

TRAINING COURSE FOR COMMUNITY HEALTH WORKERS

Sanitation



Project for Strengthening Health Delivery
Systems in West and Central Africa
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TRAINING COURSE
FOR
COMMUNITY HEALTH WORKERS

SANITATION
SESSION PLANS

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This module is part of a Training Course for Community Health Workers in West and Central Africa. These health workers are selected by the community in which they work. The following are available

- . SANITATION
- . CARE OF CHILDREN
- . MATERNAL HEALTH
- . DISPENSING DRUGS
- . NUTRITION
- . CARE OF ADULTS
- . FIRST AID
- . WORKING IN THE COMMUNITY

A set of Pictures and Reminder Cards is also available for use with the modules.

Each module consists of session plans that can be selected according to the needs and conditions of individual communities in the community health workers will work.

Guidelines and instructions on developing the course program and on teaching the course can be found in

MANAGING A PRIMARY HEALTH CARE TRAINING PROGRAM

The Training Course for Community Health Workers was first developed in 1979 at the WHO Training Center for Health Personnel in Lomé, Togo. Since it first appeared many people have reviewed and used it and shared their comments and experiences with us. The latter have been the basis for this version.

It is impossible to name all the people who have contributed to the development of the modules, the revisions which have been made and the production of this final version.

We would like to thank every one who has assisted us, especially those at the Lomé Training Center who have provided support and comments throughout this time - Mr S. Aholou, Dr A. d'Almeida, Mrs G. Dicko and Mr J. Villaça - and Mrs S. Akakpo, the Center administrator and other staff members who helped reproduce the materials.

The course was translated from English into French by Mrs V. Sagbo.

The drawings were made by Mr L.A. Dagba.

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INTRODUCTION

The module Sanitation is concerned with the following problems

- . the water supply is polluted by improper disposal of waste products (sessions 1 - 13, 17 - 20, 24, 25)
- . latrines are not used (sessions 14 - 16)
- . mosquitoes and other vectors make life unpleasant in the community (sessions 21 - 23, 26, 27, 32, 33)
- . food is not stored and prepared in a hygienic manner (sessions 28, 29)
- . people do not practice a good personal hygiene (sessions 30, 31, 32)
- . the market place is not kept clean (sessions 34, 35)
- . diarrhea epidemics are a constant threat (session 36).

Sessions 18, 37 - 39 review the objectives taught in the previous sessions

This module can be used alone or together with other modules. The Guide for Training and Supervision gives instructions on how to combine the modules and teach the course.

The module is arranged in the following manner

Tasks and Objectives

The tasks and objectives describe the activities which the CHW can do in the community to tackle the problems listed above. These tasks and objectives also indicate what the CHW will be able to do at the end of the course.

Instructional Objectives

These specify behaviors which are taught in the session plans. The conditions described in these objectives are those which can be arranged during the training to permit the trainees to practice the skills they need to learn. After the trainees have learned the skills in these situations, they should be able to perform the behaviors specified in the tasks. The main instructional objectives for each session are listed in the session plans. Each review and evaluation activity gives the numbers of the instructional objectives reviewed or evaluated.

Summary Table - Tasks, Objectives, Session Plans

This table gives the relationship between the tasks, objectives and the instructional objectives taught, reviewed and evaluated in each session.

Evaluation Plan

This is a table which shows the sessions which include an evaluation activity, the instructional objectives which are evaluated in these sessions, the kind of evaluation to be done and where it is given.

Session Plans

A session plan contains the following information

- . the total time the session should take
- . the task and the numbers of the objectives taught in each session
- . the instructional objectives which are taught in each session
- . suggestions for materials to be used in each session.
(The numbers refer to the Pictures and Reminder Cards
which come with the modules)
- . field practice recommended after the session is taught
- . the training activities in the session and descriptions of the approach recommended for each activity. Further instructions for carrying out the different type of activities are given in the for Training and Supervision.

INSTRUCTIONS FOR COMMUNITY WORK

The Guide for Training and Supervision provides information and guidelines for the work in the community. You should read through that section of the guide to prepare for teaching this module. The guidelines below apply specifically to the work carried out during the training in this module.

PREPARATION

When you have selected the community in which the trainees are going to work, confer with other health agents to find out what is taking place in the community and what are the main health problems. Then make several visits to the community.

Take note of the activities which relate to sanitary and health practices. Decide which activities and features you wish to stress when you visit the community with the trainees.

These features should be the bases of the points you make about sanitary conditions during class discussions.

After visiting the community and conferring with other health agents, you should decide which tasks the trainees should be assigned and what special activities they can participate in. Choose tasks which will reinforce the work in class.

INTRODUCING THE TRAINEES TO THE COMMUNITY

During the first few visits to the community you or another health agent should accompany the trainees. The trainees could go in groups, but generally the group should not be larger than four or five trainees.

When you accompany them, point out features and activities that you wish to stress. Later, in class, use the community model to show the consequences of these activities for the sanitary conditions and the importance of the trainees' own observations.

You should make sure that the trainees understand that even insignificant activities can affect sanitary conditions when they occur together with many other aspects in the community. The trainees will appreciate more the need for accurate observation if they understand the effects of the observed activities on health.

SURVEYING THE SANITARY SITUATION

The trainees should first make a survey of the community, taking note of where the water supply is and where different activities are taking place.

Once such a survey is completed, the trainees should observe what the people actually do. They should note differences and similarities among activities carried out by individuals. The trainees could also talk with people about different sanitary practices. In the beginning, such discussions should be carried out with you or another health agent present.

The class discussions should be used to guide the trainees in their survey and to point out additional features and activities that need to be observed in order to complete the survey.

IMPLEMENTING THE IMPROVEMENT PLAN

In the beginning, the trainees should be assigned tasks which are done together with other trainees, you, or other health agents. The tasks should be simple and practical. It should be easy to determine whether or not the trainees have accomplished these tasks.

When the trainees have acquired some experience they should be given tasks that require more interaction with the people in the community and which they can carry out on their own.

After home visits have been discussed in class, the trainees should only be assigned tasks that require them to try to persuade people to change sanitary habits or to take part in the activities to improve the sanitary conditions in the community.

During class discussions about the community work, the trainees should discuss what they did, ask questions and discuss difficulties they have had.

Trainees can talk about the special problems they have encountered. Encourage the trainees to help each other to improve their persuasive techniques.

Each class discussion should be used to evaluate the progress which has been made and to decide which other actions need to be taken.

Sessions 24 and 31 provide practice in how to evaluate the results of the work in the community and adjust the work according to the results. When you use these sessions, stress the need to review periodically the results with the health committee and the supervisor and to make adjustments in work plans after reviewing the results.

TASKS AND OBJECTIVES

- Task 1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
- 1.1 When given the existing water supply and the sanitary situation in the community, the CHW will
- . in cooperation with other health agents or alone survey the situation to decide if
 - there is enough water for the needs of the people
 - the water is free from obvious contamination by human faeces and other disease-carrying materials
 - the transport of water to and storage in the homes preserves its potability
 - people do not waste water especially when it is in short supply
 - improvements are necessary in drainage
 - people can take steps to purify water that comes from a polluted source.
- 1.2 When given existing habits of people in regard to human excretion, the CHW will
- . in cooperation with other health agents or alone survey the situation to decide whether
 - the people's habits regarding defecation and urination
 - . do not contaminate the existing water supply
 - . do not lead to the breeding of flies
 - . do not lead to the proliferation of worms and the spread of diarrhea in the community
 - specific changes in excretory habits of the people are needed to improve sanitary conditions in the community.
- 1.3 When given the existing facilities for disposal of garbage and refuse in the community, the CHW will
- . in cooperation with other health agents or alone survey the situation to decide if

- the compounds are kept clean and free of garbage and rubbish
- the public areas are kept clean and free of garbage and rubbish
- garbage and manure are disposed of in a manner that
 - . minimizes breeding of flies and other vectors
 - . minimizes the proliferation of worms and the spread of diarrhea in the community
- refuse is disposed of in a manner that
 - . minimizes the risk of accidents
 - . minimizes the breeding of mosquitos and other vectors
- specific changes in the disposal of garbage and refuse can improve sanitary conditions in the community.

1.4 When given the existing conditions in the market place in the community,
the CHW will

- . in cooperation with other health agents or alone survey the situation to decide if
 - vendors of ready-to-eat foods in the market cover the foods and practice good personal hygiene
 - the market is kept clean and free of refuse and garbage
 - the people relieve themselves in the market area in a sanitary way
 - specific changes have to be made to improve sanitary conditions at the market place.

1.5 When given information in a survey of the water situation and sanitary conditions in the community,
the CHW will

- . in cooperation with the community and other health agents decide
 - what improvements in sanitary conditions need to be made
 - what changes need to be made to increase or improve the water supply
 - which of the needed improvements in the water supply and the sanitary conditions are most important
 - which of the needed improvements can be made most easily and least expensively

- what improvements should be undertaken first and how they should be carried out
- what tasks each person should do to carry out the improvements
- when the planned improvements should be finished.

1.6 When given an assigned set of tasks aimed at improving the water supply or sanitary situation in the community, the CHW will

- . carry out the tasks in cooperation with the community and other health agents according to the decisions that have been made in consultation with the community and such agents.

1.7 When given a project for improving the water supply and sanitary conditions in the community, the CHW will

- . participate in meetings with the community committee and other health agents working in the community to decide
 - if the project is carried out according to the decisions made
 - what effect, if any, the work has had on the sanitary conditions and water supply in the community
 - whether changes should be made in the way the project is carried out
 - whether activities should be eliminated from or added to the project

Task 2. Maintain existing facilities for water supply to minimize illnesses in the community.

2.1 When given water piped into the village, the CHW will

- . make sure that the following steps are taken to prevent drainage problems around the tap
 - water taps are shut off when not in use
 - buckets are filled in a way that unnecessary spilling during collection and transportation is avoided
 - children are not allowed to play with the water or drink directly from the tap
 - washing is not done at the tap
 - when people wash their hands at the tap, a bowl or bucket is used (not running water) and the wash water is disposed off away from the tap
 - leaking taps and pipes are fixed without unnecessary delays.

2.2 When given wells used as the major source of water supply in the community, the CHW will

- . make sure that the following steps are taken to prevent
 - drainage problems around the well
 - . washing is done away from the well
 - . people "bathe" away from the well
 - pollution of the water in the well
 - . people defecate and urinate away from the well
 - . animals are not allowed around the well
 - . there is only one bucket to draw water from the well and that the bucket is kept clean
 - . wash water and bathing water are disposed of far away from the well
 - . the well is covered when the people are not using it.

2.3 When given a flow of water (spring, brook, river) as the major source of water supply in the community, the CHW will

- . make sure that the following steps are taken to prevent illness caused by polluted water
 - take drinking water upstream from the community
 - bathe downstream from the place where drinking water is taken
 - wash downstream from the bathing area
 - water animals downstream from the community and the place where washing is done
 - defecate and urinate far away from the river and downstream from the place where animals are watered
 - build jetties so that the people can get water from the river without having to wade into it.

2.4 When using water for drinking from a source which is used by people in another community, the CHW will

- . discuss the situation with his community committee and the CHW in the other community to persuade him to take steps, together with his community, to make sure the water is not polluted.

- 2.5 When given a pond, hole, or lake as the major source of water supply in the community, the CHW will
- . make sure that the following steps are taken to prevent illness caused by polluted water
 - the pond is fenced in so that animals have no access to the pond
 - a jetty is built so that people do not have to wade in the pond
 - people do not bathe and wash by or in the pond
 - people defecate and urinate far away from the pond
 - if guinea worms occur, water from the pond is filtered before drinking.

- 2.6 When given collected rainwater as the major source of water supply in the community, the CHW will
- . make sure that all water cisterns are covered to prevent mosquitos from breeding and the water from becoming contaminated.

- 2.7 When given drinking water from a source the CHW knows is polluted, the CHW will
- . persuade the people that to avoid illness, the water should be
 - allowed to stand for the dirt to settle
 - filtered into a clean container
 - boiled before drinking
 - stored in covered containers.

Task 3. Maintain existing facilities for sanitation to minimize illnesses in the community.

- 3.1 When given a community where there are no latrines, the CHW will
- . persuade the people to defecate in an area that is
 - away from water
 - away from main paths
 - away from the community
 - away from areas where animals usually wander.
 - . persuade them to cover faeces with dirt.

