A New Way to Live

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Serving people to develop the quality of their lives is a holistic process. ICM envisions the poorest of the poor rising up from their economic destitution and health deprivation. However, without transformation in the way they live, whatever material and physical gains they may have will not be enough for them to reach their God-given potential to experience the abundant life. Even those who have improved economically slide back to where they come from if they don't have the appropriate values to sustain their improved lives.

Every person must experience the transformation of the heart, the seat of thinking-feeling-acting being. The “renovation of the heart” is a spiritual formation process. It involves spiritual renewal through a living encounter with God and the life-forming presence and power of the Holy Spirit. It is received by appropriating the death and resurrection of His Son, Jesus Christ as one surrenders to Him as personal Savior and Lord.

ICM Values Training forms part of the core product of the organization. These are life values rooted in the teachings of the Holy Scriptures. The theme is: A New Way to Live. It educates the participants of the transformation program and process to understand God’s plan for their lives, know the saving grace of Jesus Christ and basic steps to find how to live within the perspective of the Kingdom of God. This new life is like a seed planted in the heart and if cultivated well it germinates and grows to bear the fruit of life.

It is nurtured by becoming part of a community that shares the same values where each member sustains one another’s continuing life transformation. By joining the Christian community called the local church, a person expands his/her social capital to have wider access in life resources to support continuing transformation. The Christian local church located in a community is God’s primary agent to advance the Kingdom transformation to impact the totality of life. ICM strategically partners with the local churches. Their pastors facilitate the values education and follow up the sustainable growth of the participants.

Each pastor who applies for an ICM program is supported by 5 counselors from his local church to serve as life mentors, coming alongside the participants’ journey of transformation. The mentoring relationship increases the level of transformation to live in a new way.

It is very exciting to lead people, especially the poor, to a new lifestyle. Living within the values of the Kingdom allows one to find joy in the midst of sorrow, peace in times difficulty, hope when life is uncertain. These new life values offer the richness of life even with little riches of life this world offers. They are all acts of grace and live for the glory of God!
How to Train Well?

It is a privilege to journey with the Program Participants of ICM in their life-formation through values education. To see how they are embracing new values to develop their character and conduct, attitude and action is of greatest joy. What a great opportunity to see the beauty of life transforming the landscape of poverty!

Values education is different from merely imparting head knowledge. The aim is life-change. People who are rooted in their customary habits of living will not easily transform. But through the power of the gospel and the presence of the Holy Spirit, you may see the miracle of new creation. Like an ugly larva, through a process of metamorphosis, people grow to become like a beautiful butterfly. (See 2 Cor 3:117-18; 4:16).

1. Preparation for lesson

Training to transform requires a good preparation. You may know the topics well already but you need to fully digest its message in your heart. It is also not as simple as imparting lessons but initiating the participants to learn through their own way of learning. Here are few suggestions for preparation.

a) Study each summary lesson for the week. You can integrate it as part of your devotion for the week. Understand and process the truths and ideas in your heart until you feel confident to share the main message of the values as broken down in bullet points to be received by the participants. This is challenging because you only have 10 minutes to share the topic.

b) Simplify the sharing of the message. Think of how you can make clear your explanation. Understanding it for yourself is easier but making sure the participants grasp what you are sharing is an extra challenge. Consider to find an appropriate illustration and visual aids to help the participants learn it easier. Thinking how to communicate simply and clearly may in fact require a more space and time for your preparation.

c) Seek God’s wisdom and grace through prayer. Teaching values rooted from the biblical Gospel will invite spiritual opposition. No matter how clear the light of the gospel is, the “god of this age” may blind the mind of the participants so that they will fail to see the light that displays the glory of Christ in the biblical values (see 2Cor 4:4). Moral darkness that deadens the mind can only be dispelled through prayer to avail God’s wisdom and work of grace. Prayer is also an effective way to cultivate the heart of participants to be receptive and responsive to the sowing of the gospel.

2. Presentation of the lesson

The following are suggestions to make your presentation of the values lesson more effectively:

a) Teach short and simple. The tendency to speak long as you are accustomed to your preaching will be your major struggle. Many of you think that the learners must know everything you know about the topic to really change. The simpler and the shorter the lesson is makes it easier for learners to digest the truth and think though it carefully and seriously. Wordy teaching and long-winded speaking only blur the message.
How to Train Well?

b) *Talk less; listen more.* The more the participants can express themselves in response to the lesson you have shared, the richer their understanding and the deeper their appreciation for the values taught. Letting them talk in small groups and with another participant facilitates integration of the lessons in their own context and circumstance. Try circulating around to listen to their sharing.

c) *Thirty-minute challenge.* You only have a total of thirty minutes teaching and learning time. Many will consider the time is not enough. However, I have been to many situations where learning moment happened not in long lectures but short conversation and well-timed sharing. We all have to trust the Holy Spirit, our divine Teacher, to use the allotted time to work in forming the values lesson shared in the heart of the participants. So make sure that you stick within the time frame for each of the learning task.

3. Process the learning

The method of teaching ICM uses dialogical learning. Most of you are hooked up in the classroom model of learning. But in teaching people how to live, conversation has an advantage. In fact, the participants learn about life and living, good or bad, through daily interaction with others. You see them in a huddle, talking and conversing while working, drinking, eating and relaxing over a cup of coffee.

Input of knowledge-content is minimal to allow greater time and freedom of participation in the learning process. This approach suits well in life formation which we aim for values education.

We go through the intentional learning process using the GROW model approach.

<table>
<thead>
<tr>
<th><strong>Grasp</strong></th>
<th>The participants connect to their own reality. Learning happens best when learners own their self-reality as the starting point of the learning process.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receive</strong></td>
<td>The values content shared by the facilitator. They reflect the message and receive from one another through small group sharing of one another’s understanding of the value.</td>
</tr>
<tr>
<td><strong>Obey</strong></td>
<td>To apply the values relevant to their context. Transforming obedience is a conviction formed in one’s heart.</td>
</tr>
<tr>
<td><strong>Walk</strong></td>
<td>To change by taking definite steps to practice the values in life.</td>
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You facilitate the GROW process of learning through small group or one-on-one conversation.
Engage the participants as you perform the learning tasks using the verbs: share, ask, remind, do. Just faithfully communicate the tasks without further elaboration except to make them clearer. These help the participants access what they already know and to be shaped further by the values you are sharing.

4. Pastoral care of learners

Learning is enhanced and enriched with the presence and pastoral care of counselors you have chosen to mentor the participants. They are the key to sustain learning to ensure that it is implemented in the home and community and integrated in life.

The participants are formed in small group of five as their permanent groupings and each group is assigned with a permanent counselor-mentor. It is best if they are present during the teaching time.

The counselors help the participants listen well and encourage them to share in their small groups. They come alongside with their group members to listen to their question and deepen their understanding. They are companions in the learning journey—connecting, coaching and caring for the learners experience transformation.

A weekly meeting between pastors and the counselors is necessary. It is time to orient the counselors of the lessons for every week, get feedback of how the participants are progressing in their learning and suggestions to improve facilitating teaching and training. Most of all, pastors and counselors must pray for the conversion and growth of the participants under their care. This weekly meeting between the pastor and his counselors will definitely increase the success of values of formation.

Training well involves discipline. It is a spiritual work as well as the fruit of diligent preparation, clear presentation, patient processing and loving pastoral care. By God’s grace and through the life-forming work of the Holy Spirit, people will be transformed. Seeing people grow to become like Jesus is the greatest joy and reward for training others of A New Way to Live.
And God said, “It is Good”

Learning Objectives

After the lesson, the participants will have:
- Recognized the material world as God’s good creation to be celebrated and cared for.
- Motivated to explore the hidden good in the place where they live.

Ask: Close your eyes to imagine being on top of a mountain. What do you see? What are you feelings about it?

Do: Hold in your mind what you seeing and enjoy the experience through your feelings. Prepare to listen to what God has to say regarding the world where you live and do your work.

Share: Value-insights about: And God said, “It is Good”
- The material world and the place we live and work are God’s good gifts, designed to bless us.
- Every person is called to be God’s steward to care and cultivate creation.
- It pains God when we destroy His creation and eventually it pains us also.
- Part of responsible living is to discover the laden beauty of creation and develop it to serve our needs.

Ask: Why will you consider your community a sacred place to live and do your work?

Remind: The community where you live is God’s gift, the place to discover its blessing and to delight its natural beauty. You are not to spoil God’s creation. Instead be a good steward of it.

Ask: The counselors facilitate small group sharing of participants plan in response to the question asked: What can you personally contribute in making your community a good and beautiful world?

Do: The good and beautiful things are waiting to be discovered. But you must take time and develop a discipline of noticing these in your community. Conduct a personal community survey to discover the beauty and blessing which maybe hidden your community. Do it in most convenient time of the week.

Follow this prayer in your heart as you listen:

“Father God, thank you for creating the world where we live and do our work. We are grateful for your good gifts of love. Forgive us that we fail to take good care of your creation. We have spoiled its sacred beauty. Open our eyes that we may see your glory in what you have made. We praise you for the air we breathe, the sun to give us warmth, the rain to water our gardens, the plants and trees to provide us daily food.”

Amen
And God said, “It is Good”

“For everything God created is good, and nothing is to be rejected if it is received with thanksgiving because it is consecrated by the word of God and prayer.”

1Timothy 4:4-5

We live in a material world formed with landscape and sky bodies, filled with living creation and creatures. We transact our business of living and working in a particular place. The way we look at the material world and its environment affect the way we live. It is important to view the earth and everything in it as coming from God the Creator who looks at what He has made with deep pleasure and said: “It is good!”

So many good and beautiful things all around are waiting to be celebrated with praise. The air that we breathe and the sceneries that we see, the mountains above and the sea beneath, the land we walk on and the sky we gaze at inspire praise. Everything in this world: the creation and the creatures, the fishes in the sea and birds on the air, the roaming beasts in the forests and the animals we care for, the plants in the field and the fruit trees in the backyard are God’s gifts to us. They give colors to our eyes, delight our taste buds and refresh our souls. What a wonderful world we live in.

The material world is good because God created it. It is a sacred gift to be received and to be cared for. God gives everything to all people to enjoy; the source of their food and the place of their dwelling and where to build their lives. The earth is God’s lavished gift of grace and love. It is God’s way to care and bless all people irrespective of their attitude and behavior toward Him (see Matt 5:43-45).

To us humans God has given the stewardship of everything He has created. We are caretakers of the earth, called to protect it from destruction and to preserve its pristine beauty. We are to use them to serve our needs but never to exploit them to satisfy our greed.

Perhaps it is difficult to fully appreciate the good things that God created. Creation has been spoiled by reckless misuse and polluted by abusive population. The whole creation groans (Rom 8:20-22). It is decaying and dying. The mountains are denuded. The rivers are drying up. The seas are contaminated. The air is poisoned. It pains God to see what we have done to His world.

Despite the spoiling of creation, it is still essentially good. There are hidden beauties in the midst of the ugliness we see. If we just look more deeply and receive everything in this world with gratitude, we’ll discover the good that God invested in the material world.

Feeling good about all around us make us alive. It will teach us to live with gratitude for every little thing God has given. With a thankful heart we can also say with God: “It is good!” Truly, our God is good!
Ask: What is in me that make feel good about myself?

Remind: Many Filipinos don't gladly appreciate about themselves like their nose, their hair, their voice. They don't fully use their natural talents like cooking, farming, singing, etc. to strengthen their lives. But God looks at all people with delight. Listen…

Share about Created Good and Beautiful using the bullet points below:

- Some have a highly positive self-concept while others have a negative self-concept. One leads to pride the other to self-pity and shame.
- God views us with utmost love and dignity. He created us in His own image and appointed us to be His co-ruler of creation and creatures.
- Even if we are little people, we must look at ourselves with dignity and respect, not afraid to stand tall before the world.
- We have so much potentials and possibilities to succeed in life and work if we regain our self-worth as God's beloved, created good and beautiful.

Ask: What is your self's value if God created you good and beautiful?

Remind: As Filipinos you are divinely endowed with talents to succeed and to share to the world the blessings of being created in God's image. No one needs to settle for where he/she is now.

Share: The counselors facilitate small group sharing of participants by encouraging participants to share with the small group their God-give talent and gift as a starting capital to develop their potential for greatness.

Remind: about the importance of doing small steps of change in their attitude, feeling or behavior to develop a positive self-concept. Ex. a) I will not remain poor. b) I will pray to seek God's blessing. c) I will work harder.

Do: Invite the participants to listen as you read the prepared written prayer posted on wall:

"God, you are my Father. You look at my dark-brown skin with glow on your eyes. You our proud of my flat nose and of my curly hairs. You don't mind if I am small. Like you, everything about me is wonderful. You believe in what I can become with the talents and gifts you have given me. Thank you, my Father, for the way you created me beautiful and good.” Amen

Remain in silence to continue praying in your heart to offer using your talents and everything God created about you to reach your potential for greatness.
How do you look at yourselves?

Some over-rate themselves. They boast about their status and success. They consider themselves much better than others and look down at their fellows. Others have a low self-view and excuse their deficiency and other still resent their personality and history, body and sexuality.

David viewed himself with positive outlook in all humility. Gazing at the beautiful glittering stars, he was awed by its magnificent beauty as he marveled at the greatness of the heavenly creations. He felt like a tiny puny little being, an invisible sand dust in the vastness of the universe (Ps 8:3). "What is man", he exclaimed; that God will ever be "mindful of him"? Seen from God's eyes, every person looks great.

Our self-value is rooted in our being created in God's image (Gen 1:26-27); crowned with glory and honor. Every person is beautifully and wonderfully made, crafted and creatively formed in every mother's womb (Ps 139:14). Life's value is related to the awesome truth that God Himself created us and deeply loves us from eternity. We must deeply respect ourselves as God's beloved and even if we are just little people we can stand tall with dignity before the world.

Because God believes in us as His unique creation, He entrusts to us the awesome role of managing all the things He has made. We are all appointed to serve as God's co-ruler to care for all creation and living creatures (Ps 8:6-8). We are God's prince and princesses in the universe. We are great not so much for what we can do but simply for being what we are in relation to God.

We are great because we look like God and His beloved for all eternity (Jer 31:3). Every person's life will turn around if they find their self-worth in being created good and beautiful. God mission is to redeem us and transform us to grow in His image!

If we look at ourselves and other people as God's creation, endowed with the inherent beauty of God's likeness and eternally valued as God's beloved, it will make a difference in our attitude to life and work. We have so much potential and possibility to succeed in life and work if we regain our self-worth as God's beloved, created good and beautiful. This is the path to a new way to live.
We Choose Our Own Way

Learning Objectives

After the lesson, the participants will have:

- Realized the consequence of choosing the way of rebellion from God.
- Desired to choose living to follow the will of God

Do: a recollection instances when as a child you disobeyed the admonition and advise of your parents so that you made a mess of yourselves.

Ask: What has happened to you? How do you feel about it?

All of us have the tendency to choose what we want even if this will destroy our lives.

Share: about We Choose Our Own Way by using the bullet points below:

- Freedom is God's gift to be human and to enjoy the blessings of His love. We are free to obey God's will and disobey God's command.
- God gives the law not to limit our lives but to provide harmony and order. Without God's law life becomes chaotic.
- Satan tempts us to abuse our freedom by choosing what we want rather than trust God's love. In choosing our own way the forces of evil start creeping in all areas of our lives.

Ask: What is the value of living your life in obedience to God's will?

Remind: of the people they know and care about who have lived disordered and dysfunctional lives because they chose their own way instead of following the law decreed by God.

Share: The counselors facilitate small group sharing by asking participants in the group to respond to the question: What has been the consequence of disregarding God's command in your life?

Ask: What are your struggles about obeying God's command?

Do: a prayer of repentance to choose living for God by following the written prayer posted on wall.

"O God, have mercy on me. I have been disobedient to you. Like a leaf on the river, I am floating away from you. I have chosen my anger instead of releasing forgiveness.
I let bitterness eat my heart. I am destroying my life by rejecting your law.
Forgive me for all my wrong doings. Help me to return to you.
Teach me to do your will instead of doing what I want.
You alone can save me and give me a new life to live.
Be my Lord and my Savior."

Amen
God planted a beautiful garden, blessed with food and given for human enjoyment but within limit: “You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die.” (Gen 2:16-17).

God gave Adam and Eve the ability to choose to follow His command. God’s law defines the limitation of being human. The first human couple was free to enjoy the fullness of life but must do so under the blessings of God’s law and grace.

Freedom to make decisions and choices is to be human. We are not robots but persons created with the capacity to think and decide, assess and accept responsibility. The command God gave to Adam and Eve let them have options and choice if they wanted to obey God or disobey. God desires love relationship with a willing heart rather than being compelled to obey.

Living in the way of the Kingdom is rooted in faith, trusting God’s love and grace. God’s law does not to restrict human capacity nor deprive people of what is good and beautiful. Everything we need is already given within what God has allowed. We just need to choose to believe God, who is good and desires our well-being. The law is God’s way of instituting trust and obedience among people.

Human freedom is subject to temptation and testing. The serpent, Satan in disguise (see Rev 12:9), came to cast doubt God’s word and integrity (Gen 3:1-4). When Adam and Eve entertained what the tempter was offering—“the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom”—they were lured and decided to choose their way rather than trust in God’s will (v.6a). They doubted and disobeyed God (v.6b). They chose self-rule rather submit to God’s rule. They rebelled in disobedience rather than respond in obedience.

The consequence of choosing our own way is death—spiritually (separation from God) and eventually physically. Adam and Eve were banished to live outside the garden and prevented access to “the tree of life” (vv.23-24) and that they lived in rebellion and separate from God. The forces of evil such as shame and guilt, blaming and resenting, conflict and competition, sickness and suffering haunted them and us (see Gen 3:8-19). Even the creation groans—decaying and dying (see Rom 8:18-21). The land is cursed with “thorns and thistles” growing all around. Life is hard. Working is back-breaking (vv.17-18).

But everything is not hopeless. God promised to deal the source of rebellion, who is Satan. We can be set free and find a new way to live.
Two Ways to Live

Learning Objectives

After the lesson, the participants will have:

- Recognized the way of life they have chosen to live.
- Challenged to choose the biblical values as the new way to live in godly wisdom.

Remind them of the difference of trees and plants near the water source which are fresh and fruitful and those that are planted in dry lands which wither.

Ask: If you were a tree, what do you feel by being planted beside the flowing river? (Let them keep thinking and enjoying the feeling for 30 seconds).

The two trees describe the two values people live. Hear more about this.

Share: about the values about the Two Ways to Live using the bullet points:

- A person’s way of life is determined by his/her values. The predominant life-values today are shaped by the society promoted in the media advertising.
- Psalm 1 describes the way of the wicked (fools) and the way of the wise (godly wisdom)
- The way of wisdom is rooted in biblical values.
- Jesus asks us to choose: the wide road that leads to destruction or the narrow road that leads to life (Matt 7:13-14)

Ask: Why is it wiser to plant your life along the values of the words of God in the Bible?

Share: the counselors facilitate a small group sharing by encouraging participants to respond to question: What inspires you to follow the value of living the way of the wise? (8 mins.)

After the small group sharing, two ready participants to share their answers to the big group (2 mins.)

Ask: What good behavior do you want to start to bear fruit of the way of godly wise? (think for 1 min)

Do: Follow this prayer to ask God help you start living in godly wisdom:

“Holy God, I have been living in foolishness by rejecting your commands.
I know that I am not becoming a beautiful person by disobeying You.
Forgive me for acting a rebellious fool.
God, plant in me the desire to be wise.
Help me take the steps of godly living.
Let my life bear the fruit of your character in my daily life.
O holy God, make my life pure like You.”

Amen.
Two Ways to Live

“Blessed is the man who does not walk in the counsel of the wicked... But his delight is in the law of the Lord and on his law he meditates day and night.”

Psalms 1:1-2

Most people have set their hearts to follow their own agenda for living. Every person develops his/her own understanding of happiness which determines his/her value for living. People strive for their own pleasure rather than seek the purpose of God.

Lifestyle is value-driven. People value what they consider important and what will give them pleasure, satisfying their desires. Today life’s values are shaped by the society as seen by marketing and advertising through the avenues of the media, communication technology and the internet. Instant gratification for happiness lures many to follow the way of the world.

What people spend their money for and where they devote their time and talent are usually dictated by the prevailing fads and fashion of the society. The urge to conform to what is popular is so irresistible especially because they appeal to human cravings to be accepted and loved.

Psalm 1 poses that actually there are two ways people live. There is walking according to the “counsel of the wicked” and “the way of sinners” (v.1); the way of the world. On the other hand, those who “delight” and “meditate” God’s law day and night are like trees planted along river banks. They are fresh and fruitful as they experience the abiding presence of the Lord (vv.3, 5). This is the way of wisdom.

The way of wisdom submits to God as Lord to choose significance more than status, inward peace rather than outward pleasure, righteousness rather than wickedness, fear of God rather than fear of men.

Jesus warns that many who follow the way of the world enter a wide open gate and walk on the wide road which leads to self-destruction (Matt 7:13). But the few will choose to enter the small gate to walk on the narrow road find life (Matt 7:14). It is a new way to live under the leadership of Christ. In this life the believers of Jesus will discover joy in sorrow, strength in weakness, timely provision in time of poverty, peace in the midst of problem and pain. They will grow in a quality of life that will last for eternity.

Jesus offers a new way to live that is far more significant than the status and success oriented living of the modern world. He offers a relationship with God and an abundant life. It is like a spring that refreshes the emptiness of the soul which can never be satisfied by this worldly living.

Long time ago the prophet Isaiah offers this challenge to the spiritually thirsty people, “come to the waters and drink” and to those without money “come, buy and eat” (55:1). It is for free. Just come and seek the Lord while may be found and call Him while He is near (6).

Which way will you choose to live?
Life Outside God’s Rule

After the lesson, the participants will have:

- Confronted of the sin and shame of living outside God’s rule.
- Decided to live in the centrality of God’s Lordship in all areas of life.

Remind them of the people who never show any love of God. Let them consider how they have destroyed their lives. Living outside the rule of God have terrible consequences in our lives.


- After Adam and Eve sinned, the human race started living outside the rule of God to pursue their personal interest and desire more than doing God’s will.
- God regard those who reject Him as fools. They think they are wiser but only to lower their dignity as they live shamelessly in all kinds of sin and eventually bring destruction in their lives.
- People who pursue happiness apart from God remain empty in their heart even if they have so much riches of life. Those who let God govern and guide their lives discover the richness of life in their hearts in their relative poverty.

Ask: How will letting God rule at the center of your life make you happy apart from material prosperity?

Instruct the counselors to facilitate brainstorming in small group to share suggestions to develop a regular family prayer time to cultivate the love of God in the home.

After the small group sharing (7 mins), invite one group to share a report of their brainstorming for others to gain insights. (2 mins)

Ask: What action plan will you start a family for a family prayer time in your home? (Let each one think of his/her own plan. (1 min.)

Do: Invite participants to follow this prayer with you to ask God to bless your plan:

“God, I don't know whether my plan will work. I am not sure whether my family will agree to set a regular family prayer time. But unless we pray together, how can we live in harmony and joy as one family? Please, Father God, strengthen my determination to gather my family to pray and seek Your will in all that we do every day. Sow in all of us, the seed of desire to love You and live for You as the Father of our home.”

Amen
Since the time Adam and Eve chose to live outside God’s will they lived within the consequences of their rebellion against the reign of God. Banished from the Garden of Eden (Gen 3:23), Adam and Eve and their children began to live the stories of struggle and survival, envy and murder, vengeance and violence, wrong doing and wandering away from God (Gen 4). Cain even built a city for him to rule and control according to his own way (4:17).

Sadly, we too have been living the consequences of this choice. We are in a mess and misery, sin and suffering. Destruction and decay creep in every aspect of life. We are confused by temptation and think choosing God will spoil the fun of living. We think we are wiser than God only to find out we are fools by ignoring the will of God.

All peoples in rebellion against God “claimed to be wise, (but) they became fools and exchanged the glory of the immortal God for images made to look like a mortal human being and birds and animals and reptiles” (Rom 1:22-23). They created their own idols as objects of worship and they shamelessly engage in sexual immorality and orgy (26-27). They no longer consider knowledge and fear of God essential to life.

Every day we see in the "city of man", that is, life outside God’s rule, the painful consequences of excluding God out. Many prefer to serve money and material dream instead of God only to find out that even if they have acquired what they crave for they do not find their ultimate longing for love. In many instances we witness that people who live in material abundance but never let God govern their lives suffered from the absence of peace and love. On the other hand, we also see ordinary and simple people who enthrone God as their Lord and Savior discover the deep satisfaction and contentment that make them happy even in their relative poverty.

The new way to live calls every person to bring back his/her life in the centrality of God’s rule. God offers the invitation to make Him Lord of all areas and aspects of life. We surrender becoming the sole manager of ourselves. We reconcile with God and surrender our self-rule to His Kingdom. To those who will return to His rule, the Lord extends forgiveness and the embrace of His love. The choice is up to us: to live under God’s rule our outside His rule in continuing rebellion and eventual judgment.

“No one can serve two masters. Either he will hate the one and love the other, or he will be devoted to the one and despise the other.

You cannot serve both God and Money.”

Matthew 6:24
## Being Good Does Not Save

### Learning Objectives

After the lesson, the participants will have:

- Overwhelmed by the grace of God.
- Learned how to respond to live the way of grace.

### Remind: God is everywhere and knows all about the way you live. He sees what you do in secret, listens in the way you talk and knows everything you think about.

#### Ask: How do you feel if you stand before God to face His judgment?

All of us have done many bad things which make us afraid to face God. But God wants to save us apart from becoming good first.

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### Share: Share the biblical values about *Being Good Does Not Save*  

- No matter what we do to earn our salvation from God will not work.  
- God saves all us solely by His grace. Those who feel that they are righteous are condemned but sinners who repent are offered salvation.  
- Grace inspires us to do good works in gratitude to God who saves us.

#### Ask: Why will your personal salvation depend entirely on God's grace alone?

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### Share: Instruct the counselors to facilitate sharing in small groups in response to the question:  

Because God has offered you salvation no matter how great your sins are, what changes will you commit to do your work and livelihood project as a way to express your thanksgiving to God's grace? (8 mins)

After the small group sharing, invite a participant to share his/her brief testimony on how God's grace has changed the quality of doing work in act of gratitude to God (2 mins).

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### Remind: Being good does not save but receiving salvation requires doing good works to please God.

#### Do: Follow this prayer to ask God to practice doing good works in response to His undeserved gift of salvation He gives:

“I have tried to be good, but I also do lots of bad things.  
I know it well that I am not perfect enough to escape judgment.  
But You love me even if I am a sinner.  
It's so humbling that You saved me without demanding that I be good first.  
My salvation is entirely free; a gift of Your grace. Thank You, O my God!  
I will be good because You have been so gracious to me.  
I will do something beautiful for You as my way to thank You.”

_Amen_
It is difficult to imagine how a bad person can go to heaven. For this reason, people do everything to appear good to earn their salvation. They do good works like helping the poor, being kind to their neighbor, volunteering to a charity organization, getting active in an organized religion with the hope that God will remember them. What will be the greatest surprise for all is that “good people” will not make it to heaven if they depend on their acts of goodness to win God’s favor.

The good news is that Christ announced that he came for sinners not for the righteous (Matt 9:13). Jesus spent time with the prostitutes and publicans, cheaters and corrupt, not to condone their sins but to show them compassion (ex. Jn 8:2-11). He became known as “a friend of tax collectors and sinners” (Matt 11:19b). Those who regarded themselves religious and righteous were not included in the Kingdom but those who were disdained as scalawags and scoundrels of the world found their way into Jesus’ company.

God is never impressed of our best effort to pass the mark of salvation. All the rewards and remarks people offer for good and great things they’ve done are really nothing to appease God’s anger. Only the good sacrificial work of Jesus Christ is acceptable to God to extend His forgiveness.

Salvation is entirely by grace. “Not by works, so that no one can boast” before God (Eph 2:9). Salvation is given freely to all. It is God’s act of love to forgive us all our sins. He sent His only beloved Son to pay the penalty of our sins so that we can appear right before Him, not because of our goodness but on the sole merits of Christ’s righteousness applied to all sinners.

A new way to live is by grace. Because of God’s overwhelming love to save us and restore us into a relationship we are able to enter God’s Kingdom by grace. Grace makes us all equal and saves us.

We are to be inspired to do good works, not to buy salvation but as a sign of receiving the grace of God. Grace teaches us to live our created calling “to do good works” which God has prepared long before He created us (Eph 2:10). When people choose to be obedient to God they demonstrate the goodness of God in their lives by imitating God in His love and compassion.

All those who consider themselves sinners and wretched, hungry and thirsty for God’s love may come to Jesus Christ to receive God’s abundance grace. You don’t need any money to buy, just “come, buy...without money and without cost” (see Isa 55:1-2).
Jesus Died and Lives Again

Learning Objectives

After the lesson, the participants will have:

- Understood the significance of Christ’s dying and living again.
- Considered to die from sin and to live a new way of life.

Remind: The Cross is the symbol of Christ’s death to save the sinners of the world. Instead of you and me hanging helplessly and hopelessly to suffer divine judgment, Jesus Christ died for us. But many Filipinos don’t really experience the meaning of Christ’s death at the cross. . . How about you, what does the cross of Christ mean to you?

Share the truth about Jesus Died and Lives Again.

- Every Holy Week, we see the re-enactment of Jesus’ death and resurrection. It is a ritual to remember for many Filipinos.
- It is God’s way of forgiving and saving sinners from God’s judgment to raise them to a new way of life. It is lived by developing the spiritual habit of dying to sin and living for Christ.
- It is an experience of new creation: the old life withers away and a new life begins to bloom (see 2Cor 5:21).

Ask: What changes does the truth of Jesus dying for and rising in your life bring about the way you live?

Share: The need to accept Jesus as their personal Savior and Lord to experience the blessings of Christ’s death and resurrection for their own salvation. It is like getting married to Christ. It is having personal relationship not changing religion. Share the steps (6 mins):

Admit that you have sinned against God and you want to Accept Jesus as your Savior and Lord.
Believe that Jesus alone, by His death and resurrection can save you.
Commit to follow Jesus in faithful obedience to live through the power of his resurrection.

Share: The counselors share their personal testimony on what happened in their lives when they received Jesus as the Savior and surrendered their lives to Him as their Lord (4 mins).

Note: Pastors teach and train the counselors ahead of time on how to share their personal testimony.

Do: Invite the participants to pray the Sinner’s Prayer to receive Jesus as personal Savior and Lord:

“My God, I have been living a rebellious life.
I am a sinner deserving Your judgment.
But you have shown me mercy by giving
Your only Son to die for the penalty of my sins.
You have offered me eternal life through the death of Jesus Christ
and the power to live his risen life.
I want to stop the life of sin and start living Your salvation.
I believe You Jesus Christ to be my only Savior.
I surrender all of my life to You to be my Lord.” Amen
Seeing Jesus hanging sacrificially at the cross is a familiar sight in our country. However, many have never seen its true significance and power to change their lives.

The heart of the Christian message is Jesus; the Savior who died and the Lord who rose from the grave. Paul summarized the good news this way: “that Christ died for our sins according to the Scriptures, that he was buried, that he was raised on the third day according to the Scriptures” (1 Cor 15:3b-4).

Jesus Christ’s death was offered as a sacrifice to turn God’s wrath away from our rebellion against His rule and love so that instead of us being condemned in judgment we are forgiven and reconciled to God. Jesus rose from the dead to live again in our own lives through the power and presence of the Holy Spirit. We claim the merit of Christ’s sacrificial death by repentance from our sins and by faith in the Lord and confess it publicly through water baptism (Rom 6:1-7).

A new way to live is a habit of dying to self and living with Christ. Living the values of the Kingdom involves a decisive act to count ourselves already dead in sin and alive in Christ (Rom 6:11). By faith in Jesus Christ, we undergo our own death and resurrection. If we live that truth, we will experience the spiritual power to say no to our self-centered desire and to say yes to Christ’s invitation to live his life.

Every person who turns around to follow a new way to live personally receives Christ who died for us. It’s like a wedding day of committing and announcing a commitment to live with Christ for the rest of life. In that moment a person is united to Christ’s death and resurrection. He/She enters a new way to live according to the way of Jesus. The appropriate way is to explore the gift of new life and accept the forgiveness of sin. We will grow to become like a new creation, “the old has gone, the new has come” (2 Cor 5:21). This is God’s gift of salvation through His Son’s death and resurrection.

A new way to live is an act of gratitude to the one who died for our sins and lives again to impart his life in our spirit. We now seek God’s will to live for the sole glory of Jesus Christ, our Ruler and Redeemer, Lord and Life. In dying with Christ we start living for Him!
Sinners Come Home

Learning Objectives

After the lesson, the participants will have:

- Acknowledged the consequence of rebellion against God.
- Heard God's call to repent and return to God home of love.

