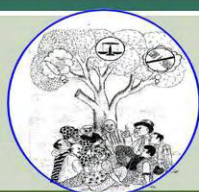




# Preventive Health Counselling Manual



ILO IPEC SUPPORT TO THE NATIONAL ACTION PLAN  
TO ELIMINATE CHILD LABOUR (SNAP)

# **PREVENTIVE HEALTH**

**Protection, Prevention, Withdrawal and  
Rehabilitation of Working Children through  
Education and Training**

**Active Youth Initiative for Social  
Enhancement  
(AYISE)**

**International Labour Organization  
&  
Ministry of Labour  
Malawi  
2011**

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**Marcel Chisi**

**Executive Director**

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## PREFACE

Malawi is one of the world's Least Developed Countries, with a gross national income per capita of USD 290.6. An estimated 85 per cent of the population rely on subsistence farming for their livelihoods, with 39 per cent living on less than one US dollar a day. Approximately 15 per cent of Malawians are extremely poor, living on less than USD 0.33 per day. Poverty is a key driver of child protection issues, posing a significant risk for the 1.2 million children living in the lowest quintile of extreme poverty. Malawi's HIV epidemic has had a profound impact on children's protection, and is closely correlated with poverty. Of the total population of 14.4 million, 8.5 million are children. Malawi's human development challenges are reflected in its ranking of 153 out of 169 countries on the Human Development Index. For instance, infant, child and maternal mortality rates are among the 20 highest in the world. HIV prevalence among adults aged 15-49 is 10.6 per cent. This translates into one in ten people living with HIV.

Nearly 13 per cent of children have lost one or both parents, half of them to HIV-related illness, while a further 6 per cent live in households with a sick parent or other sick adult. Many of Malawi's 1 million orphaned children live in poor communities that struggle to provide optimal care and protection, leaving the children vulnerable to neglect, abuse and exploitation. Approximately 53 per cent of children possess three minimum material needs (a blanket, one pair of shoes and more than one set of clothing). This drops to 41 per cent for orphans and vulnerable children. The figure drops further to 29 per cent (non-orphans) and 18 per cent (orphans) for children in the lowest quintile. Property grabbing continues to be a major protection violation - 36 per cent of widowed women are dispossessed of their property but fewer than one in five women receive legal support or assistance in response.

While there have been significant advances in mitigating the impact of HIV on children, major challenges remain. The majority of vulnerable children are still not being reached by impact mitigation services and those with the highest needs are unlikely to be service recipients.<sup>16</sup> Approximately 90,000 children are living with HIV and one in six children (1.2 million) are growing up with reduced parental care in a wide range of formal and informal care arrangements.

By 2015 there will be 155,000 children aged 0-14 living with HIV and approximately 476,000 children orphaned from AIDS-related causes. There are currently 12,000 children living in child-headed households and 6,000 children living in institutional care. Eleven per cent of children do not live with their parents even though both parents are living. Sixty-eight per cent of girls and 62 per cent of boys either do not enrol in school or exit the education system before the age of twelve and subsequently entering into child labour which is sometimes in its works form. There is little data to support an evidence based understanding of the cultural value of children, social norms, and community and household dynamics involving children.

The Support to the National Action Plan (SNAP) project being implemented in Mulanje, Kasungu Lilongwe and Mzimba with funds from United States Department of Labour (USDOL) through the International Labour Organisation using the International Programme on the Elimination of Child Labour (ILO IPEC) is was developed to prevent and withdrawal children from child labour. The majority of these children are orphans or vulnerable due to poverty and HIV & AIDS.

The rationale for this training manual is based on the premise that child labour and poverty are inescapably interrelated. Child labour is employed as a tool to treat poverty, which partly is born of population growth that cannot be contained. Yet in using children as labour force to help ease the grip of

poverty, there is the resultant denial of opportunity for educational, moral, social and physical growth and development of the children.

Education and training, the means through which capacity is built, is seen to be the viable tool to break the poverty – child-labour cycle, since the children’s capacity to fight poverty integrally is built.

It follows that if society continues to employ the labour of children as the quick solution to poverty, we can rest assured that both poverty and child labour will continue to haunt society. On the other hand, by equipping several people with teaching skills to teach and train children in labour and those at risk of entering child labour, it will help break the poverty cycle and auger well for the future of society.

To adequately educate children in labour and others at risk, the factors associated with their status must be addressed. Counselling, the vehicle that addresses problems directly with their victims, is thus an indispensable component of any non-formal education that targets particularly at risk children, families and communities. This is the rationale for this Counselling training manual.

The Counselling Manual on Preventive Health has therefore been developed to help Complementary Basic Education (CBE) facilitators or teachers who are working with such children to enable the deliver health education to these children so that as they are learning the core CBE syllabus, they should also learn the health issues so as to prevent them infections that arise due to poor hygiene practices.

This Training Manual on ‘Preventive Health’ shares the basic personal health and infection prevention issues, basic guidelines in personal hygiene, cleanliness in the home, cleanliness in eating and drinking, clean air, control of vectors in the home, balanced diet, Malaria, diarrhoea, AIDS, Hepatitis and First Aid. It equips the MPLC teacher or facilitator with counselling and guidance knowledge and skill to help children in the MPLC and their parent or guardians to understand their roles and assume it responsibly.

**Grey Mkwanda**  
**DCLC Chairman**  
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**HEALTH EDUCATION:**

Is the translation of what is known about health into desirable individual and Community behaviour pattern by means of educational process.

According to this definition, there are three ingredients to the health education.

1. The basic concept\_\_\_\_\_ what is known about the health?
2. Ultimate health goals\_\_\_\_\_ desirable individual and Community health goals.
3. The educational process\_\_\_\_\_ translation of knowledge into practice by means of educational process.

**NEEDS:**

The need for health education is universal. The topic may vary from Community to Community, depending upon the prevalent problems. But as one would imagine, the most common problems to be addressed in NWFP would be personal health and hygiene, environmental sanitation and common childhood diseases. However any modifications could be made in the light of feedback from children.

**AIM:**

The basic aim is to motivate and encourage children to adopt healthy living practices, and to actively participate in promotion and maintenance of their own and family health. In the simplest words, it is to better the health of all people by utilizing the scientific knowledge.

**METHODS AND TECHNIQUES OF HEALTH EDUCATION**

The saying that **"How some thing is taught is just as important as WHAT is taught"** has a special significance in any Community Health Education Programme. In developing Health Education Programme for children the most important aim is to make the contents interesting and relevant to the needs of children, their families and their communities. Health education should **be given in a way that would ensure a permanent impact on the participant's** CONCEPTS, BEHAVIOUR and LIFESTYLE. The ultimate aim is to make them effective agents in promoting the health condition of their families and Communities.

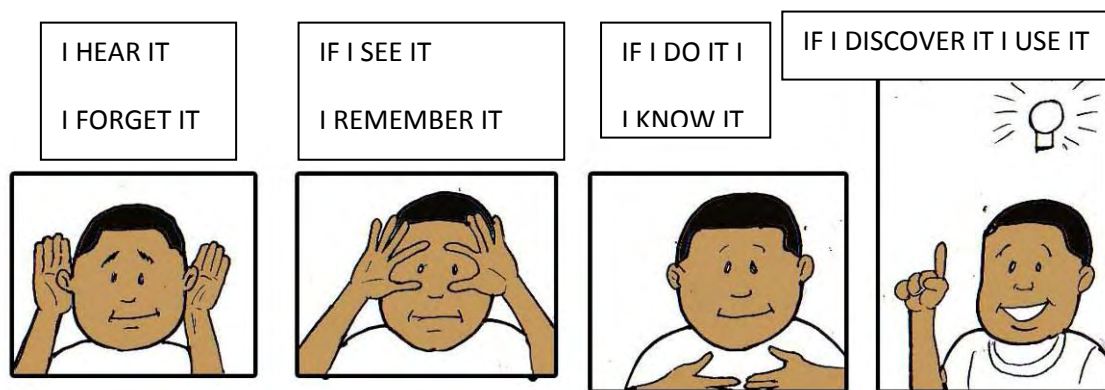
Every Community has its own views and attitude with regards to communal and individual health matters. It has its ways and standards of cleanliness and sanitation etc. It also has its own health problems, though it may not be necessarily aware of them or anxious to deal with them. In order **to be effective, a health educator must first get to know the community's** health conditions within the context of local physical and social environment. Similarly it is important that the teacher serves as a special role model for children in all that is done or said. It is thus important that the teacher should be mindful of good health practices in personal health at all times.

## INVOLVEMENT IS KEY TO LEARNING

### Children benefit most from learning, when:

- ➔ It has a purpose they appreciate
- ➔ They want to learn what they are being taught
- ➔ They are finding the answers themselves through investigation, experimentation and discussion among themselves
- ➔ The learning process involves positive action and effort on their part.
- ➔ The final results are demonstrative, and the pupils can feel the difference before and after
- ➔ The lesson is not overcrowded with new ideas and facts

There are several methods and techniques of imparting Health Education. Some important and simple ones are given below: -



### THE LECTURE:-

The lecture has proved to be an efficient means of giving instruction to a large group, but to make it really effective; there are special skills to be mastered. In order to maintain the **children's** attention, you should attempt to improve the personal delivery skills and use a variety of approaches to gain and maintain attention. Alternate use of short questions, humour, display of pictures, slides, specimen or models (subject to availability) may assist. Some important rules of effective lecturing are the following:-

- ➔ Make sure that your voice is clearly AUDIBLE to all the audience.
- ➔ Use simple and familiar words. If you want to introduce some technical words, explain these in simple words.
- ➔ Make your voice inspire enthusiasm and interest among children
- ➔ Get the attention by flashing an unusual sample or picture or by relating a relevant incident or story.
- ➔ Encourage children to ask questions.

