



**MINISTRY  
OF HEALTH**

REPUBLIC OF PERU  
NATIONAL PROGRAM FOR GYNECOLOGICAL CANCER PREVENTION

# How Can We Prevent Cervical Cancer?



A GUIDE FOR COMMUNITY FACILITATORS



i

# Introduction

The community facilitators' guide, *How Can We Prevent Cervical Cancer?* was developed for use by community promotion teams as part of a cervical cancer prevention program in San Martín, Peru. While the guide was developed for use in Peru, the core messages and teaching strategies are relevant in a variety of settings. This English translation of the guide is intended to make the information accessible to a wider audience. We invite you to adapt the modules for use in other settings.

## TATI PROJECT

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TATI Project





# Preface

The TATI Project (the Spanish acronym for Tamizaje y Tratamiento Inmediato de Lesiones Cervicouterinas, or Screening and Immediate Treatment for Cervical Lesions) is the result of coordinated efforts among the Pan American Health Organization (PAHO), the Program for Appropriate Technology in Health (PATH) and the Peruvian Ministry of Health (MINSA), working together on an intensive intervention targeting San Martin's Regional Health Department's jurisdiction as part of the National Plan for Gynecological Cancer Prevention.

The Pan American Health Organization is an international organization specializing in health that also serves as the Regional Office for the Americas of the World Health Organization. Its mission is to give technical assistance to member countries and foster collaboration among them in order to maintain healthy environments and promote sustainable human development, to ultimately achieve health for all and by all in the Americas.

PATH (Program for Appropriate Technology in Health) is an international non-profit, non-governmental organization. Its mission is to improve health, especially among women and children in developing countries. PAHO and PATH belong to the Alliance for Cervical Cancer Prevention (ACCP), which receives funding from the Bill & Melinda Gates Foundation. The Alliance is a group of five international organizations whose common goal is the prevention of cervical cancer in developing countries.



The TATI Project objective is to implement the National Program of Gynecological Cancer Prevention, detecting and treating precursor lesions to cervical cancer, in order to decrease the incidence and mortality associated with this type of cancer. The project targets women at greatest risk (25 to 49 years of age) who present precancerous lesions. As part of the project, this age group of women is offered the necessary information and education to enable them to seek out and request the service voluntarily.

This guide is aimed at community health trainers and contains seven modules. The first module: **Learning About My Body**, provides knowledge about women's sexual organs and how to care for them; the second module: **Vaginal Infections**, deals with vaginal secretions and genital organ infections; the third module: **Cervical Cancer**, focuses on what causes the illness and how to prevent it; the fourth module: **Self-Esteem**, discusses the influence of self-love, individual decision-making about one's own health and the beliefs and fears that go along with that; the fifth module: **Support Group Formation and Monitoring**, provides tools to organize Support Groups with Health Clinics and create a plan of activities to reach target goals in each community; the sixth module: **Raising Awareness about Cervical Cancer Prevention**, offers tools for developing awareness-raising sessions; and the seventh module about **Home Visits**, offers guidance on how to carry out a home visit for each of the cases presented. Participatory methodology is used throughout the manual, which makes teaching and learning more interesting. High quality screening services for women provide them with a good experience, and also guarantee that they will share their experiences with other women, helping them to understand the importance of having regular screening themselves.



This training material can be improved through experience gained over time. In the modules, the idea is to first discover the knowledge women themselves already have, and then to discuss new and different aspects of each topic with them. Using this method, the hope is that women will use the new knowledge acquired to make decisions about their health care in the future.





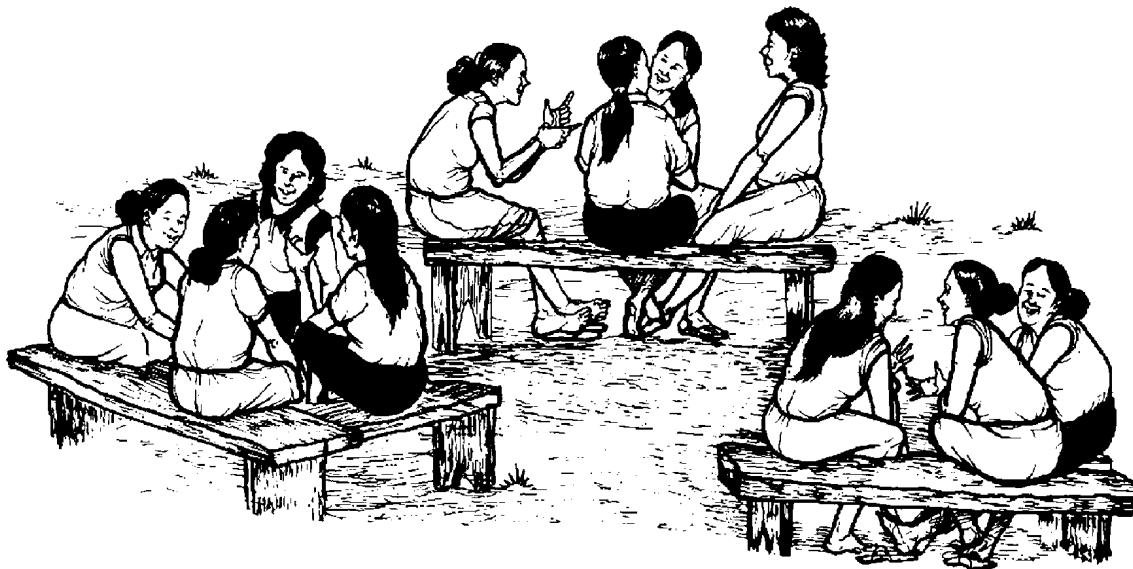
# Contents

Introduction .....	i
Preface .....	v
Developing an Educational Session: Points to Consider .	1
MODULE I: Learning About My Body .....	5
MODULE II: Vaginal Infections (discharge) .....	21
MODULE III: Cervical Cancer .....	33
MODULE IV: Learning to Love Ourselves (Self-Esteem) .....	53
MODULE V: Establishing and Monitoring Support Groups.....	65
MODULE VI: Raising Cervical Cancer Prevention Awareness Meeting .....	75
MODULE VII: Home Visit .....	83
GROUP EXERCISES/GAMES.....	95
BIBLIOGRAPHY .....	109





# HOW TO PLAN A WORKSHOP?



To carry out a workshop, the following elements are needed:

- ▶ **ENVIRONMENT OF TRUST.** A trusting environment must be created to promote communication among the participants. To achieve this environment, some group exercises can be used so that participants feel confident about themselves and the group. These exercises may be for introducing one another, motivation, group formation, communication and evaluation; the chapter titled GROUP EXERCISES/GAMES contains descriptions of quite a few of these.
- ▶ **WORKSHOP RULES.** There should be a discussion with workshop participants about the establishment of rules, mainly to ensure a pleasant atmosphere and mutual respect.

Ask participants to suggest some rules; if they do not suggest any, the following can be offered:



- Participation is voluntary.
- Make sure all criticism is constructive.
- The established schedule should be followed (Be on time).
- Listen to the person who is speaking and respect their ideas.
- Respect all the participants' opinions.
- Everyone should be willing to change.

► **THE GOAL** of the activity is for the group to discover important concepts, share in discussions and exchange ideas.

► **CHARACTERISTICS OF A FACILITATOR:**

- Knows how to listen.
- Knows how to ask.
- Knows how to motivate a group to express itself freely.
- Respects people's lifestyles and culture.
- Is tolerant (patient).
- Speaks clearly and simply.
- Creates a trusting environment.
- Does not favor one participant over another.
- Knows how to communicate through body language.

► **THE EDUCATIONAL SESSION.** The educational session is a technique that is used in teaching adult education. It fosters analysis, dialogue, thinking and discussion about an identified topic or theme.

## **STAGES OF AN EDUCATIONAL SESSION**

1. **Preparation:** This is the stage before the actual session when you prepare topics (by reading the guide), make and/or organize the materials that will be used during the workshop, decide on the physical space where the workshop will be held, and confirm the women's attendance (by inviting/coordinating with Mother's Clubs).



2. **Starting the Meeting:** the trainer introduces herself, greets the participants warmly, and organizes the group exercise on introductions to break the ice and so the participants can get to know each other better.
3. **Teaching Moment:** this is the stage where participants' knowledge is shared and new information is given, sometimes using pictures. At this point some descriptive questions are asked, such as: "What do you see in this picture?"; then, the analysis questions are asked, like: "What does this picture mean to you?" and finally, the projection questions, for example, "How do you fit into this picture?" The order of these different types of questions should be maintained as given here, and not changed by the trainers.
4. **Evaluation:** at this time we need to make sure that the messages are being understood clearly by the participants, and that they are comprehending them as we thought they would. A series of group exercises (games) are utilized for the evaluation.
5. **Commitment:** all learning should create behavior change in people, and the adoption of healthy practices to improve their lives. This is the moment when the participants make a commitment regarding the topic covered, so that what they learned will be practiced and shared with others.
6. **Closing/Goodbye:** summarize the material covered, announce the next topic, and agree upon the date for the next meeting with the participants.





## MODULE I

# Learning About My Body

### **WHAT DO WE WANT TO ACHIEVE IN THIS MEETING?**

1. Women will learn about their internal and external sexual organs.
2. Women will know how to care for their sexual organs.

### **WHAT DO WE NEED FOR THIS MEETING?**

- Pictures of fruits: apples, bananas, oranges and pears, to form the groups.
- Two puzzles or illustrations of the external female sexual organs.
- Two puzzles or illustrations of the internal female sexual organs.
- Poster paper and markers.
- Drawings or illustrations of women:
  - Washing themselves
  - Having the screening test done
  - Visiting the health clinic.



# WELCOME



To make the meeting pleasant and gain the women's trust:

- Greet them warmly and thank them for participating.
- Make sure that they all feel comfortable.
- Speak to them confidently about the topic: what our sexual organs are like and how to care for them.



## INTRODUCTIONS OR MOTIVATIONAL EXERCISE



### "Looking for your other half"

For this exercise, all the participants form a circle and each is given a card with half a picture on it. Then ask them to find the person that has the other half of the picture. These two people have to introduce each other to the group, finding out not only the name and age of the person but other personal details. Afterwards, each participant introduces the other to the group.

### The Cow

In this exercise, everyone gets into a circle and sings a song together, copying the actions as the trainer demonstrates them:

There once was a fat and flirtatious cow

From eating so much hay, her foot ended up this way  
(action with foot)

There once was a fat and flirtatious cow

From eating so much hay, her ears ended up this way  
(action with hands on ears)

..... (her belly ended up this way)

..... (her mouth ended up this way)

..... (her eyes ended up this way)

After the exercise, ask them: What did you feel?

Listen attentively to their answers and motivate them to share and interact in many moments like this during the course of the meeting.



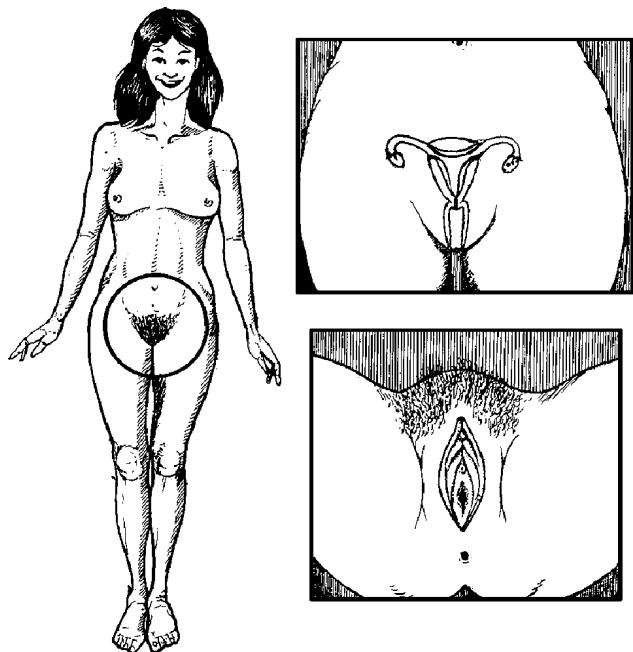
## STEP

# 1

**WOMEN LEARN ABOUT THEIR ORGANS  
FOR HAVING SEXUAL RELATIONSHIPS  
AND HAVING CHILDREN**

### SHARING PREVIOUS KNOWLEDGE

ALL TOGETHER



Show them a drawing or illustration of a woman's body, with a big circle indicating the area where the sexual and reproductive organs are located, then ask them: What do you see in the picture? What do you think is under this circle? With the answers they give, make two lists: one of the external organs mentioned and one of the internal organs mentioned.

