

**1000
Days
Journey**

3

Hygiene

What is The Thousand Day Journey?

The Thousand Day Journey is a flipchart story for all community members supported by the Livelihoods and Food Security Trust Fund (LIFT). The story, which is in three parts, aims to inform and stimulate discussion on key issues related to nutrition and hygiene and contribute to health, growth and development of young children. The Thousand Day Journey raises issues such as cultural beliefs about food taboos, information from elders (that is not always accurate), maternal nutrition and hygiene in infant and young child feeding practices.

The Thousand Day Journey is an illustrated story, which is to be read to a group by a facilitator. The group may include men and women, old and young. During and after each part

of the story, the facilitator will ask the participants some questions. These questions will generate a discussion among participants about the issues raised in The Thousand Day Journey. Please note that throughout the story, you will find additional discussion questions, which are *optional*. If you do not have time, you can skip these questions. Also included in this guide are 'key messages' to help the facilitator guide the discussion among participants. The facilitator should begin by reading the story to a group of no more than 20 people. When it is time to pose the questions for discussion, the facilitator will break the listeners into smaller groups of four to five people. The small-group format promotes an informal and relaxed atmosphere.

The story is not long, but it is important to plan plenty of time for discussion. The suggested time for the story and discussion is one hour. If you, as facilitator, find that you are only half way through the story after an hour, it is fine to stop the story and set a later date with the participants to come back and finish the story. Each community group will work through the story at different speeds, so the number of community meetings it takes to finish the story may vary.

Objectives

The Thousand Day Journey was developed in order to:

- • Fill information gaps among community members in matters related to maternal and child nutrition.
- Encourage community members of all ages and gender to express their own challenges and concerns related to nutrition and hygiene and to discuss these with their peers proposing solutions.
- Encourage community members to guide each other to seek further information and advice from others if required.

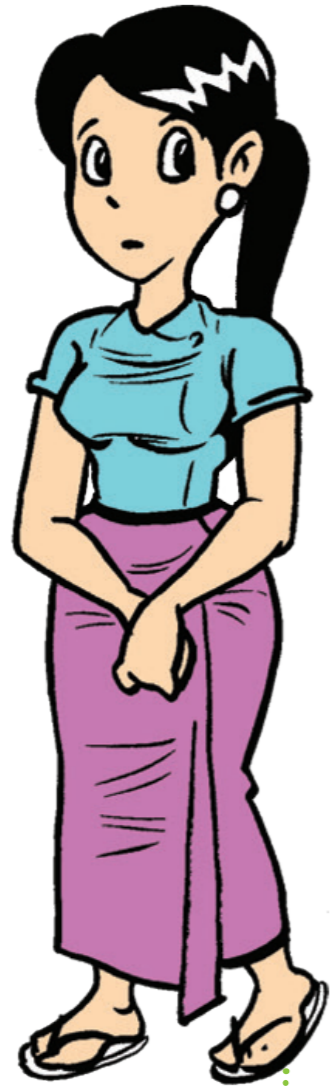
The facilitator's role

The facilitator, using the questions as a guide, should prompt and encourage discussion among group members. The facilitator should talk very little in order to allow community members to speak. It may be necessary to use follow-up questions if group members are reluctant to voice their thoughts, questions and concerns.

Here are some suggestions for the facilitator for all community meetings where the story of The Thousand Day Journey will be discussed.

The facilitator should:

- Create an informal atmosphere where community members feel free to express their personal opinions honestly
- Respect the opinions of the community members
- Not judge what people say even if information expressed by community members is incorrect or harmful
- Give clear instructions and make sure that the community members understand what to do
- Encourage community members to ask questions or request clarification if they do not understand the information presented
- Make sure there is enough space for the group and that the size of the group is appropriate.
- Read the story with excitement and enthusiasm to engage community members
- Allow adequate time for discussion. When going through the story, make sure that the group has finished the discussion on one section before moving on to the next



Ma San Htwe



Ko Tha Htoo



Daw Thaung Kyi



Ko Aung Myint
(Home Gardening
Teacher)



Ma Thuzar
(Ko Aung Myint's
wife)

Part 3: Hygiene

Objectives

to raise awareness about the importance of hand washing with soap at 5 critical times (after defecation, after handling contaminated things, before eating, before feeding the baby, before preparing food) and proper disposal of child feces

Materials

- Flipchart Storybook
- Flipchart paper
- Pens

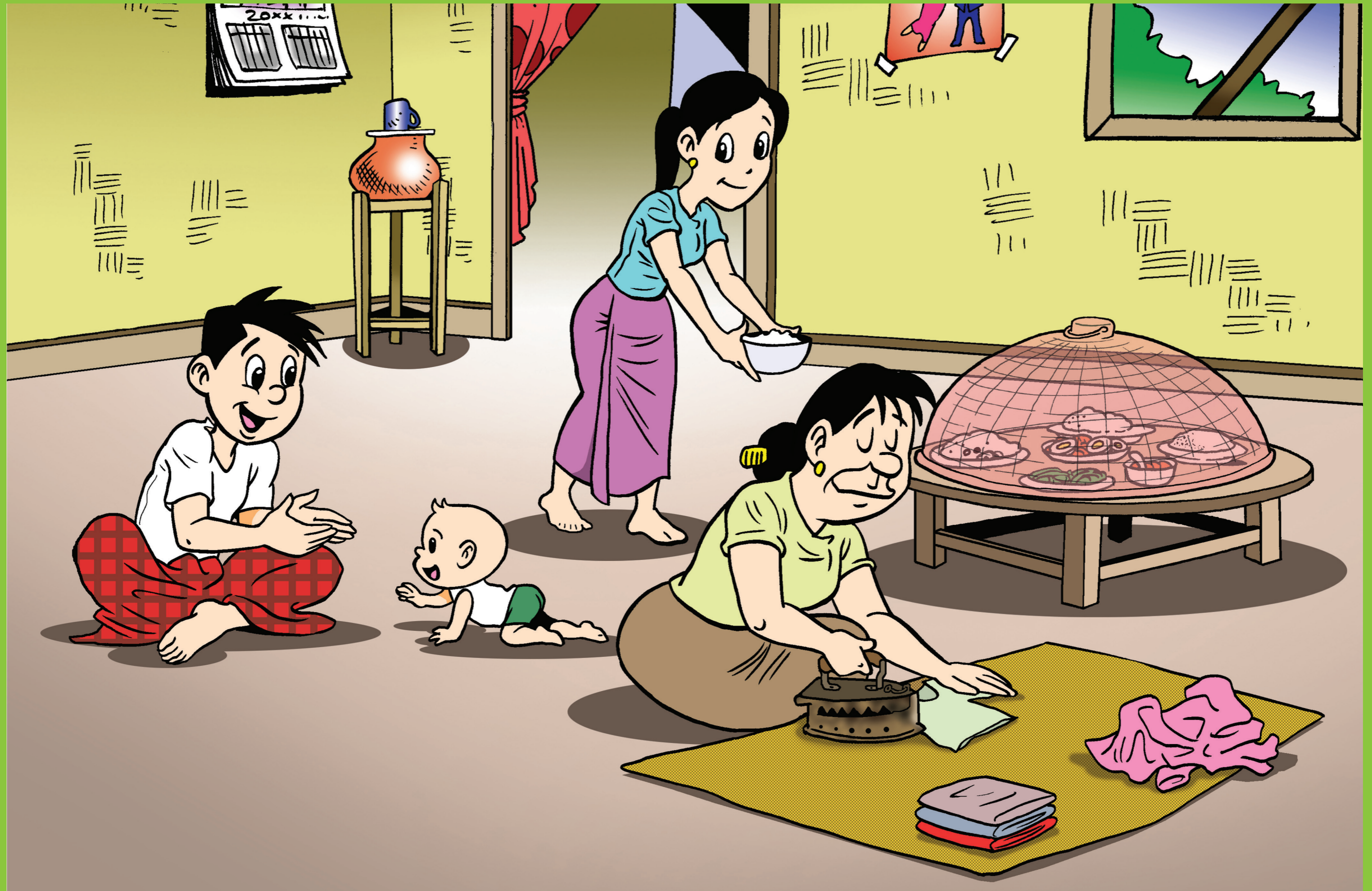


At the end of the story, there is a section of key messages. Please familiarize yourself with these messages and share them during discussions, where relevant. These will also help you to correct any misconceptions or misinformation that may come up during the discussions.

