

A photograph of a rural community. In the foreground, several small wooden boats are on a body of water. Behind them is a wooden building with a corrugated metal roof, partially obscured by lush greenery, including banana trees and palm trees. The background is filled with dense tropical vegetation under a cloudy sky. The text 'RENEW HEALTH PROMOTION TOOLKIT BOOKLET #1' is centered in white, and 'HEALTHY COMMUNITY' is centered in white on a dark green rectangular background.

**RENEW HEALTH PROMOTION
TOOLKIT BOOKLET #1
HEALTHY COMMUNITY**

CONTENTS

INTRODUCTION	3
PRINCIPLES OF FACILITATION.....	4
LESSON 1: PRINCIPLES OF EMPOWERMENT.....	6
RENEW HEALTH PRINCIPLES.....	8
LESSONS 2-5: PRINCIPLE 1-HOLISTIC HEALTH.....	9
LESSON 6: THE STORY OF MR. MAFU.....	10
LESSON 7: PRINCIPLE 2-MAPPING.....	12
LESSON 8: BIBLE STORYING.....	14
LESSON 9: TEN SEED TECHNIQUE.....	16
LESSON 10: PRINCIPLE 3-THE WHEEL OF CONTROL.....	18
LESSON 11: BIBLE STORYING.....	20
LESSON 12: THE PROBLEM TREE.....	21
LESSON 13: CREATE COMMUNITY OWNERSHIP.....	22
LESSON 14: PRINCIPLE 4-PREVENT DISEASE.....	26
LESSON 15: BUILDING HEALTH LESSONS.....	28
TEMPLATE FOR BUILDING HEALTH LESSONS.....	29
LESSON 16: PRINCIPLE 5-MAKE A PLAN.....	32
ADDITIONAL RESOURCES.....	34
A 7-STEP APPROACH.....	35

OVERVIEW

This is a handbook for trainers to engage their communities in health topics in order to live healthier. Because knowledge without action is ineffectual, it has two kinds of information to aid community health trainers lead their communities into action.

1. Tools to engage communities in discussion and actions that improve health.
2. Information on health lessons.

GOAL

To promote ongoing community-initiated health improvement.

METHODS

By imparting a holistic view of health, Renew Health Promotion creates health ownership so that each community:

1. Uses local resources and draws from the wisdom of the community to become empowered to improve health
2. Is encouraged by results
3. Takes ongoing health initiatives
4. Seeks active partnerships with government and non-government organizations for locally initiated health improvements
5. Continues to improve health through ongoing initiatives and shares their gained experience with others

The method involves engaging community participation in health-related discussions and learning activities facilitated by the trainer. Each trainer will know how to best adapt the material to be relevant to their community and culture. Each event should be interesting and fun, generating involvement of community members of all ages, genders, and social status.

In Christian communities, health is viewed in the context of the love of God in Jesus Christ which brings full provision for holistic well-being.

HOW TO USE THIS BOOK

Each lesson provides the trainer with the activities and concepts to cover as well as questions to facilitate discussion within the group. Before each lesson, the trainer should review the lesson and any needed supplies to prepare for teaching. To view and download the entire package of Renew Health Promotion booklets and training materials, go to renewoutreach.org/health.

PRINCIPLES OF FACILITATION

SEE WORKBOOK #1 PAGE 3

Read these principles of participation in order to model how to facilitate community health activities, share health lessons, and adapt the material to meet the unique needs of their community and culture.

KEYS:

- ① **Focus on the participants, not on the lessons or the facilitator.**
 The facilitator facilitates first and teaches second. Ways to do this: Gather groups of about 20 people to talk together. Think about the best schedule for the series of health discussions and lessons. Take time for greetings, call people by their names, make everyone comfortable. Sit in a circle and facilitate from a sitting position instead of standing. Always try to draw out information from the participants—this requires patience. Ask “what do you think?” Be positive about participants’ responses, even if the facilitator has to rephrase their answers in a slightly different way in order to be both positive and accurate or ask the group for ideas.
- ② **Select a “starter” like a story, a drama, puppets, music, or a dance to engage the participants in discussion.**
 Select something that is simple, culturally relevant, and will focus on the problem or teaching point to begin the discussion. Below is a potential way to discuss the starter:

ASK THREE QUESTIONS about the starter:

 1. What did you see? *Gesture to your eyes*
 2. What does it mean? In our community? *Gesture to your head or heart*
 3. What can we do about it? *Hold open your hands*
- ③ **Let people learn by self-discovery.**
 Every participant should experience respect by the teacher and the other learners. Through dialogue, the participant discovers within her/his own thinking some important insight which contributes to the group’s understanding. A good facilitator helps lead the participants to greater understanding, to “*Ah ha! I see!*”. (Adapted from CHE/MAI)

LESSON 1: PRINCIPLES OF EMPOWERMENT

SEE WORKBOOK #1 PAGE 4

These Renew Health principles of empowerment are the foundations of improving community health.

