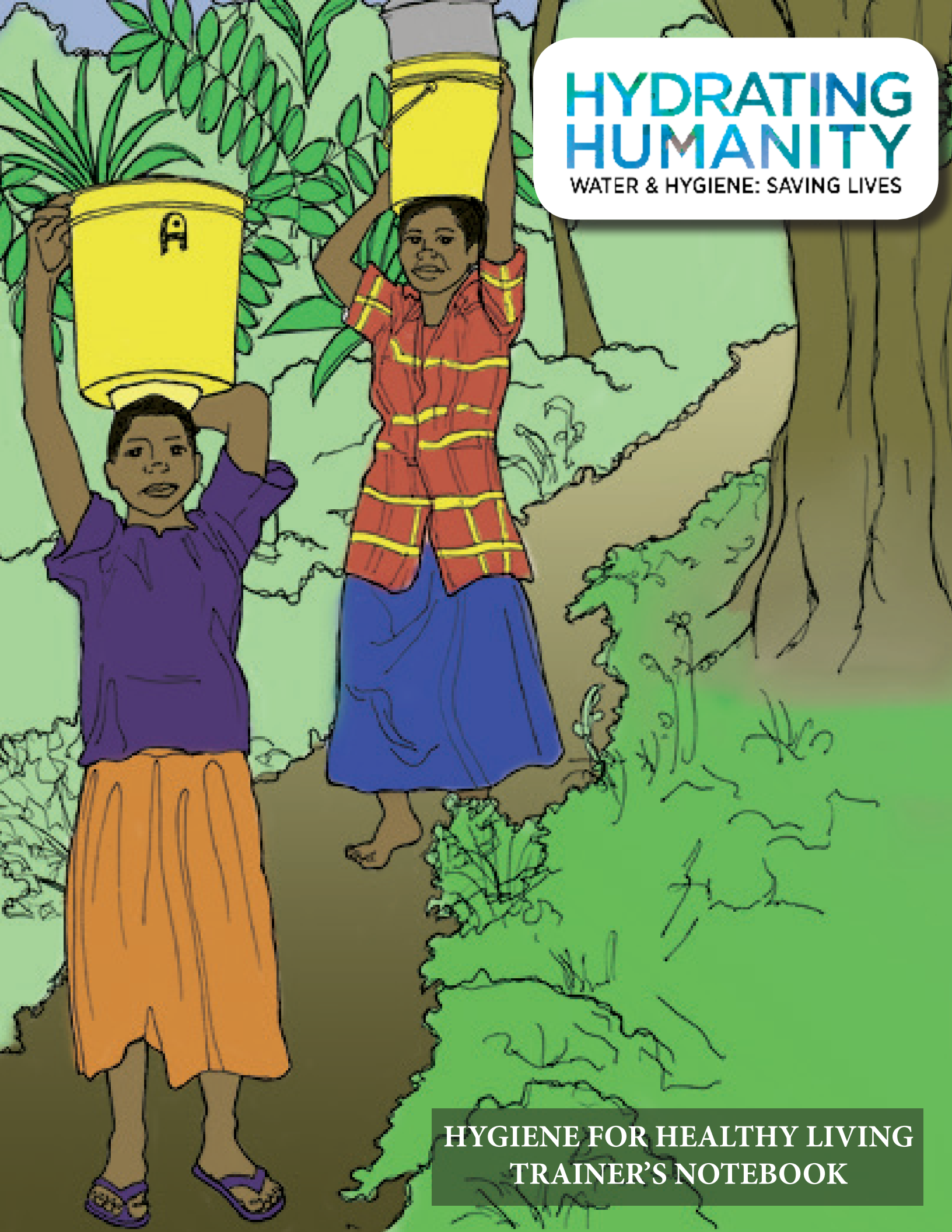

# HYDRATING HUMANITY

WATER & HYGIENE: SAVING LIVES

## HYGIENE FOR HEALTHY LIVING
## TRAINER'S NOTEBOOK

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## HYGIENE FOR HEALTHY LIVING
## TRAINER'S NOTEBOOK

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HYDRATING HUMANITY
WATER & HYGIENE: SAVING LIVES

# Table of Contents

# INTRODUCTION TO CURRICULUM

Your journey into the world of Health and Hygiene Education has begun. Congratulations! These materials have been designed for simple use and organized into lessons. Poster sets for each lesson are included at the end. Feel free to hand color the posters. This is going to be fun! Each poster is labeled with the initials of the lesson.

**For example:**
**"DDP1" is the 1st poster for Discovering Disease Pathways.**

For some lessons we also recommend additional materials. These items are listed at the beginning of each lesson, with a comprehensive list included below.

## Materials needed

- **Extra plain paper and markers or pens (various lessons)**
- **Eyeglasses & Magnifying Glass (Introduction To Germs lesson)**
- **Masking Tape, or chalk, or sheet, pins and string. (Disease Pathways lesson)**
- **Soap bubbles, cloth ball, posters. (Toolbox/Reinforcement)**
- **Labels: "Yes" and "No", typical water collection container with lid, smaller pitcher or dipper (Water Collection lesson)**
- **Pots, bottles, cloth, containers with lids. (Water Purification lesson)**
- **Pictures of homes, wood ash (Water Storage & Use lesson)**
- **Labels: "good", "bad", "in-between", "very common", "uncommon""fairly common", "hard to change", "easy to change" (Assessment: Good/Bad Hygiene lesson)**

**The following section, *Educational Philosophy*, explains vital keys for making this curriculum work.** You may want to read it a few times to become familiar with the participatory method of teaching. Once this teaching method is established in your mind, prepare yourself by reviewing each lesson and get ready to change lives. Teaching is one of life's most rewarding endeavors and educators are counted among today's world changers.

**Have fun, be healthy!**

# EDUCATIONAL PHILOSOPHY

**There is a Chinese proverb that says:**

## "I hear and I forget, I see and I *remember,* I do and I *understand*."

**Our goal is to help the people understand what they are learning. Understanding brings retention, and retention is king in education.**

With that in mind, you will find that the success in our training methods come from a classroom environment that forces students to discover the answers for themselves. This is called:

## The Participatory Teaching Method

**When we encourage participation in the lesson, our students are much more likely to discover and retain the facts that are communicated.** When we call on them to use critical thinking skills, they are taking what they know, thinking about it, and applying it to learn life lessons that have the potential to save lives!

With participatory learning, the teacher does not stand at the front of the class to disseminate information as many are accustomed. **Instead, the goal is to draw the answers from the class through participation.** The facilitating teacher begins asking the questions that will cause the collective group to discover the answers for themselves. Many studies show that this greatly increases retention; our objective is met when the students retain the lessons learned.

Whether you are working with a group of elementary school children in a classroom or a group of adults gathered around a water source, the participatory method will be successful. Students are validated as they come up with solutions to the problems you present, they feel empowered and included, which in turn makes them more open to learn, and more likely to teach what they have learned to others.

It is certainly easier and much faster to stand in front of a classroom holding up posters and giving out all the answers in a lecture format. However, for this type of material, studies indicate that the amount of information actually retained during a lecture is very low. **At some points, it may be helpful to think of yourself as a facilitator rather than a teacher.**

The Participatory Method may be new to you, but if you adhere to these recommendations as you work through these lessons, the reward will be worth the effort.

**Learn to trust the curriculum and wait patiently until the class discovers the answer for themselves before moving on.**

# PRESENTATION RECOMMENDATIONS

While traveling to areas where these lessons are needed, you may find that you are struggling to keep your own good hygiene behaviors intact! Paper gets dirty easily, and wet weather can be unavoidable.

**We recommend either putting your posters into plastic sheet protectors or laminating them.** A three-ring binder then becomes the easiest way to keep your lessons organized.

These pictures are going to be passed from person to person, put on the ground, taped to boards and dropped on floors. **Wiping them down between sessions with a Chlorine dilution or other sanitizer is a good idea!**

HYDRATING HUMANITY
WATER & HYGIENE: SAVING LIVES

# LESSON ONE
# Introduction to Germs

**OBJECTIVE:**
**To introduce the concept that invisible germs (microbes) exist that can cause disease. We will discuss how these germs were discovered and that some of these germs are found in feces and can be transferred by flies.**

## MATERIALS NEEDED:
Germ/Microscope Poster Set (labeled "ITG-1-ITG-7"), Eyeglasses, Magnifying glass.

## LESSON:

1. Have the group assemble. **Ideally, use a circle with a facilitator teaching at the same physical level as the people.** i.e. all sitting on benches or all sitting on the ground. For best results, have the translator go over the lesson ahead of time, and translate the phrases on the back of the poster set.

2. The facilitator says the words on the back of the posters, **asking for audience participation** in giving the answers that are in parentheses. (Make sure your translator is translating what the members of the audience are saying, and not telling them the answers!)

3. Show the first poster (man leaving field - ITG-1). **Read the words on the back of the poster –** " What do you see in this picture? What is happening here?" (Answers will vary: Man walking, man getting sick, man leaving his field, man going to the bathroom – almost any answer is okay!)

4. Show the next poster (close up of field - ITG-2). "This shows the field up close. What do you see now?" (poop, flies) "Have you ever stepped in poop?" (yes) "Does it stick to your feet?" (yes) "When you walk, where does the poop go?" (It sticks to the ground where you walk) "Where are the flies?" (on the poop) " Do flies have feet?" (yes, many) "What do you think they have on their feet?" (poop) "Hmmmmm…"

5. Show the next poster (food and drink on table - ITG-3). "Where are those flies now?" (on the food) "Do you think they are leaving anything on the food?" (yes) "Where else do flies go?" (garbage, open wounds, eyes,
mouth, etc.)

6. "Scientists have learned that there are germs in poop that are so small that we cannot even see them! If we get these germs in our mouths, or swallow them inside our bodies, they make us sick. Do you ever get a stomach ache or diarrhea?" (yes)

## LESSON ONE (PAGE 2)
# Introduction to Germs

**7** Say before showing picture, “Sometimes people wonder, how do the scientists know about germs, if we cannot even see them? Let us discuss this. Have you ever seen anyone wear eyeglasses?” **Show pair of glasses**. Show the next poster (fly and eyeglasses - ITG-4). “Some glasses can make things look larger than they are: they can make the fly look larger. Is the fly really larger?” (no, it just looks larger).

**8** Show the next poster (magnifying glass - ITG-5). “Have you ever seen something called a magnifying glass?” **Pass around the magnifying glass for everyone to see and try**. As they look at it, continue, “It makes the fly look even larger than with just the glasses. Is it really larger?” (no, it just looks larger).

**9** Show the next poster (microscope - ITG-6). “The scientists have invented something called a microscope. This microscope is used to make small objects look larger. The microscope uses many magnifying glasses together in this tube. (point to tube) See the fly – he looks very big here!! Is he really this big?” (no!)

**10** Show the last poster (drop of water and microscope - ITG-7). “Now, how do you think the Scientists figured out that germs from poop can make you sick? (wait for answers, they might surprise you!) Scientists looked at a drop of water with the microscope. They put it on a special piece of glass. When they looked into the water drop, they saw germs that are so small they couldn’t see them with their own eyes. One of the ways that scientists know that these germs are causing disease is that these same germs live in the diarrhea you experience when you are sick! Where else do you think germs live?” (They will live wherever they can find food – trash, feces, water, food).

**11** Ask the question, “What did you learn from this exercise?” (various answers, but hopefully an understanding of germs being real and living in feces!) **At this point, you can use additional questions and answer time to reinforce the lessons learned.**

**NOTE:**
It is possible to teach this lesson more quickly by simple telling what each picture is and what you want your students to know about it. If you are pressed for time, you can teach this lesson in this manner. However, the disadvantages include losing the opportunity for input and interaction.


ITG-1

What do you see in this picture?
What is happening here?

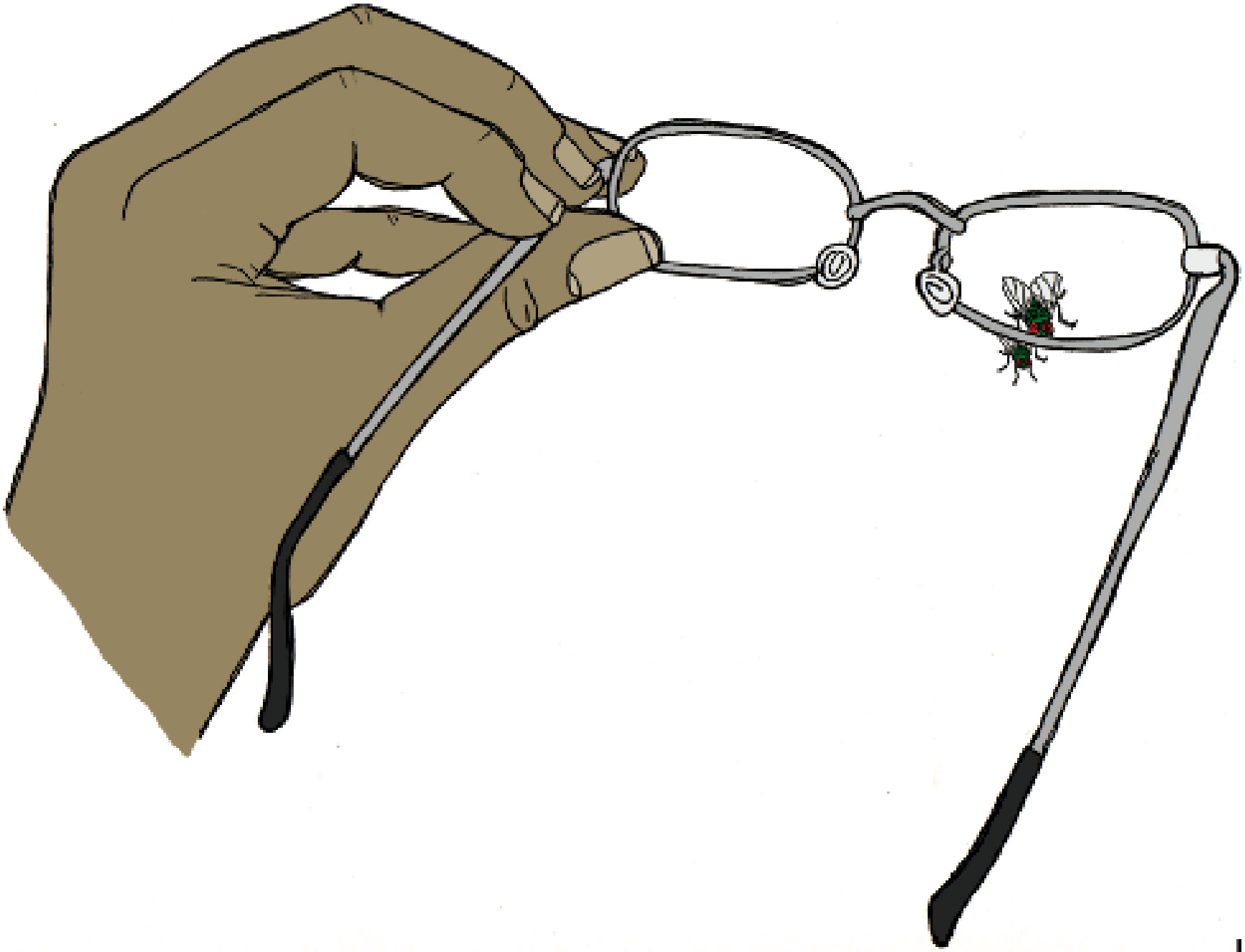
(field, rain, man holding stomach,
water, mountains, etc.)