3.2 When given latrines in the community,
the CHW will

- . check the latrines and make sure that
 - the hole is covered after use
 - the squatplate is washed off periodically (at least every other day).

3.3 When given latrines in the community and people who do not
use the latrines,
the CHW will

- . find out why these people do not use the latrines
 - too far from house or work
 - not enough latrines
 - no private latrines (no privacy)
 - too dirty and smelly
 - use of faeces as fertilizer
 - important people in the community do not use them
 - it is not necessary to use them.

3.4 When given latrines in the community, people who do not
use the latrines, and the reasons for not using them,
the CHW will

- . try to encourage and persuade these people to use the latrines; when the reasons given are
 - too far from the house or no privacy
 - . assist in building private latrines, in cooperation with other health agents
 - too far from work sites
 - . assist in building public latrines near work sites, in cooperation with other health agents
 - not enough latrines
 - . in cooperation with other health agents in the community assist in building
 - more public latrines
 - more private latrines
 - too dirty or smelly latrines
 - . make sure the hole is covered after use
 - . arrange to have the squatplate washed every night in public latrines

- . persuade people that it is necessary to cover the hole and wash the squatplate in private latrines.
- use of faeces as fertilizer
 - . point out the danger of using faeces directly as fertilizer
 - . discuss with them how faeces from the latrine can be used as fertilizer
 - . convince them that faeces collected from the latrine makes better fertilizer than using the faeces directly
- important people in the community do not use the latrines
 - . inform the important people in the community about the risk for them and others when latrines are not used
 - . persuade them that using latrines is important
 - . persuade them that they have a responsibility to provide an example for the rest of the people
- it is not necessary
 - . inform people of the personal risk of not using latrines
 - . inform the people of the risk for others of not using the latrines
 - . convince people that they will have diarrhea less often if they use latrines.

3.5 When given children in the community who defecate near the houses (although adults do not), or a situation where nightsoil is not properly disposed of, the CHW will

- . discuss with the parents the special danger of diarrhea and worms for children
- . discuss the danger that the children's faeces pose for everybody
- . suggest methods that can be used to dispose of nightsoil and children's faeces in a sanitary manner
- . show ways in which children can be taught not to defecate near their houses
- . make sure that the faeces are disposed off in a hygienic manner as soon as possible, if a child defecates near the house
- . make sure that nightsoil is disposed off in a hygienic manner
- . tell children why they should use latrines or defecate in the bush away from the houses
- . encourage children when defecation is done properly.

Task 4. Encourage people to adopt hygienic habits and make sure that they practice them.

4.1 When given the existing habits for garbage and refuse disposal in the community, the CHW will

- . encourage and make sure that
 - compounds are swept and kept clean
 - common areas are swept and kept clean
 - the market place is swept and cleaned each day, but especially the day after market day
 - refuse and garbage are disposed off in the most practical way by
 - . burning
 - . burying
 - . composting.

4.2 When given the existing customs for food storage in the community, the CHW will

- . encourage and make sure that
 - food that is sold in the market is covered, especially food that is ready-to-eat
 - food in the home is stored in covered containers
 - leftovers that are not spoiled are heated up before eating
 - water is stored in covered containers in the homes.

4.3 When given the existing customs for food preparation in the community, the CHW will

- . encourage and make sure that
 - women wash their hands before handling and preparing food
 - cooking and eating implements are washed after use
 - cooking and eating implements are covered when they are stored
 - all meat is cooked long enough to prevent worms
 - foods eaten fresh are washed in drinking water before eating
 - flies and other vectors are kept off food which is ready to be eaten.

- 4.4 When given the existing customs for personal cleanliness in the community, the CHW will
- . encourage and make sure that
 - children and adults bathe regularly
 - children and adults wash their hands before eating and after defecation
 - finger nails are cut short, especially on children
 - shoes are worn by children and adults
 - teeth are cleaned after each meal
 - clothes and bedding are washed regularly
 - clothes and bedding are hung up to dry.
- 4.5 When given the existing customs for keeping animals in the community, the CHW will
- . encourage and make sure that
 - animals are not allowed into the house
 - animal droppings are swept away regularly
 - children are not allowed to play with animals
 - animals are not allowed around the drinking water supply.
- 4.6 When given people sick with an infectious disease, the CHW will
- . teach them methods to minimize spreading the disease to others
 - . encourage and reinforce them to practice what they have learned.
- Task 5.** Cooperate with the health center to prevent and contain diarrhea epidemics in the community.
- 5.1 When given a household in the community where every family member has diarrhea, the CHW will
- . visit the household to find out
 - how serious the diarrhea is
 - if the family knows how to treat the diarrhea
 - if hygienic measures are taken to prevent diarrhea from spreading to other households
 - what preventive steps may prevent a reoccurrence.

5.2 When given four to five cases of diarrhea in the community with

- . many large stools (5 - 10) a day
- . watery stools
- . signs of dehydration despite use of rehydration fluid, the CHW will
 - . notify the health center that a nurse has to visit the community to make a proper diagnosis.

5.3 When given a diarrhea epidemic in the community, the CHW will

- . carry out the instructions he receives from the health center and cooperate with other health agents in the community to prevent the disease from spreading.

Task 6. Participate in the control and eradication of mosquitos and other vectors.

6.1 When given a project in the community for eradication of mosquitos and other vectors, the CHW will

- . in cooperation with the community and other health agents carry out the tasks which have been established.

6.2 When given a community where mosquitos are common, the CHW will

- . make sure that
 - all weeds are removed around homes
 - rubbish is buried to prevent water from collecting in tins and other containers
 - water is disposed off so that it does not gather in puddles on the ground for days
 - holes in the ground where water collects are filled up or drained
 - water cisterns and other water containers are covered.

6.3 When given a community where flies are common, the CHW will

- . make sure that
 - defecation is done in such a way that breeding of flies is minimized
 - garbage is disposed off so that breeding of flies is minimized

- sanitary methods are used for food preparation and storage to minimize contamination by flies.
- 6.4 When given a household where flies or other such vectors are present, the CHW will
- . make sure that at the same time
 - the houses in the compound are cleaned
 - all bedding is washed and hung up to dry in the sun
 - all family members are treated to get rid of the vermin
 - . give preventive advice about
 - personal hygiene
 - children playing with animals.
- 6.5 When given rats and mice in the community, the CHW will
- . make sure that grain and other foods are stored so that the animals cannot get to them
 - . encourage people to set rat traps and make sure they do it
 - . holes and cracks are covered up to prevent access to food by these animals.
- 6.6 When given houses invaded by snakes and scorpions, the CHW will
- . make sure that
 - bush is cleared from the houses to make access more difficult for these animals
 - holes and cracks in walls are covered up to prevent access
 - houses and compounds are kept clean so that there are fewer places for the snakes or scorpions to conceal themselves.

INSTRUCTIONAL OBJECTIVES

1. During a visit to a community, the trainee will survey the water supply and uses of water and prepare a report on the findings.
2. During a visit to a community, the trainee will survey the sanitary situation and prepare a report on the findings.
3. When given a model of a community and questions, the trainee will show where people can defecate and urinate without polluting the water supply.
4. When given a model of the community and questions, the trainee will show where people can dispose of garbage and rubbish without polluting the water supply.
5. When given a model of the community and questions, the trainee will show in which areas animals should not be allowed in order to avoid polluting the water supply.
6. When given a model of a community and questions, the trainee will show where waste water can be disposed of without polluting the water supply.
7. When given a group of trainees, the trainee will talk to them about ways to stop improper disposal of waste products, as the CHW would to the health committee.
8. When given questions, the trainee will tell in which ways improper disposal of waste products endangers the health of people in the community.
9. When given pictures of bad health practices, the trainee will tell why they are bad and how they should be changed.
10. When given questions, the trainee will tell what the health committee and the CHW can do to stop improper disposal of waste products.
11. When given another trainee, the trainee will try to persuade him to change a bad sanitary habit, as the CHW would do.
12. When given questions, the trainee will tell how to dispose of nightsoil properly.
13. When given questions, the trainee will tell why latrines should be used.
14. When given a group of trainees, the trainee will try to persuade them, as the CHW would do in the community, to change a bad sanitary habit.

15. When given questions, the trainee will give the main reasons why someone might not use a latrine, and tell what arguments can be used to persuade the person to use a latrine.
16. When given questions, the trainee will tell how to treat contaminated water in the home to avoid illness.
17. When given questions, the trainee will tell how to avoid contaminating water during transportation to or storage in the home.
18. When given information about the sanitary situation in a community, the trainee will, in cooperation with other trainees, plan which improvements to make in such conditions.
19. When given an assigned task based on a plan for improvements of the sanitary conditions in the community, the trainee will carry out the task.
20. When given questions, the trainee will tell why stagnant water is dangerous to the health of the people in the community and how to reduce such dangers.
21. When given another trainee, the trainee will give advice about what to do with stagnant water in the community.
22. When given questions, the trainee will tell how to handle animals to minimize the health problems in the community.
23. When given questions, the trainee will tell what the main characteristics of a persuasive talk are.
24. When given the results of the work in the community, the trainee will, together with other trainees, evaluate their work in the community and decide what they still need to do.
25. During a home visit in a community, the trainee will give advice on sanitation.
26. When given questions, the trainee will tell why the CHW cannot expect immediate results from his work.
27. When given questions, the trainee will tell what advice on sanitation to give about how to store and prepare food.
28. When given questions, the trainee will tell what advice should be given concerning personal hygiene.
29. When given questions, the trainee will tell what to do to control vectors in the community.

30. When given questions, the trainee will tell how to ensure cleanliness at the market place and how to keep food sold there free from disease-carrying materials.
31. When given questions, the trainee will tell what to do when the CHW thinks there is a diarrhea epidemic in the community.
32. When given questions, the trainee will tell how to keep the community clean.

SUMMARY TABLE

SANITATION

Session Plan	Tasks and Objectives	Instructional Objectives		
		Introduced	Reviewed	Evaluated
1	-	-	-	-
2	1.1	1	-	-
3	1.1	1	-	-
4	1.1 - 1.3	2	1	-
5	1.1 - 1.4	2	-	-
6	2.2 - 2.5, 3.1	3	-	-
7	2.1 - 2.5	4, 5, 6	3	3 - 6
8	1.5	7	3 - 6	-
9	1.5	7	-	-
10	2.1 - 2.6, 3.1	8, 9	7	-
11	1.5, 1.6	10, 11	-	-
12	2.1 - 2.5	10	1, 2	-
13	1.1 - 1.4, 3.5	11, 12	1, 2	3 - 6, 10

Session Plan	Tasks and Objectives	Instructional Objectives		
		Introduced	Reviewed	Evaluated
14	3.2 - 3.4	13, 14	1, 2	-
15	1.1 - 1.4, 3.2 - 3.4	11, 15	1, 2, 13,	-
16	1.1 - 1.4, 3.2 - 3.4	11	1, 2, 13, 15	-
17	1.1 - 1.4, 2.7	16, 17	1, 2	-
18	1.1 - 1.4, 2.1 - 2.7, 3.1 - 3.5	-	1 - 17	-
19	1.5	18	-	-
20	1.5, 1.6	18, 19	-	-
21	1.6, 2.1, 2.2, 2.6, 6.1, 6.2	20, 21	19	-
22	1.6, 2.1, 2.2, 2.6, 6.1, 6.2	20, 21	19	-
23	1.6, 2.2, 2.3, 2.5, 4.5	22	19	-
24	1.5 - 1.7	24, 25	19	20
25	1.6	23	19, 25	-
26	1.6, 2.2, 2.3, 2.5, 4.5	11	19, 22, 25	-

Session Plan	Tasks and Objectives	Instructional Objectives		
		Introduced	Reviewed	Evaluated
27	1.6	26	14, 19, 25	-
28	1.6, 4.2, 4.3	27	19, 25	-
29	1.6, 4.2, 4.3	11, 27	19, 23, 25	-
30	1.6, 4.2 - 4.4, 4.6	28	19, 25	27
31	1.6, 1.7	24	11	-
32	1.6, 6.1 - 6.6	29	19, 25	28
33	1.4, 1.6, 6.1 - 6.6	11, 14	29	-
34	1.4, 1.6, 3.1 - 3.5, 4.1, 4.2	30	3, 11 - 13 15, 19, 25	-
35	1.4, 1.6, 4.1, 4.2	30	19, 25	-
36	5.1 - 5.3	31	-	-
37	Review	-	1 - 33	-
38	2.1 - 2.7, 3.1 - 3.5, 4.1 - 4.6	34	-	-
39	Review		1 - 34	-

EVALUATION PLAN

SANITATION

Session Plan WHEN GIVEN	TYPE OF EVALUATION	Method to be used	SESSION OBJECTIVES TESTED
7.3*	Progress	Orally in class	3, 4, 5, 6
13.4	Progress	Orally in class	3, 4, 5, 6, 10
23.2	Progress	Orally in class	20
30.1	Progress	Orally in class	17
32.1	Progress	Orally in class	28
After 38	Post	Individually in the community	19, 25

* Session plan 7, activity 3

SESSION PLAN 1

TIME

1 1/2 hours

INSTRUCTIONAL OBJECTIVES

- Introduce the module to the trainees.
- Review the objectives and program with the trainees.
- Discuss the sanitary conditions in the trainees' communities.

