



Federal Ministry of Health



# TRACHOMA EDUCATION PROGRAM FOR EARLY CHILDHOOD:

## Trainers' Manual

**Last Revision: 1 October 2018**

**Prepared by: Early Starters International, NALA Foundation**



The following manual is prepared for wereda trainers to use when cascading the Trachoma Education Program for Early Childhood to trainees from schools and communities.

The manual goes hand in hand with the guidebook that will be used by the trainees while implementing the program. Trainers should familiarize themselves with the implementation guidebook for further information regarding trachoma and the recommended activities to be carried out with target audiences.

## Day 1- Training of Trainers

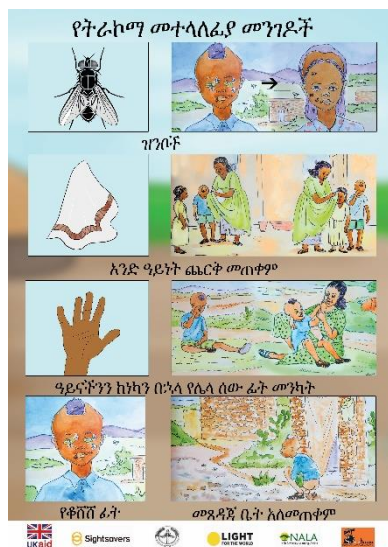
Topic	Activities	Time
<b>Program Overview</b>	<ol style="list-style-type: none"> <li>Provide an overview of the Trachoma Education Program for Early Childhood:               <ul style="list-style-type: none"> <li>The program aims to influence behaviors among young children and create healthier hygiene habits both in schools and at home.</li> <li>Changing simple every day unhealthy habits (behaviors) can significantly reduce the risk of illness and protect children and their families against contracting trachoma.</li> <li>The program targets both school children and communities and suggests different interventions to meet the needs of all audiences.</li> </ul> </li> <li>The program provides methods for teaching children about trachoma prevention through enjoyable and meaningful experiences.               <ul style="list-style-type: none"> <li>The methods are designed specifically for early ages.</li> <li>The methods encourage exploration and creativity and increase the sense of personal competence and responsibility of the children.</li> <li>Investing in health promotion and trachoma prevention among young children will contribute to healthy children, healthy families and healthy communities both now and in the future.</li> </ul> </li> </ol>	10 min
<b>Goals of the Program</b>	<ol style="list-style-type: none"> <li>Present the main goals of the program:               <ul style="list-style-type: none"> <li>Create change within the classroom and in students' daily routines in school, resulting in more children adopting healthy hygiene behaviors and a reduction in the spread of trachoma</li> <li>Encourage open discussion of trachoma in the classroom, thus increasing awareness and knowledge of the disease</li> <li>Promote learning and internalization of health messages by children, who will take the health messages home to their families and influence their behaviors in the home</li> <li>Raise awareness of trachoma amongst parents and community members so they will know the risks and learn how to prevent the disease by creating behavioral change in their households.</li> </ul> </li> </ol>	10 min
<b>Trachoma Background</b>	<ol style="list-style-type: none"> <li>Ask the participants:               <ul style="list-style-type: none"> <li>Has anyone heard of trachoma?</li> <li>What problems does trachoma cause?</li> <li>How can it be prevented?</li> </ul> <p><i>Please refer to the guidebook for detailed background information on trachoma.</i></p> </li> <li>Provide the following information regarding trachoma:</li> </ol>	30 min

- Basic facts:
  - Trachoma is caused by a bacterium called *Chlamydia trachomatis* that spreads through contact with nasal and ocular discharge of an infected person.
  - The main modes of transmission of bacteria are through flies, cloth sharing, and dirty hands infected with the bacteria.
  - The disease is most prevalent in communities where there is lack of adequate sanitation facilities and clean water.
  - Ethiopia has the highest burden of active trachoma globally
  - Children (ages 1-9) are especially vulnerable for contracting trachoma, and they often spread the disease to their caretakers and others
  - Repeated infections in childhood may lead to impaired vision and blindness at adulthood
  - Trachoma usually affects both eyes
- Signs and Symptoms
  - Itching and irritation of the eyes and eyelids
  - Discharge from the eyes containing mucus or pus
  - Eyelid swelling
  - Light sensitivity (photophobia)
  - Eye pain
  - Blurred vision
  - At an advanced stage of the disease, the eye lashes will turn inwards (this usually occurs during adulthood after multiple infections).
- Trachoma infection may sometimes be asymptomatic, meaning there are no visible signs of infection. For this reason, it is good to adopt good hygiene behaviors with all children, regardless of whether their eyes seem infected or not.

**Trachoma transmission and prevention**

1. Show the poster to the participants and explain each transmission and prevention way as detailed as possible:

20 min



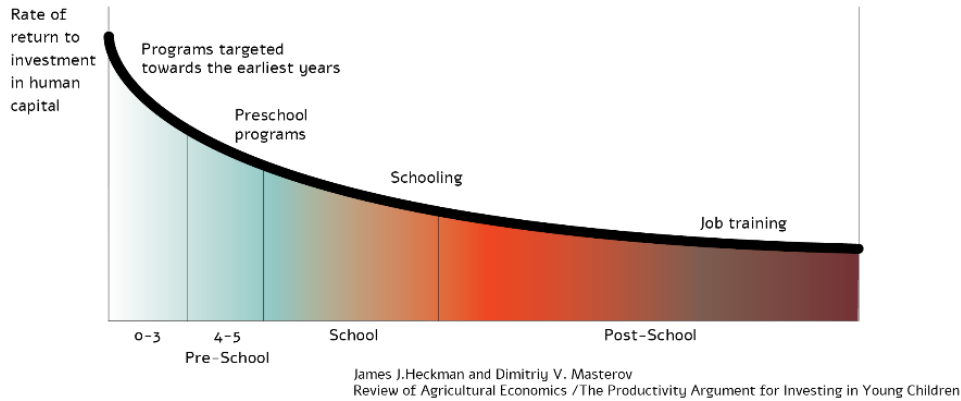
➤ Changing routine daily behaviors is crucial for prevention of trachoma.