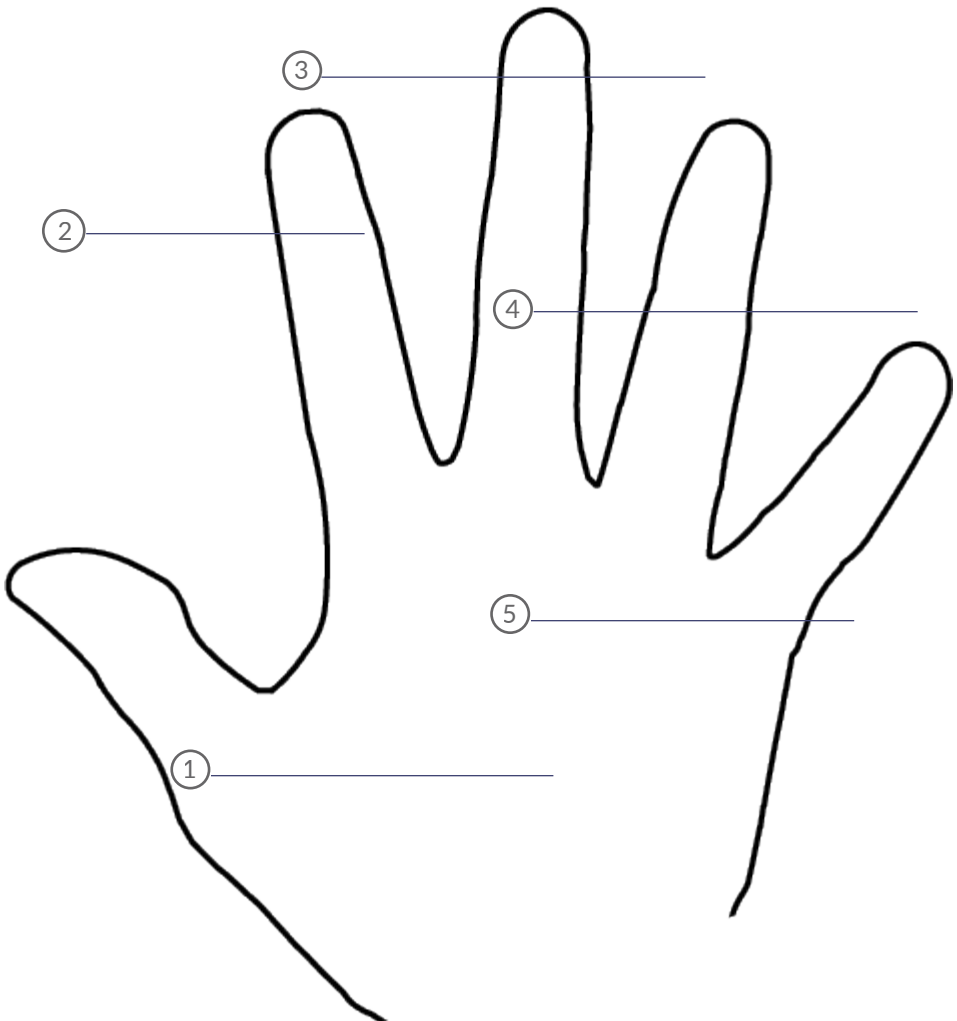
GOAL: Facilitate understanding of the basic principles that empower communities to successfully identify, appreciate, and use local resources to live healthier lives.

METHOD: Use the hand to show the 5 principles.

- ① In Christian communities it is believed that **Jesus restores our health in every area of life. (God is good) THUMB.** Biblical health asserts that when God came to earth, he came to restore wholeness in every way—in our spirit, thinking, emotions, bodies, and relationships. He came to restore our relationship with God, with our identity, with one another (as far as it depends on us), and with the material world—especially stewarding the earth around us. Therefore, the gospel is shared to show the way to total health. **2 Peter 1:3** In other communities, cultural adaptation will need to be used to identify principle 1 and a holistic approach to health.
- ② **Every community has resources with which to live healthier lives, and its people are the most valuable resource. (God is generous) FOREFINGER.** When people in a community talk with each other they can identify those resources which can be used to improve health. Recognizing and being thankful for local resources honors God, the community, and the people who live there. We celebrate our communities. **James 1:17**
- ③ **The most effective way to improve health is to start talking together (God loves us and we love one another) MID FINGER.** Leaders can create a comfortable and welcoming place for the community to talk. Learning should be fun, interesting and get everyone involved. In this way, communities can identify their health problems, the barriers to living healthier, and ways to be healthier. We learn fun ways to talk together about health. **Hebrews 10:24-25**
- ④ **Most disease is preventable. (God gives understanding) RING FINGER.** When we understand how diseases are caused and transmitted we can think of ways to stop them. We can stop many diseases. **Proverbs 3:13**

- ⑤ **We can make a plan to improve health. (God gives us wisdom to act)**
PINKIE. The community can start to be healthier by identifying a single health problem, discuss different solutions, select one to do together, do it, and then meet again to see how it went and what can be done next. The facilitator can lead the community through the solution box exercise to organize an action plan. *We can take action and, one step at a time, improve our community's health.*

HAND ILLUSTRATION FOR 5 PRINCIPLES



RENEW HEALTH PRINCIPLES

SEE WORKBOOK #1 PAGE 5

GOALS:

1. Show health is more than healthy bodies. In Christian communities, the good news of Jesus Christ is identified as the key to total health. Jesus came to restore us, making us whole and well in every way—spiritually, socially, emotionally, physically, and relationally. In secular communities, health can be identified as part of cultural identity.
2. Lay a foundation of a Biblical understanding of health. This includes:
 1. Man and woman, **together**, were created in the image of God to be his representatives on the earth, to walk in relationship with God, and reign over the earth. All people are from one father and mother. We are all one ‘race’—the human race.
 2. **With sin, came brokenness**, including a broken relationship with God, a broken sense of our identity, and broken relationships with one another. The whole earth was affected, resulting in sickness and death.
 3. God himself came to earth to take away our sin and **restore all things**. He is, right now, in the process.
 4. Jesus came to restore our relationships in 4 ways:
 - a. *With God*. Because *he* took our sins on himself at the cross, we can receive that by asking for forgiveness. Sin no longer stands in our way of knowing him personally, discovering his nature, and walking in daily relationship with the Living God.
 - b. *With ourselves*. When we know who he is, we discover who were created to be and begin to step into our new and true identity.
 - c. *With others*. When we know him and who we are we are able to love others, even our enemies.
 - d. *With the earth*. We steward the earth and are salt and light to the world around us.

A cross can be used to diagram these 4 major relationships.

LESSONS 2-5

RENEW HEALTH PRINCIPLE 1: HOLISTIC HEALTH

There are 4 different ways to share Principle 1. These 4 ways are given here as lessons 2 through 5. The facilitator can decide which of these lessons to use.

LESSON 2: The Gospel can be shared by storytelling. Read the scriptures out loud. Then have one or some of the participants retell what has been read with accuracy and detail. This works well in oral cultures. Use Genesis 1:26-28, 2:7, 18-25, Genesis 3; Romans 8:20-22; John 3:16, 10:10; Revelation 21:1-7, 22:1-5.