ITG-2

This shows the field close up.
What do you see now? (poop, flies)
Have you ever stepped in poop? (yes)
Does it stick to your feet? (yes)
When you walk, where does the poop go?
(it sticks to the ground where you walk)
Where are the flies? (on the poop)
Do flies have feet? (yes, many)
What do you think they have on their feet? (hmmmm…)


ITG-3

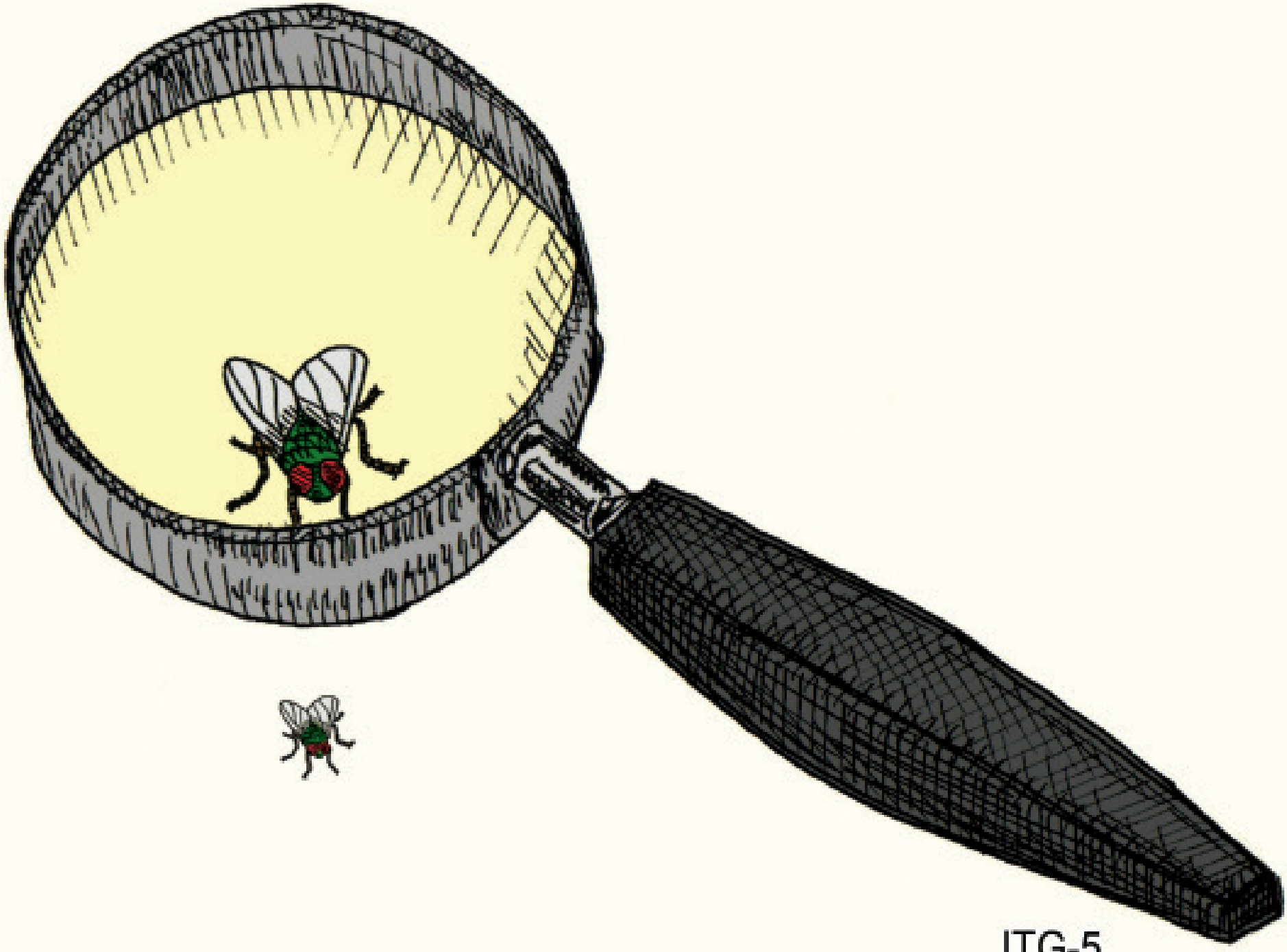
Where are the flies now? (on the food)
Do you think they are leaving anything on the food? (yes)
Where else do flies go? (garbage, open wounds, eyes, mouth, etc.)



ITG-4

Say before showing picture:
“Sometimes people wonder, how do the scientists know about germs, if we cannot even see them? Well, have you ever seen anyone wear glasses?” (Show glasses)

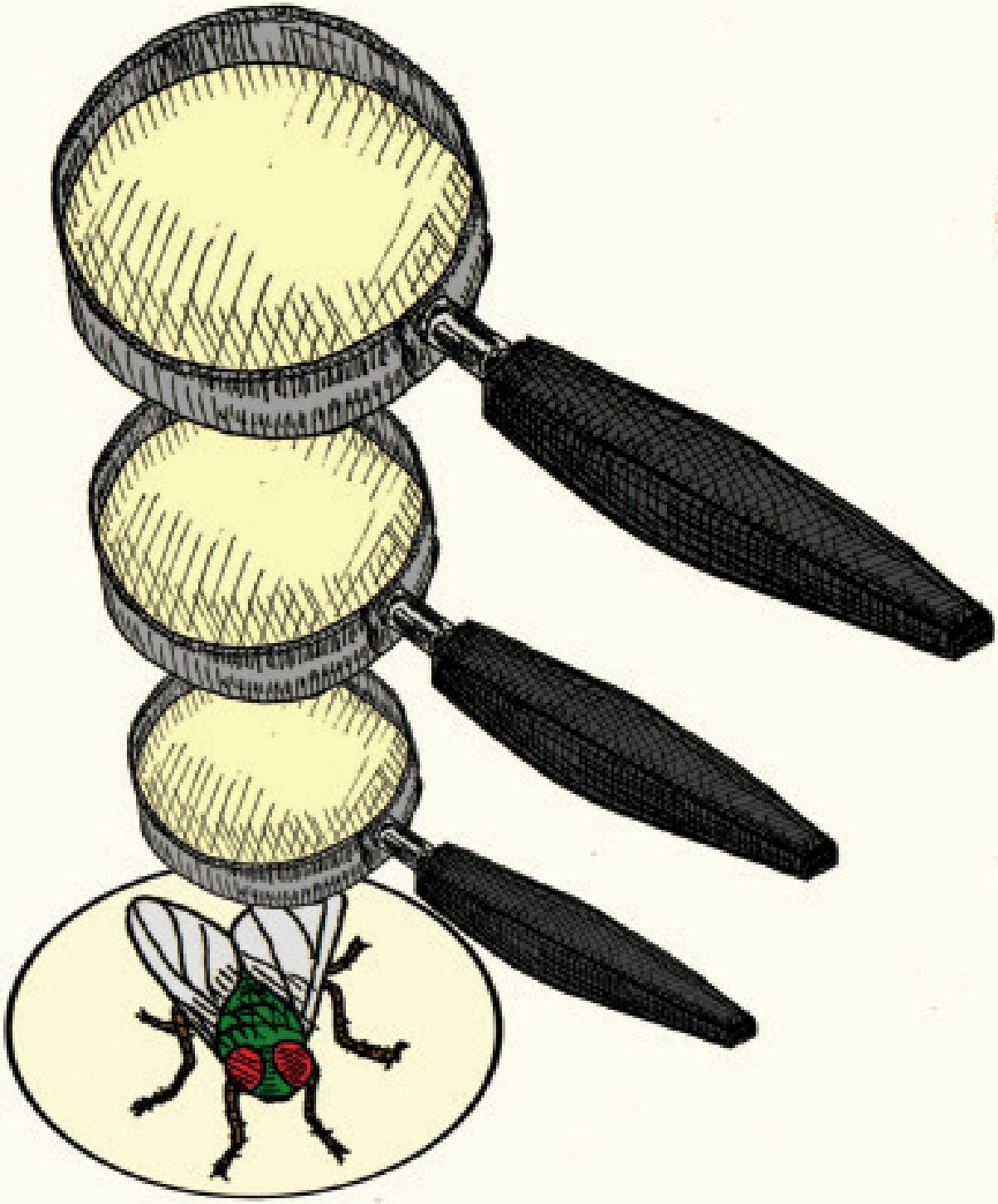
Say as you show the next picture:
“Some glasses can make things look larger than they are. They can make the fly look larger. Is the fly really larger?” (no, it just looks that way)

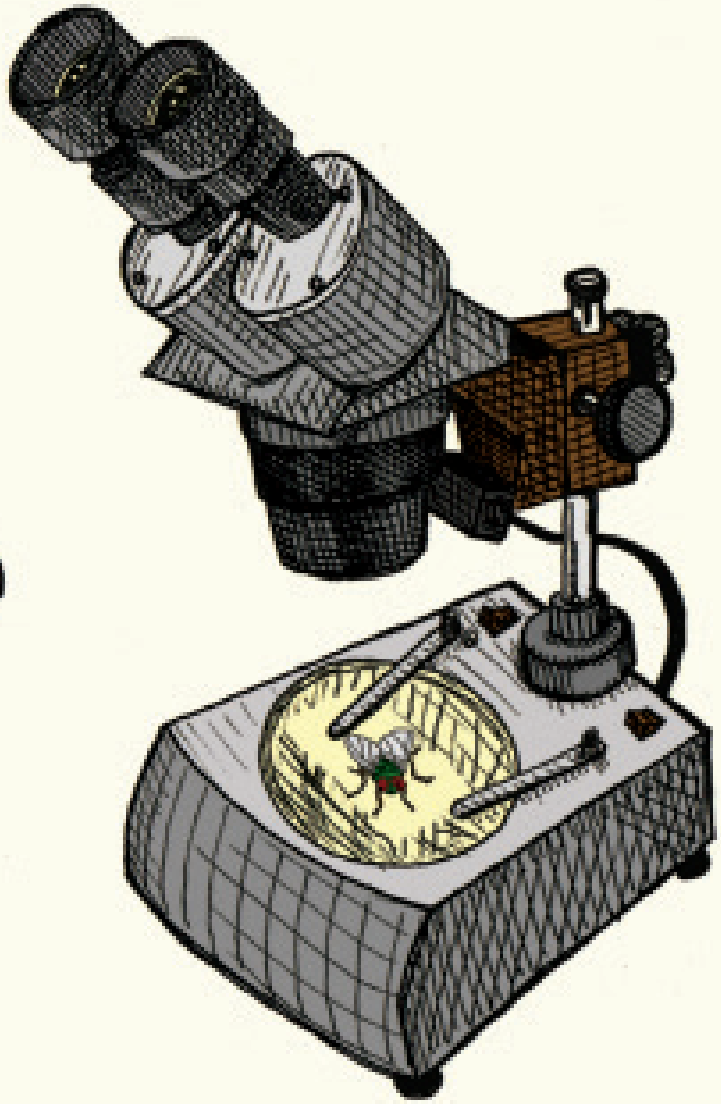


ITG-5

Have you ever seen something called a magnifying glass?
(yes or no)

(Pass around magnifying glass.)
It makes the fly look even larger than just with the glasses.
Is it really larger? (No, of course not.)

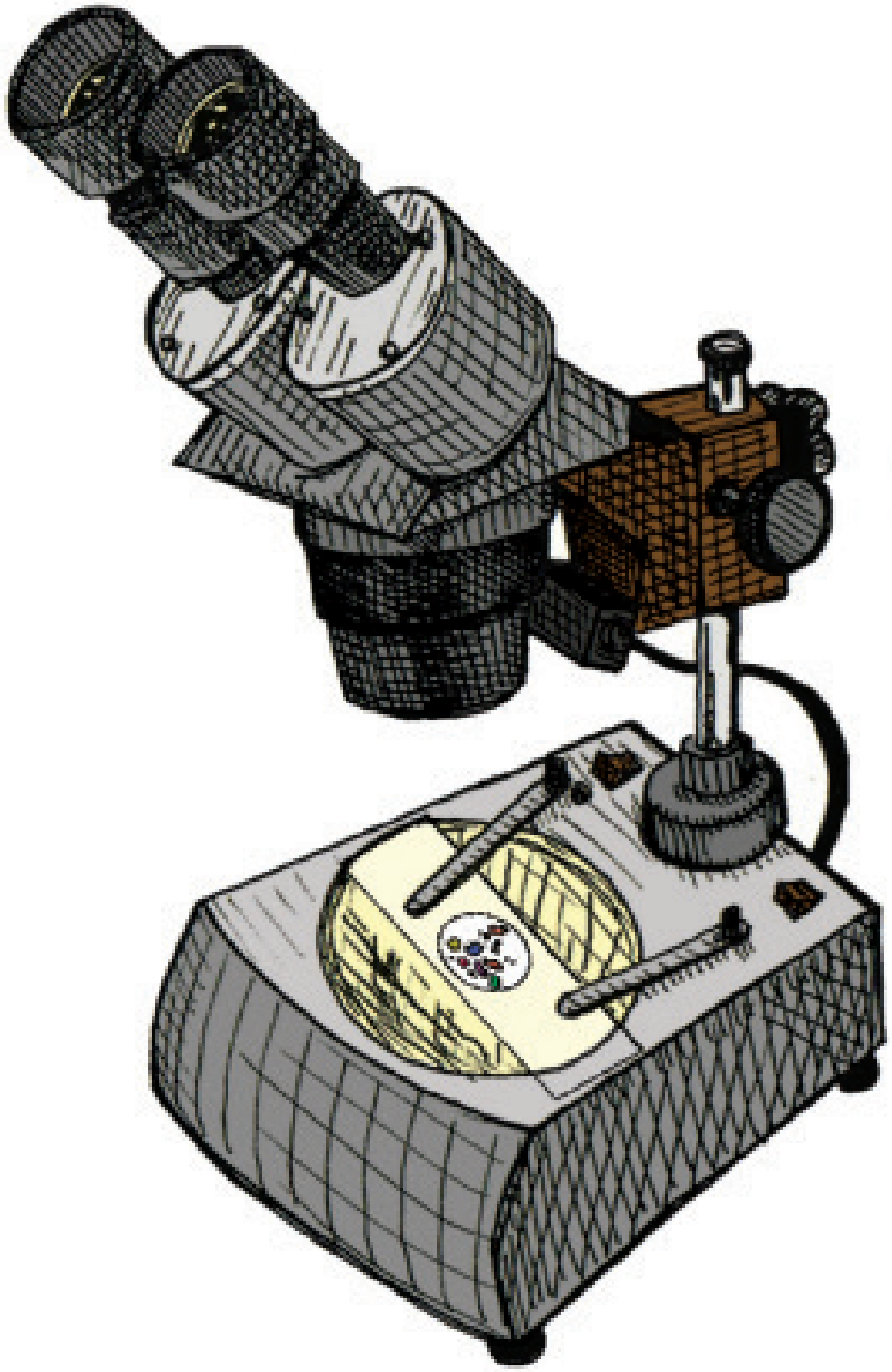


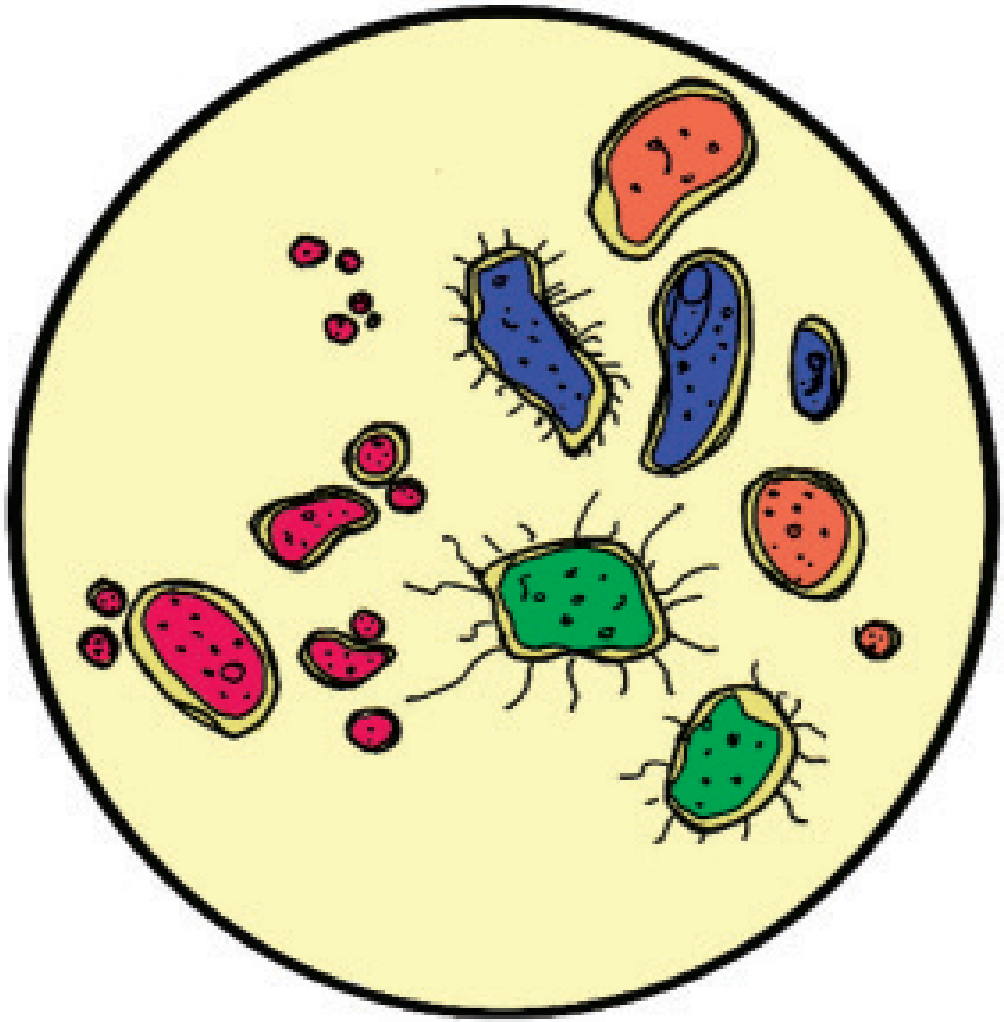


ITG-6

Scientists have invented something called a microscope.
This microscope is used to make small objects look even larger.
The microscope uses many magnifying glasses together in this tube.

It makes the fly look even larger – see he looks very big!
Is he really this big? (no!)





ITG-7

Now, how do you think the Scientists figured out that germs from poop can make you sick? (wait for answers, they might surprise you!)

Scientists have looked at a drop of water with the microscope. They put it on a special piece of glass. When they looked into the water drop, they saw germs that are so small they couldn't see them with their own eyes.

One of the ways that scientists know that these germs are causing disease is that these same germs live in the diarrhea you experience when you are sick!

