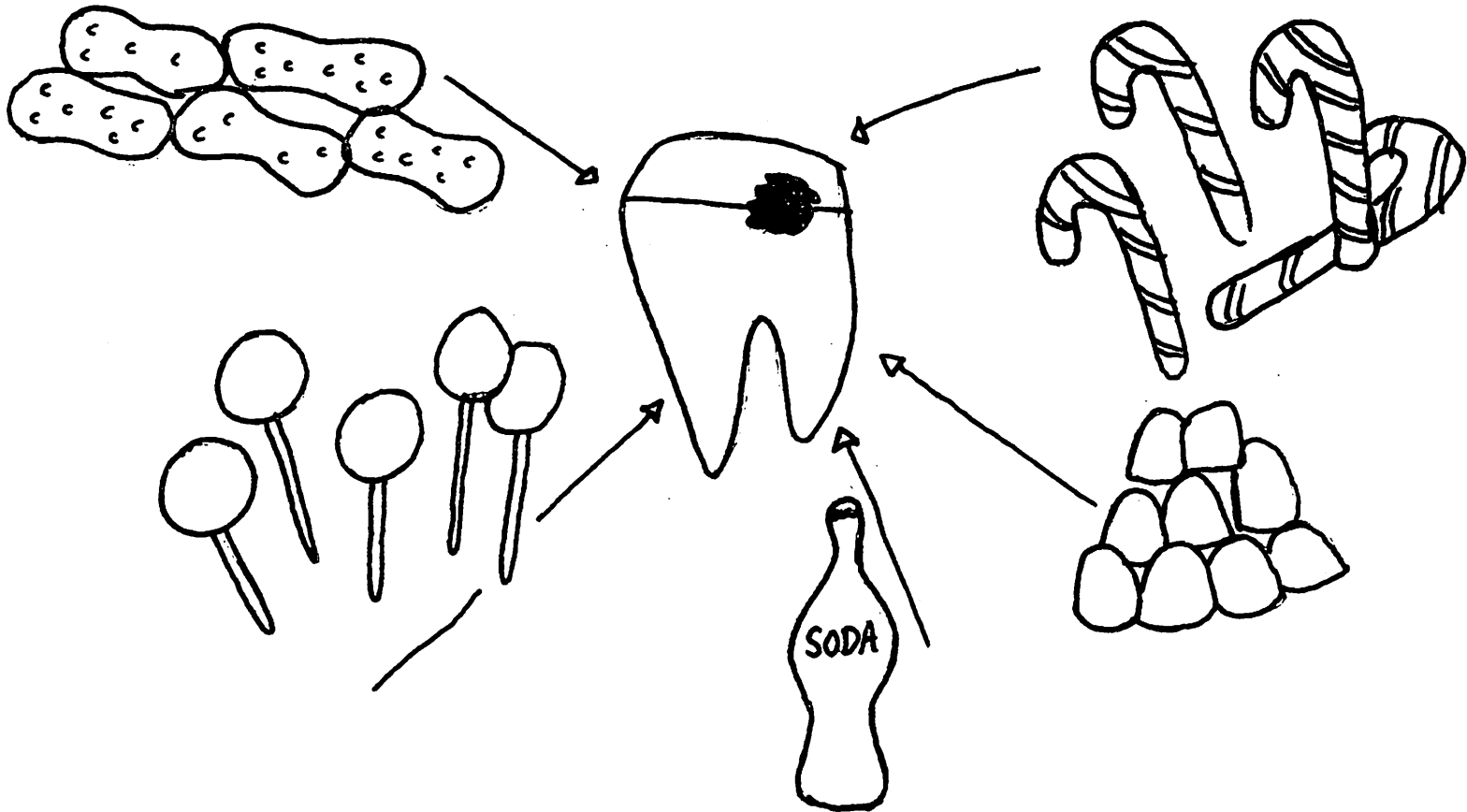
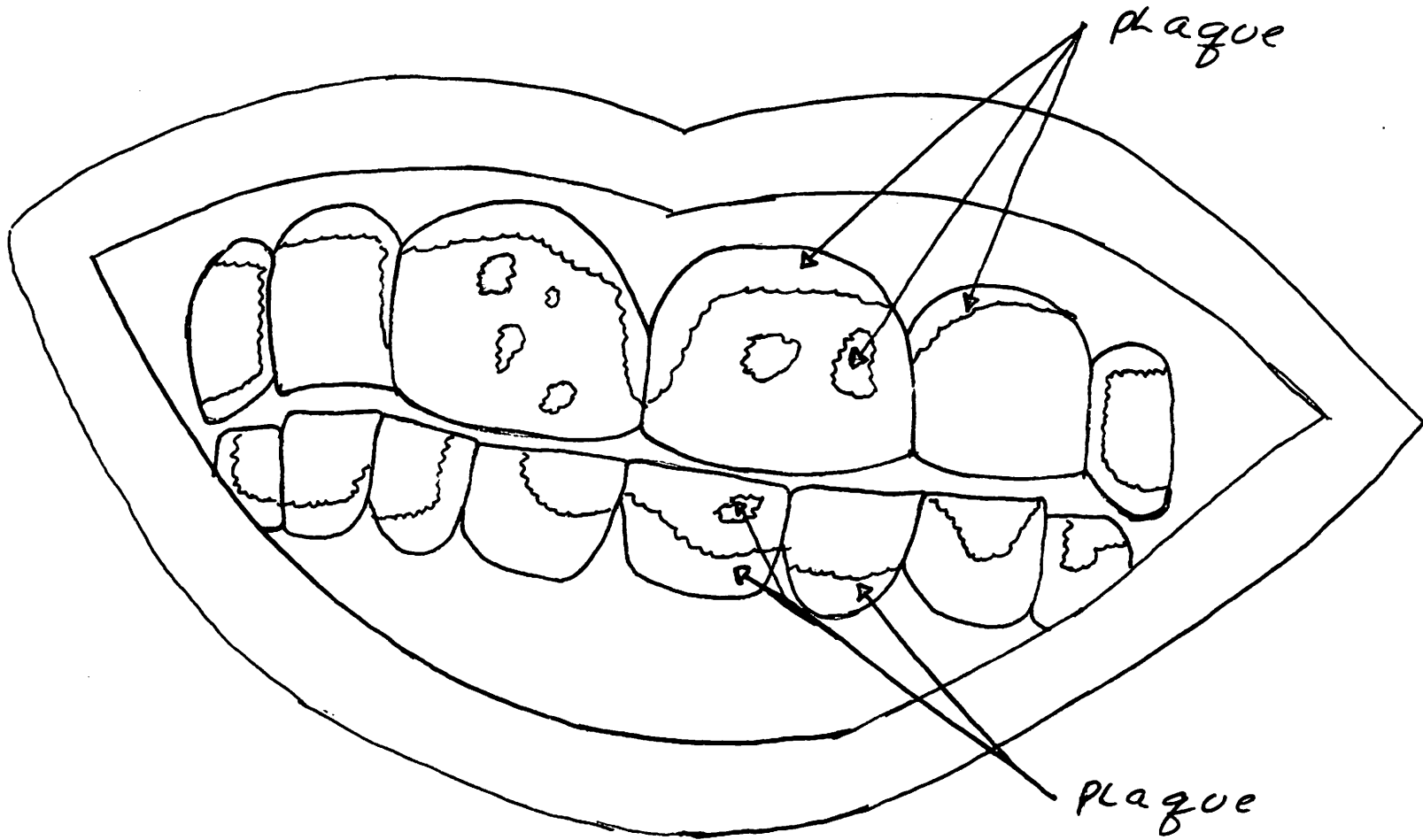


Cavities



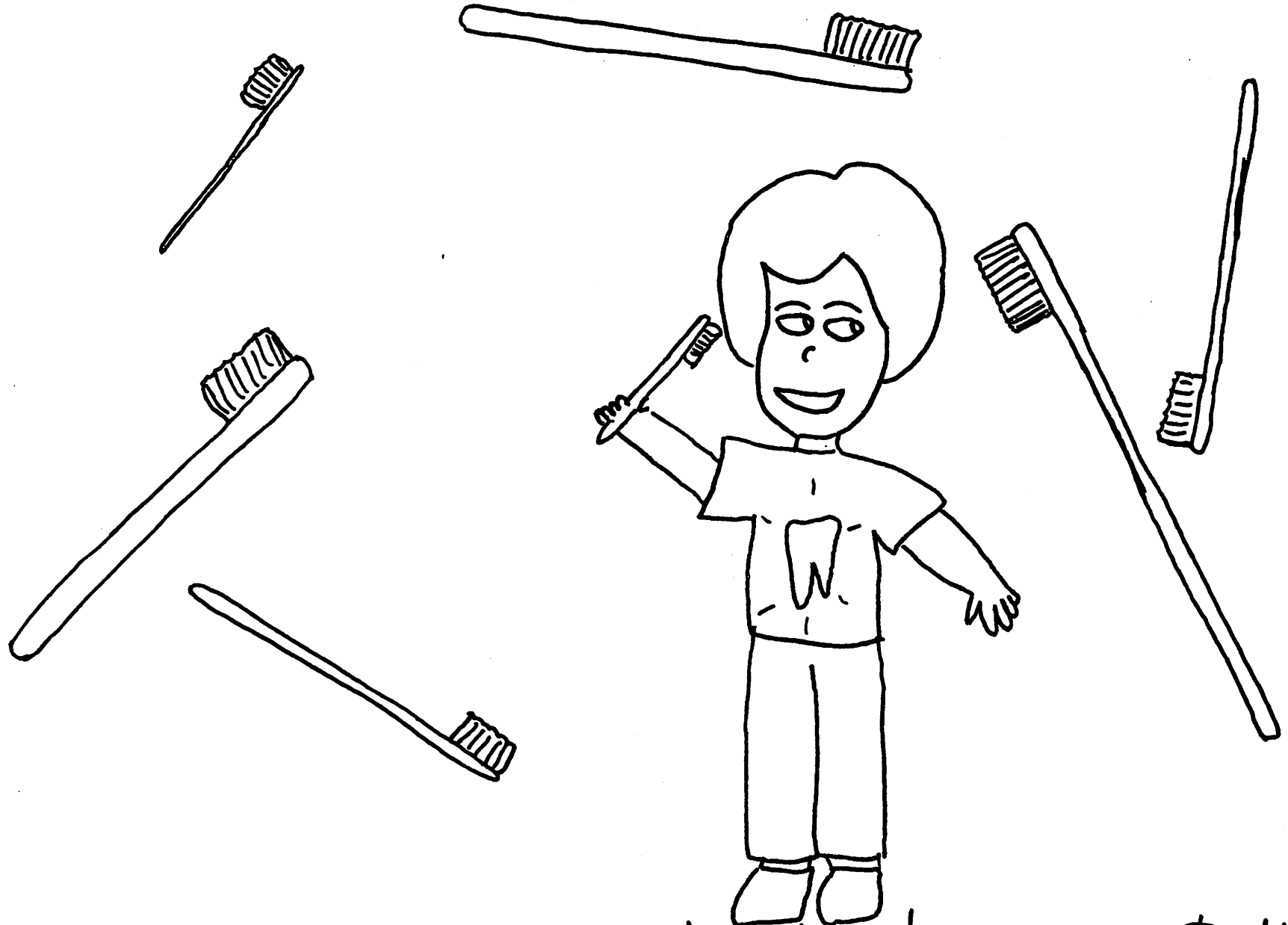
• • • holes in your teeth made by plaque

PLAQUE IS



The STICKY GERMS THAT grow on your teeth
and help make CAVITIES

This is a soft Toothbrush



use it everyday to clean your teeth

DENTAL HYGIENE MODULE
Adult Program

MASTER IMAGE:



PLACE AND PARTICIPANTS:
Health Outpost and adults of the village

TIME:
Weekly workshops at Health Care Outpost

KEY POINTS

- Plaque causes tooth Decay and sore gums
- Tooth Brushing technique demonstrated
- Flossing
Removing plaque from teeth
- The Five Food Groups build good teeth and care for them
- Good teeth are needed for chewing your food and to maintain health

METHOD

Tooth Brush and flossing demonstrated

Set-up a visiting Dentist Program for Dental Hygiene emphasis month

Health Caretakers to recruit mothers to Health Care Outpost for training

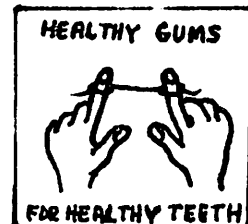
Health Caretaker to encourage entire families participation at the Outpost

Have toothbrushes and floss available for mouth

Technique:
See Children's Program

AIDS

Toothbrushes
Floss (strong thread)



MATERNAL CHILD

MASTER IMAGE:



Strong Babies
Strong Future

PLACE AND PARTICIPANTS:

Stakes - Health Caretakers

TIME:

1 Hour each week

KEY POINTS

Show safe delivery practices.

Involve Village midwives -

- Declare their work good
- Then push a step further

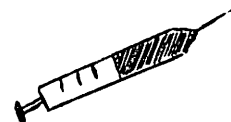
See every Pregnant Woman.

- Get her Immunized
- To take vitamins
- To use Packet.

METHOD

- Invite village midwives to meeting.
 - a) Brainstorm delivery techniques with team.
 - Show delivery packs
 - Discuss Immunization (refer to Health Caretaker curriculum - Tetanus)
 - Discuss prenatal vitamins. (refer to Nutrition section - Health Caretaker curriculum).
- PLAN B I T Z -
- Visit every pregnant woman in each stake.
 - Hold stake meeting.
 - Teach - new practices.
 - Sell delivery packs for small amount.
 - Arrange for mass tetanus immunization of these women.
 - Pass out iron tablets.
 - Make Victory Board for Outpost.

AIDS



VICTORY BOARD				
STAKE	NAME	SHOT	PACK	VITA.
1				
2				
3				
4				
5				

BASIC TREATMENT

MASTER IMAGE:



PLACE AND PARTICIPANTS:

Visiting Nurse or Doctor & Caretakers at
at Health Outpost

TIME:

One 3 hour session/week

KEY POINTS

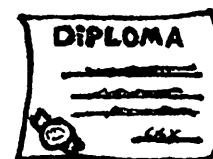
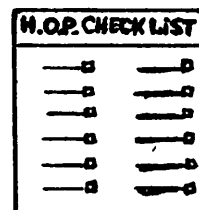
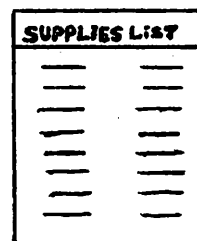
- Support use of symptom-treatment manual by classes & by professionals
- Hold Practical Laboratories
- Translate Manual and Distribute
- Symbolize new skills

METHOD

Recruit nurses or doctors to come for 3 hour session once a week for 4 weeks.

- Show them Symptom-Treatment Manual and:
 - 1.) Ask them to demonstrate treatments described in four sessions each one covering 1/4 of manual.
 - 2.) Ask if we need to get any supplies for him.
 - 3.) Inkind supplies.
 - 4.) Schedule class times when you know all caretakers will be available.
- Before classes start:
 - 1) Give a translated manual to each caretaker.
 - 2) Review outline and act out a couple of examples.
- Upon completion of month's classes:
 - 1) Announce new skills in Guild & stake meetings.
 - 2) Hold new rite of passage for caretakers.
 - 3) Celebration

AIDS



1 YEAR COMMUNITY HEALTH EVALUATION

MASTER IMAGE:

COMMUNITY			HEALTH			VICTORY					
1	2	3	4	5	6	7	8	9	10	11	12
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-

Community Health Victory

PLACE AND PARTICIPANTS:

HEALTH CARETAKERS + GUILD

T	Clinic	Stake	Data	Work shop.
I	monthly	visit-	holding	post the
M	totals	ation	chart	victory
E				

KEY POINTS

Tabulate monthly totals of each clinic participation

Visit families in stakes and check:

- foods eaten
- immunizations
- arm band measurement

Place all data holding charts on wall at HDP for planning

Do years victory chart as a guild

Post the victory and celebrate

METHOD

Create 12 month holding chart which would hold events and tabulations.