LESSON 3: The Gospel can be shared by acting it out. The story is read aloud while the participants act it out. Use Genesis 1:26-28, 2:7,18-25, Romans 8:20-22, John 3:16, 10:10, Revelation 21:1-7, 22:1-5. **Two tips if acting it out:** First, Satan should be simply narrated, played by a puppet, or acted by an animated missionary rather than an indigenous participant. Secondly, the Romans, John, and Revelation references are simply narrated and not acted out.

LESSON 4: Act out Acts 3:1-10

General Questions:

1. What did you see?
2. What does it mean? What is its significance?
3. What is our response?
 - a. In walking, how was physical and social healing demonstrated? (*Physically, he could walk. Socially, he was able to work and his friends were no longer burdened to carry him.*)
 - b. In leaping, how was emotional healing demonstrated? (*He had a new identity. He was not the "lame guy" anymore. He was healed emotionally; joyful.*)
 - c. In praising, how was spiritual healing demonstrated? In those days a lame person could not even walk into the temple to worship. It was against the law. (*Spiritually, in his relationship with God. He could now come into the temple and worship God. Now we meet with God in our hearts because Jesus made a way for the barrier of sin to be removed.*)

The Point: Good Health is defined as restored relationships with God (spiritually), with ourselves (emotionally, in our thinking, in our identity), in our relationships with one another (socially), and with our physical world (our bodies and the environment). The Gospel holds the key to "health" and wellness because health takes place in the context of restored relationships, made possible by the love of God in Jesus Christ.

LESSON 5: The Story of Mr. Mafu can be used in all communities and adapted as appropriate (see next page).

LESSON 6: THE STORY OF MR. MAFU

Adapt the main character's name and the story to fit the culture. For example, Mr. Mafu can be riding a horse or donkey instead of a riding in a boat. So, instead of 4 people making a boat, have someone strong be his horse or donkey.

Characters: A boat or a donkey or other transportation, Mr. Mafu, his friend, 3 neighbors in boat with him, the witch doctor, the health promoter or doctor, His family (wife and children).

ADAPTION OF THE STORY

Mr. Mafu had a very nice boat. As he was out on the river with his friend and neighbor, the boat hit a log and they tipped over. Mr. Mafu and his friends were able to get the boat over to the river bank and get back into the boat. Somehow in the process he hurt his knee. It was very sore. It hurt to stand up. His good friend, who had been his helper many times in the past, paddled him home. The family came and helped him go to the local shaman. The shaman said "This happened because your neighbor cursed you. He brought this evil on you!" Then family took Mr. Mafu to the health promoter who was able to put his leg into a brace.

Mr. Mafu told the health promoter and his family saying, "It shows you cannot even trust your best friend!" Slowly the leg got better and he did not need the brace. The leg became strong again and he could walk and run and hunt and fish and do all his jobs. He was so glad the leg was healed.

But he was angry with his neighbor. Every day anger burned in his heart, he began to hate his neighbor. He would think of ways to pay him back for the evil his friend had done to him. He told others what an evil person his neighbor was. He started to do wrong things against his neighbor who was confused and hurt and angry at these mean things.

(Adapted from CHE/MAI)

QUESTIONS

Ask the **Three Questions** (*What did you see? What does it mean? What can we DO about it?*)

Questions Specific to Story: Mr. Mafu's leg is healed. What is still broken—not healthy? (**Answer**) His mind; his heart toward his neighbor. These thoughts and feelings are like poison and sickness in him. They will make him sick in his relationships, even in his body. Understanding the truth and forgiveness are like powerful medicine to bring peace and health to a person's heart and mind, relationships and community.

MR. MAFU
SEE WORKBOOK #1 PAGE 6



LESSON 7: PRINCIPLE 2, MAPPING

SEE WORKBOOK #1 PAGE 7

Identify and celebrate community resources.

GOAL: Celebrate community resources to create thankfulness and to identify resources to use for a healthier community.

METHOD:

Use mapping. Have a representative group of people draw a map of their community and discuss the resources the community has. Use dirt, sand, sticks, leaves, and other natural things to represent rivers, roads, houses, etc. on an open area of ground. Or use paper and markers if available. Share the map and discuss the good things in the community that can be used to live healthier lives.

TEACHING POINTS:

1. Every community has resources to use to live healthier lives. Its people are the most valuable resource.
2. We have different kinds of resources including natural resources, knowledge and skills, economic resources, intelligence, and ability to solve problems.
3. We celebrate our communities together with thankfulness!

