Knowledge for a Healthy Life

Prey Veng Health Education Project

With Funding Support from:
United States Agency for International Development

World Education
KNOWLEDGE FOR A HEALTHY LIFE

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WORLD EDUCATION
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## Health Problem

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Many people in Cambodia have put a lot of time and effort into developing, evaluating and producing these health lessons. For those who wondered when they would see them printed and distributed, your persistence and patience have been worthwhile and valuable - here they are! With your assistance, the participatory materials development process has been completed. A special thank you to the many people who assisted in the process and to the health educators throughout Cambodia who will use them. Special acknowledgement to:

- The Prey Veng health educators in Prey Veng Town, Prey Veng District, Svay Antor Commune, Mebon Commune; Popoes Commune, Chea Klang Commune, and Prey Khla Commune for prioritizing the health problems and developing lessons to address the issues. If it weren't for their dedication, neither World Education/Cambodia or these health lessons would exist. Congratulations!! (see map on the next page).

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Mary Lynn Youngwerth
Tarni K. Ito
These health lessons resulted from a series of participatory health education trainings that World Education conducted in Prey Veng Province with a grant from USAID/Cambodia. In 1992, provincial authorities and commune leaders helped World Education identify participants from provincial, district, and commune levels to attend the first two-week workshop. Central Ministry officials from the Departments of Health Education and Nonformal Education assisted as resource personnel. The concept of participatory education was introduced, and participants discussed and prioritized problems in the community.

Using participatory education methods, the participants began to develop lessons to address some of their priority health problems. The participants developed preventive health messages, which could be implemented throughout Cambodia, especially where there is limited access to proper drugs and adequately equipped health facilities.

After the first workshop, the participants returned to their daily work and began using the lessons in their communities to conduct health education sessions. They identified ways to improve the lessons as well as other topics for new lessons. When they returned for the second two-week workshop, the participants eagerly evaluated and edited the lessons using guidelines adapted from World Education's training team. They observed each other conducting the health lessons and made suggestions to improve each other's teaching style.

Again, participants returned to their work sites and continued using the lessons. During the third and final two-week workshop, participants made their final edits, practiced conducting lessons in communities around Prey Veng Town, and developed a Guideline for Health Educators Entering a Community. This guideline is included in this manual to help other health educators when entering a community.

In addition to ongoing field testing in Prey Veng, staff of IRC/Battambang, AICF/USA-Kratie, Kantha Bopha Hospital/Phnom Penh, the Ministries of Health and Rural Development in Phnom Penh, Prey Veng, and Kandal, field tested these health lessons in five areas of Cambodia. During a materials development workshop these staff learned how to give a health lesson in a participatory style, and using a standard evaluation form developed by World Education, collected information which was used in further revising the lessons.

Throughout this process, World Education has depended on the advice and experience of Cambodian health educators, especially those working at the commune level. World Education hopes that you, as a health educator, find these Cambodian-developed health lessons useful in your work.
the pilot project...

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field testing and revising the lessons...

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GUIDELINES FOR USING THESE LESSONS...
After three and a half years of experience in Cambodia within the field of Health Education, World Education believes you will find these lessons very helpful. These lessons are meant to be a guide for you to use when teaching in the community. Using group discussion, pictures, short stories and demonstrations, these lessons help you teach in a participatory style rather than using lecture style.

**What do we mean by participatory style?**
As a participatory health educator, using these lessons, you can:

**Help people learn by doing.**
Let learners practice washing their hands and mixing ORS while you are with them. Encourage them to reflect on what they are learning and how they can use it every day in their lives.

**Help people reflect on their learning.**
Ask learners what they have learned and why it is important.

**Help people express their feelings.**
Encourage them to say what is difficult for them, and what is easy for them about each lesson.

**Help people create something they need.**
Encourage learners to choose a better way to prepare nutritious food, a cleaner house, a home and environment without mosquitos; to teach health education; to select a new water system for their village; and to form a village health committee.

**Discover with people what they want to learn.**
Listen to them talk about their health problems and what they do to solve them. Encourage people to respect their own ideas for how to solve problems.

**Help people find resources in their own community.**
Encourage people to help themselves first, using their own skills as farmers, midwives, carpenters and teachers, before looking for outside assistance.

