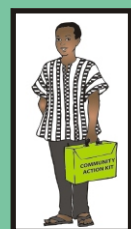


Kwame & Friends

FUN WITH COMMUNITY MOBILISATION



Community Action Kit



Developed and Produced by BCS Project in collaboration with the Family Health Division of the Ghana Health Service and the Ministry of Health, supported by USAID © 2010

Kwame & Friends

FUN WITH COMMUNITY MOBILISATION



GOOD
LIFE
live it well

FOREWORD

Community Mobilisation is one of the critical components of any successful health programme. The activities, events and interactions that empower communities to speak out freely about their health problems, identify solutions and take decisions to address them collectively, should form the core of community engagements on health development issues. These are the key milestones towards community ownership and sustainability of our health programmes, milestones that we cannot afford to ignore. The facilitation of these milestones might come from within or outside but it is clear now that Non-Governmental Organizations, Community-Based Organisations (CBOs), Community Volunteers and Community Based Agents have an important role to play.

It is in this spirit that the Ministry of Health and its implementing wing, the Ghana Health Service, supported by Behaviour Change Support (BCS) Project, a USAID funded project, see the need to build the capacity of community-based health workers and organisations for effective community mobilisation on health in our communities.

The Community Action Kit, made up of a Guide, Activity and Information Cards, has been prepared specifically to support the work of our community health workers. It provides them with information on how they can work with communities, a series of activities that they can use to engage communities actively and important messages on various health topics that our communities need to know and take action on.

This Kit is an improvement on the previous Community Health Education Skills Toolkit (Kwame and Friends) developed under an earlier USAID /JHUCCP communication project. There are more illustrations, activity examples and health information for community health workers to use.

We are extremely grateful to the teams that produced the initial Tool Kit and those that have contributed in various ways to the current Community Action Kit.

We would also like to express our thanks to USAID for the technical and financial support for the development and production of the Kit. The valuable comments of other development partners, organisations and groups making the material even more relevant to community needs, are highly appreciated.

We appreciate the efforts of community members, men, women and youth; NGOs, CBOs, Community Volunteers and our health providers who participated in the pretesting of the materials. Their contribution brought reality and life to the materials!

It is our hope that the Kit will be an effective tool to empower our communities for better health. We implore all stakeholders working with our communities on health and our health professionals to ensure that community health workers have and effectively use the Kit for the benefit of our communities.



Dr. Elias Sory
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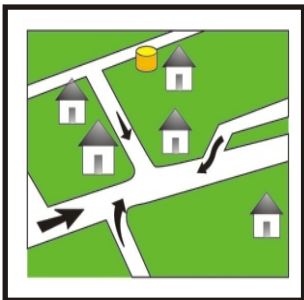
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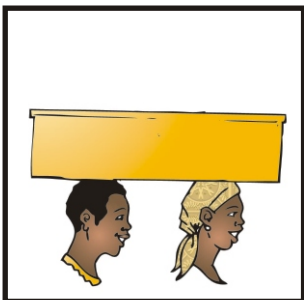
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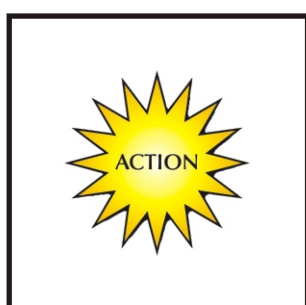
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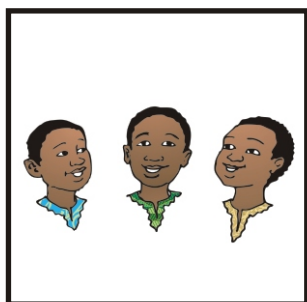
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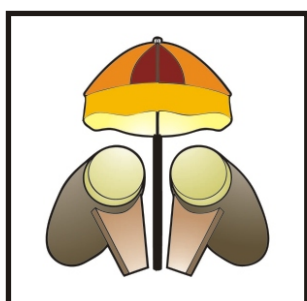
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Introduction

Kwame & Friends: Fun With Community Mobilisation is for community health workers. There are many kinds of community health workers in Ghana. Some of them are:

- ❖ Primary Health Care Workers
- ❖ Community-Based Distributors
- ❖ Guinea Worm Volunteers
- ❖ Community Environmental Development Workers
- ❖ Community Health Nurses/Officers
- ❖ Community-Based Directed Distributors.

If you are working to improve the health and lives of the people of your community, then you are a community health worker. **Kwame & Friends: Fun with Community Education** will help you do health education in your community. It is part of a Community Action Kit that will help you make activities fun. Don't think of this as a school textbook. Use it as you create the fun activities that are the heart of the Kit. The Kit has three parts: This Guide, the Activity Cards, and the Information Cards.

If you have any ideas on how to improve this Kit, please send them to the Head of the Health Promotion Department, Ghana Health Service. P. O. Box 753, Accra.

Using the Kit

GUIDE

This Guide will show you a step – by – step process of doing health education in your community. It will use the story of Kwame and Friends in case studies to guide you. Let us meet Kwame and his friends.

Kwame: Kwame is a young community health worker who has finished his training. Kwame was chosen by the members of his community to become a community health worker because he is friendly and trusted. Kwame sees many ways to help his community and is willing to begin health education and community development activities he learned during his training.



Gloria: Gloria, the community health nurse, lives in the district capital. Gloria visits Enye Nyame Den once a month, but she realizes that more visits will be necessary to help Kwame start a community action programme. Gloria is liked by the people of Enye Nyame Den, especially by the women, because she always has time to talk with them.



Adwoa: Adwoa is a community health worker like Kwame. She lives in a village one mile from Enye Nyame Den. Adwoa has been working as a community health worker for three years. Her first two years were hard, but she has learned that the best way she can help the community is to visit families in their homes and to help organize group activities through the village health group. Adwoa has noticed that in the last few months, the people are acting on her advice.



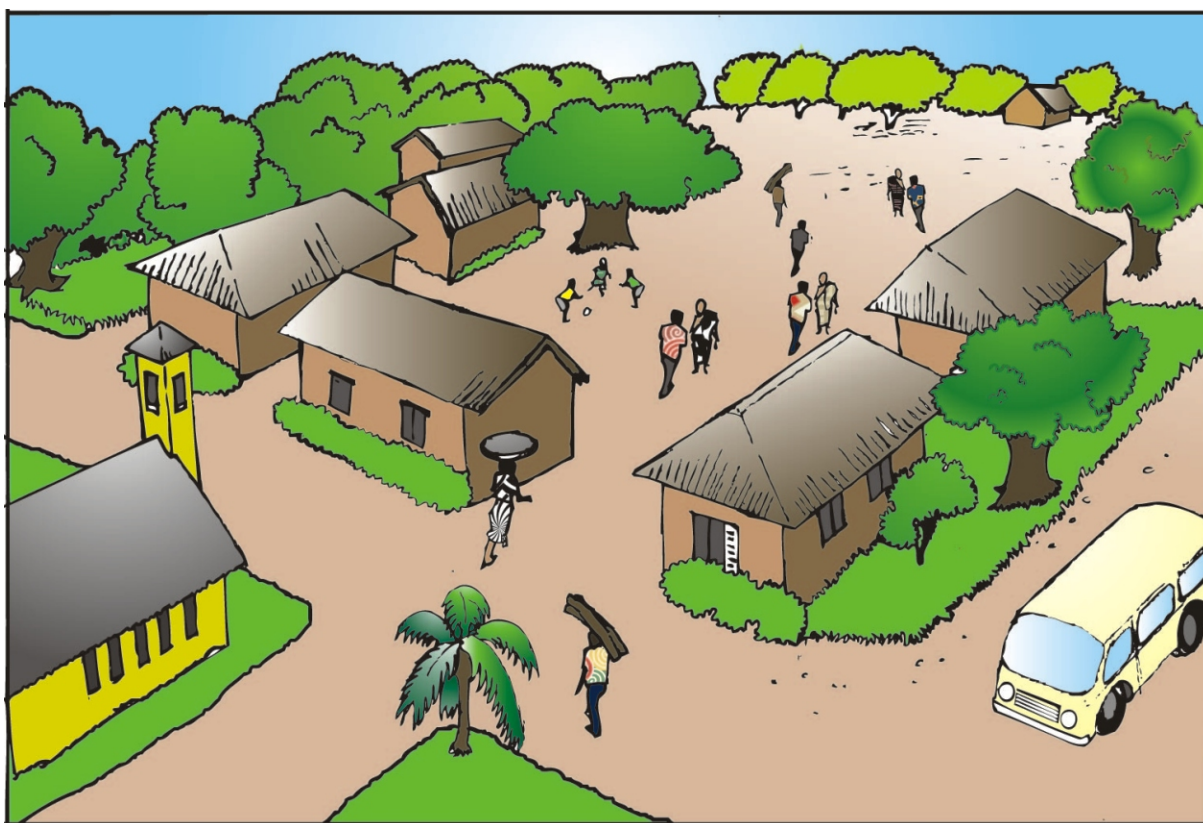
John: John is also a community health worker who lives in another village near Enye Nyame Den. John has been a little discouraged with his community. He complains that the people do not listen to him and that the health group never meets. John wonders why he works so hard and nobody seems to appreciate his help.



Alhassan: Alhassan is Kwame's good friend. He is also the head teacher of the primary school. He has a lot of good ideas in working with communities, especially with children.



What is the village of Enye Nyame Den like?



Enye Nyame Den is a community of about 2000 people. The Chief is a wise, respected man in his sixties. Most people of Enye Nyame Den are farmers. During the last 3 seasons, the harvest has been good. But it could have been better if the people were healthier. A women's cooperative which produces gari started two years ago and is slowly getting bigger. Enye Nyame Den's first primary school opened last year. The headmaster, Alhassan is Kwame's closest friend.

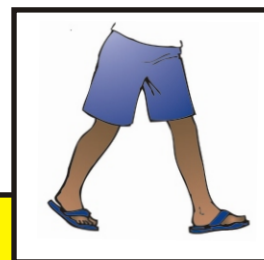
How to Use this Guide

- Before you do any of the activities in the Kit, read the Guide. Kwame and his Friends will give you ideas on when and how to use each activity. When you see an activity alert, there will be an explanation on how to use the activity. There will also be a story about how Kwame and his friends used the activity in their community. For example:

During Kwame's walks, he talks with people about their lives and finds out what worries them. He speaks with eight community members; the Chief, the teacher, an active member of the PTA and three mothers and two fathers. Kwame is careful to allow people to talk about what they think and how they feel. Kwame begins many of his questions with expressions like: "Tell me about...", "Explain to me...", "Describe..."

See Activity Card 1 - **Walk-About**


See Activity Card 2 - **How to do Informal Discussions**



- Each chapter has a **"Half – Time Box"**. Take time to read and answer the questions in these boxes. Discuss your answers with your supervisor. There are no right or wrong answers to the questions. The questions help you to think about what you have read.
- At the end of each chapter, there is a section called **"IMPORTANT POINTS TO REMEMBER"**. These sections list the things you should remember to do as you work.

Activity Cards


The activity cards in this kit give step-by-step instructions on how to do the same activities that Kwame and his friends do. Kwame and his friends will let you know when there is an activity card. Look at the picture next to the activity card alert and find the activity card with the same picture. For example:

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 the 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 questions 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.....

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.....

 Community Action Kit

Each Activity Card contains the following information:

- Purpose
- Materials Needed
- How to do the activity
- Participants

Most of the materials you need to do the activity are in the Kit. You will find the materials along with the Activity Card.

Information Cards

Before you do some of the activities, you will need to know more about some of the common health problems in your community. In the Kit is a set of information cards on common health problems in Ghana. Take time to read the information cards and be sure to share the information with other people in your community. You can also use the information cards and their pictures during other health activities.

At the bottom of each information card, you will see **“KEY MESSAGE.”** These messages summarize the main points of the information cards. Use the key messages to emphasize the points you have talked about.

