



TVET LEVEL II



SOFT SKILLS

Safety, Health, and Environment

TRAINER MANUAL











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Under Rwanda Polytechnic (RP) supervision and involvement



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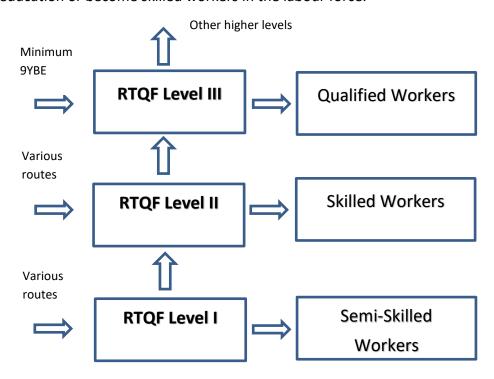
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Introduction to RTQF Level II Training Modules

Background

Rwanda Polytechnic, with support of and in collaboration with USAID Huguka Dukore Akazi Kanoze, has developed RTQF TVET Level II programs that combine basic education, soft skills and vocational skills modules. Bridging the gap between Level I and Level III programmes, Level II aims to prepare learners who have a minimum education level of Primary 6 or equivalent to continue with their education or become skilled workers in the labour force.



Following the Workforce Development Authority (WDA) curriculum development process that involved experts from Rwanda Polytechnic, Rwanda Education Board, Ministry of Agriculture, technical vocational institutions, Education Development Center, Akazi Kanoze Access and other technical experts, training modules were developed in basic education, soft skills (work readiness) and, initially, agriculture. Additional vocational areas will be added over time. Trainees will be trained in all Basic Education and Soft Skills modules listed below, as well as in 6 - 8 modules that make up their chosen technical vocational programme.

Module Requirements:

Basic Education

- English
- Kinyarwanda
- Mathematics

Soft Skills

- Basic Entrepreneurship Skills
- ICT Essentials

Vocational Skills

 Vocational programmes will have a set of 6 – 8 required technical modules.

- Integrated Science (Physics, Chemistry, Biology)
- Communication Skills
- Safety, Health and Sustainable Environment
- Personal Development and Career Guidance

E.g. Food Crop Production and Processing includes the following modules:

- 1. Food Crop Production
- Small Scale Post-Harvest Operations
- 3. Growing Medium
- 4. Food Safety and Sanitation
- 5. Food Preservation and Storage
- 6. Flour Processing

Organization of the Training Manuals

For each module there is a Trainer Manual and a Trainee Manual. These manuals, based on the curricula for each subject, are divided into Learning Units, and each Learning Unit includes 3 – 5 Learning Outcomes. The learning outcomes make up the essential skills, knowledge and attitudes to be acquired by trainees. To make the Trainee Manual more user friendly, Unit and Topic are used respectively for Learning Unit and Learning Outcome. The number of hours per training module varies, ranging between 30 and 120 hours.

Teaching & Learning Methodology of RTQF Level II 2 TVET Materials

The teaching and learning methodology used in the materials is based in experiential and adult learning. Activities are designed to engage trainees, build upon what they know and learn and provide them with opportunities to build their skills in the classroom and in the workplace. More specifically, guiding principles in the development of the manuals include:

- Building on participants' knowledge, skills and experiences
- ▶ Facilitating a learning process through active engagement of participants rather than through lecturing
- Providing opportunities to practice inquiry based and hands on practice, both in the classroom and workplace
- Using simple and clear language
- Connecting to the real world: use local resources and the environment for learning

- Promoting critical thinking through properly debriefing activities and asking questions that get learners to think, analyze, relate issues and topics to their own lives and come up with solutions
- ▶ Applying social inclusion principles: Finding ways to include all types of youth (and trainers) males and females; different cultural/ethnic/religious backgrounds, people with disabilities (PWD); people with different types of health status ...
- Encouraging risk taking promote questioning and being free to explore
- Promoting habits of mind that support life-long learning: curiosity and wonder, open mindedness, creativity

These principles are reflected in the layout and flow of activities in the manuals:

- Key Competencies: Table found at the beginning of each Learning Outcome that describes the main knowledge, skills and attitudes to be gained by the end of the activities.
- 2. Self-Assessment: Conducted at the beginning and end of each Learning Unit to get a sense of trainees' knowledge and skills going into it and what they have gained by the end of the Learning Unit (and steps they need to take to further their understanding and skills).
- 3. Getting Started Activity: Typically, a quick activity or questions to 1) give the trainer a sense of trainees' existing knowledge and skills; 2) spark the interest of trainees in the topic; 3) introduce the objectives and key competencies of the topic.
- 4. Problem Solving Activity: A challenging activity to get trainees engaged and to learn through discovery instead of memorization of facts. A variety of teaching and learning methodologies are used, including individual and group work such as reading real life work-based scenarios and answering accompanying questions to activities such as identifying proper tools and equipment from the school workshop to conduct a certain activity. Following the sharing of responses, the trainer guides trainees through the content and processes being introduced.
- **5. Guided Practice Activity:** Building on the concepts and skills gained in the Problem Solving Activity, the trainer guides trainees through practical examples.
- **Application Activity:** Consolidates trainees' knowledge and skills through a real-life application of the topic in the classroom, community or workplace. Trainees are given more independence in applying what they have learned.

- 7. Key Facts boxes: Throughout the Trainee Manual, one will find Key Facts boxes. These contain the main information or content for a given Learning Outcome. They are there for the trainees' reference and are used throughout the different types of activities.
- 8. Points to Remember: List of the top key learning points or "take-aways" from the topic.
- 9. Formative Assessment: Questions and activities to assess trainees' level of understanding of the concepts introduced.
- 10. Summative Assessment: Based on the integrated, real life situation approach used in other TVET levels, this is done at the end of every module for agricultural modules and, with some variations, at the end of each Learning Unit for Basic Education and Soft Skills modules.
- 11. Self-Reflection: Trainees re-take the Self-Assessment given at the beginning of the Learning Unit and identify their strengths, challenges and actions to improve their level of competence.

The Trainer and Trainee Manuals are meant to be used in conjunction with each other and are well coordinated through the headings and labelling of activities. The trainer will always be able to refer trainees to specific activities by the coordinated numbering system. For instance, a specific exercise might be labelled Topic 1.2 Task 2. The Topic is the number of the Learning Outcome and the task is the specific exercise to be done. The Key Facts are also numbered for easy reference. These nor the Self-Assessment tables are in the Trainer's Manual so the trainer should have a copy of both manuals.

The Trainer's Manual includes answers (or guidelines to the trainer as appropriate) to Formative and Summative Assessments as well as to problems given throughout the activities. Summative Assessments are not included in the Trainee's Manual. These are meant to be used as a guide for those who will be developing a context-appropriative Summative Assessment at the end of the Module or Learning Unit. Basic Education and Soft Skills modules include Summative Assessments at the end of every Learning Unit while the technical modules include it only at the end of the module.

Lastly, there is a section in the Trainer's Manual for additional information to the trainer that includes either specific information or references to information that can help them deepen their understanding of the particular content.

Safety, Health, and Environment (SHE)

Learning Units	Learning	Learning Outcomes
	Hours	
Learning Unit 1:	12	1.1 Perform tasks in accordance with safety, health,
Comply with		hygiene, and sanitation regulations related to the
environmental policies		workplace.
and procedures at the		1.2 Use personal protective equipment for personal
workplace.		safety.
		1.3 Recognize, position correctly, and comply with SHE
		related signs.
		1.4 Follow environmental regulations associated with
		accepted safe work practices.
		1.5 Report or refer environmental incidents and
		potential problems to appropriate people.
Learning Unit 2: Apply	9	2.1 Identify actual or foreseeable hazards that have the
safety practices to		potential to harm the health, safety, or security of
prevent and handle		workers or anyone else in the workplace.
hazards in the workplace		2.2 Apply control measures to identified unsafe and
		harmful situations at the workplace.
		2.3 Take appropriate actions in case of emergencies
		according to protocols, procedures and plans.
Learning Unit 3: Apply	9	3.1 Understand and use family planning methods based
healthy habits and safe		on medical instructions.
reproductive health		3.2 Prevent Sexually Transmitted Infections (STIs) by
practices		understanding risks and using recommended
		prevention methods.
		3.3 Integrate healthy foods into family diets based on
		recommended Basic Daily Food Allowances.
		3.4 Practice healthy habits to maintain physical and
		mental health for productive personal and work life.

Learning Unit 1: Comply with environmental policies and procedures at the workplace



Learning Outcomes

By the end of the Learning Unit, trainees will be able to:

- **1.1** Perform tasks in accordance with safety, health, hygiene, and sanitation regulations related to the workplace.
- **1.2** Use personal protective equipment for personal safety.
- **1.3** Recognize, position correctly, and comply with SHE related signs.
- **1.4** Follow environmental regulations associated with accepted safe work practices.
- **1.5** Report or refer environmental incidents and potential problems to appropriate people.

Learning Unit 1 Self-Assessment

- 1. Ask trainees to look at the unit illustration above (in their Trainee Manuals) and discuss what they see. What topics do they think this unit will include based on the illustration? After some brainstorming, share the main topics.
- 2. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know (or do not know) at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement, and actions to be taken. The self-assessment is not a test—it is a learning tool.

Learning Outcome 1.1: Perform tasks in accordance with safety, health, hygiene, and sanitation regulations related to the workplace



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Practice good habits related to his/her own health, hygiene, and sanitation
- **b.** Identify and handle hazards and environmental issues in the workplace
- **c.** Take actions to prevent hazards and environmental issues in the workplace



Time Required: 3 hours



Learning Methodology: Small group work, brainstorming, field visit, game



Materials Needed:

• **Standard training materials** - cleaning materials, soaps, scotch tape, markers, photos, flip chart, reference books, blaster game board and cards



Preparation:

☐ Draw the disaster blaster game board on a flip chart paper, and print out disaster blaster cards for the activity

Cross Cutting Issues:

✓ Gender Inclusiviy in providing equal opportunities to both boys and girls during the lesson as well as gender balance when forming groups



- ✓ Peace/value education: Promotes teamwork and respect for others' views and work
- ✓ **Inclusive education:** Sensitivity to differences in learning abilities using a variety of activities and materials to cater to different learning styles
- ✓ Environmental protection to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to class, trainees will have some:

- concept of safety, health and hygiene
- concept of environmental hazards

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



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

- **1.** Ask trainees to turn to **Topic 1.1 Task 1** in their Trainee Manuals. With a partner to them they should:
 - **a.** Think about environmental risks or hazards that are present at the school and at home. The trainees can list out as many as possible in a table like the following:

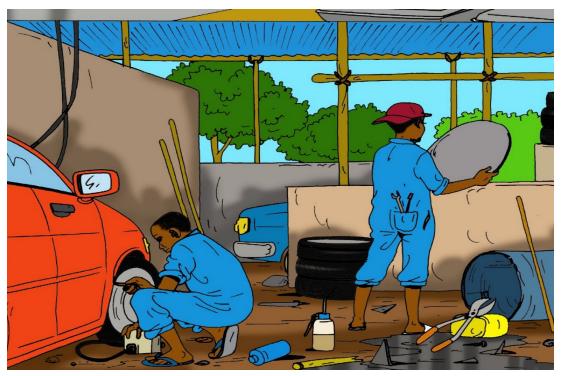
Environmental risks/hazards we find at	Environmental risks/hazards we find at		
home	school		

Possible Answer: Risks at home: heavy rain washing out a road, fire, etc. Risks at school: slippery stairways, germs passed between students by coughing, etc.

- **2.** After 3-5 minutes, ask trainees to share their lists with the class. Discuss that there are many risks, but that we work to keep safe from those risks through practices that are designed to keep home, school and work environments safe and hygienic.
- **3.** As a group, discuss the objectives for this learning outcome.



- 1. In groups of three, ask trainees to observe the illustration in their Trainee Manuals under **Topic 1.1 Task 2**. Small groups will discuss what they see and answer the questions, then share with the class.
 - a. List out all 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.



- Possible Answers to a:
 - a. oil/gas and water on the ground
 - **b.** flip-flops
 - c. sharp tools lying around
- Possible Answers to b: Eliminate spilled gas and oil
- Possible Answers to c:
 - a. Put broken tools in bins
 - b. Put used bottles in bins
 - c. Clean floor
- Possible Answers to d:
 - a. Organize and put tools away after each use

- **b.** Clean floor
- c. Use bin not floor
- **d.** Wear protective gear
- **Possible Answers to e:** Answers vary depending on the answers given for (a).
- **2.** Tell trainees to choose one person to present their work to the large group. Other members can help the presenter as needed and answer any question or receive inputs from the large group.
- **3.** Ask a volunteer trainee to read aloud **1.1 Key Facts: Health, hygiene and sanitation.** As trainee reads, trainer provides more examples, responds to questions, ensures understanding.



