



# **TVET LEVEL II**



# SOFT SKILLS

Safety, Health, and Environment

TRAINEE MANUAL











#### **Acknowledgements**

Rwanda Polytechnic (RP) would like to officially recognize all parties who contributed actively to the preparation of the Trainer and Trainee manuals of this module. We wish to extend our thanks to various organizations such as Workforce Development Authority (WDA), EDC through its USAID Huguka Dukore Akazi Kanoze (USAID - HDAK), TVET schools, Private Industries, GIZ Hanga Ahazaza Project and other individuals who greatly contributed from the initial concept towards publication of this training manual.



Under Rwanda Polytechnic (RP) supervision and involvement



Under Workforce Development Authority (WDA) guiding policies and directives



With funding provided by USAID through Huguka Dukore Akazi Kanoze (HDAK) project



And with technical support by Education Development Center (EDC) through local and international USAID HDAK experts

#### **Production Team**

#### **Authoring and Review**

Mr. Emmanuel Ndahiro
Mr. Jean Luc Ndahiro

#### Conception, Adaptation, Review and Editing

Mrs. Elizabeth Miller Pittman
Mr. Jean Marie Vianney Muhire
Dr. Kristen Edgar Potter
Mrs. Lauren Hakizimana

#### Formatting, Graphics and Infographics

Mr. Albert Ngarambe Mr. Simon Pierre Abayiringira

#### **Technical Support**

USAID Huguka Dukore Akazi Kanoze (HDAK) project implemented by Education Development Center (EDC)

### Safety, Health, and Environment

- Unit 1: Environmental policies and procedures at the workplace
- **Unit 2: Hazards and safety at the workplace**
- Unit 3: Healthy habits and safe reproductive health practices

# Unit 1: Environmental policies and procedures at the workplace



#### **Topics**

- **1.1** Safety, health, hygiene, and sanitation regulations in the workplace
- **1.2** Personal protective equipment
- **1.3** SHE related signs
- **1.4** Environmental regulations associated with accepted safe work practices
- **1.5** Reporting environmental incidents and potential problems

#### **Unit Summary:**

This unit describes the proper performance of tasks in accordance with safety, hygiene, and sanitation regulations as well as use of personal protective equipment required in the workplace. Also, it focuses on procedures for reporting potential problems including hazards and their control measures to ensure healthy working environments.

#### Self-Assessment: Unit 1

- 1. Look at the unit illustration and discuss it. What is happening? What do you think this unit will be about? What topics might be covered? Brainstorm with other students.
- **2.** After discussing the illustration as a class, fill in the self-assessment below.

There are no right or wrong ways to answer this survey. It is for your own use during this course. The trainer will read a skill that is listed in the left column. Think about yourself: Do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation now. At the end of this unit, we'll take this survey again to see how you have progressed in your learning.

My experience	I don't have any	I know a little	I have some experience	I have a lot of	l am confident
Knowledge, skills, and attitudes	experience doing this.	about this.	doing this.	experience with this.	in my ability to do this.
Apply hygiene and					
sanitation practices					
Identify and handle					
hazards and					
environmental issues in					
the workplace					
Prevent hazards and					
environmental issues in					
the workplace					
Identify important					
personal protective					
equipment for the					
workplace					
Wear appropriate work					
clothing or personal					
protective equipment.					
Take appropriate action					
when you see SHE related					
signs					

Identify environmental			
problems which need			
regulation			
Comply with			
environmental			
regulations and laws			
Identify the types of			
incidents that can happen			
in workplace			
Make accurate and timely			
reports of incidents			

# Topic 1.1: Safety, health, hygiene, and sanitation regulations in the workplace

#### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	Describe safety, health, hygiene, and sanitation principles/regulations at the workplace	1.	Follow applicable legal and regulatory requirements, and codes of practice related to safety, health, and the environment	1.	Accountable
2.	List procedures for resource usage at the workplace	2.	Assess a situation and take appropriate action	2.	Risk Conscious
3.	State procedures for recording, reporting and handling of unsafe situations at the workplace	3.	Follow reporting requirements in times of environmental or safety-related incidents.	3.	Cautious

	<u></u>				
<del>-</del>	Getting Started:	What do we	know and	where are	we going?



- **1.** With a partner:
  - **a.** Think about the environmental risks or hazards that are present at the school and at your home.
  - **b.** Together, list out as many as you can in a table like the following:

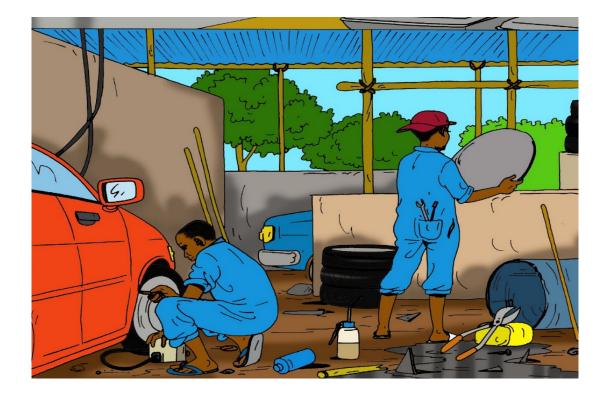
Environmental risks/hazards we find at	Environmental risks/hazards we find at
home	school

# Problem Solving Activity



#### Topic 1.1 Task 2:

- 1. Complete the following tasks and be ready to share your responses with the large group:
  - **a.** List all of the risks or hazards you can find in this workplace.
  - **b.** What can workers do to make this a healthier work environment?
  - c. What can workers do to make the workplace cleaner?
  - **d.** What do you suggest the workers do to make this workplace safer?
  - e. For each risk/hazard you found in step (a), list a solution.



#### 1.1 Key Facts

- Personal habits for health to prevent certain health conditions, such as heart disease and high blood pressure:
  - Eat a healthy diet: Fruits and vegetables are very important. Eat breakfast!
  - Exercise regularly and drink 4 litres of water each day
  - Sleep at least 8 hours each night
  - Brush teeth and practice good personal hygiene and sanitation
  - Avoid drugs usage and limit (or avoid) alcohol

#### Hygiene and sanitation

 Many diseases such as diarrhea and intestinal worms are preventable by safe hygiene and sanitation practices. These practices get rid of the germs that cause the illnesses.

#### Hygiene practices

- Personal hygiene: Oral, dental, and bodily hygiene: clean your whole body!
- **Food hygiene:** Food must be kept clean and carefully stored at home, school, and in restaurants, etc.
- Community hygiene: Public areas as well as private areas must be cleaned
- **Public Hygiene:** Includes clean water supply, waste disposal, garbage collection, etc.

#### ALWAYS wash your hands:

- Before eating, preparing food, or breastfeeding
- After using the bathroom
- Before and after treating wounds and after touching a sick person
- After handling garbage
- After blowing your nose, coughing, or sneezing

#### • Top Personal Hygiene Practices for Everyone:

- Bathe daily including washing hair
- Wash hands and face frequently (see above) and always before eating
- Brush and floss teeth after every meal
- Wear clean clothes and keeping your surroundings clean
- Hold a tissue or handkerchief (not hand) over mouth when coughing/sneezing
- Stopping bad habits such as nose-picking and touching the face
- No licking fingers before picking up sheets of paper and no biting nails

- Wash hands right after you touch your shoes or anything dirty or sick

#### • Sanitation best practices

- Dispose of solid waste in proper places
- Drain away wastewater and rainwater
- Ensure access to safe drinking water and to improved sanitation facilities (latrines)
- Wash hands with soap at critical times

#### Hazards in the Workplace

- **Safety hazards**: Unsafe working conditions that can cause accidents and injury, illness, and death. Examples: Hot surfaces, slippery floors, sharp objects.
- **Chemical hazards:** Gases, vapors, liquids, or dusts that can harm workers if not protected. Example: Pesticides can be poisons.
- **Biological hazards:** Living things that can cause illness or diseases. Examples: Flu, HIV/AIDS, Hepatitis, Tuberculosis, Bacteria, viruses.
- Other health hazards: Harmful things, not in the categories above, that may injure or sicken you. These hazards are sometimes less obvious because they may not cause health problems right away. Examples: Noise or repetitive movements.

#### Hazards can be controlled by:

- Removing the hazard
- Improving work policies/procedures
- Using protective clothes and equipment.

#### Harmful practices to the workplace environment

- Poor air quality and ventilation
- A lot of noise
- Insufficient lighting
- Uncomfortable desks or chairs
- Limited hygiene and sanitation facilities
- Low level of environmental awareness
- Lack of waste treatment practices
- Water shortages or wasted water

#### Solutions to harmful practices to environment in the workplace

- Conduct an inspection of environmental issues in the workplace then consult environmental policy, laws, and guidelines to ensure compliance and reduce risk
- Train employees about workplace environmental issues and compliance

- Provide green spaces around the workplace to ensure air quality
- Use energy efficient light bulbs and appliances
- Maintain air-conditioning at a constant temperature
- Reduce water use and stop wasting water
- Use environmentally friendly office products and non-toxic cleaning products
- Avoid buying single-use plastics (like small water bottles)
- Improved sanitation facilities (latrines or toilets, and clean water sources)



# Guided Practice Activity



#### opic 1.1 Task 3—Master Blaster Game:

In groups of four, read the instructions and play Disaster Blaster Game. Teams of 2 trainees challenge another team of two other by rolling the die and moving forward. Rules of the game:

- 1. Teams take turns rolling the die. Move the game piece the number of spaces shown. (Arrows indicate the direction to move) then follow the instructions written on the space where the game piece lands.
  - **a.** When a team lands on a blank space, their turn is over.
  - b. Whenever a team's game piece lands on a Disaster Blaster square (with a question mark "?"), the other team picks a Disaster Blaster card and reads the question aloud. The team on the square tries to answer correctly (so they get to move ahead one square) but if they answer incorrectly then they remain on that square until their next turn.
  - **c.** The opposing team should then read aloud the complete answer. Teams may not always know the "right" answer to a Disaster Blaster question, trainees use their best judgment. Trainees will learn the correct answers while playing the game.
  - **d.** The team reaching the finish first, wins the game.
- **2.** Summary brainstorming questions:
  - **a.** Tell the class two facts you learned by playing the game.
  - **b.** How do you feel about dealing with possible emergencies at work?
  - **c.** Have you ever had to deal with an emergency before?
  - d. With the information learned in the game, are you better able to handle an emergency?

#### 1.2 Key Facts

- **Emergency:** Any unplanned event that threatens employees, customers or the public; shuts down business operations; or causes physical or environmental damage. An emergency can be natural or caused by people.
- Examples of emergencies:
  - Severe illness or injury
  - Tornadoes, Floods, or Earthquakes
  - Explosions or Fires
  - Toxic releases or Chemical Spills
  - Terrorism or Violence
- Emergency Action Plans should include the following information:
  - What to do in different types of emergency and who will be in charge
  - Where shelters and meeting places are located, as well as evacuation routes
  - Emergency equipment and alert systems (including practice drills of the systems)
  - Procedures to follow when someone is injured or becomes ill
  - Employee responsibilities during different types of emergencies<sup>1</sup>



## Application Activity



#### Topic 1.1 Task 4:

- 1. In pairs, walk around the school grounds, and carry out the task below:
  - **a.** Identify hygiene and sanitation practices being used at the school.
  - **b.** Identify any hazards and environmental issues.
  - **c.** Recommend actions to be taken to prevent hazards and eliminate environmental issues.

<sup>&</sup>lt;sup>1</sup> Chao, E. L., & Henshaw, J. L. (2001). *How to plan for workplace emergencies and evacuations*. Occupational Safety and Health Administration (OSHA). <a href="https://www.osha.gov/Publications/osha3088.html">https://www.osha.gov/Publications/osha3088.html</a>



# Points to Remember

- Keep classrooms and green spaces at school clean.
- Wash hands when you come from the toilet.
- Workplaces should be clean to prevent hazards caused by the presence of waste.
- Follow recommended safety procedures to control hazards and face emergencies.



#### Section A: Choose the correct answer by circling the letter for each statement.

- **1.** Habits for good health include:
  - a. Regular bathing
  - **b.** Eating nutritious foods
  - **c.** Avoiding smoking and drinking alcohol
  - **d.** Being positive
  - e. All of the above
- **2.** Gilbert works in a restaurant. To prevent spreading of germs he should:
  - **a.** Wash the cooking surface once a week
  - **b.** Always use the same cooking surface for raw meat and raw vegetables
  - c. Wash his hands before and after preparing food
  - d. All of the above
  - e. None of the above
- **3.** Examples of safety hazards include:
  - a. Hot grease
  - **b.** Cluttered working areas
  - **c.** Slippery floors
  - **d.** Falling objects
  - **e.** All of the above
- **4.** Using protective clothing and equipment is a form of:
  - a. showing who the supervisor is
  - **b.** fashion
  - **c.** controlling hazards
  - **d.** clothing necessary only in urban areas

	e.	none of the above	
	f.	all of the above	
5.	Wł	/hat should you do for a severe cut	t?
		•	evate wound above heart, and seek medical help
	b.	Let the blood flow freely	
		Clean it with any water available	
		. All of the above	
	e.	None of the above	
Cir	cle '	on B: "True" if the statement is correct rect.	t/right or circle "False" if the statement is wrong or
1.	Pei	ersonal cleanliness is important at	home and at work.
		True	False
2.	Im	nproving work policies and proced	ures can help control hazards at work.
		True	False
3.	If y	your clothes catch fire, run for hel	p.
		True	False
4.		amily members do not need to was	sh hands before eating a meal together because they all
		True Fa	alse

True False

#### **Topic 1.2: Personal protective equipment**

#### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	List different personal	1.	Follow applicable legal	1.	Responsible
	protective equipment		and regulatory		
	(PPE) required for the job		requirements and codes		
	and the workplace		of practice related to		
			safety, health, and the		
			environment.		
2.	Describe the importance	2.	Practice use of personal	2.	Skillful
	of PPE in different		protective equipment at		
	workplaces		workplace		
3.	Explain use of PPE from	3.	Keep PPE clean and well	3.	Attentive
	one workplace to another		maintained		

### Getting Started: What do we know and where are we going?



#### Topic 1.2 Task 1:

- 1. Think individually and list out as many answers as you can to the following prompt:
- 2. List out all the elements that are necessary to have a healthy work environment: What must be done at a workplace to ensure workers' heath while at work?