WATER AND SANITATION

Protecting Your Water Source
Discussion Question: In your community where do you get your water from? Why is it important to drink clean water?
Clean water is needed for good health and to prevent illnesses. In many communities, families get their drinking water from a borehole with hand pump, pipe or from a covered well. Water should stay clean at where it is collected and where it is stored at home.

Your Water Sources

- ❖ Cover wells to keep out dirt and rubbish (it also keeps children from falling in).....

Key Message: Always try to fetch your water from the cleanest sources available and store it in a clean covered....

General Points To Remember

These describe how social factors affect behaviour, health and the need to deal with these factors in order to promote good health practices.

The ways we behave affect our health: The people in Enye Nyame Den behave in ways that affect their health. This is true for all our communities.

There are key social factors that affect health, like:

- ❖ Traditional practices on girl child education, widowhood, divorce, child marriage, education, and violence in the home
- ❖ Youth, especially children not allowed taking part in decision making, and not having good access to health services, education or jobs
- ❖ Traditions that do not allow open discussion about sex
- ❖ Social norms that promote fighting and violence, including sexual violence
- ❖ Stigma and discrimination based on group identity, such as tribe, religion and gender.

How do these social factors affect behaviour?

- ❖ People often behave in certain ways based on their beliefs and attitudes. These beliefs and attitudes are formed based on the culture, values, traditions, mass media, education, and experiences
- ❖ The youth, especially look up to the more powerful or much respected people in society and the family. Sometimes people are guided or led by the way their own peers or friends behave. People want to be seen to “belong” to a group
- ❖ The behaviour of “big people” and/or opinion leaders in society guides the behaviour of the other members of the society. It is necessary to make sure that the big people in the community accept the kind of behaviour we are promoting
- ❖ It is important to ensure that people have the means to change their behaviour. For example, if people are educated to wash their hands after visiting the toilet, then they should have water and soap close to the toilet to wash their hands
- ❖ It is also important to equip the people with skills to carry out the required behaviour. For example, it may be necessary to demonstrate how a particular nutritious meal is prepared.

Behaviour Change starts with YOU!!!

- ❖ You can help the community to change its beliefs, attitudes and behaviours better if you behave in ways that are good for healthy living. The people must see you as somebody they can trust and learn from
- ❖ Improve your skills to speak or talk with others. You can do this by writing what you want to say to the people and saying it to yourself while standing in front of a mirror. Do this over and over again until you can say it very well without making mistakes.

Always discuss and plan with the community

This is the first step in building trust and good relationship with communities. It gives you the chance to discuss difficult things and to encourage them to take action on social norms and practices that affect the health and well being of the people. For example:

- ❖ What do people think is the ideal number of children to have? Do they believe that they have power to determine their ideal number?

-
- ❖ Who in the family makes decisions about who to marry and the number of children to have and when? Who is involved in decisions on whether a woman can begin using a modern family planning method?
 - ❖ Do health practices allow women to seek family planning methods without the consent of a partner or parent? Does religious teaching discourage the use of modern family planning and why? Do service providers treat unmarried people who are sexually active differently from married people?

Plan for Action

Changes come easier when communities are helped to identify their problems and resources, and then plan to address them.

Evaluate

It is important that communities themselves find out if they have been able to solve their problems through their activities. Involve them in evaluating the project.

Look out for things that point to changes in the community Here are some good pointers to change:

- ❖ Healthy people – Less malaria, more pregnant mothers deliver at the health facility, less child sickness and deaths, fewer deaths of pregnant and newly delivered mothers
- ❖ The community can now identify, pick the most serious health problems and plan to solve them
- ❖ Community leaders are able to mobilize their communities for health activities
- ❖ Communities are able to talk with policy makers and demand for their rights and services
- ❖ Communities are able to overcome traditional practices that affect the health of the people, especially that of women and children
- ❖ Improved sanitation and cleaner water sources.

CHAPTER 1

LEARNING MORE ABOUT THE COMMUNITY



Learning More About Your Community

As a health worker from the community, you already know most of the important facts about your community. But you still need to find out more. To learn more about your community, you need to **observe** your surroundings, sit down and **talk** with people and **listen** carefully to what they tell you.

What is a Community?

A community is a small group of people who live together in the same area, share the same interest, share the same way of living and/or feel they belong together.

A community is the people, not the land or the houses they live in. In Kwame's village, Enye Nyame Den, one can find many small groups of people such as teachers, market women, members of religions, school children, farmers and carpenters. These groups may share the same interests, but they will also have different concerns and problems. Therefore, they will also have different ideas on how to improve their lives.

Adwoa Explains to Kwame, “Even though you've lived in the community all your life, you will be surprised how many new things there are to learn about the community. For example, do you know whether families are more concerned with measles, malaria, diarrhoea or coughs?”

Kwame replies, “Well, I remember my aunt was always afraid of polio and my uncle was very careful to protect children against getting burned – I think you're right. I haven't spoken to many families about their health problems.”

Together with Adwoa and John, Kwame plans some activities to help learn more about the community. These activities are **Walk-Abouts and Informal discussions**.

Walk-Abouts

Taking walks in your community give 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. Kwame has always taken walks in his community, but he knows that some people will be anxious if he is seen in places that he normally does not go to.



Walk abouts are important for you to learn all you can about the community. Inform the Chief and other leaders of the community about the Walk-Abouts so they can assist you. A meeting will be convened by the Chief to introduce you to the people as the new health worker. The Chief will ask people to help you learn as much as possible.

During the walk:

Observe:

- ❖ Sources of water
- ❖ Layout of houses
- ❖ Toilets
- ❖ Market/Shops
- ❖ The drainage
- ❖ The sanitation situation
- ❖ Food handling

Listen to the conversation of people to know the health issues and discover areas of interest.



Informal Discussions



After your walk-about, you will have a lot more 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 the time to speak with these people because the discussions tell the community members that the community health worker cares about what they think and is ready to learn more about their needs and problems. Other people you can talk to are, the Assembly men or Assembly women, community health nurses, the environmental health inspectors and other health professionals at the district or sub-district level. They will have important information on health issues in your community.

Case Study 1.1 – Kwame's Walks

During Kwame's walks, he talks with the people about their lives and finds out what worries them. He speaks with eight community members; the Chief, the teacher, an active member of the PTA and three mothers, and two fathers. Kwame is careful to allow people to talk about what they think and how they feel. Kwame begins many of his questions with expressions like: "Tell me about...", "Explain to me...", "Describe..."



Each person has something different to say about the health needs of the community. For example, Kwame learns that the members of the women's cooperative are eager to include health talks in their activities. Three of the parents say that their children have had diarrhoea recently. Two other people say that the community health nurses come to Enye Nyame Den more often to immunize the children. Kwame discovers that people who do not speak in large groups are much more comfortable speaking in small groups. Activity Card 2 provides guidelines for holding informal discussions.

See Activity Card 2 - **Informal Discussions**



Half Time



Why do you think that Kwame doesn't ask questions that just have "yes" or "no" answers?

Do you think that Kwame will have to return to some people and ask more questions about certain issues? Why?

IMPORTANT POINTS TO REMEMBER!



- To do your work well, you need to learn as much as possible about your community
- Start finding out more about your community with Walk–abouts and informal discussions
- Observe places where people gather such as the market place, sources of water, drinking places, and people's compounds. Observe health practices at the rubbish dumps and toilets
- Be very careful to listen to what the people have to say so you can learn more about their problems, hopes and fears
- Informal discussions help you to learn more about health problems and health beliefs, attitudes and practices. Informal discussions also tell you more about what the community is prepared to do and what they need to improve their health
- You will gain a lot of information by talking to the women and observing their daily tasks and health practices
- Be careful to write down your information and keep it in a place where you can go back to it when you need to.

Next Steps

Kwame knows much more about his community as a result of the walk-about and the informal discussions that he did a few weeks ago. His main challenge now is to form a community Health Group or begin working with groups that are already active in the community, and then they can map out their community.

CHAPTER 2

FORMING A HEALTH GROUP



Now you know about health issues in your community. 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.

See Activity Card 3 - **Forming a Health Group**



Case Study 2.1 – John forms a Health Group

It is market day, and John finds Kwame talking with a group of market women about health issues that concern them. Kwame greets John and tells him that he is now ready to form a community Health Group. Kwame asks for help in forming one in Enye Nyame Den. John tells Kwame of his experience in forming a Health Group in his community...



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 land lord and a businessman who had a truck to help carry supplies.

The group did very little. At 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 because nothing had been planned or because very few people attended.

Soon John had other problems. Group members wanted special privileges. They did not want to do communal labour or pay water fees. Some of the money that had been collected disappeared. Eventually, the group broke up.

See Activity Card 3a - **John Forms a Health Group**

See Activity Card 3b - **Statue of Power**



Half Time



What went wrong with this group?
What would you do to form a better one?

How to Form a Good Health Group



The community must decide if it needs a Health Group. Speak with the leaders and other members of the 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 needs of the community.

Points to Consider in Forming a Health Group

- ❖ Share the information collected during the walk-about and informal discussions. This sharing of information will help people to understand the need for a Health Group
- ❖ Give examples of activities that the Health Group might do. Make it clear that the whole community will be encouraged to help tackle their problems; and
- ❖ Set the rules for choosing Health Group members, for example, members should be well respected, willing to work hard to serve the community and should get along with other people.

Case Study 2.2 – 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 Chief's 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.

Case Study 2.3 - 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.

Detailed information on how to form a Health Group is provided in these activity cards to help the community health worker.

See Activity Card 3c - **Adwoa Forms a Health Group**

See Activity Card 3d - **Kwame Improves the Health Group**



Half Time



Do you think the Health Group in Enye Nyame Den will be successful? Why?

Participation



Helping people to realize that they can change their situation in life is not easy. This is true with people who have suffered bad luck and see themselves as having no power. As a community health worker, you can help people to take action to change their situation. You can help them to use the power they have to better their lives.

If the community members are going to gain confidence to take steps to change their lives, they must be encouraged to take part in discussions and activities and express their ideas. For this reason, the rest of the activities in this Guide encourages the people to be active and participate.

An activity that does not encourage participation is one where you stand in front of a group and do all the talking and instructing. Your audience sits and listens. You do not learn anything from your audience. You cannot be sure that your audience is learning from you. An activity that encourages participation is one where everyone is involved and sharing ideas about how problems started and how they can be solved. Everyone learns from each other and everyone is seen as equal.

See Activity Card 4 - **Silent power**



Group Participation and Ice breakers

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, they may feel shy and may not say what they think. They might feel uncomfortable working with new people. They may not participate in the activities. Soon, they may not feel like part of the group and stop coming to the meetings. To help members of a group to feel comfortable and participate, ice breakers are used. Ice breakers are fun games used when people meet for the first time.

What is an Ice breaker?

Kwame and the group demonstrate the use of icebreakers in meetings.

Case Study 2.4- Ice breakers

After the Health Group is introduced to the community, the members gather at Kwame's house for their first meeting. During the meeting, Kwame does most of the talking. He tries to learn what other members are thinking by asking questions, but they only agree with his ideas and don't have much to say.



"How am I going to get the members to participate in activities when they won't even participate in the meeting," Kwame asks Alhassan, the headmaster. "What do I do?"

Alhassan says, "the members need the chance to get to know one another. Also, some of them are too shy to say what they think. Maybe you should start the next meeting with an icebreaker".

"What is an icebreaker?" Asks Kwame.

"An icebreaker is an activity that helps people to feel more comfortable in a group. An icebreaker is fun because it makes people laugh. I will start the next meeting for you with an icebreaker," Alhassan tells Kwame.

Alhassan comes to the next Health Group meeting with a football. He shows the football to the other members and tells them it is burning, hot piece of charcoal or a "Hot Charcoal". Alhassan explains how to play "Hot Charcoal". The Health Group members play the game and have lots of fun. They also learn a lot about other members in the group. After the game, the members are all smiling and laughing. Kwame notices that they participate more in the meeting. He is ready to lead the Health Group on their first activity.

