

Activity Cards

COMMUNITY ACTION KIT





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About this Activity Card Set

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



Activity Card 1

Walk-Abouts



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



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

Before you start any activity, it is always a good idea to inform the Chief and other leaders in unity. Have them publicly introduce you to the community on your new role. If they are aware of your activities and understand what you are trying to do, they will be more likely to support you. Keep your meetings open. Anyone who wants can attend and take part in the activity. If everyone is made to feel welcomed, you will have more support and in future activities.

- Choose a day and time when most people are at home and not working. Take a walk around the community so you can see the common health practices.
- Be sure to remember what you see so you can make notes after your walk-about.
- Visit the market, the toilets, the refuse dumps and the places where people collect their water
- Visit people in their homes and see how they prepare their food and care for their children
- If you can, sit at the drinking bars and listen to what the people are talking about
- Visit the wells and other sources of water and listen to what the women talk about. Be a good listener. Learn what issues concern the people of your community. You will also learn what makes them happy and what makes them unhappy.

Use your eyes and try to answer these questions:

- Do you see choked gutters?
- Are empty tins, old tyres or other refuse disposed off properly?
- Are animals roaming about compounds or are they penned in?



Activity Card 1

Walk-Abouts



- Are animals roaming about compounds or are they penned in?
- Are there areas overgrown with weeds that could breed mosquitoes?
- What are the people doing or not doing?

Use your nose:

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

Use your ears:

- What sounds do you hear?
 - What are the people talking about?
 - What are the people laughing, shouting or crying about?
- When you finish your walk-about, write down what you saw, smelled and heard. Keep this information for your records.
- When you read your notes, think about these questions:
- Did you notice any common health practices?
 - Did you find any health problems that can easily be solved?



Activity Card 2

Informal Discussions



- | | |
|----------------------|--|
| Purpose: | To gather information from community members to learn more about the health problems and resources in the community. |
| Participants: | Community Health Worker, Community Members, Health Group. |
| Materials: | <ul style="list-style-type: none">• A list of questions to ask during the interview.• Pen and paper for taking notes. |

After your walk-about, you will have many questions that need answers. Now is the time to talk with the leaders and other respected people in the community. It is important to take time to speak with these people. During the discussions tell the community members that you care about what they think and are ready to learn more about their needs and problems.

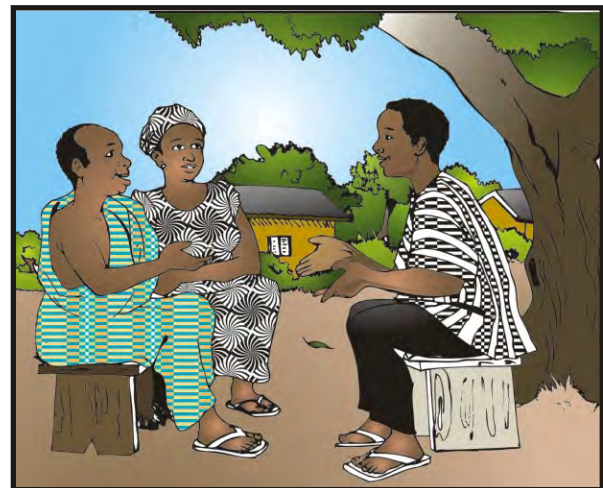
Before you start any activity, inform the chief and other leaders in the community. If they are aware of your activities and understand what you are trying to do, they will be more likely to support you.

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

What You Want To Know

The purpose of your informal discussion should be to:

- Find out about the needs and problems of the community
- Find out ways of solving problems
- Find out what community groups and other resources exist in the community to help solve the problems.



Who You Should Talk With

There are many people you can talk with when gathering information about your community. They can be:

- The Chief and his Elders
- The Traditional Birth Attendants
- Leaders or Organized groups
- Mothers and Fathers
- Community Health Nurses
- Environmental Health Inspectors
- The Assemblymen/women
- Children who take care of their younger brothers and sisters.
- Other members of the community



Activity Card 2

Informal Discussions



Questions to Ask in an Informal Discussion

Use this list of questions as a guideline to help you. You can also add your own questions.

Health

- What illnesses has your family/ community suffered from this year?
- How does your family treat those illnesses?
- What time of the year do people become sick?
- What are the causes of these illnesses?
- What do you do to protect your family from becoming ill?
- What can the community do to keep its people healthy?
- How often do people from the district administration visit the community?
- Where do people get their information about health issues?
- What other sources of information do you think should be used?
- On what health issues would you like more information?

Community

- What are the special days when people come together?
- What are the best times for people to listen to health talks?

Helpful Tips for Informal Discussions

- Information learned in a friendly visit is often more useful than what you learn in a formal interview.
- Some people may not feel comfortable when they see you writing down what they say. If you want to write down notes during the interview, ask the person you are interviewing for permission.
- When collecting information try to find out what problems people feel are most important or want to solve first. Learn what ideas they have for solving them.
- Be sure people understand why the information is needed.
- Watch people carefully; you can find out as much by watching the way people act and do things as you can by listening to their words. Learn to look as well as listen.
- Keep the discussions short – no more than 20 minutes.
- Be careful not to ask questions that lead people into giving “yes” or “no” answers. Your questions should help people to give as much information as possible. It helps to begin questions with phrases like:

“What do you think...”

“How would you...”

“Please tell me about...”

“Explain to me...”

“Please describe...”

There are no right or wrong answers to these questions, they simply invite people to describe their own experiences, thought or feelings.



Activity Card 2

Informal Discussions



Organizing information collected from Informal Discussions

After your interview, you will have a lot of information that needs organizing. To help you make your information useful, make a table which lists the health issues, causes and solutions suggested by people in your community. An example is shown below:

Problems/Health Issues Identified by the People	Causes Identified by the People	Solutions Suggested by the People
Interview 1 Diarrhoea	No latrines No wells Animals are not tied up	Build Latrine Construct a well Tie up animals Clean gutters Educate on washing hands with soap and water
Interview 2 No Day Care-Center	Poverty	Community mobilization to build Day-Care Centre
Many children have accidents	Older children and adults are not careful to prevent these accidents	Education of both children and parents on accident prevention

You may want to add more columns to list e. g. identified resources and note what you saw during the interview. You could also add extra columns to write down where people go for health care and/or the committees they belong to.

The information you have collected is very important. You will need it again and again in your work as a community health worker. Keep it safe so you can read it when you need to.



Activity Card 3

Forming a Health Group



Purpose:	To help the community health worker and the community form a Health Group.
Participants:	Group leaders and community members.
Materials:	Copies of the following stories: <ul style="list-style-type: none">● John forms a Health Group● Adwoa Forms a Health Group

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

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

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

- What do you think went wrong with the Health Group?
- What would you do to form a better Health Group?

Tell the story “Adwoa Forms a Health Group” to members of the community.

Ask the people these questions:

- What did Adwoa do differently from John?

- How are the health groups the same?
- How are they different?

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

There are some questions that you and community members will want to answer before forming the Health Group:

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

Help the community to form a Health Group based on the answers to the above questions.

NOTE:

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



Activity Card 3a



John Forms a Health Group

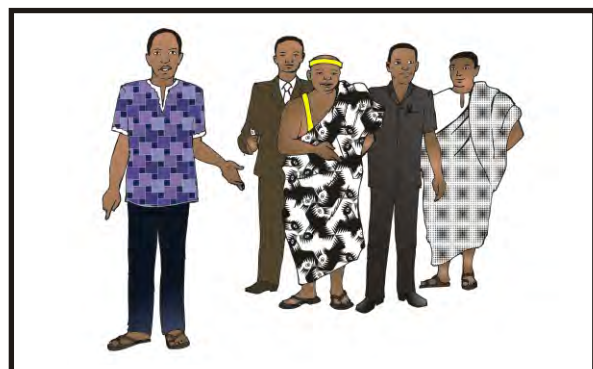
John was asked by the district health officers to form a Health Group to help his community organize activities. “Be sure to include the political leaders,” he was told. “Then the group will have the power and the leadership it needs.”

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

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

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

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



Activity Card 3b

Statues of Power



Purpose:	To help the community members look at the emotions we associate with power and how they affect us.
Participants:	Members of a Health Group, or members of a group activity.
Materials:	A picture without word, frozen images (Tableau)

- Divide the group into pairs. Each pair is going to produce a tableau (frozen image) showing one person in a position of power and the other in a powerless position. Allow them a few minutes to prepare their tableau, then ask them to swap around (so that the powerful figures becomes the powerless and vice versa) and prepare a second tableau.
- When they have prepared both tableaus, give each pair the opportunity to show them to the rest of the group. Ask for quick comments about what people observe. Ask both members of each tableau to express what they are feeling in one word (proud, scared, humble, or whatever else they felt).



Feedback and Discussion: Which of the two positions felt more familiar to participants? Can they relate any of the emotions they felt to situations in their lives? What did they feel for the powerless person when they were in the powerful position, and vice versa?

This exercise can activate strong associations and emotions quickly, and it is recommended that you are conscious of this. Those who have strong emotional reactions might welcome this opportunity to talk about them, in which case it can be a good idea to have feedback in small groups.



Activity Card 3c



Adwoa Forms a Health Group

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

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

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

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

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

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

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



Activity Card 3d



Kwame Improves the Health Group

Kwame decides to involve the traditional birth attendant and the traditional healer in the Health Group because of their knowledge and their experience with health issues in Enye Nyame Den. He meets with them and invites them to co-chair the Health Group. They agree to work with Kwame. They join him when he meets the leaders of Enye Nyame Den.

There are so many groups that already exist in Enye Nyame Den: The Youth Group, The Women's Group, an income generating group selling gari, The Town Planning Committee and so many more. The Traditional Birth Attendant, The Traditional Healer, The Chemical Sellers, and Kwame decide to work with these groups that already exist. They meet with each group as well as the Chief and the elders and tell

them of their plan to form a Health Group and how it is to be formed. They ask the leaders of these groups to choose representatives to become part of the Health Group. Kwame explains to them that these people will be responsible for representing the interests of the groups. They will also be responsible for reporting to their groups on the activities of the Health Group.

Once all the members of the Health Group have been chosen, Kwame, with the Chief's help, organizes a community meeting where the members of the health group are introduced. The village makes up guidelines for the Health Group. It is decided that it will meet twice a month, always on a Tuesday at sunset at Kwame's house. Any person who missed three meetings in a row will be replaced.



Activity Card 4

Silent Power



Purpose:	To help community members identify ways to positively use different kinds of expressions of power.
Participants:	The Health Group, Community members.
Materials:	Flip chart paper, colored pens and markers.

We sometimes make assumptions that power is something outside of us. We assume that someone else controls us and the choices we are able to make. However, all of us use power at one time or another; we all have power at different moments in our lives. We negotiate power balances all the time with the people around us.

Some people define “power” to be “the capacity to bring about change.” In fact, power takes many forms, comes from many sources and is measured in many ways.

Power can be considered “positive” or “negative,” depending on one’s perspective. Understanding the many varieties of power is essential for those of us who work for social justice. For purposes of Social Analysis and Action, Silent Power gets participants thinking about personal power, and how it may be possible to influence power balances in development settings. It is important that we use our own power to empower others, in a way that encourages them to make good choices for themselves.

STEP 1

With everyone in your group seated comfortably, ask participants to brainstorm examples of people or groups of people with “power.” It is not necessary to write down responses.

You may get responses like:

- a boss
- people with money
- people in politics
- a crowd, a mob
- a spiritual leader
- teachers
- the military, or people with guns
- Parents - mothers/fathers
- people of higher caste or class
- men

STEP 2

Ask the group, “What types of power do these groups have? How do you know

they are powerful?” You might get such responses as:

- *they control your decisions*
- *they influence thought and ideas*
- *they have weapons, they make people afraid*
- *they create change*
- *others respect them*

If you only get examples of people’s power over other people, ask the group these questions:

- Do you think power is only control over others
- What are some ways people can demonstrate ‘internal’ power?
- You might then get examples such as: *self-confidence*



Activity Card 4

Silent Power



- *courage*
- *determination*
- *refusing to do what they are told*
(2- year-olds, for example, frequently exercise this kind of power!)