Supplies - Health Caretakers takes the following on visits

- nutrition survey form (nutritional manual)
- arm band
- immunization holding chart (make sheets for each family and stake)
- total number of people each immunization

Use large sheets of paper and place nutrition and immunization and clinic charts on wall

Get long sheet of paper and draw month out

- workshop accomplishments by months (include sanitation, kitchen, health in schools)

Post victory chart in HDP or kitchen and serve health snack

Invite the community

AIDS

CLINIC TOTALS												
	1	2	3	4	5	6	7	8	9	10	11	12
IMM												
ARM												
CLINIC												
GUARD												

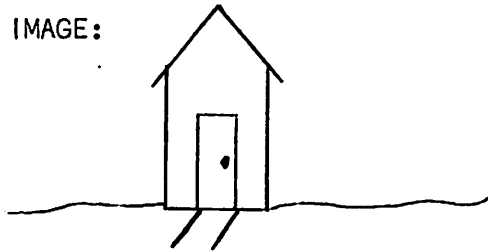
IMMUNIZATIONS				
NAME	BCG	DPT	Boo	
~~~~~	✓	✓	✓	
~~~~~		✓	✓	
~~~~~	-	-	✓	

Place ✓ for SERIES  
 B for BOOSTER  
 - for CONTINUED PROTECTION  
 BLANK IF PROTECTION NEEDED

"MASTER IMAGE"

SEWAGE SYSTEM

MASTER IMAGE:



PLACE AND PARTICIPANTS:  
Builders and Health Guilds  
Stake Meetings

TIME: 5 - 6 Hours

KEY POINTS

METHOD

AIDS

Identify Community Waste Disposal Needs

"Talk It UP" - get Community Involved

Toilet Construction Work Day

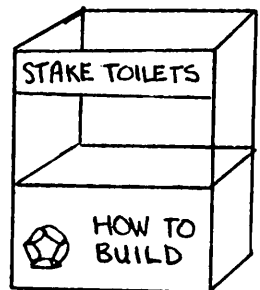
Community Celebration

- workshop needs refer to sanitation survey (how many toilets/stake)
- workshop - choice of toilets type (refer to sanitation section of manual)
- Make plan to build 2 per stake and long range one per house
- estimate costs workshop community fund raising plan and outside support
- Secure materials
- present plan in stake meeting & give context on relation of waste to sickness
- recruit workers
- Set up Work Day to build 2 per stake - have materials ready
- Eat & Celebrate work  
Lift up accomplishments  
Claim promises

UNPROTECTED WASTE SPREADS DISEASE

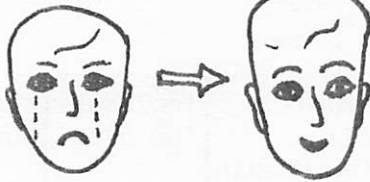


BUILD A TOILET- GOOD HEALTH IS YOURS!



EYE CARE CLINIC

MASTER IMAGE:



PLACE AND PARTICIPANTS:

HEALTH OUTPOST CLINIC

TIME:

Contact Center

Alert People

Equip Clinic

Hold the Clinic

KEY POINTS

METHOD

AIDS

Arrange for help from the Regional Health Center

Visit the Regional Health Center and schedule professional care for clinic

**YOU CAN PREVENT BLINDNESS**  
BY:  
1. 5 FOOD GROUP  
2. FLY CONTROL ~~BY~~  
3. CLEANLINESS OF EYES

Alert the people in stakes

Visit the people in the stakes to tell them about the program

use posters and flip charts to tell the story

THIS IS A SERIOUS PROBLEM

Secure the medicine for treatment

Obtain Medication to have on hand in clinic

**WHEN EYES ARE RED**  
RINSE WITH WATER  
AND DRY WITH CLOTH  
USE SEPARATE CLOTH FOR THOSE WITH RED EYES.

Hold their eye care and treatment clinic

Have treatment kit ready for display



hold eye care class in school



hold the eye care and treatment clinic

Make village aware that local treatment is available



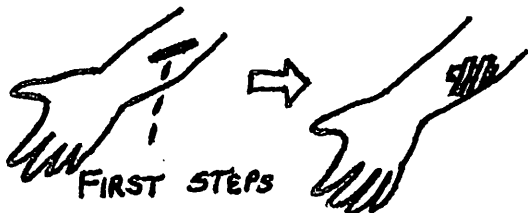
PEST CONTROL

<p>MASTER IMAGE:</p>  <p>Rats Eat Our Food</p>	 <p>Flies Carry Disease</p>	<p>PLACE AND PARTICIPANTS:</p> <p>Homes in Stakes</p>			
		Obtain Resources	Alert All The People	Implement The Plan	Regular Follow-up

KEY POINTS	METHOD	AIDS
<p>Contact public health officials for information</p> <p>Public Awareness Campaign</p> <p>Develop pesticides and other resources.</p> <p>Train implementation team</p> <p>Implement the plan and repeat at 3 month intervals</p>	<p>Obtain information from government with best form of pest eradication</p> <p>Develop flip chart and posters showing rodents, lice, scabies, identifying them as disease carriers.</p> <p>Alert the public through visits to homes</p> <p>Obtain ink/ind if possible enough pesticide to treat entire village</p> <p>Obtain pesticides for body lice; instruct on washing clothes and bedding and persons.</p> <p>Train a team in each stake to distribute pesticides so a whole stake can be done at once.</p> <p>Repeat 2nd stage of lice control</p> <p>Repeat Rodent control every 3 months</p>	<div data-bbox="1284 615 1458 800" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>PEST CONTROL MANUAL</p> </div> <div data-bbox="1235 831 1503 1031" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <div data-bbox="1268 1081 1471 1272" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>TRAINING DAY</p> <p>STAKE GRID</p> <p>PESTICIDE DIST.</p> <p>DOOR TO DOOR CAMPAIGN</p> </div> <div data-bbox="1312 1335 1438 1507" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>CAMPAIGN CHANT:</p> <p>No more itching -          No more scratching          No more crawling things at night -          WE FEEL GOOD!          WE LOOK GOOD!          We can care          For life!</p>

# FIRST STEPS IN FIRST AID

MASTER IMAGE:



PLACE AND PARTICIPANTS: Health Outpost  
for 1) Health Caretaker Team 2) Guild  
&/or Women's Club 3) High school

TIME (1 hour)

Prep Room  
& Supplies

Demon-  
strate

Students  
Demon-  
strate

Reflec-  
tion

## KEY POINTS

## METHOD

## AIDS

**Emergency Care**  
means immediate care to  
important injury

**Most Important in wounds**  
is:  
1) Bleeding control  
2) Germ spread prevention

Demonstrate care of:

- Wound
  - 1) Stop bleeding
  - 2) Clean wound

Severe wound to Hospital  
**IMMEDIATELY**

- Burn
  - 1) Stop blistering and pain
  - 2) Cover burn

Severe Burn to Hospital  
**IMMEDIATELY**

- Broken Bone
  - 1) Stop bleeding
  - 2) Keep limb straight

Take to Hospital  
**IMMEDIATELY**

* Return Demonstration by  
Students

* Conversation on Opportunities  
for care

**Demonstration:** (Materials  
needed)  
soap  
water  
bandages  
antiseptic solution  
splint

### Wound

- 1) Show by applying direct pressure with heel of hand with cloth over wound
- 2) Wash own hands when bleeding under control
- 3) Wash wound with soap & water
- 4) Cover with dry clean dressing
- 5) Change daily

### Burn

- 1) Cold water/ice to burn
- 2) Dry dressing to burn
- 3) Change daily

### Broken Bone

- 1) If bleeding, stop bleeding with direct pressure
- 2) Place splint on either side of limbs (pillow or blanket roll, sticks) to stabilize
- 3) Wrap (return demonstration by students)

### Conversation:

- 1) When have you seen wounds, burns, broken bones that needed care?
- 2) What have you learned?

FLIP CHART OF  
PROCEDURES

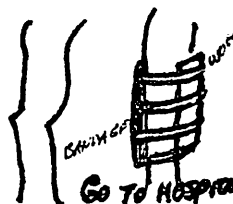
### **STOP BLEEDING**



### **DIRECT PRESSURE**



### **KEEP CLEAN COVER**



NOTE: Secure local  
Medical Agents  
to come and  
instruct in fol-  
lowing:

- 1) Transportation of ill & injured
- 2) Poison Control
- 3) Head Injuries
- 4) Artificial Respiration
- 5) Heart Attacks
- 6) Shock
- 7) Illnesses
- 8) Animal Bites

DOMESTIC ENVIRONMENT

MASTER IMAGE:

TAKE CARE OF YOURSELF AND YOU  
CARE FOR OTHERS

PLACE AND PARTICIPANTS:

Health Caretakers recruit mothers and  
teach in someone's home in each stake.

TIME:

Care of Self	
Food Plan	Beautify

KEY POINTS

Personal Care  
Foods that make you  
strong

Show your vitality  
A "clean you" is beautiful

METHOD

Use Health Caretakers curriculum topic: Nutrition as the first teaching step

Have mothers write down menus for week - using menu blank forms.

Ask if enough calories present  
Are family members gaining weight?

SERVE SNACK

Demonstrate:

Hair - comb  
massage scalp  
wash and rinse  
apply rinse or oil  
if dry

Nails - wash with soap & water  
trim with file  
polish if wish

Face - wash and pat dry  
lotion to face  
apply make-up

Hands & Arms -  
wash before food preparation and  
infant care  
apply lotion if wish

AIDS



5 FOOD GROUPS

MEALS FOR WEEK						
M	T	W	Th	F	S	S

EXAMPLE	
F	BANANA
V	TOMATO
G	RICE
L	Dal
A	CURD

Inkind any or all of the following:

combs  
soap  
brushes  
nail files  
polish  
lotion  
make-up

DOMESTIC ENVIRONMENT

MASTER IMAGE:

TAKE CARE OF YOUR SPACE AND  
YOU TAKE CARE OF YOURSELF



PLACE AND PARTICIPANTS:

Health Caretakers recruit mothers and  
teach in someone's home in each stake

TIME:

Care of Space	
housekeeping	decor

KEY POINTS

METHOD

AIDS

**Housekeeping -**  
Clean house keeps your  
family well and free of  
pests

Conversation with mothers:

1. when do you sweep & mop
2. How would you teach your  
daughter to store things?
3. What is important about  
storing belongings?  
store when clean  
store neatly  
store off floor

4. What is important to prevent  
lice and pests?

clean clothes and clothes in  
storage

wash hands before preparing  
food.

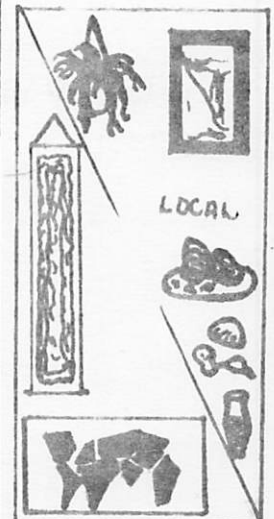
cover foods

carefully dispose of wastes

keep animals out of house

**Decor**  
Bring wonder of world  
into your home

- Signs of love for local
- Signs of love for global
- Have mothers work on new  
decor for homes



**PARAMEDICAL TRAINING**

MASTER IMAGE:

**INTENSIFY THE  
TRAINING**

PLACE AND PARTICIPANTS:

**REGIONAL HEALTH CENTER**

TIME: Identify Resources	secure scholar- ship	recruit and send out	Celebrate return
--------------------------------	----------------------------	----------------------------	---------------------

KEY POINTS

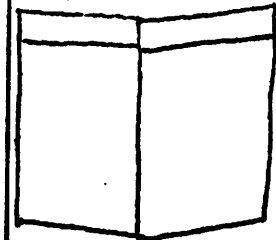
METHOD

AIDS

Identify training  
resources

Obtain from the regional  
Health Center a list of  
training opportunities or  
propose training need and  
ask training center to make  
program available

**RESOURCES**



**CATALOGUE**

Recruit candidates

Raise necessary funds for  
travel, etc.

Recruit two candidates  
from village.  
Health Guild and Health  
Caretakers most likely  
source

Obtain necessary funding

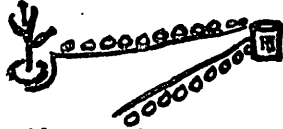
Have a sendout from the  
village on departure day

Celebrate return

Celebrate the return of the  
trained paramedic

**TRASH PICK UP**

MASTER IMAGE: Village Beautification Day



We Care About the Future

PLACE AND PARTICIPANTS:  
Village clean up - work day

TIME:  
A one day happening with regular follow up

**KEY POINTS**

Research regarding a land fill for village

Arrange for containers, cart, etc

Do the BLITZ

Repeat at intervals

**METHOD**

Travel into countryside to find a suitable landfill

Obtain a manual about a land fill- see sanitation manual.

Inkind containers  
Decor containers with grid of community on side

carts or trucks to transport garbage to landfill

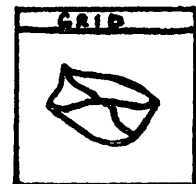
Arrange plan so that all geography is covered

place receptacles around village  
Have clean up workday

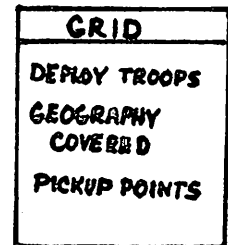
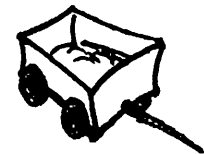
Arrange for regular trash pickup

Repeat the Blitz every three months

**AIDS**



PAINT GRID OF COMMUNITY

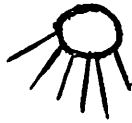


# FOOD PRESERVATION

MASTER IMAGE:



Use of Pressure Cooker



sun  
drying  
fruit

PLACE AND PARTICIPANTS:

Community Kitchen

Secure  
equipment

gather  
food

Food  
preservatn  
day

Monthly  
food  
preservatn  
day

KEY POINTS

METHOD

AIDS

1. Secure Pressure Cooker

secure jar with lids and  
rubber seal

2. Gather fruits/vegetables,  
meats

3. Plan Food Preservation Day

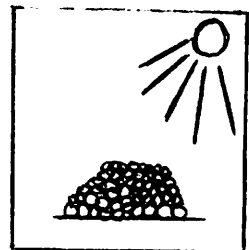
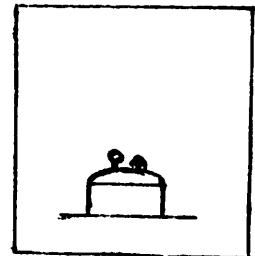
4. Plan Monthly Food  
Preservation Day

Inkind/Purchase in larger cities

1. Each student brings fruit
2. Use vegetables from community garden
3. Plan food preservation day around butchering time

1. Publicize
2. Work through women's activity program
3. Work with agriculture guild
4. Have planning event
5. Have education on use of Pressure Cooker and theory of preservation
6. Sundrying method:  
place fruit on dry black cloth in direct sunlight after fruit is dried - place in tight dry can for storage
7. Food Storage  
refer to "Food Storage" in Nutrition section of this manual

1. Agriculture Guild plus women's activity program
