

LIFE SKILLS FOR SOUTHERN SUDAN

HEALTH & SANITATION

Mentors' information and activity book



unicef 

Acknowledgements

We are grateful to everyone who worked on developing the life skills programme which has culminated in this series of books.

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Welcome!

The life skills programme for Southern Sudan is divided into a series of topics. Each topic has its own mentors' book and posters and there is a common methodology book which relates to the whole programme.

This book focuses on health and sanitation which is a core topic in the life skills programme for Southern Sudan.

The material is divided into two parts. Part One gives background information as well as activities for life skills mentors. Mentors need the opportunity to use the participatory approaches recommended for the programme in their own training workshop before they practise these methods with the learners. That way, they will understand how and why the methods work and develop strategies to make them more effective.

Part Two covers the same topic areas but this time outlines activities that the mentors can do with the learners. You may find that some of the activities are interchangeable — they can be used for the initial training of mentors as well as the actual life skills programme with learners and vice versa.

Most of the activities can be used at different levels. When you use participatory methods, the level is set by the responses of the learners themselves.

As a mentor, never be restricted by the presentation in the book — take your cues from the learners and if they love to listen to stories, for example, use more stories. If they like quizzes, use more quizzes that you make up yourself.

The separate methodology booklet gives you guidelines on the basic approaches recommended in this programme but develop your own strategies. The measure of success in the life skills programme is in changing attitudes and behaviour — information is used to that end rather than as an end in itself.

Good luck and enjoy!



Part one

Background information
and activities for mentors



1 Diseases and sicknesses spread through unclean water

Let's start with an open session



Every participant can and should contribute their thoughts, knowledge, experiences and views about various issues. These are valuable, so take note of what everyone has to say.



Time to talk

An open session is a friendly relaxed session lasting about 15 minutes which gives everyone in the group the chance to contribute.

Record the issues and points raised during the open session. Then review the contributions and fill in any gaps in the information to make sure it is accurate and well understood.

For example, some learners think that sickness is caused by an evil spirit. Record this point and allow everyone to discuss it before you introduce factual information about diseases and sicknesses and their scientific causes.

It's a good idea to start open sessions with a question. The example of an open session opposite allows you to contribute information about diseases.

Talk about the following issues in small groups and then report back to the whole group:

- What words do people use for urinating and defecating?
- Do they have nicknames they use for this with babies? Do people talk about 'going to the toilet'? If so, does this mean they go to a latrine or a specific place in the bush?
- What words do people use when they have problems like constipation or diarrhoea?
- Do the terms vary from village to village?
- When you discuss urinating and defecating with the learners, what terms will you use?
- How can you be sure they understand?

EXAMPLE OF AN OPEN SESSION

Question:

What can happen if you drink unclean water?

Everyone is invited to give ideas and the group leader prompts responses by asking more leading questions if necessary. For example: Has anyone here ever drunk unclean water?

The suggestions are recorded and discussed until you can make a summary of the main points and add any issues that the group did not raise. Take note of everyone's points — even if they are repeats of other points and can be under the same heading.

Key points:

- There are many diseases caused by unclean or contaminated water.
- Water contamination is caused by people, animals and various insects, worms and snails.
- A disease is the result of a person being infected by tiny living organisms which can only be seen by using a microscope (a special instrument for enlarging images).
- These diseases are in groups:
 - Viruses — microscopic organisms
 - Bacteria — microscopic organisms
 - Parasites — tiny organisms carried by mosquitoes and flies.
 - Worms — different shapes and sizes and usually enter the body.

Background information

- Viruses are germs which are even smaller than bacteria. They are spread by sick people through the air, flies, touch, animal bites or through very close association with the sick person.
- Bacteria are also germs largely spread through the air, dirty water, dirty sores or dirty hands.
- Internal parasites (harmful animals living in the body) like worms and amoebas (dysentery) are passed through dirt (faeces) going into the mouth or through mosquitoes or certain types of flies.
- External parasites are lice, fleas, bed bugs and scabies.

BACKGROUND INFORMATION

Diseases found in water

If you drink water from a contaminated water source, you are also drinking particles of someone else's urine and faeces.

- The most common diseases found in water are caused by people passing human waste containing germs in or near water. People who use water sources as a toilet are irresponsible because they contaminate the water for everyone.
- Water is also contaminated by faeces and urine passed near the water source. Rainwater causes riverlets which wash the faeces into rivers, ponds and lakes.
- Water is contaminated by building a pit latrine too close to a water source, well or borehole.
- People who wash or cook with or drink from contaminated water risk becoming ill because of the urine and faeces in the water.
- Water is contaminated by animals defecating or urinating into the water or from the faeces on their feet being washed off in the water.
- Water is contaminated by various worms.

Bacterial diseases

These diseases are caused by faeces in water used for drinking, cooking and washing. The most common and often most dangerous diseases, especially for young children, are bacterial diseases such as diarrhoea, dysentery, typhoid and cholera. The last three are all very severe forms of diarrhoea with fever, vomiting and dehydration, which can cause death if not treated.

The World Health Organisation

WHO estimates that 80 per cent of all sickness in the world is caused by people contaminating their own water source because of poor sanitation.

This means people use water sources as toilets or build toilets too close to water sources and then use this water for washing, drinking, eating and drinking.

If you drink water from a contaminated water source, you are also drinking particles of someone else's urine and faeces. This urine and faeces could be infected which means you will get ill.

Water related diseases



The anopheles (anofelees) mosquito which carries malaria

These are malaria, river-blindness, various worm infestations, guinea worm and bilharzia. They are carried by insects that breed in or around water.

Malaria

Malaria is a dangerous disease spread by mosquitoes. Mosquitoes breed in still or stagnant water. A particular type of mosquito injects a parasite into people whilst sucking their blood. This results in people getting sick from malaria. Malaria causes a high fever and can result in death.



The black (hump-backed) fly that carries worms that cause river blindness

River blindness

River blindness is caused by tiny worms that are carried from person to person by small hump-backed black flies or gnats. These flies breed in fast running water. The worms are injected into people by this fly. If the worms invade the eyes, you can go blind.



Rolling out the guinea worm

Guinea worm

This worm is spread by small fleas that live in water (see diagram of the cycle over the page). When people drink the water, they may also drink in the small water flea. These fleas mate in the body and produce the guinea worm. This very long worm lives under the skin and a painful swelling develops in the area where it is growing, usually in the ankle or leg. After a week or so a blister forms and the guinea worm's head pops out. The guinea worm hangs out of the blister trying to reach water in which to lay more eggs. She must lay the eggs in water.

The worm, which can reach a metre long, can be carefully rolled out, bit by bit on a stick. People with guinea worm must not go near water whilst the worm is being rolled out because the worm wants to lay eggs for more guinea worms in the water.

People with guinea worm must not go near water whilst the worm is being rolled out



The snail that helps bilharzia worms breed in water

Bilharzia

Bilharzia is caused by an infestation of tiny worms which enter the body through the skin whilst you are bathing or washing.

This disease is passed on by infected people urinating into the water source (see diagram of the cycle on the right). The urine contains small worm eggs that hatch and go into snails where they grow. The young worms leave the snail and go into people who are washing or bathing in the water. They become infected.