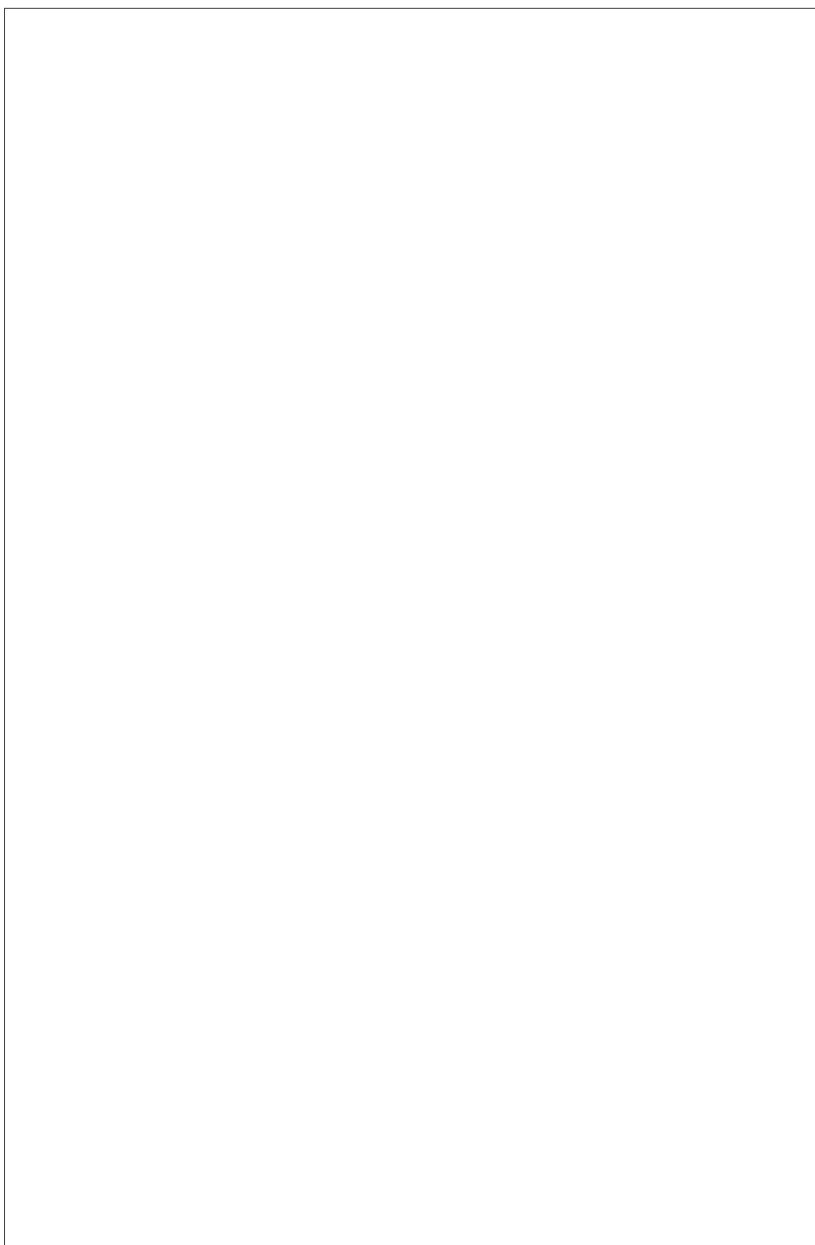
QUESTIONS

1. What are our natural resources? (*Example: plants, water*)
2. What are the knowledge/skills resources? (*Example: how to grow things or weave or hunt*)
3. What are education resources? (*Example: school*)
4. What are our economic resources? (*Example: wealth in any form, ways to make money*)
5. What are our people resources? (*Example: children, women, men, pastors; the greatest resource is people*)

Bible Verse "Every good and perfect gift comes from the Father of Lights with whom there is no shadow due to change." (James 1:17)

In other words, God in his complete and total goodness is the source of every good thing, every resource. How can we celebrate the things he has provided for our communities? How can we foster a sense of thankfulness? How can we view our resources as something we can use to become healthier?

Every community has resources to celebrate! Draw a map of your community.



LESSON 8: BIBLE STORYING

READ: MARK 6:33-44, FEEDING THE 5,000

QUESTIONS

Ask the **Three Questions** (*What did you see? What does it mean? What can we DO about it?*)

Questions Specific to the Story:

1. How much did food did the little boy have?
2. Was it enough to feed all the thousands of people?
3. What did Jesus do?
4. Was it enough to feed all the thousands of people?
5. What happened to the fish and bread before Jesus multiplied it? *Answer: It was brought to Jesus, given thanks for, blessed, broken, and given.*

TEACHING POINT

I know *a few people* who have seen Jesus multiply actual amounts of food. They brought what little they had to God, they were thankful, it was broken and given out and there was enough for many people. God multiplied their food! I also know *many people* who have taken what God has given them and seen God multiply it.

God has taken their little understanding and made them wise, he has taken their little love and made it big, he has taken their little resources and showed them how to use these resources so that they multiply to be a blessing to them and many others. He is a God of “more than enough”. God multiplied their resources! He can multiply yours.

Let us learn to *celebrate* the resources we have and learn how to *use them wisely* to be healthier.

Ask: What would a “Thankful Celebration” look like in your community?

LESSON 9: TEN SEED TECHNIQUE

SEE WORKBOOK #1 PAGE 8

Talking together begins the process of community-initiated health improvement.

GOAL: Hear from representative community group(s) in order to come to a common understanding of local health problems, priorities, and barriers to improving health.

METHOD: Use the *Ten Seed Technique** to facilitate dialogue and create a visual picture of the group's perspective.

TEN SEED TECHNIQUE*

This is best done in groups of 15-20

1. Ask the group to identify its health issues, all answers welcome. Different groups will have different perspectives. (men, women, children)
2. Record these with words or with pictures on pieces of paper, or by writing or drawing them on the ground. All should see and be able to understand.
3. Give the participants a total of 10 seeds, beans, or beads. Tell them to decide together where to place the seeds, by putting more seeds on more important problems and fewer or no seeds on less important problems. Only 10 seeds total for the group.

Ask: What do you see? What does it mean? What can we do about it?