**The Importance of Early Childhood**

20 min

## Why Early Childhood?

The investment in early childhood is an investment in future society.



1. Explain the importance of early childhood:

- Early childhood is considered a critical period of human development, in which dramatic changes occur in all areas of life including physical, social-emotional, and cognitive development. This period is a crucial formative period that shapes who a person will become.
- Studies show that development during early childhood education has far-reaching effects on intelligence, character, and future employment opportunities.

2. Discuss the 5 main elements that develop during childhood (present each one to the participants) = **IBILT**:

- Immune System- The immune system develops during the early ages and impacts a person's lifelong health.
- Behaviors & Habits- Young children learn habits and behaviors that stay with them for the rest of their lives.
- Interaction & Communication- Children build skills to communicate and interact with their environment, which influences their families and quality of their relationships throughout life.
- Learning through Play- Children learn most effectively through playing, games, songs, acting, and drama – learning through play helps them understand how to behave.
- Thinking & Language- During these formative years, language and thinking development is crucial – which is why it's important to speak to children, explain things in depth, ask questions, and tell stories.

**Young children and**

1. Explain why focusing on young children is important:

5 min

<b>trachoma prevention</b>	<ul style="list-style-type: none"> <li>➤ Young children are at a significant risk of being infected with trachoma. If a child is repeatedly infected at a young age, it may lead to blindness in adulthood.</li> <li>➤ Activities in early childhood are designed to create and establish certain behaviors and habits that will be sustained over the years and prevent future infections.</li> <li>➤ Children have the ability to influence their families and communities, through passing on the information which they have learned and encouraging behavioral change within their families leading to more improved hygiene practices in the household.</li> </ul>	
<b>How children can be influential in their families and communities</b>	<p>1. Explain the importance of early childhood to social change:</p> <ul style="list-style-type: none"> <li>➤ Young children adapt well to changes</li> <li>➤ Children are perceived as agents of change and messengers for their families and communities.</li> <li>➤ Social change can arise from young children who influence their environment.</li> </ul>	<p>5 min</p>
<b>Role of the Significant Adult in Early Years</b>	<p>1. Explain the importance of adults for young children:</p> <ul style="list-style-type: none"> <li>➤ The quality of a child's relationship with the adults in his life has a significant influence on his emotional and social development, and it impacts his development in later years as well.</li> <li>➤ Adults serve an especially important role in supporting a child's emotional and social needs.</li> <li>➤ The most important adults during a child's formative years include his parents and teachers.</li> </ul>	<p>5 min</p>
<b>Multiple intelligence Theory</b>	<p>1. Explain the following educational theory and how it is related to designing activities in the classroom:</p> <ul style="list-style-type: none"> <li>➤ All students are different, and each student is intelligent in his or her own way.</li> <li>➤ Multiple intelligences not only describe a child's natural inclinations but also his ways of best learning.</li> <li>➤ Therefore, it is important for teachers to use diverse teaching methods in order to make the teaching process suitable for a wide variety of children.</li> <li>➤ By using different teaching methods to address different learning styles, more students can engage and learn the material.</li> </ul>	<p>20 min</p>



**Nature Smart**  
(*Naturalist*)



**People Smart**  
(*Interpersonal*)



**Number Smart**  
(*Logical/Mathematical*)



**Picture Smart**  
(*Spatial/Visual*)



**Self Smart**  
(*Intrapersonal*)



**Body Smart**  
(*Bodily-Kinesthetic*)



**Music Smart**  
(*Musical*)



**Word Smart**  
(*Linguistic*)

- The Multiple Intelligence Theory discusses 8 main types of intelligence:
  - Picture Smart- Strengths: Visual and spatial judgment
    - Characteristics: Enjoys reading and writing; Good at putting puzzles together; Good at interpreting pictures, graphs, and charts; Enjoys drawing, painting, and the visual arts; Recognizes patterns easily
  - Word Smart- Strengths: Words, language, and writing
    - Characteristics: Good at remembering written and spoken information; Enjoys reading and writing; Good at debating or giving persuasive speeches; Able to explain things well; Often uses humor when telling stories
  - Logic Smart- Strengths: Analyzing problems & mathematical operations
    - Characteristics: Excellent problem-solving skills; Enjoys thinking about abstract ideas; Likes conducting scientific experiments; Good at solving complex computations; Good at classification, deduction, inclusion, calculation and examination of hypotheses.
  - Body Smart- Strengths: Physical movement, motor control
    - Characteristics include: Good at dancing and sports; Enjoys creating things with his or her hands; Excellent physical coordination; Tends to remember by doing, rather than hearing or seeing
  - Music Smart- Strengths: Rhythm and music
    - Characteristics: Enjoys singing and playing musical instruments; Recognizes musical patterns and tones easily; Good at remembering songs and melodies; Rich understanding of musical structure, rhythm, and notes
  - People Smart- Strengths: Understanding and relating to other people
    - Characteristics: Good at communicating verbally; Skilled at nonverbal communication; Sees situations from different perspectives; Creates positive relationships with others; Good at resolving conflict in groups
  - Self Smart- Strengths: Introspection and self-reflection
    - Characteristics: Good at analyzing his or her own strengths and weaknesses; Enjoys analyzing theories and ideas; Excellent self-awareness; Clearly understands the basis for his or her own motivations and feelings
  - Nature Smart- Strengths: Finding patterns and relationships to nature