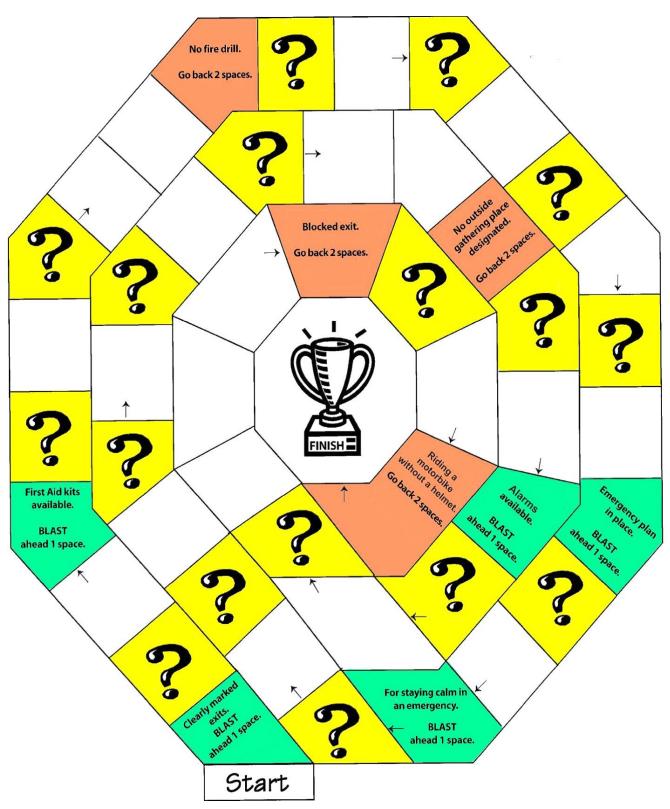
Guided Practice Activity

- 1. Ask trainees to divide into groups of 4 then pair up to form two teams for the Master Blaster Game. Each group should sit at one table. Trainer distributes blaster game materials (board, pieces, one die), and reads rules aloud as defined in **Topic 1.1 Task 3**. Rules of the game are as follows:
- 2. 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.
 - **d.** 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.
 - **e.** The team reaching the finish first, wins the game.
- **3.** Tell teams to begin playing the game. Visit tables to check trainees understand instructions.
- **4.** When everyone has completed the game, reconvene as a full group to talk about what each team learned.

- **a.** Each group should share two facts they learned.

 Trainer should supplement with more detailed information and examples as needed.
- **b.** Have trainees reflected on responding to emergencies by considering the following questions:
 - i. How do you feel about dealing with possible emergencies at work?
 - ii. Have you ever had to deal with an emergency before?
 - **iii.** With information learned in the game, are you better able to handle an emergency?
- **5.** Ask trainees to read silently **1.2 Key Facts.** When all have finished, discuss details as a class.

Disaster blaster game



Disaster blaster cards

(Make photocopies and then cut out on dotted lines)

Q. If you are inside a building and begin to feel the shaking of an earthquake, what should you do? A. Get outside if safely possible. If not, get under something heavy or sturdy like a desk or doorframe.	Q. If you smell smoke and suspect a fire burning somewhere in the building, what should you do? A. Shut the door, get out of the building, and call 112 or get the neighbors to help.	Q. If an unknown chemical spills in your workplace, what should you do? A. Leave it alone, and get a boss or go for help. Do not touch it or breathe in the fumes.
Q. If you are working outside when a storm with lightening starts, and you can't get to shelter, what should you do? A. Crouch low to the ground; sit on the balls of your feet, stay away from trees and metal objects.	Q. A co-worker slips on a slippery floor and hits his head, losing consciousness. What do you do? A. Don't move him because you may cause more damage. Call for help!	Q. If a co-worker falls off a ladder and injures his back, what should? A. Do not move him yourself (this can cause more damage), and call 112 for an ambulance.
Q. Which is more hazardous, a sharp knife or a dull knife? A. A dull knife, because you force harder to cut.	Q. True or False? If you are caught in a fire you should stay close to the ground. A. True.	Q. What are some security measures that can reduce the chance of workplace danger? A. Good lighting; a reliable communication devise; a security guard; a video camera; work in groups.

Q. What phone number should you call to report an emergency? A. 112	Q. What should you do for a severe cut? A. Apply pressure to the wound and, if there are no broken bones, elevate the wound above the heart. Seek medical help	Q. What should you do for a very serious (second or third degree) burn? A. Don't remove clothing. Inform supervisor and call 112 for help.
Q. You are working on a construction site and a coworker faints and falls into a trench. What do you do? A. Tell a supervisor. Do not move the person until you determine if he is injured. Bathe face gently with cool water. Turn on his side if he vomits. Keep his airway clear.	Q. You are driving home from work. It is late and you are on a road in a remote rural area of Kigali. Your motorcycle breaks down. What should you do? A. Use your cell phone, if you have one, and call for help.	Q. What are the steps for using a fire extinguisher? A. Pull the pin; aim the nozzle; squeeze the trigger; sweep the extinguisher back and forth over the fire.
Q. Name 3 times where it is necessary to wash your hands. A. Before eating; after going to the toilet; before	Q. What is at least one item that should be included in an emergency kit?	Q. Name two things that should be an Emergency Action Plan.
breastfeeding; before preparing food; before & after changing a baby's soiled cloth/diaper; after coughing, sneezing or blowing your nose, etc.	A. Water; flashlight and batteries; first aid supplies	A. The name or the position of the person who should be in charge; escape routes; training; drills; alarm systems; meeting places.

Q. If a chemical gets into your eye, what should you do?A. Flush it with water for at least 15 minutes	Q. If your clothes catch on fire, what should you do? A. Stop, drop and roll; or smother the flames with a blanket. Never run.	Q. What is at least one factor that increases your risk of being robbed at work? A. Working alone; working at night; access to money.
Q. What are two methods to clean water so it is safe for drinking? A. Boiling for three minutes and letting cool or using "Sur Eau" chemical cleaner	Q. What should be used to put out a grease fire on a stove? A. A pan lid or baking soda, or sand. Never water or flour.	Q. Name 2 personal hygiene practices that can prevent spreading germs when working in a restaurant. A. When working in a restaurant you should wash your hands frequently, pull your hair back, keep your fingernails short.
Q. What does the skull and crossbones symbol mean? A. Poison	Q. Nose picking can lead to the spread of germs. True or False? A. True – Avoid picking your nose as much as possible. It can spread disease, and increase likelihood of infection or cold. Wash hands after picking to avoid spreading germs to others. Avoid touching your face a lot too to prevent germs from entering your mouth.	Q. What type of shoes should construction workers wear? A. Construction workers should wear shoes that are closed at the toes. Sandals should not be worn! ideally, boots will be used.

Q. Wipe cooking services once at the end of every evening when working in a restaurant to avoid spreading germs. True or	Q. What are some security measures that can reduce the chance of workplace violence?	Q. How many exit routes should a workplace have?
False.		A. Enough to allow for safe
	A. Good lighting; a	evacuation of all employees
A. False. Use a disinfectant	communication device; a	and customers, but at least
and wipe on a regular basis	security guard; work in a	
(not just one time) kitchen	group.	
working tables, client tables		
and all surfaces where the		
food will be exposed (avoid		
flies)		

Note to the trainer: You can draw a big disaster blaster game to help make it more visible and the cards can be used many times instead of printing every time you want to use them.



1. Ask trainees to go out in pairs, walk around the school grounds, and carry out Topic 1.1

Task 4

- **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.

Answer: answers will vary—but should be checked and verified by the trainer.



- 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.	 What should you do for a severe cut? a. Apply pressure to the wound, elevate wound above heart, and seek medical help b. Let the blood flow freely c. Clean it with any water available d. All of the above e. None of the above
Sad	ction B:
	cle "True" if the statement is correct/right or circle "False" if the statement is wrong
	correct.
1.	Personal cleanliness is important at home and at work.
	True False
2.	Improving work policies and procedures can help control hazards at work.
	True False
3.	If your clothes catch fire, run for help.
	True False
4.	Family members do not need to wash hands before eating a meal together because they all
	have the same germs.
	True False
5.	Falling while at work is a hazard.

True

False

Answer:

Section A

- **1.** E
- **2.** C
- **3.** E
- **4.** C
- **5.** A

Section B

- **1.** True
- **2.** True
- **3.** False
- 4. False
- **5.** False

① Further Information for the Trainer

Examples of Hazards in the Workplace:

Safety hazards	Chemical hazards	Biological hazards	Other health hazards
Hot surfaces	Cleaning products	Viruses	Noise
Slippery floors	Pesticides	Bacteria	Vibration
Unsafe ladders	Solvents	Molds	Radiation
Machines without	Acids	Animals	Heat or cold
protection			
Sharp knives	Mill dust (cassava,	Birds	Repetitive movements
	millet)		
Hot grease	Lead	Insects	Awkward posture
Unsafe electric circuits	Ozone	Snakes	Heavy lifting
Lack of fire exits	Machines without	Poisonous plants	Fast pace dark or too
	protection		bright
Motor vehicles	Wood dust	Used needles	Stress
Cluttered work areas	Mercury		Areas too dark or too
			bright

Falling objects	Poor air quality	Violence
	Gasoline	

Learning Outcome 1.2: Use personal protective equipment for personal safety



Objectives: By the end of the learning outcome, trainees will be able to:

- **a.** Identify important personal protective equipment (PPE) at the workplace
- **b.** Use protective equipment required at workplace to ensure personal safety



Time Required: 2 hours



Learning Methodology: Small group work, brainstorming, field visit

Materials Needed:



• **Standard training materials:** flip chart, marker pen, reference books, helmets, goggles, safety shoes, other PPE, internet for getting more pictures of PPE

Preparation:



- ☐ Prepare protective gear needed for demonstrations
- ☐ Make available pictures of PPE from the internet
- ☐ Talk with local businesspeople to prepare for a learning visit

Cross Cutting Issues:

✓ Gender: trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups



- ✓ Peace/value education: trainer promotes teamwork and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ Environmental protection: to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to class, trainees will be able to:

- ▶ Awareness of safety equipment needs in their respective trades
- Awareness of requirements of a safe and healthy work environment

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?

- 1. Give to every trainee a piece of paper. As trainees to turn to **Topic 1.2 Task 1.** Tell them we will be brainstorming in a Think: Pair: Share format. Each trainee will think (and make a list) then will pair their list with a partner and finally the pair will share their combined list with the class.
 - **a.** Think individually and list out as many answers as you can to the following prompt:
 - **b.** List 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?

Answer: Answers will vary, but should include: have a first aid kid available, practice emergency procedures, identify and mitigate hazards, ensure worker hygiene so germs are not spread, etc.

2. After about 3 minutes, ask trainees to pair up and combine lists. Make sure that we are not including doubles, and only keep the best answers.

3. After lists are updated, ask trainees to voluntarily read to the large group what is on his/her paper and make a full class list. Based on this, share the objectives of this learning outcome and the Key Competencies table and take any questions that trainees may have.

Problem Solving Activity

- Ask trainees to make groups of 3. Tell them to read together the scenarios found in Topic
 1.2 Task 2 of the Trainee Manual and discuss the questions below the scenario. They will have approximately 5 minutes to complete.
- **2.** In groups three trainees, discuss the situation presented in the scenario below and answers the questions:
- 3. 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 meters 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 environment healthy?
 - **f.** What do you propose to make it healthier than it was?

Answer: Answers will vary but may include the following:

- **a.** What mistakes happened in the story? Grace needed better protective gear (shoes), more care moving the heavy lid should have been taken, etc.
- **b.** How could those problems have been avoided? Wear boots, more people move heavy things, etc.
- c. Do you think the factory should take charge of Grace's medical treatment? If yes, why? and if no, why not? Yes, the factory should—because the accident happened during work time and at the work place.

- **d.** If you were working with Grace, could you suggest some first aid practices to be done to her in this situation? Elevate her foot and apply direct pressure to stop the bleeding but take care with the fracture (for which she will need to go to the hospital).
- **e.** Was their work environment healthy? No. someone was injured.
- f. What do you propose to make it healthier than it was? Train workers in first aid and in using better personal protective equipment (boots).
- **4.** After approximately 5 minutes, ask one group to volunteer to present their answers to all the questions: Other groups should either agree, add something more, or question any answer that they think may not be correct. Trainer will provide the final details.
- 5. After presentation tell trainees to read silently 1.3 Key Facts. When all have finished, trainer should summarize main points and provide additional examples as needed to ensure clear understanding.



Guided Practice Activity

1. Trainer refers students to Topic 1.2 Task 3 and will have a box of Personal Protective Equipment (PPE) at the front of the class. Ask for volunteers among the trainees to come in front of the class to put on one piece of the PPE then explain to the class how the equipment helps protect the person wearing that equipment—and to give examples of when such equipment should be used.