# Problem Solving Activity



1. In groups of three trainees, discuss the situation presented in the scenario below and answers the questions:

Grace is one of the employee team leaders working in a cement factory. Most of the time she is in her office doing paperwork. One day, unexpectedly, she was asked to help a colleague to open a well that was more than 20 metres deep which had been recently

completed for sewage purposes. The heavy pit cover fell upon her foot and hurt her toe. Grace was severely cut, and her toe got fractured. Nobody knew what do to help her. She was bleeding and in pain so they took off her sandal but that was all they knew how to do.

- **a.** What mistakes happened in the story?
- **b.** How could those problems have been avoided?
- **c.** Do you think the factory should take charge of Grace's medical treatment? If yes, why? and if no, why not?
- **d.** If you were working with Grace, could you suggest some first aid practices to be done to her in this situation?
- **e.** Was their work environment healthy?
- **f.** What do you propose to make it healthier than it was?

#### 1.3 Key Facts

In accordance with the national labor code (2018), an employer is responsible to maintain health and safety of the workers at workplace and to keep the workplace in a state of cleanliness, hygiene, and safety adequate for health and safety of workers.

#### **Ministerial Order:**

Official gazette special No 66/2018 of 30/08/2018 law regulating labor in Rwanda:

- Article 78: Occupational Health and Safety Committee: An enterprise establishes an Occupational Safety and Health Committee (Law on labor in Rwanda, 2018).
- Article 3: Establishment of Workplace Health and Safety Committee: Any institution or company employing at least twenty (20) workers and which operates in the industrial sector, public works, and construction, or engaged in mechanical works or mining shall
- Article 79: Provide personal protective equipment:
  - An employer provides every person entering an area in an enterprise where he/she is likely to be exposed to the risk of injury or harm from contamination,

with suitable protective equipment and instructions for their use and verify that they are used.

#### • Article 80: First aid, fire-fighting and imminent danger:

 An employer takes the necessary measures for first aid, firefighting, preventing and fighting imminent danger that can occur in his/her enterprise.

#### Article 81: Preventing and fighting occupational accidents and diseases

- In order to prevent and fight occupational accidents and diseases, an employer does the following:
  - to assess risks of occupational accidents and diseases;
  - to develop occupational safety and health policy and monitor its implementation;
  - to prevent risks of occupational accidents and diseases;
  - to reduce in the best possible way risks of occupational accidents and diseases;
  - to fight occupational accidents and diseases;
  - to adapt modalities of preserving occupational health and security of employees with new technology.<sup>2</sup>



### Guided Practice Activity



#### Topic 1.2 Task 3:

- 1. Your trainer will bring examples of Personal Protective Equipment to the class. Take turns with other trainees and put on one piece of the PPE.
- **2.** Explain to the class how the equipment helps protect the person wearing that equipment then give an example of when such equipment should be used, try to think of at least two workplaces where each piece of equipment is needed.

<sup>&</sup>lt;sup>2</sup> Government of Rwanda. (2018). *Official Gazette no. Special of 06/09/2018: Ibirimo/Summary/Sommaire*. <a href="https://www.gmo.gov.rw/fileadmin/user">https://www.gmo.gov.rw/fileadmin/user</a> upload/laws%20and%20policies/New Labour Law 2018.pdf



**3.** Choose one piece of equipment and make a poster on flip chart paper. Carefully draw the piece of equipment then, on the poster, explain how that piece of equipment protects the wearer. Also list on the poster several examples of workplaces where such PPE would be needed, and any other relevant information.

#### 1.4 Key Facts

Personal protective equipment protects its user against physical harm or hazards that the workplace environment may present. Types of PPE:

#### Head protection

- Hazards: Person struck on the head by a falling object, person strikes his/her head against a fixed object, head contact with electrical hazards, too much sun or heat.
- Examples: hard hats, helmets, sun hats, visors.

#### • Eye protection

 Hazards: flying particles, dust, splashing substances, harmful gases, vapors, aerosols, high intensity radiation from welding operations. Examples: goggles, safety glasses.

#### Hearing protection

- Hazards: Noise, hearing loss.
- Examples: ear plugs, earmuffs.

#### Respiratory protection

- Hazards: gases, vapors, dust, mists, smoke, fumes, etc.
- Examples: respirators, face masks, cartridge filters, etc.

#### Hand protection

- Hazards: cuts, punctures, skin irritation, burns, sprains, strains, broken bones, amputations
- Examples: gloves, gauntlets, splints, etc.

#### Protective footwear

- Hazards: Falling or rolling objects, cuts, punctures, Chemicals or solvents, electrical current, extreme cold or wet environments, slips, trips, and falls.
- Examples: safety boots, gumboots, enclosed shoes

#### Body protection

- Hazards: exposed to sun or UV radiation outdoors, damage to muscles, bones, or joints, skin irritation.
- Examples: High-visibility garments, thermal wear, overalls, aprons, safety harnesses, long sleeves/trousers, sunscreen.<sup>3</sup>

#### What the law says on PPE:

Law regulating labor in Rwanda, is Official Gazette no. Special of 06/09/2018 which says:

#### Article 77: General health and safety conditions in the workplace:

"An employer must ensure the health, safety, and welfare in the workplace for employees working in his/her enterprise and for all persons who frequent the enterprise. An employee is not required to pay any cost in connection with measures aimed at ensuring occupational health and safety."

#### Article 82: Declaration of occupational accidents, disease or death

"An employer declares to the management of the social security body in Rwanda and to the Inspectorate of Labor where the enterprise is located, occupational accident, disease or death in accordance with relevant Laws. In case the employer fails to declare occupational accident, disease, or death, the victim of an accident or of the disease is entitled to do it. It can also be done by the beneficiary of the victim of accident or disease or of the deceased or by the competent authority within a period provided for by relevant Laws."

<sup>&</sup>lt;sup>3</sup> Studylib.net. (n.d.). *Personal protective equipment*. <a href="https://studylib.net/doc/7309541/personal-protective-equipment">https://studylib.net/doc/7309541/personal-protective-equipment</a>

<sup>&</sup>lt;sup>4</sup> Government of Rwanda. (2018). *Official Gazette no. Special of 06/09/2018: Ibirimo/Summary/Sommaire*. <a href="https://www.gmo.gov.rw/fileadmin/user\_upload/laws%20and%20policies/New\_Labour\_Law\_2018.pdf">https://www.gmo.gov.rw/fileadmin/user\_upload/laws%20and%20policies/New\_Labour\_Law\_2018.pdf</a>



# Application Activity



observations too.

You will visit local businesses with your class. The purpose of the visit is to observe the working environment and to note the different safety equipment used in each workplace. Write out your observations with a focus on safety and health equipment and procedures that you observe. The following three questions will be a start but be sure to include your own

- 1. Ask to see the first aid kits at each of the workplaces. Describe what is found inside each kit and if the kit has been used recently.
- 2. Are the places that you have visited prepared for an emergency?
- **3.** Give at least two bits of advice to help the business better respond should there be an emergency.
- **4.** Submit your report to your trainer on the day following the observation



#### Points to Remember

- Always use a helmet while riding motorcycles and bicycles.
- Comply with law on labor in Rwanda, 2018 for safety and health at work.



#### Section A: Please select the one choice that best answers the question

1.	Wł	nat type of protection is needed when you are exposed to hazards from flying particles?
	a.	Eye protection
	b.	Face protection
	c.	Head protection
	d.	All of the above
2.	On	ce your employer has provided you with PPE, you must use it whenever you are at work,
	eve	en if your job changes.
		True False
3.	Wł	nen in welding workplace, which warning would best alert workers to the required PPE?
	a.	Use of Safety glasses required
	b.	Foot protection required in this area
	c.	Hearing protection in this area.
4.	Wł	no is responsible for maintaining PPE?
	a.	Your employer
	b.	Yourself
	c.	Your co-worker
	d.	A and C
	e.	A, B and C
5.	The	e common available personal protective devices are designed to prevent injury to
	a.	Head
	b.	Feet
	c.	Eyes
	d.	All of the above
6.	Saf	ety hats or helmets are needed on jobs where head injuries are possible from:
	a.	Falling objects
	b.	Moving vehicles
	c.	Flying pans
	d.	All of the above.

- **7.** Safety boots are worn to reduce the probability of injury of:
  - **a.** Dust
  - **b.** Falling objects
  - **c.** Excessive noises
  - d. None of the above
- **8.** According to our policy, safety boots are required only on jobsite.

True False

#### Section B:

- 1. Who is responsible for the employee wearing PPE?
- 2. Discuss the importance of the PPE for (a) the workers and (b) the workplace in general.
- **3.** List required PPE for the following workplaces:
  - a. Meat market
  - **b.** Construction site
  - **c.** Hospital/health center
- **4.** Is a school uniform a PPE? Explain.
- 5. What kind of PPE should a person wear for respiratory protection?

#### **Topic 1.3: SHE related signs**

#### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	Define types of	1.	Interpret signs and	1.	Efficient
	compliance		implement related SHE		
			actions		
2.	Identify key safety signs	2.	Follow applicable legal	2.	Organized
	and what they mean		and regulatory		
			requirements and codes		
			of practice related to		
			safety, health, and		
			environment		
3.	Explain the use of safety	3.	Record and report SHE	3.	Self-motivated
	signs in the workplace		incidents		

Getting Started: What do we know and where are we going?



Topic 1.3 Task 1:

- **1.** Brainstorm as many answers as possible to the following question:
  - **a.** What safety signs do you see around the school?
- 2. As the class offers responses the trainer will list all the signs on the board.
- **3.** When the class list is complete, group into groups of 3 trainees. Each group will be responsible to explain the meaning of a few of the signs on the board—and to explain why that sign is related to safety and health in the school.
- **4.** Each group will report back to the class to explain signs and the SHE importance of those signs.

### Problem Solving Activity



#### Topic 1.3 Task 2:

1. Work in pairs. First read the case study, then work with your partner to discuss and respond to the questions below.

In April 2018, the Rwanda Standard Board (RSB) organized an inspection in different shops and found 15, 000 liters of a non-certified drink called "Kombucha". None of the customers had gotten sick, but still the RSB poured out all the uncertified drinks found in the shops.

Then, the RSB and Police jointly carried out an investigation and found the factory which produces non-certified drinks. They conducted an immediate audit on the products produced in the factory. An additional 10,000 liters of non-certified drinks were discovered inside the factory. The government decided to pour them out too.

After all that, one retailer said that the pouring out of the drinks in the shops was not fair. The shopkeeper argued that the RSB should punish the factory instead of punishing retailers because the shop personnel were not aware that the Kombucha had not been certified. The Director of RSB said that the audit was done in order to bring order and protect lives of the population.

- a. Why did RSB pour out the drinks since no body was sick due to drinking the Kombucha?
- b. What do you think about the retailers' statement? Was she right or wrong? Why?
- **c.** Who is responsible for ensuring that consumer products are certified by the government?

#### 1.5 Key Facts

- Forced compliance: When authority (rather than persuasion) is used to ensure a change in behavior by putting negative consequences in place should the rule not be followed.
  - Example: Under the law on environment Article 43, which prohibits acts related to emission of harmful noise, compliance was forced to ensure noise levels were regulated in different worship centers/churches. Venues that did not comply with the noise reduction regulations were closed down or fined—thus authority was used to force compliance.
- **Commanded compliance:** When quality standards/targets are presented by a government authority to encourage change in behaviors for the betterment of the population.
  - Example: Paying for "mutuelle de santé" health insurance is a commanded but not forced.
- **Voluntary compliance:** When the act of obeying a particular rule or law is the choice of the individual or the interested body with no external consequences or motivation.
  - Example: Drivers slow down when it rains because they all know it is safer, but no law describes that action.



# Guided Practice Activity



- 1. The trainer will assign your group to work with a few of the SHE signs shown below.
- **2.** For each sign, answer the following questions carefully:
  - **a.** What is the meaning of the presented sign? Explain the safety measure it describes.
  - **b.** Does every workplace need that sign?
  - c. What are the specific places where that sign should be seen?







































#### 1.6 Key Facts

Fire exit and emergency escape signs:



First aid signs



Wheelchair ramp (Disabled parking area)



Poison:



Electrical hazard sign



Assembly area



Fire equipment signs



No smoking signs



Slip, Trip and fall signs



Catering signs



**RSB Standardization S mark** 



Fire alarm call point







# Application Activity



#### Topic 1.3 Task 4:

**1.** You will be visiting a nearby workplace. While there complete the following table:

List out the signs that you see in the workplace:	
Which signs have purposes that are not clear:	
What additional signs would be useful? Why?	



#### Topic 1.3 Task 5:

1. Homework: List all SHE signs (and their meanings) you see when traveling between school and your home.

## Points to Remember

- Pay attention and comply with safety signs.
- Critical signs include fire exit signs, toxic hazards, RSB standardization S mark, water efficiency signs, electrical hazards signs.