If examples of the power of groups or collective action have not already been mentioned, ask the group, “Can you think of any examples of groups who exert power through working together?” You might get examples such as:

- *voters*
- *crowds or mobs or gangs*
- *unions*
- *advocacy networks*

Expressions of Power

Power OVER – This power is to have control over something or somebody else. The source of “Power Over” is authority.

Power WITH – This power comes when groups work together toward a common goal. The source of “Power With” is other human beings.

Power TO – This power comes from the capacity to accomplish something. The source of “Power To” is your knowledge, education, skills or talent.

Power WITHIN – This power has to do with a person’s sense of self-worth and self-knowledge. The source of “Power Within” may be self-confidence.

One by one, read the four expressions of power. After reading each description, ask the group to think of examples of this type of power, and write them on the flipchart pages. Examples may come from families, work-places, communities or other countries.

Hand out pieces of paper to each participant and ask them to take 5 minutes to think about their own use of “Power Over,” “Power With,” “Power To” and “Power Within,” either at home with their families or in their work with communities.

Ask each person to write one way they would like to use their own power in their personal lives for the next three months.

Tell them it is for their own personal use, and no one else. When everyone is finished, ask if anyone wishes to share with the group. Congratulate everyone on a job well done.



Activity Card 5

Ice Breaker: Hot Charcoal

**Purpose:**

To help people attending a group meeting or activity become familiar or comfortable with each other.

Participants:

Members of the Health Group or members of a group activity.

Materials:

- A ball
- A cassette player and tape of popular music or ask someone to sing a traditional song everyone knows
- A piece of paper to write messages
- A calabash or bowl to put the pieces of paper.



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

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

- Cut strips of paper and write questions on them. Examples of questions you can write are:
 - Tell us your name and make a funny face.



Activity Card 5

Ice Breaker.....



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

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

- Ask the people to sit in a circle.
- Explain to the group how the game is to be played.
 - Explain that the ball is a "Hot Charcoal" or a hot piece of charcoal.
 - The people do not want to get burned by it so they must pass it to their neighbor as quickly as possible while the music is playing.
 - The person who has the ball when the music stops must hold on to it because he or she has been burned by the "Hot Charcoal".
 - The person burned by the "Hot Charcoal" must pick a question and answer it.
- Ask for a volunteer to start and stop the tape player. The song on the tape player should be a happy song which everyone knows. If you do not have a tape player, ask someone to sing a song.

The person should face away from the group so he or she cannot see who is passing the ball.

- Ask the volunteer to start the tape or to start singing.
- Pass the ball to the first person and ask each one to throw it to his or her neighbor as long as the music continues.
- If using a tape, ask the volunteer to stop it when the group members do not expect it. If the volunteer is singing a song, ask him or her to stop when the group members do not expect it. The volunteer should play the tape or sing the song between 10 to 30 seconds.
- Whoever has the ball when the music stops has been burned by the "Hot Charcoal" or hot piece of charcoal.
- The person burned will:
 - Pick a piece of paper from the calabash or bowl.
 - Carry out any instructions on the piece of paper.
- If the members cannot read, the community health worker can read it for them.
- If you have no paper, the health worker can just ask questions from memory.
- Ask the volunteer to start the tape or to start singing again. When the music stops, the person who has the ball or Hot Charcoal is the next person to be burned. That person should pick a piece of paper and follow the instructions.
- The game should continue until most people have been "burned".

NOTE:

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



Activity Card 5a

Ice Breaker: Matching Pairs



Purpose:	To help people attending an activity become comfortable with each other. Also to have fun explaining health problems and health messages.
Participants:	Members of the Health Group or members of a group activity.
Materials:	The set of flash cards with on Good Habit, Good Health.
Bad	Good
<ul style="list-style-type: none"> ● A woman with malaria being bitten by mosquitoes ● A boy easing himself in a dirty compound ● A woman fetching water from a stream with weeds ● A bath house without a soak-away pit ● A woman fetching water from an unprotected well ● A man drinking from an uncovered barrel 	<ul style="list-style-type: none"> ● A health family ● A woman preparing to bury a boy's faeces ● A woman fetching water from a stream without weeds ● A bath house with a soak-away pit ● A woman fetching water from a protected well ● A man collecting drinking water from a covered barrel cup with a clean cup
<ul style="list-style-type: none"> ● Children playing in a dirty compound ● A family in a dirty compound ● A woman serving her child in a dirty compound ● People dumping rubbish near their homes 	<ul style="list-style-type: none"> ● A girl sweeping a compound ● A family in a clean compound ● A girl serving a child in a clean compound ● People burying their rubbish with a dirty cup

Matching Pairs gives people a chance to meet and introduce themselves. When members of a group have met each other, they will feel more comfortable sharing their ideas. "Matching Pairs" is also a good activity to use when you want to discuss good health habits.

- Write Bad and Good habits on separate cards
- Go through the pack of flash cards called "Good Habits, Good Health". Select only those with opposite messages or situations. For example, if you take a card with food unprotected from flies, Include a picture of covered food.
- Use as many flash cards as there are people. For example, if you are working with 10 people, you should use 10 flash

cards (5 Pairs).

- During the group meetings, shuffle the cards in front of the group.
- Give a card to each participant.
- Ask the members of the group to find the person with a card that has an opposite message or situation to their own.
- When everyone has found their "pair" or "mate", ask the pair to introduce themselves and explain why they belong together: One person holds a "Good Habit" card, and another holds a "Bad Habit" card.
- Ask the other members of the group (not in the pair) if they agree with what each "pair" say. If the other members do not agree with the "pair", ask them to explain why.

NOTE:

"Matching Pairs" gives people a chance to meet and introduce themselves. When members of a group have met each other, they will feel comfortable sharing their ideas.



Activity Card 5b

Ice Breaker: Virus-Carrier -Handshake



- Purpose:** To help people attending a group meeting or activity to feel at ease with each other. This activity is also used to increase awareness of how quickly HIV and other STIs can spread and be stopped.
- Participants:** Members of the Health Group or members of a group activity.
- Materials:** Prepared slips of paper – enough for each member of the group.

This icebreaker gives people a chance to meet one another in a way that is fun and interesting. Virus – Carrier – Handshake can be used before “Putting on a Condom” – Activity Card 13a.

- Cut and fold as many pieces of paper as there are members of the group.
 - On three of the pieces of paper, write the letter “C”
 - On one piece of paper, write the letter “X”
 - Leave all the other pieces of paper and give one to each member of the group.
- Ask the people not to look at their pieces of paper.
- Ask everyone to stand and shake hands with 3 other people. When they are finished, they should return to their seats.
- Ask the people to look at their pieces of paper without showing it to other people.
- Ask the person with the “X” on his/her piece of paper to stand up. Next:
 - Ask everyone who shook hands with this person to stand up.
- Ask everyone who shook hands with the people standing to stand up as well.
- Again, ask everyone who shook hands with people standing to stand up as well.
- Continue until everyone is standing.
- Now tell the group to pretend that the person with the paper marked “X” was infected with HIV or an STI. Instead of shaking hands, they had unprotected sexual intercourse with the three people they shook hands with. (Remind the group that this is pretence, and they do not really have an infection).
- Finally, ask the group to check if they had a “C” on their paper. These people used condoms and were not at great risk for getting HIV or other STIs.
- Discuss with the people what they can do to avoid being infected with HIV and other STIs.

For more information, see Information Cards on HIV/AIDS and STIs included with this Kit.

NOTE:

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



Activity Card 5c

Ice Breaker: Using Proverbs



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

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

- Allow the group members to take turns doing step #3
- Choose a proverb from the following list or use a proverb you already know.
- Tell the proverb to the people and ask them what they think it means. For example, the proverb, “the left-hand washes the right-hand and the right-hand washes the left-hand” may mean many things to many people. Give all the people a chance to say what they think the proverb means. There are no wrong answers. The purpose of this activity is to help people feel comfortable saying what they think.

- Ask for a volunteer to tell the group a proverb that he or she knows. That volunteer should lead the discussion with the rest of the group about what that proverb means.

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

These proverbs can also lead to stories you can use in activity 16 that deals with Open – Ended role plays. People will also enjoy if you use proverbs in your “Health Talks” and “Okyeame Presentations” (Activities 18 and 18a)

NOTE:

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





Proverbs

Here are a few examples of proverbs. All of the proverbs except the last one are from Ghana.

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

Because a woman is responsible for caring for children and teaching them good habits and morals, the benefits of her education benefit more people.

- Little by little, a chicken drinks water.

This proverb stresses the importance of patience. Because of the chicken's beak it has to drink water very slowly. Eventually, the chicken does quench its thirst.

- What your mouth has uttered stands and waits for you.

A promise made stands where you made it and remains standing until you return to redeem it.

- What is kept is eaten by rats.

If you do not make good use of what you have by giving it to others, you may wake up one day to find that you have been deprived of some or all of it by circumstances you least expect.

- It takes one man to kill an elephant, but it is the whole town that consumes it.

A good act should produce the greatest happiness of the greatest number.

- If you are taller than your father, it does not follow that you are his equal.

However well off a person is in his life, it is his duty to give respect to all those who are older than him.

- The left-hand washes the right-hand and the right-hand washes the left-hand. OR.. One man cannot hug a baobab tree.

These two proverbs stress the importance of cooperation. It is impossible for one man to provide for himself all that he requires to survive.

- If a quantity of water does not suffice for a bath it will at least be sufficient for drinking. One should be content with whatever one has.

- If one man eats all the honey, it purges the stomach.

The consequences of greed are disastrous for a greedy man.

- If you use grass for beams, what can you place on top of them.

Life is best lived if it is built on a morally strong character.

- Give a man a fish, and he eats for a day. Teach a man to fish, and he eats for the rest of his life.

What do you think this proverb means?

NOTE:

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



Activity Card 5e

Ice Breaker: YES/NO Game



Purpose: A cheerful exercise to show people the different ways we make use of “YES” and “NO”, common word used in our everyday conversations

Participants: Members of a Health Group, or members of a group activity.

Materials: None.

- Ask participants to stand up and split into two groups. One group should stand in a line facing the centre of the training area; the others should stand in a line facing them.
- Explain that one group is the “yes” group and the only word they can use is “yes”. The other group is the “no” group and this is the only word they can use.
- Each group needs to try to convince the other group of the truth of its own statement, but can only use the one word, “yes” or “no”, each.
- After a minute or so, get the groups to swap roles, with the “yes” group saying “no” and vice versa.
- After a minute, ask participants to describe how they felt doing this exercise, including comments on body language, use of attacking or avoiding stances, laughter etc. Explain how laughter is also an important means of expression: it can be a good equaliser at times, but aimed at others can be very harmful.

Feedback and Discussion: There are so many different ways of saying yes and no, ranging throughout the emotions. It is good for us to have a go at saying them in different ways. Each different way can have its own separate effect on others.



Activity Card 6

Mapping

**Purpose:**

To collect information about a community and its resources, hopes and problems by having its members make up their own map.

Participants:

Community members.

Materials:

Paper, pens, and scrap materials can be used. The advantage of using these materials is that you will be able to keep the map for your own records. However, it is much easier and cheaper to draw the maps in dirt using sticks, stones, and leaves.



Mapping is used to learn information about your community by letting the people in the community make their own map. Like walk-about and informal discussions, mapping can be used to find out who the leaders and respected people are in the community. Mapping can also help you to find out more about the community's resources and the community's problems.

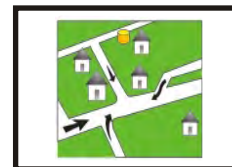
Mapping the community is often the first step in helping people in your community do community development projects. The easiest way to make maps is to draw them in dirt with sticks and stones.

Before you start any activity, it is always a good idea to inform the Chief and other leaders in the community.



Activity Card 6

Mapping



If they are aware of your activities and understand what you are trying to do, they will be more likely to support you.

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

- Explain that the purpose of this exercise is to learn more about the community.
- Help the people to make their map by asking the following question:
 - Look around your community. Draw the roads and footpaths.
 - How are the houses arranged? Draw these.
 - Think about where people live, where they gather to meet, where they work. Can you mark these on the map?
 - What about the markets, schools, rubbish dumps, sources of water and toilets?
 - How do each of these affect the way people do their daily activities?
 - Are there trees and gardens?