**Help people find their own solutions to problems, together, as a community.**
Encourage people to share their own skills and life experience to make their community stronger.

Adapted from From the Field, World Education. New York. 1980.

**Each health lesson is outlined as follows:**

- *Lesson:*
  - Health problem:
  - Teach to:
  - Health message:
  - Objective:
  - Materials needed:
  - Method:
Lesson: The letter corresponds to the letter on the large, laminated pictures in the appendix (identical to the pictures in this book) which should be used when teaching the lesson.

Health problem: States the general health problem that is addressed in the lesson. The problems were prioritized and chosen by World Education's Prey Veng participants, according to their work experience.

Teach to: This suggests an appropriate "audience", or group of learners, to whom you can teach this lesson.

Health message: States the specific message that this lesson will convey as a solution to the health problem.
* Remember, this is only one message that can be given to address the health problem. The messages were developed by World Education's Prey Veng participants, focusing on techniques that can be implemented anywhere in Cambodia ... in the village or in the city.
* The purpose of these messages is to encourage preventive practices which may help families maintain good health.
* Each lesson is basic so that the learners can understand and remember the information.

Objective: States what the learners should be able to do by the time you are finished teaching this lesson.
* The objectives focus on what the learner should be able to do, not on what the health educator should do.

Materials needed: Lists the different pieces of equipment that you will need to teach this lesson effectively. The large pictures can be found in the appendix which is separate from this manual. You will need to supply the additional materials.

Method: a) The methods used in the lesson are listed (e.g. using picture, group discussion, short story, demonstration).
   b) The steps for teaching the lesson are outlined, including:
      1. when to use each picture 2. discussion questions 3. possible answers

We encourage you to get to know your community before you teach a lesson by visiting and listening to community leaders and individuals, particularly mothers, to find out what they believe their health problems are before selecting a lesson. This will make the learning experience more meaningful for both you and the community.

As a health educator you do not need to be the expert. Instead, your job is to facilitate a discussion with a group of people to help them solve their own health problems. These lessons can help you start that discussion by conveying a simple message.
WHERE CAN THESE LESSONS BE USED?

• Villages
• Schools
• Wats
• Homes
• Health clinics
• Hospitals
• anywhere!!!
IV
GUIDELINES FOR HEALTH EDUCATORS ENTERING A COMMUNITY
GUIDLINE FOR HEALTH EDUCATORS
ENTERING A COMMUNITY.

1. Get general information about the community (for example, health problems, population).

2. Make contact with community leaders.

3. Ask information from village people.

4. Discuss and choose, with the people, the biggest health problem in the community.

5. Prepare message and materials for teaching based on information collected from the community; plan lesson related to the problem.

6. Ask village leader for permission; set place and time for teaching.

7. Arrange place for people to sit facing each other in participatory style (for example, in a circle).

8. Introduce your role to people, Introduce yourself and people to each other,

9. Present objectives to be taught,

10. Teach clearly by using simple, familiar words, Ask many questions.

11. Ask people to explain the lesson back to you in order to evaluate their understanding of your teaching.

12. After teaching, discuss with the people in order to improve the lesson.
V HEALTH LESSONS
World Education
Prey Veng Health Education Project
Lesson A/


2. Teach to: Mothers, fathers and children.

3. Health message: Wash hands after passing stool and before handling food.

4. Objective: By the end of the lesson, the people will be able to explain the importance of washing hands.

5. Materials needed: Three pictures:
   1. Dirty hand
   2. Clean hand
   3. Washing hands


   a) Show picture 1.

   Q: What do you see?
   Possible answer: this is a drawing about dirty hands (contaminated by germs).

   b) Discussion questions:

   Q: If we have dirty hands when handling food and eating, what problems can it cause?

   Possible answer: It can make us sick.

   Q: How can handling food with dirty hands make us have diarrhea?

   Possible answer: Because germs can enter the body through the food.

   c) Show picture 2.

   d) Q: To prevent having diarrhea, what can we do?
Possible answer: We must wash hands with soap and water after passing stool and before handling food.

d) Show picture 3.

