

Health Screening & Education

Prevention is better than cure

*Community Health Evangelism
for short-term teams*



GLOBAL CHE NETWORK

HEALTH SCREENING & EDUCATION

Prevention is better than cure

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OVERVIEW

Health Screening & Education is an innovative approach for churches, communities, and short-term health teams. With a combination of health screening and participatory teaching, along with a Health Fair for children, adults and children learn how to prevent major health problems such as heart disease, stroke, diabetes, and many types of cancer.

This manual includes four lessons. The first lesson gives an overview of Health Screening & Education, exploring the reasons to do it and practical steps to carry it out. The second lesson works through the practical preparations for health screening and a Health Fair. The third lesson includes games that can be used in a Health Fair to teach health skills to children. The fourth lesson focuses on follow-up—churches and communities learn to examine the results of the Health Screening & Education and plan follow-up activities.

These lessons are based on materials developed by the Health Education Program for Developing Countries. Further information and reference materials may be found at http://www.hepfdc.org/Health_Screening.html and on the Global CHE Network website, www.chenetwork.org.

The lesson plans in this manual can be used in at least a couple of ways: (1) to prepare short-term teams and churches to do Health Screening Education & Education or (2) to teach the topic to any small group.

HOW TO USE THIS MANUAL

This lesson plan manual is part of an extensive series for use in Community Health Evangelism (CHE) or Neighborhood Transformation (NT).

CHE and Neighborhood Transformation

Community Health Evangelism (CHE) seamlessly integrates evangelism and discipleship with disease prevention and community based development. The work is wholistic, seeking to meet the whole need of individuals and communities through complete obedience to everything that Jesus commanded.

CHE lessons have been written to provide CHE trainers with tools that can be used to assist communities out of poverty while bringing people to faith in Christ. CHE trainers, skilled in participatory learning methods, use these materials to enable communities around the world to escape cycles of poverty and live as followers of Jesus. For information about CHE and how you can be trained as a facilitator, go to www.chenetwork.org.

Neighborhood Transformation is a strategy which helps churches minister in a wholistic manner to people in urban poor neighborhoods. It empowers people to take responsibility for their own lives. It helps neighbors to help their neighbors and moves them from welfare and relief to empowerment. It focuses on assets found in the neighborhood, rather than on fixing needs. Neighbors learn to work together and build local ownership, instead of waiting for outsiders to fix their problems. For more information about Neighborhood Transformation, or NT, go to www.neighborhoodtransformation.net.

Neighborhood Transformation (NT) and Community Health Evangelism (CHE) work side by side and are based on the same principles. CHE began in rural areas of Africa, and has now spread to more than 105 countries. However, the world is becoming more urbanized. Through Neighborhood Transformation, CHE was adapted to work in urban poor areas in North America. Urban CHE applies the strategies of Neighborhood Transformation to cities around the world.

How does CHE/NT training work?

CHE/NT training is intended to empower individuals and communities as architects of their own development. The CHE/NT trainer does *not* deliver pre-packaged solutions in a lecture, but facilitates discussions that involve the people themselves in creating their own solutions. The purpose of this lesson plan material is to enable the trainer to facilitate those discussions. This basic principle must be understood and guide the user of these materials in the training process. The chart below compares the two approaches:

| Lecture (Traditional Approaches) | Discussion (The CHE/NT Way) |
|--|------------------------------------|
| Content Focused | Learner Centered |
| Advice giving | Awareness raising |
| People listen | People create solutions |
| Outsider owns solutions | Insiders own solutions |
| People wait for outsider to resource the project | People take action |

CHE/NT lessons are formatted to make it easy for the trainer to facilitate *discussions* and involve the people themselves in analyzing problems, identifying resources, and creating solutions. There are a few simple keys to using this material for its intended purpose:

1. Keep the group small and sit in a circle. Rather than standing in front of participants who are seated in rows, sit with them in a circle. The optimal size for participatory learning is between 15 and 30 people. Never stand up when you speak. Break frequently into smaller groups of 3-6 for more in-depth discussion.

2. Focus on facilitating activities and encouraging discussion. The left column of each lesson plan contains the methods, questions, and activities the CHE/NT trainer will use to facilitate learning. The CHE/NT trainer's primary responsibility is to create a learning environment. The methods, activities, and questions in the left column of the lesson plan are designed for that purpose.

3. Value and record the contributions of each participant. When solutions are being brainstormed, always have one member of the group serving as a scribe to record the group's ideas on a large sheet of paper. Post these sheets of paper on the walls of the room for the remainder of the seminar. When facilitating discussion, ask the questions in the left column of the lesson plan and repeat the answers of each participant orally while their contribution is being recorded by the scribe.

4. Contribute knowledge as a participant in the discussion rather than as the expert. The knowledge in the right column of each lesson plan is a list of ideas that the group will likely come up with as they brainstorm together. The CHE/NT trainer compares these ideas with the knowledge in the right column of the lesson plan and contributes important thoughts from that column that have been overlooked only after the group's ideas have been presented and recorded.

5. Be learner centered. Use name tags and call participants by name. Begin where the people are and involve them in the process of topic selection. Use language they can understand. Remember that building relationship is essential to a creative process, and to cooperative efforts that bring about change.

6. Focus on assets. Ask God to help you see what the people have, not what they lack. Help them to see themselves as stewards of resources rather than victims of circumstance. Identify local resources. Help them appreciate and build on their successes.

7. Be action oriented. The purpose of the session is not to transfer knowledge from the trainer to the participants. The purpose of a CHE/NT session is to involve participants in creating solutions that they will own and implement. The process should be one of self discovery. People are more likely to act on their own ideas, then on ideas presented to them by another.

8. Learn to use starters and the SHOWD questions. Starters are used at the beginning of a lesson to visualize real life situations, and pose a single problem in a clear and concise way. The purpose of a starter is to focus an issue and stimulate the thinking process. Each starter, whether it is a picture, a role play, a case study, a story, or an object lesson, is followed in the lesson plan by one or more of the SHOWD questions. These questions serve as a framework for CHE/NT lessons, but often only the first two or three questions are asked after a starter because the other questions will be answered in the body of the lesson:

- What do you **S**ee? (Retell the story, describe the picture)
- What is **H**appening? (Focus the problem or the issue to be discussed)
- Does this happen in **O**ur place? (Relate the starter to real life)
- **W**hy is this happening? (Identify causes)
- What can we **D**o about it? (Create solutions)

What outcomes are we looking for?

The success of our training activities can be measured by the following transformational indicators. These are the outcomes that we consistently see in mature CHE/NT programs around the world, and what we are looking for in the lives of those we train:

1. Shared vision: The community sees a better future and has hope that it can be achieved.
2. Leadership: Godly Christian leaders are positioned and equipped to lead the community toward the accomplishment of its vision.

3. Ownership: People are taking responsibility for their own health and well being.
4. Cooperation: People are united and working together for the common good.
5. Volunteers: People are taking initiative and acting sacrificially to meet the legitimate needs of others.
6. Dignity: People have recovered their identity as made in the image of God and their vocation as stewards of creation. Instead of being controlled or victimized by their environment, they are stewards of it.
7. Learning, Skill, and Resources: People are equipped to identify needs and resources, put together a plan, and mobilize volunteers to accomplish their vision. People are continually reflecting on what is happening in order to learn how to be more effective.
8. Christian Community and Witness: People are becoming followers of Jesus. Believers are meeting together for fellowship, prayer, Bible study and worship, and are sharing Christ with their neighbors in word and deed.
9. Multiplication: Knowledge and skills learned are being transmitted to others.

Once the above outcomes are achieved in the lives of people, their communities change. Health improves, infant mortality decreases, agriculture becomes more productive, jobs are created, water systems, roads, schools and clinics are built, and churches are established or strengthened. Peace, justice, compassion, and righteousness are witnessed in the community and God is glorified. All of this will be the result of solutions created and owned by the people, not programs blueprinted and delivered from the outside.

Adapting the lesson to the context

It is impossible to create lesson plans that can be used universally without adaptation to the context and culture of the participants. The stories and illustrations used in these lessons are intended to provide a framework for discussion of key issues, but will need to be adapted by the user to the context. The participatory process, however, that involves the participants analyzing problems, identifying resources, and creating solutions, must never be compromised.