2. Then ask each group to choose one piece of equipment and make a poster about that equipment on a piece of flip chart paper telling as much information as possible.



3. Their task is to:

- **a.** Choose one 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.
- **b.** Also list on the poster several examples of workplaces where such PPE would be needed, and any other relevant information.

Answer: Answers will vary depending on the PPE gathered. Trainer verifies all responses. **NOTE:** Equipment gathered by trainer may include safety helmet, gloves, eye protection, high-visibility clothing, safety footwear, respiratory protective equipment (RPE), hearing protection, etc.

NOTE: Make sure that equipment gathered are from DIFFERENT work environments to ensure that many workplaces are discussed, and note that some equipment is used in many places while other equipment may be more specialized

- **4.** Explain that different workplaces all should have a person in charge of a safe and healthy work environment for the employees. That person should be familiar with the safety risks within their sector, as well as the measures they can take to counteract those risks. As new employees, trainees should seek out that person for detailed information on how to stay safe.
- 5. Ask trainees to read and discuss 1.4 Key Facts: Types of Personal Protective Equipment (PPE).



Note: PRIOR TO THE CLASS: Set up visits with different local businesses and observe their working environment and note the different safety equipment used in each workplace.

- 1. Trainer will take the class, all together, to visit businesses that were organized prior to class.
- 2. Explain that each trainee will be responsible for a short (1 page) report from the visit which will record their observations and respond to the questions under **Topic 1.2 Task 4** in their manuals. The following day ask for volunteers to share their observations and suggestions with the class.

You will be visiting 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 observations too. Submit your report to your trainer on the following class day.

- **a.** 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.
- **b.** Are the places that you have visited prepared for an emergency?
- **c.** Give at least two bits of advice to help the business better respond should there be an emergency.

Answer: Trainees will write reports which will vary but should be read for completeness and accuracy by the trainer who should comment individually on each report.

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.	What	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.** Once your employer has provided you with PPE, you must use it whenever you are at work, even if your job changes.

True False

- 3. When 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.** Who 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 common available personal protective devices are designed to prevent injury to
 - **a.** Head
 - **b.** Feet
 - c. Eyes
 - d. All of the above
- **6.** Safety 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?

Answers:

Section A

- **1.** D
- 2. False
- **3.** A
- **4.** E
- **5.** D
- **6.** D
- **7.** B
- 8. False

Section B

- **1.** Both employee and employer
- **2.** Reduce employee exposure to hazards and ensure the workplace stays safe and accident-free A
- **3.** PPE protects users against physical harm or hazards that may occur in the workplace environment
- **4.** School uniform is not a PPE because it's cloth for students not for a profession
- 5. Filtering facemask

Learning Outcome 1.3: Recognize and comply with SHE related signs



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Define different types of compliance in relation to safety at the workplace
- **b.** Describe different SHE related signs found in the workplace
- **c.** Take appropriate action as directed by the SHE related signs



Time Required: 2 hours



Learning Methodology: Small group work, posters of signs, brainstorming, case study, field visit



Materials Needed:

• **Standard training materials:** scotch tape, markers, photos, flipchart, internet for getting more signs, reference books



Preparation:

- ☐ Print pictures of SHE related signs for group works
- ☐ Visit nearby worksites to prepare the site for a class field visit.

Cross Cutting Issues:

✓ **Gender:** trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups



- ✓ Peace/value education: trainer promotes team work and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ **Environmental protection:** to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to class, trainees will be able to

Identify hazards in the workplace and propose methods to control them

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?

- **1.** Refer trainees to **Topic 1.3 Task 1** and help them to brainstorm list all responses on the board.
 - **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 (trainer will divide the list among the groups)—and each group will then work together to explain why that sign is related to safety and health in the school.
- **4.** Each group will report back to the class, explaining the SHE importance of their group's signs.

Answer: Answers will vary but will likely include exit signs, fire extinguisher signs, stairwells, wet/slippery floor signs. The meanings will depend on signs identified.

5. Share the objectives of the learning outcome with the trainees and respond to any questions.

Problem Solving Activity

1. Ask trainees to work in pairs to read the case study in **Topic 1.3 Task 2**, about the closing of the factory and shops that sell kombucha without the RSB license, and then discuss and respond to the questions following the scenario:

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. Tell what happened in the story and what was the cause.

- **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?

Possible answer to a: The RSB poured out the drink because they had not been certified so there COULD be a problem with them and so they were poured out to ensure consumer safety – and ensure health laws are followed.

Possible answer to b: The retailer has a point. However, a retailer should check that products they buy are certified—and if they do not check, then the retailer risks losing those products if there is an inspection.

Possible answer to c: the factory should ensure certification and the retailer should check for certification before they buy any products wholesale, and before they re-sell any products, and of course the consumer is responsible to buy only certified products which are guaranteed by the government to be safe.

- 2. Ask a few pairs to share their responses with the class and discuss. Trainer will confirm and verify correct and appropriate responses.
- 3. Tell trainees that as the country develop, there is always need for compliance in many different sectors as long as the standards are put in place, clear, and available to the public.
- 4. Trainer will read aloud the 1.5 Key Facts: Types of compliance—and after each point will ask trainees to give examples from their personal or professional experience.



Guided Practice Activity

- 1. Divide trainees into groups, divide the drawings (listed in Topic 1.3 Task 3) of SHE related signs among the groups. Each group will respond to the questions for each of their signs then will present their answers to the class. Trainer will verify answers and respond to questions.
- **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?
 - **d.** Are there other important safety signs you know of that no one in the class has identified yet?

Answer: refer to **1.6 Key Facts** for details about the signs in this task.







































- 3. In the When groups have completed the task, let each group present their work to the class.
- **4.** In the same groups, ask trainees to read and discuss **1.6 Key Facts.** Trainer will confirm good understanding by asking random questions of the class after they have completed the key facts.



NOTE: visit with the nearby workplaces to organize the field visit-- give the workplaces instructions about the field visit and ensure that the chosen workplaces have a good selection of SHE signage.

- Inform trainees that the class will be visiting a nearby workplace. Their task will be to
 observe as many SHE signs as possible. If any signs are not clear they will have time to ask
 questions of workers in the area for details. They will also suggest additional signs if
 needed.
- 2. Instruct trainees to complete the following table, located in Topic 1.3 Task 4.

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?	

Answer: Answers will vary. Trainer should confirm completed tasks for all trainees.

- **3.** Upon completion of the field visit, ask several trainees to share their observations and thinking.
- **4.** As homework, in **Topic 1.3 Task** 5, ask trainees to note all the SHE signage that they see as they walk between the school and their homes. The following class, begin the session with a reporting out of what SHE signs the trainees have found in their community.

Answer: Variable, refer to **1.6 Key Facts** for details as needed.

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: Cycle the correct answer to the following questions

- 1. Compliance 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							
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Learning Outcome 1.4: Follow applicable environmental regulations associated with accepted safe work practices



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Identify environmental problems which needs regulations
- **b.** Explain environmental regulations in Rwanda
- c. Discuss laws pertaining to the environment



Time Required: 2 hours



Learning Methodology: small group work, scenarios.





• **Standard training materials:** tape, markers, photos, flipchart, internet, reference books



Preparation:

☐ Bring copies of the Rwandan labor law, law on environment and the environmental policy to class to be used as reference for trainees.

Cross Cutting Issues:

✓ **Gender:** trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups



- ✓ Peace/value education: trainer promotes teamwork and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ **Environmental protection:** to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to class, trainees will be able to

▶ Define environment and outline safety practices at work.

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. Refer trainees to **Topic 1.4 Task 1** in their Trainee Manuals. Ask trainees where they keep their waste in their homes and how they dispose of their waste. Do they know where the household waste ends up? Discuss all answers in terms of how it may impact the environment.
- 2. Ask trainees what they think of the ban on plastic bags. What are the negative sides of the ban? What are the positive sides? Have trainees noticed any benefit for the environment?
- **3.** Are trainees aware of any other environmental policies in Rwanda? Discuss together.
- **4.** Introduce the learning objectives and Key Competencies to the class.



Make groups of trainees. Ask them to look at the pictures in their Trainee Manuals (Topic
 1.4 Task 2) then work together to answer the questions below the pictures.



- **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?

Possible answer to a: Each picture represents an environmental problem which should be relevant to any community

Possible answer to b: The pollution will harm the environment and thus harm people—so they should be controlled

Possible answer to c: Answers will vary depending on the trainee

Possible answer to d: Stop cutting trees—or replant trees when they are cut, reduce industrial air pollution through laws, do not let dirty water run into rivers, and do not put garbage on riverbanks where it can float away.

Possible answer to e: Answers will vary depending on the trainee

- **2.** Ask several trainees to share their answers with the class, discuss and confirm correct responses.
- **3.** Give trainees time to read **1.7 Key Facts** individually then take time with the entire class to discuss and ensure that all trainees have a clear understanding of content.



1. Have trainees gather into groups of four. Ask them to read the scenario in the Trainee Manual (**Topic 1.4 Task 3**) and then answer the questions below together.

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 (FRW 10,000) for urinating in an inappropriate place.

- Do you think that a person who urinates in inappropriate place is wrong?
 Answer: Yes
- Give examples of at least 4 inappropriate places for urination.
 Answer: In parks, beside the road, in schools, on a street in town, in any public place, etc.
- c. Do you think that the driver was right to call the local authority?
 Answer: Yes, but he could have spoken directly to the man first—to make the man aware of the law before the man was liable for a heavy fine
- d. What can you do when you see a person who is degrading the environment?Answer: You can speak with people, try to give reasons to be better about not polluting.
- e. Do you know of other laws that protect the environment against waste and pollution?Answer: 1.8 Key Facts
- **2.** Ask several trainees to share with the large group their work and take any question the group may ask to get more clarification on their answers.
- **3.** Read **1.8 Key Facts** aloud to the class. After each article, stop to discuss the content with the trainees so all trainees are clear and comfortable with the content of all the laws presented.

Note: if trainee can find a more complete list of articles that should be shared with the trainees.



- 1. In groups, trainees visit different areas in the school (canteen/kitchen, garden, bathrooms, etc.), and complete the task 3 described in their manual (Topic 1.4 Task 4) Afterward each group will report back to the entire class, answering the following questions:
 - 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? **Answer:** Answers will vary.
- 2. Ask trainees, as a class to develop a report on environmental protection and waste management at school based on the school observations made during Task 3. The final report, to be given to the school management, should provide advice on how to improve environment compliance.



Points to Remember

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



Formative Assessment

Write your answer under each question:

- **1.** Explain three causes of environmental pollution.
- **2.** Give two types of pollution and their pollutants.
- **3.** Discuss two sources of air pollutants and prevention measures.
- **4.** Give examples of environment law related to the problems observed at school.

Possible Answer:

1. Answer will vary but could be littering, putting dirty water into rivers, smoke from industry, etc.

- **2.** Water pollution: fertilizers, feces, chemicals from industries
- **3.** Soil pollution: chemicals, waste
- **4.** Emissions from industries or vehicles can cause air pollution. Better practices regarding emission control laws will help
- **5.** Article related to waste management, to cut trees in forests or protected areas or in national parks.

Learning Outcome 1.5: Report or refer environmental incidents and potential problems to appropriate people



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Identify types of incidents that could happen in workplace
- b. Understand the importance of accurate and timely reporting of incidents



Time Required: 3 hours



Learning Methodology: Small group work, brainstorming, field visit



Materials Needed:

 Standard training materials: tape, markers, photos, flip chart, reference books, case studies



Preparation:

- ☐ Prepare head teacher to respond to questions about incident reporting, treating cases of sex assault, environmental issues, medical care, etc.
- ☐ Prepare cards of incidents for group discussions.

Cross Cutting Issues:

✓ Gender: trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups



- ✓ Peace/value education: trainer promotes team work and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ **Environmental protection:** to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to this class, trainees will have learned about:

- ▶ Rwandan environmental laws and regulations
- Rwandan labor law

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?

- 1. Trainer will write the following words on the board:
 - **a.** Workplace injury
 - b. Sexual and Physical Assault
 - c. Environmental Incident
- **2.** Ask trainees to turn to **Topic 1.5 Task 1** in their Trainee Manual. They will work in pairs and to write down a complete definition and two examples for each of the words.
- **3.** Once pairs have completed their definitions, ask different trainees to come to the board to write the definitions under each of the words given—then the trainee will refine the answers to ensure that each answer is correct and complete.
- **4.** When good class definitions are in place, then ask trainees to provide examples of each sort of incident. Trainer will write all examples on the board under the definitions to help with a clear understanding of what each incident may look like in a variety of workplaces.
- 5. Introduce the objectives for this Learning Outcome as well as the Key Competencies.