Directions

Explain to the participants that:

1. You are going to read the part III of the story The Thousand Day Journey.
2. Let them know how long the session will last (approximately one hour, but will depend upon the time available).
3. During the story they will be asked some discussion questions
4. There will be both large and small group discussions
5. You, the facilitator, will take notes or write on flip chart paper any key issues that are raised so that you can come back and discuss further at the end of the story



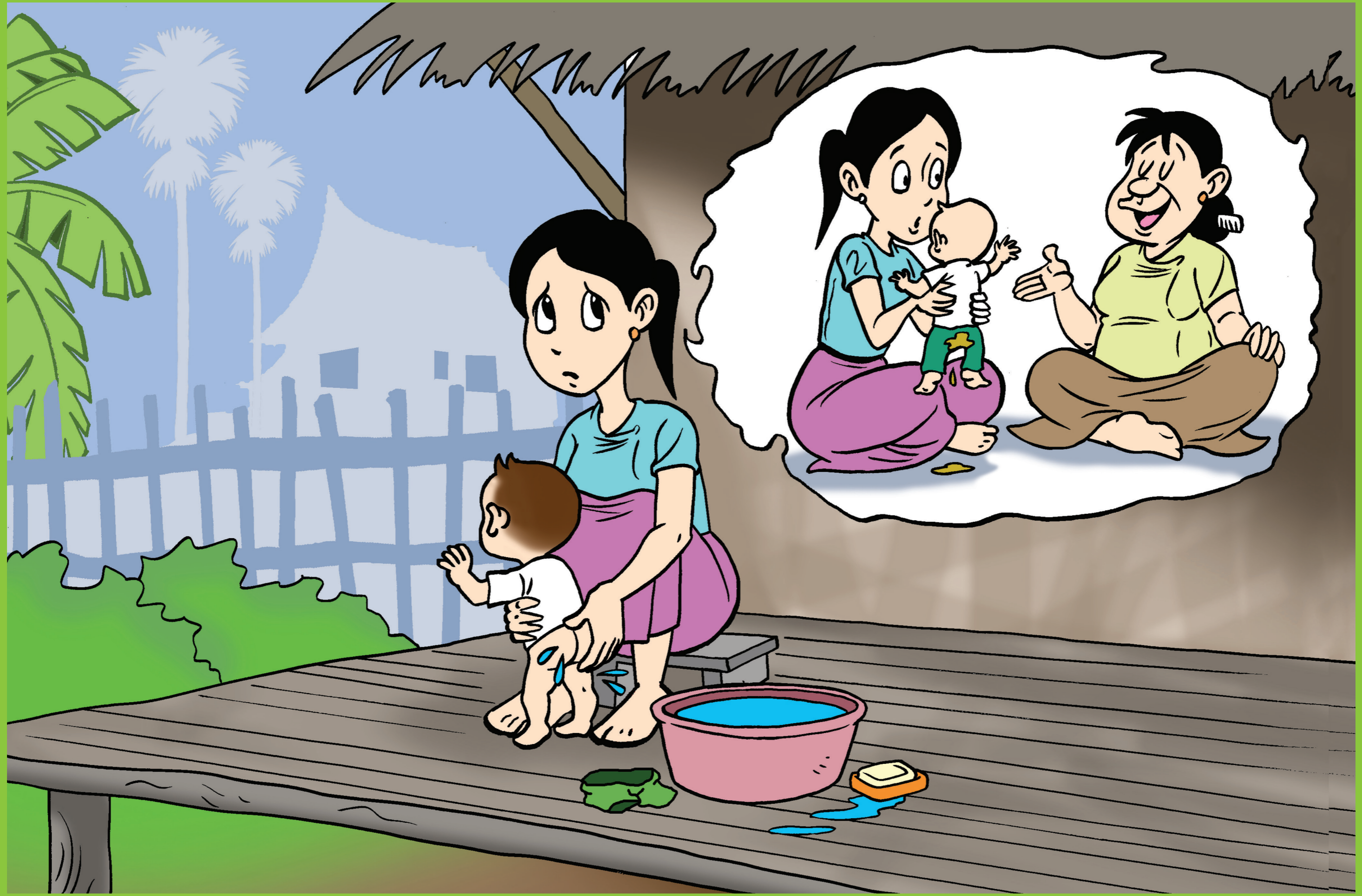
1

Story

Phoe Wa Lone is now one year old and has just started trying to stand up and to eat the family foods. Ko Thar Htoo and Ma San Htway cannot believe their eyes for seeing their cute son growing so quickly under their vision. Daw Thaug Kyi is also being very happy spending most of her time cooking, feeding, playing with, and washing the clothes for her cute grandson.



Read the story out loud



2

Story

Ma San Htway noticed that Phoe Wa Lone suffered from loose motion sometimes, almost once monthly or in a couple month. As other people in the village, Daw Thaung Kyi said that it was normal. She said that children usually suffered from loose motion whenever they change position when they grow up, for example, from lying back to turning on chest, from turning on the chest to sitting, and from sitting to standing up.

Optional questions:

- Do children in your community suffer from loose motion quite often? What do you think why this happens?



3

Story

Ma San Htway is not sure that loose motion is normal and she is worried that her baby might lose weight and will not grow well because of frequent loose motions.

Optional questions:

- Do you also think loose motion at that age is normal? Why or why not?



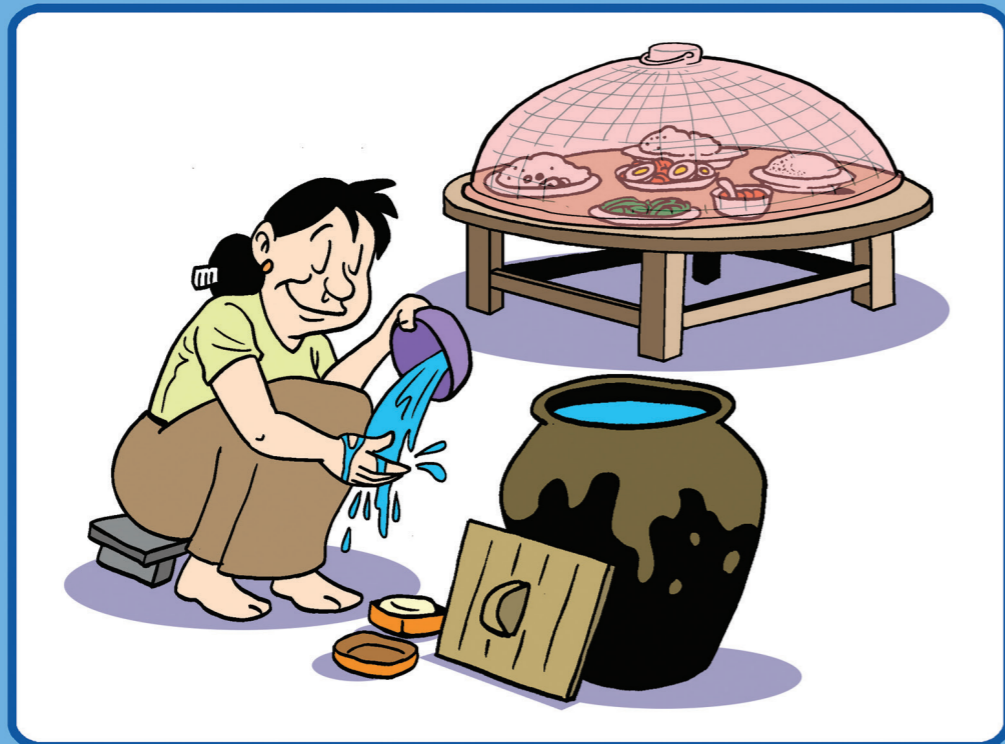
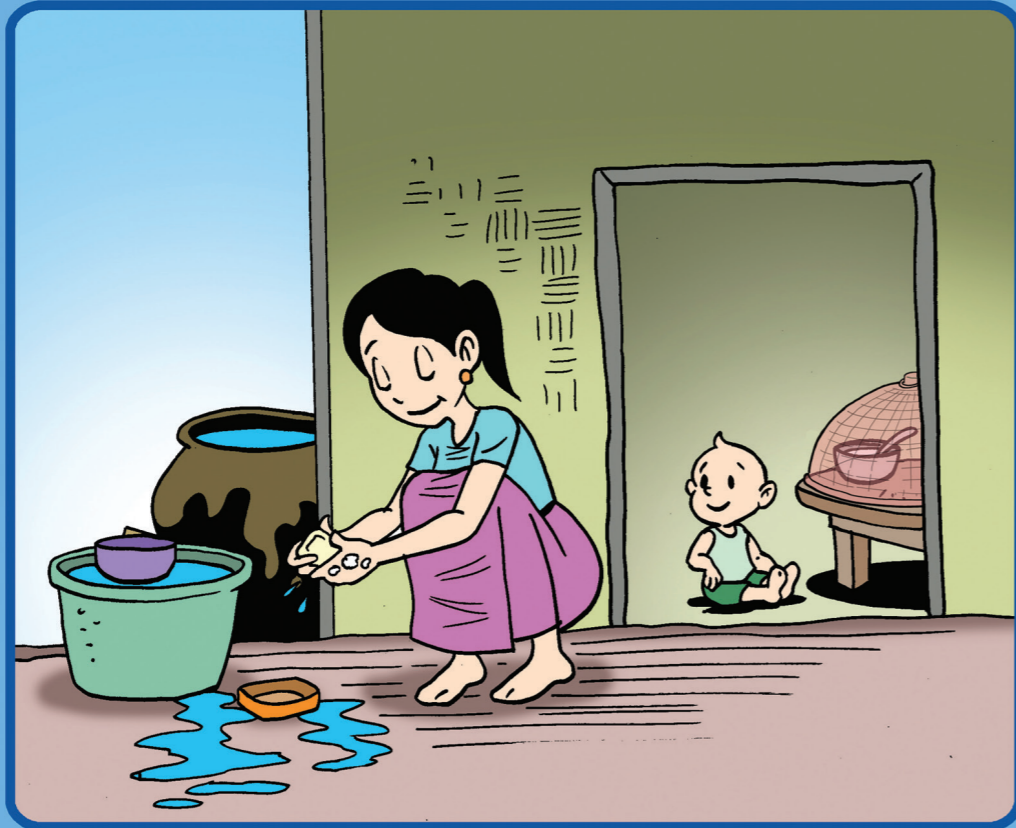
4

Story

She remembered the television scenes of health education such as “Big black hand” and “A Shin Yoke Kha Soe” that people usually skipped at the middle of the movie. These were the short stories that educate to use the toilet and to wash the hand with soap before eating to prevent from loose motion.