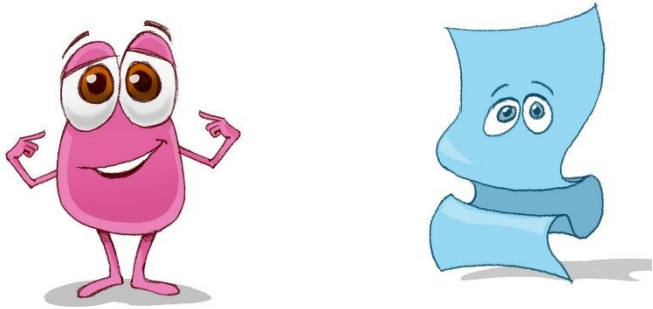
	<ul style="list-style-type: none"> <li>▪ Characteristics: Interested in subjects such as botany, biology, and zoology; Good at categorizing and cataloging information easily; May enjoy camping, gardening, hiking, and exploring the outdoors; Good at identification and classification of animals and plants</li> </ul>	
<b>Activity: Multiple Intelligences</b>	<p>1. Do an activity with the participants to explain multiple intelligences:</p> <ul style="list-style-type: none"> <li>➤ On one side of the room place a paper with a plus sign on the ground.</li> <li>➤ On the other side of the room, place a paper with a minus sign on the ground.</li> <li>➤ Ask the following questions and for each question ask the participants to place themselves on the scale of plus to minus based on how much it is true or untrue to them. <ul style="list-style-type: none"> <li>○ <u>I Like:</u> <ul style="list-style-type: none"> <li>▪ Reading a good book or hearing a good story (word)</li> <li>▪ Creating crafts or arts projects. (picture)</li> <li>▪ Trying to solve mysteries or riddles (logic)</li> <li>▪ Reflecting on my current life and the future (self)</li> <li>▪ Playing sports (body)</li> <li>▪ Spending time in nature (nature)</li> <li>▪ Building things on my own (body)</li> <li>▪ Thinking about a problem (logic)</li> <li>▪ Participating in activities for self-improvement (self)</li> <li>▪ Singing a song (music)</li> <li>▪ Playing a musical instrument (music)</li> <li>▪ Taking care of an animal (nature)</li> <li>▪ Speaking to a big group of people (people)</li> <li>▪ Going to social gatherings (people)</li> <li>▪ Acting, playing a role, or making impression of someone (body)</li> <li>▪ Telling stories (word)</li> <li>▪ Trying to analyze people (people)</li> <li>▪ Setting goals for myself (self)</li> <li>▪ Writing songs or creating new music (music)</li> <li>▪ Dancing (body)</li> <li>▪ Gardening and working with plants (nature)</li> </ul> </li> </ul> </li> <li>➤ After each statement, once the participants have positioned themselves, let them know which intelligence the statement described.</li> </ul>	30 min
<b>Trachoma education activities to be conducted in</b>	<p>1. Explain that the following session contain trachoma education activities to be conducted in the classroom setting:</p> <ul style="list-style-type: none"> <li>➤ It is important to conduct all activities during the ToT, so as to create confidence in implementing them at school.</li> <li>➤ After practicing each one of the activities ask the participants:</li> </ul>	120 min

<p><b>classroom</b></p>	<ul style="list-style-type: none"> <li>○ How did you feel doing the activity?</li> <li>○ What would you change to make it more suitable for your classroom?</li> <li>○ Which intelligence did it use?</li> </ul> <p>2. Do the following activities:</p> <ul style="list-style-type: none"> <li>➤ <u>Dirty- Clean game:</u> (body smart) <ul style="list-style-type: none"> <li>○ Description: <ul style="list-style-type: none"> <li>▪ Define which part of the room/outdoor area is the clean area and which is the dirty area by marking it (you can use chalk or a rope to mark the different areas).</li> <li>▪ When the facilitator announces "clean", the participants have to jump into the clean area.</li> <li>▪ When the instructor announces "dirty", the participants have to jump into the area defined as dirty.</li> <li>▪ If someone jumps wrong, he / she is out of the game.</li> <li>▪ The last one wins the game.</li> </ul> </li> <li>○ Purpose of the game: Creates a differentiation in children's minds between the concepts of dirty and clean. These concepts become part of their daily conversations.</li> </ul> </li> <li>➤ <u>Drawing clean and dirty hands, clean and dirty face, and using a mirror:</u> (picture smart) <ul style="list-style-type: none"> <li>○ Description: <ul style="list-style-type: none"> <li>▪ Give each participant a piece of paper and fold it into 2 halves.</li> <li>▪ On each half, ask them to draw the shape of their hand.</li> <li>▪ Ask them to make one of the hands look dirty and the other one clean.</li> <li>▪ Instruct them to write their names on the pictures of their hands.</li> <li>▪ Hang a rope on the wall and place all the drawings on the rope.</li> <li>▪ Place a small mirror in the classroom for the students to observe whether their faces are clean or dirty.</li> </ul> </li> <li>○ How to use this method in classroom routine: On a daily basis, ask the students to check if their hands are clean or not. If they are clean, they can flip their own hand chart to its clean side. If they are dirty, they need to go and wash their hands before flipping the picture. They can use the mirror to check the cleanliness of their face.</li> <li>○ Purpose of the activity: This activity is a good way to incorporate face and hand cleanliness into the morning routine of checking attendance and starting the day. The clean and dirty hand and face charts serve as a visual reminder for the children that they need to stay clean at all times. It also serves as a reminder for teachers to frequently monitor the children's cleanliness.</li> </ul> </li> <li>➤ <u>Preparing a large poster of big clean eyes in the classroom</u> (picture smart) <ul style="list-style-type: none"> <li>○ Description:</li> </ul> </li> </ul>	
-------------------------	--	--



	<ul style="list-style-type: none"> <li>▪ In groups, ask the participants to draw two big eyes on flipchart paper.</li> <li>▪ For the classroom, these posters will be hung on the wall.</li> </ul> <p>○ Purpose of the activity: The posters will serve as a visual reminder for the students of the need for maintaining a clean face and eyes.</p> <p>3. Ask if anyone has other ideas for interactive activities to use in the classroom to teach about trachoma.</p>	
<b>Day 1 ending session</b>	<p>1. Ask the participants to recap the day. Discuss the following points:</p> <ul style="list-style-type: none"> <li>➤ What was the most interesting thing that they learned?</li> <li>➤ What method do they think would work best for them in their classrooms?</li> <li>➤ Can they envision themselves conducting these activities with the children?</li> <li>➤ What do they feel they need in order to successfully conduct the activities? Are they lacking anything they need to do the activities?</li> </ul>	20 min