MATERIALS

For the instructor - copy of objectives and program, and for literate trainees - one copy each of the program.

NOTE

The discussion should be used to find out about the sanitary conditions in the communities, if such information is not yet available. This information should be used to adjust the sessions to correspond closely to the actual conditions that exist in the trainees' communities. If, after the discussion, you still feel uncertain as to what practices exist in a trainee's community, meet with him separately to obtain the necessary information.

ACTIVITIES

APPROACH

- | | |
|-------------------------|---|
| 1. Introduction | <u>10 minutes</u>
Tell a story about a child who got hookworm because she walked barefoot where someone had defecated. Make the point that good sanitary conditions are important for prevention of illness. |
| 2. Review of objectives | <u>10 minutes</u>
During this part of the course, the trainees will learn how to <ul style="list-style-type: none">. decide which sanitary practices in the community need to be improved and how they should be improved. select the improvements which are most important and which should be done first. persuade people to change their habits. Use examples to illustrate these points. |

ACTIVITIES

APPROACH

3. Review of
the program

15 minutes

If the trainees are literate, give each one a copy of the program and go through it day by day.

For illiterate trainees, discuss

- . how many days the unit will take
- . what type of activities there will be each day
- . how they will be able to show what they can do.

4. Instructor-led
discussion -
sanitary practices
in the trainees'
communities

45 minutes

Bring up the two major areas that will be discussed during the course - water supply and disposal of waste materials, including human faeces. Note down the different methods used in the communities for later reference.

5. Summary of
discussion

10 minutes

Summarize the discussion by reviewing all the methods used for obtaining water and disposing of waste.

SESSION PLAN 2

TIME

1 1/2 hours

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objective 1.1

INSTRUCTIONAL OBJECTIVE

1. During a visit to a community, the trainee will survey the water supply and uses of water and prepare a report on the findings.

MATERIALS

Community model.

BEFORE THE SESSION

Set up the community model in such a way that it approximates the layout of the community which the trainees will visit.

AFTER THE SESSION

Trainees should visit a nearby community and survey the water supply and its uses. The trainees should be well prepared for the visit. If you feel that the trainees will need more guidance for the visit than you can give them in the allotted time, you may shorten the time for activity 2 and use additional time for activity 3. It is also possible to make arrangements for the trainees to visit the community together with you, a sanitary engineer or another person who has experience surveying the water situation in communities and can guide the trainees.

ACTIVITIES

1. Instructor demonstration - community model

APPROACH

20 minutes

Show the community model to the trainees. Ask them to pay special attention to where the water supply is, where marketing is done, where the latrines are (if any) and to other features that have a bearing on the sanitary conditions that will be discussed during the course. Allow the trainees to discuss the similarities and differences they find between the model and their own communities

ACTIVITIES

APPROACH

2. Instructor-led discussion - visit

40 minutes

Tell the trainees that they will visit a community like the one shown in the model to find out where the people get their water and how they use it. Ask the trainees to find out, individually or in small groups, the following information

- . where people get their water - all sources should be identified and classified according to the use of water
- . how water is transported and stored in the house
- . where and how they wash
- . where and how they bathe
- . where and how water is given to animals
- . how drinking water is stored in the house and treated before use
- . how waste water is disposed of
- . whether there is sufficient water, and whether or not water is wasted.

3. Instructor-led discussion - instructions for community visit

20 minutes

Tell the trainees about the arrangements that have been made for the visit to the community. Also discuss with them how they should conduct themselves during the visit, and how to establish friendly relationships with the people. Use the guidelines in the Guide for conducting visits to communities to prepare for this discussion.

4. Summary of instructions by a trainee

10 minutes

Ask a trainee to summarize the instructions that have been given for the visit. Also check that each trainee understands what they are supposed to observe in the community.

SESSION PLAN 3

TIME

1 1/2 hours

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objective 1.1

INSTRUCTIONAL OBJECTIVE

1. During a visit to a community, the trainee will survey the water supply and uses of water and prepare a report on the findings.

MATERIALS

Community model.

AFTER THE SESSION

The trainees should visit a nearby community and survey the water supply and how water is used.

ACTIVITIES

APPROACH

1. Instructor-led discussion - report on community visit

40 minutes

Ask each trainee to report on his observations during the visit. Note the highlights of each report for future reference. Ask the trainees to discuss and supplement the reports. Use the community model to show where different activities involving water take place.

2. Summary by the instructor

10 minutes

Summarize each report and make a general statement about whether or not the people have enough water for their needs. Then introduce the next topic for discussion - what are the differences and similarities between the community they visited and the trainee's own community?

ACTIVITIES

APPROACH

3. Instructor-led discussion - conditions in the trainees' communities

30 minutes

Ask the trainees to compare the situation in their own communities with the one they have visited. The stress should be on the amount of water that is available and where different activities take place.

4. Instructions for continued community visits

10 minutes

Ask the trainees to visit a different community and do another study of the water situation. Assign them different tasks from what they had during the first visit. If possible, select a community with a different source of water.

SESSION PLAN 4

TIME

1 1/2 hours

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objectives 1.1 - 1.3

INSTRUCTIONAL OBJECTIVE

2. During a visit to a community, the trainee will survey the sanitary situation and prepare a report on the findings.

MATERIALS

Flannelboard and pictures 31, 54, 76, 84, 87, 89, 94, 105, 107, 116-126, 130, 132-136, village story.

AFTER THE SESSION

The trainees should visit a nearby community and survey how waste products are disposed of in the community.

ACTIVITIES

APPROACH

1. Instructor-led discussion - report on community visit (Review instr. obj. 1)

45 minutes

Ask the trainees to report the results of the visit and to stress the differences between the two communities and also the differences between these communities and their own. Lead the discussion to consider the following

- . the different sources of water available in the area
- . the different uses of water
- . the special problems each use causes.

2. Introductory story-telling

5 minutes

Tell a story about a community whose source of water, similar to one in the area, became polluted. Cite a situation where the water is contaminated by excreta. Discuss the consequences of the polluted water and the steps the people took to get clean drinking water.

ACTIVITIES

APPROACH

3. Instructor-led discussion - principal ways drinking water can be contaminated

30 minutes

Start the discussion by asking what can pollute drinking water. Use pictures on the flannelboard to illustrate the different ways water can become polluted

- . defecation and urination in inappropriate places
- . poor disposal of animal droppings and handling of animals
- . poor disposal of garbage and debris
- . disposal of used water in inappropriate places
- . poor storage of water in the home
- . poor personal hygiene.

4. Instructions for community visit

10 minutes

The trainees should go back to the communities and study the disposal of waste products in relation to the water supply. Ask each trainee or group of trainees to study the disposal of a different waste product. If there are enough trainees, schedule visits to both communities in which the water situation has been studied earlier.

SESSION PLAN 5

TIME

1 1/2 hours

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objectives 1.1 - 1.4

INSTRUCTIONAL OBJECTIVE

2. During a visit to a community, the trainee will survey the sanitary situation and prepare a report on the findings.

MATERIALS

Community model.

AFTER THE SESSION

The trainees should through community visits continue to study the relationship between water supply and waste disposal, and try to determine if the current disposal practices pollute the water supply.

ACTIVITIES

APPROACH

1. Instructor-led discussion - reports on community visits

45 minutes

Ask the trainees to describe how waste products are disposed of in the community they have visited. Let the trainees use the community model to show how far from the water supply the waste products are disposed of. If time allows, the trainees should be encouraged to discuss the disposal of waste products in their own communities.

2. Instructor-led discussion - how waste products contaminate water

30 minutes

Ask the trainees how they think waste products can contaminate the water supply. Discuss the dangers of each different waste product. Spend most of the time on illnesses which are spread through improper disposal of fecal matter.

ACTIVITIES

APPROACH

3. Small group activity

15 minutes

Divide the trainees into small groups of four or five. A trainee should describe a situation in which the water supply might be contaminated by a waste product. The other trainees should try to think of ways to prevent water pollution. Encourage discussion about different preventive methods.

SESSION PLAN 6

TIME

1 1/2 hours

TASK

2. Maintain existing facilities for water supply to minimize illnesses in the community. Objectives 2.2 - 2.5
3. Maintain existing facilities for sanitation to minimize illnesses in the community. Objective 3.1

INSTRUCTIONAL OBJECTIVE

3. When given a model of the community and questions, the trainee will show where people can defecate and urinate without polluting the water supply.

MATERIALS

Community model, village story.

NOTE

If the trainees say that the water supply in their communities is not polluted by defecating in inappropriate places, ask them to demonstrate on the community model why they think so. If you find that they are right, ask them to discuss how to make sure the situation will remain that way.

ACTIVITIES	APPROACH
1. Introductory story-telling	<u>5 minutes</u> Tell a story about how water in a community was polluted by defecating in inappropriate places. Select the water supply that is most common in the area. Stop the story after describing the situation and ask the trainees what could be done to improve the situation.
2. Instructor-led discussion	<u>35 minutes</u> When the trainees mention that people should defecate far away from the water supply, use the community model to show where they can safely do it. Do not bring up latrines unless they are already used in the trainees' communities. If latrines are mentioned, stress

ACTIVITIES

APPROACH

that they have to be built away from the water supply. When discussing where defecation can be done safely, give minimum distance in terms that they can easily understand.

Note - except when piped water or collected rainwater in cisterns are used, defecating too close to the water source will pollute the water. Thus, the type of water supply will not affect the discussion very much.

3. Group activity

30 minutes

Divide the trainees into groups of five or six, according to the water supply in their communities. Ask them to discuss the risks of water in their own community being polluted by improper defecation practices and the things which they think can be done to change the situation. Ask the trainees to use the community model, if necessary, to show other trainees the situation in their community. The discussions should center on safe places to defecate.

4. Review of group activity

20 minutes

Start by asking the trainees to describe what they think can be done to prevent water pollution caused by defecation in inappropriate places. Group their suggestions according to the water supply of their communities.

SESSION PLAN 7

TIME

1 1/2 hours

TASK

2. Maintain existing facilities for water supply to minimize illnesses in the community. Objectives 2.1 - 2.5

INSTRUCTIONAL OBJECTIVES

4. When given a model of a community and questions, the trainee will show where people can dispose of garbage without polluting the water supply.
5. When given a model of a community and questions, the trainee will show in which areas animals should not be allowed in order to avoid polluting the water supply.
6. When given a model of a community and questions, the trainee will show where waste water can be disposed of without polluting the water supply.

MATERIALS

Community model.

ACTIVITIES

APPROACH

1. Instructor-led discussion

30 minutes

Start the discussion by reviewing the measures to prevent water pollution by improper defecation practices. Then discuss how to prevent other types of waste products - garbage, rubbish, animal waste and waste water - from polluting drinking water. Cover the following points

- . throw waste water far from wells, springs, and ponds
- . do not allow animals near the water supply; if necessary, build fences around it
- . burn or bury garbage and rubbish
- . when water is taken from rivers, take drinking water upstream from the community and upstream from bathing, washing, and watering animals.

ACTIVITIES

APPROACH

Use the community model to show where these waste products can be disposed of safely and where water pollution could occur.

2. Group activity

30 minutes

Divide the trainees into small groups and ask them to discuss the disposal of wastes in their own communities and the changes which they think need to be made. Groups can use the community model to show what conditions in the communities are like.

3. Evaluation activity
(instr. obj. 3 - 6)

30 minutes

Randomly ask the trainees what will happen if a waste product is disposed of too close to the water supply. Also ask where is the best place to dispose of it. Review all the waste products that have been discussed so far. Ask these questions about each type of water supply in the area.