Optional questions:

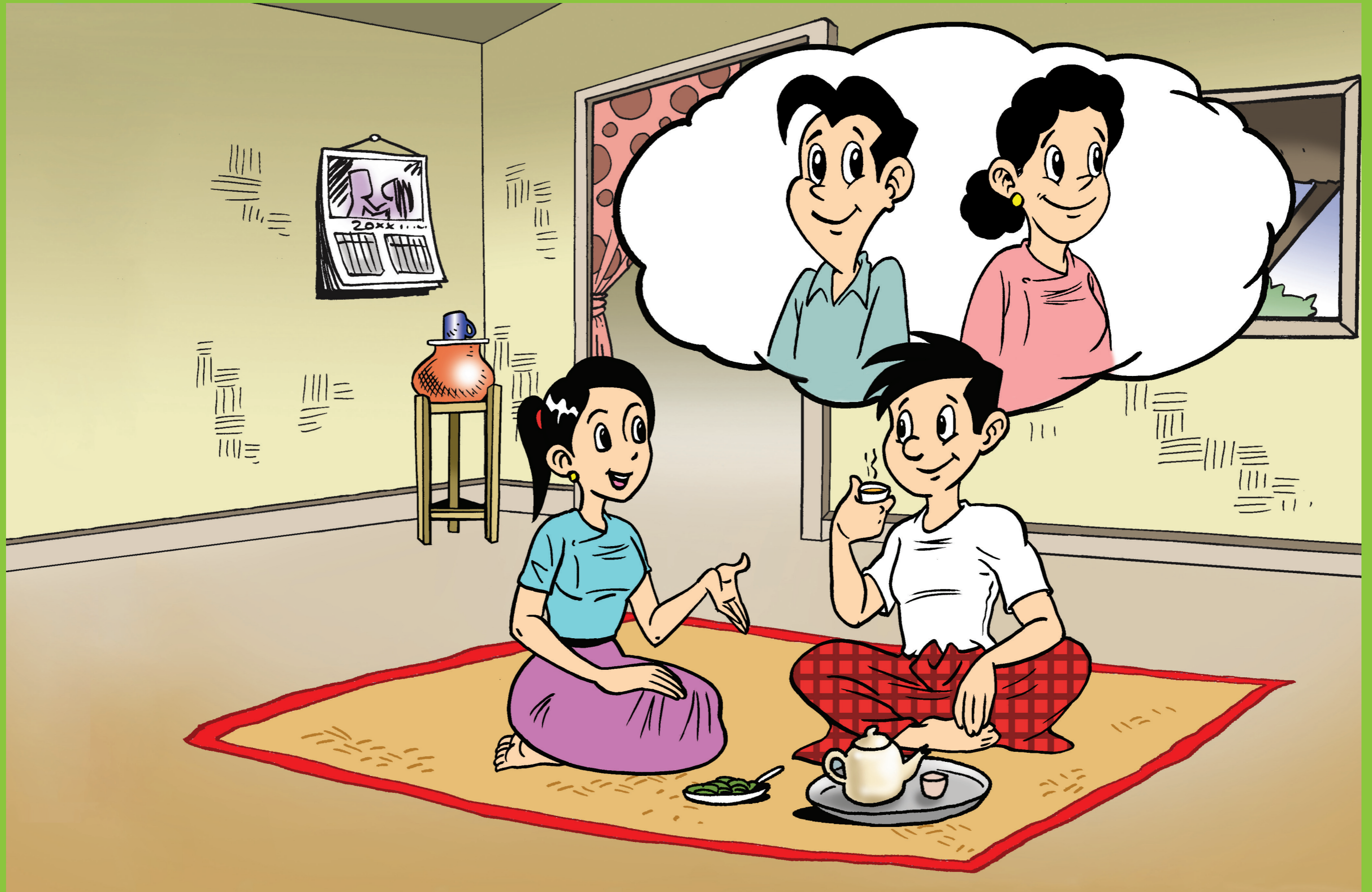
- Where do you get the health messages about hygiene in your community?
- Did you also skip the short stories about the health message like this? Why?



5

Story

She was aware that using the sanitary toilet and washing hands before eating are important to prevent from diarrhea diseases so she has always washed her hand with soap before eating as well as before feeding her child. Ko Thar Htoo has also reminded all the family members to wash their hands before eating, preparing food and after using toilet.



6

Story

She is wondering whether there are other causes of loose motion of her child. Is it just a normal process of changing the position during the child's growth, as the people believe?

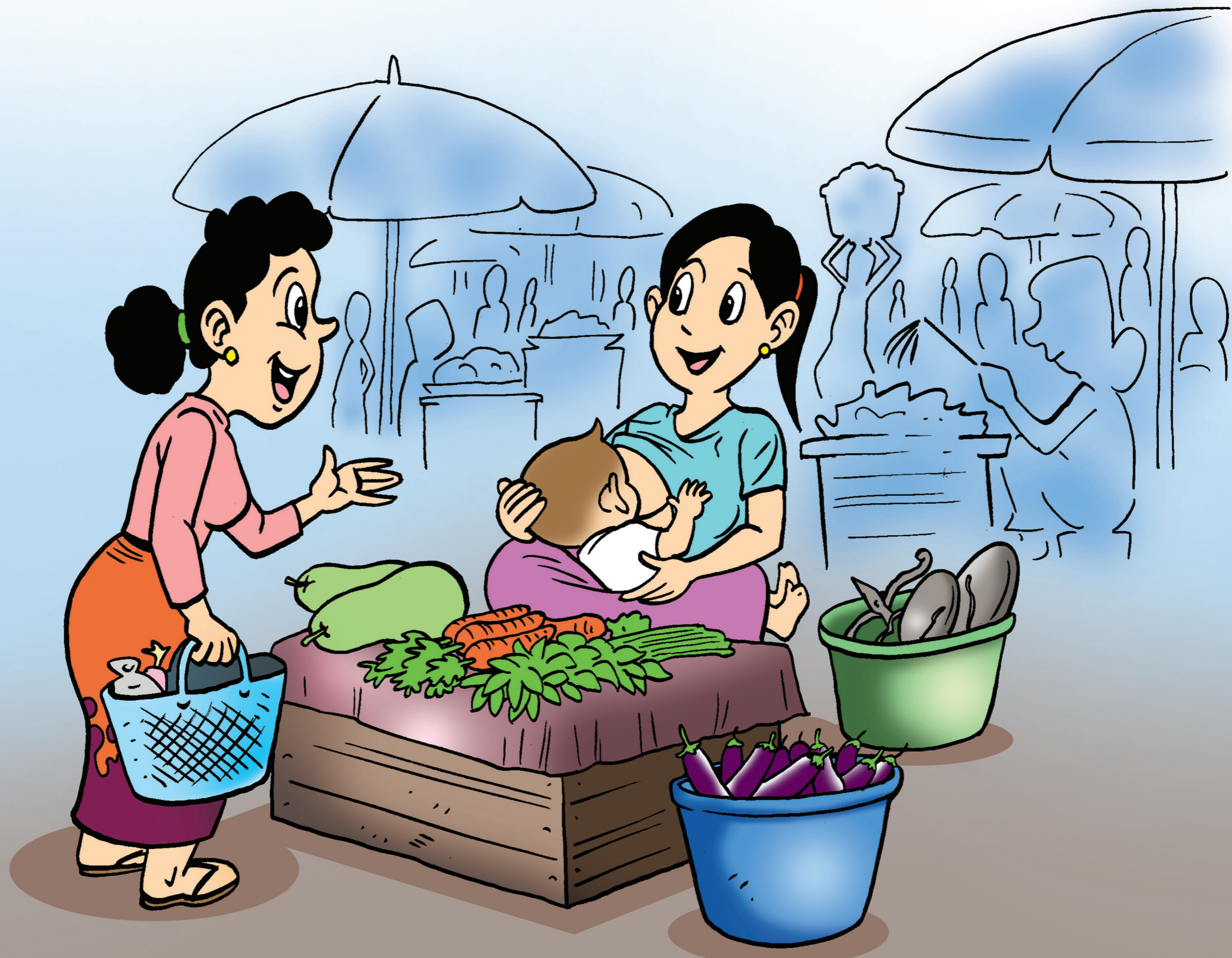
She would like to ask Ma Thuzar, the wife of the agriculture teacher, Ko Aung Myint, who has already taught her family so much. She discuss this with her husband to visit Ko Aung Myint's family to ask some advice some time.



Stop the story here and have a discussion with the community members. The discussion could last 15-20 minutes. we can ask.....

Optional questions:

- Is there the same belief in your community that a baby can suffer from loose motion when he/she changes in position?
- What are other beliefs in your community regarding the child's loose motion?
- What do think about this? Do you agree with this? Why or why not?
- How do you think the story will continue?