HEALTH SCREENING & EDUCATION 1: OVERVIEW

Date: 12/11

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Name the three things that can be done to prevent heart disease, stroke and diabetes.
 2. Give some reasons to hold a health fair and do health screening.
 3. Describe some typical activities of health screening and education.
 4. List some steps to carry out Health Screening & Education.

OVERVIEW FOR TRAINERS: This lesson introduces Health Screening and Education to churches, communities and CHE programs who are interested in health screening as a way to reach out to their community.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

Role Play: Two people have copies of a flyer in their hands.

5"

- 1st What is this all about?
 2nd Looks like they are doing a health screening at the church.
 1st But it says more than that. This claims that you can prevent 80% of heart disease and stroke and diabetes by doing just 3 things.
 2nd Three things! I don't believe that.
 1st I wonder what they are talking about?
 2nd Let's go see! Maybe they will have free food.

----SH questions----

S = What do you See?
 H = What is Happening?

Note to trainers: Do not explain "The 3 things" yet.

- I. What is Health Screening and Education?
 Divide into small groups. Give each group a copy of *Church-based Health Screening and Education*. Work together to answer the questions. Report back.
 A. What different activities are taking place?

25"

- I. Health Screening and Education
 A. What different activities are taking place?
 1. Health screening for adults and children
 2. A Children's Health Fair
 3. Registration
 4. Services
 5. Health education

HEALTH SCREENING & EDUCATION 1: OVERVIEW

| METHOD | TIME | KNOWLEDGE |
|--|------|--|
| B. What kind of health screening could be done? | | <p>B. What kind of health screening could be done?</p> <ol style="list-style-type: none"> 1. Screen for height, weight and body mass index (screening for obesity and overweight) 2. Check the growth of children. 3. Check blood pressures. 4. Screen for diabetes. 5. A brief physical exam, looking for problems like tooth decay 6. Vision screening |
| C. What could be done at the Children's Health Fair? | | <p>C. What could be done at the Children's Health Fair?</p> <ol style="list-style-type: none"> 1. Games and activities to teach children about health 2. Crafts or other activities 3. Exercise classes 4. Skits, dramas |
| D. Where does health education take place? | | <p>D. Where does health education take place?</p> <ol style="list-style-type: none"> 1. Everywhere! 2. At the children's health fair 3. While adults are waiting to be screened 4. At booths near the screening 5. By the health provider during and after the screening 6. In follow-up activities and community meetings |
| E. What is the role of the church in this? | | <p>E. What is the role of the church in this?</p> <ol style="list-style-type: none"> 1. The church hosts the health screening. 2. They can also help promote the event. 3. Church members may help lead the activities. 4. Church members are involved in prayer and spiritual counseling. 5. This helps them to to build relationships with families in the community. 6. They may have opportunities to share Christ. 7. They can also help hold follow-up events and activities, as requested by members of the community. |

HEALTH SCREENING & EDUCATION 1: OVERVIEW

| METHOD | TIME | KNOWLEDGE |
|---|------------|---|
| <p>F. How does this benefit the church? And the community?</p> | | <p>F. How does this benefit the church? And the community?</p> <ol style="list-style-type: none"> 1. This is a great way for the church to reach out to the community. 2. It attracts new people to the church. 3. It helps build relationships. 4. The people in the community learn important health skills. 5. They learn how to prevent heart disease, stroke, and diabetes. 6. The children also learn health skills. 7. Health Screening & Education can be one way to enter a community with CHE (community health evangelism). |
| <p>II. The Most Important Knowledge</p> <p>A. Pass out the Health Education and Screening flyers to the group. What does this flyer claim?</p> <p>B. What are those 3 things? Ask for opinions from the group.</p> <p>C. Give out <i>The 3 Things</i>. What are The 3 Things that will prevent 80% of premature heart disease, stroke, and diabetes?</p> <p>D. What does that mean? How would you put that into practice?</p> | <p>10"</p> | <p>II. <u>The Most Important Knowledge</u></p> <p>A. Claims of the flyer:</p> <ol style="list-style-type: none"> 1. According to this flyer, 80% of heart disease, stroke and diabetes can be prevented by doing just three things. 2. This is based on findings from the World Health Organization. <p>B. Preventing heart disease, stroke, and diabetes.</p> <ol style="list-style-type: none"> 1. Ideas: 2. Ideas: 3. Ideas: <p>C. The 3 Things</p> <ol style="list-style-type: none"> 1. Healthy Diet 2. Adequate Exercise 3. Not Using Tobacco <p>D. Practical steps</p> <ol style="list-style-type: none"> 1. Eat healthy foods, with fruits and vegetables, whole grains, and lean meat and fish. 2. Cut back on salt, sugar, and fatty foods. 3. Get regular exercise—30 to 60 minutes a day. 4. Don't smoke. 5. Or work hard to quit smoking. |

HEALTH SCREENING & EDUCATION 1: OVERVIEW

| METHOD | TIME | KNOWLEDGE |
|---|------------|--|
| <p>III. Practical Steps</p> <p>A. If your church wanted to do Health Screening & Education, what needs to be done to carry this out? What people will you need? Discuss in small groups and report back.</p> <p>B. We will talk more about these steps.</p> | <p>20"</p> | <p>III. <u>Practical Steps</u></p> <p>A. Preparation for Health Screening & Education</p> <ol style="list-style-type: none"> 1. Share the vision for health screening and education with church and community leaders. 2. Organize a team to work on this. 3. Make practical arrangement for the site and supplies. 4. Advertise in the community. 5. Have people to do the registration, as well as heights and weights. 6. Arrange for health providers to do the health screening. 7. Other people can do health teaching. 8. Some people will lead the children's health fair. 9. Others may have booths to teach health skills to adults. 10. Arrange for follow-up care with a local clinic. 11. Compile the health information from the screening. 12. Hold follow-up community meetings. 13. The church and community can hold follow-up activities. <p>B. More later</p> |

References:

Health Education Program for Developing Countries. 2011. Available from:
http://www.hepfdc.org/Health_Screening.html

Rodriguez, B. and P. Yorgin. 2011. *Church-based Health Screening and Education*

World Health Organization. 2005. *Avoiding heart attacks and strokes*. Available from:
http://www.who.int/cardiovascular_diseases/resources/cvd_report.pdf

World Health Organization. 2011. *What can I do to avoid a heart attack or stroke?* Available from:
<http://www.who.int/features/qa/27/en/index.html>

HEALTH SCREENING & EDUCATION 1: OVERVIEW

ATTITUDE: Health Screening & Education is an excellent way for churches to reach out to their communities.

SKILL: Participants will be able to explain the importance of Health Screening & Education, and describe some activities and steps involved.

EVALUATION: Are the participants making plans to carry out Health Screening & Education?

MATERIALS:

- Newsprint, markers, masking tape
- Health Screening & Education flyer*
- Church-based Health Screening and Education*
- The 3 Things*

This lesson is used in: Health Screening & Education

FREE HEALTH SCREENING & “THE MOST IMPORTANT KNOWLEDGE”



The World Health Organization

Reports that

80% of Premature Heart Disease(#1 Killer)

80% of Stroke (#3 Killer)

80% of Diabetes (#6 Killer)

40% of Cancer (#2 Killer)

and NUMEROUS other conditions

Can be Prevented by

YOU

Doing Just 3 Things

**(Much more important than all of our hospitals&clinics,
doctors&nurses, and drugs&surgeries combined.)**

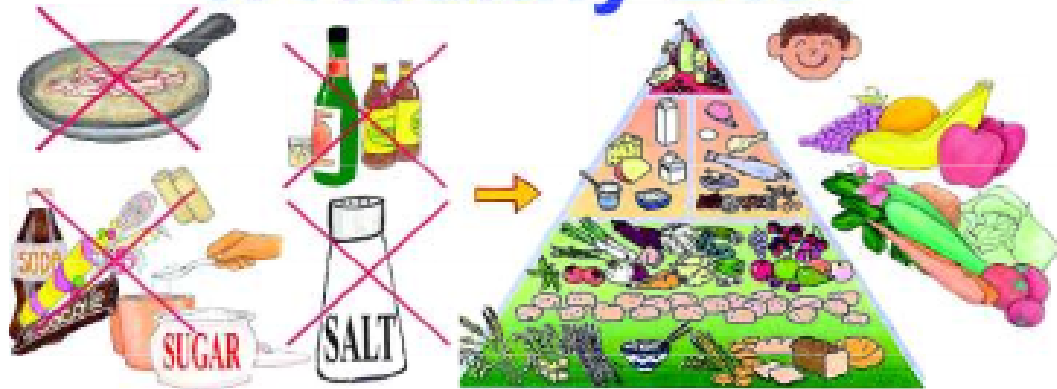
LEARN ABOUT “THE 3 THINGS”