## Day 2- Training of Trainers

Topic	Activities	Time
<b>Opening</b>	<p>1. Start the day with the game of "clean- dirty" to warm up the participants.</p> <ul style="list-style-type: none"> <li>➤ Remind the participants that children learn better through playing.</li> </ul> <p>2. Review the main points that were taught in the previous day:</p> <ul style="list-style-type: none"> <li>➤ What is trachoma?</li> <li>➤ How it can be prevented?</li> <li>➤ Why is the early childhood period so important?</li> <li>➤ Which activities from the previous day do they remember?</li> </ul>	30 min
<b>Meeting the character Toto, and how to use him</b>	<p>1. Present the Toto and Mahrabe characters to the participants.</p> <div style="text-align: center;">  </div> <p>2. Explain the reasons for using a character in teaching young children:</p> <ul style="list-style-type: none"> <li>➤ Children at a young age require experiential learning based on play, creativity, and imagination.</li> <li>➤ Children at a young age also require an emotional connection to a topic in</li> </ul>	20 min

order to be interested in it.

- The school based intervention transmits messages through a fictional character named Toto with whom children can identify.
- This character will lead the discussions about trachoma and will serve as a supportive tool to all programs and activities in the classroom.
- The character Toto is used to motivate students to learn life skills and behavioral norms.
- In addition to the fun of using a puppet, it also stimulates learning.

### 3. Describe the character of Toto:

- Toto is a figure with human characteristics.
- He is a kind, chatty and loveable character, who is also uninhibited and forgetful.
- Though he knows he makes mistakes and says the wrong things sometimes, he is happy when he is corrected. In fact, he is wrong almost all the time.
- Toto is a character that serves as a fun and enjoyable channel for transferring content for trachoma prevention.
- In the course of the program, Toto will become a friend to students, will teach and learn, and together with the children will become a role model with whom they can identify.
- Through scripts filled with facts and humor, Toto helps strengthen and assimilate the messages of trachoma prevention

### 4. Explain how to use Toto's character:

- At first, Toto's character appears as a drawing on Bristol paper.
- Later on, Toto becomes a puppet that the teacher or student can operate.
- The teacher will manipulate the puppet, act out dialogue with it, and add his/her thoughts and questions.
- However, it is important that the encounter with the puppet is done in a humorous and playful manner and does not become didactic.
- While the puppet is present and being manipulated by a teacher/student, there are three different active participants: the teacher, the puppet, and the students. Everyone has a role in the script, and together each one leads the story, guided by the teacher.
- The accompanying scripts (also in the guidebook) have been created to touch on the main messages related to trachoma prevention.
- They demonstrate the types of interaction that Toto is able to create.
- Many more scripts can be added by teachers and students as they become more familiar with different learning topics.

### 5. Explain the role of Toto:

- Context- Toto has been recruited to promote the issue of trachoma prevention in Ethiopia. Toto realizes how important the fight against trachoma is, but the problem is that he hardly knows anything about the

	<p>disease or how to prevent it. Toto has many questions and needs the help of the children in order to cope with his new role and succeed in it.</p> <ul style="list-style-type: none"> <li>➤ Toto’s role- Toto comes to class and shares the tasks that he received to stop the spread of trachoma. Toto confesses that he has no idea what trachoma is and enlists the help of the students. In order to help Toto, Toto and the students will discuss various topics: eyes and vision, trachoma and its effects on their eyes, how to prevent the spread of trachoma through healthy behaviors, and the importance of using latrines.</li> <li>➤ Students’ Role- Every time Toto says or does something wrong, the children can have a uniform rhythmic tune like: ‘No no no Toto.’ This little rhyme is followed by a clarification of what needs to be corrected. The children supervise Toto by observing him, correcting him, and protecting him.</li> </ul>	
<p><b>Script Demonstration Guidelines</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate how to use Toto: <ul style="list-style-type: none"> <li>➤ While acting out the Toto character, use playfulness and creativity.</li> <li>➤ Keep in mind that each script is a dialogue between Toto, the children and the teacher. Please refer to the guidebook for guidance on how to act as Toto.</li> <li>➤ The following section contains suggested scripts for acting out Toto.</li> </ul> </li> <li>2. Encourage teachers (and students) to make up their own scripts containing trachoma related messages. Any newly created script should have the following three components: <ul style="list-style-type: none"> <li>➤ A clear message that you want the children to learn: how trachoma is spread, the importance of keeping your eyes and face clean, using the latrines, etc.</li> <li>➤ Toto must be forgetful and confused and in need of help from the children</li> <li>➤ Children must be active participants in the script – answering questions and correcting Toto</li> </ul> </li> <li>3. After demonstrating each script, speak about the main topic and messages of the script and how they were conveyed.</li> </ol>	<p>45 min</p>
<p><b><i>Suggested Toto Scripts</i></b></p>		
<p><b>Script #1: Toto meets the children</b></p>	<p><u>Toto</u>: Hello children, my name is Toto! So I bet you are asking yourself why I am here right? I’m also wondering this myself, because it is not clear to me either.</p> <p><u>Toto</u>: Maybe you know why I'm here?</p> <p><i>Children: Make suggestions.</i></p> <p><u>Toto</u>: Very Good! You got it! I'm the chief expert who was chosen to fight the trek....disease .. Ter .. Trachoma..... it’s hard for me to say. They asked me to help stop the</p>	

disease from spreading in Ethiopia. Am I a doctor you ask? Not at all! A disease researcher? Nope. A science teacher? I am not! I am just Toto and I am all-powerful. I am here because I love children and I care about them.

Sometimes though I make mistakes. Can you help me when I'm wrong? Every time I say something wrong, can you say "no, no, no Toto"

Teacher: Children can we help Toto?

Children: Yes!

Teacher: Great! So Toto, what is this trachoma that you have come to talk about?

Toto: Trachoma is a disease that affects our finger!

Teacher: No, no, no Toto – it affects our eyes! Children, say with me "no, no, no Toto".

Children: No, no, no Toto

Toto: Ah right! It affects our eyes and you know how important our eyes are... right? Who can tell me why we need our eyes?