Where else do you think germs live? (they will live wherever they can find food – trash, feces, water, food).

HYDRATING HUMANITY
WATER & HYGIENE: SAVING LIVES

# LESSON TWO
# Discovering Disease Pathways

**OBJECTIVE:**
**To communicate that there are many different pathways for germs to travel from feces to the mouth; causing the spread of unhealthy disease.**

## MATERIALS NEEDED:

Discovering Disease Pathways poster set **(DDP-1-9)**, masking tape or other material that can be used to mark pathways between posters, like string or chalk on a blackboard. A cloth sheet hung up flat using pins to hold the posters will also work.

## LESSON:

**1** Have the group assemble. (Ideally, use a circle with a facilitator teaching at the same physical level as the people. i.e. all sitting on benches or all sitting on the ground. For best results, **have the translator go over the lesson ahead of time,** to familiarize themselves with the terms that will be used.) Class participants or your translator can show the posters.

**2** The facilitator begins by saying the words that are in “quotes”, and follows by asking for audience participation in giving the answers that are in (parentheses). **Whether teaching, or asking questions, we want to help the people come to their own understanding of what is happening.** As they give their answers, repeat what they say out loud so that everyone can hear. This shows that you care about what each individual person thinks, and it also serves as reinforcement.

**3** Say, “Before we begin, let us talk about pathways. First, how did you arrive at this location?” (walking, riding a bike, etc.) “Did you use a road? A path?” (yes) “Today we are going to talk about pathways that diseases use to travel from place to place.”

**4** Show the first poster (person defecating - DDP1). “What do you see in this picture?” (boy pooping on the ground) **Place the first picture on the ground, the wall or on the sheet**, however you have determined to display your pathways.

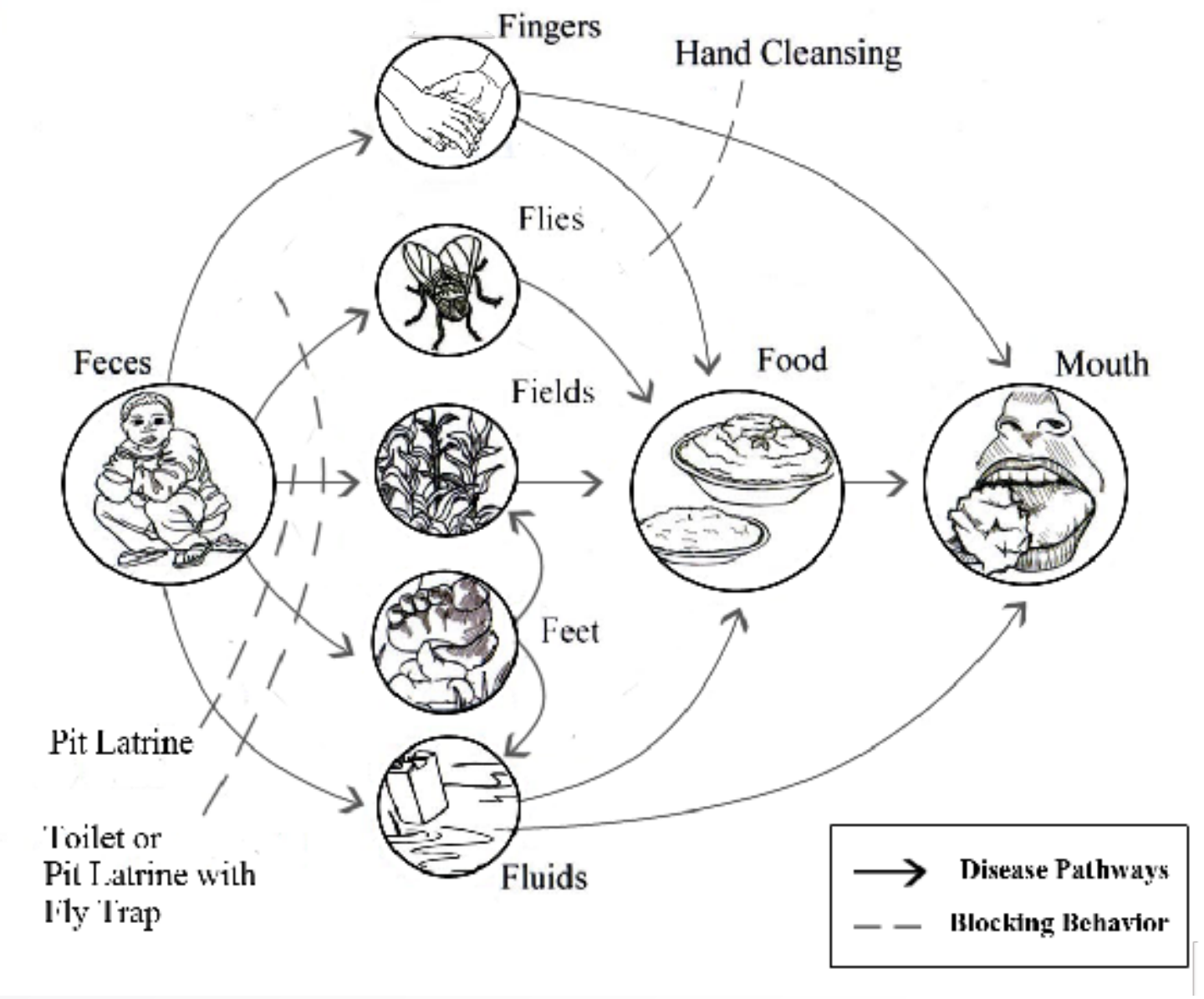
**5** Show the next poster (mouth - DDP2). Place it about two meters beyond the first poster. “What are some ways that the poop might travel and end up in someone’s mouth?” Give plenty of time for answers, this should be an extended dialogue time, with much interaction: flies, food, walking in it, getting it on your hands, etc. **Pay attention to the answers they give so you can mention them as you lay down the posters.**

## LESSON ONE (PAGE 2)

# Discovering Disease Pathways

**6** Say, “You have mentioned many different ways that poop can end up in the mouth. These are the main categories you mentioned.” **As you speak, lay down or arrange the posters as shown in the reference diagram below.** An example of the location of the three most important blocking behaviors is demonstrated with broken lines. Be sure to leave room between the posters for the “blocking” posters from the next lesson.

## Disease Pathways Reference Diagram



## LESSON TWO (PAGE 3)

# Discovering Disease Pathways

**7**

MAIN CATEGORIES:

- Fingers (or hands) (Place poster **DDP-3** between feces and mouth)
- Flies (Place poster **DDP-4** next to hand poster)
- Fields (place poster **DDP-5** next to the others)
- Feet (place poster **DDP-6** next)
- Fluids (or water) (place poster **DDP-7** next to the others)
- If they mentioned animals place it next to the others. **(DDP-8)**
- The last one we put down is Food and we place it between the other posters and the mouth. **(DDP-9)**

(**NOTE:** the exact order doesn't matter, except that you want the fingers and fluids to be on the top and on the bottom so that you can draw a line directly to the mouth without crossing other pathways. Also, the food needs to go in the place shown on the diagram.)

**8**

"Now, let's think of one specific pathway that the poop might travel. (Here you can use any pathway, but this example is reinforcement of the Intro to Germs Lesson.) Remember our previous story? What usually lands on the poop when it is out in the open?" (flies) "Okay, then let's show this with tape (string, chalk, whatever you are using, place a piece to connect the picture of the poop with the flies.) Where did the flies go from our story?" (food) "Good, now place a piece of tape from the flies to the food. Then where did the poop end up?" (mouth) **Place tape from the food to the mouth.**

**9**

"Would someone else like to volunteer to show another pathway?" **Have them take the tape and show another pathway.** (Let them know they do not need to show double pathways, i.e. if poop to fingers to food to mouth is shown, no need to show poop to mouth.)

**10**

**Keep allowing the group to show pathways until they are all completed.** If one has been missed, ask "Does someone see another pathway that is not shown?"

**11**

"As you can see, there are many different ways the poop can travel and end up in our mouths and make us sick. Are these pathways good pathways? (no!) These are pathways that lead us to sickness and diseases spreading! Do you want to spend your life walking on dangerous pathways, where death and disease can attack you? (no!)

## LESSON TWO (PAGE 3)

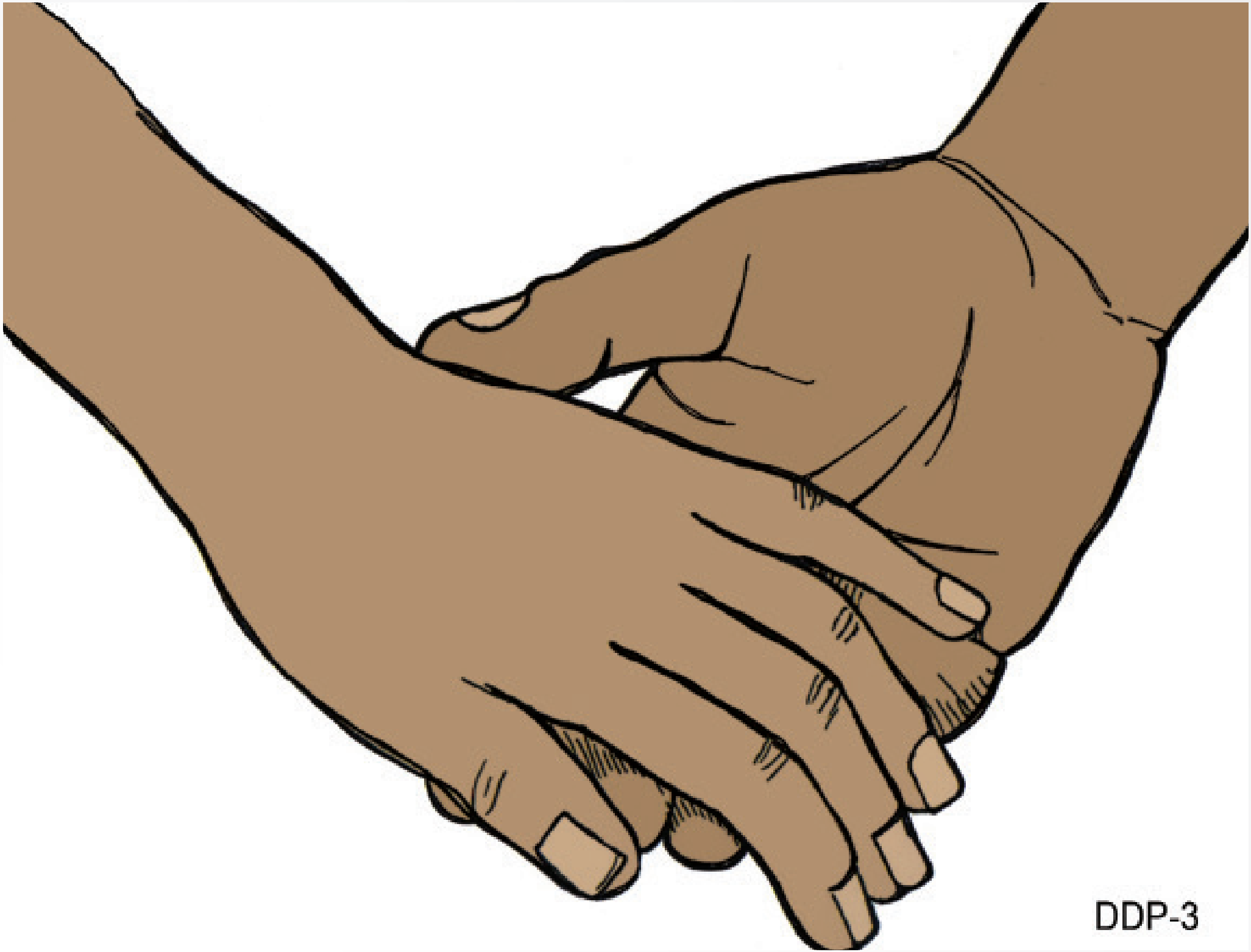
# Discovering Disease Pathways

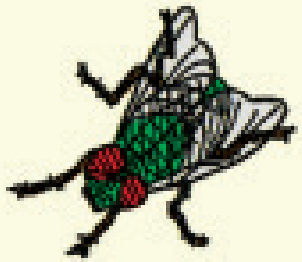
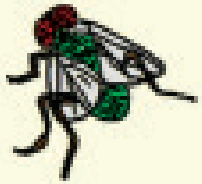
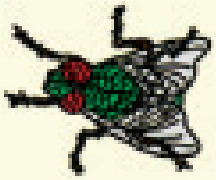
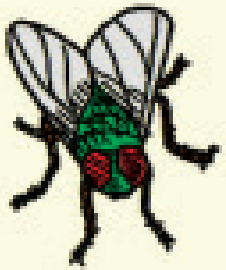
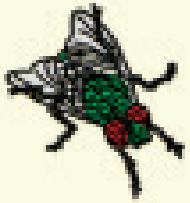
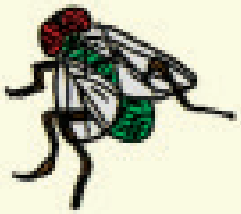
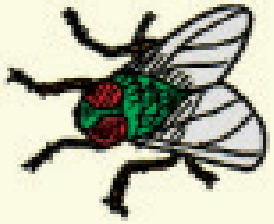
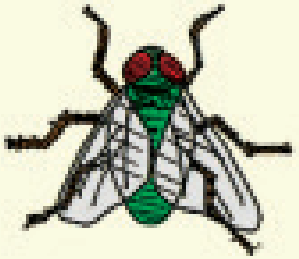
**12** "What are some things you learned from this exercise?" (various answers) **End on an encouraging note, "We are going to learn next how to block the pathways that make us sick, so that our paths will be good, and we will be healthy!"**

**NOTE:**
For this lesson, it is important that the group members be encouraged to show the pathways themselves. The purpose is two-fold: It allows them to show what they know, which is empowering, and it allows those who do not know plenty of time to begin to understand the concept. (Also, if you are going to move on directly to the "Blocking" lesson, you might want to leave the poster diagram set up.)