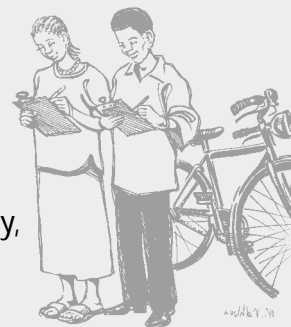
Time
to
talk

Most of the diseases described could be prevented or controlled if people took more care about where they deposit human waste.

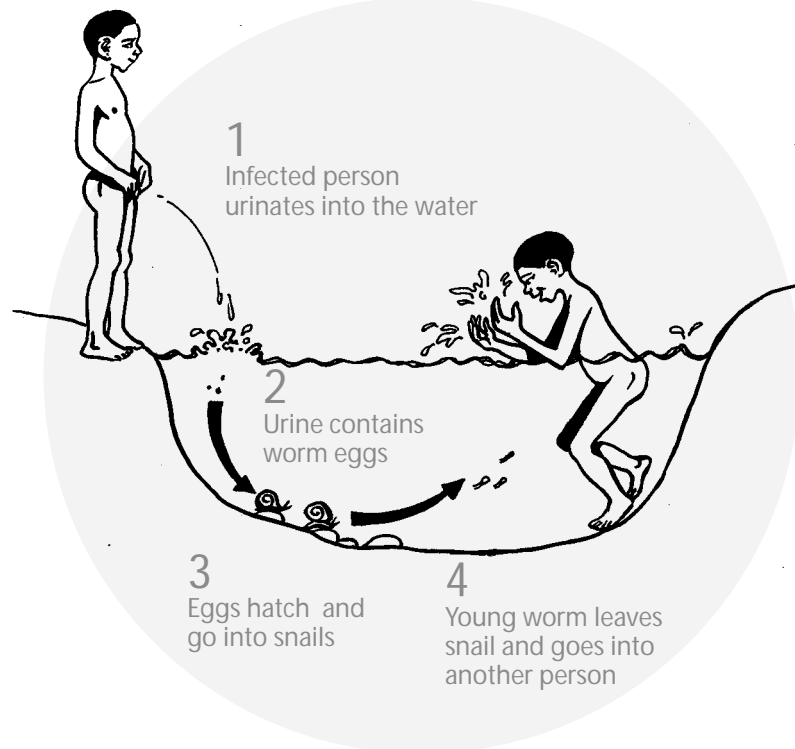
- Identify the diseases that are preventable. How can they be prevented?
- Discuss how they could be prevented in your own communities.

Find out

- Which of the diseases described are most prevalent in your area?
- What is the main cause of this?
- Are there diseases which are not mentioned that are very common in your area? Is there sleeping sickness or leprosy, for example. What causes them and how could they be prevented?
- What education campaign could you launch to prevent the diseases common to your area?
- What problems do you foresee and how could you deal with the problems?



THE BILHARZIA CYCLE



GUINEA WORM CYCLE



2 Sicknesses caused by contaminating the environment

People pollute and contaminate their own environments and cause the spread of diseases

What is the environment?

The local environment covers the whole area where we live, work, meet, play and enjoy sporting or cultural events. However, there are many different environments. Forest areas, lakes, fields and mountains are all different kinds of environments where different trees, grasses, animals, birds and insects live. Other environments are rocky, barren, desert or flooded areas.



All of these environments need to be used properly, species need to be protected or renewed and, most importantly, the environment needs to be a healthy safe place for people, especially children who are more vulnerable, to live.

We will look at the local environment because, if we don't keep it clean and safe, people, including children, will become ill, be hurt or even die.

Find out

Get into small groups of about six. This is a practical activity.

- 1 Walk around the local environment and identify homes, other buildings, structures, shops, markets, clinics, churches, pathways, roads and fields.
 - Note what animals and birds are around.
 - Note the trees, crops, grasses and other growing things
 - Take particular note of water sources and pit latrines. How many water sources and pit latrines can you record?
 - Ask people where they get their nearest water and where the latrines are.
- 2 Return to your workplace room and make a model on the ground, or draw an accurate diagram on a large piece of paper of the local environment you have just studied. You may find it easier to use cut-outs to represent aspects of the environment and then you can move them around until they are in the right place before you paste them down.
- 3 Discuss in particular the different sources of water and how many latrines were found.
- 4 What other places did people use as toilets? Discuss.
- 5 Is this a clean and safe environment or a contaminated unsafe environment?

Report back to an OPEN SESSION and share your views.



IMPORTANT NOTE

- If you do not protect the water sources you leave these sources open to contamination.
- If you do not use a latrine but defecate near your home, near water, on pathways or in places where it is damp, you spread infections and diseases.

Careless people
spread diseases

A clean environment helps to stop the spread of diseases

Many infections are spread from one person to another because we have polluted our own environment. If we don't pay attention to personal hygiene and there are no proper latrines or no latrines at all, diseases will continue to spread and make people sick.

Many diseases and worms are spread through urine and faeces containing harmful bacteria or worms. Infected faeces is particularly harmful for the following reasons:

- Flies settle on a fresh stool deposited by a person who has diarrhoea. The flies then settle on food ready to be eaten, depositing this same faeces on the food which goes into someone's mouth making them ill.
- People who do not wash their hands after defecating pass the bacteria into their mouths from the faeces on their hands or pass it on to others by touch.
- Animals also walk through or eat the grass contaminated by the faeces. Some animals later enter people's huts and spread the faeces which are riddled with germs.
- Children playing outside can get the faeces on their hands and feet and get diarrhoea and worm infestations.
- Preparing food with unclean hands and eating food with unclean hands can spread diseases.

Many people, including children, have died from bacteria passed from person to person through poor personal hygiene and not using latrines.

WHAT YOU NEED TO KNOW ABOUT WORMS

Worm infestations are caused by poor sanitation or lack of personal hygiene

Hook worms

These worms are spread because of poor sanitation — where there are no latrines, badly built latrines or latrines which are not cleaned properly.

The worms eggs come out in the faeces and hatch in the damp soil. These worms can enter the skin of small children through the feet and buttocks.

The worms suck blood and can cause anemia.

Tape worms

Tape worms are passed through faeces passed on grass which is later eaten by pigs, cows or goats. Later, if people eat these animals the tape worms are passed on to them. This happens only if people eat the meat from these animals raw or only partially cooked. Tapeworms can cause stomach aches but the greatest danger is if the baby worms get into a person's brain. This can happen when eggs pass from the faeces to the mouth.

Round worms

Once again, an infected person carelessly defecating outside passes a stool filled with eggs. These eggs are then spread to the water or by watering or washing vegetables and fruits. Round worms can cause a variety of health problems including, itching, coughs, pneumonia and coughing blood.

Children with round worm sometimes have swollen bellies.

Thread worms

These worms enter the child's body through infected food or from the child's own fingers after scratching the worms which move outside the anus during the night to lay eggs. They can cause itching but you can get rid of them easily by following the guidelines for good hygiene.

KEY POINTS TO REMEMBER

All of the infections listed are due to poor personal hygiene and poor sanitation.