Remind: This is the eight week. By this time as participants they have become aware of God’s plan and purpose in creation to live under God’s rule and have been rebelling against God by choosing to live their way. Jesus died and lives again to offer a new way to live.

Ask: What are you realizing about your relationship with God?

Share about the value of Sinners Coming Home to God.

- Coming home is a joyful experience.
- The Prodigal Son, humbled and shamed by his rebellion against his father, resolved to come back home.
- Every prodigal who comes home to God will receive forgiveness and be restored as God’s son and daughter.
- God is waiting for every sinner to come home.

Ask: Why is it important for a sinner to return home to God in repentance to start a new way of life?

Remind: The prodigal son is really our own spiritual story. We all ran away from our spiritual home and rebelled against our Father God. The Holy Spirit has been knocking in our hearts to awaken a desire to come home in God’s fatherly loving embrace waiting to give us new life.

Share: The counselors facilitate a small group conversation by asking participants to share their response to the question: What do you feel in your heart which makes you desire to come home to God's love? The counselors encourage each one to share honestly from their hearts but not forcing anyone.

Do: Invite the participants to express their desire to come home to God. Let them pray in silence to tell God that they want to come home. After some time, invite them to pray together by following you lead in prayer:

"Father, it has been a long time that I have left the home of your love.
I have chosen to live my own way.
I do not have money to spend for my pleasure.
But I have wasted the richness of life by sinful living.
I feel empty in my soul.
I am hungry for real love which You alone can give.
I miss You, my dear Father God.
Help me to come home in Your open arms of love”.
Amen
Sinners Come Home

“...But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him.”
Luke 15:18, 20

Coming home is a sacred experience that is deeply felt in one’s soul. Every time an Overseas Filipino Worker (OFW) comes home after being away from his/her homeland and family, streams of joy flood the heart. The reunion with loved ones becomes a sacrament of grace that renews life within. The loneliness of being away from people one cares so much is transformed into joyful celebration of eating and drinking, dancing and singing.

The scene of the prodigal son in Jesus’ parable is about coming to home and is celebrated with extravagant feasting (Lk 15:11-31). The prodigal son who chose his own way to live in the pleasures of sin and worldliness becomes deeply broken and beaten by sin and shame, when he decides to come home to beg his father’s forgiveness. On his return, he is prepared, that in his father’s will no longer treat him as a son but just one of the slaves. Instead of cursing him, his father ran to meet him with open arms of love. He restored him back into the family and rejoiced that his son who was lost is now found. The son who was considered dead is now alive (v.15).

Every time a sinner comes home to God, it is celebrated with joy in heaven. Even if just one sinner repents the angels gather to rejoice in a heavenly choir (vv.7, 10). There is nothing that God longs for more except for sinners to come home in repentance and enter the fold of His Kingdom. In fact, God has been seeking those who have chosen their own way in order to encourage them back home. Even if we have rebelled against His rule, the Lord never abandons us.

God is continually working to convict our hearts of sins so we can repent. So one day, the prodigal son was awakened down in the pit eating with pigs, the place where his rebellion brought him. Deeply broken, he was awakened and convicted of his sin against God and his father. In deep sorrow and mourning for his sin, he confessed: “Father, I have sinned against heaven and against you.” (v.18) He completely turned around to leave his life of wild living and rebellion. Truly repentant, he started his journey of returning home to seek his father’s mercy and love. “But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his, threw his arms around him and kissed him.” (v.20) The waiting father received and reconciled his lost son into his love.

Similarly, if any one who has been lost in sin acknowledges his/her own rebellion and responds to God’s invitation to come home in repentance, be assured of God’s forgiveness and restoration. God is the waiting Father, always looking for anyone who is walking back home to live in the Kingdom of God. God’s very nature is love. No matter how great our sins are, the Lord will always forgive if we repent and return to Him.
Following the Way of Christ

Learning Objectives

After the lesson, the participants will have:

- Considered the cost of following Jesus.
- Deepened the commitment to live the way of Jesus.

Remind: Many don’t want to be fully committed to follow the way of Jesus Christ. They find it hard to give up their own way of happiness even if this leads them to sorrow and suffering. For example: enjoying addictive habits like alcoholism, gossiping, gambling, etc.

Ask: What are you finding it hard to give up in following Jesus?

Share with the participants the value of Following the Way of Christ.

- It is intentionally living like Jesus.
- Be prepared to pay the price of obedience.
- It involves repentance to turn completely from sinful living under the self-centered desire in order to obey the Lord Jesus.
- It is like a seed that dies but grows to bear fruit (Jn 12:24)

Ask: Why is your “self” could be the greatest hindrance to a new way to live?

Remind: Many Filipinos live a double life. Religious on Sunday and holy days like Christmas and Holy Week but rebellious on week days by following their self-interest instead of pleasing Christ.

Share: The counselors encourage the participants in their group to share the change they envision in their lives by resisting the temptation to disobey Christ so they can practice obedience to live a new way in Christ.

Ask: What are your most difficult struggles in following the way of Jesus Christ? (Give them a minute to search their hearts.)

Do: Invite them to surrender their struggle to Christ by following this prayer of surrender:

“O Lord Jesus, there is in me that want to follow you faithfully. But it’s difficult to resist the temptations to sin. Honestly, I also enjoy doing things which you are not happy about. But they also give me sorrow and suffering. They don’t satisfy my inmost longing to be happy. You taught me that it is in dying to my self-centered life that I can discover new life by making you the center of my life. Help me, Lord, to say No to my will in order to say Yes to your will.”

Amen
Life rooted in the values of the Gospel is a growing relationship of loving intimately and living intentionally the way of Jesus. A new way of living is an invitation to follow Jesus’ way. He offers a new path to walk on that will lead to eternity. He is “the way, the truth and the life” to lead us in life-union with God the Father (Jn 14:6). We journey with Jesus by walking in the truth that bears the fruit of his life.

Those who follow Jesus must be prepared to walk along the Calvary road. “Whoever wants to be my disciples must deny themselves, take up their cross daily and follow me.” (Lk 9:23). This is not an easy walk in comfort and convenience. It involves a radical commitment of dying to self’s rule in order to carry our own cross of self-denial. Dietrich Bonhoeffer, a writer, made it clear by saying that anyone who wants to follow the way of Jesus, “he bids him come and die”. To die to self is to firmly say No to self-centered desire in order to do the will of God. This is a painful act of commitment! The false self opposes the way of Jesus. The true self in the presence of the Spirit delights to follow Jesus in the ordinary struggles of life.

No one can truly live the way of Jesus without repentance. Unless one radically and completely turns back from the life of sin and self-rule, it is impossible to obey Jesus. Repentance is an act dying spiritually and way of discovering the new life growing from within. Jesus said, it is like planting a seed. It goes into the process of dying while buried under the dark soil but at the same time it is germinating life. Jesus said, “unless a kernel of what falls to the ground and dies, it remains only a single seed. But if it dies, it produces many seeds” (Jn 12:24).

This new way to live of following Jesus is not the way of perfection. Along the way we will fail, fall and fumble. Sin will not easily let us go. Be assured of God’s mercy and grace will always be extended if we acknowledge our sins and ask for His forgiveness (1Jn 1:9). What seems hard will eventually become a habit of obedience. Slowly, we will learn that following the way of Jesus is a lifestyle. We will find the joy of living even amidst trial and trouble, persecution and pain.

The seeds of Jesus’ life planted in our soul will grow and bear fruit as we learn to in the way of Jesus. Always think that beyond the cross of dying to self is the crown of life. Unless we embrace being broken in Christ we will never share the beauty of his life. As Jesus suffered and died we too are called to enter the fellowship of His suffering (Phil 3:10), following his steps (1Pet 2:21) in the new way of living.
Learning Objectives

After the lesson, the participants will have:

- Understood that following Jesus involves a new way of living.
- Start practicing the new habit of following the way of Jesus.

Remind: By this time something good must be happening in your life. There are changes in the way you live once you start living the values you are studying.

Ask: What changes do others notice in the way you live since you start living the values of a new way to live?

Share with the participants the value of Learning to live the Jesus’ Way.

- True belief in Jesus involves a change of behavior. If we don’t change it’s like Satan knowing God exists but rebelling against His rule (Jam 2:19).
- Transformation involves a change of thinking by renewing our mind according to the teaching of the Scripture.
- It involves developing a habit of living the new self, the image of Jesus. It is like changing dirty clothes to wear newly-washed clothes.

Ask: Why is keeping the old habits of living inconsistent with the new habits of living a new way of life in Christ?

Remind: A new believer of Jesus begins to show change. It is a process of life-shift: from practicing deceit to living honestly, from being lazy to working industriously, from telling a lie to telling the truth, from ignoring God to fearing God, from cursing people to blessing them. (2 mins)

Share: The counselors lead participants in small group to share dirty habits they must stop and clean behavior they must start to follow Jesus’ way of life. Give this example: (1) Stop gossiping to start praying for people (2) Stop wasting money to gambling or drinking to start saving money

Ask: What do you want to change to follow the way of Jesus? (Let them think and name it personally.)

Do: Invite them to commit their desire to change and to seek His help by following this prayer:

“Lord, I want to become a beautiful person, inside and out. I want to change my sinful living by following your teachings and examples. Increase my longing to love You and to live for the better. Jesus, I surrender my sinful habits to You. Uproot them from my heart. Plant in my heart new habits of living for you. Open my mind to know Your will. Lead my hands to follow Your way.”

Amen
Learning to Live the Jesus’ Way

“You were taught, with regard to your former way of life, to put off your old self... and to put on the new self, created to be like God in true righteousness and holiness.”

Ephesians 4: 22, 24

Believing in Jesus is a way of life. It is a call to live the life that Jesus modeled to us. Growing in knowledge about Jesus without transforming our character and conduct, talking and thinking, working and walking in the ordinary world is not enough. True faith involves change in the way we live (see Jam 2:14-19). Believing Jesus without behaving like Him is the way demons believe in God (Jam 2:19).

Changing our behavior in the likeness of Jesus is not automatic. Imagine how we’ve been accustomed to living away from the will of God. Our values were not shaped by the Word of God but rather by the world’s fads and fashion. Consequently, the old way of life is lived in sin and self-interest that practically denies that we ever believe in God and Jesus Christ. True faith in Jesus Christ involves walking our talk. How do we do that?

Paul wrote letters to guide those who have put their trust in Jesus Christ. They are also for instructions of all believers in Jesus that they may know how to live the way of Jesus. Consider, for example his letter to Ephesian church in Eph 4:17-29. Here are some points to lead us in the way of Jesus.

First, we must renew our mind. The reason why unbelievers live in their evil ways is the “futility of their thinking” (17) who are “darkened in their understanding and separated from the life of God because of the ignorance...due to hardening of their hearts” (18). Our behavior is the result of our way of thinking. A mind molded by a perspective that ignores God will result to life in darkness of sin. But those who believe in Jesus were “taught in Christ in accordance with the truth” (21). That truth is revealed in the Word of God. Learning the Scripture renews our mind to think differently that leads to transformation (see Rom 12:2). A new way of thinking leads to a new way of living in accordance to the will of God.

Second, we must recreate a new self. The old self is “corrupted by its deceitful desires” (22) and results to all kinds of evil practices that invite God’s wrath. Those who become the followers of Jesus undergo a re-creation process to have a “new self, created to be like God in true righteousness and holiness (24). The recreation of the new self involves “putting off” the old way of life under the old self and “putting on” a new way of life in Jesus Christ (24). In a practical way, it involves renouncing the old habit of sinning to receive a new habit of holy living in obedience to the will of God.

Living in the way of Christ is learned in daily practice. It is a process that takes time. It involves discipline of stopping the old habit of living our own way to develop the new habit of following the way of Jesus. We will not become perfect in this world. However, people will begin to notice the evidence that we are being transformed to be like Jesus in the way we talk and work, in practicing honesty and humility, in learning to share and support those who are in need (25-29). We slowly become more like Christ.
A New Power to Live

Learning Objectives

After the lesson, the participants will have:

- Realized that without spiritual power, they’ll fail to live the way of Christ.
- Learned how to appropriate the power of the indwelling Spirit.

Remind: Many have desired to change their life for something good. However, every time they decide to change, they feel lacking the inner strength to do what is right.

Ask: What are hindering you to obey the Lord Jesus’ way of life?

Find the new source of power to practice a new way to live.

Share with the participants about the value of receiving A New Power to Live.

- Desiring to live the spiritual values is not enough. You will always find yourself falling back into disobedience.
- We inherited a sinful nature from Adam and Eve’s rebellion against God. It is a moral weakness that prevents us from obeying God.
- The gift of the Holy Spirit is given upon receiving Jesus as Savior and Lord to live in us and to impart the inner power to follow the new way to live
- We receive spiritual power as we follow the leading of the Spirit and submit to its inner prompting.

Ask: What kind of power do you need to be able to transform your life values and practices?

Remind: Every end of the year, many people make New Year’s Resolution to change only to slide back to their old behavior on the first day of the coming year. Resolution to change is not enough. To live a new way of life, a person must be filled with the Holy Spirit to experience spiritual power.

Share: The counselors facilitate the participants in small group to share new practices they want to live and why do they find themselves so weak to continue doing it.

Ask: What is really controlling your life? Which of these do you follow: anger, envy, impure thought, bitterness, hate, etc.?

Do: Invite them to ask the Holy Spirit to empower them to live by following as you pray:

“God, I can not obey You with my own strength and sheer determination. I need an inner power that Your Spirit alone can give. If I accept that I am weak, your promise that I can be strong in Christ to do what Your will. O divine Spirit, anoint me with your power.

I open my heart to You to become the living temple of your divine presence. Lead me deeper to embrace Your Spirit.”

Amen.
How many times have you desired to follow God just to find yourselves losing the courage and capacity to fulfill your intentions? Doubt and discouragement, fear and forgetfulness, impatience and irritation, temptation and trial sabotage your decision to obey. You are weakened in your inner being. As Jesus said, “The spirit is willing but the body is weak.” (Matt 26:41).

The human nature is naturally resistant to obey God. We are all born with a sinful nature which is a moral tendency to do evil. This “indwelling sin” is what makes us weak to embrace a new way to live in Jesus. Unless we are energized from within, our desire to do good will not be fulfilled. Obeying God is not done by mere, sheer determination. We need a new power to live.

Paul confessed his own struggle in Rom 7:15, “I do not understand what I do. For what I want to do I do not do, but what I hate I do.” He desired to do what is good but found himself yielding to sin. He explained this moral reality: “As it is, it is no longer I myself who do it, but it is sin living in me.” (17). In Romans 8, Paul explained the way out of this moral dilemma. Those who received Jesus Christ in their lives have received the Holy Spirit to set them free from the law of sin and death (8:1-2).

The Holy Spirit has been given to all believers to empower them to live in obedience to Christ’s commands. This is the same power that raised Jesus to life (8:11). The Holy Spirit regenerates our dead spirit (Tit 3:5) and renews us continually to live the life of Jesus. “He who raised Christ from the dead will also give life to your mortal bodies through his Spirit, who lives in you.” (8:11). How can you receive the spiritual power to live?

Let the Spirit control your life (8:9). In another passage, Paul calls believers to “be filled with the Spirit” (Eph 5:18). It is possible to say no to sin from within by surrendering your will and desire to the Spirit so you can be empowered to pray like Jesus, “not my will, but your will, O Lord” (Matt 26:39). Full submission to God lets the Spirit direct you and weakens sin’s hold in you.

Learn to live the truth of the Spirit that “lives in you” (8:9, 11). This is the same thing as “Christ is in you” (8:10). As a Christian, you become the home of the Spirit. You can appropriate the power of the indwelling Spirit by cultivating intimate relationship with him. Daily reading and reflection of the Word of God, prayer and listening to the voice of the Spirit, worshipping and fellowshipping with other believers deepens your relationship with the indwelling Spirit. This is what will strengthen your soul to obey Jesus.

The Holy Spirit that lives in you wants to empower you to live. But it can only happen if you submit to the Spirit’s control and seek him intimately through the practice of spiritual disciplines.
Living as Wise People

Learning Objectives

After the lesson, the participants will have:

- Recognized the need to grow in wisdom rooted in the Biblical principles.
- Learned to discern what is right to live in wisdom.

Remind: Everyday-living is surrounded with choices and decisions. Living in sinful living is also a choice. Following a new way to live is a personal choice each one must decide.

Ask: What kind of choices do you make in your daily life? What are the results of your bad choices?

Share with them about the value of Living As Wise People.

- Life involves choices and decisions. Some are easy. Others are difficult, especially moral choices to do what is right and pleasing to God.
- If you reflect the values you are learning and start practicing them, you will grow in depth of insight in God’s way to make you wise and choose what is right.
- Daily devotion to cultivate your loving desire for God makes you godly wise.

Ask: Why will the practice of taking time to meditate the spiritual values you are learning make you wise to choose what the will of God is?

Share: You went to the nearby sari-sari store to buy 2 packs of noodle for a snack. As you were going home you found that you received more change monies than what you need.

Share: The counselors invite the participants in their small group to share their answers to this question: What will you do: keep the change or return the change? Why?

Remind: Embracing the values of Christ taught in a new way to live make you wise to choose what is right and pleasing to God.

Do: Invite them to seek God’s wisdom to choose what is right and good by following as you pray:

“Lord, often times I am confuse by not knowing
how to choose between what is right from wrong.
Sometimes, even if my conscience bothers me,
I just ignore it to follow what is popular and acceptable
even if they are not pleasing to You.
O God, make me afraid to do anything wrong to displease You.
Cleanse my heart so that I will have pure motive.
Make my conscience tender so that I will be convicted when I commit sin.
Remind me of the values I am learning
so I can discern the truth from false,
the right from wrong, the fair from unjust.”
Amen.
Every day we are confronted to choose from the many options to live. It can be as simple as selecting what to buy or how to spend our time. It includes a more serious challenge of finding what is right or wrong. The value-system of this present world is shaping our mind to live according to what is popular but may not be conforming to the will of God. We need to choose well to determine the new way to live.

In an advent of modern hi-tech communication, we are suddenly exposed to many ideas and different lifestyles of people, not only locally but globally. The desire to become relevant and acceptable to our friends and neighbors pressures us to conform to how other people live. But what is popular does not necessarily please the Lord. In fact, when we truly obey the Lord, we must be prepared to lose friends and family members because they will persecute us for choosing the way of Jesus. This is part of the cost of embracing the life of Jesus. This is not easy for in doing so we seem to appear to hate people we care and love (see Matt 10:32-39).

Living a new way requires that we are growing in godly knowledge and depth of insight to choose what is best for our spiritual transformation (Phil 1:9-11). It is not being informed about biblical teachings but being formed by the will and way of God in mind and heart, character and conduct. Life's decisions to follow the way of Christ require wisdom. It is more than deciding on what to believe but determining to do the will Jesus do in a given situation. This calls for godly wisdom.

Growing in wisdom is rooted in our devotion to God. It is being fully committed to God that will make us wise. The fools reject God. Wise people deeply love God with the totality of their being. Unless we make God the center of our desire and dream, it will be difficult to pursue His will. Wise spiritual guidance results from intimate knowledge of God. If we really know God we will know what He wants.

Wise people delight in the law of the Lord and meditate on it day and night (Ps 1:2). This practice renews our mind to think the way Christ would think (Phil 2:5). What we think is what determines our action. Immersing our mind in the Word of God shapes our values and visions of life in the Kingdom of God. It will increase our capacity to discern between good and evil, right and wrong.

Godly wisdom is also formed by cultivating our desire for everything that is good and beautiful, pure and lovely in God’s sight (see Phil 4:8-9). This may involve deliberate indifference from anything worldly (not pleasing to God) in order to delight on God alone. Cultivating our heart’s desire for the Lord is what will make us wise. What the world offers are inviting for they are offered in a golden cup but if we look inside it is “filled with abominable things and the filth” of the temptress’ adulteries (Rev 17:4). Wise people are able to see the evil behind the appearance of good. They see that the angel of light is really Satan himself (2Cor 11:14). Growing in wisdom is a new way to live!
After the lesson, the participants will have:

- Understood that following Jesus includes all areas of life.
- Submitted all areas of life to Jesus as one's Lord.

Remind: It is common to hear and observe corrupt politicians who are also regular church goers. They pray yet accept bribery. Most people separate the secular activities from sacred devotions to God.

Ask: Why will you consider organic gardening can be a sacred work to glorify the Lord?

Share the value of submitting All of Life to Jesus as Lord.

- Jesus redeemed us so everything about us and in us belongs to God so it must be only used, and lived for His glory.
- No separation between sacred and secular, spiritual and material. Every day is lived like Sunday; holy and pleasing to God. We become an every-day follower of Jesus.
- Every activity we do in life must be done for God's glory.

Ask: Why is the follower of Jesus called to live all activities of life from Sunday to Saturday only for the glory of God?

Remind: Living a new way of life happens in the ordinary places where we live and work. Followers of Jesus are everyday Christians. The way we do work is an act of worship (see Col 3:23-25).

Share: The counselors facilitate small group interaction as participants share insights on how they implement practicing the biblical values they are learning in all that they do from Monday to Sunday.

Remind: God is everywhere. Jesus became human like us to model living all of life as sacred.

Do: Invite the participants to seek the presence of God in all of life by following as you pray:

"Lord, You are present everywhere.  
 I can't run away from You.  
 You accompany me where I am going.  
 You see what I am doing. You hear what I am saying.  
 Teach me to be aware of Your presence in all places and at all times.  
 In all that I do, whether working and worshipping,  
 eating and drinking, talking and listening,  
 I offer them all for Your glory."  
 Amen
Many Filipinos become religious on Sunday and during holy days like Christmas and holy week. Those who have ignored God in their daily lives become conscious of God. Some start examining how they have performed before the Lord.

The separation of the sacred and secular, spiritual and material is very common among all people. But the new way of life Jesus calls his followers to integrate all of life as sacred and must be lived for the glory of the Lord.

Paul teaches to see the ordinary practice of “eating and drinking” as a sacred act. We must do it for God’s glory (I Cor 10:31). Every work we do, even if it is a menial job, must be offered to God (see Col 3:22-25). Every work done for God is a sacred ministry. Christians do their work at home and in the office in full consciousness that God is watching. Doing an excellent work in reverence to God and sincerity of heart, merits heavenly reward. Even organic gardening must be done to please Jesus. If we are called to live for Jesus, doing everything to please him, how can we divide life between sacred and secular?

A new way to live revolves around the Center where Jesus reigns as Lord of all areas of life. In becoming human like us, Jesus sanctified life and work in the body. The incarnation of the Son of God gives values to everything that we do in this world twenty-four-seven.

In saving us, God has a total claim for everything in us. We are deeply indebted to God, not just for giving us life but most of all for saving us for eternity. Everything in us belongs to God, our time and talent, our heart and mind, our possession and property. The only fitting thing is to use them for His glory.

Every day and in all moments, we live and work in act of worship. Who we are in what we plan and practice is a sacred offering.
### Life in the Body of Christ

#### Learning Objectives

After the lesson, the participants will have:

- Recognized the importance of joining the local church.
- Acted to participate in the local church nearby.

---

<table>
<thead>
<tr>
<th>Remind:</th>
<th>There is a common saying: “No man is an island”. It means that no one can live in isolation. We all need a group of friends and members of our family to live.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask:</strong></td>
<td>Why will you consider belonging to a community important to receive care?</td>
</tr>
<tr>
<td><strong>Share</strong></td>
<td>the importance of belonging and participating in Christ’s community called the local church.</td>
</tr>
<tr>
<td></td>
<td>All of us need supporting relationships to live. We receive help from family and friends, pastors and priests, neighbors and community leaders.</td>
</tr>
<tr>
<td></td>
<td>The Lord has adopted you into His family if you have surrendered to Jesus as Lord and Savior. It expands your supporting relationship. It supports your spiritual growth through worship, bible study, prayer, witnessing and helping the needy.</td>
</tr>
<tr>
<td></td>
<td>Baptism initiates you into the church. You are called to live in mutual care and accountability, serving one another for mutual growth.</td>
</tr>
<tr>
<td><strong>Ask:</strong></td>
<td>What will joining a local church contribute for your transformation?</td>
</tr>
</tbody>
</table>

| Remind: | The local church is a network of support. Members of the church are called to be committed to one another and care for one another’s well-being. It is like a body where every part of it supports other parts of the body to be healthy and alive. |
| **Share:** | The counselors facilitate sharing of insights among participants in small group by responding to this question: How can active membership in a local church increase your network of friends to support your journey of transformation? |

| Remind: | The local church is a partner of transformation. It is the family of God supporting one another to live the life of Jesus. |
| **Do:** | Invite the participants to thank God for the local church who seriously serve God for the transformation of the poor by reciting this prayer: |

> “Father God, Christian churches whatever groups are not perfect. But there are serious Christ’s communities which strive to follow Jesus and seek ways to care for the poor. Bless them, O Lord. Thank You for the churches that extend support and expand ways to serve my needs. Thank You for church members who are now my friends and make me feel that I belong to the family of God.”

Amen
No one must live alone in life. We all need the support of family and friends to face the challenges of life’s troubles and tragedies. Let’s thank God for people He gave us who are always there with us. They comfort us in time of problem and pain.

The journey of life transformation poses new challenges. New believers of Jesus need new companions to walk successfully in the new way to live for the transformation of all areas of their lives. Not just the religious life, but including livelihood and physical well-being. In committing your life to Jesus, you start the journey of change. To have a continuing walk with the Lord needs like-minded people who support and struggle with you, equip and encourage you to remain faithful to fulfill God’s plan for your life.

God has formed His new community called the church. It is composed of people who gather their lives at the center where Jesus Christ reigns as Lord. In belonging to a faith-community you meet new friends and most of all fellow members of God’s family. Those who received Jesus as their personal Lord and Savior, God gave them “right to become children of God” (Jn 1:12). So you are honored to become God’s adopted child and the privilege to call God your “Abba (Daddy/Tatay) Father” (Rom 8:15-17). Our heavenly Father commits to meet all our needs, provided we seek His rule over our lives (Matt 6:33).

One enters God’s local community called the church through water baptism. In Rom 6:1-4, Paul described baptism as being united with Christ’s death and resurrection. To be baptized means that you have died to the old life of sinning in order to rise to a new life of walking to follow the life of Jesus. This is a new way to live, that you participate with other followers of Jesus in the local church.

Participation in the life of the church involves regular worship, prayer and fellowship, study of the Word, receiving and equipping to share your experience with God as your witness and supporting one another life’s needs (Acts 2:42-47). This is not simply a one-way relationship. It is a mutual commitment to live the life of Jesus. The many “one another” passages, like “bear one another’s burden” (Gal 6:2) emphasize that it is in giving-and-receiving ministry that one experiences transformation.

No one lives alone. You belong to Christ’s church so that you may discover the fullness of life with your fellow followers of Jesus and members of God’s family.
Learning Objectives

After the lesson, the participants will have:
- Distinguished the real followers of Jesus from nominal believers.
- Submitted to the spiritual process and practice of fruit-bearing.

Remind: Filipinos say, “what the tree so is its fruit” (“Kung ano ang puno ay siyang bunga.”) A mango tree will never bear a guava fruit. Similarly, Jesus said that by their fruits you will know his true followers.

Ask: What kind of fruit are you showing?

Share the value of Bearing the Fruits of New Life.
- Many claim they are Christians; followers of Jesus. However, without the fruit of Christ’s life seen in the way they live; they are false followers.
- True believers are bearing the fruit of the Spirit which is the very character of Jesus. It is the work of the Spirit forming Christlikeness within.
- Christian fruitfulness grows through the pruning of disciplines of God and abiding faithfulness of believers to commit with Christ and commune with His love.

Ask: How important is the Christ-like values you are learning to bear the spiritual fruit in the way you live?

Remind: The fruit of life grow by cultivating it in your life. Practicing spiritual disciplines like praise and worship, bible reading and prayer.

Share: The counselors facilitate small group sharing by responding to this question: What changes have you seen in your life by learning to pray during values formation teaching?

Remind: The Holy Spirit works in the believers life to grow the fruit of Christlikeness like love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control” (Gal 5:22-23).

Do: Invite the participants to ask God to let the fruits of life grow in their lives as they recite this prayer with you:

“Lord, I want to be a fruitful tree for You.
Water my heart with stream of life
flowing from Your works of love.
Fertilize my soul with beautiful words of life from the Bible.
Cut the dead branches of sin in my life so that more fruits will grow in me.
Help me to remain faithful to You to the end of my life.
I will be always close You as You are ever close to me.”
Amen
How do you know what kind of tree one is? By the kind of fruit it bears. Using the common fact of life, Jesus said that to know who his true followers are, they are known “by their fruit” of life (Matt 7:20). Those who could not demonstrate the fruit of the life of Jesus are “like a tree that does not bear good fruit, (it) is cut down and thrown into the fire” (19). Quite strong words! Jesus does not want non-committal followers. He calls those who are willing to grow, to bear much fruits of the new life he offers.

The fruit is the tangible evidence we’ll see that we are truly united with Jesus. This is not a matter of working hard to change. It is the gift of grace that grows as we trust and obey the Lord. It is formed by the Holy Spirit in our lives as we learn to receive and respond to the inner work of spiritual formation. We will be surprised that the “fruit of the Spirit” (Gal 5:22) is slowly developing Christ in our character and conduct, attitude and actuations, priorities and practices in life. These spiritual values equip us to live a new life and strengthen us towards the transformation that we long for.

In John 15:1-8, Jesus told a parable to show us how we can bear much fruits of Jesus’ life. It involves embracing the painful pruning process God performs in our lives (1-3). God uses life’s trials and troubles to test our faith. They hurt! But if we humbly welcome them as God’s pruning knife, it will result to more fruitfulness (2b see also Heb 11:9b-11). Life transformation always involves the painful process of brokenness.

The branches (disciples of Jesus) that bear fruit are those who remain connected to the Vine, who is Jesus (5). Without this abiding relationship with Jesus, no one can bear fruit (4b). We draw our life from our faith union with Jesus. We nurture our spiritual life connection through communion with God through the regular practice of spiritual disciplines like prayer and worship, reading and reflection of the Bible.

As we bear much fruit, God opens new possibilities which we have never experienced before (cf. v.5). Ask God for what you really need and “it will be given” as God wills it.
VHL TRAINING PROGRAMS

TRANSFORM AND JUMPSTART PROGRAM:

HEALTH TRAINER’S MANUAL

(Versions 5, June 2013)
Transform & Jumpstart Program: Livelihood Trainer’s Manual

International Care Ministries

Version 7, Published May 2013
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OVERVIEW OF THE VALUES HEALTH LIVELIHOOD (VHL) TRAINING

The course aims to train essential life skills to communities suffering the effects of poverty and social injustice. The training contains values, health and livelihood (VHL) components.

The health training occurs in a discussion format, focusing on skills and knowledge needed to prevent illness / disease and to promote good health choices. The health training is also revised individually during house-to-house visits and small group discussion times.

The livelihood training focuses on poverty alleviation through imparting small business ideas and skills. These ideas are directed at activities that will also directly improve health, such as home-based vegetable production. The training is undertaken initially in a large-group discussion format during the feeding session. As with the health training, the livelihood teaching is reinforced during individual (house-to-house) or small group discussions at the participants’ homes.