DDP-1

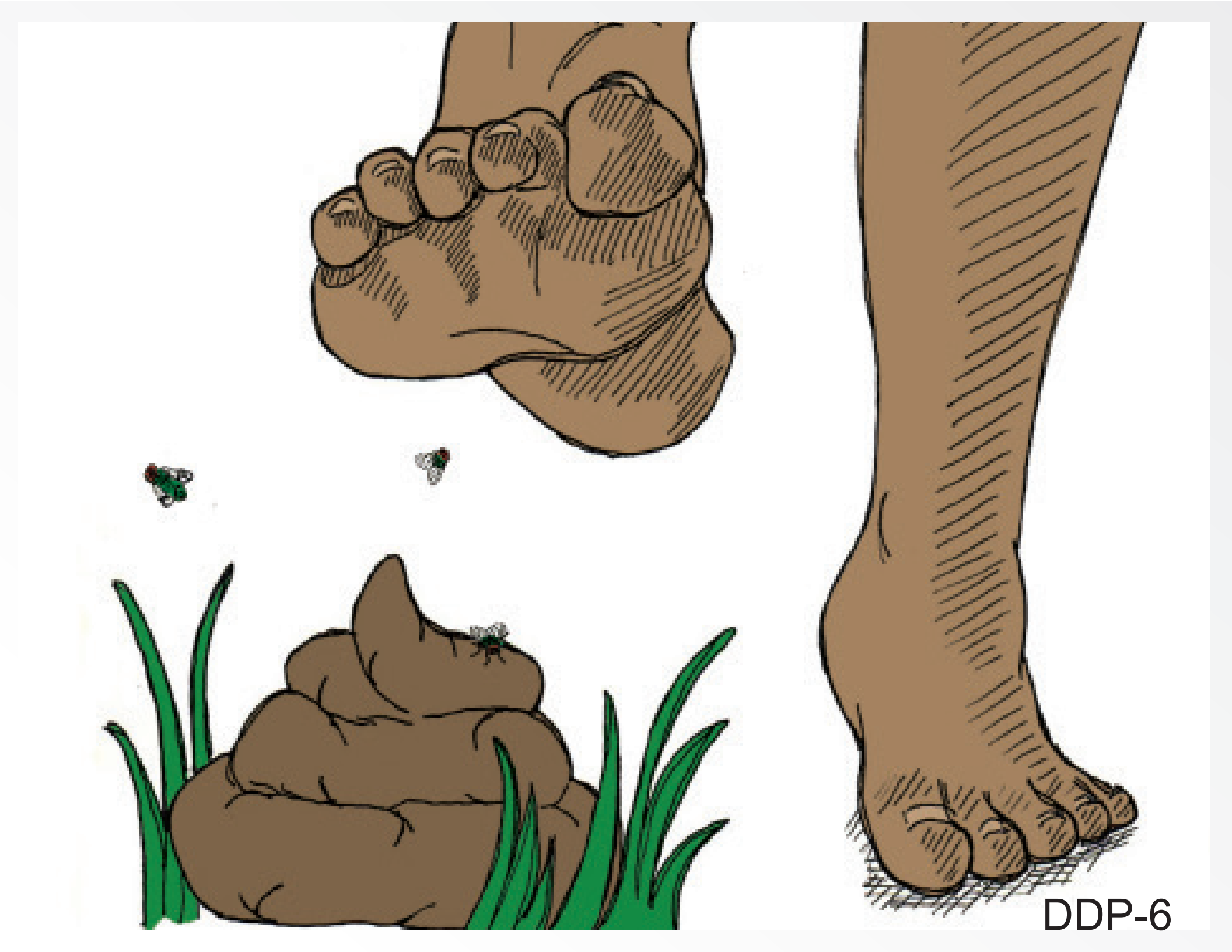

DDP-2


DDP-3

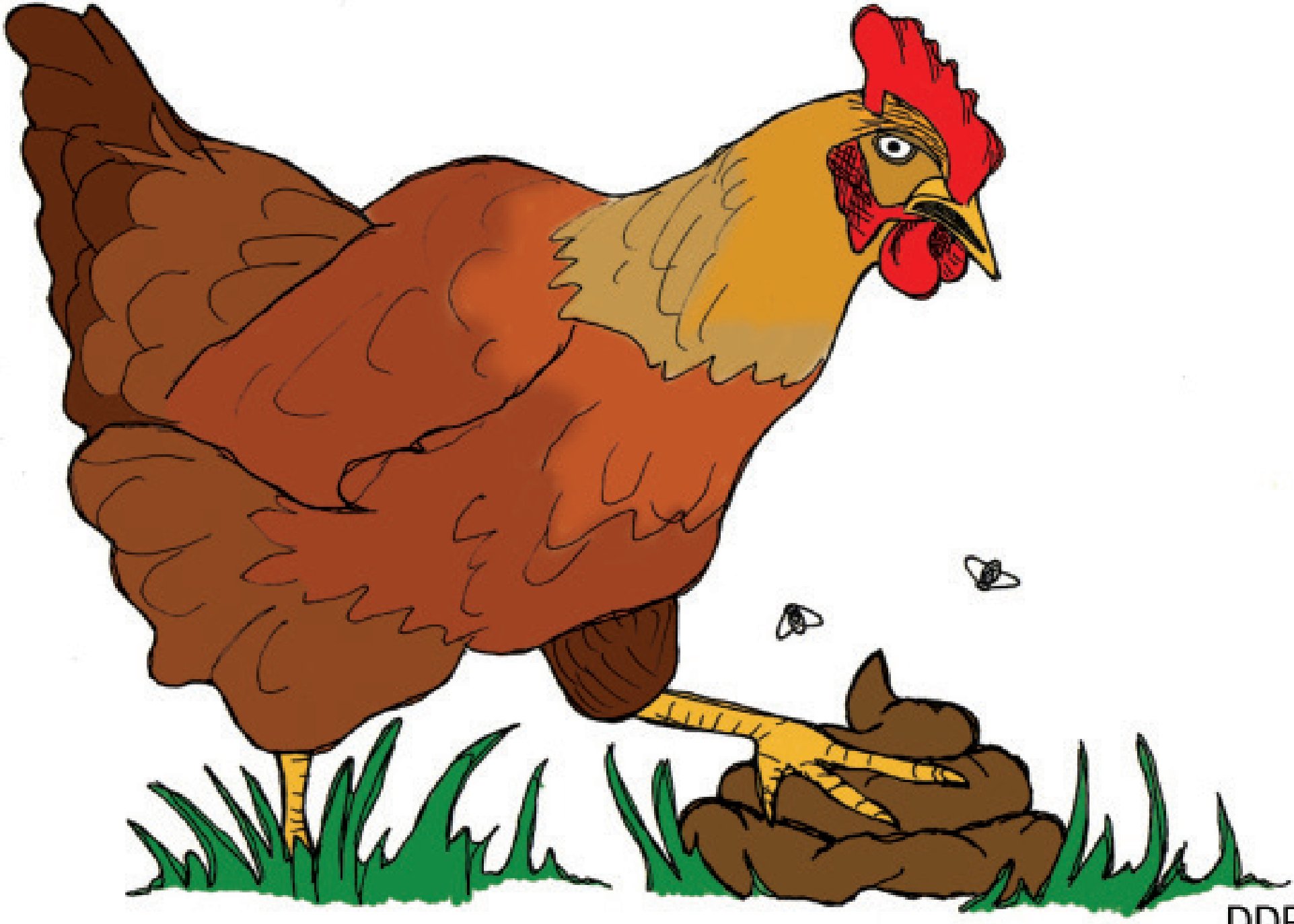









DDP-4

DDP-5


DDP-6


DDP-7



DDP-8


DDP-9

HYDRATING HUMANITY
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# LESSON THREE
# Blocking Disease Pathways

**OBJECTIVE:**
**To have the participants identify various activities that block the transmission of disease and demonstrate wherealong the pathways they have their effect.**

## NOTE:
**If the disease pathways posters are not set up, they will need to be set up again.** Also, it may be helpful to pre-select posters from the blocking set that you think are appropriate to the participants village or town.

## MATERIALS NEEDED:
Posters from Discovering Disease Pathways and Blocking Disease Pathways - **DDP1-9 & BDP1-14** and whatever "pathway marking" supplies you came up with for your situation: tape, string, etc.

## LESSON:

1. Have the group assemble. (Ideally, use a circle with a facilitator teaching at the same physical level as the people. i.e. all sitting on benches or all sitting on the ground. For best results, have the translator go over the lesson ahead of time, to familiarize themselves with the terms that will be used.) **Class participants or your translator can help to show the posters.**

2. If your disease pathways diagram is not assembled, have the students reassemble it as a review. If the diagram is already set up, then proceed with the lesson.

3. Say, "Now, we are going to talk about ways to keep our bodies clean and free of disease, ways to teach our children so that our whole community can be walking in paths free of disease."

4. Start with, "Now that you have determined various pathways that disease is transmitted, let's think about ways that you can stop or block the transmission of disease. **Have a helper pass out the posters so that they are evenly spread around.** You may need to hand two posters to one person, or hand one poster to a group of people, depending on the size of your group. Alternately, in a very large group, you might ask the people with the posters to stand where everyone can see them.

## LESSON THREE (PAGE 2)

# Blocking Disease Pathways

**5** Say, “Each one of you has a poster that shows some activity. Look at your poster and decide where along the pathway your activity might block the transmission of germs. Let’s look at this picture as an example. What do you see happening in this picture?” **Hold up the hand-washing poster**. (someone washing their hands -BDP-1) “At which step in this diagram would the germs be stopped?” (It would stop the germs going from the hands to the food or mouth) Repeat what your volunteer has said out loud so that everyone can hear for reinforcement purposes. “So, someone please place this picture across the tape that goes from the hand to the food.”

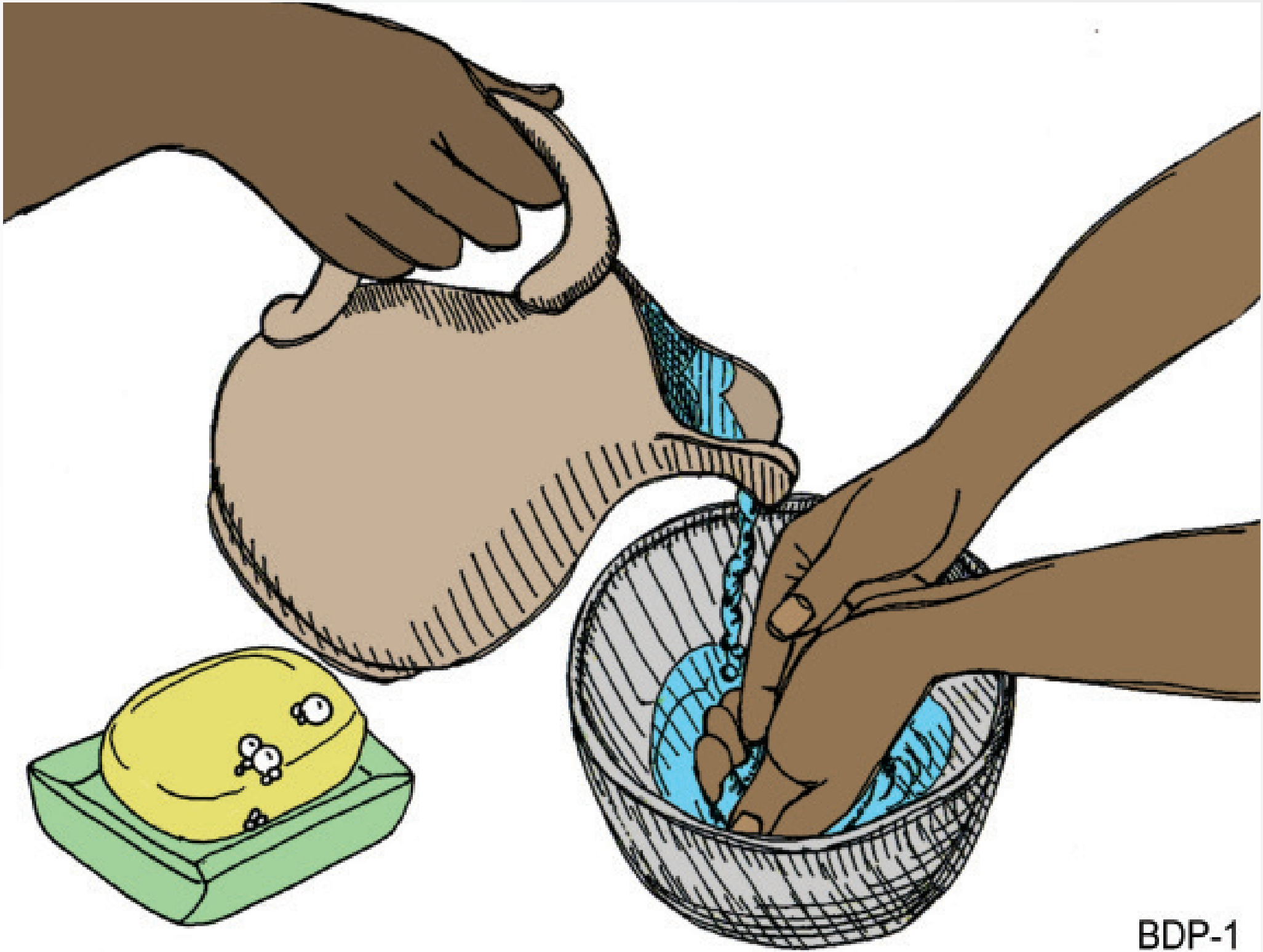
**6** “Who would like to go next? **Remember to say what is happening in your picture, and then place your picture across the pathway we have made where it will block the germs. If you are not sure if your picture blocks germs**, just place it to the side of the diagram.

**7** Let each participant describe his or her picture and place it in the appropriate place. If someone places the picture off to the side, or if they choose the “wrong” place along the pathway, you can ask, “What do the rest of you think?” **If the general consensus agrees with the original decision, do not try to correct it. What’s important is that they recognize it is a blocking behavior**. It doesn’t matter if they understand exactly where the blocking occurs.

**8** **When the diagram is complete, you can comment on it**… “When I see this completed work, I can’t help but rejoice! How wonderful to have all the pathways of disease blocked so that your families will remain healthy!”

**9** When everyone finishes, ask, “What did you learn from this lesson?” (various answers) Listen and make note of anything they may have gotten wrong, to mention it and reinforce it in another lesson.

**NOTE:**
It is possible to teach this lesson more quickly by simple telling what each picture is and what you want your students to know about it. If you are pressed for time, you can teach this lesson in this manner. However, the disadvantages include losing the opportunity for input and interaction.


BDP-1


BDP-2

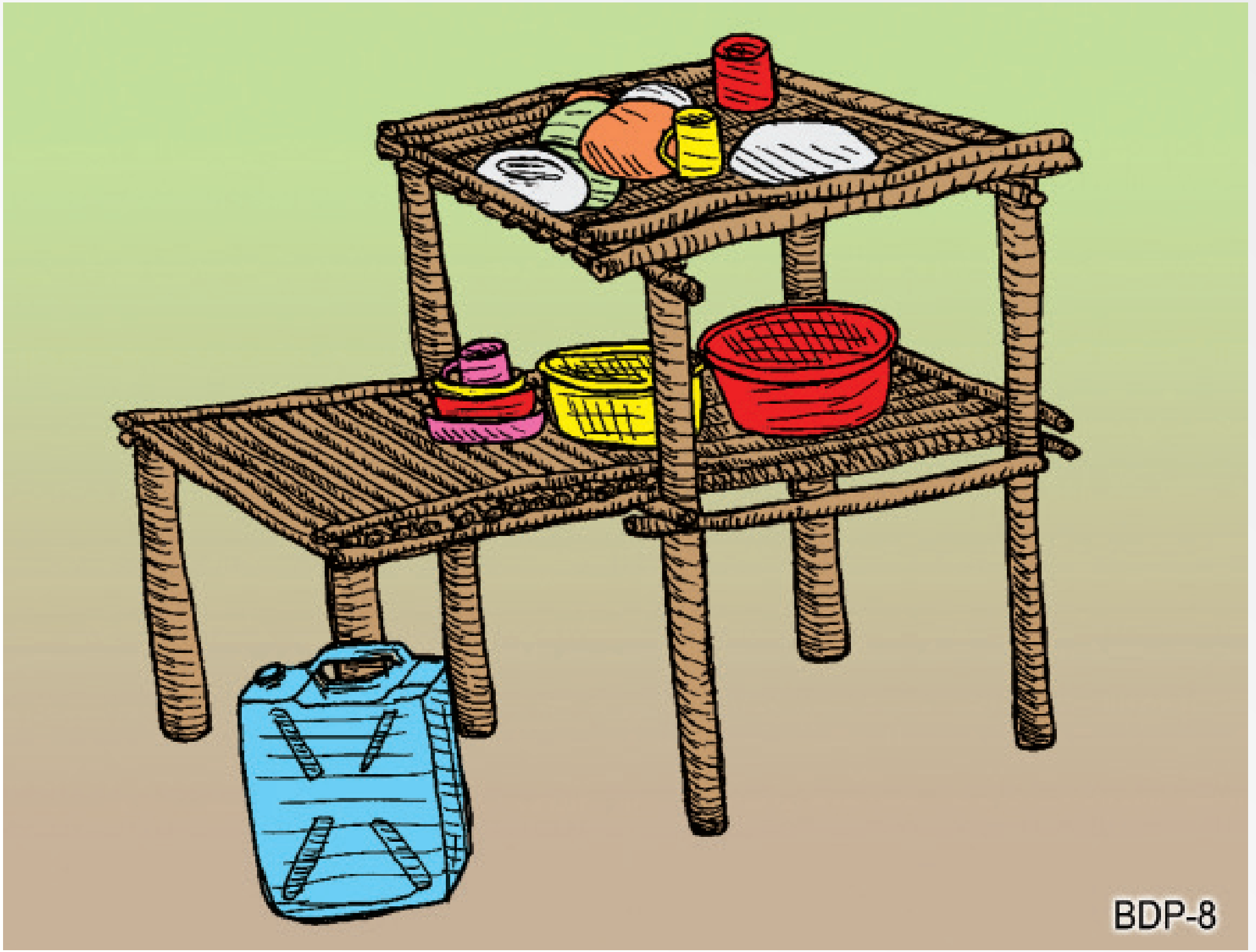

BDP-3

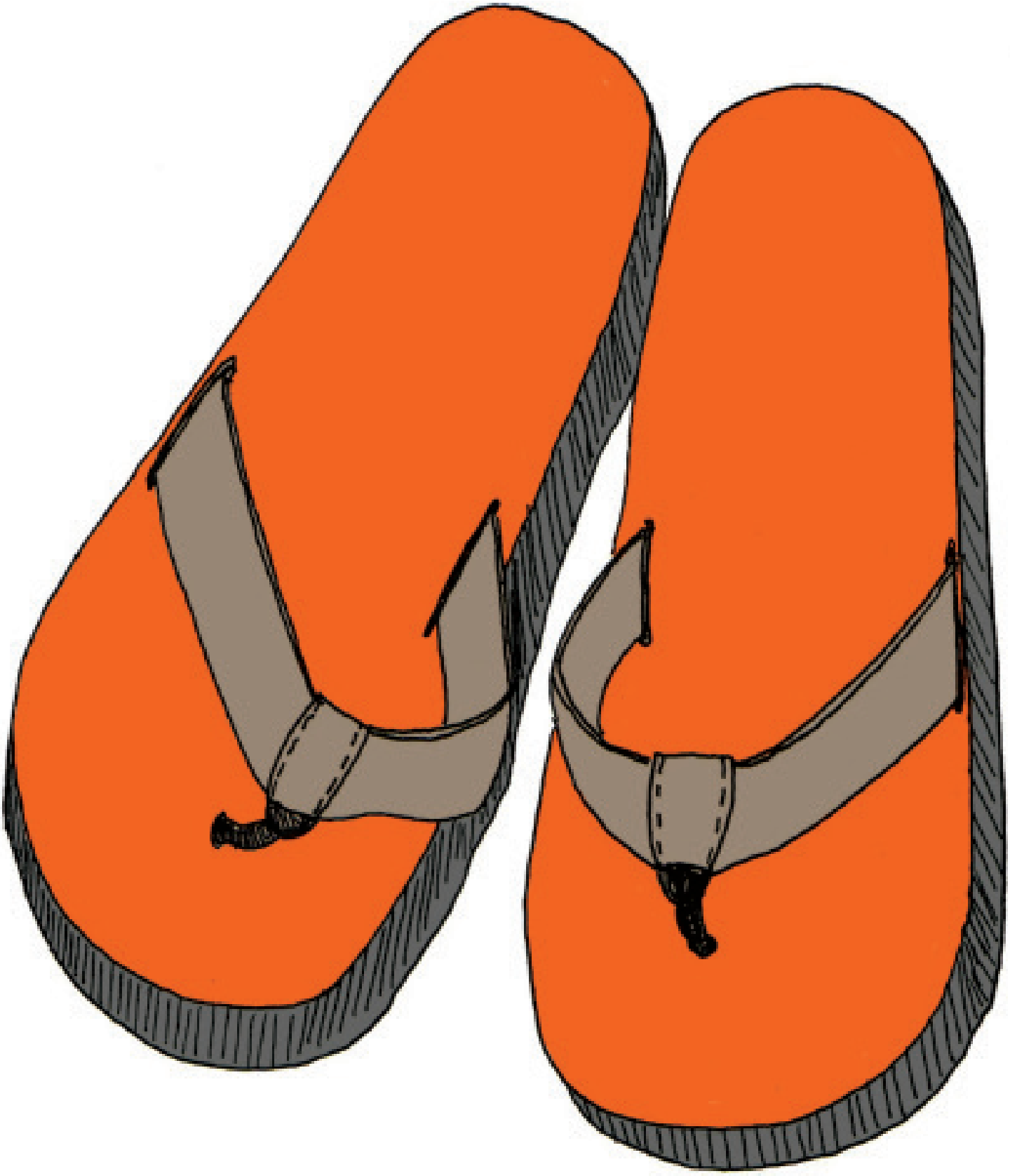

BDP-4


BDP-5


BDP-6


BDP-7


BDP-8



BDP-9


BDP-10


BDP-11


BDP-12


BDP-13


BDP-14

# LESSON FOUR
# Water Collection

**OBJECTIVE:**
**To reiterate basic health & hygiene habits related to water collection by discussing methods to avoid recontamination of clean water after it's collected.**

This lesson serves a two-fold purpose. First, you will communicate life-giving healthy hygiene habits; and second, you will investigate the common practices of a given community (which will assist in future development). Often, even though two villages are in close proximity, their cultural habits are far from identical. Identifying how each village collects water, and how they treat it after getting it back home, can be valuable information for you as a facilitator. That information will help you choose how to spend most of your discussion time.