- Make sure that children and adults use latrines only and wash their hands after going to the toilet or after washing small children or touching animals. This is good hygiene.
- Cook meat well.
- Keep the environment clean by constructing pit latrines and cleaning them regularly.
- Practise personal hygiene. Always wash hands after using the toilet, before eating and before preparing food. Wash the whole body regularly.
- Wash fruit and vegetables in clean water before eating them.
- Filter and boil drinking water collected from rivers, streams, ponds or wells.
- Make sure that children with diarrhoea do not leave uncovered stools on the ground. Remove or cover these stools
- Don't allow people with guinea worm infections to go near water sources. Others must help them get their water until the worm has been completely extracted.
- Drink water from ponds, streams or rivers through a filtering cloth to stop the guinea worm flea entering their mouths. We could eradicate (get rid of completely) guinea worm if everyone filtered drinking water and infected people did not go near water.
- Control flies by everyone using a latrine and then covering the hole in the latrine or by constructing a ventilated fly trap latrine.
- Control harmful bacteria by placing latrines a good distance from housing and far from water sources. This should be a distance of at least 20 metres.
- Protect sources of water for human use by fencing or covering them.
- Make sure every family has a latrine which is kept clean
- Make community rules about keeping the environment clean.

IMPORTANT NOTE

Landmine warnings and education

If there is a history of landmines in your area, young people MUST learn to recognise landmines and landmine types. A special package is available for this.

Other ways of keeping the environment clean

- Don't spit!
People who spit or blow their noses anywhere pass their germs onto the ground. This means that children and adults have to walk through or inhale the germs from these people.
- Cover wells and fence ponds
Keep small children and valued animals safe by covering wells and fencing ponds.
- Clear foliage and grass from around the home.
Keeping bushes and long grass cut or away from homes stops mosquitoes and also keeps away snakes.
- Fill in any stagnant pools near homes.

Consolidation activities for mentors

Do these activities in small groups and then report your ideas to the whole group:

- Think of ways to help the learners to establish personal habits of hygiene.
- Gather together all the folk tales, stories and songs associated with causes of sicknesses and how these sicknesses can or cannot be cured.
- Invite a traditional healer and hold a question and answer session about causes of sicknesses.
- Hold meetings with parents and guardians about the community responsibility for ensuring that children enjoy a clean and safe environment.
- Identify health personnel locally and use them as resource people.

3 All children need to be immunised



Open session

**Immunise all children.
Immunisation
is a basic children's right!**

- What are the killer diseases?
- Which killer diseases are common in your area?
- Are there any traditional beliefs or myths about these diseases?
- How do people treat these diseases?
- Do people get medical help when anyone is suffering from these diseases?
- Is medical help available and accessible in your area?

Record all answers and then fill in any missing information.



Time to talk

- What is immunisation?
- Do you believe in immunisation?
- Have your own children been immunised?
- Do you know anyone who does not believe in immunisation?
- Why don't they want to immunise their children?
- Is immunisation easily available for babies in your area?
- Where are the nearest clinics? Are they open all the time?
- Is it easy for parents to have their children immunised?

Important facts about immunisation

When children are immunised they are given a special dose of a particular infection. This is called a vaccine. This small dose helps the body build up a strong protection or resistance to the disease contained in the small dose.

There are several vaccines that children need to have so they don't get seriously ill or suffer life long damage to their bodies or limbs or even to stop them from dying. Children who are not vaccinated run the risk of dying from deadly diseases.

IMMUNISATION SCHEDULE FOR CHILDREN		
Age	Vaccine	Disease it offers protection against
At birth	B.C.G. and polio	Tuberculosis (TB) and polio
6 weeks	DPT1 & Polio 1	Diphtheria, Whooping cough (Pertussis), Tetanus & Polio (Poliomyelitis)
10 weeks	DPT2 & Polio 2	Diphtheria, Whooping cough Tetanus & Polio
14 weeks	DPT3 & Polio 3	Diphtheria, Whooping cough Tetanus & Polio
9 months	Measles	Measles
1 year	TT4	Tetanus
2 years	TT5	Tetanus
TETANUS FOR MOTHERS		
Given as early as possible after falling pregnant	TT1	Tetanus
Four weeks after TT1	TT2	Tetanus
Six weeks after or during subsequent pregnancy	TT3	Tetanus



Open session

An open session on the need to immunise all children:

- Has anyone participated in an immunisation campaign? Describe what happens.
- Do parents willingly bring their children to be immunised or do some parents try to avoid this? Why should they want to avoid it?

Find out

Work in small groups. Spend some time in the town or village asking people (both men and women in equal numbers) to identify the main diseases or sicknesses experienced locally and to identify the causes of these sicknesses.

Ask what treatment children receive.

Report your findings to an open session

In small groups, think of different ideas to get parents or guardians to bring their children to be immunised. Exchange these ideas in an open session.



THE LIFE THREATENING DISEASES

Tuberculosis (TB)

Bacteria (germs) enter the lungs and sometimes other parts of the body including the bones.

This disease is highly contagious and spreads by people coughing up infected droplets. It can also be spread through milk from infected cows. Boil milk before you drink it to lessen the chance of getting TB.

The signs of TB are a chronic cough, a fever in the afternoon, pain in the chest and upper back, weight loss and weakness. A dark-skinned person can become paler.

TB is easily treated if diagnosed early.

Diphtheria

Diphtheria causes difficulty in breathing, a swollen throat, high fever and can lead to death if not treated. This disease is also spread by droplets.

Measles

This is a disease caused by a virus. It is a serious disease starting with a rash, cough and high temperature. Many children with measles die or go blind or deaf. In some cases they are also mentally impaired.

Poliomyelitis (polio)

This is a very dangerous disease spread by a virus. It can cause severe disabilities, such as withering muscles, leading to permanent damage to limbs. The vaccine is given as drops on the tongue of each child.

Whooping cough

This is a very severe cough with congestion of the lungs causing vomiting and choking. It is spread by cough droplets.

Tetanus

This dangerous infection enters the body through unclean wounds, cuts or through an infected umbilical cord. If the cord is cut with a dirty instrument it can cause tetanus. This causes the death of the baby. Pregnant women should be immunised and so should children.

4 Care of babies and very young children

We included this section on caring for babies and young children because many young mothers are children themselves and need help in caring for their babies.

GUIDELINES FOR LOOKING AFTER BABIES AND YOUNG CHILDREN

- Keep babies and young children clean and dry.
- Prepare food with clean hands. Wash fruit and vegetables in clean water before preparing them. Cook all meat very well before giving it to a child (or adult!).
- Breastfeed if possible; it is the very best for babies.
- Give children a variety of foods frequently and make sure small children have enough food in order to grow and develop.
- Make sure that water for babies comes from a protected well or borehole and boil it before giving it to babies to drink.
- Keep flies away from food.
- Keep babies warm but not over heated.
- Give children care, love and stimulation.
- Immunise every young child and baby.
- Give babies and young children plenty of time to play. Make sure they play in clean, cleared, safe places (environment).
- Train young children to use the latrine and to practise personal hygiene from a very early age.





Think
about
it

Look at these messages about children and young girls and early marriage listed in the box below. Think about the following questions and compare notes with your partner before you report back to the whole group:

- How could you get these messages across to the learners?
- Would there be any problems in conveying the messages because of attitudes or culture?
- Are young people able to form their own opinions about local customs?
- Have young people got any influence over their elders?
- How could you, as mentors, help to change the attitudes in the community?

Message 1

Children are not supposed to become mothers. They need to grow, develop and be educated. This is a basic children's and human right.

Message 2

We must discourage child marriages. It is dangerous for a young girl's physical, mental and emotional health and spiritual development to be married and pregnant whilst she is still a child herself.