### GROUP DISCUSSION:

It is a cooperative problem solving activity where the problem is solved by reasoning it out and not only by majority of vote. A class can be divided into small groups each to discuss part, or the whole, of a topic. When children talk about these topics, whether they are health problems or social issues, they become more involved and treat them seriously and with a greater sense of responsibility. They no longer feel that they are being told what to think or do. As they deal with the subject of discussion, and with one another, they learn to become more orderly and disciplined and become adept in teamwork and social behaviour. As a Health Educator you should:-



- (a) Regulate discussion but remain as unobtrusive as possible.
- (b) Encourage participation of all group members in the discussion.
- (c) Keep discussion on a focus but push it forward.
- (d) Clarify concepts if necessary.
- (e) Summarize in the end.

**ROLE PLAY:**

The basic idea of role-play is that a few persons are asked to play the part of other people in a specified situation. For example, one child may be asked to be a health educator, and another one will be a mother with a child, suffering from diarrhea.

The basic situation can be made a little more elaborate by telling each of the role players something more about their character or opinions. For example the mother can be told that she is conservative and accept new idea with great difficulty.

In general, the health educator should define the people and the situation in about as much details as is needed and desirable. More detail will make it difficult for players to follow all the instructions. Fewer details may leave the role players too uncertain about what they should do.

The role-play may come to a natural end or the teacher may decide that it has gone on long enough for the educational purpose and stop the play. To transform the role-play from entertainment to purposeful learning, the teacher must prepare the audience beforehand and follow the role-play with a structured discussion in which salient points are pursued.

**DEMONSTRATION:**

Demonstration is teaching by exhibition and explanation or a method of learning through observation. Demonstrations are more convincing than verbal descriptions and leave a more lasting impression on the memory. Children prefer physical to mental activity, especially when they take active part in it.

Some teachers tend to avoid using demonstrations on account of the effort and time required for their preparation. Whereas in fact the benefits and satisfaction of a carefully performed demonstration are far greater than can be achieved by mere description

Demonstrations and experiments are best performed under natural conditions. They are best carried out in a way that facilitates participation or at least observation by every pupil in the group. When conducting a demonstration the Health educator must also:-

- Make sure that all materials and equipment he/she needs are prepared before the demonstration.
- Explains what he/she is going to do.
- Do the demonstration step by step while explaining each step.
- In the end, discuss the demonstration with the participants to make sure that every body has understood it. Allow children to demonstrate on issues like hand washing before or after eating or visiting the toilet.

**STORY TELLING:**

Children are fond of stories. The teacher can tell stories that help them to think about health problems and to look for solutions. Depending upon the availability, flash cards, drawings and pictures can be used to illustrate the story and encourage discussion. Using pictures with story telling help in several ways:-

- Pictures let children what is happening in the story.
- A series of pictures can serve as a guide for storyteller.

- A teacher can use flash cards or flip charts in discussing health problems with group of pupils, letting the group try to explain what is happening in the pictures. This way pupils discover health messages themselves and tell it to the teacher (rather than the teacher telling them)

### **GAMES:**

Children love to play games. Games can provide children with opportunities to learn and to exercise their mental and physical faculties in an atmosphere of fun and recreation. The disadvantage of games is that they are time consuming and are likely to become boring with repetition. As a trainer, you should try to adapt old games and also think of developing new ones to teach health topics. One common example is Card games to teach food items.

#### ***How to Proceed?***

- ➔ Make a list of commonly eaten foods in your area.
- ➔ Group these foods into food groups. Some food items may belong to in more than one group. If this is the case, make more than one card for the food.
- ➔ Using a playing card-sized piece of cardboard, make a picture card for each food on the list. Write the name of the food below the drawing and colour the card.
- ➔ One child holds the entire pack. He/she turns one card at a time for the other players to see. Each player must quickly name the correct food group. The first player who says the correct food group wins the card. The player who has most cards at the end of the game is the winner.

***\* You may use these cards in many other ways.***

### **TEACHING AIDS:**

As a Health Educator, you will need some teaching aids. An effective teaching aid can be worth a thousand words, written or spoken. It can make abstraction tangible and replace explanation with concrete experience. With teaching aids pupil can understand more clearly and can remember more easily. When they need to apply what they have learned they can do so with more confidence.

The value of teaching aids is considerably enhanced if the pupils share not only in their use, but also whenever possible in their preparation by way of planning, collecting material or making the aids.

Teaching aids may eventually provide good collections for the Health Education Programme, and can be used again and again if, for any reason, new ones cannot be made.

- We all learn best when we take an active part in finding out things that are new to us.
- A class in which we take part in discussion is more interesting than a class in which we just listen to a lecture.
- A class in which we can see for ourselves what things look like and know they work, is more interesting than a class in which we only talk about things.
- A class in which we not only talk and see, but actually do and make and DISCOVER things for ourselves, is exciting. When we learn by finding things out for ourselves, by building on an experience we already have, we do not forget. What we learn through active discovery becomes a part of us.

### **GUIDELINES FOR PREPARING AND USING TEACHING AIDS:**

#### ***A teaching aid:***

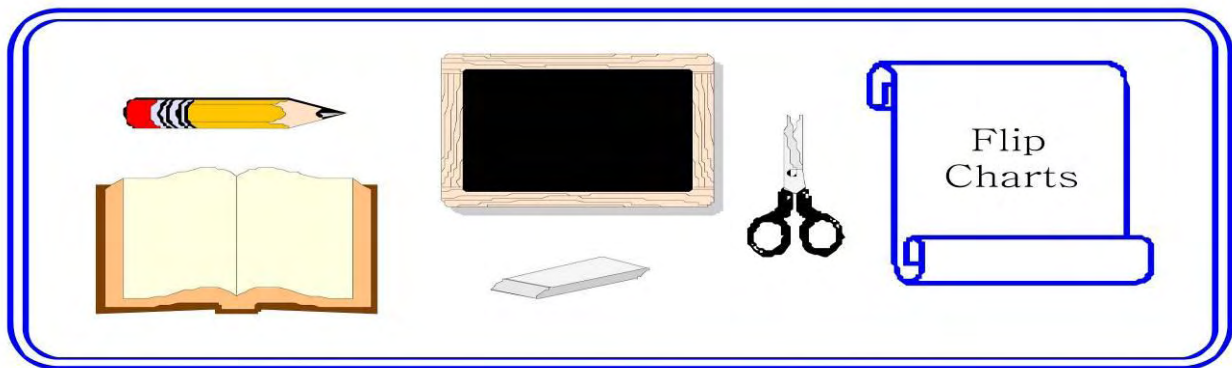
- ➔ Must be designed and prepared in advance.
- ➔ Should be appropriate to the topic.
- ➔ Should be simple and easily understood with the minimum amount of explanation.

- ➔ Must be appealing with as much fun, colour and/or sound as to leave a lasting impression.
- ➔ Should be used to illustrate or explain no more than a few points at a time.
- ➔ Should be as natural and lifelike as possible, especially when detail is important.
- ➔ Is more effective when it calls for doing as well as seeing, and when it lends itself to the use of as many of the five senses as possible.
- ➔ Should, whenever possible, be made by the teacher, with the help of pupils, using low cost, local materials.
- ➔ Should be placed where all can conveniently see it.
- ➔ Should be displayed only during the part of the lesson concerned with it.
- ➔ However, it may be available for later examination by the pupils.

### TYPES OF TEACHING AIDS:

The more commonly used aids include:-

- Drawings on chalkboard
- Posters
- Photographs
- Flip charts
- Models of real objects
- Real objects themselves
- Slides
- Videos








***As a Trainer, you should try to design and develop your own teaching aids from the locally available resources.***

# MODULE-1

## PERSONAL HEALTH AND INFECTION PREVENTION

### Instructions for Trainers:

***The basic purpose of this module is to impart the idea that how we get infection.***

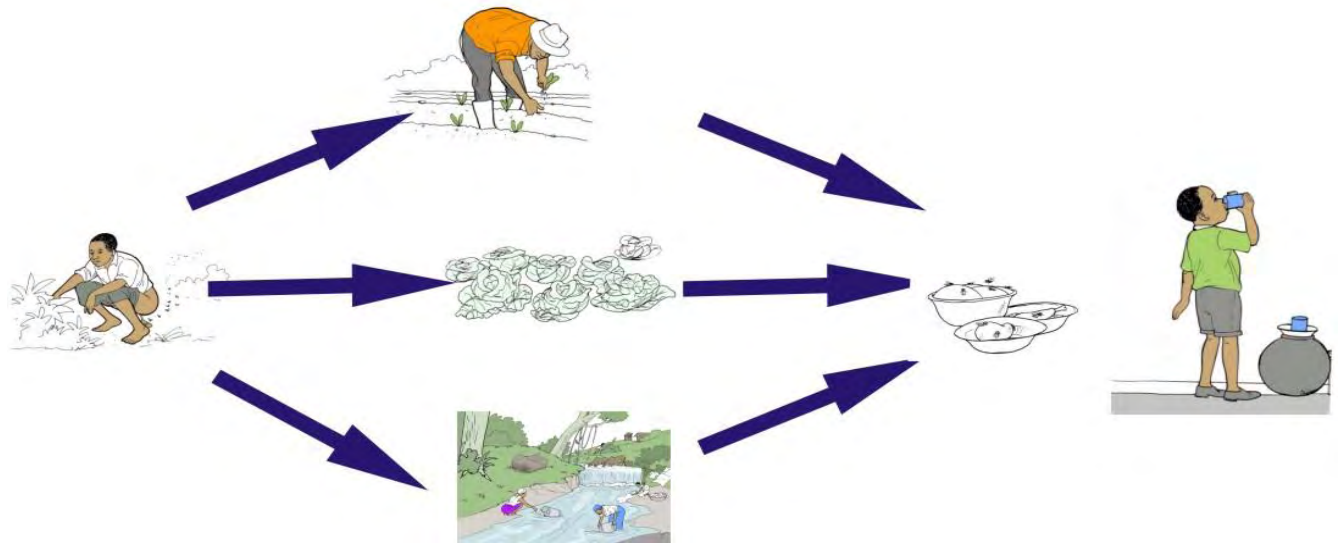
-  *Brainstorm the children on what they know about germs. Tell them, that disease producing germs are our hidden enemies and we cannot see them through naked eye. They are found on soil on our bodies, in food and water and contaminated surfaces. When they enter our bodies, they multiply and may make us sick, it is called infection. Diarrhea, dysentery, common cold, malaria, typhoid, AIDS etc are all examples of infections. High blood pressure and Diabetes are 2 common diseases, which are not infections.*
-  *Show children the picture in the text and explain why food holds the central position in the process of infection*
-  *Give example mentioned in the text to further clarify the concept.*
-  *Ask children, how they can protect themselves from infections at home and at the workplace*
-  *Summaries the main ideas.*