Dynamics of the program
In order to encourage participation and facilitate learning, the training incorporates two specific dynamics. These are:

1. Contemporary training: Using dynamic training strategies to ensure participation of all during the session; using the training manual and associated resources
2. House to house: Visiting the participants at home to reinforce relationship development and practical implementation of knowledge
3. Prizes: Positive incentives used to encourage participants and to reward positive dissidence

Team members
The program involves participation from a variety of ICM and community members. These are as follows:

<table>
<thead>
<tr>
<th>Team member</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Livelihood trainer</td>
<td>- Weekly livelihood training at the HL site</td>
</tr>
<tr>
<td>2. Health trainer</td>
<td>- Weekly health training at the HL site</td>
</tr>
<tr>
<td>3. Pastors</td>
<td>- Weekly values training</td>
</tr>
<tr>
<td></td>
<td>- Attend HL training day</td>
</tr>
<tr>
<td>4. Counselors (4/5 per location)</td>
<td>- Assist with training sessions – e.g. caring for children during teaching</td>
</tr>
<tr>
<td></td>
<td>- Undertaking home visits with trainers</td>
</tr>
<tr>
<td></td>
<td>- Assist pastors in providing spiritual care to participants</td>
</tr>
<tr>
<td>5. Participants</td>
<td>- Attend weekly training day and participate in the small group activities</td>
</tr>
<tr>
<td></td>
<td>- Be available for home visits</td>
</tr>
</tbody>
</table>
### Training Structure

<table>
<thead>
<tr>
<th>Time (e.g)</th>
<th>VHL training day structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 - 11.00</td>
<td>Travel to Transform / Jumpstart area</td>
</tr>
<tr>
<td>11.00 - 12.00</td>
<td><strong>Pre session:</strong> House to house visit (2 per trainer) or small group discussion</td>
</tr>
<tr>
<td>12.00 - 1.00</td>
<td><strong>Lunch (bring your own)</strong></td>
</tr>
<tr>
<td>1.00 - 1.30</td>
<td>Values – lead by the Pastor or delegate (or at a separate time)</td>
</tr>
<tr>
<td>1.30 - 2.00</td>
<td>Livelihood – many livelihood lessons should occur before health</td>
</tr>
<tr>
<td>2.00 - 2.30</td>
<td>Health – finish on the health lesson most days</td>
</tr>
<tr>
<td>2.30 - 3.30</td>
<td><strong>Post session:</strong> House to house visit (2 per trainer) or small group discussion</td>
</tr>
<tr>
<td>3.30</td>
<td>Travel to Office</td>
</tr>
</tbody>
</table>

### Weekly Teaching Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Livelihood</th>
<th>Health</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation &amp; community mapping</td>
<td>And God said “it is good”</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Community gardening and Garden in a box</td>
<td>Health Choices</td>
<td>Created good and beautiful</td>
</tr>
<tr>
<td>3</td>
<td>Business in a box</td>
<td>Hygiene sanitation</td>
<td>We choose our own way</td>
</tr>
<tr>
<td>4</td>
<td>Savings group</td>
<td>Infectious things</td>
<td>Two ways to live</td>
</tr>
<tr>
<td>5</td>
<td>Business in a box</td>
<td>Respiratory tract</td>
<td>Life outside God’s rule</td>
</tr>
<tr>
<td>6</td>
<td>Business in a box</td>
<td>Injury prevention</td>
<td>Being good does not save</td>
</tr>
<tr>
<td>7</td>
<td>Business in a box</td>
<td>Healthy child, healthy adults</td>
<td>Jesus dies and lives again</td>
</tr>
<tr>
<td>8</td>
<td>Business in a box</td>
<td>Hygiene part 2</td>
<td>Sinners come home</td>
</tr>
<tr>
<td>9</td>
<td>Business in a box</td>
<td>SM1: Birth timing and preparations</td>
<td>Following the way of Christ</td>
</tr>
<tr>
<td>10</td>
<td>Elective</td>
<td>SM2: Breastfeeding and newborn care</td>
<td>Learning to live the Jesus’ way</td>
</tr>
<tr>
<td>11</td>
<td>Business in a box</td>
<td>SM3: Complementary feeding</td>
<td>A new power to live</td>
</tr>
<tr>
<td>12</td>
<td>Elective</td>
<td>Childhood growth and development</td>
<td>Living as wise people</td>
</tr>
<tr>
<td>13</td>
<td>Elective</td>
<td>Family planning and STDs</td>
<td>All of life for the Lord</td>
</tr>
<tr>
<td>14</td>
<td>Elective</td>
<td>Diarrhoea</td>
<td>Life in the body of Christ</td>
</tr>
<tr>
<td>15</td>
<td>Personal visioning</td>
<td>Quiz and assessment</td>
<td>Bearing fruits of new life</td>
</tr>
<tr>
<td>16</td>
<td>Graduation</td>
<td>Graduation</td>
<td>Graduation</td>
</tr>
</tbody>
</table>

### Reward overview

Prizes are used as a positive incentive and for creating a fun and rewarding learning experience. These are small low cost items for distribution as directed during the session. Do not overuse prizes, keep them as special. Graduation prizes should be given to those most deserving based on their response to all three training aspects, Values, Health and Livelihood.
OVERVIEW OF THE VALUES HEALTH LIVELIHOOD (VHL) TRAINING

<table>
<thead>
<tr>
<th>Topic</th>
<th>Session</th>
<th>Budget</th>
<th>Prize ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>S4: Tippy Tap</td>
<td>65</td>
<td>» Donated clothing an other goods if available</td>
</tr>
<tr>
<td></td>
<td>S5: TB puzzle</td>
<td>70</td>
<td>» Seeds</td>
</tr>
<tr>
<td></td>
<td>S9: SM puzzle</td>
<td>75</td>
<td>» Pencil</td>
</tr>
<tr>
<td></td>
<td>S15: Assessment</td>
<td>85</td>
<td>» Pen and paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>» Notepads</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>» Healthy snack foods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>» Rulers and other school supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>» Small packets of tissues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>» Soap</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>» Combs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>» Small toys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>» Envelopes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>» Pencil case</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>» Stickers</td>
</tr>
<tr>
<td>Livelihood</td>
<td>S3: Garden</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S7: Replanting</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S9: Savings Group</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S13: Garden</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td>1st prize</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2nd prize</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3rd prize</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>650</td>
</tr>
<tr>
<td>Total per Transform</td>
<td></td>
<td>1,240</td>
<td></td>
</tr>
</tbody>
</table>

BIB Overview

Week 1 consist of enabling the participants to select their preferred 7 BIB choices.
- The BIB recording form should be completed during the first week session
- The completed BIB recoding form is given to the Transform Leader and Livelihood Leader for preparation of BIBs for each community

When more than 5 participants* are interested in the same BiB, draw lots/names to decide which 5 receive the kits. Each participant* may receive only 1 BiB unless they have fully repaid all of the outstanding debt from his or her first BiB.
* Counselor and Pastors are also qualified for BiB kit dispersal.

Electives Overview

4 sessions are dedicated to teaching electives. Choose 4 of the 5 electives for each community based on applicability and inform your Transform Leader and Livelihood Leader.

TEACHING THE HEALTH COURSE - TIPS

The training is designed to be taught interactively with small group discussion, which is facilitated by the ICM trainers. It is hoped that the participants will learn new information from the course, and also contribute their own ideas, experience and knowledge to the group.
OVERVIEW OF THE VALUES HEALTH LIVELIHOOD (VHL) TRAINING

1. PHYSICAL ENVIRONMENT
   Ensure the environment is suitable for a discussion. Have all participants and leaders seated comfortably in a circle, facing each other. The circle needs to be small enough so that all participants can easily see the Flipchart. Ask the counsellors to supervise any children present.

2. ENCOURAGING INTERACTION
   Learn each participant's name and use them throughout the session. Speak slowly and clearly, using varied and lively speech. Allow time for responses, especially from quieter members – do not rush. Listen attentively when each participant is sharing – make eye contact and use non-verbal language to show you are interested. Respond positively to all contributions – gently correcting any incorrect answers. Do not scold or mock incorrect responses.

3. USING THE FLIPCHART
   Review the supporting information thoroughly beforehand so you can concentrate on the Flipchart and interacting with participants during the session. Place the Flipchart on your knee facing the participants so that all can easily see the chart. Refer back to relevant Flipcharts if you are revising topics.

4. TIME MANAGEMENT
   Ask the Pastors to ensure all participants are arrived and at least 10 minutes before the session is due to start. Do not allow discussions to go off topic – gently bring participants back to the point of the discussion. Do not allow more vocal members to monopolise the discussion and give long speeches. Gently restrict their contributions and move on with the discussion. Without rushing, keep an eye on the clock and how much time is allocate to each topic.

5. HOUSE TO HOUSE FOLLOW-UP
   The house to house visitation is designed to encourage relationship development between the participants, the ICM staff member and the Counselor. The visit should be a time of sharing and resolving concerns that the participant may have.

6. VISITOR MANAGEMENT
   Visitors are invited to join the training with the participants in learning. Visitors are not entitled to be given the materials unless an approved participant is absent then the materials can be shared. Visitors can replace approved participants who drop out of the training, if the visitor has been a regular attender.

7. REPAYMENT MANAGEMENT
   Encourage participants to try their best with their BiB's and gardens. Provide technical and emotional support while you are in the community. If a participant missed a scheduled payment, you should talk to him/her 1-on-1 outside the formal training session; ask how they plan to get back on track. If their plan is reasonable and fits within the program, accept their plan and let them know that you are happy that they are trying to stay accountable. If their plan isn't reasonable or doesn't fit within the program, remind them that they committed to repaying the amount. Ask them how they can keep their commitment and how can you (ICM trainer) support them to keep their commitment.

   It's strongly recommended that participant's repayments go directly to the ICM staff and not through the Counselor or Pastor, so that they can be kept free from any gossip or similar negative perceptions.

   ICM staff will use a cash box/tin to transfer all participants' repayments to ICM's accounts office.
SESSION 1: ORIENTATION & COMMUNITY MAPPING

OBJECTIVES

At the conclusion of the session the participant should:
- Know the names of the ICM staff
- Understand the process of training and home visits
- Visualize their community and see how close they are to each other

PREPARATION FOR SESSION

- Read through the session notes with your partnering trainer a week in advance
- Prepare name tags and the materials for the community mapping a week in advance
  - Community map symbols – cut out
  - Manila paper x2 – on one put the church symbol in the middle and stick the community map key onto the same manila paper
  - Glue
  - Pentel Pens
- Bring and familiarize yourself with flipchart 1.1
- Prepare the materials for the BiB Matching Process:
  1) BiB metacards (5 sets, each set bound by a loop ring); 2) Top BiB Record Form
- Pre-session, as participants arrive, give them each a name tag

CONTENT

1. Introduction of staff 5 minutes

Both Trainers:

My name is ___________ and I’m the health trainer; and my name is ___________ and I’m the livelihood trainer.

Livelihood Trainer:

Welcome to the first session of the ICM Values, Health and Livelihood training program. To help us get to know one another let's start with a quick game.

Everyone please partner with someone who has the same number of kids. If you don't have any kids, then find someone else without kids. If you cannot find someone with the same number of kids, please partner with someone who has a similar number of kids to you. Once you find your partner, introduce yourself and share with your partner your favorite song. (Give them 5 minutes for this.)

Who will volunteer to share what their partner's favorite song is? (Allow a few to share.)

That was a fun game and we got to know each other, now we would like to share with you about the ICM Transform (or Jumpstart VHL program).

2. Structure of the Course 10 minutes

Health Trainer:

Transform is a 16-week program with one meeting per week and the meeting will be 2 hours. During these weekly meetings we will share about health and livelihood. We will work in partnership with the local Pastor, we will share life's journey with you. We hope that through this training you will learn new practical knowledge and skills, learning how to work together and support each other: to inspire you we will be bringing small prizes some weeks to keep you motivated. We now that this program has helped many other communities just like yours. And we are excited to partner with you. The health program is designed so that we can share simple solutions for health problems that your family faces. We will show you ways to help your family to stay healthy; if you share these ideas with your family and neighbors the health of your whole community will change, in a positive way.
During the program we will also come and visit you in your home, we really want to get to know you personally. The livelihood training has a main focus of increasing savings opportunities and income! There are four (4) main topics: Sustainable Organic Gardening, Small Business Ideas and Small Business Skills and Savings Group. You will each have an opportunity to try a new business and learn how to sustain that business after the program finishes. To make sure that your business experience is meaningful, ICM will provide the capital needed to start a small business. This small amount of capital ranges from P20 to P150, however, in order that we can offer this same opportunity to the next community we ask that the start up capital is repaid. We call this business in a box and we will explain more each week. In order to serve you best, we need to prepare for what businesses will best suit you and your community; we will do an activity later to decide.

Health Trainer:

We have so many communities take up the strategies that we’ll be sharing in the coming weeks. And many of them have been able to change their lives and their community; we believe you can too. In order to inspire you to success we will give rewards during the training.

3. Community Mapping

Both Trainers:

Now that we’ve introduced ourselves and shared what to expect, let’s do an activity together. We are going to do a community mapping exercise together as part of getting to know your community better. Everyone will need to help out. This Manila paper will represent your community. It’s empty, so let’s get started!

I’m putting this church building symbol in the middle to represent where we are right now. Can we have two volunteers help draw in the roads? The rest of the group can help too, but it doesn’t matter if it is not perfect. Now that the roads are drawn can each of you come and put your house on the map. You can write your name on the house or have someone else write your name. Also, if you have a vegetable garden, can you draw a flower next to your house. (Encourage everyone to participate.) Wow, that looks great! Now I need a few other volunteers to come and stick on (use flipchart 1.1 as a guide):

- Schools
- Government buildings
- Markets
- Areas for farming

Health Trainer:

There is so much to add once we start looking at the community on this map. Are there any other things we should add to the map right now; and what symbol should we use. (Add any extra other things and symbols that they choose.) Keep this map in a safe place as we will use it in other sessions.

4. Small Group Activity

Livelihood Trainer:

Using the map, can you find 4 people who live close to you? You’ll become a small group and each week you will group together during the program. Church counselors, can you each choose a small group that lives near you; please move into that group. Counselors, please have everyone introduce themselves.

5. BiB Matching Exercise

Livelihood Trainer:

After you learn each other’s names, remove these metacards from the loop ring and choose the top 10 businesses that you’d like to learn during the program. Since there are 33 businesses to choose from, I would like to ask you a few questions to help you choose the businesses that best fit your circumstances.

Are you ready? Firstly, in order to start your business, you have to ensure that its raw materials are available and accessible in your area. The metacards have photos of the materials you need for each small business. Which do you think are the businesses that have materials that are easy to find in your community? (Give time for them to separate between metacards).
Now that you have identified the businesses which are accessible in your area, let me ask another question. Which of these businesses do you think would sell at the suggested retail price (SRP), as seen in the metacards? Again, choose these businesses from the metacards and pile them aside. (Give time for them to separate between metacards).

Lastly, in ensuring the sustainability of your business, you have to make sure that the business you choose match your skills and experience. Which of these businesses are you confident to try? (Give time for them to separate between metacards).

Now that you have identified the businesses that have accessible raw materials, have the potential to sell, and those which you are confident to try, please proceed to choosing your top 10 businesses. Please note that for the cleaning products, we will be giving you the contact details of the supplier and will help you establish direct links with them.

Are you ready? (Give them time for them to pile their top 10 businesses).

Thank you for your ideas on the businesses, please return your pile of top 10 businesses to me, and give the remaining cards to the Health Trainer. (Complete the Top BiB record Form now.)

Health Trainer:

Now each group needs to come up with a special number. You have 5 minutes to decide on a simple performance. 5 minutes starts now! (Be strict on the 5 minutes).

Livelihood Trainer:

Before you present your special number, I would like to share with you the 10 BiBs that got the overall highest scores for your area based on the voting that we did earlier. Your top BiBs are __________ (mention the Top 10 BiBs in the community). Our office will study them and compare your results with that of the other Program areas. It is possible that the 7 BiBs that we will implement during the Program will be outside of these Top 10 BiBs, but rest assured that we will not implement those which none of your groups chose. By week 3, the BiB Implementation Schedule will be finalized, and each of you will have a chance to choose which BiBs you can avail of. Also, by Week 3, we will start dispersing your first BiB opportunity!

6. Small Group Activity (continued) 5 minutes

Health Trainer:

How many groups have something to perform?

Let’s choose 2 groups to present their special numbers (choose two groups to present).

Wow, that was so much fun! Unfortunately we’ve run out of time today to see the other groups, but I hope you all enjoyed this activity.

7. Closing 10 minutes

Health Trainer:

We hope that as you get to know your small group, they will encourage you in your journey and that you can encourage them. All of us need community, so we encourage you all to invest in each other’s lives. We will try to visit your home two or three times during the program, and we will bring your group counselor when we can.

Before we finish I would like everyone to fill in this card, this will help us assess if you or a family member is at risk of TB. TB is treatable and so once we have completed the screening we will help those in need to access the correct services and treatments, plus provide education and support. We will not share any of this information without your knowledge, it will be confidential.

We’ll see you all next week to learn how to save money by growing vegetables in recycled containers and learn about what health choices we can make to improve our lives.
SESSION 2: COMMUNITY GARDEN & GARDEN IN A BOX

OBJECTIVES
At the conclusion of the session the participant should:
- Start a community garden and a personal garden
- Understand the purpose of a community garden
- Understand the basics of container gardening

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Familiarize yourself with livelihood flipcharts 2.1 and Container Gardening Guide leaflet
- Ask your Livelihood Leader for your local vegetables savings and income details
- Bring flipchart, manila paper, pentel pen, 34 Garden in a Box kits (10 half-containers, 10 wires, ½kg of casts, 1g of petchay, 30 lettuce seeds, 6 eggplant seeds and 5 tomato seeds); one per attendee (participant, counselor and pastor) and 3 for starting their community garden
- Prepare water and local soil to fill 30 containers before the session begins (encourage pastor/counselor assistance)
- Ask the community to prepare soap and running water for handwashing

CONTENT

1. Welcome  2 minutes
Good afternoon everyone, welcome to session 2! I hope you're ready to for an active session today.

Please find your small group members and sit with them. If anyone doesn't know which small group you're in, my partner will assign you to a group.

2. Community Garden  12 minutes
Livelihood Trainer:
In 10 minutes from now, you will have started a community garden! Your community garden will be a place to learn how to practice growing health vegetables. It can also be a place for those who don't have access to much space. Community gardens can also have a financial impact. The average community garden can earn P400 a month.

Now let's get your community garden started! I have 3 Garden in a Box kits here. Let's open one up to see what's included. Inside we can see 10 recycled containers, ½kg of vermicast which is organic fertilizer, 1g of petchay seeds, 30 lettuce seeds, 6 eggplant seeds, 5 tomato seeds and a Container Gardening Guide. The value of this kit is P20. Let's open the other 2 kits so that everyone can get one container. Write your name on it. You can see that 4 holes have been placed in your container about half an inch from the bottom and a piece of wire has been attached. Fill your container with this soil, like I'm doing (demonstrate and use flipchart 2.1 as a guide). This soil is a combination of your local soil and vermicast.
3. Vegetable Savings and Income Exercise

10 minutes

Has anyone heard of vermicast?

Vermicast is a type of natural fertilizer made by worms and can be produced for almost no money.

Once your container has soil, place one seed in the center. Push down the seed into the soil by about 2cm which is about to your 1st knuckle (demonstrate). Then loosely cover with soil. We’re so close to starting our community garden! Let’s water your new plants now (demonstrate). Now, use the wire to hang your container up (demonstrate). When you have finished, please wash your hands with soap and then sit back down. The great thing about container gardening is that it doesn’t take much space. And if you every decided to relocate your community garden, all you need to do is lift your containers by the wire and move the plant to its new home (demonstrate)! Let’s look at our community map.

Is there a field or piece of land that would be ideal for a community garden? (Allow some time for them to think of a few options.) The land you’re thinking of, does it have at least 5 hours of sunlight a day? Is there a reliable source of water near by?

3. Vegetable Savings and Income Exercise

Please raise your hand if you grow some of their own vegetables? That’s great (if no one raises their hands, answer the next question yourself)! Can a few of you share why you like to grow your own vegetables? (Write down their answers on the top of the manila paper.)

Reasons to Grow Vegetables

1. Growing vegetables saves money and can earn income.
2. Easy access to vegetables saves time.
4. Garden can be calming for adults.

These are some great reasons why it makes sense to grow your own vegetables. I think some times people don’t see the potential financial value of growing vegetables. Let’s explore if it’s profitable to grow vegetables.

How much does petchay cost per kilo? (Allow a few people to answer.) Does anyone know how much it costs to grow per kilo? (Participants probably won’t know, so move to the next section.)

Let’s find out. Using this table on the manila paper we can calculate the cost to grow vegetables and how much income you could earn.

It takes around 8 petchay plants to produce one kilo. One petchay plant costs around 2 per plant. That means it costs around 16 to product one kilo of petchay.

<table>
<thead>
<tr>
<th>Vegetable</th>
<th>Market Price (Kg)</th>
<th>Container Cost (kg)</th>
<th>Income (kg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petchay</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Lettuce</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

Can someone help me do the math to calculate income?

Let’s quickly calculate the same for lettuce. It takes around 10 lettuce plants to product one kilo.

Can someone help me calculate the cost and income of growing lettuce?

You can see that lettuce is more profitable. This is because it’s market is more specialized. There are 3 common types of buyers: restaurants, resorts and foreigners.

Do you have any of those 3 types of buyers near you? If so, lettuce can be a great income generator. If not, it’s better to produce vegetables that you can sell in your community.
4. Garden in a Box Kit Dispersal

Wow, we’ve done a lot today! We started your community garden, explored how much income can be earned through vegetables and before we finish I want to send each of you home with a Garden in a Box kit so that you can a personal garden! (Have your partner help pass out the kits.) The kit you’re receiving right now is the same as the one used to start your community garden. Each Garden in a Box kit has a value of P20, but ICM will be giving each of you your first kit! Later in the program, we’ll give you 2 more opportunities to get another kit and on those occasions we will ask you to repay ICM back the P20. This is because it will help you practice the real cost of gardening so that you can continue your garden long after ICM’s program. And it will help ICM provide the same opportunity to another community.

When you get home, have your family all participate in starting to growing and maintaining your own personal garden. Remember to water your plants, or get your children to water the plants. I’m sure they’ll enjoy it. It’s fun to see plants grow and knowing your helping it grow can feel very rewarding.

5. Closing

Your community garden plants will need watering too, so it’s best to decide who’s going to be responsible. Try creating a rotating schedule so everyone shares the responsibility. Next week I’ll bring another 2 kits so we can expand your community garden!
SESSION 3: BUSINESS IN A BOX

OBJECTIVES
At the conclusion of the session the participants should:
- Be aware of the BiB implementation schedule and choose from the 7 BiBs to be implemented in their community
- Get their first BiB opportunity
- Start vermicast production in the community garden

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Familiarize yourself with the checklist of information for the 7 BiBs to be implemented in the community, especially this week’s business-in-a-box lesson and guides
- Write in a Manila paper the BiB implementation schedule, with an additional column for the name of the 5 participants who will avail of each BiB
- Bring BiB product materials, 1 Vermiculture kit, 2 Garden in a Box kits, prizes, manila paper, pentel pens, replacement seeds, cash box, payment form and remittance form

CONTENT

1. Welcome
Hi. It’s good to see you all here.

Raise your hand if you were able to use your Garden in a Box materials at your house? That’s great, I have a small prize for those of you who raised your hands! Does anyone have a seed that hasn’t sprouted yet? I’ve brought some extra seeds for you, because we want to encourage you to try again. (Ask a counselor to help you disperse new seeds to those whose seeds didn’t sprout.)

As I promised last week, I’d give you 2 more kits so that you can expand your community garden. (Give the 2 kits to the pastor or a counselor.)

2. BiB-Participants Matching
Does anyone remember about the business ideas I’ve shared in our first session? Are you excited to try those BiB opportunities?

Great. Today, 5 of you will get to try the first BiB opportunity that I will teach you. The rest of you need not worry, though, because all will have a chance to implement at least one BiB as we go along with the Program.

In fact, our office has already finalized the schedule for these 7 BiBs. (Show the participants the BiB Implementation Schedule).

In order to guide you decision as to which BiBs to try to implement, I would like to share very briefly on each of these BiBs. Please listen carefully so that you will know which BiBs fits you. (Use the BiB Quick Fact Icons as a guide in sharing about the BiBs).

Now that you know the basic information about the BiBs that we are going to implement in your area, who wants to try the first BiB that I will teach in a few minutes? How about the rest of the BiBs that we will implement for the rest of the Program?

Kindly write your name beside each of the BiBs. (Ask the participants to place their name initials beside the BiB they want to implement).
Please note that only 5 participants will be dispersed kits for each BiB. We will draw lots if more than 5 participants are interested in one particular BiB. The rest will have to try the other BiBs. For those of you who are undecided yet as to which BiBs to try, please write your name temporarily on your next favorite BiB. The BiB matching is not set in stone, and if you realize later in the Program that you are better fit to try a BiB that you did not sign up for, please approach me, as other participants may be feeling the same. You may swap choices later, as long as everyone gets to try at least one BiB for the whole duration of the Program. Since there are more kits to be dispersed than there are participants, you may try more than one BiB, provided that the debts you have from the previous BiB are already fully paid.

Now that everyone has signed up for their own BiBs, let’s proceed with our first BiB opportunity.

3. Product Making (Go to Appendix: BiB) 9 minutes

Session break after completing section 3. Resume section 4 after the Health Trainer finishes.

4. Vermiculture 10 minutes

Did you find the health session interesting?

I hope so. Preventing sickness can help save you so much money, time and hardship. Now, back to our Livelihood lesson! Last week we learned a bit about vermicast.

Can anyone remember what vermicast does? (All one person to share. If they say the wrong answer, gently correct it with the right answer: fertilizes.)

Vermicast has been found to be one of the best fertilizers: even better than some expensive commercial fertilizers. But where does it come from and how much as vermi. The casts are worm poo. Kind of gross sounding, but it’s not real. As you can remember from last week, nothing smell bad. Since the worms produce such high quality fertilizer, we should build a home for them to live in.

I need one small group to help me. Here’s a rice sack. (Give it to one of the volunteers.) Now we need to put some organic waste into it. (Ask another volunteer to do that.) Worms will eat most organic waste: rice straw, banana trunk, sawdust, food and fruit waste. 2 types of waste to avoid are oily foods and citrus fruits, because they will irritate the worm’s skin and make the worms run away. Now that we’ve put about half the waste into the sack, it’s time to put the worms into their new home. (Get the worms.)

Is anyone brave enough to touch the worms and put them in the sack? (Try your best to get one of the participants to add the worms, but if no one is willing you just do it.)

Now it’s time to add in the rest of our waste. (Ask the volunteer to do it.) It just needs some water and then it’s ready. (Ask a volunteer to help.)

Now the new home for the vermi is ready, put the sack in a shady location in your community garden or at home near it. The only maintenance it needs is to be kept moist.

Who’s going to take responsibility to look after the worms? (It’s important that one person will take ownership, so if no one volunteers ask a counselor or the pastor to do it.)

Thanks for helping the group out. I want to give you a leaflet that will help remind you about what we learned today. After 3 weeks, we’ll harvest the casts and add the fertilizer to our community garden vegetables.

5. Product Income Forecast (Go to Appendix: BiB) 9 minutes

6. Closing 1 minute

Good luck with your new business! I’m excited to hear some stories next week. Also, next week, I’ll teach you how you can work as a group to raise money to start your own business.
SESSION 4: SAVINGS GROUP

OBJECTIVES
At the conclusion of the session the participant should:

- Know how to start a savings group

PREPARATION FOR SESSION

- Read through the session notes a week in advance
- Familiarize yourself with flipchart 4.1 and Peso Para sa Negosyo Guide leaflet
- Bring savings group materials (play money, bottle-bank, record booklet, and commitment form),
  2 Garden in a Box kits, flipchart, cash box, payment form and remittance form

CONTENT

1. Welcome
   1 minute
   
   Hi. Was anyone able to sell their product they purchased last week? Please raise your hands.

   That's so exciting! I know that starting a business can be a great challenge due to the capital need. But
   I'm going to teach you a simple strategy today that will help you learn one way to get that capital.

2. Group Savings Basics
   5 minutes

   Has anyone heard of a savings group?

   A savings group is simply a group of individuals who want to save together for the purpose of having
   cash in case of medical emergencies, school fees or saving enough to start a business. ICM suggests
   that each group member saves P1 per day. Once a week the group can meet for less than 30 minutes to
   deposit their P7 into this group bank (hold up the bottle-bank). The groups treasurer will confirm the
   amount of money deposited into the bottle and the groups secretary will update this record booklet
   (hold up the savings group record booklet). Once your groups savings has built up, you can use your
   own savings or you can request a loan. It's up to the group if they'll allow loans. Another way to use the
   savings is to start a group business. Remember the cleaning product we made last week. If you think
   that product has a good market here, than you can make it a group business. Before I share a few more
   details about savings groups, I want to an activity with you.

3. Group Savings Role Play
   10 minutes

   It can be hard to imagine that P1 could really make a difference. So let's imagine we already started our
   own savings group! I need some counselor to help pass out four pieces of play money to each person.
   (Give them the play money to pass out.) I need another volunteer to play the treasurer and my partner
   (Health Trainer) will play the secretary. My partner will be filling out our 'Records Booklet' (point to the
   prepared manila paper). I'd like everyone to imagine that it's week one of our savings group. Treasurer,
   here is the groups piggy bank (give her a prepared coke bottle). Can you bring the bottle-bank around
   so that everyone can put in their P7 note. Secretary, can you please write down our total savings for this
   week: P7 multiplied by the number of members. Now, imagine one week has passed and it's our 2nd
   time to add savings. Everyone add another P7. Treasurer, make sure the bottle-bank makes it
   to each person. Secretary, please update again. Wow, this is getting exciting! To speed things along, ev-
   eryone add in two weeks of savings. So, now we've been saving for 5 weeks. I wonder how much money
   we've saved together. Let's look at our savings record. Wow! Can you believe that big amount came from
   just saving P1 a day? Hard to believe, but it's true.
4. Can you Save

Does anyone have P1 in their pocket, can you hold it up? If I took that peso from you, would you be able to survive till tomorrow? (The answer should be yes.) Since we agree that we could survive for a day with one less peso, do you believe that it’s possible to save P1 per day? (Allow a few to answer. Of they say no, remind them that they said they could survive without that peso.)

I believe it’s possible for you to save P1 per day. And I believe that P1 can turn into a small business that will have a big impact in your family’s life.

5. Getting Started

Would you like to know how to start a savings group?

ICM has created a one page Savings Group Commitment Form (show flipchart 4.1) that will help guide you.

First you need to decide who’s going to help lead the savings group. We suggest that the savings group members vote for those who are interested in leading the group, being the treasurer and secretary. All the savings group members should trust this individual. You’ll also need a Secretary to keep the records updated. All members should decide what is their primary reason for joining and saving. Is it to save for medical emergency? School fees? Or to start your own business? ICM suggest that you start with saving P1 a day, but if everyone wanted to set a higher target you can. Last, group members needs to sign the paper to symbolize their commitment to the group and to saving P1 per day. Participation in the group should be completely optional, so only join if you are ready to make the commitment to the group.

I’m going to give you the materials to get start. You get to keep this bottle-bank (point to it) that we used in today’s role-play. I’m also giving you the Savings Group Record Booklet and Commitment Form.

Are you ready to start your Savings Group now? (If yes, help them sign the commitment form. If no, say “Think about it this week and sign when you are ready. I’ll follow up next week.”)

6. Closing

Next week we’ll learn another business on ___________! (Refer to the BiB list provided by the Transform Leader.) Remember to stay connected as a small group so that you can provide each other support and advise. Any questions that may come up during the week can be answered next week. I brought 2 more Garden in a Box kits for your community garden. Keep expanding it!

7. Repayments

For those who have repayment due this week, please come over to me now and update your payments.
SESSION 5: BUSINESS IN A BOX

OBJECTIVES
At the conclusion of the session the participant should:
- Get their 2nd BiB opportunity
- Understand the importance of roll capital

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Familiarize yourself with flipchart 5.1, Business in a Box lesson and leaflets
- Bring BiB product materials, cash box, flipchart, payment form and remittance form

CONTENT

1. Welcome
   - Hi. You've had some time to think about what I shared last week about Group Savings.
   - Did you decide to start a savings group? (If they say yes, ask “Raise your hand if you signed the commitment form?” That's great.) I hope all of you will see the value in saving and take the challenge of saving ₱1 a day.

2. Product Making (Go to Appendix: BiB)
   - Let’s thank our PHE Training (Clap). And now it’s time to focus back to our product! But before you get to taste what we’ve made, I want you to share with you a very important part of sustaining a small business. The more you can roll/reuse your business capital/cash, the more money you will earn. The 2nd part of rolling capital is to remember you must always keep part of your sales income in order to repurchase the materials you need to make the product again. If you don’t keep back your main business capital, you can’t buy materials to do your business and then you’ll find yourself out of business. So, after you sell all your products you’ll need to set aside part of your income in order to buy more ingredients so that you can sell products again.
   - Let’s look at this flipchart example of rolling capital. (Hold the flipchart 5.1 and show it to all the participants.) I need a volunteer who can help me explain what these pictures/symbols mean. (Try you best to get someone to at least guess. If they are really struggling, you can explain how the picture relates to what you shared about rolling capital.)

3. Getting Started
   - FLIPCHART 5.1: ROLLING CAPITAL

Rolling Capital Symbol Description

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two P</td>
<td>Business capital required to keep your business open</td>
</tr>
<tr>
<td>Three P</td>
<td>Income earned from selling your products</td>
</tr>
<tr>
<td>One P</td>
<td>Net income that you get to use for your personal needs</td>
</tr>
</tbody>
</table>
I'm very excited for these new businesses starting! Next week we'll learn another business on ____________ (Refer to the BiB list provided by the Transform Leader) and learn more about vermiculture. It would be helpful if some of you can bring in organic waste next week.
SESSION 6: BUSINESS IN A BOX

OBJECTIVES
At the conclusion of the session the participant should:
- Get their 3rd BiB opportunity

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Familiarize yourself with Business in a Box lesson and Vermicast harvesting
- Bring BiB product materials, 2 Vermiculture kits, cash box, payment form and remittance form
- Get the community vermisack, one container plant and organic waste before the session

CONTENT

1. Welcome 1 minute

Hi. Did you buy snacks from the participants who got a snack kit last week? (Ask this in an encouraging way.)

