Margarita: I didn't know. I thought because he was passing all that water he must have too much water in his body.

Mama: You must give him a special drink that he won't lose so quickly. You fill a cup with good, clean well water. And then you stir into it two spoons of sugar and a three-finger pinch of salt, like this. Here, Margarita you give it to him.

(Pause)

Margarita: (sounding pleased) I think he's beginning to look a little better already. Perhaps it's because he doesn't have any flies buzzing around him, irritating him. Jorge said you were telling them about flies today, and how bad they are. I don't think he's going to drink all of it, though.

Mama: Keep on trying. It's just that he's gone so long without, he's finding it difficult to drink too much at the moment. But you must try to make him drink as much as you possibly can.

Papa: Now, when he's finished drinking, Mama has some good porridge that she prepared today. We'll give him some of that. You see, Margarita, he must eat, even though he's got diarrhea. He's a thin little boy anyway, and he needs fuel to keep him going, just like a fire needs fuel. When the fire becomes weak -

like Pablo is now - you feed it more fuel, not less, to make it strong again. It's the same with people. When a child is weak with diarrhea, he needs lots of food to make him strong again.

Maragrita: Yes, that does make sense. My mother always taught us that if you don't feed the child, then sooner or later there won't be anything left to come out the other end. Then the diarrhea stops. But I can see now, the way you explained it, it must be the same with a child as with a truck. If the truck has no fuel in it, it won't go. So if the child has no food inside him, then (pause) - he dies?

Papa: Yes, I'm afraid you're right, Margarita. You know, your Jorge is a very smart boy, and now I can see it must be because he's got a smart mother to learn from.

Mama: Now you can see the reason why you must keep feeding Pablo while he's sick. And if you can breast feed him, then that's the best food of all - and it's the cheapest too. But you should give him three bowls of porridge every day, too, like the porridge I'm going to give him now. I'll show you how to make it.

Papa: And keep giving him that salt and sugar drink Mama showed you how to prepare. Give him at least six cups a day until he's better, and make sure he gets as much of it down as he possibly can. That, and the porridge, and the breast milk if you can, are the things he needs. Then before you know it Pablo will be just fine again.

## AUDIO-TUTORIAL: DIARRHEA

Diarrhea is a very common health problem, especially in infants and young children. Diarrhea is also dangerous because it is often the cause of death of an infant or child.

This is sad for two reasons. 1. It is easy to prevent diarrhea from happening in the first place. 2. If a child does have diarrhea, there is a simple mixture to make which helps bring the diarrhea under control. Let us look at these two points more closely.

Bad food and bad water cause diarrhea most often. But people do not need to eat bad food or drink bad water when they can have good food and good water. Good food is food protected and stored from flies, dirt, and the sun - some things which make food bad. Good water is water that has been boiled first to kill all disease germs. If people would eat only good food and drink only good water, diarrhea would not be such a health problem.

Of course, some children do have simple, Type I diarrhea. Fortunately, there is a solution to use which is simple to make. This solution puts back all the water the body has lost. To make this solution, mix together: one cup of good clean water, 1/4 teaspoon of salt or what is called a "three-finger" pinch, and, finally, two teaspoonfuls of sugar. Teach the mothers how to make the solution, too, so they can make it at home.

The child must drink as much of this solution as possible. It is medicine and must be given often so the child can become well. If the mothers do not give this solution for simple, Type I diarrhea, then the child will get Type II diarrhea which is even more dangerous. So tell the mothers - again and again - to give the solution as soon as diarrhea starts.

Remember: To help keep diarrhea from happening, eat good food and drink good water. To help cure simple, Type I diarrhea, drink the special diarrhea solution. When diarrhea starts, start giving the diarrhea solution.

## **FEVER**

#### A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. State that fever is a sign of illness.
2. Know how a thermometer works.
3. Know where on the body to use a thermometer.
4. Take a temperature.
5. Know what to do if the thermometer breaks inside a patient.
6. Properly care for a thermometer.
7. Treat a fever.

#### B. Suggested Activities

1. Expand the idea that fever is only a sign of illness. Just as black clouds are a sign of rain so too fever is a sign of illness.
2. Demonstrate in class each section of this unit. Pass out thermometers to the trainees so that each will have one before the demonstrations begin.
  - a. How a thermometer works.
  - b. Shaking down a thermometer.
  - c. Taking a temperature in the mouth, armpit, and rectum.
  - d. Properly cleaning and storing a thermometer.
  - e. Treating a fever.
3. Have the students practice taking temperatures and analyzing the results.
4. Arrange for the Village Health Promoters to visit the school to take and record temperatures. The parents of those children with fever should be contacted so the Village Health Promoter can prescribe the treatment.

c. Review Questions

1. What is fever?
2. Which color on the thermometer tells that a person has a fever: red or blue?
3. Take the temperature of a child under five in either the armpit or the \_\_\_\_\_.
4. Take the temperature of a person over five in either the armpit or the \_\_\_\_\_.
5. A person with a fever should take \_\_\_\_\_ tablets and drink many \_\_\_\_\_.

D. Answers to Review Questions

1. Fever is a sign of illness.
2. Red.
3. Rectum.
4. Mouth.
5. Aspirin, liquids.

**COLD**

A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. Recognize the signs of a cold.
2. Treat a cold.
3. Advise the patients how to care for the cold.

B. Suggested Activities

1. Expand the idea that the weak person is more likely to get sick and unproductive than a strong, healthy person. Make a comparison to two work horses, one weak and the other strong. The weak horse tends to be sickly and able to do less. It usually becomes even more sick. However, a healthy horse is strong and always productive.
2. There are many parts to the treatment of the cold. It is important, then, to review them. Using role playing, have the trainees practice treating a cold. Place special emphasis on their explaining these parts of the treatment:
  - a. Dosage of medicines.
  - b. The need for much liquid, good food, and rest.
3. Encourage the Village Health Promoter to use the full page picture in this unit as a poster to show the patients. Reviewing the treatment with the patient by means of the picture will reinforce the treatment.
4. Arrange for the trainees to listen to the play.

C. Review Questions

1. Tell whether these questions about the signs of a cold are true or false.

- a. The patient's throat does not hurt.
- b. His nose does not drip.
- c. He can breathe easily through his nose.
- d. He coughs.
- e. He sneezes - sometimes.
- f. His body aches.
- g. His head does not ache.
- h. He feels weak and has no energy.
- i. He has a fever.

2. There are seven parts to the treatment for a cold. Tell what these parts are by filling in each blank space in the following statements.

- a. Have the patient take \_\_\_\_\_ tablets every four hours.
- b. For his cough, the patient should take \_\_\_\_\_ every four hours.
- c. The patient should gargle with \_\_\_\_\_.
- d. The patient should take some medicine to make his \_\_\_\_\_ breathe better.
- e. The patient should drink many \_\_\_\_\_.
- f. The patient should eat good \_\_\_\_\_.

D. Answers to Review Questions

- 1.
  - a. False
  - b. False
  - c. False
  - d. True
  - e. True
  - f. True
  - g. False
  - h. True
  - i. True
  
- 2.
  - a. Aspirin
  - b. Cough syrup
  - c. Salt water
  - d. Nose
  - e. Liquids
  - f. Food

COLD - PLAY VII

COLD, COUGH AND FEVER

Narrator: It is mid-afternoon. Papa has been called away from his work in the field by a young girl, Ramona, who says her big sister is sick. Now they arrive at Ramona's family's home.

Ramona: (Speaking with a bit of a snuffle and a nasal twang): This is it, Papa. My mother and sister are inside. Come with me- (Pause). Mother, Papa's here. He's going to make Rosa better.

Mother: I'm glad you've come, Papa. My Rosa is so sick. She's lying down now. But before she was shivering, and yet see how hot she feels?

Papa: Yes, she has a fever. How long has she been like this?

Mother: Well, she started a cold about four days ago. Her nose was dripping, and she said her throat hurt. But she carried on doing her work. It was not that bad. Then this morning she woke up and she was like this. When she didn't get any better, I sent Ramona to ask you if you would come to see her.

Papa: Well, before I can do anything, we're going to have to check her.

Mother: Rosa, Papa is here to make you feel better again. Now I have here a little instrument (sound of moving instruments and pills

in health bag) called a thermometer. It will tell us how bad your fever is. I'm going to place it in your mouth, under your tongue. It must stay there for a few minutes, so you must keep your mouth closed and your tongue very still.

Rosa: (coughing a little and sniffing) All right, I'll try.

Papa: Open your mouth. There! Do you have some water?

Mother: Here in this pot. Ramona fetched it from the well this morning, so it's fresh.

Papa: Do you have some clean cups? I want you to pour a big cupful for Rosa, and a little one for me so that I can wash my thermometer.

Mother: I can boil the water for your thermometer, if you like, Papa. It will clean it better.

Papa: Thank you, no. My thermometer is very delicate and hot water will break it.

Papa: I'm glad to see you keep your water covered. In fact, your house looks nice and clean. You keep a nice home.

Mother: I've visited Mama and seen how beautiful your home is, and how healthy your children are, so I try to be like you.

Papa: Now, let's have a look and see what the thermometer says, shall we, Rosa? (Rosa coughs)

Papa: It's a little into the red, do you see there? When it's in the red it tells that you have a fever, but it's not too bad. It could be much worse.

(Sound of rumaging in kit again, pulling out pills)

Papa: How old are you, Rosa?

Rosa: I'm fourteen years old, why?

Papa: I'm going to give you some tablets, and the amount I give you depends on how old you are. Now, with the cup of water your mother poured for you, you swallow these two aspirin tablets which will help your fever go down, and these little tablets to stop your nose dripping.