#### Section A: Circle the correct answer to the following questions.

1.	Со	mpliance is all about
	a.	Doing anything as long as it doesn't harm anybody

- **b.** Having enough clients for your goods or services
- c. Making profit no matter what happens
- **d.** Knowing and doing what fulfills the official requirements
- e. None of the above
- **2.** What are the types of compliance?
  - a. Forced compliance
  - **b.** Commanded compliance
  - c. Voluntary Compliance
  - d. All of the above
- 3. The catering safety signs include warning such as
  - a. All food must be covered and dated
  - **b.** Do not store cooked and raw food together
  - **c.** Warning of cleaning chemicals
  - **d.** Beware of low temperature
  - e. All of the above.
- **4.** The skull and cross bones symbol means:
  - **a.** Rap music
  - **b.** Do not enter
  - c. Hospital
  - **d.** Poison
  - e. None of the above
- **5.** Some people will say that voluntary \_\_\_\_\_ with safety recommendations is more effective than increased regulation because in the end it is people who must choose for themselves.
  - **a.** Work
  - **b.** Compliance
  - c. Practice
  - **d.** Service

#### Section B: Complete the sentence by filling in the gaps.

1.	The RSB has the right to close shops if consumables lack the accreditation sign/mark.
2.	Safety signs are important because
3.	Fire equipment signs include a drawing ofto comply with SHE related signs.  a. People assembly area  b. No smoking sign area  c. A bottle of a fire extinguisher with a flame of fire  d. Someone falling by a slippery slope

- 4. Complying with SHE related signs are vital to
  - a. My business efficiency
  - **b.** My employee's safety
  - **c.** My client's health
  - **d.** All of the above
- 5. An assembly area with safety sign always means.....
  - a. A workplace without indoor meeting rooms
  - **b.** A place with good fresh air for work
  - c. An area to go when you feel tired
  - **d.** Where to gather instructions in case of a fire/crisis/emergency

# Topic 1.4: Environmental regulations associated with accepted safe work practices

#### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	List environmental	1.	Follow applicable legal	1.	Responsible
	problems and that		and regulatory		
	requires regulations		requirements, and codes		
			of practice related to		
			workplaces		
2.	State environmental	2.	Analyze environmental	2.	Cautious
	regulations and laws		issues and		
	pertaining to		environmental		
	environment		regulations		
3.	Discuss environmental	3.	Identify issues related to	3.	Decisive
	policy		environmental		
			compliance in the		
			workplace and suggest		
			solutions		

### Getting Started: What do we know and where are we going?



- **1.** Questions for discussion:
  - **a.** Where do you keep your waste in your homes and how do you dispose of it? Do you know where the household waste ends up?
  - **b.** What do you think of the ban on plastic bags? What are the negative sides of the ban? What are the positive sides? Have you noticed any benefit for the environment?
  - **c.** Are you aware of any other environmental policies in Rwanda?

# Problem Solving Activity



#### Topic 1.4 Task 2:

- 1. Observe the pictures below carefully and respond to the questions.
  - a. What does each picture represent? Is this something relevant to your community?
  - **b.** What effect does the illustration have on humanity and environment at large?
  - c. What other environmental problems are found at home, school, your sector, or district?
  - d. What measures can we take to prevent environmental degradation?
  - e. Do you know any environmental regulations? What do they say?



#### 1.7 Key Facts

 Workplace pollution: The presence of or introduction to the workplace environment of a substance which has harmful or poisonous effects, or an increase of concentration of pollutant. Airborne pollution can be described as hazardous substances in the form of particulate matter or gas that disperse in the air. Another noteworthy workplace hazard includes skin contact exposure or ingestion of pollutants.

#### Types of pollution

- **Air pollution**: Emission from vehicles, emission from industries.
- Land pollution: Waste from agricultural chemicals, industrial products.
- Water pollution: Industrial or domestic releases, mining waste, sedimentation, pesticides, fertilizers.
- Noise pollution: loud sound systems, TVs, earphones, places of worship, discos, construction sites, and machines such as mixers, grinders, vacuum cleaners, washing machines, air conditioners.

#### • Environmental Regulation of Rwanda

- Environmental Policies
  - National Environment and Climate Change Policy, 2019
  - Rwanda Biodiversity Policy, 2011
  - Land Policy, 2004

#### - Ministerial Orders

- Modalities for inspection of companies / activities that pollute the environment
- List of prohibited plans for construction
- List of water pollutants
- Modalities of environment conservation in mining and quarry extraction
- Procedure for declaration, authorization and concession for the utilization of water
- Special regulations relating to burying toxic wastes
- Regulations on importation/exportation of ozone layer depleting substances products
- List of protected animal and plant species
- Prevention of activities that pollute the atmosphere<sup>5</sup>

<sup>&</sup>lt;sup>5</sup> Rwanda Environment Management Authority (REMA). (n.d.). *Policies*. <a href="https://www.rema.gov.rw/index.php?id=27">https://www.rema.gov.rw/index.php?id=27</a>

### Measures for preventing workplace pollution

- Ensure good ventilation
- Wear protective gear or equipment when in contact with hazardous materials that cannot be otherwise avoided
- Deploy safety procedures (for example: identify and avoid direct contact with corrosive or toxic materials)
- Do not eat or drink in the presence of toxic or hazardous materials
- Undertake environmental inspections
- Provide waste management systems (waste bins, wastewater treatment plants, contract with companies for waste collection, transport and disposal into a landfill)
- Promote education, advocacy, and awareness surrounding environmental issues
- Improve washing and recycling facilities at mining sites and other industries
- Control erosion, protect riverbanks and lakes shores
- Ban of the use of plastic packaging materials, promote biodegradable packaging<sup>6</sup>



## Guided Practice Activity



### Topic 1.4 Task 3:

1. Read this scenario and discuss the questions below.

A driver of public transport bus observed an adult person urinating near the road between Kigali and Musanze. The driver called the Local Authority to report him and referred the person to the Sector Office to be arrested. The person was liable for an administrative fine of ten thousand Rwandan francs (RWF 10,000) for urinating in an inappropriate place.

- **a.** Do you think that a person who urinates in inappropriate place is wrong?
- **b.** Give examples of at least 4 inappropriate places for urination.
- **c.** Do you think that the driver was right to call the local authority?
- **d.** What can you do when you see a person who is degrading the environment?

<sup>&</sup>lt;sup>6</sup> Safeair Environmental Services. (n.d.). How to control workplace pollution. <a href="https://www.safeaires.com.au/control-workplace-pollution/">https://www.safeaires.com.au/control-workplace-pollution/</a>

e. Do you know of other laws that protect the environment against waste and pollution?

### 1.8 Key Facts

Information from the Government of Rwanda's Law on Environment (Official Gazette no. Special of 21/09/2018):

### Article 15: Protection and conservation of the atmosphere

 Any installation likely to create risks or cause pollution; vehicles and engine driven machines; commercial, craft, or agricultural activities; all must be conducted in accordance with technical principles established to protect and preserve the atmosphere.

### Article 18: Solid waste management

No person is authorised to discard solid waste in an inappropriate place. Solid
waste must be sorted, collected, and transported to appropriate destination in
accordance with relevant laws. Solid waste must be disposed of in appropriate
landfill or in a waste processing factory for production purposes.

### • Article 19: Management of hazardous and toxic waste

Any waste from hospitals, health centres and clinics, research centres equipped
with laboratories, industries, and any other hazardous or toxic waste must be
collected and treated in a manner that does not degrade the environment in order
to prevent, eliminate, or reduce any adverse effects on human health, natural
resources, and the environment.

### Article 45: Prohibited acts related to chemicals and waste

- It is prohibited to:
  - pile, dispose of and dump waste on unauthorised public places or any other inappropriate places;
  - import toxic waste or any product harmful to human health and the environment;
  - purchase, sell, import, export, transit, store and pile chemicals or other polluting or dangerous substances;
  - use explosives, drugs, poisonous chemicals, or bait in water that may harm fish:
  - use drugs, poisonous chemical substances, and bait that may kill wild animals and which may render them unfit for consumption;

- to defecate, urinate, spit, discard mucus, or other human waste in an inappropriate place;
- to burn domestic waste, rubbish, tyres, or plastic materials<sup>7</sup>



### **Application Activity**



### Topic 1.4 Task 4:

- 1. You and your group will visit an area of your school to determine if the school is in compliance with environmental laws. Answer the following questions then develop a short presentation to report your findings back to the class.
  - **a.** What environmental laws are applicable to the area of the school that you observe?
  - **b.** What is being done that is in compliance with environmental laws?
  - **c.** What could be done more carefully to reduce all the different types of pollution?
  - **d.** With regard to care for the environment, what other observations can you make?



### Politis to Kelliellin

Prohibited acts include:

- disposing and dumping waste in unauthorised public places
- purchasing, selling, importing, exporting, transiting, storing and piling chemicals
- defecating, urinating, spitting, discarding mucus or any human waste in public
- burning domestic waste, rubbish, tyres, or plastic materials

<sup>&</sup>lt;sup>7</sup> Government of Rwanda. (n.d.). *Law on Environment: Official Gazette no.Special of* 21/09/2018. <a href="https://environment.gov.rw/fileadmin/Environment Subsector/Laws">https://environment.gov.rw/fileadmin/Environment Subsector/Laws</a> Policies and Programmes/Laws/Law on environment.pdf



1.	Write	your	answer	under	each	question
----	-------	------	--------	-------	------	----------

- **a.** Explain three causes of environmental pollution.
- **b.** Give two types of pollution and their pollutants.
- **c.** Discuss two sources of air pollutants and prevention measures.
- **d.** Give examples of environment law related to the problems observed at school.

### Topic 1.5: Reporting environmental incidents and potential problems

### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	List potential incidents or	1.	Prepare a report for	1.	Conscientious
	problems in a workplace		environment or safety-		
			related incidents at work		
2.	Discuss potential	2.	Analyze potential	2.	Skilful
	problems related to		environmental incidents		
	environmental incidents		in a workplace		
3.	Explain the importance of	3.	Develop accurate report	3.	Accurate
	accurate and timely		on incidents in the		
	reporting of incidents		workplace		

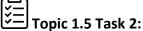
Getting Started: What do we know and where are we going?



Topic 1.5 Task 1:

- **1.** Work with a partner to write out a clear definition and give workplace examples for each of the following words:
  - a. Workplace Injury
  - **b.** Sexual and Physical Assault
  - c. Environmental Incident





- 1. Review the picture below. This picture shows a serious workplace incident.
- **2.** In your group discuss what you believe has happened—and what steps should now be taken.



### 1.9 Key Facts

### What is an incident?

- An incident is an unintended event that disturbs normal operations.
- Workplace incidents may be medical or environmental incidents.

### Medical incidents:

- May include falls, cuts, or other workplace injuries, physical or sexual assault (or other human rights violation), medication error, suicide, or death.

### Environmental incidents:

May involve the planned or unplanned release (or spilling) of substances from a
workplace into air, water, and/or land, equipment failure or lack of maintenance
of machinery, discovery of historical contamination, property damage, or other
pollution activity. Environmental incidents may include pollution, results of
severe weather such as flooding, landslides, fires, or power cuts.

### • Prevention measures:

- Emergency response planning for incidents
- Adequate protective gear worn and first aid kits in place
- Careful and on-going maintenance (as well as updates) to equipment
- Correct storage and handling of chemicals and other sensitive products

- Attention to waste removal and cleaning
- Training and awareness of environmental issues for operating staff

### Physical assault:

An act that inflicts physical force or harm on another person.

### Sexual assault:

Physical, psychological, or sexual gestures or actions directed at a person on the basis of their gender.

### Workers have a duty to report any and all incidents in the workplace, including:

- Any situation involving known or potential property damage or bodily injury should be reported regardless of the amount of damage or severity of injury. Even simple falls, for example, because slips, trips, and falls are a leading cause of injuries and fatalities in the workplace. Reporting and recording them can help eliminate them or control them if they happen.
- Report injuries or incidents to OHS (Occupational Health and Safety) Committee as soon as possible.



## Guided Practice Activity



1. Read the scenario below then answer the questions following the scenario.

A woman named Yvette is 32 years old. She worked for company as a Monitoring and Evaluation Officer. One hot afternoon she wanted to drink water in the office. She sat with her workmates in the office where there were many devices including computers, printers, lights, fans, and phone chargers all connected to one electrical extension cord on the floor. When Yvette took her glass of water, she tripped on one of the cords and unfortunately, her glass fell so the water went into the electrical extension. All the connected devices and accessories were damaged, and Yvette had a twisted ankle.

- **a.** What sort of incident has happened here? (Describe as many as you can. Give details)
- **b.** What was the cause of each of the incidents you identify in part (a)?

- **c.** Is it necessary to report this incident? Why or why not?
- **d.** What measures should the company take to prevent incidents like this from happening again?

### 1.10 Key Facts

### **Writing Accident Reports**

Adapted from Assurance Agency's "4 Steps for Writing and Effective Accident Report":

- Respond immediately with medical care and to eliminate continued hazards:
  - Employees should notify their supervisor as soon as an accident or injury occurs.
  - A supervisor's first responsibility is to ensure proper medical treatment or first aid.
  - If a hazard remains, the supervisor must immediately eliminate the risk of harm.
  - Your company/organization should have an established procedure for this.

### • Find facts and write an incident report:

- A thorough on-site accident/incident investigation should take place quickly after the incident so those affected still have the situation fresh in their mind. Items to include in a report are:
- Date, time, and specific location of incident
- Names, job titles, and department of employees involved
- Names and accounts of witnesses including:
- Events leading up to incident
- Specific employee actions at the moment of the incident
- Environmental conditions (e.g. slippery floor, inadequate lighting, noise, etc.)
- Specific injuries (Including part(s) of body injured, nature, and extent of injuries)
- Type of treatment provided for injuries
- Damage to equipment, materials, etc.