After listening to the responses and reinforcing the ideas presented, say: all of us women have these organs and they allow us to have sexual relations and to have children and they occupy this part of our body (point to the pelvic area of your body).



### In groups

Then ask them: Why do you think I wrote these in two columns? Highlight the correct answers, then say: of all the parts mentioned, some of them are found in plain view and we can touch them, these are the external organs and others are found inside and we cannot see or touch them, these are the internal organs. Now we are going to learn more about these parts.



Form four groups of participants using the cards with pictures of fruit on them: apples, pears, bananas, oranges (See the chapter GROUP EXERCISES/GAMES).

Hand the two puzzles of the external sexual organs to two of the groups and the two puzzles with the internal sexual organs to the other two groups. Each group must name the organs, describe their function and put the puzzle together.

Ask each group to choose a representative to explain to the rest of the women what their group did. If you see that some group seems to have trouble putting the puzzle together, encourage them to do as much as they can.

When the groups have finished the puzzles, invite the representatives from each group to name the organs, showing the completed puzzle.



## BUILDING NEW KNOWLEDGE

ALL TOGETHER

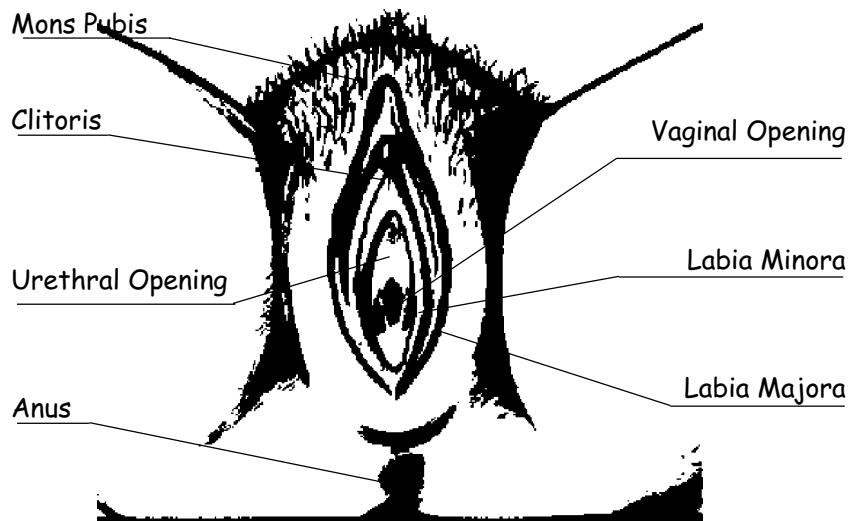


When all the groups have finished explaining their work, repeat what the women have said and, if necessary, add information. With the help of the puzzles, use the names women commonly use for these organs, and also the names that are used at the health clinic.



We can touch and see the organs that are outside our body. These are:

### EXTERNAL ORGANS



**Mons Pubis:** this is an area of fatty tissue which is covered with hair or fuzz.

**Clitoris:** this is a small fleshy spot, about the size of a peanut, and it has the shape of a bird's tongue, it is very sensitive and it is where the inner labia ("lips") are joined. When this part of our body is caressed, we feel a very pleasant sensation.

**Urethral Opening:** this is the opening where we urinate (pee) and it is located below the clitoris.

**Vaginal Opening:** this is where menstrual blood comes out of, where the man's penis enters during sexual relations, and where the newborn baby comes out during the birth.

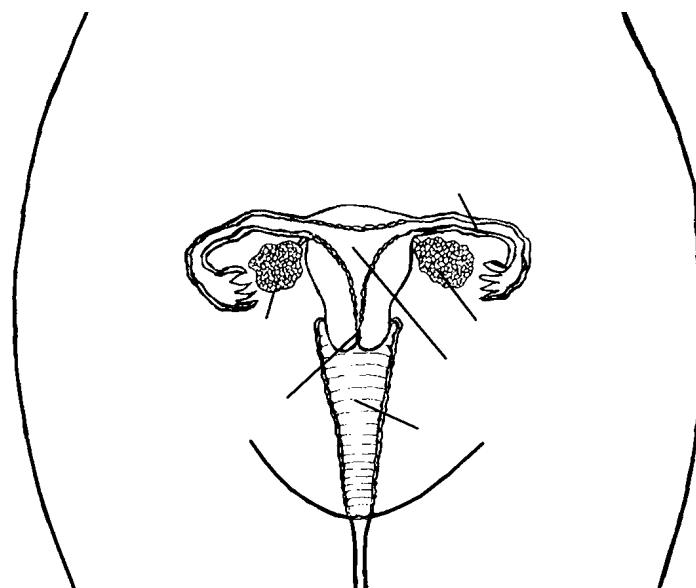
**Labia Majora and Labia Minora:** these are the fleshy folds that surround and protect the entrance to the vagina.



**Anus:** this is the opening where the bowel ends (poop comes out). Because it is very close to the entrance to the vagina, it is important to be careful when wiping and washing.

Then explain the organs that are inside the woman's body, showing the puzzles again.

## INTERNAL ORGANS



**Vagina:** it is like a tube that measures 7 or 8 centimeters and is located below the uterus or womb. When it is resting its walls are together; it opens and expands to fulfill the following functions:

- so that the penis can enter during sexual relations;
- when the baby comes out during childbirth;
- when the blood comes out during menstruation, and
- so that the doctor or midwife can place an instrument called a speculum inside and see if we are pregnant or to find out if the cervix has some infection or abnormality.



**Uterus or womb:** has the shape of a pear. It is connected to the vagina by an opening that is called the cervix, which is shaped like a small pig's nose. This part, the cervix, is what is looked at to detect infections or *cervical cancer*.

The inside of the uterus becomes covered with a lining of blood and mucus every month. This lining is what feeds the fetus when there is a pregnancy, or what comes out during menstruation when there is no pregnancy.

**Fallopian Tubes:** these are like two thin tubes that connect the uterus to the ovaries. They provide the ovum or egg from the woman with a pathway from the ovaries where the man's seed (sperm) can then join with the woman's egg. This is when fertilization happens.

**Ovaries:** they are the size of a dried Lima bean and they are near the Fallopian tubes on either side of the uterus. Each month, one of the ovaries matures and one ovum or egg from the woman leaves and travels through the Fallopian tube to meet up with the male seed. If this does not happen, the egg dies and dissolves.

Different from other organs in our bodies, the internal sexual organs are not stuck together but held by ligaments.

To reinforce the information, place the pictures of the internal and external sexual organs in view with arrows pointing to the different organs. Using cards with the names of the organs, the women should place the correct card next to each arrow.

As each woman participates the messages will be reinforced with the participation of the whole group.



**STEP**

**2**

## **WOMEN KNOWING HOW TO CARE FOR THEIR SEXUAL ORGANS**

### **SHARING PREVIOUS KNOWLEDGE**

**ALL TOGETHER**



Ask them:

What do you do to take care of your sexual organs and keep them healthy?

Give them a short period of time to think, and while they do that take advantage of the time to tape the poster-sized paper to the wall.

Listen to the women and write what they say on the poster paper. After each idea, place the corresponding figure (image) on the paper; for example, if they say bathing, put a picture of a woman bathing in the river, or if they say having a test done, put an image of a woman having the gynecological test done.

Then, repeat their suggestions on how to take care of their organs, and add others that have not been mentioned yet.



## BUILDING NEW KNOWLEDGE

### Taking care of external sexual organs:



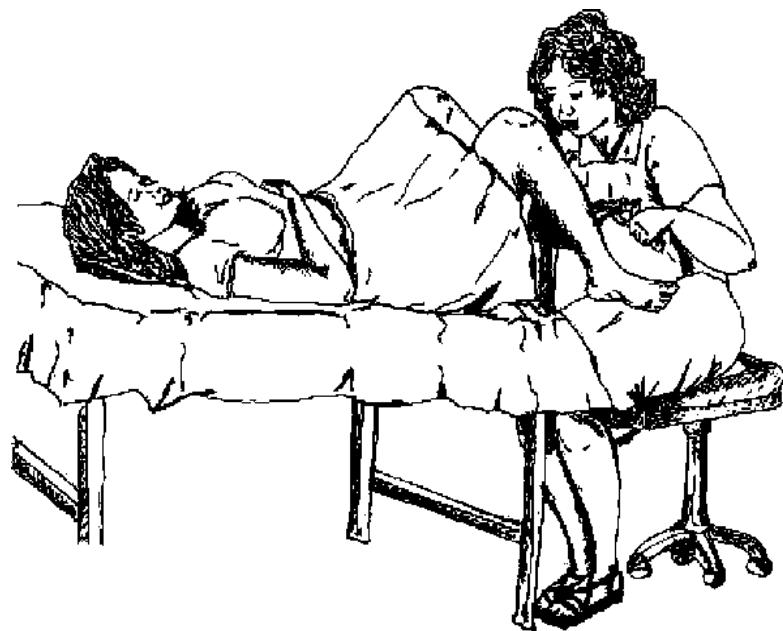
1. As women, we must wash our external sexual organs with soap and water, always being careful not to put soap inside the vagina.

2. Since the anus is near the entrance to the vagina, we must be careful when washing and wiping, because we can get our parts dirty with bits of excrement (poop). That is why you should always wipe front to back, and you should not sit on the basin, but instead use a jar and pour water.

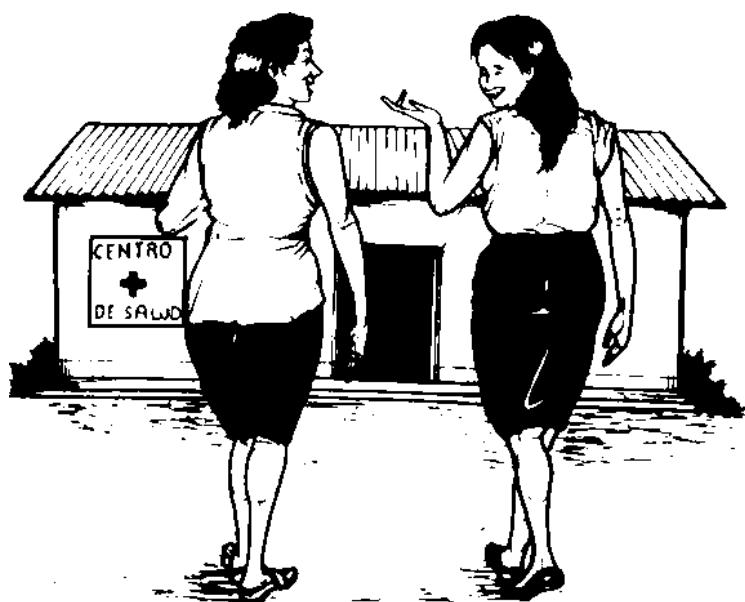




3. We should not wash ourselves inside nor put herbs or plants inside our internal sexual organs, because this changes the humidity and can cause discharge or vaginal secretions.