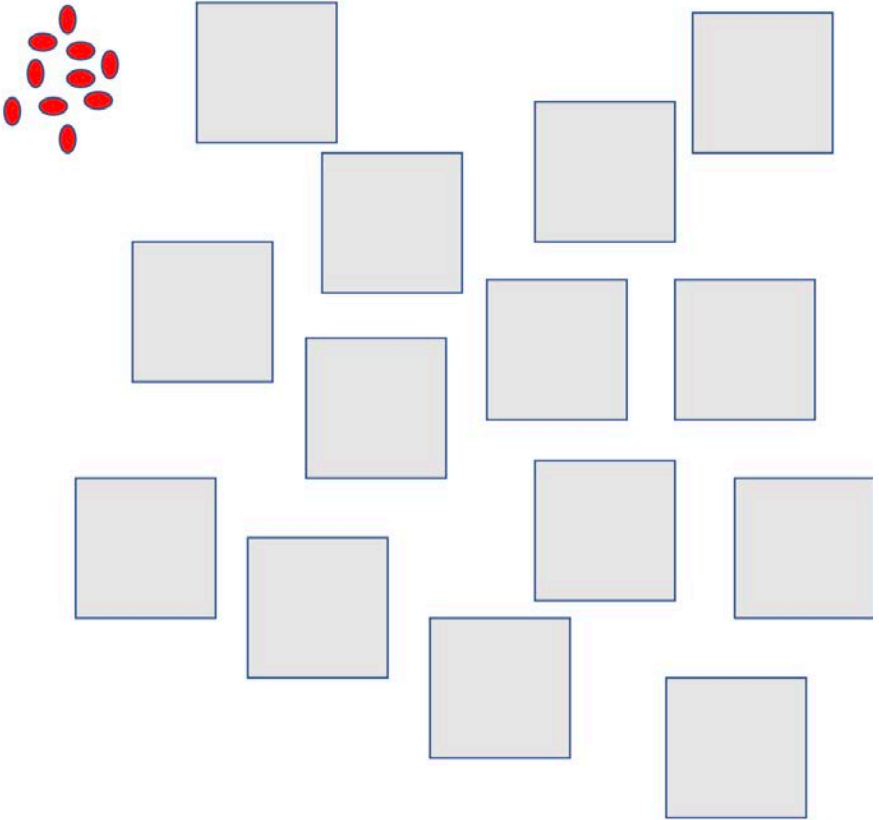
TEACHING POINT

1. The Ten Seed Technique is a tool we can use to talk together about what we think is important to our community's health.
2. The Ten Seed technique is fun, gives everyone a chance to be heard. We talk together to understand one another's perspectives.
3. The Ten Seed technique gives us a picture we can all look at so that we can begin the process of identifying our health issues. This leads to problem solving and taking action to improve health.

Specific Questions: What are the top 4 health problems in our community?

**Adapted from the Ten Seed Technique by Ravi Jayakaran. Download the full Ten Seed exercise for free online.*

THE TEN SEED TECHNIQUE ILLUSTRATION



LESSON 10: PRINCIPLE 3

THE WHEEL OF CONTROL

SEE WORKBOOK #1 PAGE 9

Continue to talk together.

GOAL: To generate dialogue that will help everyone understand the community's sense of control over health issues, priorities, and the perceived barriers to health improvement. The goal is also to inspire hope for change as motivation for future action.

METHOD: The Wheel of Control

- ① Draw a circle on a large piece of paper or on a cleared area on the ground. Draw a circle within the circle so there is a middle circle, an inner ring and an outer ring.
- ② Explain that the inner circle stands for the community's ability to control this health problem. The middle ring stands for someone else's control of this health problem. The outer ring stands for no person(s) having the ability to control the health problem.
- ③ Identify a single problem by selecting one of the top problems previously identified in Lesson 9. (This can also be done with more than one problem by dividing the circle like a pie)
- ④ Give the community group 10 seeds, beans, or beads for each problem.
- ⑤ Have the group put the seeds in the area of the circle which stands for how much control they feel they have over this health problem. Because control over any given health problem may be affected by many factors, there may be beads in one, two, or all areas of the circle.

QUESTIONS

Ask the **Three Questions** (*What did you see? What does it mean? What can we about it?*)

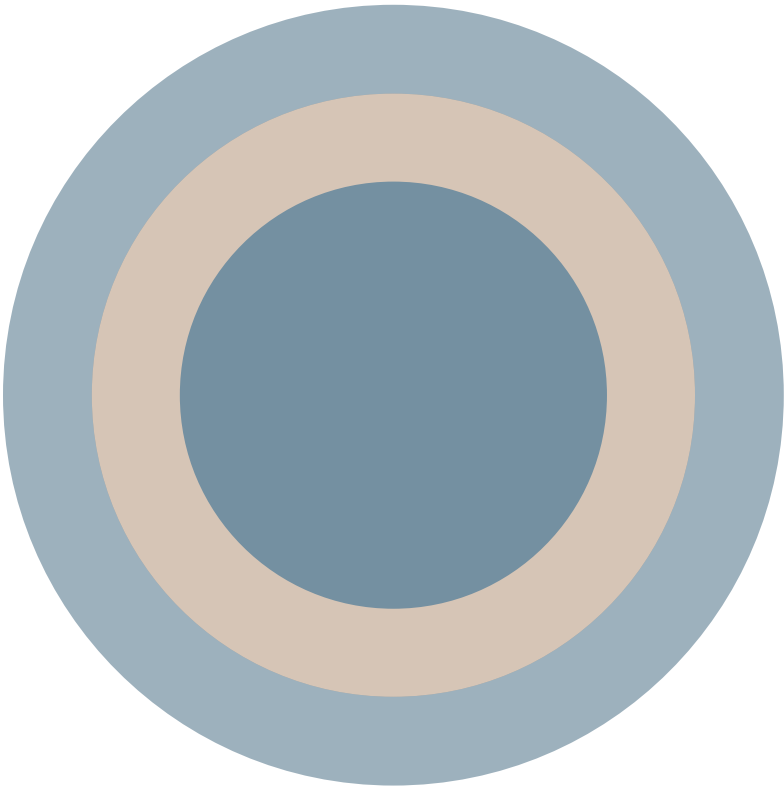
Questions Specific to Story:

1. If there are beads on the inside circle, what abilities does the community feel it has to control that health problem? Is the community exercising that control? Why or why not?
2. If there are beads in the middle ring, who or what has this control of the health problem? *(continued...)*

QUESTIONS (CONT.)

3. If there are beads in the outer circle, why do some in the community feel that they have no power over that health problem?
4. What would you like to see happen in the future regarding this health problem?
5. What do you see as the main barriers to controlling this health problem?

We will talk about what we can do to move the beads in Lesson 16.

THE WHEEL OF CONTROL

LESSON 11: BIBLE STORYING

ACT OUT: MARK 4:35-41, JESUS CALMS THE STORM

Characters: A boat made up of at least 6 people, a few disciples in the boat, Jesus asleep in the boat, some people and/or props to be the wind and the waves.

QUESTIONS

Ask the **Three Questions** (*What did you see? What does it mean? What can we DO about it?*)

Questions Specific to Story:

How did the disciples feel in the wind and the waves? How are fear and faith different from one another? Can you experience both in a single circumstance? Which do you act on?