Rosa: Gosh, I was thirsty. That was good. Can I have some more?

Papa: You can have all the water you want. First, though, I want you to swallow down this big spoonful of cough medicine. It will stop your coughing. Make sure that Rosa gets plenty of water to drink. Water will help bring the fever down.

Mother: Why did Rosa get so sick, Papa?

Papa: When a person gets a cold, it makes them weak, and when they are weak they should not try to do as much as a well person, otherwise it will make them weaker. On top of that, when a person has a cold he or she often doesn't feel like eating much. I suspect Rosa stopped eating, didn't she?

Mother: Yes, she did. I kept telling her she should eat to keep her strength up, but she said she didn't feel like it. You see, Papa, I've been to all the food talks you give, and I know about feeding my family good food, and how important it is.

Papa: Which is probably why you haven't caught Rosa's cold. You eat well, so your body is strong enough to fight it off. So make sure Rosa eats properly and gets plenty of rest. That's very important. Rosa must drink a lot of good, clean water too.

Mother: I'll see to it, Papa.

Papa: I'm going to leave you some of the tablets and the cough medicine. They should be taken when she gets up in the morning, when she eats at midday, when she eats in the evening, and just before she goes to sleep at night. Rosa should take two aspirin, two of the other tablets, and one big spoonful of cough medicine each time. I shall be back in a couple of days to see how you're all getting on.

Mother: Thank you, Papa. I guess I should have brought Rosa to see you when she first got the cold, shouldn't I, Papa?

Papa: If you had, she wouldn't be such a sick girl now.

Mother: I didn't like to bother you.

Papa: But that is what I am here for. It's my job to help well people stay well and to help people who are just a little sick get better rather than worse. To make sick people well again is never a bother.

Mother: I shall remember that, Papa. And next time one of my family gets sick I'll know to come to you straight away.

Mother: Could you go over again what we are to do for Rosa?

Papa: Of course, I can. Here is a picture I carry with me. It shows all the things you need to do. Let's look at it together. (Papa points to each item in the picture). Rosa needs the aspirin tablets, the cough syrup, the tablets for her nose, much water, good food and rest.

**COUGH**

A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. Differentiate between a mild and a serious cough.
2. Treat a mild cough.

B. Suggested Activities

1. Boil water. Demonstrate the proper way to breathe in steam. Have the trainees practice this so they can show the patients.
2. Use a microscope to show trainees the disease germs that can be in a person's spittle. Take this opportunity to point out why a person should cover his cough.

C. Review Questions

Are these questions about cough true or false?

1. The Village Health Promoter gives the patient cough syrup.
2. It is not helpful for a patient with a cough to stop smoking.
3. It is not helpful for a patient with a cough to breathe in steam.
4. When a person does not cover his cough, he can spread sickness to others.
5. A person who coughs up green, yellow or bloody spit should be sent to the health post.

D. Answers to Review Questions

1. True
2. False
3. False
4. True
5. True

## **EAR PROBLEMS**

A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. Know what he is to do for earaches and ear infections.

B. Suggested Activities

1. Have the students make cotton swabs and then practice on each other the proper use of these swabs.

C. Review Questions

1. A person with an earache should take \_\_\_\_\_ tablets for three days for the pain.
2. If, after three days, the pain is still there but no pus, then tell the patient to \_\_\_\_\_.
3. True or False:           It is not necessary to remove the pus from the ear.
4. True or False:           A person with an ear problem should not get water in his ear.
5. A person with pus in his ear must be sent to the \_\_\_\_\_.

D. Answers to Review Questions

1. Aspirin
2. Go to the health post
3. False
4. True
5. Health post

# MALARIA

A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. Identify malaria by its signs.
2. State how malaria is spread.
3. Treat malaria.
4. Teach ways to prevent the spread of malaria.

B. Suggested Activities

1. Arrange for the Village Health Promoters to listen to the audio-tutorials.
2. Have the Village Health Promoters make a flannelgraph story on this theme: the mosquito, which loves undrained sources of water, causes malaria.
3. Bring in all the tools and ingredients for spraying mosquitoes. Show the class how to make the solution and how to use the spray machine. Have the class make the solution. Then go with the Village Health Promoters to spray the houses in the village.
4. Prepare the village for the spraying by having the Village Health Promoter talk about malaria and what can be done to prevent it.
5. Have the Village Health Promoter demonstrate to the village the other ways to eliminate or control mosquitoes.
6. As in the unit on Sanitation, have the Village Health Promoters organize village clean-ups.

C. Review Questions

1. Malaria is an illness spread by what tiny bug?
2. Are these questions about the signs of malaria true or false?
  - a. The temperature of the person gets higher very quickly.
  - b. The body shakes with chills.
  - c. The person does not feel weak.
  - d. The person does not have headaches.
  - e. The person is nauseous.
  - f. The person does not sweat.
3. What is the name of the drug the Village Health Promoter uses to treat malaria?
4. Name the ways to prevent or control malaria.

D. Answers to Review Questions

1. Mosquito.
2.
  - a. True
  - b. True
  - c. False
  - d. False
  - e. True
  - f. False
3. Chloroquine.
4. Spraying.  
Draining water.  
Cleaning the village.  
Burning leaves.  
Using screens and nets.

E. Sources

Control of Communicable Diseases in Man

Ecology and Control of Disease Vectors in Public Health

Mosquitoes of Public Health Importance and Their Control

## AUDIO-TUTORIAL: MALARIA

### PREVENTION AND CONTROL

You know how sick a person can become when he has malaria. His temperature goes up very quickly. He gets the chills. His body begins to shake. He then begins to sweat very much, and his temperature, at last, goes down. You also know to give the drug chloroquine to a person with malaria.

It is also important for you to know ways to prevent and control malaria. So let us review the things you should know. You and your villagers can prevent and control malaria by spraying your houses, draining water, cleaning the village compound, burning leaves, and using screens and nets.

Spraying the walls and ceilings with poison will kill the mosquitoes which cause malaria. The poison will kill the mosquitoes for up to six months. So you may need to spray again - especially during the rainy season when mosquitoes like to breed. Since the spray is poison, be careful when you use it.

Mosquitoes like to breed in water. So drain all the holes, ditches, and swampy areas that you can. Even keep the village clean of cans, bottles, and other things that can fill with water. Don't give mosquitoes the chance to breed, drain all unnecessary sources of water.

If mosquitoes do become a problem, you can burn green leaves. The smoke will keep the mosquitoes away as long as the fire is burning. Burning leaves can be useful, for example, to keep mosquitoes away when you have people together for a meeting.

Also useful are screens on doors and windows and nets over the sleeping area. They will help protect people from mosquito bites.

There are five ways to prevent and control malaria:

1. Spraying houses with poison.
2. Draining water.
3. Cleaning the village.
4. Burning green leaves.
5. Using screens and nets.

Practice these things yourself, and tell your fellow villagers about them too.

# **CONJUNCTIVITIS**

A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. State that conjunctivitis is an eye disease common in children.
2. State that the most common and important sign of conjunctivitis is the pus which dries and crusts on the eyelids.
3. Understand how conjunctivitis can spread easily.
4. Treat conjunctivitis.
5. Teach the treatment to the child's parents or guardians.

B. Suggested Activities

1. Pair up the Village Health Promoters. Have each pair practice the steps for treating conjunctivitis, with special emphasis on the proper way to wipe the eye and apply the ointment.
2. Select several trainees to come to the front of the room to demonstrate the treatment to the entire class.
3. If possible, show the trainees an actual case of the disease.
4. Have the promoters make posters or flannelgraph stories illustrating ways to prevent the spread of the disease, e.g. brushing away flies or washing towels, clothes, etc. in hot water.

C. Answers to Review Questions

1. The eyes.
2. Pus which comes out of the eyes and dries into a crust that causes the eyelids to stick together while a patient sleeps.
3. A fly can land on the pus or on any of the things that has touched the pus. The fly picks up on its hair the germs which cause the disease. When it lands on someone, the fly leaves the germs to cause the disease.
4. a. Clean the eye.  
b. Apply the ointment.

D. Review Questions

1. Conjunctivitis is a common children's disease in what part of the body?
2. Name the most common sign of conjunctivitis?
3. Tell how the fly can spread conjunctivitis from one child to another.
4. What are the two most important things to do when treating conjunctivitis?

E. Sources

Child Health in the Tropics, Chapter 15

Control of Communicable Diseases in Man

## **IMPETIGO**

#### A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. Recognize impetigo.
2. Treat impetigo.
3. Teach the treatment to the patients.
4. Teach the village ways to control or prevent impetigo.

#### B. Suggested Activities

1. Show slide #4 from "Common Skin Diseases in Children in the Tropics".
2. Draw close attention to the fact that in impetigo a circle of yellow crust is formed on the skin.
3. Demonstrate and review the treatment.
4. Initiate role-playing:
  - a. Village Health Promoters diagnosing and treating impetigo.
  - b. Village Health Promoters teaching the mothers the treatment.
  - c. Village Health Promoters checking the patient in one week.
  - d. Village Health Promoters teaching the village about how to control or prevent impetigo. Special emphasis is on how easily impetigo spreads.
5. Relate this unit to the unit on Keeping Clean. Similar health habits are involved.

C. Review Questions

Are these questions about impetigo true or false?

1. The skin disease, impetigo, is common in children.
2. The pus of impetigo dries to a yellow crust.
3. This crust looks like a square on the skin.
4. There are two important parts to the treatment of impetigo: bathing the child and soaking the sores.
5. Impetigo does not spread very easily.
6. The sick child and the things he uses should be kept separate from family and friends.