WHEN:

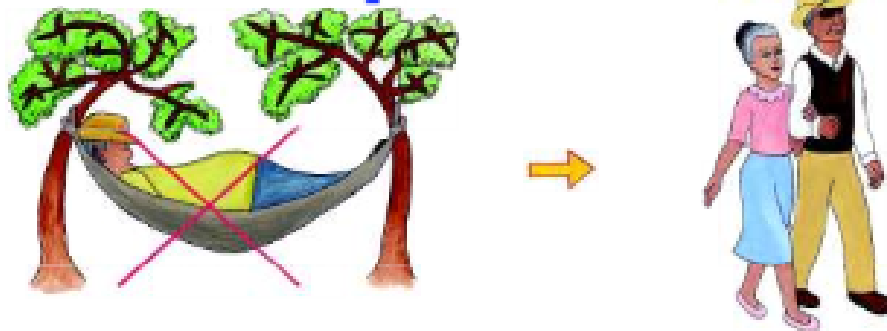
WHERE:

THE 3 THINGS

1. Healthy Diet



2. Adequate Exercise



3. Not Using Tobacco

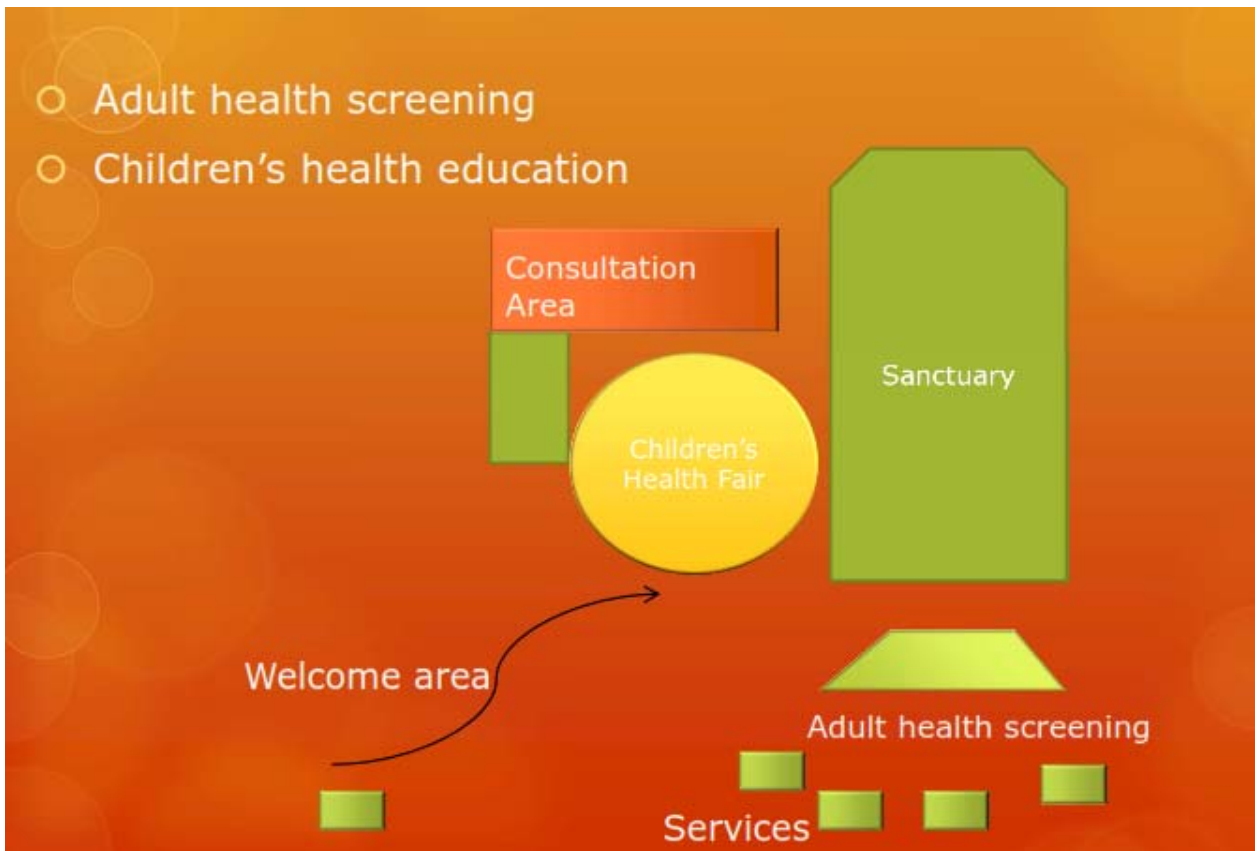


From WHO 2005

HEPFDC www.hepfdc.info

Source: Health Education Program for Developing Countries. 2011. Available from: http://www.hepfdc.org/Health_Screening.html

CHURCH-BASED HEALTH SCREENING AND EDUCATION



Source: Rodriguez, B. and P. Yorgin. 2011. *Church-based Health Screening and Education*

Questions:

1. What different activities are taking place?
2. What kind of health screening could be done?
3. What could be done at the Children's Health Fair?
4. Where does health education take place?
5. What is the role of the church in this?
6. How does this benefit the church? And the community?

Discuss in small groups and report back.

PREPARATION FOR HEALTH SCREENING AND EDUCATION

Date: 01/2012

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Organize the activities for Health Screening & Education.
 2. Take steps to prepare for Health Screening & Education.
 3. Organize people and gather supplies for Health Screening & Education.

OVERVIEW FOR TRAINERS: This lesson works through practical preparation steps for Health Education & Screening.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

Activity:
 Pretend that you will be doing Health Screening & Education in your meeting area or room. What are the main activities? Who will do them? Set up your area and choose people from your group for each activity, but you don't need to carry out the activities. You can use the *Health Screening & Education* illustration as your guide.

10"

----SH questions----

S = What do you See?
 H = What is Happening?

- | | |
|--|------------|
| <p>I. Practical Preparations Discuss in large group.</p> <p>A. What are the main steps or activities for Health Screening & Education?</p> <p>B. What is sharing the vision? Who will you talk about?</p> | <p>10"</p> |
|--|------------|

- | |
|---|
| <p>I. <u>Practical Preparations</u></p> <p>A. HS&E</p> <ol style="list-style-type: none"> 1. Share the vision and organize a team. 2. Advertise the event 3. Registration (with heights and weights) 4. Health Fair for children 5. Health screening for adults and children 6. Health teaching 7. Other health services 8. Follow-up events <p>B. Sharing the vision</p> <ol style="list-style-type: none"> 1. Sharing the vision is talking with others about HS&E so they want to take part in it. 2. We can talk about <i>The 3 Things</i> and discuss ways to improve their health. 3. We will talk about how to work together to do Health Screening & Education. 4. We can work together to form a team to work on this. |
|---|

PREPARATION FOR HEALTH SCREENING & EDUCATION

| METHOD | TIME | KNOWLEDGE |
|---|------|---|
| <p>C. Who will you talk with?</p> <p>D. Once they agree to work together to do HS&E, what happens next?</p> | | <p>C. Who will you talk with?</p> <ol style="list-style-type: none"> 1. Church and community leaders 2. The Ministry of Health or Health Center 3. Other health providers 4. Teachers and school officials 5. CHEs or health workers <p>D. What happens next?</p> <ol style="list-style-type: none"> 1. Form a team to carry this out. 2. Advertise what you are doing. 3. Take practical steps to carry it out. |
| <p>II. Advertising HS&E Divide into groups of 2 or 3 people. Work together to make a poster or another advertisement for Health Screening & Education.</p> | 15" | <p>II. <u>Advertising HS&E</u> Work together to make a poster or advertisement. Or you can sing a song or make a radio announcement.</p> |
| <p>III. Carrying out HS&E</p> <p>A. What are the main activities needed to carry out Health Screening and Education?</p> <p>B. Divide into 5 small groups, one for each of the 5 activities. For each group, ask:</p> <ul style="list-style-type: none"> • What will you do? • What supplies do you need? • What people do you need? <p>Report back by showing or demonstrating what you will do.</p> <p>C. Registration</p> | 25" | <p>III. <u>Carrying out HS&E</u></p> <p>A. Main activities</p> <ol style="list-style-type: none"> 1. Registration, along with measuring heights and weights 2. Health education 3. Health screening with adults and children 4. Children's Health Fair 5. Others health services <p>B. Activities</p> <ol style="list-style-type: none"> 1. Registration 2. Health education 3. Health screening 4. Children's Health Fair 5. Other health services <p>C. Registration</p> <ol style="list-style-type: none"> 1. What will you do? <ul style="list-style-type: none"> - Get contact information: names, ages, addresses, - Measure heights and weights - Calculate Body Mass Index - Fill out the health record - Measure pulse and blood pressure |