Message 3

Childhood covers the period from birth to 18 years. All young girls should be at school learning — not already becoming wives and child mothers



Open session

In Southern Sudan, the period of childhood is from birth to the age of 18 years.

- If this is so, why are there so many child marriages?
- What are the moral or cultural issues involved?

Discuss and record all the main points.

Find out

In small groups, try to find out the answers to the following questions.

- What are the local customs and practices regarding the care, feeding and protection of babies and young children.
- Do mothers and fathers or care givers need more information about caring for babies and growing children — if so, who should supply this information?
- Why do so many young girls become mothers?



Report back in an open session.



Treating babies and small children with diarrhoea

Good health depends upon cleanliness, good food, clean water and the constant use of clean latrines.

Some countries have supplies of packets of re-hydration salts.

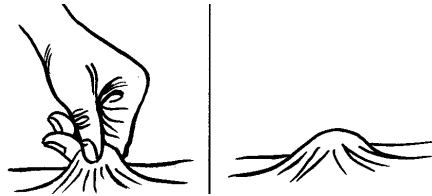
Children who die from diarrhoea die because they don't have enough water left in their bodies. When the body loses too much water the baby or child becomes dehydrated.

Symptoms

The body loses too much water (fluid) through passing many watery stools and through vomiting.

If a baby or small child has watery stools and is vomiting look for the following signs of dehydration:

- The infant is very thirsty and has a dry mouth.
- There is very little urine and this urine is dark yellow.
- The soft spot on the top of baby's head sags.
- The infant's eyes are sunken and there are no tears if the child is crying.
- The infant's skin is stretchy and does not go back into place when pulled, like this:



- The infant is breathing fast and has a fever
- The infant has no body strength.

Treatment

- Give the infant a lot to drink even whilst vomiting
- Give the infant food even whilst vomiting
- Make a re-hydration drink and give it to the infant in small sips every 5 minutes.

NOTE: Malnourished children get diarrhoea more easily.

TWO REHYDRATION DRINKS

1
with
sugar
and salt



half a level
teaspoon
of salt



8 level
teaspoons
of sugar

Put half a level
teaspoon of SALT
and 8 level teaspoons
of SUGAR into 1 litre
of CLEAN water

NOTE
Before adding the
sugar, taste the drink
and be sure it is less
salty than tears

2
with
powdered
cereal



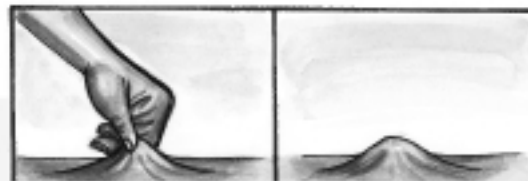
half a
teaspoon
of salt



8 heaped
teaspoons
of cereal

Put half a teaspoon
of SALT and 8 heaped
teaspoons (or two
handfuls) of powdered
CEREAL into 1 litre of
CLEAN water.
Boil for 5 to 7 minutes to
form a liquid gruel or
watery porridge.
Cool the drink and start
giving it to the child

How can you tell if a child is dehydrated?



- 1 Does the skin stay pinched up when you let it go?
- 2 Is the child very thirsty?
- 3 Is there very little dark yellow urine or none at all?
- 4 Is the mouth dry?
- 5 Is there a sagging at the top on the soft spot in an infant?
- 6 Are the eyes sunken and tearless?

Summing up The safe water chain

When we make sure that water stays safe from its source, during its collection, while it is stored and until it is used, this is called the safe water chain.

Sources of water contamination

The most common ways that water can become contaminated are:

- through germs from faeces;
- by using dirty collecting vessels, storage places and containers for scooping water out of the storage place;
- by using run-off water that has been contaminated by human and animal faeces and urine;
- by bathing, swimming and defecating in the water or near the water source;
- by dirty water from nearby latrines seeping into the water supply.

Preventing water contamination

- Protect water sources like springs and wells — keep them covered and keep animals away.
- Use clean water containers.
- Put water in the sun in a clear container for the whole day.
- Make sure that latrines are at least 20 metres away from the house.
- Never swim, bath or wash in water which is used in the home.
- Make sure animals get their water from a place far from your own water source.
- Keep chicken, dogs, cats and other domestic animals away from water containers.
- Store drinking water in a raised, covered container and boil it first.

5 Children with disabilities need special care to develop and be healthy



Time
to
talk

Talk about the causes of childhood disabilities:

- What are the...
 - locally held beliefs about the causes?
 - scientific facts about the causes?
- What are the local names given to these disabilities?
- What disabilities are common ?



Think
about
it

Think about this question. Be honest and discuss your feelings with your group or with anyone else you trust.

- How do you feel about a child or a person with disabilities?

Try to examine frankly your own attitudes to disabilities and discuss these. Review answers in an open session.

IMPORTANT NOTE

Many people are uneasy or embarrassed in the company of anyone who has a disability. Often this is because they have wrong opinions about people with disabilities. They presume the disabled person cannot understand them, disabled people are helpless or that disabled people look too different or seem too different from themselves.

What everyone must remember is that often disabled people are more intelligent than they are. Disabled people are just the same as them in their thoughts, feelings and desires and have all the same human needs.

There is no 'us' and 'them'!

AN ATTITUDE TEST

Do this test alone and then discuss it with the group only if you want to.
Be honest! What does it tell you about your attitudes?

Do you agree, disagree or are you not sure?

	Agree	Disagree	Not sure
1 I always make friends with people with disabilities			
2 People with disabilities need specially trained people to look after them.			
3 You have to be careful about what you say when you talk to people with disabilities.			
4 I am scared I won't know what to do if a person with disabilities needs help.			
5 People with disabilities need to be with other people like them.			
6 People with disabilities should never be excluded.			
7 People with disabilities' main problem is how people see them and treat them.			
8 People with disabilities are no different from people without disabilities.			
9 If I talk to someone with a speech impediment I usually pretend to understand even when I can't.			
10 I feel bad talking about physical things when I talk to a person with a physical disability.			

Some common disabilities and their causes

Children with disabilities have equal rights and should never be discriminated against.

There are many possible causes of disabilities. Most causes of disabilities can be explained scientifically. No child has a disability for such reasons as God's punishment, a curse on the family or a problem with the Ancestors.

Parents should not be ashamed and keep these children hidden because children with disabilities need special help to grow and develop. We can all give this help.

SOME CAUSES OF DISABILITIES

Birth defects

Many babies are born deaf, blind or with physical or mental disabilities. This may be because the mother contracted a disease such as Rubella, which is like measles, before the baby was born or the mother may have had insufficient food for herself and the growing baby.

Lack of iodine

The mother may also suffer from a lack of iodine. Lack of iodine can cause the baby to be born with various disabilities which are mainly to do with problems of learning or other mental difficulties.

Smoking and drinking

Mothers who smoke heavily, take drugs or too much alcohol also endanger the lives of their unborn babies.

Parents closely related

Often when the parents are too closely related 'blood relatives' there is a higher possibility that the baby might be born with a defect such as: being cross-eyed, having a hair lip, extra fingers and toes, club feet or a cleft palate.

Mothers over 40

Mothers who are over the age of 40 years run the risk of having a baby with downs syndrome. Downs syndrome causes physical and intellectual disabilities.