4. When you have discharge with a bad odor, burning, itching or pain, you should go to a health clinic to be checked.

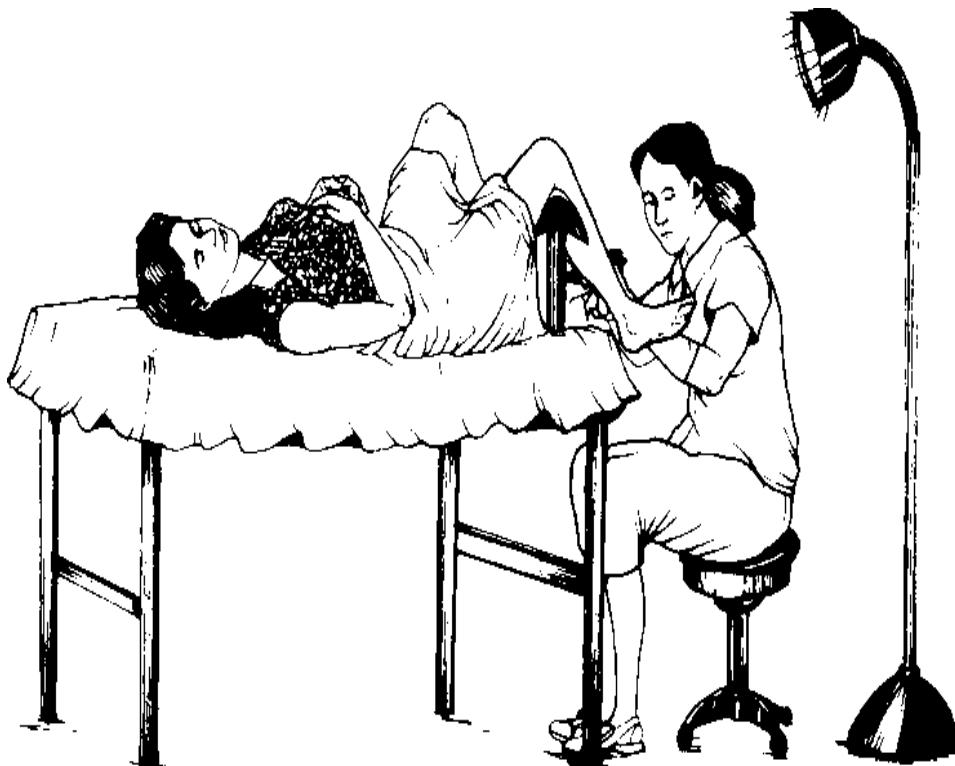




### Taking care of internal sexual organs:

If they did not mention the vaginal exam when they talked about ways of taking care of their organs, ask the following question:

What should we women do to know what condition our uterus or womb is in?



Write down what they say. If they do not mention "go get tested", then show a drawing or illustration of a woman who is having the gynecological exam done, and ask them to describe it, to tell us what they see and what it means to them. Then, listen and write down the answers on the poster paper, reinforcing the following idea:

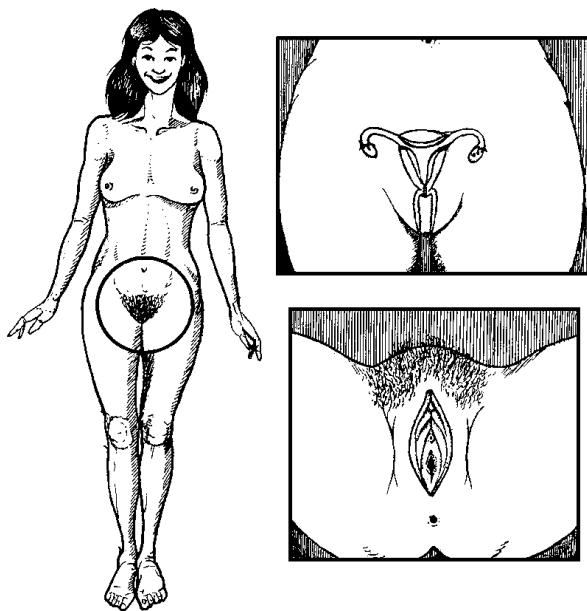
To know what condition our uterus or womb is in, we must go to a health clinic to have a gynecological exam. During the exam, the doctor/midwife looks at the cervix to see if it is normal or if there is some illness, like the beginning of cancer.



## EVALUATION

In a large envelope, put pictures of all the female sexual organs; ask each woman to take a picture out of the envelope. Let the participants know that at the next meeting they should introduce themselves as if they were the organ that they chose, saying where they are located and what they are like and what they are used for, but without saying the name of the organ, because the other participants should guess what they are. Give this example: "We are twins, we are located in the face and through us you can see the wonderful things that surround you, Who are we?"

Now we play the game called "burning ball," and the women that lose have to choose one of the cards in the box (See the chapter GROUP EXERCISES/GAMES). The cards have questions to answer, like:



- Which are the woman's internal sexual organs?
- Which are the woman's external sexual organs?
- What is the vagina used for?
- What are the ovaries like and what do they do?
- What does the midwife/doctor look at when they do the gynecological exam?

If the answer is not satisfactory, another woman from the same line should add to it.



## COMMITMENTS

Ask the women what things they have learned today that can help them in their daily lives to maintain their health and that they can commit to practicing from now on. For example, by using a small mirror to look at their sexual organs they can learn what they look like), that nothing should be put into the vagina, and we should not douche or wash inside the vagina, or that we should go to a health clinic for a vaginal exam when we feel some discomfort in our private parts.

Write down the commitments made on a poster paper.

## CLOSING & GOODBYE

Finally, congratulate the women, thank them for their participation, their patience, and their time, and invite them to attend the next meeting.

## WHAT SHOULD WE DO AT THE END OF THE MEETING?

Pick up all the materials we have used and put them away.





## MODULE II

# Vaginal Infections (discharge)

### WHAT DO WE WANT TO ACHIEVE IN THIS MEETING?

1. ➤ Women will learn the difference between normal wetness in the vagina and abnormal vaginal discharge due to an infection.
2. ➤ Women will learn why discharge occurs and that these infections do not cause cancer.
3. ➤ Women will learn that not all discharges are the same.

### WHAT DO WE NEED FOR THIS MEETING?

- Little cardboard boxes and a bag to form the groups.
- Poster Paper.
- Images of normal vaginal discharge.
- Drawings of different things that cause infections.



# WELCOME



TO MAKE THE MEETING PLEASANT AND GAIN THE WOMEN'S TRUST

- Greet them warmly and congratulate them for participating.
- Make sure that they all feel good about being at the meeting.
- Speak to them confidently about the different diseases that affect women's intimate parts and tell them that in this meeting we will only talk about **vaginal infections**. The topic of "Cervical Cancer" will be discussed at the next meeting.

## MOTIVATIONAL EXERCISE:

### **Laughing and Crying (See "GROUP EXERCISES/GAMES")**

Ask the participants to form two lines, facing each other; then tell them that when the trainer shows her fist with the right hand the group on the right has to cry and if she opens the right hand they should laugh. If we do the same motions with the left hand, the group on the left has to cry or laugh. So, the hands will be opening or closing on each side at the same time.

The group that makes most mistakes loses.

**STEP****1****SHARING PREVIOUS  
KNOWLEDGE****ALL TOGETHER**

Ask the following question:  
What do you know about vaginal infections?

Write the answers on a poster paper.



### In groups



By using one of the games (see the GROUP EXERCISES chapter), form four groups. Two groups will discuss **what wetness is like in a healthy vagina** and the other two groups will talk about **what wetness is like in a vagina that is infected and has discharge**. Each group has five minutes to talk and three minutes to present their ideas to all the participants.

Listen attentively to each group representative and motivate them to talk about their knowledge.

Repeat what they say and write it on a poster paper.



## BUILDING NEW KNOWLEDGE

Assure the participants that it is normal that women have some vaginal secretions, and that the normal wetness helps the vagina function and keeps it healthy, because there are good microorganisms or "bugs" that are very small and help protect from the microbes (bad bugs). Also:

- During the month vaginal secretions (or mucus) change in quantity and in thickness. Some days it is like raw egg white, and other days it is more whitish, or thicker, especially in the days close to the period.

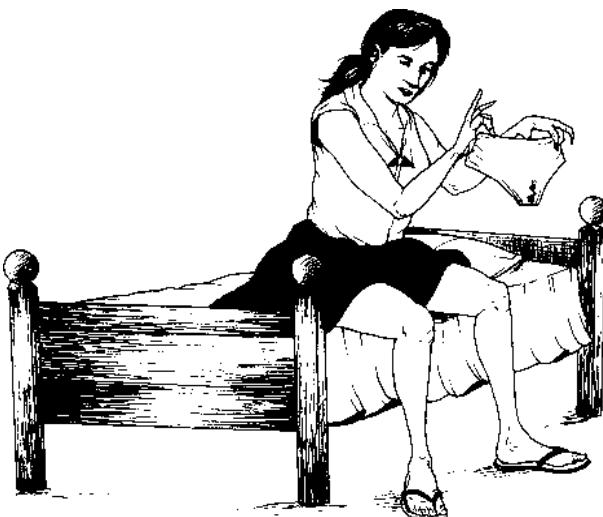




- Secretions increase when we want to have sexual relations (from caresses, being with our partner) and also when we are pregnant.
- Secretions can decrease a lot when we are breastfeeding, and also when we are in the stage of menopause.

Then, going back to what the groups said, and what is written on the poster paper about wetness in a vagina that is infected with discharge; mention that, just like the groups identified, **we know when the vagina is infected when:**

- There are changes in the odor, color, and quantity of our vaginal secretions (discharge).
- When the secretions are white, yellow, or greenish and they wet and stain/mark our underwear.
- When the secretion is like cottage cheese, or smells like rotten fish, or has a very strong acid smell.



All of this can produce burning sensations in our parts, as well as low stomach pains when we urinate or have sex.



STEP

# 2

## SHARING PREVIOUS KNOWLEDGE

ALL TOGETHER

Ask the following question:



### WHY DO YOU THINK WE HAVE INFECTIONS?

As the women talk about infections, write the causes they mention on the poster paper, taping a picture next to it when there is one that matches, for example:

If they say that infections are contagious, tape a picture or illustration of a couple having sex. And add reasons that were not mentioned.



## BUILDING NEW KNOWLEDGE

Besides emphasizing the correct answers, explain the following:

Everything that you women have said about why we have infections is exactly what the women in our community say; that's what they are thinking, and it is not bad to think that way when you do not know the other causes.

However, it is good to know that **we have infections when our defense system in the vagina (the good bugs that protect us called "vaginal flora") gets weak or we kill them, and this happens when one of the good bugs has multiplied too much or one of the bad bugs comes in from outside.**

And how can bad bugs get into our vagina?

Motivate participants to give their opinion. Highlight what they say and then explain:

Bad bugs can come into the vagina several ways:

- When we wash with the same water (explain that we should use running water), and if we do not clean well after pooping (explain that it should always be towards the back).





- When we douche or wash inside (with pumps, vaginal douches). Explain that the vagina does not need to be washed, just like our eyes get cleaned with their own tears and do not need to be washed with soap and water, the vagina has its own wetness and with that it can clean and protect itself.



- When having sex, bad bugs (microbes) can also enter into the vagina on the man's penis, these can be contagious, like the microorganisms of Gonorrhea or Syphilis.



Continue explaining:

These microbes produce inflammation, which can be in the vagina, in this case it is called vaginitis; or in the cervix, and then it is called cervicitis. These inflammations are what produce infection and discharge.

What should we do when we have an infection?

We should go to a health clinic to have a vaginal exam, and get the correct medicine, depending on what kind of bad bug we have (white, yellow or green discharge, etc.)

It is important to know that not all vaginal infections are cured by the same kind of medicine; that is why we should not use the same medicine that our friend or neighbor used.

**As we have seen, the reason women get vaginal infections is that microbial germs (or bad bugs) enter our vagina.**

To reinforce the information learned, ask the following question:

If a woman does not get cured when she has a vaginal infection, what problems can she have?