Problem Solving Activity

- **1.** Divide trainees into groups of 4. Each group will work on **Topic 1.5 Task 2** then will report back to the class.
- **2.** Have trainees review the picture below. This picture shows a serious workplace incident. In groups, trainees will discuss what they believe has happened—and what steps should now be taken.



Possible Answer: A man got in the way of a forklift that was loading a truck. What should happen next is that the man in green should be cared for medically in case he has sustained an injury. A report should also be filed with management, and better safety systems should be put into place to avoid such incidents in the future.

- 1. Have each group share their observations and recommendations of what should be done next with the entire class—note that the most important and immediate thing is quick medical care for the injured person.
- **2.** Ask trainees to read the **1.9 Key Facts** individually. When all have completed their silent reading of the Key Facts, trainer will lead a discussion of all points to ensure clear understanding.



1. In groups, ask trainees to read scenario in the Trainee Manual (**Topic 1.5 Task 3**) and discuss the questions below.

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?

Answers:

- **a.** An employee was injured in a fall in her office and equipment was damaged (when water fell unintentionally on the extension cord).
- **b.** The woman tripped on cords that were open on the floor of the office. The equipment was damaged because water was spilled on the unprotected extension cord.
- **c.** Yes, it is always necessary to report incidents—and in this case there are two incidents to report.
- **d.** The company should install better electrical wiring in the office to eliminate the need for extension cords to be on the floor where they can cause falls and they are open to be harmed by falling water.
- 2. Have trainees share their work with the class. Trainer will verify answers and guide discussion.
- **3.** Ask trainees to read **1.10 Key Facts** individually. When trainees have had adequate time to read the key facts, trainer will ask trainees questions and trainees will provide details of each of the 4 steps of reporting to ensure that the trainees are clear on how to report an incident correctly.



- 1. Ask trainees to turn to **Topic 1.5 Task 4** in their Trainee Manuals. Divide trainees into groups of 3. Each group will be assigned to go to a particular area of the school to review the area for potential hazards—and then to speak with the management about emergency procedures that are in place. Groups can go to the following areas: kitchen/canteen, parking lot/garage area, administrative office block, classroom/bathroom areas, lab/practicum areas, or other.
- **2. Note:** trainer should speak with administration prior to this task so they are prepared to take time with trainees. Administration should be alerted that students will be reviewing SHE so they are prepared with helpful answers to trainee interview questions.
 - **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. Be sure to ask the administration representative to explain the SHE procedures that are in place 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.

Answer: Answers will vary depending on the school and the areas assigned to each trainee group. The trainer must be responsible to verify the correctness and appropriateness of trainee responses.

3. Upon completion of their assessment and discussion with administration, each group will report back to the class and take questions from other trainees.



Points to Remember

• Incidents at a workplace should be reported immediately.

• Treatment of injured people is the first response in any incident.



Section A: Answer the question 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 answer 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?

Answer:

Section A

- **1.** C
- **2.** D

Section B

- **1.** The employer
- 2. No, the employee is responsible of wearing his/her PPE.

3.	Sexual assault is a physical, psychological or sexual act directed intentionally at a person on the basis of their gender. It is done without the person's consent. Sexual assault can happen to men and women.



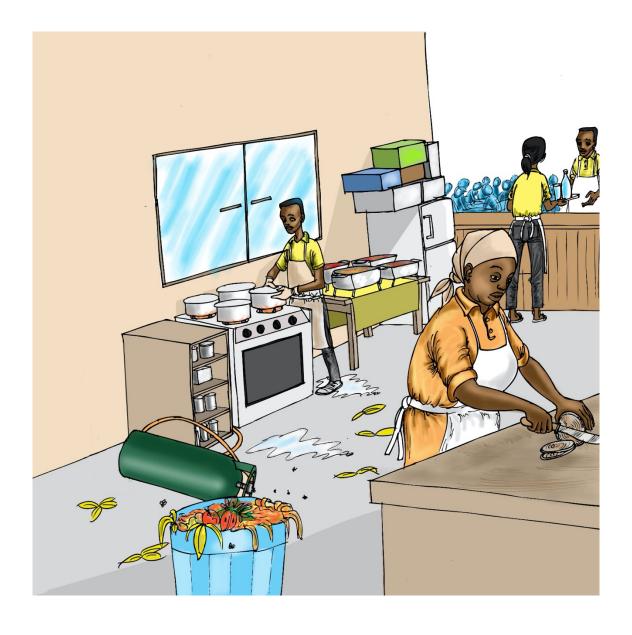
Integrated situation

Resources

You are just starting a new job in a restaurant. The owner has hired you to manage the lunch-time crew in the kitchen so they can be more efficient, more sanitary, and safer.

Materials: Illustrations below

On your first day of work, you arrive, and the illustration below shows what you see in the workplace:



1. What problem do you find with the restaurant kitchen? Since this in now under your management and list at least 4 immediate things must be changed, and list 4 long-term corrective actions can you make so this kitchen is a safer and healthier place.

Answers

Vary, but may include:

- **a.** All employees should be wearing clean PPE including aprons, gloves, hairnets and proper shoes.
- **b.** Garbage must be better contained and removed more frequently to avoid insects and rodents.
- **c.** There is a real risk with the gas bottle so that must be put in a proper place and checked for proper functioning immediately.
- **d.** The employees should sweep, mop and dry the floor regularly to avoid slips and falls.
- e. Storage of things on top of the fridge must be fixed—a shelf should be built.
- **f.** Food should not be sitting open on the counter beside the fridge—it should be covered and in the fridge.

g. Corrective actions:

- **h.** Train employees on safe work practices to eliminate spills
- i. Schedule preventive maintenance activities to keep equipment in good operating condition
- **j.** Evaluation of job procedures with a recommendation for changes
- **k.** Conduct a job hazard analysis: evaluate tasks for hazards then train employees on the hazards
- **I.** Review administrative processes that might include changing the way tasks are performed.

2. Review the illustration below. Note the hazards that might cause problems and which protective measures could you suggest to control the risks?



Answer:

- **a.** Increase safety compliance with regard to electrical outlets, electrical cords, and machinery
- **b.** Do maintenance on existing furniture to ensure drawers close properly (file cabinet) and that desks and chairs are correct for people so they wont sustain injuries
- **c.** Put a staff member in charge of safety cleaning the office to reduce waste sitting in the office
- **d.** Build some more shelves and tables so machinery is not sitting on the floor where it risks getting water on it.

3. Review the illustration of a gas station shown below.



- **a.** Does the station comply with the Rwandan environmental regulations? If yes, how? If not, why?
- **b.** List other hazards that you see.
- **c.** Identify the people that you should report this situation to.

Answer:

- a. No. (from what we can see) The station doesn't comply with the Rwandan environmental law Article 19: Management of hazardous and toxic waste. Any waste, especially from hospitals, health centres and clinics, research centres equipped with laboratories, industries and any other hazardous or toxic waste must be collected, treated and changed in a manner that does not degrade the environment in order to prevent, eliminate or reduce their adverse effects on human health, natural resources and environment. We see gas or diesel on the ground—and the employee is smoking a cigarette.
- **b.** We see one employee sleeping, we see a man talking on his cell phone too close to the gas (there may be a spark). This situation should be reported to the station manager but also to Rwandan authorities because they are polluting the environment which impacts the community.

2. Name four kinds of pollution a factory is likely to cause and the different measures to mitigate impacts from these pollutions at their source

Answer:

- a. Water pollution
- **b.** Air pollution
- **c.** Land pollution
- **d.** Noise pollution
- e. Control measures
 - Undertake environmental Inspection for water and air pollution
 - Provide waste management system (waste bins, waste water treatment plants, contract with companies for waste transport and disposal in landfill)
 - Minimize machine noises by ensuring good lubrication of parts and provide good air ventilation throughout the factory

Self-Reflection

- 1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee's Manual to identify their areas of strength, areas for improvement, and actions to take to improve their learning.
- 2. Discuss trainees' results with them individually. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (for example, use class time before you begin the next learning outcome to go through commonly identified difficult concepts, or assign additional relevant reading material).

Learning Unit 2: Apply safety practices to prevent and handle hazards in the workplace



Learning Outcomes

By the end of the Learning Unit, trainees will be able to:

- **2.1** Identify actual or foreseeable hazards that have the potential to harm the health, safety, or security of workers or anyone else in the workplace.
- **2.2** Apply control measures to identified unsafe and harmful situations at the workplace.
- **2.3** Take appropriate action in case of emergencies based on protocols, procedures, and plans.

Learning Unit 2 Self-Assessment

- 1. Ask trainees to look at the illustration above and discuss what they see. What topics do they think this unit will include based on the picture? (Because this illustration is rather vague, the trainer will likely have to provide some additional hints as to the content of the coming unit.) After some discussion, share the main topics of the unit with trainees.
- 2. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do another self-reflection, which will include re-taking the self-assessment and identifying their strengths, areas that need improvement, and actions to take. The self-assessment is not a test!

Learning Outcome 2.1: Identify actual or foreseeable hazards with potential to harm health, safety or security of anyone in the workplace.



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Identify Potential causes of unsafe situations at a workplace
- **b.** Identify foreseeable hazards that could harm the health of workers
- c. Identify prevention measures for unsafe situation at workplaces



Time Required: 3 hours



Learning Methodology: small group work, brainstorming, field visit, scenarios



Materials Needed:

Case scenarios



Preparation:

☐ Visit the sites for the trainee site visits to prepare the sites for the visits—and to ensure that the sites will provide valuable learning for the trainees

Cross Cutting Issues:

✓ Gender: trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups



- ✓ Peace/value education: trainer promotes team work and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ **Environmental protection:** to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to this class, trainees will have learned about:

▶ Defining hazards in a 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?

- 1. Ask trainees to turn to **Topic 2.1 Task 1** in their Trainee Manuals.
- **2.** Ask volunteers to share with the rest of the class their experiences with hazards of different kinds.
- **3.** Ask trainees to group the hazards into the following categories:
 - **a.** At home
 - **b.** At school
 - c. On TV
- **4.** Give trainees opportunity ask questions about the shared hazards—and to try to provide solutions that would minimize the risk from each of the hazards listed.
- **5.** Share the objectives and Key Competencies that will be learned during this Learning Outcome.

Problem Solving Activity

1. Ask trainees to turn to **Topic 2.1 Task 2** in their Trainee Manuals. Divide trainees into groups of four. Distribute a copy of the scenario to each group—or ask them to read the

scenario in the Trainee Manual. Groups should read the scenario carefully then discuss the questions below and come up with a group answer for each question.

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

Answer: Answers will vary—but should be verified by the trainer.

- 2. Ask for a volunteer from each group to present one of their unsafe situations to the class. Let other trainees ask questions and/or agree with the risk prevention strategies presented. Trainer will verify the potential solutions.
- **3.** Ask a volunteer trainee to read aloud **2.1 Key Facts.** After the reading is finished, ask trainees to pose any questions they may have—and the trainer should ask questions of random trainees too so the trainer can verify the trainees' understanding of the material presented.

Guided Practice Activity

1. Ask trainees to read the scenario and questions in **Topic 2.1 Task 3** in their Trainee Manual independently. They will work independently, then share their answers with a partner to refine and upgrade the answers. When all trainees have collaborated on their work with a partner—then ask for volunteers to share with the entire class. (Think-Pair-Share activity)

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 and pierced his finger, so 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?

Answer:

- a. Gakwaya could have produced better work so the client would not be unsatisfied. He should also have stopped working when the client came to his shop so he could give the client his full attention and avoid injury from not paying attention to a dangerous machine.
- **b.** Once he had hurt his finger, Gakwaya should have stopped his work and cleaned his wound carefully to avoid infection. Additional answers may vary.
- **2.** Let pairs of trainees share their answers with the class. Trainer will verify the correct responses.

Application Activity

NOTE: trainer must visit potential sites for this visit prior to sending groups of trainees. Trainer must verify that the sites are willing to have trainee observers visit—and must ensure that each site has interesting and important things for the trainees to learn during the site visit.

- 1. Divide trainees into four groups and guide them to do **Topic 2.1 Task 4**. Ask each group to visit a different workplace in the surrounding community (groups may visit a hospital/health clinic, a restaurant, a carpenter shop, a tailor shop, a butcher shop, or other).
- 2. The groups of trainees should observe as many different types of hazards as they can see present. They should list both the causes of the unsafe situation as well as solutions to reduce the risk of such a situation. Trainees should also note any process that is already in place that serves to reduce a risk that was identified before.

You will visit a local workplace with a small group of other trainees. Your job will be 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 the causes that make 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.

Answer: Answers will vary and will need to be verified for correctness by trainer—who will need to visit the sites prior to the trainee visits to ensure sights are willing to be observed, and that the sites have interesting and important things for trainees to learn during the visit.



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.