2. Develop financing of supplies
3. Promote throughout village



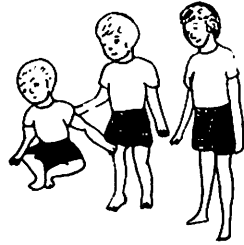
WEEK _____

CHILD SPACING

DAY _____

MASTER IMAGE:

Child Spacing



Responsible Parenthood

PLACE AND PARTICIPANTS:

Stakes - Men - Women - Youth

TIME:

One hour sessions

KEY POINTS

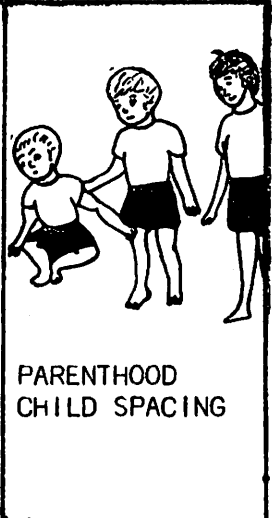
1. Stress child spacing as context for responsible parenthood.
2. Pregnancy and breast feeding puts added stress on mother's body.
3. Give one year for pregnancy two years for nursing.
4. One child every three years.
5. Reproduction system education points to indicative to mother's health
6. Responsible parenthood means child spacing.

METHOD

1. Contact family planning office for: Posters - slides - movies - guest speakers.
2. Stake meeting emphasis with group presentations. Separate men and women.
3. Mother's classes discuss reproduction-nursing-effects on mother's stamina.
4. Teenage classes on responsible parenthood.
5. Posters in every stake-change weekly

AIDS

ONE BABY  
EVERY THREE  
YEARS MEANS  
HEALTHY BABIES  
HEALTHY MOTHERS

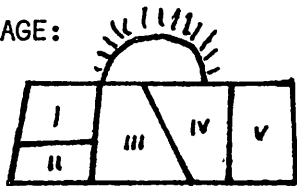


ONE EVERY 3 YRS

HEALTHY MOTHERS  
GIVE  
GOOD MILK  
BIG BABIES

SHOWPIECE MONTH MODEL

MASTER IMAGE:



THE NEW SETTLEMENT

PLACE AND PARTICIPANTS:

Village Square and Stakes

TIME:

one day event

KEY POINTS

METHOD

AIDS

Guild displays

Each guild will create a display or symbol telling its story.

PICTURES OF  
BEFORE  
AND  
AFTER

Stake tours

The village square set up for display

PICTURES OF  
- GARDEN  
- NEW WATER SYSTEM

Village journey symbol

Stake guilds will lead guided tours to show stakes and explain function.

- (Health Outpost)  
- PRE SCHOOL  
- SANITATION IMPROVEMENTS

Emphasize visible signs

Community and kitchen gardens

- FOOD STORAGE  
- NEW CONSTRUCTION  
- NEW INDUSTRIES

Create a graphic art form to tell the 2 year journey

Banners

Entering the 20th Century

Celebration

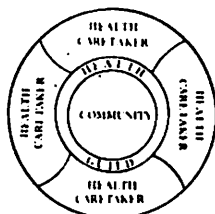
Invitations to all the village

Invite outside dignitaries and neighboring villagers

Entertainment throughout the day

End the day with toasts to the future

PLAYS  
SONG & DANCE  
(INVOLVE ALL AGES)

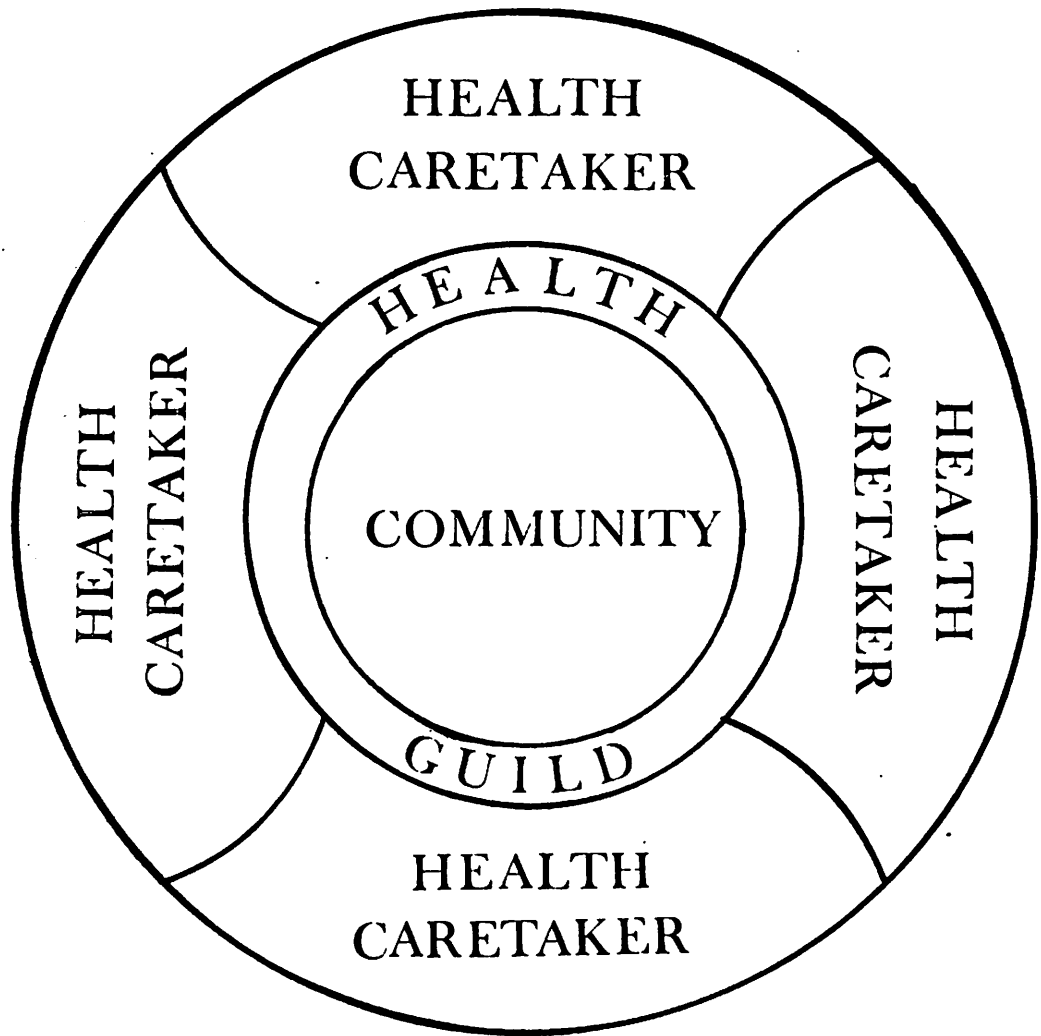


HEALTH EDUCATION  
FOR  
EVERYONE

## BIBLIOGRAPHY

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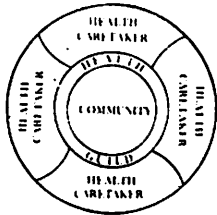
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9. Filmstrips; World Neighbors, 5116 N. Portland Ave., Oklahoma City, 73112  
"Feeding Your Baby"  
"Caring For the Sick Child At Home"  
"Caring For Skin Infections & Sores"  
"Preparing Food For Your Baby"  
"Grow Fruit For Family Use"  
"Volunteer Health Promoters: The Missing Link in Community Health Care"  
"Healthier Living Through Community Effort"
10. Better Child Care; Voluntary Health Association of India 1977 New Delhi
11. Child Health Care in Rural Areas; Asia Publishing House Bombay



HEALTH EDUCATION  
FOR  
EVERYONE



This manual was created by  
the Health Care Task Force  
of the Global Research  
Assembly of the Institute of  
Cultural Affairs, July, 1977.  
First published as part of  
the Guidebook for the  
Renewal of Village Vitality  
IN August, 1977. In complet-  
ing this manual we borrowed  
extensively from the experi-  
ence and writings of others  
in the field and intend that  
this material be freely  
available to those working  
in community development.



HEALTH EDUCATION  
FOR  
EVERYONE

This section contains the tools which will help you to do the education necessary in your community to build local health structures which will care for every person. First of all, there is the daily curriculum and workshop guidelines for the three weeks intensive training that begins the Stake Health Caretakers System. Next is the section of Modules that the Health Guild can use to impact the whole community every month for twenty-four months to bring about new awareness and the engagement of the community in caring for its vitality. Included among these modules is a detailed outline of the construct used by the Global Health Acceleration Team in its one month visits - this is called the Health Emphasis Month Module, and it can be done by the Guild whether an acceleration team comes or not. And finally, in this section is a copy of the Health Caretaker's Manual which when copied, translated, and given to each Health Caretaker will be a tool which he can use whether or not he is literate to give practical care to the community.

#### CONTENTS

1. Health Education in Human Development Projects	5.2
2. Phasing Chart	5.4
3. Health Caretaker Training	5.5
4. Guidelines for Guild (The Monthly Community Impact Modules)	5.39
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6. Health Caretakers Manual	5.79



HEALTH EDUCATION  
FOR  
EVERYONE

## HEALTH EDUCATION IN HUMAN DEVELOPEMENT PROJECTS

### Education Functions of the Health Auxilliary

1. To ground the Auxilliary in the basics of health care so they can begin to demonstrate vital health practices and to begin the community involvment program.
2. To assist village leadership in selecting citizens from each stake to be Health Caretakers and to enable the Health Caretakers training.
3. To form and train a Health Guild which will be the core of health leadership made up of Stake Health Caretakers and local citizens working in the areas of nutrition and sanitation.
4. To enable the Health Guild to take responsibility for healthful sanitation, balanced nutrition and a health system which develops and maintains vitality for all citizens.
5. To assist community health leaders in selecting local citizens for paramedic training so that the level of trained local people can be increased during the two year period.



HEALTH EDUCATION  
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## BASIC CONCEPTS

1. Seeing effective health practices is a powerful sign.
2. Doing a new activity over and over reinforces learning.
3. Involving citizens in participation replaces old images with new ones.
4. Activities and events of the community are occasions for education.
5. Guilds and stakes are structures for implementing education.
6. Visible signs effect profound change in a community.
7. Dealing with the signal health problem in a village creates a sign.

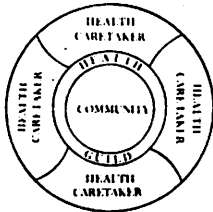
## ASSUMPTIONS

1. Most deprived communities are crisis-oriented rather than preventive.
2. Anyone can learn to be a Health Educator.
3. Every citizen is involved in the health of the community.
4. Resources for Health Education are available in larger communities.
5. A core of concerned citizens insures the health of the whole community.
6. Health Education is a continuous process.
7. Up to date health information depends on developing a communication network with outside resources.

JOURNEY COMMUNITY HEALTH EDUCATION

BEGINNING	DEMONSTRATION	REFINEMENT	SELF SUFFICIENCY
<p>Consult Initiation stakes and Guilds</p>	<p>HOP Facility Regular clinic hours</p>	<p>Basic Treatments Train HCT Regular Clinics</p>	<p>Food Preservation System Preparation Storage System</p>
<p>Open House Auxiliary &amp; Pre-school</p>	<p>Immunizations Stake Visits Regular clinics</p>	<p>Emergency Training Guild Community</p>	<p>Community Restaurant Self Support Profit</p>
<p>Care of Water Safe Existing Parasite Control</p>	<p>Sewage Stake toilets Parasite Control</p>	<p>Paramedic Training Select &amp; arrange Celebrate</p>	<p>Community Evaluation and planning quarterly and yearly</p>
<p>Community Garden Youth Project Kitchen Project</p>	<p>Maternal and Child Care Repeat curriculum Regular clinic</p>	<p>Child Spacing Repeat curriculum Regular clinics</p>	
<p>Health Emphasis HCT &amp; Visible Edifice</p>	<p>Environmental Control Garbage System Pests</p>		
<p>Kitchen Opening Set-up &amp; Training and Feeding Program</p>	<p>Domestic Environment Food House Care</p>		
<p>Trek Possibility</p>	<p>Dental Hygiene Schools Adults</p>		

5.4



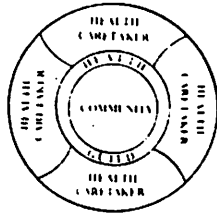
HEALTH EDUCATION  
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EVERYONE

## HEALTH CARETAKER TRAINING

Health Caretakers are volunteers, part-time citizens who are commissioned to work with all the families within their stakes. At the beginning they report weekly the births, deaths and illnesses to the health auxiliary and trained to do basic baby weighing and recording. Through an ongoing training program, the Health Caretakers assume progressively broader responsibility for health care in each stake in the community.

### CONCEPTS

1. Community stake design as a structure for care for every citizen.
2. Anyone can learn to be a Health Caretaker.
3. A core of concerned citizens can insure the health of the whole community.
4. Health and Vitality are intricately linked to every aspect of community development.
5. Continuous interchange of health information and services within and outside the community assures maximum quality health.
6. Prevention of disease is more important than cure.
7. It is easier to accept new ideas from a trusted neighbor than from an outsider.
8. A weekly meeting provides for continued training, accountability and reporting of statistics.
9. The most effective way to initiate an HCT Program is with an intensive Health Impact Month.
10. To care for the Stake, the HCT visits every home once a month.



HEALTH EDUCATION  
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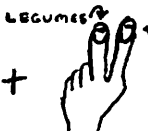





## BASIC CURRICULUM

The following chapter contains the curriculum and workshop procedures for the basic education of the State Health Caretakers. It should be noted that the teacher should ask the Health Caretakers to bring their Health Caretakers' Manuals (a copy of which is in the last part of this section) to each class. During each class the teacher will point out the pages of the manual which are being talked about in that class. There is space in the Health Caretakers' Manual pages for translation. Thus, at the end of the classes the Health Caretakers will have a practical guide of their own which they can use on a daily basis.

HEALTH CARETAKER CLASSES

D A Y	WEEK 1			WEEK 2			WEEK 3		
	ROLE OF HEALTH CARETAKER			THE BODY AND ITS CARE			CARE IN THE COMMUNITY		
	TOPIC A	TOPIC B	NUTRITION	TOPIC A	TOPIC B	NUTRITION	TOPIC A	TOPIC B	NUTRITION
1	Introduction to Health Caretaker	Stake Map	Introduction to 5 Food Groups	Anatomy and Physiology	Visiting your neighbor by stakes	Birth to One Year	Pregnancy and Delivery	Adequate Diet Preparation	Mother and Child
2	Growth and Nutrition	Baby Weighing Workshop	Body Building and Energy	Reproduction and Child Spacing	First Aid Skin Care Workshop	Repeat	Economics and Diseases of Sanitation	Care of the Newborn Infant	Repeat
3	Microscopic World and Disease	Microscopic World Review Baby Weighing	Repeat	Basic Treatment Scabies Diarrhea	First Aid Immobilization of Fractures	One Year to Five Years	Interviewing and Community Outreach	Mother's Class	Working Man
4	Immunizations	Recording of Immunizations	Brainstorm	Basic Treatment Fever Respiratory diseases	Taking Temperatures	Repeat	Care Extention and Referral	Quarter Planning by Health Caretaker	Dental Care

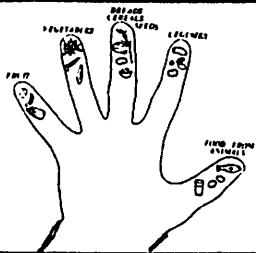
5 FOOD GROUPS SNACK

TOPIC	CONTENT	PREPARATION										
<p>3</p> <p>REPEAT</p> <p>?</p>	<ol style="list-style-type: none"> <li>1. Wash hands</li> <li>2. Serve the meal</li> <li>3. ? Ask class:               <ul style="list-style-type: none"> <li>- What are the 5 food groups?</li> <li>- What is in the snack you are eating?</li> <li>- What food group does it fall under?</li> <li>- What two groups together are body building?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. 5 food group poster</li> <li>2. Poster of bread, cereals, seeds &amp; legume group</li> <li>3. Food preparation</li> </ol>										