- What are the other resources in the community? Think about the people and their knowledge and skills.
- What work do people do? Add them to your map.
- Where are the leaders?
- Have all the leaders been identified?
- What about the traditional healer, the traditional birth attendant, the head teacher, the pastor and the local churches?
- What are the features you like about your community? What is good about it? Be sure to show its good points.
- What problems are there in your community? Show the problem on your map.
- How important is each problem? You might show the size of the problem by showing how many people have said it is a problem or are affected by it.
- Ask the people to discuss what they learned by mapping their community
- If possible, help the people to draw the map on a paper and paste it where everyone can see it.

NOTE:

Show the problems on your map. How important is each problem? You might show the size of the problem by showing how people have said it is a problem or are affected by it.



Activity Card 7

Sharing the Burden



- Purpose:** To collect information, raise awareness, and understand the important needs of women based on their tasks, concerns and duties.
- Participants:** Members of the Health Group and the larger community.
- Materials:** Eleven flash cards showing women doing daily activities. (You can draw these yourself).
- feeding a child
 - farming
 - sewing
 - leading a meeting
 - visiting a Health Center
 - carrying firewood
 - sweeping
 - relaxing
 - bathing
 - carrying water
 - cooking

As caretakers of the family, women are very good sources of information, but, their needs and worries are often ignored. “**Sharing the Burden**” is a game to help raise awareness of the important needs of women based on their different tasks.

- Ask the group to discuss the tasks. Ask each group to place the cards into 1 and 2 groups:
 - **Difficult** to perform.
 - **Easy** to perform
- Ask for a volunteer from each group to present the results of the discussions. The men are asked to present the results of their discussion first. The women present second.
- Do not tell these rules to the two groups. For every picture that the men put in the same group as the women (difficult or easy), they are awarded 1 point.

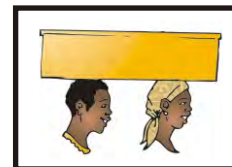
For every picture that the men put in a different group, the women are awarded 1 point. The group with the most points wins.

- Ask the men and women to discuss their reasons for putting the pictures in the groups they chose.
- Divide the group into 2 groups: 1 group of women and 1 group of men.
- Put the cards showing women doing the activities in front of the two groups.
- Explain that the cards show women doing different tasks. Ask the two groups if there are any other tasks that the women do which are not shown in the cards. Provide markers and paper to draw the new activities.
- Allow the groups to discuss each card as much as possible.



Activity Card 7

Sharing The Burden



- For example, the picture of the women visiting the health center may lead to a discussion of the distance from the village to the center
 - Here are some questions you can use to help the discussion:
 - How does a woman's work load affect the health of the family?
 - What can be done to lessen women's workloads?
 - Who has more knowledge about the health of their family? Why?
 - How can this knowledge be put to better use?
 - Ask the group whether any of these tasks can be made easier. Ask the men what they can do to help the women with their work.
 - Make notes on the discussions so you can use the ideas for future community projects.
- Other Ideas:** Children are also burdened caring for younger brothers and sisters and helping to provide food and/or money for their family. Sharing the burden can also be used to raise the awareness
- among parents, teachers, and community health workers about the important needs of children.
 - Ask the children to list all the activities they do from the time they wake up in the morning until the time they go to bed at night.
 - For each activity mentioned, ask the child to draw a picture of him or herself doing the activity. After the children have finished drawing their pictures, invite the parents to attend the health talk.
 - Follow steps 4 through 8 of "Sharing the Burden". The steps are the same. The only difference is that the two groups are children and parents – not women and adults.
 - To help the children and the parents discuss the tasks, ask these questions:
 - How does a child's work load affect the health of the family?
 - What can be done to lessen children's workloads?
 - Ask the parents and children what they have learned from the activity.



Activity Card 7a

Gender



Purpose: To help community members distinguish between “gender” and “sex”, recognize gender stereotypes and explore the idea of socially defined gender roles

Participants: Community members, men and women

Materials: Flip chart paper, colored pens or markers, if available, clay or cloth for creating sculptures, if available.

Understanding that society’s expectations for us as men and women are not always related to our biological differences is a good first step to understanding how gender discrimination affects our lives and our health.

This activity allows participants to explore how concepts of masculinity and femininity influence social roles in their families and communities.

STEP 1

Part A

Ask participants to think about the first words that come to mind when they hear the words “man” and “woman.” Write down responses from the group in two columns on flip chart paper: “MAN” and “WOMAN.”

This is an example of the kind of list that participants might come up with:

Man

Police	Breadwinner
Father	Beer, Wine
Power	Makes decisions
Strength	Violence
Freedom	Unfaithful
Businessman	Husband
Penis	Mustache, Beard

Testicles

Generous
Selfish
Dominant
Loud

Lazy

Brave

Adam’s apple

Humorous

Noble

Woman

Cooking

Shopping

Wife

Gossip

Beautiful

Tidy

Menstruation

Childbirth

Obedient

Tolerant

Non-smoker/drinker

Gentle

Talkative

Mother

Breasts

Sexy

Passive

Kind-hearted

Pregnancy

Housekeeper

Vagina

Jealous

Uterus

Make sure that, at a minimum, some words describing biological traits (such as “penis” for man and “breasts” or “menstruation” for woman) come up on the list. Biological components are bolded in the list.

When the lists are complete, ask participants if any of the roles can be reversed. Ask the participants to use a marker (pens) to circle these.

- Can any of the “man” words also describe women?



Activity Card 7a

Gender



- Can any of the “woman” words also describe men?
- What are the things that women or men can do exclusively?

Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time. Sex refers to the biological characteristics that identify you as male or female.

Part B

Divide participants into single-sex groups of 4-5 people.

Ask the groups to work together to draw what they understand to be an ideal man and an ideal woman in their culture, using large sheets of paper and markers. They should highlight the characteristics.

STEP 2: Discussion

Start a discussion with the group using some or all of these questions as a starting point; it is ok to ask additional probing questions. Encourage debate within the group, and be ready to spend some time discussing the issues that come up.

How are images of the ideal man and woman created? Where do they come from? Who affirms them? Would you like to change the images you describe?

The attitudes, values and behavior that as men we consider appropriate for us (our gender identity or masculinity) are learned in society.

Men can also be dependent and sensitive; women can be strong and independent. Our society puts different values on these attributes for men and women.

If appropriate, provide pieces of paper to each participant and invite them to write about how their understanding of gender has changed after this exercise. Also ask them to write down one action or change in their life they will make this week as a result of participating in this exercise. No one is asked to write his/her name on the sheet of paper.

Congratulate participants on their contributions and encourage them to become more aware of gender roles and expectations in their daily lives.

NOTE:

This exercise explores what it means to be male or female in the group participants' culture. It also encourages the participants to think of gender roles as something that is changing and improving.



Activity Card 8

Deciding What to Do



Purpose:	To help the Health Group decide which health problem to solve first.
Participants:	The Health Group.
Materials:	One set of flash cards showing common health problems in the community. (Write these on sheets of paper)
	<ul style="list-style-type: none"> ● Diarrhea ● Worms ● Common Cold ● Drunkenness ● Bottle Feeding ● Measles ● Smoking ● Misuse of Medicine ● Malnutrition ● Cough ● Skin Diseases ● Accidents ● Tetanus ● Burns ● Malaria

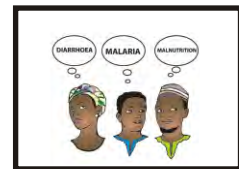
Now you have a list of health issues in your community from walk-about, informal discussions and mapping. You also have a Health Group to help you plan and carry out health activities. But just like the larger community, the group members will have different health interests they feel are the most important.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

- Tell the Health Group about your findings from the walk abouts and informal discussions.
- Ask the Health Group to review their findings from the mapping activity.
- Allow the Health Group to ask as many questions as they want to make sure everyone has all the information and that it is correct.
- Ask the members of the group to list the disease found in the community.
- For every disease that is mentioned by the group, place the flash card showing the disease in front of the group.
- If there is no flash card for a disease mentioned by the group, ask the person who mentioned it to stand up and pretend he or she is the disease.
- For each flash card/health problem, ask the health group 4 questions:
 - Is the disease COMMON in the community?
The disease is common if many people in the community suffer from the disease in a year.
 - Is the disease SERIOUS?
To help decide if the disease is serious, the group should consider the following:
 - ❖ Does the disease kill people each year?
 - ❖ Are there people who cannot work for more than two weeks of each year because of this disease?
 - ❖ Does the disease cause permanent injury to the person who suffers from it?



Activity Card 8

Deciding What.....

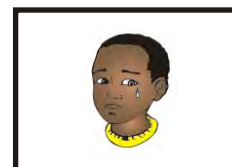


- ❖ Is the disease **PREVENTABLE**?
The disease can be prevented if there are things that the people can do so that they do not suffer from the disease.
- ❖ What is the level of community **CONCERN**? If there are many people who are willing to help prevent the disease, then there is a high level of community concern.
- If the people answer “yes” to all five questions, leave the flash card in front of the group. If the people answer “no” to one of the questions take away the flash card.
- The flash cards remaining in front of the group show the most serious health problems that are common in the community and that can be prevented. These are the health problems the Health Group should do something about.
- Discuss possible activities to prevent these health problems with the Health Group.
- If you have no flash cards, you can still do the activity. For each disease mentioned, ask the person who mentioned it to stand up and pretend he or she is the disease. If the people answer “no” to any one of the four questions, ask the person acting out that disease to sit down.



Activity Card 9

“But Why?”



Purpose:	To help the Health Group and members of the community understand that there are many things that cause health problems.
Participants:	Health Worker, Health Group, other groups in the community.
Materials:	The “Story of Kofi”.

Health problems usually result from a number of causes. It is important that you and your Health Group and community members learn to look at an illness and understand that there are many things that can cause the illness. Once you, the Health Group and community members have looked careful at all of the causes, it will be easier to plan activities and develop a plan of action. Stories can be used to help your Health Group look at the many causes that lead to health problems.

- Before doing this activity with a group, do it by yourself so you can become familiar with the story and the causes of illness in the story.
- Ask someone to tell the “Story of Kofi” to the members of the Health Group. Give the story to the person to read before the meeting.
- After the story is finished, ask the group “Why did Kofi die?”
- For each answer given, ask a question that will help the group identify another cause for Kofi’s death. For example:

Q: Why did Kofi die?

A: He had diarrhoea.

Q: But why did Kofi die of diarrhoea? A lot of children have diarrhoea.

A: Because he had diarrhoea 3 times before.

Q: What caused Kofi to have diarrhoea 3 times before?

A: The rains stopped.

Q: But the fact that the rains stopped should not make Kofi have diarrhoea. What other causes were there for Kofi’s diarrhoea?.

A: Kofi’s mother gave him water from the stream.

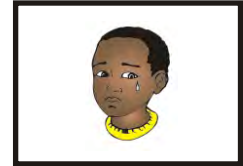
Q: Why did Kofi’s mother give him water from the stream?

- Continue asking questions until the group has mentioned most of the causes for Kofi’s death
- If there is more than one answer to a question, repeat the question until all the causes have been mentioned by the group.
- After 5 or 6 questions and answers, list the causes identified by the group.



Activity Card 9

“But Why”



- For each cause identified, the Health Group decides which important causes of the disease are and if it is a cause they can prevent.
- If the group feels they can prevent the cause, ask the group what activities they can do to prevent the cause. Take note of these activities. You will need them to help you make a plan of action in Activity 13.
- If all the causes were not identified, repeat points 3 through 9. Remember that you are only asking “But Why?” to get at the root causes of problems.

Once you have found those causes, stop asking questions. Otherwise your group may become annoyed with the constant questioning which may seem pointless to them.

“The story of Kofi” is an example of how the group can explore the many causes of diarrhoea. Other stories can be told to help people discuss the causes of malaria, malnutrition, drunkenness and other health problems in the community. You or the Health Group can write these stories based on your own experiences. They don’t have to be long, just a paragraph or two.

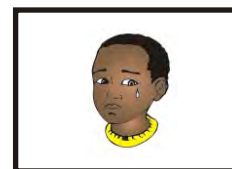
NOTE:

If there is more than one answer to a question, repeat the question until all the causes have been mentioned by the group.