Listen to what they say, then say:

**It is good to know that having vaginal infections does not necessarily mean that in the future you will have cancer. Vaginal infections do not turn into cancer.**

Cancer is another illness that we will talk about at the next meeting.



## EVALUATION

To know if the women have learned, we play the game "burning ball" (See chapter on GROUP EXERCISES/GAMES). When the ball gets to a person, they have to answer one of the following questions:

- What is a healthy vagina like?
- How do we know if the vagina is unhealthy?
- Why does the vagina get infections?
- What should we do when the vagina has an infection?

After this, one by one, have the women practice how to explain what they learned to other people.

## COMMITMENTS

Before saying goodbye, ask the women what they commit to do for themselves, for example: maintain good hygiene and if they have discomfort go to a health clinic to get a vaginal examination.

Afterwards, ask them if they can commit to talking to other women about what they learned today, so that those other women can also tell the difference between normal discharge and discharge that is not normal, and also know what to do to get better.

Finally, ask: Who commits to washing their intimate parts only on the outside, using clean water, and not washing inside, not douching?



## CLOSING / GOODBYE

Sincerely thank the women for their participation and congratulate them for having taken the time to do something for themselves.

Also, ask them to share what they thought about the meeting, what part they liked the most, and what part they did not like.

After listening to their opinions, give a commitment to doing things better in the future, with help from all of them.



## WHAT SHOULD WE DO AT THE END OF THE MEETING?

- Write down the questions that the women had to ask the health provider/clinic staff.
- Pick up the materials used during the meeting and put them away.



## MODULE III

### Cervical Cancer

#### **WHAT DO WE WANT TO ACHIEVE IN THIS MEETING?**

1. Women will learn about Cervical Cancer.
2. Women will learn the cause of Cervical Cancer.
3. Women will know what to do to find out if they have Cervical Cancer, or the lesions (wounds) that come before it.
4. Women will know how to prevent Cervical Cancer.

#### **WHAT DO WE NEED FOR THIS MEETING?**

- Poster paper
- Speculum or a picture of one.
- Illustrations:
  - The two trees.
  - The cells that are all the same, and the cells where some are different.
  - PAP Smear Test.
  - Visual Inspection with Acetic Acid (VIA) Test



# WELCOME



## **TO MAKE THE MEETING PLEASANT AND GAIN THE WOMEN'S TRUST**

- Greet them warmly and congratulate them for participating.
- Make sure that all of them feel good about being here.
- Talk to them confidently about Cervical Cancer. Why are we women exposed to this disease?

## **MOTIVATIONAL EXERCISE "PEOPLE WITH PEOPLE"**

Ask the participants to form two lines, with everyone facing a partner. Then the trainer will give instructions like "shoulder to shoulder" (the partners have to touch their shoulders together), arm to arm (touch arms), nose to nose (touch noses), butt to butt (touch butts). When the trainer says "PEOPLE TO PEOPLE," everyone changes their partner.



## STEP

# 1

## WOMEN LEARN ABOUT CERVICAL CANCER

### SHARING PREVIOUS KNOWLEDGE

With everyone all together, ask the following questions:

- What have you heard about cancer?
- Does anyone know someone who has had cancer?
- What did that person feel like and what did they look like?

Listen to those who volunteer to participate and write down what they say on the poster paper.



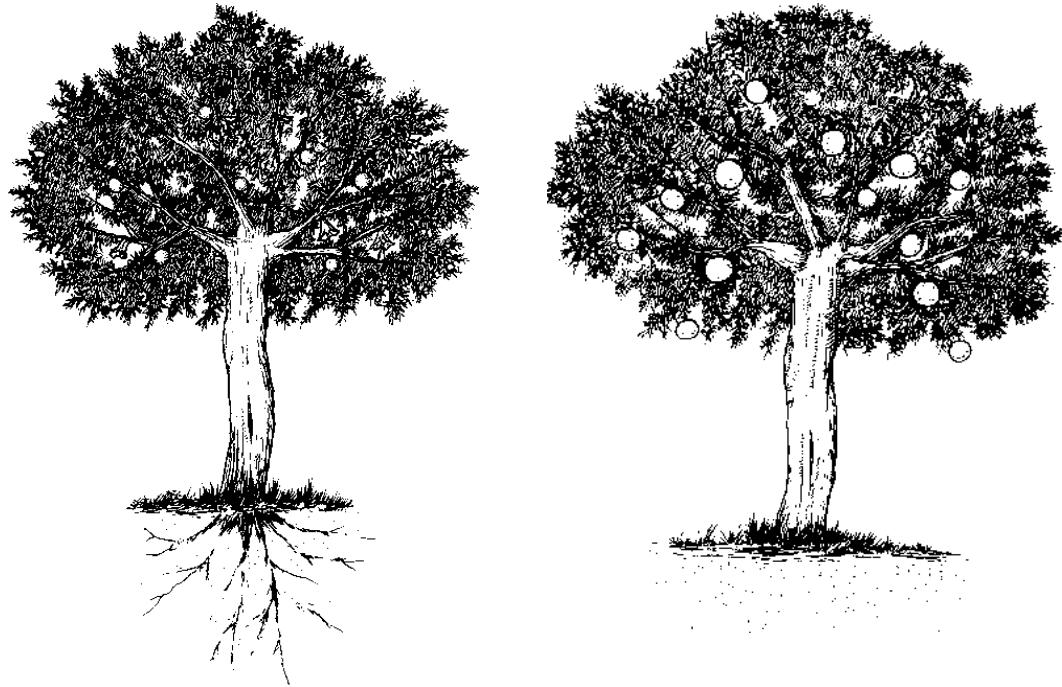


### In groups

Tell the participants that for everyone to have a chance to give their opinion, they will answer those same questions about cancer in groups. To do this, use pictures of four different kinds of flowers to form four groups and give each group a poster paper with the three questions written on it and markers.

After the groups have done their work, a representative from each group should share their ideas.

While each group is sharing, write on poster paper the main ideas that come up for each of the questions.



### BUILDING NEW KNOWLEDGE

Show a picture of two trees, one without roots and the other with roots. Then, ask the participants to describe what they see in each picture and after that ask them what they think it means. After listening carefully to what they say, explain:

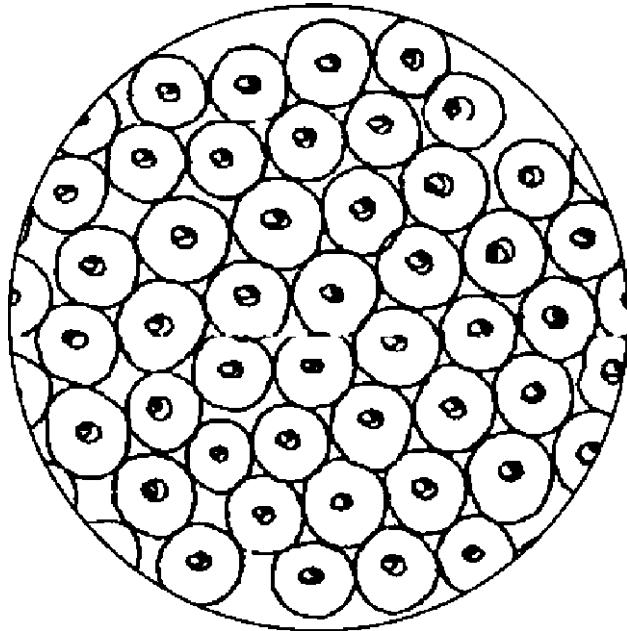


To understand what cancer is we need to imagine that we are looking at a little plant. How could we be sure that its roots are big or small and how could we tell if the roots are developing well?

Listen to what they say and then mention: It would not be enough to just look at what is growing above ground; we would also have to look below the earth to see what is hidden.

Just as several of you have said, with cancer we do not usually see any signs until it is very advanced.

For us to be able to know it is cancer, first we have to know certain things about our body.

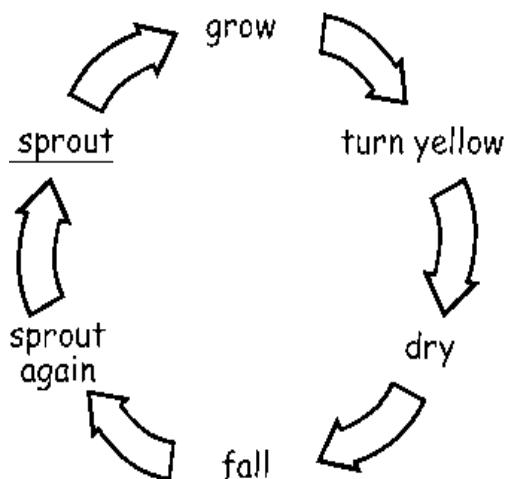


Tell them:

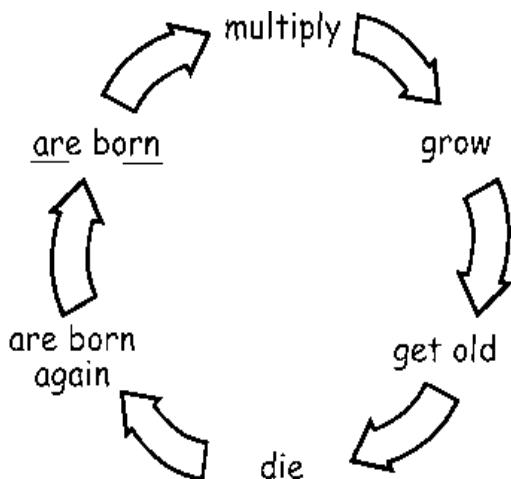
All living beings (people, animals, plants) are made up of many very small parts that are called cells. So, a flower and a chicken have cells; a rock does not have cells (show a slide of cells).



Just as a tree has leaves that:



Our bodies are also like that and our cells:



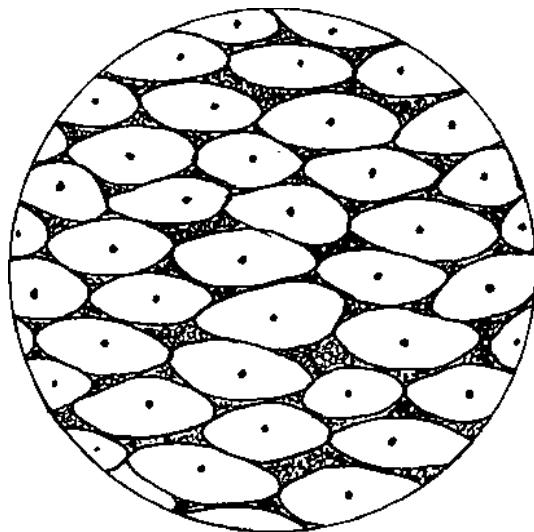
For this to work, there is a natural law in the tree that controls its development; the control gets confused when sickness or plagues come, and that makes the tree weak and sick.

The human cell process also has a control system and it gets messed up when bad bugs (bacteria, viruses) enter and make the cells get damaged, producing infections and sickness.

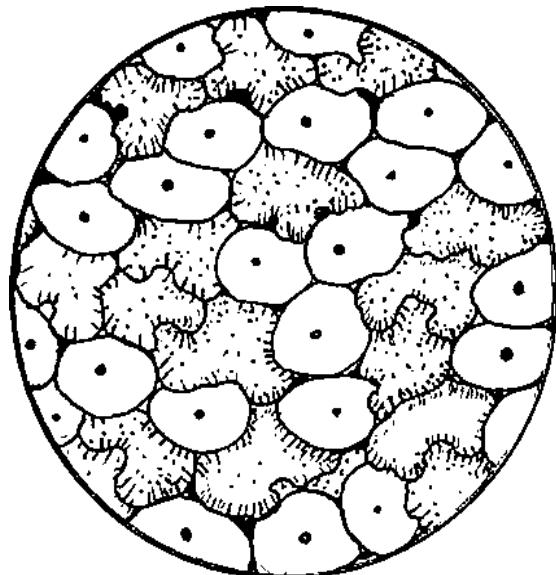
In the case of the cervix, this cycle can be messed up in the stage of multiplication, producing cells at an uncontrolled rate. This is caused by a virus called HUMAN PAPILLOMA VIRUS, which is the cause of CERVICAL CANCER.