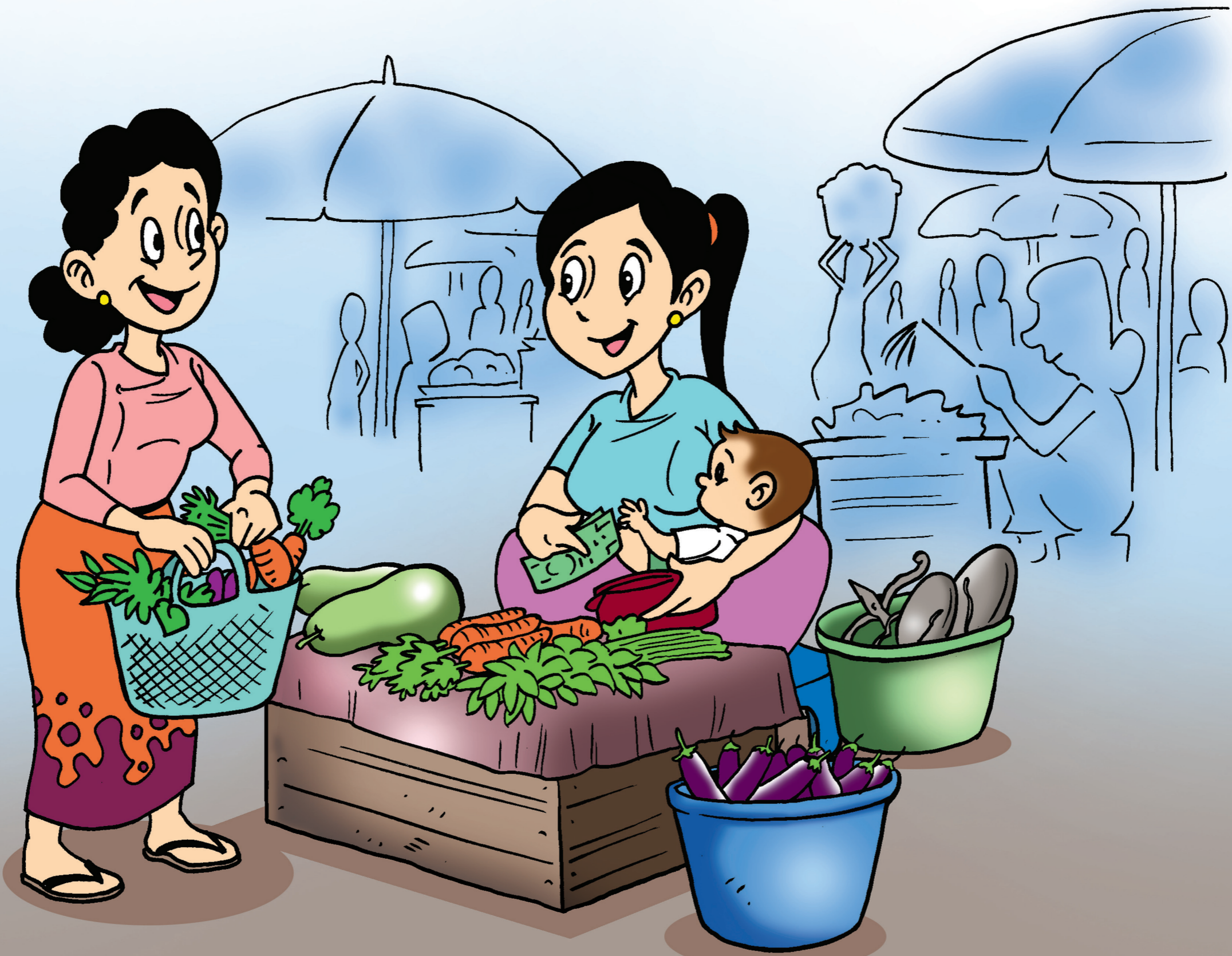
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Story

One day, in the village market, Ma San Htway is selling the vegetables grown from her home garden and meets with Ma Thuzar who comes to buy her vegetables. Ma Thuzar asks about her and her baby's health. Ma San Htway thanks her and tells her that both her baby and her health is good at the moment, her baby is breastfeeding and eating the family foods well but her baby suffered from loose motions nearly once in a month. She also mentioned that she is not sure why loose motion happened to her baby, whether this was the normal process of a growing baby who changed in position.

Optional questions:

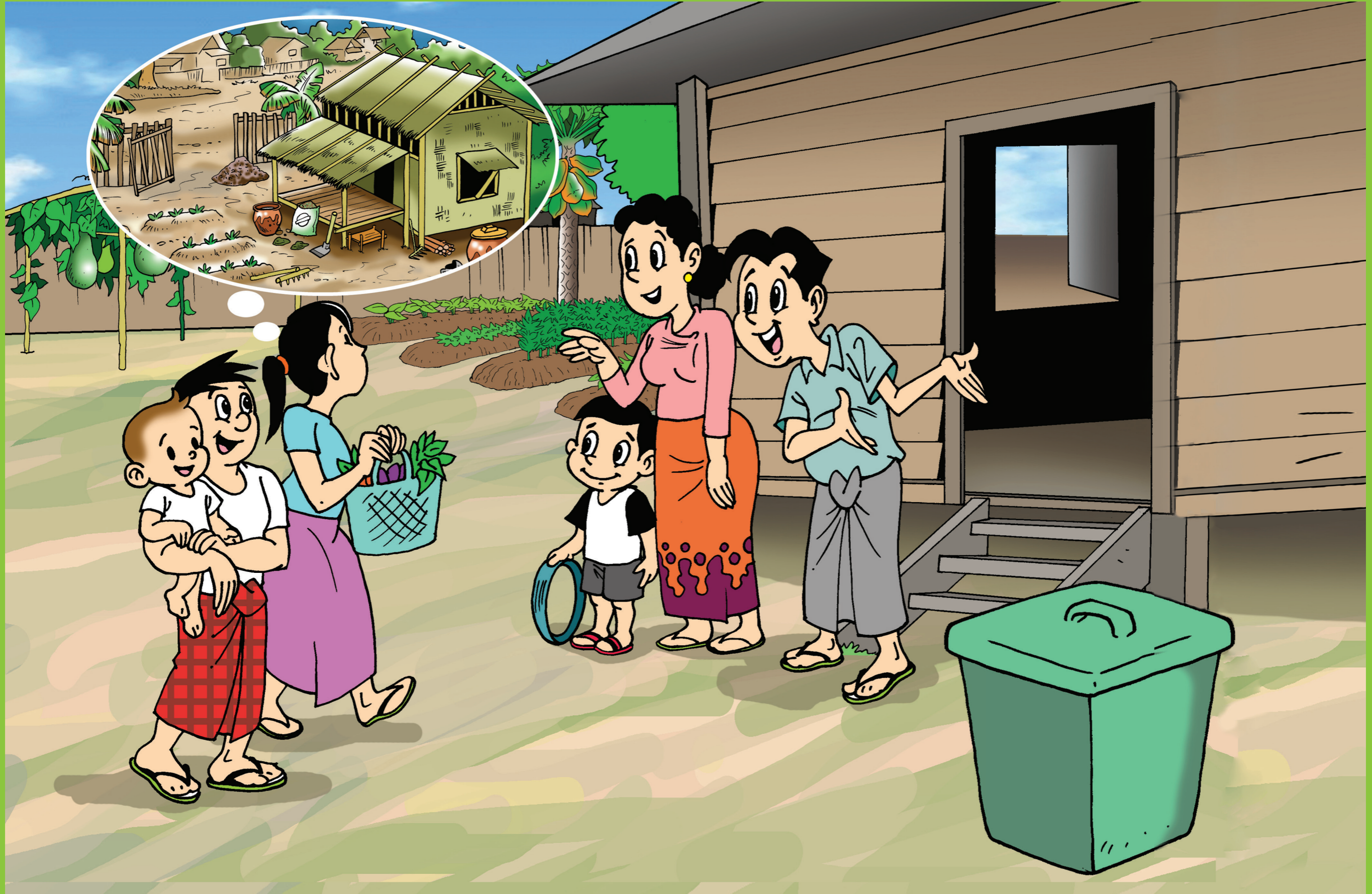
- What can be the possible reasons why Phoe Wa Lone suffers from loose motion?



8

Story

Ma Thuzar tells her that she is glad to hear that everyone is healthy but regarding loose motion, she would like to discuss with her more. Ma Thuzar invites Ma San Htway's family to come and take ginger salad and traditional tea in her home when they are available. Ma San Htway thanks and accepts the offer without hesitation.