Activity Card 9a

The Story of Kofi



Kofi is a five years old boy who died of a runny tummy. Kofi lived with his family in a small village called Nipaeyede. Kofi's mother worked very hard to take care of her husband and four children. Kofi's father was well respected.

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

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

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



A few days after the heavy rains started, Kofi had running tummy. His mother was not too worried because Kofi was a strong, healthy boy and would get well soon. But Kofi took a long time to get better and had running tummy three more times that year.

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

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

Kofi became sick with running tummy again. This time Kofi was too weak to get better. He died after two days of the illness.



Activity Card 10

Story with a Gap



Purpose:

To help the Health Group discuss problems in the community and list possible solutions to the problems. This activity can be used for planning health activities

Participants:

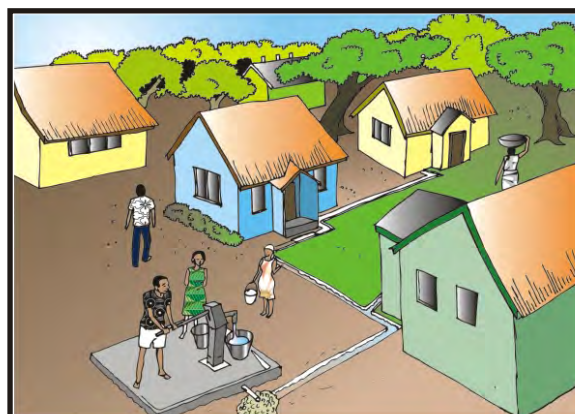
Community members

Materials:

Three sets of pictures of “before” and “after” scenes of community life. The “before” picture shows a problem situation. The “after” picture shows a greatly improved situation or solution to the problem.



Picture Set A: Before



Picture Set B: After

Once you and the Health Group have identified the causes of a health problem, you need to find ways, or methods of preventing the cause. “Story with a Gap” uses a set of “before” and “after” scenes of community life. The **before** – picture shows a problem situation. The **after**-picture shows a greatly improved situation or solution to the problem.

Participants will have to imagine what happened in the “**gap**” between the before and after pictures. These pictures are used to help the health group or other groups look carefully at the present situation and decide how change can happen. Use the pictures so that participants tell a story about what they see.

- Use pictures sets to show the different situations.

Picture Set A:

Before: The before set a community with open gutters, children going to the toilet outside, rubbish being dumped in the water supply, buildings with no doors.

After: The after set the same community with a water pump (borehole), gardens, a meeting area and buildings with doors and screened windows.

Picture Set B:

Before: The before set shows a long line of women at a broken water pump (borehole).



Activity Card 10

Story with a.....



After: The after set shows the same water pump repaired.

Picture Set C:

Before: The before set shows a child urinating outside the toilet.

After: The after set shows a child urinating into a toilet

- Ask the people to think about and discuss what they see in the **before**-picture. To help get the discussion started, ask these questions:
 - What do you see in the picture?
 - Is it good or bad?
 - How does it affect the health of the people?
 - What else do you see in the picture?
 - Why do you think things are so bad in the picture?
- Ask the people if they find the same things in their community? What things found in their community are the same?
- Next, show the people the **after**-picture.
- Ask the people to think about the **after**-picture and discuss the things they see in the picture. To help the people discuss the picture, ask them these questions:
 - What do you see in the picture?
 - Is it good or bad?
 - How does it affect the health of the people?
 - What else do you see in the picture?

- Ask the people what they think happened in the “**gap**” between the before and after scenes.
 - What steps do you think the community might have taken to improve the condition?
 - Do you think the people found it difficult to improve their community?
 - What kinds of difficulties do you think they had?
 - What resources did they need to improve their community?
- Ask the people how they might be able to improve things in their community.

Other Ideas:

See Activity Card 12: Pictures to Start Discussions.

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

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

See Activity Card 16: Open Ended Role Play.

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



Activity Card 11

Developing a Plan of Action



Purpose:	To give the health worker and the Health Group a guide for developing a plan of action.
Participants:	The health workers and Health Groups.
Materials:	A copy of the table on the next page.

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

A plan of action helps you:

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

Before this plan of action activity can be done, the health worker and the Health Group should first do the activities on Activity Cards 1, 2, and 6: Walk-About.; Informal Discussions and Mapping.

Also, the results from activities on Activity Cards 9 and 10: “But Why?” and “Story with a Gap” will help you do this activity.

- For the first column of the table labeled “What to Do,” read the list you made in the “But Why?” Activity. Write in the column the things you want to do so as to prevent the health problems. For example, if you and the Health Group decided that keeping the toilets clean is something that you want to do, write that in the first column.

- In the second column labeled “How to Do it,” list all the activities you and your Health Group need to do for the item listed in the first column to be done. For example, if you want to keep the toilets clean, you and the Health Group will have to organize communal labour, show people how to clean the toilets and explain to people why they should keep the toilet clean. (See the table on next page as an example).
- Help the Health Group to choose people responsible for making sure the activities will be done. Write the name(s) of the people responsible in the third column labeled “Who will do it.” For example, in the table below, Agnes is the person responsible for visiting the Environmental Health Officer.
- Resources are things you need to do the activity. Decide on the things you need to do the activity and list them in the fourth column labeled “Resources Needed”. For instance, you might need health education materials or cleaning materials.
- Decide on a time when the activity is to be finished. Write the agreed time in the last column of the table, labeled “When it will be done.”



Activity Card 11

Developing a Plan....



- How to monitor progress – Is to make sure that the tasks that are listed are being done and your goals are achieved. For example; you can record how many health talks the health group has given and who came to it.
- What has been done? The column helps to keep record of actions that have taken place.
- The plan of action should look similar to the one below.
- Use steps 1 through 6 to make plans of actions for activities to prevent other health problems in your community.
- Keep your plan of action so that you can go back to it when you need to. You will need it later to check the progress of your Health Group.

Plan of Action to Reduce Diarrhoea and Death due to Diarrhoea in Enye Nyame Den						
What to do	How to do it (Activity)	Who will do it	Resources needed	When it will be done	How to monitor progress	What has been done?
Educate the people about why it is important to use the latrine	Health talks on the importance of using a latrine and good hygiene	Kwame	Health education materials	Often/ all of the time	Health talk records. No of talks held, and participants list	Had 2 Health Talks in 3 communities. 40 participants attended
Keep the latrine clean	Health group will encourage friends and family to use the latrine	Members of the health group	None	Often/all of the time	Number of people spoken to by the health group on proper latrine use.	
	Visit the Environmental Health Officer for information on how to keep the latrine clean	Agnes	Transport fee	Tomorrow (3 April)		
	Organise communal labour to clean the toilets or organize a roster of the young people in the community.	Members of the community	Cleaning materials	Every three days	A schedule of who should clean the latrine and how many times	Latrine cleaned by the assigned persons (3) 2x a week in the last month.
Teach mothers how to make ORS	Health talks/ demonstrations/ home visits	Kwame	Health education materials	All of the time	Number of ORS demonstration lessons and home visits.	Health talks -2 demonstrations on ORS attended by 30 mothers each. 10 home visits made covering 50 mothers, 30 fathers and 40 babies.
Keep the surroundings clean.	Communal Labour	Members of the community	Cleaning materials	Next month (May)	Number of communal labour activities done on cleaning the environment	3 communal labour organised with over 100 participants in one month.
				Once a week/ all of the time		



Activity Card 11a

Plans for the Future



- Purpose:** To help the community members or members of the Health Group make future plans for the continued existence – or otherwise of the Health Group
- Participants:** Members of the Health Group. The Community Health Worker.
- Materials:** None. This is an open discussion.



- Explain to the participants that this is the last meeting session before the final “Open Community Meeting.” Therefore you would like to ask them if they have any interest in the continued existence of this Health Group, as a regular meeting point for future discussions of these kinds of issues.
 - If they say no, do not try to persuade them to change their minds. No group will work unless they want to meet themselves. Instead, try to find out why not. Perhaps they already belong to other groups, such as income-generating groups, which they would rather stick with. Perhaps they found these meetings boring or too difficult.
 - If they are interested in continuing, find out from them:
 - Why they think that continued meetings would be good?
 - What kind of things would they like to do?
 - When would they like to start meeting again?
 - How they would like to meet? (weekly, etc)
 - How many weeks or months do they want to try out the Health Group for?
 - Any other points they may like to discuss.
 - Find out also from the participants if they know any people who were not able to join this Health Group, but who might be interested in joining a similar group in the future. Ask for their names, write them down. Ask them also to bring the names of any others whom they are not sure about to the Final Open Community Meeting.
- Explain that this will help you to know whether or not there is demand for a repeat of this Health Group and activities for new participants. You or a community leader would then be able to contact those people about their future involvement.



Activity Card 12

Pictures to Start Discussions



Purpose: To find out what health issues concern the people or find out what people have learned from previous activities

Participants: Members of the community

Materials: A series of 10 pictures. You can use pictures from other activities or the pictures on the information cards.



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

These pictures are included with this activity:

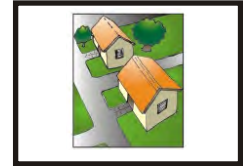
- A family with many children
- Uncovered food with flies

- A clean toilet
 - A covered well
 - A mother making ORS
 - A village meeting
 - A man and prostitutes
 - Unhappy pregnant girl
 - A man and a woman talking about contraception
 - A TBA and a health worker talking.
- Divide the people into small groups of 5 - 6 people.
 - Ask each group to choose any 5 pictures and turn them into a story, giving names to the people they see in the pictures. (See Footnote)
 - Encourage them to develop a story that has a beginning, middle, and an end. Allow 15 to 20 minutes for this task.
 - Invite the groups to come together to tell their stories using the picture they chose.
 - Encourage the people to ask questions about the story. If the stories have sad endings ask the group how the story could be made with a happy ending.
 - Allow time for the groups to tell as many stories as they want. Ask one member of each group to write down the main ideas.



Activity Card 12

Pictures to Start....



○ Footnote:

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

- What do you see happening in this picture?
- Is it real?

- Can it happen here?
- Has it got any effect on society or the community at large?
- Can it be prevented?
- What can be done to prevent it?
- How can we prevent it from happening here?

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

NOTE:

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

*[Idea provided by T.T Abbey, Regional Health Education Officer, Ashanti Region and adapted from **Helping Health Workers Learn.**]*



Activity Card 12a

Two-Pile Sorting Cards



Purpose:	To help the community members find out the causes of diseases and how to prevent these diseases
Participants:	Community Members. This activity works best when in groups of 4
Materials:	“Use Cards” etc. to depict good and bad health practices (Good Habit, Good Health).

Bad

- A woman with malaria being bitten by mosquitoes
- A boy easing himself in a dirty compound
- A woman fetching water from a stream with weeds
- A bath house without a soak-away pit
- A woman fetching water from an unprotected well
- A man drinking from an uncovered barrel with a dirty cup
- Children playing in a dirty compound
- A family in a dirty compound
- A woman serving her child in a dirty compound
- People dumping rubbish near their homes.

Good

- A health family
- A woman preparing to bury a boy's faeces
- A woman fetching water from a stream without weeds
- A bath house with a soak –way pit
- A woman fetching water from a protected well
- A man collecting drinking water from a with a clean cup
- A girl sweeping a compound
- A family in a clean compound
- A girl serving a child in a clean compound
- People burying their rubbish.

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

- This activity works best in groups of 4 or 6. If you are working in a large group, ask for 4 or 6 volunteers.

- Give each group (or the volunteers) a set of cards in two piles: **Good health habits** and **Bad health habits**.
- If the members cannot agree whether the health practice is good or bad, put the card into a third pile and go to the next health practice.
- If working in a large group, ask volunteers to explain the picture to the larger group and explain why it is a “good” or “bad” health practice. Ask the larger group if they agree with the volunteers.
- Discuss the practices that are common in the community. Ask: “What practices (good or bad) do people in the community usually do?”



Activity Card 12a Two-Pile Sorting.....