### **Activity:**

- a) Ask students to name some of the smallest living things they know. Record their response on the blackboard***
- b) Explain that there are other living things that we cannot see with our eyes. They are so small that we need a special instrument (microscope) to see them. Because they cause sickness. We call them germs or disease agents.***
- c) Emphasize that their agents are all around us. They are found in food, water, excreta, on our skin, on animals, on clothes etc. most important of all, they are on our hands and under our fingernails. Ask students to examine their hands. Are the hands clean? Are the fingernails long?***

Sound health is key to a happy and successful life. **When disease-producing germs get inside the body through any route, they may make us sick – it is called infection.**

Infections cause ill health and sufferings and we should do our best to avoid them. Infections may occur in any part of our body. In children, the common sites of infections are gut and lungs and other parts of respiratory system. Common infections of the gut are spread from one person to another because of poor hygiene and poor sanitation. Germs and worms (or their eggs) are passed to healthy people from infected persons. These are carried from the faeces of one person to the mouth of another by dirty fingers or contaminated food or water. In most cases this is not apparent because a very small amount of faeces can carry organisms that cause the infection. So sparkling water may be dangerously polluted; contaminated food may taste, smell and look normal but still harbour disease and apparently clean hands may carry and transmit enough germs to spread disease.



1. Water can be polluted directly by faeces, or fecal material may be washed in from polluted soil on riverbanks.
  2. Hands are contaminated after defecation or by touching contaminated objects.
  3. Flies can transfer the germs from faeces to food by carrying them on their bodies.
  4. Food can be contaminated directly from excreta on the soil.
- The ways these infections are transmitted can be very direct.

#### FOR EXAMPLE:



A child Zion Banda, who has worms and who did not wash his hands after defecating, offers his friend Limbani Maluwa a biscuit. Zion Banda's fingers still dirty with his own stool are covered with hundreds of tiny worm's eggs (so small they cannot be seen); some of these worm eggs stick to the biscuit. He swallows the worm eggs; too soon Limbani Maluwa will have worms. His mother may say this is because he eats too many sweets. But no, it is because he ate a biscuit contaminated with faeces containing worm eggs.



Diseases that are spread or transmitted from faeces to mouth in:

- Intestinal worms (several types)
- Diarrhoea and dysentery.
- Hepatitis, typhoid fever and cholera.
- Certain other diseases like Polio. **Check**

#### **PREVENTION:**

Prevention depends on breaking the transmission cycle. The ways in which it can be done are:

**1. FAECES:**

Control of diarrhoeal diseases including dysentery can only be effective when everybody starts using latrine. Only by using the latrine can we dispose of the principal source of infection. Please advise the children that they should ask parents and guardians in their homes to dig and construct pit latrines if there is none at the home.

**2. FINGERS:**

Washing hands after going to the toilet and washing hands before cooking or eating is another way of preventing infection. Keeping our fingernails short help our hand and fingers getting clean when we wash hands as germs find no other place to hide.

**3. FLIES:**

Control of flies can be carried out through the proper and safe disposal of refuse and faeces. Other methods include:-

- Covering latrines.
- Covering food so that flies cannot reach it.
- Killing flies.

**4. FOOD:**

Food should always be properly cooked. Raw vegetables and fresh fruit are unsafe, if the skin is not intact. Green salad leaves can be made safe by immersion for 15 minutes in undiluted vinegar. Fresh intact fruit should be washed with water and peeled at the time of consumption.

**5. WATER:**

The source of water should be safe. The collection of water should be hygienic and it should be collected in a clean container. The container in which water is stored should be cleaned regularly, kept covered and always emptied before refilling. It should be protected from animals. Parents, guardians and children may as well ensure that water is covered as it is being transferred from the source to the homestead. This is because water also get contaminated with air before it reaches the home.

Infection and its prevention is a new idea for child workers. People can often understand a new idea if it is associated/ compared to some thing, they already know about.

This is an example:-

**Health Educator:** Do you have feet?

**Children:** "Yes"

**Health Educator:** If you step in cow dung, do you get some of it, on your feet?

**Children:** "Yes"

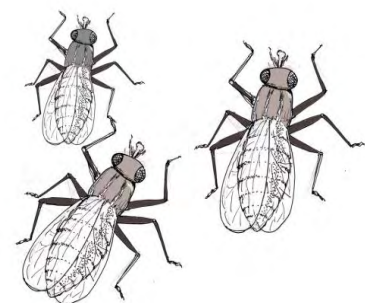
**Children:** Does a fly have feet?

**Children:** Oh yes, they have many.

**Health Educator:** Do you think that in the same way you get cow dung on your feet, the flies get human faeces on their feet and transfer it to the food items?

**Children:** "Yes"

**And the discussion continues.....**





## MODULE-2

### BASIC GUIDELINES FOR PERSONAL HYGIENE

#### Instructions for Trainers:

***The basic aim of this module is to change the attitude of children so that they would practice good personal hygiene.***

- Tell children about the importance of cleanliness and the emphasis given to it by teachers both at school and in MPLC as well as parents and guardians in our homes.
- Emphasize the importance of hand washing and explain how it breaks the infection transmission process
- Discuss the essential ingredients of cleanliness like brushing teeth, keeping hair clean, body washing and trimming nails.
- Ask children, if they have ever injured their feet while waking barefooted.

***Subsequently the foot may have got swollen and painful (infection). Tell children that a type of worm (hook worm) also enters our bodies through feet. It sucks blood in our intestine and will lead to anaemia (deficiency of blood).***

- Ask children, what they will do in future to stay healthy.
- Tell children that they should be friendly and nice to people around them. It is essential for their mental health.

Ask children to make a poster on hand washing.

***"Health is Wealth" is known to many, but the fact that personal hygiene is the key to health is realized by very few.***

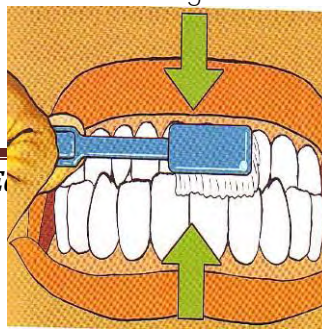
Personal hygiene means keepings your mind and body clean. It leads to the achievement of good health, happiness and longer life. Cleanliness is next to Godliness.

#### BASIC STEPS OF PERSONAL HYGIENE:

Keep a special cloth/towel for drying hands. Do not use clothes, which may be dirty.



1. Bathe often every day when the weather is hot. Bathe after working hard or sweating. Frequent bathing helps prevent skin infections, dandruff, pimples and itching.
2. Do not walk barefooted as it can cause injury to the feet and can lead to hookworm infection. Bathe your feet daily after taking off your shoes. Select the right type of shoes. Constant wearing of tight and ill fitting shoes can damage your feet permanently.



3. Brush your teeth every day

and each time you eat sweets. If you do not have a toothbrush and toothpaste, rub your teeth with salt and baking soda. If there is any pain or swelling in your teeth or gums, consult your doctor immediately.

4. Always keep your hair clean. The hair should be brushed/combed daily with a clean brush/comb. This removes the dust and keeps the hair well groomed. The hair should be washed at least once a week with a good shampoo and warm water.
5. Cut and trim your nails, at least once a week. Long nails harbour millions of germs within them. Nibbling nails is an annoying and unhealthy habit. It leads to ugly nails, stomach upsets and worm infection.



6. Do not spit on the floor. Spit in containers with covers. Spitting can easily spread germs.

## No...

7. Cover mouth and nose when you cough or sneeze. This will prevent the germs from spreading to others.
8. Always wear clean clothes and well fitting shoes

**Note:** observe children for cleanliness on daily basis and gently motivate them to observe good personal hygiene

### ***Washing hands:***

With soap and water removes germs from the hands. This keeps stopping germs from getting onto food or into the mouth.



### **You should wash your hands with soap and water.**

- *When you get up in the morning.*
- *After using the latrine*
- *Before cooking*
- *Before eating or handling food*
- *After eating.*
- *After touching animals and poultry or any thing dirty.*

### **Activity:**

***Have one student volunteer to wash his/her hand in a clean bowl of water; the bowl should be white in colour. Let all students observe the water. Let them comment on it. Is it clean, is it dirty, why? Is the hand clean now?***

- a. *Have the same student wash his hand in another bowl. This time with soap. Let him wash the hand thoroughly. Ask the students to look at the water this time. Is it clean?*
- b. *Draw the attention of the students to the following facts.*
  - ✓ *Our hands are always covered with many types of germs. We cannot see them. They also bide under nails.*

- ✓ Every time we eat with unwashed hands we are eating the germs
- ✓ Discourage biting nails or sucking pupil
- ✓ This makes us sick.
- ✓ We should also cut our nails regularly.
- ✓ Washing hands with soap and water gets rid of the germs.

**Follow-up Activities****Ask children to:**

Design posters with health messages related to personal cleanliness. Display all posters in the classroom. Give prizes to the winners of 3 best posters.