D. Answers to Review Questions

1. True
2. True
3. False
4. True
5. False
6. True

# **RINGWORM**

#### A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. Recognize ringworm.
2. Distinguish between ringworm and impetigo.
3. Treat ringworm.
4. Teach the treatment to the patients.
5. Teach the village ways to control or prevent ringworm.

#### B. Suggested Activities

1. Show slide #8 from "Common Skin Diseases in Children in the Tropics". Then show slide #4 again to emphasize the differences between ringworm and impetigo.
2. Demonstrate and review the treatment.
3. Initiate role-playing:
  - a. Village Health Promoters diagnosing and treating impetigo.
  - b. Village Health Promoters teaching the patients the treatment.
  - c. Village Health Promoters teaching the village about how to control or prevent ringworm.
4. Emphasize how important cleanliness is. Refer to the unit on keeping clean.

C. Review Questions

Are these questions about ringworm true or false?

1. The sores of ringworm make red-colored rings on the skin.
2. Ringworm is found only on the head.
3. Like impetigo, ringworm is filled with pus.
4. If a patient has ringworm and impetigo at the same time, the Village Health Promoter treats the ringworm first.
5. The treatment for ringworm uses a special ointment to heal the sores.
6. Ringworm heals slowly.
7. The sick person and the things he uses should be kept separate from family and friends.

D. Answers to Review Questions

1. True
2. False
3. False
4. False
5. True
6. True
7. True

E. Sources

Control of Communicable Diseases in Man

## **ABSCESSES AND BOILS**

A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. Recognize abscesses and boils by their signs.
2. Treat abscesses and boils.
3. Teach the treatment to the patients.

B. Suggested Activities

1. Have the Village Health Promoters practice the treatment for abscesses and boils on each other.
2. Have the Village Health Promoters make posters on this theme: Never squeeze abscesses and boils.

C. Review Questions

Are these questions about abscesses and boils true or false?

1. Abscesses and boils are sores which look like blisters filled with pus.
2. There is very little pain when a person has an abscess or a boil.
3. Abscesses and boils get bigger and bigger until the pus is ready to come out.
4. The skin around the abscess and boil does not itch.
5. The Village Health Promoter should always squeeze abscesses and boils.
6. The Village Health Promoter applies hot clothes to make the pus ready to come out.

D. Answers to Review Questions

1. True
2. False
3. True
4. False
5. False
6. True

## **OPEN SORES AND WOUNDS**

A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. Recognize open sores and wounds.
2. Treat open sores and wounds.
3. Teach the treatment to the patients.
4. Teach health habits for preventing open sores.

B. Suggested Activities

1. Have the Village Health Promoters practice the treatment for open sores on each other.
2. Have the Village Health Promoters make a flannelgraph story which shows that a scratch or cut not kept clean can develop into a serious open sore.
3. Show the filmstrip, "Caring For Skin Infections and Sores".

C. Review Questions

Are these questions about open sores true or false?

1. An open sore is a large sore from which pus drains out.
2. A scratch or cut not kept clean can become a bad open sore.
3. When an open sore is small, it can be treated more easily.

D. Answers to Review Questions

1. True
2. True
3. True

# **BURNS**

A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. State the major ways a person can get burned.
2. Recognize first, second, and third degree burns.
3. Treat a first degree burn and refer second and third degree burns.

B. Suggested Activities

1. Give additional examples of how a person can be burned. Advise Village Health Promoters on ways to avoid burns, e.g. not having a child too close when handling boiling water.
2. Have the Village Health Promoters practice the treatment for a first degree burn on each other.

C. Review Questions

1. What three things can most often cause burns?
2. Here are pictures of the three types of burns. They are in a different order from the way you saw them in the book. Label each type.
3. Which type can the Village Health Promoter treat?
4. What does the Village Health Promoter do for the other two types of burns?
5. Tell what the treatment is for a burn:
  - a. Give \_\_\_\_\_ tablets for the pain.
  - b. Cut away the \_\_\_\_\_.
  - c. Dip the burn into cool \_\_\_\_\_.
  - d. Apply \_\_\_\_\_ to a piece of \_\_\_\_\_ and tape in place.
  - e. Always keep the burn \_\_\_\_\_.

D. Answers to Review Questions

1. a. Fire  
b. Water  
c. Sun
2. a. Type II  
b. Type III  
c. Type I
3. Type I
4. Refer the patient to the health post.
5. a. Aspirin  
b. Clothing  
c. Water  
d. Ointment, Gauze  
e. Clean

## **TOOTHACHE**

A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. Know what to do for a toothache.
2. Know what to do for red and swollen gums.
3. Teach villagers good dental habits and their importance.

B. Suggested activities

1. Have the students examine each other's teeth and gums for any problems.
2. If possible, arrange for the students to see patients with dental problems.
3. Have the students make for their own use a visual aid on preventive dental care, such as flashcards, posters or flipcharts.
4. Have the students make their own toothbrushes out of wood.

C. Review Questions

1. True or False                      A toothache is caused by a hole in the tooth called a cavity.
2. True or False                      The wrong food and bad health habits for the teeth cause cavities.
3. Send the patient to the health post if there is pus, swelling or an abscess around the tooth. There is much \_\_\_\_\_ present.
4. For red and swollen gums it is useful to:
  - a. Clean the teeth and gums more often.
  - b. Eat more and better food.
  - c. Rinse the mouth with \_\_\_\_\_.
5. Name four good health habits for the care of your teeth.

D. Answers to Review Questions

1. True
2. True
3. Infection
4. Warm salt water
5.
  - a. Clean and brush teeth after each meal.
  - b. Remove any food which sticks between the teeth.
  - c. Eat good food, especially food like dark green leaves, oranges, tomatoes.
  - d. Avoid eating sweet foods and drinks.

# **CONSTIPATION**

A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. Treat constipation.
2. Understand and teach the ways to prevent constipation.

B. Suggested activity

1. Have the Village Health Promoters make a poster on what to do to prevent constipation.

C. Review Questions

1. Which medicine do you use to treat constipation?
2. Should a person with bad pain in the stomach be given a laxative?
3. Name the three things which help to prevent constipation.

D. Answers to Review Questions

1. Milk of magnesia
2. No
3. a. Drink much water.  
b. Eat good foods, especially fresh fruits, vegetables, and grains.  
c. Exercise

## **WORMS**

**1. ROUNDWORM**

**2. HOOKWORM**

## A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

### Roundworm

1. State the two ways a person can swallow the eggs of the roundworm.
2. State where in the body the roundworm lives.
3. List the signs of roundworm.
4. State when and how to treat roundworm.
5. Practice and teach the health habits in the unit.

### Hookworm

1. State how the hookworm gets into the body.
2. State where in the body the hookworm lives.
3. List the signs of hookworm.
4. State how to treat hookworm.
5. Practice and teach the health habits in the unit.

## B. Suggested Activities

1. Display a drawing of the digestive system. Point out the path food travels and tell what happens to it. Also identify the intestine as the place where the worms live.
2. Bring in a straight pin or a piece of straw. Talk about the size of worm eggs in relation to the size of the pin or the straw.
3. Bring in a microscope. Explain briefly and simply what it does. Obtain stool samples which show each worm disease. Have the students look through the microscope to see the diseases.
4. Initiate role playing. Here are some sample set-ups to use:
  - a. Village Health Promoter diagnosing and treating each disease.
  - b. Village Health Promoter encouraging someone whose worms have not cleared up and who does not want to go to the health post for continued treatment.
  - c. Village Health Promoter encouraging someone he sees who is not following good health practices to follow them.
5. Have the student do an informal survey of how many people do not wear shoes or sandals. After the results are in, ask the students what it would take to get people to wear sandals or shoes.
6. Use the accompanying flannelgraph. Follow the suggested story or make up new ones. Have the students practice using them.
7. Arrange for the students to listen to the audio-tutorial.
8. Roundworm: show frames #1-6 again of the filmstrip, The Paths of Disease.  
Hookworm: show frames #14 and #15 of the same filmstrip.

### C. Review Questions

1. In what part of the body does the roundworm grow and live?
2. How can a person swallow the eggs of the roundworm?
3. Tell whether these questions about the signs of roundworm are true or false.
  - a. The patient has pain and swelling in the stomach.
  - b. The patient does not feel weak and tired.
  - c. The patient wants to eat much food.
  - d. The patient does not become thin.
  - e. The patient has diarrhea - sometimes.
  - f. The patient vomits the worms - sometimes.
  - g. The patient passes the worms in the feces - sometimes.
4. What are the first two things to do when treating roundworm?
5. How does hookworm get inside the body? (choose one)
  - a. Through the nose.
  - b. Through the mouth.
  - c. Through the skin of the feet.
6. What part of the body does the hookworm eat? (choose one)
  - a. Your heart
  - b. Your blood
  - c. Your stomach
7. Tell whether these statements about the signs of hookworm are true or false.
  - a. The skin is pale and has little color.
  - b. The patient does not feel weak and tired.
  - c. The patient has no pains in his stomach.
  - d. There is blood in his feces.
  - e. The patient sometimes has diarrhea.
  - f. The skin does not itch.
  - g. The patient may eat dirt.
8. What are the first three things to do when treating hookworm?
9. How can people prevent roundworms and hookworms from being a health problem?