- Ask participants to talk about their choices with other members of the group. Ask questions which help the group see the cards in other ways.
- Ask: “How can we help community members to do the good health habits? “How can the good practices be made even better?”
- Ask the group members to choose one or more cards from the “bad” pile.
- Have them list actions for solving the problem.
The answers might include things like:
 - Cutting vegetation around homes
 - Building soak – away pits
 - Cleaning away rubbish left in yards
 - Covering water barrels.
- Have the group decide who should be responsible for making sure that each action happens.

NOTE:

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



Activity Card 12b

Poster Making

Healthy Living!

Purpose:	To help children share their own ideas on how to prevent disease with their parents and the rest of the community
Participants:	Children, people of all ages
Materials:	Poster paper, crayons, pencils/pens, and prizes.



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

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

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



Activity Card 12b

Poster Making



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

NOTE:

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

[Idea adapted from Kojo Ntow , former Regional Health Education Officer, Eastern Region]



Activity Card 12c

Essay Writing



Purpose:	To encourage the children to share their own ideas on how to prevent disease with their parents and the rest of the community. This activity will also make learning fun.
Participants:	Children.
Materials:	Paper, pencils and pens.

Children are very good at creating things. If children write essays at school or in an informal group it will help them to remember what they learned. It also gives them something to take home and share with their family and friends.

- Involve the teachers and members of the Parent-Teacher's-Association (PTA) in this activity. They can help you to organize the activity.
- Choose a topic/disease and give a short presentation on it to the children. Use simple language so that everyone understands the key points.
- Stress the importance of preventing the disease. List the ways the disease can be prevented.
- Encourage the children to ask questions to make sure that they understand the presentation and have the correct information.
- Ask the children to choose one way that they can prevent the disease and to write an essay on it. For example, if a child says that drinking clean water can prevent guinea worm, that child could write an essay about how his/her community built a well to provide a clean water source to prevent guinea worm.
- Ask each child to read his/her essay to the rest of the class.
- Ask the children to vote on the best essays.
- Give the winners small prizes and/or invite them to read their essays at the next PTA meeting.
- Have the children take the essays home and read them to their parents.

NOTE:

If children write essays at school or in an informal group it helps them to remember what they learned.



Activity Card 12d

Writing Songs & Poems



Purpose:	To help children share with their parents and the rest of the community what they learned about preventing illness. This activity also helps children to remember what they have learned
Participants:	Children, Youth, Members of the community
Materials:	Paper.

Songs and poems are a great way to help people to remember important information. The shorter and simpler they are, the easier it will be for your audience to remember them. Help members of the community to write songs and poems. They can be presented at the health talks or on special occasions.

Ask the teachers at the local school to help you do this activity.

- Prepare a health talk on the topic you would like to discuss.
- Tell the children about the health topic. Give them no more than 3 short messages that they need to get across in their poems and songs.
- Help the children to be creative in writing and performing their songs and poems. The songs and poems can be part of a drama or role play. Help the children to keep their poems and songs short.
- Give the children a chance to practice and change their poems and songs and perform it to each other, talk about it and few times with your help. Have them make changes as they go along.

- Give the children a chance to perform the poem or song in front of their parents, and then in front of the community.

Other Ideas:

See Activity Card 12e: “Audio Cassettes for Delivering Health Messages” for more song ideas.

If available, use a cassette tape recorder to collect songs and poems from different groups of children. Play the tape(s) for the parents and community members at group gatherings.

Here is an example of a song about Dzifa:

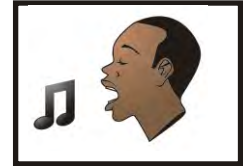
Song on Weaning Foods:

Dzifa ee Dzifa ee, why are you crying?
Is it because of hunger?
Come my dear, come, stop crying.
Your koko and beans is ready.
Stop crying.
Your Tom Brown and groundnut paste
is ready.
Stop crying. Come for your
orange juice.
My dear, stop crying.
Your mashed yam and
Ntonkwine stew is ready.



Activity Card 12d

Writing Songs....



Song on Family Planning

Population Population
How it grows, How it grows
Up and down the nation
Up and down the nation
Slow it down slow it down

Vasectomy Vasectomy
It is a good operation
Vasectomy Vasectomy
It is a good operation
So my brother don't be afraid
You can still stand erect
Vasectomy Vasectomy
Visit the clinic today.

Song on Breast Feeding

We have found a lost treasure
Breastmilk is the best always best
Feed you newborn Breastmilk early
To give him protection
Feed him within 30 minutes after birth
Latest feed him within eight hours (of life)
Breastmilk gives protection

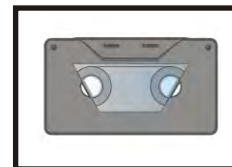
Let's go back to a lost tradition
Breastmilk is Best always best
Breastmilk exclusively for 6 months
Give nothing except Breastmilk
No water No fruit juices
Only Breastmilk when thirsty
Breastmilk is the best it quenches thirst

*Paul Oko-Odoi
Hewale Drama Troupe*



Activity Card 12e

Audio Cassettes to Deliver Health Messages

**Purpose:**

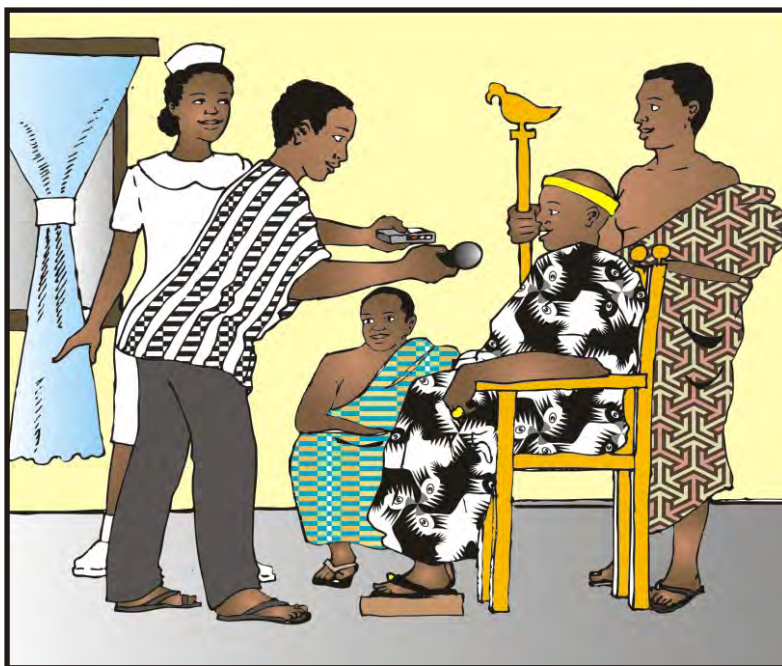
To provide ideas for producing and using audio cassette to deliver health messages.

Participants:

The community health worker, the Health Group and members of the community.

Materials:

- Audio cassettes
- Cassette recorder and player
- Audio cassette with health messages.



This activity may not be practical for every community health worker because of the difficulty and expense in getting or buying a cassette recorder, tapes and batteries. However, when a health worker has access to a working machine, there are many advantages to using audio cassettes.

They can be used to:

- Gather people for a health talk or demonstration

- Entertain a group while they are waiting for the program to start.
- Help educate people waiting for services at a clinic
- Stress and reinforce key points of a health talk

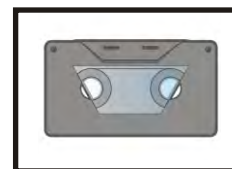
They can also:

- Be played over and over again for many years
- Be listened to anytime, anywhere.



Activity Card 12e

Audio Cassettes.....



Making your own audio cassettes **Lectures/Radio Programmes/Dramas**

- Tape interesting lectures that happen in your area or district or interesting radio programmes or dramas. Ask local health professionals to help you if access to lectures is difficult
- To make the recording more lively and interesting, it is a good idea to play some music briefly at the beginning of the tape
- The whole recording should be short: not more than 10 to 15 minutes. This will keep the audience's attention
- Once a lecture, radio programme or drama has been recorded, it can be played whenever there is a group or an individual who wants to hear about the topic
- These tapes can be played again and again for anyone who missed hearing them.

Songs and Poems

- Involve children and youth in making tapes.

- Have a song, poem or essay contest on any of a number of health issues
- Records the children's songs, poems or essays on the cassette
- The whole recording should be short: not more than 10 to 15 minutes. This will keep the audience's attention
- Once these songs, poems or essays have been recorded, they can be played for the parents or whenever there is a group or an individual who wants to hear them
- These cassettes can be listened to over and over again by the children, their parents and the community.
- They can also be played again and again for anyone who missed hearing them

Here is an example of a song about Dzifa.

Songs on Weaning Foods

*Dzifa ee Dzifa ee, why are you crying?
Is it because of hunger?
Come my dear, come, stop crying.
Your koko and beans is ready.
Stop crying.
Come for your orange juice, my dear,
stop crying.
Your mashed yam and nkontwine stew
is ready.*



Activity Card 13

Demonstration & Cooking Contest Using Weanimix

**Purpose:**

To teach mothers how to make weanimix and how to prepare different dishes with weanimix

Participants:

Mothers and other members of the community

Material:

- Corn, Groundnuts, Cowpeas
- Recipe for making weanimix, cooking utensils

Weanimix is flour made from cereals such as rice, millet, sorghum, maize and legumes or a combination of legumes like beans, groundnuts, etc. It is used in making porridge and other dishes. This porridge is given to babies to complement the breast milk. Weanimix is good for babies from 6 months onwards. Weanimix can be bought in the market, at local clinics or it can be made at home.



Mothers in your community may not be aware that Weanimix exists or that they can use it to help them wean their babies. Showing mother how to make and cook with Weanimix is one of many activities that you can do with women's groups.

Weanimix Demonstration

- Explain to the mothers what Weanimix is, tell them where they can buy it and show them how to prepare it.

If you do not have weanimix in your local market, follow these instructions:

- Roast 4 parts cereal (corn, rice, or millet)
 - Roast ½ part groundnuts
 - Roast ½ part beans
 - Mill together the roasted cereal, roasted groundnuts and roasted beans.
- Show mothers how weanimix can be added to local foods like akara and tatale.

Weanimix Cooking Contest

Once the mothers understand how to make and use weanimix, organize a cooking contest. The mothers who makes the most nutritious and delicious recipe with Weanimix win!

NOTE:

Roast the cereal, groundnuts and beans beforehand to save time. During your demonstration, show the women the correct amount to use.



Activity Card 13

Demonstration.....



- Decide on the rules for the contest. For example, three rules can be:
 - The recipe must include Weanimix
 - The recipe must include locally-available foods; and
 - The recipe must be nutritionally balanced.
- Decide if the mothers will make the food at home or out in the open at a special time so everyone can see how Weanimix is used. If the cooking is to be done out in the open, a special cooking area must be organized.
- Find judges for the contest and prizes for the winners.
- Invite all of the women in the community to participate in the contest. Explain the rules to them.
- State the time and place for the contest and inform the rest of the community.
- Have the judges examine and taste all of the recipes and award prizes to the women for the best recipes.

Sample Recipe

Weanimix Banku with Nkotonmire Stew

Ingredients

- Nkotonmire – Bunch of leaves
 - 1 small onion
 - Palm oil- 4 laddles
 - Smoked fish – 100g (1 medium size)
 - 3 tomatoes, cleaned and chopped
-
- Clean, cut and cook nkotonmire,
 - Cover it and keep it,
 - Cut onion,
 - Heat oil and fry onions in oil
 - When the onions are cooked add the tomatoes,
 - Add fish,
 - Add nkotonmire,
 - Leave to cook for 25 minutes
 - Mix 4 tablespoons of water and salt with weanimix powder .
 - Put it on fire and stir until you get the right thickness.

After the cooking contest, collect all of the recipes and share them with the community. Use these recipes in future cooking demonstrations.

NOTE:

After the cooking contest, collect all of the recipes and share them with the community. Use these recipes in future cooking demonstrations.



Activity Card 13a

Condom Demonstration & Competitions



Purpose: To help sexually active youth and adults feel comfortable talking about and using condoms.

Participants: Sexually active youth and adults.

Materials:

- Condoms
- Wooden penis model (or any hard object representing erected penis)

Optional {

- Watch/check
- Prizes (example: pen & pencils, etc.)
- Cello tape, board, chalk, flip chart paper, markers, felt tip pens.