PREPARATION FOR HEALTH SCREENING & EDUCATION

| METHOD | TIME | KNOWLEDGE |
|---|------|--|
| <p>D. Health Education</p> <p style="text-align: center;">Demonstrate the HEPFDC materials-- http://www.hepfdc.org/ or Global CHE Network site www.chenetwork.org</p> | | <p>2. What supplies do you need?</p> <ul style="list-style-type: none"> - Measuring tapes, rulers - Scales - Health records - Blood pressure cuffs, stethoscopes <p>3. What people do you need?</p> <ul style="list-style-type: none"> - People to do registrations and heights and weights - BP and pulse could also be taken by the clinicians |
| <p>E. Health Screening</p> <p style="text-align: center;">They can use <i>Health Screening Procedure</i> as a reference.</p> | | <p>D. Health Education</p> <p>1. What will you do?</p> <ul style="list-style-type: none"> - Health demonstrations and health teaching - While people are waiting, with the clinician, at health booths, with special presentations <p>2. What supplies do you need?</p> <ul style="list-style-type: none"> - Health training materials, such as the Health Education Program for Developing Countries materials (www.hepfdc.org) <p>3. What people do you need?</p> <p>CHEs, community health workers, dentists, other health educators</p> |
| <p>F. Children's Health Fair</p> | | <p>E. Health Screening</p> <p>1. What will you do?</p> <ul style="list-style-type: none"> - Health history - Brief physical exam - Health teaching <p>2. What supplies do you need?</p> <ul style="list-style-type: none"> - Health records - Stethoscope, BP cuff, otoscope - BMI charts - Health teaching materials (HEPFDC) <p>3. What people do you need?</p> <ul style="list-style-type: none"> - Clinicians, nurses |
| | | <p>F. Children's Health Fair</p> <p>1. What will you do?</p> <ul style="list-style-type: none"> - Games, activities, exercises, demonstrations with the children - Health teaching - Evangelism <p>2. What supplies do you need?</p> <ul style="list-style-type: none"> - Materials for games and activities (See <i>Health Fair Games</i> and <i>Just One Soda</i>.) - Wordless book or wordless bracelet |

PREPARATION FOR HEALTH SCREENING & EDUCATION

| METHOD | TIME | KNOWLEDGE |
|--------------------------|------|---|
| G. Other health services | | <p>3. What people do you need?</p> <ul style="list-style-type: none"> - Adults, youths, clowns to work with the children - Adolescents can lead the Health Fair and teach the health lessons. - That is a great way to involve the teenagers. <p>G Other health services</p> <p>1. What will you do?</p> <ul style="list-style-type: none"> - Hold health booths to give additional health teaching on specific topics - Nutrition demonstrations - Hair cuts - Dental teaching materials or exams - Health skits <p>2. What supplies do you need?</p> <ul style="list-style-type: none"> - Materials for skits, demonstrations, and health booths <p>3. What people do you need?</p> <ul style="list-style-type: none"> - Health workers or CHEs |

References:

Health Education Program for Developing Countries. 2011. Available from: <http://www.hepfdc.org/>
 Rodriguez, B. and P. Yorgin. 2011. *Church-based Health Screening and Education*
 World Health Organization. 2011. Available from http://www.who.int/growthref/who2007_bmi_for_age/en/

ATTITUDE: We can make the preparations for Health Screening & Education.

SKILL: Participants will know how to make preparations for Health Screening & Education.

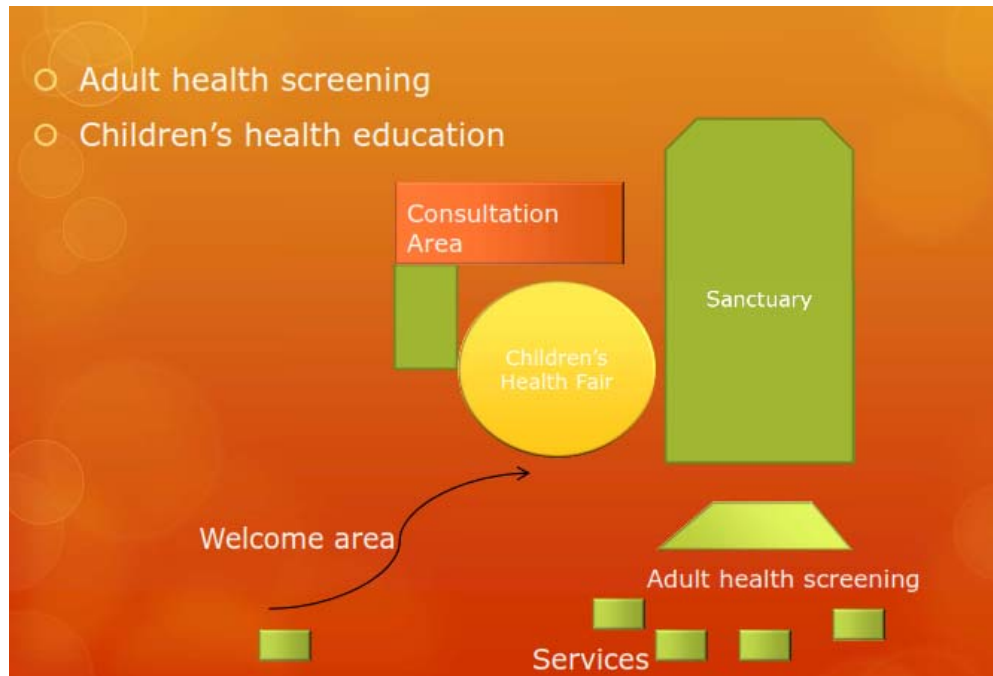
EVALUATION: Are the participants making preparations to do Health Screening & Education?

MATERIALS:

- Newsprint, markers, masking tape
- Poster board
- Health Education & Screening—Illustration and Steps*
- Health Screening Procedure*
- Calculating the Body Mass Index*
- Body Mass Index Charts for Boys and Charts*

This lesson is used in: Health Screening & Education

HEALTH EDUCATION & SCREENING



Rodriguez, B. and P. Yorgin. 2011. *Church-based Health Screening and Education*

STEPS

- Step 1 **Share the vision for Health Screening and Education**
Work with the CHE team.
Meet with local church and community leaders and healthcare professionals to discuss preparations for HS&E.
- Step 2. **Organize a team to work on this.**
- Step 3 **Gather supplies:**
Gather supplies, forms, and teaching materials for Health Screening and Education.
- Step 4 **Make practical arrangements for the site.**
- Step 5 **Recruit and train volunteers:**
 - 1-Registration
 - 2-Height, weight, BP, BMI
 - 3-Clinician (brief physical exam, health teaching)
 - 4-Health teaching
 - 5-Health booths
 - 6-Health screening for children
 - 7-Health fair with games and activities
 - 8-Guides
 - 9-Organizers for follow-up activities
- Step 6 **Advertise CHS&E**
- Step 7 **Carry out CHS&E**
- Step 8 **Compile the results of the health screening.**
- Step 9 **Hold a follow-up meeting.**
- Step 10 **Discuss the results of the health screening.** What would they like to learn more about?
What can they do to improve the health of people in their community?
- Step 11 **Carry out follow-up activities.**
- Step 12 **The church may also do follow-up home visits.**

HEALTH SCREENING PROCEDURE:

FILL OUT A HEALTH SCREENING FORM FOR EACH PERSON:

Name
Age (or Date of Birth)
Contact Information
Height
Weight
Blood Pressure
Pulse

MEASURING HEIGHT

Secure a tape measure against a wall. One of the non-technical staff is appointed to take the height of each person and record it on his/her clinical form.