D. Answers to Review Questions

1. Intestine
2. Two ways:
  - a. From food or water poisoned with feces.
  - b. From hands dirtied with soil poisoned with feces.
3.
  - a. True
  - b. False
  - c. False
  - d. False
  - e. True
  - f. True
  - g. True
4.
  - a. Give Piperazine.
  - b. Tell the patient to eat good food.
5. c
6. b
7.
  - a. True
  - b. False
  - c. False
  - d. True
  - e. True
  - f. False
  - g. True
8.
  - a. Give TCE.
  - b. Give the iron medicine.
  - c. Tell the patient to eat the right food.
9. By practicing the good health habits named in the unit.

E. Sources

Child Health in the Tropics, D. B. Jelliffe, editor, 1968.  
Chapter 9.

Medical Parasitology, Marketll and Voge, Philadelphia, 1971.  
pp. 216-232.

Medical Protozoology and Helminthology, Naval Medical School,  
Bethesda, 1948. pp. 138-151.

## FLANNELGRAPH STORY

Sometimes people like to blame other things for diseases so that they don't have to feel that they themselves are the cause. They pass the blame on to the gods or the spirits and say, "That's the reason why I am sick, there's nothing I can do about it." However, there is always a reason for people getting sick and it is usually related to themselves and this is what we are trying to get across in this story.

Here you see a man, and what is he doing? He is defecating out in the open - something he shouldn't be doing. In his feces are hookworm eggs which will hatch soon into very small worms.

They enter the body through the skin of the foot of anyone walking barefoot where our friend has defecated.

They make their way through the bloodstream to the stomach and intestines where they hook themselves.

Here is an enlarged picture of a hookworm. You easily can see the sharp teeth the worm uses to hold on. The worms begin to suck your blood which makes you very anemic and tired. The worms grow into adult worms inside your body and lay eggs too.

All of this makes you very sick. And then if you defecate out in the open, you can make others sick.

What can we do to prevent this from happening?

Well, you say, we can build latrines. Building latrines is all well and good, but you also have to use the latrines, and when you are away from the village where there is no latrine what can you then do? You must have an alternative plan.

If you ever stop to think about our friend the cat and what he does, you will see that the cat is a very, very clean animal. When the cat defecates, he always digs a little hole, uses it, and then covers it up again.

This is exactly what you should do when you are out someplace where there is no latrine. Another good thing is to wear sandals or shoes so the hookworm can't touch your skin. All of these things will help prevent the hookworm from making you, your family and neighbors sick.

## AUDIO-TUTORIAL - WORMS

Since so many people have them, roundworms and hookworms are serious health problems. But they do not need to be a problem. When people follow good health habits, they do not have worms.

Let us listen to the health habits which will prevent you and the other villagers from getting worms.

1. The most important thing to do is to build and to use latrines.
2. If there are no latrines, be like a cat and dig a hole to relieve yourself in.
3. Always wash your hands after relieving yourself.
4. Wash all fruits and vegetables before you eat them raw or use them in cooking.
5. Boil all water.
6. Cover all food, and store it in a clean, dry place - out of the sun.
7. Cut your fingernails short so that the eggs of the worms cannot hide there.
8. Wear shoes or sandals.
9. If you must walk barefoot, walk only along paths so that you do not step on dirt poisoned with feces.
10. Work with the schools so that the children can be taught to practice these health habits.

If you and your fellow villagers begin to practice these ten health habits today, you will soon learn that worms do not have to be a health problem.

## **SCABIES**

## A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. State that scabies is a very itchy rash caused by bugs.
2. Recognize a case of scabies.
3. Treat scabies.
4. Teach the treatment to the patients.

## B. Suggested Activities

1. Go out into the village with the Village Health Promoters so they can recognize cases of scabies and can teach the treatment and health practices to the patient.
2. Have the Village Health Promoters make small flash card versions of the health practices discussed in the corresponding unit in the Trainees' Manual. They can use these portable cards when they make home visits. Tip: glue the drawing to a piece of cardboard or similar material for durability.
3. Show slide #18 from "Common Skin Diseases in Children in the Tropics".
4. Show the filmstrip, The Itch.

C. Review Questions

Are these statements about scabies true or false?

1. Scabies are not caused by tiny bugs.
2. The scabies rash causes a person to itch very much.
3. Scabies are only found on the patient's legs.
4. The medicine you use for scabies is Kwell lotion.
5. Keeping clean and wearing clean clothes help to prevent scabies.
6. The Village Health Promoter must teach the treatment for scabies to the patients.

D. Answers to Review Questions

1. False
2. True
3. False
4. True
5. True
6. True

E. Sources

Control of Communicable Disease in Man, pp. 280-281

## F. Additional Information

### I. Alternative Medications

- a. The age-old, but effective treatment: Sulphur Ointment (5 percent strength for adults, and half that strength for children). Apply to entire body after very thorough bath with soap and warm water. Do not bathe and remove ointment residue for 2 days. Follow exact same procedure 7 days later to destroy those scabies mites which may have hatched out after initial treatment (Sulphur does not destroy the scabie eggs).
- b. Gamma Benzene Hexchoride, 1 percent strength, liquid (this is the generic material from which "KWELL" is made, and may be mre readily available and less expensive, and more easily identified, than KWELL). Following bath with soap and warm water, apply on two consecutive days.
- c. Benzyl Benzoate, 25 percent liquid. Very effective, inexpensive and quite well known in government medical supply stocks in many developing countries. Following soap and warm water bath, apply to body on two consecutive days.

### II. The Scabies Itch

The serious problem related to scabies is the complications seen. The intense itching results in vigorous scratching which frequently breaks down the skin resulting in infected lesions. Accordingly, a scabies case which has gone untreated for a long while may need treatment for 3 conditions covered in this training: 1) Acute Scabies; 2) Open Sores; and 3) Impetigo.

# **VENEREAL DISEASE**

#### A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. Refer cases of venereal disease to the health post after first recognizing the signs.
2. State what a condom is, why it is used, and how it is used.
3. Teach the village about venereal disease and its prevention.

#### B. Suggested Activities

1. Show the Village Health Promoters some condoms. Demonstrate how they work by attaching them to a spigot on a water jar. Demonstrate their ineffectiveness should the condoms get a hole - even a tiny one - in them.
2. Initiate role playing. Here are sample set-ups to use.
  - a. Village Health Promoter encouraging a reluctant patient to discuss his problem with venereal disease. Have the Village Health Promoter and patient be of the same sex and then have the Village Health Promoter and patient be of the opposite sex.
  - b. Village Health Promoter (use both men and women) explaining to a male patient how and why the condom works. Also have both the man and woman learn of the condom together.

#### C. Review Questions

1. Tell whether these statements about venereal disease are true or false?
  - a. Venereal disease is spread from one person to another through the act of sexual intercourse.
  - b. The sores of venereal disease can go away without medicine.
  - c. This means that the disease is gone too.
  - d. If the Village Health Promoter thinks a person has a venereal disease, he is to send that person to the health post.
  - e. Once a person with venereal disease returns from the health post with his medicine, there is no reason for the Village Health Promoter to check on him.
2. How does a condom help to prevent the spread of venereal disease?

3. Explain how to use a condom.
4. Explain how to remove a condom.
5. How often can a condom be used?

D. Answers to Review Questions

1.
  - a. True
  - b. True
  - c. False
  - d. True
  - e. False
2. A condom helps to prevent the spread of venereal disease by catching the man's sperm and any germs of a venereal disease. As a result, no germs can get inside a woman from a man, and no germs can go from a woman to a man.
3. A man unrolls a condom onto his erect penis; he is careful not to put a hole in it. He also leaves a space at the tip to catch the sperm.
4. Shortly after the sex act, the man removes his still erect penis. The man holds the end of the condom so that it does not slip off. He then removes it and throws it away. Afterwards he washes his penis and his hands.
5. A condom can be used only once.

E. Sources

Control of Communicable Disease in Man, pp. 131-136; pp. 314-319.

F. Additional Information

Venereal Disease contact investigation is a very sensitive matter. The patient should at the very outset of the interview be clearly advised that his or her identity will not be used in, or associated in any way, with any contact investigation report! Sometimes it is even helpful in getting a patient's cooperation to say, "Please don't give me your name or where you live."

Trainees should know the sensitivity of the situation.

## **CONCLUSION TO HEALTH PROBLEMS**

## CONCLUSION TO HEALTH PROBLEMS

This unit emphasizes two things:

1. The dangers of taking too much medicine or taking the wrong medicine.
2. The need for the Village Health Promoter to refer patients he cannot treat to the health post and to check on those referred patients.

Be sure the Village Health Promoters understand how important these two things are. This would be a good time to refer to the "Introduction". Point out in that unit the references to giving clear instructions and to referring all cases the Village Health Promoter cannot treat.

## **UNDER-FIVES CLINIC**

## UNDER-FIVES CLINIC

To expand the ideas in this unit, the instructor should refer to Paediatric Priorities in the Developing World. This book thoroughly examines the concept and organization of the under-fives clinic.

While teaching this unit, the instructor should emphasize the points raised by these questions.

1. Do the trainees know how to organize an under-five clinic?
2. Are they aware of the importance of regular weighing of the children?
3. Are they aware of the importance of maintaining properly the weight-for-age card?
4. Do they see the under-fives clinic as an opportunity to put into practice almost everything they have learned?

Initiating role playing in a mock under-fives clinic is an effective teaching mechanism for this unit. Equally effective is the organizing of an under-fives clinic by the Village Health Promoters under your direct supervision.

Additional Sources: Mother and Child Health: Delivering the Service

**B. SUGGESTED UNITS FOR  
ADDITIONAL TRAINING**

# **FRACTURES AND SHOCK**

### A. Objectives

Upon completion of this unit the Village Health Promoters will be able to:

1. State what a fracture is.
2. Recognize the signs of a fracture.
3. Treat a fracture and the accompanying wound, if any.
4. Recognize the signs of shock.
5. Treat a patient for shock.