There are different kinds of icebreakers. Some examples are provided in activity cards **5, a, b, c, d, e** for the group's start up. You can look for other local icebreakers.

See Activity Card - **5, a, b, c, d, e**



IMPORTANT POINTS TO REMEMBER!



- Most activities in this Guide will be easier to do if the groups are small (not more than 15). If the groups are small, everyone will have a chance to take part.

CHAPTER 3

MAPPING YOUR COMMUNITY



Mapping is used to gather information about a community by letting the people in the community make their own map. Like walk-abouts and informal discussions, mapping can be used to find out who the formal and non-formal leaders are, resources in the community and problem areas. Mapping the community is often the first step in helping the people in your community to do development projects. Maps can be drawn on paper, but the easiest way to make maps is to draw them in the dirt with sticks.

Case Study 3.1– Kwame and Health Group map their community

Kwame learns a lot about his community during the walk-abouts and informal discussions. Now, he would like to involve the Health Group and other members of the community to help him discover solutions to health problems in the community. So, Kwame asks members of the community to draw a map of Enye Nyame Den.

Kwame asks the members to draw the buildings, roads and paths. He also asks them to draw the homes of leaders, sources of water, trees and gardens. Kwame asks the people to draw their favourite and least favourite thing about Enye Nyame Den. Kwame asks them to mark the places where problems exist. The people mark the places with leaves, sticks and stone.



During the mapping exercise, everyone learns a lot about the community. They learn that the PTA is trying to raise money for a new roof for the school. Someone suggested that the PTA starts a garden and sell the vegetables to raise the money. To help the PTA start a garden, a farmer offers a small section of his land. Members also learn that many women are concerned about a large pile of rubbish upstream from where they collect their water. So they organize a communal labour day to remove the rubbish.

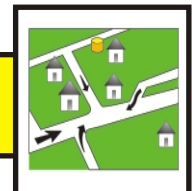
Half Time



Mapping the community encouraged participation of the community members and the Health Group.

How did their participation help solve some of the community's concerns and health problems?

See activity Card 6 - **Mapping**



CHAPTER 4

SHARING THE BURDEN



Women take care of the family, so they are 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, concerns and duties.

Case Study 4.1 – Gloria attends a meeting in Enye Nyame Den

Gloria, the community health nurse attends a meeting in Enye Nyame Den. The topic of discussion is the advantages and disadvantages of tying up the animals. Gloria notices that the men do most of the talking. The women speak only when asked a direct question. She also notices that some of the women look very worried when it is suggested that they and the children bring the food to the animals in the pen. But none of the women speaks to give other suggestions. After the meeting, Gloria discusses her observations with Kwame.



Kwame agrees that the women do not talk as much as the men. He says women are an important source of information, but he is not sure how to involve the women more in the group discussions.

Gloria and Kwame agree that both men and women need to be made aware that women have the most influence on the health of their family and community. They care for the children, provide food and water, and keep their surroundings clean.

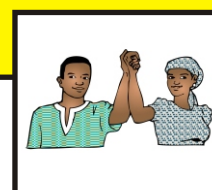
During Gloria's next visit, she asks the men and women to play a game called “Sharing the Burden.” During the game, the women become very active in the discussion. Then Kwame and Gloria show them two pictures they have developed. (Prepare the two pictures before the session. See the next text.

The picture of the woman and her child going to the health clinic leads to a discussion of the distance from the village to the clinic. The picture of the woman carrying water starts the group talking about the need for a clean source of water closer to the village.

At the next meeting of the Health Group, the women participate more in the discussion. They tell the men that bringing food to the animals will give them more work. Together the men and women discuss other solutions.

See Activity Card 7 - **Sharing the Burden**

See Activity Card 7a - **Gender**



IMPORTANT POINTS TO REMEMBER!



- The Health Group should represent the entire community. Including the rich and the poor, men and women and the young and old
- A Health Group should be active in a way that is acceptable to the community
- To keep the members active, the group should meet regularly and make the meetings fun
- Use icebreakers to encourage people to participate in meetings and activities
- Plan enough activities to keep everyone interested and active, but not so much that the group will not have enough time to carry them out
- Each member should be reminded of a meeting to make sure they attend
- Quickly find people to take the place of members who are not active
- Make sure that information is shared between you, the Health Group, and the larger community.

Next Steps

Kwame's Health Group is excited and ready to work. After talking with Gloria, Adwoa and John, Kwame realizes that his next step is to work with the health group to select activities that can be done quickly and at no cost to reduce some of the health problems in Enye Nyame Den.

CHAPTER 5

DECIDING WHAT TO DO



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 do health activities. But, just like the larger community of Enye Nyame Den, the Health Group members will have different interests or problems which they feel are the most important. Before the Health Group starts any activities, it needs to agree on which health problems to tackle first.

Case Study 5.1 – Kwame and Group share experiences on 'deciding what to do'

Gloria, Adwoa and John meet with Kwame and talk about the Health Group. "Great job Kwame" says Gloria. "The Health Group is well informed - women, men, farmers, traders. The whole community is represented. What do you plan to do next?" Kwame answers, "tackle a problem, but I'm not sure how." Gloria smiles, "you are right. You must tackle a problem, but the group should decide which problem. Most important, it must be a problem you, the Health Group, and the community can tackle with resources that are available. Remember, you can't solve a problem at once, but with support from the community, the Health Group can reduce the problem."

Adwoa and John talk about their own experiences. Adwoa explains, "The first project our Health Group selected was to dig a well. After we dug about 20 feet, we hit ground that was too hard to dig. Everyone was upset, and it was difficult to get the community to support other activities after that."

John says, "That sounds like my village. The first decision of our Health Group was to add a new room to the clinic. Three years later, it is still not finished. Perhaps that is why the community does not support other activities very much."

Gloria continues, "You see Kwame, it is important for the health group to learn to work together and gain confidence. Its activities during the first year you should involve as many people in the community as possible and be easy to do. A lot of new Health Groups want to do everything at once."

At a meeting of the Health Group, Kwame reports his findings from the meeting, and walk-about activities and informal discussions. Kwame's report creates a lot of discussion among the members of the Health Group.

Some of them didn't realize that there were so many health issues to consider. Kwame wants to make sure that all the members understand his findings, so he uses the meeting to allow the members to discuss the findings and ask any questions they may have. Already, the members have several ideas on how to solve some of the health problems.

Think Big, Start Small, Act Now”

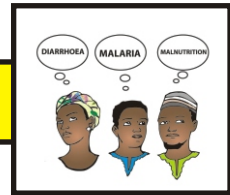
- ❖ List all the health issues in the community
- ❖ Decide which health issues to tackle first
- ❖ Involve community members to vote on the most serious issues to work on
- ❖ You will gain confidence and the support of the community if you successfully carry out a few easy activities
- ❖ Select few activities (about three) they feel they can do with little or no money and within a short period (about one month).



Some Examples of “Start Small” Activities:

- ❖ Cut down weeds and bushes around buildings
- ❖ Encourage families to build soak-away pits near their houses for dirty water from bathrooms and gutters
- ❖ Clear rubbish dumps
- ❖ Clean gutters
- ❖ Organize health talks on how to prevent malaria and diarrhoea
- ❖ Teach communities how to hang an ITN and support those who have to hang them
- ❖ Organize cooking demonstrations
- ❖ Clean the market place
- ❖ Organize a campaign to keep animals in pens.

See Activity Card 8 - **Deciding what to Do**



Half Time



Do you think it is a good idea for Kwame and the Health Group to start with small projects? Why?

What other projects can you think of that involves a lot of people, can be done within a month and cost little or no money?

IMPORTANT POINTS TO REMEMBER!



- Share your information with the Health Group so they can be well-informed when they make decisions
- Work with the Health Group to decide which health problems to tackle first
- To be successful, the health group needs to start with small activities so they gain confidence and the support of the community.

Next Steps

Kwame and the Health Group have an understanding of the health issues in the community. They have also gained the confidence and support of the community. Now, they are ready to take action to reduce some of the health problems in Enye Nyame Den.

CHAPTER 6

TAKING ACTION TO SOLVE PROBLEMS



A good plan can be developed if the community is prepared to take action. In order to encourage the community to take action, ensure that the community:

- ❖ Knows that there is a problem
- ❖ Sees how the problem affects them
- ❖ Has the confidence to solve the problem
- ❖ Takes part in deciding how to solve the problem.

The community members have a sense that the problem and the solution to the problem are theirs.

Case Study 6.1 – Kwame and his Group take action

After the Health Group meeting, Kwame walks back to his house with Alhassan. Alhassan tells him that he is very proud of him, and that he did a good job helping the health group decide which problems to tackle. He thinks it is good that the Health Group is going to “Start small.” Alhassan asks him how he and the Health Group are going to tackle the problem of diarrhoea. Kwame says that he is not sure. He says he will probably give a couple of health talks and teach the mothers how to make ORS.



Alhassan advises him that health talks will not solve the problem – they are only parts of solving the problem. He tells him, “Before you tell someone not to “ease” himself in the field, you have to help him understand why not, and then help him find another place to ease himself.

Before you tell someone not to drink water from the stream, you have to help her understand why not, and help her find other sources of water.”

Though Kwame understands, he reminds Alhassan of what happened when he tried to build an improved pit latrine for the village and no one came to help him.

Alhassan tells him that no one helped because it was only his problem that he was trying to solve.

Solving Problems



During the mapping, walk-about and informal discussion activities, you learned about health problems in your community and what the people's beliefs and attitudes were. You learnt about who makes decisions and when. You also learned about several resources in the form of skilled labour, natural resources, and the hope of the people to improve their lives. Through the “Start-Small” activities, you and your Health Group gained the confidence and support of the community. A community working together is a powerful force, but in order to put those resources to good use, a well thought-out plan of action needs to be developed. The first thing in making a plan of action is to find out the causes of the health problems and the ways of preventing the causes. These could be achieved through the (“But why?” and “Story with a Gap” activities).

Kwame realizes that Alhassan is right. Solving the problem of children dying from diarrhoea and dehydration means more than just building a latrine, or teaching the mothers how to make ORS. “But it is difficult to know where to start,” He tells Alhassan.

Alhassan tells Kwame, “It is a good idea to reduce the problem of diarrhoea in Enye Nyame Den. Very few people would say that it isn't a health problem.

Half Time



Why didn't anyone help Kwame when he wanted to build a latrine for the chief?

The Health Group has decided that it is a health problem they want to tackle, and most people can tell you how it affects them. Now you would need to help the community to gain the confidence to reduce the problem. Be sure you involve them in the decision-making process.

"Alhassan tells Kwame that he and the Health Group should first look at all the causes of diarrhoea and then decide which causes they can prevent with little or no resources.

Finding the causes using, "But Why?"

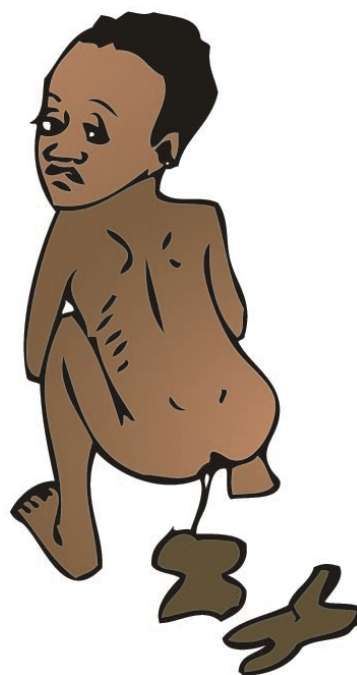
Health problems usually result from a number of causes. Once you and your Health Group have looked carefully at all of the causes, it would be easier to plan activities and develop a plan of action. Stories can be used to help your Health Group look at the many things that lead to health problems.