**NOTE:**
**It is also important to have a general idea of the possible water sources in a given region, so that you can display the posters that might be relevant.**

**MATERIALS NEEDED:**
Water Collection poster set, "yes" and "no" posters translated into the local language, area typical collection container with lid, a smaller pitcher. (Before the lesson, ask someone to bring a typical bucket and pitcher used for collecting water.)

**LESSON:**

1. Have the group assemble. **Ideally, use a circle with the teacher sitting at the same physical level as the people.** Try to avoid standing at a lectern (or similar environment) as often used in public meetings or church services. As always, class participants or your translator can help to show the posters.

2. The facilitator begins by saying the words that are in "quotes", and follows by asking for audience participation in giving the answers that are in (parentheses). **Whether teaching, or asking questions, we want to help the people come to their own understanding of what is happening.** As they give their answers, repeat what they say out loud so that everyone can hear. This shows that you care about what each individual person thinks, and it also serves as reinforcement.

3. **Pass the collection site posters (WC-1-9) out to the group.** (Do not use WC-10 yet) Say, "I would like each of you to come up and show the poster you have. Tell us what it shows and whether this type of water collection exists in your community. If it does, put it here in the "yes" pile, if not, put it in the "no" pile." Make sure that your translator is letting you know exactly what people are saying.

## LESSON FOUR (PAGE 2)
# Water Collection

**4** When they have finished, sort through the piles.

- If you have only protected sites in your "yes" pile, continue with this lesson at number 5.
- If you have both types of collection happening in the area, say "We will talk first about some things that will keep your clean water from being re-contaminated with disease germs, and then talk about ways to purify water that comes from places where there is potential contamination in our next lesson."
- If you have only unprotected collection sites in your "yes" pile, continue to Lesson #5 Purification Methods.

**5** Start with, **"Did you know that many things are taken into consideration before a water source is protected?"** (yes) "Can you tell me some things?" Answers will vary, if they do not come up with the following responses, show posters or ask conversational questions that might lead them to the answers. For example, in a hilly area, where does water go when it rains? If you have animals above your water collection site, what will happen then? Etc.
When the diagram is complete, you can comment on it… "When I see this completed work, I can't help but rejoice! How wonderful to have all the pathways of disease blocked so that your families will remain healthy!"

- **Water collection should always be uphill from: Latrines, animal pens, clothes washing, etc.**(At least 30 meters from a latrine on level ground)
- **Animals should never have access to the collection site.** Fencing off the area or building steps will help keep animals away.
- **Water that is flowing is always cleaner than standing water.** That is why in order to protect a spring, the flow must be sufficient even in the dry seasons.

**6** Continue saying, "What a wonderful thing, to have a good source of clean water you can use for your family! **Did you know that many people accidentally contaminate the water that comes from these sources before they even get it home?** Can you tell me some ways to keep this from happening?" (Answers will vary so make notes for later in the lesson. You should hear things like: cover your water, wash your hands, clean your bucket before filling, etc.)

**7** "First, let's talk about the containers that you use to collect water." **Hold up a typical container for the area.** Show poster of woman washing dishes (washing - WC-10). "What is the woman doing?". "Is soap the only way to get a container clean?" (no, you can use ash or boiling water). **Remove the lid and hold it up.** "What about the lid?" (it needs to be washed too!) "Why do you think we need a lid?" (protects from dirt, flies, etc.)

## LESSON FOUR (PAGE 3)
# Water Collection

**8** Hold up a small pitcher. Ask, “Do any of you use a smaller container like this to pour your water into a bigger container that you carry home?” (Yes or no) If yes, continue by asking, “Do you remember to wash this on the inside and the outside? **What could you do to make sure this stayed clean on your way to collect water?”** (Cover it, put it inside larger container)

**9** “Does anyone use a porous container, like one made from wood or pottery?” If “yes” ask, “Do they soak up water?” (yes) **“Did you know that they can soak up disease germs from the dirt if we leave them on the ground by the collection site?”** (yes) “What can we do to prevent this?” (Put them on a shelf, raised platform) “If you have no platform, what could you do?” (use bricks or rocks to raise them off the ground)

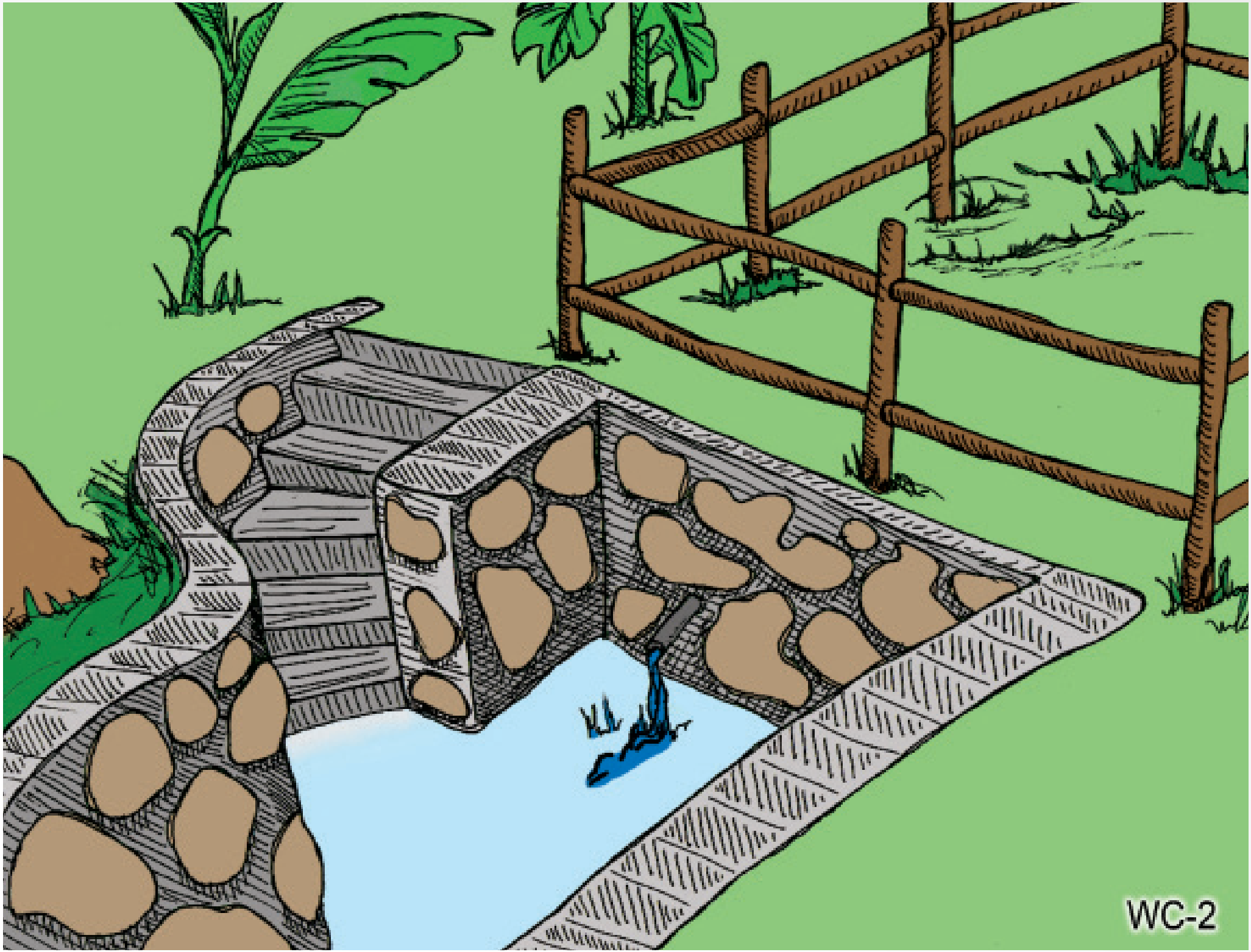
**10** “Now, as you can see, there are several simple things that you can do to make sure your water stays clean on it’s way to your home. Does anyone have any questions?” At this point, give opportunity for questions. Instead of just answering each one, say, ”What do you think?” and give someone in the group a chance to answer. If their answer is not quite right, ask, “Do the rest of you agree?” **Once again, this gives a sense of empowerment to your group. Always avoid correcting students yourself in front of others. Allow them time to correct their own thinking as the discussion continues.**

**Forcing them to discover the answers for themselves will take longer, but the payoff in memory and behavior change will be worth the investment.**

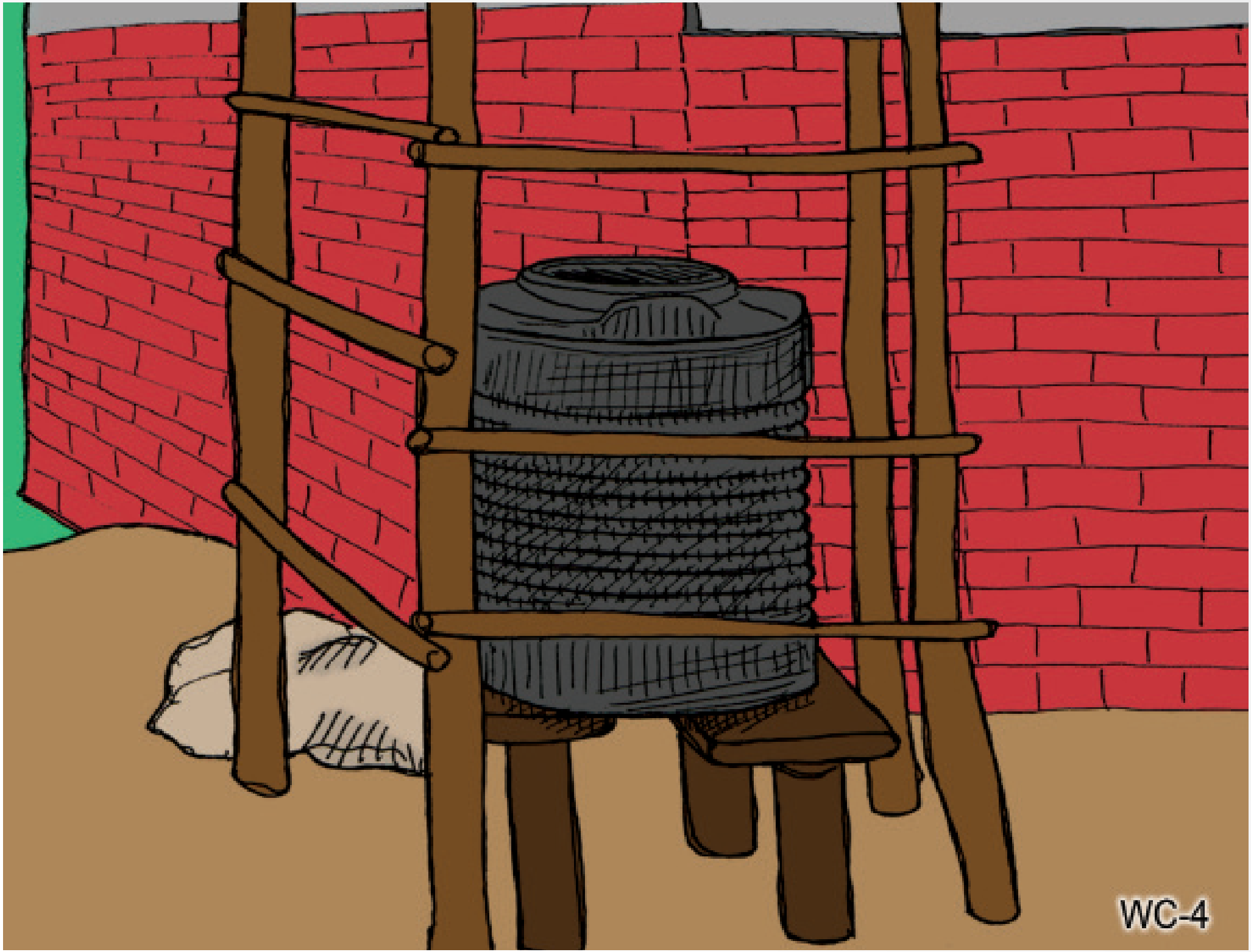
**11** **Finish by thanking the group,** “I am thankful that you gave me the opportunity to talk with you about these important matters. In another lesson we will talk about specific ways to help your families maintain the purity of your water at home.”

**NOTE:**
if you are pressed for time, don’t pass out the posters in step 2, instead, hold up each one and get your “yes”or “no” answer, then continue.