### Analyse why the incident happened:

- This is necessary for developing an effective plan of action for control.
- Consider both Primary causes (e.g. A spill on the floor caused a slip and fall) and
- Secondary causes (e.g. employee not wearing appropriate work shoes or carrying a stack of material that blocked vision.)
- Other contributing factors (e.g. burned out light bulb in the area)

### **Complete corrective Action Plan:**

- Recommendations for corrective action might include immediate corrective action, as well as long-term corrective actions such as:
- Employee training on safe work practices
- Preventive maintenance activities that keep equipment in good operating condition
- Evaluation of job procedures with a recommendation for changes
- Conducting a job hazard analysis to evaluate the task for hazards and then train employees on how to mitigate these hazards
- Engineering changes to make the task safer mechanically
- Administrative changes that revise the way the task is performed<sup>8</sup>



## Application Activity



- 1. Your trainer will group you into groups of three. Each group will be assigned to visit and assess a specific area of the school: kitchen/canteen, parking lot/garage area, administrative office block, classroom/bathroom areas, lab/practicum areas, other. Follow the steps below:
  - a. Make a detailed observation of your assigned area. Write down all the she potential hazards that you can see. Note and describe all she signs and describe other she support systems that are in place should an accident occur.
  - **b.** Discuss with your group what may be able to be done in a safer manner. Write a list of suggestions to offer as help to the school administration when you meet with them.
  - **c.** Fix a meeting with school administration to present your findings and your suggestions. Ask the administration representative to explain the existing she procedures and to explain how the reporting of incidents is done in the school, including who is responsible for the area that you reviewed, and who should be alerted to any potential hazards.
  - **d.** Write up your observations, suggestions, and the notes from your meeting with the administrative representative so you and your group can report back to the class.

<sup>8</sup> Klaras, D. (2018, April 25). 4 steps for writing an effective accident report. Assurance Agency. <a href="https://www.assuranceagency.com/blog-post/4-steps-for-writing-an-effective-accident-report">https://www.assuranceagency.com/blog-post/4-steps-for-writing-an-effective-accident-report</a>



## Points to Remember

- Incidents at a workplace should be reported immediately.
- Treatment of injured people is the first response in any incident.



## Formative Assessment

### Section A: Answer the questions by circling the right answer.

- 1. The first responsibility of an employer to deal with an employee accident is to ask:
  - **a.** If the employee's accident was done after work
  - **b.** If the cause was the employee's carelessness
  - c. If he can have an immediate and suitable medical treatment
  - **d.** All of the above
- 2. In case of an investigation about an incident at work the following should be done:
  - a. Jail those who caused the incident
  - **b.** Call the police because the employer was careless
  - c. Ignore the testimonies of witnesses to avoid time wasting
  - **d.** Act quickly while people remember what happened to ensure clear reporting of facts

### Section B: Write your answers to the following questions.

- 1. Who is responsible for providing a First Aid kit at the workplace?
- 2. Is the employer responsible for a physical incident if the employee did not put on his safety gear?
- 3. What is sexual assault of women at the workplace? Is it different from one gender to the other?



1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do self-assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this survey. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, Skill or Attitude in the left column. Think about yourself: Do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience	I don't have any	I know a little	I have some experience	I have a lot of	I am confident
Knowledge, skills, and attitudes	experience doing this.	about this.	doing this.	experience with this.	in my ability to do this.
Apply hygiene and					
sanitation practices					
Identify and handle					
hazards and					
environmental issues in					
the workplace					
Prevent hazards and					
environmental issues in					
the workplace					
Identify important					
personal protective					
equipment for the					
workplace					
Wear appropriate work					
clothing or personal					
protective equipment.					
Take appropriate action					
when you see SHE related					
signs					

Identify environmental			
problems which need			
regulation			
Comply with			
environmental			
regulations and laws			
Identify the types of			
incidents that can happen			
in workplace			
Make accurate and timely			
reports of incidents			

2. Complete the table below by identifying areas from the unit where you have improved and where you need improvement with the actions/strategies you will use to help you improve when receiving and interpreting information at the workplace.

3.

Areas of strength	Areas for improvement	Actions to take to improve
1.	1.	1.
2.	2.	2.

# Unit 2: Hazards and safety at the workplace



### **Topics**

- 2.1 Identifying hazards in the workplace
- **2.2** Applying control measures to unsafe situations at the workplace
- 2.3 Taking action during emergencies

### **Unit Summary:**

This unit covers the different hazards that workers meet at workplace, measures to be taken to diminish risk, and appropriate actions taken in case emergencies occur.

### **Self-Assessment: Unit 2**

- 1. Look at the illustration. What is happening? What do you think this unit will be about? What topics might be covered?
- 2. Fill in the self-assessment below.

There are no right or wrong answers to this survey. It is for your own use during this course. For each row, think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, we'll take this survey again to see how you have progressed.

My experience	I don't have	I know	I have some	I have a lot	l am
Knowledge, skills and attitudes	experience doing this.	a little about this.	experience doing this.	of experience with this.	in my ability to do this.
Identify potential causes of unsafe situations					
Outline different types of hazards					
Minimize unsafe and harmful situations at a workplace					
Describe principles of prevention/ risk control					
Apply hierarchy of risk control to real examples					
Follow emergency procedures					
Develop an Emergency Action Plan (EAP).					

### Topic 2.1: Identifying hazards in the workplace

### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	Identify unsafe or harmful	1.	Report unsafe and	1.	Conscientious
	situations at work, and list		harmful situations in a		
	causes		workplace		
2.	Discuss types of hazards	2.	Keep the workplace free	2.	Responsible
	at work		from potential hazards		
3.	Identify prevention	3.	Handle (or minimize)	3.	Attentive
	measures to mitigate		unsafe or harmful		
	unsafe or potentially		situations in a workplace		
	harmful situations				

### ☐ Getting Started: What do we know and where are we going?



### Topic 2.1 Task 1:

- 1. List as many hazards as you can that you have seen in each of the following places:
  - **a.** At home
  - **b.** At school
  - c. On TV
- 2. Given your experiences, try to provide solutions that could minimize the risks you have listed above.



## Problem Solving Activity



1. Read the scenario below and answer the questions.

Imagine that you are the only plumber at your factory. Your boss is putting lots of pressure on you because the building was poorly built and the plumbing has been leaking in the bathrooms, in the hallways, on the stairs, and also inside the walls so the paint is now

coming loose and falling on people's desk and into their other work. In addition, 3 neighbors have asked you to help them install a pump in their common area after work but they do not have the correct tools at home—you will have to borrow tools from the factory. You are feeling pressured and stressed because the budget you have for maintenance and repairs is not enough to solve all the problems.

- **a.** Identify three unsafe situations that may be part of this presented in the scenario. Describe the cause and the possible hazards that this situation presents.
- **b.** For each of the unsafe situations, write out two prevention measures that would lessen the risks presented to employees.
- **c.** Be prepared to present your results to the class for discussion.

### 2.1 Key Facts

### Unsafe situations:

Those that have potential to cause injury or death to an employee.

### Potential causes of unsafe situations at a workplace include:

- Human error: not following instructions, not putting training into practice, etc.
- Unsafe handling (loading, stacking and storing) of sensitive or heavy material
- Incorrect use (or abuse) of equipment
- Use of faulty equipment or "homemade" repairs which may cause damage

### Prevention of unsafe situation at workplace includes:

- Comply with all safety rules
- Report unsafe acts or unsafe conditions to your supervisor
- Encourage fellow employees to work safely
- Use the correct Personal Protective Equipment (PPE) for specific workplaces
- Check the condition of, and carefully maintain PPE<sup>9</sup>

### Hazards at a workplace may include:

- Chemicals hazards: Harm from exposure to hazardous chemicals through inhalation, absorption through the skin, or ingestion

<sup>&</sup>lt;sup>9</sup> Evangelist, J. (2018, May 3). *Key steps you can take to prevent workplace accidents*.

Transervice. https://www.transervice.com/key-steps-you-can-take-to-prevent-workplace-accidents/

- Physical hazards: Physical hazards include ergonomic issues, radiation, heat/cold, stress, vibration, and noise.
- Repetitive hazards: Harm caused by frequent lifting, poor posture, or awkward movements, especially if the movements are repetitive. 10



## Guided Practice Activity



1. Read the scenario and answer the questions below independently, then pair up with another trainee to improve your answers. After collaborating with a partner, you will have the opportunity to share your responses with the entire class.

Gakwaya owns the only tailor shop in town. He is overload with work. One day when he was working very hard to finish all of his orders, a client comes in complaining. Gakwaya listened to the man, then began to argue in his own defense. He was trying to calm down the client and was sewing at the same time. While talking to the client, the sewing machine caught his finger and pierced his finger so that it began to bleed. Later the place where his finger was cut became infected.

- a. If you were Gakwaya, what would you have done differently to avoid that incident and injury?
- **b.** What attitudes were needed to remain calm during such a stressful situation?



### Application Activity



**1.** You will visit a local workplace with a small group of other trainees.

Your job is to observe as many different types of hazard as you can see present—make a list! After you have made a list of hazards, for each entry on your list, describe what makes

<sup>&</sup>lt;sup>10</sup> International Occupational Hygiene Association (IOHA). (n.d.). Hazards. <a href="https://www.ioha.net/resources/hazards/">https://www.ioha.net/resources/hazards/</a>

the situation unsafe – and propose a solution that will minimize the risk from your identified hazard. Although you will work in groups, each trainee must write up an individual site-visit report to be submitted to the trainer for feedback and verification.



### Points to Remember

- Comply with all safety rules.
- Report all unsafe acts or conditions to your supervisor.
- Encourage fellow employees to work safely.
- Use Personal Protective Equipment that is the correct PPE for a specific hazard.



### Formative Assessment

- 1. Describe an unsafe situation in a workplace—and explain why it is a hazard.
- 2. List 3 general prevention measures to minimize unsafe situations at a workplace.
- **3.** Give examples of 2 repetitive-type hazards type and 2 physical hazards.

## Topic 2.2: Applying control measures to unsafe situations at the workplace

### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	Identify the causes of	1.	Interpret the Hierarchy of	1.	Skilful
	risks that require		Control unsafe situation		
	prevention and control of				
	unsafe situation				
2.	List principles of	2.	Apply the Hierarchy of	2.	Responsible
	prevention and control		Control to unsafe		
			situations		
3.	State practical examples	3.	Implement principles of	3.	Organized
	for the Hierarchy of		prevention and control of		
	Controls		risks		

## Getting Started: What do we know and where are we going?



### Topic 2.2 Task 1:

- 1. Brainstorm with the class to make a list of risks found in workplaces or schools—with a particular focus on hazards that can be controlled or minimized, but which cannot be fully eliminated.
- **2.** An example of such a risk would be the following:

As a butcher, you will always have the risk of cutting yourself with a knife—you can minimize the risk by being wearing protective equipment, maintaining tools correctly, etc., but the risk of cutting yourself cannot be eliminated because you need that knife to do the job of butchering animals into meat products—and that knife could cut you too!

**3.** Your trainer will write the list of ideas from the class on the board. Copy the list into your copy book so you can review it later.

## Problem Solving Activity

## Topic 2.2 Task 2:

1. Read the scenario and answer the questions below.

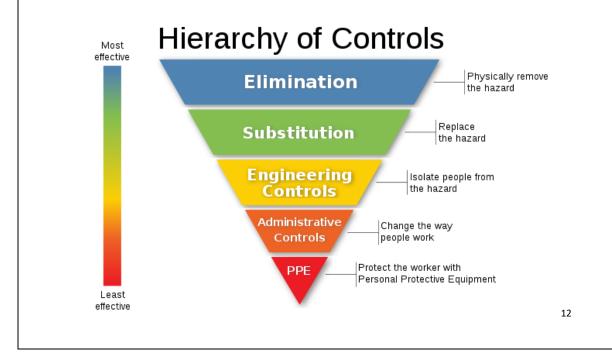
A company making insulation for roofing is producing airborne asbestos fibers which are in the work area, so employees breathe them in each day. Although asbestos serves to strengthen and fireproof the roofing materials, asbestos has thin, needle-like fibers which are dangerous to a human being because when you inhale them, they damage your lungs and cause cancer. The company is producing a lot of roofing material both for Rwanda and for export; thus, the company is paying a big cut of the taxes in the country. You, the company, and the government must consider promoting industrial growth, but also must consider the health and safety of the people and the environment.

- **a.** What actions should the government take to promote growth of Rwanda in this case?
- **b.** What actions should an employer take to ensure health and safety of employees in the factory?
- **c.** Is there any way that both goals can be achieved?

### 2.2 Key Facts

- Workplace inspections help prevent incidents, injuries, and illnesses.
  - A critical examination of a workplace should help identify and document hazards and provide solutions or corrective action.
- Three principles of risk control:
  - Prevent risks
  - Protect safety and health
  - Eliminate accidents
- Control measures minimize or eliminate hazards or separate hazards from workers.
- The 5 levels of the risk control hierarchy are the following: (ordered from most effective solutions to least effective solutions)

- Elimination (most effective)
- Substitution
- Engineering controls
- Administrative controls
- Personal protective equipment (least effective)<sup>11</sup>
- These measures ensure that risks are evaluated, addressed, and avoided.