2. Product Making (Go to Appendix: BiB) 9 minutes

(Session break after completing section 2. Resume section 3 after the Health Trainer finishes.)

3. Vermicast Harvesting and Kit Dispersal 10 minutes

It’s time now to finish up the Livelihood session. Let’s see how our worms are doing. (Have the person who took responsibility of the worms to open the sack and fold down the sides so more people can see.) These are the casts on top (scrap some into your hand to show everyone). This is pure fertilizer and can be added immediately to your vegetables like this (put the casts from your hand into the container plant). (Ask the person responsibly for the worms to harvest the rest of the cast.)

Please raise your hand if you are interested in starting their own vermiculture?

I’ve brought 2 vermiculture kits to disperse today on credit (utang). Each kit is valued at P20 and can be repaid P5 per week or by giving ICM a total of 4 kilos of casts.

So, which 2 individuals want a vermiculture kit? (Give them a kit and update the payment form. If there are more than 2, draw lots (hubot-hubot).)

We need to keep feeding the worms organic waste, so can I have one volunteer to add in the new organic waste into our original vermi sack.

4. Product Income Forecast (Go to Appendix: BiB) 9 minutes

5. Closing 1 minute

We’ll be learning how to make a new cleaning product next week, so don’t be late!

6. Repayments

For those who have repayment due this week, please come over to me now and update your payments.
**SESSION 7: BUSINESS IN A BOX**

**OBJECTIVES**
At the conclusion of the session the participant should:
- Get their 4th BiB opportunity
- Understand how to replant effectively

**PREPARATION FOR SESSION**
- Read through the session notes a week in advance
- Familiarize yourself with Business in a Box lesson and leaflet
- Bring BiB product materials, 5 sets of replanting cards, 12 seed packs, 20 Garden in a Box kits, cash box, payment form and remittance form

**CONTENT**

<table>
<thead>
<tr>
<th>1. Welcome</th>
<th>1 minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today we’re going to learn how to make a new type of cleaning product.</td>
<td></td>
</tr>
<tr>
<td><em>Are you ready?!</em></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Product Making (Go to Appendix: BiB)                                   | 9 minutes|
| (Session break after completing section 2. Resume section 3 after the Health Trainer finishes.) |          |

| 3. Replanting Exercise                                                    | 10 minutes|
| Replanting after a harvest involves more than just putting new seeds into the ground. There are 5 steps we can follow to achieve a good ongoing harvest. Instead of me telling you the 5 steps. You’ll do an exercise in your small groups. |          |
| Move into your small groups now. Counselors, please get a stack of 5 cards from me. (Hand each counselor a stack of cards.) As a group, work together to place these 5 cards in the order that you think they should be done. The group that does this correctly first will win 2 seed packs each! (Once all groups have their cards, tell them to start. When a group signals they’re done, go and check. If it’s not correct, tell them to try again. When a group gets the order correct, they are the winners!) |          |
| Congratulations to the winning group! For those of groups that haven’t finished yet, lets hear the correct order from the winning group. (Give each member, from the winning group, 2 seed packs.) |          |

| 4. Product Income Forecast (Go to Appendix: BiB)                          | 9 minutes|

| 5. Closing                                                                | 1 minute |
| I’ve brought 20 Garden in a Box kits, for those who are interested in purchasing them on credit (utang). Please let me know when I update the payment form. |          |

| 6. Repayments                                                            |          |
| For those who have repayment due this week, please come over to me now and update your payments. |          |
SESSION 8: BUSINESS IN A BOX

OBJECTIVES
At the conclusion of the session the participant should:
- Get their 5th BiB opportunity
- Understand the importance of marketing

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Familiarize yourself with flipchart 8.1, Business in a Box lesson and leaflet
- Bring BiB product materials, marketing plan outline, cash box, flipchart, payment form and remittance form

CONTENT

1. Welcome 1 minute

Hi. Are we ready to learn a new small business today?

2. Product Making (Go to Appendix: BiB) 9 minutes

(Session break after completing section 2. Resume section 3 after the Health Trainer finishes.)

3. Marketing Exercise 10 minutes

Let’s thank our Health Trainer! (Clap hands.) Many of you have practiced selling a product by now. And you’ve seen the marketing ideas on the Business Guides. (Show flipchart 8.1)

But we haven’t discussed marketing a lot, until now. We’re going to create a marketing plan today for some of the products you know how to make. To help us create a marketing plan, we need to think through 4 important points: Location, Advertising, Timing and Price. The community map will help us figure out the location, so let’s start there!

I need a volunteer to help write down our ideas. (Tape up a pre-made marketing plan outline.) Which product should we start with? Now that we’ve decided, what is the best location to market the product? How can they advertise the product? What time(s) of the day are best to sell the product? What price is competitive?

4. Product Income Forecast (Go to Appendix: BiB) 9 minutes

5. Closing 1 minute

Next week I’ll teach you all how to make _________! (Refer to the BiB list provided by the Transform Leader.)

6. Repayments

For those who have repayment due this week, please come over to me now and update your payments.
SESSION 9: BUSINESS IN A BOX

OBJECTIVES
At the conclusion of the session the participant should:
- Get their 6th BiB opportunity
- Understand how to issue loans through a savings group

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Familiarize yourself with flipchart 9.1, Business in a Box lesson and savings group loan contract
- Bring BiB product materials, 8 savings group loan contracts, cash box, flipchart, payment form and remittance form

CONTENT

1. Welcome 1 minute
   Hi. I would like one person to share how they've sustained their new business. (Encourage one participant who you know has done well with their BiB.)

2. Product Making (Go to Appendix: BiB) 9 minutes
   (Session break after completing section 2. Resume section 3 after the Health Trainer finishes.)

3. Marketing Exercise 10 minutes
   Let's clap for our Health Trainer!
   (If the community hasn't start a Savings Group yet, try and discuss with them reasons for not starting a Savings Group. See if you can help them see the benefit that the group can provide for them.
   If the community has started a Savings Group, proceed with the session as described below.)

   Please raise your hands if you're a member of the savings group. I've got a small prize for all of you. (Pass out the prize to all who raised their hands.)

   Your Savings Group should have enough savings soon to start loaning out. How do you issue loans? ICM has a Loan Contract template that you are free to use. It looks like this (show flipchart 9.1).

   The template will help you think through all the important details. Like this example: the purpose is for medical emergency, Juan is requesting P500. The group and Juan agreed to pay 2% monthly interest, which is P20 a month. They agreed that the loan will be repaid in 2 months, so Juan will pay back P65 each week.

   I've brought a few copies of the template for the Savings Group to us. Feel free to adjust the template to meet your groups need.
4. Product Income Forecast (Go to Appendix: BiB)  9 minutes

5. Closing  1 minute

Next week I’ll teach you all how to make _______! (Refer to the Elective list provided by the Transform Leader.)

6. Repayments

For those who have repayment due this week, please come over to me now and update your payments.

SESSION 10: ELECTIVE

OBJECTIVES AND PREPARATION FOR SESSION (Refer to Elective)

CONTENT

1. Welcome  4 minutes

Hi. Has anyone received their first loan from the Savings Group? (Allow one member to share briefly.)

2. (Go to Elective)  25 minutes

Closing

Next week we’ll be learning our last business.

Repayments

For those who have repayment due this week, please come over to me now and update your payments.
OBJECTIVES

At the conclusion of the session the participant should:

- Get their 7th BiB opportunity
- Understand how to do seed banking

PREPARATION FOR SESSION

- Read through the session notes a week in advance
- Familiarize yourself with flipchart 11.1, Business in a Box lesson and leaflets
- Bring BiB product materials, 2 yellow eggplant (fresh and pre-dried), 25 Seed Banking guides, 20 Garden in a Box kits (3 for HBF visitors), cash box, flipchart, payment form and remittance form

CONTENT

1. Welcome

Hi. Today will be our last Business in a Box demo.

Are you ready to learn a new business idea?

2. Product Making (Go to Appendix: BiB)

(Session break after completing section 2. Resume section 3 after the Health Trainer finishes.)

3. Seed Banking Activity

Let's thank our Health Trainer before focusing back on Livelihood! Seed banking is allowing a plant to fully mature so that you can harvest its seeds to plant again. Think of seed banking as a savings account. Seeds are “deposited” and then “withdrawn” in the future when they are needed for replanting.

Has anyone learnt how to do this before? (If anyone does, encourage the community to use him/her as a resource.)

When petchay and radish reach maturity and began to flower, tie a plastic sack around the following part (point it out in flipchart 11.1) of the plant so that the seeds will fall into the sack.

Once most of the seeds have dropped, shake the plant and then remove the sack containing all the seeds inside. The seeds should be packed and stored in a safe dry place. Add a few grains of rice when you store the seeds, because the rice will absorb the moisture and keep the seeds dry. ICM advises using or selling the seeds within one to 2 months for best results.
Does that seem easy?

For okra, select a fruit that is brown and cut it from the plant. Separate the seeds and store them in a safe dry place. I recommended that you keep at least one plant, per variety, for seed banking. This will keep you from having to spend any money on seeds!

For eggplant, select a fruit that is yellow or dark yellow like this. Slice it in the middle (bottom part of the fruit). And now it should be placed or hung in a safe place to air dry. I've brought an example of one that's been dried and ready for harvesting. All we need to do is scrape the seeds out and store them in a safe dry place.

I've brought copies of the Seed Banking Guide for those who are interested and need a reminder. (Give the handout to each participant that's interested.)

4. Product Income Forecast (Go to Appendix: BiB) 9 minutes

5. Closing 1 minute

I've brought 20 Garden in a Box kits, for those who are interested in purchasing them on credit (utang). Please let me know when I update the payment form. HBF visitors, you get a free Garden in a Box kit today!

6. Repayments

For those who have repayment due this week, please come over to me now and update your payments.
### SESSION 12: ELECTIVE

#### OBJECTIVES AND PREPARATION FOR SESSION (Refer to Elective)

<table>
<thead>
<tr>
<th>CONTENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome</td>
<td>4 minutes</td>
</tr>
<tr>
<td>Hi. Today we're going to learn about ________! (Refer to the Elective list provided by the Transform Leader.)</td>
<td></td>
</tr>
<tr>
<td>2. (Go to Elective)</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>Next week we'll learn a new elective.</td>
<td></td>
</tr>
<tr>
<td>Repayments</td>
<td></td>
</tr>
<tr>
<td>For those who have repayment due this week, please come over to me now and update your payments.</td>
<td></td>
</tr>
</tbody>
</table>

### SESSION 13: ELECTIVE

#### OBJECTIVES AND PREPARATION FOR SESSION (Refer to Elective)

<table>
<thead>
<tr>
<th>CONTENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome</td>
<td>4 minutes</td>
</tr>
<tr>
<td>Hi. Can 2 people share about how your personal gardens are doing?</td>
<td></td>
</tr>
<tr>
<td>Please raise your hands if you've kept your personal garden alive. I've got a small prize for all of you. (Pass out the prize to all who raised their hands.)</td>
<td></td>
</tr>
<tr>
<td>2. (Go to Elective)</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>Next week we'll learn our last elective.</td>
<td></td>
</tr>
<tr>
<td>Repayments</td>
<td></td>
</tr>
<tr>
<td>For those who have repayment due this week, please come over to me now and update your payments.</td>
<td></td>
</tr>
</tbody>
</table>

### SESSION 14: ELECTIVE

#### OBJECTIVES AND PREPARATION FOR SESSION (Refer to Elective)

<table>
<thead>
<tr>
<th>CONTENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome</td>
<td>4 minutes</td>
</tr>
<tr>
<td>Hi. Today we're going to learn about ________! (Refer to the Elective list provided by the Transform Leader.)</td>
<td></td>
</tr>
<tr>
<td>2. (Go to Elective)</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>Next week we'll reflect on what we've learned through this program and what we want to see happen next.</td>
<td></td>
</tr>
<tr>
<td>Repayments</td>
<td></td>
</tr>
<tr>
<td>For those who have repayment due this week, please come over to me now and update your payments.</td>
<td></td>
</tr>
</tbody>
</table>
SESSION 15: PERSONAL VISION

OBJECTIVES
At the conclusion of the session the participant should:
- Have their personal vision written on paper

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Bring index cards, pens, cash box, payment form and remittance form

CONTENT

1. Welcome
   Hi everyone. Next week is graduation. Wow! Time has gone by so fast. I hope that the things I've taught will help you and your community move closer towards your dreams. Speaking of dreams, I wonder what you hope for the future. We'll talk more about that soon.

2. Personal Vision
   Which topics have you applied in your own house? (Allow for a few to share briefly.) Those are probably the topics that interest you the most. Have you every thought about your personal vision?
   Knowing your personal vision is like having a compass that guides you to the destination that you have set for your lives. It's like a blueprint of a very big house! The blueprint describes what type of life you are hoping for in the future. It ensures that you stay focused on your plan to achieve your goals in life and keeps you on track so that you do not deviate from the course you have set. And when you do go off course, knowing your personal vision can help you reset your direction back to the right course.
   Have you heard of the phrase: “Without a vision the people perish”? It's true, right? We need to know where we are going so that we can try and find out how to get there.

3. Share Your Vision
   I would like to share some of my goals and vision with you. (Share some of your goals and visions briefly. Or you may also share a story of a successful Pinoy who worked their way out of poverty.)

4. Vision Sharing Exercise
   In your small groups, share your personal goals and vision related to the following areas: family, education, housing and income goals. Your small group leader will write down what you share so that you can have it in writing. (Pass out 6 index cards to each group along with a pen.)

5. Closing
   Are you excited for next week's graduation?
   I'm excited to join with all of you for a time a celebrating all that you have learned and accomplish! This graduation isn't the end; it only represents the start of greater things to come.

6. Repayments
   For those who have repayment due this week, please come over to me now and update your payments. If you have over due debt (utang), please see me and we can talk about how to resolve your utang.
SESSION 16: GRADUATION

1. Graduation Program

2. Repayments

For those who brought their repayment commitment, agreed upon last week, please come over to me now and finalize your payments.
BUSINESS IN A BOX

PREPARATION FOR SESSION
- Ask your Livelihood Leader for your local income forecast
- Bring 5 turon kits, demo kit (one-third of a regular kit) and local turon income forecast on manila paper (refer to your Livelihood Leader)
- Arrange turon demo kit and cooking materials before the lesson in preparation for the demonstration

CONTENT

2. Turon Making

Today we’ll make turon. Do we have any experts in making this? (If anyone identifies themselves, ask them to come assist you along with their small group. If there are none, ask one small group to help.)

I want to show you what’s inside our turon kit. We have 2.5kg saba bananas, ½ kilo of brown sugar, 1 pack of lupia wrappers and 500ml of oil. You may know a different recipe to the one I’ll teach you today. If your recipe tastes better than mine, use your recipe and share it with me please!

Are you getting hungry? Let’s get cooking!

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). Cut the saba bananas in half, lengthwise. Now roll the banana half through the brown sugar and place it in a lumpia wrapper. Now wrap them tight and fry them here (point to the heated pan with oil). Remove them from the oil when they turn golden brown.

Thank you volunteers! I’ll finish cooking the turon while my partner will start the health session now. And then when she/he is done we’ll get to taste the turon!

(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don’t miss the Health session. Once the Health Trainer has finished, go straight into section 3.)
Now let’s try the turon! As you are sampling it, I want to share with you the potential income of selling turon. (The turon income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you’ll be dispersing.) I’ve prepared this income forecast I’d like to show you.

### Turon Income Forecast

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>P1.33</td>
<td>P2.50</td>
<td>P150</td>
<td>P80</td>
<td>P70</td>
</tr>
</tbody>
</table>

This kit will produce around 60 pieces of turon, which means it’ll cost you around P1.33 per piece. If you sell each piece for P2.50, then you’ll earn P150 per day by only selling 60 pieces! P80 of your earnings needs to be used to purchase new materials so that you can do your business again the following day. We call this capital. The other P70 of earnings is for you to use however you like. We call this net income. In the real world, a business costs money/capital to start. ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is a commitment of 4 payments of P20 each. Your repayments will help ICM extend this same opportunity to future participants just like you. This experience will also help you learn how to keep your business going. Hopefully going long after the program finishes!

Who want’s to start their own turon business and earn P70 a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a turon kit! (Update payment form.)
PREPARATION FOR SESSION

- Ask your Livelihood Leader for your local income forecast
- Bring 5 kutsinta kits, demo kit (one-third of a regular kit) and kutsinta income forecast on manila paper
- Arrange kutsinta demo kit and cooking materials before the lesson in preparation for the demonstration

CONTENT

2. Kutsinta Making 9 minutes

Today we’ll make kutsinta. Do we have any experts in making this? (If anyone identifies themself, ask them to come assist you along with their small group. If there are none, ask one small group to help.)

I want to show you what’s inside our kutsinta demo kit. We have 4 cup of flour, one cup of brown sugar, one tablespoon of lye (lehiya), 6 pieces of cupcake molder and one small cheese pack (or 1 grated coconut). We also need 3 cups of water which I got from here. You may know a different recipe to the one I’ll teach you today. If your recipe tastes better than mine, use your recipe and share it with me!

Are you getting hungry? Let’s get cooking!

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). Please mix all the dry ingredients together in this bowl. Next mix all the liquid ingredients. Keep mixing the batter until it’s smooth. Now it’s ready to pour about one spoonful into each mold. Place the molds on top of this pot of boiling water that I prepared earlier. The boiling water will steam cook the kutsinta in around 15 minutes.

Thank you volunteers! I’ll finish cooking the kutsinta while my partner will start the health session now. And then when she/he is done we’ll get to taste the kutsinta!

(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don’t miss the Health session. Once the Health Trainer has finished, go straight into section 3.)
4. Kutsinta Income Forecast

Are you ready to try the kutsinta?

But first let’s add the grated coconut! As you are sampling it, I want to share with you the potential income of selling kutsinta. (The kutsinta income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you’ll be dispersing.) I’ve prepared this income forecast I’d like to show you.

<table>
<thead>
<tr>
<th>Kutsinta Income Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piece of Product</td>
</tr>
<tr>
<td>56</td>
</tr>
</tbody>
</table>

This kit will produce around 56 pieces of kutsinta, which means it’ll cost you around P1.50 per piece. If you sell each piece for P3, then you’ll earn P168 per day by only selling 56 pieces! P80 of your earnings needs to be used to purchase new materials so that you can do your business again the following day. We call this capital. The other P88 of earnings is for you to use however you like. We call this net income. In the real world, a business costs money/capital to start. ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is a commitment of 4 payments of P20 each. Your repayments will help ICM extend this same opportunity to future participants just like you. This experience will also help you learn how to keep your business going. Hopefully going long after the program finishes!

Who want’s to start their own kutsinta business and earn P80 a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a kutsinta kit! (Update payment form.)

5. Closing (Return to Session)
BUSINESS IN A BOX

PREPARATION FOR SESSION
- Ask your Livelihood Leader for your local income forecast
- Bring 5 puto cheese kits, demo kit (one-third of a regular kit) and puto cheese income forecast on manila paper
- Arrange puto cheese demo kit and cooking materials before the lesson in preparation for the demonstration

CONTENT

2. Puto Cheese Making

Today we'll make puto cheese. Do we have any experts in making this? (If anyone identifies themselves, ask them to come assist you along with their small group. If there are none, ask one small group to help.)

I want to show you what's inside our puto cheese demo kit. We have 4 cups of flour, 1.5 cup of white sugar, 3 tablespoons of margarine, 3 tablespoon of baking powder, one small can of evaporated milk, 2 eggs, 6 pieces of cupcake molders, and a small block of cheese. We also need 2 cups of water which I got from here. You may know a different recipe to the one I'll teach you today. If your recipe tastes better than mine, use your recipe and share it with me!

Are you getting hungry? Let's get cooking!

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). Please mix the evaporated milk with the eggs. Now add the margarine and sugar. If you have vanilla, you can add it during this step. Add the flour and mix until smooth. Now it's time for the baking powder. Now it's ready to pour into the molds, using around one tablespoon per mold. Before they get steamed please put a small cube of cheese on top. Great. Place the molds on top of this pot of boiling water that I prepared earlier. The boiling water will steam cook the puto in around 10 minutes.

Thank you volunteers! I’ll finish cooking the puto while my partner will start the health session now. And then when she/he is done we'll get to taste the puto cheese!

(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don’t miss the Health session. Once the Health Trainer has finished, go straight into section 3.)
4. Puto Cheese Income Forecast

Now let’s try the puto cheese! As you are sampling it, I want to share with you the potential income of selling puto cheese. (The puto cheese income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you’ll be dispersing.) I’ve prepared this income forecast I’d like to show you.

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>P3.20</td>
<td>P5</td>
<td>P140</td>
<td>P90</td>
<td>P50</td>
</tr>
</tbody>
</table>

This kit will produce around 28 pieces of puto cheese, which means it’ll cost you around P3.20 per piece. If you sell each piece for P5, then you’ll earn P140 per day by only selling 28 pieces! P90 of your earnings needs to be used to purchase new materials so that you can do your business again the following day. We call this capital. The other P50 of earnings is for you to use however you like. We call this net income. In the real world, a business costs money/capital to start. ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is a commitment of 4 payments of P22.50 each. Your repayments will help ICM extend this same opportunity to future participants just like you. This experience will also help you learn how to keep your business going. Hopefully going long after the program finishes!

Who wants to start their own puto cheese business and earn P50 a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a puto cheese kit! (Update payment form.)

5. Closing (Return to Session)
PREPARATION FOR SESSION

- Ask your Livelihood Leader for your local income forecast
- Bring 5 cassave puto lanson kits, demo kit (one-third of a regular kit) and can save puto lanson income forecast on manila paper
- Arrange cassave puto lanson demo kit and cooking materials before the lesson in preparation for the demonstration

CONTENT

2. Cassava Puto Lanson Making 9 minutes

Today we'll make cassava puto lanson/sinakol. Do we have any experts in making this? (If anyone identifies themselves, ask them to come assist you along with their small group. If there are none, ask one small group to help.)

I want to show you what's inside our cassava puto lanson demo kit. We have 5kg of grated cassava, 2kg of brown sugar, 6 pieces of cupcake molder and one stick of margarine. You may know a different recipe to the one I'll teach you today. If your recipe tastes better than mine, use your recipe and share it with me!

Are you getting hungry? Let's get cooking!

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). Earlier I peeled the cassavas so that you can grate them onto this white cloth. Now fold the cloth around the grated cassava and squeeze it until dry. Place the cassava in this bowl and mix in the sugar. Now it's ready to pour into the molds. Place the molds on top of this pot of boiling water that I prepared earlier. The boiling water will steam cook the cassava puto lanson in around 15 minutes.

Thank you volunteers! I'll finish cooking cassava puto lanson while my partner will start the health session now. And then when she/he is done we'll get to taste the cassava puto lanson!

(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don't miss the Health session. Once the Health Trainer has finished, go straight into section 3.)
Who wants to start their own cassava puto lanson business and earn ₧130 a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a cassava puto lanson kit! (Update payment form.)

5. Closing (Return to Session)  

---

4. Cassava Puto Lanson Income Forecast  

Before we can try the cassava puto lanson, we'll spread the margarine on top of each.

Now let's try the cassava puto lanson! As you are sampling it, I want to share with you the potential income of selling cassava puto lanson. (The cassava puto lanson income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you'll be dispersing.) I've prepared this income forecast I'd like to show you.

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>₧2.40</td>
<td>₧5</td>
<td>₧250</td>
<td>₧120</td>
<td>₧130</td>
</tr>
</tbody>
</table>

This kit will produce around 50 pieces of cassava puto lanson, which means it'll cost you around ₧2.40 per piece. If you sell each piece for ₧5, then you'll earn ₧250 per day by only selling 50 pieces! ₧120 of your earnings needs to be used to purchase new materials so that you can do your business again the following day. We call this capital. The other ₧130 of earnings is for you to use however you like. We call this net income.

In the real world, a business costs money/capital to start. ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is a commitment of 4 payments of ₧30 each. Your repayments will help ICM extend this same opportunity to future participants just like you. This experience will also help you learn how to keep your business going. Hopefully going long after the program finishes!

Who wants to start their own cassava puto lanson business and earn ₧130 a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a cassava puto lanson kit! (Update payment form.)
PREPARATION FOR SESSION

- Ask your Livelihood Leader for your local income forecast
- Bring 5 banana chips kits, demo kit (one-third of a regular kit) and banana chips income forecast on manila paper
- Arrange banana chips demo kit and cooking materials before the lesson in preparation for the demonstration

CONTENT

2. Banana Chips Making

Today we’ll make banana chips. Do we have any experts in making this? (If anyone identifies themself, ask them to come assist you along with their small group. If there are none, ask one small group to help.)

I want to show you what’s inside our banana chips demo kit. We have 3 kilos of saba bananas, 1/3 kg of brown sugar, one kg of oil and cellophane for packing. You may know a different recipe to the one I’ll teach you today. If your recipe tastes better than mine, use your recipe and share it with me!

Are you getting hungry? Let’s get cooking!

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions.) Please thinly slice the bananas and then lightly coat each banana chip in sugar. Now put them here (point to the heated pan with oil.) Each piece only takes a few seconds so be quick to remove them. You’ll know they are ready to come out when the sugar caramelizes.

Thank you volunteers! I’ll finish cooking the banana chips while my partner will start the health session now. And then when she/he is done we’ll get to taste the banana chips!

(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don’t miss the Health session. Once the Health Trainer has finished, go straight into section 3.)
4. Banana Chips Income Forecast 9 minutes

Now let's try the banana chips! As you are sampling them, I want to share with you the potential income of selling banana chips. (The banana chips income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you'll be dispersing.) I've prepared this income forecast I'd like to show you.

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>P2.86</td>
<td>P5</td>
<td>P175</td>
<td>P100</td>
<td>P75</td>
</tr>
</tbody>
</table>

This kit will produce around 35 packs of banana chips, which means it'll cost you around P2.86 per pack. If you sell each pack for P5, then you'll earn P175 per day by only selling 35 packs! P100 of your earnings needs to be used to purchase new materials so that you can do your business again the following day. We call this capital. The other P75 of earnings is for you to use however you like. We call this net income. In the real world, a business costs money/capital to start. ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is a commitment of 4 payments of P25 each. Your repayments will help ICM extend this same opportunity to future participants just like you. This experience will also help you learn how to keep your business going. Hopefully going long after the program finishes!

Who wants to start their own banana chips business and earn P75 in a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a banana chips kit! (Update payment form.)

5. Closing (Return to Session) 1 minute
PREPARATION FOR SESSION

- Ask your Livelihood Leader for your local income forecast
- Bring 5 suman kits, demo kit (one-third of a regular kit) and suman income forecast on manila paper
- Arrange suman demo kit and cooking materials before the lesson in preparation for the demonstration

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CONTENT

2. Suman Making 9 minutes

Today we'll make suman/budbud. Do we have any experts in making this? (If anyone identifies themselves, ask them to come assist you along with their small group. If there are none, ask one small group to help.)

I want to show you what’s inside our suman demo kit. We have one kilo of glutinous rice, 3 cups of coconut milk and 3 tablespoons of brown sugar. I also have banana leaves that I collected from near here. You may know a different recipe to the one I’ll teach you today. If your recipe tastes better than mine, use your recipe and share it with me!

Are you getting hungry? Let’s get cooking!

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). Please mix the sugar into one cup of coconut milk. Pour the mixture over the rice and now we let it cook. Place 2 tablespoons of rice into a banana leaf then wrap it. Continue this process until all the rice has been wrapped. Earlier I heated one cup of coconut milk in this pan so that it’s ready for you to put the wrapped rice in. Please add water to the pan until all the suman are covered. Now we need to cover the pan and let them boil for 30 minutes.

Thank you volunteers! My partner will start the health session now so that it’ll give me time to finish cooking the rice. Once the rice is done I’m going to wrap some of it in these banana leaves. I’ll then boil the wrapped rice in water and the last cup of coconut milk. Let me now give this time to my partner.

(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don’t miss the Health session. Once the Health Trainer has finished, go straight into section 3.)
4. Suman Income Forecast

I have part of the cooked rice that I didn't wrap so that I can show you how to wrap it (demonstrate how to pack and tie the banana leaf).

Now let's try the suman I was able to make during the health session! As you are sampling it, I want to share with you the potential income of selling suman. (The suman income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you'll be dispersing.) I've prepared this income forecast I'd like to show you.

<table>
<thead>
<tr>
<th>Suman Income Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piece of Product</td>
</tr>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

This kit will produce around 30 pieces of suman, which means it'll cost you around P2 per piece. If you sell each piece for P5, then you'll earn P150 per day by only selling 30 pieces! P80 of your earnings needs to be used to purchase new materials so that you can do your business again the following day. We call this capital. The other P70 of earnings is for you to use however you desire. We call this net income. In the real world, a business costs money/capital to start. ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is a commitment of 4 payments of P20 each. Your repayments will help ICM extend this same opportunity to future participants just like you. This experience will also help you learn how to keep your business going. Hopefully going long after the program finishes!

Who wants to start their own suman business and earn P70 a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a suman kit! (Update payment form.)
**PREPARATION FOR SESSION**

- Ask your Livelihood Leader for your local income forecast
- Bring 5 fried lumpia kits, demo kit (one-third of a regular kit) and fried lumpia
  income forecast on manila paper
- Arrange fried lumpia demo kit and cooking materials before the lesson in
  preparation for the demonstration

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**CONTENT**

2. Fried Lumpia Making 9 minutes

Today we'll make fried lumpia. Do we have any experts in making this? (If anyone identifies themself, ask them to come assist you along with their small group. If there are none, ask one small group to help.)

I want to show you what's inside our fried lumpia demo kit. We have one pack of lumpia wrappers, \(\frac{1}{4}\) kg of baguio beans—although any similar beans will do, \(\frac{1}{4}\) kg of sayote—although any similar vegetables will work, \(\frac{1}{4}\) kg of carrots, \(\frac{1}{4}\) kg of cabbage, \(\frac{1}{4}\) kg of kalabasa (squash), one piece of garlic, one small onion, one small bell pepper, one small pack of soy sauce and 375ml of cooking oil. You may know a different recipe to the one I'll teach you today. If your recipe tastes better than mine, use your recipe and share it with me!

Are you getting hungry? Let's get cooking!

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). Please sauté the chopped garlic and onion. Ground pork or chicken can be added at this stage, but it's not necessary. Add in the vegetables I chopped into cubes earlier. Now add the soy sauce to simmer on medium heat for 5 minutes. Remove the lumpia filling from the pan and place the pan back on the fire. Add the oil to the pan. While the oil is heating please place 2-3 tablespoons of filling into each lumpia wrapper and fold. Now it's time to fry them in oil until golden brown.

Thank you volunteers! I'll finish cooking the fried lumpia while my partner will start the health session now. And then when she/he is done we'll get to taste the fried lumpia!

(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don't miss the Health session. Once the Health Trainer has finished, go straight into section 3.)
4. Fried Lumpia Income Forecast 9 minutes

Now let's try the fried lumpia! As you are sampling it, I want to share with you the potential income of selling fried lumpia. (The fried lumpia income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you'll be dispersing.) I've prepared this income forecast I'd like to show you.

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>₱1.67</td>
<td>₱2.50</td>
<td>₱150</td>
<td>₱100</td>
<td>₱50</td>
</tr>
</tbody>
</table>

This kit will produce around 60 pieces of fried lumpia, which means it'll cost you around 1.67 per piece. If you sell each piece for ₱2.50, then you'll earn ₱150 per day by only selling 60 pieces! ₱100 of your earnings needs to be used to purchase new materials so that you can do your business again the following day. We call this capital. The other ₱50 of earnings is for you to use however you like. We call this net income. In the real world, a business costs money/capital to start. ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is a commitment of 4 payments of ₱25 each. Your repayments will help ICM extend this same opportunity to future participants just like you. This experience will also help you learn how to keep your business going. Hopefully going long after the program finishes!

Who want's to start their own fried lumpia business and earn ₱50 a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a fried lumpia kit! (Update payment form.)
PREPARATION FOR SESSION

- Ask your Livelihood Leader for your local income forecast
- Bring 5 fresh lumpia kits, demo kit (one-third of a regular kit) and fresh lumpia income forecast on manila paper
- Arrange fresh lumpia demo kit and cooking materials before the lesson in preparation for the demonstration

CONTENT

2. Fresh Lumpia Making 9 minutes

Today we’ll make fresh lumpia. Do we have any experts in making this? (If anyone identifies themselves, ask them to come assist you along with their small group. If there are none, ask one small group to help.)

I want to show you what’s inside our fresh lumpia demo kit. We have one pack of lumpia wrappers, ½ kilo of coconut flesh, ½ kilo of cabbage, ½ kilo of carrot, ¼ kilo of kamote tops, ¼ cup of peanuts, one cluster of garlic, one onion, salt, pepper and 1 cup of oil. You may know a different recipe to the one I’ll teach you today. If your recipe tastes better than mine, use your recipe and share it with me!

Are you getting hungry? Let’s get cooking!