Case Study 6.2 – Kwame and the Health Group ask "But Why?"

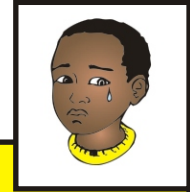
Kwame, Gloria and John write a story about Kofi who died of diarrhoea. With Gloria's help, they include many causes of diarrhoea in the story.

Kwame tells the "Story of Kofi" to the Health Group. When he has finished reading the story, he asks, "Why did Kofi die?" and keeps repeating the question "BUT WHY?" after each cause is stated.

Every time a Health Group member states a cause for Kofi's death, Kwame asks whether Enye Nyame Den has the same problem. If so, Kwame asks if it is a problem the Health Group can tackle with little or no resources. Through this process, the members of the Health Group list many causes for Kofi's death:



- ❖ No one used the water from the borehole
- ❖ The people did not have clean water to drink
- ❖ The water in the river dried up.



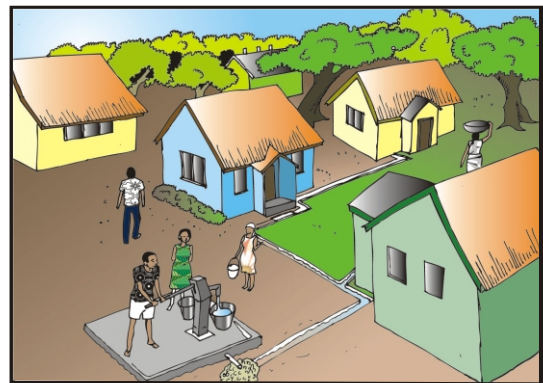
See Activity Card 9 - **“But Why?”**
See Activity Card 9a - **The Story of Kofi**

Finding ways of preventing the causes using “Story with a Gap”

Once Kwame and the Health Group have identified the causes of a health problem, they found ways, or methods to prevent the cause. “Story with a Gap” uses a set of “before and after” pictures of community life. The before picture shows a problem. The after picture shows a greatly improved situation or solution to the problem. These pictures are used to help Kwame and the Health Group and the community members to look carefully at the current situation and decide how it can be changed.



Before



After

Case study 6.3 – Kwame and Health Group demonstrate the use of “before and after” pictures

Kwame uses a set of “before and after” pictures to help the Health Group identify other causes of diarrhoea and illness, and to determine ways of preventing them.

A picture of a community with pools of dirty water near the homes, children going to toilet outside, rubbish being dumped into the water supply and houses with no doors cause a lot of discussion among the members of the health group. The Health Group discusses why the situation in the picture is so bad.

Next, Kwame shows a picture of the same community with a water pump and water storage, children using a toilet, a garden, meeting grounds and houses with doors and windows. He and the Health Group discuss the new picture and the activities the community might have used to change the condition of the village. The discussion helps them to decide what activities they can do to prevent some of the causes of diarrhoea that they identified during the “But Why?” activity:

- ❖ Educate people about why it is important to use the latrine
- ❖ Keep the latrine clean
- ❖ Teach mothers how to treat dehydration caused by diarrhoea
- ❖ Keep the surrounding clean.

During Gloria's next visit to Enye Nyame Den, Kwame shows her the list of activities he and the Health Group plan to do with the community's help. Gloria likes the activities on the list because she thinks that Enye Nyame Den will be able to do them with very little help from outside. Gloria says to Kwame, “Now that you have identified the most serious problems, the causes and have ideas on how to prevent them, let's put them into a plan of action”.

See Activity Card 10 - **“Story with a Gap”**
See Information Card - **Basic Hygiene**



How to Make a Plan of Action

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 people who will do the activities and when they will be finished. A plan of action can also list the materials needed to do an activity. A plan of action helps you to:

- ❖ Remember all the work that has to be done
- ❖ Be well organized in doing the activities
- ❖ Finish the activities.

Case Study 6.4 – Kwame and Group make a sample Action Plan

At the next meeting of the Health Group, Gloria helps Kwame and the Health Group make a plan of action.

During the “But Why?” activity, the Health Group decided that one of the causes of diarrhoea in the community was that not everyone used the latrine. They feel that this cause is something they can prevent with almost no resources.

The actions they decide to take to encourage people to use a latrine are to give health talks and to encourage their friends and families to use the latrine. It is agreed that Kwame will give the health talks and that the rest of the group will encourage people to use the latrine. The Health Group decides that these are activities that they should do all the time. With these decisions, they complete the first part of their plan of action.

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 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 schedule	Talks were held in 3 communities. 60 Participants attended.
	Health group will encourage friends and family to use the latrine	Members of the Health Group	None	Often / all of the time.	Participants lists, reports on health talks.	

To keep the latrine clean and free from flies, the Health Group decides that they first need more information on how to keep the latrine clean. Agnes, the Women's Group leader and a member of the health group says “I will be traveling to the district capital tomorrow, and so I can visit the environmental health officer (Nsamansaman) to get more information.” The Health Group decides that the latrine can be cleaned twice a week.

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?
Keep the latrine clean	<p>Visit the environmental Health Officer (or Assistant) for information on how to keep the latrine clean</p> <p>Organize communal labour to clean toilets or charge fees for maintenance</p>	<p>Agnes</p> <p>Members of the community</p>	<p>Transport fee</p> <p>Cleaning materials</p>	<p>Tomorrow (3 April)</p> <p>Every three days</p> <p>All of the time</p>	<p>Measures put in place on how to keep the latrines clean</p> <p>Caution Chart on Do's and Don'ts</p> <p>Community communal labour schedule, number of participants</p> <p>Fee payment records.</p>	<p>A clean up schedule and tips for cleaning posted at the community latrine.</p>

When Kwame and the Health Group are finished with their plan of action, it looks like this:

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)		
Teach mothers how to make ORS	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.
	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	Once a week/ all of the time	Number of communal labour activities done on cleaning the environment	3 communal labour organised with over 100 participants in one month.

See Activity Card 11- **Developing a Plan of Action**
See Activity Card 11a - **Plans for the Future**



IMPORTANT POINTS TO REMEMBER!



- Before a community can take action to tackle a problem, it needs to do four things:
 - The community must know that there is a problem and identify the causes
 - The community must see how the problem affects them
 - The community must have the confidence to solve the problem
 - The community must take part in deciding how to solve the problem.

- The first health problem that you and the Health Group should decide to tackle is one that most people in the community feel is a health problem. It should also be a problem that can be tackled with little or no resources

- Listing the many causes of a health problem helps you and the Health Group decide on several activities that can be done with few resources and involve other members of the community

- Make a plan of action to help you and the Health Group organize your activities. Make sure everyone knows what is to be done, who will do it and when it will be done.

Next Steps

Kwame's most important tasks as a community health worker are to educate and motivate the people of Enye Nyame Den to take action. To educate and motivate his people, he must learn to communicate using teaching materials and fun activities.

CHAPTER 7

WORKING WITH LEARNING MATERIALS



People are more likely to believe and understand what they are taught if they can see, feel, touch or smell it for themselves. But most of the time, only their sense of hearing is reached because of the usual way of teaching. One person does most of the talking. Several people listen. Learning materials can reach the other four senses of seeing, feeling, tasting and touching. They also help the people to participate in the health talks.

Learning materials are used to:

- ❖ Attract the attention of people
- ❖ Keep the interest of the people
- ❖ Start discussions on a chosen health topic
- ❖ Help people to remember what they have learned
- ❖ Make learning entertaining.

Learning materials are only useful if they are prepared well and used properly. Here are some questions you should ask yourself when choosing learning materials:

- ❖ Does the learning material explain the topic to the learners better than other learning materials?
- ❖ Is the culture shown in the learning materials the same as the culture of the people living in the community?
- ❖ Will the learning materials give information the people can understand and remember?
- ❖ Does the learning material need any reading?
- ❖ Can the people see, feel, hear, taste and/or smell the learning materials if necessary?
- ❖ Does the learning material make the people more involved in the activity?

There are many kinds of learning materials you can use to make your health education activities more interesting. Some of them are:

- ❖ Pictures
- ❖ Posters
- ❖ Leaflets or pamphlets
- ❖ Audio/Video cassettes
- ❖ Games, songs, stories, proverbs; and
- ❖ Demonstration materials (food items, samples of things etc.)

Learning to work with Learning Materials

Case Study 7.1 - Kwame uses learning materials

The rainy season will soon start, and so Kwame is working hard to plant his cassava and beans. While resting under a tree, his friend, Alhassan, joins him.

After greeting each other, Alhassan sits beside Kwame under the tree. Alhassan says that it is good that the rains will start. "Soon, the lean season will be over. But the rains will come with other problems."

"What do you mean?" asks Kwame.

"Before the rains are over, almost all of the children will miss school because of malaria," answers Alhassan.

Alhassan invites Kwame to come and talk to the children and parents about how to prevent malaria. Kwame says he would like to, but he needs to plant his cassava and beans. He reminds Alhassan that he is a volunteer health worker and is not paid, "Besides," Kwame tells Alhassan, "I'm not sure I know how to teach children."



Alhassan promises that he will help Kwame on his farm on the weekends and will talk to other members of the health group about helping Kwame. He also says the children will take turns helping Kwame on the farm when there is no school.

"As for working with children, of course it is a challenge, but it is just like working with women's group or any other group of people," Alhassan tells Kwame. "Working with children has several benefits:

- ❖ Children can discuss what they have learned with their families
- ❖ Children are in their habit forming years. It is easier for them to learn new habits
- ❖ Older children take care of their younger brothers and sisters. They can use what they learn to keep members of their families and community healthy now and in the future.
- ❖ It fulfils their rights as children to be part of the society's development

Alhassan agrees that children need to be kept involved. "But children, like anyone else, can be kept involved with learning materials," he says. "I will help you plan your activities with the children," Alhassan tells Kwame. Kwame thanks his friend.

Using Pictures

Pictures have already been used in some of the earlier activities, but in this section, the use of pictures will be discussed some more. Pictures can be used to help people remember messages, to help people take part in a discussion and to tell stories.

- ❖ Pictures let people 'see' what is happening in the story
- ❖ Pictures say what words cannot say
- ❖ Pictures can be used to help a group tell a story from their own experience.

Health workers can use pictures to discuss health problems with groups of people – letting the group try and explain what is happening in the pictures. This way, the people find out the health messages for themselves and tell it to the health worker, rather than the health worker telling them.

How to use Pictures to Start Discussions

Pictures without words help people create their own stories and start discussions on important family and community issues. They can be used to help you find out how well the people understand that a clean environment leads to healthy lives, how well they understand the importance of giving special drinks (ORS) to a baby or child with diarrhoea or the importance of working together as a community. Pictures without words can also be used to see if other health issues have come up since doing those activities "Informal discussions", "Walk Abouts" to help to learn more about your community. Two activities that use pictures to start discussion are "Pictures to Start Discussion" and "Two-Pile Sorting Cards".

Half Time



Take some time to look at earlier activities

How were pictures used?

Were they effective?

What other ways can pictures be used to promote health?

Case Study 7.2– Kwame learns how to use pictures from John

Kwame has not seen his friend John for a while, so he decides to visit him. John asks Kwame about his work. Kwame tells him that work is going well. He has learned a lot about his community and has the support of his Health Group and the rest of the people. "But," says Kwame, "Alhassan, the head teacher, wants me to work with the school children, and I'm not sure what teaching/learning materials will be the best."

John says, "I have some ideas on how you can use pictures with children. They can use pictures to tell a story, or you can use them to test the children on good and bad health practices. But first, you need pictures about how to prevent malaria. I think I may have some stored in my trunk."

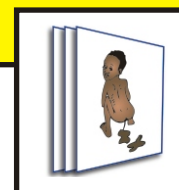
John gives Kwame several pictures showing good and bad health practices relating to Malaria and other diseases. John shows Kwame how the children can use the pictures to make up stories and how Kwame can use them to start discussions.