SESSION PLAN 8

TIME

1 1/2 hours

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objective 1.5

INSTRUCTIONAL OBJECTIVE

7. When given a group of trainees, the trainee will talk to them about ways to stop improper disposal of waste products, as the CHW would to the health committee.

NOTE

If there are no health committees in the communities in which the trainees will work, adapt the session to a situation in which the CHW talks to influential people in the community, individually or in groups, to obtain their cooperation in changing the poor sanitary practices in the community.

ACTIVITIES

APPROACH

1. Instructor-led discussion
(also review instr. obj. 3 - 6)

30 minutes

Introduce the discussion by reviewing the measures to prevent water pollution, which were discussed in the previous session. Use the community model to show where waste products can be disposed of without contaminating the water supply. Lead the trainees into a discussion about how to persuade a health committee to start a program to change health practices of disposing of waste products. Encourage suggestions from the trainees and make sure that the following points are brought out

- . ask other health agents in the community to talk with the health committee
- . talk to members of the health committee individually before presenting a proposal to the committee

ACTIVITIES

APPROACH

- . use simple language and examples to show how improper disposal of waste products can endanger the health of the people
- . be ready to show them where and how waste products can be disposed of safely
- . be prepared for opposition to change
- . be prepared for indifference.

2. Instructor-demonstration with trainees as members of a health committee

30 minutes

Demonstrate one way of talking to the health committee about water pollution. some trainees should be asked to oppose the change, others should be asked to be indifferent, and one or two trainees should support it.

3. Instructor-led discussion of the demonstration

30 minutes

Discuss the demonstration. Stress the need to be clear and to appeal to the self-interest of the members of the committee. Talk about the instructor's approach to the hostile, indifferent and supportive members. Encourage the trainees to discuss difficulties they may have with the committee in their own communities.

SESSION PLAN 9

TIME

1 1/2 hours

TASK

1. Collaborate with committee and other health agents working in the community to improve water supply and sanitary conditions.
Objective 1.5

INSTRUCTIONAL OBJECTIVE

7. When given a group of trainees, the trainee will talk to them about ways to stop improper disposal of waste products, as the CHW would to the health committee.

ACTIVITIES	APPROACH
1. Instructor-led review	<u>15 minutes</u> Review the discussion about how to talk to the health committee about water pollution and what to do to stop it. Encourage the trainees to suggest things to say, which they did not mention in the last session.
2. Group activity	<u>30 minutes</u> Divide the trainees into groups of six or seven. Ask one of the trainees to act like a CHW who is trying to convince the health committee that the water is polluted and that something has to be done. Ask the other trainees to act in the way they think the health committee in their community would do. If time permits, trainees can alternate between being the CHW and being members of the health committee.
3. Instructor-led discussion of the group activity	<u>30 minutes</u> Discuss the group activity. Stress what the health committee may be able to do. Encourage the trainees to discuss the situation in their own communities and the way they would try to

ACTIVITIES

APPROACH

convince their own health committee. If possible, discuss what the committee could do and what role the CHW could play in changing waste disposal practices in the community. If other health agents are working in the area, encourage the trainees to suggest ways in which such people can assist the health committee and the CHW.

4. Summary of discussion

15 minutes

Ask one of the trainees to summarize the discussion by describing how the trainee would approach the health committee. Other trainees should add to the summary.

SESSION PLAN 10

TIME

2 hours

TASK

2. Maintain existing facilities for water supply to minimize illnesses in the community. Objectives 2.1 - 2.6
3. Maintain existing facilities for sanitation to minimize illnesses in the community. Objective 3.1

INSTRUCTIONAL OBJECTIVES

8. When given questions, the trainee will tell in which ways improper disposal of waste products endangers the health of the people in the community.
9. When given pictures of bad health practices, the trainee will tell why they are bad and how they should be changed.

MATERIALS

Flannelboard and pictures 31, 76, 84, 88 - 94, 100, 131, community model, village story.

ACTIVITIES

1. Instructor-led discussion

APPROACH

45 minutes

Start by explaining that poor disposal of waste products not only pollutes the water supply, but it has other dangers as well. Then ask what the other dangers are. Discuss each waste product separately.

The following dangers of improper waste disposal should be discussed

- . increased proliferation of flies (also mention that flies may spread disease)
- . increased proliferation of rats and mice
- . increased proliferation of mosquitos (especially in stagnant water)
- . increased risks of spreading worms and diarrhea.

ACTIVITIES

APPROACH

Use pictures on the flannelboard to prompt suggestions from the trainees. If necessary, tell a story and give examples to introduce the dangers and discuss the consequences of each incorrect way of disposing of waste. Illustrate a story with the community model or with pictures on the flannelboard, if you like.

2. Group activity

30 minutes

Give the trainees pictures of improper practices of disposal of waste or of situations where waste has been improperly disposed of. Working in pairs, the trainees should tell each other stories about how the situation occurred and what consequences it may have. If possible, they should also tell how the CHW can change the situation.

3. Discussion of group activity

30 minutes

Discuss the group activity. Stress what the trainees thought would be the consequences of the poor sanitary practices. Then lead the discussion to what can be done to change these practices. Review the discussion about how to talk to the health committee about these situations.

4. Group activity
(review instr. obj. 7)

15 minutes

The trainees should practice talking to the health committee about the bad practices shown in the pictures. Trainees who were part of the health committee in the previous session should be the CHW.

SESSION PLAN 11

TIME

1 1/2

TASK

- i. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objectives 1.5 - 1.6

INSTRUCTIONAL OBJECTIVES

10. When given questions, the trainee will tell what the health committee and the CHW can do to stop improper disposal of waste products.
11. When given another trainee, the trainee will try to persuade him to change a bad sanitary habit, as the CHW would do.

ACTIVITIES

APPROACH

1. Introduction by the instructor

15 minutes

Tell a story or give examples of a community in which many changes were necessary. Discuss how it is better to change one bad practice at a time, starting with the one that poses the most danger to health. End the introduction by asking the trainees what would be the order in which they would change bad waste disposal habits. Although the order may be different in a trainee's community because of different conditions, the following order may be the best

- . defecation practices
- . waste water disposal
- . garbage disposal
- . rubbish disposal
- . watering and handling animals.

2. Instructor-led discussion

30 minutes

Start by telling the trainees to assume that the health committee is convinced that something needs to be done about water pollution. Then ask what they think the CHW and the health committee can do about changing the habits of the people. Bring out activities such as

ACTIVITIES

APPROACH

- . informing people about the new decision and what needs to be done
 - in a community meeting
 - during home visits
 - in discussions with small groups
- . persuading people who are opposed or indifferent to change
 - through visits by influential persons
 - through repeated home visits by the CHW
 - by asking others who support change to talk to them
- . checking that the changes are being made
 - through community meetings
 - through home visits
 - through a check of the water quality by health agents
- . reinforcing the new behavior
 - by praising persons at meetings for following the new practices
 - by praising people when they are seen doing the right thing
 - by talking to people during home visits.

3. Group activity

30 minutes

The trainees should work in pairs. One trainee should select a waste disposal habit that needs to be changed. The other trainee should act like he thinks someone in his community would act if a CHW tried to persuade him to change. The trainees should alternate between being the CHW and being the person in the community. They should address different waste disposal practices and discuss how persuasive each one was and how each could have been more persuasive.

SESSION PLAN 12

TIME

1 1/2 hours + community visits

TASK

2. Maintain existing facilities for water supply to minimize illnesses in the community. Objectives 2.1 - 2.5

INSTRUCTIONAL OBJECTIVE

10. When given questions, the trainee will tell what the health committee and the CHW can do to stop improper disposal of waste products.

ASSIGNMENT

Working in groups, the trainees should study the water and sanitary situation in a community. With the help of other health agents and the instructor, they should plan how to improve the health practices in the community. The goal should be to minimize water pollution. If possible, select a community in the area where the water is known to be polluted and in which other health agents are already working. Give the trainees a week in which to carry out the assignment.

AFTER THE SESSION

The trainees should start to carry out their assignment in a nearby community. (Instr. obj. 1, 2)

ACTIVITIES

APPROACH

1. Review discussion

30 minutes

Review the different methods that can be used in the communities to change a bad habit. Encourage trainees to add ideas which they may not have thought of in the last session.

2. Group activity

30 minutes

Divide the trainees into groups of six or seven. Assign each group a different problem to discuss from among the following

- . what can the CHW do if the health committee refuses to cooperate

- . what can the CHW do if people from another community are also polluting the water supply
- . what can the CHW do if there is no health committee
- . what can the CHW do when illness is caused by people bathing or walking in the river or pond (discuss this only if it is a problem in the area)
- . what can the CHW do when people waste water (if there is a shortage of water in some of the trainees' communities)?

3. Report on group activity

30 minutes

Each group should report the results of the discussion. Ask trainees from other groups to comment on and make suggestions about what the CHW can do in each situation. Add suggestions, if necessary. End the session with the assignment for the next community visit.

SESSION PLAN 13

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objectives 1.1 - 1.4
3. Maintain existing facilities for sanitation to minimize illnesses in the community. Objective 3.5

INSTRUCTIONAL OBJECTIVES

11. When given another trainee, the trainee will try to persuade him to change a bad sanitary habit, as the CHW would do.
12. When given questions, the trainee will tell how to dispose of nightsoil properly.

AFTER THE SESSION

The trainees should work on their assignment in a nearby community. (Instr. obj. 1, 2)

ACTIVITIES

APPROACH

1. Instructor-led discussion on community visit

30 minutes

Discuss the work the trainees are doing in the community. Encourage them to ask questions about the problems they have found in the community and the changes they feel will have to be made. Refer them to other agents working in the community if their questions cannot be answered in class.

2. Instructor-led discussion

45 minutes

Start the discussion by asking the trainees what is done in their community about teaching children where to defecate, and what methods are used for disposal of nightsoil.

ACTIVITIES

APPROACH

Continue with a discussion of what to do to improve the situation when the children are not using the bush or latrines. The following points should be brought out

- . children's faeces are a risk for the whole community if not disposed of properly
- . children can be taught to defecate in the bush or in latrines
- . if a child defecates near a house, the faeces should be removed as soon as possible
- . nightsoil should be buried in the bush or put in the latrines
- . the receptacles for nightsoil should be washed with hot water after being emptied
- . special latrines can be built for children.

3. Group activity

30 minutes

The trainees should work in pairs. One trainee should try to persuade the other to teach his children to defecate in the bush. Then they should switch roles. The trainees should be encouraged to discuss their performance, if time permits.

4. Evaluation activity
(instr. obj.
3-6, 10)

15 minutes

Randomly ask trainees how and where waste products can be disposed of properly and what the CHW can do to make sure waste disposal is done properly.

SESSION PLAN 14

TIME

1 1/2 hours + community visit

TASK

3. Maintain existing facilities for sanitation to minimize illnesses in the community. Objectives 3.2 - 3.4

INSTRUCTIONAL OBJECTIVES

13. When given questions, the trainee should tell why latrines should be used.
14. When given a group of trainees, the trainee will try to persuade them to change a bad sanitary habit, as the CHW would do in the community.

AFTER THE SESSION

The trainees should work on their assignment in a nearby community. (Instr. obj. 1, 2)

NOTE

Use this session only if there are latrines in the trainees' communities, or if a decision has been made that the CHW should recommend the building and use of latrines.

ACTIVITIES

APPROACH

1. Instructor-led discussion

30 minutes

Give a short introduction about the subject of this session. Then, ask why latrines should be used. The following reasons should be brought out

- . use of latrines can prevent pollution of the water supply
- . use of latrines can minimize the breeding of flies which contaminate food
- . use of latrines can minimize the risk of diarrhea in the community
- . use of latrines can minimize the spread of worms in the community

ACTIVITIES

APPROACH

- . the waste from the latrines can safely be used for fertilizer
- . the waste from latrines is better fertilizer than ordinary fecal matter.

During the discussion, make sure that the trainees understand how the use of latrines can minimize the pollution of the water supply, and how it can prevent illness. Stress the risk of using faeces directly as fertilizer and explain why latrine waste is a better fertilizer.

2. Instructor-led discussion

30 minutes

Start by telling who can help the people build latrines and select places where they should be built. Also discuss what the people in the community will have to contribute if they want latrines built. Next, discuss ways to persuade people to build private latrines, if the health committee decides this should be done. Bring out the following points

- . make home visits to discuss the building of latrines
- . talk with people individually anywhere
- . talk to informal groups
- . call a community meeting and discuss the building of latrines
- . convince influential people in the community to build latrines first
- . ask influential people and other health agents to talk to the people in the community.