License: Public domain

<sup>&</sup>lt;sup>11</sup> Druley, K. (2018, March 25). *The hierarchy of controls*. Safety and Health

Magazine. <a href="https://www.safetyandhealthmagazine.com/articles/16790-the-hierarchy-of-controls">https://www.safetyandhealthmagazine.com/articles/16790-the-hierarchy-of-controls</a>
12 Pittman, M. (2020, May 14). NIOSH's "Hierarchy of Controls infographic" as SVG. Wikimedia

Commons. <a href="https://commons.wikimedia.org/wiki/File:NIOSH%E2%80%99s">https://commons.wikimedia.org/wiki/File:NIOSH%E2%80%99s</a> %E2%80%9CHierarchy of Controls infographic%E2%80%9D as SVG.svg



## Guided Practice Activity



1. Your trainer will read the example below aloud and explain each step of the hierarchy of risk control (pictured above). When the explanation is complete, you will be asked to think of an example of a risk, similar to this example, and outline things that could be done at each level of the hierarchy of control to diminish the given risk, so be sure to ask any questions you may have so the trainer can clarify using the given example before you work individually.

When it rains, water leaks from the roof and from windows into one of the stairwells at the school so the steps become slippery and trainees risk falling.

- a. Protective Equipment: The lowest level of control is to use PPE: in this case, trainees should wear footwear that has solid soles, so they are less likely to slip than if they were wearing sandals.
- **b.** Administrative Controls diminish risk through rules and procedures: the school leadership makes rules that trainees should hold handrails while using the stairs so they will not fall as often.
- c. Engineering control is the next level of control –when a solution is engineered to diminish the problem: for example, the school could cut anti-slip grids into the concrete steps, so they do not get too slippery, even when they are wet. The engineering control has addressed the problem, but not the root cause of the issue.
- **d.** Substitution: the next level of control is substitution: an alternative to avoid the risk is found. In this case, trainees could use a different set of stairs when it is raining—one that is always dry but may be further away.
- e. Elimination: The final level of risk control is elimination of the hazard by removing the cause of the risk: the school must rebuild the stairs with better roofing and tighter windows so no water leaks in.

- 2. You will now work independently. Give an example of a risk, similar to this example, and outline things that could be done at each level of the hierarchy of control to diminish the given risk.
- **3.** Write out your scenario and the answers to each of the 5 levels of the hierarchy. Submit to the trainer for verification.



## S Application Activity



### Topic 2.2 Task 4

- **1.** Together with your class and your trainer, you will visit the nearest local authority office. Your trainer has organized an interview with one of the representatives at that office.
- 2. The authority will describe some of the workplace risks that they are aware of and how they have minimized those risks. You should take notes so you can remember all that is said!
- **3.** If relevant, the authorities may also explain how they deal with accidents and how they investigate injuries in workplaces. Ask the authorities if they could provide examples! (politely!)
- **4.** After the site visit, you will be required to write up one of the examples of risks that the local authority spoke about. Describe the risk and then use the hierarchy of risk control to provide 5 different levels of recommended solutions (one for each step) that relates directly to the risk identified.
- 5. Submit your report to the trainer at the beginning of the next class meeting.



### Points to Remember

- It is better to prevent risks than to manage accidents.
- Health and safety for workers is the key.
- The hierarchy of risk control provides a framework for finding solutions to risks.



### Write answers to the following questions.

- 1. What are the five levels of the hierarchy of risk control?
- 2. What are three principles of risk control?
- **3.** How does it benefit a business to control as many risks and limit as many hazards as possible?

### **Topic 2.3: Taking action during emergencies**

### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	Identify different points	1.	Follow emergency	1.	Attentive
	to include in an		procedures		
	emergency procedure				
2.	Discuss the components	2.	Develop an Emergency	2.	Responsible
	included in Emergency		Action plans (EAP)		
	Action plans (EAPs)				
3.	Explain the importance of	3.	Implement and evaluate	3.	Collaborative
	emergency procedures		Emergency Action Plans		
	and EAPs				

### ☐ Getting Started: What do we know and where are we going?



### Topic 2.3 Task 1:

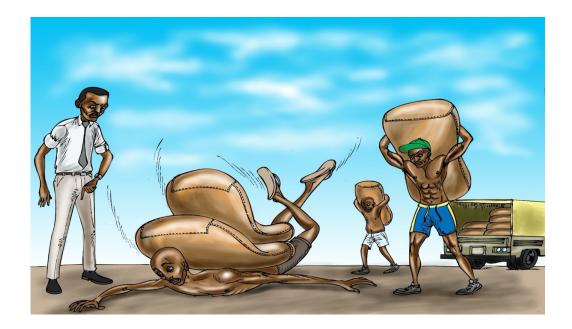
- 1. Share with the class:
  - **a.** Your experiences using measures to control unsafe or harmful situations either at your home or in a workplace.
- **2.** As trainees share their experiences trainer will write summaries on the board.
- **3.** Consider the experiences and give examples from the hierarchy of controls that may help diminish the risks in each case.





### Topic 2.3 Task 2:

**1.** Review the illustration below and then answer the questions. Discuss your thinking with a partner



- **a.** If you were the director of the company shipping these sacks of rice, what would you do differently than the man yelling at the fallen laborer?
- **b.** What should be done to avoid such an emergency?

### 2.3 Key Facts

A workplace emergency is an unforeseen situation that threatens employees, customers, or the public; disrupts / shuts down operations; or causes physical / environmental damage.

- Emergencies maybe natural or manmade and may include:
  - Weather related disruptions: Floods, hurricanes, tornadoes
  - Fires or Explosions
  - Toxic gas releases or chemical spills
  - Civil disturbances, or workplace violence resulting in bodily harm or trauma.
- **To limit harm from a workplace emergency**: An Emergency Action Plan should be in place!
- Emergency procedures should include:
  - Leadership chain of command: Know who is in charge in any emergency.
  - Alert and alarm systems: Let employees know when there is a problem.
  - Essential actions such as emergency shutdown procedures, medical responses, etc.
  - Training: all employees should be aware of emergency procedures.

**Note:** Work should not resume after an emergency if danger remains. 13



## Guided Practice Activity



### Topic 2.3 Task 3:

1. Read the scenario and answer the questions below.

In March 2018, Rubavu District, located in the Western province of Rwanda, experienced heavy rain fall. The rains resulted in flooding along the Sebeya River and landslides in the steep areas of the district. The affected areas were in four sectors, namely Nyundo, Nyakiliba, Rugerero and Kanama. In total, 5,000 households (with approximately 25,000 people) were affected by the floods. Approximately 4,750 people from 950 households lost their homes. Other people lived behind washed out bridges and roads, and their farmlands were flooded or eroded away.

- a. Have you been in an area that has experienced heavy rain and flooding? Describe the situation.
- **b.** Advise on emergency actions that could be taken by the sectors to help with the disaster management when such disasters happen.
- c. List the main element you should include in the emergency action plan for the above situation in the scenario, including leadership, alarm systems, essential actions, and training that should happen to reduce the risks and minimize risks and damages.

<sup>&</sup>lt;sup>13</sup> Chao, E. L., & Henshaw, J. L. (2001). How to plan for workplace emergencies and evacuations. Occupational Safety and Health Administration (OSHA). https://www.osha.gov/Publications/osha3088.html

### 2.4 Key Facts

A written document to facilitate and organize employer and employee actions during workplace emergencies. 14

- All Emergency Action Plans (EAPs) should include the following components:
  - Training for all staff on a regular schedule and also for new staff as they on-board
  - Alarm systems overview to alert staff and visitors of an emergency
  - Evacuation procedures, escape routes, and floor plans
  - Account for people methods during/after emergency
  - All clear determination lets people know danger is over or under control
  - Reporting systems and guidelines:
    - Alerting authorities
    - Notifying parents, guardians, or next of kin.
    - Media outreach



## Application Activity



- **1.** Consider what your school does when there is a fire emergency.
- 2. Given that you have taken part in the fire drills that are held regularly, you will be aware of the processes and expectations of different people. Your job now is to use the information that is in 2.4 Key Facts to write up a detailed Emergency Action Plan for your class, in case there is a fire.
- **3.** Be sure to include the actions that are to be taken by the different people involved: trainees, trainer, school leadership, etc.
- **4.** When you have completed an individual EAP, share your ideas to make a class EAP.

<sup>&</sup>lt;sup>14</sup> Occupational Safety and Health Administration. (n.d.). Evacuation plans and procedures eTool - Emergency action plan

<sup>(</sup>EAP). https://www.osha.gov/SLTC/etools/evacuation/eap.html#:~:text=An%20emergency%20action%20plan%20( EAP,employee%20actions%20during%20workplace%20emergencies



- It is always best to avoid emergencies—but it is also important to plan for them!
- An EAP provides an organized response to an emergency.



## Formative Assessment

### Write your answers to the following questions.

- 1. What is a workplace emergency?
- 2. What is an emergency action plan?
- 3. State two natural emergencies and two manmade emergencies.
- 4. Name three elements to include in an EAP.

1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do self-assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this survey. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, Skill or Attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience	I don't have	I know a	I have some	I have a lot of	l am
Knowledge, skills, and attitudes	any	little	experience doing this.	experience with this.	confident in

	experience	about		my ability
	doing this.	this.		to do this.
Identify potential causes of				
unsafe situations				
Outline different types of				
hazards				
Minimize unsafe and				
harmful situations at a				
workplace				
Describe principles of				
prevention/ risk control				
Apply hierarchy of risk				
control to real examples				
Follow emergency				
procedures				
Develop an Emergency				
Action Plan (EAP).				

2. Complete the table below by identifying areas from the unit where you have improved and where you need improvement with the actions/strategies you will use to help you improve when receiving and interpreting information at the workplace.

Areas of strength	Areas for improvement	Actions to take to improve
1.	1.	1.
2.	2.	2.

# Unit 3: Healthy habits and safe reproductive health practices



### **Topics**

- **3.1** Family planning methods
- **3.2** Prevention of Sexually Transmitted Infections (STIs)
- **3.3** Integrating healthy foods into family diets
- 3.4 Practicing healthy habits to maintain physical and mental health

### **Unit Summary:**

This unit describes family planning methods and methods to prevent spread of sexually transmitted infections (sometimes called Sexually Transmitted Diseases or STDs). This unit also discusses healthy lifestyle habits including understanding a healthy diet and the benefits of exercise, as well as risks associated with smoking and drinking alcohol). The goal of this unit is to promote healthy lifestyles for a more productive home and professional life.

### **Self-Assessment: Unit 3**

- 1. Look at the illustration above and answer the questions below. What is happening? Have you observed the same situation in your community? Notice that this family is in a health centre, so they must have a health issue. The purpose of this unit is to learn about aspects of a healthy family and professional life.
- **2.** Fill in the self-assessment below.

There are no right or wrong answers. It is for your own use during this course to help you focus your learning. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, you will take this survey again to see how you have progressed.

My experience	I don't have any	I know a little	I have some	I have a lot of	I am confident
Knowledge, skills and attitudes	experienc e doing this.	about this.	experienc e doing this.	experience with this.	in my ability to do this.
Describe some family					
planning methods					
Explain advantages and					
disadvantages of family					
planning methods					
Communicate assertively					
to negotiate use of					
condom or other family					
planning					
Recognize symptoms of					
STDs					
Identify causes and					
prevention methods of					
STDs					
Create meals that include					
the essential nutrients					
identify signs of					
malnutrition					

Identify healthy dietary			
habits and behaviors			
Identify activities, habits,			
and behaviors beneficial to			
health			

### **Topic 3.1: Family planning methods**

### **Key Competencies:**

Knowledge		Skills		Attitudes	
1.	Identify family planning	1.	Describe the use of family	1.	Skillful
	methods available locally		planning methods		
2.	Discuss advantages and	2.	Discuss planning methods	2. Responsible	
	disadvantages of		provided by the local		
	different family planning		health services		
	methods				
3.	Explain the importance	3.	Communicate assertively	3.	Confident
	of assertive		to negotiate use of		
	communication		condoms and other family		
			planning		

Getting Started: What do we know and where are we going?



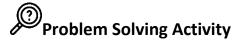
### Topic 3.1 Task 1:

### 1. Discuss:

### Rwanda is the most densely populated country in Africa.

- **a.** Can you explain what the statement means?
- **b.** Discuss advantages and disadvantages of large populations.
- c. Consider population size for the country, a local community, and a family.
- **d.** Focus on the word 'dense' which means that there are many people per hectare in Rwanda.
- **e.** Discuss the implications for farming and for food security on a family-level as well as for the nation, given that Rwanda has so many people per hectare and is a very small country.

- 2. Review the illustration at the beginning of this unit.
- **3.** Note that a large family is expensive to keep well: food, education, health, and more all cost money so to be prosperous, a family needs to plan carefully and not have too many children.





### Topic 3.1 Task 2:

1. The young woman in the picture is feeling bad. She was with her boyfriend the night before and he convinced her that they should have sex even though neither one of them had a condom. They have only had sexual contact one time—and they both love each other very much. She is still in school and wants to study to become an accountant—before she has a family. The boyfriend is older and has finished school—he wants to have a family now which is one reason he did not want to use a condom, but he may join the military soon and does not have enough money for a family, so he cannot commit to getting married.

Now she is worried that she may be pregnant and may have gotten a sexually transmitted infection from her boyfriend.



**a.** Is she correct in thinking that she may be pregnant and that she may have gotten an infection?

- **b.** What can you advise her to do now?
- **c.** How can she avoid this situation in the future?
- **d.** Who are the people in the community that can help this young woman?