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). Please sauté the chopped garlic and onion. Ground pork, chicken or shrimp can be added at this stage, but it’s not necessary. Add in the thinly sliced vegetables and coconut flesh and simmer on medium heat for 5 minutes. Add in a bit of salt and pepper for flavoring. Remove the lumpia filling from the pan so that it can start cooling. Once the filling cools, I’ll put 3 tablespoons into each wrapper.

Thank you volunteers! I’ll wrap the fresh lumpia while my partner will start the health session now. And then when she/he is done we’ll get to taste the fresh lumpia!

(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don’t miss the Health session. Once the Health Trainer has finished, go straight into section 3.)
4. Fresh Lumpia Income Forecast

Now let's try the fresh lumpia! As you are sampling it, I want to share with you the potential income of selling fresh lumpia. (The fresh lumpia income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you'll be dispersing.) I've prepared this income forecast I'd like to show you.

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>P2.50</td>
<td>P5</td>
<td>P200</td>
<td>P100</td>
<td>P100</td>
</tr>
</tbody>
</table>

This kit will produce around 40 pieces of fresh lumpia, which means it'll cost you around P2.50 per piece. If you sell each piece for P5, then you'll earn P200 per day by only selling 40 pieces! P100 of your earnings needs to be used to purchase new materials so that you can do your business again the following day. We call this capital. The other P100 of earnings is for you to use however you like. We call this net income. In the real world, a business costs money/capital to start. ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is a commitment of 4 payments of P25 each. Your repayments will help ICM extend this same opportunity to future participants just like you. This experience will also help you learn how to keep your business going. Hopefully going long after the program finishes!

Who want's to start their own fresh lumpia business and earn P100 a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a fresh lumpia kit! (Update payment form.)
BUSINESS IN A BOX

PREPARATION FOR SESSION
- Ask your Livelihood Leader for your local income forecast
- Bring 5 champorado kits, demo kit (one-third of a regular kit) and champorado income forecast on manila paper
- Arrange champorado demo kit and cooking materials before the lesson in preparation for the demonstration

CONTENT

2. Champorado Making

Today we'll make champorado. Do we have any experts in making this? (If anyone identifies themselves, ask them to come assist you along with their small group. If there are none, ask one small group to help.)

I want to show you what's inside our champorado demo kit. We have 1.5 kilos of glutinous rice, 10 pieces of tablia, ½ kilo of brown sugar, 2 cups coconut milk. I also prepared 23 cups of water that I got from here. You may know a different recipe to the one I'll teach you today. If your recipe tastes better than mine, use your recipe and share it with me!

Are you getting hungry? Let's get cooking!

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). Please put the rice inside this pot and add the coconut milk and water so that we can start cooking it. While the rice starts to cook, we need to make the flavor. Please crush the tablia and mix it into the brown sugar. We won't add it in until the rice is cooked.

Thank you volunteers! I'll finish cooking the champorado while my partner will start the health session now. And then when she/he is done we'll get to taste the champorado!

(SESSION BREAK: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don't miss the Health session. Once the Health Trainer has finished, go straight into section 3.)

4. Champorado Income Forecast

I added flavor into the cooked rice, so now let's taste the champorado! As you are sampling it, I want to share with you the potential income of selling champorado. (The champorado income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you'll be dispersing.) I've prepared this income forecast I'd like to show you.

<table>
<thead>
<tr>
<th>Champorado Income Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piece of Product</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>50</td>
</tr>
</tbody>
</table>

This kit will produce around 50 servings of champorado, which means it'll cost you around P2 per serving. If you sell each serving for P5, then you'll earn P250 per day by only selling 50 servings! P100 of your earnings needs to be used to purchase new materials so that you can do your business again the following day. We call this capital. The other P150 of earnings is for you to use however you like. We call this net income.

In the real world, a business costs money/capital to start. ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is a commitment of 4 payments of P25 each. Your repayments will help ICM extend this same opportunity to future participants just like you. This experience will also help you learn how to keep your business going. Hopefully going long after the program finishes!

Who want's to start their own champorado business and earn P150 a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a champorado kit! (Update payment form.)

5. Closing (Return to Session)
**PREPARATION FOR SESSION**

- Ask your Livelihood Leader for your local income forecast
- Bring 5 banana que kits, demo kit (one-third of a regular kit) and banana que income forecast on manila paper
- Arrange banana que demo kit and cooking materials before the lesson in preparation for the demonstration

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**CONTENT**

**2. Banana Que Making**

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*Today we'll make banana que. Do we have any experts in making this? (If anyone identifies themself, ask them to come assist you along with their small group. If there are none, ask one small group to help.)*

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*I want to show you what's inside our banana que demo kit. We have 37 pieces of saba banana, 1/2 kilo of brown sugar, 100 bbq sticks and 375 ml of oil. You may know a different recipe to the one I'll teach you today. If your recipe tastes better than mine, use your recipe and share it with me!*

---

*Are you getting hungry? Let's get cooking!*

---

*I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). One of you can heat the oil in this pan while the other peels the bananas. Now quickly dip the banana in water; this will help the sugar stick. Put 2 bananas on a stick and then roll them in sugar. Now put them in the frying pan. Remove them from the oil when they turn golden brown/caramelized.*

---

*Thank you volunteers! I'll finish cooking the banana que while my partner will start the health session now. And then when she/he is done we'll get to taste the banana que!*

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*(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don't miss the Health session. Once the Health Trainer has finished, go straight into section 3.)*
4. Banana Que Income Forecast 9 minutes

Now let’s try banana que! As you are sampling it, I want to share with you the potential income of selling banana que. (The banana que income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you’ll be dispersing.) I’ve prepared this income forecast I’d like to show you.

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>P3</td>
<td>P5</td>
<td>P125</td>
<td>P75</td>
<td>P50</td>
</tr>
</tbody>
</table>

This kit will produce around 25 pieces of banana que, which means it’ll cost you around P3 per piece. If you sell each piece for P5, then you’ll earn P125 per day by only selling 25 pieces! P75 of your earnings needs to be used to purchase new materials so that you can do your business again the following day. We call this capital. The other P50 of earnings is for you to use however you desire. We call this net income. In the real world, a business costs money/capital to start. ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is a commitment of 4 payments of P18.75 each. Your repayments will help ICM extend this same opportunity to future participants just like you. This experience will also help you learn how to keep your business going. Hopefully going long after the program finishes!

Who want’s to start their own banana que business and earn P50 a day? (Let them raise their hands.)

For those 5 who raised their hands, please come forward to get a banana que kit! (Update payment form.)

5. Closing (Return to Session) 1 minute
PREPARATION FOR SESSION

- Ask your Livelihood Leader for your local income forecast and kit details needed below
- Bring one detergent powder kit, including packaging materials
- Arrange the detergent materials before the lesson in preparation for the demonstration

CONTENT

2. Detergent Powder Making 9 minutes

Today we’ll make detergent powder. I want to show you what’s inside the detergent powder kit. There’s sodium sulfate, APOC (all purpose organic cleaner), CFAS (coco fatty acid sulfate), zeolite, speckles, bubble enhance, gloves, mask and packaging. All the complicated names are types of chemicals needed to make detergent powder similar to the leading brands.

Are you ready to get started?

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). My volunteers will help me mix all these ingredients together, but before they get started it’s a good idea that they wear gloves and masks to prevent irritation. Please take Sodium Sulfate and mix it with APOC along with CFAS, zeolite, speckles and bubble enhancer. All the ingredients need to be thoroughly mixed.

(As the detergent powder is being mixed, tell the group a short testimony of participant, or a group of participants, who were able to establish a successful detergent powder business. Describe the situation and how they were able to be successful!)

Let’s thank our volunteers! I’ll finish mixing while my partner will start the health session now. And then when she/he is done we’ll test the product!

(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don’t miss the Health session. Once the Health Trainer has finished, go straight into section 3.)
4. Detergent Powder Income Forecast

Let's test the detergent powder we made today. What do you think?

I want to share with you the potential income of selling detergent powder. (The detergent powder income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you’ll be dispersing.) I've prepared this income forecast I'd like to show you.

### Detergent Powder Income Forecast

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>P20</td>
<td>P35</td>
<td>P245</td>
<td>P140</td>
<td>P105</td>
</tr>
</tbody>
</table>

This kit will produce around 35 250g packs of detergent powder, which means it'll cost around P20 per pack. If you sell each pack for P35, then you’ll earn P245 by only selling 7 packs! ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is an individual commitment to repay P140 next week or P28 for the next 5 weeks. If you repay your P140 next week, that should leave you with P105. If you can save that P105 and add P35, you can join with the other 4 to start a detergent powder business. The value of the kit is P700. This is a large amount of capital on your own, but if you work as a group it can be achieved! Your savings group will be a great tool to help you start this business. ICM will not sell you a 2nd kit, but I will help you learn how to order a kit directly from the supplier. And I can help facilitate these orders during the program.

Who want's to one of the 5 to try doing this business? Please raise their hands.

For those 5 who raised their hands, please come forward to get your share of product and packaging at the end of this session! (Update payment form.)

5. Closing (Return to Session)
**PREPARATION FOR SESSION**
- Ask your Livelihood Leader for your local income forecast and kit details needed below
- Bring one dishwashing liquid kit, including packaging materials
- Arrange the dishwashing liquid materials before the lesson in preparation for the demonstration

**CONTENT**

### 2. Dishwashing Liquid Making  
9 minutes

Today we'll make dishwashing liquid. I want to show you what's inside the dishwashing liquid kit. There's APOC (all purpose organic cleaner), anti-bacteria, anti-sebo-helps fight grease, bubble enhancer, scent, coloring and packaging. We'll also need 12 liters of clean water, which I got from here. This mixture is similar to the leading brands.

*Are you ready to get started?*

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). My volunteers will help me mix all these ingredients together, except the coloring. The order of adding the ingredients together isn't that important, but it is very important to mix them thoroughly. I have a little secret I want to share with you. Bubble enhancer makes the dishwashing liquid very bubbly, but bubbles don't actually help clean. It's the other ingredients that really have the cleaning power. So why did we add it (ask rhetorically)? Because people think bubbles are important and we're trying to sell our products to them. But feel free to help educate your neighbors that bubbles don't help clean.

*(As the detergent powder is being mixed, tell the group a short testimony of participant, or a group of participants, who were able to establish a successful detergent powder business. Describe the situation and how they were able to be successful!)*

Now it's time to add in the coloring until it becomes a desirable color. Let's thank our volunteers! I'll finish mixing while my partner will start the health session now. And then when she/he is done we'll test the product!

*(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don't miss the Health session. Once the Health Trainer has finished, go straight into section 3.)*
4. Dishwashing Liquid Income Forecast

Let's test the dishwashing liquid we made today. What do you think?

I want to share with you the potential income of selling dishwashing liquid. (The dishwashing liquid income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you'll be dispersing.) I've prepared this income forecast I'd like to show you.

Dishwashing Liquid Income Forecast

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>P21</td>
<td>P35</td>
<td>P245</td>
<td>P147</td>
<td>P98</td>
</tr>
</tbody>
</table>

This kit will produce around 35 400ml bottles of dishwashing liquid, which means it'll cost around P21 per bottle. If you sell each bottle for P35, then you'll earn P245 by only selling 7 bottles! ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is an individual commitment to repay P147 next week or P29.50 for the next 5 weeks. If you repay your P147 next week, that should leave you with P98. If you can save that P98 and add P42, you can join with the other 4 to start a detergent powder business. The value of the kit is P735. This is a large amount of capital on your own, but if you work as a group it can be achieved! Your savings group will be a great tool to help you start this business. ICM will not sell you a 2nd kit, but I will help you learn how to order a kit directly from the supplier. And I can help facilitate these orders during the program.

Who want's to one of the 5 to try doing this business? Please raise their hands.

For those 5 who raised their hands, please come forward to get your share of product and packaging at the end of this session! (Update payment form.)
BUSINESS IN A BOX

PREPARATION FOR SESSION

- Ask your Livelihood Leader for your local income forecast and kit details needed below
- Bring one fabric softener kit, including packaging materials
- Arrange the fabric softener materials before the lesson in preparation for the demonstration

CONTENT

2. Fabric Softener Making  9 minutes

Today we’ll make fabric softener. I want to show you what’s inside the fabric softener kit. There’s ultra soft gel, sodium chloride, anti-foam, fragrance retainer, scent, coloring and packaging. We’ll also need 13 liters of clean water, which I got from here. This mixture is similar to the leading brands.

Are you ready to get started?

I need 2 volunteers to perform the directions as I share them (read through each step as your assistants perform the actions). My volunteers will help me mix all these ingredients together, except the sodium chloride and coloring. The order of adding the ingredients together isn’t that important, but it is very important to mix them thoroughly. Now mix in the sodium chloride.

(As the fabric softener is being mixed, tell the group a short testimony of participant, or a group of participants, who were able to establish a successful fabric softener business. Describe the situation and how they were able to be successful!)

Now it’s time to add in the coloring until it becomes a desirable color. Let’s thank our volunteers! I’ll finish mixing while my partner will start the health session now. And then when she/he is done we’ll test the product!

(Session Break: Allow the Health Trainer to do his/her session while you finish making the product. Tell your volunteers to rejoin the session so they don’t miss the Health session. Once the Health Trainer has finished, go straight into section 3.)
4. Fabrics Softener Income Forecast

Let’s test the dishwashing liquid we made today. What do you think?

I want to share with you the potential income of selling dishwashing liquid. (The dishwashing liquid income forecast below is a general example. Your Livelihood Leader will give you the correct local figures to put into the forecast so that it will match the kits you’ll be dispersing.) I’ve prepared this income forecast I’d like to show you.

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>P27</td>
<td>P40</td>
<td>P280</td>
<td>P189</td>
<td>P91</td>
</tr>
</tbody>
</table>

This kit will produce around 35 400ml bottles of dishwashing liquid, which means it’ll cost around P27 per bottle. If you sell each bottles for P40, then you’ll earn P280 by only selling 7 bottles! ICM would like to give 5 of you the opportunity to try this business, however you will need to repay the capital. This is an individual commitment to repay P189 next week or P37.80 for the next 5 weeks. If you repay your P189 next week, that should leave you with P91. If you can save that P91 and add P98, you can join with the other 4 to start a detergent powder business. The value of the kit is P945. This is a large amount of capital on your own, but if you work as a group it can be achieved! Your savings group will be a great tool to help you start this business. ICM will not sell you a 2nd kit, but I will help you learn how to order a kit directly from the supplier. And I can help facilitate these orders during the program.

Who want’s to one of the 5 to try doing this business? Please raise their hands.

For those 5 who raised their hands, please come forward to get your share of product and packaging at the end of this session! (Update payment form.)
OBJECTIVES
At the end of the session the participant should:
- Know how to maintain a healthy garden

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Bring Plant Management Guide leaflets, flipchart, cash box, payment form and remittance form

CONTENT

2. Plant Management 5 minutes

Can you share with me how you currently care for and maintain your vegetable plants? (Allow participants to share. If someone shares something incorrect, gentle and carefully explain a better way to do it.) Let's learn some more ways to care for our plants.

It's good to regularly remove weeds that are near your plants so that your vegetables don't have to compete for nutrients. As a result, all the nutrients in the soil will be available for the vegetables to grow and bear larger fruit. Removing visible insect is essential in maintaining healthy plants. But sometimes it's not enough to remove insects by hand. There are some insects that cannot be seen by the naked eye. To remove them you can use one of these two botanical pesticides.

3. Botanical Pesticides 15 minutes

Kakawate and tubli root pesticides are both effective against most insects. Let's first make kakawate pesticide. I gathered these kakawate leaves earlier and we need about 3 handfuls of leaves. I need a volunteer to pound them. While those leaves are being crushed, let's measure out 50ml of water in this container. And now we can add in the crushed leaves. Let this mixture soak overnight. I've brought a mixture that I made yesterday so that we can do the next step. We need to strain the leaves and then dilute with more water. Add one teaspoon to 400ml of water and then spray it onto the leaves and base of the plant during sunrise and sunset. The mixture is most effective within 3 days. Tubli root pesticide is also very easy. I need another volunteer to chop up one small root. Let's prepare a container with 300ml that we'll soaked the chopped tubli roots for 24 hours. Here's one I prepared yesterday so we can go straight to straining out the roots. Before spraying, mix equally with water. Let's thank the 2 volunteer and I'll give them the ready to use ones we made today. Feel free to share the mixtures with the rest of the community. I'll bring the 2 new mixtures that we started today to a community I'll be teaching tomorrow. Next week we want to hear your feedback on what you observed. Remember that botanical pesticides need to be used consistently for 2 to 3 days to be most effective. Here are copies of the Plant Management Guide. (Give the leaflet to each participant that's interested.)
What solutions do you suggest for keeping careless humans and animals from damaging your garden and ruining your vegetables?

Often, the easiest and cheapest solution is to just raise your containers off the ground.

4. Vegetable Rotation  

Has anyone heard of vegetable rotation before?

It simply means we need to “rotate”, meaning change, the type of vegetable in between harvests. (Open flip-chart Plant Management) For example, after you harvest petchay you can replant tomato or polsitow (long beans) in the same soil. Doing this will help lessen the build-up of pathogens and pests that increase when one type of vegetable is continuously grown in the same soil. Each plant variety has certain bacteria that feed on them and when we plant a different variety of vegetable in the same soil the existing bacteria don’t have any food to eat. And so the bacteria die without causing harm to the plants. Vegetable rotation also improves soil structure and fertility by alternating deep-rooted and shallow-rooted plants. Applying vegetable rotation to your garden is an important but simple tool to have a sustainable and healthy garden. (Return to Session)
OBJECTIVES
At the end of the session the participant should:
- Have a model herbal garden

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Bring 5-10 herbal plants, cash box, payment form and remittance form
- Prepare a garden plot (if space is limited, select an area ideal for a containerized herbal garden)

CONTENT

<table>
<thead>
<tr>
<th>2. Herbal Garden</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today we will review what we've learned in the PHE lesson about Herbal Plants. Can anyone remember some of the herbal plants and their benefits? (Allow a few participants to share.)</td>
<td></td>
</tr>
<tr>
<td>Thank you for remembering and sharing about the benefits that these special plants can provide us. It's amazing that these plants can help us with our headaches, coughs, colds, wounds and cuts!</td>
<td></td>
</tr>
<tr>
<td>Raise your hands if you've been able to plant any of the herbal plants at your house? Can one or two of you share how it's benefited you?</td>
<td></td>
</tr>
<tr>
<td>Thanks for sharing your experience. Today we're going to work on setting up a model herbal garden inside your community garden. I brought some of the herbal plants so that we can get started right now!</td>
<td></td>
</tr>
<tr>
<td>Let's quickly go to our community garden (if the community garden is far or they didn't start one, then do the this activity in a ground plot near the training area). We prepared a small plot (point to it) earlier. I need a few volunteers to help me plant our new herbal plants in this plot. Great job! Let's return to our training area.</td>
<td></td>
</tr>
<tr>
<td>I encourage you to setup a herbal garden near your house so that you have easy access when you need to use them.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Demonstration</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is mentioned in our PHE lesson that ampalaya leaves or fruit can be a remedy to our illness.</td>
<td></td>
</tr>
<tr>
<td>Has anyone here ever used ampalaya leaves to treat their headaches, skin diseases, wounds or cuts?</td>
<td></td>
</tr>
<tr>
<td>Now we are going demonstrate to you how to prepare and use the leaf.</td>
<td></td>
</tr>
<tr>
<td>I brought ampalaya leaves. First, warmth it in a fire then apply to the afflicted area of headaches or burns. For open wounds and other skin diseases we can extract its juice and apply it to the infected area. Ampalaya juice serves as disinfectant.</td>
<td></td>
</tr>
</tbody>
</table>

(Return to Session)
EM/TRICHODERMA & VERMI TEA

BEST FOR COMMUNITIES INTERESTED IN GARDENING

OBJECTIVES
At the end of the session the participant should:
- Know how to prepare and use vermi tea and EM/trichoderma

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Bring one kilo of vermicast and 200ml of EM or tricoderma (ask your Livelihood Leader), cash box, payment form and remittance form

CONTENT

2. Vermi Tea Making  10 minutes

Today I'm going to demonstrate how to make vermi tea and EM/trichoderma (ask your Livelihood Leader which one you'll be teaching).

I need to ask a small group to help me do today's lesson. Which group can help me out? Making vermi tea is very simple and useful. What do you think is the purpose of vermi tea? (Allow a few answers. If no one gives the correct answer, share that vermi tea is used as a liquid fertilizer.)

My volunteers will take one kilo of vermicast and mix it with about four parts water.

After being thoroughly stirred, it can be poured onto plants. It's great to do this daily with flowering plants and at least once a week to nonflowering plants. The great thing about vermicast and vermi tea is that you can never over fertilize, unlike commercial fertilizers. Over fertilizing damages the plants and wastes money, but that isn't the case with organic gardening.

3. EM/Trichoderma Making  10 minutes

EM/Trichoderma is a very cheap product that you can buy which contains beneficial microorganisms. These organisms live in the soil and plants root systems to help do lots of good things. If you're interested in more of the details, I'm happy to share them with you after today's session. But the key thing to know is that they help create a good environment for the plants. Not only the plants. We can spray this product on our vermi food and those organisms will provide a good environment for the organic waste to decompose faster. This product has one more use. It can be poured into a clogged drain or septic tank to breakdown the waste.

Do you think your worms will enjoy eating nicely prepared organic waste? (This is supposed to be a joke, so try to get the participants to laugh.)

Now it's time to prepare the EM/Tricoderma. I need my assistants to mix 2 tablespoons of EM/Tricoderma into one liter of water. And it's as simple as that! It's now ready to be applied to your vegetables and organic waste.

4. Review  5 minutes

Let's review what we learned today. How do we make vermi tea? Great memory. And what's the main purpose of vermi tea? Well done. Who remembers what EM/Trichoderma is used for? (If they struggle to know the answer, remind them again.) And how do we mix EM/Trichoderma?

Wow, you guys have a great memory!

(Return to Session)
OBJECTIVES
At the end of the session the participant should:
- Know how to make CRH and understand the benefits of CRH

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Bring one carbonizer and one sack of rice hull (unless provided by the community), cash box, payment form and remittance form
- Prepare rice hull and firewood for demonstration

CONTENT

2. CRH Demonstration  25 minutes

Today we will make Carbonize Rice Hull (CRH). Rice hull has many uses. It can be used as a fuel source, as bedding for pigpens and soil additive, which is what we'll be focusing on today.

Let's move outside to where I started a fire. I'm going to need 2 volunteers (read through each step as your assistants perform the actions). Please place the carbonizer on top of the fire. Now put one sack of rice hull around the carbonizer. Try to make the rice hull form the shape of a upside-down cone. It's fine for the rice hull to touch the carbonizer, but don't let it catch fire. We can add more wood to the fire through the chimney. Now that the fire is burning well and our rice hull cone looks good, we don't need to do much. We can add wood as necessary until around 85% of the hull turns black.

This process can take a bit of time so I'm going to share with you why we are making CRH. CRH contains phosphorous, potassium, calcium, magnesium and other micronutrients needed for growing crops. It is a soil loosener and aids moisture retention. It can enhance seedling growth and minimizes weed growth. Rice hull is normally free and free is always a good price, right? A carbonizer is pretty easy to operate, as you've seen. And it's also pretty cheap to make. In just a little bit I'll describe how we make a carbonizer. When CRH is added to vermicast, it makes a great soil enhancer. It helps eliminate fungus that damage and kill plants. Rice hull, without carbonizing, will take a long time to naturally decompose due to its silica content, so that's why we need to carbonize it.

Can anyone figure out how we made the carbonizer?

The bottom of it is made from a recycled paint can. By hammering a large nail or screwdriver through the can we're able to make space for air to pass through. To make sure enough air gets through, holes need to be made all over the can: aim for half-an-inch apart. That's about the size of a peso coin. The chimney is made out of GI sheet. We bent both edges so that they hook on to each other. The last step is combining the 2 pieces together. This can be a bit tricky, but with some determination you can figure it out. Make a hole the size of the chimney in the bottom of the can. Cut one end of the chimney into tabs. These tabs need to alternate: one needs to be inside the can, the next outside the can, the next inside the can and so on. Those tabs provide a simple solution to join the 2 pieces together without needing to weld or drill anything. If you found my instructions confusing, that's ok. I'm leaving this carbonizer (point to the one you brought) here for you all to in your community garden. That way you'll have a model to copy.

I think the rice hull looks ready (if it doesn't just use some of the rice hull that's already black). Using a shovel or bolo, slowly mix the rice husk until its 99% black. Now sprinkle water on the rice hull and mix until it stops smoking. Once it cools down you can add it directly to your soil or store it for later use.

(Return to Session)
OBJECTIVES
At the end of the session the participant should:
- Know how to make vinegar

PREPARATION FOR SESSION
- Read through the session notes a week in advance
- Familiarize yourself with the Vinegar handout
- Bring vinegar making materials and leaflets, cash box, payment form and remittance form
- Boil one kilo of banana peels for vinegar making and prepare a fire just before your session.

CONTENT

2. Making Vinegar 10 minutes
I need one small group to help me out today. We are going to make vinegar from banana peels. You may think that sounds gross or funny. The first time I heard about it I also wasn’t convinced, but it works, the vinegar tastes good and is very marketable!

Chop up one kilo of banana peels. Place the chopped banana peels into the 4 cups of water here. It needs to boil for 40 minutes. Since we have a limited time today, I brought some peels that were cooked earlier this morning. Now that it’s cool we need to separate the liquid using a strainer/cheese cloth. (Help the volunteers to do this step.) We now add in another 4 cups of water and 1.5 cups of sugar. It needs to be heated, but not boiled (60 to 65°C), for 10 minutes.

3. Vinegar Making Guide 10 minutes
While it’s boiling, let’s have a look at the Vinegar Making Guide. (Handout the leaflets. Talk them through all different steps and pictures.)

Do you have any questions on the handout, before we finish preparing the vinegar?

4. Fermenting the Vinegar 5 minutes
Now transfer the liquid into a sterilized container. (Remember to use your volunteers.) Then add in one sachet of bakers yeast or add 2 cups of vinegar starter if available. Loosely place the container cap on. If the cap is too tight, the fermentation could cause the bottle to explode. We'll place it back into its safe storage place. In 4 weeks it'll be ready to consume or sell!

Who lives near by and is willing to keep our fermenting vinegar bottle safe? It should be stored in a safe cool place. You (the person safekeeping the bottle) will need to bring it back in 4 weeks.

(Return to Session)
OBJECTIVES
At the end of the session the participant should:
- Know how to earn money from vinegar production

PREPARATION FOR SESSION
- Read through the session notes a week in advance

CONTENT

2. Vinegar Harvesting  
If you ever make a batch that doesn't taste or smell right, try again. But make sure you follow the instructions and keep things as clean as possible. Sometimes bad bacteria will get into the mixture and cause it to spoil.

Now it's time to package the vinegar. Before we do that, we need to pour it through a sieve or cheesecloth to remove any sediment. Then it's as simple as pouring it into clean containers. You can sell or consume it immediately, but you can also allow it to age for another month to improve the quality of the vinegar.

Is anyone going to try this at home? (If no one shows interest, share that you hope some will be once they see how much income can be made.)

3. Vinegar Income Forecast  
I want to share with you the potential income of selling vinegar. (The vinegar income forecast is general example. Your Livelihood Leader will give you the correct local figures to put into the forecast.) I've prepared this income forecast I'd like to show you.

<table>
<thead>
<tr>
<th>Piece of Product</th>
<th>Cost per Piece</th>
<th>SRP</th>
<th>Income</th>
<th>Rolling Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 (250ml)</td>
<td>P1.33</td>
<td>P5</td>
<td>P30</td>
<td>P8</td>
</tr>
</tbody>
</table>

Our main ingredient is banana peel so our ingredient cost is only P8. Which should make around 1.5L of vinegar or P1.33 per 250ml.!

Is that cheaper than the cost of vinegar in your area?

(Return to Session)
VHL TRAINING PROGRAMS

TRANSFORM AND JUMPSTART PROGRAM:

HEALTH TRAINER’S MANUAL

(Versions 5, June 2013)
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## PRIMARY REFERENCE MATERIALS
UNICEF (2010) Facts for life
http://www.factsforlifeglobal.org/

WHO (2001) Guiding principles for complementary feeding of the breastfed child
The course aims to train essential life skills to communities suffering the effects of poverty and social injustice. The training contains values, health and livelihood (VHL) components.

The health training occurs in a discussion format, focusing on skills and knowledge needed to prevent illness / disease and to promote good health choices. The health training is also revised individually during house-to-house visits and small group discussion times.

The livelihood training focuses on poverty alleviation through imparting small business ideas and skills. These ideas are directed at activities that will also directly improve health, such as home-based vegetable production. The training is undertaken initially in a large-group discussion format during the feeding session. As with the health training, the livelihood teaching is reinforced during individual (house-to-house) or small group discussions at the participants’ homes.

**Dynamics of the program**

In order to encourage participation and facilitate learning, the training incorporates two specific dynamics. These are:

1. Contemporary training: Using dynamic training strategies to ensure participation of all during the session; using the training manual and associated resources
2. House to house: Visiting the participants at home to reinforce relationship development and practical implementation of knowledge
3. Prizes: Positive incentives used to encourage participants and to reward positive dissidence

**Team members**

The program involves participation from a variety of ICM and community members. These are as follows:

<table>
<thead>
<tr>
<th>Team member</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Livelihood trainer</td>
<td>- Weekly livelihood training at the HL site</td>
</tr>
<tr>
<td>2. Health trainer</td>
<td>- Weekly health training at the HL site</td>
</tr>
<tr>
<td>3. Pastors</td>
<td>- Weekly values training</td>
</tr>
<tr>
<td></td>
<td>- Attend HL training day</td>
</tr>
<tr>
<td>4. Counselors (4/5 per location)</td>
<td>- Assist with training sessions – e.g. caring for children during teaching</td>
</tr>
<tr>
<td></td>
<td>- Undertaking home visits with trainers</td>
</tr>
<tr>
<td></td>
<td>- Assist pastors in providing spiritual care to participants</td>
</tr>
<tr>
<td>5. Participants</td>
<td>- Attend weekly training day and participate in the small group activities</td>
</tr>
<tr>
<td></td>
<td>- Be available for home visits</td>
</tr>
</tbody>
</table>
Overview of the Values Health Livelihood (VHL) Training

Training Structure

<table>
<thead>
<tr>
<th>Time</th>
<th>VHL training day structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 - 11.00</td>
<td>Travel to Transform / Jumpstart area</td>
</tr>
<tr>
<td>11.00 - 12.00</td>
<td>Pre session: House to house visit (2 per trainer) or small group discussion</td>
</tr>
<tr>
<td>12.00 - 1.00</td>
<td>Lunch (bring your own)</td>
</tr>
<tr>
<td>1.00 - 1.30</td>
<td>Values – lead by the Pastor or delegate (or at a separate time)</td>
</tr>
<tr>
<td>1.30 - 2.00</td>
<td>Livelihood – many livelihood lessons should occur before health</td>
</tr>
<tr>
<td>2.00 - 2.30</td>
<td>Health – finish on the health lesson most days</td>
</tr>
<tr>
<td>2.30 - 3.30</td>
<td>Post session: House to house visit (2 per trainer) or small group discussion</td>
</tr>
<tr>
<td>3.30</td>
<td>Travel to Office</td>
</tr>
</tbody>
</table>

Weekly Teaching Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Livelihood</th>
<th>Health</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation &amp; community mapping</td>
<td>And God said &quot;it is good&quot;</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Community gardening and Garden in a box</td>
<td>Health Choices</td>
<td>Created good and beautiful</td>
</tr>
<tr>
<td>3</td>
<td>Business in a box</td>
<td>Hygiene sanitation</td>
<td>We choose our own way</td>
</tr>
<tr>
<td>4</td>
<td>Savings group</td>
<td>Infectious things</td>
<td>Two ways to live</td>
</tr>
<tr>
<td>5</td>
<td>Business in a box</td>
<td>Respiratory tract</td>
<td>Life outside God's rule</td>
</tr>
<tr>
<td>6</td>
<td>Business in a box</td>
<td>Injury prevention</td>
<td>Being good does not save</td>
</tr>
<tr>
<td>7</td>
<td>Business in a box</td>
<td>Healthy child, healthy adults</td>
<td>Jesus dies and lives again</td>
</tr>
<tr>
<td>8</td>
<td>Business in a box</td>
<td>Hygiene part 2</td>
<td>Sinners come home</td>
</tr>
<tr>
<td>9</td>
<td>Business in a box</td>
<td>SM1: Birth timing and preparations</td>
<td>Following the way of Christ</td>
</tr>
<tr>
<td>10</td>
<td>Elective</td>
<td>SM2: Breastfeeding and newborn care</td>
<td>Learning to live the Jesus' way</td>
</tr>
<tr>
<td>11</td>
<td>Business in a box</td>
<td>SM3: Complementary feeding</td>
<td>A new power to live</td>
</tr>
<tr>
<td>12</td>
<td>Elective</td>
<td>Childhood growth and development</td>
<td>Living as wise people</td>
</tr>
<tr>
<td>13</td>
<td>Elective</td>
<td>Family planning and STDs</td>
<td>All of life for the Lord</td>
</tr>
<tr>
<td>14</td>
<td>Elective</td>
<td>Diarrhoea</td>
<td>Life in the body of Christ</td>
</tr>
<tr>
<td>15</td>
<td>Personal visioning</td>
<td>Quiz and assessment</td>
<td>Bearing fruits of new life</td>
</tr>
<tr>
<td>16</td>
<td>Graduation</td>
<td>Graduation</td>
<td>Graduation</td>
</tr>
</tbody>
</table>
OVERVIEW OF THE VALUES HEALTH LIVELIHOOD (VHL) TRAINING

Training Structure

<table>
<thead>
<tr>
<th>Topic</th>
<th>Session</th>
<th>Budget</th>
<th>Prize ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>S4: Tippy Tap</td>
<td>65</td>
<td>» Donated clothing an other goods if available</td>
</tr>
<tr>
<td></td>
<td>S5: TB puzzle</td>
<td>70</td>
<td>» Seeds</td>
</tr>
<tr>
<td></td>
<td>S9: SM puzzle</td>
<td>75</td>
<td>» Pencil</td>
</tr>
<tr>
<td></td>
<td>S15: Assessment</td>
<td>85</td>
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<td>Livelihood</td>
<td>S3: Garden</td>
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<td>S7: Replanting</td>
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<td>Graduation</td>
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BIB Overview

Week 1 consist of enabling the participants to select their preferred 7 BIB choices.
- The BIB recording form should be completed during the first week session
- The completed BIB recording form is given to the Transform Leader and Livelihood Leader for preparation of BIBs for each community

When more than 5 participants* are interested in the same BiB, draw lots/names to decide which 5 receive the kits. Each participant* may receive only 1 BiB unless they have fully repaid all of the outstanding debt from his or her first BiB.
*Counselor and Pastors are also qualified for BiB kit dispersal.