THE POINT

We can exercise faith even in frightening circumstances when we are afraid and can trust in God's goodness and his power. He calmed the wind and the waves. He has shown his love for us (John 3:16). He is with us, and will help us.

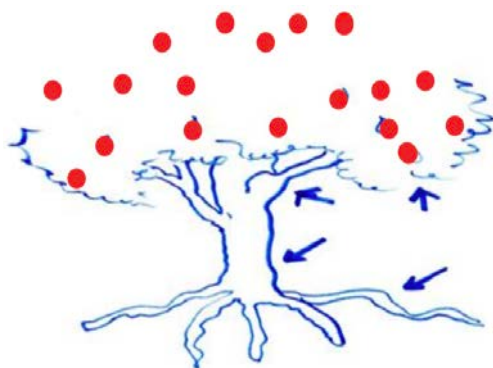
(OPTIONAL) LESSON 12: THE PROBLEM TREE

SEE WORKBOOK #1 PAGE 10

Study a health problem with an analogy.

GOAL: To help understand why a health problem exists in our community.

METHOD: Another way to look at a health problem and try to understand it is to think of the problem as a **tree**. Cultural beliefs (the roots) influence how people think (the trunk), how they act (the branches), and how this leads to the problem itself (the “fruit”).



IDENTIFY A “PROBLEM”

Ask:

1. What is the problem’s fruit? What are the consequences, the results, the visible ways we see that problem in our community?
2. What are the branches? – What behaviors or practices contribute?
3. What is the trunk? – What is the thinking behind the behaviors?
4. What are the roots? What are the belief systems behind the thinking? The belief system is a commonly held view of the world within a culture.

BIBLE HOPE

- The book of Proverbs encourages us to seek understanding and wisdom. “As a man thinks in his heart so he is...” **Proverbs 23:7**. We can learn to think like God. We can be “transformed by the renewing of our minds”.
- **Romans 12:2** When we seek this, God will give us “the mind of Christ”.
- **1 Corinthians 2:16** Because his Spirit is in us, he can “lead us into all truth”.
- **John 16:13-14** Our beliefs and thoughts affect our health.

LESSON 13: CREATE COMMUNITY OWNERSHIP

SEE WORKBOOK #1 PAGE 11

Show and discuss how the community can identify and use its resources to be healthier, and later work with outside partners.

GOAL: Empower the community by recognizing that community skills, knowledge and wisdom hold sustainable local solutions for local health problems.

METHOD: Act out the story below, which can be adapted to fit the local community setting and culture. As the narrator reads the story, the actors act it out. For example if the narrator says “The people were so happy!” the actors should do what they do when they are happy. When the narrator says the person fell, the actor should fall—but without hurting themselves. If the narrator says that the man said “I have an idea”, the narrator should pause and let the actor say “I have an idea.” Explain before narrating. Shorten the story if too long.

— THE RIVER OR MOUNTAIN STORY —

The Actors: Falling people (4), Hero outsider (1), Boat or ambulance drivers (2), People of the village (3 or more), People from a well-meaning organization (3), The local respected Man of Peace (1), Read the story and have the actors act it out.

The Story:

There once was a village located on top of a steep bank above the river. During the season when the water was low, people would fall down the steep bank to the water. A number of people were injured. Some even drowned.

A visitor came to their village, saw this problem and wanted to do something about it. He decided that the best thing would be to hire an ambulance boat to take falling people to the nearest clinic for medical care.

The people in the village seemed *excited* about this idea! The short-term team went home and raised the money for the boat, petrol and driver. The people were *very happy and had a big celebration!* One day, the boat’s motor broke down and there was no transport available. The village became *very worried*. They contacted the outsider and told him the motor was broken. He fixed it for them. The village was *happy!*

But the motor broke many times and the outsider ran out of money trying to fix it. He was also tired of fixing the motor and told them he was no longer going to help. The village was *sad*.

continued...

(STORY CONT.)

One day another outsider came to the village and saw a person fall into the river and need to be rescued. The representative was appalled and wanted to help. He listened to the village describe the problem and decided that what was really needed was a floating clinic docked at the foot of steep bank. Then, if someone fell, they could get immediate medical care. So, they built the boat clinic and provided equipment, staff, and drugs. The people were very *happy!* Now those who fell could get immediate attention and not have to make the long trip to the other clinic.

This worked well for a while, but eventually those working at the clinic got very tired. They wanted some time off, so sometimes the clinic was left unattended. Several times the clinic ran out of drugs and bandages. Eventually, the outside organization ran out of money and decided to stop staffing this clinic and providing drugs for it. They shut it down and walked away sadly from the village. The people were *very angry*. People still kept falling off the bank. The community talked to one another.

They said,

“We are still falling off the bank into the river!”

“The outsider’s ideas did not work well!”

“They left!”

As they were talking about this, a respected man of peace in the community said, “Let those of us who live here meet to talk about what we can do about it.”

The community gathered together. The wise man asked many questions. Everyone listened to the ideas shared. They talked about what they could do for themselves. Some of the villagers said that they had ideas but “But no one would listen to us. The outsider got more respect and he was going to do everything for us for free. No one was interested in our ideas.”

After sharing some of these ideas, the village chose to start with a simple plan to take care of the real problem... They would **build a fence** along the trail to keep people from falling over the edge in the first place!

It would take work to cut the wood for the fence and to put it up. It would also take a little money to put the fence posts in cement so they would last longer. A small team of men said that they would take responsibility to maintain the steps, especially after the rain or if the river water level was dropping.

continued...

(STORY CONT.)

They planned the fence building, who would do what, and when it would be done. They raised a little money from everyone who used the path. In a few weeks the fences were done.

No one fell off the bank and got hurt or died. The villagers were *happy and glad* at their success. They had a *big celebration!*

When the fence started to fall apart from termites. They gathered together again, made a plan and fixed it. After this, they began to discuss other projects in their community. When someone came from the outside to do things for them, they most often said, "No thank you, we can do it ourselves."