Difficulties during birth

Many children suffer brain damage during birth. Sometimes these children are very slow to learn, they have fits or they are spastic. Sometimes inexperienced midwives damage the baby during birth.

Diseases and accidents which can cause permanent disabilities

Sometimes there are no obvious reasons for disabilities but all of these children have a right to care and require equal opportunities to develop.

Poliomyelitis

Poliomyelitis can cause severe muscular disabilities, resulting in children being lame or not being able to walk for the rest of their lives.

Blindness

Blindness can be caused by measles, eye infections, accidents or river blindness.

Hearing and speech difficulties

If the mother contracts rubella, has a goitre (lack of iodine), meningitis, is on a drug or drinks too much, the child may be deaf. Untreated ear infections can also cause deafness.

Learning difficulties

Learning difficulties can be the result of a birth defect or because of problems during the pregnancy

Accidents

Accidents in and around the home can cause severe disabilities.

Landmines

Landmines cause severe disability and loss of limbs.

A note on spastic children

Although spastic children have very little control over their muscles which become very stiff, they are often very clever. Stiffening muscles cause their movements to be uncontrolled and jerky. This muscular stiffness develops as they get older. These children require a lot of help. Although they are often very clever, they cannot speak properly.



Open session

We need to examine our own attitudes to children and adults with disabilities, and think of ways of helping disabled children to become participants in all learning programmes.

Talk about how you can involve all children with disabilities in the Life Skills programme.

Then form small groups for the following activities.

Find out

- Find out how many children and adults with disabilities live in the local village or town.
- Carry out a brief survey to find out peoples' attitudes towards people with disabilities.
- Find out what local people believe to be the causes of these disabilities.



We hope that we have changed our minds about people with disabilities. We hope that we will always look for children with disabilities and make sure that we include them in everything. We will encourage parents and guardians to bring disabled children to all our learning sessions.

Part two

Activities for learners



Children need good food, good health and a safe environment in order to develop

Key learning points

The learners will develop an understanding of:

- the difference between clean and dirty water.
- how water is kept clean and how it is made dirty (contaminated or polluted)
- the causes of waterborne diseases
- how flies, mosquitoes and worms can cause illness
- how diseases and illnesses can be prevented by changing personal habits and by immunisation
- the need for sufficient good quality clean food

Key attitudes

The learners will begin to appreciate the need for:

- everyone to practise personal hygiene
- rules to protect the environment
- constructing and using pit latrines and for protecting water sources
- everyone, girls, boys and children with disabilities to have access to clean water and sanitation, to be immunised and to have adequate food and care.

Behaviour change

The learners will adopt personal habits of hygiene:

- They will always use a latrine and will stop defecating or urinating in or near water or their homes or in places used by people, such as path ways.
- They will always use clean water for drinking and cooking
- They will clear stagnant pools to prevent the breeding of mosquitoes
- They will protect all local water sources from contamination
- They will help others to understand the need for a clean environment
- They will encourage the immunisation of all children
- They will devise projects to inform their own community about basic hygiene, clean water, environmental safety, nutrition and child care.

Key language to use

Use the language which is familiar to the majority of the learners.

Note on the activities

Although these activities are designed for learners of certain ages, any learner over the age of 10 years can follow them. If an older girl or boy needs to start from basic information, do so, there is no problem attached to going back. We want to make sure that everyone understands.

Some of these activities can be finished in about 20 minutes, others may take much longer. Projects can take days or even weeks. You will learn to judge how long activities should last as you have more experience.

Part two is divided into seven sections, as follows:

- 1 Diseases and sicknesses spread through the use of unclean water
- 2 A clean safe environment
- 3 Building a pit latrine
- 4 Different diseases caused by dirty water
- 5 Immunisation
- 6 Care of babies and very young children
- 7 Children with disabilities



1 Diseases and sicknesses spread through the use of unclean water

Story time Tell learners the story of baby Daniel. Tell the learners that it is a mystery story. They have to listen for clues and they have to find the answers.

Poor little Daniel

Baby Daniel was a lovely healthy baby. His mother and father were so happy with him. He was their first child. When Daniel was two years old, he went to stay with his aunt, Mrs Santina. His parents were busy and his mother's sister invited Daniel to stay with her family for a few weeks.

Daniel's aunt had a big family and she was also very busy but his cousins looked after Daniel. They took him with them when they went down to the river. Daniel played in the grass. When he messed in his pants, his cousins took his pants off and let him go without. That was what their little sister always did.

Daniel loved to see the cows and the chickens. He chased after them and tried to touch them. He got very dirty but there was nowhere for him to be washed.

The children always took food with them when they went to the river. They left it under a tree until they got hungry. They drank the water from the river. Daniel ate with them and drank the water too. He played in the water they put in a container.

But after a few days, Daniel got very sick. He had a very runny tummy and he vomited up anything they gave him to eat. At first his cousins didn't worry very much. They sometimes got sick like that too. That was how it was at their place. Babies often got sick.

But Daniel got worse. He couldn't eat or drink and he lay quite still. He was very weak. When he cried there were no tears. Mrs Santina got scared. She rushed up to see Mrs Milyan, the health worker, who came straight away.

'Daniel is very sick. He has diarrhoea. He needs a special drink because he is very dehydrated,' Mrs Milyan said. 'Look, if you pinch his skin and let it go, it doesn't go back. Try your own skin and see what happens.'

Mrs Santana pinched her own skin — it sprang back into place when she let go. But little Daniel’s skin stayed pinched. She rubbed it gently — what would her sister say if anything happened to Daniel?

Mrs Milyan did not waste any time. ‘We must get him to drink something now. Make sure Daniel drinks a cup of this special drink every time he has a runny tummy,’ she said.

She showed Daniel’s aunt how to make the special drink with salt and sugar and clean water and Mrs Santana remembered that a neighbour had made a drink like that when her babies were ill. ‘Always measure this properly. Too much salt could make it worse!’

‘My children are often sick,’ she told Mrs Milyan. ‘What could be the trouble?’

‘Well, we would need to look at your place and see what could be causing the problem’, said the health worker. ‘I can come to your place tomorrow.’



Let's talk

Learners get into small groups to talk about the story. Here are the questions for them to think about:

- What could have made Daniel sick?
- Have you or anyone in your family or village ever been sick like Daniel?
- Do you know what caused the sickness?
- What did you do to treat the sickness?

Report back any stories and ideas to the whole group.