WC-1


WC-2


WC-3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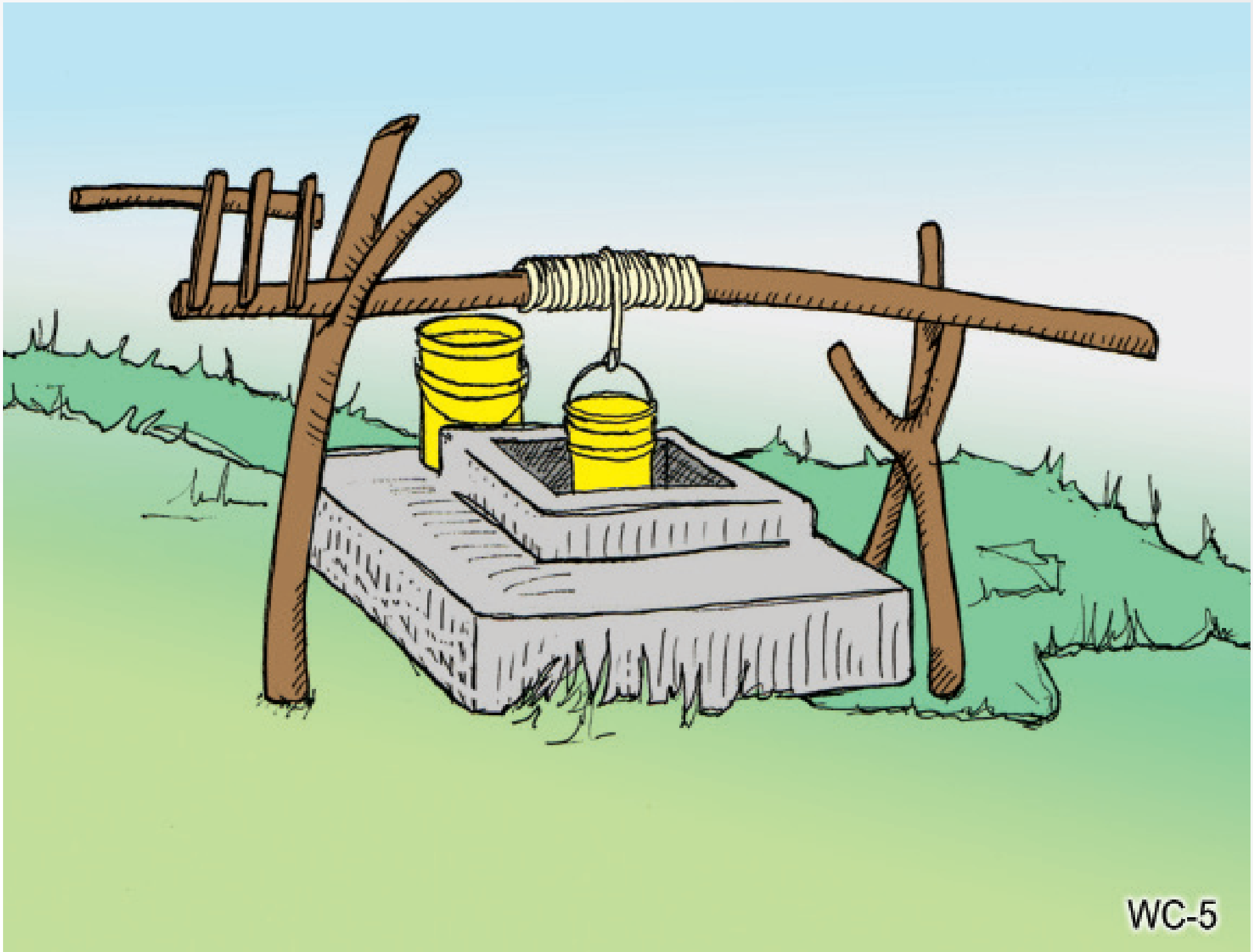
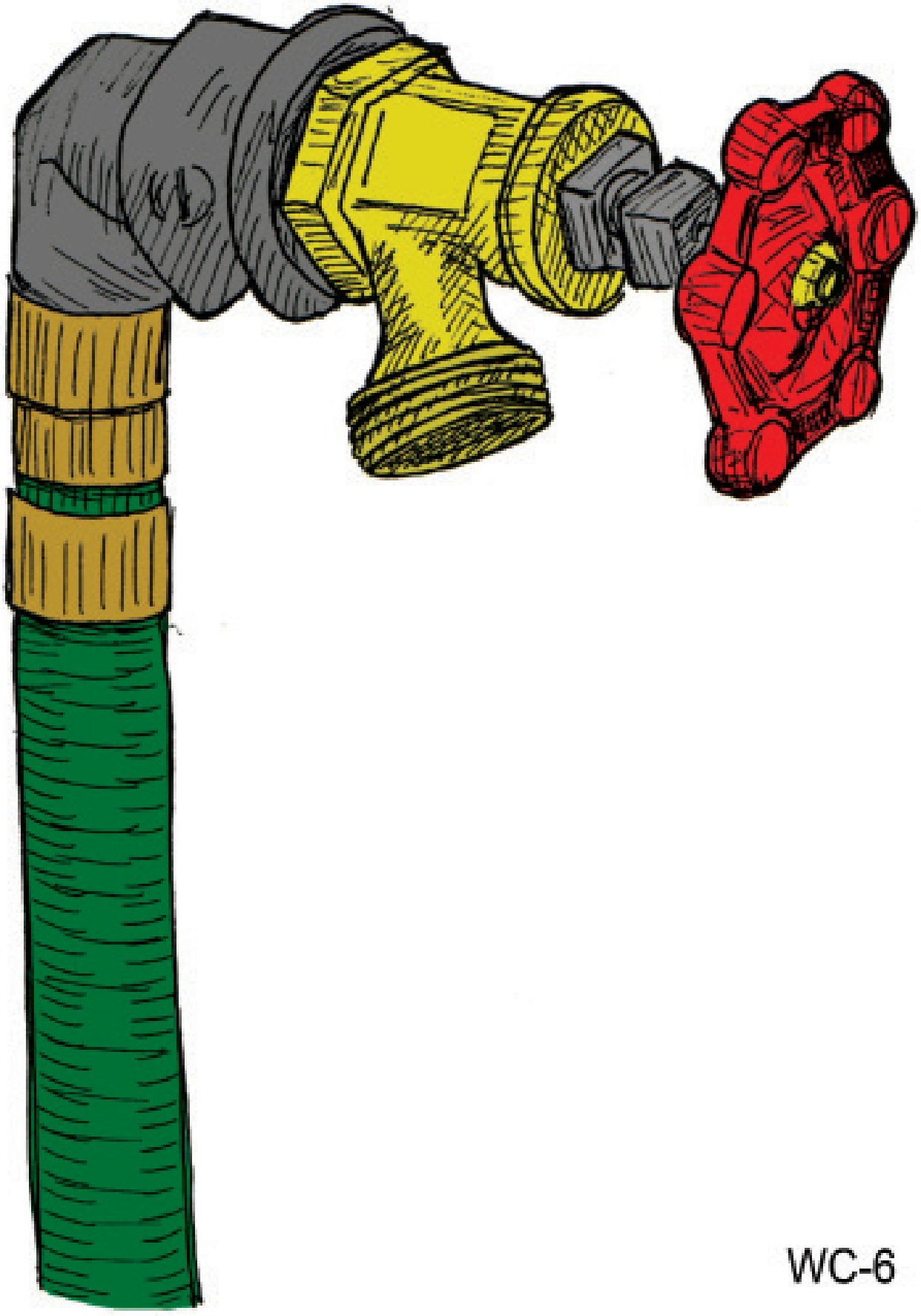

WC-5



WC-6


WC-7

# LESSON FIVE
# Water Purification Methods

HYDRATING HUMANITY
WATER & HYGIENE: SAVING LIVES

**OBJECTIVE:**
To give methodology to the participants for purifying water. As you teach this method, feel free to have the people you are teaching gather around and participate in the demonstration of each of the methods.

**MATERIALS NEEDED:**
Posters, pots, cloth, bottles (clear and colored if both are available in the area you are teaching), Ziploc baggie or clear plastic bag, chemicals disinfectants like chlorine or water guard, containers with lids, stick for drawing in the dirt, paper with the words “Day 1” “Day 2” and “Day 3” written on them.

## INTRODUCTION AND METHOD #1 - CLOTH FILTER

1. Have the group assemble. **Once again, it is good to gather in a circle.** Because this lesson includes physical demonstrations, it would be helpful to gather around a table or dish drying rack.

2. The facilitator begins by saying the words that are in “quotes”, and follows by asking for audience participation in giving the answers that are in (parentheses). **Whether teaching, or asking questions, we want to help the people come to their own understanding of what is happening.** As they give their answers, repeat what they say out loud so that everyone can hear. This shows that you care about what each individual person thinks, and it also serves as reinforcement.

3. Ask, ”Do any of you know ways to purify water?” They will all have ideas; probably some will even be aware of the methods we will discuss in this session. Others may have ideas that are flawed. **As they discuss, have the translator repeat each of their ideas out loud, without saying if it is correct or not.** “Wow, many of you know different ways to make water drinkable. Today we are going to go into detail and talk about a few of these ways!”

4. Show picture of woman pouring water through a cloth. (PM-1) “What is this woman doing?” (Filtering water) “Is this one way to purify water?” (you’ll get some who answer “yes” and some who answer “no”) “Both yes and no are correct answers.” **This method will not kill all the germs that are found by the scientist’s microscopes, but it will keep out insects, larvae and other large particles from water.** It has been proven to be effective at filtering out the guinea worm larvae, and may also be effective in filtering out organisms that carry cholera.

5. Demonstrate the method. As you do, describe what you are doing. “We use a tightly woven material and fold it so that you have at least two layers. **Slowly pour your water from your collection container through the cloth. Always pour onto the same side of the cloth, and then wash the cloth and allow it to dry in the sunshine.** This is a method that can be used with relatively clean water, which may also need one of the other methods we are going to talk about to really purify it.”

# LESSON FIVE (PAGE 2)
# Water Purification Methods

## METHOD #2 - BOILING

1 Show picture of boiling water. **(PM-2)** "What is happening here?" (water boiling, cooking) "This is one way to get water very pure: boil it." If someone mentioned boiling water during the initial discussion time, say, "Someone mentioned boiling water as a way of purification. How long do you think you have to boil water for it to be free of germs?" (Answers will vary, from "just until it boils" to "boil for two hours"! ) "Guess what? **Water only needs to be boiled for five minutes to become purified.** However, it must be at a full rolling boil the entire five minutes."

2 "Does anyone know how you can tell it is ready to start counting your minutes?" (you can toss a clean pebble into your pot, and when it starts to dance you are at a full rolling boil). "How many of you have a watch or a clock?" (show of hands)

3 "Even if you do not have a watch, can you still boil your water for the correct amount of time?" (yes!) How can you keep track? (Answers will vary: you can count, you can borrow a clock, you can look at your cell phone…) "You are right! **Just slowly count to sixty five times, or to thirty ten times!"** Hold up your stick. "How do you suppose this stick might help me keep track of my boiling water?" (You can use a stick to make marks on the ground to show how many times you have counted.)

4 "Who can tell me why this method might be a good one?" (quick, convenient, actually the most effective way to destroy most germs) "How about reasons why this might be a difficult one for some people?" (hard to gather wood for burning, dangerous to children because of risk of getting burned, can add to deforestation, some water is wasted as you boil it, must wait for it to cool before drinking…)

## METHOD #2 - BOILING

1 Show picture of water bottles in the sunshine. **(PM-3)** "Why do you think these bottles are here like this? (various answers) "These bottles are showing us another way to purify water! In English it has a fancy name: SODIS Method. **This stands for SOlar Water DISinfection. This means using the sun to disinfect your water!"**

2 **Hold up a couple of bottles with tightly fitting lids, about ¾ full of clear water. Show one that is a clear bottle, another that is colored.** "What do you see?" (various descriptive answers) Repeat the answers as they are given, then say, "Do you think colored glass or plastic might block the sunshine?' (yes) Hold up the clear bottle. "In order to make this method work, you need clean, transparent glass or plastic bottles with tight fitting lids. You can even use a clear plastic bag with no holes in it!" (show baggie) Mention that the white bags that are so easy to get will not work for SODIS.

# LESSON FIVE (PAGE 3)
# Water Purification Methods

## METHOD #2 - BOILING

**3** Hold up a water bottle with muddy water in it. Say, “This water will not work for this method. Your water cannot be overly cloudy or contain dirt particles for this process to work. Germs are so tiny; they would be able to hide inside the dirt where they would be blocked from the sun. It is the power of the sun mixed with oxygen that kills the germs in drinking water. **So the dirt MUST be removed before exposure to the sun can be effective.** You will need to allow the water to sit and let the dirt settle (sedimentation). Then, carefully fill your bottle with water that is mostly clear, leaving the sediment behind.”

**4** **Hold up the clear bottle that is ¾ full.** Ask. “Is this bottle full?” (no) “We should not fill them all the way, we need room for air (oxygen) in the bottle.” Hand the bottle to one of the participants and ask them to shake it. Say, “This is what you do, shake it well, and then just set it in the sunshine! Allow it to sit for half a day, shaking occasionally.

**5** “Your bottles only need to sit in the sun for half a day of bright or mostly bright sunlight, but what if it is cloudy? **(show poster PM-3b)** Do you think this method will still work?” (various answers) “It will! It just takes longer - **2 consecutive days of 100% cloudy skies. Remember: Shake the water every few hours during disinfection.**

**6** “Who can tell me why this method might be a good one?” (air and sunlight are free, clear bottles are easy to find in most countries, saves time collecting firewood, etc.), “Why might it be difficult?” (large volumes are impractical, depends on the weather, some people might not have access to clear bottles)

## METHOD #4 - THREE POT METHOD

**1** **Show your picture of three pots in a row, covered with lids or cloth. (PM-4)** Ask, “What do you think this is showing?” Some may have heard of the three pot method. “You just need three clean, large containers with covers. You will also need a place to store the containers in a shady spot where they will not be disturbed. If the bed in your home is raised, try storing the pots under the bed. Under a table in the kitchen where lot’s of activity happens would not be such a great place. Here is how you do it:

**2** If you have enough water readily available, demonstrate this method thoroughly. Have your participants help you. Get three volunteers to hold up the signs, then do each activity under each sign.

# LESSON FIVE (PAGE 4) CONTINUED FROM PAGE 3
# Water Purification Methods

## METHOD #4 - THREE POT METHOD

**Day One:**
Fill first large container with water, cover and allow it to stand undisturbed for 24 hours.
**Day Two:**
Without stirring up the dirt that has settled, pour the water into the second container, cover and let it stand 24 hours. Take care to not pour the dirt or sediment into the second container. Pour the dirt and sediment out onto the ground and clean out the first pot. Then, refill it with more water to begin the process again.
**Day Three:**
Repeat process, pouring into third container, ready to drink!

3 **As you pour from one pot to another, clean and refill the pot, keeping water in all three pots at all times!** This way you have a pot of clean water each day!" (At this point, you should have three pots or containers, in front of each person with a sign, full of water which would be at a different point of readiness.

4 Who can tell me why this method might be a good one?" (simple and inexpensive - you need only three pots with covers!) Why might it be a hard way to get clean water? (you must plan ahead, always getting water and refilling first container daily, you must be very careful)

**Note: It is not as effective as other methods, it is possible to re-contaminate as you disturb the sediment at the bottom of the pot.**

## METHOD #5 - CHEMICAL DISINFECTION

1 **Show poster of bottle of chlorine or "Water Guard". (Better yet, show the actual bottle!) (PM-5)** Ask, "What do you suppose these chemicals do? (clean water, kill germs) "You are right! You can disinfect your water with chlorine, iodine or other chemicals. How do we know this works?" (scientists, microscope, etc.) "All you have to do is carefully follow the directions!" If you have enough water readily available, demonstrate this method thoroughly. Have your participants help you. Get three volunteers to hold up the signs, then do each activity under each sign.

2 "Who can tell me why this method might be a good one?" (if you have the right sized container, and the proper chemical, it is very quick.) "BUT, you must be careful! **Using them improperly can cause you to use water that is unsafe to drink.** For example, too much chlorine can be very bad for your health.This might be a difficult way to get clean water for some people. Why?" (the cost of the chemicals, dangerous to use them incorectly if you cannot read, they can make the water taste bad, so children will not want to drink it!)

# LESSON FIVE (PAGE 5) CONTINUED FROM PAGE 4
# Water Purification Methods

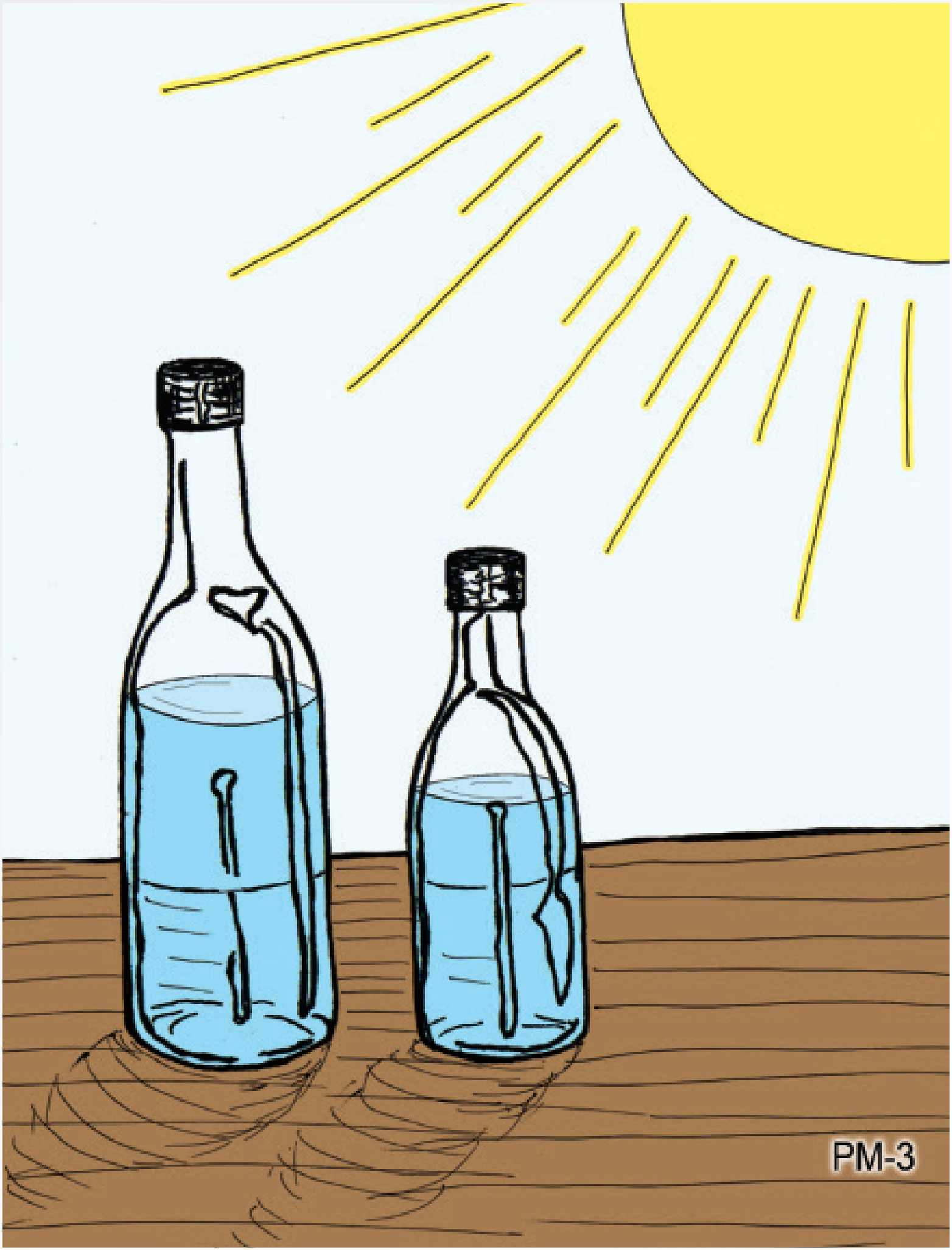
## METHOD #4 - THREE POT METHOD

**Note: If you would like to demonstrate this method, be sure you know the size of your containers, the quantity of chemicals needed, etc. Each country you work in may have access to different chemical water disinfectants. Some chemicals touted as "water purifiers" do not just treat the water, but have a chemical that bonds to the particles of dirt in the water and causes it to sink, so that you still need to pour off the "clean" water carefully, leaving the impurities at the bottom of your container. For more information on this, see our resource area.**

**Care should be taken to ensure the amounts of water and chemical are in the correct proportions. Not adhering to this could result in water that is not purified or water that is unhealthy for drinking.**


PM-1


PM-2


PM-3


PM-4


PM-5

# LESSON SIX
# Water Storage & Use

**OBJECTIVE:**
**To assist in forming a practical strategy for safe water storage practices and point-of-use practices for the home. Safe storage includes the knowledge of "how to clean" and "keep clean" procedures.**

## MATERIALS NEEDED:

A drawing of your own home, poster set (WS 1-4 ). (Gather a bit of wood ash in a container (see sidebar next page). You will want the whitest part of the ash from a hardwood fire after it has cooled—not black charcoal dust.)