Q: Why is it good to handle food or eat with clean hands? Possible answer: Because the germs cannot enter the body as easily if we handle food or eat with clean hands.

e) Tell short story:

A women went to the latrine. After passing stool, she did not wash her hands. She then handled food and ate the food. Some time after that, she had abdominal pain and frequent diarrhea.

d) After telling the story, discuss.

7. Evaluation: Ask the people:

Q: Why should we always wash our hands after passing stool and before handling food?

Q: Can you explain, using the pictures, how diarrhea can occur if we do not wash our hands?
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2. Teach to: Mothers, fathers and children.

3. Health message: Pass stool in a latrine or bury it.

4. Objective: By the end of the lesson, the people will be able to:
   a) explain the cause of diarrhea; and b) explain how to control and prevent diarrhea.

5. Materials needed: Two pictures:
   1. Child passing stool
   2. Woman near latrine

6. Method: Short story, group discussion and pictures.

   a) Tell short story:

   There was a man who had diarrhea for a long time. He would always pass stool under the mango tree behind his house. There was also a puddle under the mango tree. One night, there was a strong wind which caused the mangoes to fall down from the tree to the ground, and into the puddle.

   Early the next morning, there were five children looking for mangoes behind the man’s house. One of the children told the others not to eat the mangoes they found on the ground right away because the mangoes might be dirty and have a lot of germs. The child said that they must wash the mangoes very well before eating them. But the other four children told this child not to worry, and these four children soon began eating the mangoes. The other child brought his mangoes home, cleaned them well, and then ate them. This child did not have diarrhea. After four or five hours, the other four children started having persistent diarrhea. Their mothers were worried and brought them to the clinic.

   b) Discussion questions:
Q: Have you ever had problems like this before?

Q: Why did the four children have diarrhea?

Q: Why did the one child not have diarrhea?

Q: The mangoes and the puddle were very dirty and carried many germs. Why?

Q: What could we do to prevent the four children from getting diarrhea?

c) Show picture 1.

Discussion questions:

Q: What do you see?

Q: If we eat food near the open stool and flies like this, what can happen to us?

Q: What do flies like to sit on?

Q: How can we prevent flies?

Q: Do you think the flies can bring germs to our food?

d) Show picture 2.

Q: What do you see?

Q: How can we keep stool from flies?

Q: How can you prevent the flies from bringing germs to everyone?

Explain the relationship between stool and illness.

7. Evaluation: Ask the people:

Q: Before eating fruit, especially dirty fruit, from a tree, what should you do?

Q: Can you explain why it is important to pass stool in a latrine or to bury it?
Q: How can we safely dispose of stool?
Lesson: C/K


2. Teach to: Mothers, fathers and children.

3. Health message: Clean the house every day.

4. Objective: By the end of the lesson, the parents and children will be able to: a) explain the importance of cleaning the house every day; and b) describe and demonstrate how to clean the house and the area around the house.

5. Materials needed: A broom and two pictures:
   1. Dirty house
   2. Clean house

   a) Show picture 1.
   Q: What do you see?
   b) Show picture 2.
   Q: What do you see?
   Q: What is the difference between the two houses?
   c) Show a broom to the people, and ask:
   Q: What is this and how do we use it?
   Q: What is the importance of cleaning the house every day?
   Q: How do we sweep and clean the house, and around the house?
   d) Demonstrate how to use the broom. Have the people show how to use the broom.
Q: Where should we throw the rubbish?

Q: Why is it important to burn or bury the rubbish?

7. Evaluation: Ask the people:

Q: Why is it important to clean the house?

Q: Can you describe how to clean the house?

2. Teach to: Mothers, fathers and children.

3. Health message: To help prevent dengue fever, water jars must have a cover and must be cleaned once a week to prevent Tiger mosquitoes from breeding.

4. Objective: By the end of the lesson, the people will be able to explain the importance of covering water jars and cleaning water jars once a week to prevent Tiger mosquitoes from breeding.

5. Materials needed: Water jar with cover, rag, soap and water.

   a) Explain that Tiger mosquitoes breed in water jars. Explain that water jars should be cleaned once a week and covered to prevent Tiger mosquitoes from breeding.

   b) Demonstrate how to cover and clean a water jar.

   c) Have participants demonstrate how to clean and cover a water jar.

7. Evaluation: Ask the people:

   Q: What happens to a water jar which has not been covered?