Picture talk

Learners look at the poster showing Mrs Santina's place. Can they find out why the children are often sick? What might be causing the problem? Here are some clues:

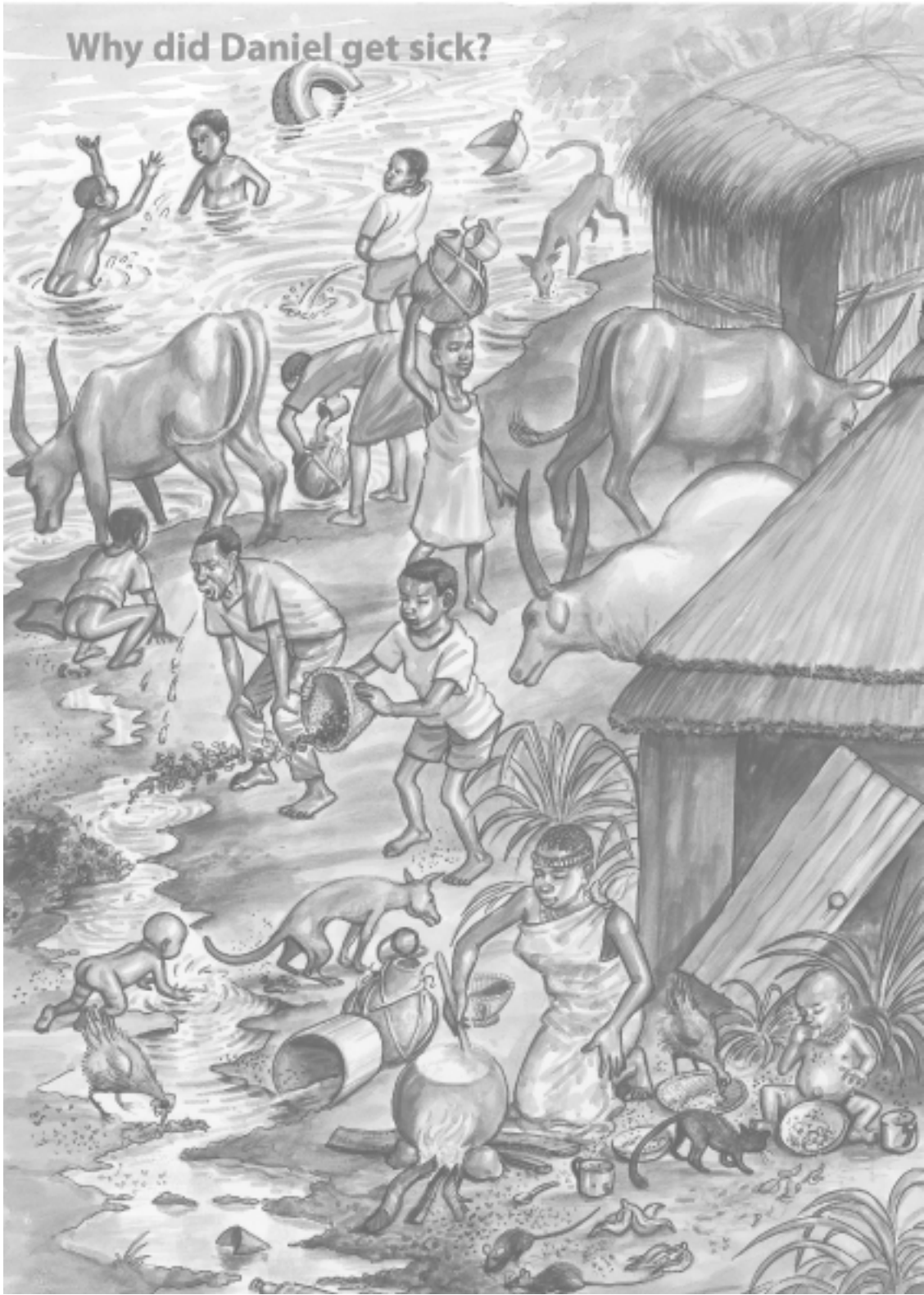
- Look for the water in the picture. Is it clean or dirty? What things are making it dirty?
- If you drink the water from this water source, what are you also taking into your body?
- Is this suitable water...
 - ...to drink?
 - ...to cook with?
 - ...to bath in?
 - ...to swim in?
- Are there any latrines? Does everyone use the latrine?
- Can you see a place to wash hands?
- How else is dirt spreading?
- What food can you see? Is it in the right place?
- Is this a clean environment?



Open session

Learners report back about their ideas on what made Daniel sick. Make sure they notice the following:

- The place they fetch water is not clean since cows share the water source — defecating and urinating near or in the water.
- The animals walk over faeces left by the children and walk it into the water and around the home in the grass where the children are playing.
- The food is not covered and so flies can land on it and these flies have just been sitting on faeces left in the grass by animals or people.
- There is no place to wash hands — no sign of soap or ashes which can be used instead.





**Act it
out!**

Do this in small groups. One learner plays the health worker and the other learners play Daniel's aunt and her family. The health worker has come to look around the homestead. What will she say to the family? What will they say? Do the best role plays for the whole group.

**Picture
talk**

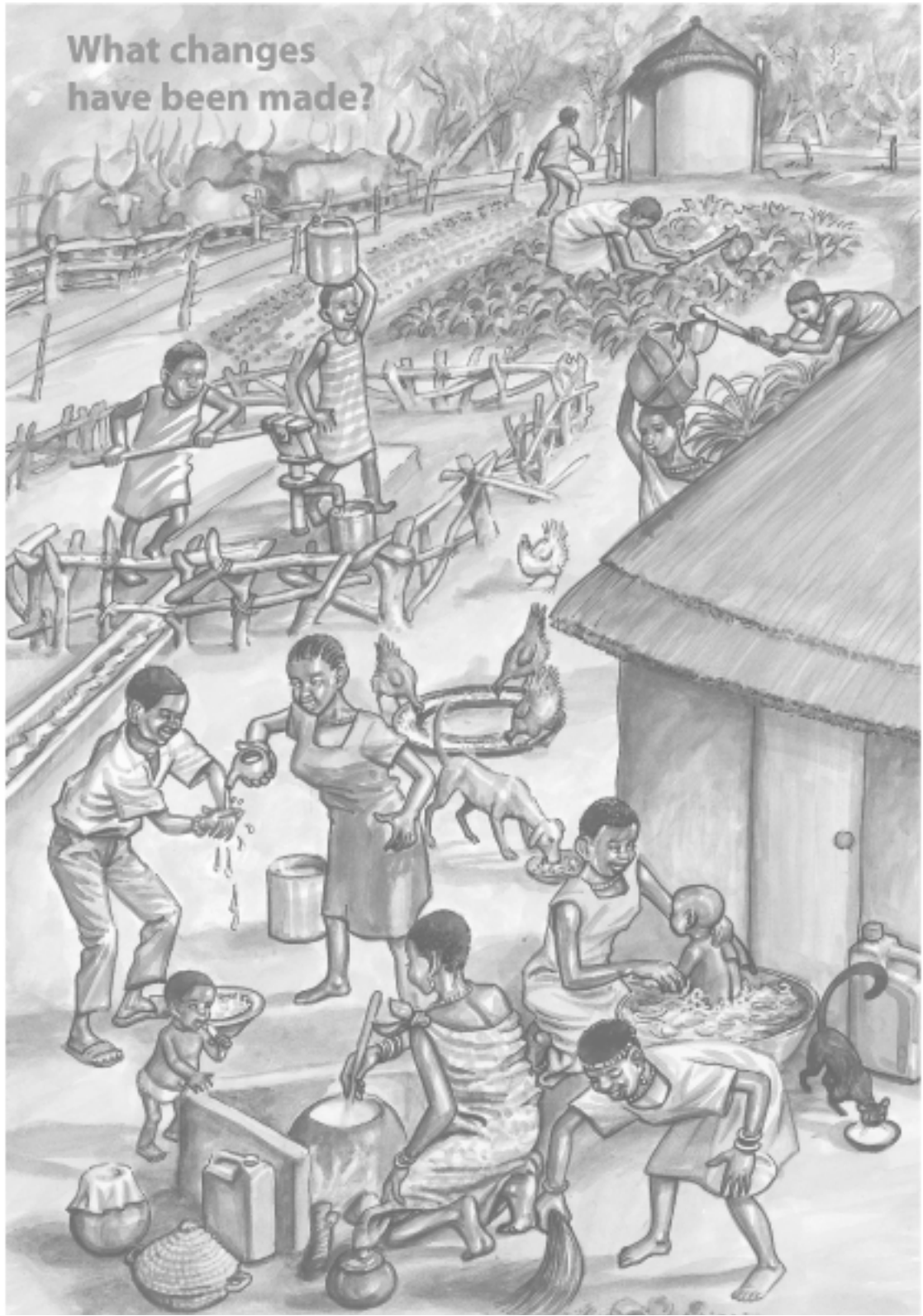
It has been some months since Daniel stayed at his aunt and got sick. Since then a lot has changed. Learners look at the poster of the Santana home area after the changes and compare it with the first poster. What changes have they made?