<p>4 BRAINSTORM</p> <table border="1" data-bbox="436 618 699 751"> <thead> <tr> <th>Veg</th> <th>Fruit</th> <th>Leg</th> <th>Grain</th> <th>Animal</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Veg	Fruit	Leg	Grain	Animal						<ol style="list-style-type: none"> <li>1. Wash hands</li> <li>2. Serve the snack</li> <li>3. Ask class what is in meal</li> <li>4. Brainstorm. Go around room and ask each person in class to say a food and tell which group it's under.</li> </ol>	<ol style="list-style-type: none"> <li>1. 5 food group poster</li> <li>2. Poster with brainstorm</li> <li>3. Magic marker to write on brainstorm</li> </ol>
Veg	Fruit	Leg	Grain	Animal								
<p>5</p>  <p>0 to 1 year</p>	<ol style="list-style-type: none"> <li>1. Teach food for the Age of           <ul style="list-style-type: none"> <li>0 to 4 months = breast milk only</li> <li>4 mos to 1 yr. +  +  = breast milk + legumes (grains) + green vegetable</li> </ul> </li> <li>2. Have class make out receipee for last age group. Use brainstorm list from class 4.</li> </ol>	<ol style="list-style-type: none"> <li>1. Poster of picture to the left</li> <li>2. brainstorm list</li> <li>3. Paper to put receipes on</li> </ol>										
<p>6</p> <p>REPEAT</p> <p>?</p>	<ol style="list-style-type: none"> <li>1. Wash hands</li> <li>2. Serve meal</li> <li>3. Teach food needs to be soft. (boil &amp; mash)</li> <li>4. ? Ask class: What food is in the meal? Why are grains and legumes in the snack?</li> <li>5. Teach class the amount on their plate is what a child needs 3 times/day. Handful of grain &amp; legumes 3 times/day</li> </ol>	<ol style="list-style-type: none"> <li>1. Use Receipee from class 5</li> <li>2. The amount a child needs 4 - 1 yr is served to each person</li> </ol>										
<p>7</p>  <p>1 to 5 years</p>	<ol style="list-style-type: none"> <li>1. Teach food for the age of 1 year to 5 years           <ul style="list-style-type: none"> <li> +  +  = 5 food groups/day</li> </ul> </li> <li>2. Break into 3 workshops and make receipes for the day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Poster of 5 food groups</li> <li>2. Poster of foods           <ul style="list-style-type: none"> <li>0-4 mos.</li> <li>4-1 yr. - 1½-2 yr.</li> <li>2-5 yrs.</li> </ul> </li> <li>3. Brainstorm list</li> <li>4. Paper &amp; pencils</li> </ol>										

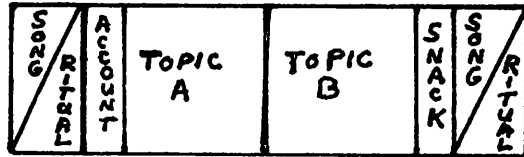
5 FOOD GROUP SNACK

Daily lesson plans to be given after Topic B of each class

MAJOR IMAGE



CLASS TIMELINE



3 WEEK SNACK TOPIC

WK	TOPICS			
1	1) INTRODUCTION TO 5 FOOD GROUPS	2) BODY BUILDING + ENERGY	3) REPEAT ?	4) BRAINSTORM
2	5) 0-1YR	6) REPEAT ?	7) 1-5 YRS	8) REPEAT ?
3	9) MOTHER + CHILD	10) REPEAT ?	11) WORKING MAN	12) DENTAL CARE

OBJECTIVES

At every class during the Impact Month a short course is given for 10 to 15 minutes on the 5 food groups. This sort of rehearsal each day will allow the Health Caretaker to learn:

- 1) the 5 food groups
- 2) Their local foods in each category
- 3) Be able to make receipts
- 4) Understand amounts of food needs for each age

TOPICS

CONTENT

PREPARATION

- 1) Introduction to 5 Food Groups



1. Wash hands
2. A snack is served
3. Teach 5 food groups - use poster  
Vegetables = roots, stems, leaves and buds of plants  
Fruit = flesh around seeds  
Legumes = seeds grown in a pod  
Bread, Cereal, Seed = seeds exposed to air  
Animal products = what comes from animals
4. You need one of these a day.
5. Write on board type of food in snack & group it's in. (corn=bread)

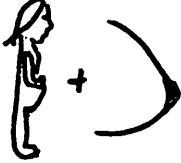


1. Make a list of what will be cooked for each snack.
2. Get women in the class who will cook.
3. This is a symbolic meal. A slice of fruit for each person.
4. Buy food early so the women who cook can have it done before class.
5. Keep food warm on a burner in class.
6. You need dishes, cups, spoons.
7. 2 basins & soap for washing.
8. Poster of 5 food groups

- 2) Body Building & Energy

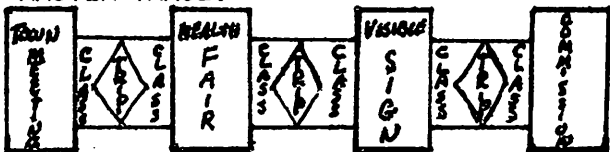


1. Wash hands
2. A snack is served
3. Ask class what are 5 food groups
4. Teach grain & legumes make protein (Proteins build your body)
5. Large amounts give energy
6. Have class say what is in meal and what group it's in.

5 FOOD GROUPS SNACK

TOPIC	CONTENT	PREPARATION
<p>8</p> <p>Repeat</p> <p>?</p>	<ol style="list-style-type: none"> <li>1. Wash Hands</li> <li>2. Serve a meal</li> <li>3. ? ask class: What food is in the meal? What do you feed a child 1 yr - 2 yrs. 2 yrs - 5 yrs.</li> <li>4. Teach the class amounts on their plate (Ex. 1 cup of grain &amp; legumes 5yrs./day add other foods &amp; ↑ calories)</li> </ol>	<ol style="list-style-type: none"> <li>1. Take recipe from class # 7</li> <li>2. Meal prep.</li> <li>3. Calculate amounts needed for one person.</li> </ol>
<p>9</p>  <p>Mother &amp; Child</p>	<ol style="list-style-type: none"> <li>1. Teach food for the pregnant &amp; lactating mother. 5 food groups + green vegetables</li> <li>2. Green vegetables - iron - makes blood strong - iron woman</li> <li>3. Make receipee for mother &amp; Child</li> <li>4. Amounts you need is 2 times more than she feeds a baby (lesson?) add other group. If you can't eat amount add bread &amp; sugar to get more calories.</li> </ol>	<ol style="list-style-type: none"> <li>1. Poster of pregnant and breast feeding woman.</li> <li>2. 5 Food Groups Poster with pictures of vegetables</li> </ol>
<p>10</p> <p>Repeat</p> <p>?</p>	<ol style="list-style-type: none"> <li>1. Wash hands</li> <li>2. Serve Meal</li> <li>3. ? ask class: What food is in meal? What do pregnant and breast feeding mothers need to eat? How much do they need? Answer: Small amnts bread, cereal seed with legume, add sugar for calories.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make recipe with class and change it to a practical form.</li> <li>2. Meal prep.</li> <li>3. Posters from class # 9.</li> </ol>
<p>11</p>  <p>Working Man</p>	<ol style="list-style-type: none"> <li>1. Teach food for a working man working woman 5 Food Groups each day</li> <li>2. Man is same as pregnant and breast feeding woman.</li> <li>3. Woman a cup less of grains and legumes a day.</li> <li>4. Review each group and their needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Poster of brainstorm.</li> <li>2. Poster of 5 Food Groups</li> <li>3. Poster of each age group.</li> </ol>
<p>12</p>  <p>Dental Care</p>	<ol style="list-style-type: none"> <li>1. You need your teeth to eat.</li> <li>2. How do you keep your teeth?</li> <li>3. Brushing is one way. How do you brush your teeth?</li> <li>4. THE TOOTHBRUSH. Pass out toothbrushes to class and show everyone how to use it</li> <li>5. Ritual. "Teeth for smile! Teeth for food! Teeth for life!"</li> </ol>	<ol style="list-style-type: none"> <li>1. Poster of tooth or smile.</li> <li>2. Inkind tooth-brushes</li> </ol> <p>Ritual: Brush, brush, brush!</p>

MASTER IMAGE:



HEALTH EMPHASIS - 3 WEEK TIMELINE

PLACE AND PARTICIPANTS:

Health Care Outpost  
Health Caretakers

TIME:

Topic 1 - 30 Minutes

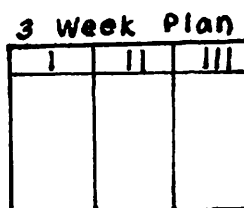
KEY POINTS

METHOD

AIDS

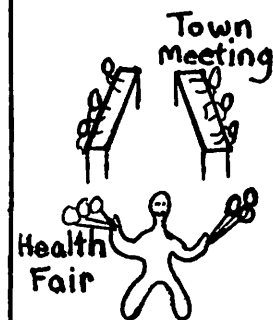
1. Report

Mass visitation Information  
Number Visited  
Results of Visits



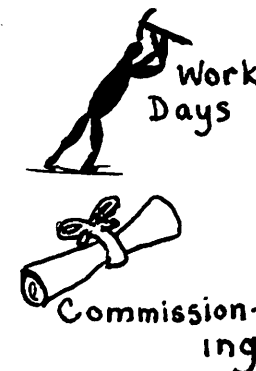
2. Review 3 week timeline

Describe the weekend events  
Town Meeting  
Health Fair  
Visible Sign  
Commissioning



3. Health caretaker role

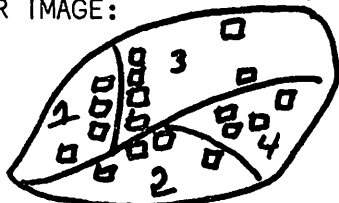
Describe classes - one by one  
Purpose of trips - Guild referral network  
Role - one who cares for health of 20 - 40 neighbors  
teaching - good health practices  
Under 5 program  
Treat minor illnesses  
Referral



4. Team concept

Responsibility  
1) Class for 3 weeks  
2) Weigh Babies  
3) Visit homes once a month  
4) Meet once a week  
  
One person can't do it all  
we must be a team  
Preventive Medicine is very important  
  
We need to work together  
like work days

MASTER IMAGE: Stake Map



PLACE AND PARTICIPANTS:

Health Caretakers

TIME:

20 Minutes

KEY POINTS

1. To care for the whole Community we must divide into Stakes - so one person can care for 20 - 40 families.
2. Each person must know their Stake and every family in it. And your neighbor should know you as a Health Caretaker.
3. To help us learn to read the map each person in the class come up and write your name in the map. Each person writes their name in the house representing their home.
4. Explain that everyday there will be accountability by stake.

Why?

- so everyone will know who is in what stake.
- so we are sure every stake is represented.
- So in the future we are sure that all people in the village are being cared for.

Let's Rehearse Now.

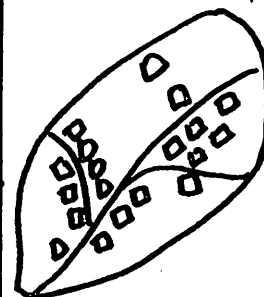
METHOD

Make a Stake Map

1. Use the Stake Grid and fill in the home - get citizen (a leader, elder) who knows most of the people and houses to help.
2. Place it on a large poster.
3. If you do not get all the houses, do not worry. You can have a future workshop where each HCT is given a drawing of their stake and must make sure that all houses are there and that names of the people are on each home.
4. Pin the stake - number of each health caretaker as they put their name on the map.

AIDS

1. A Stake Map



Magic markers

4. Paper cut in square pins magic markers

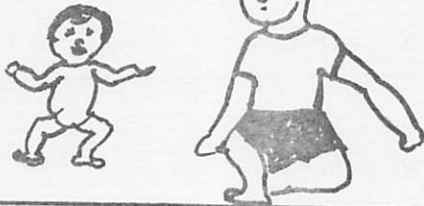
WEEK 1

GROWTH AND NUTRITION

TOPIC A

DAY 2

MASTER IMAGE:



PLACE AND PARTICIPANTS:

Health Outpost - Health Caretakers

TIME:

30 minutes

KEY POINTS

METHOD

AIDS

Major Points:

1. Baby in Womb
2. First 5 years
3. 5 Food Groups
4. Feeding baby/mother
5. Malnutrition

1. Baby in Womb

- baby is fed by mother thru umbilical cord
- baby is growing all the time
- mother needs good diet so baby will grow

2. 1 - 5 Years

- diet most important
- good diet - child grows
- poor diet - child small

3. 5 Food Groups

- animal - foods from animals, milk, eggs
- grain - food that grows out of grasses with kernels
- legumes - food from pods or shell
- fruits - food with seeds
- vegetables - leafy food & root and stalks

4. -Breast feed 12 hours after birth

- Begin 5 foods when baby 5 months but continue breast feeding til 2 years
- gradually increase food & decrease nursing

5. Malnutrition - from :  
no food  
no 5 foods

WEIGH BABY EVERY MONTH

start food cooking 2 hours prior to class

write major points on master wall chart, put on wall day 1

Point foods out on chart and name examples



Baby in Womb



BREAST FEED



4mo

1yr



5 FOOD GROUPS

MASTER IMAGE:



PLACE AND PARTICIPANTS:

Stake homes

TIME:

45 minutes

KEY POINTS

METHOD

AIDS

Gaining weight is a sign of good nutrition

To check the growth of the babies in the village, we will weigh them every month



we will mark the weight on a picture

the picture will tell us if the baby is getting enough food

Weigh Babies Once a Month

take scales and record keeping materials to assigned homes in stakes



Parts of the Weighing Machine

Show the Scale  
the numbers tell how much the baby weighs



Starting a Weight Chart

Each baby's name is written down  
Weigh the baby the same time of each month  
Put a mark by the weight for the month



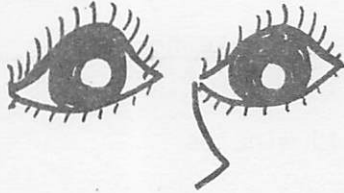
Remember - if the line is upward the baby is gaining

if the line is down the baby needs help

NAME		1	2	3	4	5	6	7	8	9	10/11
W											
E		x	x	x	x	x	x	x	x	x	x
I		x	x	x	x	x	x	x	x	x	x
G											
H		x	x	x	x	x	x	x	x	x	x
T											