#### 3.1 Key Facts

Family planning is defined as "educational, medical, or social activities which enable individuals, including minors, to determine freely the number and spacing of their children and to select the means by which this may be achieved." <sup>15</sup>

#### Advantages of effective family planning:

- Reduces unplanned pregnancies
- Improves health of the mother as well as health of other children in the family
- Frees women from financial burden of too many children
- Enables women to complete schooling and develop a career
- Prevents the spread of sexually transmitted infections (STIs) (if condoms are used)

#### Methods of family planning:

Condoms protect against unwanted pregnancy AND Sexually Transmitted Infections

# • The following family planning methods protect against unwanted pregnancy but they do NOT protect against sexually transmitted infections:

- Hormonal birth control pills (some women have minimal side effects)
- Emergency contraceptive Pills (used the day after unprotected sex)
- Intra-Uterine Devices (IUDs) (surgically positioned inside a woman's uterus)
- Injected implants (usually inside arm. Implantation technique similar to a vaccine)
- Breastfeeding or lactational amenorrhea method (LAM) (not effective!)
  - Note: Requires breastfeeding every four hours. Not a dependable method.
- Surgical sterilization (vasectomy for males, tubal ligation for females) prevents pregnancies but is usually NOT reversible.
- **NOTE:** Only condoms protect both partners against sexually transmitted infections (STIs)—so condoms should be used in conjunction with other methods to avoid STIs.

<sup>&</sup>lt;sup>15</sup> Wikipedia. (n.d.). Family planning. Retrieved 2020, from https://en.wikipedia.org/wiki/Family planning

#### Assertive communication in sexual relationships:

- Assertive communication is asking for what you want or need, saying what you are really thinking, and saying no to what you don't want. You express your thoughts and feelings clearly and directly with no intention of hurting or disrespecting the other person.
- Assertive communication may be needed to convince your partner to use a condom to prevent sexually transmitted infections from spreading and from harming you!
- **Example:** A person can (should!) say to their partner, "I care about you, and if you care about me then you would want to protect me from any sexually transmitted infections—so you would use a condom every time we have sexual contact. So, let's use a condom!"

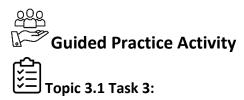
#### Remember:

- Using a condom is the only way to protect yourself from Sexually Transmitted Infections!
- Family Planning also helps avoid early and unwanted pregnancies.

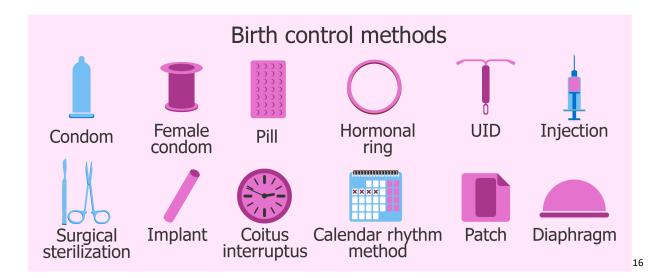
#### • Some of the difficulties that are linked with early pregnancies are the following:

- Family problems -angry parents, a girl may be thrown out of the home, sent to live with the grandmother, parents fight over blame for not providing information, etc.
- Education problems young women may drop out from school, they lose the opportunity to finish education/training, which means job opportunities are limited.
- Health problems The growing baby needs a lot of nutrients that will come from the mother. This can make the mother tired and vulnerable to illness if she isn't eating the proper foods. The girl could suffer from headaches, dizziness and tiredness due to a shortage of iron in her blood. The girl's hips are not as wide as a woman's hips. She may need an operation to have the baby, which is dangerous for her health. Pregnancy in early years may also lead to infertility later. Death from illegal abortion, which girls attempt in desperation or under pressure from peers, is possible. The baby's health will also be uncertain without having received proper nutrition from the young mother.
- Financial problems The girl will find it very difficult to cope with a new baby. It will be an added mouth to feed and she will probably not be able to work at the same time (especially if the father is not contributing). Her job choices are limited because she may have to stop her education. She is in danger of being forced to have sex for money in order that she can support the child, which means she is more likely to catch HIV and to have more children making her problems even worse.

 Social problems – The girl may fear the reaction of parents, school, friends, etc. She may be ashamed, afraid, confused, and could be marginalized from society. This could even end in suicide. The father may leave her, or friends and classmates may stigmatize her.



1. Review the illustration below.



- **2.** Make a list of the contraception methods that you are familiar with and then a second list of the contraception methods that you have not heard of before.
- **3.** After each item on your list write out a question regarding that particular method of family planning.
- **4. Note:** You may have heard of (or are aware of) some of these methods, but you may still have questions that remain regarding that method.
- **5. Note:** You personally may not have any questions, but you may have heard others who have questions, so write one question for each of the methods.

<sup>&</sup>lt;sup>16</sup> OBGYN Associates of Central FL. (n.d.). *Contraception methods*. https://obgynfl.com/contraception/

- **6.** Be sure to write down at least one question for EVERY method of family planning.
- **7.** You do not need to write an answer—only write a question.
- **8.** When all the groups in the class have finished, the trainer will ask you to read aloud the questions that you have for each of the given methods of family planning. After every question the trainer or other trainees will try to provide an answer to the question. If no one knows the answer, then the question will be written on a list for the Health Care provider during the site visit to the local Health Center.

### 3.2 Key Facts

The table below describes the methods, description, advantages, and disadvantages

Method	Introduction	Description	Advantages	Disadvantages
Hormonal	Effective	Includes Intra	May reduce	Some women
birth control.	contraception for a	uterine devices	menstrual cramps,	have side
	woman –protects	(IUDs), subdermal	or lighten periods	effects: breast
	against pregnancy	contraceptive		tenderness,
		implants,		nausea,
	Provides	injections, and		headaches.
	NO PROTECTION	pills.		No protection
	FROM STI			from STIs
Voluntary	Voluntary Surgical	In women, the	Immediately	Requires
surgical	contraception (VSC)	process is called	effective	surgery – a risk
contraception	includes female and	Tubal ligation, and		Not reversible
(medical	male sterilization	involves cutting	Requires no daily	No protection
operation to	procedures that are	the fallopian tubes	attention	from STIs
eliminate the	intended to provide	to prevent the egg		including
possibility of	permanent	from reaching the	Does not affect	HIV/AIDS.
pregnancy)	contraception.	uterus. In men	sexual pleasure	
		Vasectomy		
This is	Provides	involves cutting		
PERMANENT	NO PROTECTION	sperm ducts to		
	FROM STI	prevent passage of		
		sperm into semen		

Condoms	Dovices that provide	It is rolled on to	A reliable method	May discust
Condoms	Devices that provide			May disrupt
	a physical barrier	the penis before	of preventing	spontaneity
	between the sperm	sex.	pregnancy.	during sex
	and the egg.			A few people
			Protects both	are allergic to
	This is the ONLY		partners from STIs,	latex – but
	method to protect		including HIV/AIDS,	polyurethane
	against Sexually		Gonorrhea, and all	condoms are
	Transmitted		STIs	available
	Infections (STIs)			
Lactational	Breastfeeding may be	A delay in	Encourages	Not suitable if
amenorrhea	used as a	ovulation is	breastfeeding.	mother works
Method (LAM)	contraceptive	caused by the		outside home.
	method.	action of		
		hormones from		No protection
	This method is NOT	breastfeeding for		against STIs
	effective.	ONLY 6 months		including HIV.
	NO STI protection!			
Fertility	Periodic abstinence	Based on NO	Requires daily	Difficult to plan.
awareness or	method.	sexual intercourse	monitoring of	
Periodic	This is NOT effective.	during fertile	fertility	No protection
Abstinence	NO STI protection!	phase.	indicators—which	against STIs
method		•	is tricky.	
Emergency	Emergency pill is	Timing is critical	Not practical for	Limited time
contraceptive	taken after		on-going family	frame (only 5
Pills (ECP)	unprotected sexual		planning	days) after
, ,	intercourse.			unprotected
	(Must be taken			intercourse.
	within 5 days)			
	,.,			No protection
	NO STI protection!			against STI
	110 311 protection:			agamst 311

Implants	Implants are long-	Implants stop your	Long-acting lasts	May induce
	acting but reversible.	body from	for up to 3 years.	irregular
	Two small rods (the	releasing monthly		periods or long
	size of matchstick)	eggs.	Reversible-you can	periods
	are put under the	Inserted under	take it out any	
	skin inside your arm.	skin above the	time.	No protection
		elbow effective for		against STIs
	NO STI protection!	3 years		

Remember: Using a condom is the only way to protect yourself from Sexually Transmitted Diseases!

#### Topic 3.1 Task 2:

The trainer will pick two volunteers to act out the following role play. One trainee will be Cynthia and the other will be the husband. There are three different reactions to the scenario—so pay close attention:

**Scene:** Cynthia has recently been hired as house help in a family's home. One day, while she was finishing a cup of tea on her break, the husband came home. He started flirting with her and making her feel uncomfortable.

**Reaction 1 (Passive):** Cynthia feels uncomfortable but goes along with his flirting and light touching. She is happy to be earning money and doesn't want to upset her boss.

Reaction 2 (Aggressive): Cynthia screams at her boss and throws her hot cup of tea at him.

**Reaction 3 (Assertive):** Cynthia says to the husband: It makes me feel uncomfortable when you talk this way and I am sure your wife would not like it either. Please stop. I will need to talk to her about it if you continue.

- **a.** What happened in the role play that made the outcome different each time?
- **b.** Which was the best way for Cynthia to react? Why?
- c. What would YOU have done in Cynthia's situation?
- **d.** How does this role play relate to negotiating condom use with your boyfriend/girlfriend?



- 1. Work with a partner. Take turns being the person saying the things in the first column, and the person responding with the things in the second column. Then switch roles so you practice all.
- **2.** As you practice, try to think of at least one other response that uses assertive communication to negotiate with your partner to use a condom during a sexual interaction.

# **Condom Negotiation**

If your partner uses this excuse	You can reply
I can't feel anything when I wear a	Have you ever tried sex with a condom? There is
condom.	plenty of sensation. And maybe you will last
	longer.
I love you. Would I give you an infection?	You wouldn't mean to, but most people
	don't know they're infected.
Let's do it just once without a condom.	It only takes one time to get HIV.
Condoms don't work.	They almost always do, and they stop the HIV
	virus.
Condoms ruin the romantic atmosphere.	They don't have to. I can put it on for you.
I'm insulted! You must think I'm infected.	Not at all. I want it because I care about us and
	our relationship.
I won't have sex with you if you insist on	Let's put sex off, until we can work out our
using a condom.	differences.
I'm on the pill. You don't need to use a	The pill is good for birth control, but it doesn't
condom.	protect you against STDs or HIV.
None of my other boyfriends (or	You are telling me that you have other partners
girlfriends) uses condoms.	who don't use protection. You don't know how
	many people they've slept with. Any one of them
	could be HIV-positive and not know it!
I'm afraid it will slip off and stay inside	Don't worry. I know how to put it on properly
me.	so there's no chance it will slip off.
I don't have a condom with me.	I do.

Or: Then let's find a way to excite each other
without sex.

Share your other assertive communication responses to condom negotiations with the class.



# Application Activity



- 1. You will visit a local health center, clinic, or hospital to discuss family planning with the Health Care worker there. Your trainer has prepared this visit in advance so the Health worker will give you a presentation on Family Planning and prevention of Sexually Transmitted Infections (STIs).
- 2. While at the Health Center, you should take careful notes during the presentation and then you should feel free to ask any questions that you may have. Be sure to take notes on the questions asked too!
- 3. After the visit, write up a summary of all the things that you learned during this visit. Submit your summary to the trainer at the beginning of the next class session.



### Points to Remember

- Family planning can reduce unwanted pregnancies, helps to space out births, and protects against sexually transmitted infections (STIs).
- Assertive communication (to use condoms during sexual activity) use may be needed to protect yourself and your partner from STIs.
- Local Health Centers provide family planning information and methods.



#### Section A: Choose the correct answer.

- 1. What do condoms offer that other forms of birth control do not?
  - **a.** Least chance of pregnancy
  - **b.** Protection against Sexually Transmitted Infections
  - c. Cheapest to use
  - **d.** All of the above
- 2. Where can you get emergency contraceptive pills?
  - **a.** Hospitals
  - **b.** Shops
  - c. Schools
  - d. Health centers
  - e. A and D
- **3.** What is the only method of family planning that prevents pregnancy and helps protect against sexually transmitted infections, including HIV?
  - a. Condoms
  - **b.** Breastfeeding
  - **c.** Vasectomy
  - d. A and C

#### Section B: Write answers to these questions.

- **1.** Explain what assertive communication is and give an example of assertive communication for a condom negotiation
- **2.** Explain why a woman may use the birth control pills but may still insist that her partner use a condom when they have sexual activity.
- **3.** Give three reasons that early and unwanted pregnancy may be difficult for the young woman.

## **Topic 3.2: Prevention of Sexually Transmitted Infections (STIs)**

### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	List common Sexually	1.	Advocate for Controlling	1.	Confident
	Transmitted Infections		Sexual Transmitted		
	(STIs)		Infections		
2.	Identify how STIs are	2.	Describe STI symptoms,	2.	Pro-active
	transmitted—and how to		but understand there		
	protect yourself and		may be no symptoms and		
	partner		still infected		
3.	Discuss how to prevent	3.	Follow health service	3.	Focused
	transmission of STIs		advice on prevention of		
			STIs		

# Getting Started: What do we know and where are we going?



- **1.** Consider the following three words:
  - **a.** Sexually
  - **b.** Transmitted
  - **c.** Infection
- 2. In your notebook, write down a simple definition for each of the three words.
- **3.** When you have completed that task, your trainer will ask some volunteers to share their ideas.
- **4.** Write down the class-agreed definitions for each of the three words.
- **5.** Now reflect on your own experience. Have you ever had an infection? How did you know that you had an infection? List out the signs that your body has an infection? Your trainer will list out possible symptoms for STI. Write the list into your notebook.

#### 6. Remember:

- a. Sexually transmitted infections (STIs) are much like other infections in our bodies.
- **b.** Infections may have a variety of symptoms OR NO SYMPTOMS AT ALL.
- c. Infections make our bodies are sick.
- **d.** Infections must be treated so we can feel better again.
- e. ONLY medical tests verify if a person has an STI (because some STI have no symptoms!).