Ask learners to summarise the main points that have come up from the story about Daniel. Talk particularly about what kinds of things could contaminate water and what can be done about it.

Consolidate all the information from the comparison of the two environments. Make sure learners understand the main issues about clean water and a safe and clean environment.

KEY POINTS:

- You must only drink and use clean water, not water used as a toilet and for washing or used by animals.
- You get clean water from a protected water source like a borehole or well. If your water comes from a river, boil it or filter it before you use it.
- You must use clean latrines which are built far from water sources so that faeces and urine do not get into the water system.
- You need to clear away any places which will encourage stagnant water which becomes a place for mosquitoes to breed.
- Landmines are a problem in some parts of the country. You need to know what they look like and report them if you see them. Never go near a landmine.



2 A clean safe environment

A clean safe environment means:

- using clean toilets and clean water sources such as covered wells or boreholes;
- land clearance,
- land mine awareness and the removal of other dangerous objects

Key learning points

- Learners will be able to differentiate between clean and dirty water, and understand why no one should drink, cook or bath in dirty (contaminated) water.
- Learners will understand what makes water and the environment dirty.
- Learners will know how to prevent the contamination of water and learn to make the environment safe and clean

Making a model

Divide the learners into small groups and give each group one of the tasks listed on the next page. (If you have large numbers, two or more groups can do the same activity). Make a model of your homestead, village or town and the surrounding area.

- 1 Choose an area that you know well and that is not too large.
- 2 Ask learners to walk around your area slowly and make a note of everything they see — check on the next page so they know what they are looking for.
- 3 Then they are ready to make their models on the ground. Clear an area on the ground which will be the model area.
- 4 Groups can work on some of the following tasks and then put everything together or you could make several models, depending on the size of the learner group.

- Make clay huts, houses or other buildings. Or use any other materials you have available. Move them around until they are in the right position. It might take a bit of discussion and time!
- Make clay wells and boreholes and put them into your model.
- Work out how many latrines there are and add them to the model.
- Identify all the water sources — both protected and not protected — and add these to the model.
- Identify the pathways, roads, open spaces, fences or other landmarks and put these onto the model.
- Are there any forests nearby? Make miniature trees and put them in place. You could make them out of fallen leaves and sticks so they give a good impression of greenery.
- Now add any animals and put in some people so it looks like a real, live environment.

When you have done this, you should have a good model of your area.



Act it out!

In small groups and using the model, learners do a role play again. One of them pretends to be Mrs Milyan, the health worker. She has come to look at your own environment to see whether it is clean and healthy. What suggestions will Mrs Milyan make and what will the others say to you about it?

Summing up

When you have done the role play and talked about your models in small groups, come together to report back:

- Are the water sources clean and protected?
- Are there sufficient pit latrines?
- Are the pathways, roads and open spaces clean and clear of dangerous objects?
- Is this a safe, clean environment? If not, how could you make it safer?

3 Building a pit latrine

A visit

Take the learners to a demonstration pit latrine if there is one in your area or take them to a good latrine that is nearby. Ask them to note the following:

- What materials you need.
- How you construct it.
- How much labour you need to construct it.
- The best place to construct it in relation to the home and to water sources

Picture talk

When they have seen an actual latrine, use poster 3 to summarise everything the learners saw:

- Did they notice any problems?
- Would it be easy for every home to have a pit latrine? Why or why not?
- If there are problems, what are they and how could they be overcome?

Making a model environment

Use the model of your area that you have already made in your groups if possible or make a new model.

- 1 Make all the changes that Mrs Milyan (when you were doing the role play) suggested to make the environment clean and healthy.
- 2 Label all the health and safety features in the village like clean pit latrines, clean water sources, clean pathways, roads and open spaces.
- 3 Present the model and your ideas to the whole group. Have you thought of everything? Can they suggest anything else that you need to do?

Song and dance

Learners can sing songs and dance using the messages:

- Everyone should use a clean pit latrine
- Every home should have a clean pit latrine
- No one should use the environment or the water as a toilet.

A VENTILATED IMPROVED PIT LATRINE (VIP)

The spiral design means that it is dark inside so any flies go towards the light at the top of the chimney

Air blows through the entrance and out through the chimney, taking bad smells with it

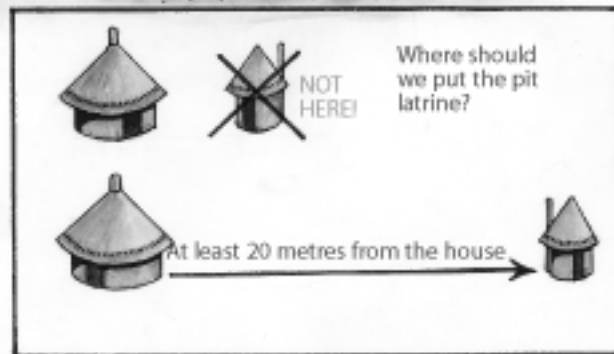
Air out

Fly screen (traps flies)

Chimney or ventilation pipe

Line the pit with stones or bricks so that the sides don't fall in

The photograph below shows a village pit latrine. Is there any way of getting rid of the flies and smells? Could you improve this latrine?



Faeces and urine spread diseases

Ask learners if they remember the story about Daniel. What made Daniel sick? Remind them that he probably got sick from contaminated water. The water was contaminated by faeces and urine from animals and people. The box gives the facts that the learners need to know.

Tell learners that we talk about the safe water chain because it is easy for clean water to be contaminated. We need to be sure it is kept clean all the way to our mouths!

Let's keep our environment clean

Flies love dirty places, flies love faeces, flies also get on your food. When this happens, you too are eating dirty things.

FAECES

Explain that faeces contain germs, worms and other tiny organisms. If you eat food contaminated by faeces or drink water contaminated by faeces you can get a number of diseases. These include severe diarrhoea and vomiting. Diarrhoea is also a sign of other serious diseases like typhoid and cholera which are spread through the germs in the faeces. There are also worms in the faeces.

You can prevent these diseases by your own personal hygiene. Use a clean pit latrine and always wash your hands after using the latrine.

URINE

Explain that urine can contain eggs which turn into worms. When these are passed into water and you use this water, you can become very ill. For example, the bilharzia worm passes into your body through your skin when you touch or enter the water.

4 Different diseases caused by dirty water



Open session

Tell the learners about diseases related to water. Talk about the safe water chain — stress that some diseases are spread through faeces and urine. Others are caused by insects which breed in water. The box on the next page gives the facts about the main sicknesses.