Electives Overview

4 sessions are dedicated to teaching electives. Choose 4 of the 5 electives for each community based on applicability and inform your Transform Leader and Livelihood Leader.

TEACHING THE HEALTH COURSE - TIPS

The training is designed to be taught interactively with small group discussion, which is facilitated by the ICM trainers. It is hoped that the participants will learn new information from the course, and also contribute their own ideas, experience and knowledge to the group.
OVERVIEW OF THE VALUES HEALTH LIVELIHOOD (VHL) TRAINING

1. PHYSICAL ENVIRONMENT
   Ensure the environment is suitable for a discussion. Have all participants and leaders seated comfortably in a circle, facing each other. The circle needs to be small enough so that all participants can easily see the Flipchart. Ask the counsellors to supervise any children present.

2. ENCOURAGING INTERACTION
   Learn each participant's name and use them throughout the session. Speak slowly and clearly, using varied and lively speech. Allow time for responses, especially from quieter members – do not rush. Listen attentively when each participant is sharing – make eye contact and use non-verbal language to show you are interested. Respond positively to all contributions – gently correcting any incorrect answers. Do not scold or mock incorrect responses.

3. USING THE FLIPCHART
   Review the supporting information thoroughly beforehand so you can concentrate on the Flipchart and interacting with participants during the session. Place the Flipchart on your knee facing the participants so that all can easily see the chart. Refer back to relevant Flipcharts if you are revising topics.

4. TIME MANAGEMENT
   Ask the Pastors to ensure all participants are arrived and at least 10 minutes before the session is due to start. Do not allow discussions to go off topic – gently bring participants back to the point of the discussion. Do not allow more vocal members to monopolise the discussion and give long speeches. Gently restrict their contributions and move on with the discussion. Without rushing, keep an eye on the clock and how much time is allocate to each topic.

5. HOUSE TO HOUSE
   The house to house visitation is designed to encourage relationship development between the participants, the ICM staff member and the Counselor. The visit should be a time of sharing and resolving concerns that the participant may have.

6. VISITOR MANAGEMENT
   Visitors are invited to join the training with the participants in learning. Visitors are not entitled to be given the materials unless an approved participant is absent then the materials can be shared. Visitors can replace approved participants who drop out of the training, if the visitor has been a regular attender.

7. REPAYMENT MANAGEMENT
   Encourage participants to try their best with their BiB’s and gardens. Provide technical and emotional support while you are in the community. If a participant missed a scheduled payment, you should talk to him/her 1-on-1 outside the formal training session; ask how they plan to get back on track. If their plan is reasonable and fits within the program, accept their plan and let them know that you are happy that they are trying to stay accountable. If their plan isn't reasonable or doesn't fit within the program, remind them that they committed to repaying the amount. Ask them how they can keep their commitment and how can you (ICM trainer) support them to keep their commitment.

   It's strongly recommended that participant's repayments go directly to the ICM staff and not through the Counselor or Pastor, so that they can be kept free from any gossip or similar negative perceptions.

   ICM staff will use a cash box/tin to transfer all participants’ repayments to ICM's accounts office.
SESSION 01: ORIENTATION & COMMUNITY MAPPING

OBJECTIVES (EXPECTATIONS & TARGETS)
At the conclusion of the session the participant should:
- Know the names of the ICM staff
- Understand the process of training and home visits
- Visualize their community and see how close they are to each other

PREPARATION FOR SESSION
- Practice the session with your training partner
- Prepare the materials for the community mapping a week in advance and name tags
  - Community map symbols – cut out
  - Manila paper x2 – on one put the church symbol in the middle and stick the community map key onto the same manila paper
  - Glue
  - Pentel Pens
- Familiarize yourself with flipchart 1.1
- Bring the Community BiB Matching Form
- Pre-session, as participants arrive give them each a name tag

1.1 COMMUNITY MAPPING

EXAMPLE MAP:
1. HOSPITAL
2. BIRTHING HOME
3. LOCAL GOVERNMENT UNIT
4. ELEMENTARY SCHOOL
5. HIGH SCHOOL
6. LOCAL BUSINESS
7. PARTICIPANT HOUSE
8. SARI SARI STORE
9. CHURCH
10. RURAL CLINIC

CONTENT

1. INTRODUCTION OF STAFF 10 minutes

Both Trainers:
My name is ___________ and I’m the health trainer; and my name is ___________ and I’m the livelihood trainer.

Livelihood Trainer:
Welcome to the first session of the ICM Values, Health and Livelihood training program. To help us get to know one another let’s start with a quick game.

Everyone please partner with someone who has the same number of kids. If you don’t have any kids, then find someone else without kids. If you cannot find someone with the same number of kids, please partner with someone who has a similar number of kids to you. Once you find your partner, introduce yourself and share with your partner your favorite song. (Give them 5 minutes for this.)
During the program we will also come and visit you in your home, we really want to get to know you personally.

The livelihood training has a main focus of increasing savings opportunities and income! There are three main topics: Sustainable Organic Gardening, Small Business Ideas and Small Business Skills. You will each have an opportunity to try a new business and learn how to sustain that business after the program finishes. To make sure that your business experience is meaningful, ICM will provide the capital needed to start a small business.

This small amount of capital ranges from P20 to P150, however, in order that we can offer this same opportunity to the next community we ask that the start up capital is repaid. We call this business in a box and we will explain more each week. In order to serve you best, we need to prepare for what businesses will best suit you and your community, we will do an activity later to decide.

We have so many communities take up the strategies that we’ll be sharing in the coming weeks. And many of them have been able to change their lives and their community; we believe you can too. In order to inspire you to success we will give rewards during the training.

### 2. Structure of the Course

**Health Trainer:**
Transform is a 16-week program with one meeting per week and the meeting will be 2 hours. During these weekly meetings we will share about health and livelihood. We will work in partnership with the local Pastor, we will share life’s journey with you. We hope that through this training you will learn new practical knowledge and skills, learning how to work together and support each other. We now that this program has helped many other communities just like yours. And we are excited to partner with you. The health program is designed so that we can share simple solutions for health problems that your family faces. We will show you ways to help your family to stay healthy; if you share these ideas with your family and neighbors the health of your whole community will change, in a positive way.

**Livelihood Trainer:**
During the program we will also come and visit you in your home, we really want to get to know you personally. The livelihood training has a main focus of increasing savings opportunities and income! There are three main topics: Sustainable Organic Gardening, Small Business Ideas and Small Business Skills. You will each have an opportunity to try a new business and learn how to sustain that business after the program finishes. To make sure that your business experience is meaningful, ICM will provide the capital needed to start a small business. This small amount of capital ranges from P20 to P150, however, in order that we can offer this same opportunity to the next community we ask that the start up capital is repaid. We call this business in a box and we will explain more each week. In order to serve you best, we need to prepare for what businesses will best suit you and your community, we will do an activity later to decide.

**Health Trainer:**
We have so many communities take up the strategies that we’ll be sharing in the coming weeks. And many of them have been able to change their lives and their community; we believe you can too. In order to inspire you to success we will give rewards during the training.

### 2. Community Mapping

**Both Trainers:**
Now that we’ve introduced ourselves and shared what to expect, let’s do an activity together. We are going to do a community mapping exercise together as part of getting to know your community better. Everyone will need to help out. This Manila paper will represent your community. It’s empty, so let’s get started!

I’m putting this symbol (church building or barangay hall?) in the middle to represent where we are right now. Can we have two volunteers help draw in the roads? The rest of the group can help too, but it doesn’t matter if it is not perfect. Now that the roads are drawn can each of you come and put your house on the map. You can write your name on the house or have someone else write your name. Also, if you have a vegetable garden, can you draw a flower next to your house. (Encourage everyone to participate.) Wow, that looks great! Now I need a few other volunteers to come and stick on (use flipchart 1.1 as a guide):

- Schools
- Government buildings
- Markets
- Areas for farming

**Health Trainer:**
There is so much to add once we start looking at the community on this map. Are there any other things we should add to the map right now; and what symbol should we use. (Add any extra things and symbols that they choose.) Keep this map in a safe place as we will use it in other sessions.
Using the map, can you find 4 people who live close to you? You’ll become a small group and each week you will group together during the program. Church counselors, can you each choose a small group that lives near you; please move into that group. Counselors, please have everyone introduce themselves. After you learn each others names, take these index cards and chose your top 5 business that you’d like to learn during the program. (Give time for them to make a pile with their 5 favorite businesses). Thank you for ideas on the businesses, please return your pile of top 5 businesses to me, and give the remaining card to the Health Leader.

Now, let’s chose the cleaning products that we can teach you; there are three choices and you get to chose two. The three choices are; 1. Detergent powder 2. Dishwashing liquid 3. Fabric softener. You can raise your hand twice. Raise your hand if you would like to learn detergent powder (count all those who raise their hands and record the total). Raise your hand if you would like to learn dishwashing liquid (count all those who raise their hands and record the total). Raise your hand if you would like to learn fabric softener (count all those who raise their hands and record the total).

Now each group needs to come up with a special number. You have 5 minutes to decide on a simple performance. 5 minutes starts now! (Be strict on the 5 minutes). How many groups have something to perform?

Let’s choose 2 groups to present their special numbers (choose two groups to present).

Wow, that was so much fun! Unfortunately we’ve run out of time today to see the other groups, but I hope you all enjoyed this activity.

We hope that as you get to know your small group, they will encourage you in your journey and that you can encourage them. All of us need community, so we encourage you all to invest in each others lives. We will try to visit your home two or three times during the program, and we will bring your group counselor when we can.

Before we finish I would like everyone to fill in this card, this will help us assess if you or a family member is at risk of TB. TB is treatable and so once we have completed the screening we will help those in need to access the correct services and treatments, plus provide education and support. We will not share any of this information without your knowledge, it will be confidential.

We’ll see you all next week to learn how to save money by growing vegetables in recycled containers and learn about what health choices we can make to improve our lives.
SESSION 02: HEALTH CHOICES

OBJECTIVES
At the conclusion of the session the participant should:
- Describe two ways the family can make informed health decisions
- Explain how to use information in making health choices for their family

PREPARATION FOR SESSION
- Read through the session notes
- Prepare the manila paper with Alma Ata and questions, bring maker pens and blank manila paper
- Memorize the program participant names and call them by name during the session
- Familiarise yourself with Flipchart 2.1

2.1 MAKING HEALTH CHOICES

1. Live a healthy lifestyle
2. Know about health services
3. Save for health needs
4. Plan for the future
5. Get a second opinion
6. Know about Health
7. Help each other
8. Grow your food

CONTENT

1. INTRODUCTION TO THE SESSION 5 minutes

My name is: _________ I would like to welcome you to the second health session. Please move into your teams with the counselor that was assigned last week; if your counselor is absent please sit with the ‘back up counselor’s assigned last week.

2. HEALTH CHOICES 5 minutes

Can any of you tell me what you think is the definition of the word ‘health’? Can you describe a healthy person? What does being healthy mean to you? (Write all responses onto the manila paper)

(Pin up the manila paper with the Alma Ata definition written on it see box for definition)

Alma Ata definition:
The international community has come up with a definition of health, it is: ‘health is a state of complete, physical, mental and social wellbeing; not merely the absence of disease or infirmity; it is a fundamental human right and achieving the best possible level of health is an important worldwide and local goal.’

Being healthy is when we are at our best physically, mentally and socially. Having access to health services and choices is considered a human right, which means that every person has the right to achieve the best possible health status for them. (Answer any questions)
Both parents or husband and wife are responsible for making decisions about the families health choices; this includes for their children and any other children that they look after. There are seven tips for making good health choices as seen here on flipchart 2.1.

In your groups please look at each of the 8 tips on the flipchart and then write the definition for each one; you will have 5 minutes and then each group will need to report back. (After 5 minutes ask one group to give you the definition for tip 1, then another group tip 2, then another group tip 3 and so on until all tips are defined; correct any of the groups as they report their tips to you to ensure that the details of each of the tip is covered, use the box below to help you check that their definitions are correct)

8 Tips for Making Good Health Choices:

1. Live a healthy lifestyle: don't drink alcohol or smoke cigarettes; eat vegetables keeping your weight healthy and drink safe water

2. Know about health services: identify the local Barangay Health Centre and visit it; look at the community map to find other available services – especially services for pregnant women and small children

3. Save for health needs: Save money every week to help pay for health care when it is required; consider health insurance some cost as little as p30 per year

4. Plan for the future: If a member of your family has an illness / disease or is pregnant then begin planning; consider these questions: Who will provide the medical care? How much do you need to save? Who will care for the sick person?

5. Get a second opinion: When it is not clear what is the illness or disease making you or a family member sick, it is advisable to seek a second opinion from another Doctor or health professional; Avoid using the quack doctor seek help from a qualified person

6. Know about health: Listen, read, and ask questions about the illness or disease until you feel comfortable with making a decision about what to do; listen to the information that challenges health myths or misbeliefs

7. Help each other: Share information about health with friends and neighbours; particularly if you learn about free health programs; take the session information you learn during this program and share it with family and friends

8. Grow your food:

3. SHARING TIME 5 - 7 minutes

In your groups please discuss these questions (pin up the manila paper with the below questions written on it);

What is your new definition of health?
What health concerns are affecting you now? Which of the tips can help you manage that illness/disease?
Do you and your husband/wife disagree about health choices? What can you do to help reach an agreement?

4. CONCLUSION 3 minutes

I have available treatment packs for any children with LBM. Please see me after the session if your child or a child that you know is experiencing diarrhoea.

Please remember to share what you have learned today with your family. Thank you for coming.
SESSION 03: HYGIENE SANITATION

OBJECTIVES
At the conclusion of the session the participant should:
- Describe ways to protect drinking water
- Demonstrate how to do correct handwashing
- Understand toilet options

PREPARATION FOR SESSION
- Read through the session notes
- Familiarise yourself with Flipcharts 3.1 and 3.2
- Bring 31 copies of leaflet 3.1 – ‘Sanitation solutions’
- Red marker and green marker
- Manila paper
- Clear plastic bottles for SODIS demonstration
- Materials for making a tippy tap
  - Soap
  - 2 litre bottles
  - Wire
  - Rope
- Facilitate good discussions and encourage the participants to find the answers
- Deworming medication

3.1 SAFE DRINKING WATER

WAYS OF TREATING DRINKING WATER

SAFE WATER COLLECTION AND STORAGE

1. Collect and transport water in clean, covered containers.
2. Store water in covered containers, keep the cup (diaper) for taking water from the container place.
Do not drink from diaper or put hands in the stored water.

3.2 CORRECT HAND WASHING

Happy Birthday to you, Happy Birthday to you,
1. Water on, wet your hands
2. Rub hands with soap
3. Scrub back of hands, wrists, between fingers, and under finger nails

Happy Birthday, Happy Birthday, Happy Birthday to you!
4. Rinse thoroughly
5. Lift your feet from the pedal to stop the water flow
6. Dry hands

Tippy Tap

1. INTRODUCTION TO THE SESSION

Thanks to the Livelihood trainer, while we wait for that product, let's talk about health; this is week 3 of the Transform program and we are excited for the activities planned today. Please sit together with your group, if your counselor is away today please sit with your back up counselor.

2. SAFE DRINKING WATER

What are the dangers of drinking dirty water? How can you tell when water is unsafe? (Write responses on the board or manila paper)

There are 4 types of things that are dangerous in dirty or unsafe drinking water

**Viral illnesses:** Hepatitis A and viral gastroenteritis including rotavirus and adenovirus

**Bacterial illnesses:** Typhoid and paratyphoid; cholera; shingella dysentery; and other bacterial diarrhoeal disease

**Protozoa illness:** Amoebiasis and giardiasis

**Worm infestation:** Ascariasis or round work; hook worms

Look here at flipchart 3.1, in your groups discuss these four strategies for making drinking water safe, what do you know about each one already; share with each other which types of water purification you have tried.

Also talk about solutions for storing water safely

There are four main ways to make water safe

1. **Use solar disinfection:** SODIS uses UV-A radiation from the sun to treat the water. This method does not change the colour, taste or odour of the water, you need to strain the water before putting it into the bottle using a cloth to remove the particles. However this method is only suitable for water that is clear already. Put the water into a clear (transparent) plastic bottle and into a place where the bottle will be in bright sun for 6 hours (on cloudy days it will take 2 days)

Let's do a demonstration of SODIS, can I have a two volunteers to demonstrate how to do SODIS, tomorrow some of you might like to taste the water (supervise two participants in making a SODIS)

2. **Boil Water:** Water must be boiled to the point when large bubbles will appear on the surface of the water. Boil like that for at least 1 minute. Boiled water can taste different, however it is safe, strain the water with a cloth to remove particples before boiling

3. **Filter water:** Some filters can be bought and they contain different materials. It is possible to make a filter at home, using a clay or ceramic pot and different sizes of sand and rock. Look at this leaflet (give out leaflet 3.1) for simple instructions on how to make your own filter at home. The different size rocks and sand act as barriers to bacteria, viruses, protozoa and worms.

4. **Using a chlorine releasing agent**

Chlorine is the second most common type of water purity method after boiling. Chlorine treats the water for up to seven days, the water must be kept in a tightly closed container. It also changes the taste of the water but is sometimes hard to source in stores

When in doubt try and do several methods, for example use SODIS and boil the water to prevent your family from getting sick
Collecting and storing water:
- Treated water or water that has been made safe in a container or vessel with a narrow opening or lid; it is best if it has a tap or spigot
- Keep wells covered and install a hand pump
- CRs should be built at least 15 meters away from and downhill of any water source (wells, rivers etc…)
- Dispose of human and animal excreta (poo) at least 15 meters away from and downhill of any water source
- Do not let animals drink directly from the treated water
- Do not put hands into treated water, always use a cup or scope
- Keep water covered to prevent particles falling in and to prevent mosquitos from breeding

3. Handwashing

Water borne diseases most often cause diarrhoea which leads to dehydration and diarrhoea is one of the most common causes of death in children. The simple act of handwashing with soap can cut the risk of getting diarrhoea by almost half and respiratory tract infection by a third. Regular bathing or washing with water and soap helps protect the body from the germs, parasites, and worms. After washing it is important to dry the skin and to put on dry clothes

Do you have running water in your house? Do you use soap? (Listen to responses and reasons why they do not have access to running water or soap, they might have real concerns)

One solution to ensure that there is running water in your home to wash hands is to build a tippy tap. We will build a tippy tap today; can I have a volunteer from each group, using the instructions on leaflet 3.1 can you work together to make the tippy tap. (wait for the tippy tap to be constructed)

Now for some fun, let’s sing the song happy birthday to you, to help us wash our hands for the correct amount of time. Can one of the volunteers please wash their hands and I will demonstrate the correct way to hand wash (while the volunteer is washing their hands, call out the instructions of correct handwashing use flipchart 3.2 to help explain)

Ash is used when soap is not available. Store the ash in a container near the tippy tap. Washing hands with soap or ash and water removes bacteria and dirt, rinsing fingers is not enough, both hands need to be rubbed with soap or ash. Make the tippy tap accessible by putting it near the CR, kitchen or other central location. Teach children about handwashing and encourage your whole family and neighbourhood to use handwashing to prevent disease.

When should hands be washed? (Encourage the group to call out times when handwashing should be done, make sure they include those times listed)

Wash your hands with soap or ash and running water:
- After each visit to the toilet / Comfort Room
- Before preparing food; after preparing food; before eating
- Before feeding children
- After cleaning the bottom of a baby who has urinated or done a poo
- After touching a sick person
• After coughing or sneezing
• After a child has been playing in the dirt or touching animals
• After handling money

4. Toilet/CR 10 minutes

Another way to prevent disease is to ensure that urine and excreta (poo) is managed and disposed of safely. Many of us do not have access to a CR but there are some options that we can use to help manage where our family goes when they need to urinate or poo. It is important to make sure that animal poo and urine is not near your family particularly children. Bury all animal poo, move it from any grounds near your home and put it into a hole and bury it. Remember to bury poo at least 15 meters away and downhill from water sources. Animals are a source of infection to humans, transmitting worms and bacteria in their poor and urine.

What are possible solutions if you do not have a CR in or near your home? (Write responses on the manila paper)

Look at leaflet 3.1 there are simple solutions for those who do not have a CR. Remember these simple ideas, if defecating outside:

- Do not defecate near water sources, water should be taken to the place of defecation for anal cleansing
- Dig a hole and defecate into the hole putting dirt on top of it once you have finished
- Wear thongs near the area where defecation and urination commonly are done
- Always wash hands after urinating or defecating outside
- Do not let people urinate on your home

Choices for CR types include; (use the leaflet to help as you describe)

- Bucket latrine using a commode chair over a bucket, disposing of it into a hole later
- Pour flush latrine where there is no pit but a pipe which guides the urine and poo out when flushed with water, make sure that the pipe directs poo away from any water supply and a distance from any homes
- Shallow trench latrine which is a long hole which is used repeatedly over a week before it is entirely covered, once it is covered move to the next trench
- Deep trench latrine similar to a shallow trench, but the hole is deeper and longer, it can last for 1 – 3 months and can be made more private
- Simple pit toilet where a deep pit is built for long term use with toilet housing above it, usually 1 meter wide and 1.8 meters deep

In your group, please look at the leaflet and discuss with each other which solutions might be the best for your place, also talk about if there are any opportunities for your to work together to improve sanitation in your community.

As you go home today, share what you have learned with your family and neighbors, build a tippy tap at your home and think about which CR solution will work at your home. Now you know these simple techniques you can help your family be protected from sickness. When I come to visit your home, I would like to see you trying these solutions.

As parasite infections are common, today we are offering deworming for all adults and children at the training today. Sometimes people worry about deworming themselves and their children, however, I would like to reassure you that deworming is safe; even if your child was dewormed recently this deworming will not harm them. When parasites exit the body it can be strange, even scary, but remember it is better for the worms to be out of your body than inside your body. Please come forward and receive your deworming treatment. (Give out deworming to all willing adults and all children)

Remember at the end of this session I have LBM treatment packages available if anyone has a child or knows a child with diarrhea. Let’s give this time back to the Livelihood trainer to finish the business in a box.
SESSION 04: OTHER INFECTIONOUS THINGS

OBJECTIVES

At the conclusion of the session, participants will be able to:
- Understand the causes of infectious diseases like dengue
- Understand how to prevent other infectious things (e.g. worms)
- Be able to identify key messages from the previous sessions

PREPARATION FOR SESSION

- Read over session notes
- Familiarise yourself with Flipcharts 4.1 and 4.2
- 31 copies of poster 4.1 for participants
- Prizes for those who have put up and used a tippy tap at their home
- Deworming medication

1. INTRODUCTION

Did anyone start using a tippy tap at their home? Put up your hands.

Well done, you all get this small prize/reward for your efforts.

Welcome, we have been learning about many ways to improve your health and the health of your family. This week we will learn about other infectious things that can impact the health of you and your family. When we think about the possibility of being infected by something we apply universal precautions that immediately reduce the risk of getting infected.

1. Assume all people are infectious, including yourself
2. Use gloves if they are available when handling body waste or blood
3. Wash hands with soap and water, dry hands
4. Wash clothing with detergent
5. Wash surfaces with detergent – particularly tables and toilets
6. Dispose of body waste and blood soaked materials in a plastic bag
7. Avoid touching infected wounds and sores with your bare hands
8. Keep your home and yard clean and free of animal and human waste
2. Dengue and Malaria

Does anyone know what dengue fever is? (Allow time for responses)

Does anyone know the symptoms of dengue fever? (Allow time for responses)

Does anyone know how dengue fever is treated? (Allow time for responses)

Dengue fever / dengue haemorrhagic fever

- Dengue is a mosquito-borne infection that causes a severe flu-like illness, and sometimes a potentially lethal complication called dengue haemorrhagic fever
- Global incidence of dengue has grown dramatically in recent decades
- About two fifths of the world’s population are now at risk
- Dengue is found in tropical and sub-tropical climates worldwide, mostly in urban and semi-urban areas
- Dengue haemorrhagic fever is a leading cause of serious illness and death among children in some Asian countries
- There is no specific treatment for dengue, but appropriate medical care frequently saves the lives of patients with the more serious dengue haemorrhagic fever
- The only way to prevent dengue virus transmission is to combat the disease-carrying mosquitoes

Symptoms

- Abrupt fever for two to seven days
- Joint pains
- Rashes – itchy and red
- Nosebleed and stomach ache
- Diarrhoea and vomiting

Treatment

- There is no specific treatment for dengue fever
- Recovery may involve the prolonged experience of fatigue and depression
- In dengue haemorrhagic fever thirst and dehydration result from high fever, not eating and vomiting and so ample fluids should be given
- Vitamin C rich fruits or fruit juices, in particular pineapple
- Oral rehydration solution for diarrhoea
- Rest and fever management
- In severe cases medical treatment is required

Does anyone know what malaria is? (Allow time for responses)

Malaria

- Malaria is a life-threatening disease caused by parasites that are transmitted to people through the bites of infected mosquitoes
- A child dies of malaria every 30 seconds
- There were 247 million cases of malaria in 2006, causing nearly one million deaths, mostly among African children
- Malaria is preventable and curable
- Approximately half of the world’s population is at risk of malaria, particularly those living in lower-income countries
• Travelers from malaria-free areas to disease “hot spots” are especially vulnerable to the disease
• Malaria takes an economic toll - cutting economic growth rates by as much as 1.3% in countries with high disease rates

Symptoms
The common first symptoms:
• fever
• headache
• chills and vomiting
These usually appear 10 to 15 days after a person is infected. If not treated promptly with effective medicines, malaria can cause severe illness and is often fatal.

Treatment
>> Seek medical attention.
>> Early treatment of malaria will shorten its duration, prevent complications and avoid a majority of deaths.
>> Because of its considerable drag on health in low-income countries, malaria disease management is an essential part of global health development. Treatment aims to cure patients of the disease rather than to diminish the number of parasites carried by an infected person.

The best available treatment, particularly for P. falciparum malaria, is a combination of drugs known as artemisinin-based combination therapies (ACTs). However, the growing potential for parasite resistance to these medicines is undermining malaria control efforts (see below). There are no effective alternatives to artemisinins for the treatment of malaria either on the market or nearing the end of the drug development process.

What is the main way that these infections are spread? (When they answer ‘Mosquitoes’ continue to the activity)
In your groups make a list of how to prevent mosquitoes at your home you have 5 minutes (wait for 5 minutes). Now let’s check if your ideas are the same as ICM ideas, look at flipchart 4.1 tick each item that is on your list and on the flipchart. Please share other any other prevention solutions on your list with the whole group.

• Environmental sanitation
• Cover or bury all garbage
• Collect and dispose all unused tin cans, jars, bottles and other items that can hold or collect water
• Change water in the flower vase and basins once a week
• Cover drums and water pails at all times to prevent mosquitoes from breeding
• Clean all water containers once a week, scrub the sides well to remove eggs of mosquitoes sticking to the sides
• Clean gutters of leaves and debris so that rain water does not collect
• Old tires used as roof support should be punctured or cut to avoid water collecting inside
• Clean surroundings every day at 4pm – Operation Kayakulub: upsidedown

3. Intestinal worms
Intestinal worms are parasites that enter the body through the mouth, soles of the feet or by breathing them in. Worms get survive by eating the food in the stomach of the infected person. Worms lay eggs inside the infected person and come out of the body through poo. Worms also come out of animals like dogs through their poo.
The eggs transfer to the soil, food and water in communities with poor sanitation, the worms then enter a new host. A person can be infected with worms again even if they have previously been treated for worms. Worms can cause malnutrition in children. Get deworming medication from the local Barangay Health Centre, and deworm your children regularly. Sometimes when the worms come out of the body after deworming medication has been taken it can be unpleasant, perhaps vomiting may occur. But don't worry, it is better that the worms come out after deworming. When worms are untreated they can obstruct the intestines, move into the lungs and brain tissue, cause severe anemia and even cause the rectum to become deformed or prolapsed.

In your groups look at flipchart 4.2 and come up with a list of ways that worms are spread between individuals. After you have that list now make a list of ways to prevent the transmitting of intestinal worms. You have a few minutes. Now look at leaflet 4.1, do you see your solution for prevention is listed, call out any ideas that you have listed that are not on the leaflet. (Let groups share their ideas on preventing worms)

**Symptoms**

Persons with intestinal worms usually present with:
- Pain in the belly (stomach)
- Big belly
- Worm is seen in the feces
- Paleness
- Weak and easily gets tired

**Treatment**
- Free deworming medication available at the local Barangay Health Centre
- Herbal remedies:

**Niyug-niyogan (Chinese honey suckle) – anti helmintic (intestinal worms)**

**Prevention**
- Wash hands with soap and water before handling food, eating and after using the toilet
- Wash fruits and vegetables well with clean water
- Eat well-cooked meat/fish
- Drink clean water
- Use a sanitary toilet and keep it clean
- Wear slippers or shoes

**4. Deworming 5 minutes**

Today you will have the opportunity to receive deworming medication for you and for any children here. Deworming your child and your family regularly is a simple and effective way to keep your family healthy.
SESSION 05: PREVENTION AND MANAGEMENT OF RESPIRATORY TRACT ILLNESSES

OBJECTIVES
By the end of this session the participant will:
- Understand how to prevent respiratory tract infection
- Demonstrate how to make herbal remedies

PREPARATION FOR SESSION
- Read over session notes
- Site community map
- Contact details of the local Barangay Health Centre
- Contact details of the local TB DOTS centre
- 5 x TB puzzles template 5.1
- Manila paper with each infection and symptoms
- 31 copies of leaflet 5.1
- Garlic for herbal help
- Prize for the winner of the TB puzzle competition

CONTENT

1. INTRODUCTION

Thanks to the Livelihood trainer, while we wait for that product we can talk about Health. Welcome everyone, this week we will discuss respiratory illnesses and prevention. Before we start, let’s talk about stigma. Stigma is when shame is associated with a disease, we often see stigma associated with STDs, HIV/AIDS and tuberculosis. Shame can stop people from seeking much needed treatment and untreated disease can have serious effects on health.

2. Tuberculosis

Tuberculosis (TB) is a respiratory tract infection caused by bacteria; it is a preventable and treatable illness. TB can infect any organ of the body, including skin – all types of TB are treatable. An infected person requires a sputum test to confirm if they are infected, sometimes an x-ray is required. Once diagnosed with TB a person begins treatment with antibiotics, and must take the antibiotics for at least 6 months. The government offers services to people with TB through a program called TB DOTS.