### B. Suggested Activity

Demonstrate on a model and then have students practice all the techniques for treating fractures and shock. Also have the students practice the proper methods for transporting an injured person to the health post.

### C. Review Questions

1. Before you treat any fractures, you must first check for \_\_\_\_\_ and treat it.
2. If a patient has a wound along with the fracture, you pour \_\_\_\_\_ on the wound and secure it with \_\_\_\_\_ and \_\_\_\_\_.
3. For all fractures, you give \_\_\_\_\_ tablets for pain.
4. For a fracture of the leg, arm or fingers, you tie the fracture area with tape or cloth in \_\_\_\_\_ places.
5. Where do you secure fractures on other parts of the body?
6. True or False            The fractured part of the body should be moved as little as possible.
7. Pass to each student a slip of paper with a situation on it, e.g., a patient is in shock and has a fractured rib. What do you do? Make up different situations for each student. Check to see that they proceed correctly. Review with them if there are any problems.

D. Answers to Review Questions

1. Shock
2. Iodine, tape, gauze
3. Aspirin
4. Three
5. You do not secure fractures in other parts of the body
6. True

**INJECTIONS  
AND  
IMMUNIZATIONS**

#### A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. Sterilize equipment
2. Prepare a syringe and needle for an injection
3. Sharpen needles
4. Give an injection
5. Understand the purpose of immunizations
6. Assist in administering immunizations

#### B. Suggested Activities

1. Assemble all the items necessary to demonstrate how to sterilize the equipment needed for injections. Have the trainees practice these sterilization techniques.
2. Demonstrate how to work with ampules and how to prepare a liquid medication from a powder. These demonstrations are only necessary if the Village Health Promoter will have to make such a preparation.
3. Demonstrate how to prepare and give an injection. Vials of sterile saline may be used as the source of the liquid. An orange may serve as the body.
4. If possible, arrange for an immunization campaign at the school. Have the trainees both observe and participate during this campaign.
5. Have the trainees survey the village to determine who has been immunized and against what.

C. Review Questions

1. What must you do to sterilize a needle and syringe?
2. What should you do if you accidentally touch a sterilized needle against something else?
3. Where on the body is the best place to give an injection?
4. What should you do if you accidentally put the needle into a blood vessel and draw blood?
5. What is the purpose of an immunization?
6. Name the six common vaccines used in immunizations.

D. Answers to Review Questions

1. Boil all needles and syringes before using them in order to kill all germs.
2. Do not use the needle and syringe. Boil them again or use another sterilized needle and syringe.
3. Buttocks.
4. Throw out the liquid in the syringe. Boil the needle and syringe again or use another sterilized needle and syringe.
5. To protect the body against disease.
6. BCG  
DPT  
Polio  
Smallpox  
Measles  
Tetanus Toxoid

# **TUBERCULOSIS**

#### A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. Understand what tuberculosis is and how it spreads.
2. Recognize the signs of tuberculosis.
3. Perform his responsibilities for the treatment and prevention of tuberculosis.
4. Maintain records on his tuberculosis patients and close contacts.

#### B. Suggested Activities

1. Show the flipchart on tuberculosis.
2. Make an enlargement of the Tuberculosis card. Demonstrate how it is to be filled in. Pass out copies of the card for the students to practice on.
3. Have the students role play. Here are some sample set-ups:
  - a. A Village Health Promoter examining patients for tuberculosis.
  - b. A Village Health Promoter convincing someone who is not taking the medicine to take it.
4. Arrange for the Village Health Promoters to visit the school to examine the children.
5. Show the following slide set from T.A.L.C.: Natural History of Untreated Primary Tuberculosis.

### C. Review Questions

1. Are these statements about tuberculosis true or false?
  - a. Tuberculosis is caused by breathing in the tuberculosis germs.
  - b. Tuberculosis most often damages the nose and mouth.
  - c. Of all the signs for tuberculosis, the most important one is a cough that will not go away.
  - d. Tuberculosis is curable.
  - e. A patient may stop his medicine whenever he begins to feel better.
  - f. It is important for patients to go to the health post for check-ups every three months.
  - g. Every month the Village Health Promoter should check to see if the patients have taken all their medicine.
  - h. If one person in a family has tuberculosis, the chances are great that other family members will have it too.
  - i. Tuberculosis is usually more dangerous in a child than in an adult.
2. Name the four health tips from this unit which help to prevent tuberculosis from spreading.

### D. Answers to Review Questions

1.
  - a. True
  - b. False
  - c. True
  - d. True
  - e. False
  - f. True
  - g. True
  - h. True
  - i. True
2.
  - a. Air out the house.
  - b. Turn away from others and cough, sneeze or spit into a piece of cloth; use your left hand for coughing or sneezing so that your right hand will be clean when you shake hands. Wash your hands as soon as you can.
  - c. Wash the cloth out everyday, and dry it in the sun to kill the germs.
  - d. Turn away from others who cough and sneeze into the air.

# MEASLES

## A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. State how measles spreads
2. Recognize the signs of measles
3. Teach the treatment for measles

## B. Review Questions

1. How is measles spread?
2. The rash is the most characteristic sign of measles. It moves over the body in a special way. Describe this movement.
3. Describe the appearance of the spots which make up the measles rash.
4. The Village Health Promoter should refer all suspected cases of measles to the health post. At the same time, the Village Health Promoter should teach the treatment for measles to the patient and his family. What are the ten parts to the treatment?

## B. Answers To Review Questions

1. Measles is spread by a spray of droplets which comes out of someone's mouth when they cough, sneeze or even talk.
2. The rash starts behind the ears or on the face in the form of little spots. It spreads downward over the back, chest, and belly with the spots becoming bumps and coming together to form larger splotches. Last of all, the rash moves to the arms and legs.
3. The spots are not bumpy and are not filled with pus. The spots are flat and come together to form large patches.
4. Ten parts of measles treatment:

Isolate the child.  
Have the child get plenty of rest.  
He should avoid bright light.  
Give aspirin.  
Give sponge baths, if necessary.  
Have the child drink much liquid.  
Give cough syrup.  
Apply a lotion to stop the itch.  
Have the child eat much good food, especially body-building foods.  
Encourage the family to follow the four tips for preventing the spread of tuberculosis.

# **WHOOPING COUGH**

A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. Describe a whooping cough attack.
2. Recognize the signs of whooping cough in babies and young children.
3. Know what to do for whooping cough.

B. Review Questions

1. Describe a whooping cough attack.
2. Tell whether these statements about whooping cough are true or false.
  - a. In the first stage a child seems to have only a cold.
  - b. In the second stage, the child's cough gets very bad.
  - c. The child coughs hard but does not cough up any mucus.
  - d. Babies do not make the whooping sound. Instead they have a coughing or choking attack and stop breathing for a minute.
  - e. The sick child should be isolated as soon as possible.
  - f. The child needs plenty of rest.
  - g. Because the cough is so bad, nothing is gained by giving the child cough syrup.
  - h. Send the child to the health post for special medicine.
  - i. There is no immunization against whooping cough.
  - j. The same tips for controlling the spread of tuberculosis and measles are useful in controlling whooping cough.

C. Answers to Review Questions

1. The child coughs many, many times before he can breathe in. Then when he does breathe in, he must breathe in so strongly that he makes a "whooping" sound.
2. 

a. True	f. True
b. True	g. False
c. False	h. False
d. True	i. False
e. True	j. True

## **FAMILY PLANNING**

## A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. Describe what family planning is and why it is used.
2. Understand the uses for these birth control methods: tablets, condoms, foam, and IUD's.

## B. Suggested Activities

1. Involve the trainees in role playing. Here are some sample set-ups:
  - a. A couple seeking general information about family planning.
  - b. A wife seeking detailed information on the IUD and birth control tablets.
  - c. A Village Health Promoter visiting various families who believe the four things listed under "Family Planning" in the Trainees' Manual. Have the trainee counteract these old beliefs.
2. Show the following filmstrips where appropriate:
  - a. Birth of a Baby
  - b. Choice Not Chance
  - c. Family Planning and the IUD
  - d. Family Planning and the Pill
  - e. Family Planning the Easy Way
  - f. FAO set of three filmstrips (locale: Indonesia)
    - \* As You Plan Your Crops Plan Your Family
    - \* Children Are All I Have
    - \* Space Your Children As You Space Your Crops
3. Show appropriate pages of the flipchart Methods of Contraception. This Planned Parenthood visual aid has excellent illustrations. The text is in English.

### C. Review Questions

1. What is family planning?
2. Name 5 reasons why people practice family planning.
3. Name the 4 methods of birth control described in this unit.
4. How often is the birth control tablet taken?
5. How often can a condom be used?
6. A condom is more effective when used along with \_\_\_\_\_.
7. Where inside the body is the IUD inserted?
8. Can the IUD travel to other parts of the body?
9. What happens to the IUD if a woman should become pregnant?
10. It is often difficult to change people's views. A Village Health Promoter must have \_\_\_\_\_ as it may take a long time to convince some people of the usefulness of family planning.
11. True or False:       The Village Health Promoter should only talk to the wife about family planning.