Quick quiz

Ask the learners to answer these questions in small groups and then report their answers to the whole group. Did they all know the answers?

- 1 What causes diarrhoea?
- 2 What diseases do you get from dirty water?
- 3 What insects can give you diseases?
- 4 What water is safe to drink?



Think about it

Ask learners to make up a set of rules (dos and don'ts) for keeping water sources clean. Also, can they think of how to prevent mosquitoes and guinea worm from spreading.

Song and dance

Ask the groups to sing a song and dance about what they have found out about water borne diseases.

BILHARZIA

Bilharzia is spread when an infected person urinates into the water. The worm eggs from the urine hatch and go into snails. Then they leave the snails and go into anyone who goes into the water.

MALARIA

This dangerous illness is passed by certain types of mosquitoes. These mosquitoes breed in stagnant water. Make sure there is no stagnant water lying around. Mosquitoes usually bite at night so wear long sleeves and sleep under a bed net. It is best to avoid getting bitten.

RIVER BLINDNESS

This sickness can cause blindness and is caused by bites from the river fly that lives and breeds near water. The fly breeds in fast running water and long grass. Clearing vegetation around the home can help prevent bites. Also, don't sleep outdoors during the day — that is when they like to bite.

GUINEA WORM

This is a large worm which breeds in water and is passed into the water by infected people. To prevent guinea worm spreading, don't ever wade into the water — collect water from a dry part of the bank or using a bucket and rope. Also, filter the water through a cloth so the worm cannot be passed on.

Find out

- What diseases are common in your area?
Visit the local clinics and talk to different people in your community and find out which diseases are most common.
- Do people in your area ever get leprosy or sleeping sickness?
What do you know about these diseases?
Go to visit a local health worker and find out the facts.
- Can any of the common diseases be prevented?



How can we make our environment safer?



Picture talk

Summarise the main points by using the poster (on the previous page) showing some ways of making the environment safer. Make sure learners note the following:

- Sleeping under bed nets which have been impregnated with a substance which repels insects can help to prevent malaria.
- Finding out the facts about the diseases means you can learn how to avoid them.
- Clearing long grass and filling in stagnant pools of water can prevent mosquitoes and other insects like the black fly or tsetse fly (that causes sleeping sickness) from breeding.
- Washing hands after going to the latrine and before preparing or eating food.
- Using a clean water source and clean containers will make sure you don't get many of the common diseases that cause diarrhoea.
- Filtering water through a cloth will stop the spread of guinea worm. Leaving water to stand covered for a few hours helps to make it clean. Talk about other ways of making dirty water clean and ask what methods the learners use or have seen other people use.



Open session

In an open session, list how sicknesses are caused by...

- poor personal hygiene and bad habits, for example:
 - defecating and urinating in water,
 - not washing hands after defecating,
 - drinking unclean water,
 - allowing mosquitoes and flies to breed,
 - not protecting water sources,
 - not using pit latrines;
- bad habits such as spitting;
- drinking unclean water;
- infected people going near water sources.

5 Immunisation



Open session

In an open session show the poster about immunisation. Ask what is happening to the babies in the picture.

If they don't know, tell them that the babies are being immunised to stop them getting sick.

Ask learners what they know about immunisation:

- Do they have baby brothers and sisters?
- Do they know if they have been immunised?
- Do they know if they were immunised as babies?

Listen to the responses and discuss them. They may need to ask their parents or guardians about immunisation when they go home..

Tell them how immunisation works and about the killer diseases.

Ask learners if they know of anyone who has had one of these diseases. Explain that babies are very vulnerable. They need time to build up their resistance (their defence) against diseases. If they get a killer disease when they are little and they haven't been immunised it can kill them.

Song & dance

Ask learners to make up new words for a local song about the need to immunise all children

Find out

In small groups learners spend a couple of hours in the village or town, trying to find out:

- how many people know about immunisation
- how many people have had their children immunised
- whether people want to or need to know more about immunisation
- whether there is any negative feeling about immunisation and why.
- whether people still suffer from diseases that they could have been immunised against.



Hold an open session to discuss their finding at the end of the activity.



Act it out!

In small groups, learners make up a short drama or a role play about children being immunised. Show these to adults and others in the community.

BE WISE, IMMUNISE!



6 Care of babies and very young children



Open session

In an open session ask learners how many of them ever look after younger children or babies. Just like Daniel's cousins, probably lots of young children look after younger children or babies.

- What problems do they have?
- What do they do when the baby cries?
- What does a baby usually need?

If some learners have not looked after a baby, ask those that have to tell them about it. Is it fun? Is it scary? Is it hard work? Can they still play when they are looking after a baby?

- Why do children have to look after younger children? They will probably suggest that parents are busy and this is how they help their parents. Also, some young girls have babies of their own.

A talk from a health worker

Invite a midwife or health worker to talk about caring for very young babies. Learners can ask questions in a question and answer session afterwards. Ask the midwife to talk about immunisation, too. She may have some good stories to show that all babies should be immunised.

Ask the health worker to talk about the need for hygiene and care when looking after babies — feeding babies and preparing food and drink. Also ask about the treatment for diarrhoea, scabies and dehydration. Make sure they know how to make the re-hydration drink

Also ask the health worker to talk about babies' nutrition. They need to stress that if possible, breast feeding is best and safest. Breast milk helps a baby to fight diseases. Breast fed babies don't suffer from diarrhoea as much because breast milk is designed as the perfect baby food — it is also always clean and fresh!



Let's talk

Talk about Daniel's story again and the special drink he had to have. Tell learners that since diarrhoea is common, they need to learn about making the drink and looking after babies when they are dehydrated.

Go systematically through the information on the re-hydration skills poster. If possible, learners should actually make the drink during the session.



Think about it!

Ask learners to get into groups and talk about if they would like to be married and have babies at their age. Do they know of anyone who was married at a young age? Did they choose their own husband or wife? Were they happy? Were there other wives?

Use the story from the HIV & AIDS module about Baby wife to set the discussion going.

A debate

Hold a debate on child marriages. Teams should concentrate on what happens to child mothers and what happens to their offspring.



Act it out!

In small groups, the learners should make up stories about girls who get married very young and have babies concentrating on the consequences.

Choose the best two stories to dramatise and share the drama with the community.

7 Children with disabilities



Open session

In an open session tell the learners about the different types of disabilities. So that they understand the word disability as it refers to a person who may have certain difficulties in walking, talking, learning, seeing, moving, eating or understanding.

Let's talk

In small groups ask the learners to talk about any disabilities that are common in their own areas. If there are children with disabilities in the group and you can trust the learners to be sensitive and kind and the children are willing, they could talk about their experiences.

- How do most people treat children with disabilities?
- Do the learners know any children with disabilities?
- What problems do they have and how could their lives be better?
- How do the learners treat children with disabilities? Do they try to make friends?

Ask them to talk about their own feelings towards people with disabilities. If they are frightened of children with disabilities, ask them to say why. Report back to an open session and list the main points

Making friends



Act it out!

Ask learners to make friends with a person with a disability

Do a role play which includes a child with a disability. Learners can take turns to be the child with a disability.

A role play will also reveal the learners' feelings which they might not be aware of. Ask them to do the role plays for the group. What can they learn from the role plays? How could they behave differently or better?

Song & dance

Sing a song about the need to include all young learners with disabilities in the Life Skills activities.