The actual measuring is done by asking the person to stand erect with his back against the tape measure looking straight forward. A ruler is firmly pressed on his/her scalp in such a way that it forms a right angle (90 degrees) with the wall.

MEASURING WEIGHT

The same person staff should take each person's weight in kilograms and record it accordingly.

CALCULATE THE BODY MASS INDEX (OR USE A CHART)

(For children, use a growth chart.)

See the attached pages.

TAKE A HISTORY OF RISK FACTORS:

Do you have any of the following symptoms?

- Increased thirst
- Increased urination
- Unexplained weight loss
- Sores that do not heal

Do you get less than 30 minutes of exercise a day?

- Yes
- No

Do you use tobacco?

- Yes
- No

GET SIGNED PERMISSION FOR HEALTH SCREENING.

SHORT HISTORY AND CLINICAL EXAMINATION

At this step, the clinician takes a short clinical history, conducts a quick clinical examination and records all positive findings on the clinical form. This form remains with the clinician after the examination. The clinician also does health teaching with each person

CALCULATING THE BODY MASS INDEX

What is your Body Mass Index?

Calculate your B.M. I.:

Your weight (in kg.): _____

Your height (in meters): _____

Body Mass Index: $\frac{\text{(Weight in kg)}}{\text{(Height in m)} \times \text{(Height in m)}}$

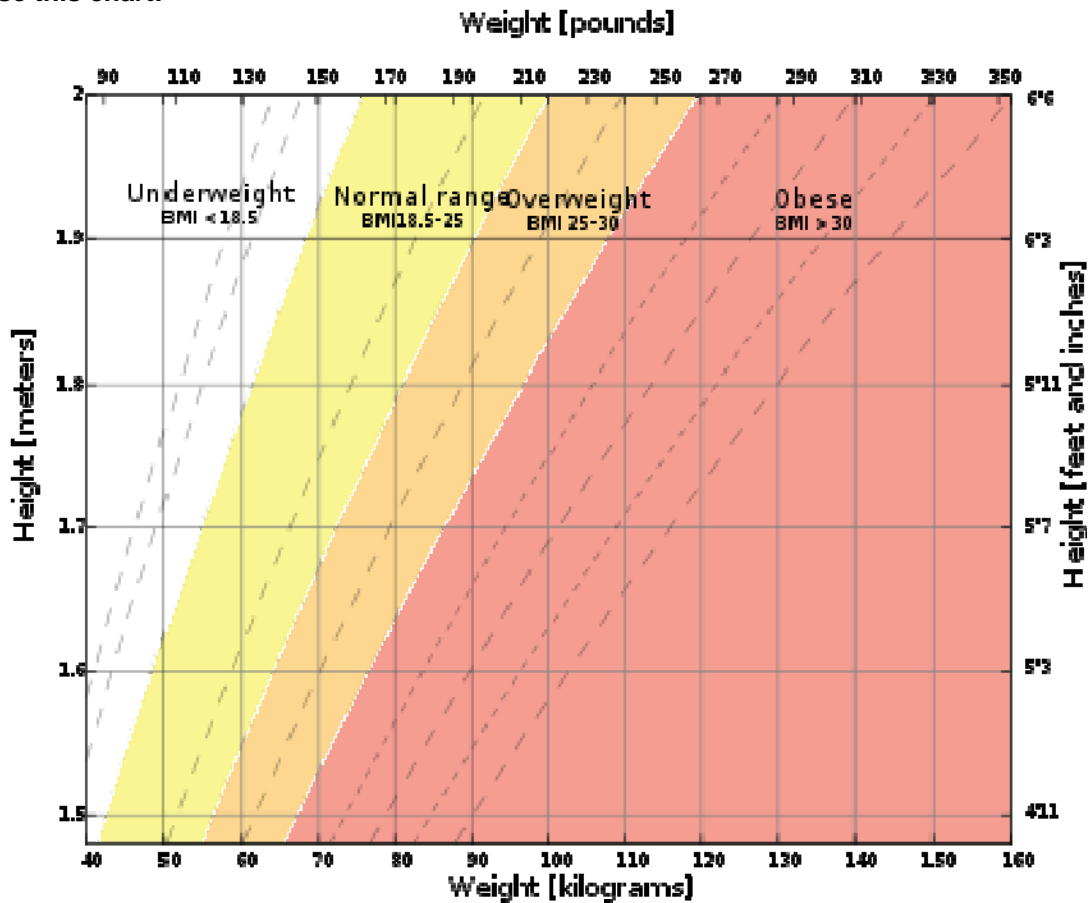
Your Body Mass Index: _____

Note:

1 pound = 2.2 kg

1 inch = 2.54 cm = .0254 m

Or use this chart:



Source: *Body mass index*. Wikipedia. 2011

Body Mass Index (B.M.I.): (These figures are for adults 20 years old and older.)

Underweight (white zone): Below 18.5

Normal (yellow zone): 18.5 to 25

Overweight (orange zone): 25 to 30

Obese (red zone): Over 30

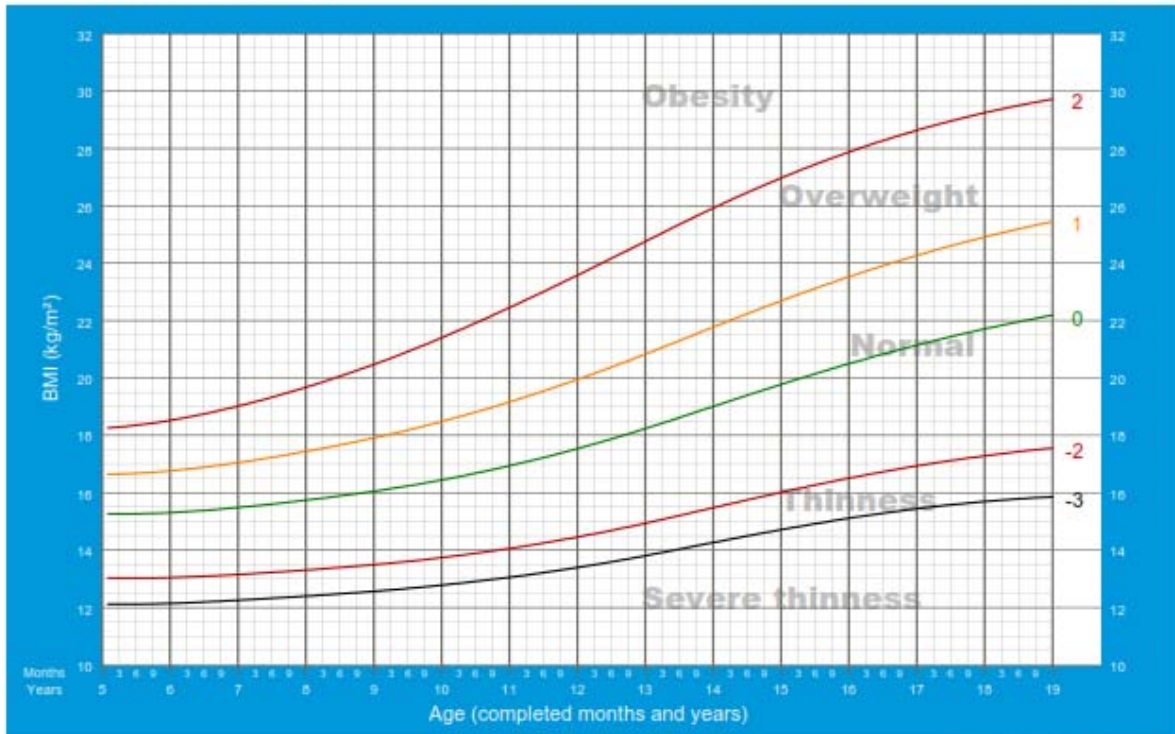
For children, plot the Body Mass Index on a Growth Curve. (See below.)

See the lesson, *Keeping a Healthy Weight* for more practical examples of using B.M.I.