**PHYSICAL EXERCISE*****Homework:***

**Ask each student to write the following sentence for homework. "I will always keep my fingernails short and wash my hands before eating and after going to toilet".**

A physical exercise is an active way to develop the body and keep the body in very good shape.

- ➔ The benefits of physical exercise are listed below:
- ➔ Physical exercise makes the muscles firm and strong.
- ➔ Physical exercise helps to control weight.
- ➔ Physical exercise helps one sleep well.
- ➔ Physical exercise helps one not to tire easily.
- ➔ Physical exercise **improves one's blood flow.**
- ➔ Physical exercise helps one to have a healthy appearance.

## MODULE-3

**CLEANLINESS IN HOME****Instructions for Trainers**

***The basic aim of this module is to sensitize children that for good health, it is essential to maintain cleanliness at home***

- ➔ Ask children, why it is important to keep the house clean and how a dirty home environment affect the health and well being of everybody at home
- ➔ Ask children to list activities, they should do to keep their homes clean and discuss.
- ➔ Ask children to list things/activities, they should not do to keep the house clean
- ➔ Ask children identify 2 things/activities, they would do immediately, to make their homes clean.

(Note: - Do a follow up after one week. Ask children, if they have been successful in carrying out these activities. Tell children, that like home, it is equally important to keep their workplace/school in a clean state).

A clean and healthy environment in and around the home is important to our health. A little time spent every day by all members of the household contributing to activities related to cleanliness at home may go a long way in preventing many sicknesses. Listed below are some activities related to cleanliness at home:-

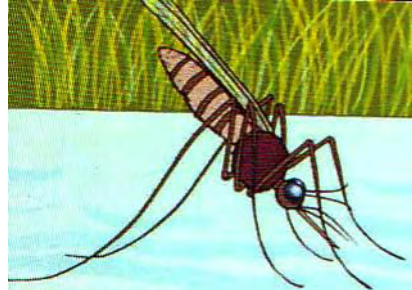
1. Clean the house often. Sweep and wash the floors, walls and under furniture. Fill in cracks and holes in the floor or walls where cockroaches, bedbugs and scorpions can hide.
2. Do not spit on the floor. Spit can spread disease. When you cough or sneeze, cover your mouth with your hand or cloth or a handkerchief.
3. Do not let dogs come into the house or places where children play.



4. Do not let dogs lick children or climb up on beds. Dogs, too, can spread disease.
5. If children or animals have a bowel movement near the house, clean it up at once. Teach children to use a latrine or at least to go farther from the house and cover the stool with a layer of soil.
6. Keep the latrine clean at all times.
7. Put all food scraps into a special container, which is covered and kept out of reach of children and animals.
8. Hang or spread sheets and blankets in the sun often. If there are bedbugs; pour boiling water on the cots and wash the sheets and blankets, all on the same day. Washing with boiling water kills all the bugs in the blankets.
9. De-louse the whole family often. Lice and flies carry many diseases. Dogs and other animals that carry flies should not come into the house.
10. Food scraps can be fed to domestic animals.

11. If animals are kept, keep them penned or fenced in.

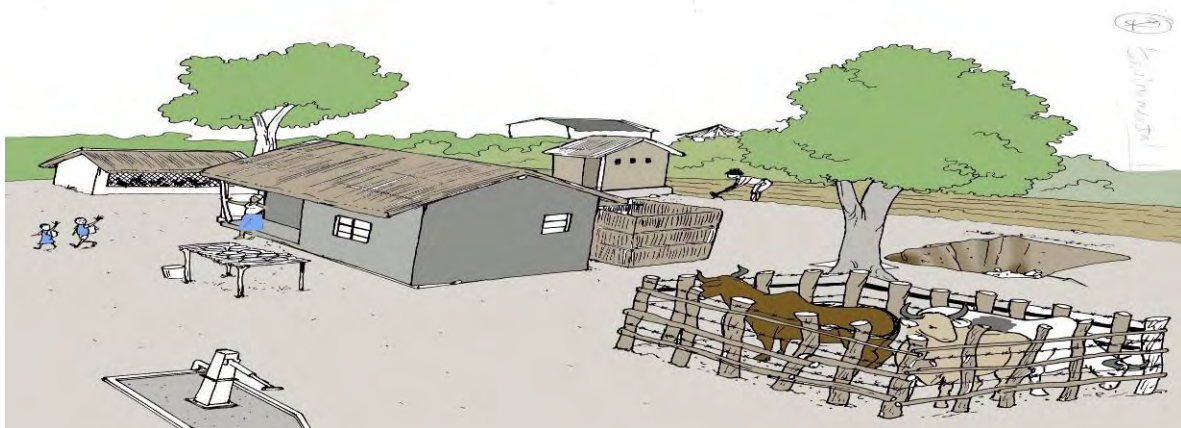
12. Put all garbage in a container in a safe place away from children; keep it covered to keep out flies and rats. When it is full, take it into a special pit or dump, where it can be composted, buried or burnt.
13. If the community does not have a communal pit, dig a pit for the family, away from the water source, and fence it off. Each time rubbish is put in the pit, cover it with a layer of earth.
14. Fill in holes in the floor, in the street, and close to the home.
15. Dig drains to carry away water.
16. Keep the area around the home clean, and free from garbage.
17. Make a special area where the family can bathe.

**ACTION FOR EACH COMMUNITY TO TAKE:**

1. Have a communal rubbish dump.
2. Put a fence around the rubbish dump.
3. Keep streets and children's play areas clean.
4. Fill in holes in the streets and children's play areas.
5. Make sure that the well or standpipe is clean, and that spilt water can drain away.
6. Dig drains to carry wastewater and rain water from each household or communal area

**Activity:**

Ask children to list 5 activities by which they can keep their homes and school clean. Note the answers and discuss them together with the children.





## MODULE-4

### CLEANLINESS IN EATING AND DRINKING

#### Instructions for Trainers

- *This is a very important module due to the fact that children be it withdrawn, protected and prevented just like some adults are extremely careless about the observance of cleanliness in drinking and eating. As a trainer*
- *You should begin by making a connection between diseases like diarrhoea, dysentery etc and contaminated water and food.*
  - *Tell them how to collect and store water in a hygienic way.*
  - *Discuss how they can ensure taking clean food at home and at the work place.*
  - *Emphasize the importance of proper hand washing as a protection against diseases.*

***Note:- These messages should be re-enforced again and again because it requires a fundamental behaviour change in children.***

Poor quality water and contaminated food are the most common causes of diarrhoea and dysenteries. Frequent diarrhoea decrease the nutritional status of children and may sometimes cause rapid dehydration and death. But all this can be prevented if we follow some basic rules related to food hygiene and prevent the contamination of the food we eat and the water we drink. Some of the golden rules to be followed are the following:-

1. Ideally all water that does not come from a pure water source should be boiled before drinking. This is especially important for small children and at times when there is a lot of diarrhoea or cases of typhoid or hepatitis. If you are using well water, observe the following rules:-
  - a) Dig well at least 20 meters away from latrines.
  - b) Build a head wall around the well.
  - c) Put a cover on the well.
  - d) Use only one container, which should never touch the ground.
  - e) Clean out the well at least once a year.
  - f) Always keep well walls in good repair.
  - g) Make sure that all water spilt around the well, drains away quickly and completely.
2. Keep your food clean, observe the following precautions:-
  - a) Keep food in a clean place.
  - b) Keep food out of the reach of children and animals.
  - c) Keep food in a cool place out of direct sunlight.
  - d) Keep food covered and in clean containers.
  - e) Keep plates, cooking pots and utensils clean.
  - f) Wash hands, with soap and water before cooking.
  - g) Keep fingernails short and clean.





3. Before eating fruit that has fallen to the ground, wash it well
4. Only eat meat that is well cooked. Be careful that roasted meat does not have raw parts inside.
5. Do not eat food that is old or smells bad. It may be poisonous.
6. People with tuberculosis, flu, colds or other infectious diseases should eat separately from others. Plates and utensils used by sick people should be boiled before being used by others.
7. Always wash hands before and after preparing or eating food.
8. All utensils, like cups, glasses, plates and spoons should be clean. If in doubt, they should be washed with clean water before use.
9. Do not eat food sold by vendors on the street, unless the food is clean and protected from flies.

**Note:** Stress this point again and again, because working children usually buy dirty food items from the street vendors.

**Activity:**  
**Ask children to;**

1. List 3 rules to be followed when eating or drinking at home or at school.
2. Explain why most foods sold by vendors on the street are not safe



## MODULE-5

### CONTROL OF VECTORS IN YOUR COMMUNITY

#### Instructions for Trainers

***The control of Vectors is crucial in controlling certain diseases and protecting the health of people. The prevalence of various vectors is directly related to the standards of domestic and environmental hygiene.***

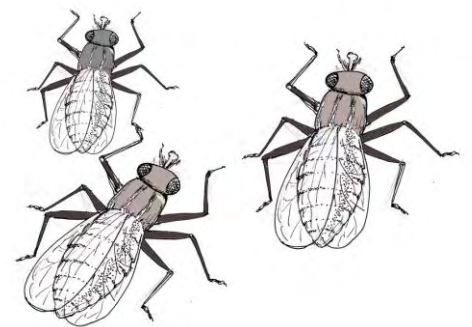
- ➔ Ask children to name various vectors found in their homes and community. (Flies, mosquitoes, bedbugs, cockroaches, rats etc) and write it blackboard.
- ➔ Discuss all vectors one by one particularly
  - Why it is harmful and
  - How it causes diseases
  - How to control it
- ➔ Ask children, what messages they will carry home and to their communities to control vectors
- ➔ Ask children to make posters on Flies, mosquitoes and cockroaches, illustrating their harmful effects and control measures.