Look at the community map can one of you come and show the group where the Barangay health centre is on the map. Can one of you show me where the TB DOTS treatment centre is on the map. The address of the local community TB DOTS treatment centre is: (add the address here)
Now in your groups we are going to have a competition, each group will have two puzzles. One puzzle shows the causes of TB and one puzzle shows the ways to prevent TB. Put the puzzles together and make a list of causes of TB and ways to prevent TB. The first group to finish both puzzles and both lists will be the winner. Go! (Give time for all teams to complete the puzzle)

Causes of TB
- An infected person who did not get treatment
- A child or adult who has not been immunized with the BCG vaccination
- A malnourished person
- Poor diet
- Lack of sleep
- Coughing, spitting, sneezing and nose discharge by infected people

Prevention of TB
- Immunize children
- Breastfeed babies
- Eat nutritious food, especially food high in vitamins and minerals
- Drink water and fruit juice (unsweetened)
- Cover mouth when coughing and sneezing
- Do not spit or do nose discharge
- Proper hygiene – using soap and running water
- Quit smoking and avoid smokers

TB can infect children and adults; help any adults or yourself get treatment when you have the following signs or symptoms;

- A cough for two weeks or more with or without phlegm
- Unexpected fever that comes and goes for one month or more without sweating
- Pain in the chest or upper back for a month or more
- Weight loss and loss of appetite
- Small amount of blood in the sputum at anytime

Help any child with the following signs or symptoms;
- The child shows signs of always being tired
- Does not want to play
- Loss of weight and appetite
- Occasional headaches
- Feverish at times
- Develops a nasty cough

Remember to go to the Barangay health centre for help.

Remember in week 1 I asked you all to fill out a simple checklist, this checklist was designed to help us identify people who may have TB. It is important to identify TB early, receive the test and treatment. TB is curable and the government offers free treatment; if you have not yet been for your test or started your treatment, I would like to encourage you to do it as soon as possible.

3. Respiratory Tract 10 minutes

Can anyone tell me what sicknesses or infections can happen in your respiratory tract (throat, nose, chest)? (Let the group respond)
Respiratory tract infections are caused by viruses and bacteria, and are spread between one person and another by small particles of spit in the air. Most respiratory tract infections should not be treated with antibiotics, the use of antibiotics only works for infections caused by bacteria.

In your group discuss a list of symptoms that you commonly associate with the different respiratory chest infections. (Give time for them to identify symptoms). In your groups now discuss a list of treatments for each infection. (Give time for them to identify treatment). I have written on this manila paper the symptoms for each infection and the treatment, let’s compare my list with what you discussed. Are their any symptoms or treatment ideas that you discussed which are not on my list? Please share your different ideas (Let the group respond)

### Respiratory tract infections

- **Coughs and colds**
  - **Symptoms**
    > Coughs and colds are contagious
    > Watery or green colored nasal discharge
    > Blocked or clogged nose
  - **Treatment**
    > Antibiotics are not recommended
    > Herbal helps
- **Sore Throat**
  - **Symptoms**
    > Inflammation or burning sensation in the throat
    > Usually happens with a cough or cold
  - **Treatment**
    > Gargling with warm salt water three times a day
    > Herbal helps
- **Influenza**
  - **Symptoms**
    > ‘Flu’ is contagious; some flu types can cause death
    > Joint and muscle pains, weakness, stiffness
    > Red, watery eyes
    > Loss of appetite
    > Diarrhoea
  - **Treatment**
    > Complete rest – stay home and do not spread this infection
    > Proper nutrition; hygiene
    > Drink safe water and unsweetened fruit juice
    > Immunization
    > Herbal helps
    > Consult a doctor
### Pneumonia

- **Symptoms**
  
  This is a life threatening serious illness; it causes fluid to build up in the lungs making it difficult to breath and cough

- **In adults**
  
  > High fever 39°C and above
  > Yellow/green phlegm
  > Severe weakness
  > Chest pain and difficultly breathing
  > Upper back pain
  > Chills and sweating
  > Headache
  > Fast breathing

- **In Children and babies**
  
  > Fast breathing
  > Chest in-drawing
  > Severe malnutrition
  > Inability to drink or altered breastfeeding habit
  > Convulsions
  > Lethargy
  > Noisy breathing
  > Extremes of temperature (fever or below normal temperature)

- **Treatment**
  
  - Immediate hospital treatment

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### 4. Prevention

Some tips on preventing respiratory tract infections, including TB

- Immunize children
- Exclusive breastfeeding 0 – 6 months old
- Eat nutritious food especially fruits and vegetables which are rich in vitamins and minerals
- Drink plenty of water and unsweetened fruit juice
- Refrain from going near persons with a cough or cold
- Cover your mouth when coughing and sneezing; teach children to cover their nose and mouth too
- Have proper personal hygiene and sanitation
- Get enough sleep and rest
- Avoid exposure to sudden changes in weather or temperature (hot – cold)
- Don't smoke / avoid cigarette smoke

Asthma is also a disease, which impacts the respiratory tract system. It is not an infection or communicable disease; it is usually a person is born with the risk of the disease, which is often inflamed by lifestyle factors like cigarette smoking. It is a condition in which the airways become inflamed and blocked preventing the person from being able to breathe. Things that can cause asthma attacks include:

- Dust
- Smoke (from fires and cigarettes)
- Drugs
- Sudden changes in weather
- Pollen
- Food
- Animal fur
Common symptoms are:
- Whistling sound especially when exhaling
- Nasal flaring
- Fast breathing
- No fever
- Preference to sit than to lie down
- Chest in-drawing

Asthma attacks require medical treatment and medication, they can be life threatening. Seek help from the Barangay or local Doctor if you believe that you or a relative have asthma.

3. Respiratory Tract 10 minutes

Before we finish today I would like you to see how easy it is to make one of the herbal helps that we have. We will make bawang (garlic), which relieves fever and cleanses the body. Who would like to try it, put your hands up (give each person who would like to try bawang a clove of bawang. To treat sore throats, take the skin off a clove of bawang and chew it, swallow the juice and spit out the remaining bawang flesh. It might taste strong but when you have a sore throat it really helps. Take leaflet 5.1 home with you and use these herbal remedies. These remedies include:

- Bawang (Garlic) which relieves fever and cleanses the body
- Bayabas (Guava) which has a high concentration of vitamin C
- Lagundi (Vitex negundo) which relieves pain and fever
- Sambong (Blumea balsmifera) which treats headaches
- Yerba Buena (Peppermint) which relieved body aches and pains

Let's give this time back to the Livelihood trainer to finish the business in a box.
SESSION 06: INJURY PREVENTION

OBJECTIVES
By the end of the session, participants will be able to:

- Explain simple ways to prevent injury within the home
- Describe how to dress a wound
- Explain how to keep children safe near roads

PREPARATION FOR SESSION

- Read through the session notes
- Familiarise yourself with Flipcharts 6.1 and 6.2
- 31 copies of leaflet 6.1

CONTENT

1. INTRODUCTION to the session 2 minutes

Thanks to the Livelihood trainer, while we wait for that product we can talk about health. Today we will look at the issue of injury prevention, each year there are many injuries that families experience. For children are the most at risk of death or injury. Most of these injuries can be prevented. To protect your family there are many simple things you can do at home to keep your family safe; plus we will look at ways to respond if someone gets hurt, we call this first aid.

Has anyone (or a family member) experienced an accident or injury at home? (Let one participant share their experience)

2. Injury Prevention 10 minutes

The main causes of injury in the home are burns, cuts, falls, choking, poisoning and electric shock. Before we do our group activity I would like to share these 8 facts with you:

1. Many serious injuries can be prevented if parents and caretakers watch young children carefully and keep the environment safe
2. Children should be kept away from fires, cooking stoves, lamps, matches and electrical appliances
3. Young children like to climb; stairs, roofs, windows and play areas need to be secured to protect children from falling
4. Knives, scissors, sharp or pointed objects and broken glass can cause serious injuries
5. Young children like to put things into their mouths; small objects should be kept out of the reach of children to prevent them swallowing and choking on the object
6. Poisons, medicines, bleach, insecticides, acid and liquid fuels such as paraffin (kerosene) should never be stored in drinking bottles; all these liquids, poisons and medicines should be kept clearly marked containers out of the sight and reach of children

In your group, look at each of the causes of injury on flip chart 6.1 make a list of ways that you can prevent children from being injured. You have 5 minutes to discuss your lists of solutions. (After 5 minutes) Each group please choose a spokesperson each group will give one suggestion for preventing injury at a time. (Give each group the chance to give one solution at a time for each of the causes of injury). Thank you for your ideas; are there any final ideas?

**Injury prevention**

**Burns prevention**

- Storing stoves on flat, raised surfaces, keeping fire out of the reach of children
- Turn handles of all cooking pots away from the reach of children
- Not leaving young children alone in a room with a burning candle or fire

**Electrical burns or shock prevention**

- Never tamper with electrical connections
- Not putting any metal or other object (like spoon) into the electricity socket
- Never touch or carry live wires
- Covering bare electrical wires using insulation tape

**Fall injuries prevention**

- Discouraging children from climbing onto unsafe places
- Use a barrier to guard stairs, windows, balconies
- Keep the home clean and well fit
- Ensure that the stair area is securely stabilized with the ground floor

**Cuts prevention**

- Wrapping broken glass, tin and other sharp objects in paper, leaves or cloth before disposal
- Not allowing children to throw stones of sharp objects
- Never let children use knives or play with knives or sharp objects

**Choking and suffocation prevention**

- Not allowing children to play with plastic bags
- Cutting food into small pieces
- Discouraging the child from playing with small objects like buttons, coins, bottle lids, seeds, beads

**Drowning prevention**

- Covering wells, water tanks and containers so that children cannot open them
- Teach children to stay away from ditches and drains
- Supervise children while they swim and bath
- Teach children to swim
- During floods increase supervision of children

**Vehicle injuries prevention**

- Walk children across the road
- STOP at the side of the road
- LOOK both ways for coming vehicles, bikes and tricycles
- LISTEN for cars or vehicles
- Cross quickly, hold the hand of children
- Stopping children from playing on the road
- Instructing children to walk on the side of the road facing oncoming traffic so they can see all traffic
- Use a seat belt when riding in a car
First Aid for common injuries

<table>
<thead>
<tr>
<th>How to treat an injury</th>
<th>When to seek help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For minor burns</strong></td>
<td><strong>For minor burns</strong></td>
</tr>
<tr>
<td>Cool the burned skin immediately, use cold running water for a minimum of 5 minutes</td>
<td>Help is not usually required, seek help if evidence of infection – including pus or ooze coming from the burn</td>
</tr>
<tr>
<td>- Cold water helps reduce pain and stops further burning</td>
<td></td>
</tr>
<tr>
<td>- Do not put ice on a burn, melt the ice and then pour the water over the burn</td>
<td></td>
</tr>
<tr>
<td>- Do not put toothpaste, tomato, oil, fat or any substance onto the burn – water only</td>
<td></td>
</tr>
<tr>
<td>- Cover the area in a loose, clean dry bandage or cloth</td>
<td></td>
</tr>
<tr>
<td><strong>For major burns</strong></td>
<td><strong>For major burns</strong></td>
</tr>
<tr>
<td>Stop drop and roll to put the fire out; or wrap the person in a blanket / clothes</td>
<td>Seek help immediately</td>
</tr>
<tr>
<td>- Do not remove clothing, material or anything that is burned onto the skin</td>
<td></td>
</tr>
<tr>
<td>- Ensure that the person is not smoldering</td>
<td></td>
</tr>
<tr>
<td>- Raised the burned body part above heart level if possible</td>
<td></td>
</tr>
<tr>
<td>- Loosely cover the burn with a cool, moist towel or cloth</td>
<td></td>
</tr>
<tr>
<td>- If they are unconscious roll them on their side so that their tongue does not block their airway</td>
<td></td>
</tr>
<tr>
<td><strong>Falls</strong></td>
<td><strong>Falls</strong></td>
</tr>
<tr>
<td>Injuries to head and spine can be life threatening or cause paralysis – limit movement of the head, and back; avoid twisting the head or spine as this could make the injury worse</td>
<td>Seek help immediately for head, neck, spine injury and for falls that result in possible fracture</td>
</tr>
<tr>
<td>- A child who is unable to move or is in extreme pain may have broken bones; do not let them move, seek help</td>
<td></td>
</tr>
<tr>
<td>- Keep any child who has fallen warm and observe them for signs of pain or unusual behavior</td>
<td></td>
</tr>
<tr>
<td>- Keep any injured child warm with a blanket</td>
<td></td>
</tr>
<tr>
<td>- Immobilize or stop a broken limb from moving by using a splint</td>
<td></td>
</tr>
<tr>
<td>- Falls also cause bad bruises and sprains, use ice or a cold cloth to put onto the bruised or sprained area (wrap ice in a cloth do not put it directly onto the skin)</td>
<td></td>
</tr>
<tr>
<td>- Remove the cold cloth or ice after 15 mins, and repeat the ice treatment if pain continues</td>
<td></td>
</tr>
</tbody>
</table>
## First Aid for common injuries

<table>
<thead>
<tr>
<th>How to treat an injury</th>
<th>When to seek help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For major cuts / wounds</strong></td>
<td><strong>For major cuts / wounds</strong></td>
</tr>
<tr>
<td>The aim of treatment is to control bleeding and protect the area from infection until help is found</td>
<td>Seek help; ask about tetanus</td>
</tr>
<tr>
<td>- Wash hands with soap and water before helping – use gloves if available</td>
<td>Always seek help for wounds made by animals</td>
</tr>
<tr>
<td>- Do not remove any object that is sticking in to the person as this could cause more bleeding</td>
<td></td>
</tr>
<tr>
<td>- To stop bleeding raise the injured area above chest height and use a cloth or your hand to press the wound (never press an object in the wound) to discourage bleeding</td>
<td></td>
</tr>
<tr>
<td>- Put over the wound a clean cloth or bandage (do not press any object in the wound)</td>
<td></td>
</tr>
</tbody>
</table>

**Choking**

**Children (1yr and over) and Adults**

If you are with a choking individual:

1. Encourage the person to relax
2. Encourage them to cough and to try to cough out the object

If the person is unable to cough, speak, or breathe complete the following:

- Lean person forward (either sitting or standing) and give 5 back blows with heel of your hand

If the object does not come out:

- Give 5 quick abdominal thrusts by placing the thumbside of your fist against the middle of the victim’s abdomen, just above the navel, grab your fist with the other hand and thrust
- Repeat until the object the person is choking on is forced out and person breathes or coughs on his or her own

Continue to alternate between blows and thrusts until the object comes out send for medical help if it is available.

**Infants (under 1yr old)**

If you are with a choking infant:

- The baby may suddenly stop crying or go quiet
- The baby may start gagging and coughing

If the infant is unable to cough or breathe do the following:

- Support the baby so that the head is lower than the rest of the body. Then, using the heel of your hand, give five firm blows on the back between the shoulder blades to try to dislodge the object.
...Choking
If the object does not come out:

- Place the free hand (the one that had been delivering the back blows) on the back of the baby’s head with the arm along the spine. Carefully turn the infant over while supporting the head and neck. Support the baby face-up with the forearm resting on the thigh, still keep the infant’s head lower than the rest of the body.
- Place the pads of two or three fingers just below an imaginary line running between the baby’s nipples. To give a chest thrust, push straight down on the chest 1/2 inch to 1 inch, then allow the chest to come back to its normal position.

Give five chest thrusts. The chest thrusts should be smooth, not jerky.

Continue the sequence of five back blows and five chest thrusts until the object is forced out or the baby starts to cough.

If the infant is coughing, let them try to cough up the object keep their head lower than their body till it comes out.

Poisoning
If a child or adult has swallowed poison, do not try to make them vomit as this may make them more ill.

- If poison is on the skin or clothes, remove the clothing and pour large amounts of water over the skin, wash the skin thoroughly several times with soap.
- If poison gets in the eyes, splash clean water in the eyes for at least 10 minutes.

Drowning
Be aware that the drowning may have been caused by an injury to the head or neck; if a person who cannot swim sees a person in deep water who is struggling and at risk of drowning then they should throw a rope, floating device or tree branch so that the person can grab it and be brought to shallow water or out of the water.

When a person is rescued from drowning and is not breathing then;

Clear the airway
- Place the baby, child, adult on his or her back on a firm, flat surface, (e.g. table or floor)
- Gently tip the head back by lifting the chin with one hand and pushing down on the forehead with the other hand.
- Put your ear near the mouth and check for breathing: look for chest motion, listen for breath sounds, and feel for breath on your cheek and ear.
- Use your finger to clear any obstructions from the mouth.
If there is no sign of breathing, begin mouth-to-mouth rescue breathing immediately; in some cases it can save the person’s life; unfortunately it is not guaranteed and after rescue breaths the person still may not start breathing.

**Breathe for the infant**
- Cover the baby’s mouth and nose with your mouth
- Use only the air in your cheeks to give 2 gentle puffs of air (not deep breaths from your lungs); watch to see if the baby’s chest rises; if it does, give a second rescue breath; if the chest does not rise, repeat the head tilt and chin lift then give the second breath
- Continue until the infant begins breathing

**Breathe for the child**
- Pinch the child’s nostrils closed and blow (breathe) into the mouth
- Keep the mouth covered, breathe gently but hard enough to make the child’s chest rise
- Count to three and blow again
- Continue until the child begins breathing

**Breathe for the Adult**
- As for a child, however the force of breath may need to be harder to make the chest rise

---

I will give each of you this leaflet of reminders about how to prevent injury and manage injuries; on it you will see two herbal remedies that can help prevent infection of wounds, Guava and bitter melon, please share these ideas and solutions with your family. (Give each participant a copy)

4. Final Challenge

Are you ready to take up this challenge to make your home a safer place?

Let’s give this time back to the Livelihood trainer to finish the business in a box
SESSION 07: HEALTHY CHILDREN
HEALTHY ADULTS

OBJECTIVES
At the conclusion of this session the participant will be able to:
- Describe the basic causes of acute malnutrition
- Make a healthy menu

PREPARATION FOR SESSION
- Read through the session notes
- Familiarise yourself with Flipcharts 7.1 and 7.2
- 5 copies of pictures of a wasted child, a normal child and a stunted child
- Finders card template 7.1 for Home Based Feeding
- Manila paper and marker pens

CONTENT

1. INTRODUCTION
2 minutes
Thanks to the Livelihood trainer, while we wait for that product we can talk about Health. Welcome to our session about nutrition and lifestyle, the information today will hopefully help you change the health of your family. Please sit in your groups

2. Meaning of malnutrition
5 minutes
What do you think the term malnutrition means? Await a few responses.

Malnutrition
Lack of proper nutrition; under nourished; under weight or obese

Today we talk about malnutrition we mean under nourished or under weight. In your group look at these 3 pictures, one of a wasted child, one of a stunted child and one of a normal child; please prepare a list of the differences the wasted child and the normal child and a list of differences between a stunted child and a normal child. (Give time for them to work on the list) Now that you have your list, we will report back. Let's hear from each group, the differences that you noticed between these different pictures (let each group give one response at a time so that each group has an opportunity to share).

Difference between wasted, normal and stunted children

Wasted:
- Usually look skinny with thin arms and legs; often have a bloated big abdomen
- Thinner lighter colored hair
- Look old
- Approximately 5% of children under 5 years old in the Philippines are wasted
- Short tem; wasted children are more likely to get sick and are 9 times more likely to die than a healthy child
Normal
- Not skinny or swollen
- Hair looks usual

Stunted
- Short for their age
- Often look normal and healthy until compared with another child of their age
- Short term; stunted children are more likely to get sick and are 4 times more likely to die that a healthy child
- Long term; they will experience a lower IQ and lower income

Thanks for your ideas on the difference between these three groups of children. Wasted children are often called severely acutely malnourished or moderately acutely malnourished. ICM offers a program for severely acutely malnourished children and I will share more about that program later in this session.

3. Causes of malnutrition 10 minutes

Micronutrient deficiency is the cause of malnutrition. There are several reasons for a child and family to experience micronutrient deficiency. Micronutrients are found in food, not every type of food has the same amount of micronutrients.

What do you think the different causes of malnutrition are? (Let the participants give ideas)

Great thanks for these ideas, the causes of malnutrition are:
- Poor housing and overcrowding
- Giving birth at close intervals
- Poor nutrition in pregnancy
- Lack of money
- Not drinking safe water
- Having a large family
- Not exclusively breastfeeding
- Inadequate infant feeding
- Frequent diarrhea
- Lack of access to healthcare
- Insufficient food to eat
- Fecal contamination of the environment

In your groups look at flipchart 7.1 out of these causes of malnutrition please discuss a list of the causes you think are preventable. (Give time for them to make the list). Some of these causes are quite hard to prevent. Using your list of preventable causes of malnutrition discuss a list of ways to prevent it, how can we prevent malnutrition (Give time for them to discuss a list) Now lets hear your ideas on how to prevent malnutrition, each group can give me two of their ideas.

Prevention of malnutrition
- Exclusive breastfeeding 0 – 6 months old
- Responsive complementary feeding
- Increase breastfeeding or give extra food if a baby or child has diarrhea
- Do not eat high salt, high sugar, high fat diets
- Eat green vegetables daily
- Keep water safe, drink only safe water
- Avoid soft drinks and sweets and other ‘junk food’ or ‘fast food’
- Deworm children every year (minimum) or when they have signs of infection
- Seek help from the local Barangay when concerned
Yes, these simple ideas like responsive feeding and eating green vegetables can help your family and community. Simple things can make a big difference.

What could you do if you thought your child was malnourished? (Let them respond – correct answer is seek help from the Barangay or rural health center)

**4. Nutrition**

In order to prevent malnutrition we need to do more than just talk about ways to prevent it; we need to take action. In your own home you can take action to ensure the health of your family by making sure that the food you choose each day is healthy and they way you prepare food is healthy.

What types of vegetables are available in this community? What types of proteins are available in this community? What type of fruit is available in this community? What types of dairy foods are available in this community? What types of bread or cereal foods are available in this community? (Write the answers to each question on the manila paper)

Next we will make a healthy menu using the foods you have just listed on the manila paper. Before we make the menu I would like to give you some tips:

- Keep menu ideas simple and low cost
- Think about a variety of foods
- Children need diets high in vitamin A (found in liver, eggs, dairy products, ripe mango and papayas)
- Children need diets rich in iron (found in fish, eggs and green vegetables)
- Use iodized salt in cooking
- Avoid cooking with instant seasoning from packaged food as they are too salty
- Frying food is not a healthy way to cook food; grilling is better – limit fried food to only one time per week
- Deep frying food in oil is not a healthy way to cook food; grilling is better – limit deep frying food in oil to one time per month

In your group use some of these fruits, vegetables, proteins and dairy from the manila paper to create a menu of what you could feed your family for a main meal (lunch or dinner). (Give groups time to write a menu). The winning menu will be the menu that follows healthy food choices as well as healthy ways of cooking. Each group please present your menu (Chose the winning menu based on healthy food and healthy cooking style).

Look at flipchart 7.2 you can see the pyramid of recommended daily food intake for every type of food. As you can see every day you need a some of every food category to stay healthy, however, some foods are needed less than other foods. Often our diets or daily menu of foods does not contain enough vegetables and fruit, so please encourage your children and family to eat more fruit and vegetables.

Fruits and vegetables are sometimes called GLOW foods; they are rich in vitamins and minerals and they help the body work properly

Proteins including, chicken, meat, fish, internal organs, eggs, shellfish, milk and milk products, mongo and other dried beans and nuts are called GROW foods; protein is used to build and repair body tissue, it helps the body develop resistance against infections and supplies additional energy.

Rice, rice flour, noodles, corn, bread, camote, gabi, other cereals, fats and oils are called GO foods; they are rich in carbohydrates and fat, they give energy to the body

If you make sure to eat a variety of foods, including regular fruit and vegetables, your whole family will be healthier. One way to make sure to eat enough vegetables is to grow your own garden, growing your own garden also saves you money.
Share this session with your family and friends; simple strategies and solutions like a healthy diet can have a big impact.

Share: Something special can happen next week with your help. Next week we will bring the scales and height measure and we will weigh and height measure children to identify if they are severely acutely malnourished. We need your help - any person who brings a severely malnourished child 5 years old and under next week will receive a reward of extra nutripacks. Remember what a wasted child looks like, and look for those children in your community; ICM would like to offer that child and those families a program called Home Based Feeding. If the child is not your child, you must ask the parent to attend the weight and height measuring day next week with the child. So remember next week to bring any severely acutely malnourished children under 5, together we can eradicate malnutrition from your community.

Remember that I also have LBM treatment packages so see me at the end of the session if you have a child or know a child with diarrhoea. Let's give this time back to the Livelihood trainer to finish the business in a box.
SESSION 08: HYGIENE - PART 2

OBJECTIVES
By the end of the session participants will be able to:
- Describe ways to improve environmental hygiene
- Describe the five keys to food safety
- Understand correct tooth brushing technique

PREPARATION FOR SESSION
- Read over session notes
- Familiarise yourself with flipchart 8.1, 8.2, 8.3 and 8.4
- 31 copies of leaflet 8.1
- Prepare the herbal help for making mouthwash
- Scales and height measure to conduct HBF measurements

CONTENT

1. INTRODUCTION
1 minute
Thanks to the Livelihood trainer, while we wait for that product we can talk about Health. Welcome today we will follow up on some ideas discussed in previous weeks. Firstly we will look at solutions for food storage and environmental hygiene as the final part of sanitation and nutrition. Then we will look at other important lifestyle changes that can help keep you and your family healthy.

2. Five keys to food safety
5 minutes
In your groups look at flipchart 8.1 discuss the pictures and agree what you think each of the five items represents. (Give them time to talk) Now each group can give me one response about what they thin the five keys to food safety are.
Five keys to food safety

- Keep clean: Wash your hands with soap before handling food; keep surfaces/utensils clean; keep food preparation and cooking areas free of rodents, insects, dogs and cats
- Separate raw and cooked food: Store raw food, particularly raw meat and uncooked seafood separate from cooked food to prevent transferring any bacteria or microorganisms in the raw food
- Cook thoroughly: Cooking food thoroughly ensures that there is no raw sections on the food and that the food is hot all the way through; this will help kill any bacteria or microorganisms
- Keep food at safe temperatures: Do not keep cooked food at room temperature for more than two hours, if possible keep food refrigerated or on ice; bacteria and microorganisms grow quickly in food that is not stored safely
- Use safe water and safe raw materials: Using safe water and fresh produce helps prevent incidents of sickness that can occur when using unclean water and unsafe food produce

3. Household environment

Excellent work; now in your groups I have three pictures (flipchart 8.2, 8.3 and 8.4) to show you, look at each picture and discuss ways to improve this environment. (Let them generate ideas) For feedback, every group can give me two of the ideas that were discussed. (Listen to two ideas from each group) We have another picture; again in your groups discuss ways to improve the environment. (Let them generate ideas) For feedback, every group will give me two ideas that were discussed. (Listen to two ideas from each group)

Keeping your home and community environment clean makes your family healthier and reduces rodents and mosquito’s that often breed in the trash. Some simple tips include

- Keep the home and yard clear of rubbish and excreta (human and animal)
- Keep soap or ash in key positions to ensure it is used for handwashing
- Bury all rubbish – do not burn plastics and other rubbish; use organic waste to create a compost for the garden
- Do not keep animals inside the home – pigs, dogs, cats and birds can transfer disease and parasites to humans and should not be kept in the home unless treated by a veterinarian regularly
- Create a waste water sullage – keep kitchen water or toilet water downhill away from drinking water
- Laundry or dishwasher can be used as garden water if no chemicals were used – it is not safe for drinking
- Ensure all standing water (in holes, tins, tires and drums) is cleared away or emptied out so that mosquitos do not breed
- Cover any rain water collection drums to prevent mosquitos from breeding
- Take up the 4 O’clock habit – operations Kayakulub: Upside down

4. Dental care

Here I have prepared some Tsaang gubat herbal help; this is a Department of Health approved herbal remedy, it has fluoride in it which helps strengthen teeth. Pass it round in your group, gargle it and spit it out. (Give time for each group to try it)

Look at leaflet 8.1, to prepare Tsaang gubat thoroughly wash the leaves in running water; chop it into a small size and boil 1 cup of leaves in 2 cups of water; boil on low heat for 15 – 20 minutes and drain; gargle the drained water for stronger teeth and to prevent cavities
Share this session with your family and friends; remember the simple strategies that we have discussed over the last few weeks; simple solutions can have a big impact. Safe storage of food; using the tippy tap, making safe water, handwashing with soap or ash; cleaning up rubbish, cleaning away standing water and simply brushing teeth regularly will improve the health of your family and prevent disease.

Remember that I have LBM treatment packages so see me at the end of the session if you have a child or know a child with diarrhoea. Let's give this time back to the Livelihood trainer to finish the business in a box.
SESSION 09: SAFE MOTHERHOOD
PART 1: BIRTH TIMING AND PREPARATION

OBJECTIVES (EXPECTATIONS & TARGETS)
At the conclusion of this session the participant will be able to:
- Understand the risks during pregnancy
- Practice making a birth plan

PREPARATION FOR SESSION
- Read through the session notes
- Prepare the 5 puzzles for the activity using template 9.1
- Case study written on manila paper
- HBF materials - this is the start of HBF in Transform
- Familiarise yourself with Flipchart 9.1
- 31 copies of leaflet 9.1
- Invite the Barangay midwife to join the session
- Prizes for the safe motherhood puzzle competition

CONTENT

1. Introduction to the session

Thanks to the Livelihood trainer, while we wait for that product we can talk about Health. Welcome, today we will be learning about how to prepare and plan for pregnancy and birth, we call this safe motherhood. Please share the information you hear today with your family, friends and neighbours it could help save a life.

2. Preparations to become a parent

Today will start straight way with a game, please move into your groups, if your counselor is away please move into your back up group. Each group will be given a puzzle and each puzzle represents a way that helps prepare the mother and father for becoming a parents. It is a race the winner is the group that can complete their puzzle the fastest. Go! (Wait for each group to complete the puzzle) Well done teams here is a small prize for the winning team.

Congratulations everyone. Now I would like one person from each group to get up and explain what the picture is in your puzzle. I will only accept the correct answer I will give you three attempts to guess. (If the group has the right guess then move to the next group; after three attempts to guess the right answer tell the group the correct response)
3. Birth Planning

The entire community has a responsibility to help ensure that safe motherhood is supported and that all expecting families are nurtured.

Is the birthing home and barangay health center or rural health unit marked on the community map? (if not have the participant put the birthing home onto the community map, if yes, then ask them to point it out)

To be ready for the delivery it is good if the family can prepare a plan about how to manage the delivery and any emergency should it occur. This includes making sure that the regular check ups are done and a skilled birth attendant is present at the delivery.

In your groups use leaflet 9.1 to help you make a birth plan, (pin up the manila paper with the case of Maria and the questions), use the case of Maria to help you prepare the birth plan for her.

‘Maria is a 37 year old woman and she is 4 months pregnant. Her husband is away working on a sugar cane farm and will be away for another 3 weeks. She lives with her mother her sister and brother in law also live in the same village with Maria. The birthing home is not in the village it is in the next town, which is 30 kilometers away. She has not had her check up yet.’

Questions:
1. Has the pregnant woman had their check ups? If no, what is the plan to get the check up done?
2. Who can help the pregnant woman on the due week and after delivery?
3. How much money do they need to save to get to the birthing home for the delivery? Are there other transport options?
4. How will the pregnant women get to the birthing home in an emergency?
5. Is there a Barangay Midwife in the village? Can the midwife be at the home to help the delivery in an emergency? Does the midwife know to come to the house to help the woman deliver?
6. In an emergency the woman might deliver at home, is there provision for safe home delivery? How will the woman get a check up within 24 hours of the delivery if it is at home?
7. What is the cost of the birthing home?
8. How much money will the family need to save every day to cover the cost of the travel and birth?

(Trainer example for use with the groups – costs are not based on fact they are for the example only:)
1. Maria is overdue her check up and needs to go to the barangay midwife; she should travel to the barangay this week by bus for her check up
2. Maria can ask her mother, sister to help her after the birth of the baby
3. Maria and her husband will need to save enough money to cover the bus or tricycle travel to the birthing home – bus cost = p15 per trip; tricycle cost = p50 per trip Maria and her husband need to save p60 to get to the birthing home on the bus and return trip
4. Marie can take the tricycle to the birthing home in an emergency, it will cost p50
5. The villages usually have a midwife, it will cost p500 for the midwife to come to help deliver the baby, in an emergency the midwife has agreed to come and help
6. Marie has an emergency kit, with a razor, 3 pieces of string, soap and a baby wrap; the midwife agrees to come to help any emergency home delivery; Maria can go to the Barangay health center for a check up within a few days of delivery
7. Maria and her family will need to save P1,000 to cover the birthing home costs
8. The family will need to save
   - Bus travel = P240 (including check ups)
   - Birthing home = P1,000
   - Food = P150 per day 3 days in birthing home = P450
   - Baby clothes = P200
   - Soap = P14 per piece
   - Total basic budget = P1,904

Total amount to save in 5 months (150 days) for her due date = P13 per day

Now that you have drafted your birth plan for Maria, you know how to help a pregnant woman and her family plan. It is also good to know when pregnant women should seek help; they should seek help when:
   - They have had a baby die during child birth
   - They have vaginal bleeding
   - They experience convulsions or seizures
   - They have severe headache with blurred vision
   - They have fever and are too weak to get out of bed
   - They have severe abdominal pain
   - They have fast or difficult breathing
   - Their waters broke and they are not in labor yet

Safe motherhood begins with planning for pregnancy, and planning for birth. Simple planning can help protect the pregnant woman and baby from the risk of death. Planning includes planning for the best option and the worst case scenario. When you go home today, please check any pregnant women in your community to see if they have a plan, share with them what you have learned today. Using a savings plan a family can save enough money to ensure that there is a birth attendant – midwife or Dr.