CHART

MASTER IMAGE:



PLACE AND PARTICIPANTS:  
Health Care Outpost

TIME:  
30 minutes

KEY POINTS

METHOD

AIDS

There is a small world

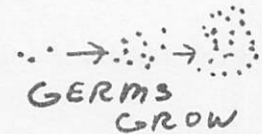
there are animals and people of all sizes



WE CAN NOT SEE

some you can't see because they are so tiny these are called Germs

Germs can be good - curds of milk  
Germs can be bad - diarrhea



GERMS GROW

Diseases are started by Tiny Germs

germs like to live in people  
they grow by making more germs

As the germs live they make poisons which make you sick



cough

How Germs Enter Your Body

- germs get inside through your nose when you breathe, and start coughing colds, TB
- through your mouth start diarrhea



FLIES

flies - feces - food - mouth - diarrhea

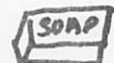
mosquitos - malaria



WASTE

How To Prevent Germs from entering Your Body

- through animal bites - rabies stool - worms
- skin - scabies



CLEAN HANDS

Wash hands, cover food  
Immunization, medicine

MASTER IMAGE:



MICRSCOPIC WORLD

PLACE AND PARTICIPANTS:

Outpost

TIME:

45 minutes

KEY POINTS

METHOD

AIDS

There is a world we can't see

the germs we talked about this morning except for worms are too small to see with our eyes

we will see what they look like through this special tool

Demonstrate through use of Microscope

- show hair
- show drop of standing water
- show parasite slide



Review reason for baby weighing

Explain again:

to check for adequate nutrition - weigh the baby

if there is weight gain there is good nutrition

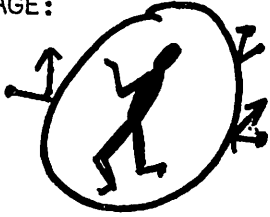
if there is no gain or if there is a loss, the baby is undernourished or ill



Review growth charting

We should weigh the baby every 30 days and mark the weight on the chart

MASTER IMAGE:



PLACE AND PARTICIPANTS:

Health Outpost

TIME:

three hours

KEY POINTS

- Image of protection

Vaccine protects against danger which you can't see



- Reflect on illustrated diseases:

Have you seen evidence of these diseases?

Have you had these diseases?

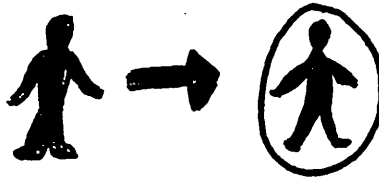
Have you had shots? for what?

- Life Time Protection  
FREE SAFE

METHOD

- illustrate protection story (see end of section)

- Invisible killers



protected

- 1 shot

- booster shots at prescribed times

- everyone has had smallpox vaccination

- use body postures to illustrate diseases

polio - crippled arm or leg

diphtheria - cough, fever

whooping cough- sore throat

tetanus - stiff body

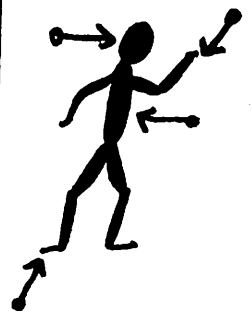
T: B. - cough, sputum, death

AIDS

PROTECTED



UNPROTECTED



SEE STORY ON PROTECTION



WEEK 1

RECORDING OF IMMUNIZATIONS

DAY 4

MASTER IMAGE:

NAME				
DPT	✓	✓		
BCG	✓			
Small Pox		✓		
Typhoid	✓		✓	

RECORDS TELL A STORY

PLACE AND PARTICIPANTS:

Health Caretaker's Outpost

TIME:

45 minutes

KEY POINTS

Records tell us a story.

There is a Schedule to follow for everyone.

The Records are very important.

METHOD

People who are immunized are taking care of themselves.

Babies need several shots in the first year to be protected.

Adults need only a few shots.

Put on Wall Chart:

Babies - 2 months - Polio  
DPT

4 months Polio  
DPT

6 months Polio  
DPT

1 year Polio  
DPT

5 year Polio  
DPT

Adults Each 10 yrs. Tetanus  
After Pregnancy  
Tetanus

Show record with Immunization portion

1. Give copy to each Health Caretaker.
2. Give examples and fill in on chart on wall.
3. Have HCT fill in card at some time.
4. Check what has been done.














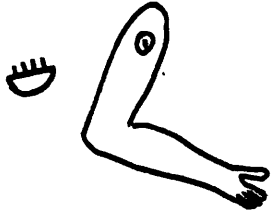
AIDS

See sheet on Immunization Schedule.

NAME				
DPT	✓	✓	✓	
BCG	✓			
Small Pox	✓			
Typhoid	✓			

# IMMUNIZATION SCHEDULE

WEEK 1      DAY 4

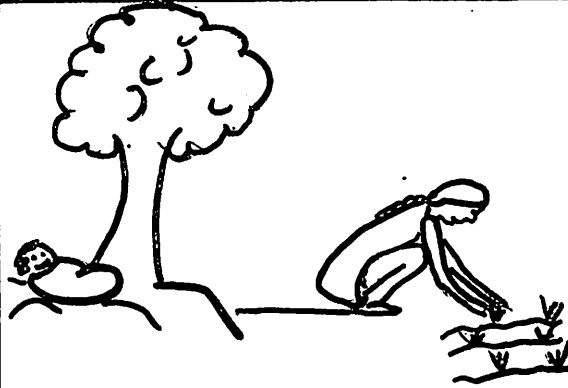
NAME	SICKNESS	TIME	METHOD
BCG		0 - 4 Months	
DIPHTHERIA DPT - PERTUSSIS TETANUS	 Sore Throat  Fever  Cough 	102 2 Months 4 Months 6 Months 1½ Years 5 Years	
POLIO			
TYPHOID	 102	1 Year 2 Years 3 Years, etc.	
SMALL POX		1 Year	

WK 1  
DAY 4  
TOPICA

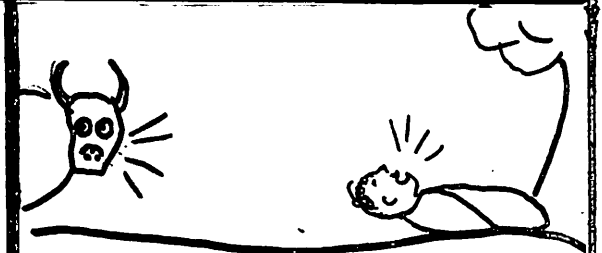
PROTECT YOUR CHILD TODAY

MAKE INTO  
FLASH CARDS

1) Rhoke Mini Bai placed her baby on the ground by a tree while she went to work in the fields.



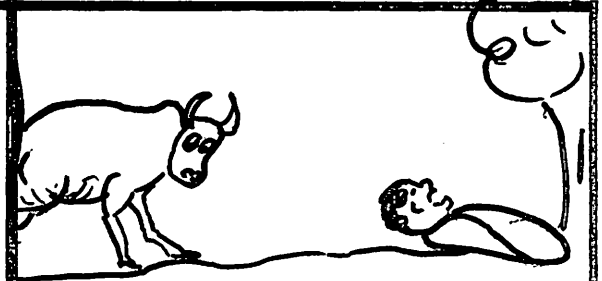
3) She then heard her baby cry and she heard the snort of the bull.



2) While working she hears a noise (snort like bull) she turned to find a bull up the road. She went back to work in the field.



4) She turned to find the bull running toward the baby.



PROTECT YOUR CHILD TODAY

MAKE INTO  
FLASH CARDS

5) Quickly Rhoke Mini  
Bai RAN!



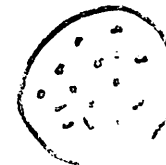
7 ONLY RHOKE MINI BAI COULD  
PROTECT HER BABY, FOR HER  
BABY CANNOT RUN, CANNOT  
FIGHT AND CAN ONLY CRY



6) And she grabbed her  
child in time.



8 THE GERM BUG THAT CAUSES  
POLIO, DIPHTHERIA, SMALL POX  
AND OTHER SERIOUS DISEASES  
ARE MORE DANGEROUS THAN THE  
BULL, BECAUSE OUR EYES CAN'T  
SEE THEM, AND YOUR BABY  
WILL NOT CRY.

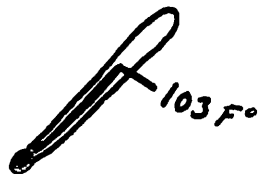


PROTECT YOUR CHILD TODAY

MAKE INTO  
FLASH CARDS

9

SUDDENLY YOUR BABY IS  
SICK AND NO ONE CAN HELP



11

THEY ARE SAFE

12

THEY PROTECT YOUR CHILD

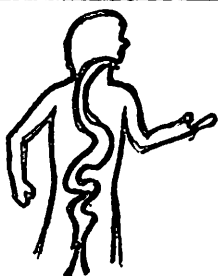
10 ONLY YOU CAN PROTECT  
YOUR CHILD. ALL YOU  
HAVE TO DO IS TAKE  
YOUR CHILD TO THE  
CLINIC TO GET NEEDED  
IMMUNIZATIONS



13

THEY LAST FOR LIFE

MASTER IMAGE:



PLACE AND PARTICIPANTS:  
Health Outpost

TIME: 3 Hours

KEY POINTS

METHOD

AIDS

Our body is AMAZING besides muscle, skin, bone, there are 4 major systems

1. Food is broken down in the Digestive System into smaller and smaller pieces until each part of body gets what it needs from blood
2. Blood is carried to the body by Circulatory System pumped by the heart
3. Air goes to our body from the lungs through the blood-- Respiratory System
4. Learning and controlling our body is through the Nervous System

Our body is on the lookout and acts out symptoms of illness for each system

Digestive- vomiting, diarrhea, abdominal pain

Respiratory/sore throat, cold, cough, difficult breathing

Circulatory/heart pain, shock, bleeding, anemia

Nervous - back injury, brain damage

1. Fill in Digestive System on System Poster with magic marker

point to own body


2. Fill in Circulatory Chart might have picture of village pump
- listen to hearts (stethoscope)  
point to own heart

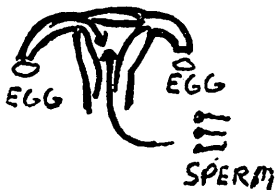

3. Fill in Respiratory System on color chart
- blow up balloon  
point to own lungs

4. Fill in Nervous System Chart
- Use pin to touch skin to show response





<p>MASTER IMAGE:</p>  <p>Egg</p> <p>Wall of Protection</p> <p>Sperm</p>	<p>PLACE AND PARTICIPANTS:</p> <p>Health Caretaker</p>
	<p>TIME:</p> <p>30 Minutes</p>

KEY POINTS	METHOD	AIDS
<p>1. How pregnancy occurs.</p> <p>A. Female Monthly Cycle</p>	<p>1. Pregnancy</p> <p>A) See Union of the sperm &amp; egg diagram</p> <p>B) Monthly cycle:</p> <p>1) One egg each month</p> <p>2) If no pregnancy the lining comes out as blood for 4 to 5 days</p> <p>3) Fertile period between bleeding times.</p> <p><del>red brown white</del></p> <p>red brown white</p> <p>blood sex fertile</p> <p>C) Pregnancy happens during the fertile time when the egg and sperm meet inside the womb.</p>	<p>Make Poster</p>  <p>EGG</p> <p>EGG</p> <p>SPERM</p> <p>Get 28 Rock</p> <p>Paint 5 red</p> <p>Paint 6 white</p> <p>Line them up in the right order as shown under method.</p>
<p>2. Responsible Parenthood (Child spacing)</p>	<p>2. Child spacing</p> <p>A) will give each baby a better chance to live.</p> <p>B) can be breast fed 2 years.</p> <p>C) A year without nursing or pregnancy gives the mother a chance to recover her strength.</p> <p>D) Three years between babies is best.</p>	<p>Make poster on wall of protection.</p>  <p>Egg</p> <p>Sperm</p>
<p>3. To Prevent Pregnancy</p>	<p>3. Prevent pregnancy</p> <p>A) Avoid intercourse during fertile time.</p> <p>B) There are also pills, loops &amp; condoms available to block the sperm from meeting the egg.</p>	



MASTER IMAGE:



NO USE  
SCRATCHING

STOP  
SCABIES

PLACE AND PARTICIPANTS:

Health Outpost

TIME:

30 mins.

KEY POINTS

1. Scabies happen because of very little insects which live in clothes, sheets, and mattresses bury themselves into our skin. This is scabies.

CAUSE:

- Not using soap when bathing or washing clothes
- Not washing body and clothes often

CURE:

- Use a special medicine on the body
- Boil all clothes and sheets for all of family
- Put mattresses in sun each day for several days
- Cut fingernails short to avoid infection while scratching

*If no special medicine is available then wash with soap and the warmest water you can get each day.

METHOD

1. Begin by asking a few questions. (If possible have a child who has skin sores stand up front with the teacher):
  - How many have ever had skin sores like these?
  - (How many have them now?)
  - What is most irritating about having them?
  - Has anyone tried to get rid of them? How? and illustrate

2. Describe and illustrate what a skin sore is and how it happens.

3. Create a chart to hold diagrams.

4. Illustrate on board the causes.

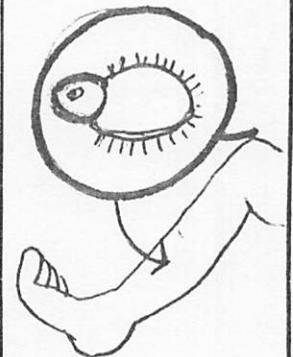
5. Illustrate on board the cure.

6. Demonstrate washing body.

AIDS

1. Make poster of master image.

2. Scabies - bug



Live under the skin.

3. Cure



MASTER IMAGE:



We are  
7 parts  
water

PLACE AND PARTICIPANTS:  
Health Outpost

TIME:  
30 Minutes

KEY POINTS

METHOD

AIDS

1. Diarrhea is defined as loose, runny and watery bowels excreted several times in one day.

A) Serious because it causes dehydration (the body to loose its water) and can cause death in babies if not treated properly.

(Body is 7 parts water - 3 parts other)

B) Check for signs of dehydration:

- 1) dry mouth
- 2) pinch skin - if it stays wrinkled after letting go

C) Treatment

- 1) Increase fluids
  - a) sugar water
  - b) boiled juices
- 2) No solids - No milk for adults
- 3) Baby on breast milk

4) Water stools more than 6/day with vomiting may be cholera or parasites (worms).

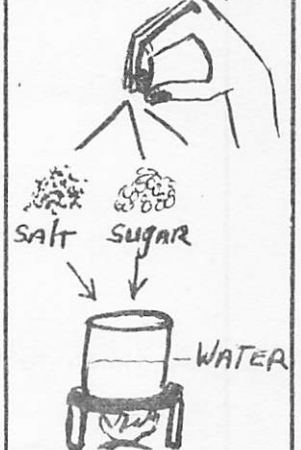
- 1. Define diarrhea
- 2. Discuss the seriousness of the illness
- 3. Use diagram on board to illustrate body is 70% water.
- 4. List signs of dehydration.
- 5. Discuss treatment.

1) Make poster of master image.

2) Make poster: Babies loose water fast with diarrhea.



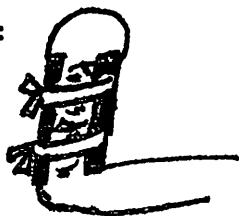
3) Poster of pinch



If possible add.



MASTER IMAGE:



PLACE AND TIME:

Health Outpost

TIME:

45 Minutes - 1 hour

KEY POINTS	METHOD	AIDS
<p>1. How do you know if a leg is broken</p> <p>2. What do you do?</p> <p>3. When to Splint.</p>	<p>- Questions:</p> <p>1) What do you do when you have a broken arm or leg?</p> <p>2) How do you know if a leg or arm or some other bone is broken?</p> <p>A) Something happened to cause a bone to break.                      B) Severe pain                      C) Bone broken through skin                      D) Arm or leg is misshapen</p> <p>3) What do you do?</p> <p>A) Immobilize fractured bone with splint and bandages.                      B) Transport immediately to nearest hospital for casting.</p> <p>- Demonstration of Splint:</p> <p>A) First show washing carefully with water &amp; soap.                      B) Then wrap with clean bandage if necessary.                      C) Follow diagrams on follow page.</p> <p>- Where to splint:</p> <p>A) <u>Forearm Fracture</u>                      Splint hand to elbow - provide arm sling.                      B) <u>Upper Arm</u> - Splint elbow to shoulder-provide sling &amp; bind arm to chest.                      C) lower leg - Splint ankle to knee - to hospital                      D) Upper leg - Splint knee to hip - to hospital                      E) Pelvis or Spinal Column - Carry on stretcher with little movement as possible- to hospital.</p>	<p>1) Use pictures from Health-care taker's sheet and make a poster of how to splint:</p> <p>upper arm                      lower arm                      upper leg                      lower leg</p> <p>also splint</p> <p>2) Need 2 people for patients.</p> <p>3) Other items needed for workshop:</p> <ul style="list-style-type: none"> <li>- wood for splint</li> <li>- Clean bandages</li> <li>- Sheet ties</li> <li>- Soap and pan of water</li> </ul>