   Q: Why must water jars be cleaned regularly?
World Education
Prey Veng Health Education Project
Lesson E/


2. Teach to: Mothers and fathers.

3. Health message: To help prevent diarrhea, cover food so that flies and dirt cannot contaminate it.

4. Objective: By the end of the lesson, the people will be able to explain the importance of covering food to prevent diarrhea.

5. Materials needed: Two pictures:
   1. Food without cover
   2. Food with cover

6. Method: Short story, group discussion and pictures.

   a) Tell short story:

   There are two brothers who return from the rice field. They are very tired and hungry, so they start to eat their food. The rice they are eating has been kept in a dirty area with a lot of flies. About one hour after eating, the two brothers have strange looks on their faces and complain about abdominal pain and swelling. They run to the latrine and have diarrhea.

   b) Discussion questions:

   Q: Why did the brothers have diarrhea?

   Q: How could the brothers have avoided this problem?

   c) Show picture 1.

   Q: What do you see?
Explain that the diarrhea was caused from the food which was not covered. Flies carried germs to the food which the brothers ate, and then the brothers became ill with diarrhea.

Q: If you eat food which is not covered, and a lot of flies sit on the food and contaminate it, what may happen to you?

d) Show picture2.

Q: What do you see?

7. Evaluation:

Ask the people:

Q: Why should we cover food at all times?

Q: How can covering food prevent diarrhea?

2. Teach to: Mothers and traditional midwives.

3. Health message: Mothers must clean their breasts before breastfeeding to help prevent their children from getting diarrhea.

4. Objective: By the end of the lesson, the mothers will be able to explain the importance of cleaning their breasts before breastfeeding.

5. Materials needed: One picture:

1. Mother cleaning breast


a) Show picture 1.

Q: What do you see?

Q: Why is it important to clean the breasts before breastfeeding?

b) Explain how to clean the breasts before breastfeeding. Also encourage mothers to breastfeed because it is the BEST food for the baby.

b) Have participants explain how to clean the breasts.

7. Evaluation: Ask the people:

Q: How do you clean the breasts before breastfeeding?

2. Teach to: Mothers, fathers and children.

3. Health message: Give oralyte or other liquids to children who have diarrhea.

4. Objective: By the end of the lesson, the people will be able to explain:

   a) the importance of giving liquids to children who have diarrhea in order to prevent dehydration;

   b) how to prepare and give oralyte and other liquids to children who have diarrhea.

5. Materials needed: Six pictures:

   1. Two flowers (one fresh, one wilting)
   2. Flower being watered
   3. Dehydrated child
   4. Boiling water
   5. Making oralyte bought from the market
   6. Giving child liquids


   a) Show picture 1.
   Q: Why is this flower fresh?

   Possible answer: This flower is fresh because it has enough water.

   Q: Why is this flower wilting?

   Possible answer: The flower is wilting because it does not have any water.

   b) Show picture 2.

   Q: What do you see?

   Possible answer: A flower being watered.
Explain that a child needs water to survive just like a flower does. A child who has diarrhea loses water which is important to support a person's life.

Q: How can you prevent a child with diarrhea from losing too much water?

Possible answer: To prevent a child with diarrhea from losing too much water, we must give liquids continuously and frequently.

c) Show picture 3.

Describe the signs of severe dehydration: many watery stools, repeated vomiting, thirsty, not eating and drinking, fever, blood in stool.

Explain that during diarrhea, it is important to give a child enough clean water very often. A child with diarrhea loses salt, sugar and other substances which are very important to stay healthy. Therefore, it is also important to give nutritious foods in addition to water to a child who has diarrhea.

Q: What kinds of liquids do you give to a child who has diarrhea?

Possible answer: Oralyte, breast milk, green coconut water, fruit juice, rice water, weak tea, or roasted-rice water.

Q: What difficulties do you have when giving liquids to a child with diarrhea?

Possible answer: The child may vomit.

Explain that a child with diarrhea is tense and has abdominal pain that makes it difficult to drink. The child may vomit, making it difficult to drink. Also, it is difficult for very small child to drink. Small amounts of liquids should be given by teaspoon 5 to 10 minutes after the child has stopped vomiting.

Discussion questions:

Q: Who can explain how to prepare oralyte bought from the market?
d) Show picture 4.