ICM has treatment packages for pregnant women, I’d like to ask all the pregnant women to come and see me after the session; I have a short checklist and some important information to share with you. So please all pregnant women please see me after this session.

3. Conclusion

It is important to share the concepts and ideas from today’s session with your family and neighbors; it can really save someone’s life and reduce the stress on the family when a new baby arrives. Remember I have LBM treatment packages if anyone has a child or knows a child with diarrhoea so see me at the end of our sessions. Let’s give this time back to the Livelihood trainer to finish the business in a box.
SESSION 10: SAFE MOTHERHOOD
PART 2: NEWBORN HEALTH AND BREASTFEEDING

OBJECTIVES
At the conclusion of this session the participant will be able to:
- Describe how to care for a newborn
- Understand the benefits of breastfeeding
- Understand the meaning of exclusive breastfeeding until 6 months

PREPARATION FOR SESSION
- Read through the session notes
- Prepare 31 copies of leaflet 10.1
- Familiarise with Flipchart 10.1
- Manila paper with a woman drawn on it
- Manila paper and markers
- Invite the Barangay midwife to attend

CONTENT

1. Introduction
Welcome, today we will discuss how to care for a newborn baby and breastfeeding. Remember this information and share it with your family and neighbours particularly those who are due to have a baby or who already have a newborn.

2. Caring for a newborn
Newborns are at high risk of mortality and there are some simple ways to prevent newborn mortality; the main way to ensure the health of a newborn is for all women who deliver at home to be visited by or to visit a health worker within 24hrs of delivery and again within 7 days of delivery.

Sit in you groups, if your counselor is not here please sit with your back up counselor. In your small groups please make two lists. 1. List what activities/things should be done for a woman immediately after birth 2. List what activities/things should be done for the newborn after delivery. You will report back to the group in 5 minutes. (Wait for 5 minutes and then ask each group to report back one item on list 1 and one item on list 2 write it onto the manila paper)

Your answers are great, take this leaflet 10.1 it outlines all the activities that need to be done for the mother and the newborn after delivery, please share it with any pregnant women that you know.
Caring for the mother and newborn after delivery
- Have a birth attendant present at the delivery
- Ensure that the mother and baby are checked by a health professional within 24 hours of delivery
- Encourage the mother to eat healthy foods, vegetables, meat, fruit and beans
- The mother should rest when she can
- Keep the home clean free from mosquitos, rodents and dogs
- The mother should wash with soap everyday
- The woman should practice family planning even when breastfeeding
- Keep the newborn clean – wash with soap and water daily if needed
- Keep the baby dry and warm but do not over wrap
- Let the baby sleep on their side or back
- Keep the baby away from cigarette smoke and alcohol
- Breastfeed the newborn

3. Breast feeding

<table>
<thead>
<tr>
<th>![Image]</th>
<th>What are the benefits of breastfeeding to mother and baby? (Let them call out several responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image]</td>
<td>Why do you think many mothers do not exclusively breastfeed until 6 months? (Let the call out several responses)</td>
</tr>
<tr>
<td>![Image]</td>
<td>Using this manila paper with a woman drawn on it I would like us to add solutions or advice for the woman about correct breastfeeding. We will create the ideal breastfeeding mother. (Let the group call out items for you to add to the manila paper picture, only add items that are correct, see the box for correct items, use flipchart 10.1).</td>
</tr>
</tbody>
</table>

Breastfeeding:
- Breast milk is enough – exclusive breastfeeding in the first 6 months
- The newborn baby needs skin to skin contact with the mother when it is born
- Begin breastfeeding as soon as possible after delivery – within 1 hour
- Signs that the baby is in a good position for breastfeeding – the baby’s whole body is turned towards the mother, the baby is close to the mother and the baby appears happy and relaxed
- Signs that the baby is feeding well – the baby’s mouth is open, the baby’s chin is touching the mother’s breast, the baby takes long deep sucks, the mother does not feel any pain
- Frequent breastfeeding helps the milk to flow – breastfeed on demand 10 times night and day
- The mother must eat a health diet which includes vegetables to remain healthy
- Do not give the baby water, water with sugar or any other liquids during the first 6 months of breastfeeding

4. Conclusion

A woman and newborn baby at most at risk of getting sick and dying in the first 24 hours after delivery to prevent death they need a check up by a health professional within 24 hours and again within 7 days of delivery. Remember planning for the birth can help ensure that a skilled birth attendant is present as this will help keep the mother and baby safe. Breastfeeding is the next step to ensure that the newborn grows up healthy. Breastfeeding should start immediately after birth, and the women should eat well looking after their own health and exclusively breastfeed in the first six months.

Remember that I have LBM treatment packages if anyone has a child or knows a child with diarrhoea, so see me at the end of the session.
SESSION 11: SAFE MOTHERHOOD
PART 3 - COMPLEMENTARY FEEDING

OBJECTIVES
By the end of this session, participants will be able to:
- Understand the timing for introduction of foods
- Describe the appropriate food consistencies to give infants at different ages
- Give three tips on how to encourage children to eat well

PREPARATION FOR SESSION
- Read through the session notes
- Prepare the menu pictures from template 11.1 and 11.2
- Familiarise yourself with flipchart 11.1 and 11.2
- Think about what instructions you will give to do the role play

CONTENT

1. Introduction
Thanks to the Livelihood trainer, while we wait for that product we can talk about Health. Welcome to our final session about safe motherhood. In the last two weeks we have learned about preparing for pregnancy, birth planning, caring for the mother and newborn and breastfeeding. This session is about complementary feeding or how to feed the baby after 6 months when foods can be introduced. Sit in your groups we will be doing an activity today.

2. Complementary feeding
Has anyone heard the term complementary feeding before? (Let them say yes or no) Can you tell me what it means? (Let two participants give you the definition)

Thanks for your definitions; complementary feeding is when new foods are introduced into a baby’s diet, in order to complement the breastfeeding. As the baby grows they need more than just breast milk and so it is important to understand how to introduce new foods. However, the mother should also breastfeed until the baby is at least two years old. Introducing foods in a soft porridge style 2 – 3 times per day will keep the baby growing healthy and strong.

3. Introducing a variety of foods
In your groups take these pictures and decide which food types can be given to a baby 7 – 9 months old, hold up your pictures. (Give them a few minutes to hold up their choice – the pictures with a green backgrounds are good to give young children and the red background are not good to give children) If you are holding up pictures of cereals like maize, wheat or potatoes; then you are correct. If you are holding up banana, pumpkin, avocado, pureed apples, cooked eggs and carrot, you are also correct.
In your groups look at the remaining pictures and decide which food types can be given to baby's 9 months and above. (Give them a few minutes to hold up their choices). If you are holding up fruit, vegetable, meet or eggs then you are correct.

Look here at flipchart 11.1 it shows how complementary foods are introduced, with new foods added every 3 – 5 days, adding foods 3 times per day between the age 7 – 9 months; 3 meals plus one snack per day between the ages 9 – 11 months; and giving 3 meals plus two snacks for children over 11 months old.

**Can you tell me why soft drinks and sweets are not included as complementary foods?** (Give time for them to call out their responses)

Giving baby's and children soft drinks and sweets, damages the growing teeth and causes the child to crave sugar; high fat high salt diets are also bad for their health, these foods can cause the child to become malnourished – causing them to become either underweight or obese.

### 4. Feeding the baby

**Tip 1:**
Start with thinner mashed or pureed foods as the baby is learning to swallow. As the baby grows the mashed foods can be thicker, look here at flipchart 11.2 and remember
- Thicken the porridge as the baby grows older
- Thin gruels made with water or rice water are not healthy for your baby as they do not provide enough of the nutrients it needs to grow strong and healthy
- Foods such as broth, soup, juice or rice water are not appropriate food to give young children as they are too watery and do not have enough nutrients
- At 8 months of age the child should be able to munch on ‘finger foods’ or chunky foods (e.g. well-cooked fish, banana pieces)
- Porridge is just right and good for the baby when it slowly falls off the spoon

**Tip 2:**
Learn how to do responsive feeding;

Can I have two volunteers to help me with a role play (wait for two volunteers), Thanks volunteers, I will read out some instructions and I would like you to act out what I read. One of you will be the parent and the other will be the baby/child, please act as I read;

**Role play 1: High control**
The parent is very strict, deciding when and how much the child must eat, they might force feed the child or hit the child to correct feeding. (Let the volunteer’s role play)

Thanks role players – in this scenario the child learns that eating is uncomfortable and frightening.

Let's do the next role play, please act as I read;

**Role play 2: Hands Off**
The parent is not present or is distracted, the child is left to eat on their own often sitting alone, the parent might take the food away from the child when they do not eat, they might believe that the child is not hungry (Let the volunteer’s role play)

Thanks role players – in this scenario the child feels that eating is difficult and boring; they might become malnourished.
Let's do the final role play, please act as I read;

**Role play 3: Responsive**
The parent supervises the child as it eats, observing and responding to the child, when the child does not want to eat the parent encourages the child to eat, the parent might sing to the child while they eat, and will gently encourage the child to eat if the child stops eating. (Let the volunteer’s role play)

Thanks role players – in this scenario the child enjoys mealtimes and eating, they feel proud of their increasing independence, they learn to trust their parent.

*Which feeding style is the best?* (Let the group vote on which is best)

Adding complementary foods into the diet of a baby from 6 months will ensure that the baby grows. Teach your baby to enjoy healthy foods by avoiding high sugar, high salt and high fat foods. Remember there are two tips that will improve meal times, 1. Give food at the right consistency 2. Be a responsive parent and help your child eat. Other things you can do to improve meal times, is to make meals fun, encourage your whole family to eat health foods, keep you children's tummy hungry for health foods by avoiding unhealthy options. When you go home today, make the choice to include vegetables in you meal. When I visit your home we can talk about how to improve the diet of your family.

Please bring the whitecard of any of your children next week.

Remember that I have LBM treatment packages so see me at the end of the session if you have a child or know a child with diarrhoea. Let's give this time back to the Livelihood trainer to finish the business in a box.
SESSION 12: CHILDHOOD GROWTH AND DEVELOPMENT

OBJECTIVES
By the end of this session, participants will be able to:
- Understand the stages of child development and important milestones
- Know if they need to catch their child up in immunisations
- Play a game with their child

PREPARATION FOR SESSION
- Read through the session notes
- Familiarise yourself with Flipchart 12.1
- Make 25 copies of leaflet 12 (double sided) for the session
- Find out the address of the local Barangay Health Centre or Rural Health Unit to give to participants
- Find out if the local Barangay health worker is available to attend the session – invite them to join

CONTENT

1. Introduction 1 minute
Welcome, this week we will be having some fun with the children as we learn about childhood growth and development. Please sit in your groups.

2. Immunization 5 minutes
Who remembered to bring the whitecard of their children and grandchildren? (Let them raise their hands and thank them)

Look here at flipchart 12.1, if you have a whitecard with you please look at it, and share with any seatmate who doesn't have one. The whitecard is an important record of how your child is growing.

Who can tell me the different parts of the whitecard? (Let the group call out the different parts of the whitcard, use flipchart 12.1 to point at the part as they call it out)

If anyone has a child who is not up to date with immunizations please come and see me after the session and I will help you arrange how to catch them up. (After the session take the name and contact details of any families who are not up to date with their child's immunization refer to the SMC for follow up)

3. Child growth and development 10 minutes
There are different stages that a child goes through, look at leaflet 12.1 for the usual stages of development. Seek help from the Barangay or local Doctor if you’re child does not appear to be at the correct stage of development for age.

Does anyone have any questions? (Allow participants to ask questions)

In your group share stories about your children, share advice with each other about how to manage children at these different ages. (Supervise each group and share tips with them as listed in the box)
Parenting tips:

1 Month old
- Holding, cuddling and talking to the baby stimulates growth and emotion development
- Being close to the mother and breastfeeding on demand gives the baby a sense of security
- After disposing of baby poo and cleaning urination wash hands with soap and water

6 Months old
- Parents should talk, read and sing to the baby as often as possible
- Let the baby play on a clean flat surface so that they can move around

12 Months old
- Encourage interactions with family members
- Help the baby learn to feed itself, remember responsive feeding
- Ensure the baby is fully immunized

2 Years old
- Teach the toddler to avoid danger, including sharp objects, medication, poison, cars, dogs
- Give simple rules and tell the child how to behave – teach right from wrong
- Encourage and praise your child, giving a hug when they have done something good

3 Years old
- Encourage the toddler to learn independence
- The toddler can learn to dress themselves, teach them to wash their hands
- Talk, read and sing to the toddler, answering any of their questions

5 Years old
- Have regular discussions with the child and answer their questions
- Encourage the child to play and explore their environment
- Ensure they are enrolled in school
- Reinforce right from wrong – teach good values

8 Years old
- Be a good role model, your child will try to be like you
- Encourage the child, give them a hug when they have done something good

4. The importance of play  15 minutes

Play helps a child feel safe and allows for an important release of energy; play helps a child develop better brain activity; body movement and social skills; play helps a child learn about colors, number, textures and the importance of practice; play helps a child learn about competition; winning and losing; and play helps a child develop language skills as they interact with others

This is going to be fun, gather the children and let’s play a game together

Example game – Animal noises
Chose one participant and ask them to make an animal noise, ask the children to guess the animal; the child who guesses correctly earns the right for their parent/guardian to be the next adult to make the noise (e.g. the adult makes a frog noise and a child guesses that it is a frog noise). Smaller children can win the right for their parent/guardian to be the winning adult if the baby can imitate the noise of the animal (e.g. the adult makes a horse noise and the baby imitates the horse noise). If no one child can guess or imitate the noise let one of the other participants guess the animal noise.

Today we have learned about the importance of immunization, childhood growth and development and the importance of play. Please share these ideas and stories of today’s session with family, friends and neighbors. I hope that you be able to use this knowledge in your daily life;

Remember that I have LBM treatment packages so see me at the end of the session if you have a child or know a child with diarrhoea.
SESSION 13: FAMILY PLANNING AND SEXUALITY TRANSMITTED DISEASE

OBJECTIVES

By the end of this session, participants will be able to:

- Understand the relationship between family planning and malnutrition
- Identify two different forms of family planning
- Describe ways to prevent sexually transmitted diseases

PREPARATION FOR SESSION

- Read through the session notes
- Blank paper (scratch paper blank on one side), pens
- Manila paper with the STD questions written on it
- Familiarise yourself with Flipcharts 9.1, 13.1, 13.2 and 13.3
- Bring along contraception samples to demonstrate if available

1. Introduction

Today we are going to talk about a very sensitive subject we are going to talk about family planning and sexually transmitted disease. These are important topics but I know sometimes it can be embarrassing to talk about them. Let’s start by talking about family planning, make sure to sit with your group.

2. Family Planning

Why do you think family planning is important to ensure good childhood nutrition? (Let the participants call out their ideas)

Having babies too close together does not give the mother body time to recover and replenish nutrients in her body. So when babies born close together they are likely to be born small and experience malnutrition. In large families, the younger children are at higher risk of malnutrition. Limiting family size improves child nutrition.

Who can remember the preparations to become a parent? (Use flipchart 9.1 to help them remember the needed preparations)
Look here at flipchart 13.1 permanent types of family planning are the vasectomy and the tubal ligation. Other non permanent types that are artificial are; intra uterine device (IUD), oral contraceptive, injection and condom. Non permanent natural types include examination of cervical mucus and the calendar or rhythm method.

Here on flipchart 13.2 it shows the risk of failure for each method, these percentages are based on internationally approved studies. Lower the percentage of failure the more reliable the method at preventing pregnancy. You can see that permanent or artificial methods are more effective than natural methods. Tubal ligation and vasectomy are the best methods.

What concerns or questions do you have about the different methods of contraception? (Listen to their concerns and correct any myths)

Family planning methods:
The truth about

- Vasectomy: it is not a form of castration, there is no outward change to the man's penis or testicles
- Tubal ligation: it does not speed up menopause, normal ovulation and menstruation continue; the woman can go about her usual daily activities after she has recovered from the operation
- Intra Uterine Device (IUD): The IUD cannot move out of the vagina into the body; it does not interfere with sex or harm the penis during sex as it is placed inside the womb and the penis only goes into the vaginal canal
- Contraceptive: it is not an abortion, it prevents a pregnancy before it happens; it does not lead to infertility; it often causes menstruation to stop – this is normal and not harmful
- Injectable contraceptive: there is no evidence that the injection causes deformities in babies
- Condom: If the condom is not put on correctly will not slip off, it cannot get lost inside the woman’s body because it will not fit into the entrance of the womb and sex occurs in the vagina canal; condoms can break if they are old or not stored in a cool dry place
- Natural methods: requires both the husband and wife to agree to abstain at times that are high risk for getting pregnant; it is common for women to get pregnant when they use natural methods
- Breastfeeding does not prevent pregnancy, always use a method of family planning

3. Sexually transmitted diseases (including HIV/AIDS) 15 minutes

We will now go on to talk about sexually transmitted diseases, for your information the condom is the most effective method for preventing the transmission of sexually transmitted diseases, it does not offer 100% protection so it is still best to have only one sex partner in your lifetime; Contracting a sexually transmitted disease, including HIV / AIDS, is sometimes seen as embarrassing or shameful. But many can have serious affects on health in the case of some like HIV/AIDS they can cause death.

Work together in your group and use this paper (give out scratch paper); list each of the sexually transmitted diseases, use flipchart 13.3 to help and answer the following questions (pin up the manila paper with the following questions)

1. What is different about HIV/AIDS and other sexually transmitted diseases (STD)?
2. What do you think are the symptoms of each STD?
3. What would you say to your son, daughter or neighbour about how to prevent STDs?
4. What should you do if you think you have an STD?
5. What is the treatment for each STD?

(Give the groups time to work on the questions) Now that you have answered these questions please chose a group spokes person to share your answers; you don’t have to say embarrassing words but we need to hear the ideas you have discussed in your groups. (Make sure that the answers the provide include)
STDs:
- HIV/AIDS is also transmitted in other body fluids, including blood and can be passed to a baby during birth from an infected mother
- To prevent the spread of HIV/AIDS they must use a condom and never share needles
- There is no cure for AIDS
- A good way to prevent STDs including HIV/AIDS is to only have one sex partner in your entire lifetime
- Chlamydia: is treated by antibiotics; it causes a discharge from the penis or vagina and pain or burning sensation; baby’s can be infected at birth if the mother is infected with chlamydia
- Genital Herpes: has no cure; it causes painful blisters or open sores in the genital area, with burning or tingling sensation
- Genital Warts: has no cure; it causes warts (hard brown or white painless bumps) to occur on any part of the body where vaginal or seminal fluids have touched, even if there was no penetration
- Gonorrhoea: is treated with antibiotics; it causes painful urination and an unpleasant discharge from the penis or vagina; it can be spread to the eyes when sex fluids get on fingers and the fingers go near or on the eye
- Syphilis: is treated by antibiotics; it causes open painless sores on or around the penis or vagina, with rash and fever; if left untreated it can cause serious health problems including brain damage

4. Conclusion

Looking after your family by planning when to have the next baby is important in preventing malnutrition; family planning methods offer choices about how to plan for the next pregnancy permanent methods offer more security in preventing pregnancy; if anyone would like more advice about finding a family planning method please see me after this session. Remember the importance of preventing STDs especially HIV/AIDS which can lead to death. Don’t let stigma or shame prevent you from sharing information with your family and friends. Share the learning from today with your family, neighbors and most importantly with your children as they grow.

Share: Remember that I have LBM treatment packages so see me at the end of the session if you have a child or know a child with diarrhoea.
SESSION 14: PREVENTION AND MANAGEMENT OF DIARRHOEA

OBJECTIVES
By the end of this session, participants will be able to:
- Describe the causes and symptoms of diarrhoea
- Prepare ORESOL at home
- Understand the importance of eating bland foods during diarrhoea and giving extra nutrition after the diarrhoea has ceased

PREPARATION FOR SESSION
- Read over session notes
- 31 LBM treatment package poster 14.1
- Bring ingredients and utensils for 5 groups to make ORESOL
- Manila paper and marker pens
- Familiarise yourself with Flipcharts 14.1 and 14.2

CONTENT

1. Introduction
Welcome to this week’s session, we will talk about a diarrhoea (LBM) this is a common experience for many of us. Diarrhoea can cause dehydration and dehydration can cause death, particularly in children. This is a serious issue, which is why ICM provides the LBM treatment pack which some of you have already used, today will be the first time for us to share with the group as a whole.

2. Causes and prevention of diarrhoea
Diarrhoea is caused by bacteria, viruses, parasite infection or allergies cause Diarrhoea. It makes the poo loose and watery. It is the watery discharge that causes the body to become dehydrated; dehydration is when the body does not have enough water, water is essential for the body to function.

What are the symptoms of diarrhoea? (Individuals can call out their responses)

Symptoms
- Frequent loose watery poo
- An urgent feeling to expel poo
- Abdominal cramps
- Excessive gas in the intestine
- Fever
- Vomiting
- Sunken eye balls
- Soft pot on baby’s head
How do you think diarrhoea is transmitted?
(Write their responses onto a manila paper)

Thanks for the answers. The diarrhoea infection is most often spread person-to-person; by drinking dirty water or eating contaminated food. Sometimes the whole family suffers with diarrhoea because the bacteria, virus or parasite can get easy access to other family members particularly if there is poor sanitation.

Look at the list of ways diarrhoea is spread, in your small groups work out how to prevent the spread of diarrhoea. You have a few minutes. (Wait a few minutes). Each group will share one way to prevent the spread, and we will go around the groups until all the ideas have been shared.

Prevention
- Practice safe preparation of food (5 keys to food safety)
- Drink water from safe sources – if unsure then make water safe
- Eat only food that is well cooked and properly prepared – 5 keys to food safety
- Wash hands before eating, before preparing food and after using the toilet
- Use a toilet or bury excreta (poo) straight away – keep it away from water sources, paths, home and areas where children play

One of the ways to prevent diarrhoea is to store and prepare food safely. Now in your groups please discuss a list of 5 ways to keep food safe. You have 5 minutes. Now that you have finished discussing your list please share your five ideas (Write each groups 5 ideas on the manila paper).

The 5 keys to food safety are:
- Keep Clean – wash hands before handling food, keep surfaces and utensils clean; keep the kitchen free of rodents, insects and dogs
- Separate raw and cooked food – Store raw food, particularly meat and seafood separately from cooked food to prevent transferring any bacteria or parasites in raw food
- Cook thoroughly – Cooking food thoroughly ensures that there is no raw sections in the food and that any bacteria or parasites are killed
- Keep food at safe temperatures – Do not keep cook food at room temperature for more than two hours; bacteria can grow quickly in food that has been cooked but is then not stored properly
- Use safe water and raw materials – Using safe water and fresh produce helps prevent incidents of sickness that occur when using unsafe water and unclean food produce

3. Management of diarrhoea

Look at flipchart 14.1 you will see three basic ideas for the management of diarrhoea and dehydration:
- Increasing breastfeeding and/or giving ORESOL
- Give ORESOL and zinc supplementation (if available)
- Continuing to feed bland foods during the diarrhoea has finished

Treatment
- Give oral rehydration solution (ORESOL or ORS), rice gruel, soups, juices, coconut water, clean water; to replace lost fluids
- Herbal remedies:
  - Babayas (Guava) – treat minor causes of diarrhoea in children
- Do not go out or visit friends as this may spread the cause of diarrhoea
- Do not prepare food when suffering diarrhoea; practice increased hygiene
- Eat regular meals; children require an extra meal everyday for two weeks while recovering from diarrhoea
- Drink only water that has been treated and is safe
- Avoid high fat, high salt junk food
- Consult a Doctor if LBM lasts for more than one week or signs of dehydration appear
We are going to make ORESOL. Look at the poster and using the recipe make the ORESOL, can I have two volunteers to help me; as I read the recipe you add the components. 8 Teaspoons of sugar, 1 teaspoon of salt, 1 litre of safe water; caution: do not add too much salt – it should taste like tears. We will pass a glass of ORESOL to each group to taste (Give time for each group to taste)

Dehydration is caused by diarrhoea and can cause death. The opposite of dehydration is rehydration; ORESOL is a rehydration solution and is given to prevent or treat the dehydration caused by the diarrhoea. Make it an use it at home if you have a family member with diarrhoea.

Can anyone remember the correct handwashing technique? (Let two of three stand up and demonstrate)

Urgent signs that a child needs medical attention include blood in the faeces, drowsiness, sunken eyeballs, cold hands or feet, refusal or inability to take fluids, no passage of urine for more than 12 hours.

Where can you go if you need to seek medical attention for a child or adult with severe diarrhoea? (Groups can call out places they can go for help)

Remember simple solutions can have a big impact; these simple ideas can prevent diarrhoea and save the lives; remember the other ideas that we learned about over the last few weeks. Share these ideas with your family and friends when you get home
SESSION 15: PRACTICAL ASSESSMENT AND QUIZ

OBJECTIVES
By the end of this session, participants will be able to:
- Demonstrate retained knowledge
- Complete a quiz and practical test

PREPARATION FOR SESSION
- Read over session notes
- Prepare the items for the practical assessment and quiz
  - Tippy tap and soap
  - Take the 5 copies of the group score card and short quiz sheet
- Manila paper, marker pen for keeping score

CONTENT

1. Introduction

Congratulations next week you will graduate from the program, to know that you are ready to graduate today will do two tests. The first will be a practical assessment and the second a short quiz. You will work together in your group; the counselors will be the ‘assessors’ during the first test and the ‘markers’ during the second test.

2. Practical Assessment

Get into your groups, we have three practical activities for you to do in your group. I will assign a counsellor to assess your group. (Give each counselor a copy of the score card).

The Pastor, livelihood trainer and I will supervise all activities to check that the counsellors are scoring correctly.

Each group will do:
- **Activity 1 the return demonstration** in hand washing

Each group will do:
- **Activity 2 the discussion** about the prevention of sicknesses and diseases

Each group will do:
- **Activity 3 the role play** of a health crisis situation

**Template 15.1 and 15.2**

**Prizes for the top scoring team**
Activity 1: Return Demonstration

Let them share the importance of Hand washing; let them give tips to do proper hand washing technique; have them prepare the materials and build a tippy tap and demonstrate hand washing technique:

   a) soap
   b) water scoop
   c) a pail with water in it
   d) sting or rope

Activity 2: Discussion

Let each member of the group participate in the discussion on how to prevent sicknesses and diseases.

Activity 3: Role Playing

Situation:

You come home and find your oldest daughter has burned her arm while cooking; what do you do?

3. Quiz 5 minutes

Well done, you have finished the practical assessment, now in your groups we will do the short quiz. Once you have answered all the questions you will pass your paper to the next group and they will mark your quiz.

1. Why is it important to cover your mouth when you cough?
   A. People do not like looking in your mouth
   B. To prevent the spread of droplets
   C. To stop bugs entering your mouth
   D. To prevent the spread of dental carries

2. Why is it important to clean our surroundings
   A. To get rid of stagnant waters around our house
   B. For the visitors to see that your house is clean
   C. To do body exercise
   D. To show that you are not lazy

3. Is it important to breast feed:
   A. To save money?
   B. Because the nurse or midwife told me to?
   C. To make my baby beautiful?
   D. So that the baby will get the colostrum and breast milk?

4. How can you prevent sexually transmitted disease and HIV / AIDS?
   A. By avoiding sitting on a toilet seat
   B. By avoiding kissing some you know is infected
   C. By avoiding having multiple sex partners
   D. By using the withdrawal method

5. What do you do when someone has a burn?
   A. Run the burn under cold water for ten minutes
   B. Put toothpaste on the burn immediately
   C. Put tomatoes on the burn
   D. You do nothing

6. Is it true that a permanent form of family planning will make the man or woman have an increased need for sex? Yes or No
7. Which one lists only GO foods?
   A. Meat, fish and corn
   B. Camote, chicken and cabbage
   C. Noodles, rice and camote
   D. Petchay, mango and guava

8. Is TB hereditary? Yes or No

9. Which is the correct preparation for 1 glass ORESOL?
   A. Soda, 2 teaspoon of water, 1 tansan of sugar, mixed until dissolved
   B. 2 teaspoons of sugar, 1 pinch of salt, 1 glass of clean water, stir until dissolved
   C. 2 teaspoons of sugar, 3 pinches of salt, 1 glass of clean water, stir until dissolved
   D. 1 teaspoon of sugar, 2 pinches of salt, 1 glass of clean water stir until dissolved

10. Which one lists only symptoms of maramus?
    A. Protuberant belly, skin color changes
    B. Cough for two weeks, jaundice
    C. Prominent bones, jaundice
    D. Saggy buttocks, old mans face

Please now give your paper to the group next to your group and we will mark the test.

4. Scoring

Now that we have marked the test we can calculate the scores. Each group can you call out your score for the practical assessment (write the score of each group onto the manila paper). Now each group call out your score for the quiz (write the score of each group onto the manila paper). Now we can tally the score (tally the score and announce the winning group). Congratulations everyone on completing your tests. The team with the most points has wins this small prize; if you all apply these simple health solutions at home you will all be winners.

Can you name something you are now doing differently as a result of what you have learnt during the training? What positive changes have you seen in your children and family as a result? (Let participants share their experiences)

How can you keep encouraging each other to put into practice the teaching of the course? (Allow time for responses.)

This has been a fantastic 15 weeks; I am really proud of you all and am looking forward to the graduation next week.
### 15.1 Group activity: SCORE CARD

<table>
<thead>
<tr>
<th>GROUP No. __________</th>
<th>Date of Practical Assessment: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM MEMBERS NAMES</td>
<td></td>
</tr>
</tbody>
</table>

#### Activity 1: Return Demonstration
Let them share when they should use Hand washing; let them give tips to do proper hand washing technique; have them prepare the materials making a tippy tap and demonstrate hand washing technique.

<table>
<thead>
<tr>
<th>Tick the items they share about when to wash hands;</th>
<th>Add together all the ticks to get the score</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ after using the CR</td>
<td></td>
</tr>
<tr>
<td>□ before preparing food</td>
<td></td>
</tr>
<tr>
<td>□ after touching animals</td>
<td></td>
</tr>
<tr>
<td>□ after touching a sick person</td>
<td></td>
</tr>
</tbody>
</table>

**Activity one score:**

<table>
<thead>
<tr>
<th>Tick all the activities they did during the hand washing demonstration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ used soap</td>
<td></td>
</tr>
<tr>
<td>□ used running water (or poured water over their hands)</td>
<td></td>
</tr>
<tr>
<td>□ successfully make tippy tap</td>
<td></td>
</tr>
<tr>
<td>□ washed the palm of the hand and the back of the hand</td>
<td></td>
</tr>
</tbody>
</table>

#### Activity 2: Discussion
Let each member of the group participate in the discussion on how to prevent sicknesses and diseases.

<table>
<thead>
<tr>
<th>Tick all the prevention methods they bring up in the discussion</th>
<th>Add together all the ticks to get the score</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Hand washing</td>
<td></td>
</tr>
<tr>
<td>□ Personal Hygiene</td>
<td></td>
</tr>
<tr>
<td>□ Safe water supply</td>
<td></td>
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<tr>
<td>□ Environmental sanitation</td>
<td></td>
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<tr>
<td>□ Covering mouth when coughing, sneezing</td>
<td></td>
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<tr>
<td>□ Safe waste disposal</td>
<td></td>
</tr>
<tr>
<td>□ Safe food storage</td>
<td></td>
</tr>
<tr>
<td>□ Immunization</td>
<td></td>
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</tbody>
</table>

**Activity two score:**

#### Activity 3: Role play
Situation to read out:
You come home and find your oldest daughter (sister, mother) having burned their arm while cooking; what do you do?

<table>
<thead>
<tr>
<th>Tick all the first aid they try during the role play</th>
<th>Add together all the ticks to get the score</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Run under water for 10 minutes</td>
<td></td>
</tr>
<tr>
<td>□ Wash hands</td>
<td></td>
</tr>
<tr>
<td>□ Use clean material</td>
<td></td>
</tr>
<tr>
<td>□ Wrap area of burn</td>
<td></td>
</tr>
</tbody>
</table>

**Activity three score:**

**Total score (all activities added together) Maximum score = 20**

COUNSELOR NAME:
15.2 Short quiz:  

Group No:___________  
Date of quiz: _________  
Score:___________

Circle the correct answer

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   C. To stop bugs entering your mouth
   D. To prevent the spread of dental cavities

2. Why is it important to clean our surroundings;
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