Sometimes a new project involved special skills or knowledge. Then they "partnered" with outsiders, but the community ran the project. They even taught another nearby village how to build fences. They started a Fence Building School and a couple of times a year, a "student" from the areas nearby would come for a day to discuss and learn how to build better fences.

The community grew stronger every year!

END OF STORY DISCUSSION

Ask the **Three Questions** (*What did you see? What does it mean? What can we DO about it?*)

Questions Specific to Story:

1. Who knows a community best and is able to solve health problems in a community—the outsider or the people in the community?
2. What is a good "partnership"?

Read Matthew 7:9-11: What does this tell us about God?

LESSON 14: PRINCIPLE 4, PREVENT DISEASE

SEE WORKBOOK #1 PAGE 12

Describe the relationship between disease symptom, cause, transmission, and prevention.

GOAL: Learn to identify the cause of a health problem—how it is transmitted—so that we can identify ways to prevent the problem.

METHOD: Discuss concepts of disease causation, transmission and prevention. Begin with a drama:

— DRAMA —

Characters: The foolish family & a health care provider

Drama: Once upon a time, there lived a foolish family. They liked snakes. They liked big snakes, little snakes, black snakes, & colorful snakes. Whenever they found a snake, they were so happy. They brought all their snakes home to live with them in their house. One day one of the snakes bit one of them. The person became very sick and the family quickly brought the person to a clinic. The health provider gave the person medicine and they got better. The family was so happy. They all went back to their home and all their snakes.

— QUESTIONS —

Ask the **Three Questions** (*What did you see? What does it mean? What can we do about it?*)

Questions Specific to Story: What are the reasons that prevention is always better than treatment? (*No symptoms, no expense, no side effects from treatment, some things don't have treatment, some things are contagious before treated and others can get sick, etc.*)


EXERCISE

Make an empty chart (like the one on the following page or from Workbook pg 10):

- ① Begin by writing in the column on the right the symptom of the health problem. (Do different symptoms one at a time. Include pain from snake bites, malaria fever, diarrhea, and cough.)
- ② Then ask, "What is the cause of the symptom?" Write that in the left column.
- ③ Then ask, "How is the health problem or disease that causes the symptom transmitted?" Write that in the middle column.

EXAMPLE

- ① When a person has **symptoms (pain, swelling, bleeding) after being bitten by a snake** the cause is the poison from the snake, *not the snake*. The snake is how the health problem is transmitted.
- ② When a person gets **a fever** from malaria after a mosquito bite, the cause of malaria is a microbe in the mosquito's mouth, *not the mosquito*. The mosquito is the way the disease is transmitted.
- ③ When a person catches **a cough** the cause is a microbe. It is transmitted by tiny drops of liquid full of microbes that the sick person sneezes out, coughs out, spits out, or blows out of the nose. When a healthy person comes in contact with the droplets, the healthy person gets sick. Transmission is by droplets from a sick person that are carried on hand, or air from mouth. *Respiratory illnesses do not come from being wet or cold.*
- ④ **Diarrhea** is a symptom caused by various microbes and parasites. It is transmitted many ways—from unclean water, hands, food, flies, rats, and other things contaminated usually by feces.



CAUSE	TRANSMISSION	SYMPTOMS
VENOM	SNAKEBITE/FANGS	PAIN
MICROBE	MOSQUITO	MALARIA FEVER
MICROBE	DIRTY WATER	DIARRHEA
MICROBE	DROPLETS	COUGH

THE POINT

If we can reduce or eliminate the transmission of these health problems, we can reduce or eliminate these problems from our communities. ***Stop transmission to prevent disease!***

LESSON 15: PRINCIPLE 4

BUILDING HEALTH LESSONS

SEE WORKBOOK #1 PAGE 13

Share information that is relevant to the community's health.

GOAL: To share information about health that is important to the community so the community will take action to reduce common preventable diseases.

METHOD: Health lessons have been designed for the facilitator's use to share information in fun participatory activities.

The sample health lessons are found in the *Renew Health Toolkit Book 2: Health Lessons*. As more topics are needed to meet the needs of different communities, health professionals can assist the facilitator by increasing the facilitator's knowledge.

Lessons include topics such as clean water, sanitation, hygiene, sexually transmitted diseases, diabetes, addiction, and others. Demonstrations include hand washing, oral rehydration solution, solar disinfectant of water, & more. Activities include dramas, Bible storying, etc.

These health lessons can serve as an example for the facilitator on how to create new health lessons to meet their community's need.

BUILDING HEALTH LESSONS

Here are some suggestions on how facilitators can build an interesting and engaging health lesson:

1. Come to the community as a learner—honor the people, community resources, and leadership.
2. Acquire accurate information about the community's relevant health topics.
3. Understand what the community knows, believes, and does in everyday practices that affect health in the community.
4. Seek out community understanding of disease causation and transmission in order to focus on helping communities prevent disease using local resources.
5. Build a health lesson. Make it interesting, participatory, inclusive, visual, and culturally appropriate. It should be something people enjoy, think about, and discuss with one another. It can provide the necessary understanding to catalyze action to improve the health of the community. See the following page.

TEMPLATE FOR BUILDING A HEALTH LESSON

Examples of the following are included in the participatory experiences and in each health lesson:

1

OPENING ACTIVITY

Use an activity, drama, story, video, picture, or demonstration to start the discussion and introduce the topic.

Goal: Engage the community in an interesting, frank way and create curiosity, openness, and inclusivity.



2

DEMONSTRATION

Can be the opening activity or used any time within the lesson.

Goal: Provide a visual of tool or skill to improve health.



3

SHARE KEY INFORMATION

Share information about a specific, relevant health topic, often in response to a question. Present in an interesting way.

Goal: Provide relevant information on a subject the community is interested in and ready to receive in preparation for some action.



4

SHARE SCRIPTURES

In Christian communities, share Scriptures. Share Bible truth that applies to the health lesson by using drama and discussion.

Goal: Provide foundational principles of understanding which encourage and facilitate community-based sustainable change.



5

FACILITATE AN ACTION ACTIVITY

Eventually facilitate an ACTION activity.