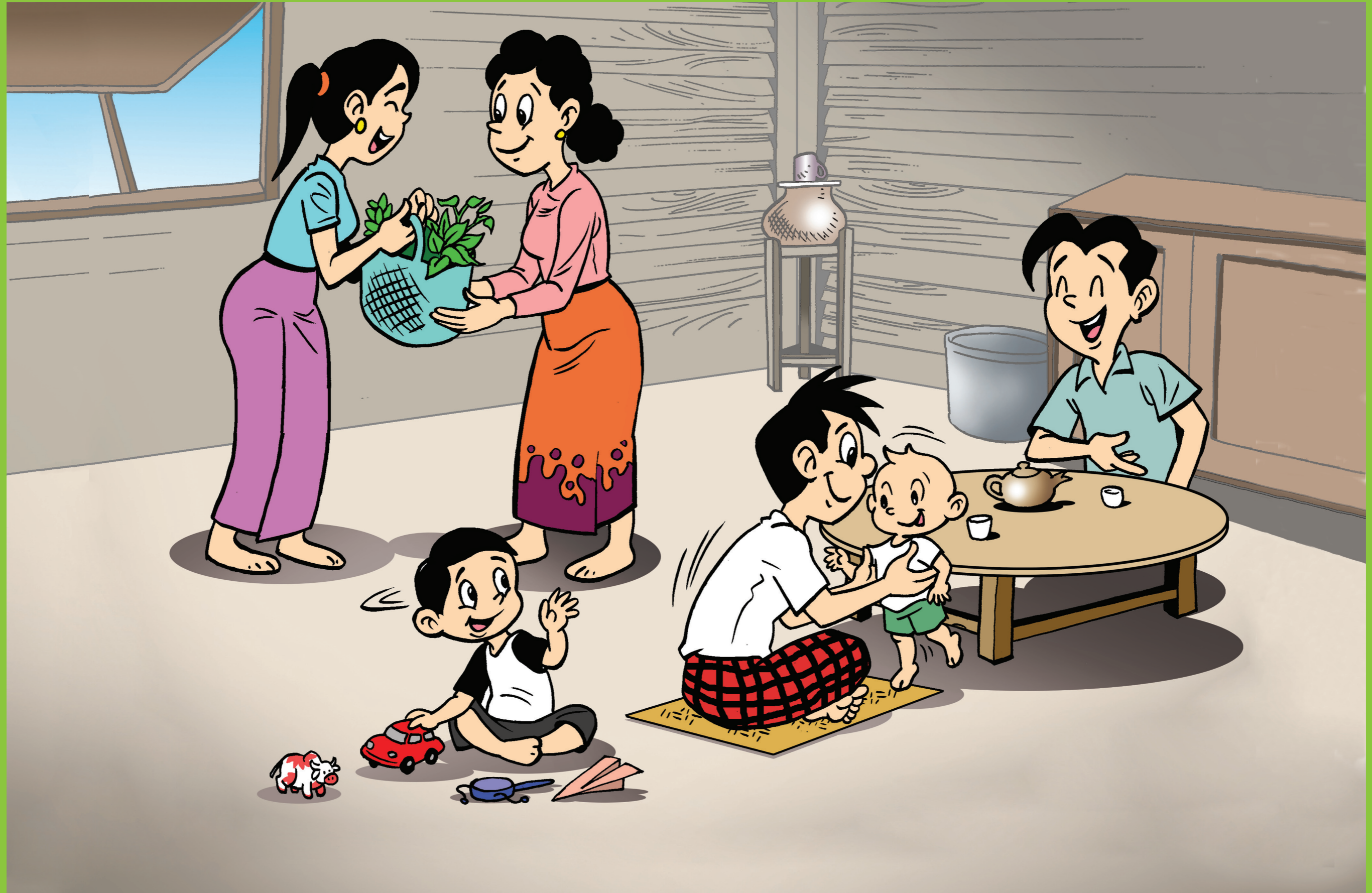
9

Story

In the evening, Ma San Htway and Ko Thar Htoo carrying Phoe Wa Lone , reached Ma Thuzar's home. They noticed that the whole compound is clean and free from garbage. There is a garbage bin with the cover at the corner of the compound. The couple is quite surprised to see the clean environment of the house comparing with their own house which is not as clean as here.

Optional questions:

1. How clean is the environment of your house?



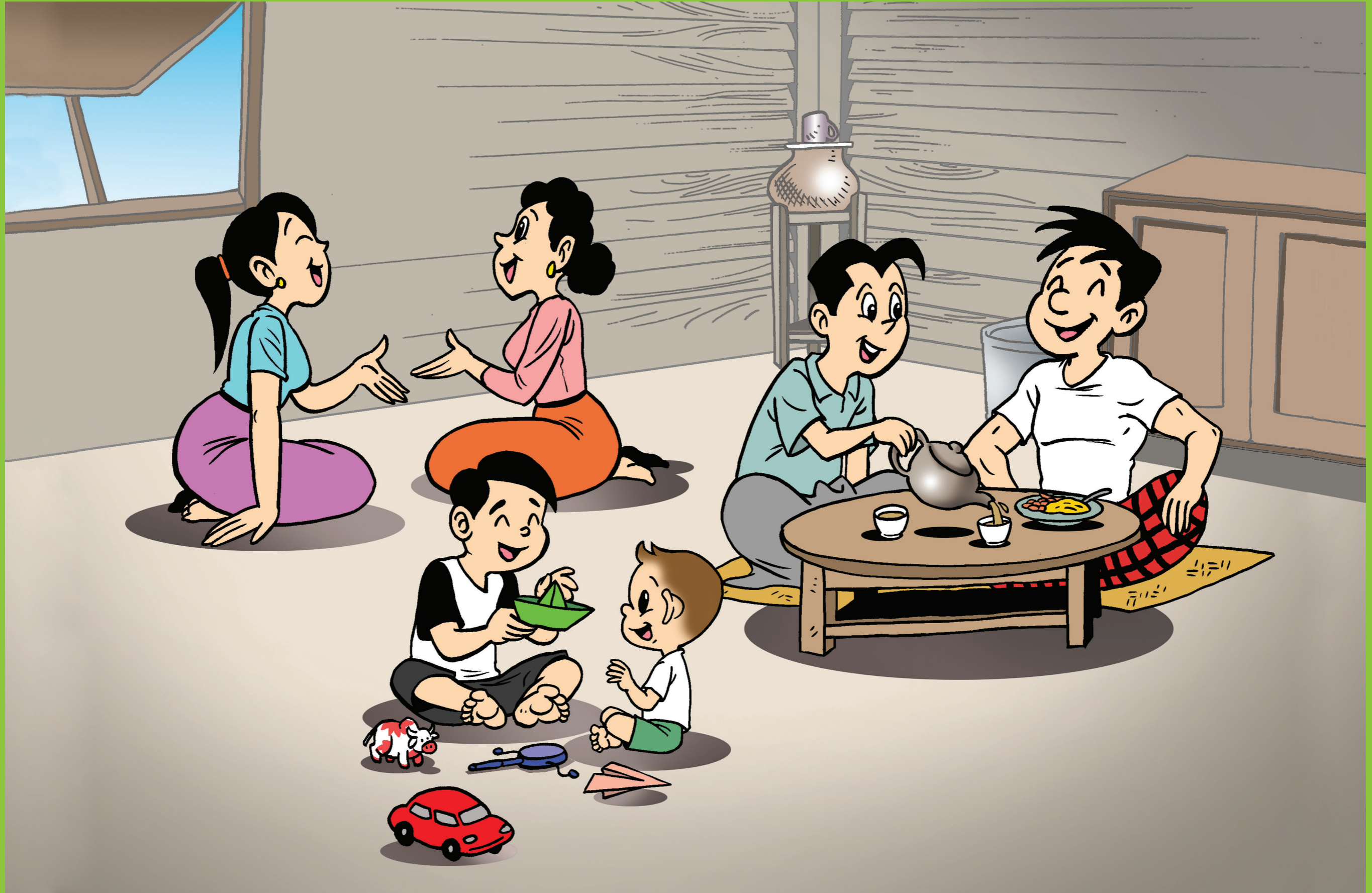
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Story

Ko Aung Myint and Ma Thuzar happily welcome Ma San Htway's family. Ma San Htway gives the vegetables to Ma Thuzar as a present. Ma Thuzar thanks for the present. Ko Thar Htoo appreciates that the compound is very clean. When they enter the house, they again notice that Ma Thuzar's home is very clean. Ma San Htway appreciates Ma Thuzar for being a good house wife by keeping her home clean.

Optional questions:

- How clean is your home?