There are a number of insects and animals responsible for spreading some of the common diseases. In addition to protecting water supplies and improving refuse and excreta disposal, food hygiene and housing, it is useful to consider what can be done to control the vectors themselves. There are some steps, which individuals may take themselves, or better still together with their neighbors or the village community, which can greatly reduce the health hazards involved. It must be emphasized that the most effective control measure is basic sanitation, and that the use of chemicals and insecticides, especially by children, can be dangerous.

#### CONTROL OF FLIES:

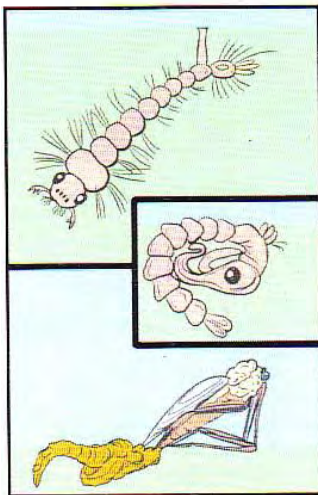
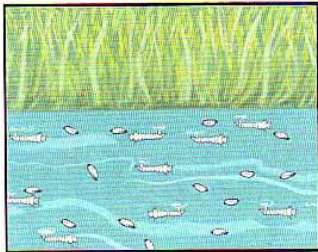
##### WHY ARE FLIES HARMFUL?

- Flies live in filth, in faces, garbage and dead animals.
- Flies land on dirty things.
- **Germ**s are carried on a fly's feet.
- Flies land on food and dishes, and people eat the germs with their food.
- Flies eat organisms in faces, garbage and meat.
- Flies leave droppings on food and people eat the droppings with their food.
- Fly droppings contain organisms that cause disease.
- Flies are the biggest source of transfer of germs responsible for Diarrhoea, Dysentery and other diseases of the gut.

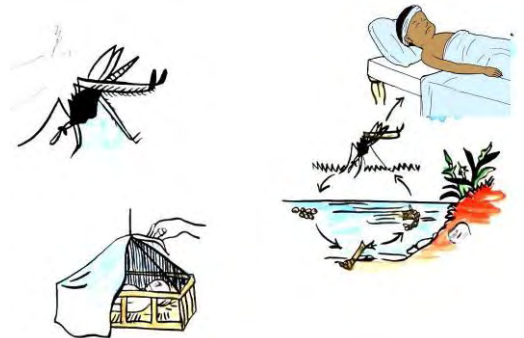


**TO CONTROL FLIES IN THE HOUSE:**

- ✓ Keep garbage containers covered.
- ✓ Spray garbage containers with insecticide.
- ✓ Collect garbage at least every three days.
- ✓ Cover garbage with 6 inches (15 cm) of compact earth or burn it.

**CONTROL OF MOSQUITOES:**

- ✓ Adult mosquitoes are active at night.
- ✓ They rest during the day in and around the house.
- ✓ They bite people and animals anywhere.
- ✓ They lay their eggs in stagnant water.

**WHY ARE MOSQUITOES HARMFUL?**

- ✓ They bite and make skin itch.
- ✓ They carry organisms that cause disease like Malaria.

**TO CONTROL MOSQUITOES IN THE HOUSE:**

- ✓ Cover water storage with wood or iron cover
- ✓ Use netting or screens, over windows.
- ✓ Cover beds and especially cribs.
- ✓ Apply insect repellent on clothing and bed sheets, around doors and windows in dark corners.

**CONTROL OF BED BUGS:**

Why worry about bed bugs?

- ✓ Bites cause small, hard white swellings.
- ✓ Swellings can cause itching, heat, redness and pain.
- ✓ Scratching can cause infections.
- ✓ They may be carriers of disease.

**TO CONTROL BED BUGS IN THE HOUSE:**

Reduce hiding places:

- ✓ Frequently whitewash/paint on the walls.
- ✓ Plug cracks and crevices, their hiding places.
- ✓ Make all walls, ceilings and floors smooth.

**METHODS OF CONTROL**

Select approved insecticides:

- ✓ Spray household surfaces.
- ✓ Residual insecticides for bedding, mattresses, wooden furniture and fixtures and cracks and crevices in walls and flooring.
- ✓ Air and dry treated bedding or mattress before re-using.



**HOUSEHOLD MAINTENANCE:**

- ✓ Keep bedding and clothing clean.
- ✓ Hang up clothing. Do not pile clothing onto the bed or floor.
- ✓ Do not share clothing with other persons.
- ✓ Make frequent checks to see if they have returned.

**CONTROL OF COCKROACHES:**

- ✓ They are active at night.
- ✓ They hide during the day in the kitchen, furniture and almost everywhere.
- ✓ They like small, dark and damp spaces.
- ✓ They fit into very narrow spaces.
- ✓ Cockroaches live in groups.

**WHY ARE COCKROACHES HARMFUL?**

- ✓ They can carry organisms that cause disease (plague, typhoid fever, leprosy and food poisoning).
- ✓ They can make skin itch and eyelids swell.
- ✓ They can spoil food.

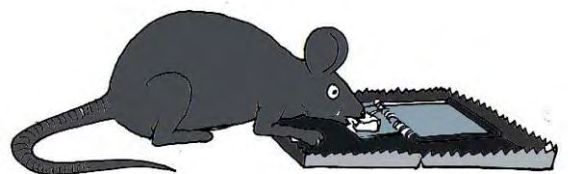
**TO CONTROL COCKROACHES:**

Protect food supplies:

- ✓ Cover or, put all foods in refrigerator.
- ✓ Keep stored food in glass or metal containers or plastic bags.
- ✓ Cover prepared food with plastic metal or glass lids.
- ✓ Wrap garbage in plastic and store in durable cans.

**WHY ARE RATS HARMFUL?**

- ✓ Rats carry the germs of diseases.
- ✓ They bite people.
- ✓ They leave their droppings and urine on food, on cooking tools and tables and make the environment dirty.
- ✓ Fleas and lice live in rat fur, they also bite people.
- ✓ Rats damage houses and furniture.
- ✓ They eat people's food.

**TO CONTROL RATS IN AND AROUND THE HOUSE:**

- ✓ Get rid of hiding places.
- ✓ Cut off tree branches and tall weeds.
- ✓ Plug all holes and cracks bigger than a thumb.
- ✓ Make windows and doors fit securely.

**CONTROL RATS BY MAINTAINING GOOD SANITATION:**

- ✓ Store food in glass or pottery jars, metal cans or bins.
- ✓ Store garbage in heavy metal garbage cans with fitted lids.
- ✓ Build a platform for garbage cans 18 inches (45 cm) above ground.
- ✓ Collect garbage and refuse often.

## Activities

### Ask children to;

1. Draw pictures of at least 5 insects or animals that are responsible for spreading diseases.
2. Explain how these insects/animals harm us.
3. List 3 ways to protect ourselves from flies around the house.
4. State 3 ways to control spread of lice.
5. Identify mosquito breeding places around the school/MPLC.
6. Suggest 3 ways by which they can prevent cockroaches.
7. List the hiding places of rats both inside and outside houses.





## MODULE-6

### CLEAN AIR

#### Instructions for Trainers

#### ***Make the children realize that clean air is the basic requirement for good health***

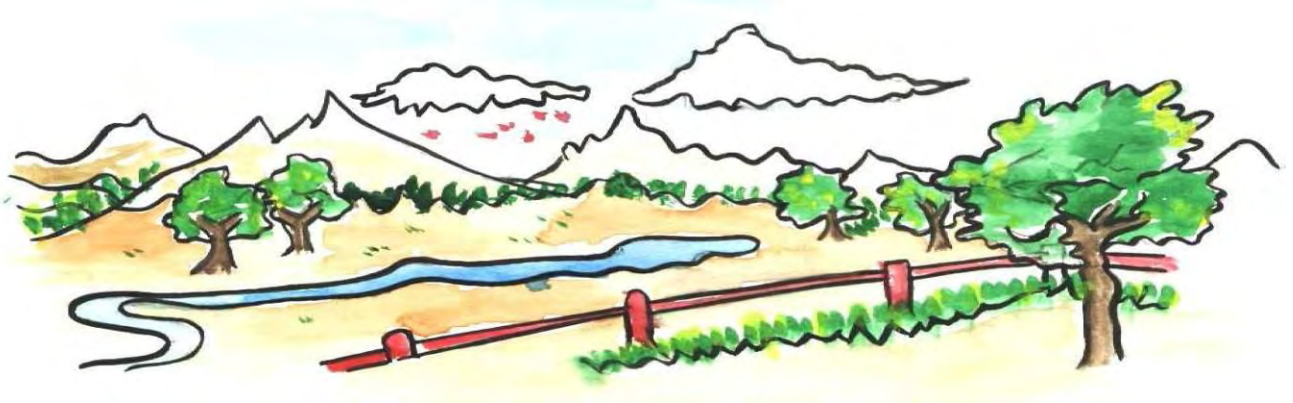
- ✓ Ask children to list the most essential things for good health (air, clean drinking water, Balanced diet etc)
- ✓ Tell children the difference between clean and polluted air.
- ✓ Explain that when we inhale polluted air, a lot of dust, germs and harmful chemicals get into our lungs and make us sick. Infections of the nose, throat, lungs, allergies, Asthma, cancer and other diseases are caused through polluted air.
- ✓ Ask children, what they think about the quality of air in their schools, workplace, home, street and neighbourhoods.
- ✓ Discuss with children, what activities/ practices lead to pollution of air.
- ✓ Ask children, what they can do to control air pollution in their homes, workplace and neighbourhood.

Clean air is essential for good health. Clean air Supplies the body with an adequate amount of Oxygen without which the cells and tissues on our body cannot live. When there is smoke and dust in the air, we say the air is polluted. Pollution means destroying the purity of the atmosphere, making it foul and filthy, and contaminating the environment with all sorts of impurities.