*Children: give answers- for seeing, reading, searching for things, closing them when we sleep, learning*

Toto: We use our eyes for seeing? Are you sure? (*Toto closes his eyes and opens, closes and opens...*) this is amazing! I shut my eyes - you disappear. I open my eyes- you appear ... just like magic! (*He closes his eyes*) Hocus Pocus! (*He opens his eyes*) There you are!!

Children, try doing it with me! Open! Close! Open! Close! Can anyone see anything when you close your eyes? (*Toto walks to look at the children and look at their eyes*)

Toto: We all have such beautiful eyes, let's learn a song about them:

Everyone together:

"I love my eyes - And they love me  
I use them all around to see  
I'm theirs - And they are mine  
I love my eyes – all the time  
I see all the things in the world  
All the things, big and small  
Things in color, black and white  
With my eyes I can look to the left look to the right"

Toto: I love when we sing together! See you tomorrow!

**Script #2: Toto learns to take**

Teacher: Hi Toto....

Toto *Sleeping*: What? what? I'm taking care of my eyes! I'm keeping them closed so they

<p><b>care of his eyes</b></p>	<p>won't be tired.</p> <p><u>Teacher</u>: Toto – it's important to keep your eyes clean, you don't need to keep them closed! If you want to see really well - you need to take care of your eyes.</p> <p><u>Toto</u>: Oh okay! (<i>Turns to the children</i>) Does anyone have a towel that I can clean my eyes with?</p> <p><u>Teacher</u>: No, No, No Toto! Children, I remind you that whenever Toto is wrong we need to say No No No Toto.</p> <p><u>Toto</u> (<i>Whispers to the children so that the teacher will not hear</i>): Children, I have to be the expert but I don't know how to take care of my eyes? Do you know how? Children, can you help me pppppplllllllllllease?</p> <p><i>Children: make suggestions on how to keep the eyes clean.</i></p> <p><u>Teacher</u>: It is very important to make sure our eyes and our whole face is clean all the time. Whenever we see that we are dirty, we should wash our faces and our hands too! This way we can use our eyes for anything we want! We also need to each have our own towels and not share our towels with our friends.</p> <p><u>Toto to the Teacher</u>: I will keep my eyes clean, I will wash them and not touch them with dirty hands, I promise but children, can you help me with this? I'm a little bit forgetful....</p> <p><u>Children</u>: Sure Toto! We'll help you!</p> <p><u>Teacher</u>: Well done Children!</p> <p><u>Toto</u>: Let's sing our song together!</p> <p><u>Everyone together</u>:</p> <p style="padding-left: 40px;">"I love my eyes - And they love me I use them all around to see I'm theirs - And they are mine I love my eyes – all the time I see all the things in the world All the things, big and small Things in color, black and white</p> <p>With my eyes I can look to the left look to the right"</p>
<p><b>Script #3: Children meet Mahrabe (the cloth)</b></p>	<p><u>Toto</u>: Hello children</p> <p><u>Children</u>: Hello Toto</p> <p><u>Toto</u>: As I told you, I was asked to help prevent the tractor disease</p>

Children: No no no Toto

Toto: Oh right, I got confused by the name of the disease called trac...trac...tarantula

Children: No no no Toto

Toto: So tell me what is this disease called?

Children: Trachoma

Toto: Well done! If you knew that, I'm sure you also know that the disease affects the ears! The person who is infected grows donkey ears.

Children: No no no Toto

Toto: No? Am I confused again? So what does it affect?

Children: It hurts your eyes.

Toto: Oh no! I really love my eyes and even sang you my song about eyes. Do you remember? Sing with me:

*Children sing the eye song from the previous script.*

Toto: Oh I see some dirty faces here in the classroom, let me take my cloth and clean all of your eyes!

Children: No no no Toto

Toto: But why? I like sharing with my friends

Children answer: if you share a cloth, you can spread the disease from one person to another.

Toto: So each one of us needs to use his own cloth for cleaning his face?

Teacher: Yes Toto, you are right.

Toto: Do you want to meet my own personal cloth? She is really beautiful and her name is Mahrabe. Mahrabe is terribly shy. (*Mahrabe whispers to Toto in the ear*) What did you say? Ah, she says she's excited to meet you.

Children: Hi Mahrabe

(*Mahrabe whispers to Toto*) Toto: Mahrabe says that I only belong to her and that I can't use her to clean other faces

Toto: I love my Mahrabe, she helps me stay clean - do you all have your own Mahrabe in your house?

*Children reply*

	<p><u>Toto</u>: Great! (<i>Mahrabe whispers to Toto</i>) She wants to meet all of your Mahrabes! Will you bring them next time?</p> <p><u>Children</u>: Yes, Toto!</p> <p><u>Toto</u>: Great! See you next time! Bye Children!</p> <p><u>Children</u>: Bye Toto!</p>
<p><b>Script #4: Toto learns about trachoma symptoms</b></p>	<p><u>Toto</u>: Hi children!</p> <p><u>Children</u>: Hi Toto!</p> <p><u>Toto</u>: Did you all bring your friend Mahrabe? (<i>Mahrabe is next to him</i>) Mahrabe is really excited to meet yours!</p> <p><i>Children show their cloths to Toto</i></p> <p><u>Teacher</u>: You know Toto, there is a better way to stay clean than just using Mahrabe</p> <p><u>Toto</u>: Really? What is it?</p> <p><u>Children answer</u>: Washing our faces with water and soap</p> <p><u>Teacher</u>: You're right! But wait - how do we know if our eyes are sick?</p> <p><u>Toto</u>: Ooooh, ooooh, oooh I know!!!! Ummmmmm..... Your eyes are sick when.....eeerrrrrrr it's when..... (<i>Toto whispers to the children</i>) Children I don't know, can you help me?</p> <p><i>Children give answers.</i></p> <p><u>Teacher</u>: Good, children! sometimes our eyes can be red and itchy, and we can see yellow colored liquid coming from our eyes and nose. Sometimes we also can't see so well.</p> <p><u>Toto</u>: Oh that's terrible, our eyes should always be white and not red or yellow... I'm leaving now to go and wash my face! I promise that next time I will remember everything, but if I don't, you will help me right?</p> <p><u>Children</u>: That's right, Toto</p> <p><u>Toto</u>: Bye Bye children!</p> <p><u>Children</u>: Bye Bye Toto!</p>
<p><b>Script #5: Toto uses the latrine</b></p>	<p><u>Toto</u>: Hi children, I'll be right back, I have to go to the bathroom</p> <p><u>Teacher</u>: Where are you going?</p> <p><u>Toto</u>: Right here behind the school, there is a small field. I'll go really fast, do my needs, and come back to you</p>

Teacher: What do you say children?