Answer:

- 1. Answers vary. Presence of hazards that have the potential to cause injury or death to an employee. Hazards may include Chemical hazards, physical hazards, repetitive hazards or accidents.
- 2. 1) Comply with all specific safety rules, 2) Report all unsafe acts or conditions to your supervisor, 3) Encourage fellow employees to work safely, or 4) wear appropriate PPE

3.	Hazards caused by frequent lifting and poor posture are repetitive; heat/cold, stress, and noise pollution are physical hazards.

Learning Outcome 2.2: Apply control measures to identified unsafe and harmful situations at the workplace in accordance with standards



Objectives: By the end of the learning outcome, trainees will be able to:

- **a.** Discuss methods to prevent or control unsafe/harmful situations at a workplace.
- **b.** Describe the hierarchy for controls of unsafe/harmful situations at a workplace.



Time Required: 2 hours



Learning Methodology: brainstorming, individual and small group work, field visits.



Materials Needed:

• Standard learning materials: Flipchart and markers, scenarios, case study



Preparation:

☐ Make appointment with the local authority for field visit—and prepare authorities for the purpose of the visit (identification and control of risk)

Cross Cutting Issues:

✓ **Gender:** trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups



- ✓ Peace/value education: trainer promotes team work and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ Environmental protection: to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to this class, trainees will have learned about:

Identifying different hazards at a workplace

Key Competencies:

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

- **1.** Ask trainees to turn to **Topic 2.2 Task 1** in their Trainee Manuals. With trainees, brainstorm examples of workplace or school risks that can be minimized but can never be eliminated.
- **2.** To start brainstorming, trainer can explain the following example:
 - a. If you are 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.** Trainer will write all examples on the board while trainees give examples.

Answer: variable depending on the local situations

4. When the list of examples of risks is complete, trainer will read the list aloud—and the trainees will give ideas about how the given risks might be controlled (or minimized) and why they are impossible to prevent completely.

- **5.** To summarize the activity, trainer will note that there are many ways that risks in a workplace can be reduced or controlled—some may even be eliminated. Explain that reducing risk is everyone's job. Everyone is responsible to do their best in minimizing workplace hazards.
- **6.** Review the objectives for this learning outcome and respond to any trainee questions.

Problem Solving Activity

1. Ask trainees to pair up and read the scenario found in **Topic 2.2 Task 2** and then respond to the questions following the scenario.

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?

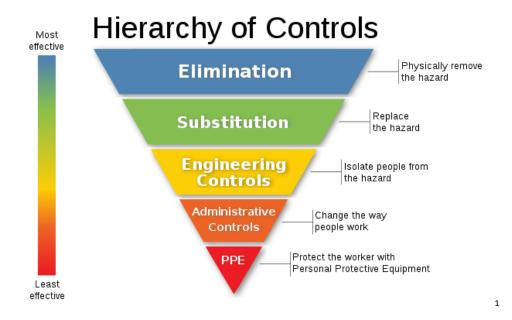
Answer: Answers will vary, but may include the following ideas:

- **a.** The government should use money from the taxes collected to help the company expand the safety protocols in the factory such as air filters, fans, and exhaust catchment systems.
- **b.** The employers should issue air filtering masks for all employees and mandate rules that the masks should be work at all times
- **c.** Yes, both goals can be achieved if the government helps the factory and the employers help the employees

- 2. When all trainees have completed their answers, ask for several volunteers to share their answers then discuss scenario with class. Trainer validates the responses given to ensure clear understanding.
- **3.** Ask trainees to read **2.2 Key Facts** independently and ask any questions if parts are not clear.



1. Trainer will draw the following hierarchy of risk control on the black board. It is also in the Trainee Manual under **Topic 2.2 Task 3.**



2. Ask trainees to observe and discuss what they see—and guess how it relates to controlling risks.

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¹ Pittman, M. (2020, May 14). *NIOSH's "Hierarchy of Controls infographic" as SVG*. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:NIOSH%E2%80%99s_%E2%80%9CHierarchy_of_Controls_infographic%E2%80%9D_as_SVG.svg

- **3.** To explain the hierarch of risk control, trainer will use the example of the following risk. Trainer will read aloud the risk then read aloud and explain each step of risk control to the trainees.
 - During this exercise, trainer should refer back to the pyramid that is already on the board.

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.
- **4.** Discuss the given example to ensure that all trainees have understood the hierarchy of risk. Ask each trainee to work independently and 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. Trainer will circulate among the class while trainees work to check answers and to support trainees.
- **5.** When trainees have completed the individual examples, ask a few volunteers to share their ideas.



NOTE: trainer must visit local authority office to prepare for this visit. Trainer must find workers that are willing to be interviewed by trainees and they must also explain to the authority workers that the purpose of the visit will be to identify risks and to understand actions taken to control those risks.

- 1. As a class, trainer and trainees will together visit the nearest local authority office. If relevant, trainees can also ask the authorities what they do to deal with accidents and how they investigate injuries in workplaces. It would be good if the authorities could provide examples.
- 2. After the site visit, each trainee will be required to write up one of the examples of risks that the local authority spoke about, according to Topic 2.2 Task 4. Each trainee will 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.

Answer: Answers will vary. Trainer must verify the correct responses depending on situations described.

3. Upon return to the class, discuss the site visit with the entire class. Trainer may share (by reading aloud—or asking the trainee to read aloud) some of the better trainee reports with the class.



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.



- **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?

Answer:

- **1.** The risk control hierarchy has 5 levels: elimination, substitution, engineering controls, administrative controls, and personal protective equipment.
- **2.** Three principles to limit risks are: prevent risks, protect safety and health, eliminate accidents
- **3.** Risk control is a benefit to a business because injuries can cause less productivity to the company. Also, the law will make a factory accountable for not controlling hazards and not keeping a healthy work environment for employees.

Learning Outcome 2.3: Take appropriate actions in case of emergencies according to protocols, procedures, and plans



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Identify and handle emergencies and procedures at work
- **b.** Identify key elements to be included in an Emergency Action plans (EAP)



Time Required: 3 hours



Learning Methodology: Oral presentations, small group work, log books, practical demonstrations and field visit



Materials Needed:

 Standard training materials - Flipchart, markers, scenarios, books for reference, first aid kit

Preparation:



- ☐ Read articles on emergency action plans, and research emergency protocols
- ☐ Collect available objects that are used in case of emergencies such as first aid kit
- ☐ Copies of Emergency Action Plans (EAP)

Cross Cutting Issues:

- ✓ Gender: trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups
- B
- ✓ Peace/value education: trainer promotes team work and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ **Environmental protection:** to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to this class, trainees will have learned about:

- Measures to control unsafe and harmful situation in workplace
- Principles of prevention and control of risks including hierarchy of risk control

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?

- 1. Refer trainees to **Topic 2.3 Task 1** in their Trainee Manuals. Ask volunteers to share with the class any personal experiences using measures to control unsafe and harmful situations either at home or in the workplace. The Trainer will write each situation on the board as the trainees explain.
- **2.** Ask trainees to give examples of how the risk control fits into the hierarchy of controls from the last learning outcome.
- **3.** Explain to the class that this learning outcome will take the risk control one step further by using risk control measures in a plan that will help prepare employees for risks or emergencies that may arise. Share the objectives and Key Competencies with the trainees and take any questions that they may have.

Problem Solving Activity

- 1. In pairs, ask trainees to read the scenario found in **Topic 2.3 Task 2** then discuss the questions which follow.
 - **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?

Answer:

- a. The man should not be yelling at the fallen man, rather he should be helping. He should call a health worker to ensure that the man's back is not injured, and he should help the man get to a place where he can rest and receive any medications needed.
- **b.** The workers should be wearing proper shoes (not slippers) and should only be carrying one sack (not two). The truck should drive closer to the area where the sacks are needed to avoid carrying heavy things over long distances, and they should be using carts not carrying such heavy loads.
- 2. Ask a few pairs to share their responses with the class. Trainer will validate responses.
- **3.** Ask a volunteer trainee to read **2.3 Key Facts** aloud. Upon completion of the reading, discuss.



1. Ask trainees to read the scenario found in **Topic 2.3 Task 3** in their Trainee Manual and discuss the question below.



In March 2018, Rubavu District, located in the Western province of Rwanda, experienced heavy rain falls. 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 elements 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.

Answer: Answers will vary depending on trainee experiences. Trainer will validate responses.

- 2. Discuss trainee responses as a class. Trainer will validate and verify answers are correct.
- **3.** Ask trainees to consult the **2.4 Key Facts** individually. After trainees have approximately 5 minutes to read and review the key facts, trainer will ask trainees random questions about the facts to ensure that trainees have well understood the key facts.

Application Activity

1. Ask trainees to think about what they know about how the school would deal with an emergency. They have practiced what to do in case of a fire during the regular fire drills that are held by the school. Have trainees think carefully about what they have done—and what the school leadership was doing—during those fire drills. In **Topic 2.3 Task 4**, trainees will write an EAP for the school that describes what to do if there is a fire emergency.

Answer: This will vary according to each school's plan and procedures. Trainers will have to prepare this in advance with the school leadership to verify and confirm correctness and completeness of the EAP written by each trainee.

2. Ask trainees to discuss the points that should be in the emergency action plans, and with trainee input, trainer will write up a clear and complete action plan on the board.



Points to Remember

- 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

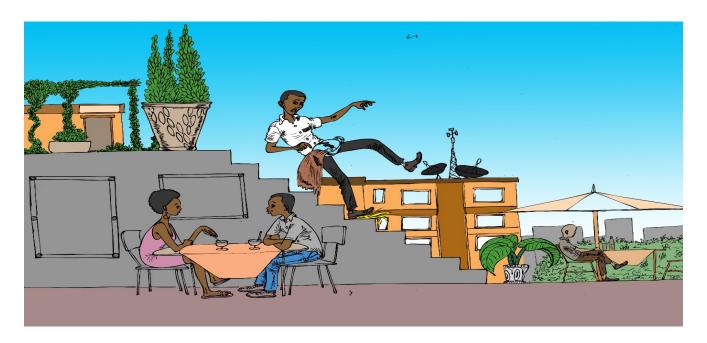
- **1.** What is a workplace emergency?
- 2. What is an emergency action plan?
- 3. State two natural emergencies and two manmade emergencies.
- 4. Name three elements to include in an EAP.

Answer:

- 1. A workplace emergency is an unforeseen situation that threatens employees, customers, or the public; disrupts or shuts down your operations; or causes physical or environmental damage.
- 2. A written document that facilitates and organizes employer and employee responses during workplace emergencies.
- 3. Flooding, tornadoes, etc., are natural emergencies, civil unrest, fire, etc., are man-made emergencies.
- **4.** Training, alarm systems, escape routes, communication plans, ways to account for people.



Review the example of a workplace accident shown in the illustration below. You can see the waiter slipping on a bit of banana peel and falling on the steps.



- 1. What can you do in case the waiter is breathing but cannot talk at that moment (dazed)?
- 2. How could the waiter protect himself against such incidents?
- **3.** On which sustainable level of control can this emergency be addressed so it will not happen again?
- **4.** What should be included in an emergency procedures in this case?

Answers:

- **1.** Call staff with first aid skill, or a health worker. Do not move him until a health worker is there.
- **2.** Ensure the stairs are clean and clear. Wear the suitable non-slip shoes while at work.
- **3.** Apply Administrative control, which is changing the way people work.
- 4. Training everyone in emergency procedures if someone is injured
- **5.** Work should not resume after an emergency if a serious danger remains—in this case they should clean the stairs carefully.
- 6. Plan essential actions such as regular cleaning to make the processes safe
- 7. Establish a chain of command: Knowing who is in charge in an emergency situation.
- 8. Decide where to go to reach a place of safety or to get health or rescue equipment

9.	Follow all specific safety and cleanliness rules and compliance, report all unsafe conditions
	to your supervisor immediately.

Learning Unit 3: Apply healthy habits and safe reproductive health practices



Learning Outcomes

By the end of the Learning Unit, learners will be able to:

- **3.1** Understand and use family planning methods based on medical instructions
- **3.2** Prevent Sexually Transmitted Infections (STIs) by understanding risk and using recommended prevention methods.
- **3.3** Integrate healthy foods into family diets based on recommended Basic Daily Food Allowances
- **3.4** Practice healthy habits to maintain physical and mental health necessary for a productive personal and work life (avoiding smoking, maintaining a healthy weight, exercising regularly, and limiting alcohol consumption)

Learning Unit 3 Self-Assessment

- 1. Ask trainees to look at the illustration above and discuss what they see. What topics do they think this unit will include based on the picture? After some brainstorming, share the main topics.
- 2. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 3.1: Understand and use family planning methods based on medical instructions



Objectives: By the end of the learning outcome, learners will be able to:

- a. Describe a range of family planning methods
- b. Explain advantages and disadvantages of various family planning methods
- c. Communicate assertively to negotiate use of condoms or other family planning



Time Required: 4 hours



Learning Methodology: small group work, role plays, brainstorming, field visit



Materials Needed:

• **Standard training materials:** tape, posters, markers, flip chart, reference books.