#### Topic 3.2 Task 2

**1.** Read the scenario below then answer the questions as completely as possible. Give 2 good reasons (or more) in response to each of the questions below.

Chris is a 23-year-old man. He likes to play football. At school, girls like him because he is the best player, so he has had many girlfriends. One day he had some strange symptoms like discharge from his penis and pain when he urinates. He remembers that he had unprotected sex several months ago. That was before he met his current girlfriend, Lucia, who he has been with for the past 3 months. Chris knows he should see a doctor to get tested for STI, but he is afraid. He does not want Lucia to know what happened between him and his ex-girlfriend.

- a. What should Chris do?
- **b.** If Chris gets tested and finds that he has an STI which can be treated with antibiotics, what should he do?
- **c.** Why is it important that Chris tell Lucia (and any other girlfriends) that he has gotten an STI?
- **d.** What is the ONLY way to protect yourself and to protect those you care about from STI?

### 3.3 Key Facts

- Sexually Transmitted Infections (STIs)
  - Infections that pass from one person to another ONLY through sexual contact.
- You can protect yourself (and your partner) from STI by using condoms!
- Other than condoms:
  - The ONLY way to not transmit STI is to abstain (not participate) in any sexual contact.
- Many STI have no symptoms:
  - Even without symptoms, people pass the infection to their sexual partners!
  - Many people do not know that they have STIs and they still pass them on to their partners.
  - The only way to protect yourself (and your partner) is to use a condom when having sex!
- Health centers can test you for Sexually Transmitted Infections.
  - Many STIs show no symptoms—but can still harm you, causing pain and even fertility or death.
  - STI testing is important because the health center can then treat (and often cure) your infection.
- If you have an STI it is important that you use a condom when having sex to protect your partner.
- Common STI include HIV/AIDS, Chlamydia, Gonorrhea, Genital Herpes, Syphilis, and others.
- **Get tested and treated if you have any unusual genital symptoms**—or if your partner has any symptoms!
  - Most STI can be treated and cured, but the sooner the better! Do not wait to be tested!

- HIV (Human Immuno-deficiency Virus) / AIDS (Acquired Immune Deficiency Syndrome)
  - HIV and AIDS cannot be cured BUT there are treatments to help fight the effects of AIDS, so it is important to be tested and to start the treatments as early as possible. Testing also helps limit the spread of HIV/AIDS.
  - HIV is passed on from person to person ONLY in the three following ways, based on contact with body fluids:
  - Unprotected sexual contact is the main way that people become infected with HIV.
  - Through contact with infected blood (from needles or sharp instruments like razor blades or through open sores, or unscreened blood transfusions)
  - From mother to child (in the womb, at birth or sometimes through breast milk).
  - You cannot get infected with HIV by ordinary contact with HIV positive people.
  - It is OKAY to: play sports together, work together, shake hands, hug each other, kiss on the cheek or hands, sleep in the same room, breathe the same air, eat and drink together, share utensils like plates and cups, share towels, use the same shower or toilet, use the same wash water



# Guided Practice Activity

Topic 3.2 Task 3—Take Notes and Ask Questions during Health worker class presentation:

- 1. Take good notes help you remember important information presented by the visiting Health Worker.
- 2. Be sure to ask any and all questions that you may have. This is your opportunity to become well informed about healthy habits and about how to limit the spread of STIs.



# Application Activity



1. Use the notes that you wrote during the presentation from the local Health Worker to make a poster illustrating a healthy habit that will help prevent the spread of STI.



- Common STIs may not show symptoms but are still active and can be transmitted.
- Condoms are the only way (other than abstinence) to prevent the spread of STIs, like HIV/AIDs.



Circle the correct answer.

- 1. A person who has no symptoms of an STD...
  - a. Cannot pass on an STDs
  - **b.** Doesn't have an STDs
  - c. A and B
  - **d.** None of the above
- 2. To reduce your risk of getting an STI...
  - **a.** Use a condom during every sexual contact
  - **b.** Don't have multiple sex partners
  - c. As a young person, delay having sexual relations as long as possible
  - **d.** All of the above
- **3.** It is possible to transmit HIV:
  - **a.** By holding hands with an infected person
  - **b.** By sitting beside a person who is infected
  - **c.** By having social contact with an infected person
  - **d.** Through shaking hands
  - e. None of the above

#### Write out answers to the following questions:

- **4.** Explain what you should do if you have started to have even one of the possible symptoms of a sexually transmitted infection.
- 5. Why is it necessary to tell your girlfriend or boyfriend if you find that you have an STI?
- 6. List two ways to avoid getting an STI.

## **Topic 3.3: Integrating healthy foods into family diets**

#### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	List essential nutrients	1.	Describe the role of each	1.	Attentive
	required in a healthy diet		nutrient in a healthy diet		
2.	Identify the food items as	2.	Create meals that include	2.	Responsible
	sources of required		the essential nutrients		
	nutrients		required instruction		
3.	Identify the signs of	3.	Follow instructions to	3.	Active
	malnutrition		prevent malnutrition		

# Getting Started: What do we know and where are we going?



- **1.** Your trainer will divide the class into three groups: 1, 2, and 3—by counting off around the room.
- **2.** Each group will brainstorm and list out as many responses as possible for the question assigned to their group:
  - a. Group 1: What are common foods that are eaten for **Breakfast** in Rwanda?
  - **b.** Group 2: What are common foods that are eaten for **Lunch** in Rwanda?
  - **c.** Group 3: What are common foods that are eaten for **Dinner** in Rwanda?
- **3.** After all groups have finished their lists, each group will let a representative read out their lists to the class—and the class will add other common foods (or discuss if some foods listed are disputed as common for the meal given)
- **4.** Each group will review their list and put a star beside foods which are HEALTHY CHOICES.
- **5.** Finally, a representative will go to the board and write out HEALTHY choices for their group meal.

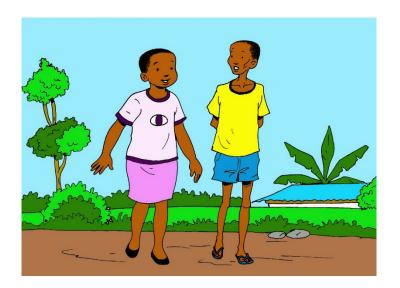
- **6.** Remember:
  - a. Make sure each food group is part of your daily diet.
  - **b.** Vegetables and fruit should be half of what you eat in total.
  - c. Eat proteins, dairy, and starchy foods each day—but eat more fruits and vegetables!
  - **d.** Limit sugar and oil—and limit snack foods like chips and cookies/cakes.
- **7.** As a class, discuss why people eat things that are not healthy choices.





#### Topic 3.3 Task 2:

1. Observe the illustration below then respond to the questions that follow the picture.



- **a.** What do you see in this picture?
- **b.** Which child do you think is healthy? Give reasons for your answer.
- **c.** Why do you think the child on the right is not healthy?
- **d.** Can you give advice to the child on the right?
- e. The child on the left is fatter than the other child. Is it always good to be fat?

### 3.4 Key Facts

- Nutrients do the following jobs:
  - Give us energy
  - Support our **growth**, and
  - **Protect** us from disease and infections, and help body functions work well.
- These nutrients can be found in three main food groups:
  - Carbohydrates which are starchy foods--for energy
  - Proteins—meats, fish, eggs and dairy products--for growth, and
  - Vitamins and Minerals—dairy, fruits, and vegetables--protect from illness and help body functions
- Food sources for the three main food groups:
  - Carbohydrates: starchy foods such as grains, rice, beans, nuts, bread, matoke, ...
  - **Proteins**: meat, chicken, pork, beans, eggs, milk, yogurt, dark green leafy vegetables, ...
  - **Vitamins and minerals:** dairy products, fruits, vegetables
- **Remember: Water is** essential to normal body function, because water carries other nutrients around the body and is needed to remove waste products.
- IT IS IMPORTANT FOR ALL THREE FOOD GROUPS TO BE EATEN EVERY MEAL!
  - Try to eat a variety of foods and to limit the amount of sugar and fat you eat.
  - For example: you could eat the following:
    - Breakfast: bread or cereal, milk or yogurt, egg, fruit, water
    - Lunch: Rice with fish, chicken, leaf sauce, or vegetable sauce, beans, fruit, water
    - Dinner: Potatoes or sweet potatoes, meat, vegetables, yogurt or milk, fruit, water
- Half of every meal should come from fruits and vegetables!
- Your plate should be filled according to the following diagram:



17

#### Malnutrition:

- Caused when people eat too few nutrients in their diet or if they over-eat.
   Undernutrition can cause stunting and development issues, overeating can cause obesity which is linked to heart disease, diabetes, and other illnesses.
- Refers to deficiencies, excesses, or imbalances in a person's intake of energy and/or nutrients.

#### • Undernutrition:

- Young children and pregnant women are most vulnerable to undernutrition because their bodies have greater need for nutrients. Undernourished people are more susceptible to infections because immune systems are impaired.
- Undernourished people need highly nutritious foods and medical care.
   Breastfeeding is the best for infants who are undernourished.<sup>18</sup>

 ${\it License: https://creative commons.org/licenses/by-nd/2.0/legal code}$ 

malnutrition? <a href="https://www.who.int/features/qa/malnutrition/en/">https://www.who.int/features/qa/malnutrition/en/</a>

<sup>&</sup>lt;sup>17</sup> Meal Makeover Moms. (2011, May 31). *Choose my plate* [Graphic]. Flickr. <a href="https://www.flickr.com/photos/mealmakeovermoms/5790029311">https://www.flickr.com/photos/mealmakeovermoms/5790029311</a>

<sup>&</sup>lt;sup>18</sup> World Health Organization. (2016, July 8). What is



# Guided Practice Activity



1. The trainer will divide you into groups of 3. Each group will read the scenario below then respond to the questions as fully as possible. Share your answer with the class.

Mr. Kamana had twin children, a boy and girl. He decided to give them the best life so they could grow well and stay strong. He took them to good schools, built them a solid house, provided a car to make their life easier, and bought all the food items they requested. The boy liked to eat snacks. He ate peanuts, chips, cookies, white bread with mayonnaise, cake, coke, and sweet juices, as well as ice cream as often as possible. When he was 12 years old, he weighed 80kg and could not walk far or do any exercises even though all his friends played football. He wanted to play but got too tired and could not breath well if he ran around. The girl never ate snacks, she loved playing volleyball and exercised each day. She ate healthy yogurt, fruits, vegetables, meat, rice or matoke, green leaf soup, and drank milk. When she was 12 she was as tall as her brother but weighed only 40 kg. Kamana decided to go to hospital to see a doctor to get help with his son's over-eating and try to reduce his weight.

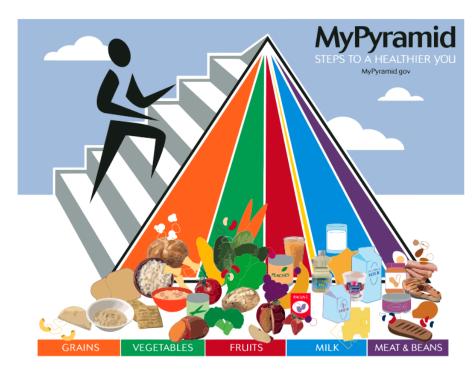
- **a.** Explain why the boy is so much heavier than the girl.
- **b.** What should the doctor recommend to Kamana for a diet and for activities?



# Application Activity



1. Review the following poster. Find as many important pieces of information as you can. You will be asked to share one or two bits of advice taken from this poster with the class.



19

**2.** Review all information then find some important facts that could help YOU live a healthy life!

# Points to Remember

- Every meal should contain fruits, vegetables, protein, dairy, and carbohydrates.
- Limit eating sugars and fats to reduce chances of becoming obese.
- Eat a variety of foods to be sure that you are getting a bit from all areas of nutrition

License: Public domain

-

<sup>&</sup>lt;sup>19</sup> United States Department of Agriculture. (n.d.). *MyPyramidFood* [Infographic]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:MyPyramidFood.svg



- **1.** To protect our body from illnesses, we need:
  - a. Vitamins and minerals from fruits and vegetables
  - **b.** Proteins from meat and eggs
  - c. Carbohydrates from grains and starchy foods
  - d. B and C
- **2.** To help our body grow we need:
  - a. Vitamins and minerals from Fruits and Vegetables
  - b. Proteins from meat and eggs
  - c. Carbohydrates from grains and starchy foods
  - d. A and C
- **3.** Growth delayed is effect of malnutrition—when a child is undernourished

  True False
- **4.** What gives energy to our body
  - a. Vitamins and minerals from Fruits and Vegetables
  - b. Proteins from meat and eggs
  - c. Carbohydrates from grains and starchy foods
  - d. A and B
- **5.** A healthy diet eats only a very limited amount of:
  - **a.** Fat and sugar
  - **b.** Protein like eggs and meats
  - c. Fruits and Vegetables
  - d. Dairy products like milk and yogurt
- **6.** All of the following are nutrients found in food **except**:
  - **a.** plasma
  - **b.** proteins
  - c. carbohydrates
  - d. minerals and vitamins

	a.	egg
	b.	sugar
	c.	yoghurt
	d.	chicken meat
8.	Wł	nich one of the following is a bad choice for a healthy diet—but can be eaten occasionally
	as	a treat?
	a.	chips
	b.	orange soda
	c.	candy
	d.	cake
	e.	All of the above
9.	Wł	nich of the following are good advice for a nutritious diet?
	a.	Eat very little fat and very little sugar
	b.	Eat fruit and vegetables at every meal
	c.	Eat a variety of starchy foods and proteins each day if possible
	d.	All of the above
10.	Wł	nat two things are good to eat only in small quantities?
11.		nat two foods should be present in every meal – and should make up about half of what eat?
12.	Wł	nat should you recommend to a person you think may be undernourished?