Goal: By providing skill development in group problem solving and plan implementation, the whole community's health is improved.



LESSON 16: PRINCIPLE 5, MAKE A PLAN

SEE WORKBOOK #1 PAGE 14

Lead the community in a health-related problem-solving exercise and design with an action plan to implement.

GOAL: Implement a community-initiated solution for a single community health problem in order to improve health, build confidence, and serve as a model for further initiatives.

METHOD: Facilitate a **Solution Grid**.

This participatory exercise involves writing a chart, or grid, on the ground or on paper with words or illustrations. The person facilitating this should be a person of leadership, who is able to communicate well, illicit answers from the participatory community, be welcoming and inclusive, and be patient and allow the group to freely brainstorm.

- ① Have the group select one health problem to discuss. Start with a simple problem rather than a complex one.
- ② Have the group “brainstorm” and come up with multiple solutions for that problem. All potential solutions are welcome. Try for at least 5 possible solutions.
- ③ Chart the solutions and for each one ask the following questions:
 1. What is a potential solution?
 2. Who would do it?
 3. How much would it cost in time or money or other resources?
 4. How much time will it take to do? (Optional question: how will you know if it is working?)
 5. When will you all meet again to discuss how the solution went and what would you do next? Do you want to initiate another solution for this problem or take action on another problem?
- ④ Vote on the solution the group would like to try first. Remember—simple is best to start with.
- ⑤ Take action! Be sure to set a time when the group will meet next to discuss it. Discuss:
 1. What was done?
 2. What worked?
 3. What problems were encountered?
 4. What can be improved?
 5. What’s next?

When you all meet again, celebrate all that is positive such as community participation, actions taken, leadership shown, an incomplete success but with something learned, etc.

SOLUTION GRID EXERCISE

There may be many more or fewer potential solutions. Welcome all ideas!

WHAT IS THE PROBLEM? _____

WHAT are possible solutions?	WHO would do it?	HOW MUCH will it cost?	HOW much TIME will it take?	WHEN will you meet again to see if it is working and make further plans?
1				
2				
3				
4				
5				
6				

ADDITIONAL RESOURCES

This handbook is designed for community leaders to engage their communities in discussions about health. These participatory activities are designed to generate community involvement so that the community will think about, talk about, and take action on their health issues, using their local resources. It is hoped that as the community owns their health and takes initiative, they will form partnerships with others who have special expertise, such as in clean water systems, to come along the community in projects the community initiates.

RECOMMENDED ADDITIONAL RESOURCES TO USE WITH THIS HANDBOOK

- ① **Renew Health Booklets:** Health Lessons, Healthy Sexuality, Healthy Living: Addiction Free, Healthy Mothers and Newborns, Mosquito-borne Diseases, Workbook 1: Healthy Community, Workbook 2: Health Lessons. Find all current Renew Health Promotion materials at renewoutreach.org/renew.
- ② **Hesperian books.** Example: Where There is No Doctor.
- ③ **CHE/MAI** has over 5,000 lessons to use in creating further lessons in greater depth and in developing new subject areas. Their TOT training is recommended for all Trainers of Trainers.
- ④ **CAWST pictures.** These pictures are useful teaching and discussion tools.
- ⑤ There are excellent **government-sponsored teaching programs for Community Health Workers** in many countries. Example: Vanuatu Ministry of Health Manual is excellent.
- ⑥ **Formal accredited medical training and health promotion programs** such as nursing and physician training are encouraged, and hopefully these government sponsored opportunities will become increasingly available to even remote people groups.
- ⑦ Many expert NGO's and mission groups provide **medical care and/or health promotion training.** Example: LifeGivers international Ministries LifeGate Project.
- ⑧ **Video based teaching downloads** are available on the internet. Example: SAWBO animations
- ⑨ There are focused government agencies and NGO's to partner with for specific needs such as **community health promotion, WASH training, water filters, and well drilling.** Example: Water Missions International.
- ⑩ **In-person training is available for groups.** Contact kathy@renewoutreach.org for details regarding dates and in-country or international training opportunities.

A 7-STEP APPROACH

Based on Community Health Evangelism (CHE) and Medical Ambassadors International (MAI) TOT training

One way to organize the presentation of the principles of Renew Health Promotion and the health lessons in a community is to **schedule health events**.

These sequential events are fun, inclusive, informative, and build on one another to create community-initiated change in behaviors which affect health. These events can be monthly, weekly, or done as a conference over a short, designated time. The health trainer initiates and facilitates these events. The 7-Step approach involves planning seven events in sequence. Use lessons in the Renew Health handbooks as a template for planning these events.

STEP 1: Introduce a holistic view of health and lay a cultural foundation that affirms the community and its people. In Christian communities, the Biblical basis is that men and women were created in the image of God. The fall of man 'broke' the relationship between humankind and God, but Jesus came to restore that relationship and every adverse effect—including restoring health in a holistic way.

STEP 2: Celebrate the community, identifying and celebrating the resources present. Every community has resources to live healthier.

STEP 3: Identify the community's health issues (their health problems and priorities). Build community ownership of health.

STEP 4: Assess the community's sense of control over these identified health issues and the perceived barriers to health improvement.

STEP 5: Focus on disease prevention looking at causation, transmission, and strategic intervention. This may involve a focus on microbes as the source of preventable disease and recognizing the value of clean water, sanitation, and hygiene in community health.

STEP 6: Build health lessons that are relevant, accurate, informative, fun, interesting, and inclusive.

STEP 7: Make an action plan. Have the community engage in group problem solving—creating potential solutions to an identified health issue, implementing a solution, and assessing together its effectiveness. Encourage the community to continue to take initiative in using local resources to be healthier and seeking out partnerships as necessary for their initiatives.

Renew Health Promotion
In collaboration with Renew World Outreach
Kathryn C. Halverson MD, Renew Health, Medical Director
Copyright Kathryn C. Halverson 2020
Email: kathy@renewoutreach.org



RENEWWORLDOUTREACH

WWW.RENEWOUTREACH.ORG