Preparation:

☐ Make an appointment and prepare field visit to the health center

Cross Cutting Issues:

✓ Gender: trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups



- ✓ Peace/value education: trainer promotes teamwork and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ Environmental protection: to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to this class, trainees will have learned about:

Rwandan population and the effect of population on economic growth

Key Competencies:

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?

1. Refer trainees to **Topic 3.1 Task 1** in their trainee manuals. Write the following statement on the board:

Rwanda is the most densely populated country in Africa.

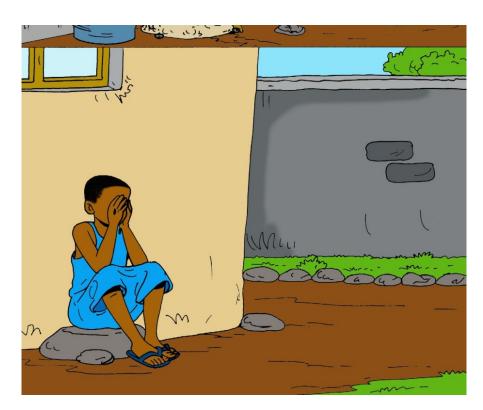
- **a.** Ask if any of the trainees can explain what the statement means.
- **b.** Discuss advantages and disadvantages of large populations for the country, community, family.
- **c.** Focus on the word 'dense' which means that there are many people per hectare in Rwanda.
- **d.** Discuss the implications for farming and for food security on a family-level as well as for the nation, given that Rwanda has many people per hectare and is a very small country.
- 2. Remind trainees of the illustration at the beginning of this unit. Note that a large family is expensive to keep well: food, education, health, etc. all cost money so to be prosperous, a family needs to plan carefully and not have too many children.

3. Introduce the objectives of this learning outcome and also explain why family planning is necessary—to protect yourself from sexually transmitted diseases, and to have a healthy and prosperous family.

Problem Solving Activity

Ask trainees to look at the poster below which is found in **Topic 3.1 Task 2** their Trainee Manuals. Divide the class into groups of three or four – making sure that each group has at least one boy and one girl. Ask the groups to discuss the illustration and the questions following the illustration. Each group should take notes and then will share their thinking with the class.

- **1.** Ask trainees to look at the poster below which is found in **Topic 3.1 Task 2** their Trainee Manuals.
- 2. Divide the class into groups of three or four making sure that each group has at least one boy and one girl. Ask the groups to discuss the illustration and the questions following the illustration. Each group should take notes and then will share their thinking with the class.



The young woman 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 soon join the military and does not have enough money for a family so cannot commit to getting married. Now she is worried that she may be pregnant and that she is also worried that she 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?

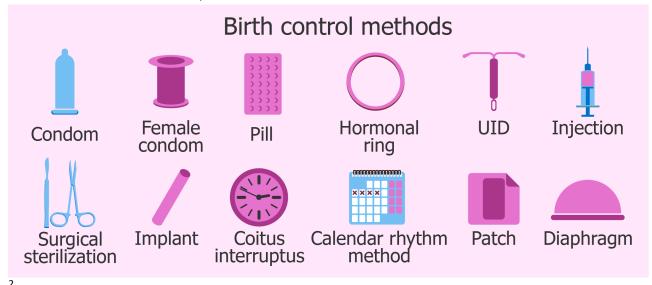
Answers:

- a. Yes, this young woman may have gotten pregnant—and she may have been given an infection. All that can happen during ANY sexual contact—even the very first time!
- b. The young woman should go to a health center to be tested for pregnancy and for any STI, so she can be treated and get appropriate care as needed.
- c. In the future she should be careful and always use a condom during sexual contact—and she should use assertive communication – that is she should tell any boyfriend that she is not willing to have sex unless he is willing to protect her health and her future by using family planning.
- **d.** The people in the community that can help are the young woman's friends, by accompanying her to the health center, and helping her feel confident to use assertive communication with a boyfriend.
- 3. Ask for volunteers from each of the group to share out their thinking and responses to each of the questions. Discuss how the trainees can help a friend such as this young woman to move forward with positive steps that will ensure a healthy and well-educated future for her.
- 4. Read aloud to the trainees 3.1 Key Facts. If trainees have any questions respond to them using the information provided or refer the question to a local health worker if you are unsure of the answer.



Guided Practice Activity

Ask trainees to remain in the groups formed for the problem-solving activity found in Topic
 3.1 Task 3. Distribute the picture below for observation and discussion.



- 2. Ask members of the group to make note of the family planning methods that they are already aware of—and to write out questions that they have regarding the methods that they have not yet heard about or are not yet certain about.
- **3.** Remind trainees that family planning is to protect against unwanted pregnancies and to support the spacing out births within a family, but it is also about the important issue of protecting yourself and your partners from sextually transmitted infections which are passed during any sexual contact (not just intercourse) and for which condoms are the only protection.
- 4. When all the groups in the class have finished, the trainer will ask the trainees to read aloud the questions that they 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.

Answer: Answers will vary. Trainer should not worry if the questions are difficult, they can be listed out and asked of the health care provider. **NOTE:** it is better to say you do not know the answer than to make up an answer which may be false. When trainer does not

² OBGYN Associates of Central FL. (n.d.). Contraception methods. https://obgynfl.com/contraception/

know the answer but knows to find the answer at the Health Center, it is good modelling for the students—they can understand that a Health Center is a resource for information that they can access when needed.

- **5.** Ask trainees to read the **3.2 Key Facts** individually. It may be that while reading the **Key Facts** that they find answers to questions, or it may be that the trainees have more questions now. If there are more questions, add the new questions to the list for the Health worker during the coming site visit.
- **6.** One thing mentioned in the **3.2 Key Facts** is "assertive communication." During this next task the class will discuss and practice assertive communication skills. To prepare, ask two trainees to come forward to present the role play to the class. While the two volunteers are reading and preparing, re-read the Key Facts definition of 'assertive communication' aloud to the class:
 - 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.
- **7.** Ask the class to keep that definition in mind as they watch the role play which will have three parts, the first will be passive, the second will be aggressive, and the third will be assertive. Ask trainees to pay close attention to the differences.

Topic 3.1 Task 4

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?

Answer:

- **a.** Cynthia behaved differently each time, and her behavior influenced the outcome.
- **b.** As long as Cynthia is not in any danger, being assertive is typically best: she spoke clearly about how she felt, told him to stop, and explained what she would do next if necessary. The passive scene makes it likely that the man will repeat his bad behavior. Being aggressive would have made the man angry which may be dangerous.
- **c.** Answers will vary.
- **d.** This relates to condom use because often times a partner does not want to use a condom so you will need to use assertive communication to convince him or her.
- **8.** Explain again to the class, that a condom is the only way to protect yourself and your partner from spreading STI—so you should use a condom during every sexual encounter. To practice assertive condom negotiation, ask trainees to pair up. Each pair will review the list of excuses for not using a condom and assertive responses that you could use. Each pair will try to think of other assertive responses that could be used in each of the cases.
- **9.** Refer trainees to the following table found in **Topic 3.1 Task 5.** With a partner, trainees will 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 in order to practice them all.
- **10.** As the trainees practice, they will 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 condom.	Have you ever tried sex with a condom? There is 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. Anyone 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
me.	properly so there's no chance it will slip off.
I don't have a condom with me.	I do.
	OrThen let's find a way to excite each other
	without sex.

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

Answer: will vary but trainer should confirm that they are assertive and good.

- **12.** After the pairs have had time to practice both columns of condom negotiation, let some volunteers share their other ideas for good assertive negotiation with the class.
- **13.** Summarize by explaining that while there are many options for family planning that will help reduce unwanted and early pregnancies, ONLY CONDOMS will protect you and your partners from transmitting STI. To stay healthy, we should all use condoms during every sexual encounter



NOTE: Trainer must visit the local health center to prepare for this visit. Trainer must explain to the Health Care Worker that a class will be visiting and that they will be asking for information

regarding family planning methods—and ways to protect against STIs. It would be good if the Health worker can provide a talk on family planning—then take questions from the trainees. This must be organized in advance by the trainer!

1. Refer trainees to **Topic 3.1 Task 5**. As a class, along with the trainer, trainees will visit the nearest Health Center, hospital or clinic. While there the trainees should take notes, and should feel free to ask any questions that they may have. After the visit, each trainee will write a short summary of the visit which will be submitted to the trainer.

Answer: Answers will vary. All the information should be validated and corrected by the trainer who must comment on each of the summaries submitted so each trainee gets individual feedback.

- **2.** After you have collected the summary reports from each trainee, then ask one of the trainees to summarize the learning from the site visit. Other trainees may chime in with additional information if they like. All information should be validated by the trainer.
- **3.** After class, trainer should read, and comment upon each of the site visit summary reports that were submitted by the trainees.

Points to Remember

- Family planning reduces 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 you from STI.
- 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: Answer 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.

Answer:

Section A

- **1.** B
- **2.** E
- **3.** A

Section B

1. 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. For example: assertive communication is often used when someone explains that sexually transmitted infections can pass to partners during sexual contact so if you care about your partner you will protect your partner (and

- yourself) from infection by using a condom during every sexual contact. You may tell your partner: The pill is good for birth control, but it doesn't protect you against STDs or HIV!
- 2. A woman may use birth control pills to ensure that she does not get pregnant, but it is still necessary to protect yourself from sexually transmitted diseases so she if she cares about her partner—and if the partner cares about her—then they use condoms in addition to the pills.
- **3.** Please refer to the information below for reasons that early and unwanted pregnancies are difficult for a young woman.

Further Information for Trainer:

1. The table below describes the methods, a 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	Devices that provide	It is rolled on to	A reliable method	May disrupt
Condonis	a physical barrier	the penis before	of preventing	spontaneity
	between the sperm	sex.	pregnancy.	during sex
	and the egg.	JCA.	pregnancy.	A few people
	and the egg.		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)		3115	avaliable
Lactational	Breastfeeding may be	A delay in	Encourages	Not suitable if
amenorrhea	used as a	ovulation is	Encourages breastfeeding.	mother works
			breastreeding.	outside home.
Method (LAM)	contraceptive method.	caused by the action of		outside nome.
	method.	hormones from		No protection
	This method is NOT			No protection
	effective.	breastfeeding for ONLY 6 months		against STIs
		ONLY 6 MONTHS		including HIV.
Foutility	NO STI protection!	Deced on NO	Dogwines deile	Difficult to plan
Fertility	Periodic abstinence	Based on NO	Requires daily	Difficult to plan.
awareness or	method.	sexual intercourse	monitoring of	No protection
Periodic	This is NOT effective.	during fertile	fertility	No protection
Abstinence	NO STI protection!	phase.	indicators—which	against STIs
method	Farage and a self in	The in a in a with a l	is tricky.	Lineite el timo
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
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
		SKIII ADOVE LITE		against STIs

NO STI protection!	elbow effective for	
	3 yrs	

- **2.** Family Planning is important to avoid early and unwanted pregnancies. Some of the difficulties that are linked with early pregnancies are the following:
 - **a.** 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.
 - **b.** Education problems young women may drop out from school, they lose the opportunity to finish education/training, which means job opportunities are limited.
 - c. 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.
 - d. 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.
 - **e.** 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.

Learning Outcome 3.2: Prevent Sexually Transmitted Infections (STIs) by understanding risk and using recommended prevention methods.



Objectives: By the end of the learning outcome, learners will be able to:

- a. List common Sexually Transmitted Infections (STIs)
- b. Identify how Sexually Transmitted Infections are spread
- **c.** Understand prevention methods for STIs



Time Required: 2 hours



Learning Methodology: small group work, brainstorming, scenario, visit by health worker to the classroom (must be prepared in advance by trainer!)



Materials Needed:

- **Standard training materials:** scotch tape, markers, flipchart, poster, reference books
- For demonstration: wooden penis (or banana) and condoms



Preparation:

- ☐ Prepare a wooden penis model for condom use demonstration, and condoms.
- ☐ Make an appointment for a health worker, to visit the school and talk to the class about STIs, symptoms, and prevention, including condom use.

Cross Cutting Issues:

✓ **Gender:** trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups



- ✓ Peace/value education: trainer promotes team work and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ Environmental protection: to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to this class, trainees will have learned about:

▶ Methods of family planning and assertive communication

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. Write on the board the words. Trainees also have these words listed in Topic 3.2 Task 1.
 - **a.** Sexually
 - **b.** Transmitted
 - c. Infection
- **2.** Ask trainees to look at the three words, individually, ask trainees to write down a definition for each of the three words in their notebook.

Answer: Answers will vary, but in general the ideas are the following:

- a. Sexually means related to intimate contact,
- **b.** Transmitted means passed from one person to another, and
- **c.** Infection is an illness that will harm your body if it is not treated or cared for.

