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| **Disease transmission routes and blocking**  |
| **Purpose:** For the group to discover and analyse how diarrhoea and diseases can spread through their environment; and for the group to discuss and identify actions that can be taken to block or stop the spread of these diseases. This activity is usually focused on faeces and diarrhoeal diseases, but with the appropriate pictures you can also show how dengue fever, malaria and other water, sanitation and hygiene related diseases are spread and how they can be prevented.  |
| **Time:** Day 3: 1 ½ - 2 hours  | **Materials:** Transmission routes & blocking pictures, paper, sticky tape, coloured pens/markers |
| **Instructions:** 1. Show the group the pictures of the faces and the mouth and ask them what they think the pictures show. Do the same with the other pictures and make sure everyone is clear on what the pictures show. What do they call these things in their local language?
2. Get the participants to form small groups of about 5 – 8 people, and give each group a set of disease transmission pictures, large paper, tape and markers.
3. Tell them to put the mouth at one end of the paper and the faeces at the other end. Ask them to place the rest of the cards in between to show how the faeces can travel to the mouth. Some people in the group may have more knowledge than others and this activity usually generates a lot of discussion. If the groups have difficulty understanding what to do, then make one easy route or block for them as an example.
4. After 20 – 30 minutes, ask each group to explain their ‘story of transmission’ to the rest of the group. Encourage people to ask questions and clarify any misunderstandings.
5. Facilitate a group discussion on things like:
* What similar routes did the groups identify?
* What new transmission routes did groups find? Are there other possible routes?
* Do they think transmitting faeces through the routes identified is possible?
1. Ask the participants to continue working in the same small groups as before.
 | 1. Explain to the group that now we know how diseases are spread, we need to think about how we can stop this from happening and block the spread of disease. Give each group a set of blocking pictures.
2. Ask the groups to discuss and agree on where to put the pictures on their transmission routes diagram to stop or block the different ways disease spreads. Ask them to block all of the transmission routes that they came up with earlier.
3. After 20 – 30 minutes, ask each group to explain their diagram to the rest of the group. Encourage people to ask questions and make sure any misunderstandings are clarified.
4. Facilitate a group discussion on things like:
* Could all of the transmission routes be blocked?
* Is it difficult or easy to block/prevent disease?
* What actions can the group and community take to prevent disease?
* What will they do differently now and how can they mobilise others into action?
1. Revise the main ways in which disease is transmitted and the main prevention methods. Make a note in the reporting sheet.
2. Ask the group for feedback on what they liked, what they didn’t like, and what they learnt during the session. Make a note in the reporting sheet.
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| **Notes:** * Make sure the group understands that it is germs and not solid faeces being spread.
* It is ok if the group is unable to find all the routes you think are possible. When the groups look at how to block disease, they may want to add or change some of the transmission routes. This is good as it shows they have additional knowledge. Make sure that you discuss blocking for all routes that were identified.
* Don’t prompt or direct the choices of the group. If people ask you specific questions, redirect the question back to the group.
* This activity can be useful for you to assess the understanding and knowledge of the group. Don’t worry if the group misses out important transmission routes or ways to block diseases – this shows you that the group might lack health knowledge. Make a note of this and tell your supervisor/branch.
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| **Example recording format for volunteer – can be adapted and printed on back of instruction sheet** |
| **Disease transmission routes and blocking**  |
| **List or draw the different ways the group identifies to show how faeces/diseases spread and ways that they can be blocked.**  |
| **How many males and females participated in this activity? M :\_\_\_\_\_\_\_ F:\_\_\_\_\_\_\_ Total :\_\_\_\_\_\_ Age less than 16\_\_\_\_\_ Age more than 50 \_\_\_\_\_** |
| **What are some hygiene practices or actions that can be improved or that the group will do differently?**  |
| **What did the group like and not like about this activity?** |
| **What did the group learn from this activity?** |