**7.** Which one of the following foods is **not** a source of protein?

# Topic 3.4: Practicing healthy habits to maintain physical and mental health

### **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	List healthy habits and	1.	Follow instructions for	1.	Responsible
	behaviors		improving <b>healthy</b>		
			lifestyles		
2.	Discuss physical activities	2.	Participate in physical	2.	Active
	beneficial to good health		activities beneficial to		
			health		
3.	Explain mental habits	3.	Undertake positive	3.	Committed
	that help well-being /		mental health habits		
	productivity				

# Getting Started: What do we know and where are we going?



Topic 3.4 Task 1:

#### 1. Discuss:

- a. Share with the class your favorite sport and why.
- **b.** Name your role model or a person you admire -- as a good player in the same sport.
- c. What is the importance of sport in people's everyday life?
- 2. What other activities could contribute to a healthy lifestyle?





#### Topic 3.4 Task 2:

**1.** In pairs, read the scenario and discuss the questions below:

Chloe is a 22-year-old student. During lunch, Chloe usually looks through her social media account for the latest fashion trends while other students go outside to play sports or to take walks in the garden. Chloe thinks that all the people in the fashion-site photos look beautiful. Their skin is smooth, and their bodies are tall. They all look very fit compared to herself. Chloe decides that her thighs and stomach are too big, so she vows to lose weight by decreasing her food intake and keeping a vigorous routine of jogging, cycling, and gym workouts. She begins by cutting breakfast down to a glass of juice and one pot of yogurt, she eats only a small portion of the rice and more vegetables and fruits. She drinks more water.

- a. Discuss the decision taken by Chloe.
- b. Is she making good choices? Can you suggest others?
- c. List out the health habits mentioned in the scenario.
- **d.** List other health habits you could recommend which would make Chloe even healthier.

### 3.5 Key Facts

• **Dietary habits**: Habitual decisions an individual or culture makes when choosing what foods to eat. Dietary habits and choices play a significant role in the quality of life, health and longevity.<sup>20</sup>

#### Healthy Hints:

- Make sure you don't eat too much of any foods: Variety is always good.
- Don't drink your calories: Sweetened drinks and alcohol are source of calories in your diet
  - Drink milk (which has protein and minerals) or water.
- Cook your own food: Reduce sugar and fats for a healthier diet
  - Only use a small amount of fat in your cooking
  - Eliminate most sugar in your diet—sugar has no nutritional value!
- Fill half your plate with vegetables and fruit: an excellent choice.

<sup>&</sup>lt;sup>20</sup> Journal of Childhood Obesity. (n.d.). *Dietary habits*. <a href="https://www.imedpub.com/scholarly/dietary-habits-journals-articles-ppts-list.php">https://www.imedpub.com/scholarly/dietary-habits-journals-articles-ppts-list.php</a>

- All your meal plates should include grains, proteins, fruit, vegetables, and dairy.
- Hydrating properly: Drink lots of water!
  - It is important to drink water frequently throughout the day. Water carries nutrients around your body—and helps your body eliminate waste products (in your urine and feces).
  - If you do not drink enough water, you may become dehydrated. Symptoms include:
    - Constipation
    - Dark yellow or brown urine
    - Dry, sticky mouth—and increased thirst
    - Few or no tears when crying
    - Headache, and sleepiness
    - Children may be less active than usual
- In addition to eating nutritious foods and balanced diets (and not eating too much) a
  healthy lifestyle includes being physically active every day—as well as getting enough
  sleep every night!
- Negative health habits which can impact your physical and mental health include:
  - Smoking
  - Taking drugs
  - Drinking alcohol
  - Fighting or acting in violent ways



# Guided Practice Activity



#### Topic 3.4 Task 3:

- 1. This is a time for you to reflect on your own lifestyle. The purpose of this exercise is to help you think of areas that you can improve your life—so be as honest as you can.
- 2. Read the statements in the left-hand column of the table below. Reflect on if this is true in your life—Always? Sometimes? Never? Reflect honestly then check the appropriate column.

Habits for Good Health	Always	Sometimes	Never
1. I get enough rest every night.			
2. I eat foods that are nutritious, and my diet is balanced.			
3. I avoid smoking and drinking and drugs.			
4. I get plenty of exercise: I am active every day.			
5. If I do not abstain from sex, I always use a condom.			
6. I strive to be clean and to keep my surroundings clean too.			
7. I take precautions against malaria: I sleep under a bed-net.			
8. I avoid injuries when possible by making safe choices.			
9. I wear a helmet when riding on a motorcycle.			
10. I treat minor injuries and illnesses promptly			
11. I avoid gossiping or saying mean or untrue things.			
12. I like to see others do well and feel happy for them.			
13. I avoid negative thoughts about myself, I try to be			
positive.			
14.I strive to look my best.			
15. I have regular health check-ups.			
16. I spend time with my family and help as much as I can.			
17. I am physically active every day to stay strong and			
healthy.			
18. I am optimistic about my future.			

- **3.** You should feel proud of any of these habits that you have reported doing ALWAYS! Well done!
- **4.** To improve your healthy lifestyle, you should consider those habits that you only do SOMETIMES and those that you do NEVER.
- **5.** Consider the habits where you have identified that you have room for improvement.
- **6.** Write three or four personal goals that would increase your healthy habits.
- **7.** If you feel comfortable, share your goals with your classmates so they can help you succeed.

### 3.6 Key Facts

Health habits and behaviors are important to maintaining physical and mental health!

- Positive lifestyle habits and behaviors:
  - Improve your sleep habits (at least 8 hours of sleep every night!)
  - Manage your stress (physical activity, calming and positive friends, etc.)
  - Moderation in eating and drinking
  - Exercise and eat fruit and vegetables every day
  - Clean yourself and your surroundings every day so you can look (and feel) good
- To improve or maintain your positive mental and physical health consider doing the following every day:
  - Eat a healthy and well-balanced diet including many fruits and vegetables and only a very little amount of fat or sugar
  - Get 8 hours of sleep every night
  - Avoid smoking, drugs, and drinking
  - Get regular exercise every day (walking with a friend, playing sports, working with your family in their fields, etc.)
  - Spend time with friends and family who value and care about you
  - Make time for a hobby or other activity that you enjoy
  - Set goals that are realistic and achievable
- You are not alone! there are people who can support you just ask for help!



## **Application Activity**



Topic 3.4 Task 4:

- **1.** This is a Think-Pair-Share activity.
  - **a.** THINK: Take 3 minutes to write a list of all the UNHEALTHY behaviors that you observe around the school and in your home community.
  - **b.** PAIR: Find a partner and review your two lists together, to get as many ideas as possible.

- **c.** SHARE: Share your paired list with the class. Your trainer will write all the ideas on the board.
- 2. Now that you have a full list of unhealthy behaviors, take about 2 minutes to identify the five most important things that could and should change for your school and community to be a healthier place.



1. You and your group will be assigned an unhealthy behavior that has been observed in your school and you will work together to develop a creative campaign to raise community awareness surrounding this issue—as well as solutions to the issue. You will have one class period to work on this task and you will present your campaign to your class during the next class period.



- Maintaining a healthy weight includes regular exercise, a healthy diet, and drinking lots of water.
- Avoiding smoking, drugs, and alcohol consumption.
- Practice being positive to reduce stress.



- 1. Which of the following foods is good to include in a balanced diet?
  - **a.** Cake
  - **b.** Yogurt
  - **c.** Chips
  - **d.** All of the above.
- 2. Which of these is NOT an example of a health behavior?
  - a. Smoking cigarettes with your friends
  - b. Taking regular exercise
  - **c.** Eating many fruits and lots of vegetable

- **d.** Going to the gym every day
- e. Getting 8 hours of sleep each night
- **3.** Which statement is NOT true?
  - a. Regular exercise improves quality of life
  - **b.** Drinking alcohol is costly and bad for your health
  - c. Fruit and Vegetables should be included in every meal
  - d. It is good to add lots of oil to your cooking because it will make you healthy
- 4. List 3 dietary healthy habits and give examples
- 5. Which 3 food groups should we include in healthier meals?
- **6.** Give 3 negative health habits affecting physical and mental health
- 7. List 4 lifestyle habits and behavior to maintain physical and mental health



1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do self-assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this survey. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, Skill or Attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience	I don't have any experienc	I know a little about	I have some experienc	I have a lot of experience	I am confident in my
Knowledge, skills and	e doing	this.	e doing	with this.	ability to
attitudes	this.		this.		do this.
Describe some family					
planning methods					
Explain advantages and					
disadvantages of family					
planning methods					
Communicate assertively					
to negotiate use of					
condom or other family					
planning					
Recognize symptoms of					
STDs					
Identify causes and					
prevention methods of					
STDs					
Create meals that include					
the essential nutrients					
identify signs of					
malnutrition					
Identify healthy dietary					
habits and behaviors					

Identify activities, habits,			
and behaviors beneficial to			
health			

2. Complete the table below by identifying areas from the unit where you have improved and where you need improvement with the actions/strategies you will use to help you improve when receiving and interpreting information at the workplace.

Areas of strength	Areas for improvement	Actions to take to improve
1.	1.	1.
2.	2.	2.

#### REFERENCES

- Chao, E. L., & Henshaw, J. L. (2001). How to plan for workplace emergencies and evacuations.
  - Occupational Safety and Health Administration
  - (OSHA). <a href="https://www.osha.gov/Publications/osha3088.html">https://www.osha.gov/Publications/osha3088.html</a>
- Druley, K. (2018, March 25). *The hierarchy of controls*. Safety and Health

  Magazine. <a href="https://www.safetyandhealthmagazine.com/articles/16790-the-hierarchy-of-controls">https://www.safetyandhealthmagazine.com/articles/16790-the-hierarchy-of-controls</a>
- Evangelist, J. (2018, May 3). Key steps you can take to prevent workplace accidents.
  - Transervice. <a href="https://www.transervice.com/key-steps-you-can-take-to-prevent-workplace-accidents/">https://www.transervice.com/key-steps-you-can-take-to-prevent-workplace-accidents/</a>
- Government of Rwanda. (2018). Official Gazette no. Special of 06/09/2018:

  \*\*Ibirimo/Summary/Sommaire. https://www.gmo.gov.rw/fileadmin/user\_upload/laws%20and%2

  \*\*Opolicies/New Labour Law 2018.pdf\*\*
- Government of Rwanda. (n.d.). Law on Environment: Official Gazette no. Special of

  21/09/2018. https://environment.gov.rw/fileadmin/Environment\_Subsector/Laws\_Policies\_a

  nd\_Programmes/Laws/Law\_on\_environment.pdf
- International Occupational Hygiene Association (IOHA).
  - (n.d.). *Hazards*. https://www.ioha.net/resources/hazards/
- Journal of Childhood Obesity. (n.d.). *Dietary habits*. <a href="https://www.imedpub.com/scholarly/dietary-habits-journals-articles-ppts-list.php">https://www.imedpub.com/scholarly/dietary-habits-journals-articles-ppts-list.php</a>
- Klaras, D. (2018, April 25). *4 steps for writing an effective accident report*. Assurance

  Agency. <a href="https://www.assuranceagency.com/blog-post/4-steps-for-writing-an-effective-accident-report">https://www.assuranceagency.com/blog-post/4-steps-for-writing-an-effective-accident-report</a>

Meal Makeover Moms. (2011, May 31). Choose my plate [Graphic].

Flickr. <a href="https://www.flickr.com/photos/mealmakeovermoms/5790029311">https://www.flickr.com/photos/mealmakeovermoms/5790029311</a>

License: https://creativecommons.org/licenses/by-nd/2.0/legalcode

Occupational Safety and Health Administration. (n.d.). Evacuation plans and procedures eTool -

Emergency action plan

(EAP). <a href="https://www.osha.gov/SLTC/etools/evacuation/eap.html#:~:text=An%20emergency%20">https://www.osha.gov/SLTC/etools/evacuation/eap.html#:~:text=An%20emergency%20</a> action%20plan%20(EAP,employee%20actions%20during%20workplace%20emergencies

Pittman, M. (2020, May 14). NIOSH's "Hierarchy of Controls infographic" as SVG. Wikimedia

Commons. <a href="https://commons.wikimedia.org/wiki/File:NIOSH%E2%80%99s\_%E2%80%9CHierarc">https://commons.wikimedia.org/wiki/File:NIOSH%E2%80%99s\_%E2%80%9CHierarc</a>

hy of Controls infographic%E2%80%9D as SVG.svg

License: Public domain

Rwanda Environment Management Authority (REMA).

(n.d.). Policies. <a href="https://www.rema.gov.rw/index.php?id=27">https://www.rema.gov.rw/index.php?id=27</a>

Safeair Environmental Services. (n.d.). How to control workplace

pollution. https://www.safeaires.com.au/control-workplace-pollution/

Studylib.net. (n.d.). *Personal protective equipment*. <a href="https://studylib.net/doc/7309541/personal-protective-equipment">https://studylib.net/doc/7309541/personal-protective-equipment</a>

United States Department of Agriculture. (n.d.). MyPyramidFood [Infographic]. Wikimedia

Commons. https://commons.wikimedia.org/wiki/File:MyPyramidFood.svg

License: Public domain

Wikipedia. (n.d.). Family planning. Retrieved 2020, from https://en.wikipedia.org/wiki/Family\_planning

World Health Organization. (2016, July 8). What is

malnutrition? <a href="https://www.who.int/features/qa/malnutrition/en/">https://www.who.int/features/qa/malnutrition/en/</a>