NOTE: So, as a class agree that **Sexually Transmitted Infections** are illnesses that are passed from one person to another during intimate sexual contact which cause harm to your bodies!

3. Ask if any of the trainees or someone they know have ever had an infection (not sexually transmitted but any infection) such as an infected cut on their hand. Ask if someone would be willing to share their or their acquaintance's experience and how they knew that it was an infection.

Answer: Answers will vary but may include the following: an infection could be a sore that becomes red and swollen, the sore may produce puss or blood and may have a bad smell. Other infections can be internal, such as a sinus infection (where you have a lot of mucus, or an infection in your stomach that produces diarrhea. Some infections you may not know you have but after a while you begin to feel bad.

Note: Infections can be treated—but you must know you have an infection in order to treat it!

- **4.** Explain that sexually transmitted infections are much like other infections in our bodies:
 - Infections may have a variety of symptoms OR NO SYMPTOMS AT ALL
 - **b.** Infections make our bodies are sick
 - **c.** Infections must be treated so we can feel better again
 - **d.** ONLY medical testing can verify if a person has an STI (because some STI have no symptoms!)
- **5.** Tell trainees to copy down the following list of possible symptoms of sexually transmitted infections:
 - **a.** Bumps or sores on or near genitals
 - **b.** Swelling or redness on or near genitals
 - **c.** Green, white or clear discharge from the vagina or penis
 - **d.** Strong odor
 - e. Itching or irritation
 - f. Burning during urination
 - g. Pain during intercourse
 - h. OR YOU MAY HAVE NO SYMPTOMS AT ALL!

Note: the only way to be sure if you have an STI is to be tested at a medical center.

- **6.** It is important to get tested for an STI so you can get treated or cured
- 7. If you have an STI your partners may also have STI so your partners should be treated too!



- **1.** Ask trainees to complete **Topic 3.2 Task 2** in their Trainee Manuals then discuss their answers with a partner.
- 2. Trainees will read the scenario then answer the questions as completely as possible.

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 and get tested for STI, but he is afraid because 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?

Answer:

- **a.** Chris should go to a medical center to get tested for possible STI, and he should ALWAYS use a condom during sexual contact so he does not infect his partners.
- **b.** Chris should get the antibiotics and take the full course of pills as directed by the health worker—AND he should ask Lucia to get tested (and take the full course of antibiotics too, if she is infected)
- **c.** AND he should ALWAYS wear a condom to protect himself and his girlfriends from STI in the future.
- **d.** Chris must inform his partners because they should get the tested and treated in the likely case that they also have gotten the STI that Chris has AND his girlfriends who may be infected should know before they infect other boyfriends too.
- **e.** The only way to protect yourself and your sexual partners from STI is to use a condom every time you have sexual contact—or to abstain from all sexual contact.
- **3.** Discuss the trainee responses to Task 1. Note that it is vital to be tested for STI because sometimes people have no symptoms, but they are still infected—and can infect others.

4. Ask trainees to work in pairs and to read aloud **3.3 Key Facts** to one another. If trainee pairs have any questions about any of the facts, ask them to make notes of their questions as they read. When all trainee pairs have finished reading their Key Facts, trainer should respond to the questions posed by the trainees. If the trainer cannot answer the questions, explain that the medical worker will visit the class so the questions can be answered by the professional during the next class period.



芦 のuided Practice Activity

NOTE: trainer must prepare this visit in advance by visiting the local health center/clinic/hospital and asking a health worker to come to the class. Trainer must ask directly that the health worker prepare a talk about STI, the importance of getting tested, and how to protect yourself against STI, including a demonstration of condom use with a wooden penis (or banana) —and that the health worker should be willing to respond to questions from the trainees.

- 1. Ask trainees to turn to **Topic 3.2 Task 3** in their manuals. Explain that the class is honored to host a visit from a local health worker who will discuss STI with the class. This is an important visit because the health worker will explain about STI, how to protect yourself (and your partner) and also respond to any (and all) trainee questions.
- **2.** Ask trainees to take notes during the Health worker presentation. Encourage the trainees not to be shy about asking any questions.
- **3.** Introduce the health worker and facilitate the presentation and the questions.



- **1.** Ask trainees to make groups of 3 and turn to **Topic 3.2 Task 4**. Each group will review the notes that they all took during the Health worker presentation THEN prepare a sketch/poster/infographic on raising awareness on prevention of STIs.
- 2. Use the notes that you wrote during the presentation (in **Topic 3.2 Task 3)** from the local Health Worker to make a poster illustrating a healthy habit that will help prevent the spread of STI.

Answer: Posters will vary. Trainer must validate the messages that are promoted on the posters—then the posters should be hung in the classroom or in the school to promote healthy habits.

- **3.** Trainer will walk around the class during this group work to provide support and respond to questions as they arise.
- **4.** When groups have completed their posters, give each group of trainees time to present their poster and discuss the message that they chose to illustrate. Other trainees should ask questions as needed.
- **5.** Hang the posters on the walls of the classroom (or in the school hallway) to encourage people in the school to use healthy habits with regard to protection against STI.

Points to Remember

- 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 STIs, including HIV/AIDs



Circle the correct letter or "True" if the statement is correct or "False" if the statement is wrong

- 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.

Answers:

- **1.** D
- **2.** D
- **3.** E
- **4.** Go to a Health Center to get tested—and always use a condom during sexual contact.
- **5.** If you have an STI you may have given it to your partner—so they must be treated too.
- 6. Abstain from all sexual contact OR use a condom during every sexual encounter.

• Further Information for the Trainer:

- 1. Sexually Transmitted Infections (STIs)
 - **a.** Sexually transmitted infections (STIs) are infections that pass from one person to another ONLY through sexual contact
 - **b.** You can protect yourself (and your partner) from STI by using condoms!
- **2.** Other than condoms:
 - a. the ONLY way to not transmit STI is to abstain (not participate) in any sexual contact.
- **3.** Many STI have no symptoms:
 - a. Even without symptoms, people pass the infection to their sexual partners!
 - **b.** Many people do not know that they have STIs and they still pass them on to their partners.

- **c.** The only way to protect yourself (and your partner) is to use a condom when having sex
- **4.** Health centers can test you for Sexually Transmitted Infections.
 - **a.** Many STIs show no symptoms—but can still harm you, causing pain and even fertility or death.
 - **b.** STI testing is important because the health center can then treat (and often cure) your infection.
 - **c.** If you have an STI it is important that you use a condom when having sex to protect your partner.
- **5.** Common STI include: HIV/AIDS, Chlamydia, Gonorrhea, Genital Herpes, Syphilis, and others.
- **6.** Get tested and treated if you have any unusual genital symptoms—or if your partner has any symptoms
 - **a.** Most STI can be treated and cured, but the sooner the better! Do not wait to be tested!
- 7. HIV (Human Immuno-deficiency Virus) / AIDS (Acquired Immune Deficiency Syndrome)
 - **a.** HIV and AIDS cannot be cured BUT there are treatments to help fight the 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.
- **8.** HIV is passed on from person to person ONLY in the three following ways, based on contact with body fluids:
 - **a.** Unprotected sexual contact is the main way that people become infected with HIV.
 - **b.** Through contact with infected blood (from needles or sharp instruments like razor blades or through open sores, or unscreened blood transfusions)
 - **c.** From mother to child (in the womb, at birth or sometimes through breast milk).
- 9. You cannot get infected with HIV by ordinary contact with HIV positive people.
 - **a.** It's 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

Important information on Condoms (trainer should share this with trainees)

- 1. What are condoms?
 - **a.** They are made from latex rubber and are very strong. A condom is worn on the man's penis. A condom will stop his sperm or other fluids coming into contact with the woman's vaginal fluids.
 - **b.** They stop the fluids mixing. So she will not be able to get pregnant and, if either the man or the woman has a sexually transmitted disease, it cannot be passed between them. Condoms do NOT

- **2.** Where is the best place to store condoms?
 - **a.** If possible, store condoms in a cool, dark, dry place. Be careful where you put condoms when you go out, placing them in a trouser pocket or wallet could lead to them being crushed and damaged
 - **b.** If you are you should carry condoms. If you may be in a situation where you will be having sexual intercourse, condoms will be more convenient to use if they are readily available. This way, when you and your partner are in the mood, you will not have to stop to find a condom.
 - **c.** Traditionally condoms have been considered as the man's responsibility, but today more women feel responsible for getting hold of condoms. If you carry condoms with you, you can also provide them to your friends if needed, and possibly save their life.
- **3.** Do condoms really work?
 - **a.** Condoms re safe and effective. Used properly, condoms are very safe and up to 99% effective
- **4.** How can you tell whether a condom packet looks and feels good or not?
 - **a.** Always use condoms that come in a sealed wrapper, and are packaged so that light does not reach them. (Trainer can demonstrate how the condom feels lubricated inside the still-sealed wrapper.)
- **5.** How do you open the wrapper?
 - **a.** Check the expiry date.
 - **b.** Check to see if the packet is already open.
 - **c.** Squeeze the condom down to create a space.
 - **d.** Then tear across the corner carefully.
 - **e.** Make sure that the condom is not ripped.
- **6.** Do condoms last forever?
 - **a.** Condoms do not keep forever. Always check the expiry date on the package. Do not if expired.
- **7.** Can you use condoms again?
 - **a.** Condoms should only be used once. A condom should be used only once then should be thrown away. You must use a new condom every time you have sexual intercourse.
- **8.** Can condoms break?
 - **a.** Yes. Condoms are very thin so that enjoyment is not lessened during sex. So you must be very careful when opening the package. Make sure not to damage the condom with your teeth or fingernails. Condoms can also tear during intercourse, but this is very unlikely if used properly.
 - **b.** Lubrication helps to avoid tearing too. Lubrication is a gel you can put on the outside of the condom and inside the woman's vagina. Most condoms are already lubricated.
 - **c.** Never use Vaseline or oils because these can damage the condom.

- **9.** Is wearing two condoms safer than one?
 - **a.** No. Two condoms are not better than one. Two condoms used together do not give you double protection. Friction from the two condoms rubbing together may cause condoms to break.
- **10.** When do you put a condom on?
 - **a.** Only when the penis is erect.
- 11. Who puts the condom on?
 - a. The man can roll the condom onto his own penis OR, a woman can also put a condom on a man. It is important that women learn how to assist men with putting on condoms. This can be part of the sexual play between a couple, and women will be sure their partner is using the condom correctly.
- **12.** What do you do after ejaculation?
 - **a.** After ejaculation, before the penis goes soft, hold on to the bottom of the condom as you pull the penis out so that the condom does not slip off. Then take off the condom carefully without spilling semen. Tie a knot in the end to stop the semen falling out.
- **13.** Can the condoms fall off inside the vagina and get lost?
 - **a.** Condoms do not "get lost" in the vagina. If the man does not take out his penis when it is still semi-hard, the condom may slip off in the vagina. If this happens, a condom can be removed from the vagina and will not get lost inside.
- 14. What then? Where do you put it?
 - **a.** Wrap the condom in paper (such as newspaper or toilet paper) or in a cloth until you can dispose of it in a pit latrine or by burying it or burning it. Condoms should be disposed of away from where children or animals can find them and play with them.
- **15.** What else can a condom protect against, as well as HIV?
 - **a.** Condoms protect against most other STIs and also protect against unwanted pregnancy.
- **16.** Will I feel anything if I wear a condom?
 - **a.** Condoms are sensitive. The gloves that doctors use to do delicate operations are made of the same rubber as condoms. Condoms are very thin but at the same time very strong. You can even feel individual hairs through the rubber if you put two fingers into a condom as a demonstration.

Learning Outcome 3.3: Integrate healthy foods into family diets based on recommended Basic Daily Food Allowances



Objectives: By the end of the learning outcome, trainees will be able to:

- **a.** List main nutrient groups required in a healthy diet and their food sources
- **b.** Identify malnutrition signs and provide prevention measures



Time Required: 2 hours



Learning Methodology: small and large group work, brainstorming, discussion



Materials Needed:

- Standard training materials: markers, flip chart, reference books
- Basic kitchen supplies: gas cooker, food items, water, kitchen tools



Preparation:

☐ Read about essential nutrients and research on controlling malnutrition

Cross Cutting Issues:

✓ **Gender:** trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups



- ✓ Peace/value education: trainer promotes team work and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ **Environmental protection:** to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to this class, trainees will have learned about:

▶ Food handling and hygiene

Key Competencies:

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



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

- Divide the trainees into three groups by counting off around the classroom. Ask trainees to move so they are all sitting with their group in a circle and ask them to look at Topic 3.3
 Task 1 in their Trainee Manual. Assign group 1 to breakfast, group 2 to lunch, and group 3 to dinner.
 - **a.** Each group will list out common foods that are eaten in Rwanda for the meal given. Next, a group member will share out the list the class to confirm, reject, and add other foods.
 - **b.** Finally, each group will review their list and identify which foods on their list are HEALTHY CHOICES, then write the healthy choices on the board for the entire class to review.
- **2.** Class discussion: why do people eat things that are not healthy choices?