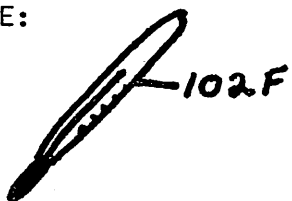
WEEK 2

BASIC TREATMENT: FEVER, RESPIRATORY INFECTION

TOPIC A

DAY 4

MASTER IMAGE:



PLACE AND PARTICIPANTS:

HEALTH CARETAKERS & HEALTH OUTPOST

TIME:

30 MINUTES

KEY POINTS

METHOD

AIDS

1) Fever-a sign of illness

A) Taking a temperature is easy and very important.

B) Treatment of Fever

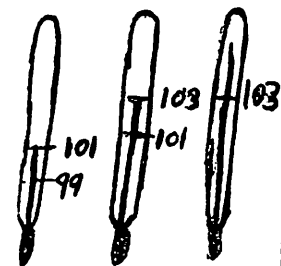
2 Respiratory Infection

1. Fever:

- A) feel hot
- B) has chills & sweats
- C) children may pull ears & look red in face (flushed)
- D) Ranges:
  - 1) normal - 99 degrees
  - 2) mild fever - 99 to 100
  - 3) moderate - 102 - 101
  - 4) severe - 105 +
- E) Treatment depends on age:
  - 1) babies under 6 months give aspirin 1/2 grain
  - 2) children 1 year - 1 grain
  - 3) " 2 " - 2 "
  - 4) Give 1 grain for each year of age until 10 yrs. Over 10 to adult 10 grains.
  - 5) Send to clinic:
    - 102 for 2 days
    - 104 fever not responding to treatment.

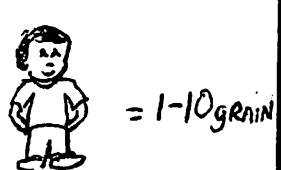
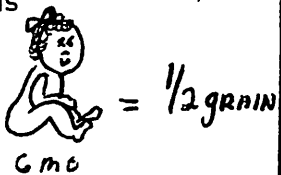
2. Respiratory Infection:

- A) Send to clinic:
  - 1) sore throat with red tonsils
  - 2) Ear aches
- B) For a cold treat with fluid and aspirin.
- C) Pneumonia - cough, fever, sputum, rapid breathing then send to clinic.

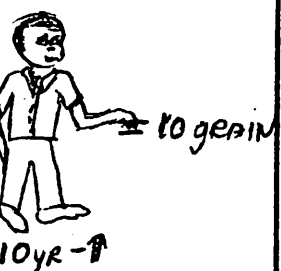


TREATMENT TABLE

AGE ASPIRIN



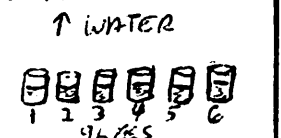
1-10yr

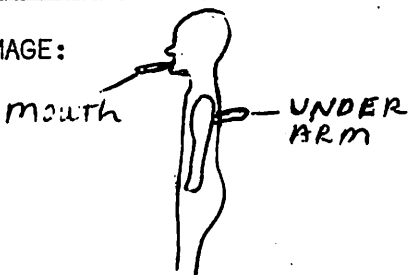


10yr - 10yr


POSTER





↑ WATER



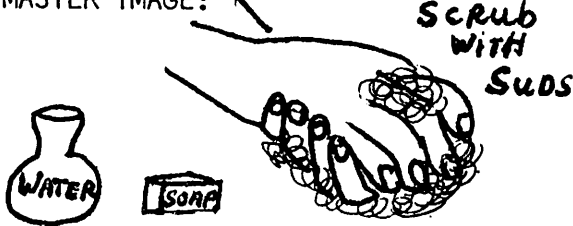
<p>MASTER IMAGE:</p> 	<p>PLACE AND PARTICIPANTS:</p> <p>Health Caretakers at Health Outpost</p>
	<p>TIME:</p> <p>30 Minutes</p>

KEY POINTS	METHOD	AIDS
<p>Body temperature tells about health</p> <p>Places to measure temperature.</p> <p>Care of Thermometer</p>	<ol style="list-style-type: none"> <li>1. Temperature: over 99 degrees means fever - the higher the temperature the more severe the illness.</li> <li>2. Take temperature:               <ul style="list-style-type: none"> <li>A) Under tongue - adults</li> <li>B) In Arm pit - baby or child</li> <li>*Be sure arm comes down to cover thermometer.</li> <li>C) 5 minutes are needed to measure right temperature.</li> </ul> </li> <li>3. The thermometer must be:               <ul style="list-style-type: none"> <li>A) cleaned by rubbing with tepid water &amp; soap.</li> <li>B) rinse well</li> <li>C) soak in antiseptic</li> </ul> </li> </ol> <p>NOTE : DON'T PUT A THERMOMETER IN MOUTH AFTER USING IN RECTUM .</p>	<ol style="list-style-type: none"> <li>1) Use poster from fever lecture.</li> <li>2) Draw picture of master image.</li> </ol>

MASTER IMAGE: 	PLACE AND PARTICIPANTS: Healthcaretaker
	TIME: 30 Minutes

KEY POINTS	METHOD	AIDS
1. First 6 months	1. A) Go to hospital as soon as you know for check-up & instructions. B) Need to eat 5 food groups C) Need to eat green veg. D) Sign & Symptoms of Preg. 1) nausea 2) back pain 3) breast fuller 4) no period E) Fetal movement F) Safty don't fall & don't carry heavy loads.	 <b>5 FOOD GROUPS</b> +  <b>GREEN VEG</b>
2. Last 3 months	2. A) Danger signs 1) vaginal bleeding 2) vomiting frequently 3) blurred vision 4) dizzy 5) sharp pains 6) swollen feet & ankles	 <b>SEE DOCTOR</b>
3. Labor and delivery	3. A) Contractions Mother should relax & breathe slow and deep B) Cervix gets big-baby is ready to come C) Midwife wash hands with soap & water D) Have with you 1) clean cloth 2) clean cord ties 3) sterile razor or knife E) After delivered-hold baby upside down-clean mouth-rub back F) Placenta-message mother's stomach downward. G) Cord 1) don't pull on - 2) tie on two ends 3) cut between ties-razor	
4. Care of Baby	4. Clean eyes with clean water	

MASTER IMAGE:



PLACE AND PARTICIPANTS:

Healthpost

TIME:

45 Minutes

KEY POINTS

Good Sanitation prevents illness and disease and the spread of it. Especially: Diarrhea  
Cholera  
Sores

1. Food -

2. Water -

3. Latrines -

4. Hands -

5. Dishes -

METHOD

- Consistent good habits of cleanliness means vitality for you.

1) Food

- A) Wash all vegetables & fruits in clean water or peel.
- B) Keep covered-away from flies & other insects.
- C) Keep stove off ground.

2) Water

- A) Well water is placed in a clean covered container to let settle & then boil 20 minutes before using.

3) Latrines

- A) Keep human waste from water & flies by digging a deep hole 20 feet away from water & house.
- B) When near full fill with dirt & plant fruit tree.

4) Hands

- A) Wash with soap after elimination.
- B) Wash before handling or eating food with soap and clean water.

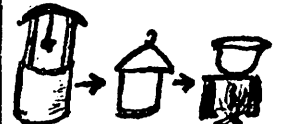
5) Dishes

- A) Clean dishes by using soap & clean water.
- B) Then lay out in sun to dry.
- C) Use sand to remove grease (best away from people)

AIDS

MAKE POSTER OF MASTER IMAGE

MAKE POSTER



Boil Water




LID ON LID OFF




LATRINES

WASH HANDS  
SEE MASTER IMAGE

Wash Dishes



MASTER IMAGE: 	PLACE AND PARTICIPANTS: Health Caretaker
	TIME: 30 Minutes

KEY POINTS	METHOD	AIDS
<p>Proper care of the new born infant in the first few days is crucial.</p> <p>Four aspects to care for are:</p> <ol style="list-style-type: none"> <li>1. Obvious conditions that need immediate attention</li> <li>2. Bathing the Baby</li> <li>3. Keeping baby warm and letting him sleep</li> <li>4. Feeding Baby as soon as awake and crying</li> </ol> <p>Demonstration</p> <p>Materials needed</p>	<p>- Share an experience of when a baby has died because of lack of a proper care and explain that this does not have to happen.</p> <ol style="list-style-type: none"> <li>1) Obvious conditions that need emergency care:                             <ol style="list-style-type: none"> <li>A) Low weight baby</li> <li>B) Irregular &amp; difficult breathing</li> <li>C) Too much fluid in mouth</li> <li>D) Jaundice (yellow colored skin and eyes)</li> </ol> </li> <li>2) Demonstrate bathing baby.</li> <li>3) Wrap baby in clean-soft wraps for warmth &amp; keep flies &amp; insects away so he can sleep.</li> <li>4) Feeding baby                             <ol style="list-style-type: none"> <li>A) Breast feed when mother's rested &amp; baby awake.</li> <li>B) Everything into mouth must be clean.</li> <li>C) Breast milk is best.</li> </ol> </li> </ol> <p>Demonstrate</p> <ol style="list-style-type: none"> <li>1) Bathing</li> <li>2) examination</li> <li>3) Wrapping</li> <li>4) Prep food</li> </ol> <p>CLEAN</p> <ol style="list-style-type: none"> <li>1)boiled water</li> <li>2)cloth</li> <li>3)towel</li> <li>4)soft wrapper-warmth</li> <li>5)wrapper for bottom</li> <li>6)insect proof (net over) bed for baby-(basket, box, etc)</li> <li>7)pot to boil water in &amp; bottle &amp; nipple</li> <li>8) heat source</li> </ol>	<p><b>MAKE POSTER OF MASTER IMAGE</b></p>  <p><b>NOT ENOUGH FOOD</b></p>  <p><b>BREAST FEED</b></p>  <p><b>WATER</b></p> <p><b>CLEAN your Baby</b></p>

MASTER IMAGE:

We visit the homes of our neighbors



PLACE AND PARTICIPANTS:

Health Caretakers

TIME:

25 Minutes

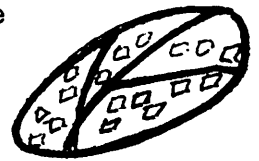
KEY POINTS

1. Visit every home in each stake once a month- one family a day.
2. Your story as a Health Caretaker and questions to ask.
3. Developing Trust
4. Teaching your neighbors
5. Keep a record of those who you visit
6. Workshop

METHOD

1. Point to stake map.
  - A) Being a Health Caretaker demonstrates to the village care in each stake.
  - B) Doctors are excited about the work your doing for they cannot visit every home. You can keep people from getting sick and he only has time to cure.
2. Role Play:
  - A) Ask student to come up in front of class. You, are health caretaker - they are neighbors. Say hello I am your Health Caretaker my role in the community is--
  - B) Show picture of HCT & explain role.
  - C) Ask questions:
    - How many people are pregnant, births, deaths?
    - Is anyone sick in family?
    - Any skin disease?
3. Conversation - develop trust  
How are your crops, etc.?
4. Pull out teaching sheet on 5 food groups & teach neighbor.
5. Keep a record of those you visit so not to forget someone - need to care for all.
6. Break group into 2 & have one play HCT & one the neighbor and do a visit you have done.

AIDS



POSTER OF STAKE MAP



TEACHING AID NEED ONE FOR EACH STUDENT

RECORDS			
NAME			
...	✓		
...	✓		
...	✓		
...	✓		
...	✓		
...	✓		
...	✓		

SEE ADDITIONAL SHEET

MASTER IMAGE:

**BREAST MILK IS THE BEST**



PLACE AND PARTICIPANTS:

Health caretakers

TIME:

20 Minutes

KEY POINTS

METHOD

AIDS

1. Diet for 2 years

2. Breast milk

3. Add supplement to breast milk

4. How to cook and feed

1. Ask class what they know? The baby will get enough nutrition from breast milk for the 1st 6 months

- A) Protein - body building food.
- B) Calories - energy foods
- C) Vitamines & Minerals - protection foods

2. Ask class what they know? To produce good quality breast milk:

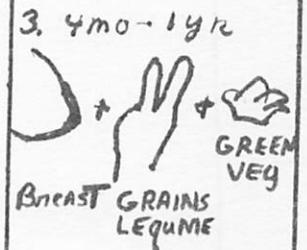
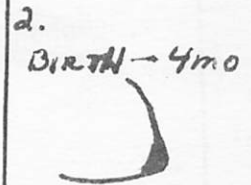
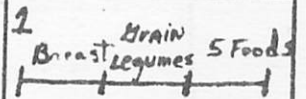
- A) Mother should eat more protein and protection foods while nursing.

3. Ask class what they know At 4 months the baby's food requirements can not be met by breast milk along.

- A) Add boiled cereal as a porridge once a day.
- B) 2-3 weeks later - add protein - dry milk powder and egg.- water from cooked beans or peas.
- C) 1 year and older - ground nuts- powdered fresh fish- fruit- dark green leaves.

4. Babies food must be made soft for baby has no teeth and baby's stomach is not old enough to be able to break down food.

- A) boil
- B) mash
- C) stir well
- D) small feedings



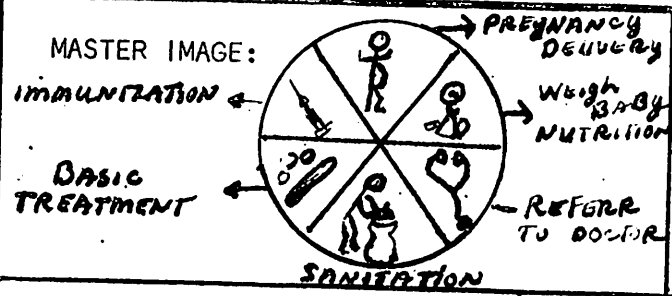
5 FOOD + BREAST GROUP

2yr - 5yr



4.





PLACE AND PARTICIPANTS:

Health Post

TIME:

45 Minutes

KEY POINTS

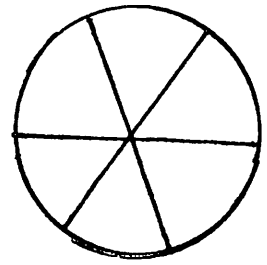
METHOD

AIDS

1. Role of Health Caretaker
2. Emphasis of HCT curriculum Prevention
3. Referral Network
4. Self Support

1. Role of HCT at Stake level:
  - A) Preventive care-80% of ill
  - B) You & family a sign of good health
  - C) You are information source
  - D) HCT's form a team with all stakes cared for.
2. Preventive care emphasis
  - A) Pregnant mother care
  - B) New born care
  - C) Mother at delivery
  - D) Under 5 nutrition
  - E) Baby weighing to detect malnutrition - emphasis baby feeding for nutrition
  - F) Immunization Program
  - G) Treatment of simple acute illnesses
  - H) Home visits once/month
  - I) Can treat colds, fever, skin sores, small cuts, burns & diarrhea.
3. Referral network for more complex disease. You know where to send: clinic  
visiting M.D.  
near Hospital
  - A) You know how to use the Hospital.
  - B) You know when the visiting nurse and doctor come.
  - C) You can explain to your people what to expect.
4. Self support -  
To be sure that the Health Care System will continue there must be a small fee for services.

1. MAKE POSTER OF MASTER IMAGE



WEEK 3

QUARTERLY PLANNING BY HEALTH CARETAKERS

Topic B

DAY 4

MASTER IMAGE: Quarterly Calendar

I	II	III
~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~
~~~~~	~~~~~	~~~~~