## LESSON:

1. Have the group assemble. **Ideally, use a circle with a facilitator teaching at the same physical level as the people.** i.e. all sitting on benches or all sitting on the ground. If you are using a translator, for best results you should have the translator go over the lesson privately ahead of time. They can request clarification before the lesson begins if necessary.

2. The facilitator begins by saying the words that are in "quotes", and follows by asking for audience participation in giving the answers that are in (parentheses). **Whether teaching, or asking questions, we want to help the people come to their own understanding of what is happening.** As they give their answers, repeat what they say out loud so that everyone can hear. This shows that you care about what each individual person thinks, and it also serves as reinforcement.

3. Say, "Today I have something special to show you. This is a drawing of my home. Does it look like your home?" (yes, no) "We may have homes that look different from one another, but we probably do some of the same things inside our homes. What do you do in your home?" ( sleep, eat, play, study etc.) Leave plenty of time for various answers to this question.

4. "I have been thinking that everyone here would like to live in a healthy home, is this true?" (yes) "As we are gathering the pictures, I want you to think about what areas of your home or compound might be the ones you want to keep the cleanest."

5. "Now, if we know that disease germs often enter our bodies through our mouth, which things should you try to keep clean?" (dishes, table, utensils, hands, feet, etc.) "What do you do to clean them?" **Listen carefully to the answers here to see if soap is mentioned.** If it isn't mentioned, ask, "What about soap? Can anyone tell me what soap does? (cleans, disinfects, kills germs) **Insert sidebar discussion here**

# LESSON SIX (PAGE 2)
## Water Storage & Use

**SIDEBAR:** IF you are in an area of the world where wood is burned to warm a home or to cook food, youshould add this discussion about wood ash: “Let’s talk about soap a bit. Does anyone here make your own soap? (yes, no) “So, can anyone tell me what soap is made from?” (lye from wood ash, oils, scents, etc.) If no one comes up with the answer to this question, ask the following: “Have you ever heard of using wood ash to disinfect things? Wood ash has a chemical in it that does disinfect! If you don’t have soap to clean around your house, you can use ashes! People have told us that they do not like to use the latrine because is it smells bad! Did you know that if you sprinkle ash into the pit, the bad smell will go away?” Hopefully some in the group will agree! “Why do you suppose it does that? There is a chemical in the ash that not only disinfects, but neutralizes the odor too! Where else do you think you could use this ash?” As they answer, pass around the ash you have collected – encourage people to pick up a bit and rub it between their fingers it will begin to feel slippery, like soap.

**6** Start by saying, “Now let’s talk about the water we have collected and stored. If you are using soap or wood ash to kill germs on your hands and dishes, what else do you need?” (clean water for rinsing) “Does anyone know how long it takes to get the germs out of the little cracks in your hands?” (many answers may be given) “I am going to pretend to wash my hands, why don’t you count slowly as I do it.” **Act out hand-washing for 20 to 30 seconds.** “About to the count of 20 or 30, depending on how dirty your hands are! If it is possible, use warm water to rinse your hands, it works better!”

**7** Ask, “Do children help to collect water?” (yes) “Do children always have clean hands?” (no) “What do you think is the most important thing to have when you are helping with water?” (have clean hands)

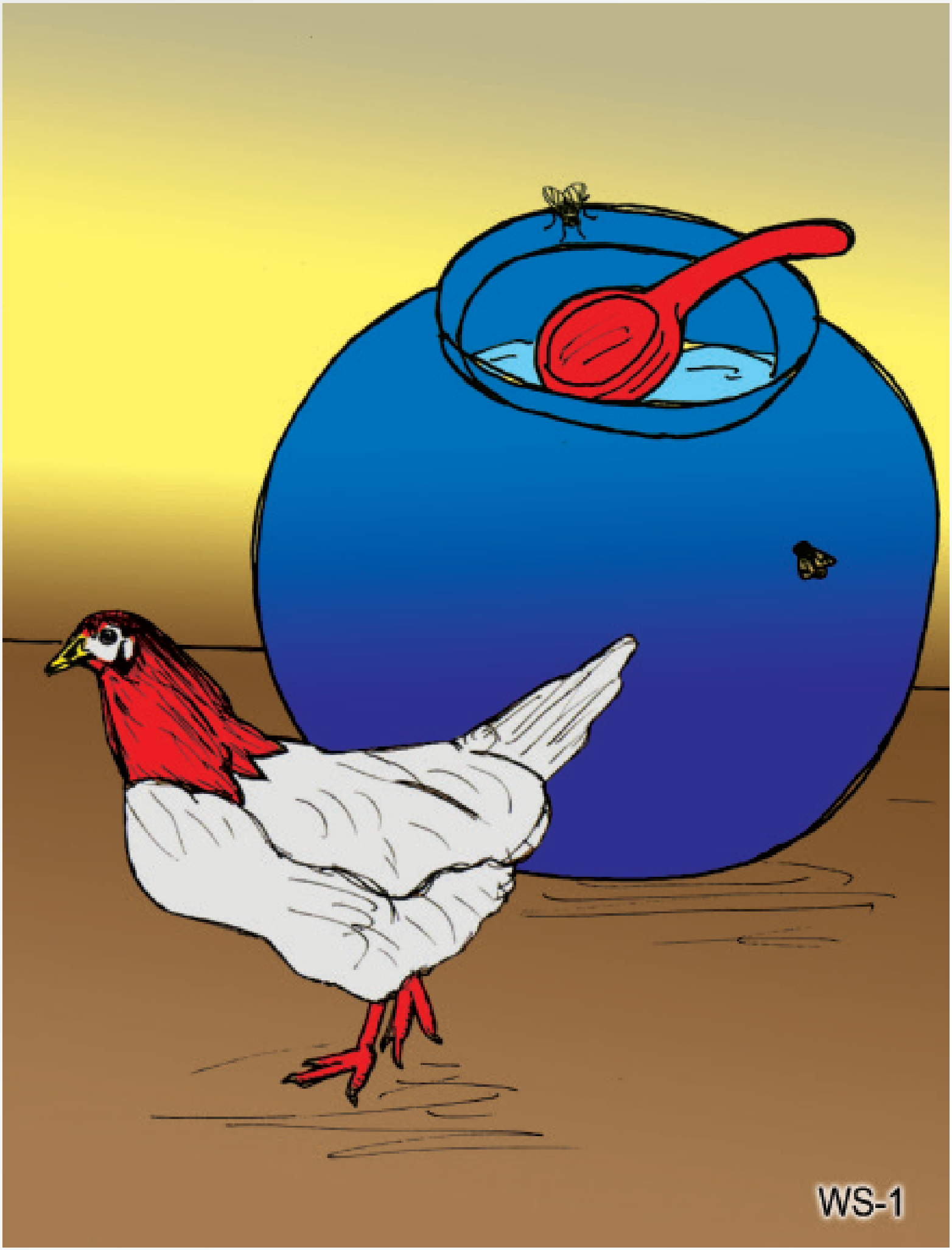
**8** Hold up two posters, one which shows a water dipper floating on top of water (WS-1) and another of a covered water container with hanging water dippers (WS-2). Ask “Which of these pictures shows the best way to keep your dipper? Why?” (various answers, contamination possible, etc.) Hold up the next two posters, one which shows a child drinking from a dipper (WS-3), and the other showing a mother pouring water from a dipper into a child’s cup (WS-4). “Which of these is the best way for a child to get a drink? Why?” (various answers) If you have extra time, you can use posters from previously used poster sets to compare in the same manner.

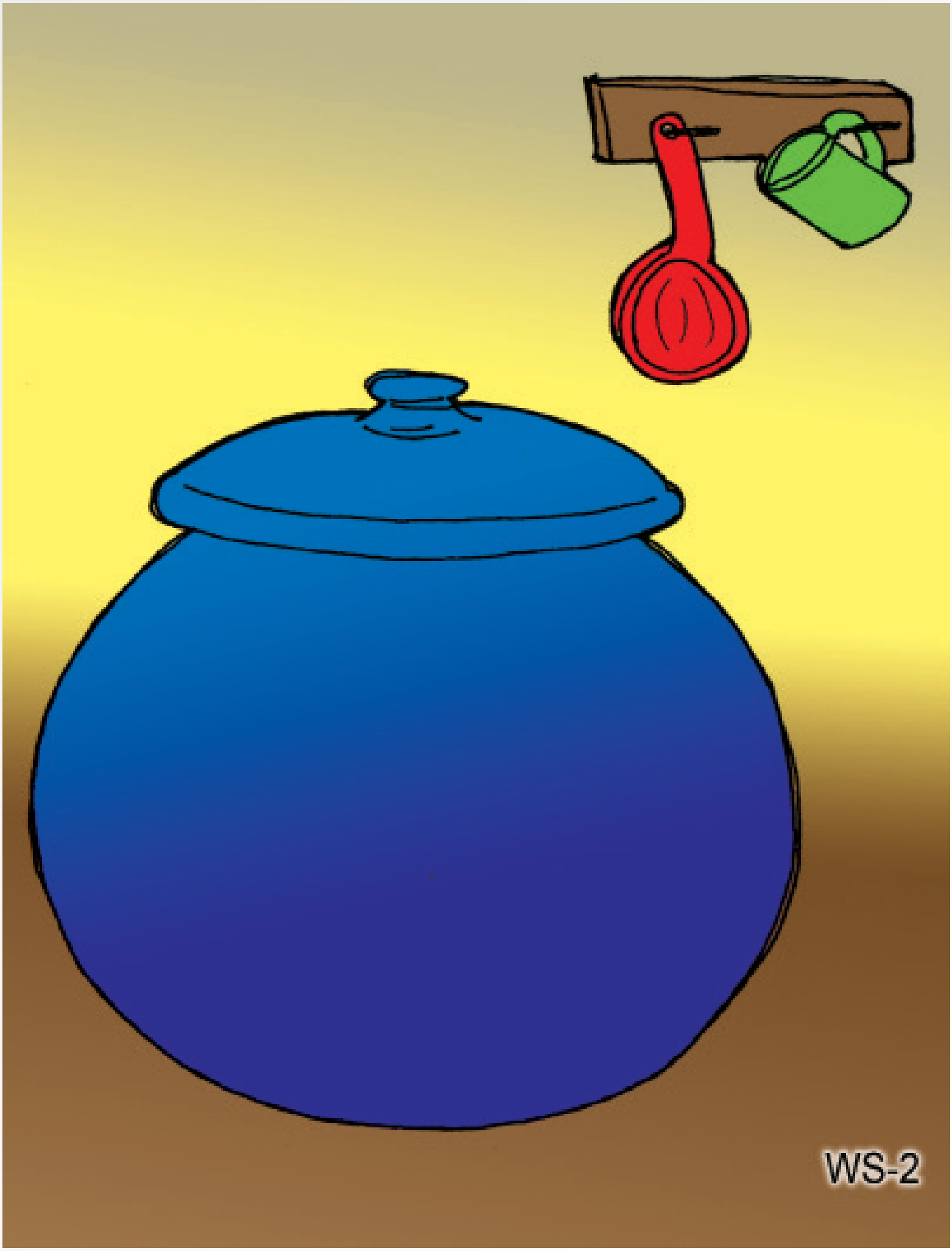
## LESSON SIX (PAGE 3) CONTINUED FROM PAGE 2

# Water Storage & Use

**9** "We have talked about several things to keep us safe and healthy as we use our water. You have also come up with ways to keep our clean water from getting re-contaminated with germs. Can anyone tell me what some of these strategies are?" (cover water, wash hands, wash containers, etc.) **As they give their answers, write them out on your large paper for everyone to see.** IF you can, have your translator write them as well.

**10** When all answers have been given, read each one aloud, and ask, "Does everyone agree with this?" Give opportunity for interaction in the group. **Remember, any answers are right answers.** The purpose of this closing activity is to review the good hygiene behaviors, and open the door for further discussion. "Now that we have talked about these things, how many of you think you may change the way that you do things in your home?" **If time allows, ask for volunteers to share what they will actually do differently now as a result of what they learned today. This can be a very powerful testimony time.**


WS-1


WS-2


WS-3


WS-4

# LESSON SEVEN
# Water Storage & Use

**OBJECTIVE:**
**To help the participants examine the common hygiene and sanitation practices in their community, identify how these may be good or bad for health, and initiate plans to implement good hygiene practices in their daily lives.**

## NOTE:
This activity can be used in small groups (as in a meeting with community leaders) or in large groups (as in a community meeting). If possible, have the group assemble in a circle. Avoid a typical classroom setup to the extent that you are able. The focus of this lesson is to enable the people themselves to identify problems and provide change of behavior where needed.

## MATERIALS NEEDED:
Good/Bad hygiene poster set (GBH 1-6) and any other posters you'd like to use. Choose posters showing both good and bad hygiene behaviors. Make eight labels (or posters) translated into the local language showing the following phrases: **"good", "bad" , "in-between" , "very common" , "uncommon" , "fairly common" , "hard to change" , "easy to change".**

## LESSON:

1. **Have the group assemble.**

2. "Today, we are going to talk about different ways of behaving, and how some of these behaviors can help us be more healthy."

3. **Have the translator or a helper pass out the posters so that they are evenly spread around.** You may need to hand two posters to one person, or hand one poster to a group of people, depending on the size of your group. Alternately, in a very large group, you might ask the people with the posters to come and stand where everyone can see them.

4. "Let's take a couple of minutes to look at the picture you have and decide if the behavior in the picture is good for your health, bad for your health, or somewhere in-between. You will each come to the center of the circle one at a time and tell the rest of the group what is happening in your picture and then place it in one of the three piles labeled good, bad, or in-between. If you have more than one poster, just do one for now." **If the participant has trouble determining what the picture represents, ask the rest of the group,** "What do you see happening in this picture?" After the group defines the picture, ask the participants to place it in the correct pile. **Continue this activity until all the pictures are sorted into one of the three piles.**

## LESSON SEVEN (PAGE 2)

# Good/Bad Hygiene

**5** **Alternate method for step 3:** Rather than pass out all the drawings to the participants; ask the translator (or a participant) to walk around the circle showing one drawing at a time. **Ask the group to then decide if the behavior in the picture is good for their health, bad for their health, or somewhere in-between.** Then have the translator (helper) place the drawing in the appropriate pile. If the group doesn't agree on which pile to place the drawing in, it may be that they are interpreting the picture wrongly. If this is the case, ask the group, "What do you see happening in the picture?" After the group agrees what is happening in the picture, ask them again which pile the picture belongs in.

**6** When finished with all the drawings, gather up the "good" pile of drawings and set the other piles aside. **Then lay out the next set of labels: "very common", "uncommon", and "fairly common".** Using the "good" pile drawings, have the group sort this pile using the new labels. Ask them to determine whether the behavior is common, uncommon, or fairly common in their community.