HEALTHY CELLS



INFECTED CELLS



When everything is normal and healthy, the cells are the same shape and size (show picture of the healthy cells) but when something goes wrong in the multiplication stage, the cells are different shapes and sizes (show picture of the infected cells).



**STEP**

# **2**

## **CAUSES OF CERVICAL CANCER**

Tell the women: we have learned that our bodies have different types of cells, both in their shape and by what they do in our bodies.

Then, form groups of four or five people. Each group should talk about the following question:

Why does cervical cancer happen?

After the group discussions, give each group a poster paper to write down their opinions, then one representative from each group presents it to the whole group.

## **BUILDING NEW KNOWLEDGE**



Explain:

From studies carried out by specialists, **the majority of Cervical Cancer cases develop because the cells are infected by a special virus called Human Papilloma Virus (HPV)**.

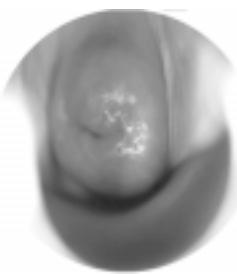


### Characteristics of HPV:

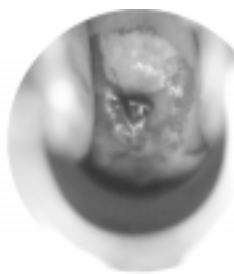
- This virus is transmitted (passed from person to person) through sexual relations.
- HPV can make the cells grow differently and unevenly in the cervix, infecting it and damaging it slowly.
- Both men and women can get this virus, but in men it rarely causes a problem. Only women get this kind of cancer.
- The infection that the virus causes does not produce discomfort or discharge; that is why women can have it and not know it.

## HOW DOES CANCER SPREAD?

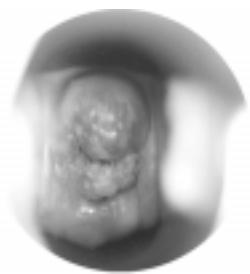
### EVOLUTION OF CANCER ON THE CERVIX



Normal Cervix



Cervix with  
pre-cancerous lesion



Cervix with  
cancerous lesion

Show the illustrations of different cervices, and then ask about each one: What do you see here? What do you think this is? Which one would you like to be yours?

After listening to their answers, say:

If in a healthy cervix like this one (show illustration of healthy cervix) the virus gets in, a long time will go by before it causes the infection and changes to this (show second cervix illustration) and then for the invading cancer or advanced cancer like this one (show third illustration) many more years would go by, **in total 10 to 15 years could go by from the time this healthy cervix first gets the virus to changing into invasive cancer.**



## **Which women are at greatest risk of developing Cervical Cancer?**

To gather information and knowledge, ask the following question:

Which women are most likely to have Cervical Cancer?

After listening to and reinforcing what the women say, explain:

When a person begins their sexual life, they also start to have the risk of getting the virus that causes Cervical Cancer.

Because of the slow evolution of the illness, **it is important to know that women between the ages of 25 and 49 years are at greatest risk of having precancerous lesions caused by HPV. They should have a gynecological exam done every 3 years**, to monitor that the virus has not progressed and that way they can avoid having it turn into cancer.

Women under 25 years of age can have the examination done, but it is rare to find lesions in these younger ages. For women over 49 years of age, it is recommended to have the PAP test done using a special brush that is used to take the sample.



STEP

# 3

**HOW IS IT DETECTED AND WHAT SHOULD WE DO IF WE HAVE LESIONS ON THE CERVIX CAUSED BY THE CANCER VIRUS?**

## SHARING KNOWLEDGE

Ask the women:

If a weed grows in the middle of a planted field, what should be done?

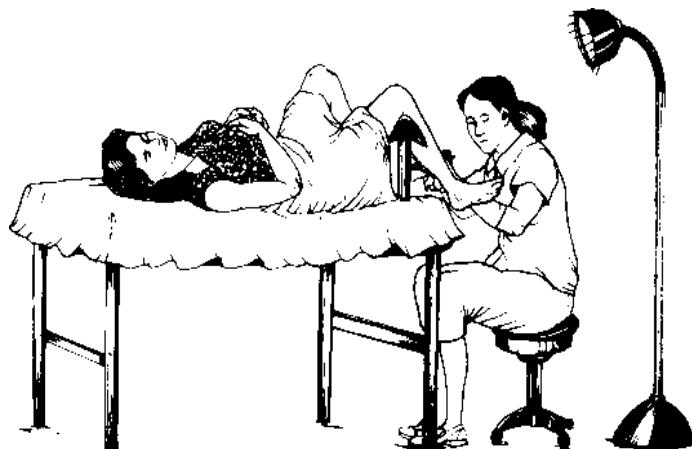
Collect the opinions given.

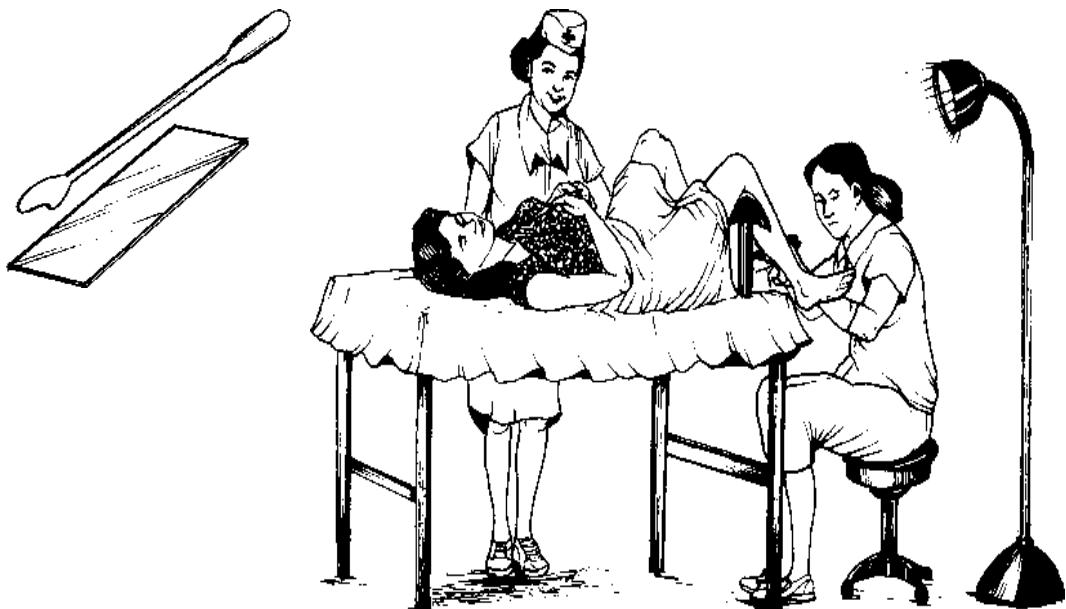
Then say:

When the weed appears, we must remove it. If not, it will keep growing and growing and the plants will not be able to grow well.

Cancer is the weed. If it is not treated in time, it invades us and does not let our body's organs work well, and in many cases it can be fatal; **but we can avoid this situation if the lesions are discovered in time, before they turn into cancer.**

## BUILDING NEW KNOWLEDGE





Show two illustrations, one that is of the Papanicolaou (PAP) test, and the other one that shows the Visual Inspection with Acetic Acid (VIA) test. Ask the group to describe each one of these, tell us what the illustrations mean to them and also share if they would like to have these exams done.

Listen attentively to what their answers are and reinforce what they have said with the following information:

To have the gynecological exam performed means to have our internal sexual organs looked at, we have to take off our underwear, we lie down on the clinic bed and we place our legs (open) in the stirrups. Normally we are in this position for 5 to 15 minutes while the exam is being done.

Then the health professional places the speculum in the vagina to be able to observe the cervix.

It is good to ask questions and clear up any concerns we have when the exam is being done. We can ask the health professional who is performing the exam any question we might have before, during or after the exam.



In the gynecological exam two kinds of tests can be done:

- 1. One, is the Papanicolaou (PAP) test,** which consists of a practitioner or doctor taking a sample of the mucus from the cervix and sending it to be examined at a laboratory by a cell expert; within approximately two months the test results are given to the patient.
- 2. Another, is the Visual Inspection with Acetic Acid (VIA) test.** This is a procedure where the practitioner or doctor gently wets the cervix with Acetic Acid (vinegar). Then, if there are lesions (wounds) or abnormal cells that could turn into cancer, the flesh gets white and the practitioner or doctor who is trained for this can immediately identify it, giving the result at that same moment.

If the result to either of these tests is NEGATIVE, that means that different or abnormal cells were not detected, which means we are healthy. In this case, **we must go back and have the gynecological exam done to detect cancer after three years.**





If the VIA test is POSITIVE, the practitioner will ask the woman to go see the doctor to verify the lesion (wound), using an instrument called AviScope. This instrument makes it possible to see the cervix larger and more clearly (VIAM); show the matching illustration. If the result of the PAP is POSITIVE, the woman will be notified and will be asked to come to the clinic to verify the lesion (wound). If the woman has a POSITIVE result for VIA or PAP, it is very important that she see a doctor for a second exam.

If the doctor confirms that there is a lesion that can turn into cancer, the woman (with her agreement/permission) must receive immediate treatment to eliminate the bad cells (white patches) and that way avoid the development of cancer.

It is possible to have a negative result for both VIA and PAP, but have other vaginal infections. It is important to take the medicine prescribed by the health professional, if she/he finds some vaginal infection.



To let the women relax and have a little fun, have them do the game "Balls at the Neck" (See chapter on GROUP EXERCISES/GAMES), and the row that loses will have to pay a forfeit. Once the punishment has been paid:

### **WHAT IS CRYOTHERAPY LIKE?**

#### **SHARING KNOWLEDGE**

Ask the women if they know of or have heard of some kind of treatment for Cervical Cancer. Or if they can imagine what that treatment might be like.

Listen closely to what the women say, and highlight their ideas by writing or repeating what they say.

Then, share the following information with them:





**CRYOTHERAPY** means applying coldness to a lesion to freeze and destroy the abnormal or different cells. For this procedure, a speculum is placed in the woman's vagina and the health professional applies the treatment with a special instrument.

The destroyed cells fall away from the cervix and leave the vagina like discharge or watery vaginal secretions during the next 15 days to one month.

During this time after the treatment, the woman must take the following precautions:

- She must not put anything in her vagina, or wash inside/douche.
- She should not have sexual relations, but if she decides to do it, her partner must use a condom.

The woman must go to a clinic or doctor's office immediately if she has the following **WARNING SIGNS**:

- Foul-smelling discharge or bleeding
- Cramps or low abdominal pain
- Fever

To know if her body is responding to the treatment, the woman must go to the following series of **CHECK-UPS**:

**1st Check-up:** one week after treatment, to make sure there are no problems.

**2nd Check-up:** one month after treatment.

**3rd Check-up:** three months after treatment to have a new gynecological exam and verify that all the cells are normal.



**4th Check-up:** after one year, to make sure everything continues to be normal; and continue annual gynecological exams for 5 years.

Discovering the cancer in time and receiving the appropriate treatment allows us to keep our uterus, menstruate, and if we want to, even have a child, if we are still of child-bearing age.

### **WHAT HAPPENS IF THE RESULT IS ADVANCED STAGE CANCER?**

If this happens, the doctor will say it is more convenient to do treatments, and in some cases will provide treatments in Tarapoto. In other cases, the doctor will tell the woman that she needs treatment in Lima.

In either of these cases, the woman should follow the healthcare provider's instructions to feel better and fight against this illness.