John also shows Kwame how the pictures can be used for two-pile sorting cards to see what the children know at the beginning of a health talk and then at the end of a health talk.



Kwame thanks John for his help. John says, "Never mind, Kwame. Talking with you helps to motivate me and gives me new ideas. I've just realized that I have not been doing enough work with children in my community. I think I'll have a talk with our headmaster and see if he has any ideas."

See Activity Card 12 - **Pictures to start Discussion**
See Activity Card 12a - **Two-Pile Sorting Cards**



Involving Children in Making Teaching/Learning Materials

Children are very good at making things. They can be helpful when you want to make posters and other types of pictures. Allowing children to make their own pictures, write essays or songs and poems is a good idea because it helps them remember what they have learned. They also have something to take home to share with their families and friends.

Case Study 7.3– Using pictures to start discussions

Kwame shows John's pictures to Alhassan. Using the pictures to start discussions and telling stories gives Alhassan an idea, "Why don't we let the children draw their own pictures? We can even have a competition!" Kwame thinks Alhassan's idea is a good one.



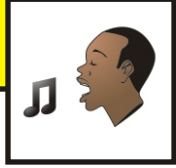
John's pictures are a great success with the children. Kwame asks some of the children to make up their own stories with pictures about how children can improve their health. Other children make posters. The older children write essays, songs and poems on how to prevent malaria. When the school children finish their projects, they invite their sisters, brothers, and friends who cannot go to school to a special programme. Here the pictures are presented for people to see and all the stories are told.

See Activity Card 12b - **Making Posters**

See Activity Card 12c - **Essay Writing**

See Activity Card 12d - **Writing Songs and Poems**

See Information Cards - **Malaria Prevention and Malaria Treatment**



Using Leaflets

A leaflet is a simple learning material with information about a health issue on a leaf of paper. The advantages of using leaflets are that they are cheap to make and can be given to people to take home with them. Once a person has a leaflet, they can read it several times and refer to it when they need to.

Case Study 7.4 – Gloria supports activities with leaflets

Gloria hears about Kwame and Alhassan's activities with the school children to prevent malaria. On her next visit to Enye Nyame Den, she brings leaflets with her which explains how to prevent malaria. She brings enough to give to the school children and to other people who want them.

Each child is given a leaflet. Gloria reads the leaflets with the children and answers their questions. She also tests them to see what they have learned. She tells the children to take the leaflets home and share it with their families.

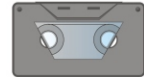
Using Audio/Video Cassettes

This activity may not be practical for every community health worker because of the difficulty and cost of 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 as teaching tools. Audio cassettes can:

- ❖ Be used to gather people for a health talk or demonstration
- ❖ Be used to entertain a group while they are waiting for the program to start
- ❖ Help educate people waiting for services at a clinic

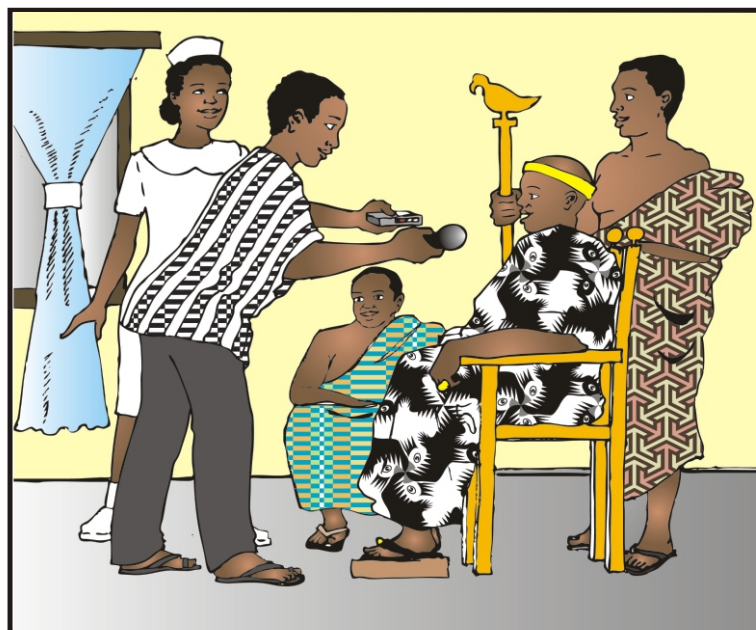
- ❖ Stress and reinforce key points of a health talk
- ❖ Be played over and over again for many years
- ❖ Listened to anytime anywhere.

See Activity Card 12e- **Audio Cassettes to Deliver Health Messages**



Case Study 7.5–Kwame and Gloria use audio cassettes

Every two weeks, Gloria and Kwame go around Enye Nyame Den and do a “Healthy Village Show” on cassettes. Once a week, they interview the Chief and record their discussion on a cassette. They ask him what health issues he would like to talk to his community about. The Chief says that he has noticed less diarrhoea among the children. He also says that he has visited the toilets and noticed that they are clean and free of flies. He wonders if having clean toilets is the reason for less diarrhoea. He appeals to his people to continue to keep the toilets clean. Another week, they interview the Traditional Birth Attendant who tells them she is happy that more mothers are attending the Child Welfare Clinics and getting their children immunized. She tells the mothers to give more eggs, beans, fruits and vegetables to their children so they will grow well. Everyone in Enye Nyame Den wants to listen to the new cassettes.



Kwame and Adwoa exchange cassettes and play them in their communities. Soon they are competing to see who can make the best "Healthy Village Show." The Health Group joins in on the fun, and even raises money for Kwame's cassettes and batteries.

See Information Card – **Feeding a Healthy Child**

IMPORTANT POINTS TO REMEMBER!



- There are many types of teaching/learning materials that can be used to make learning interesting and entertaining. Some of them are pictures, leaflets, posters and audio/video cassettes
- Teaching/Learning materials also help people to remember what they have learned. It is important to remember that if a teaching material is not right, it can confuse your audience. Pre-test the teaching materials on a friend or a member of family before using it.

Next Steps

Kwame has learned to use teaching/learning materials to help give his health messages. However, he feels that the people should be more involved in the activities and discussions. To encourage people to get involved, he learns to use other fun activities like role-plays, dramas and demonstrations.

CHAPTER 8

USING FUN ACTIVITIES TO INVOLVE THE PEOPLE



You have already learned from earlier activities how stories can be used to help people learn new ideas. In this section, Kwame not only uses stories, but also demonstrations, role plays and dramas to convey health messages to the community. With children, he uses songs, poems, games and contests. Kwame finds that people can learn more if they are entertained while they are being educated.

Case Study 8.1 - Weighing exercise in Enye Nyame Den

Every second Tuesday of the month, the community health nurses come to Enye Nyame Den for weighing and immunization. The women enjoy the event because it gives them the chance to come together and talk about their children.

Kwame helps the community health nurses set up the clinic.

He sends the gong-gong beater to tell the women to come to the clinic. He also helps the nurses to weigh the children and fill out "The Child Health Records," share information with caregivers, and counsel on what actions to take to sustain growth and development of the child. The community health nurses, Kwame and the Health Group use the Information Card on "How to use your Child Health Record" for the counselling.



Helping the community health nurses gives Kwame the chance to meet most of the mothers in Enye Nyame Den. He also learns about the health problems of their children. By watching the mothers and reading the health records, he finds other health problems in the community.

He learns that:

- ❖ Some mothers are not feeding their babies on only breast milk for the first 6 months
- ❖ Some mothers are cleaning their babies' cords with local materials
- ❖ Some mothers are feeding their babies with feeding bottles
- ❖ Many babies stop growing well after they start receiving complementary foods
- ❖ A lot of the babies and children have not been given all of their injections (immunization).

He discusses his findings with the community health nurses. They suggest that Kwame and the Health Group talk with the mothers before the clinics starts. They list the advantages:

- ❖ The community health nurses can explain more about the topic discussed during the health talk when they meet with the mothers one on one
- ❖ The health talk will bring all the mothers from their homes so the clinic can start earlier and finish sooner; and
- ❖ A well- organized health talk will attract more mothers to attend the clinic.

Kwame asks; "Where do I start? I'm not sure what the mothers already know. How do I involve them in the discussion?"

The community health nurses tell Kwame that some ways of finding out what the mothers already know and involving them in the discussion are through demonstrations, story- telling, role plays and dramas.

Using Demonstrations

Demonstrations are a great way to involve your audience and to help them remember what they learn. Demonstrations are used to teach your audience new skills. Examples of demonstration are showing mothers how to use a female condom, showing people how to filter water to protect against guinea worm and showing a mother how to make ORS. Demonstration can be made more interesting if they are turned into contests or competitions.

Complementary Foods and Cooking Demonstration

After six months breast milk does not supply all the nutrients that infants need to sustain a healthy growth and development. It is important to add on other foods to the breast milk. These other foods should help the child to grow, give energy and protect the infant from infections. These include vegetable, fruits, beans and nuts, animal source foods (eggs, chicken, fish, and meat) in addition to the staples (maize, millet, yams, cassava, cocoyams, plantains and sweet potatoes).

The first food usually used in feeding infants in addition to breast milk is cereal porridge such as weanimix.

Weanimix is a powder or flour made from maize, millet, sorghum (guinea corn), rice, beans and groundnut. (4 parts cereal to 1 part legume roasted and milled together).

Weanimix can be made at home or bought in the market or at local clinics.

Mothers in your community may know about Weanimix. Teaching mothers how to make and cook with weanimix using cooking demonstration is one of the many activities you can do with women's groups.

Case Study 8.2 – Weanimix cooking demonstration and contest in Enye Nyame Den

Kwame notices that many of the babies in Enye Nyame Den stop growing well when they are weaned from the breast. He knows it is because of poor nutrition, but he is not sure that he knows enough about nutrition to be able to discuss it with mothers. He goes to see Gloria for advice.

Kwame finds Gloria at the District Clinic preparing for an ante-natal clinic for pregnant mothers. He tells Gloria that he would like more information on nutrition and complementary feeding practices so he can advise mothers in his community.

Gloria tells Kwame that today is his lucky day because during the clinic they will be doing a cooking demonstration with weanimix.



During the demonstration, Gloria explains how to make weanimix with maize, groundnuts and cowpeas. She explains why weanimix is good for babies who are being weaned from the breast and for children who are growing. Gloria shows the mothers how to make porridge for small babies who are being weaned and how to add weanimix to food for the rest of the family. Gloria gives every mother in the clinic a chance to make the porridge so they know how to make it when they go home.

When Kwame returns to Enye Nyame Den, he discusses his idea for a cooking contest with the Health Group. The Health Group likes the idea and works to inform the rest of the community about the cooking contest. Gloria, the Traditional Birth Attendant, the women's group leader and the Chief are asked to be the judges. The Health Group sets the following rules for the contest:

- ❖ The food must have weanimix in it
- ❖ The food must be made from locally available foods.

Kwame and the Health Groups discuss possible ideas for food contests:

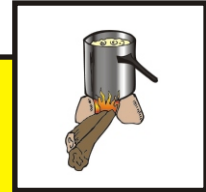
- ❖ Aprapransa
- ❖ Making banku with weanimix and nkontomire stew

- ❖ Making T.Z with weanimix and groundnut soup
- ❖ Weanimix porridge with akara (koose)
- ❖ Making tatale with weanimix and bean stew.

Serve these meals with fresh fruits in season!

See Activity Card 13 - **Demonstration & Cooking Contest Using Weanimix**

See Information Cards - **Exclusive Breastfeeding 0-6 months**
Watch your children grow
Feeding a sick child



Condom Demonstration

Another demonstration that can become interesting when it is turned into a contest is putting a condom on a wooden penis model. You can use banana as a wooden penis model. Tell them in real life the condom has to be worn on a real penis.

Case Study 8.3 – Condom wearing demonstration and contest

Kwame meets with the youth group every month. They have spoken about Sexually Transmitted Infections (STIs) and the importance of delaying having sex. Kwame has even shown shyness when asked to put a condom on the penis model. To get the youth comfortable using condoms, Kwame organizes competitions for the group.