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



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

Activity Card 5b-Ice Breaker: Virus- Carrier – Handshake, is good one to use for this topic.

Demonstration

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

Competitions

Demonstrations become interesting when they are turned into competitions. There are several condom competitions which will help people to become familiar with condoms as well as help them to relax.

These are fun activities to use before health talks. People will enjoy themselves and ask questions they usually feel too shy to ask.



Activity Card 13a

Condom.....



Race

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

Condom Balloons

Have a competition to see who can blow up the biggest condom - balloon. Whoever blows up the biggest condom balloon without popping it wins. *This will show people how strong the condoms are.*

Stuff-the -condom

Another competition is to have people stuff the condom with oranges or other locally available fruit.

Whoever stuffs the condom with the most fruits wins the competition. *This competition will show people how strong condoms are.*

- If you need more condoms, see your community health worker.
- If you re-use the condom included for demonstration purposes, be sure that **everyone** at the demonstration **clearly understands** that the condom you have is for demonstration only and that they should **never reuse** condoms. See Information Cards included in the Kit for more information on condom.

How to Instruct People to use a condom

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

NOTE:

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



Activity Card 13b

Demonstration on Filtering



Purpose: To demonstrate how to filter water to prevent guinea-worm and how to purify water using Aquatabs

Participants: Community members.

Materials:

- Drinking water
- A clean pot
- A clean white cotton cloth big enough to be stretched over the top of the pot
- A string to hold the cloth in place.

Demonstrations are a wonderful way to involve your audience and to help them remember what they learn. Demonstrations are used to teach your audience new skills. Examples Of demonstrations are: showing mothers how to make and cook with Weaniminx, showing a couple how to use a condom, filtering water to protect against guinea worm and showing a mother how to make O R S . Demonstrations can be made more interesting if they are turned into **contests** or **competitions**.



Filtering your water removes the Cyclops, or small water fleas, from your drinking water. These small fleas cause guinea-worm

- Find a water pot with a cover. Clean it and keep it at a safe place in the house.
- Find a piece of white cotton cloth to be used only for filtering the family's drinking water. Wash it with soap and water. Make sure it is clean and without tears.
- Inspect the filter cloth for holes and tears before you use it.

If there are tears or holes, do not use it.

- Cover the mouth of the water pot with the white cloth. Tie it at the neck with a string. Make sure that the water does not leak into the water pot without first passing through the filter cloth.
- Pour the river or pond water through the filter gently. Avoid spilling the water on the pot.
- Remove the filter cloth carefully when the pot is almost full. The filtering cloth should not touch the filtered water.
- Cover the pot of filtered water with a lid.
- Clean the filter cloth with some of the filtered water.
- Store the filter cloth in a secure place where it will not get soiled or damaged.
- Inspect the filter cloth for holes and tears each time you use it.
- Allow the group members to taste the filtered water.
- Ask them whether they find it difficult to filter water. Discuss what they could do to ease those difficulties.
- Demonstrate how a farmer can filter his/her water with a handkerchief and a small container when he/she is far from home.
- Ask for volunteers to take turns filtering the water.



Activity Card 13b

Demonstration on....



Water Purification: AQUATABS

Aquatabs is a tablet which is added to water to kill the germs that cause illnesses like diarrhoea, cholera, typhoid, dysentery and other waterborne diseases.

- It can be added to unsafe water to make it safe to drink
- The tablets dissolve quickly when dropped in water, they do not need to be crushed
- Aquatabs can stay good for four (4) years if kept dry and safe from contamination

How to use Aquatabs

- Drop 1 tablet of Aquatabs into 20 liters of water (equivalent to one jerry can, yellow or white jerry can, full of water)
- If the water is dirty, then you will have to filter the water first. Then add 2 tablets of Aquatabs to the same amount of water i.e. 20 liters (one jerry can full of water)
- Wait for 30 minutes and after that your water is safe for drinking.
- Keep your drinking water covered and away from other water for more protection

Benefits of Aquatabs

- They are readily available, safe and easy to use
- Available in sizes to suit particular emergency needs
- Kills germ that causes water borne diseases
- The quality is guaranteed and there are people available to explain things whenever needed



Drop tablets



Wait 30 mins



Drink safe water

- Can be transported safely by any means including bicycle and canoe
- It is less costly than buying charcoal or gathering and using firewood for boiling water
- It takes less time in making the water safe and getting it ready to use unlike boiling where you have to wait for some time for the water to cool before use.
- Aquatabs - treated water tastes and smells good!

Where can you buy Aquatabs ?

- Aquatabs are readily available at the community level.
- You can get any quantity you need from the community health volunteer or the Community-Based Agent

Remember: Only Trust water treated by you!

For more information see Information Card on Guinea Worm included in the Kit

NOTE:

Combine this demonstration with a health talk on how to prevent guinea-worm.



Activity Card 13c

Home Fluids & ORS



Purpose: To teach mothers and the community how to make “Special Drink” for babies, children and adults with diarrhoea

Participants: Mothers and community members

Materials:

- A clean cup
- A clean spoon.
- Soap and water for washing hands and cleaning utensils
- Clean water for making “Special Drinks.”
- A packet of Oral Rehydration Salts (ORS)

Common Home Fluids or ORS are drinks given to babies and children sick with diarrhoea. They keep children and babies from becoming dehydrated. ORS can be bought from the chemical seller or from your community clinic. Common home fluids are:

- Strained rice water
- Porridge (koko)
- Coconut Juice
- Mashed kenkey in water; and
- Light soup without pepper.

Find out which common home fluids are used in your community.

To prepare for this activity:

- Read about how to make ORS on the next page.
- Ask the mothers to bring a cup, a bowl, a spoon, clean water and the ingredients to make a common fluid to the meeting.
- Divide the people into two groups.
- Demonstrate the preparation of ORS.
- Give one packet of ORS to one group and ask them to make the ORS,
- Give the group time to make ORS. Ask the second group to watch the first group make ORS.
- Ask the other group to prepare a common home fluid. Tell the group about the re-hydration properties of home fluids
- Ask the first group to watch the second group make the home fluid.
- Ask the two groups to discuss the differences between the two special drinks.
 - How do the two special drinks taste?
 - Which one was easier to make? Why?
 - Which one do you make when your child has diarrhoea? Why?
- Discuss with the mothers how to give ORS or a common home fluid to a child with diarrhoea. Refer to the information card on Diarrhoea.

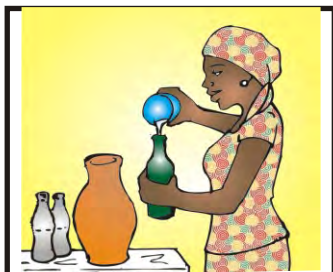
NOTE:

For more information, see the Information Card on Diarrhoea included in this Kit.

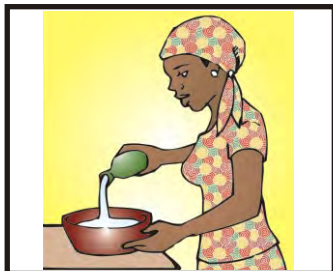


Activity Card 13c

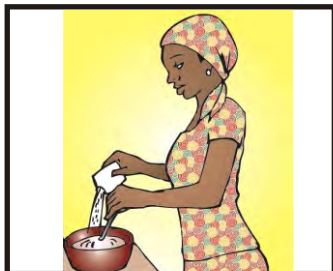
Home Fluids....



- Fill one clean beer bottle (or two mineral bottles) with clean drinkable water.



- Pour this water into a clean bowl.



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



- Give the ORS to the child a little at a time using a cup and a spoon. Give all that the child will drink. In addition to ORS give Zinc tablets. See Information Cards on ORS and Treating Diarrhoea for more information on Zinc.

Continue treatment until diarrhoea stops.



DO NOT STORE MIXTURE FOR MORE THAN 24 HOURS

Along with giving ORS, continue breastfeeding and Zinc tablets.

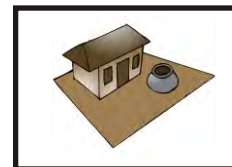


With older children, continue with other foods and continue to replace lost fluids with rice water, coconut juice, etc.



Activity Card 13d

Clean Compound Contest



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

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

- Inform the Parent-Teacher's Association (PTA) and other groups in the community about your plans for this contest so that you have their support.
- Set the date and time for the inspection of all the compounds involved in the competition.
- Set the rules for the competition:
 - All food and water is covered
 - There are no weeds or piles of refuse
 - Compound is swept
 - There are no pools of water around the house where mosquitoes can breed

- Clothes are drying on a clothes line and not lying on the ground
- No goats and chickens around
- There is nothing that can harm small children
- Buckets for water collection are clean.

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

- Involve community leaders in the competition, and select judges for this contest.
- Find simple prizes from influential community members. Award these prizes to the cleanest compounds.

NOTE:

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



Activity Card 14

“The Story of Dzifa”

**Purpose:**

To learn what people know about breast feeding, weaning and the importance of a mixed diet

Participants:

Members of the community

Materials:

- Copy of “The Story of Dzifa”
- A picture of a child with Marasmus.
- A picture of a child with Kwashiorkor

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

- Organise a group and tell them the “The Story of Dzifa”.

The Story of Dzifa – Part 1

Dzifa was a beautiful baby girl born to Madam Efua, a yam seller. Dzifa was breast-fed for one year and was not given any other food until she was six months old. During this time, Dzifa was very healthy and grew well. After six months, Madam Efua started giving Dzifa the same food that the rest of the family was eating: fufu, rice, banku and yam with peppered stew. Dzifa was not given meat, fish or eggs, because Madam Efua did not want her to grow up to be a thief.

Dzifa was not given any beans, because Madam Efua did not want Dzifa’s tummy to grow big. Madam Efua was worried that her toilet would smell bad if she ate proper food early.

- Ask the mothers to compare the foods given to Dzifa to the foods they give their children.

To help the people talk about the story, ask the following questions:

- Are the foods Auntie Efua gives Dzifa the same foods you give your babies?
 - What is the same?
 - What is different?
 - Do you think the food Auntie Efua gives Dzifa is bad or good for Dzifa?
 - What will happen to Dzifa?
- Continue telling or acting out the story of Dzifa:

The Story of Dzifa – Part 2

Dzifa stopped growing well. Auntie Efua did not understand the “Growth Chart” and could not read it correctly when Dzifa’s weight started dropping. Dzifa’s tummy became large, and her face, arms and legs were swollen. Her hair started turning red and breaking off. Dzifa was always tired and often sick. She cried a lot and did not like to play. Dzifa had all the signs of a child with Kwashiorkor.



Activity Card 14

"The Story of Dzifa"



- Place the picture of the child with Kwashiorkor in front of the group. Point out the symptoms of Kwashiorkor to your audience.
- Continue reading or acting out the story of Dzifa.

The story of Dzifa – Part 3

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

- Place the picture of the child with marasmus in front of the group. Point out the symptoms of marasmus to your audience.
- Discuss the "Story of Dzifa" with the people. To help the people talk about the story, ask these questions:

Breast feedings:

- Why did Dzifa stop growing well? Was this because of breast feeding?
- Why or why not?
- Which is better, bottle feeding or breast feeding? Why?
- How long should a baby be breast-fed?

Giving Babies New Foods:

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

The "Growth Chart":

- Did Madam Efua have a "Child Health Record Booklet"?
- Did she take it with her when she went to the clinic?
- How could Madam Efua have learned early about Dzifa's weight loss?

Other Ideas:

See Activity 16: Open Ended Role Play and Dramas

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

See Information Cards on Breast feeding and Nutrition included in this Community Action Kit.

NOTE:

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



Activity Card 15

The Growth Chart

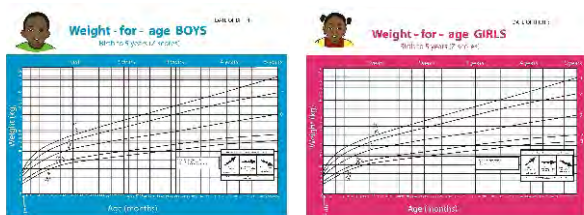


- Purpose:** To help Caregivers understand the “Growth Chart.”
- Participants:** All Caregivers with children under 5. Mothers who are pregnant.
- Materials:**
- A copy of “The Story of Dzifa”
 - Copy of the “Growth Chart” and “Child Health Records.”