Children: No no no Toto!

Toto: Why not? I like to go in the open air

Teacher: You know Toto that when we go to the bathroom outside, many flies will come to us.

Toto: Oh, I like flies, I like playing with them

Children: No, no, no Toto

Teacher: The flies are not good for us because they can make us sick. Flies can take the disease from one person and then fly all the way to another person and make him sick too

Toto: Really?? I didn't know that – I thought flies were my friends. Now I'll be more careful.

Teacher: So we always want to keep the flies far away from our school and from our homes.

Toto: And if I use the latrine, the flies won't come?

Teacher: That's right.

Toto: I really want to protect my friends and family! Let's agree together that we use the latrines – and children, will you remind me because I always forget.

Children: Yes, Toto!

Toto: What else can we do to keep the flies away?

*Children suggest ideas*

Teacher: We should always try to keep our environment clean and our bodies clean too.

Toto: Sometimes I notice that there are flies which are coming to my face. They like to sit right next to my eyes. What can I do to make them go away? I forget....

*Children answer: clean face, wash with soap*

Teacher: As long as your face is clean Toto, the flies will not bother you.

Toto: I won't let the flies get near me! I will always wash my face and use the latrine. I'm excited to go to my house and tell my family to do the same! Children, will you also tell your family what we have learned?


Children: Yes, Toto

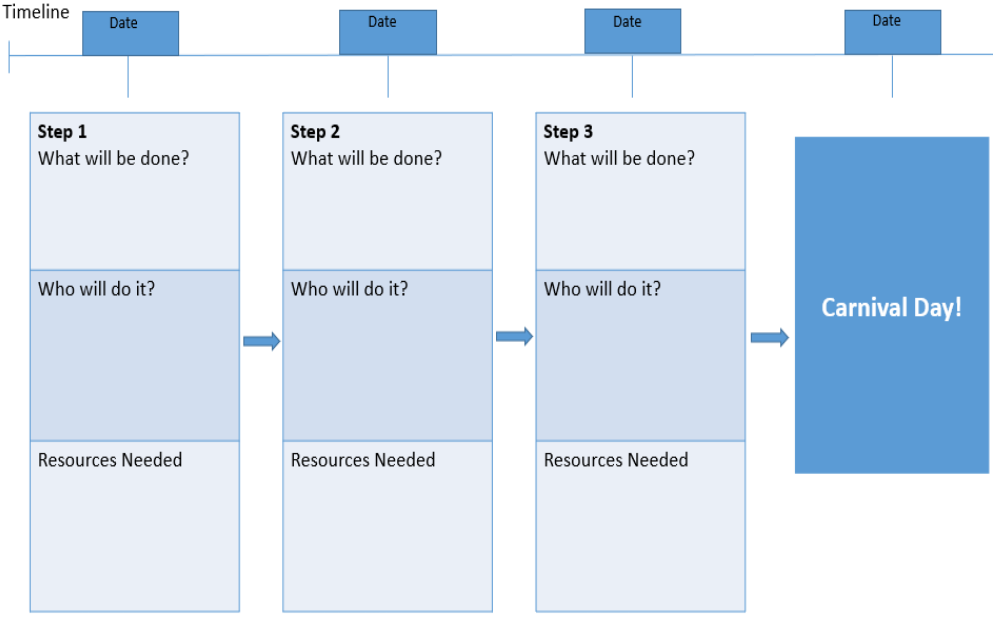
Teacher: Thank you for visiting us again, Toto



	<p><u>Toto</u>: I love learning together with you. I will see you next time! Bye children!</p> <p><u>Children</u>: Bye Toto!</p>	
<p><b>Practicing the scripts</b></p>	<ol style="list-style-type: none"> <li>1. Divide the participants into groups by communities and ask each group to practice one of the scripts. <ul style="list-style-type: none"> <li>➤ Each group should be composed of both teachers and community members.</li> </ul> </li> <li>2. After practicing, each group will present their script to the whole group. <ul style="list-style-type: none"> <li>➤ Encourage feedback from the group after each presentation.</li> </ul> </li> </ol>	<p>45 min</p>
<p><b>Additional activities to be conducted in the classroom</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate other activities that can be used in the classroom: <ul style="list-style-type: none"> <li>➤ <u>Washing hands and face dance</u> (body smart, music smart): <ul style="list-style-type: none"> <li>○ Description: <ul style="list-style-type: none"> <li>▪ Create a song with dance movements that is related to face and hand washing.</li> <li>▪ Ask the students to stand in a circle and perform the song with its movements.</li> <li>▪ Or stand in a circle, sing the song. and make up dance movements.</li> </ul> </li> <li>○ Example: (<i>When translating to Tigrigna, mention the name of the common hand washing song in schools in the region, as an example</i>): <ul style="list-style-type: none"> <li>▪ <i>You wash your right hand first, you wash you right hand first, you wash your right hand first and you dry it all around, you do the hooky poky and you turn yourself around that's how we stay clean</i></li> </ul> </li> </ul> </li> <li>➤ <u>Toto says</u> (body smart, word smart): <ul style="list-style-type: none"> <li>○ Description: <ul style="list-style-type: none"> <li>▪ The character Toto declares certain actions that he wants everyone to act out.</li> <li>▪ The students must only perform the actions declared after saying "Toto says."</li> <li>▪ For example, if the leader says "Toto says to jump up in the air", everyone must jump up.</li> <li>▪ If the leader only says "jump up in the air", then the children should remain in their place (because there was no 'Toto says' before the action).</li> <li>▪ Whoever performs the action when the leader does not say "Toto says" is out of the game.</li> </ul> </li> <li>○ Here are some examples for actions that the students can act out that are related to trachoma: (Toto says) wash your hands, (Toto says) wash your face, (Toto says) clean your eyes, (Toto says) clean your</li> </ul> </li> </ul> </li> </ol>	<p>30 min</p>