Explain that you must boil the water for 20 minutes. Describe two ways of measuring a liter of water: a) using three milk cans or b) using a Coca-Cola bottle.

e) Show picture 5.

Describe how to prepare oralyte bought from the market.

f) Show picture 6.

Explain that the mother or father should feed oralyte or give liquids to the child often.

Discussion questions:

Q: What other liquids can you give to a child who has diarrhea? Possible answer: Breast milk, green coconut water, weak tea, roasted-rice water or water boiled with the bark of a guava tree.

Q: What liquids should you not give to a child who has diarrhea? Possible answer: Bottled soft drinks and bad water.

Q: When should you begin to give liquids to a child who has diarrhea? Possible answer: When a child begins to suffer from diarrhea.

7. Evaluation:

Ask the people:

Q: Why do you need to give enough water to a child with diarrhea? Possible answer: To replenish the water which was lost.

Q: What types of liquids can you give to a child who has diarrhea? Possible answer: Breast milk, green coconut water, weak tea, roasted-rice water, water boiled with the bark of guava tree, rice water or oralyte.

Q: How do you prepare oralyte from the market?
Q: When should you begin to give liquids to a child who has diarrhea?

Possible answer: When a child first begins to suffer from diarrhea.
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សាស្រ្ត 66
1. Health problem: Malnutrition caused by diarrhea

2. Teach to: Mothers

3. Health message: Continue breastfeeding and giving nutritious food to children who have diarrhea.

4. Objective: By the end of the lesson, the people will be able to explain the importance of breastfeeding and giving nutritious food to a child who has diarrhea.

5. Materials needed: Three pictures:
   1. Malnourished child
   2. Two mothers feeding their children
   3. A mother feeding different foods to her child

b. Method: Group discussion and pictures.
   a) Discuss and explain about breastfeeding and giving food to children who have diarrhea.
   b) Show picture 1.
   Q: What do you see?
   Q: Sometimes when a child has diarrhea, it can cause weakness and the child can die. Why does a child become weak?
   Possible answer: Because the child has lost a lot of water, salt, sugar and nutrients from the body. This causes the child to become malnourished.
   c) Show picture 2.
   Q: What do you see?
Q: If your child has diarrhea, should you stop or continue to breastfeed your child? Why?
Possible answer: Must continue to breastfeed a child with diarrhea to help to rehydrate and give nutritious food.

Q: Why do you continue to give food to your child? Possible answer: Must provide food very often to prevent a child from becoming weak.

d) Show picture 3.

Q: What kinds of foods are easy for a child who has diarrhea to eat?
Possible answer: Rice with meat, chicken, fish, or eggs, ripe bananas. Explain that it is important for a child who has diarrhea to eat soft foods and foods with vitamins, like bananas. Give food in small amounts. After the diarrhea stops, the child should eat one extra meal each day for two weeks to help the child grow stronger.

7. Evaluation:
Ask the people:

Q: Why should you continue to breastfeed a child with diarrhea? Possible answer: To rehydrate and give other nutritious foods lost during diarrhea.

Q: Why do we need to provide food to children who have diarrhea? Possible answer: To prevent the child from becoming weak.

Q: What kinds of soft food are easy for children who have diarrhea to eat?
Possible answer: Rice with meat, chicken, fish, or eggs, ripe bananas.

Q: Why should a mother continue to give breast milk and nutritious food to a child after he has recovered from diarrhea? Possible answer: To help the child grow stronger.
1. Health Problem: Having too many children.

2. Teach to: Parents, grandmothers and grandfathers

3. Health message: Do not allow daughters under 18 years of age to marry.

4. Objective: By the end of the lesson, the people will be able to explain the importance of daughters under 18 years of age not marrying to help prevent having too many children.

5. Materials needed: Two pictures:
   1. Mother and father with many children
   2. Mother and father with two children

   a) Show picture 1.
   Q: What do you see?
   Q: Why do you think this young mother has so many children?
   b) Show picture 2.
   Q: What do you see?
   Q: Why do you think this mother only has two children?
   b) Discuss the pictures.
   Q: What is one way a woman can help prevent having too many children?
   Explain that not allowing your daughter to marry under 18 years of age is only one way to help prevent having too many children.
many children. Marrying after 18 years of age does not guarantee that a woman will have only a few children.