### D. Answers to Review Questions

1. Family planning is having children when you want them and not by chance. Family planning is having only that number of children which the family and country can care for adequately.
2.
  - a. Too many pregnancies damage the woman's health.
  - b. Spacing children helps to protect the health of the children the family already has.
  - c. Having fewer children who are properly spaced helps the family give each child a better life.
  - d. Having fewer children who are properly spaced gives women and men the opportunity to share more of their lives together.
  - e. Having fewer children who are properly spaced frees women and men of the fear of having more pregnancies - and children - than they want.
3.
  - a. Birth control tablets
  - b. Condom
  - c. Foam
  - d. IUD
4. Once a day
5. Once only!
6. Foam
7. The IUD is inserted inside the womb.
8. No
9. The IUD will not harm the baby and will come out after the baby's birth.
10. False

# **LEPROSY**

A. Objectives

Upon completion of this unit the Village Health Promoter will be able to:

1. Recognize the signs of leprosy
2. Know what to do for leprosy
3. Teach others preventive measures against leprosy

B. Review Questions

Tell whether these statements about leprosy are true or false.

1. Special medicine can keep leprosy from spreading.
2. If not treated, leprosy gets worse very slowly.
3. The most important sign of leprosy is the loss of feeling in the hands and feet.
4. Another sign is the presence of patches or spots of the same color or different color.
5. Patients may stop taking their medicine as soon as they begin to feel better.
6. Persons with leprosy should wear sandals and wrap thick cloth around their hands when lifting hot objects.
7. Everyday persons with leprosy should check their hands and feet for splinters, blisters, cuts, and sores.

C. Answers to Review Questions

1. True
2. True
3. True
4. True
5. False
6. True
7. True

# HEPATITIS

A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. Understand the ways someone can get hepatitis.
2. Recognize the signs of hepatitis.
3. Teach patients what to do to become well.
4. Understand the importance of good health habits to keep hepatitis from spreading.

B. Review Questions

1. A healthy person may get hepatitis from contact with food or water that has been poisoned with the \_\_\_\_\_ or \_\_\_\_\_ of a sick person.
2. Sometimes a person may get hepatitis from needles which have not been properly \_\_\_\_\_.
3. Tell whether these statements about the signs of hepatitis are true or false.
  - a. A person with hepatitis feels very tired and weak.
  - b. He has a big desire to eat much food.
  - c. He has no upset stomach.
  - d. He has a pain in the lower part of his stomach.
  - e. His urine turns a dark color.
  - f. His feces turns a light grey.
4. There is no special medicine for hepatitis. To become well, a sick person must be sure to get much \_\_\_\_\_. He also should eat many \_\_\_\_\_ foods.

C. Answers to Review Questions

1. Feces, urine
2. Sterilized
3.
  - a. True
  - b. False
  - c. False
  - d. True
  - e. True
  - f. True
  - g. True
4. Rest, body-building

# TETANUS

A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. State the causes of tetanus.
2. Recognize the signs of tetanus.
3. Treat a person with a puncture wound.
4. Teach prevention against tetanus.

B. Review Questions

1. In what way can someone usually get tetanus?
2. In what ways can a newborn baby get tetanus?
3. Cleaning the puncture wound is an important part of the treatment. Another important step is to apply \_\_\_\_\_ deep into the wound.
4. Name the four preventive measures for tetanus.

C. Answers to Review Questions

1. From a wound caused by sharp objects like nails, glass, wire, and pieces of wood which are in the ground along with the disease germs.
2. a. From a dirty knife or other dirty object with which the birth attendant cuts the umbilical cord.  
b. From an umbilical cord that is not kept dry.
3. Iodine
4. a. Immunization.  
b. Clean practices when midwives deliver babies.  
c. Villagers getting immediate attention for puncture wounds.  
d. Wearing sandals.

# RABIES

A. Objectives

Upon completion of this unit, the Village Health Promoter will be able to:

1. Identify a rabid animal.
2. Recognize the signs of rabies in people.
3. Know what to do for both the person with rabies and the rabid animal.
4. Teach preventive measures against rabies.

B. Suggested Activity

1. Pair the trainees. Assign each pair to a section of the village to locate any animals which may have rabies. The trainees should confine any suspicious animal to confirm the suspicions.

C. Review Questions

1. The common sign of an animal with rabies is that it \_\_\_\_\_ at the mouth. The animal acts very strangely and will become suddenly \_\_\_\_\_.
2. An animal sick with rabies usually dies within \_\_\_\_\_ days.
3. A person who has rabies is very excited and nervous. His throat hurts, and he has severe pain when he tries \_\_\_\_\_.
4. After you clean the patient's wound, you send him to the health post. Why?
5. For how many days must you confine an animal suspected of having rabies?

D. Answers to Review Questions

1. a. Foams  
b. Mad/violent
2. 10
3. To drink
4. To get the special injections for rabies
5. 10

## APPENDIX 1

### TEACHING SUGGESTIONS

Here is a list of teaching suggestions. It is not meant to be exhaustive. Our hope is that the list will trigger your imagination so you can develop your own creative teaching techniques.

1. Appeal to as many senses as possible
2. Audiovisual Aids
  - a. Audio-tutorials (teaching tapes)
  - b. Blackboard
  - c. Filmstrips
  - d. Flannelgraphs
  - e. Flash cards
  - f. Flipchart
  - g. Folk media
  - h. Games
  - i. Pictures/Drawings--use as many as possible
  - j. Plays
  - k. Posters
  - l. Puppets
  - m. Slides
  - n. Trace your own filmstrips
  - o. "What-I-Did-In-Class-Today" sheets
3. Be sure directions and instructions are clear and understood
4. Begin each day by asking review questions of previous day's work
5. Demonstrations/Experiments
6. Display some of the VHP's own teaching aids
7. End each day with a rap-up
8. Guest speakers
9. Have VHP's keep a notebook
10. Peer level critique
11. Problem-solving sessions
12. Produce your own full frame filmstrip
  - a. Use 35mm camera
  - b. 20 exposure slide film
  - c. Plan each frame before beginning
  - d. Shoot each frame in sequence
  - e. Do not have mounted when processed

13. Role playing-socio-drama
14. Round table discussions
15. Simulation exercises
16. Teach VHPs how to teach others
17. Trouble-shooting sessions
18. VHPs learn by doing
19. VHPs in pairs reviewing material (e.g. a fast and slow learner working together)
20. VHP--lead activities
21. VHPs making own audiovisual aids
22. Visits to homes and/or schools
23. While talking, try not to stand with your back to the VHPs

#### Using the Plays and Audio-tutorials.

As part of your teaching preparation, you must prerecord the plays and audio-tutorials (brief, taped health messages) included in this manual.

How to Record. Recording is a simple task. All you need is a tape recorder, a tape, and some people to read the parts in the plays.

Before you record the plays, have the people practice reading the scripts. Label and index the tapes so that you can easily locate each play and tutorial when you are ready to use them.

The plays may be used after a unit has been studied as a review or before a unit is begun to arouse interest in the material.

AUDIOVISUAL AIDS

Here is a list of audiovisual aids, many of which are referred to throughout the instructor's manual. They are available in the languages indicated. Locales for each may vary. Contact the distributor. Also contact the distributor for price information and a catalogue of all its audiovisual aids.

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Christian Medical College and Hospital Audio-Visual Unit Vellore - 632004 Tamilnadu, S. India	Posters, flashcards, flannelgraphs in English and local languages.
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Dr. J. Courtejoie Centre pour le Promotion de la Sante Kangu Majumbe, Republic de Zaire	Teaching aids in French; some in English and local languages.
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Departamento de Enfermedades Transmisibles Org anizacion Panamericana de la Salud Oficina Regional de la Organizacion Mundial de la Salud 525 23rd Street, N.W. Washington, D.C. 20037, U.S.A.	Flipchart about Tuberculosis in Spanish.
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Foundation for Teaching Aids At Low Cost (T.A.L.C.) Institute of Child Health 30 Guilford Street London WC1N 1EH England	1. Flannelgraph Kit: Road to Health Chart 2. Slide Sets (large selection from which these two are taken):  a. Common Skin Diseases in Children in the Tropics b. Methods of Family Planning and Child Spacing
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Health Education Department Addis Ababa, Ethiopia	Teaching kits in English
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Material Realise a l'Atelier de Material Didactique Busiga, P.M. 18 Ngozi, Burundi Africa	Flipcharts
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National Food and Nutrition Commission  
P. O. Box 2669  
Lusaka, Zambia

Posters, Flannelgraphs and other  
materials on nutrition

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Planned Parenthood  
World Population  
Department of Training  
810 Seventh Avenue  
New York, NY 10019, U.S.A.

Flipchart: Methods of Contraception

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Producciones Carlos Campesino  
P. O. Box 2444  
Guatemala City, Guatemala C.A.

1. Filmstrips, individual
  - Alimentando a Una Niña Enferma
  - El Aqua Potable
  - Carlos Construye Una Letrina
  - El Huerto Escolar
  - El Huerto Familiar
  - Leche Materna
  - Nuestra Comida
  - Preparacion de Verduras
  - Viviendo En Un Ambiente del Salud
2. Filmstrips, sets (nutrition set)
  - La Alimentación del Niño Pre-Escolar
  - Como Conocer la Buena O Mala
  - Salud del Niño
  - La Compra del Alimentos en el Mercado y Lanctantes
  - Como Hacer un Filtro de Aqua Para Su Casa
  - Como Guardar Alimentos
3. Battery-Powered Projector (for slides and filmstrips)

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Professional Health Media Services, Inc.  
P.C. Box 922  
Loma Linda, California 92354, U.S.A.

1. Activity Cards
  - a. The Human Body
  - b. The Microscope
2. Road to Health Chart: Flannelgraph kit

UNIPUB  
Box 433 Murray Hill Station  
New York, NY 10016, U.S.A.