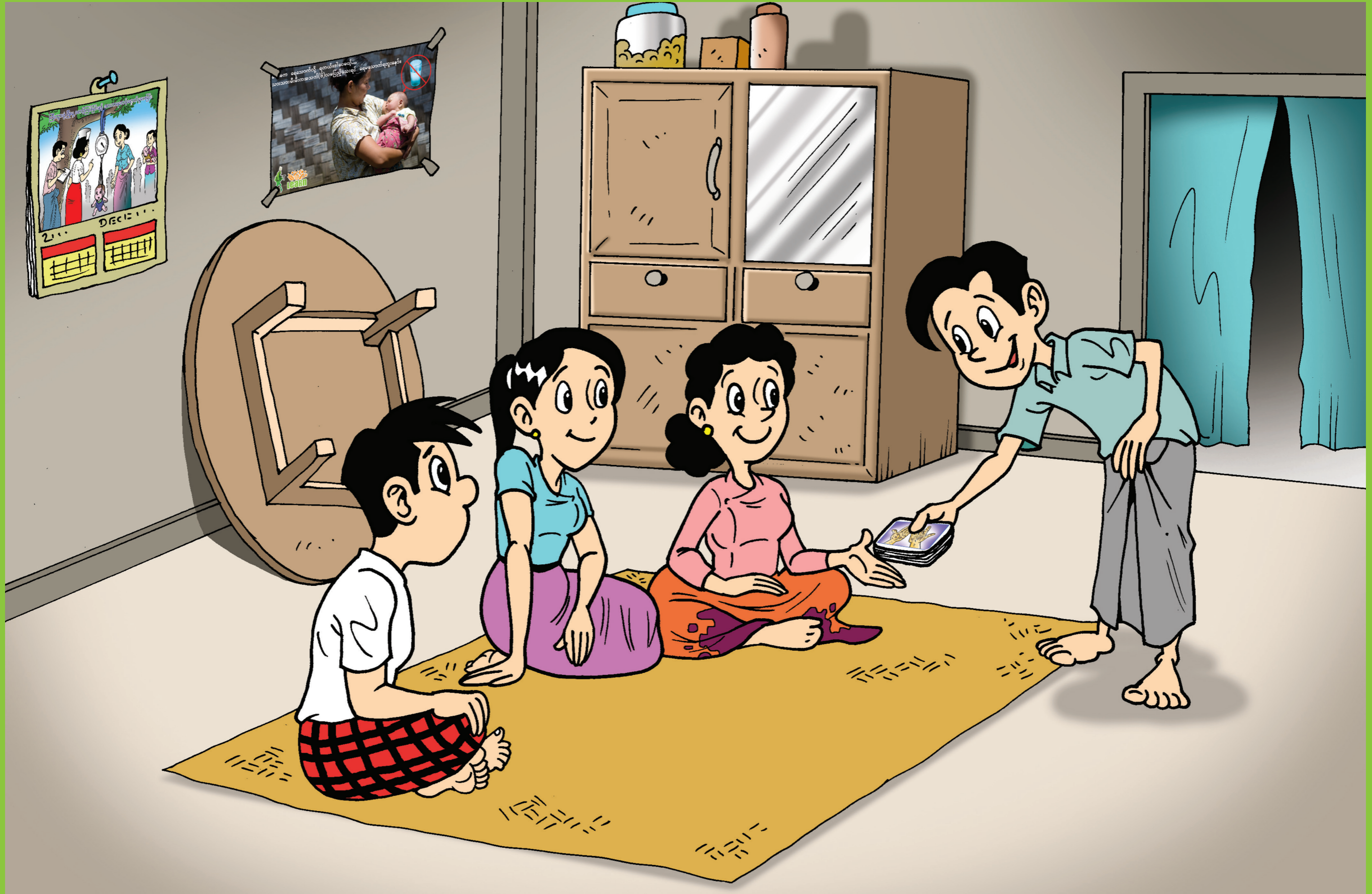


11

Story

Ko Aung Myint said that Phoe Wa Lone becomes big and asks how he is. Ma San Htway told him that her baby is well now but she is quite worried that he would suffer from loose motion again. Ma San Htway asks whether Ma Thuzar's son also suffer from loose motion as her son. Ma Thuzar responds that they always take care of the child's food, hand, toys and playing place to be clean so that her son seldom suffers from loose motion.

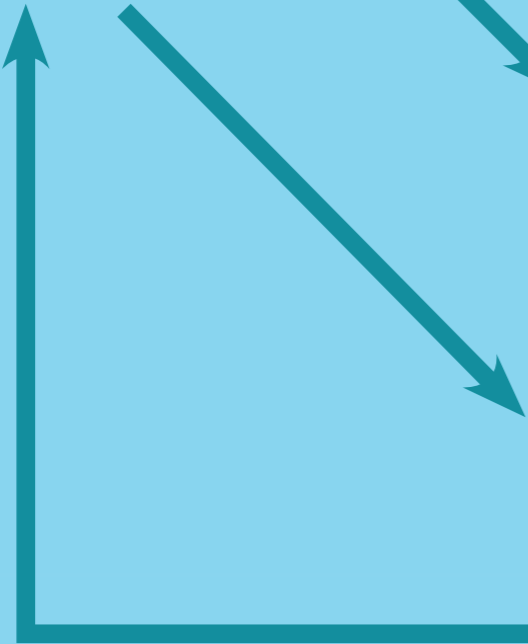
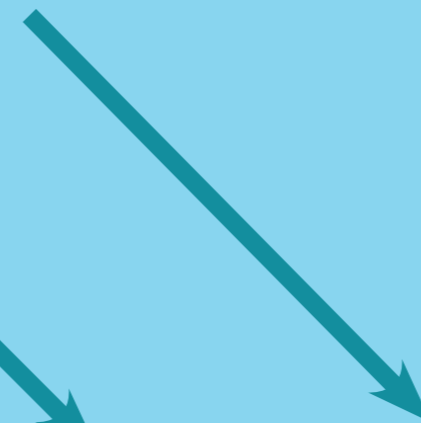
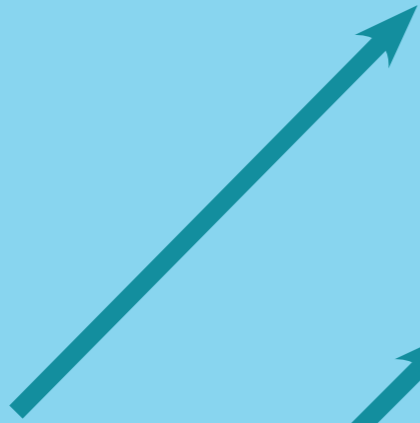
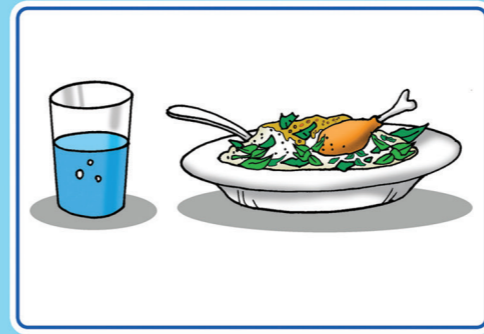
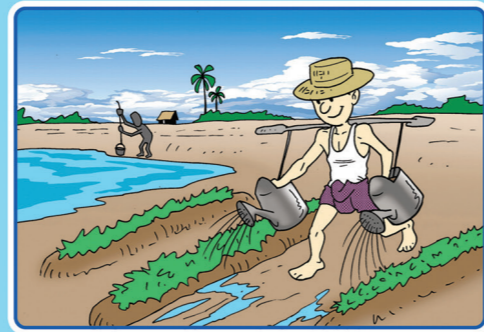
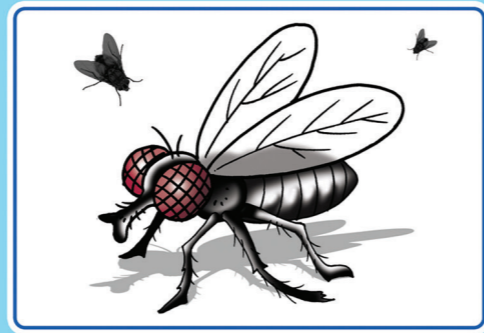
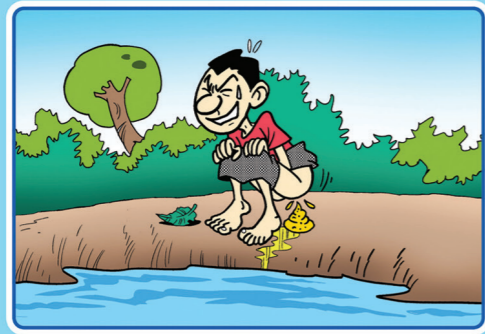
Ma San Htway said that she also takes care of the child's food to be safe and clean and she washes her hand with soap every time before feeding the child. Yet, she doesn't understand why the child suffers from loose motion. She mentions that Daw Thaug Kyi, her mother-in-law, and other people in the village told her that this is a normal process for a baby who is growing and changing the position but she would like to make sure whether this is normal or not.



12

Story

Ko Aung Myint said that loose motion is not a normal process and there might be a reason why a child suffers from loose motion. He proposes to play a game to search for the reason why Phoe Wa Lone suffers like this. Everyone agrees to play. Ko Aung Myint brought a set of picture cards from the room and places on the mat. He gives instruction to place the picture cards in order.