7. Evaluation: Ask the people:

*Q: Why should we not allow daughters under 18 year old to marry?*

*Q: How old should a daughter be before she is allowed to marry?*
1. Health Problem: Having too many children.

2. Teach to: Parents.

3. Health message: Breastfeeding for a long time can help delay pregnancy.

4. Objective: By the end of the lesson, the people will be able to explain that breastfeeding for a long time can help delay pregnancy.

5. Materials needed: Two pictures:
   1. Mother breastfeeding baby, with two children
   2. Mother spoon-feeding baby, with six children

   a) Tell short story:

   In a village, there were two women who married at the same time. Many years later, they met each other and talked about their lives. Mrs. B asked Mrs. A, "How many children do you have?"

   Mrs. A answered, "I have two children, and you?"

   "I have seven children," answered Mrs. B. "After I married, I gave birth to a child every year. I did not breastfeed my children for a long time -- perhaps only six months. I stopped because I was very busy with my business."

   Mrs. A said, "I breastfed my children for two years."

   "Maybe that is why you had only a few children," said Mrs. B.

   Mrs. A said, "Perhaps you had many children because you breastfed for only a short time after each child was born."
b) Show picture 1.
Q: What do you see?

c) Show picture 2.
Q: What do you see?

d) Explain that it is important for both the child and the mother to space children two years apart. It is good for the child because he can breastfeed for a long time and grow strong. It is good for the mother because she will have time to care for her child and her own health so that she is strong when she is ready to have another child.

*Breastfeeding can help to delay pregnancy, but it is not a guarantee that a woman will not get pregnant.*

Breastfeeding can make children strong because breast milk has many nutrients and vitamins.

Breastfeeding can prevent disease because the first milk helps immunize the child until the child receives immunizations.

7. Evaluation: Ask the people:

Q: Why does a mother need to breastfeed a child for a long time?

Q: If a mother wants to delay pregnancy, what can she do?
Lesson: K/đ

2. Teach to: Mothers, fathers and children.
4. Objective: By the end of the lesson, the people will be able to explain the importance of providing nutritious food to children.
5. Materials needed: Five pictures:
   1. Malnourished child
   2. Healthy child
   3. Energy foods
   4. Body-building foods
   5. Protective foods
   a) Show picture 1.
   Q: Why is this child malnourished?
   Possible answer: Because he did not get a variety of different foods.

   b) Show picture 2.
   Q: Why is this child healthy?
   Possible answer: Because he ate a variety of different foods.
   Q: How can we help a malnourished, thin child to become fat and healthy like the child in picture 2?
   Possible answer: We must give plenty of nutritious food to a malnourished child.
1. Energy foods (go): Foods with starch, oil or sugar give us energy to move.

2. Body-building foods (grow): Foods with protein make the muscles and bones grow and become strong.

3. Protective foods (glow): Foods with vitamins and minerals protect our bodies against diseases.

c) Explain to the people the three groups of food needed to make a child strong and healthy. Show pictures 3, 4 and 5 to show the three foods group:

7. Evaluation: Ask the people:

Q: Of these two children, one is malnourished and one is not. Why?

Q: What kinds of food do you need to make your child strong and healthy?

Q: Why is it important to provide nutritious food to children?
Prey Veng Health Education Project

**World Education**

**Lesson: L**

1. **Health problem:** Six immunizable diseases.

2. **Teach to:** Mothers, fathers and children.

3. **Health message:** Immunize children and women to prevent six diseases.

4. **Objective:** By the end of the lesson, the people will be able to explain the importance of immunizing all children and women to prevent six diseases.

5. **Materials needed:** Nine pictures:
   1. Child with measles
   2. Child with tuberculosis
   3. Child with polio
   4. Child with diphtheria
   5. Child with pertussis
   6. Child with tetanus
   7. Woman (15 yrs.) receiving shot
   8. Woman (44 yrs.) receiving shot
   9. Pregnant woman receiving shot

6. **Method:** Pictures and group discussion.

   a) Show picture 1.

   Q: What do you see?
   Explain that this child has measles.

   Q: What are some symptoms of measles?

   b) Show picture 2.