OR contact local FAO bookseller

1. FAO filmstrip catalogue
2. FAO filmstrip set (locale: Indosia)
  - a. As You Plan Your Crops Plan Your Family
  - b. Children Are All I have
  - c. Space Your Children As you Space Your Crops

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World Neighbors  
Overseas Development Materials  
5116 North Portland Avenue  
Oklahoma City, Oklahoma 73112, U.S.A.

Filmstrips (large selection from which these are taken)

FR: French                      SP: Spanish

1. Birth of a Baby  
SP: Nace un Niño
2. Caring For A Sick Child At Home  
FR: Comment soigner un enfant malade á la maison
3. Caring for Skin Infections and Sores  
FR: Soins Des Plaies Et Infections De La Peau
4. Choice Not Chance  
FR: Un Choix et Non Le Hasard  
SP: Hijos Por Decision No Al Azar
5. Communications Filmstrip Series (Projectors, Programs, and Visuals) (Making your own filmstrips)  
SP: Serie De Filminas Sobre Comunicaciones (Proyectores, Portales y Materials Visuales Hecho a Mano)
6. Down, Down With Hunger. Up Up With More Food  
FR: A Bas La Faim! Vive La Nourriture!  
SP: Abajo El Hambre! Arriba La Cosecha!
7. Drink Pure Water  
FR: Il Faut Boire De L'Eau Pure  
SP: Bebe Aqua Pura
8. Family Planning And the I.U.D.  
FR: Le Planning Familia - Le Sterilet  
SP: Planificacion de la Familia y el D.I.U.

Overseas Development Materials  
5116 North Portland Avenue  
Oklahoma City, Oklahoma 73112, U.S.A.

9. Family Planning And The Pill  
SP: Planificación de la Familia  
y la Pildora
10. Family Planning The Easy Way  
SP: Planificación de la Familia al  
Alcance de Todos
11. Feeding Your Baby
12. Feeding Your Baby From Birth To One Year  
FR: L'Alimentation De Bébé  
SP: Como Alimentar A Su Niño
13. Good Food, Good Health, Good Eyes  
FR: Bonne Nourriture, Bonne Santé,  
Bons Yeux  
SP: Buena Alimentación Buena Salud,  
Buena Vista
14. Healthier Living Through Community  
Effort 1 & 2  
SP: Mejor Salud a través del Esfuerzo  
Comunal
15. The Itch  
FR: La Gale  
SP: La Sarna
16. The Paths of Disease
17. Preparing Food For Your Baby  
SP: Preparando La Comida Para  
Sue Nene
18. Proud Father
19. Rat Control 1 & 2  
SP: La Rata
20. Volunteer Health Promoters:  
The Missing Link In Community Health  
Care  
FR: Les protecteurs volontaires de  
la santé; Le chaînon qui  
manque dans les soins  
comunautaires
21. Who Should Eat The Egg?  
FR: Qui Doit Manger L'Oeuf?  
SP: ¿ Quien Deberá Comerse el Huevo?

NEWSLETTERS

Here is a list of newsletters which regularly contain useful information on low cost teaching aids. They also include articles on new developments in education, health, sanitation, agriculture, etc.

NEWSLETTERSContact

available in English, French or Spanish

Christian Medical Commission  
World Council of Churches  
150 Route de Ferney  
1211 Geneva 20 Switzerland

Development Communications Report

available free

Information Center on Instructional  
Training  
Academy for Educational Development  
1114 22nd Street, N.W.  
Washington, D.C. 20037, U.S.A.

Ideas and Action

United Nations' Food and Agriculture  
Organization  
Freedom from Hunger Campaign  
Action for Development  
UN-FAO  
00100 Rome, Italy

IDRC Reports

available free in English,  
French or Spanish

International Development Research Centre  
Box 8500  
Ottawa K1G 3H9, Ontario  
Canada

Information, Education, and  
Communication in Population

(IEC Newsletter)

East-West Communication Institute  
1777 East-West Road  
Honolulu, Hawaii, 96844, U.S.A.

IPPF News

International Planned Parenthood  
Federation  
18-20 Lower Regent Street  
London SW1Y 4PW  
England

News

Non-formal Education Program Center  
for International Education  
Hills House South  
University of Massachusetts  
Amherst, Massachusetts, 01002, U.S.A.

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The NFE Exchange: A Timely  
Information Exchange service  
on Non-formal Education

Non-formal Education Information Center  
Institute for International Studies in  
Education  
513 Erickson Hall  
Michigan State University  
East Lansing, Michigan 48824, U.S.A.

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Salubritas: Health Information  
Exchange

available free in English,  
French and Spanish

Salubritas  
American Public Health Association  
1015 Eighteenth St., N.W.  
Washington, DC 20036, U.S.A.

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Sounding from Around the World:  
An Idea Exchange in Rural  
Development Communication

World Neighbors  
5116 North Portland  
Oklahoma City, Oklahoma 73112, U.S.A.

annual subscription rate: US \$2.00

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TAICH News

available free

Technical Assistance Information Clearing  
House  
200 Park Avenue South  
New York, New York 10003, U.S.A.

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UNICEF News

annual subscription rate: US \$6.00

UNICEF News  
Public Information Division  
United Nations  
New York, New York 10017, U.S.A.

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World Education Issues  
World Education Projects  
World Education Reports

World Education, Inc.  
1414 Sixth Avenue  
New York, New York 10019, U.S.A.

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World Health

WHO  
Avenue Appia  
1211 Geneva 27, Switzerland

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World Neighbors in Action  
Vecinos Mundiales en Acción  
Voisins Mondiaux En Action

World Neighbors  
5116 North Portland  
Oklahoma City, Oklahoma 83112, U.S.A.

RESOURCE BOOKS

Here is a list of books which form a useful resource center for those who will use Project Concern International's training manual and instructor's guide. It is by no means exhaustive as new books continue to be published. Many of these resources are referred to in the instructor's guide itself. For your convenience, the addresses are provided for where you can obtain these resources and other materials as well.

ENG: English

FR: French

SP: Spanish

<u>TITLE</u>	<u>AUTHOR/EDITOR</u>	<u>WHERE AVAILABLE</u>
The ABC of Nutrition	Thomsen	National Food & Nutrition Commission P.O. Box 2669 Lusaka, Zambia
Alimentación su enseñanza a nivel familiar	King	Editorial Pax-Mexico Liberis Carlos Cesarinar, S.A. Mexico, I. D.E.
ENG: Nutrition for Developing Countries		
Appropriate Technology Sourcebook	Darrow and Pam	Appropriate Technology Project Volunteers in Asia Box 4543 Stanford, California 94305,U.S.A.
Asian Population Series #27  Report and selected Papers of the Regional Project on Pre-Testing and Evaluation of Educational Materials Used in Family Planning Programs. *(useful simplified guide is included)		Economic and Social Commission for Asia and the Pacific Bangkok, Thailand
Audio-visual Aids for Cooperative Education & Training	Botham (for FAO)	UNIPUB Box 433, Murray Hill Station New York, New York 10016,U.S.A. <u>OR</u> contact local FAO bookseller

Audiovisual Communication      Pett, ec.      World Neighbors  
Handbook      5116 N. Portland  
Oklahoma City, Oklahoma 73112, U.S.A.

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Care of Babies and Young      Professional Health Media Services,  
Children in the Tropics      Inc.  
P. O. Box 922  
Loma Linda, California 92354, U.S.A.

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Child Care - A Handbook      Keister (for FAO)      UNIPUB  
for Village Workers      Box 433, Murray Hill Station  
and Leaders      New York, New York 10016, U.S.A.  
  
OR contact local FAO bookseller

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Child Health in the Tropics      Jellifee, ed.      Williams and Williams Co.  
Baltimore, Maryland, U.S.A.

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The Child In the Health      The Team Leader  
Center: English Edition      The MCH Package  
The Lembaga Kesehatan National  
17 Jalan Indrapuna  
Suraboya  
Indonesia

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Community, Culture, and Care:      Ann Templeton      C.V. Mosby, Co.  
A Cross-Cultural Guide for      Brown      11830 Westline Industrial Drive  
Health Workers      St. Louis, Missouri 63141, U.S.A.

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Concientizacao and      Smith      Center for International Education  
Simulation/Games           School of Education  
University of Massachusetts  
(available in Spanish)      Amherst, Massachusetts 01002, U.S.A.

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Control of Communicable      Abram S. Benson      American Public Health Association  
ed.      1015 Eighteenth St., N.W.  
Washington, D.C. 20036, U.S.A.

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Doing Things  
...Together

Fuglesang

Office of Village Development  
P. O. Box 6937  
Boroko, Port Moresby  
Papua, New Guinea

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Doctors and Healers

Dorozynski

International Development Research  
Centre  
Box 8500  
Ottawa, Canada K1G 3H9

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Donde No Hay Doctor

Werner

SP only:  
Editorial Pax-Mexico  
Liberia Carlos Cesarinan, S.A.  
Mexico, I. D.F.

Hesperian Foundation  
Box 1692  
Palo Alto, California 94302, U.S.S.

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Ecology and Control of  
Disease Vectors in  
Public Health

WHO

Q Corporation  
49 Sheridan Avenue  
Albany, New York 12210, U.S.A.

OR Contact:  
World Organization  
Distribution & Sales Service  
1211 Geneva 27, Switzerland

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Educación Sobre  
Nutrición en Programas  
de alimentación  
Infantil en los Países  
en Desarrollo

Office of Nutrition  
Technical Assistance Bureau  
AID  
Department of State  
Washington, DC 20523, U.S.A.

ENG: Nutrition Education in  
Child Feeding Programs  
in the Developing  
Countries

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Educational Campaigns:  
A Guide for Extension &  
Village Workers

Federal Extension Service  
United States Department of  
Agriculture  
Washington, DC 20251, U.S.A.