In one activity, Kwame has a contest to see who can correctly put a condom on the penis model the quickest. This shows how easy it is to use condoms. In another activity, the youth group members compete to see who can blow-up a condom to its fullest size without breaking it. This shows how large condoms can stretch. Kwame even has a competition to see who can put the most oranges in a condom without breaking it. This shows how strong condoms are. The youth group has a lot of fun with the competitions. It helps them to forget their shyness and to talk about sex.



See Activity Card 13a - **Condom Demonstration and Competitions**

See Information Cards - **Family Planning; Short Term Methods**

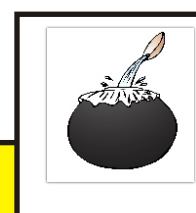
What are STIs (Sexually Transmitted Infections)

Treatment and Prevention of STIs

Prevention and Treatment of HIV/AIDS

Water Filtering, Treatment and ORS Demonstrations

Other examples of demonstrations are showing people how to filter water to prevent guinea worm, treat water with aqua tabs, and how to make ORS for treating diarrhoea.



See Activity Card 13b - **Demonstration on Filtering**

See Activity Card 13c - **Home Fluids and ORS**

See Information Card - **Diarrhoea Prevention and Treatment**

**How to prepare and use
ORS and Zinc to Treat
Diarrhoea**

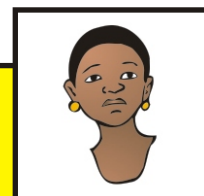


Using Stories

One way of learning from the people and helping them to discuss health issues is to use stories. “**The Story of Dzifa**” is an example of how a story is used to learn about child feeding practices in your community. It can also be used to teach your audience about breastfeeding, complementary feeding and the importance of eating a mixed diet.

See Activity Card 14 - “**The Story of Dzifa**”

See Information Cards - **Feeding a Healthy and Sick Child, Exclusive Breastfeeding Using Stories to Help Mothers**



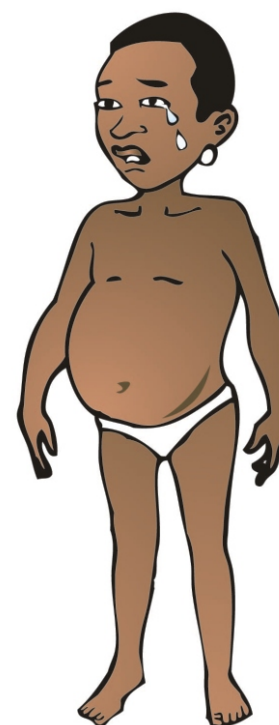
Using Stories to Help Mothers

Learn to Read the “Growth Chart”

The “Growth Chart” is used in all 10 regions in Ghana. Mothers are given the Child Health Record Booklet which contains the growth chart when they attend a clinic to weigh and immunize their children. The Child Health Record Booklet gives the mother important information about the health of her child and what she can do to promote her child's growth and development. The “Growth Chart” helps the mother to find out early when her child is not growing well. But many mothers do not know how to read the “Growth Chart.” The “Story of Dzifa” can also be used to help mothers learn to read the “Growth Chart.”

Every month, before the weighing and immunization clinic, Kwame meets with the mothers to talk about the importance of using the Child Health Records, monitoring the “Growth Chart” and taking action where it is needed.

He uses stories about babies and children and how their mothers care for them until they are 5 years old. The stories create a lot of discussion among the mothers. The mothers enjoy Kwame's stories very much. Soon they begin telling their own stories about caring for the newborn, breastfeeding, immunization and weighing; the mothers challenge each other to tell stories with correct information. After some time, Kwame encourages the mothers to act out their stories for the rest of the community.

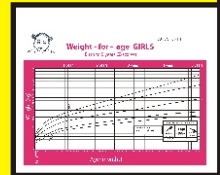
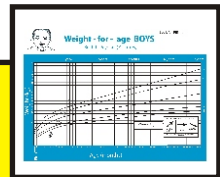


See Activity Card 15 - **“ The Growth Chart”**

See Information Card - **Exclusive Breastfeeding; 0-6 months**

Feeding the baby; 6months - 2 years

See Information Card- **Newborn Care**



Half Time



Using Role Plays and Dramas

Role plays and dramas can also be used to convey messages to your audience. They are like stories, but instead of being told, they are acted out by people.

Dramas are more elaborate than role plays. A drama can have a written script. A role play usually does not. Role plays are usually short—not more than ten minutes. Dramas can last for an hour or more.

A role play costs almost nothing, while much more time and resources are spent on producing a drama with costumes, scenery, sound effects and props. Only a few actors are needed for a role play. A drama can involve up to ten or more people.

Role Play

One type of role play is the open-ended role play which is used to encourage questions and discussion from the people. An open-ended role play must have no clear ending where more questions are asked than answered. It also gives the health workers a chance to discuss health issues or rumours people feel shy talking about.

Because many of the women in Adwoa's village come to the clinic in Enye Nyame Den, she often joins Kwame's talks to watch the women act out their stories. Watching the women gives her an idea on how to use the same stories in her community.

Adwoa ask two of the women from the clinic to do a role play on the “Story of Dzifa” using doll as Dzifa.



One woman acts as Auntie 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 Auntie Efua's neighbour. In the role play, she comes to visit Auntie Efua and plays with Dzifa. She sees that Dzifa is not happy and not growing as well as her daughter. She asks Auntie Efua why Dzifa is not growing well. She talks about some of the signs of Dzifa's sickness, Kwashiorkor.

When the women are finished with the role play, Adwoa asks the mothers why Dzifa became sick. She asks what Auntie Efua could do to make Dzifa better? These two questions create a lot of questions and discussion among the mothers.

Dramas

Dramas are similar to role plays, but they require extra preparation.

The role play provides enjoyable entertainment for the mothers and the rest of the community. Other people get involved in the role plays and problems like guinea worm, AIDS and STIs become the topics. Soon the role plays become more like dramas. Members of the Health Group begin writing dramas and acting them for the community on special occasions. The teachers at the primary school write scripts for the children to perform for the PTA and other groups in Enye Nyame Den.

See Activity Card 16 - **Open Ended Role Play and Dramas**

See Activity Card 16a - **Dramas**



IMPORTANT POINTS TO REMEMBER!



- Working with other health workers like community health nurses during clinic sessions will help you to discover other health problems in your community
- Use the chance of an organized weighing and immunization clinic to discuss health issues with mothers
- Demonstrations, stories, open ended role plays and drama are a great way of involving people in learning and teaching them new skills.

Next Steps

Kwame is not finished using fun activities. There are many fun activities that he can use with children like songs, poems, games and more contests and competitions.

CHAPTER 9



USING FUN ACTIVITIES WITH CHILDREN

There are more fun activities that can be used to make health education more entertaining for the people. These activities include using songs and poems, proverbs, games and more competitions.



After working with Alhassan, the head teacher, to help the school children learn how to prevent malaria, Kwame has gained a lot of confidence in working with children and decides to have a “Child Health Day.” He discusses his idea with the Health Group, the Chief, the PTA and Alhassan; all agree to help. Together, they make a list of activities for the special day:

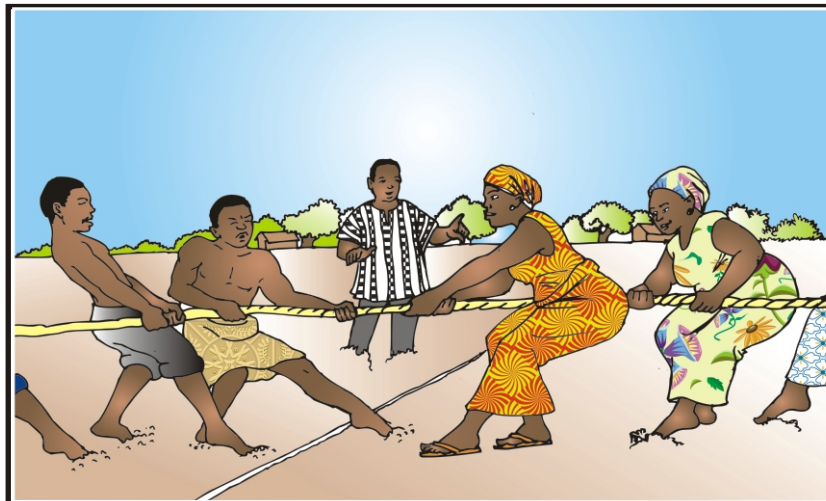
- ❖ Polio immunization for children under 5 years
- ❖ Vitamin A for the mothers who have delivered up to 8 weeks and children who are between 6 and 59 months
- ❖ Free distribution of ITN (insecticide treated nets) for pregnant women and children up to 5 years
- ❖ Demonstrations on how to hang the nets

- ❖ Competition of completeness of immunization and regular weighing sessions
- ❖ Role plays on home management of malaria
- ❖ Clean Compound Competition
- ❖ Games, poems, proverb competition
- ❖ Tug of war
- ❖ Health Talk on Child Health Records.

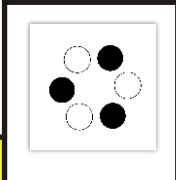
Using Games and Contests

You have already seen how contests can make activities more interesting. Games can also be fun to do and at the same time teach about important health practices. Adults can take part in the games and contests as well as the children.

The Health Group organizes games and contests including Ozim-zim and Clean Compound Contest for children who do not go school. Kwame also organizes a football match and a tug of war match. Large crowds gather to watch these matches, and Kwame uses the chance to give health talks.



See Activity Card 17 - **Ozim - Zim Game**
 See Activity Card 17a - **Clean Compound Contest**



Involving Men

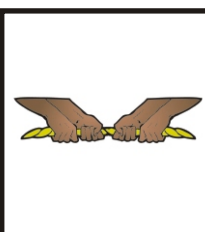
As the day goes on Kwame notices that few men are interested because the activities of the day is only about Child Health. He gathers the men and the youth, and involves them in a football match and tug of war.

Before each of the games start, the Health Group gives a health talk about men involvement in the growth and development of their children.

Men can support their families by:

- ❖ Accompanying their wives to the health facilities
- ❖ Helping with the house chores, especially when the baby arrives
- ❖ Making sure their wives and children eat healthy foods.

See Activity Card 17b - **Male Motivation Games**



IMPORTANT POINTS TO REMEMBER!



- Songs, poems, games and contests also make health talks more entertaining and help people remember what they have learnt
- Don't forget the children who do not go to school. These children may stay home to take care of younger brothers and sisters. The lessons and skills they learn from you will help them with their responsibility at home.

Next Steps

Kwame has learned to use teaching/ learning materials and fun activities to educate his people on important health issues. Now, he needs to know more about how to prepare for a health talk so he can successfully use those teaching/ learning materials and activities.

CHAPTER 10

KWAME GIVES GROUP HEALTH TALKS



Communications is the act of sharing ideas and information among people. It is the process of sharing information to help people to take action. As a community health worker, your most important tasks include motivating members of your community to accept better health practices. This involves communication. In this section, types of communication and ways to communicate will be discussed.

Case Study 10.1 – Alhassan and his wife Aza use Family Planning

Alhassan and his wife, Aza, have one child. The following is a story of how different types of communication helped them decide to use family planning.

Alhassan and his wife Aza are proud parents of a newborn baby boy. They just had their first child and have agreed that they want more children. After the evening meal, Aza tells the husband that she has been listening to a radio programme about family planning. She tells him that she would want to know more about it. Alhassan asks Aza why she wants to know about family planning.

Later that week, Kwame asks Alhassan to help him put up family planning posters. He tells Alhassan that Gloria and the other community health nurses will be coming to “Enye Nyame Den” to give a health talk on family planning. Alhassan tells Kwame about his conversation with his wife and what he told her. Kwame tells his friend that it is never too early to start family planning. Family planning is good and will help them.