   Q: What do you see?
   Explain that this child has tuberculosis.

   Q: What are some symptoms of tuberculosis?
C) Show picture 3.

Q: What do you see?

Q: What are some symptoms of polio?
Explain that this child has polio.

d) Show picture 4.

Q: What do you see?
Explain that this child has diphtheria.

Q: What are some symptoms of diphtheria?

e) Show picture 5.

Q: What do you see?
Explain that this child has pertussis.

Q: What are some symptoms of pertussis?

f) Show picture 6.

Q: What do you see?
Explain that this child has tetanus.

Q: What are some symptoms of tetanus?

g) Show pictures 7, 8 and 9.

Q: What do you see?

Explain that it is important for women, especially pregnant women, to get vaccinated against tetanus if they are between the ages of 15 and 44. Two injections are needed, one month apart, to build up immunity against tetanus. It also provides their baby with immunity from tetanus after birth.

7. Evaluation: Ask the people:
Why do the children who are immunized not get these six diseases?
Q: Why do children who are not immunized get these diseases?
Q: Why is it important to immunized women?
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ចំ 3

L3
កម្មវិធី អ្នកបានបង្កើត

65
1. Health Problem: Malaria

2. Teach to: Mothers, fathers and children.

3. Health message: Sleep under a mosquito net to help prevent getting malaria.

4. Objective: By the end of the lesson, the people will be able to explain the importance of sleeping under a mosquito net to help prevent getting malaria.

5. Materials needed: One picture:
1. Mother and child sleeping under a mosquito net.


   a) Tell short story:

   There were two brothers who worked in the forest for three days. They brought their mosquito nets with them. One brother did not like sleeping under the mosquito net at night, so he slept outside of the net. The brothers stayed in the forest three days and three nights. When they returned to their village, the brother who slept outside of the net started to have symptoms of fever and chills. After two days of high fever, he was taken to the hospital by his younger brother. The doctor there took blood samples and found that he had malaria. The younger brother did not have malaria.

   b) Discussion questions:

   Q: Why did the older brother get malaria?

   Q: Why did the younger brother not get malaria?

   Q: Where does malaria come from?
Explain that malaria is carried by the anopheles mosquito that usually bites during the night.

c) Show picture 1.

Q: What do you see?

Q: What kind of mosquito can cause malaria?

Q: What should you do to prevent getting mosquito bites?

7. Evaluation: Ask the people:

Q: To prevent malaria, what should we do? Why?
Explain that malaria is carried by the anopheles mosquito that usually bites d.
Lesson: N/2

1. Health Problem: Tetanus from using unclean instruments
   Q: How do you boil the instruments?

2. Teach to: Traditional midwives.
   Q: How should the cord be tied and cut?

3. Health message: Boil instruments before tying and cutting a baby's umbilical cord to prevent tetanus.

4. Objective: By the end of the lesson, the midwives will be able to:
   a) explain the importance of boiling instruments; and
   b) demonstrate how to tie and cut the umbilical cord to prevent tetanus.

5. Materials needed: Clamp, scissors, thread, tray, gloves, pot and boiled water, and one picture:
   1. Baby with umbilical cord.

   a) Show picture 1.
   Q: What do you see?
   Discussion questions:

   Q: Why is it important to boil instruments to tie and cut a baby's umbilical cord?

   Q: What disease may occur if you do not boil the instruments before tying and cutting a baby's umbilical cord?

   Q: What are the symptoms of tetanus?

   b) Demonstrate how to boil the instruments.

   c) Demonstrate how to tie and cut the umbilical cord.
d) Have the participants demonstrate how to tie and cut the umbilical cord.

7. Evaluation: Ask the people:

Q: Why do we need to boil instruments before cutting and tying the umbilical cord?
Q: How do you boil the instruments?
Q: How should the cord be tied and cut?
SUGGESTIONS...

World Education would very much appreciate any suggestions or comments you may have about these lessons. Since these lessons have been developed through a participatory process, we intend to have them continually grow and improve. Any suggestions or comments you make will help us improve them for our second edition.

Please use the questions below as a guideline for writing your comments:

1. WHAT IS GOOD?

2. WHAT CAN WE IMPROVE AND HOW?

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THANK YOU