It is very important to remember that the most effective and inexpensive way to fight cancer is to prevent it, that is, avoid its appearance. This is done through gynecological exams or receiving treatment if lesions (wounds) are found on the cervix.

### **EVALUATION**

Play the game "*Surprise Contest*"

The participants should stand up and form a circle. The trainer stands in the middle of the circle and offers a surprise to each of the participants (the surprises are folded papers with a message written on them). The messages should be a combination of some with questions about the module, and others that say to make a face or movement, imitate something, sing a song or tell a joke, etc.



Then the contest is played with each participant doing what the surprise says. The messages are combined so that one is from the Module and the next is an action or song, etc.

For example, after Module III, the surprises could be:

- Imitate an animal.
- Explain how cervical cancer develops.
- Walk like a model.
- What is the name of the virus that causes cervical cancer?
- Which women are most at risk for getting cervical cancer?
- Say a compliment.
- What is the new test for detecting cervical cancer called?
- Tell a joke.
- Where is the new test done?
- Turn around in a circle while hopping on one foot.
- How much does it cost to do the new test?
- Sing a song.
- Make a face.
- How do we get infected with the cervical virus?
- How long can it take for the Human Papilloma Virus to develop pre-cancerous lesions?
- How often should we have the PAP or VIA done?
- What is the treatment called that makes precancerous lesions go away?

Depending on the number of participants, the messages can be repeated or there can be blank papers, without a surprise on them.



After each question is answered, the panel of judges (everyone) is asked if they accept the answer. If they say yes, the participant is rewarded with applause; if they say no, the necessary correction is made.

## **COMMITMENT**

For other women to benefit from what has been learned by the participants, each one should commit to telling at least one other woman the importance of having the gynecological exam done to see if she has any different cells.

## **WHAT SHOULD WE DO WHEN THE MEETING ENDS?**

Give a big applause for working so well together. Pick up all the materials and put them away.





## MODULE IV

# Learning to Love Ourselves (Self-Esteem)

### WHAT DO WE WANT TO ACHIEVE IN THIS SESSION?

1. Participants will recognize their strengths and weaknesses, and make commitments to change their behavior.
2. Participants will identify the characteristics of good communication (high self-esteem) in comparison to inadequate communication (low self-esteem).
3. Participants will learn about their rights and responsibilities as health service users.

### WHAT DO WE NEED FOR THIS MEETING?

- Poster paper.
- Markers.
- The stories about Anita and Marylou written on two separate sheets of paper.
- Two signs with the phrases HIGH SELF-ESTEEM and LOW SELF-ESTEEM.



## **WELCOME AND INTRODUCTION EXERCISE**



**TO MAKE THE MEETING PLEASANT AND GAIN THE WOMEN'S TRUST:**

- Greet all the participants nicely.
- Have everyone sit down comfortably in a circle.
- Tell them that in this meeting, we will learn together to love ourselves and value ourselves as people, and this will help us understand the importance of taking care of our health as women, as wives, and as mothers.

**STEP****1****DISCOVERING MY SELF-ESTEEM****SHARING KNOWLEDGE****GAME: SELF-ESTEEM ROULETTE**

What we want to achieve with this game:

- Participants will identify key ideas about self-esteem, taking these from previous thoughts and knowledge on this subject.
- Participants will be given recognition from their classmates for characteristics of their own self-esteem.

Playing the game:

The participants form a big circle, inside of which some more participants form a smaller circle. The people in the smaller circle close their eyes, put their arms around each other, and lower their heads. The members of the big circle walk around those in the smaller circle and while they are going around in circles, they carry out the order we give them, for example:

- Give a pat on the back to the participant who makes her own decisions and sticks to them.
- Touch the person's head who is friendly and understanding.
- Give a pat on the arm to the someone who works well with others.
- Touch the shoulder of the person that is recognized and respected in her community.
- Give a hug to the person who is positive and fills us with joy.



- Touch the participant's shoulder who makes us feel confident.
- Give a hug to the person who is always helping others.

After a few minutes, change places and the members of the big circle switch to be the small circle and vice versa.

At the end, ask how they felt when the other classmates touched them.

## BUILDING NEW KNOWLEDGE

Using poster paper, review the participants' words, building definitions and ideas with them about self-esteem; to do this we say:

- Just like in this exercise where our friends have identified our strengths, we ourselves should also recognize that we have strengths and values that we should be proud of.
- It is also good to recognize that we have some weaknesses that we can improve upon.

**KNOWING OURSELVES AND VALUING OURSELVES IS CALLED **SELF-ESTEEM**.**





## STEP 2 DEVELOPING MY SELF-ESTEEM

### GATHERING KNOWLEDGE

Ask the participants to form two groups. Give one of the groups a story about a woman with low self-esteem and the other group a story about a woman with high self-esteem.



#### ANITA's STORY

Anita lives in the San Antonio neighborhood, she has 8 children; the youngest is 6 years old and goes to school, and Anita is almost always sad. Her husband's name is George, but he is more well-known as "Mr. Man." Anita always has pains in her lower belly and every day she feels worse, but she cannot tell her husband anything because he is always drunk and almost does not work at all. But he does treat her badly every chance he gets.

This is why Anita has to go to their small field to grow their food/vegetables, carry wood for the fire, and also take care of her children at home.

Her neighbor Emma knows about her feeling sick. On several occasions Emma has suggested that she go to the clinic, but Anita answers that she is going to think about it, that the pain will go away with her herbs, and that besides, she does not have time and finally that she is scared and embarrassed.



## MARYLOU'S STORY

Marylou is a young 27-year-old mother; she has two daughters, and she lives in a small village called Cutter's Band. Her husband's name is Edison and he works in agriculture, while Marylou is taking care of her youngest daughter, who is one year and 3 months old. Marylou is now the President of the Mother's Club in the community. To get to this position she had to face many hard times because of her husband's lack of understanding.

After her last baby was born, Marylou started to feel some discomfort in her private parts. She mentioned it to her husband, but he did not think it was important. Since she insisted it was important, he got mad and they ended up fighting. Because Marylou understands that she has to be healthy to keep working for her family and her community, she decides to visit the Health Clinic. She goes, even though to get to her appointment she has to cross the river that has risen high with water, and even though her husband gets upset. Now she does not have any discomfort and she is content and happy.



Then each group decides how they will organize themselves to perform the story as a play or skit. After ten minutes, each group acts out the story in front of all the rest.

When the acting is over, there is a time for thinking and answering the following questions:

- What did you think of the two stories?
- Which did you like the most?

#### About ANITA's story

- Why do you think she acted that way?
- What do you think has influenced her personality?
- What consequences does her way of being cause for her and her family?
- What can she, her family, and everyone that knows her do to help her change?

#### About MARYLOU's story

- What things have helped Marylou act the way she does?
- How does her personality influence her and her whole family?
- What do each of us need in order to be like her?
- What can we do with our daughters so they will grow up to be like Marylou?

As the participants answer each question, write down the ideas given on the poster paper.

## BUILDING NEW KNOWLEDGE

Using the ideas the women gave in the discussion, reinforce and/or add the following ideas:

To develop our self-esteem, we should:

- **Get to know ourselves.** WHO AM I?
- **Accept ourselves as we are.** I AM UNIQUE, and I accept my good qualities and defects.
- **Feel proud of who we are.** Respect ourselves, value ourselves, feel confidence and love for ourselves.



STEP

# 3

## THE HEALTH SERVICE USER'S RIGHTS AND RESPONSIBILITIES

### SHARING PREVIOUS KNOWLEDGE

Through acting out a skit, where the scene is a clinic, the participants identify the rights and responsibilities of the users in the health service. Afterwards, the trainer adds to the skit if necessary, mentioning other rights and responsibilities that were not acted out.

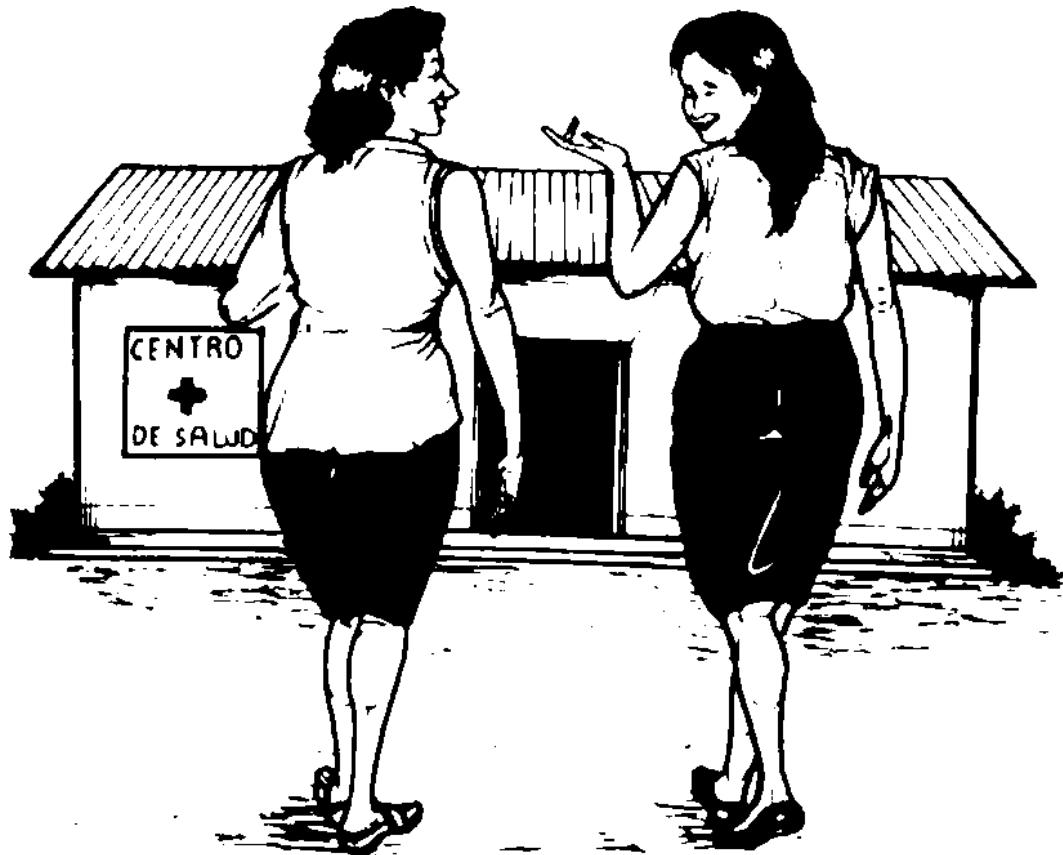
### BUILDING NEW KNOWLEDGE





## HEALTH SERVICE USER RESPONSIBILITIES

- 1) Go to the health clinic when you have a health problem.
- 2) Practice habits that take care of your health.
- 3) Arrive at appointments on time.
- 4) Cooperate with the healthcare providers during the interview and the physical exam.
- 5) Follow the healthcare providers' instructions.
- 6) Share the general health messages and advice in your community.
- 7) Respect others' time for their appointment.
- 8) Respect the health clinic staff and treat them well.
- 9) Let the clinic/service supervisor know of your suggestions and complaints.





## HEALTH SERVICE USER RIGHTS

- 1) Receive friendly and sincere treatment.
- 2) Have the opportunity to explain all your problems.
- 3) Receive guidance and advice.
- 4) Your problems are not told to anyone else.
- 5) Be treated in private.
- 6) Have enough time for the appointment.
- 7) Receive an explanation of what they are going to do.
- 8) Receive clean and comfortable services.
- 9) To be able to choose freely to go ahead or not with what they suggest doing.
- 10) Receive a complete and detailed physical exam.
- 11) Receive enough information to know what you have.
- 12) To be able to ask questions and have all your questions answered.
- 13) Receive more information about a subject if you want it.



## EVALUATION

- Put the two signs up that say: HIGH SELF-ESTEEM and LOW SELF-ESTEEM.