3. Group activity

30 minutes

Divide the trainees into groups of six or seven. One trainee should try to persuade the group to build latrines for their own use. The trainees should be indifferent but not greatly opposed to the idea. If time permits, another trainee should take his place and try to persuade the group.

SESSION PLAN 15

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objectives 1.1 - 1.4
3. Maintain existing facilities for sanitation to minimize illnesses in the community. Objectives 3.2 - 3.4

INSTRUCTIONAL OBJECTIVES

11. When given another trainee, the trainee will try to persuade him to change a bad sanitary habit, as the CHW would do.
15. When given questions, the trainee will give the main reasons why someone may not use a latrine, and tell what arguments can be used to persuade the person to use a latrine.

AFTER THE SESSION

The trainees should work on their assignment in a nearby community. (Instr. obj. 1, 2)

NOTE

Use this session only if latrines in the community are not used.

ACTIVITIES	APPROACH
1. Instructor-led discussion on community visits	<u>30 minutes</u> Briefly discuss the survey that the trainees are doing in the community. Answer questions and review the results they have found.
2. Review discussion (instr. obj. 13)	<u>15 minutes</u> Review the discussion about the benefits of latrines and how to persuade people to build latrines in the community.

ACTIVITIES

APPROACH

3. Instructor-led discussion

45 minutes

Lead the review into a discussion of what to do when there are latrines that are not used. Start by discussing what reasons the people may give for not using them. For each reason the trainees give, ask for suggestions about how they would answer and persuade the people to use latrines.

The following reasons and answers should be discussed

- . latrines are too far from where the people work or there are too few latrines
 - build more latrines where they are needed
- . latrines do not give any privacy or they are too far from the home
 - build more private latrines
- . latrines are too dirty or smelly
 - make sure hole is covered after use
 - wash squatplate often (every night in public latrines)
- . fecal matter is used as fertilizer
 - point out danger of using faeces directly as fertilizer and explain why latrine waster is better
- . important people in the community do not use latrines
 - inform these people about the risk to themselves and others when the latrines are not used
 - persuade these people to set an example by using the latrines
- . it is not necessary, or current practices are just as good
 - discuss the dangers of the current practices and the health risks for people who do not use latrines

ACTIVITIES

APPROACH

- inform the people that the health of the entire community is endangered if some people do not use latrines
- convince the people that there will be less diarrhea and worms in the community if the latrines are used.

4. Group activity

30 minutes

Working in pairs, the trainees should practice persuading people to build and use latrines.

SESSION PLAN 16

TIME

1 1/2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objectives 1.1 - 1.4
3. Maintain existing facilities for sanitation to minimize illnesses in the community. Objectives 3.2 - 3.4

INSTRUCTIONAL OBJECTIVE

11. When given another trainee, the trainee will try to persuade him to change a bad sanitary habit, as the CHW would do.

AFTER THE SESSION

The trainees should work on their assignment in a nearby community. (Instr. obj. 1, 2)

NOTE

Use this session only if there are latrines in the community, or if a decision has been made that the CHW should recommend the building and use of latrines.

ACTIVITIES	APPROACH
1. Instructor-led discussion on community visits	<u>30 minutes</u> Ask a trainee to describe the work that the trainees have done in the community. Let other trainees add their comments. Then discuss what work remains to be done and how it can be done.
2. Review discussion - use of latrines (instr. obj. 13, 15)	<u>45 minutes</u> Discuss the following points. <ul style="list-style-type: none">. why latrines should be used. who can help a community build latrines. what a CHW can do to persuade people to build latrines

- . why available latrines may not be used
- . how to answer arguments for not using latrines
- . how to persuade people to use the latrines

3. Group activity

30 minutes

The trainees should practice persuading people in a community to build and use latrines.

SESSION PLAN 17

TIME

1 1/2 hours + community visit

TASK

- i. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objectives 1.1 - 1.4
2. Maintain existing facilities for water supply to minimize illnesses in the community. Objective 2.7

INSTRUCTIONAL OBJECTIVES

16. When given questions, the trainee will tell how to treat contaminated water in the home to avoid illness.
17. When given questions, the trainee will tell how to avoid contaminating water during transportation to or storage in the home.

AFTER THE SESSION

The trainees should work on their assignment in a nearby community.
(instr. obj. 1, 2)

ACTIVITIES

APPROACH

1. Review of
community visits

25 minutes

Discuss the work done by the trainees in the community. Encourage them to talk about the assistance given by other health agents and the ways in which other health agents can help in their investigation of the sanitary conditions. Also discuss how to get people to cooperate and to become interested in improving sanitary conditions in the community.

2. Introductory
story-telling

10 minutes

Tell a story about how a family got diarrhea because no one took steps to protect the water from contamination in the home. The water was collected in a dirty container and stored uncovered.

ACTIVITIES

APPROACH

3. Instructor-led discussion

30 minutes

Ask the trainees how to protect water from becoming contaminated after it is taken from its source. The following points should be brought out

- . use clean containers to collect the water
- . store the water in closed containers
- . do not keep drinking water stored for a long time.

Also discuss what to do if the water is known to be contaminated

- . let the water stand to allow sand and dirt to settle before pouring it in a clean container
- . filter through cloth or through a sand filter (filtering should be especially recommended for communities where the source of drinking water is a pond, in which there are guineaworm)
- . boil water.

Since it is difficult to make sure that people will always boil the water, explain to the trainees that they should recommend boiling water only for infants and in emergencies when there is an outbreak of diarrhea in the household or in the community. Explain to the trainees that people may accept their advice more easily in these situations.

4. Group activity

30 minutes

Divide the trainees into small groups and ask them to discuss what they think that the CHW can do in a community where the water is polluted. Encourage them to think not only of measures to remove the source of contamination, but also of what advice to give individuals about handling water at home. Also ask them to discuss how they think the CHW could verify if his advice is followed.

SESSION PLAN 18

TIME

1 1/2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objectives 1.1 - 1.4
2. Maintain existing facilities for water supply to minimize illnesses in the community. Objectives 2.1 - 2.7
3. Maintain existing facilities for sanitation to minimize illnesses in the community. Objectives 3.1 - 3.5

MATERIALS

Community model, flannelboard and pictures 49, 52, 54, 57, 77, 86, 87, 96, 116 - 118, 124 - 126, 133 - 136; village story.

AFTER THE SESSION

The trainees should work on their assignment in a nearby community. They should also prepare reports to be given at the next session. The instructor and other health agents should be available for consultation on how to prepare such reports and what to include in them.

ACTIVITIES

APPROACH

1. Review discussion

30 minutes

Review the course content that has been discussed during the sessions. Pay special attention to how the CHW can make sure that water is not polluted by disposal of waste products. Also discuss in what other ways waste endanger the health of people in the community. Use pictures on the flannelboard as well as the community model to show where and how waste can be properly disposed of.

Discuss what a CHW can do to prevent water pollution. Ask what the trainees think they will be able to do in their communities when they become CHWs.

ACTIVITIES

APPROACH

2. Group activity

45 minutes

Working in pairs, the trainees should practice persuading people to give up bad sanitary practices. The trainees should select topics that they previously have found difficult. Each trainee should spend about ten minutes to try to persuade another trainee.

They should then give each other advice on how to be more persuasive. Trainees who feel that they might have trouble talking to groups, should practice persuading people in a group and talking to a health committee.

3. Instructions for presentation of assignment

15 minutes

At the next session the trainees should report the results of their assignment and the recommendations that they feel should be made. Tell the trainees that the next session will be set up as a unity meeting. They will be expected to act as they would in a meeting in their community. If there are many trainees in the class, divide the trainees into groups and ask them to decide together what reports each trainee will make in the next session. Reports should be made on the water supply in the community and on the way waste is disposed of. Each report should indicate whether water pollution is a problem, and if it is, what can be done to change the situation.

Tell the trainees that they can see you or the health agents with whom they have worked in the community for advice on how to prepare and present their report.

SESSION PLAN 19

TIME

1 1/2 hours

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objective 1.5

INSTRUCTIONAL OBJECTIVE

18. When given information about the sanitary situation in a community, the trainee will, in cooperation with other trainees, plan which improvements to make in such conditions.

ASSIGNMENT FOR NEXT SESSION

Trainees should discuss with each other, with the instructor, and with other health agents the improvements in sanitary conditions that have been suggested, and present a plan for such improvements at the next session.

NOTE

If other health agents are invited to this session, discuss in advance what role you wish them to play.

ACTIVITIES

APPROACH

1. Instructions for the session

10 minutes

Tell the trainees that the session will be held like a community meeting. Discuss how the session will be conducted. Select one of the trainees to be leader of the discussion and assign the other trainees various roles to play. Tell them that you will participate only if it is necessary to solve a problem or provide more information for their discussion. (Other health agents that participate in the session should do the same.)

ACTIVITIES

APPROACH

2. Trainee-led
community meeting

60 minutes

The trainees should start by reporting their observations in the community and giving suggestions for improvements in the sanitary conditions. After the reports, the trainees should discuss the suggested ideas and other improvements which were not mentioned in their reports.

3. Summary of
discussion

15 minutes

Stop the discussion after 60 minutes and ask a trainee to summarize the improvements in sanitary conditions that have been suggested. Note them all down for your own information.

4. Assignment for
next session

15 minutes

Give the trainees the assignment for the next session. They should discuss among themselves the suggestions that have been made and be ready to continue at the next session with another community meeting to decide

- . which of the suggested improvements can be made most easily and least expensively
- . which improvements have the highest priority or are the most important
- . what they could do to assist the health agents working in the community carry out these improvements.

Tell the trainees that you and the other health agents with whom they have been working will be available for consultation.

SESSION PLAN 20

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objectives 1.5 - 1.6

INSTRUCTIONAL OBJECTIVE

18. When given information about the sanitary situation in a community, the trainee will, in cooperation with other trainees, plan which improvements to make in such conditions.

MATERIALS

Community model.

AFTER THE SESSION

The trainees should work in the community carrying out the tasks that have been assigned to them. (Instr. obj. 19)

NOTE

If other health agents are invited to participate in this session, discuss in advance what role you wish them to play.

ACTIVITIES

APPROACH

1. Trainee-led
community meeting

60 minutes

Arrange the discussion in the same manner as in the previous session with one of the trainees as the discussion leader. The trainees should discuss which improvements should be made, the order in which they should be made and which ones could be done most easily and most cheaply. You and other health agents who are present should guide the discussion so that they establish priorities similar to the program agreed upon by the health agents working in the community.

ACTIVITIES

APPROACH

2. Summary review of program that has been adopted

15 minutes

You, or one of the health agents with whom the trainees have worked, should summarize the program that has been adopted for the community and the activities which will be carried out. If the trainees have suggested the same program, point it out. Otherwise discuss why the decisions made by the community and the health agents were different from the trainees' decisions. Use the community model to demonstrate the activities that will be carried out.

3. Instructor-led discussion

45 minutes

Discuss how the trainees can help carry out the program. Suggestions for their participation can include

- . assisting the health agents during the community meeting in which decisions will be made about what to do
- . making home visits to discuss the planned improvements with people
- . giving talks about what improvements are needed to informal gatherings in the community.

End the discussion by assigning each trainee a task in the community improvement program. The tasks should be simple and easy for the trainees to do. Do not assign home visits yet, since such visits have not been discussed or made.

SESSION PLAN 21

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objective 1.6
2. Maintain existing facilities for water supply to minimize illnesses in the community. Objectives 2.1, 2.2, 2.6
6. Participate in the control and eradication of mosquitos and other vectors. Objectives 6.1, 6.2

INSTRUCTIONAL OBJECTIVES

20. When given questions, the trainee will tell why stagnant water is dangerous to the health of the people in the community and how to reduce such dangers..
21. When given another trainee, the trainee will give advice about what to do with stagnant water in the community.

MATERIALS

Flannelboard and pictures 57, 87, 116 - 118, 120, 124, 125.

AFTER THE SESSION

The trainees should work in the community carrying out the tasks that have been assigned to them. (Instr. obj. 19)

ACTIVITIES

APPROACH

1. Instructor-led discussion

30 minutes

Discuss the work the trainees are carrying out in the community. Check what success they have had with their tasks. Encourage them to ask questions.