PLACE AND PARTICIPANTS:

Health Caretakers

TIME:

30 Minutes

KEY POINTS

METHOD

AIDS

1. Introduce Quarterly Calendar
2. Weekly Meeting Format
3. Regional Facilities & Resources
4. The Foundation of the System is the HCT.
5. Celebration

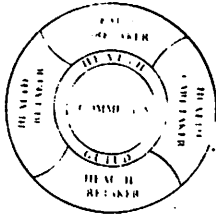
- 1) Quarterly calendar:
 - A) To get the job done we must use time well.
 - B) On calendar we will put scheduled events like meetings, clinics & visits
 - C) Each month we will work on special area of health care along with our regular duties.
- 2) Weekly meeting format
 - A) We will meet each week to report information from visits and learn.
 - B) Report any urgent problems we know of in our stakes.
 - C) We will decide how to solve these problems.
 - D) We will review our lessons.
3. Regional facilities & resources:
 - A) The calendar will show when special clinics will be held at the outpost.
 - B) We will be in contact with the visiting nurses or M.Ds.
4. Health System:

Unless we do our regular visits to learn about the families in our stake and teach them about Health Care the system will not work.
5. On the last day of this work we will celebrate our training and decision.

1. Monthly Quarterly Calendar

2

WEEKLY FORMATS
OPENING
TRAINING
WORKSHOP
CLOSING



HEALTH EDUCATION
FOR
EVERYONE

GUIDELINES FOR THE GUILD

COMMUNITY IMPACT MODULE CHART

The Community Impact Module Chart is to give a picture of the possible journey of health in the Human Development Project. It is not intended as a final word but as a guideline. The model is a complementary modular design which will actuate all aspects of the health care system. Any Emphasis Month could be interchanged or substituted. The Health Guild which includes Stake Health Care-takers, Kitchen Workers, and Sanitation Workers would meet weekly and make decisions about the ways to impact the community and insure the execution of curriculum and/or events. For example -education might be through the school program, initiating a new medical service, community work or celebration or special training groups. Outside resources will be utilized such as training at the regional facilities which will happen in the latter half of the plan.

COMMUNITY IMPACT MODULES

	Quarter I	Quarter II	Quarter III	Quarter IV
Y E A R I	HDP Initiation	Community Garden	Health Outpost	Dental Hygiene
	Open House Demonstration	Health Emphasis Month	Immunization Program	Maternal Child
	Water Care	Opening The Kitchen	Parasite Control	Basic Treatments
Y E A R II	Community Health Evaluation	Pest Control	Paramedical Training	Child Spacing
	Sewage System	First Steps in First Aid	Trash Pick-up	Show Piece Month
	Eye Care Clinic	Domestic Environment	Food Preservation	Community Health Evaluation

OPEN HOUSE DEMONSTRATION

MASTER IMAGE:



PLACE AND PARTICIPANTS:

Auxilliary House, Preschool

TIME: Event for 1-3 Hours
in Auxilliary House or Preschool
Same week or month

Accent on "set up" areas

KEY POINTS

Greet and Tour

- See whole facility
- Stop at toilets

TOILETS "KEEP COMMUNITY WELL"

USE OF OUTDOORS: MAKES PEOPLE HAVE DIARRHEA AND STOMACHACHA

- Stop at hand washing
- Set up

"BEFORE ENTERING KITCHEN AND EATING HANDWASHING IS DONE"

- Stop at kitchen

"THIS IS HOW TO MAKE SOAP" (have cooking)

"THIS IS HOW TO WASH DISHES"

- Serve Snack and point out relations to five food groups.

METHOD

1. Have one person as "host - explainer" at each stop
2. Have set up same at Auxilliary house and Preschool (and community kitchen when set up)

3. Hand washing set up has water to pour, soap and towel. Have each visitor wash for snack

Host graciously
Holds towel and invites guests to wash

4. Soapmaking

5. Dishwashing off ground
 1. wash with soap and water.
 2. rinse with water
 3. dry

6. Serve snack

WEEKS MENUS						

AIDS

USE TOILET



POST ON FRONT OF TOILETS

CLEANING

- FLUSH WITH WATER EVERY TIME USE
- SCRUB TOILET EVERY WEEK

HANDWASHING



BEFORE FOOD

AVOID STOMACH PAIN



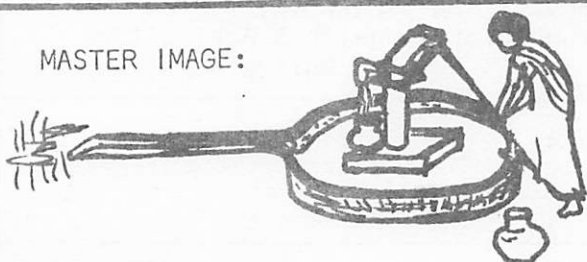
KEEP OFF FLOOR
POST KIT OVER WASHING

5 FOOD GROUPS



WATER CARE

MASTER IMAGE:



PLACE AND PARTICIPANTS:

Village - Guilds plan and initiate

TIME:

Work Day				1-day to 1-week
Plan	Water	Drainage	Celeb	

KEY POINTS

Identify Community water and drainage needs

"Talk it up" - Get community involved

Treat well water and set up well bucket procedure

Drainage/dig and clean

Community Feast

METHOD

- workshop needs
- refer to consult manual

- refer to sanitation section of health manual

- decide on long-range plan and immediate care plan

- make time line and plan for work day.
 consider soakage pits or cleaning drainage ditches

Do this with workers nearby and explain that this will make water safe from disease that makes stomachache

Attach well bucket to well and demonstrate how to pour well water into own bucket instead of everyone using his own in the well

Explain how standing water attracts mosquitos and causes illness

Eat and celebrate work, lift up accomplishments

AIDS

*GOOD
WATER
AND
DRY LAND
BREAKS
CHAIN
OF
ILLNESS*

*Protect WATER
+
Good HEALTH
IS YOURS*

COMMUNITY GARDEN

MASTER IMAGE:



PLACE AND PARTICIPANTS:
Garden plot - Health & Agriculture
Guilds

TIME:
3 -5 Hours

KEY POINTS

METHOD

AIDS

Review 5 food groups

Guild Meeting:
brainstorm lists of what is available in village in each group

ask what is missing

FRUIT	VEG	LEG	GRAN	ANIM

Review survey - what are signal diseases

brainstorm list of signal diseases

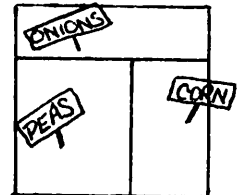
ask what is caused by poor food

GARDEN FOODS

Make a garden that fills in gaps in local diet

List foods to be grown in garden - make plot design

PLOT DESIGN



Pick a visible location

brainstorm locations for garden

Get broad community participation

Organize tasks:
inkind seeds
inkind fertilizer
plow
make scarecrow
make fence

TIMELINE						
M	T	W	T	F	S	S

Share the task

Timeline daily watering care

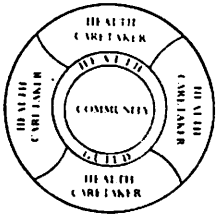
50% for kitchen
50% for workers

Plan distribution system

Put up a sign



Plan stake replication



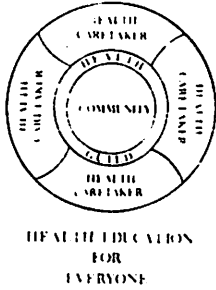
HEALTH EDUCATION
FOR
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HEALTH EMPHASIS MONTH

Health Emphasis Month is a construct that grew out of the Health Trek in 1977. It is a vehicle to launch the Health Caretaker Program with total community involvement in creating a consensus on the health needs of the community and accepting the HCT Program to meet these needs. A visible sign will be done which will be related to the major health challenge in the community.

Components:

1. Mass visitation of 10 - 100% of the population to involve a representative portion of the total community
2. A Community Forum
3. A Health Fair
4. A work day or weekly work day to create the Visible Sign
5. Health caretakers initial training ending with a commissioning service
6. Trips to health facilities related to the HCT curriculum and the visible sign.



HEALTH EMPHASIS MONTH (cont.)

GUIDELINES: HEALTH FORUM

A Community Health Forum is a community wide event that allows the residents to take a relationship to the state of health in their community and to decide to move on the situation with practical proposals.

OVERALL PLAN

1. The Health Guild is responsible for planning and implementing the Forum
2. Workshop leaders will be trained out of Guild
3. Schedule Forum in relation to tactics and strategy for funding and inkinding supplies, medicine or Health Professional to serve in community

THE PREPARATION

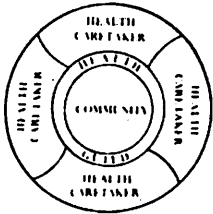
4. Pre-registration campaign; representation from all stakes, all ages
5. Find appropriate site/consider weather conditions
6. Plan nutritious lunch as health demonstration
7. Publicize house to house and invite nearby towns or villages
8. Invite health professionals to participate
9. Make decor piece-imaginal chart to show activity and focus of all Project guilds
10. Obtain or make decor that illustrates: world health issues, what vital healthy persons of all ages and races look like. Posters, etc. that illustrate work being done in health field by all levels of government, UNICEF, etc.

THE FORUM DAY

11. Health Guild members identified by special dress or symbols
12. Orchestrator role: perferably done by Regional Health Guardian; other resources: consultants from own nation; visiting health professional who is in the area and a colleague
13. New World spin is context for the day with health emphasis: the new world is where a community's health is cared for by local people
14. Interlude - entertainment which relates to good vitality
15. New Human spin: a person's vitality is evidenced by their engagement and interest in life

ACTUATION

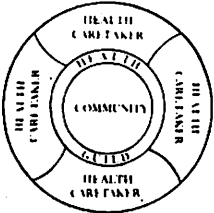
16. Document distribution and assign proposals to guilds for action



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HEALTH EMPHASIS MONTH (cont.)

COMMUNITY FORUM SET-UP	
<p><u>Recruitment</u></p> <p>People of all ages Entertainment Workshop leaders MC</p>	<p><u>Publicity</u></p> <p>Posters Invitations Flyers Outside Support</p>
<p><u>Practics</u></p> <p>Food - 5 food groups Document Production Enablement forces Celebration</p>	<p><u>Facility</u></p> <p>Decor Workshop areas Registration Assembly Space</p>



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HEALTH EMPHASIS MONTH (cont.)

HEALTH FAIR

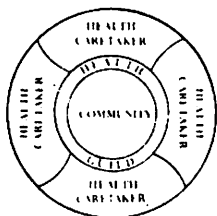
Context and Concepts:

The Health Fair is one component of Health Emphasis Month but can be used as a separate event in the community to increase public awareness of health programs in the community. It is an effective way to bring outside resources and services into the community. The fair involves the Health Guild and Health Caretakers in planning and executing the event. Citizens are exposed to health facts and practices.

Pre-Prep Week	Week 1	Week 2	The Day
Plans	Sponsors	Pre-Prep	Final Prep

Assumptions:

1. Booth composition is fundamental
2. Articles to give-away are helpful if not excessive
3. Fund raising events for the Health System are effective
4. Demonstration and participation in health practices are effective teaching methods.



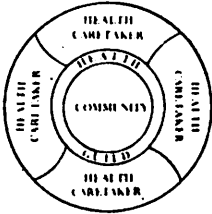
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HEALTH EMPHASIS MONTH (cont.)

Health Fair Count-Down Model			
Pre-Prep Week	Week 1	Week 2	Week 3
Planning by Auxiliary and Health Guild 1) set date 2) evaluate health needs to inform types of booths 3) list possible sponsors	1. Visit Booth Sponsors 2. Plan location 3. Arrange for tents tables dividers 4. Plan happenings for day raffles clowns entertainment 5. Invitations to officials friends of projects dignitaries from regional offices.	Arrange: 1) storage space 2) electricity 3) transportation 4) personnel for booths 5) publicity campaign	Final Set-up: 1) set up booths and tables 2) decorate space with balloons, flags, banners 3) send band and entertainers

Booth - Suggestions and Sponsors:

1. Registration - HCT
2. HDP general information - HDF Auxiliary
3. Guilds: Agriculture
Commerce
Training
Services
Health
4. Microscope - Public Health
5. Prenatal care and delivery - Government Hospital
6. Ambulance Service - from Regional Center
7. Family spacing methods - Family Planning Association



HEALTH EDUCATION
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HEALTH EMPHASIS MONTH (cont.)