- Hand out cards with phrases on them that describe these two kinds of self-esteem. The women, when the music plays, or by applause or with a song, should go up and place each card below the matching title.

### **HIGH SELF-ESTEEM**

Sure of what she says.  
Happy look on her face.  
Always optimistic.  
Likes to participate.  
Enthusiastic woman.  
Makes decisions.  
Is not fearful.

### **LOW SELF-ESTEEM**

Unsure of what she says.  
Sad look on her face.  
Pessimistic about everything.  
Does not like to participate.  
Not active, but reluctant instead.  
Shy, does not know how to defend herself.  
Always fearful.

- To reinforce the topic of self-esteem, we can show some pictures of women walking up a stairway to demonstrate the idea that it is possible to make goals for ourselves and work towards achieving them, like the woman on the stairway that makes it to the top (the two women on the stairs, one that starts to walk and the other arriving at the top)





## COMMITMENTS

- Do everything you can to achieve high self-esteem.
- Always remember our strengths and weaknesses, and try every day to be better people.
- Accept that one of the ways of being a better person is taking care of our own health, and especially taking advantage of new services that the Ministry of Health is providing.
- Letting the women in our communities know about their health rights as citizens, that they should make decisions and act through loving themselves and their families, and by going to have a gynecological exam to prevent cervical cancer.
- Always being aware of the right to receive and demand quality health care services as well as the responsibilities to fulfill as health service users.

## CLOSING/ GOODBYE

Now we have learned that taking care of our health is one way of loving ourselves. This means that one of our responsibilities is to avoid cancer. In order to do this, each one of us must go to the health clinic and request a gynecological exam.



# MODULE V

## Establishing and Monitoring Support Groups

This module is designed to help the trainers in their first meeting with a support group as well as in the monthly follow-up meetings.

### **WHAT DO WE WANT TO ACHIEVE IN THIS MEETING?**

1. ➤ Sensitize participants in order to convince them to support the health promotion teams.
2. ➤ Decide on the directors' board for the support groups, whose responsibility it will be to organize the support group activities.
3. ➤ Participants write a work plan for their mini network, whose goal is getting 25 to 49 year-old women to go have their gynecological exam.

### **STARTING THE MEETING**

#### **TO MAKE THE MEETING PLEASANT AND GAIN THE PARTICIPANTS' TRUST**

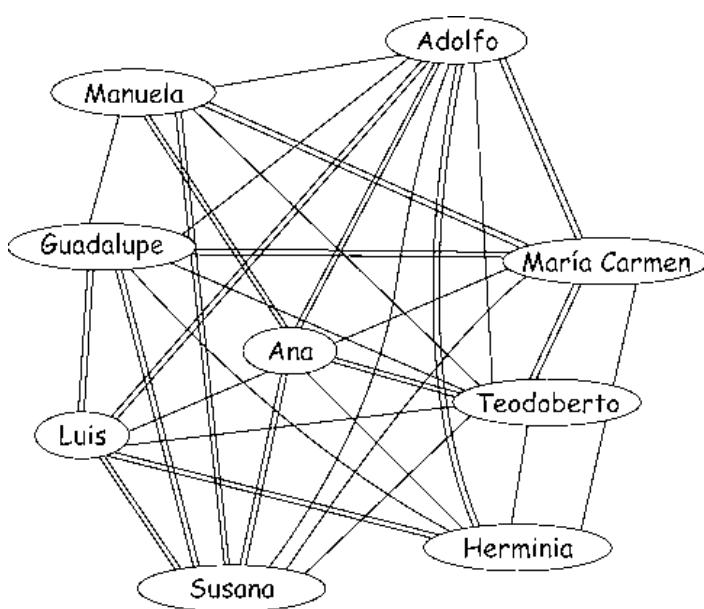
- Thank the participants for attending.
- Put all the chairs in a circle and ask everyone to sit comfortably.
- Explain that the purpose of the meeting is to organize them and see their commitment to make a work plan to help improve women's health in their communities.



## STEP

# 1

## THE IMPORTANCE OF BEING UNIFIED AND ORGANIZED



### MOTIVATIONAL EXERCISE: "The Spider's Web"

Objective: for all the participants to visualize the importance of the community authorities and representatives working together in an organized way.

To begin, ask everyone to stand up and form a circle. One of the participants introduces herself and talks about a skill she has; then, she takes a ball of string or yarn. Without letting go, she passes the ball to another person in the circle, and then that person introduces herself, mentions a skill she has, and passes the ball across to another person. This continues until all the participants have received the ball and introduced themselves. Meanwhile, each person who has already spoken continues to hold onto the string or yarn. This way, when everyone has been introduced a spider's web will appear connecting everyone.



After everyone has received the ball and the spider's web has been formed, ask the group:

**What does the shape that is made by the string mean to you?**

How can we relate the spider's web or woven textile to what we see here in our work with community leaders and authorities?

After listening to what the participants say and highlighting their contributions, explain:

The spider's web represents what we are trying to create today in this meeting, as part of the program to prevent cervical cancer: build a spider web of community members, build an organization, a team of active people with good relationships in their community. This way we will have created a spider's web that is committed to reaching common goals.

Every time that we coordinate with and interact with a community leader or authority, it is as if we are passing the string to them and the web gets bigger. This is what we are doing during this project, identifying people that are outside of the web and handing the string to them to include them and connect them to our community.

Every person that is part of the community spider's web is important. If no one lets go of the string, the web stays strong; but if only one person lets go, the spider's web starts to fall apart (to illustrate this point, the trainer lets go). This shows that all of us are equally important and if one of us fails to do what they have committed to do, it affects all of us, and if that happens we have to be alert and find another person to replace them.

To finish the exercise, ask the group to put the spider's web on the floor and admire the complex design that was created.

**STEP****2****LEARNING ABOUT CERVICAL CANCER  
PREVENTION PROGRAM ORGANIZATION**

For this part of the meeting we utilize the guidelines on awareness about cervical lesions meetings (Module VI). By the end, we emphasize the need for an organized community to participate in the process of improving people's health, as part of the co-responsibility of caring for health.

It's not only the Health Department or health clinics and hospitals that are responsible for health in our community. The people who live in the community are responsible too, and that is why we have to be organized, so together we can tackle whatever health problem attacks our people: men, women and children.



# STEP **3**

## FORMING A SUPPORT GROUP FOR THE CANCER PREVENTION PROGRAM



### Objectives:

- Participants will decide to become part of the Support Group.
- Participants will elect a Board of Directors for the Support Group.

### Ask everyone present:

Who has decided to become part of an organization, a spider's web network that supports the health promotion activities in the community, sharing these activities with the health facilities?



Listen to the opinions, and when you have counted a majority, declare: FROM TODAY FORWARD THE SUPPORT GROUP OF THE PROMOTION TEAM OF THE DISTRICT OF .....  
..... IS MADE UP OF THE FOLLOWING MEMBERS (mention all the participants as members of the organizations that they represent).

Then ask:

- Now that we have formed the Support Group, what do you think is missing in order for us to start to work?

Listen to the answers, and depending on what is said, reaffirm or complete information with:

What we need to do now is form a Board of Directors for our organization. Ask the group to suggest proposals for electing:

- A President, in charge of calling the meetings and organizing the Support Group actions.
- A Secretary, in charge of taking notes at the meetings, and filing documents.
- A Treasurer, in charge of managing funds that the group generates to support the activities to prevent cervical cancer.
- Two general board members, to support the other positions and substitute for them in case any are absent.

Once the election has taken place, congratulate the elected board members with applause.



# STEP **4**

## WRITING THE SUPPORT GROUP WORK PLAN

- **Ask the participants:** What should be the next step so we can get started working?

Listen to the answers and then say:

- Now it is time to make a Work Plan, and to do that we need to know:

1. What is our goal?

THAT WOMEN 25 to 49 YEARS OF AGE GO TO HAVE THEIR VIA OR PAP TEST DONE VOLUNTARILY

2. What things in our community can help the women go to have the test done?

With everyone's participation make a list of all the situations that will help us meet our goal.

3. What things in our community can make it more difficult for the woman to have the test?

With the participation of everyone we make a list of all the situations that make it difficult for us to meet our goal.

4. What activities do we need to carry out to make sure women 25 to 49 go have their VIA test?

Write out the list of activities with them.

5. With input from the participants, put dates next to each of the activities; use the P3 format to make a calendar of activities.

6. Then ask: Who can be in charge of each of these activities? We hope that participants will volunteer to be in charge of activities.



Then we give the instruction that the Support Group, with all its members, should have a meeting at least once a month in order to evaluate its monthly activities and plan for the next month.

### **CLOSING / GOODBYE**

- Thank everyone for attending the meeting and for their active participation, and congratulate them on the qualitative step they have taken in forming an organization. Highlight that if they are able to maintain it, it will not only serve the purposes of the Gynecological Cancer Prevention Program, but any other development goal the community might have.
- Ask, when do you think we should get together again? (If possible, serve a simple snack).



## NOTES FOR THE PROMOTION TEAM:

1. If there is already an organized community group that could act as the Support Group, then you can work with that group.
2. If after forming the Support Group and electing the Board of Directors, the people seem tired, you can propose that the Work Plan be written during the next meeting.

## RECOMMENDATIONS FOR THE FOLLOWING SUPPORT GROUP MEETINGS

- \* Once the Support Group is formed, the expectation is that they will meet once a month, to follow up the planned activities.
- \* In these meetings, those attending should include:
  - The Support Group members.
  - The health clinic director (if possible).
  - Two members of the Promotion Team.
  - Other invited leaders or authorities.
- \* Each meeting should start with the director of the health clinic or one of the Promotion Team members, who greets the participants and welcomes the newcomers if there are any, and then hands the meeting over to the President of the Support Group to lead the discussion.
- \* The meeting agenda will include the following:
  - Reading the previous meeting's minutes.
  - A report from the Promotion Team of the activities accomplished during that month, noting the things that helped them be accomplished, or the things that made it



impossible for the activities to be carried out. If there was some activity done by the Support Group alone, it should be reported at this time too.

- The Promotion Team presents the activities that it plans to implement in the next month.
  - Participants give suggestions about other activities that can be included in the month's calendar of activities.
  - For each activity that is approved, agree upon a date and person responsible for making sure it gets done.
- \* The result of the meeting is a list of activities or tasks to be done in the month, and should consider: the agreements from the previous meeting that have not been done, the activities proposed by the Promotion Team, and the ones suggested by the participants. This product should be registered by the health Promotion Team.



## MODULE VI

# Raising Cervical Cancer Prevention Awareness Meeting

### WHAT DO WE WANT TO ACHIEVE IN THIS MEETING?

1. ➤ To provide basic information about the prevention of cervical cancer to women 25 to 49 years old, their family members, and the general population.
2. ➤ To motivate the group to have the VIA test done, as an opportunity to take care of their health.

### WELCOME



- Try to establish the most comfortable environment possible.
- Greet participants warmly, thanking them for coming and highlighting the importance of women's health (if there are men present, emphasize the valuable participation of men in this work).



## STEP

# 1

## WHAT DOES CERVICAL CANCER MEAN?

### TO START THE MEETING

Ask:

What have you heard about Cervical Cancer?

As they speak, write down on the poster paper what they say, without missing any of the opinions. If some are repeated, mention the word or phrase and say: that is already here.



### PROVIDING NEW KNOWLEDGE

Then, show the puzzle or illustration of a woman's body where the reproductive organs are visible, so that the participants can learn, or remember, where the cervix is located.



Pointing to the cervix, say: this is where this illness develops.