2. Instructor-led introduction

10 minutes

Paint a picture of a community during the rainy season where rainwater collected in deep puddles where children played and which made paths difficult to use. Mention that malaria and respiratory infections among the children were very common during the rainy season. Explain the reasons for this problem.

3. Instructor-led
discussion -
drainage problems

45 minutes

Discuss what can be done to decrease the number of water puddles and the breeding of mosquitos. The following should be discussed

- . fill holes with dirt, sand or garbage
- . if holes are made during the building of houses, fill them up afterwards
- . when water is gathered in cisterns cover them tightly so that mosquitos cannot get in
- . cover wells
- . build soak-away pits for waste water
- . pour used motoroil or gasoline weekly over large pools of water that cannot be drained or covered
- . bury empty tins, broken bowls and other rubbish in which water may collect
- . cover all water containers in the house
- . bathing and washing should not be done at water tap, well or spring
- . build drains to keep water from stagnating around the water supply.

Use flannelboard and pictures to illustrate these points.

4. Group activity

30 minutes

The trainees should practice in pairs giving advice about what to do when water collecting in puddles for days is a problem in the community. Each trainee should spend ten minutes giving advice. During the last ten minutes, ask them to discuss their persuasive efforts and how they could be improved.

At the end of the session ask the trainees to observe the drainage system in the community in which they are working.

SESSION PLAN 22

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objective 1.6
2. Maintain existing facilities for water supply to minimize illnesses in the community. Objectives 2.1, 2.2, 2.6
6. Participate in the control and eradication of mosquitoes and other vectors. Objectives 6.1, 6.2

INSTRUCTIONAL OBJECTIVES

20. When given questions, the trainee will tell why stagnant water is dangerous to the health of the people in the community and how to reduce such dangers.
21. When given another trainee, the trainee will give advice about what to do with stagnant water in the community.

MATERIALS

Community model, community story.

AFTER THE SESSION

The trainees should work in the community carrying out the tasks that have been assigned to them (instr. obj. 19).

ACTIVITIES

APPROACH

- | | |
|---|---|
| 1. Instructor-led discussion - community visits | <u>30 minutes</u>
Discuss the trainees' observations of the drainage problems in the community. Use the community model to show where stagnant water gathers. Also discuss the tasks that they are carrying out. Give the trainees who have completed their assigned work new tasks. |
| 2. Group activity | <u>30 minutes</u>
Divide the trainees into groups of five to seven. Assign one of the trainees the role of group leader, and ask the group to discuss the drainage situation in their own community. |

ACTIVITIES

APPROACH

3. Instructor-led review of group activity

30 minutes

Ask one of the group leaders to summarize the discussion in his group. Encourage other trainees to add to his report the results of their group discussions. Allow the trainees to use the community model to show where stagnant water is a problem in their own community. End the review by discussing what can be done to improve the situation in the trainees' communities and in the community in which they are working.

4. Group activity

30 minutes

The trainees should practice persuading a health committee to fill in places where stagnant water collects. Divide the trainees into groups of three or four and allow each trainee fifteen minutes to persuade the other trainees.

SESSION PLAN 23

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objective 1.6
2. Maintain existing facilities for water supply to minimize illnesses in the community. Objectives 2.2, 2.3, 2.5
4. Encourage people to adopt hygienic habits and make sure that they practice them. Objective 4.5

INSTRUCTIONAL OBJECTIVE

22. When given questions, the trainee will tell how to handle animals to minimize the health problems in the community.

MATERIALS

Flannelboard and pictures 49, 56, 57, 94, 97, 98, 99, 117, 118, 124-126, 130, 133 - 134.

AFTER THE SESSION

The trainees should work in the community carrying out the tasks that have been assigned to them. (Instr. obj. 19)

ACTIVITIES	APPROACH
1. Instructor-led discussion	<u>30 minutes</u> Discuss the tasks the trainees are carrying out in the community. If necessary, give new tasks to trainees who have completed their assigned task.
2. Evaluation activity (instr. obj. 20)	<u>30 minutes</u> Randomly ask trainees what dangers may be caused by stagnant water and what can be done to eliminate stagnant water.
3. Instructor-led discussion	<u>30 minutes</u> Introduce the discussion by giving examples of how animals can contribute to water pollution and illnesses in the community.

ACTIVITIES

APPROACH

Include among the examples how animals can spread fleas and other disease-carrying insects. After this introduction, let the trainees discuss how animals should be handled in order to minimize such problems.

The following points should be brought up

- . fence in the water supply so that animals cannot reach it
- . if a river is the source of water, animals should be kept away from the area where drinking water is obtained and they should be watered downstream from the community.
- . if animals wander freely in the community, animal droppings should be swept up daily and buried or used for composting
- . animals should not be allowed into the houses
- . children should be kept from playing with animals, even dogs
- . animals should, if possible, be kept in pens and other enclosures.

Use flannelboard and pictures to demonstrate these points.

4. Group activity

30 minutes

The trainee should work in pairs practicing how to persuade someone to give up a bad sanitary habit. They should also discuss how well they did this.

SESSION PLAN 24

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objectives 1.5 - 1.7

INSTRUCTIONAL OBJECTIVE

24. When given the results of the work in the community, the trainee will, together with other trainees, evaluate their work in the community and decide what they still need to do.

AFTER THE SESSION

The trainees should make individual home visits with the instructor or an agent working in the community and observe how one gives advice to a villager. The trainees should also work in the community carrying out the tasks assigned to them. (Instr. obj. 19; 25)

NOTE

Other agents the trainees have worked with can be invited to participate in activity 1.

ACTIVITIES

APPROACH

1. Trainee-led discussion

60 minutes

Ask a trainee to lead the discussion as he would lead a meeting of the health committee. The trainees should talk about the project that is going on in the community and the part they are playing in it. Review what has been accomplished so far and assess what still needs to be done. If other health agents are at the session, they should give reports, but they should allow the trainees to decide what has been accomplished and what still needs to be done. The discussion leader should summarize what still needs to be done and who can do it. You and other health agents should intervene in this discussion only if you feel that the trainees are drawing unrealistic conclusions or are dividing the tasks unequally.

ACTIVITIES

APPROACH

2. Instructor introduction

10 minutes

Talk about what you and the other health agents think about the work in the community. If your views differ from those of the trainees, give reasons for these differences. Bring up methods by which people can be persuaded to change their habits and end with a discussion about how home visits can increase the value of the work that is done.

3. Instructor-led discussion

40 minutes

Discuss how home visits can be used to give advice about sanitary conditions and how they should be done. Bring up the difference between home visits and talking informally to people they meet. Encourage the trainees to describe how they think a home visit should be conducted and what reception they would get in their own community during one.

4. Instructions for home visits

10 minutes

Tell the trainees that the work in the community will now include home visits and that they will begin to make home visits with the instructor or another agent. Tell whom to see about making arrangements for the home visits.

SESSION PLAN 25

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objective 1.6

INSTRUCTIONAL OBJECTIVE

23. When given questions, the trainees will tell what the characteristics of a persuasive talk are.

AFTER THE SESSION

The trainees should make individual home visits with the instructor or an agent working in the community and observe how one gives advice. If he wishes, the trainee should be allowed to participate in the discussions. The trainees should work in the community carrying out the tasks assigned to them. (Instr. obj. 19, 25)

ACTIVITIES

APPROACH

1. Instructor-led discussion

45 minutes

Discuss the tasks the trainees are carrying out in the community and how home visits can help them perform these tasks. The trainees should describe how they would use a home visit to carry out the task assigned to them. Ask the trainees about the differences between talking to a person at home and in a group, and when they would prefer one situation before the other. If the trainees cannot answer, describe situations and ask them if home visits or group talks would be more effective.

2. Instructor-demonstration

15 minutes

Select a trainee to act like a person who is being visited by a CHW. Instruct the trainee to act indifferently, but not hostilely in his discussion with the CHW. Give advice about what needs to be done with a large pool of stagnant water and try to persuade the trainee to help drain the pool.

ACTIVITIES

APPROACH

3. Discussion of demonstration

30 minutes

Discuss the demonstration and bring out the following points

- . the discussion did not last more than fifteen minutes
- . the instructor gave two or three good reasons
- . the instructor used examples of others who had already agreed to help
- . the instructor gave the person a choice between different actions, and made it clear that he expected the person to commit himself to one of them
- . the talk ended with a direct question that obliged the person to say either he would or would not help.

4. Group activity

30 minutes

The trainees should work in pairs persuading each other to help carry out the tasks that need to be done. Ask the trainees to use as tasks, those which have been assigned as part of the community project.

SESSION PLAN 26

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objective 1.6
2. Maintain existing facilities for water supply to minimize illnesses in the community. Objectives 2.2, 2.3, 2.5
4. Encourage people to adopt hygienic habits and make sure that they practice them. Objective 4.5

INSTRUCTIONAL OBJECTIVE

11. When given another trainee, the trainee will try to persuade him to change a bad sanitary habit as the CHW would do.

AFTER THE SESSION

The trainees should make home visits and talk with individuals in order to carry out the tasks assigned to them. (Instr. obj. 19, 25)

ACTIVITIES

APPROACH

1. Introductory story-telling

10 minutes

Tell a story about a CHW who persuaded people to fence in a pond so that the animals would not get to it. The story should include meetings of the health committee, talks with influential people who agreed to talk to other people, community meetings, and home visits. End the story by telling how everyone cooperated in building the fence.

2. Review discussion (instr. obj. 22)

20 minutes

Review why it is important to keep animals away from the water supply and what can be done to keep illnesses from spreading from animals to people. Discuss how fleas and other vermin which animals carry can spread diseases to people. If the trainees bring it up, discuss how to use manure as fertilizer by composting it with garbage and leaves.

ACTIVITIES

APPROACH

3. Group activity

30 minutes

The trainees should work in pairs persuading each other, as they would someone in their community, to work on the tasks they are carrying out in the community.

4. Group activity

30 minutes

The trainees should discuss in small groups their persuasive efforts, with the following points in mind

- . how long the talk took
- . what reasons were given
- . how many reasons were given
- . what examples were used
- . what actions were proposed
- . how the talk ended; if the person made a decision.

5. Instructor-led discussion

30 minutes

Ask a trainee to report on the discussion in his group. The other trainees should add points which were brought up in their discussions. End with a summary of the main characteristics of a successful persuasive effort.

- . it is short and to the point
- . it uses realistic examples
- . it gives one or two reasons why the person should cooperate
- . it tells what is expected from the person
- . it obliges the person to say whether or not he will help.

SESSION PLAN 27

TIME

1 1/2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objectives 1.6

INSTRUCTIONAL OBJECTIVE

26. When given questions, the trainee will tell why the CHW cannot expect immediate result from his work.

AFTER THE SESSION

The trainees should make home visits and talk with individuals in order to carry out the tasks assigned to them. (Instr. obj. 19, 25)

ACTIVITIES

APPROACH

1. Instructor-led discussion

30 minutes

Discuss the home visits that the trainees have made in the community. Ask the trainees to describe the conditions they found in the homes and the efforts they made to persuade the people to dispose of waste properly. Ask a trainee to summarize the discussion by describing what differences there are between the people's practices now and their practices when the trainees first came to the community.

2. Story-telling by the instructor

15 minutes

(The story assumes that the trainees have not been too successful so far in influencing the people in the community. If they have been successful, change the story and then follow it with a discussion about why they were able to influence the people.)

Tell a story about a CHW who decided that he would try to persuade the people to keep the well covered when not in use. Describe the problems the CHW had in persuading them. Tell how it took more than two years to persuade them to cover the well.

ACTIVITIES

APPROACH

3. Instructor-led
discussion25 minutes

Start the discussion by asking why it took so long to cover the well. As the trainees suggest different reasons, bring out the aspects that show

- . resistance to change
- . that indifference is common
- . which people in the community most resist change.

When the trainees cannot think of any more reasons, ask if they think people in their communities would resist efforts to change a bad sanitary practice. Then ask how the trainees would overcome such resistance to change people.

4. Group activity
(review - instr.
obj. 14)30 minutes

Divide the trainees into groups of five or six and ask them to practice talking to groups of people about changing a bad sanitary habit. They should select a practice in their community which they think needs to be changed. Each trainee should spend about five to ten minutes trying to persuade the others who should act bored and uninterested.