HEALTH FAIR

BOOTH	
Suggestions	Sponsors
1. Registration	HCT
2. HDP general information	HDP Auxilliary
3. Guilds	Agriculture Commerce Training Services Health
4. Microscope	Public Health
5. Prenatal care and delivriery	Government Hospital
6. Ambulane service	Regional Center
7. Family Spacing Methods	Family Planning Association
8. Dental Hygiene	School of Dentistry
9. Medications	Pharmaceutical Company
10. Soft drinks	Soda Company (proceeds to HCT Program)
11. Games	
12. Movies	
13. Other HDPs	

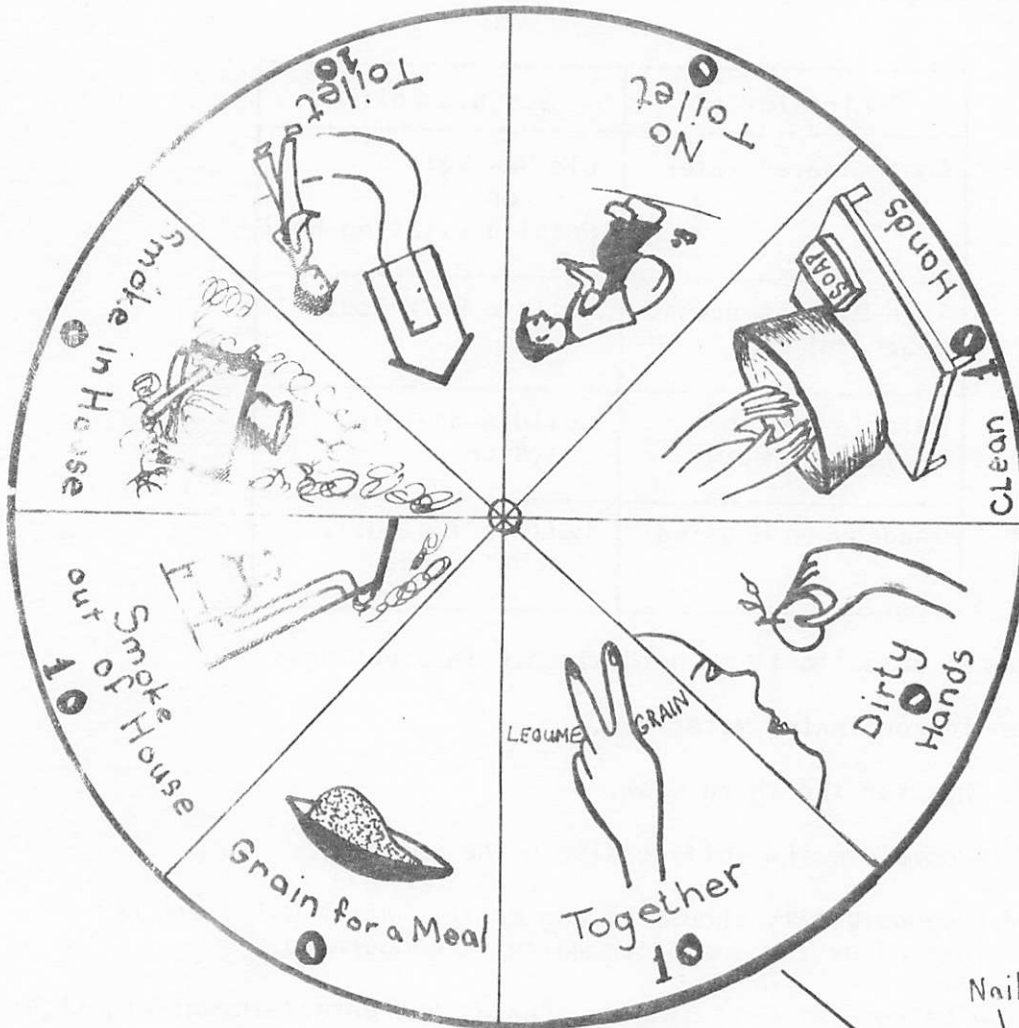
GAME

WIN POINTS TO VITALITY

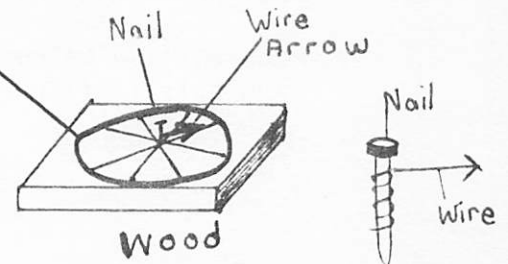
HEALTH FAIR

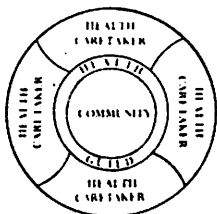
Direction to Game:

1. Spin the arrow - round and round
2. Where it lands is the point you get
3. You get 4 turns for a small coin
 - If you get 30-40 points - you WIN!
 - If you get 0-20 points - you lose.
4. If you win you get another turn free



1. Cut out above circle
2. Color is you like
3. Paste on wood
4. Hammer nail into wood
5. Make an arrow out of wire and wrap it around nail





HEALTH EDUCATION
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HEALTH EMPHASIS MONTH (cont.)

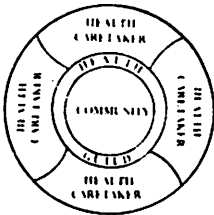
VISIBLE EDIFICE

Guidelines:

1. Determine what visible edifice will affect the major contradiction in health care suggested by the Town Meeting Document.

Contradiction	Visible Edifice
Contaminated water supply	Dig New Well or Rebuild Existing Well
Skin Disease due to Sanitation	Build a Bath House
Malaria due to standing water	Build a draining system
Inadequate Housing	Build a low cost model house

2. Use technical consultants or guide to aid in planning.
3. Obtain Funding or Inkind Materials.
4. Plan work days for the third week.
5. If possible complete the edifice within the month.
6. The major responsibility should belong to the Health Guild and HCT but participation by the whole community is encouraged.
7. Competition between stakes, singing, snacks and entertainment highlight the spirit of the day.



HEALTH EDUCATION
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HEALTH EMPHASIS MONTH (cont.)

TRIPS

Trip Guidelines:

The trips included in the month are for health caretakers, health guild members, auxiliary members and community leaders. Suggested visits include:

1. Hospitals - to learn referral mechanisms, admission procedures and view the hospital environment
2. Health department at the Regional Center
3. A maternity clinic at a hospital or regional health facility
4. A sanitation department or nutrition department at a regional facility
5. A nearby Human Development Project if available
6. A museum on health if available.

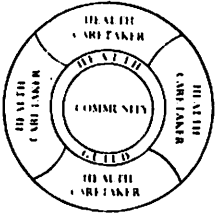
Check with health and sanitation officials of the government for site suggestions and help in making arrangements. Be sure that transportation is available when needed.

A reflective conversation at the end of the day will help to ground the experience for the members of the group.

1. What do you remember?
2. What did you learn?
3. What do you want to know more about?
4. How does this affect your community?

Practices:

1. Transportation
2. Schedule time for trip with HCT, Guild and officials
3. Contact resources and arrange time
4. Announce in HCT class and Guild meetings.



HEALTH EDUCATION
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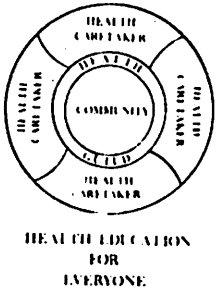
HEALTH EMPHASIS MONTH (cont.)

COMMISSIONING

Commissioning of the Health Caretakers is the final event of Health Emphasis Month. A sit down dinner is planned with all HCT and all local leaders who have been working in all parts of this program. The format is as follows:

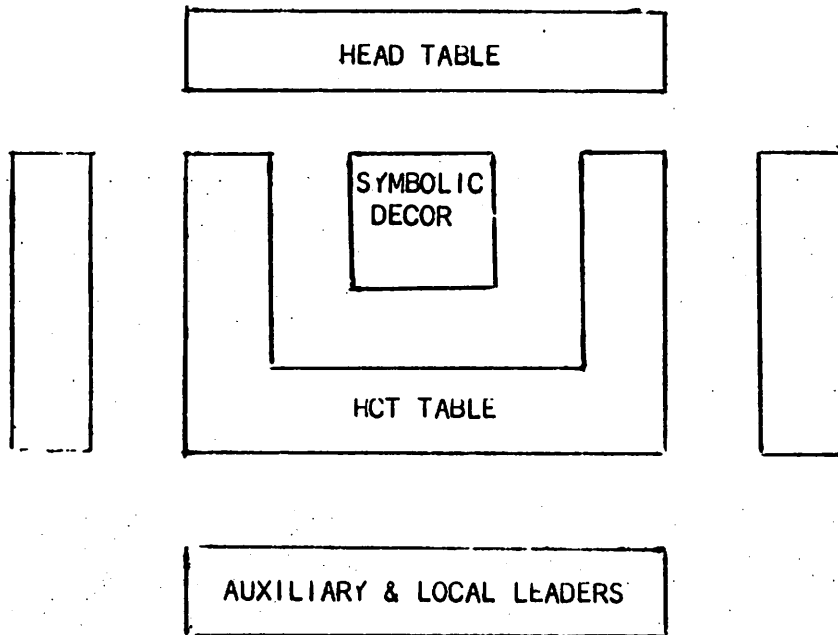
CEREMONY FOR COMMISSIONING			
Opening	Celebrate Past	Celebrate Future	Closing
Songs	Reflection on Health Emphasis Month	Talk: "3 great weeks" Future System explained	Song
Ritual	what do you remember? what did you learn? How will your village be different?	Commissioning: <u>Presentation of gifts</u> Scale and breeches First aid kit Grid of Community Health record cards	
Meal		<u>Ritual</u> - HCT by Stake Midwives, etc. Elders - Accountability <u>Certificate</u>	Send-out

Decor: Microscope, Anatomy Model, and 5 finers of nutrition.



HEALTH EMPHASIS MONTH (cont.)

TABLE SETTING FOR COMMISSIONING



Head Table

1. A symbolic local leader
2. An instructor from outside village
3. Other leaders, instructors, speakers, etc.

OPENING THE KITCHEN

MASTER IMAGE:



WE FEED OURSELVES FOR VITALITY

PLACE AND PARTICIPANTS:

Kitchen &/or Grounds near-by

TIME:

One Afternoon

KEY POINTS

- Set-up Kitchen
(see model in Nutrition section)
- Cooking

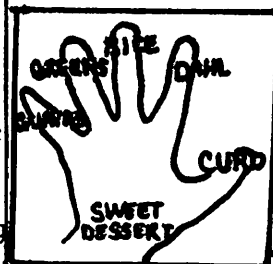
Menu: with 5 food groups-
Food from garden if possible
- Kitchen Tour
- Gathering
Singing
Talk about Garden and Kitchen
"Garden is for Kitchen"
"Kitchen is for feeding Prog."
- Celebrate kitchen with special song and perhaps local rites and rituals
- Feast and Serve
- Clean-up

METHOD

- Clean set-up Kitchen with few volunteers
- Special flowers/ leaves on building
- Cook with help of volunteers
- Be sure decor on walls includes:
 - 1) 5 food groups
 - 2) Daily Menu
 - 3) Feeding Programs in feeding
- Kitchen Tour
 - 1) Have people to serve
 - 2) Use table for serving
 - 3) Use flowers etc. for decoration
- Sing
- Appropriate Conversation
Leader talks about community
Garden and Kitchen and Feeding Program
- Sing song to celebrate opening of Kitchen
- Bring food to table after ritual

AIDS

Supplies needed in cleaning kitchen:
1) mop 2) cloths
3) water 3) soap



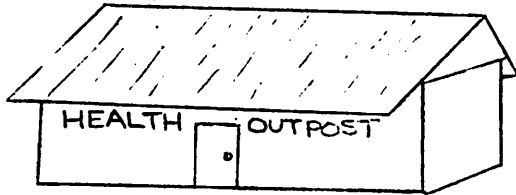
Write your Menu on similar card & place on Serving Table

Use Clean-up Model in Kitchen

NOTE: Review Hand-washing, Food Cook - Off Floor, Utensil Care- soap & water keep off floor

HEALTH OUTPOST

MASTER IMAGE:



PLACE AND PARTICIPANTS:
Health Outpost
Caretaker Community

TIME: two hours

KEY POINTS

The health Outpost is a symbol
the whole community needs to participate in its opening

Show Outside
professionals your facility ready for them to participate in

METHOD


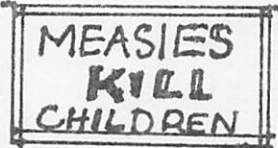

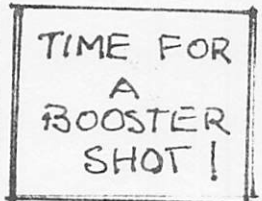
Official Opening of Outpost
invite dignitary
posters around community
advertising services
Health Caretakers invite community on day of opening
Ribbon Cutting
Tour
show community facilities
Put notice in community bulletin
Invite all interested professionals

AIDS



IMMUNIZATION PROGRAM

MASTER IMAGE: WE CAN STOP DISEASE BEFORE IT STARTS	PLACE AND PARTICIPANTS: HEALTH OUTPOST CLINIC
	TIME: ALERT PEOPLE GET VACCINE REGISTER TREAT REGULAR CLINIC

KEY POINTS	METHOD	AIDS
<p>Visit the Regional Health Center and set a date for a Doctor and Vaccine</p> <p>Alert everyone in each stake about the need to prevent serious disease</p> <p>Sign up everyone on a record form</p> <p>Hold a one day vaccination Day for each stake</p> <p>Do regular Follow up in each stake</p> <p>Hold scheduled Clinic Days</p>	<p>The Guilds and Health Caretakers visit Regional Health Center</p> <p>Arrange for Doctor or nurse to come vaccine, syringes individual records set a date for the clinic</p> <p>Before each clinic, visit each family in the stake and sign them up.</p> <p>Show the people charts and pictures of why this is important.</p> <p>Hold a vaccination Day for everyone</p> <p>Set regular dates for clinics</p> <p>Check the records for next shots emphasize importance of keeping record in safe place bringing it to clinic with them</p> <p>Keep accurate records in the Health Outpost.</p>	   

PARASITE CONTROL

MASTER IMAGE:



T
R
E
A
T
M
E
N
T



PARASITES ROB YOUR STRENGTH

PLACE AND PARTICIPANTS:

HEALTH OUTPOST CLINIC

T
I
M
E

FIND
THE
TOOLS

DISCOVER
THE
INFECTION

TREAT-
MENT
DAY

FOLLOW
UP

KEY POINTS

METHOD

AIDS

Get the attention of the village

Arrange for Clinic Day

Treat the infected people

Do follow up

Show the village pictures and charts of parasites and people

Go to the Regional Health Center:

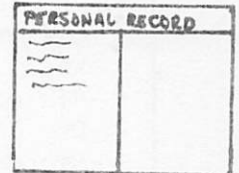
1. Arrange for staff for Clinic Day
2. Diagnostic equipment
3. Check in kind medicine
4. Pick up cards for all the people

Sign up people for the Clinic and give them specimen containers

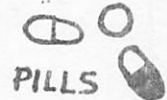
Test the specimens

Contact and treat infected people

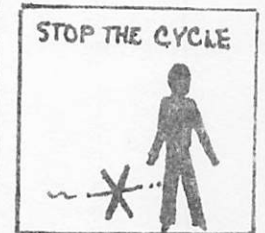
Do repeat tests each 6 months



SPECIMAN CUP



PILLS



1. USE TOILETS
2. WASH HANDS BEFORE EATING

DENTAL HYGIENE MODULE
CHILDREN'S PROGRAM

MASTER IMAGE:



Your Teeth are for Life!

PLACE AND PARTICIPANTS:

Pre-school Students

TIME: Visit each class 1 to 2 days

*You will return in 1 week and check their smiles.

KEY POINTS

METHOD

AIDS

Introduce school Dental Hygiene Program

- Why brush teeth - plaque causes decay
- Demonstrate tooth technique

How long keep your teeth?
Daily care means having teeth as an elder

How do you take care of your toothbrush

- Wash with soap and water
- Rinse
- Dry on paper in sun
- Store in box or paper cup

What are the 5 food groups

- Basic 5 builds good teeth and cares for them
- Good teeth are necessary for chewing

Coloring book pages
1 to each child

- Contact school principal and arrange to do program

- Demonstrate program to teachers

- Provide initial tooth brushes

- Check on Fluoride donation by government

- Set time of day for brushing with the teachers

- Set-up long term way of getting supplies

- Put-up Dental Hygiene Posters in the village

Steps for brushing teeth:

1) Brush up and down with edge of brush

2) Brush inside and outside of teeth

3) Use short strokes with a gentle scrubbing action

Use pictures of
-toothbrush
-teeth with plaque
-Decayed tooth

Ritual
for Tooth Brush

Teeth for Smile
Teeth for Food
Teeth for Life

Brush
Brush
Brush
pause
Smile!



Pass out copies of toothbrush and teeth with plaque for coloring.