	<p>environment, (Toto says) use your own towel.</p> <p>2. Encourage the participants to think of additional games that they can play in their classrooms.</p> <p>3. Ask a few volunteers to share their ideas with the whole group.</p>	
<b>Activities designed for communities and households</b>	<p>1. Describe the importance of also doing activities in the community and in households:</p> <ul style="list-style-type: none"> <li>➤ Creating healthy routines in the household is also important for sustainable behavioral change.</li> <li>➤ For this reason, the program also targets parents and community leaders who can transmit healthy messages to both their own households and throughout the community.</li> <li>➤ In this way, families can transmit healthy messages to young children and ensure consistent messaging at home and in school.</li> </ul>	5 min
<b>Demonstration of community activities</b>	<p>1. Demonstrate how to use different methods and ask the participants to do them:</p> <ul style="list-style-type: none"> <li>➤ <u>Family Face Charts</u> <ul style="list-style-type: none"> <li>○ Description: <ul style="list-style-type: none"> <li>▪ Fold a large paper into six and then cut it into six pieces.</li> <li>▪ On one side of the piece of paper, ask the participants to draw a clean face of their child.</li> <li>▪ On the other side, ask them to draw a dirty face.</li> <li>▪ They should do the same for each one of their children and write each child's name next to his face drawing.</li> <li>▪ Connect each picture of the face to a larger chart with a paper clip.</li> <li>▪ Explain that this is a face chart that they should hang up in their homes.</li> <li>▪ Daily, the parents will look together with their children and change the picture between clean and dirty based on the observed condition of the child's face.</li> </ul> </li> <li>○ <u>Purpose of the activity</u>: By hanging a face chart in the home, the parents will raise awareness of facial cleanliness with their children. The chart serves as a reminder for children to keep clean and for parents to monitor their children's level of cleanliness. The chart can also create some 'healthy competition' between siblings on facial cleanliness.</li> </ul> </li> <li>➤ <u>Using mirrors routinely-</u> <ul style="list-style-type: none"> <li>○ Description: Encourage each family home to hang a mirror in their house and incorporate self observations/ observations with parents on a regular basis. For example, they children can observe their faces every morning before leaving for school or every evening before</li> </ul> </li> </ul>	15 min

	<p>eating dinner.</p> <ul style="list-style-type: none"> <li>○ Purpose of the activity: The mirror observation creates a habit of monitoring cleanliness and personal hygiene on a daily basis.</li> </ul> <p>2. Ask participants if they would use these methods with families in the communities.</p>	
<p><b>Storytelling Activity</b></p>	<p>1. Describe the activity:</p> <ul style="list-style-type: none"> <li>➤ Storytelling is a playful way of conveying messages and values, and it enables children to learn about topics in an engaging way.</li> <li>➤ Parents can sit with their children before bedtime and tell interesting stories that relate to trachoma prevention and healthy behaviors.</li> <li>➤ Children should also be encouraged to invent their own stories related to trachoma and share them with their family and friends.</li> </ul> <p>2. Describe how to structure a story:</p>  <pre> graph LR     A[Beginning and introducing the characters] --&gt; B[Drama/problem]     B --&gt; C[Solution/Conclusion]   </pre> <p>3. Divide the participants into groups and ask each group to prepare a story that contains trachoma related messages in it.</p> <p>4. Select a few volunteers to tell their story to the whole group.</p>	<p>30 min</p>
<p><b>Designing an education wall</b></p>	<p>1. Describe the activity:</p> <ul style="list-style-type: none"> <li>➤ Community members can paint healthy messages on buildings or walls in their community.</li> <li>➤ First, they can discuss which healthy messages they want to promote.</li> <li>➤ Then they can sketch out a design with the healthy messages. Community leaders, with the help of families and schools, can choose a place where they can make the educational wall- such as at school or in one of the community's centers that will inform the community about trachoma's risks and prevention.</li> <li>➤ Examples of messages: Washing faces, not sharing cloths, no open defecation, washing hands, etc.</li> </ul> <p>2. Divide the participants into groups by communities and ask each group to draw on a large flipchart paper a sketch of a trachoma-related wall painting.</p> <p>3. Once all groups are done, hang all the sketches on the wall at the training.</p>	<p>30 min</p>

	<p>4. Note: All sketches prepared during the training are meant to serve as a model for a real painting to be created in a central location in the community.</p>	
<p><b>Community Event/Carnival Day</b></p>	<p>1. Describe the activity:</p> <ul style="list-style-type: none"> <li>➤ The community can hold an event to raise awareness on trachoma and engage a large number of community members.</li> <li>➤ School teachers and students can present information through games, songs, drama, Toto scripts, and wall paintings.</li> <li>➤ The community event should be fun and inviting and include varied activities.</li> </ul> <p>2. Divide the participants into groups by community and ask them to think of ideas or opportunities for conducting such events in their community.</p> <p>3. The following template is an action plan table that can be used by the organizers of the community event:</p> <div style="text-align: center;"> <p>Timeline</p>  </div>	<p>35 min</p>
<p><b>Using influence for mobilizing the community</b></p>	<p>1. Conduct a discussion with the key figures in the community at the training regarding opportunities that they have to influence community members. Ask the following questions:</p> <ul style="list-style-type: none"> <li>➤ Who are the target audiences that each key member can easily reach? (examples: Health extension workers have good access to mothers of young children, religious leaders have good access to churchgoers)</li> <li>➤ How can community members be mobilized to use the activities in their households?</li> <li>➤ How can the key figures in the community encourage the usage of these</li> </ul>	<p>5 min</p>