SESSION PLAN 28

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objective 1.6
4. Encourage people to adopt hygienic habits and make sure that they practice them. Objectives 4.2, 4.3

INSTRUCTIONAL OBJECTIVE

27. When given questions, the trainee will tell what sanitary advice to give about how to store and prepare food.

MATERIALS

Flannelboard and pictures 32, 47, 50, 52, 54, 69, 87, 91 - 93, 96, 99, 124, 135, 136.

AFTER THE SESSION

The trainees should make home visits and talk with individuals in order to carry out the tasks assigned to them. They should also try to discuss food storage and preparation during the home visits. (Instr. obj. 19, 25)

ACTIVITIES

APPROACH

- | | |
|------------------------------|--|
| 1. Instructor-led discussion | <u>30 minutes</u>
Discuss the work in the community and the observations the trainees have made of the way the people prepare and store their food. Each trainee should give examples of what he has seen in the community. |
| 2. Instructor-led discussion | <u>45 minutes</u>
Review the advice on food storage and food preparation, that can be given to avoid the spread of worms and diarrhea. Use pictures on the flannelboard to prompt suggestions from the trainees |

ACTIVITIES

APPROACH

- . food storage
 - store food in covered containers
 - at the market, buy only foods, especially ready-to-eat foods, which are covered
 - store water in covered containers
 - heat leftovers that are not spoiled before eating them
 - store grains and other foods so that rats and other rodents cannot reach them
- . food preparation
 - wash hands before handling and preparing foods
 - wash cooking and eating utensils after using them
 - store cooking and eating utensils covered
 - wash foods which are eaten fresh in drinking water before eating
 - cook meat long enough to kill worms
 - keep flies and other disease carriers away from ready-to-eat food.

For each point, discuss the reasons for giving such advice.

3. Small group discussion

30 minutes

In small groups of five or six, the trainees should discuss which advice they would give in their own community and which is most important to give. They should also talk about which of the good habits mentioned in the last activity already exist in the community.

4. Instructions for community work

15 minutes

Ask the trainees to give one or two points from the advice which was considered important during the next home visit. Tell the trainees to think of natural ways to introduce this advice in a conversation with someone. Tell them that unless it can be brought into the conversation naturally, they should not give the advice.

SESSION PLAN 29

TIME

1 1/2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objective 1.6
4. Encourage people to adopt hygienic habits and make sure that they practice them. Objectives 4.2, 4.3

INSTRUCTIONAL OBJECTIVES

11. When given another trainee, the trainee will try to persuade him to change a bad sanitary habit, as the CHW would do.
27. When given questions, the trainee will tell what sanitary advice to give about how to store and prepare food.

MATERIALS

Flannelboard and pictures 32, 47, 50, 51, 54, 69, 87, 91 - 93, 96, 99, 124, 135, 136.

AFTER THE SESSION

The trainees should make home visits and talk with individuals in order to carry out the tasks assigned to them. They should also discuss food storage and preparation during the home visits. (instr. obj. 19, 25)

ACTIVITIES	APPROACH
1. Instructor-led discussion	<u>20 minutes</u> Discuss the home visits. Ask how many trainees were able to discuss food preparation and storage. Ask them to describe how they introduced the subject into their conversations.
2. Review discussion	<u>20 minutes</u> Review the advice about food preparation and storage that can be given in the community. Use pictures on the flannelboard to prompt advice which the trainees do not mention. For each kind of the advice mentioned, discuss if it is appropriate for the trainees' communities.

ACTIVITIES

APPROACH

3. Group activity

30 minutes

The trainees should work in pairs, practicing giving advice about food storage and preparation. They should select the advice which they feel would be useful in their own community. Encourage the trainees to make their persuasive efforts short and to the point. If time permits, the trainees should discuss with each other how persuasively they gave their advice.

4. Instructor-led discussion
(instr. obj. 23)

20 minutes

Review the main characteristics of a successful persuasive effort and ask the trainees to give examples of these characteristics in each other's talks. Ask a trainee to summarize the main points of the discussion.

SESSION PLAN 30

TIME

1 1/2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objective 1.6
4. Encourage people to adopt hygienic habits and make sure that they practice them. Objectives 4.2 - 4.4, 4.6

INSTRUCTIONAL OBJECTIVE

28. When given questions, the trainee will tell what advice should be given concerning personal hygiene.

MATERIALS

Flannelboard and pictures 32, 47, 50, 54, 69, 70, 77, 85 - 87, 95, 96, 99, 106, 107, 120 - 123, 130, 132.

AFTER THE SESSION

The trainees should make home visits and talk with individuals in order to carry out the tasks assigned to them. If possible, they should also give advice about food storage and preparation, and personal hygiene. (Instr. obj. 19, 25)

NOTE

Tell the trainees that they will need to discuss the results of their work in the community at the next session.

ACTIVITIES

APPROACH

1. Evaluation activity
(instr. obj. 27)

15 minutes

Randomly ask trainees what precautions to take in food preparation to prevent diarrhea and worms from spreading. Use pictures as prompts, if necessary. Also ask about food storage and how food can be protected from rats and vermin.

2. Introductory
story-telling

5 minutes

Tell a story about how a whole family caught diarrhea because a woman with diarrhea prepared food without washing her hands after defecating.

3. Instructor-led discussion

30 minutes

End the story by asking the trainees what other bad personal habits may lead to illness. Use pictures to prompt suggestions from the trainees. For each habit which the trainees mention, explain why the habit is bad and what illnesses it may cause. Use pictures on the flannelboard to illustrate good personal hygiene.

The following should be brought up

- . wash hands before eating and after defecating
- . cut fingernails short, especially children's
- . wear shoes
- . clean teeth after each meal
- . bathe regularly, if possible, every day
- . wash clothes and bedding regularly
- . hang clothes up to dry
- . defecate far away from water and houses, and use latrines, if they are available
- . practice hygiene in food preparation.

4. Small group discussion

30 minutes

Ask the trainees to discuss in groups of five or six which of the advice mentioned during the session they would give in their communities. Ask them to describe personal hygiene practices in their communities, and to tell which advice the people would be ready to accept.

5. Summary of group discussion

10 minutes

Ask a trainee to summarize the discussion in his group's discussion. Other trainees should add points brought out in their groups that were not included in his summary.

SESSION PLAN 31

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions.
Objectives 1.6, 1.7

INSTRUCTIONAL OBJECTIVE

24. When given the results of the work in the community, the trainee will, together with other trainees, evaluate their work in the community and decide what they still need to do.

AFTER THE SESSION

The trainees should make home visits and talk with individuals in order to carry out the tasks assigned to them. If possible, they should also give advice about food storage and preparation, and personal hygiene.

ACTIVITIES	APPROACH
<ol style="list-style-type: none"> 1. Review of community work 	<p style="text-align: center;"><u>60 minutes</u></p> <p>Review the trainees' work in the community in the form of a meeting of a health committee. Ask the trainees to report the results of their work and describe what still needs to be done, and what they think they still can do. Discuss with them how to incorporate advice on food storage and preparation and personal hygiene in their work. End the review with a summary. Assign each trainee home-visiting tasks which require giving advice about personal hygiene, food preparation and storage, in addition to waste disposal.</p>
<ol style="list-style-type: none"> 2. Group activity (instr. obj. 11) 	<p style="text-align: center;"><u>30 minutes</u></p> <p>The trainees should practice in pairs giving advice which is appropriate for their assignment.</p>

ACTIVITIES

APPROACH

3. Instructor-led
discussion

30 minutes

Start by asking the trainees to talk about the differences between persuading people to take a certain action, such as building a jetty, and to develop a new habit, such as washing hands after each defecation.

The trainees should discuss why doing something like building a jetty is easier

- . it does not take too long to do
- . it can be done with other people
- . it is visible and will be rewarded
- . the effect can be seen immediately
- . the benefits are obvious.

Explain why changes in personal habits may be more important. Discuss ways in which people can be rewarded for changing habits to improve personal hygiene.

SESSION PLAN 32

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objective 1.6
6. Participate in the control and eradication of mosquitos and other vectors. Objectives 6.1 - 6.6

INSTRUCTIONAL OBJECTIVE

29. When given questions, the trainee will tell what to do to control vectors in the community.

MATERIALS

Flannelboard and pictures 49, 51 - 54, 56, 77, 85, 87, 95 - 99, 106, 107, 116 - 118, 120 - 126, 130 - 136.

AFTER THE SESSION

The trainees should make home visits and talk with individuals in order to carry out the tasks assigned to them. If possible, they should also give advice about food storage and preparation, and personal hygiene. (Instr. obj. 19, 25)

ACTIVITIES

APPROACH

- | | |
|--|---|
| 1. Evaluation activity
(instr. obj. 28) | <u>30 minutes</u>
Randomly ask trainees what changes in personal habits could improve sanitary conditions in the home. Include among them habits related to proper disposal of waste products. Use pictures on the flannelboard as prompts, if the trainees fail to mention something. |
| 2. Introductory
story-telling | <u>10 minutes</u>
Tell a story about a family who got fleas because the members did not bathe or wash their clothes and beddings regularly. Tell also what they had to do to get rid of fleas. |

ACTIVITIES

3. Instructor-led discussion

APPROACH

45 minutes

Discuss the vectors, vermin and animals which make life unpleasant in the community and endanger health. For each one mentioned, discuss how it can be controlled. Use pictures on the flannelboard during the discussion.

Discuss the following means of control for these vectors

- . mosquitos
 - bury or burn rubbish
 - drain or fill in holes with stagnant water
 - cover water cisterns and water containers
- . flies
 - defecate in latrines or cover faeces with dirt
 - dispose of garbage properly
 - store and prepare food properly
- . fleas and other such vectors
 - clean house often
 - wash clothes frequently and hang up to dry in the sun
 - wash bedding often and hang up to dry in the sun
 - bathe regularly
 - do not let children play with animals
- . rats and mice
 - store foods properly
 - set traps
 - repair holes and cracks
- . snakes and scorpions
 - keep house clean and free from litter
 - clear the bush from around the house
 - repair holes and cracks in the wall.

ACTIVITIES

APPROACH

4. Group activity

30 minutes

Ask groups of five or six trainees to discuss among themselves which vectors are present in their communities and how they can be controlled.

SESSION PLAN 33

TIME

1 1/2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objectives 1.4, 1.6
6. Participate in the control and eradication of mosquitos and other vectors. Objectives 6.1 - 6.6

INSTRUCTIONAL OBJECTIVES

11. When given another trainee, the trainee will try to persuade him to change a bad habit, as the CHW would do.
14. When given a group of trainees, the trainee will try to persuade them to change a bad sanitary habit, as the CHW would do in the community.

AFTER THE SESSION

The trainees should make home visits and talk with individuals, in order to carry out the tasks assigned to them. If possible, they should also give advice about food storage and preparation, and personal hygiene. They should include advice on controlling vectors. (Instr. obj. 19, 25)

Before the next session the trainees should also visit the market place on the day after market day to observe the conditions at the market and think about what can be done to keep it clean.

ACTIVITIES

APPROACH

1. Review discussion
(instr. obj. 29)

30 minutes

Review the main vectors found in the community and ways to keep them out of the house and community. Summarize the main ways of keeping them away.

- . cleanliness
- . proper disposal of waste products.

ACTIVITIES

APPROACH

2. Group activity

30 minutes

The trainees should work in pairs and small groups practicing giving advice during home visits or in meetings. Topics should include proper disposal of waste products, control of mosquitos and other vectors, etc. Encourage the trainees to practice giving the advice which they have difficulty with, as well as the advice which they feel would be most appropriate in their own community. If the time permits, they should also discuss how to make their talks more persuasive.

3. Discussion of the work in the community

30 minutes

Discuss the work in the community and the problems that the trainees are facing. Explain that persistence will be necessary in their work as CHWs and that they should not expect immediate results. Talk about the differences they will find in their own communities, about what may be easier since they know the people, and about the things which may be more difficult. End the discussion by asking the trainees to think about, for the next session, how to keep a market place clean.

SESSION PLAN 34

TIME

2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objectives 1.4, 1.6
3. Maintain existing facilities for sanitation to minimize illnesses in the community. Objectives 3.1 - 3.5
4. Encourage people to adopt hygienic habits and make sure that they practice them. Objectives 4.1, 4.2

INSTRUCTIONAL OBJECTIVE

30. When given questions, the trainee will tell how to ensure cleanliness at the market place and how to keep food free from disease-carrying materials.

MATERIALS

Flannelboard and pictures 47, 50, 54, 87, 93, 116.