BODY MASS INDEX CHARTS FOR BOYS AND GIRLS (5 to 19 Years)

BMI-for-age BOYS

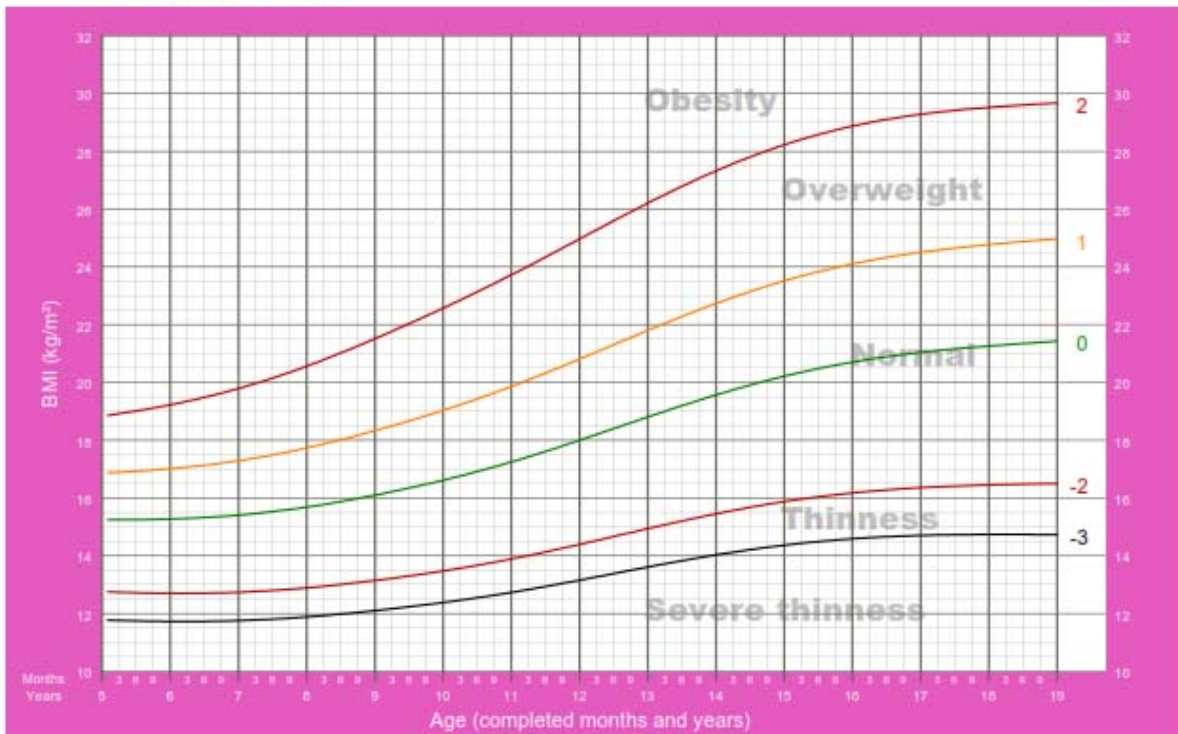
5 to 19 years (z-scores)



2007 WHO Reference

BMI-for-age GIRLS

5 to 19 years (z-scores)



2007 WHO Reference

HEALTH FAIR GAMES

Date: 12/11

(1 – 1½ HOURS)

OBJECTIVES: After working through this lesson, participants will be able to:

1. Explain why games are effective for health teaching.
2. Demonstrate some health fair games.
3. Use games as part of a health fair.

OVERVIEW FOR TRAINERS: This lesson demonstrates health fair games for children, which can be used with Health Screening & Education. Thanks to Ellie Goolkasian Lugo for the story and for ideas for games.

| METHOD | TIME | KNOWLEDGE |
|--------|------|-----------|
|--------|------|-----------|

Story: Read or act out *Just one soda a day* 10”

----SHOWD questions----

S = What do you See?
 H = What is Happening?
 O = Does this happen in Our place?
 W = Why does this happen?
 D = What will we Do about it?

- I. Using health fair games
 Discuss in large group.
 - A. What is the main message of *Just one soda a day*?
 - B. How could you use *Just one soda a day* with a health fair?

- I. Using health fair games
 - A. Main message
 1. Each soda contains a lot of sugar
 2. If you drink one soda a day, you will consume 16 kg (35 pounds) a year
 3. That leads to an average weight gain of 7 kg (15 pounds) a year.
 4. Drinking soda can make you overweight or obese.
 5. Being overweight increases the risk of heart disease, stroke, and diabetes.
 - B. Just one soda a day
 1. A clown does the teaching or demonstrating
 2. Alongside an exercise group
 3. Ask questions to lead the discussion.
 4. Children fill 16 bags with dirt to demonstrate the 16 kilos of sugar consumed each year.
 5. Children carry backpacks with 7 kilos of dirt (15 pounds) to show how much weight they would gain.
 6. Jog with the backpacks to show that it is hard to do exercise if you are carrying extra weight.

HEALTH FAIR GAMES

| METHOD | TIME | KNOWLEDGE |
|--|----------------------|---|
| <p>C. Why use games in a health fair?</p> | | <p>C. Why use games? 1. It is fun! 2. Children enjoy the games and competition. 3. That is a fun way to learn health skills. 4. They will remember what they have learned.</p> |
| <p>II. Health fair games Divide into small groups. Give out the handout, <i>Health faith games</i>. Each group will prepare and demonstrate one game. The others will participate in the games. (You can also make up some of your own games.) With each game, ask questions so the children discover more about health. But make it fun!</p> | <p>40" – 60"</p> | <p>II. <u>Health fair games</u></p> |
| <p>III. Summary A. What do the children learn from these games? B. What other health games could you use? C. During the week, try out other health games or teach them to your friends or neighbors.</p> | <p>5"</p> | <p>III. <u>Summary</u> A. What do the children learn? 1. They learn health skills, such as washing hands or brushing teeth. 2. They learn ways to keep healthy and prevent illness. 3. They learn fun ways to teach about health. B. Other health games: 1. Another game: 2. Another game: 3. Another game: C. Teach games to others</p> |

References:

Goolkasian Lugo, Ellie. 2011. *Just one soda a day*.

Rice, C. and J. Pollard. *Health Fair Planning Guide*. 2011. Available from: <http://fcs.tamu.edu/health/hfpg/Health-Fair-Planning-Guide-with-Appendix.pdf>

HEALTH FAIR GAMES

ATTITUDE: Health ways are a fun way to learn about health.

SKILL: Participants will learn how to lead health games.

EVALUATION: Are the participants using health games in health fairs?

MATERIALS:

- Newsprint, markers, masking tape
- Story and poster: *Just one soda a day*
- Handout: *Which of these are good for my teeth?*
- Just one soda:* soda can, dirt and bags (or bags of rice), backpacks, poster
- Exercise:* jump ropes, hula hoops
- Glitter germs:* Glitter, water, soap, basin, pitcher
- Brushing teeth:* Toothbrush, toothpaste, pillow cases, activity sheet
- Just say no!* Cans or plastic cups, labels, sand, bean bags
- 8 Glasses of water:* Tall plastic cups, water or sand, rings
- What is it?:* Fruits and vegetables cut into bite-sized pieces, blindfolds,
- Scavenger hunt:* Paper, pens and pencils, trash bags (The health screening will have a scale and measure to measure height and weight, and a blood pressure cuff to measure blood pressure.)

This lesson is used in: Health Promotion/HE&S and in Short-term Teams

JUST ONE SODA A DAY

by Ellie Goolkasian Lugo

Any clown knows exercise is good for you and too much sugar is bad. Luci, however, is passionate that children understand these truths and put them into practice in their lives. So, for the first time since she was born, this clown put on workout clothes instead of one of her frilly dresses. She joined a teenage youth group and scores of local kids in various forms of exercise: jumping rope, hula hooping, baseball, badminton, calisthenics and running.

“Whoever can come up with the most creative form of exercise will win a ticket!”

This started a hilarious train of gymnastics, a teenage boy who managed to run while twirling a hula hoop around his ankle, a girl who alternately crisscrossed then opened her arms while jumping rope, and my personal favorite, a young boy who twirled a hula hoop around his neck (okay, maybe not the safety award winner, but very amusing!)

“If you drink just one twelve ounce can of soda a day, at the end of one year, how many kilos of sugar do you think you will have consumed?” Luci asked the audience. She waved a can of Coke up high so the mothers sitting apart on benches could see. Mexico leads the world in Diabetes and obesity, so it was a lesson both generations desperately needed.

“I need sixteen volunteers to fill these bags to the line with dirt!”

The kids rushed to complete the task then ran back and dropped the bags in front of me.

“Sixteen is right! If you drink just one can of soda a day, and I know some of you drink more than that, at the end of a year you will have consumed sixteen kilos of sugar! Look at it!”