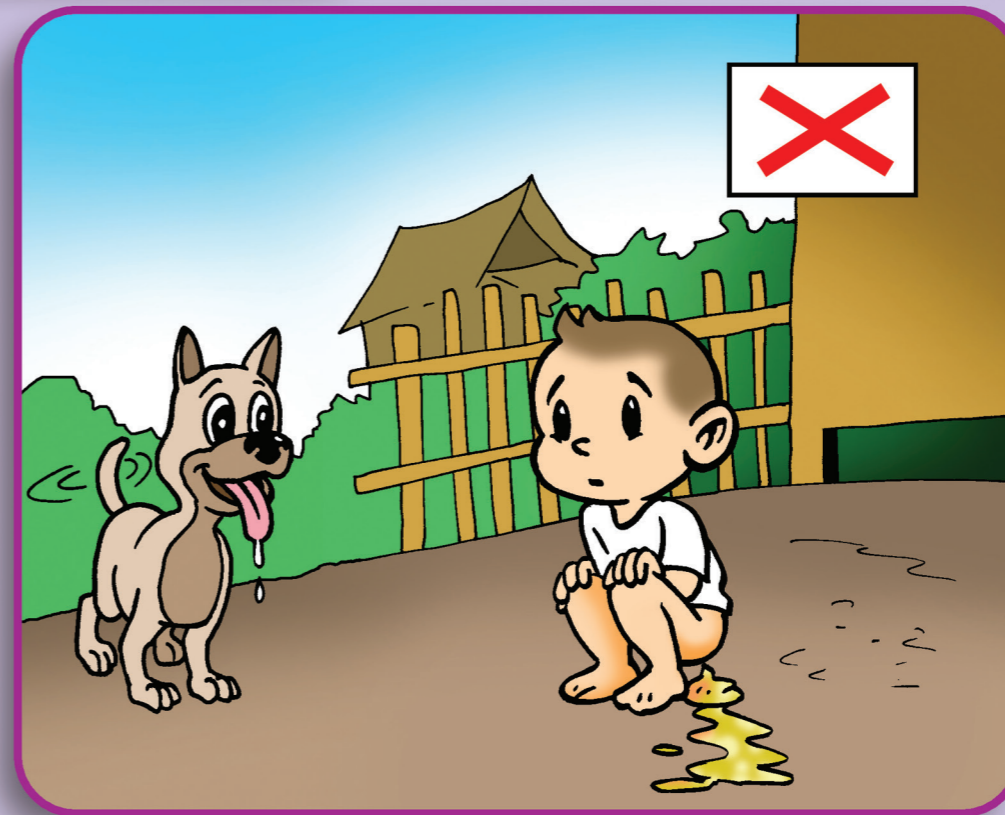
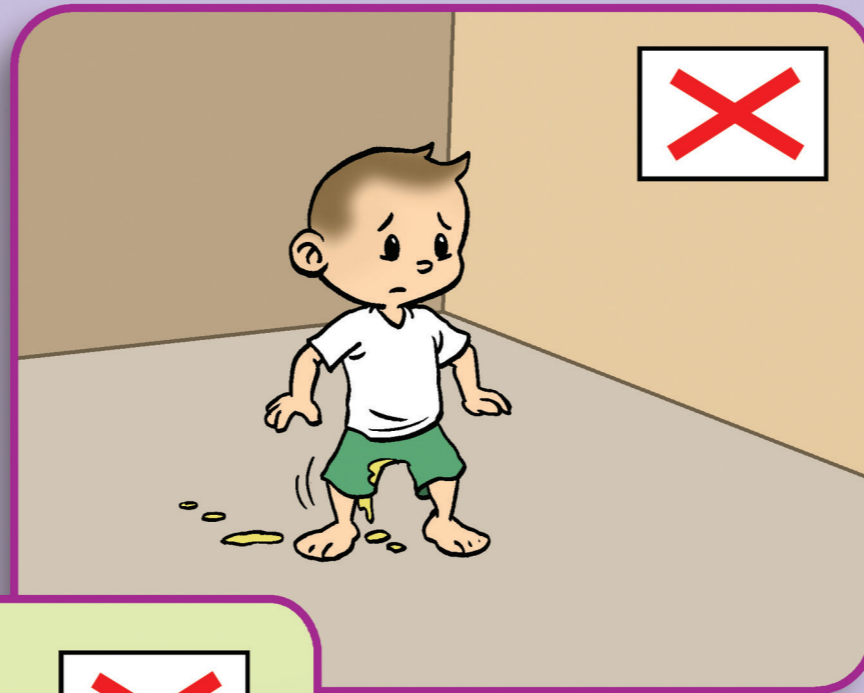
13

Story

The picture cards are about chains of contamination. They discuss and try to place the picture cards together and finally gets the right order of the cards. Ko Aung Myint asks how many pathways can bring contaminated foods to the child's plate. Ko Thar Htoo answers that there are five pathways: from dirty fingers, flies, fields, feces, and fluids. Ko Aung Myint asks which pathway could be the cause of loose motion in Phoe Wa Lone.

Optional questions:

- Which pathway can be the cause of loose motion in Phoe Wa Lone?



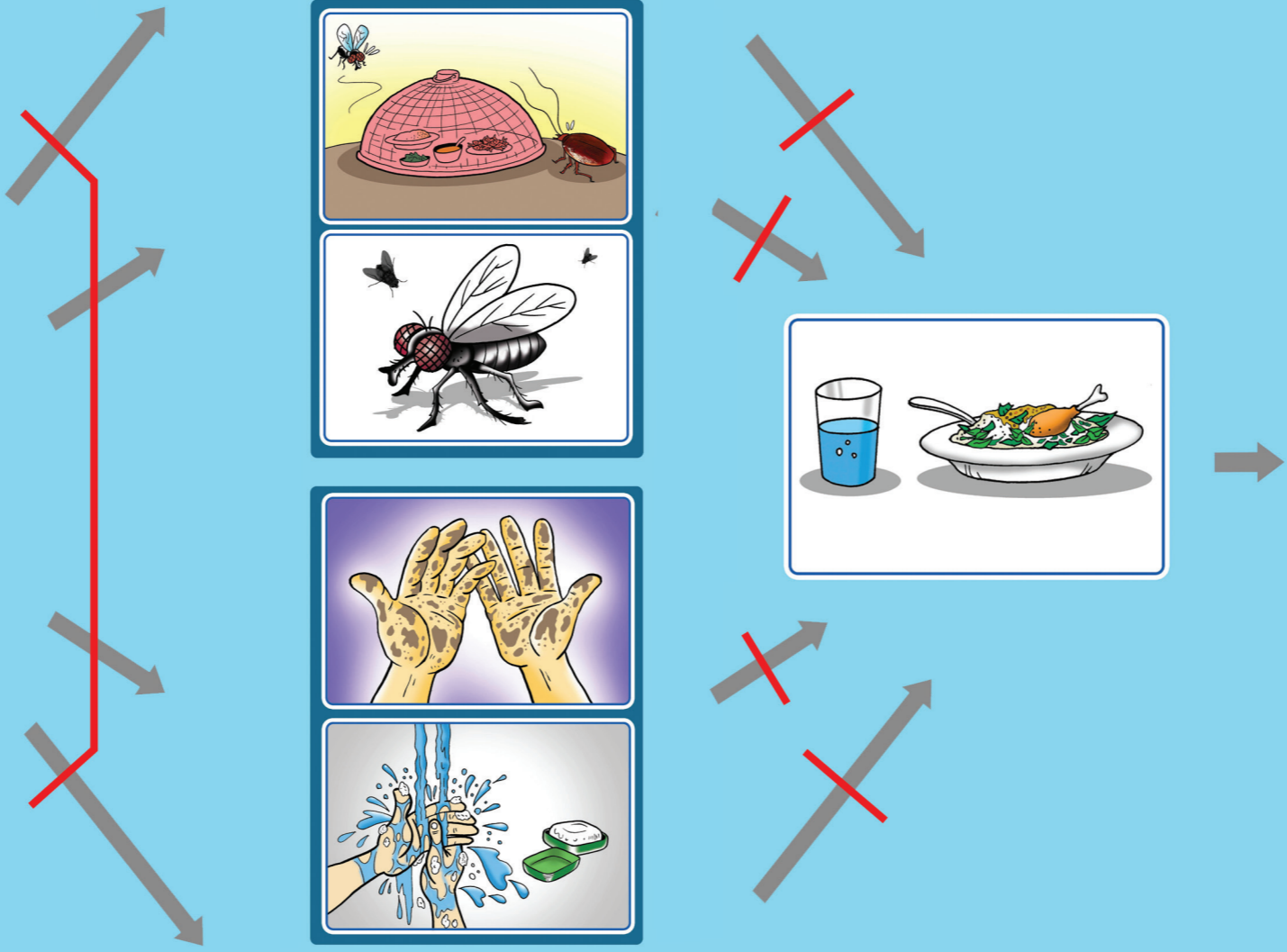
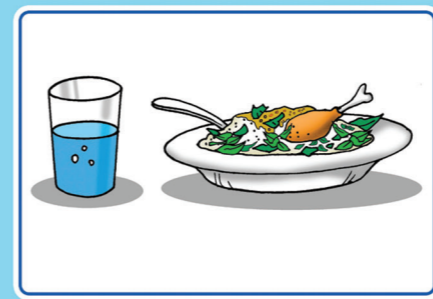
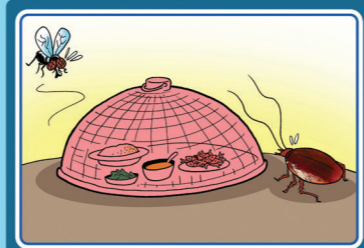
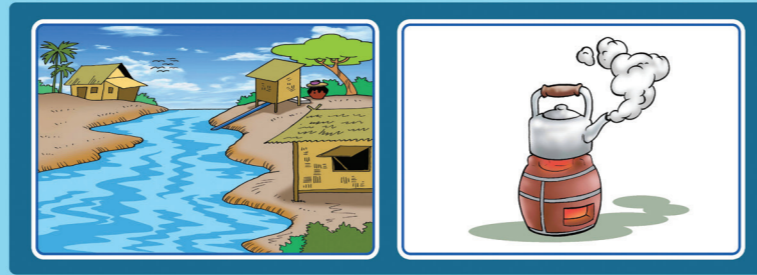
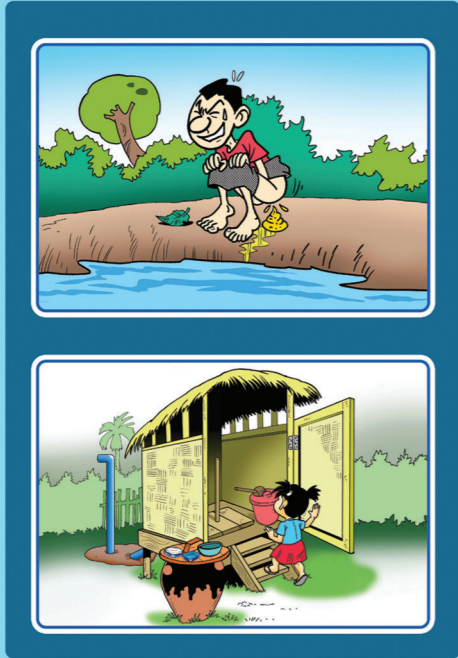
14

Story

Ma San Htway answers that she always protects the baby's food from flies, they have a sanitary pit latrine at least 50 feet away from the water source, she always washes the vegetables with clean water, and prepares safe food for the child. Ko Aung Myint asks where the baby's feces are disposed. Ma San Htway answers that as the child just goes in his pants and she washes the pants in the washing and bathing place as the child is not able to squat on the latrine. Sometimes, the baby just squats on the ground in front of the house and the dog eats it. Ko Aung Myint points that these can be the causes of loose motion and explains the possible pathway to contaminate the child's food.