	<p>activities by the community?</p> <p>2. Give the following example that was done during the pilot period:</p> <ul style="list-style-type: none"> <li>➤ Health extension workers can keep a mirror in their health posts to use when mothers bring in their children. They can use the parent’s visit as an opportunity to use the mirror with the mother and view the child’s face in the mirror with an explanation of why it is important to have a clean face. Health workers can also have a face chart in the post and encourage mothers to create their own family face chart at home.</li> </ul>	
<b>Connection between the school and community</b>	<p>1. Describe the importance of the school and community working together:</p> <ul style="list-style-type: none"> <li>➤ By working together, the school staff and community leaders will be stronger and have a better chance of achieving lasting social change.</li> <li>➤ Schools are often at the center of communities, so they naturally serve as a meeting place through which joint activism can stem.</li> <li>➤ By including community members in the school’s planning and review of trachoma education, then the messaging can be better aligned and consistent. In other words, children will hear the same messages at home that they will hear in school, which will reinforce the healthy behaviors.</li> <li>➤ In addition, school staff and community members can provide each other with mutual support and share successful strategies.</li> <li>➤ For example, school teachers can support community leaders during a community event to raise awareness on trachoma. Members of the Parent-Teacher Association (PTA) can support school teachers by advocating with parents to encourage and maintain the behaviors that the children are learning in school within the home as well.</li> </ul>	10 min
<b>Establishing a school-community committee</b>	<p>1. Explain the importance of establishing a school-community committee:</p> <ul style="list-style-type: none"> <li>➤ In order to strengthen the link between community activities and school activities, it is recommended to establish a committee in each kebele that meets once a month for joint planning of trachoma-related activities.</li> <li>➤ The members of the committee should be school staff members and community leaders.</li> <li>➤ It is recommended that a school principal should head the committee.</li> </ul> <p>2. The following protocol provides an outline of the joint meeting:</p> <ul style="list-style-type: none"> <li>➤ <u>Details:</u> <ul style="list-style-type: none"> <li>○ Venue: School</li> <li>○ Participants: School principal, school teachers of grade 0 and 1, PTA, Health Development Army representative, health extension worker, community leaders</li> <li>○ Duration: 1 hour</li> </ul> </li> </ul>	20 min

	<ul style="list-style-type: none"> <li>○ Role needed: Assign a responsible person for documenting the meeting and inviting participants</li> <li>➤ <u>Updates:</u> <ul style="list-style-type: none"> <li>○ School update: Teacher representative or principal will update the committee on trachoma and other hygiene and sanitation related activities that have taken place in the school in the past month.</li> <li>○ Community update: HDA/PTA/Community representative will update everyone on trachoma and other hygiene and sanitation related activities that have taken place in the community in the past month (including events, church meetings, HDA network engagement, household visits, etc.)</li> <li>○ Household update/Parent Involvement: What has happened at the homes in the past month- which habits and behaviors have changed? What new routines have been created? Which methods were used for teaching the young children?</li> </ul> </li> <li>➤ <u>Discussion points:</u> <ul style="list-style-type: none"> <li>○ What were the successes since the last meeting?</li> <li>○ What were the challenges?</li> <li>○ What do we want to improve?</li> <li>○ <i>For school staff-</i> What support do we need from community members in the committee?</li> <li>○ <i>For community members-</i> What support do we need from school staff in the committee?</li> </ul> </li> <li>➤ Discuss main goals to be achieved in the coming month: <ul style="list-style-type: none"> <li>○ <i>Schools-</i> 3 planned activities→ Assign responsible person and timeframe</li> <li>○ <i>Community-</i> 3 planned activities→ Assign responsible person and timeframe</li> </ul> </li> </ul>	
<b>Day 2 Closing</b>	<p>1. Ask the participants to share their thoughts of the day. Discuss the following points:</p> <ul style="list-style-type: none"> <li>➤ What activities do they think they will use most?</li> <li>➤ How did they feel using the Toto scripts?</li> <li>➤ Are any of the activities unclear and require further clarification?</li> <li>➤ Which activities should be focused on in the practice sessions that are planned for tomorrow?</li> </ul>	20 min

## Day 3- Training of Trainers

Topic	Activities	Time
<b>Opening</b>	<ol style="list-style-type: none"> <li>1. Review the main points discussed in the past 2 days.</li> <li>2. Explain that this day is dedicated to practicing all the methodologies that were taught, in order to build up their confidence in using the methods with the target audiences.</li> </ol>	15 min
<b>Practicing scripts</b>	<ol style="list-style-type: none"> <li>1. Divide the participants into small groups and encourage them to practice scripts (choosing ones that they haven't practiced the previous day).</li> </ol>	60 min
<b>Practice of activities in the classroom</b>	<ol style="list-style-type: none"> <li>1. Divide the participants into three groups, and then each group will divide into 4 smaller groups- each one focusing on a different classroom method (not including the scripts): Dirty/ Clean Game, Hands &amp; Face charts, Toto Says game, Washings hands and face dance, other activity they created.</li> <li>2. Ask each sub group to teach the other 3 sub groups their method.</li> <li>3. Encourage participants to think as though they are presenting to children and not to adults. The presentation should simulate a classroom activity.</li> </ol>	90 min
<b>School-community protocol practice</b>	<ol style="list-style-type: none"> <li>1. Divide participants into groups by communities and ask them to jointly review the meeting protocol. <ul style="list-style-type: none"> <li>➤ Since the program has not yet started, ask the participants to think of possible avenues of collaboration between school staff and community leaders and make a list of those.</li> <li>➤ Encourage them to identify places for potential mutual support</li> </ul> </li> <li>2. Ask each group present their list of ideas of joint activities.</li> <li>3. Encourage them to come up with additional ideas of community engagement and mobilization, and venues where such mobilization can take place.</li> </ol>	30 min
<b>Practice of activities for the community</b>	<ol style="list-style-type: none"> <li>1. Tell participants to practice storytelling related to trachoma. <ul style="list-style-type: none"> <li>➤ In groups, they create a story relevant to their community about trachoma</li> </ul> </li> </ol>	20 min
<b>Feedback and closing session</b>	<ol style="list-style-type: none"> <li>1. Ask participants to share their feedback of the 3-day training.</li> <li>2. Ask if there are any final questions.</li> <li>3. Give guidance on the next steps.</li> </ol>	15 min