To explain his point, Kwame tells Alhassan the following story:

A father and his son were planting maize. The son asked his father why the maize wasn't planted closer together in order to cover more land. The father explained that if there is space between the maize plants, they grow stronger and healthier and produce more grains.

Kwame asks Alhassan if he can see the relationship between little maize plants and children. Kwame explains that if he waits until his son is at least three years old, it will give Aza's body time to prepare for another baby and allow Aza to care for their son at a time when he needs most his mother's care. Kwame advises Alhassan to attend the talk with Aza on family planning.

During the health talk Gloria and the other community health nurses inform the people about the benefits of family planning. They make their talk entertaining with roles plays, stories (e.g. the maize plant story) and pictures. Gloria ends the talk by telling the people to come to the family planning clinic if they want more information.



After the health talk, Alhassan thinks Aza's idea to learn more about family planning is good. Together, he and Aza decide to visit the family planning clinic.

At the family planning clinic, Gloria greets Alhassan and Aza. During their visit with Gloria, Alhassan and Aza learn more about family planning and decide it is a good idea. With Gloria's help they choose a method that is suitable for them.

See Information Card - **Newborn Care**

See Information Card - **Family Planning Benefits**

See Information Card - **Family Planning - Short Term Methods**

See Information Card - **Family Planning - Long Term and Permanent Methods**

Later that evening, Alhassan was walking home and met his friend Kwame on the way. He thanks Kwame for sharing the “Little maize plant” story with him.

“If Aza did not hear the radio programme and discussed it with me, I may not have thought about talking to the nurse about family planning” he tells Kwame.

“My wife Aza is a hardworking and dutiful woman. She is going to be a very caring mother to our son.”

He continues, “Last year when Aza became pregnant, she asked me to go with her to the clinic to see the nurse whenever she was asked to come back. The baby was growing well, and she got all her medicines including the one to prevent malaria in pregnancy.

The nurse advised her to eat a lot of vegetables and fruits so that she would be healthy and the baby would grow well. Alhassan continues, “we even asked my mother to stay with us, so that she would have some help when the baby comes.”

Kwame listened quietly and then suggests that Alhassan ask Aza if she will be willing to come to the next health talk and share her experience with other pregnant women in the community.

“That is a good idea”. Alhassan says. “She could tell them how she kept healthy during pregnancy.”

See Information Card - **Keeping Healthy During Pregnancy**

See Information Card - **Ante-Natal Care:HealthCare During Pregnancy**

Types of Communication

In the story of Alhassan and Aza, there were four types of communication

❖ **Face-to-face communication between two people**

Aza discusses family planning with her husband. Alhassan discusses family planning with Kwame. Gloria discusses family planning with Aza and Alhassan.



❖ **Face-to-face communication with a group of people**

Gloria and other community health nurses give a health talk.



❖ **Mass Communication**

Means of delivering message to large audiences usually through a radio, television, posters or video – it is not face-to-face. Aza listens to a radio programme on family planning. Kwame and Alhassan use posters to inform people. Kwame and friends can also use radio programmes to educate the people.



❖ **Communication that takes place inside a person**

Alhassan thinks that he would like to know more about family planning.



Case Study 10.2 – Kwame is nervous

Adwoa meets Kwame just before he is due to give a health talk to the youth group. When she shakes his hand, she notices that it is trembling and that his palms are sweaty. She asks, "Why so nervous Kwame?"

Kwame answers, "I'm giving a health talk to the youth group this morning. I always get nervous before I speak to a large group."

Adwoa smiles and says, "It is normal to be nervous when you have to speak in front of a group of people. After giving health talks for three years, I still get nervous. But I have found that there are a few things I can do to make me more comfortable. Let me help you prepare for the health talk, and I will show you some of the things I have learned."



How to Prepare for a Health Talk

It is normal to be nervous before giving a presentation or a health talk. Many people find it difficult to talk in front of a large group. However, the more you prepare to give a health talk, the less nervous you will be.

- ❖ Find a meeting place in good condition
- ❖ Make sure it is comfortable for everyone

-
- ❖ Decide on the topic you want to share information about
 - ❖ Collect ideas and information from books, magazines friends and community members
 - ❖ Put your ideas together on paper
 - ❖ Identify learning materials you can use to support your ideas
 - ❖ Put your ideas and materials together
 - ❖ Practice your presentation.

How to Overcome Nervousness

- ❖ Use Teaching and Learning Materials
- ❖ Organize what you are going to present properly and practice giving it
- ❖ Use simple language
- ❖ Involve participants with songs and role plays
- ❖ Encourage feedback from the people
- ❖ Make the presentation simple and concise
- ❖ Set up the meeting place in advance
- ❖ Ensure the meeting place is comfortable.

See Activity Card 18 - **Giving a Health Talk**



Half Time



What else could Kwame have done to calm his nerves and make his health talk more successful?

How to do an “Okyeame Presentation



An “Okyeame Presentation” is used to encourage interaction between a group and the person giving the presentation. Gloria, the community health nurse uses an “Okyeame Presentation” when she gives a health talk in a community where the people do not know her well. The Akan use the name Okyeame, (a linguist or translator), to communicate with the Chief. You may have another name for a linguist in your community.

The health Okyeame is a person from the area who acts as a linguist on health matters. He or she interprets what the experts say for the crowd and helps the crowd to ask questions. An “Okyeame Presentation” is a health talk with a difference. The differences are:

- ❖ The experts' information is interpreted, translated or “brought down” by a trained Okyeame
- ❖ An Okyeame encourages people to ask difficult questions or ask questions for those people who feel too shy to ask;
- ❖ The Okyeame entertains the crowd by joking about sensitive issues like family planning, sex, teenage pregnancy in a way that the people will like and still learn.

The “Okyeame Presentation” is used to:

- ❖ Keep experts from talking “Big English”
- ❖ Help people ask questions they are normally too shy to ask
- ❖ Correct rumours.

How to Prepare for “Okyeame Presentation”

- ❖ Identify someone in the community to play the role of Okyeame
- ❖ Okyeame should be someone who knows the topic very well
- ❖ Okyeame should find out rumours, misconceptions, fears and ideas about the topic in advance
- ❖ Brief Okyeame on the topic

- ❖ Put your information together properly for the people based on the findings of Okyeame. Information should be fresh and correct.



You can adapt the Okyeame Presentation format to any health topic that concerns you.

See Activity Card 18a - “**Okyeame Presentation**”



IMPORTANT POINTS TO REMEMBER!



- As a community health worker, one of the most important skills you can develop is to communicate well
- It is normal to be nervous when you have to speak in front of a group of people. With preparation and practice, you can reduce your nervousness and make your talk more successful
- With the use of the “Okyeame Presentation”, health talks can be made more interesting. The “Okyeame Presentation” can also help people to ask questions that make them feel shy.

Next Steps

Kwame has learned a lot about health talks. He and the Health Group along with other groups in the community have worked hard to improve the health of the people. To celebrate their hard work and to continue making their activities better with the community, Kwame and the Health Group plan a health festival.

CHAPTER 11

PUTTING IT TOGETHER A HEALTH FESTIVAL IN ENYE NYAME DEN



You have learned a lot- how to form a Health Group, how to use teaching and learning materials and fun activities and how to give health talks. Let's take all that you have learned, put it all together and have a health festival.

Festival can be planned to promote knowledge, skills, attitudes and values about a chosen health issue. They may also be used to accomplish a community improvement project.



The duration of the actual festival activities in the community is often only a week. For this reason, festivals are sometimes called “Health Weeks.”

The festival should deal with a real problem that has been identified by the community members themselves. If there is a Health Group in the community, it should be active in choosing health topics and planning the festival.

Case Study 11.1–Guinea Worm Disease in Enye Nyame Den

Enye Nyame Den is a farming community famous for its delicious yams, plantains and avocado pears. The people of Enye Nyame Den depend heavily on what they produce on their farms and find it difficult to feed themselves and their families if they do not have a good season.

Last year, many of the members of the community suffered from guinea worm and couldn't go to farm. As a result, the lean-season was especially difficult for many families and there was less money to do community projects in Enye Nyame Den.

This year, the Health Group decides that they want to do something to prevent people getting guinea worm before it becomes a big problem again in Enye Nyame Den.

See Information Card - **Guinea Worm Disease and Prevention**

What is a Health Festival?

A health festival is organized around one issue or problem. In other words, it has a theme. Examples of themes are "Clean up the Community", "Immunize Your Child", "Clean Water for Good Health", and "Family planning for a healthier family". These themes will often become the name of the festival, so they should be short and easy to remember.

Case Study 11.2 – Kwame and the Health Group Plan a Health Festival

Kwame and the Health Group decide that the theme of their festival will be "You can Prevent Guinea Worm--- Be Guinea Worm Free". To help the Health Group identify the causes of guinea worm Kwame explains to the Health Group how people get guinea worm. To make his discussion more entertaining, he uses stories, pictures and demonstrations.

With Kwame's help, the Health Group identifies the factors that promote guinea worm and decide that during the festival, they want to meet 3 objectives:

- ❖ Educate the people of Enye Nyame Den on what causes Guinea Worm
- ❖ Teach the people how to prevent Guinea Worm
- ❖ Find materials/resources to dig a well for the community.

The members of the Health Group inform the other organized groups of Enye Nyame Den and ask them to participate in the festival. Kwame, the Traditional Healers and the Traditional Birth Attendant also tell the Chief of their plans.

Planning a Health Festival

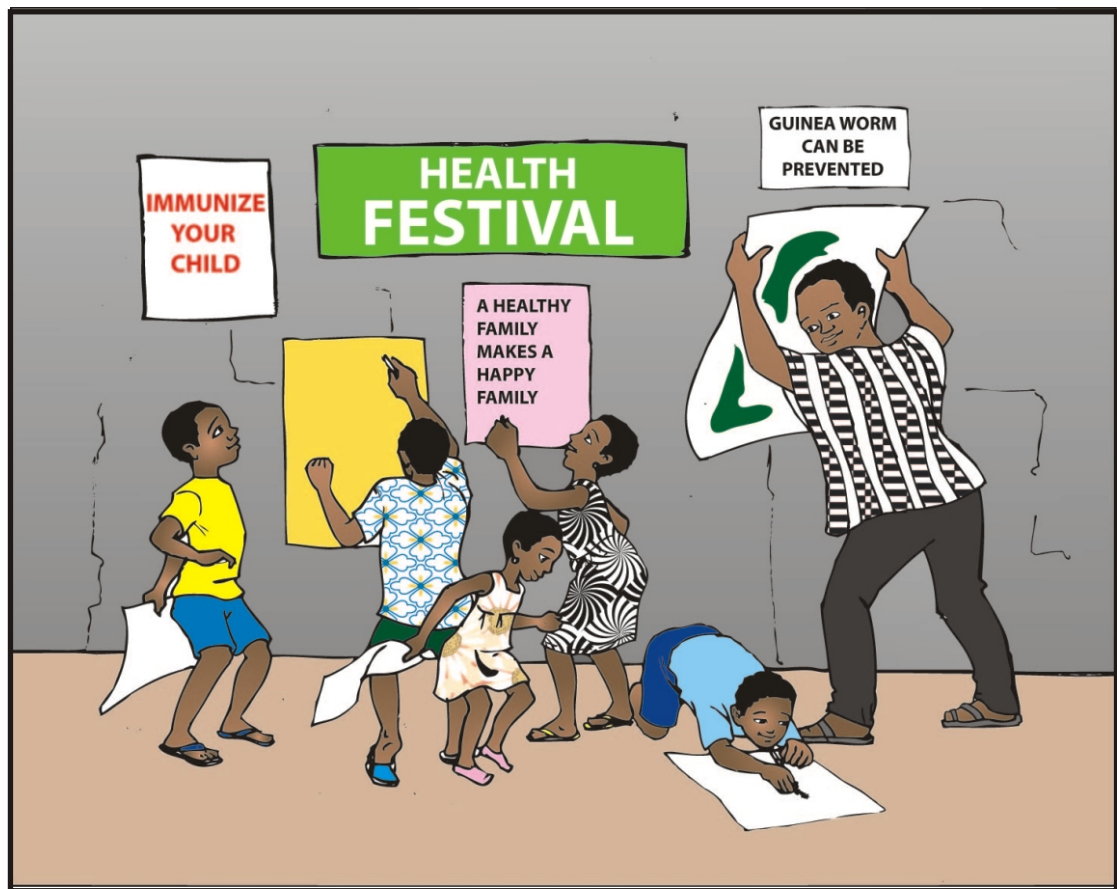
Making sure that everyone knows about health festival is the first key to success. A carefully planned public information programme should begin as soon as the community decides on the issues or problem it wants to tackle. People need to know what is going to happen, when it will happen, and why the project is important to them.