AFTER THE SESSION

The trainees should make home visits and talk with individuals, in order to carry out the tasks assigned to them and give advice about sanitary practices. The trainees should also visit the market place on a market day to observe the conditions at the market and think about what can be done to keep it clean. (Instr. obj. 19, 25)

ACTIVITIES

1. Instructor-led discussion

APPROACH

45 minutes

Discuss the suggestions of the trainees for making sure that food sold at the market is clean and free from disease-carrying materials. Bring up the following points

- . vendors maintain good personal hygiene
- . food, especially ready-to-eat food, is kept covered
- . garbage and refuse are properly disposed of

- . people defecate and urinate far away from the market place or in latrines
- . the market place is swept and cleaned each day, but especially the day after market days.

Use pictures on the flannelboard to prompt points trainees fail to mention. Also discuss why these pictures are important, and the dangers of not following them.

2. Review activity
(instr. obj. 3, 12,
13, 15)

45 minutes

Discuss defecation practices and proper disposal of nightsoil. Include a discussion about how to persuade people to use latrines, if latrines have been discussed earlier during the course. If latrines have not been discussed, talk only about where people should defecate to avoid contaminating the water supply or spreading diarrhea and worms. Also discuss how children can be taught proper defecation practices.

3. Group activity
(instr. obj. 11)

30 minutes

The trainees should practice in pairs persuading someone to use latrines or defecate in the bush. Each trainee should spend about 15 minutes persuading another trainee to change a bad habit.

SESSION PLAN 35

TIME

1 1/2 hours + community visit

TASK

1. Collaborate with the committee and other health agents working in the community to improve water supply and sanitary conditions. Objectives 1.4, 1.6
4. Encourage people to adopt hygienic habits and make sure that they practice them. Objectives 4.1, 4.2

INSTRUCTIONAL OBJECTIVE

30. When given questions, the trainee will tell how to ensure cleanliness at the market place and how to keep food sold there free from disease-carrying materials.

AFTER THE SESSION

The trainees should continue visiting the community and give sanitary advice. They should also talk with the vendors at the market and discuss sanitary practices with them. (Instr. obj. 25)

NOTE

After this session the trainees should see you individually to talk about the activities that they have carried out in the community. Your talks with the trainees should be about how the trainees intend to practice what they have learnt in their own communities. Evaluate how well they will be able to work in the community with other agents. Ask them if they think they need more practice in any of the tasks they have been performing. Additional practice should be arranged, if necessary. (Instr. obj. 19)

ACTIVITIES

1. Instructor-led review (instr. obj. 30)

APPROACH

30 minutes

Review the discussion about how a CHW can make sure that the market is clean. Ask the trainees to describe what they have seen in the market place of the community in which they have been working. They should suggest what could be done to improve sanitary conditions in the market.

ACTIVITIES

APPROACH

2. Group activity

25 minutes

In groups of five or six, trainees should discuss the conditions in their own community market place and the necessary changes that should be made. Also discuss what can be done in the case of vendors who sell foods to school children and how a CHW can cooperate with the school teacher to improve the hygienic habits of these vendors. They should also discuss which advice may be unnecessary if good hygiene is already practiced.

3. Group activity

30 minutes

Ask the trainees to practice in pairs how to give advice to market vendors to make them change an unsanitary habit. The trainee acting the part of the vendor should be slightly hostile and unwilling to change.

4. Introductory story-telling

5 minutes

Tell a story about a community in which cases of diarrhea always increased during the rainy season. Then one day the CHW found that in every compound in the community there was someone who complained of diarrhea. End the story by asking the trainees to think about, and report at the next session, what to do when many people in the community fall sick with diarrhea.

SESSION PLAN 36

TIME

2 hours

TASK

5. Cooperate with the health center to prevent and contain diarrhea epidemics in the community. Objectives 5.1 - 5.3

INSTRUCTIONAL OBJECTIVE

31. When given questions, the trainee will tell what to do when the CHW thinks there is a diarrhea epidemic in the community.

AFTER THE SESSION

Trainees who feel they still need more practice giving advice about sanitary practices should continue to work in the community.

NOTE

A nurse from the health center could be asked to participate in the session.

ACTIVITIES

APPROACH

1. Instructor-led discussion

30 minutes

Discuss how diarrhea may spread rapidly and increase suddenly in a community. Mention cholera, if it is not mentioned by the trainees. Discuss what signs may indicate that there is cholera in the community. Discuss what the CHW can do when something like that happens.

The following points should be talked about

- . when to notify the health center
- . when to send the sick person to the health center
- . when it is necessary to isolate people to prevent the illness from spreading
- . the role sanitary habits play in preventing the spread of diarrhea (cholera)
- . isolation of babies during epidemics
- . the role of nutrition.

ACTIVITIES

APPROACH

Ask the trainees if a cholera epidemic ever occurred in their community, and if they remember what happened and how the epidemic ended. Ask them who in their community became sick and which did not. Discuss the differences they may have observed between these two groups.

2. Community meeting

45 minutes

Hold a meeting in a community in which there is a cholera epidemic. You should be the health center nurse who has come to prevent cholera cases from occurring and to treat the sick people. Encourage the trainees to make suggestions about how to stop the epidemic. As tasks are suggested, assign them to different trainees. Summarize the tasks at the end.

3. Group activity

30 minutes

The trainees should, in pairs or small groups, carry out the activities that they were assigned in activity 2. Each trainee should have the opportunity to be the CHW during this activity.

SESSION PLAN 37

INSTRUCTIONAL OBJECTIVES

1 - 33

MATERIALS

Flannelboard and pictures 31, 76, 84, 88 - 94, 131.

NOTE

This session is a review session. The following topics should be covered if they have been taught in previous sessions.

- . where waste products can be disposed of without contaminating the water supply
- . how to dispose of waste products
- . how to persuade people to use latrines
- . how to give sanitary advice to an individual or to a group
- . what advice to give about food preparation and storage
- . what advice to give for improving personal hygiene
- . how mosquitos and other vectors may be controlled
- . what to do to avert or contain an epidemic in the community.

The session has the following structure.

1. Instructor-led review discussion
2. Group activities.

There is no time limit for any of the activities. In general, the trainees should spend as much time as they need in order to master the tasks. You may have to provide more than one session for these review activities. If some trainees still have difficulties after this review, you should arrange for individual training.

- . work with them individually yourself, or
- . arrange for them to work with another trainee who has mastered the tasks.

After the instructor-led review discussion, select the activities according to the following.

- . what topics have proved difficult for the trainees as evidenced during the evaluation activities
- . what types of activities have proved most difficult for the trainees to perform
- . what types of activities the trainee is going to use most in the community.

When organizing the groups of trainees and conducting the activities, consider the following points.

- . the most knowledgeable trainees should be used to demonstrate how to do the different activities

- . trainees should demonstrate the activities in front of groups of trainees
- . when trainees work in pairs, they should be grouped so that a trainee who knows more can act as a tutor of the other
- . all trainees should use the pictures and participate in story-telling
- . the trainees should be evaluated to show that they have mastered the concepts and can use the pictures
- . trainees should switch between activities. Fifteen to thirty minutes per activity is probably enough.

The suggested group activities are based on the ones used during the course. You can refer to activities in the session plans for guidelines on how to conduct these activities. The number in parenthesis refers to the instructional objective which will be practiced during the activity.

ACTIVITIES AND APPROACH

Instructor-led discussion

Before this discussion, you can hold a group activity in which the trainees summarize the advice the CHW should give about sanitation and personal hygiene. Then you review the summary with them. Another way is to discuss specific advice with them and summarize at the end.

It is recommended that details of the advice are reviewed in the group activities and not during this discussion. At this time stress the important role the CHW plays in promoting proper personal and environmental hygiene in the community.

Group activities

These activities can be carried out in the form of

- A. Small group discussions with 4 to 8 trainees. These should be similar to the instructor-led discussions found in the session plans
- B. Talks in which a trainee gives advice about hygiene to a group of trainees as the CHW would do in the community
- C. Activities in which the trainee gives advice to another trainee about hygiene as the CHW would do during a home visit.

Select the types of activities which you think will benefit the trainees most. Some activities are suggested below.

Each suggested activity has been used in earlier session plans. The numbers in parenthesis after each activity refer to the session activities that can be used as a model.

Suggested Activities

1. Show on the community model where a waste product can be disposed of properly (3 - 6)
2. Use pictures of unsanitary habits on the flannelboard to discuss how to change such habits (8, 9)
3. Persuade a group of trainees that a waste product should be disposed of properly (7)
4. Give a short talk about the dangers of improper disposal of waste products (7, 8)
5. Persuade a trainee to dispose of waste product properly (10, 11)
6. Give a short talk on how to survey the sanitary situation in a community (1, 2)
7. Give a short talk on how to make sure that water is not polluted by waste products (8, 10)
8. Persuade a trainee to teach his child to defecate in the bush or use the latrine (12)
9. Persuade a trainee to dispose of nightsoil properly (12)
10. Persuade a trainee to use the latrine (15)
11. Persuade a group of trainees to build latrines (13)
12. Persuade a trainee to cover the hole and wash the squatplate of the latrine (14)
13. Persuade a trainee to filter or boil the water he drinks (16, 17)
14. Using the community model, give a report on the sanitary situation in the community (2)
15. With another trainee practice telling stories about unsanitary practices (25)
16. Give a short talk about how to control mosquitos or another vector (20, 29)
17. Persuade committee to drain or cover up a pool of stagnant water, a water cistern, or water containers in the home (21)
18. Give advice on how to store food (27)
19. Give advice on how to prepare food in a hygienic way (27)
20. Give another trainee advice about personal hygiene (32)
21. Persuade a trainee to keep food covered at the market (30)
22. Give a short talk to other trainees about what to do when the CHW thinks there is an epidemic in the community (31)
23. Persuade a trainee not to waste water.

SESSION PLAN 38

TIME

2 hours

TASK

2. Maintain existing facilities for water supply to minimize illnesses in the community. Objectives 2.1 - 2.7
3. Maintain existing facilities for sanitation to minimize illnesses in the community. Objectives 3.1 - 3.5
4. Encourage people to adopt hygienic habits and make sure that they practice them. Objectives 4.1 - 4.6

INSTRUCTIONAL OBJECTIVE

32. When given questions, the trainee will tell how to keep the community clean.

MATERIALS

Village story.

AFTER THE SESSION

You should evaluate the trainees individually on their ability to

- . discuss sanitary practices with groups (instr. obj. 19)
- . discuss sanitary practices during home visits (instr. obj. 25).

Accompany the trainees on three home visits, and observe them give two talks to a group. Ask the trainees to choose different topics for the five evaluation activities.

ASSIGNMENT

The trainees should be prepared at the next session to discuss what their communities would look like after they have worked there five years.

ACTIVITIES

APPROACH

1. Introductory story-telling

30 minutes

Describe two communities, one which is clean and whose inhabitants are healthy, and the other which is full of garbage and whose inhabitants are frequently ill. Ask the trainees what they would do to make the second community like the first one.

ACTIVITIES

APPROACH

2. Instructor-led discussion

40 minutes

Discuss the measures that can be taken to clean the community and what should be done to prevent illness. The following points should be discussed

- . sweep the compounds and public places regularly
- . dispose of waste products properly
- . talk with people to persuade them to practice hygiene
- . talk at meetings in the community about what can be done to prevent illnesses
- . obtain the support of other health agents
- . obtain the support of other people in the community
- . persuade influential people first
- . arrange activities which can be done by the whole community together (e.g. clean-up teams).

3. Group activity

40 minutes

The trainees should practice with each other persuading individuals and groups in a community to clean up compounds and public places in order to prevent illness. Each trainee should select a task for which he needs more practice.

4. Assignment for next session

10 minutes

For the next session, ask the trainees to think about what they think their community would look like after they have worked for five years and practiced what they learned in this course about persuading people to practice hygiene.

SESSION PLAN 39

TIME

1 hour

INSTRUCTIONAL OBJECTIVE

To review the course and discuss the trainees' understanding of what they have learned.

ACTIVITIES

1. Trainee instructor-led discussion

APPROACH

60 minutes

Start the discussion by asking the trainees to tell what they think their community would look like five years after they start their work.

Discuss what the trainees think they would be able to accomplish as CHWs. Make sure that you summarize the course content during the discussion. Also discuss

- . of all the things they have learned, what they feel would be most useful in their communities
- . how to introduce the new concepts in the community
- . how long it will take for any change to occur
- . what results they would expect from their work
 - clean community
 - less illness.