Colourless gases issuing from factories and vehicles fill the air, causing untold damage to both people and plants. The auto workshops and other workplaces on roadside are especially polluted. **One of these gases, which smell like rotten eggs, is called "Hydrogen sulphide"; another, which smells like a matchstick when it bursts into flame, is called "Sulphur dioxide". These two gases,** along with carbon monoxide are major health hazards posed by air pollution. Sand storm and dust are another cause of pollution. Factories, kilns and cars are the major sources of impurities in the air.

One of the best ways to control air pollution is to grow trees on roads and streets as well as around factories. Having the streets paved and keeping them clean also helps prevent pollution. But above all, people themselves can best help limit air pollution by keeping streets free of garbage and rubbish. There are two types of air pollution, outdoor and indoor, the latter is caused by smoke and fumes from kerosene, heaters and cookers, cigarette, smoking and other sources. But both types can be prevented to safeguard our health from the deadly hazards of this modern curse.





## Activities

### Ask children to;

#### 1- Draw

- Sketch map of your village or neighbourhood and mark on it the sources of air pollution.
- Sketch map of the workplace and mark on it the sources of air pollution.

#### 2-List

- Ways in which air pollution in your community can be prevented
- Ways in which its harmful effects can be minimized
- Ways in which children can help in these activities.

## MODULE-7

### BALANCED DIET

#### Instructions for Trainers

***This is a very important module. The purpose is to make the children realize that our bodies need the right combination and quality of various foods, so that we stay in good health. Consumption of balanced diet is particularly important for children, because their bodies are growing.***

- ✓ Ask children to list the most important things/requirements to build good health
- ✓ Tell children that as a motorcar needs fuel to run, our bodies need food. Tell them about the energy producing foods.
- ✓ Ask children, what physical changes take place in a newborn baby, with the passage of time e.g. increase in weight, height, size of muscles and bones etc. Tell them about the body building foods (proteins)
- ✓ Tell children that besides fuel a motorcar needs lubricating oil, brake oil etc for smooth functioning. Our bodies also need water, minerals and vitamins for its smooth running. Give examples
- ✓ Ask children what they can do to improve their nutrition. Discuss and explain
- ✓ Ask children to make posters of energy producing foods, body building foods and body regulating foods.

Many people get sick because they have not learned how to care for their bodies properly. Some know how to live healthy but have neglected to do anything about it. It is best to develop healthy habits in life, so that you could stay strong and healthy.

There are 7 foundation stones on which to build health;

- Clean air
- Clean water
- Balanced diet
- Exercise
- Rest
- Sunshine
- High moral standards

We need food to live and stay healthy. Our diet consists of the following types of Foods.

#### · Energy Producing Foods (carbohydrates and Fats)

These foods provide energy to our body. Bread, rice, sugar, ghee, oil etc are some common examples.



#### Body building foods. (Proteins)

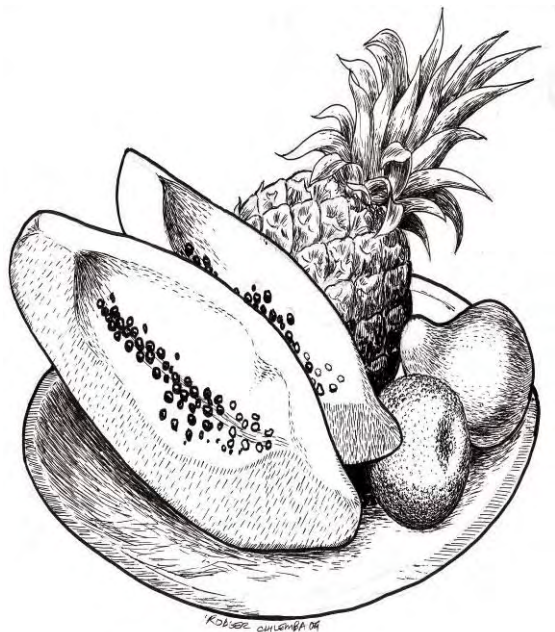
These foods are essential for the formation of our muscles, bone, blood and other organs of our body. Some common examples are milk, meat, eggs, fish, pulses etc.

## Body Regulators

Water, minerals and vitamins keep the body running smoothly. Water is especially important as it helps every organ of the body towards efficient operation.

The human body needs all these foods in the right combination to keep healthy and fit. Both deficiency and excess of any type of food will lead to ill health and problems. Here are some important hints to help you improve your nutrition.

- Eat a wide variety of foods like vegetables, fruit, grains, and nuts-although not at one meal.
- Do not overeat. Eat the quantity of food that will keep your weight at a desirable level and provide you enough energy to work. Overeating will result in obesity.
- Eat a hearty breakfast.
- Serials and eggs are ideal for children. These provide you both energy and proteins.
- Drink plenty of clean water, especially in hot season. Always store water in clean jars/utensils.
- Relax and enjoy your food. Do not rush.
- Always eat clean and freshly prepared food. Never eat stale food. It will make you sick.
- Avoid eating junk food between main meals. It lessens the appetite for regular meals.



These foods are usually low in vitamins and minerals and high in calories- thus disturbing the nutritional of your body balance.

- Avoid eating sweets and too much sugary food. It is bad for your teeth and will also result in over weight.
- Avoid too much chillies and spicy foods. This may cause increase acid and ulcer in the stomach.
- Always wash your hands before eating food.
- If you are preparing your own food at the work place; always use clean and thoroughly washed utensils for cooking.

## Activities

### Ask children to;

1. Prepare with the assistance of teachers/parents posters related to major food groups.
2. List the foods they ate during the last 48 hours and tell the Food groups they belonged to.

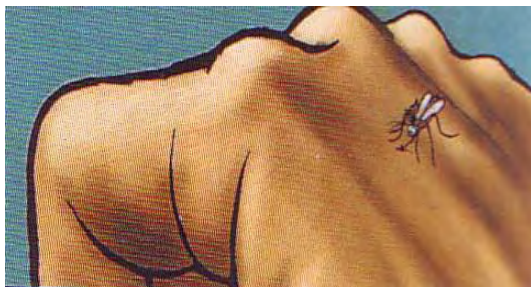
## MODULE-8

### MALARIA

#### Instructions for trainers

- ✓ *Tell children that Malaria is a very common and serious disease*
- ✓ *Tell children that it is caused by a small parasite, which gets into our blood through mosquito bite.*
- ✓ *Discuss the signs and symptoms of malaria and the need to seek immediate medical help.*
- ✓ *Ask children that what we can do to protect ourselves from malaria. Discuss the methods of mosquito control and avoiding mosquito bites.*

Malaria is an infection of the blood by a tiny parasite. Mosquitoes spread malaria. The mosquito sucks up the malaria parasites in the blood of an infected person and injects them into the next person it bites.



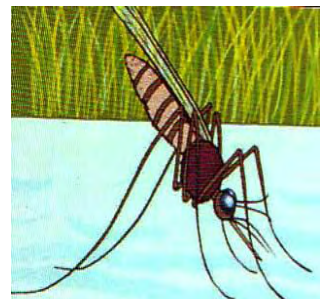
#### Symptoms of Malaria

A typical attack of fever strikes every 2 or 3 days and lasts several hours. It begins with chills (not always) and headaches. The patient shivers for 15 minutes to an hour. Chills are followed by fever often 40°C or more. The person feels very weak. Finally the patient begins to sweat and the temperature goes down. The attacks of fever may continue for several days.

Sometimes the fever affects the brain and kidneys of patients leading to severe complications and death. In children and persons who have had malaria before, the fever pattern may not be regular or typical. For this reason, any person who suffers from un-explained fever should have his blood tested for malaria.

#### How to prevent Malaria

- ✓ Avoid mosquitoes. Sleep where there are no mosquitoes.
- ✓ Consistent use of well treated mosquito nets.
- ✓ Destroy mosquitoes and their larvae. Mosquitoes breed on stagnant water. Clear the neighbourhood of ponds, pits, broken pots and old cans that collect water. Drain or put a little oil on pools or marshes where mosquitoes breed.
- ✓ Taking different doses of anti-malaria medicines on regular basis can also prevent malaria. Consult your doctor for advice.



#### Activities

##### Ask children to;

1. Describe the symptoms of a person suffering from Malaria.
2. List activities to be undertaken to avoid Malaria.

## MODULE-9

### DIARRHEA

#### Instructions for Trainers

- ✓ *Tell children that Diarrhoea is the most common and most dangerous disease of children in Malawi*
- ✓ *Tell them, that the main reason for deaths in Diarrhoea is the lost of water and precious salts*
- ✓ *Ask children, if any one of them suffered from diarrhoea during the last one or two weeks. Ask the child who suffered diarrhoea, what he/she felt, how was he/she treated and what foods were given*
- ✓ *Demonstrate the preparation of ORS from packet*
- ✓ *Demonstrate the preparation of sugar salt solution from household ingredients*
- ✓ *Discuss the prevention of diarrhoea and ask children what they can do to avoid diarrhoea.*

Diarrhoea is the biggest killer of children in Malawi. When stools contain more than normal water, we call it diarrhea. Every year, hundreds of thousands of children die as a result of diarrhoea and millions who survive end up in poor health and malnutrition.

Diarrhoea can kill children by draining too much liquid from the body (dehydration). Roughly one in every two hundred children who get diarrhea will die from it. As dehydration is the main cause of death, it is essential to give the child extra drinks to replace the liquid being lost. Suitable drinks to prevent a child from losing too much liquid during diarrhea are;

- \_ Breast milk
- \_ Gruels (diluted mixtures of cooked, cereals and water)
- \_ Soups
- \_ Rice water



A special drink for diarrhea can be made by using a packet of oral re-hydration salts (ORS). This drink is used to treat dehydration in both children and adults. To make Oral Dehydration Solution;

- ✓ Dissolve the contents of the ORS packet in the amount of water indicated on the packet (usually one liter). If you use too little water, it will make the diarrhea worse. If you use too much water, the drink will be less effective.
- ✓ Stir the contents well, and give the child to drink in a cup or with a spoon.
- ✓ Another effective drink for diarrhea can also be made by using eight (08) level tea spoons of sugar and one (01) of salt dissolved in one liter of clean water. It is called Sugar Salt Solution (SSS). Children can also be given fresh fruit juice and green tea.