In the course of the festival, this information is provided through a series of messages, for which every available channel of communication is used, including gong-gong beaters, posters, public address systems, announcement at public or group meeting places, and if possible, radio and newspaper coverage.

While the festival itself may last only one week, it needs much planning. The Health Group may work for several weeks or months in order to plan a successful festival and activities following the festival.

Members of the community must be told well in advance if they are expected to take part in activities and give money and materials. Money, materials and other things needed for the festival must be found in good time.

Using different health education methods and teaching materials will help make the health festivals useful and interesting. There may be role plays, dramas, health talks, displays, demonstrations, community meetings and group discussions. Programmes may be organized in the schools and with other community groups.



Case Study 11.3 - Kwame and Group get involved in the Health Festival

During the festival, opportunities are provided for the community to do projects such as digging latrines or making bricks for a school.

Everyone takes part in preparing for the festival. The school children make posters to display in the community. The youth group writes songs, poems and riddles, and the health group organizes role plays to be performed at a special durbar. The service providers help organize the durbar and parade through town. The women's groups make special filtering cloths, and the women's pottery co-operative make special pots for storing filtered water to sell to raise money for the construction of a well.

The market women decide to pay a weekly tariff to be used for the construction of the well. The churches organize special collections and raffles. The Chief donates a sheep and a community meeting is held where it is decided that every adult will pay a levy to help pay for the construction of a well. For the health festival, Kwame invites the local newspaper, radio and television people to come to the durbar. He also invites the Assemblyman/woman, Gloria and other health workers like the environmental officers as well as other officers from the District Assembly including the District Chief Executive (DCE), the Chief and Queen mother.

The first day of the festival is a great success. The Chief holds a special durbar where the children and youth perform their songs and recite their poems. The Health Group performs a role play and demonstrates how to filter water.

The rest of the week is used to organize communal labour for the construction of a new well. The carpenters and masons donate their services and the money raised is used to purchase cement, wood and nails. The women's groups sell their pots and filters and the Health Group organizes health education activities about guinea worm.

Football matches, games and contests are organized to gather crowds. Kwame uses the opportunity to give health talks on how to prevent guinea worm.

Half Time



What other activities can you think of for a health festival?

After the Health Festival

An activity that lasts for a week brings much excitement and interest. But health problems are not solved if people are active for only one week out of the year. They must practice healthy behaviour throughout the year. They must take care of community wells and latrines every day, not just for one day.

The Health Group members must watch to see if people continue to practice the health skills taught during the festivals. Home visits, community meetings, posters, group discussions and school activities during the year help people to remember and practice what they have learned. These activities will also help the people to take care of the health facilities like toilets and wells they have built.

The need for follow-up is one reason why festivals should be organized by the community itself and not by health workers alone. Follow-up activities are carried out better by the people who live in the community.

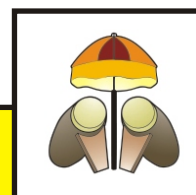
Case Study 11.4 – After the Health Festival

After the festival, to keep the people of Enye Nyame Den interested in preventing guinea worm, Kwame and Alhassan ask the children to make posters which say “We are Guinea Worm Free.” Every household whose members do not have guinea worm is given a poster to put outside their house.

During the next farming season, very few people get guinea worm. The harvest is a great success and Thanksgiving festival is organized by the people to purchase a hand pump for the well.

See Activity Card 19 - **Organizing and Using Festivals**

See information Card - **Guinea Worm and Water and Sanitation**



Taking Advantage of Traditional Festivals

Many traditional areas in Ghana have their own festivals. As a community health worker, you can take advantage of these festivals, posters can be displayed, condoms can be sold and demonstrations can be organized.

Case Study 11.5 – Kwame and the Group take advantage of the work of Traditional Birth Attendants

At the next Health Group meeting, Kwame reminds the members that the traditional festival is only a month away. He asks for suggestions on how they can use the festivals to do community education and mobilization.

Alhassan suggests a stand where all children's art work on how to prevent, malaria will be displayed. "We can ask Gloria to give out more leaflets," suggests Alhassan.

The Traditional Birth Attendant asks "Why don't we ask the festival organizers to give us some time during the durbar to act out role plays?"

The Traditional Healer suggests having members of the youth group demonstrate how to put on a condom. He says the community health nurses can sell condoms at the same time.

Another member suggests selling bags of weanimix and yet another member suggests teaming up with John and Adwoa's Health Groups to do everything that has been suggested.

Kwame agrees that all of the ideas are good ones. "Let's talk with Gloria, John and Adwoa.

Then the next step will be to talk with the organizers of the festival. What ever we decide to do, it will be a good opportunity to do community education and give the people a chance to know us better."

IMPORTANT POINTS TO REMEMBER!



- For a health festival to be successful, it needs to be planned well
 - Decide on a health issue or topic
 - Develop a theme or slogan
 - Plan activities
 - Inform the community at meetings, using posters, the gong-gong beater and if possible, the radio and newspapers
 - Encourage everyone in the community to take part
 - During the festival, use a variety of health education methods to communicate your message. These may be plays, health talks, displays, demonstrations and special meeting
- Use the festival to organize communal labour for a community project
- Plan follow-up activities to make sure that the festival meets its health objectives
- If organizing your own festival is too much work, take advantage of traditional festivals already planned by the community.

Next Steps

Kwame and the Health Group have been working hard all year to improve the health of the people of Enye Nyame Den. Now, they want to find out what effect their activities have had on the health problems they identified at the beginning of the year.

CHAPTER 12

KWAME AND THE HEALTH GROUP CHECK THEIR PROGRESS AND EVALUATE THEIR WORK



Helping the community to take action toward development involves three steps which must be repeated at regular times:



LOOK AND LISTEN: In this step, the community health worker gets to know the community, listens to their concerns and observes health practices being carried out.



DISCUSS AND DECIDE: In this step, the community health worker works with the Health Group or another community group to use the information gathered by looking and listening. The health worker discusses and decides with community members what activities they can do to tackle a health problem.



DO AN ACTIVITY: In this step, the community, with the help of the community health worker, carries out an activity or a plan of action.

Kwame and his friends have done many activities. Now they must look and listen again. This time, however, they will look and listen in order to learn what worked and what did not. They can then use this information to discuss and decide what to try next to reach their goals. This process is called evaluation.

Half Time



Evaluation is the act of getting feedback from those who have taken part in an activity. What other methods of evaluation have been discussed in this Guide?

Answer: Questions and answers

Pictures to Promote Discussion

Story Telling

How to Check the Progress of your Health Group

Look at the Plans of Action you made in Chapter 6 of this Guide. These are important records used to evaluate the progress of a Health Group. Review the plans of action with the members of the Health Group. Remind them of the stated activities, persons responsible for doing them and dates the activities were to be completed. For each activity ask the following questions:

- ❖ Did the activity take place as planned? If not, what steps can the Health Group take to improve our plan?
- ❖ Did the community have the materials to do the activity? How can we get the materials we need?
- ❖ Could more community members have taken part in the activity? How can we involve community members even more?
- ❖ What are the next steps? Do we need to repeat the activity or do we go on to the next one? Should we add more activities to our plan of action?

See some pointers for Community Change under “General Points to Remember” on Community Change in the Introduction section



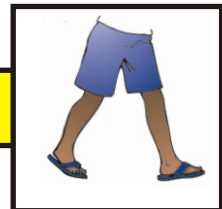
Case Study 12.1 – Kwame and Group evaluate improvement in the health of the people

After Kwame and the Health Group finished reviewing their plans of action, John makes a comment, "Reviewing the plans of action is a good idea, but how do we know if the activities are improving the health of the people?" Gloria tells John that his question is a good one. She suggests that the Health Group repeat the mapping, walk-about and informal discussions they did at the beginning of the year and compare the results.

The Health Group agrees with Gloria. They know it will not be difficult to compare the results because Kwame has kept all of his notes by making another community map, walking around the community again and having more informal discussions. They will also discover new health issues that have developed over the past year.

As Kwame and the Health Group walk around Enye Nyame Den, they notice that most of the animals are penned in and that the women are covering their containers for storing water. But they also notice that there are still some houses that have not built soak away pits, and others have weeds growing around them. Kwame and the Health Group wonder how they can reach these people.

See Activity Card 1 - **Walk About**



As Kwame talks with more and more people, he learns that the community is generally happy with the work of the Health Group. Diarrhoea is less of a problem for many of the people because they know how to make ORS. As in the beginning of the year, the people have many ideas on how they can improve their health, but Kwame notices a change in their attitude. They have more confidence in their ability to improve health and lives.

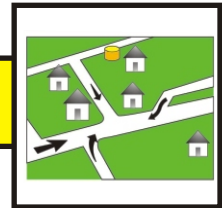
See Activity Card 2 - **Informal Discussion**



Case Study 12.2 – After the mapping exercise.

During the mapping exercise, Kwame learns that the PTA is making progress in raising money for the school's new roof, but that people are still concerned that there is no road to the district capital. But the people no longer mark the toilets as a problem area because they have been kept clean and free from flies and bad smells. The people are also proud to mark the site of the new well which is under construction.

See Activity Card 6 - **Mapping**



After the mapping, walk-about and informal discussion activities, Alhassan says that he feels that the community needs to be more involved in evaluating the Health Group's progress. He suggests an open meeting where everyone will have an opportunity to comment on the activities of the Health Group. The Traditional Healer agrees with Alhassan, "An open meeting is a good idea, but how do we organize it so that everyone's voice is heard?"

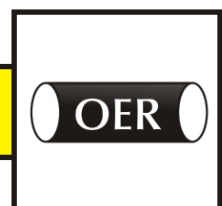
The Traditional Birth Attendant suggests inviting each organized group in Enye Nyame Den to give a report on how they've benefitted from the activities of the Health Group. "They can tell us where we have done a good job and where we need improvement," she says.

"Why not ask some of the people to do a role play?" asks Adwoa. "They can pretend to be the Health Group and act out what they think of your progress."

Kwame says "We can also do a drama on what it has been like to be member of the Health Group for the past year."

Gloria says that all of the suggestions are good ones, "Not only will the meeting help you to get important information from the community, the communication will also improve your relationship with the community."

See Activity Card 16 - **Open-Ended Role Play and Dramas**



IMPORTANT POINTS TO REMEMBER!



- Evaluation is an activity that should occur at all stages of the programme
- Evaluation should not be seen as a test to pass or fail. It can be used to help the Health Group members learn and improve future activities. Evaluation provides a learning experience
- There are many ways of doing an evaluation. There is no best way to do it. The choice of the evaluation method depends on the programme, the people involved and time and resources available.

Next Steps

The story of Kwame and his Friends doesn't end here. Community education and community development goes on and on: we find out about a community, we do activities, check our progress, and then go back to the beginning to find out if there have been any changes in the community.

What has been described by Kwame and his friends takes a long time to do. Some communities will take longer than others to go through the process, but everywhere, community education and community development takes time.



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Community Action Kit