The “Growth Chart” is used throughout Ghana. All children are given Child Health Records booklet that contains a “Growth Chart”, when they are taken to the clinic for immunization and weighing.

The “Growth Chart” gives the mother important information about the health of her child. It helps the mother to find out early when her child is not growing well. But many mothers do not understand the “Growth Chart”. The Story of Dzifa” can be used to help mothers understand and learn how to read the “Growth Chart”.

A Growth Chart: from the Child Health Records



- Explain the different parts of the chart and show how the weights are plotted.
 - The numbers on the left side of the chart show the baby’s weight in kilograms.
 - The numbers on the bottom of the chart show the baby’s age in months.

There are five curves on the “Growth Chart”. The middle curve shows the pattern of growth that is followed by most healthy children.

Their weight at any age is either a little above or below this curve. A few other children may follow the pattern of the two lines above (if they are big children) or the two below (if they are small children). The bottom line shows children who are very small. Such children may not be healthy.

One weight on its own does not tell you much about how the child is growing. You need to weigh the child regularly and join the dots for each visit to form the child’s growth curve. The shape of this curve should be similar to what is printed on the chart. That is, the weight of children should always be going upwards and not flat or downwards.

A Growth Chart: Plotted accordingly

- If the story telling is used, practice in using the growth chart can be fun. The growth chart can be used to help everyone learn about nutrition, diarrhoea, and the dangers of bottle feeding. Tell the story of Dzifa. As you tell the story, plot Dzifa’s weight on the growth chart. Discuss Dzifa’s “Growth Chart” with the mothers.

The Story of Dzifa

Dzifa was a beautiful baby girl born to Madam Efua, a yam seller. Dzifa was breast-fed for one year and was not given any other food until she was six months old. **Every month, Madam Efua would take Dzifa to the clinic to be weighed and immunized.**



Activity Card 15

The Growth Chart



Dzifa's Chart A: Plot the weights of Dzifa for the first 4 months on the middle curve going upwards.

Madam Efua was worried that her toilet would smell bad if she ate proper food early. After six months, Madam Efua started giving Dzifa the same food that the rest of the family was eating, fufu, rice, banku and yam with peppered stew. Dzifa was not given meat, fish or eggs, because Madam Efua did not want her to grow up to be a thief. Dzifa was not given beans, because Madam Efua did not want Dzifa's tummy to grow big.




Dzifa's Growth Chart B: (Plot Dzifa's weights as staying the same, on the same curve and showing it going down until she is 9 months old)

Dzifa stopped growing well. Her tummy became large, and her face, arms and legs were swollen.

Her hair started turning red and breaking off. Dzifa was always tired. She cried a lot and did not like to play. Dzifa was often sick.

Dzifa's Growth Chart C: (Plot Dzifa's weight as dropping very low)

Plot another set of weights on the chart, and on the same curve showing the weight dropped very low. Ask a mother to make up a story about that child. The story should describe how the child was fed, its health, illness and what the child's mother did to keep it healthy or make it better.

Watch the direction of the line showing the child's growth		
A  <p>Good Child growing well Congratulations</p>	B  <p>Danger Not gaining weight Discuss with health worker</p>	C  <p>Very Dangerous Losing weight Take action fast</p>

NOTE:

Once you have told the story of Dzifa, have a mother try to interpret a chart through story-telling. Plot a set of weights on the chart and ask a mother to make up a story about that child.



Activity Card 16

Open-Ended Role Play and Dramas

OER

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



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

- Ask two or three people to take part in the role play. These people are called actors.
- In two or three sentences, describe to the actors what the role play is about.
- Describe to the actors the roles they will be playing in the role play and what actions they should do.

- Leave the ending of the role play unclear. Have them stop before the solution is given to the audience.
- When the role play is finished, ask the people how the actors should solve their problems.

Use “The Story of Dzifa” as an example (See Activity Card 14 - “The Story of Dzifa”):

One woman acts as Madam Efua, Dzifa's mother, who explains what foods she gives to Dzifa and why she gives her those foods.

Another woman acts out the role of Madam Efua's neighbour. In the role play she comes to visit Madam Efua and plays with Dzifa.



Activity Card 16

Open-Ended Role....



She sees that Dzifa is not happy and is not growing well as her own daughter. She asks Madam Efua why Dzifa is not growing well. She talks about some of the signs of Dzifa's sickness, Kwashiorkor.

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

- Why was Dzifa sick?
- What could Madam Efua do to make Dzifa better?

Tips for doing role plays

- Don't write out a script. Just give the actors an outline of the story and let them create dialogue as they go.
- Short is good. Each role play should only take 5 to 10 minutes
- Keep it inexpensive. Just use costumes or props that are easily available.

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

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

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



Activity Card 16a

Dramas



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

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

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

- Plan how to get these materials. They can be made or borrowed.
- Ask people in the community to make props or paint scenery. This is one way to help more people take part in the drama.

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

Performing the Drama

- Arrive at the venue ahead of time to make sure that chairs for seating and props have been put in place. Arrange for actors to arrive on time.

NOTE:

Dramas are different from role plays. They usually:

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



Activity Card 16a

Dramas



- Welcome the people and introduce the drama.
- Present the drama.
- Ask for questions after the drama. Review and discuss the main health messages from the drama.

Tips for a Successful Drama

The Place and the Stage

A favorite drama can be performed almost anywhere. Sometimes, a group of actors can perform on the street. Little by little, people gather around to watch. Sometimes children or other people from the crowd are encouraged to join in the performance. The stage becomes alive.

More often, however, a fixed area is used to perform the drama; either indoors, or outdoors in a large compound.

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

The Crowd and Being Heard

When performing a drama, one of the biggest problems the actors have is trying to be heard.

When a whole community attends, mothers will be there with babies who begin to cry. Children of all ages will laugh, shout and fight. There is always some noise from the audience.

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

Props and Costumes

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

Costumes, like props, can usually be kept simple.

NOTE:

Use suggested Drama Summaries in Activity Card 16a come up with other interesting ideas.



Activity Card 16a

Dramas



Keeping People's Attention

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

Try for a balance between serious or sad events and happy or funny ones. Humor is important when the story is disturbing or threatening. Humor can be introduced in many ways. Here are a few examples:

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

The man explained to her that it was distributed at the family planning clinic and in the following morning the woman and her friend went to the clinic they understood why their husbands have the condoms.

"Pastor Odoom" [Breast Feeding]

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

On returning from morning prayers one day, she met the Public Health Nurses. They see the child and ask the mother which doctor is attending to the baby. She answered, "the popularly known Pastor Odoom." The nurses then told her to send the child to the hospital

and also stop giving such young child foods other than breast milk. The woman took their advice and complied with their instruction. In two weeks time, when they visited the woman, the child was cured and became strong and lively. The woman was proud and advised all mothers to breast feed their babies.

"Bad Company" [Teen pregnancy]

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

"Forget your Fears" [Immunization]

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

Many mothers want to have their children vaccinated. A few parents feared that vaccination gives the children multiple ailments so they refused to send their children for immunization. All children who went through all the (vaccination) immunization became healthy and grew. The few who did not send their children saw it for themselves.

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



Activity Card 16 a

Dramas



“Yaa-yaa Return” [Malaria]

When Yaa-yaa returns from the city to see her last son suffering from convulsion, she feels her baby has been bewitched. She accuses the old people in the house. Kwame Ansah, the herbalist, cannot cure the child.

Awuku comes only to see the child on the point of dying. He rushes the child to the clinic where the doctor gives medicine and allows the child to sleep for a while.

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

“Too many girlfriend”[STI]

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

“Eat and Drink” [Diarrhoea]

Ankpa Loye always apply cold enema to treat her children. She boast of this child cure as if she is the best of mothers. On her return from the beach, she came to find her two and half year old baby suffering from diarrhoea.

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

“Bea’s Baby” [Child Growth]

K.K and Bea all got into marriage the same year, they are of the same age group. Atta Addo a rich cocoa farmer is K.K’s husband. K.K was taken to her husband’s village at Twapease. Bea married a civil servant Mr. Anang. K.K gave birth to a bouncing baby boy and Bea got her baby a month later. K.K lived with the husband in the clinic all the time. During the Homowo, when all the people came home, K.K was surprised to see Bea’s baby so strong and lively.

Bea showed K.K how she attended weighing every month and what they learned about child growth. She taught her about the value of breast feeding, the importance of child immunization, the correct time for weaning and the number of times a child must be fed according to its age.

K.K therefore went back after the festival and started attending the clinic every month to learn about child growth. Soon her baby has become healthy and good looking.

“The Poultry Birds” [Kwashiorkor]

It is a taboo to give children meat or fish at meals at the village of Anihao. It is assumed that children who are introduced to fish and meat



Activity Card 16 a

Dramas



meals grow up to be thieves or social burdens. Kwashiorkor is therefore not uncommon at the village. The health education team which was dispatched to the village owing to the high incidence of kwashiorkor had a tough time in convincing the people to accept giving the children proteins.

Today all the children are growing healthier and lovely although the old ones still call them the poultry birds.

“Committing Suicide” [Home Hygiene]

Many people are sick at Opembo. Production has slowed down. Ataa Badu has only ½ acre of cassava.

He has run short of corn. Many farms have the weeds overgrowing the crops. The illness is all over Opembo.

Bawase citizens have attributed the condition at Opembo to their own witchcraft. The talk of Opembo as the headquarters of Obutu witches. Then all of a sudden Ajanie and his team appeared.

‘Hei! He shouted ‘Opembo inmates are you committing suicide. Why should you live in such a dirty environment?’

You cannot make a latrine. You have defecated all around the town. Your water must be boiled. You must eat clean food; the fruits must be washed before eating. Wash your vegetables before cooking. Burn all household refuse. You ought to be summoned to court but instead of summon I stand on you to clean the whole town. Burn all rubbish and refuse.

Finally, I give you one week to make toilets, one for the females and one for the males. I shall bring you roofing sheets from my office. Next week eh!.’

“The Gods are Angry” [Guinea Worm]

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

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



Drama Summaries

“Strange Packets”

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

A friend who paid a visit advised her to be cautious to approach the husband and even told her that a husband who uses condom on others stands the chance of preventing (AIDS) the dangerous diseases.

The woman still does not understand why the husband should go after other women and for that matter keep condoms.

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

The man explained to her that it was distributed at the family planning clinic and in the following morning the woman and her friend went to the clinic they understood why their husbands have the condoms.

“Pastor Odoom” [Breast Feeding]

Aku Shika's child is growing lean she can't understand why. The pastor of the church

who is known to perform wonders like making the dumb speak has tried all his spiritual powers. But it has been to no avail. When the child is fed then it eases exactly the feed that was given it.

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

“Bad Company” [Teen pregnancy]

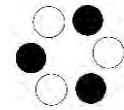
Felix a final year student put two girls in the family way. Ago, who is a fishmonger's daughter, refused to cause an abortion as she claimed her contemporaries have given birth. Stella on the other hand is second year student and accepted to cause an abortion. During the process she endured severe pains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

By Paul Oko-Odoi



Activity Card 17

Ozim-Zim Game



- Purpose:** To help build communal spirit among community members
- Participants:** Health Group, children and other community members
- Materials:** Stones and Songs.



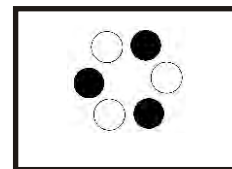
The Ozim-zim game is often played by children in many communities in Ghana. This game can be used to teach children and adults the importance of working together as a community.

- Ask each person in the group to collect a medium size stone.
- Ask the group to sit in a circle. They should find it easy to move their right arm to the front of the person on their right.
- Explain the rules of the game.
 - The players should sing the song as they move their stones around the circle.
- At the start of the song, each person should move their stone and place it in front of the person on his/her right side.
- As soon as they move their stone, they should pick up the stone that has been placed in front of them and pass it to the person on their right.
- The movement of the stones should follow the beat of the song.
- No one should have more than one stone in front of them at any time.