Optional questions:

- How do people protect from flies in your community?
- What type of latrine do people use in your community?
- What water source do people use for drinking, washing and bathing in your community?
- Where do people dispose the child's feces in your community?
- Do babies put things in their mouths like dirt?



15

Story

Ko Aung Myint appreciates Ko Thar Htoo's family that they have prevented the contaminated ways of flies, field, and fluid properly, but he points there are still things to do more in the pathway of feces and finger.

As the second part of the game, Ko Aung Myint distributes another set of cards showing how to prevent that chain of contamination. Ma San Htway and Ko Thar Htoo easily place the prevention cards correctly.



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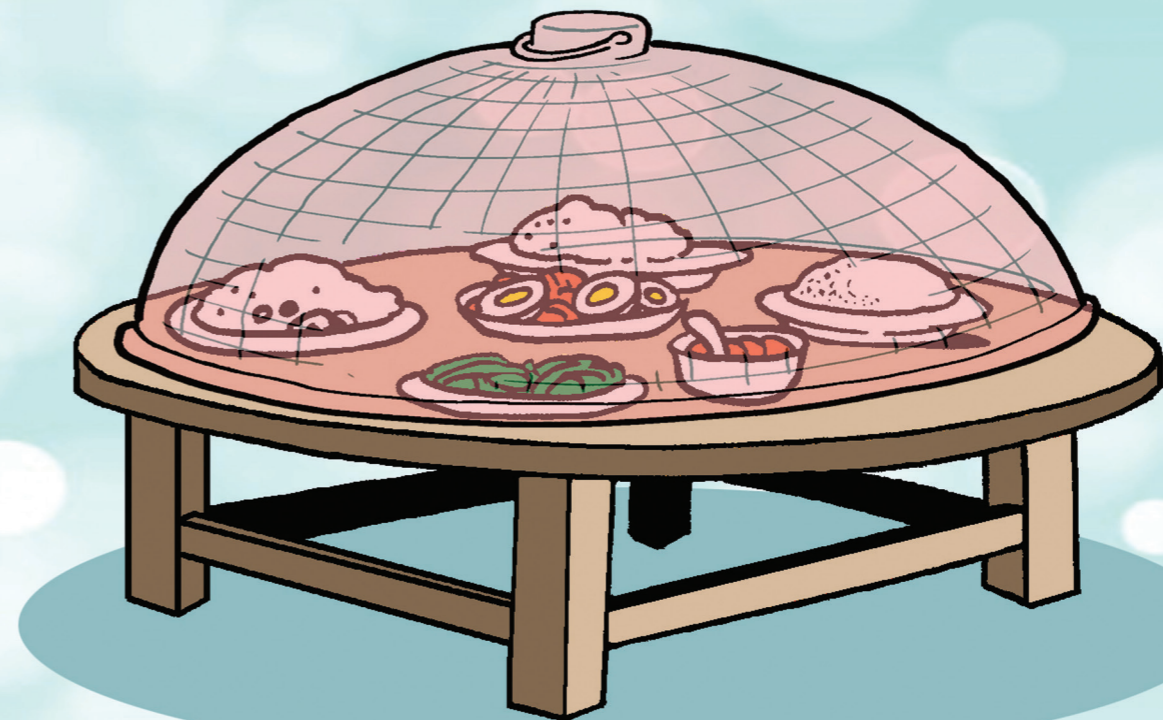
Story

Ma Thuzar explains that she has tried her son to practice squatting on a pan and she disposes the child feces into the pit of the latrine. Ko Aung Myint also explains that leaving the child feces on the ground and in the washing and bathing places can return to the baby when he plays on the ground or when the feet going up onto the house are contaminated or when it rains, and that's why they always take care their compound and home to be clean to make a healthy environment for their playful child.

Ko Thar Htoo gets an idea to buy a pan for his son and to practice his son to squat and he also commits to imitate Ko Aung Myint in keeping the compound and home clean.

Optional questions:

- Where do the children of that age usually play in your community?
- Why is the playground of a child necessary to be clean?
- What is the relation between the environment and the child's nutrition?



17

Story

Ma Thuzar explains that she has washed her child's hand with soap before eating because her child grasped and put the foods into his mouth while she was feeding him. Ma San Htway admits that she has never washed his son's hands before eating as she thought that it would not be necessary. Now, she comes to know why Phoe Wa Lone suffers from loose motion quite often.

Optional questions:

- Do you also wash your baby's hand with soap before eating?
- Is it necessary to wash the child's hand with soap when a care giver is feeding him/her? Why or why not?
- When is the last time you wash your baby's hand with soap?
- What are the difficulties for a care giver to wash a baby's hands before eating?



18

Story

On the way home, Ko Thar Htoo and Ma San Htway hire the picture cards to share about the chains of contamination to Daw Thaung Kyi. They also stops by a local shop and buys a pan with picture on it for Phoe Wa Lone. Phoe Wa Lone is happy as if he gets a new toy for him.

Optional questions:

- Is it possible to get a baby pan in your community?
- What are other ways of proper disposal of the baby's feces if the baby pan is not available in your community?
- What are the difficulties of the care takers for proper disposal of the baby's feces?



19

Story

They decide to share what they have learned to Daw Thaug Kyi, to practice their son to be able to squat on the pan and to dispose the child's feces into the pit of the latrine, and to wash their son's hands before eating.



This is the end of Part Three. Have a discussion with the community members. The discussion could last 15-20 minutes.

Optional questions:

- What is the water source for drinking and washing in your community?
- What type of latrine do people use in your community?
- How do people dispose the feces of children in your community?
- Do people usually wash their children's hands before feeding food? Why or why not?
- Do you think you can prevent from malnutrition only by feeding the right type and amount of foods to a child? Why?
- Is there relation between environmental hygiene and child's nutrition? How?
- Is this story realistic? Do you think this could happen in your village?



Ask the participants to reflect upon the lessons they have learned over the course of the story.

Reflections:

- Ask the participants to break into small groups of four to five people. Ask each group to discuss interesting or important lessons they have learned over the course of the story. Tell the groups that after a few minutes of discussion they will be asked to share two of the lessons they discussed with the larger group.
- As the groups share their lessons, the facilitator records them on the flip chart. If groups suggest similar lessons which are differently worded, the facilitator can combine them as one lesson.
- Once all groups has presented their ideas, the facilitator can open a large group discussion. What do people think of the lessons discussed? Do they agree? Do they have any questions? Are there any important lessons which have not been mentioned?
- After a group discussion, ask each person to think about which lesson is most important or meaningful for them or their family. Ask them what they can do individually to help themselves or their families. Ask each person to find a partner and share with their partner at least one thing they plan to do. When one partner has finished, allow the other partner to share his or her idea.

Key messages on Water Sanitation and Hygiene

1. To prevent from contamination of fingers, practice hand washing with soap at critical times. Do not also forget to wash the child's hands before feeding and after touching contaminated things. Keep handwashing facilities available near latrines and near dining room.
 - Wash your hands with soap before preparing food or cooking.
 - Wash your hands with soap before eating
 - Wash your hands with soap before feeding a child (including breastfeeding)
 - Wash your hands with soap after cleaning a child's bottom.
 - Wash your hands with soap after defecation or handling contaminated things.
2. For food hygiene and safety, practice the following:
 - Keep a clean environment for handling food (including handwashing, cleaning key surfaces and utensils, protecting food preparation areas from insects, pests and other animals)
 - Use safe water
 - Separate raw and cooked food
 - Cooking food thoroughly
 - Store food safely.

3. To minimize opportunities for children to ingest fecal matter and other contaminants around the home, promote the environmental hygiene by practicing the following:
 - Keep animals away from food preparation and child feeding areas, child play areas and water sources.
 - Regularly clear compound of any animal or child feces, at least daily.
 - Control disease vectors such as flies, mosquitoes, cockroaches and rats by covering food, improving drainage and safely disposing of garbage into a waste receptacle or protected pit.
 - Clean key surfaces, e.g., latrines, basins and kitchen floors and surfaces with soap and water (and bleach if available).
 - Provide safe areas for children to play that can be regularly cleaned.
4. For household and community sanitation, practice the following:
 - Use of a hygienic toilet by all.
 - Safely remove and treat fecal waste.
 - Dispose child's excreta properly into the toilet.

5. For sanitation for infants and toddlers, practice the following:
 - Dispose the fecal matter into toilets safely and wash the diapers safely
 - Use the potties and scoops that facilitate getting feces into latrines for safe disposal.
 - Make latrines 'child friendly'.
6. To improve water supply, practice the following:
 - Construct or improve water supply systems, e.g., piped water on-site, standpipes, boreholes, protected dug wells, protected springs and rainwater.
 - Collect and transport water safely to the point of use.
 - Treat the water, e.g., filtration, sterilization.
 - Store and use water safely.

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