The sixteen bags of dirt representing the quantity of sugar consumed impressed the crowd. I looked at one church member who had just been diagnosed with Diabetes and she made a guilty face. She drank more than one soda per day.

“I cut down since the health fair!” she cried.

Then we gave out back packs full of 7 kilograms of dirt to each of five children. This was the amount of weight a person could expect to gain as a result of that soda consumption. Luci led these participants and their burdens on a slight jog.

“How do you feel?” she asked after a few minutes.

“Tired!” they yelled.

“How does that extra weight feel?”

“Heavy!”

“How do you think you’d feel carrying that weight around all the time?”

“What diseases do you think you might get because of it?”

“Heart Disease!” “Diabetes!” “Cancer!”

They guessed correctly. They had the knowledge, yet at least five children asked me if they could have the Coke. It’s a process that takes time.

JUST ONE SODA PER DAY



Carry the backpack to see how it feels to carry around that much extra weight.

**15
POUNDS
(7 KG)**

How do you think you would feel at the end of the day?

What health problems do you think this extra weight could cause?

Which of These Are Good for My Teeth?

Circle the items that are healthy for your teeth. Place an X over the items that are not healthy for your teeth.



Source: Rice, C. and J. Pollard. *Health Fair Planning Guide*. 2011.

HEALTH FAIR GAMES

Just One Soda a Day

Make up a game or demonstration, using the story and the Just One Soda a Day poster.

Questions:

- How much weight would you gain from drinking one soda per day?
 - How would you feel at the end of the day?
 - What health problems could that cause?
-

Exercise

Whoever can come up with the most creative form or exercise will win a prize.

Props: Jump ropes, hula hoops,

Questions:

Why is exercise important?

What are some different types of exercise?

How often should you be active or exercise?

Glitter Germs:

We are going to use glitter to show how germs spread between people.

Put some glitter on your hands and then shake hands with several children. What happens?

Now try to get rid of the glitter.

One child: Wash your hands in a bowl of water. How much glitter comes off?

But what happens to the water? If you wash your hands in a basin of water, where do the germs go?

Another child: Pour water out of a pitcher to wash your hands. Now where do the glitter germs go?

Third child: Wash hands with soap and pour water out of a pitcher. Does that work better? Why?

Questions:

- What are some examples of infections?
 - How do infections spread from one person to another?
 - What are germs? How do germs spread? How can you get rid of germs?
 - Why is it important to wash your hands?
 - Why is it important to pour water out of a pitcher instead of just using a basin?
 - What does soap do?
-

Brushing Teeth

1. Ask a dental hygienist or volunteer to demonstrate brushing teeth.
2. Make up a song about tooth brushing. For example (to the tune of *Row, row, row your boat*)

Brush, brush, brush your teeth

Each and every day

Up and down and all around

Brush those germs away!

3. Make up a skit about brushing your teeth. For example, you can have a giant toothbrush and people with pillow cases to represent teeth. How can you chase away Mr. Tooth Decay?
4. Activity: Which of these are good for my teeth?

Questions:

- Why is it important to brush your teeth?
- Demonstrate how to brush your teeth.
- What happens if you don't brush your teeth?

Just say No!

Fill ten metal cans or large cups half-full with sand. Label each one with a large label: Drugs, Alcohol, Smoking, Cheating, Gossip, Lies, Violence, Too many sweets, Stealing, Pornography. Make a pyramid of the cans or glasses. Give each child three beanbags to try to knock them down.

Questions:

What are some things that you should say no to?
How can you do that?

8 Glasses of Water

Ring toss: Half-fill 8 tall plastic cups with water or sand. Make homemade rings. Give each child 3 rings to toss.

Questions:

- What types of foods contain a lot of water? (Fruits, vegetables, watermelons, tomatoes, natural juices, soups)
 - How much of your body is made up of water? (70%, more than half)
 - Why is it important to drink lots of water? (To stay hydrated, to keep from getting dehydrated or dried out)
 - How much water should you drink every day? (About 8 glasses)
 - When do you need more water? (When it is hot, with exercise, when you have a fever)
 - Does drinking coffee or Coca cola help keep you hydrated? (No, they just make you pee more.)
-

What is it? (Trying fruits and veggies)

Cut fruits and vegetables into bite-sized pieces, with a toothpick in each one. Blindfold each child and have him or her sample each fruit or vegetable. What is it?

Questions:

- Why is it important to eat fruits and vegetables?
 - What types of fruit or vegetable do you like best?
-

Scavenger hunt:

Divide into teams. Each team will find answers to these questions, or do these activities:

1. What three things can you do to prevent heart disease, stroke, and diabetes?
2. What is your weight? What is your height?
3. What does B.M.I. mean? What is your B.M.I.?
4. What is your blood pressure?
5. Name three things that are good for your teeth.
6. Name three things that are not healthy for your teeth.
7. Fill one large trash bag with trash or litter. (Extra credit for more bags!)
8. What does recycle mean? What are some things that can be recycled?
9. Why is it important to wear shoes?
10. Are your hands clean? Are you wearing shoes? Have you brushed your teeth today?
11. Teach one other person a health game.

HEALTH SCREENING & EDUCATION: FOLLOW-UP

Date: 10/11

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Use a case study to plan follow-up of individuals after HS&E.
 2. Analyze and discuss the results of HS&E.
 3. Hold a community meeting and plan follow-up activities.

OVERVIEW FOR TRAINERS: This lesson is an overview of follow-up after Health Screening & Education. Teach this alongside, *Plans to Give You a Hope and a Future*.

| METHOD | TIME | KNOWLEDGE |
|---|------|-----------|
| Role Play: Two church members are talking. | 5" | |
| 1 st We finished the health fair and the health screening! That went really well. | | |
| 2 nd What a day! I am exhausted. Now it is time to relax until the next big event. | | |
| 1 st Relax? How can we relax? | | |
| 2 nd What do you mean? | | |
| 1 st Our work is just beginning! We need to follow through with all those people. | | |
| 2 nd You can do follow-up. I'm going home to relax. | | |

----SHOWD questions----

- S = What do you See?
- H = What is Happening?
- O = Does this happen in Our place?
- W = Why does this happen?
- D = What will we Do about it?

- I. Follow-up of individuals.
Divide into four small groups. Each group will focus on one person, and answer the following questions:
1. What are you concerned about?
 2. What health teaching would you give?
 3. What recommendations would you make?
 4. What kind of follow-up would you recommend?
- A. Mónica

- I. Follow-up of individuals
- A. Mónica
1. What are you concerned about?
 - Her body mass index is high.
 - She is obese.
 - Her diet is poor (soda and chips)
 - She is at risk for heart disease or diabetes in the future.
 - She has tooth decay.

HEALTH SCREENING & EDUCATION: FOLLOW-UP

| METHOD | TIME | KNOWLEDGE |
|--------------------|------|---|
| | | <ol style="list-style-type: none"> 2. What health teaching would you give? <ul style="list-style-type: none"> - Teach Mónica and her mother - <i>Just One Soda a Day</i> - Healthy eating - Regular exercise - Preventing tooth decay 3. What recommendations would you make? <ul style="list-style-type: none"> - At least an hour a day of vigorous exercise - Healthy diet - No soda - Tooth brushing, dental care 4. What kind of follow-up would you recommend? <ul style="list-style-type: none"> - She should go to a dentist for care of her teeth. - A clinician should check her height and weight again in a few months. |
| B. Monica's mother | | <ol style="list-style-type: none"> B. Mónica's mother <ol style="list-style-type: none"> 1. What are you concerned about? <ul style="list-style-type: none"> - She is overweight. - She doesn't get much exercise. - That puts her at higher risk for heart disease, stroke and diabetes. 2. What health teaching would you give? <ul style="list-style-type: none"> - The 3 Things - Healthy Diet - Physical Activity 3. What recommendations would you make? <ul style="list-style-type: none"> - An exercise or aerobics class - Join a group that shares ideas for healthy cooking - Home gardening group - Exercise 30-60 minutes a day 4. What kind of follow-up would you recommend? <ul style="list-style-type: none"> - Check her weight again in 6 months. |