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Education Strategies for the  
Health Professions

Miller & Fulop,  
eds.  
(WHO)

Q Corporation  
49 Sheridan Ave.  
Albany, New York 12210, U.S.A.

OR contact:

World Organization  
Distribution & Sales Service  
1211 Geneva 27, Switzerland

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Les Etapes Dans La Fabrication  
Des Filmstrips a la Main  
ENG: Visual Aids Training Manual  
SP: Manual de calcado  
Para Ayudas Visuales

World Neighbors  
5116 N. Portland  
Oklahoma City, Oklahoma 73112, U.S.A

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Flannelgraphs  
(Circular #12/71)

Ponsonby

Extension Aids Branch  
Department of Extension & Training  
Ministry of Agriculture & Natural  
Resources  
P. O. Box 594  
Lilongwe, Malawi

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Flies of Public Health  
Importance & Their  
Control

United States Department of HEW  
Public Health Service  
Center for Disease Control  
Atlanta, Georgia 30333, U.S.A.

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A Guide to Health and  
Good Food for the  
Family

van Schelven

Extension Aids Branch  
Department of Extension & Training  
Ministry of Agriculture & Natural  
Resources  
P. O. Box 594  
Lilongwe, Malawi

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Guide to Simple Sanitary  
Measures for the  
Control of Enteric  
Diseases

Rejogopalan and  
Shiffman

Q Corporation  
49 Sheridan Ave.  
Albany, New York 12210, U.S.A.

OR contact:

World Organization  
Distribution & Sales Service  
1211 Geneva 27, Switzerland

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Handbook on the Use of Exercises and Board Games	Hurley	University of Botswana & Swaziland Division of Extra-Rural Services Private Bay 22 Gaborone (Botswana)
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Handling and Storage of Food Grains in Tropical and Subtropical Areas	Hall (for FAO)	UNIPUB Box 433, Murray Hill Station New York, New York 10016, U.S.A.
-----		
Health Care Guidelines for use in Developing Countries	Macagba	World Vision MARC 919 West Huntington Drive Monrovia, California 91016, U.S.A.
-----		
Health Education for Schools	McNeil & Anderson	Collins Publishers P. O. Box Glasgon, G4 ONB England
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Health Records Systems	Frost & Elmers	Volunteers in Technical Assistance, Inc. 3706 Rhode Island Ave. Mt. Rainier, Maryland 20822, U.S.A.
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Health Training Resources Material for Peace Corps Volunteers	Peace Corps	National Technical Information Service 5385 Port Royal Road Springfield, Virginia 22161, U.S.A.
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Home Techniques, Vol. 1 Series I: Food Preservation	FAO	UNIPUB Box 433, Murray Hill Station New York, New York 10016, U.S.A.  <u>OR</u> contact local FAO bookseller
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Household & Stored - Food. Insects of Public Health Importance & Their Control	FAO	UNIPUB Box 433, Murray Hill Station New York, New York 10016, U.S.A.  <u>OR</u> contact local FAO bookseller
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Introducing Family Planning  
in Your Neighborhood

World Neighbors  
5116 N. Portland  
Oklahoma City, Oklahoma 73112, U.S.A

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Introduction to Arthropods  
Public Health Importance

United States Department of HEW  
Public Health Service  
Center for Disease Control  
Atlanta, Georgia 30333, U.S.A.

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Intergrated Approval to  
Rural Development

Campbell, ed.

International Development Research  
Center  
Box 8500  
Ottawa, Canada K1G 3H9

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Liklik Buk

Hale & Williams  
ed.

Wantok Publications  
P. O. Box 1982  
Boroko, Papua New Guinea

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Make Those Ideas Stick  
with the Flannelgraph

Federal Extension Service  
U. S. Department of Agriculture  
Washington, DC 20251, U.S.A.

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Manual de Calcado  
Para Ayudas Visuales  
ENG: Visual Aids Training  
Manual  
FR: Les Etapes Dans La  
Fabrication Des Film-  
strips a la Main

World Neighbors  
5116 N. Portland  
Oklahoma City, Oklahoma 73112, U.S.A

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Manual Práctico  
Para Parteras

Gally

Editorial Pax-Mexico  
Liberia Carlos Cesarinan, S.A.  
Mexico, l. D.F.

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Medecine Sans Medecins  
ENG: Doctors and Healers  
SP: Medicina Sin Doctores

Dorozynski

International Development Research  
Centre  
Box 8500  
Ottawa, Canada K1G 3H9

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Medical Care in Developing Countries      King, ed.      Oxford University Press  
Changamwe Road, P. O. Box 40775  
Nairobi, Kenya, Africa

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A Medical Laboratory for Developing Countries      King      Oxford University  
37 Dover Street  
London W1  
England  
SP: Técnicas de Laboratorio para el medico rural

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Medicina Sin Doctores      Dorozynski      International Development Research  
Centre  
Box 8500  
Ottawa, Canada K1G 3H9  
ENG: Doctors and Healers  
FR: Medecine Sans Medecins

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Midwifery Manual      Cox      McGraw - Hill International  
Jalan Boon Lay  
Jurong  
Singapore  
Malaysia

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Mosquitoes of Public Health Importance & Their Control      United States Department of HEW  
Public Health Service  
Center for Disease Control  
Atlanta, Georgia 30333

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Mother and Child Health - Delivering the Services      Williams & Jelliffe      Oxford University Press  
37 Dover Street  
London W. 1  
England

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Nutrition Education in Child Feeding Programs in the Developing Countries      Office of Nutrition  
Technical Assistance Bureau  
AID  
Department of State  
Washington, D.C. 20523, U.S.A.  
SP: Educación Sobre Nutrición en Programas de alimentación Infantil en los Países en Desarrollo

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- Nutrition for Developing Countries  
SP: Alimentacion su  
enseñanza a nivel  
familiar
- King, Morley,  
Burgess
- Professional Health Media Service  
P. O. Box 922  
Loma Linda, CA 92354, U.S.A.
- OR contact:
- Butterworth B Co.  
88 Kingsway  
London, WC2B 6AB  
England
- 
- Paediatric Priorities in  
the Developing World
- Morley
- Professional Health Media Service  
P. O. Box 922  
Loma Linda, California 92354, U.S.A.
- OR contact:
- Butterworth & Co.  
88 Kingsway  
London, WC2B 6AB  
England
- 
- The Participatory Process:  
Producing Photo-Literature
- Cain, Comings
- Center for International Education  
School of Education  
University of Massachusetts  
Amherst, Massachusetts 01002, U.S.A.
- 
- Perspectives on Nonformal  
Adult Learning
- Lyra Srinivasan
- World Education  
1414 Sixth Avenue  
New York, New York 10019, U.S.A.
- 
- The Primary Health Worker
- WHO
- Q Corporation  
49 Sheridan Ave.  
Albany, New York 12210, U.S.A.
- OR contact:
- World Organization  
Distribution & Sales Service  
1211 Geneva 27, Switzerland
- 
- Puppets and the Theater  
(available in Spanish)
- Moreno, Clason,  
Borja
- Center for International Education  
School of Education  
University of Massachusetts  
Amherst, Massachusetts 01002, U.S.A.
-

Teaching Nutrition in Developing Countries      Shack, ed.      Meals for Millions  
1800 Olympic Blvd.  
P. O. Box 680  
Santa Monica, California 90406, U.S.A.

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Tecnicas de Laboratorio para el medico rural  
ENG: A Medical Laboratory for Developing Countries      King      Editorial Pax-Mexico  
Liberia Carlos Cesarinan, S.A.  
Mexico, 1. D.F.

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Treatment and Prevention of Dehydration in Diarrhoeal Diseases      WHO      Q Corporation  
49 Sheridan Ave.  
Albany, New York 12210, U.S.A.

OR contact:  
World Organization  
Distribution & Sales Service  
1211 Geneva 27, Switzerland

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Twenty-five Communication Obstacles to the Success of Family Planning Programs      Bogue      Communication Laboratory  
Community & Family Planning  
Study Center  
University of Chicago  
Chicago, Illinois, U.S.A.

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Use of Radio in Family Planning      World Neighbors  
5116 N. Portland  
Oklahoma City, Oklahoma 73112,

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Village Health Workers: The Role of Traditional Birth Attendants in Family Planning      International Development Research  
Center  
Box 8500  
Ottawa, Canada K1G 3H9

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Village Technology Handbook      Volunteers in Technical Assistance,  
Inc.  
3706 Rhode Island Ave.  
Mt. Rainier, Maryland 20822, U.S.A.

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Relevant Posters for Family Planning	Berndston, Bogue & McVicker	Communication Laboratory Community & Family Planning Study Center University of Chicago Chicago, Illinois, U.S.A.
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Rural Health Needs	Shah, Shrestla, Campbell, eds.	International Development Research Center Box 8500 Ottawa, Canada K1G 3H9
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Sanitation in the Control of Insects & Rodents of Public Health Importance		United States Department of HEW Public Health Service Center for Disease Control Atlanta, Georgia 30333, U.S.A.
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Showing How - The Demonstration Teaching Method		Federal Extension Service United States Department of Agriculture Washington, D.C. 20251, U.S.A.
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Simple Nutrition Teaching Handbook		National Food & Nutrition Commission P. O. Box 2669 Lusaka, Zambia
-----		
Simulation Training	Hurley	University of Botswana & Swaziland Division of Extra Mural Services Private Bay 22 Gaborone (Botswana)
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Small Wells Manual	Hons & Singer	Health Services Office of War and Hunger AID Department of State Washington, D.C. 20523, U.S.A.
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