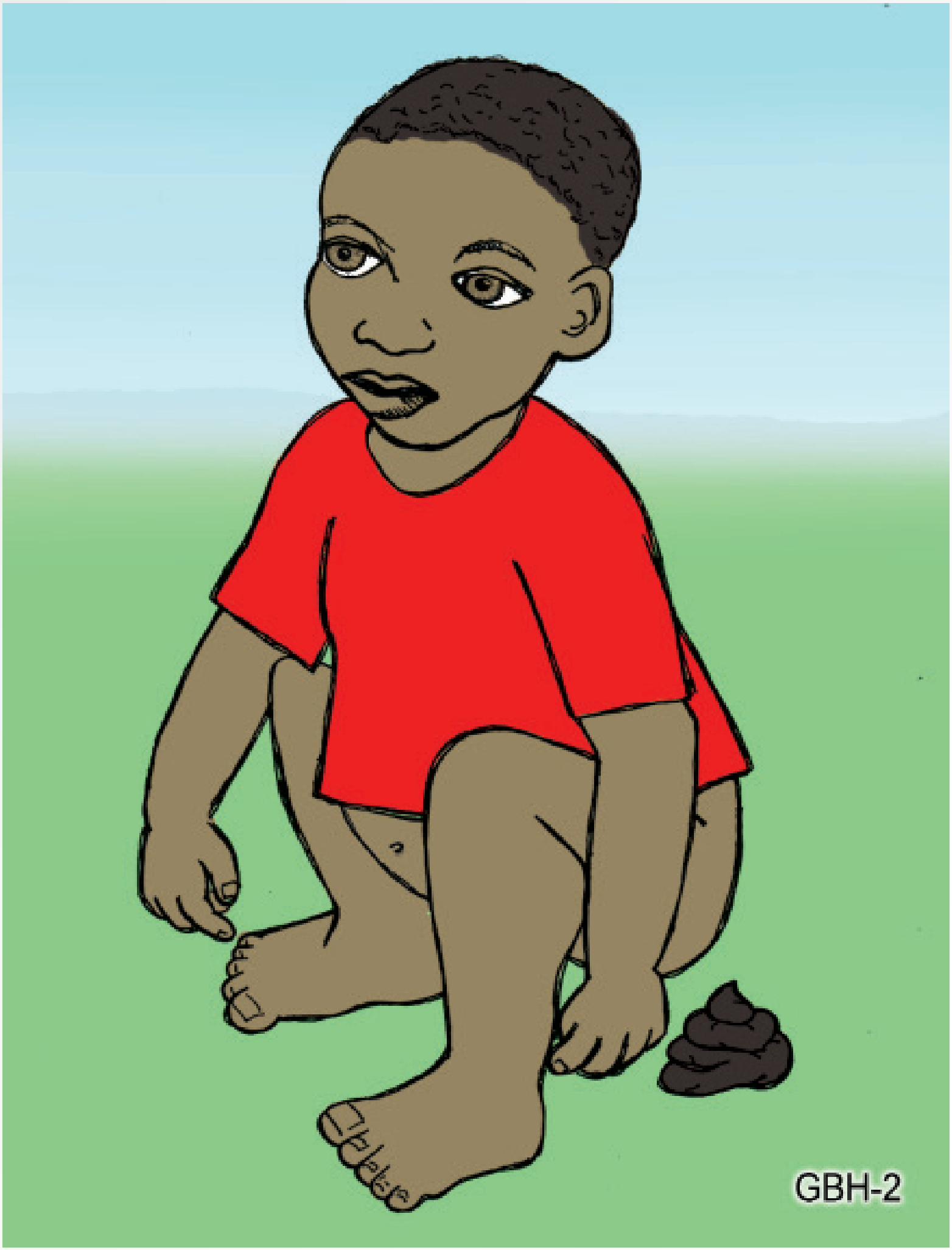
**7** When they finish sorting, commend the group for the practice of good behaviors that are "common" in their community and set these drawings aside. **Facilitate a discussion about the "fairly common" and "uncommon" behaviors, asking the group why these behaviors aren't common in their community.**

**8** Gather up the "fairly common" and "uncommon" pictures. **Lay out the next two labels: "easy to change" and "hard to change".** Have the group sort the gathered up pictures into these two piles by asking them whether the behavior would be hard to change or easy to change. Place the drawings in the appropriate piles.

**9** **Take the pictures in the "easy to change" pile and assist the group to define steps needed to make the change.** They should then decide who should be responsible for each step, i.e. the community, the government, or a joint effort.

**10** **Ask the group what it has learned from the activity and what kind of action they would like to take as a result of what they have learned.** At this point you might make a point of asking the local pastor or leader to input, as well as the less influential members of the community. (If the organization you are working with is planning to help this community in some of these efforts, make a point of mentioning how glad we are to be a part of what their community is planning.)


GBH-1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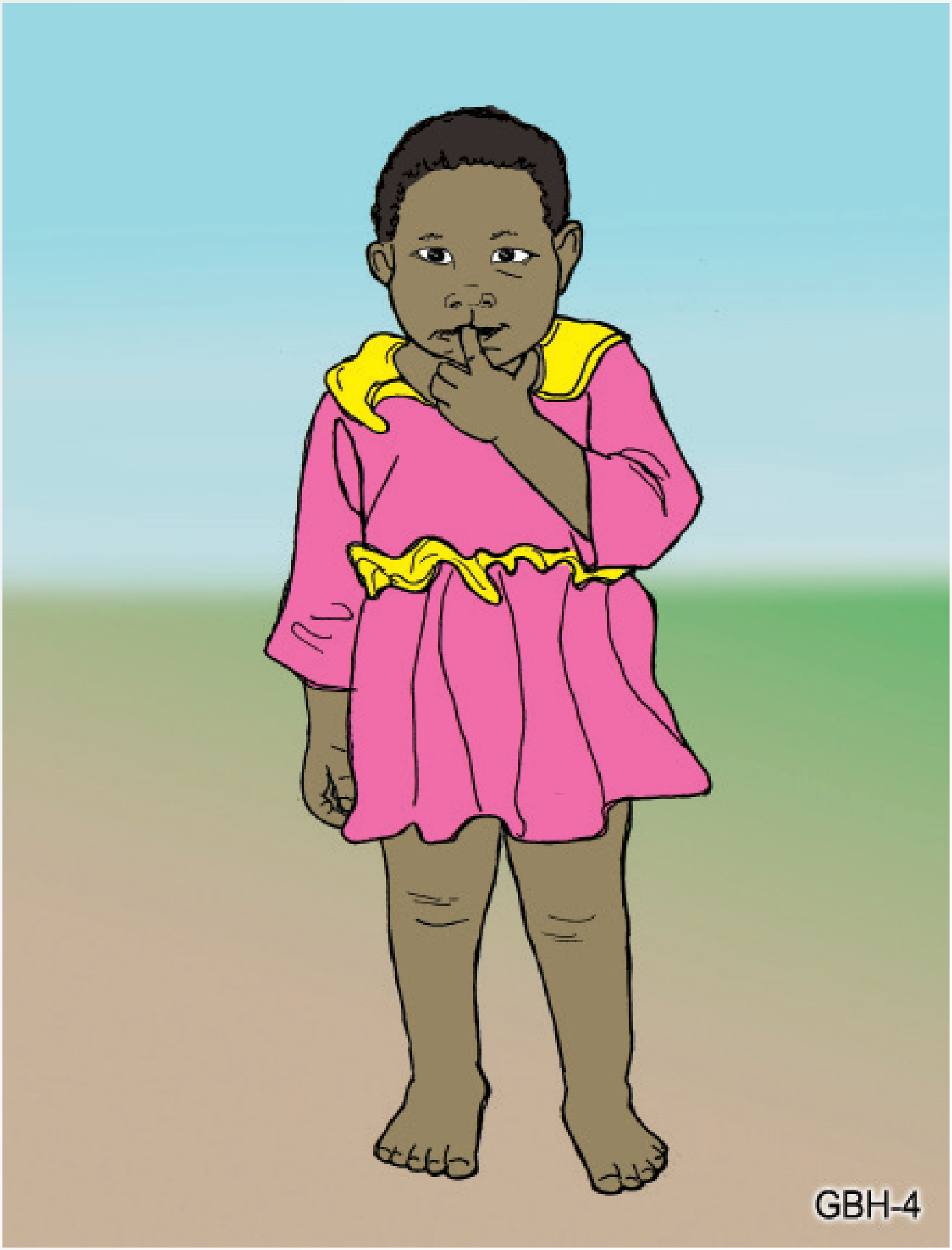
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# Toolbox Reinforcement Activities

**OBJECTIVE:**
There are several reasons for reinforcement activities. The obvious is that they reinforce the lesson, but they also give time to stretch, play and enjoy the time you have with your class so that they will be more open to receive what you are teaching.

**NOTE:**
P. Dan Wiwchar noted that the mind is only able to absorb what the bottom can endure. If your students are show-ing signs of fatigue, an activity might be just the thing to lift their spirits.

## BUBBLE PLAY

At some point, tell the class you have something to show them. **Get out the soap bubbles and blow bubbles all around.** Encourage them to catch them, and pop them. When you have finished, ask, "Was it easy to catch the bubbles?" (yes & no). "Just like you caught the bubbles, you can catch germs that bring disease, and just like you popped them, that's how easy it is to stop disease!"

## PASS THE BALL

You can use a cloth ball like a Balzac ball, or just tie some rags together in a ball shape for this next activity. Before the activity, **spray perfume or cologne on the ball, but don't let anyone see you!** One way to use this prop is to use it for introductions, where the ball is passed from person to person as they say their name. Another way is to ask the group to tell you what they have learned, and have them pass the ball from person to person as they give their answers. Once the ball has been passed around your group, tell them, **"If you have touched the ball, smell your hands!"** (they will, and some will be quite surprised!) Ask, **"What is on your hands?"** (perfume, nice smell, etc.) Then ask, **"Can you see the perfume?"** (no!) **"Germs are the same way, we cannot see them, but they are still there, and just like you got perfume on your hands from the ball, we get germs on our hands from things that we touch!"**

# Toolbox Reinforcement Activities (PAGE 2)

## WRITE A SONG

You will need something to write with for this lesson, whether you write on a blackboard, or large paper at the front of the room, or perhaps you just ask someone to take notes. Do not tell the group that they are going to write a song at first, just do some brainstorming with them. You can use this activity as a refresher for a group that has already been taught the health & hygiene lessons, or as break time activity in a longer lesson time. For example, you can spend some time brainstorming "when you should wash your hands", and write those down. (after using bathroom, after shaking hands, before eating, etc.) Then, when you have a list, divide your group into smaller groups and have them make up a song to teach this to others. Make sure they include your main points. If you have a group of mostly parents and grandparents, tell them the song can be helpful to teach their children. If you are teaching children, these songs can be a great reinforcement of what they have learned!

## TELL A STORY

The idea behind telling a story in this context is to reinforce or introduce an idea in a non-confrontational way. When you tell a story about someone in another land, the people with whom you are speaking will relate to that person's predicament without feeling that you are condemning. If their traditions or practices are similar to the ones in the story, you can suggest change as your story character changes. For health and hygiene training, you can make up a story, or find one that is already written that makes your point.

**Storytelling is an art, with many nuances to be explored, but for our purposes, there are a few tips that will help you.**

- One of the characteristics of a good story is a clearly defined theme, which of course will address some aspect of healthy living.
- If you want to make an impact, your plot needs to have a good introduction, a climax, and a conclusion that drives your point home.
- Using word pictures gives your story more impact as you stimulate the imagination.
- If you use repetitive phrases and add some drama, you will have a story that really does the job!
- Aim your story at the youngest ones in your group and don't be afraid to interact, drawing attention to the more important aspects of your story by encouraging participation in the story.

An example of the kind of story you might use is the story of Abdul & Seri by Jon Rhode, M.D. This story can be used as an introduction to proper oral rehydration strategies. **Notice how the key elements of this objective are repeated over and over again as the story progresses, and look at the word pictures that are created with simple descriptive words.**

# Toolbox Reinforcement Activities (PAGE 3)

## PETER & SARAH - A CHILDREN'S STORY

(originally from Indonesia -edited for content and ease of translation)

Story Objective: To bring the audience to an understanding of the importance of an oral rehydration solution for a victim of diarrhea, and to teach the ingredients of the same. We have found that if you use the technique of pausing and allowing the audience to fill in the repetitive portions of the story **(in bold print),** it is most effective.

Peter ran home from school as fast as he could. He could hardly wait to see his baby sister. As soon as he saw Sarah in the courtyard, his heart beat faster. He was excited! Even though Peter was already eight years old, he loved to playwith his younger sister.

Sarah was already one and a half years old. She would clap her hands for joy when he made funny faces at her, or giggle when he counted her toes. He had helped her with her first steps, and always picked her up gently when she stumbled. She loved it when he twirled her around in a dance.

But something was wrong today! Usually Sarah would run straight to her favorite brother Peter with her arms outstretched. But now, she just sat by the front door and gazed at him with dull eyes. Quickly he lifted her up. He noticed that she must not have had her usual bath before he came home, because she had an unpleasant smell about her.

Grandmother greeted him with a tired voice. Peter was worried. He asked, "Is Sarah sick? Why is she acting like this?" "She has had several watery bowel movements today," answered Grandma, "and she has been crying a lot, Peter. You must not let her have any food or drink so that the diarrhea will stop and she will get better."

Peter thought for a moment and then he took a deep breath. "But Grandmother!" he said, "My teacher told me that several watery stools can be very dangerous. If the body loses water, it's like a plant that isn't watered. First it gets weak and then it dies. If Mother is not here to give Sarah milk, we have to give Sarah water so that she won't be weak like this!"

Grandmother could feel how much Peter believed what he was saying, and she was very proud that her grandchild had a chance to go to school and learn new things. But still, no one had ever given any food or drink to a child with watery stools as long as she could remember. Then, while Peter looked at her with pleading eyes and waited for her response, she thought of one of her own dear children that she had lost after only two days of watery stools. She also remembered the next-door neighbor's young child who had died the same way. Grandmother sighed and said gently to Peter, "Perhaps your teacher is right. Maybe we should try a new way. What does she say we ought to do?"

Peter looked at his grandmother with new respect, put Sarah in her arms, and urged her to follow him. Quickly, he put some water on to boil, boiled it for fiveminutes, and while they waited for it to cool, he told Grandmother the simple recipe that would help Sarah. Grandma could hardly believe that **one teaspoon of sugar and a pinch of salt in a small glass of boiled water** would be the right thing to give Sarah, but she determined to let Peter try it.

# Toolbox Reinforcement Activities (PAGE 4)

## PETER & SARAH - A CHILDREN'S STORY

(originally from Indonesia -edited for content and ease of translation)

As soon as the water was cool enough for Sarah to drink, Peter poured a small glassful. Then he added **one teaspoon of sugar and a pinch of salt.** He stirred the drink and then tasted it to make sure it wasn't any saltier than his own tears. When he offered it to Sarah, she was so thirsty that she gulped down the whole glass! Peter made another glass, adding one teaspoon of sugar and a pinch of salt. Grandmother watched with surprise as Sarah drank the whole second glass as well!

Suddenly, Sarah vomited! Grandmother's face looked angry, as if she would scold Peter. "My teacher says not to worry if a child vomits in the beginning. Just try again!" he said quickly. He mixed a third glass of water with **one teaspoon of sugar and a pinch of salt** for Sarah, but this time he encouraged her to drink it more slowly.

When the glass was finished, Sarah clapped her hands and began to squirm, trying to get off Grandmother's lap. Making happy noises, she grinned as Peter got her a biscuit. Finally, she managed to get off of Grandmother's lap, and walked toward Peter to take the biscuit. Suddenly, much to Grandmother's dismay, Sarah made another watery bowel movement.

"Don't worry Grandmother, she is already much better," said Peter. "Look how eager she is to have the biscuit, and she is still thirsty! She is trying to reach for the glass!"

Peter helped Sarah finish another glass of water with **one teaspoon of sugar and a pinch of salt** mixed in, and then his mother arrived home from her trip to the market. "How is Sarah?" she asked Grandmother anxiously. As Sarah moved toward her mother bright-eyed and smiling, Mother said, "She is much better, I see. I am so relieved. Not giving her anything to eat or drink must have helped her!"

"Oh, no," said Grandmother, smiling at Peter. "We have tried a new way and look how Sarah has changed since this morning. Peter, tell your mother what you have given Sarah." "I will wait until she breastfeeds, Grandmother. She'll be even happier then!" answered Peter. He remembered that his teacher had taught the class the best thing for a baby is mother's milk. Even though breast milk can make it seem that a child has a watery stool, the nutrition in mother's milk would be even better for Sarah than the special drink he had made with a small glass of boiled water mixed with **one teaspoon of sugar and a pinch of salt.**

The next day, Peter got to school early. He shyly told his teacher that he had tried the recipe she had taught the class to use in case anybody in their families had watery stools. His teacher was delighted that Peter had remembered to use **one teaspoon of sugar and a pinch of salt** in a small glass of boiled water. She was even happier to know that although Sarah had a watery stool two more times that day, today the diarrhea had stopped completely.

# Toolbox Reinforcement Activities (PAGE 5)

## PETER & SARAH - A CHILDREN'S STORY

(originally from Indonesia -edited for content and ease of translation)

"Make sure she keeps drinking and eats some extra meals so she will be just as strong as she was before," the teacher cautioned Peter. "You've really learned well!" Peter's heart was so full of joy it felt like it would burst out of his chest!

When school was over that day, he ran home with a happy heart to find Sarah wanting to play, her arms outstretched for Peter to lift her upand dance with her!