Activity Card 17

Ozim-Zim



- In the original game, anyone who fails to move their stone on time has their hand smacked by the other players. In this game, the person who fails to move their stone on time should state a good health habit which will improve the health of their family and community. You can use the cards from activities 10 or 12a.
- If the player is not able to name a good health habit, he/she can be helped by another member of the group.
- Before the game starts, allow the group to ask questions about the rules.
- Teach the group the songs used to play the game. If you do not know the tune of the songs, ask someone in the community to help you.
- Allow the group to practice the game with your help.
- When the group has finished playing the game, ask them the lessons they have learned from playing the game. Some of the answers can be:
 - Together we form a strong circle. keep the game going.
 - We all need to move the stone to
 - If one fails to move their stone on time, the game is spoiled.
- There are endless variations to this game – depending on the setting. You might have the person who fails to move his or her stone on time mention a method of contraception, or a “home fluid” to treat diarrhea, or ways to prevent malaria, or ways to prevent AIDS transmission.

SONG No. 1

Ozim – zim, Hoya.
Ozim – zim, Hoya
Obatakariya, Hoya
Obatakariya, HOYA
(Repeat)

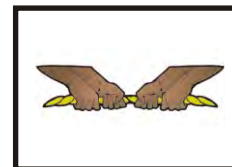
SONG No. 2

Bantama Krakuro, meye den na manya bi madi.
Menni sika meye den na manya bi madi.
Akrakuro akrakuro meye den na manya bi madi
Menni sika meye den na manya bi madi
(Repeat)



Activity Card 17a

Male Motivation Games

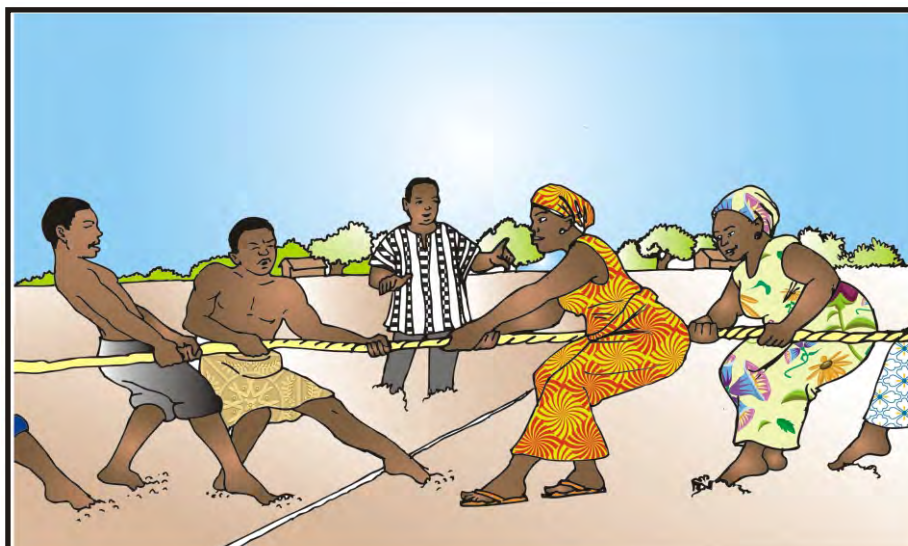


Purpose: To use a fun game to bring men and women together to listen to important health messages and encourage male participation

Participants: Community members as competitors, referee / umpire, health worker, community leader

Materials:

- Teaching materials for the health talk.
- Prizes to be awarded to the winning team
- Materials for the games.



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

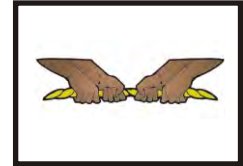
One week before the match:

- Find out from the community which game is the most popular with men. You could find a match that is already being organized and just modify it to include health education through male motivation.
- Contact the nearest health center for assistance to help make the pro-programme a success.
- Find men and women who are willing to take part in the match. There should be one team of women and one team of men.
- Explain to them that the purpose of the match is to bring people together to listen to an important health message. Ask them to volunteer to participate. Let them understand it is the community's own initiative, and not one with external funding.
- Fix a day, time and venue with team members.
- Find referees and make rules for the game.



Activity Card 17a

Male Motivation...



Making Rules For The Game

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

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

Football

- The goal keeper on the men's side cannot use his hand to catch the ball. If he uses his hands, the women are awarded a spot kick.
- The men can kick the ball only with the left leg. If the men use their right leg, they are given a yellow card. Two yellow cards equal a red card.
- When a woman is fouled by a man, it is an offence.

Tug-of-War

- There should be twice as many women as men. If the women need help, more women can join the team.

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

- Make sure people are aware of the events. Ask the health group to help you inform the rest of the community. Use the gong-gong beater. Announce

the event at meetings and make posters.

- Personally invite all the community leaders to the match. Maybe they can provide prizes.
- Ask the leaders to choose a match commissioner.

The Match

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

Giving the Health Talk

- After the competition (before prizes are awarded), start the education programme with a speech from an opinion leader. Use as many teaching materials as possible. Allow time for comments and questions.

If you are playing football, the health talk should be given during half time. If you are playing tug-of-war, give the health talk between the matches.

Awarding Prizes

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

Idea adapted from S.T. Danquah, Regional Health Education Officer, Central Region].



Activity Card 18

Giving Health Talks



Purpose:	To give a health talk that is both entertaining and educational.
Participants:	Community health worker
Materials:	Teaching materials for the health talk.



Tips for giving health talks

Before the Health Talk

- Do as much reading as possible about your topic before the health talk. This will give you confidence. Also, the people will sense that you are knowledgeable and will have confidence in you. If you find you need more information on your topic, talk to your fellow health workers, your supervisor, people in your community, or an expert the next time you visit the district capital.
- Find out as much as possible about the group you will be talking with before you plan your health talk.

Whom will you be talking with? What are their interests? Are they children, youth or adults? What ages are they?

Make sure you tailor your talk to the groups needs. How many people will be there? Always keep the size of the group in mind when preparing your health talk. Remember, demonstrations are difficult if there are many people.

- Determine whether or not your topic can be dealt with in one session. If not, break it down into smaller topics.
For example, nutrition is a big topic that can be broken down into smaller topics: breast feeding, the growth chart, weaning, the three food groups and a balanced diet.



Activity Card 18

Giving Health Talks



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

During the Health Talk

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

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

IMPORTANT: IF YOU DON'T KNOW THE ANSWER TO A QUESTION, ADMIT IT. You can always find out and answer the question later.

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

After the Health Talk

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

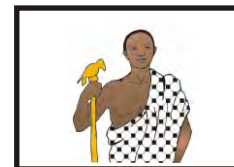
NOTE:

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



Activity Card 18a

Okyeame Presentation



Purpose:	To improve health talks by teaming a community development worker (the “Health Okyeame”) with a health worker (the “Queen mother”) or “Chief”
Participants:	The health worker, community development worker and community members
Materials:	None.



An “Okyeame” is the name the Akan people of Ghana call the chief’s linguist. You may have a different name for the chief’s linguist in your community.

The “Okyeame” is the go-between for the chief and the community. Anytime the chief meets with the members from the community or people outside the community, the chief speaks through the “Okyeame”.

The purpose of the “Okyeame”

Even if there are no “Okyeame” in your area, you can still use the idea of teaming a

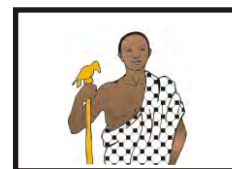
linguist with a health educator to improve health messages. The “Okyeame Presentation” is used when there is an “expert” from outside the community giving the health talk. If the people do not know the “expert” well, the “Health Okyeame” is used to help people understand what the expert is saying and ask question.

The “Okyeame Presentation” is used when the health topic is about a difficult topic, like family planning or sexually transmitted diseases. People may feel shy talking. The “Health Okyeame” makes people laugh so they feel at ease talking about these issues.



Activity Card 18a

Okyeame.....



The “Health Okiyeame” is a person from the community who the people know well and like. He can be a community development worker.

He or she interprets what the expert says for the crowd and helps the crowd to ask question.

The “Health Okiyeame” has three tasks.

- The “Okyeame” keeps the “expert” from talking “too high” or talking “big english” The “Okyeame” says what the “expert” says, but in a way people understand.
- The Okiyeame helps people ask questions they are too shy to ask the expert. Because the Okiyeame is one of the people, the people will feel more comfortable asking him or her questions.
- The “Okyeame” helps to counteract rumors people believe. Because the “Okyeame” is one of the people, he or she knows what the people think or believe. So the “Okyeame” can ask the “expert” for the correct information.

The role of the “Okyeame” can be played by anyone who is a good local community organiser. To be an “Okyeame” a person must:

- Be able to speak the local language very well
- Know funny ways of saying things without offending anybody

- Know what issues worry the people
- Know what the people believe and don't believe about a certain health topic.
- Be a respected member of the community; and
- Know as much as possible about the topic being discussed.

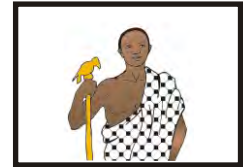
Before the Health Talk, the “Health Okiyeame” must:

- Learn as much information as possible about the topic being discussed. For example, if the topic is about family planning, learn what services are available, what methods are available and how they work.
- Talk to the members of the community to find out what they know about the topic. If the health talk is about a sensitive subject, and people feel too shy to ask questions in front of a large crowd, ask for questions they have or for any rumours they have heard about the subject.
- Meet with the “expert” to find out what information he or she plans to tell the people. If there are some things the “Okyeame” does not understand, he or she should ask the “expert” to explain what is not understood.



Activity Card 18a

Okyeame....



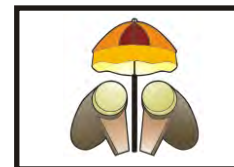
The “Okyeame Presentation” should go something like this:

- The “Okyeame” introduces the Chief/Expert.
- The Chief/Expert is welcomed and he or she states his or her mission. The “Okyeame” and Chief can perform an open-ended role play or show a film to draw a crowd.(**See Activity Card16**) for open-ended role play ideas)
- The Chief/Expert gives a health talk.
- The “Okyeame” asks the people if they understand what has been said.
- The “Okyeame” then tells the people what the Chief/Expert has said in a way the people can understand.
- The “Okyeame” asks for comments and questions from the people. If the topic makes people shy, the “Okyeame can ask the expert questions that he knows the crowd wants answered.
- At the end of the talk the “Okyeame” should give a summary of the talk on behalf of the Chief, Nana/expert.
- The “Okyeame” should thank the community members for coming for the talk.



Activity Card 19

Organising and Using Festivals



Purpose:	To integrate health messages and activities into existing cultural practices
Participants:	Traditional Leaders and Community Elders and Community Members
Materials:	Educational materials, posters and notices.



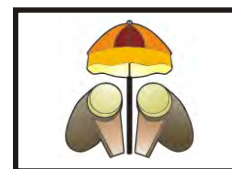
Sometimes organizing a Health Festival can be too much work. Why not try simply getting your health messages included in a festival already being organized by the community.

- Select a health issue that you want your community to address.
- Introduce the problem and try to make it a priority for the festival planners if they do not already recognize it as a problem.
- Contact the festival planning committee and ask for space on the programme. Ask to include a message in the speeches of key speakers.
- Keep in touch with the planners to ensure that the space and key messages remain on the programme after every major meeting and review of the festival programme.
- Create opportunities for the item and programme to be publicized.
- Make yourself readily available to be consulted on the messages, space and any related issues for explanations.
- Monitor date and time for the programme.
- Do not be seen to be responsible for the messages and ideas of the speakers and planners.



Activity Card 19

Organising and



- Participate in the festival and monitor how your messages are delivered, how it is received and immediate reactions of the audience. Use these for improving any future involvement.
- After the festival, have a community meeting and thank everyone for taking part.
- Plan follow-up activities to keep the level of community interest high.

There are special calendar days that you can use to organize health activities like dramas, health talks, competitions and festivals to help people in your community

learn about health issues that concerns them.

SPECIAL DAYS

8 March	International Women's Day
7 April	World Health Day
13 May	International Day of the Family
20 – 29 May	National Family Planning Week
5 June	Environmental Day
13 August	International Children's Day
November	AIDS Prevention Month
1 December	World AIDS Day
1 December	National Farmer's Day

NOTE:

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

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





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