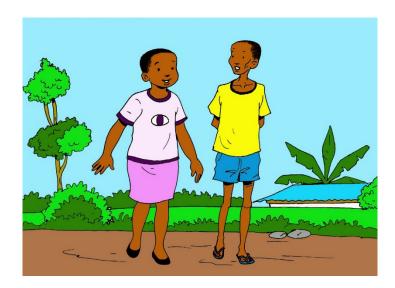
Answer: Answers will vary but trainer will confirm the foods that are considered healthy and for the discussion regarding choosing unhealthy foods answers may include the following:

- **a.** Sometimes healthy foods cost more money (meat and dairy products are healthy but expensive
- **b.** Sometimes people choose sweet, salty, or fatty foods because they taste good even though they are not healthy choices (cakes, chips, or fried foods)
- **c.** Sometimes people choose less healthy foods because they are quick and easy (a pack of biscuits)

- 3. Remind trainees:
 - 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.
- **4.** Introduce the objectives for this learning outcome and take any questions that trainees pose.

Problem Solving

Make groups of 3 trainees. Ask the groups to look at the illustration of two children in Topic
 3.3 Task 2 of this unit. They will list reasons that they know the child on the left is healthy and then list reasons that they know the child on the right is not healthy.



- **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?

Answer:

a. There are two children walking on a road. The area seems green with banana and other trees.

- **b.** The child on the left looks healthy. She is chubby and she is smiling.
- **c.** The child on the left is very skinny and is not smiling.
- **d.** You should advise the child on the right to visit a health center.
- **e.** NO—people who become too fat, like people who are too skinny, develop health problems
- **2.** Ask a trainee volunteer to read aloud **3.4 Key Facts** in the Trainee Manual. Respond to all trainees' questions—or refer trainees to a health worker if trainer does not know the answer.



Guided Practice

1. Ask trainees to remain in the same groups of 3 from the problem-solving activity. Ask trainees to read the scenario and respond to the questions in **Topic 3.3 Task 3** in their manuals.

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?

Answer: Answers may vary.

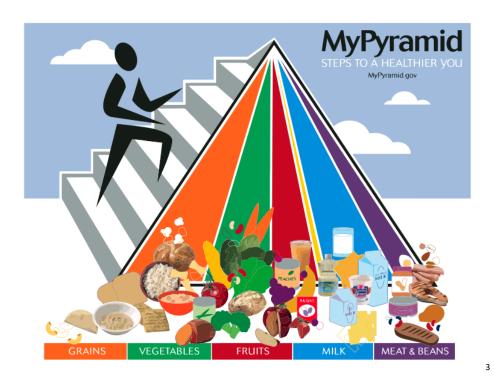
- **a.** The boy is heavier than the girl for two reasons: he eats a very poor diet (too much sugar and too much fat!) and he is not active each day.
- **b.** The doctor should recommend that Kamara take strict control of his son's diet, ensure that he has proteins, carbohydrates, and fruits and vegetables, as well as dairy products

and water at each meal—and that he stops eating snacks between meals. Furthermore, the doctor should recommend that the boy participate in daily activity, walking, playing soccer or other sports, and being outside moving. For example, the two children could walk to school rather than being driven in a car.

2. Each group present their finds and trainer will validate their answers.



1. Inform trainees that a healthy diet includes a variety of foods. Ask the trainees to individually look at the poster in their Trainee Manual under **Topic 3.3 Task 4** and review it for the most important bits of information, which will then be discussed as a class.



Answer: vary but should include the following (at minimum)

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³ United States Department of Agriculture. (n.d.). *MyPyramidFood* [Infographic]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:MyPyramidFood.svg

- a. Limit fats and sugars—that is, do not eat much fat or many foods that are high in sugar
- **b.** Eat a variety of foods to get a variety of nutrients—but remember each color of the pyramid!
- c. Every meal should contain grains, vegetables, fruits, dairy products and meat or beans
- **d.** Half of every meal should be made up of fruits and vegetables
- e. In addition to a healthy diet, people need to get exercise too
- **2.** Go around the class and ask each trainee to provide one important piece of information, from the poster above, regarding a healthy lifestyle so share with the entire class. Trainer validates each bit of information.

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.



- **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
- Growth delayed is effect of malnutrition—when a child is undernourishedTrueFalse
- **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
- 7. Which one of the following foods is **not** a source of protein?
 - a. egg
 - **b.** sugar
 - c. yoghurt
 - d. chicken meat
- **8.** Which 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.** Which 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.** What two things are good to eat ONLY IN SMALL QUANTITIES?

- **11.** What two foods should be present in every meal and should make up about half of what we eat?
- 12. What should you recommend to a person you think may be undernourished?

Answer:

- **1.** A
- **2.** B
- **3.** A
- **4.** C
- **5.** A
- **6.** A
- **7.** B
- **8.** E
- **9.** D
- 10. Fats and sugar
- **11.** Fruits and vegetables (dairy and water should be at every meal too—but not half the meal)
- **12.** An undernourished person should get medical care and should eat highly nutritious foods like dairy and eggs.

Learning Outcome 3.4 Practice healthy habits to maintain physical and mental health necessary for a productive personal and work life



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Discuss physical activities, personal habits, and behaviors beneficial to health
- **b.** Recognize best practices for physical and mental health to promote well-being



Time Required: 3 hours



Learning Methodology: Role play, small group work, brainstorming,



Materials Needed:

 Standard training materials - Scotch tape, Markers, Flipchart, Reference books, case studies



Preparation:

☐ Read information about a physical and mental health and prepare exercises to promote sports as a healthy habit

Cross Cutting Issues:

✓ Gender: trainer will provide equal opportunities to both boys and girls during the lesson as well as balance gender when forming groups



- ✓ Peace/value education: trainer promotes teamwork and respect for others' views and work
- ✓ **Inclusive education:** trainer is sensitive to differences in learning abilities and uses a variety of activities and materials to cater to different learning styles
- ✓ **Environmental protection:** to be considered when handling and disposing of cleaning solutions and other waste products



Prerequisites: Prior to this class, trainees will have learned about:

▶ Healthy food and the role of nutrients in the body

Key Competencies:

	Knowledge		Skills		Attitudes
1.	List healthy habits and	1.	Follow instructions for	1.	Responsible
	behaviors		improving healthy		
			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?

- 1. Refer Trainees to **Topic 3.4 Task 1** in their Trainee manuals. Ask trainees to think about their favorite physical activities and to share with the class their answers to the following questions:
 - a. Ask each trainee to share with others his or her favorite sport and why.
 - **b.** Ask trainees to tell others their role model in their sport of choice.
 - **c.** Ask them to discuss in class the importance of sport in daily life generally.
- **2.** Explain to the trainees that part of a healthy lifestyle is being active—and sports is one way that they can enjoy physical activities. What are some other activities that are active and will support a healthy lifestyle?

Problem Solving Activity

1. Ask trainees to pair up to read the scenario and discuss **Topic 3.4 Task 2** in their Trainee Manuals.

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.

Answer:

- **a.** Choe was making a healthy choice with her decision to lose weight and to be more active.
- **b.** Yes, that is a good decision. She should also be sure to drink lots of water and not smoke or drink alcohol.
- **2.** Ask trainees to share their thoughts on Chloe's choices and additional things that they would recommend to ensure that she is leading a healthy lifestyle.
- **3.** Ask trainees to read and discuss the **3.5 Key Facts** in their pairs. After about 5 minutes, so all groups have completed the reading, ask trainees to share the bits that they think are the most important.



Guided Practice

- **1.** Trainees will work on **Topic 3.4 Task 3** individually. After approximately 10 minutes, ask if there are volunteers who would like to share their goals to improve their healthy lifestyles.
- 2. This is a time for the trainees to reflect on their own lifestyles, while completing the chart.

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.	Lp	
	ncv/;xkm	
17. I am physically active every day to stay strong and		
healthy.		
18. I am optimistic about my future.		

Answer: will vary but trainer should encourage trainees to be honest and consider how they can truly improve their own lifestyles by setting a few clear goals.

- 3. Explain to trainees that a healthy lifestyle includes both physical and mental health habits.
- **4.** Ask trainees to read and discuss **3.6 Key Facts** in small groups. Trainer will move around the class reading trainees goals, congratulating each person on thinking of good ways to improve their lifestyles, and being supportive of the positive aspects in their lives. Also take questions.

Application

- 1. This task will be a think-pair-share activity. First ask each trainee to work independently. They will list the unhealthy behaviors (both physical and mental) that you observe at the school and in the communities where they live. The trainees will then pair up to compare their lists with a partner to get more ideas. Finally, trainees will use their paired list to brainstorm a final class-wide list that the trainer will write on the board. Review the list together.
 - **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.

Answer: Vary depending on the community but may likely include some of the following: students eat poor quality foods like chips at school, students do not get adequate rest each night, people in the community drink too much alcohol (when they should be drinking healthy alternatives like milk and water), some students are undernourished, some people do not wear helmets on motos, etc.

- **3.** Ask a trainee volunteer to read aloud the class list of unhealthy behaviors. As a class, decide on the five most important behaviors that could / should be changed. Put a star beside the top five.
- **4.** Divide the class into 5 groups. Assign each group one of the top 5 unhealthy behaviors and ask each group to develop some ideas to raise awareness and offer solutions to these unhealthy behaviors. Each group should develop a health campaign to fight against the common unhealthy practice. Such a campaign may be a song, or a short theater piece, or a story to print in a newsletter, or a poster to print and display around the community...or other creative idea. Each group will be asked to share their campaign presentation with the class on the following class day.
- **5.** Ask trainees to turn to **Topic 3.4 Task 5**. Trainees will be assigned an unhealthy behavior observed in their school and work together to develop a creative campaign to raise community awareness surrounding the issue as well as solutions to the issue. Trainees have one class period to work on this task and will present during the next class period.

Answer: variable depending on the issues identified and the creative ideas from trainees.

Points to Remember

- 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.

Formative Assessment

- 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.** What three 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

Answer:

- **1.** B
- **2.** A
- **3.** D
- **4.** eat a variety of healthy foods, eat less sugar and fat, include protein in each meal, drink water

- **5.** Proteins, Carbohydrates, and Vitamins/Minerals
- **6.** Smoking, taking drugs, consuming alcohol, unsafe sexual practices (you should always use a condom!), lack of physical activity
- **7.** exercise every day, get 8 hours of sleep every night, avoid drugs, smoking and alcohol, eat a balanced diet, drink lots of water, sleep under a bednet to avoid malaria, ...



Jane is a single mother with two kids and works as a house maid. She is making an effort to feed her children healthy foods, but she is finding this to be expensive on her small salary, and she is not too sure exactly what foods are healthy. Jane has a boyfriend but he does not give her money or food to support the children, and she has noticed that he has some sores near his genitals—and he does not want to use a condom. THEN one day her boss suggested she have sex with him as to secure a salary promotion. Jane needed to earn more money to be able to pay for her kids' food as well as their education, clothing and medication. Think about how you can help your friend Jane.

- 1. Give Jane three suggestions that would help her make healthy meals for her children.
- 2. What should Jane do about the fact that her boyfriend has sores near his genitals?
- 3. What should Jane do about her boss?

Answer:

- 1. Jane should serve her children a variety of foods. Each meal should contain grains, proteins, dairy and also fruit and vegetables (which should make up half the food they eat). She should not use too much fat and she should avoid sweet foods.
- 2. Sores near genitals indicate that the boyfriend may have an STI. Jane should encourage her boyfriend to go to the health center to get tested so he can get medical treatment for those infections—the sooner the better! Also, it is critical that they use condoms EVERY time they have a sexual encounter because Jane does not want to be infected with that STI too. She must use assertive communication skills to convince her boyfriend to use a condom always...or not have sex.
- 3. Jane should use assertive communication to let her boss know that this is not the way that she can get a promotion—in fact, that is sexual harassment which is illegal. Jane should tell her boss that she has earned that promotion because her work is good. She will use assertive communication to be clear that she will not be intimidated into sex with her boss.

• Further Information for the Trainer:

- 1. Law n°48/2018 of 13/08/2018 on environment in Rwanda, official gazette no. special of 21/09/2018, Kigali
- **2.** Law regulating labor in Rwanda N° 66/2018 du 30/08/2018, Official Gazette no. Special of 06/09/2018, Kigali
- 3. MINEDUC, National School Health Policy, 2014, Kigali
- **4.** Education Development Center, Health, Safety, Security and Environment at Workplace Module, RTQF level 3.

Self-Reflection

- 1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
- 2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

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