HEALTH SCREENING & EDUCATION: FOLLOW-UP

| METHOD | TIME | KNOWLEDGE |
|------------|------|---|
| C. Alberto | | <p>C. Alberto</p> <ol style="list-style-type: none"> 1. What are you concerned about? <ul style="list-style-type: none"> - Appears healthy, but he is a chain smoker. - His blood pressure seems high. 2. What health teaching would you give? <ul style="list-style-type: none"> - The 3 Things - Risks of smoking - How to quit smoking - Teaching about blood pressure 3. What recommendations would you make? <ul style="list-style-type: none"> - Quit smoking - Check his blood pressure again. 4. What kind of follow-up would you recommend? <ul style="list-style-type: none"> - He needs a repeat blood pressure check. |
| D. Sandra | | <p>D. Sandra</p> <ol style="list-style-type: none"> 1. What are you concerned about? <ul style="list-style-type: none"> - She is obese. - She has symptoms of diabetes. 2. What health teaching would you give? <ul style="list-style-type: none"> - The 3 Things - Healthy eating - Importance of physical activity. 3. What recommendations would you make? <ul style="list-style-type: none"> - She may have diabetes. - See a doctor right away. - Regular physical activity. 4. What kind of follow-up would you recommend? <ul style="list-style-type: none"> - She needs to see a clinician right away to check for diabetes. - Care for the sore on her arm. - Recheck her weight. |

HEALTH SCREENING & EDUCATION: FOLLOW-UP

| METHOD | TIME | KNOWLEDGE |
|--|------------|--|
| <p>II. Results of the health screening.</p> <p>A. You are part of a local health committee. Your first job after HS&E is to analyze the results of the health screen.</p> <p>Divide into small groups. Give each group a copy of <i>Health Screening Results</i>. What do you notice?</p> <p>These can be expressed in two ways: 5 of 50 means 5 of every 50 people. 10% means 10 of every 100.</p> <p>Only use percentages if they understand them.</p> <p>B. So what are the main health problems or risk factors that we found in the health screening?</p> | <p>20"</p> | <p>II. <u>Results of the health screening</u></p> <p>A. Health screening</p> <ol style="list-style-type: none"> 1. 40 boys and girls, 18 men, and 15 women had a normal weight. 2. 35 of 100, or 35%, of the boys and girls are overweight. 3. 24 of 50 men, or 48%, of the men are overweight. 4. 25 of 50, or 50%, of the women are overweight. 5. 20 of 100, or 20%, of the boys and girls are obese. 6. 6 of 50, or 12%, of the men are obese. 7. 15 of 50, or 30%, of the women are obese. 8. 5 of 100 boys and girls, or 5%, are thin or very thin. 9. 2 of 50, or 4% of the men, are thin. 10. 10 men and 5 women had high blood pressure. 11. 3 women had symptoms of diabetes. 12. 30 men and 30 women, or 60%, did not get enough exercise. 13. 10 men and 4 women smoked or used tobacco. 14. 62 of 100 boys and girls had tooth decay. 15. 15 men and 10 women had tooth decay. <p>B. Health problems or risk factors</p> <ol style="list-style-type: none"> 1. Many people are overweight or obese. 2. Many people don't get much exercise. 3. Some people smoke. 4. Some people have high blood pressure. 5. All of those put them at risk of heart disease, stroke, diabetes, and some types of cancer. 6. Some women have symptoms of diabetes. 7. Many people have tooth decay. |

HEALTH SCREENING & EDUCATION: FOLLOW-UP

| METHOD | TIME | KNOWLEDGE |
|---|------------|---|
| <p>C. Are any of these health problems that need follow-up soon?</p> | | <p>C. Health follow-up</p> <ol style="list-style-type: none"> 1. The people with symptoms of diabetes should be checked by a doctor. 2. The people with high blood pressures should have their blood pressure checked again. 3. Those with tooth decay should go to the dental clinic. 4. Check heights and weights again in a few months. |
| <p>III. Follow-up in the Community</p> <p>A. Act out a follow-up meeting with the community. Have one spokesperson present the results of the health screening to the community. Other people are health committee members or members of the community.</p> <p>B. Show "The 3 Things" poster. What are the three things we can do to prevent many health problems?</p> <p>C. The spokesperson asks, "What community activities could we do to address those problems and improve the health of people in our community?" What are your ideas?</p> | <p>15"</p> | <p>III. <u>Follow-up in the Community</u></p> <p>A. Summary</p> <ol style="list-style-type: none"> 1. 80% of premature heart disease and stroke can be prevented by doing just three things. 2. But we are at risk. 3. Most of us are overweight. 4. Many of us are obese. 5. Most of us don't get enough exercise. 6. Many of the men smoke. 7. So we are at risk of heart disease, stroke, and diabetes. 8. We must take action to prevent these health problems; <p>B. The 3 Things</p> <ol style="list-style-type: none"> 1. Eat a healthy diet 2. Get enough exercise. 3. Don't smoke or use tobacco. <p>C. Community activities</p> <ol style="list-style-type: none"> 1. Plant a community garden or orchard. 2. Have a dental screening day with dental teaching and check-ups. 3. Start exercise classes at your church or community center. 4. Plant a community garden or orchard. 5. Have a dental screening day with dental teaching and check-ups. 6. Start a Kids' Club to teach health skills to children. 7. Swap recipes for healthy food. 8. Make healthy food and snacks with soy and amaranth. 9. Make "No Smoking" posters and don't allow smoking in public places. 10. Form a group of people who want to quit smoking. 11. Invite Alcoholics Anonymous to speak at the local school. |

HEALTH SCREENING & EDUCATION: FOLLOW-UP

| METHOD | TIME | KNOWLEDGE |
|--|------|---|
| <p>D. Ask the community members, Which of those projects do you want to start with this week?</p> <p>E. How can we know if our efforts are successful?</p> | | <p>12. Teach children about the dangers of smoking.</p> <p>13. Promote healthy eating at the local school</p> <p>14. Train community health workers or CHEs to give health teaching.</p> <p>D. Where shall we start?</p> <ol style="list-style-type: none"> 1. We will start with. . 2. We will start by. . . 3. We will start with. . . <p>E. Is it working?</p> <ol style="list-style-type: none"> 1. We can have another Health Screening next year. 2. That will show us if more people have a healthy weight. 3. That will show us if more people are getting exercise. 4. That will show us if fewer people are smoking. 5. That will show us if we are living healthier lives. |

References:

Health Education Program for Developing Countries. 2011. *Health Screening & Education*. Available from http://www.hepfdc.org/Health_Screening.html

ATTITUDE: Health Screening & Education needs follow-up in order to have a lasting impact.

SKILL: Participants will know some ways to give follow-up to individuals and as a community.

EVALUATION: Are the participants planning for follow-up after their Health Screening & Education?

MATERIALS: -Newsprint, markers, masking tape
 -*Case Studies for Follow-up* handout
 -*Health Screening Results* handout

This lesson is used in: Health Screening & Education

CASE STUDIES FOR FOLLOW-UP

Mónica is 5 years old. During the health screening, she munched on a bag of chips. When she became restless, her mother gave her a soda. Her body mass index is 19. The clinician noticed some tooth decay on her physical exam.

Monica's mother is 33 years old. Her body mass index is 28, and her blood pressure is 120/78. She doesn't smoke and she has no symptoms of diabetes, but her main activity is to watch television. The remainder of her exam seems normal.

Alberto is 52. He seems to be strong and muscular. His body mass index is 24. His blood pressure is 142/92, and he chain smokes. "Don't worry about me," he says. "My health is perfect. I lift weights at the gym."

Alberto's wife, Sandra, is 47. She is short and chubby and her body mass index is 33. She complains that she is always thirsty and she has to urinate (pee) often. She has had a sore on her arm for more than a month.

For each person,

1. What are you concerned about?
2. What health teaching would you give?
3. What recommendations would you make?
4. What kind of follow-up would you recommend?

HEALTH SCREENING RESULTS

| | BOYS AND GIRLS (Age 5-19) | MEN (Age 20 and older) | WOMEN (Age 20 and older) |
|-----------------------------|--------------------------------------|-----------------------------------|-------------------------------------|
| Total Number | 100 | 50 | 50 |
| Normal Weight | 40 | 18 | 15 |
| Overweight | 35 | 24 | 25 |
| Obese | 20 | 6 | 10 |
| Thin/ Very Thin | 5 | 2 | 0 |
| High Blood Pressure | | 10 | 5 |
| Symptoms of Diabetes | | 0 | 3 |
| Little Exercise | | 30 | 30 |
| Tobacco Use | | 10 | 4 |
| Other | Tooth Decay: 62 | Tooth Decay: 15 | Tooth Decay:10 |



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