Give one of these drinks to the child, every time a watery stool is passed. Extra liquids should be given until the diarrhea has stopped. This will usually take between three to seven days. When a breastfed child has diarrhea, breastfeeding should continue, and if possible increased.

If the child cannot drink, it is best to squeeze out the breast milk and feed to the child with a clean cup. Parents usually stop food or drinks to children during diarrhea. This is a wrong practice. Food can help to stop the diarrhea. If food is withheld, the child will get malnourished. A child with diarrhoea has less appetite. But the child should be tempted to eat frequently, by offering small amounts of his/her favorite foods. Children who eat solids should be given soft and well meshed diet. Also good for the child are yogurts and fruits like bananas and mangoes.

Foods should be freshly prepared and given to the child five or six times a day.

You should consult a doctor/health worker, if diarrhea is more serious than usual e.g. if the child;

- ✓ Becomes dehydrated. Some signs of dehydration are sunken eyes, extreme thirst and no tear in eyes when the child cries.
- ✓ Has a fever \_ Will not eat or drink normally or vomits frequently
- ✓ Passes several watery stools in one or two hours.
- ✓ Passes blood in the stool

***Do not give a child any medicine for diarrhea unless prescribed by a doctor.***

### **Prevention**

Diarrhea is caused by germs from feces entering the mouth. These germs can be spread in water, in food, on hands, on eating and drinking utensils, by flies and by dirt under fingernails. To prevent diarrhea, the germs must be stopped from entering the child's mouth. The most effective ways to prevent diarrhoea are;

- ✓ Give breast milk alone to the child for the first four to six months of a baby's life.
- ✓ At the age of four to six months, introduce clean, nutritious, well mashed semisolid foods and continue to breast feed
- ✓ Use the cleanest available drinking water
- ✓ Always use latrines to dispose of feces and be sure to put children's faeces in latrine or bury them immediately.
- ✓ Wash hands with soap and water immediately after using the latrine and before preparing or eating food.
- ✓ Cover food and drinking water to protect it from germs.
- ✓ Food should be thoroughly cooked and prepared just before eating. It should not be left standing or it will collect germs.
- ✓ Bury or burn all refuse to stop flies spreading disease.

### **Activities**

#### **Ask children to;**

1. Suggest 5 rules related to hygiene which, if followed will prevent diarrhea.
2. Prepare posters with simple messages related to treating and preventing diarrhea.



## MODULE-10

### HIV & AIDS

#### Instructions for trainers

- ✓ *Ask children, if they have ever heard of AIDS.*
- ✓ *If they say yes, . Ask them what they know of AIDS.*
- ✓ *Tell children that AIDS is caused by a tiny germ (Virus called HIV).*
- ✓ *Tell them, the ways HIV is transmitted.*
- ✓ *Tell the ways HIV is not transmitted.*
- ✓ *Show the posters video and discuss.*
- ✓ *Ask children to prepare posters on prevention of AIDS.*

**AIDS is a disease which is among the world's most killer of the human race today. It has affected all countries of the world and it is incurable. It kills people by destroying the body's defence system against diseases. This incurable disease can be passed on by;**

- ✓ Sexual contact
- ✓ Infected blood and contaminated needle
- ✓ Mothers to their unborn and newborn children.

A virus called (Human Immuno Deficiency Virus) HIV causes AIDS (Acquired Immuno Deficiency Syndrome). **The virus invades the body's defence** system (immune system) and defeats it. People with AIDS can no longer fight off other serious illnesses. Not everybody with HIV has developed AIDS. It takes some time, often years to develop AIDS but any body with HIV can infect others through the above-mentioned ways.

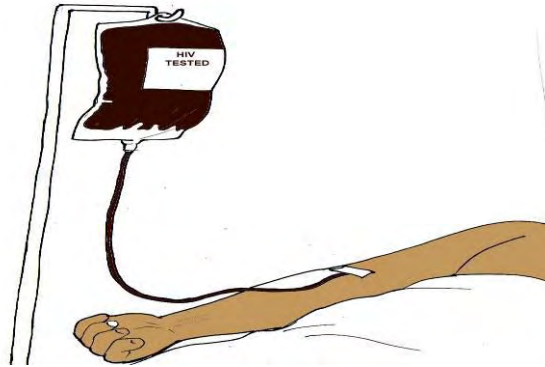
There are no obvious signs and symptoms to suggest that a person has been infected with HIV. He/she may look perfectly normal and healthy. The only way to diagnose infection is through a blood test. It is vital for those who have the virus to receive advice and to learn how to avoid passing it to others and when necessary start taking life prolonging medication known as ARVs (Anti Retro Viral).

It is not possible to get HIV from being near to or touching those who are infected. Hugging, kissing, shaking hands, coughing or sneezing will not spread the disease. Similarly toilet seats, telephones, plates, glasses, spoons, towels, bed linen, swimming pools or public baths, cannot transmit the virus.

**Remember there is no cure for AIDS and also no vaccine to protect against this killer disease. Protect yourself from AIDS by:**

- ✓ Avoiding Pre-martial and extra martial sex

- ✓ Avoid Multiple Concurrent Partners (MCP)
- ✓ Always use clean disposable syringes for injections (sterilised injections).
- ✓ Avoid self-injection of drugs in all circumstances
- ✓ Whenever you go to a barber, insist on using new blade and clean instruments
- ✓ Receive blood that is tested and HIV negative.



### Activity

#### Ask children to

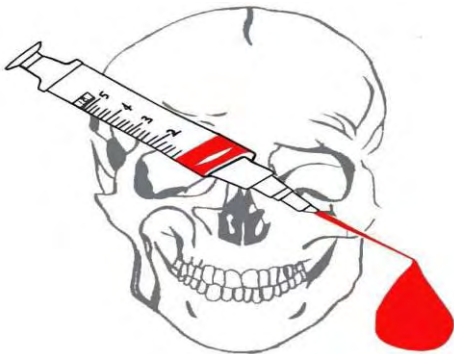
Prepare posters with message/s on the prevention of HIV/AIDS

## MODULE-11

### HEPATITIS

#### Instructions for Trainers

- ✓ ***Tell children that Liver has important functions in our body. Any infection of the liver will lead to its ill function, disease and death***
- ✓ ***Explain that different type of viruses (A,B and C etc) lead to infection of the liver.***
- ✓ ***Discuss the symptoms of hepatitis A and methods of prevention***
- ✓ ***Tell children that Hepatitis B and C can lead to severe infection of the liver and can lead to its full damage or cancer***
- ✓ ***Tell children, how we can avoid getting Hepatitis B and C.***
- ✓ ***Inform children about the vaccination against Hepatitis B***



#### What is Hepatitis?

The word Hepatitis means inflammation of the liver. There are several possible causes, but among the most common viruses which cause Hepatitis (including Hepatitis A, B, C, D and E) Hepatitis A is probably the most widespread and the easiest to catch.

#### How is Hepatitis A caught?

The virus usually gets into the body through eating or drinking contaminated food or water. Someone with Hepatitis

A infection sheds vast quantities of Hepatitis A virus with every bowel movement. This happens even before he or she is aware of having the infection. Carelessness over hand washing after visiting the lavatory, poor quality water supplies or close personal contact with an infected person can all result in spreading infection from one person to others.

#### What happens if someone becomes infected with Hepatitis A?

Hepatitis A is also called 'infectious jaundice'. Jaundice just means yellow: which suggests that the most typical symptom is yellowing of the eyes and skin. Hepatitis A also makes people feel extremely weak and ill, can cause pain, diarrhoea and vomiting. Victims of the virus are often unable to work or attend school for several weeks. The severity of the disease is related to the age of the sufferer. In very young infants it is usually mild, in toddlers and older children symptoms are more severe, and in adults Hepatitis A can have very serious consequences. Once you have had hepatitis A, the body develops a specific defence against the virus. However, immunity to other types of Hepatitis, for example Hepatitis B, does not confer protection against Hepatitis A.

#### What are the serious consequences of Hepatitis A infection?

Hepatitis A can be dangerous at any age, but people over 40 tend to be affected more seriously. For example, in infants and children up to 14 years, one in every thousand infected with Hepatitis A will die as a result. In adolescents and young adults the chances of dying from Hepatitis A infection is roughly four in a thousand. However, in those over the age of 40, more than one in a hundred cases of infection result in the death of the patient.

### Prevention

You can prevent Hepatitis A through:

- Maintaining good personal hygiene
- Eating clean food
- Drinking clean water
- Hand washing

### Hepatitis B and C

Hepatitis B and C are much more dangerous than Hepatitis A. These virus enter our bodies through:

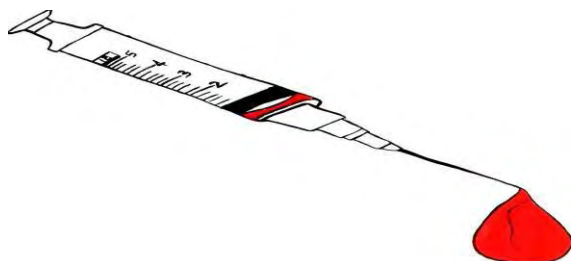
- Contaminated blood
- Contaminated syringes
- Infected instruments of barbers
- Infected instruments of dentists
- Tattooing the body with contaminated needles.
- Sexual contact
- From infected mother to her newborn baby

The initial symptoms of Hepatitis B and C include jaundice, loss of appetite, nausea and vomiting, fever, joint pains and generalized weakness. 95% patients recover but in 5% it leads to chronic hepatitis and carrier state. If not diagnosed and treated in time, it can lead to shrinking of the liver or cancer of the liver.

### Prevention

You can prevent Hepatitis B and C in the same way as we prevent HIV/AIDS. Fortunately, good vaccine against Hepatitis B is available. A course of 3 injections offers lifelong protection against Hepatitis B.

***The common belief that injections are better than medicines taken by mouth is not true. Many times medicines taken by mouth work as well as, or better, than injections. Further more, contaminated needles can lead to dangerous diseases like Hepatitis B, Hepatitis C and HIV/AIDS. Avoid infections, as far as possible.***



# MODULE 12

## FIRST AID

### Introduction

When someone is injured or suddenly becomes ill, there is usually a critical period before you can get medical treatment and it is this period that is of the utmost importance to the victim. This is the time when basic first Aid skills are required. First Aid knowledge helps people to confidently deal with sudden illnesses and injuries of people around them, be it at work, school, Multi-Purpose Learning Centre as well as on the road or while travelling.

#### Activity One

- ➔ Ask Participants if they ever heard about First Aid
- ➔ Ask them to explain what they understand by First Aid.
- ➔ Write their answers on the board or flip chart.

Make an input on few basic first aid tips.

First Aid refers to the first simple treatment given to victims of sudden illnesses and injuries before they get to the hospital to receive medical attentions and support by a competent medical practitioner.

First Aid is therefore a skill that any person **MUST** have to enable them confidently help victims of illnesses and injuries. The following are basic tips on first AID:

- **Make sure your household or MPLC has a first aid kit.** It should have basic medicines which are readily accessible
- **Keep your first aid kit, all medications, including non-prescription drugs out of children's reach.**
- **Before assisting a victim, protect yourself first.** Assess the scene and determine the prevalent hazards, if any. Whenever possible, wear gloves to protect yourself from blood and other bodily fluids.
- **When an emergency occurs,** make sure the tongue does not block the victim's airway and that the mouth is free of any secretions and foreign objects. It's important that the person is breathing freely. And if not, administer artificial respiration promptly.
- **See that the victim has a pulse and good blood circulation as you check for signs of bleeding.** Act fast if the victim is bleeding severely, swallowed poison or his heart or breathing has stopped. Remember every second counts.
- **It's vitally important not to move a person with serious neck or back injuries** unless you have to save him from further danger. If he has vomited and there is no danger that his neck is broken, turn him aside to prevent choking and keep him warm by covering him with blankets or coats.
- **Have someone call for medical assistance while you apply first aid.** The person who calls the doctor should explain the nature of the emergency and ask for advice on what should be done by the time the ambulance arrives.
- **Be calm and give psychological support** to the patient.
- **Don't give fluids to an unconscious or semiconscious person.** Fluids may enter his windpipe and cause suffocation. Don't try to arouse an unconscious person by slapping or shaking.

- **Look for an emergency medical identification card** to find out if the victim is allergic to medicines or has any serious health problems that require special care.

## Step two

**Tell the participants about the first aid kit as follows:**

## First Aid Kit

Every office, factory, home and school should have an accessible first-aid box. It is readily available in shops but you can use a tin or card board box at home as your first aid box. Following are the common stuff you should have in your first aid box.

<ul style="list-style-type: none"> <li>• Sterile adhesive bandages in assorted sizes</li> <li>• Small roll of absorbent gauze or gauze pads of different sizes</li> <li>• Adhesive tape</li> <li>• Triangular and roller bandages</li> <li>• Cotton (1 roll)</li> <li>• Band-aids (Plasters)</li> <li>• Scissors</li> <li>• Pen torch</li> </ul>	<ul style="list-style-type: none"> <li>• Latex gloves (2 pair)</li> <li>• Tweezers</li> <li>• Needle</li> <li>• Moistened towels and clean dry cloth pieces.</li> <li>• Antiseptic (Savlon or dettol)</li> <li>• Thermometer</li> <li>• Tube of petroleum jelly or other lubricant</li> <li>• Assorted sizes of safety pins</li> <li>• Cleansing agent/soap</li> </ul>
<b>Non-prescription drugs</b>	
<ul style="list-style-type: none"> <li>• Aspirin or paracetamol pain relievers</li> <li>• Anti-diarrhea medication</li> <li>• Antihistamine cream for Bee Stings.</li> </ul>	<ul style="list-style-type: none"> <li>• Antacid (for stomach upset)</li> <li>• Laxative</li> </ul>

Keep your first aid kit where it is easily accessible. Replace drugs whenever they reach the expiry date.

## Cuts and Abrasions

### Cuts

- Cleanse area thoroughly with soap and warm water, carefully washing away any dirt.
- Apply direct pressure to wound until bleeding stops.
- Put sterile bandage on wound.
- If cut is deep, get to a doctor as quickly as possible.

### Abrasions /Scratches

- Wash thoroughly with soap and warm water.
- If it bleeds or oozes, bandage it to protect it from infection.



## Signs of infected wound

- Swelling
- Redness
- Pain
- May cause fever
- Presence of pus

## Choking

If a person is choking, you should not interfere as long as he is coughing. If coughing does not dislodge the object from the trachea and the victim is breathing with extreme difficulty, or if he turns a bluish color and appears to be choking but is unable to cough or speak, quickly ask, "Are you choking?" A choking victim can nod his head "yes," but will be unable to talk. It is important to ask this question because a person suffering from a heart attack will have similar symptoms, but he will be able to talk.

### Use the Abdominal Thrust only in an actual emergency

1. Stand behind him with your arms around his waist.
2. Place one fist, with the knuckle of the thumb against the victim's midsection, slightly above the navel but well below the breastbone.
3. Hold your fist firmly with the other hand and pull both hands sharply toward you with an upward-and-inward jab.
4. This procedure should be administered continually until either the object is forced out or the victim becomes unconscious.

**Take the patient to the doctor immediately if you're not comfortable handling the emergency**

## Fainting

- Before losing consciousness, the victim may complain of
  1. Light-headedness
  2. weakness
  3. nausea
  4. skin may be pale and clammy
- **If a person begins to feel faint, he should...**
  1. lean forward
  2. lower head toward knees

As the head is lowered below the heart, blood will flow to the brain.

- When the victim becomes unconscious
  1. Keep the victim lying down with head lowered and legs elevated
  2. Loosen any tight clothing

3. Apply cool, damp cloths to face and neck

In most cases, the victim will regain consciousness shortly after being placed in this position. Ensure that the patient has regained full consciousness by asking him questions of his identity.

**It is always best to consult a doctor**

## Convulsions

A convulsion (violent, involuntary contraction or muscle spasm) can be caused by epilepsy or sudden illness. It is dangerous if the victim stops breathing. In such cases, it is recommended to seek doctor's assistance.

### Symptoms

- Muscles become stiff and hard, followed by jerking movements
- The patient may bite his tongue or stop breathing
- Face and lips may turn a bluish colour
- May salivate excessively or foam at the mouth

### Tips for action

- Clear all objects away from the victim and place something soft under the head
- Do not place anything between the teeth or in the patient's mouth
- Do not give the victim any liquids
- If the victim stops breathing, check to see that the airway is open and begin rescue
- Stay calm and keep the victim comfortable until help arrives.
- Most convulsions are followed by a period of unconsciousness or another convulsion

**Take the patient to the doctor at the earliest**

## Heatstroke

- Cool the body of a heatstroke victim immediately
- If possible, put him in cool water; wrap him in cool wet clothes; or sponge his skin with cool water, rubbing ice, or cold packs.
- Once the victim's temperature drops to about 101 F, lay him in the recovery position in a cool room.
- If the temperature begins to rise again, repeat the cooling process
- If he/she is able to drink, give him/her some water.
- Do not give any kind of medication
- Seek medical attention

## Bleeding

Bleeding is the loss of blood from the circulatory system. Bleeding can occur internally, where blood leaks from blood vessels inside the body or



externally, either through a natural opening such as the vagina, mouth, nose, or through a break in the skin.

### If foreign body in the wound

This may be a piece of glass, wood or metal

Apply pressure with the fingers or thumbs along the edge of the wound, leaving the foreign body in its place inside the wound. Do not remove the foreign body.



Dressing along the edge of the wound and hold them in place with a tight Bandage Apply dressing upon the wound, bandage, still leaving the foreign body in place

If the wound is in an arm or leg and the bleeding profuse, lay the casualty down and cover the wound with a bandage

## Coughing Blood

Coughing blood (i.e. a small cupful or more) is not a common occurrence but when it does occur it is very frightening for both the patient and relatives. It is usually the result of a disease of the lungs, such as a lung cancer or severe tuberculosis, or some form of perforating injury to the lungs.

### Care

- Lay the casualty down with the head and shoulders slightly raised and inclined towards the injured side
- Do not give any food or liquid by mouth

If bleeding from the lungs is caused by a wound to the chest, then a firm padded dressing covered with a piece of polythene must be applied over the wound and secured as firmly as possible, to prevent air being sucked into the wound and so into the chest cavity, thereby causing other possible complications



Send for your doctor immediately or arrange for an ambulance, or take the casualty to hospital by car.

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## Conclusion

Prevention is better than cure. Many diseases that we suffer from can easily be prevented if we change the way we live and improve on our hygiene practices everywhere we go, be it at school, in our homes, in buses, along the road and so on.

This manual has tried to provide knowledge and skills on a number of preventive measures to various common diseases in our communities. Facilitators of MPLC must make sure that they have read and understood the contents of the manual and be able to transfer it to the learners.

If children are well equipped with skills, knowledge and practices to prevent themselves from the many diseases discussed in this manual, there will be a very high decrease in the amount of illnesses that attack children be it at home or at school. This will help improve their health, allow their parents or guardians to focus on their family development activities, reduce the cost of medical care and burden on the part of government thereby making it to invest in other sectors that are productive in nature.

The MPLC facilitator should therefore endeavour to make sure that he or she is always in close contact with the nearest health advisor or health centre where emergencies are taken to for medical attention.



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