- Cervical Cancer is an illness caused by a virus (HPV) that attacks the cells of the cervix (show illustration or puzzle to locate cervix)

Ask: **Can you imagine how this virus gets into the woman's body?** After listening to the participants, offer the following information:

- This virus (microbe) enters the woman's body through sexual relations.
- In some women this virus produces lesions (wounds) on the cervix and if we do not discover and treat these, they can turn into cancer.
- The infection that causes these lesions does not produce discharge or discomfort, which is why women can have it without knowing. Both men and women can have the virus, but in men it almost never causes any problem.
- For the lesions that are caused by this virus to turn into cancer requires a long time - FROM 10 TO 15 YEARS.

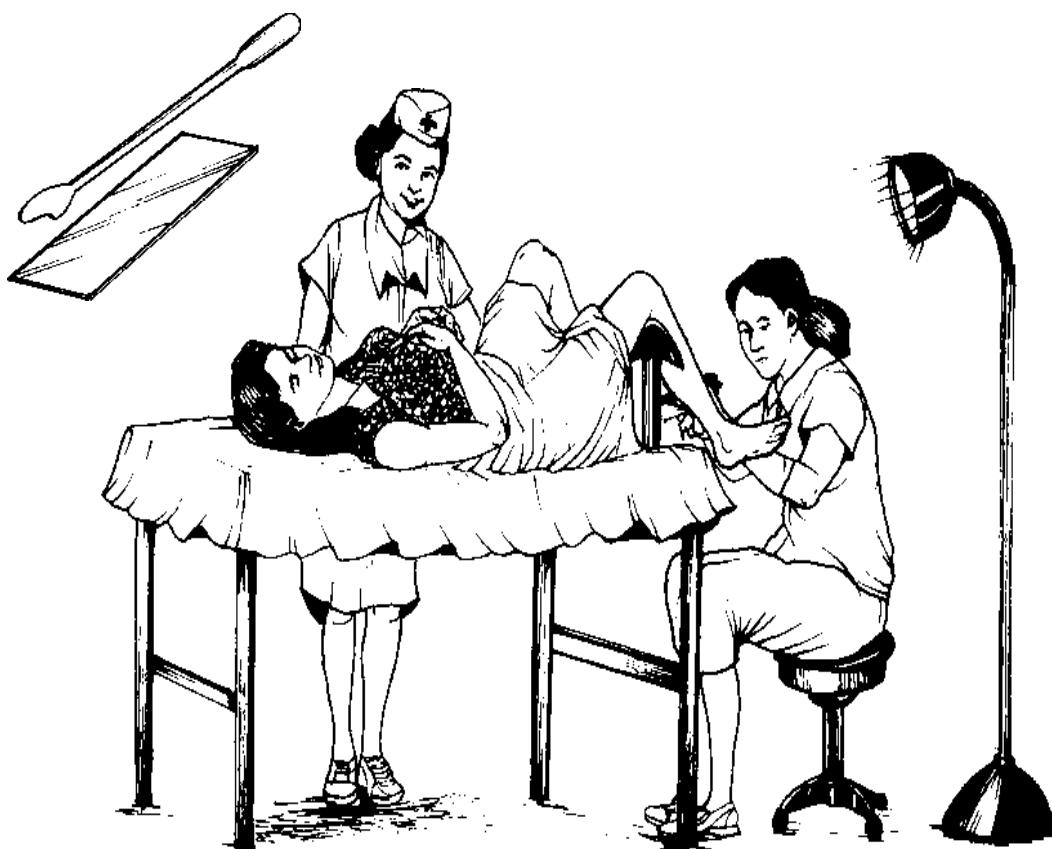




STEP

2

## HOW CAN WE KNOW IF A WOMAN HAS CERVICAL LESIONS?



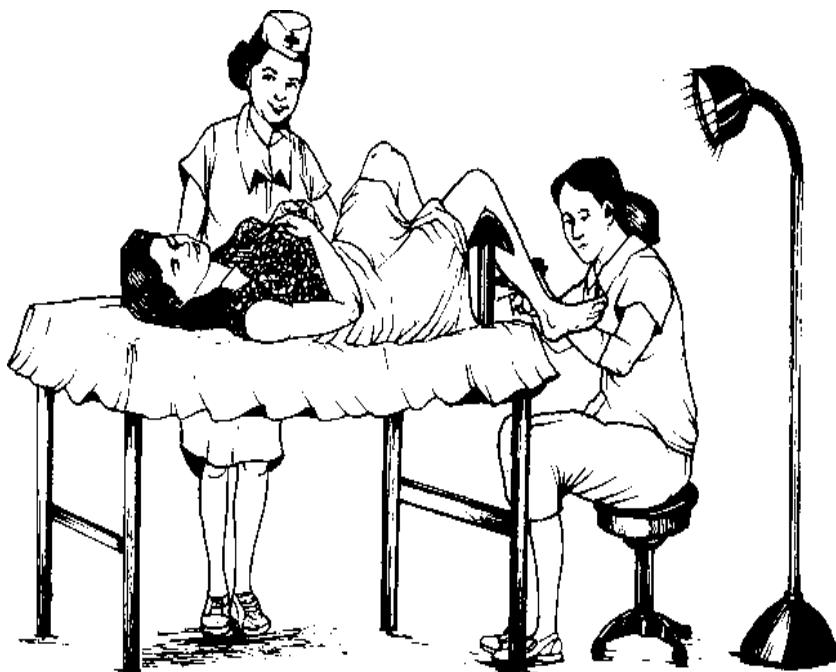
Ask everyone: How can we know if a woman has lesions caused by the Human Papilloma Virus (HPV)?

After listening to their answers, reaffirm what they say and/or complete it with the following information:

- Having a simple vaginal exam.
- Up until now, women have only known one way to detect it, which is the PAP test.
- Now there is a new method to detect precancerous lesions: the VIA test (write the meaning of each letter = Visual Inspection with Acetic Acid)



## WHAT IS THE VIA TEST LIKE?



Ask: **Have any of you had this test done or have heard of someone who has?**

Listen carefully to their answers, then give the following information:

- To have the gynecological exam performed, which means to have our internal sexual organs looked at, we have to take off our underwear, lie down on the clinic bed, lift our knees up and open our legs. Then, the health professional places the speculum in the vagina to be able to observe the cervix. Normally we are in this position for 5 to 15 minutes while the exam is being done.
- This is a procedure where the practitioner or doctor gently wets the cervix with Acetic Acid (vinegar) and waits one minute; if after one minute the cervix is the same as before (show photo of healthy cervix) then the midwife or doctor immediately tells the woman the result, instructing her to come back in 3 years to have the test done again.



- If after one minute the practitioner sees white spots on the cervix (show photo of the cervix with precancerous lesions), this means that if the lesions or wounds are not treated in time, in the future it could turn into cancer; then the doctor is called in to look at the cervix through an instrument called an AviScope, and confirm what the practitioner saw as a precancerous lesion or not.
- If the doctor confirms that there is a lesion, she/he will inform the patient and explain what treatment she should receive. One treatment that may be suggested is called Cryotherapy; before the woman decides, she will receive counseling about the exam by a counselor specialized in this topic; if the woman agrees with the treatment, she will sign a document that is called Informed Consent.
- During the test, the practitioner can also find out if the cervix has invasive cancer (show photo). In this case, and depending on the doctor's evaluation, treatment will also be recommended. If the woman has to go to Lima the food and lodging will also be paid for. There is no cost for any of the treatments.
- It is possible to have a negative test result, but still have other vaginal infections. It is important to take the medicine prescribed by the doctor if some vaginal infection is found.



# STEP **3**

## WHICH WOMEN ARE AT GREATEST RISK FOR GETTING CERVICAL CANCER?

Share the following information:



All women who have started having sexual relations are at risk of getting this illness.



Ask: **Where do you think a woman can go to have the VIA test done?**

- This test is being done at centers affiliated with the Health Networks and some other clinics (tell the group in their case where they should go) and let them know that, in some places, this test is being done on specific dates as part of comprehensive health campaigns.
- Tell them that the test is free of charge and that if they require some treatment for precancerous lesions, it will also be free.

Ask: **Who should go have this new test (VIA) done?...**  
Women 25 to 49 years of age.

### **DO THE FOLLOWING SUMMARY:**

- Cervical Cancer can be avoided if the lesions produced by HPV are detected and treated in time.
- Women get this virus (HPV) through having sexual relations and it only causes health problems for her, not for her male partner.
- The time it takes for the virus to develop and produce cancer is 10-15 years.
- To find out if the woman has lesions produced by the virus, she has to have the VIA or PAP test done; these are simple tests with results and they are free of charge.



# MODULE VII

## Home Visit



The following guide will help facilitate the Promotion Team's efforts to meet with the women that, for different reasons, do not participate in the health program activities planned by the team or have not gone to their follow-up appointments at the clinic.

### **OBJECTIVES:**

1. ▶ Give guidance and counseling to women who have problems due to male chauvinism (machismo), having the women think about how to find their own solutions.
2. ▶ Give thorough information about the VIA test, answering any questions and clearing up any confusion or doubts, so that the women become allies in the dissemination of messages.



3. Have them talk with women who have had the VIA test, so that they can learn from the experience, and feel supported, not nervous or fearful.
4. Fill in information for women who were not able to attend some of the educational meetings, and motivate them to continue going to the meetings.
5. Give information and highlight the importance of having the VIAM test done, for women with positive results.
6. Give information and highlight the importance of receiving treatment for women with positive VIAM test results.
7. Give information and highlight the importance of going to follow-up appointments for women who have received cryotherapy.

### **TO MAKE THE VISITS PLEASANT AND GAIN THE WOMEN'S TRUST**

- Greet the woman warmly and ask her to accept our visit in her home to talk to her.
- To give the woman more confidence, you can start by talking about what you see around you, for example: "What a pretty house, it is very nice."
- Then explain why you are there to visit: to talk about things that worry us women and that have to do with our well-being, especially related to our health.



## CONVERSATION TIME

### FOR MALE CHAUVINISM CASES

(Before visiting, the team makes sure to visit when the husband/partner is at home).

Begin the conversation with the partner present, asking about the work he usually does; then ask how the rest of the family members are, eventually bringing the conversation to his wife's health.

At this time we should pay close attention to what the husband/partner says: "She is always complaining about her aches and pains," "To get out of housework, she makes up any excuse," "I have told her to go to the neighbor woman to get medicine, but she insists on going to the doctor, I don't know what for." "Besides, to go to the doctor you need money and we don't have any," "She doesn't have time to go to the doctor, she has to take care of the children."

The conversation is then guided according to the comment the husband/partner makes, trying not to make him feel bad, and seeking his understanding about the importance of everyone in the family being healthy, especially the mother who is always taking care of the rest of the family.

If the husband/partner's reaction is positive in response to what has been said, thank him for his understanding and congratulate him on being a good father and responsible husband. Also, give information about the Cervical Cancer Prevention Program that is taking place in their community and invite them to participate in the educational sessions.



If there is a negative response, leave the possibility open to continue talking another time (that way the team can look for other strategies to change the situation).

To say goodbye, thank the people for their time and attention and offer your support for any guidance or counseling.

### **VISITING WOMEN WHO HAVE HAD THE VIA TEST**



Start by saying to them:

We came to talk to you today because we want to know how you are doing. Ask the following questions:

- Have you gone to the clinic to have the VIA test done?
- What did you feel when you arrived at the clinic? Why?



"Now tell us about your experience when the test was done: How was it done? What did you feel? etc."

After writing down her experiences, tell her that it is a great help to know everything she has shared.

In the case that the responses were **positive**, tell her we would like to have her support in sharing her experience with other women, especially in front of those who are fearful or doubtful about having the test done.

In the case the responses were **negative**, answer her concern; for example, if she says that in the test she had been harmed in some way, such as:

- she felt her uterus was being taken out. Explain the use of the speculum and vaginal exam.
- now she has a liquid discharge or feels discomfort/pain. Ask if the health practitioner found some vaginal infection (cervicitis, vaginitis) that is not being treated, and if this could be the reason that she is having these problems. If this is the case, tell her it is necessary to visit the practitioner to have the infection treated.

It is important to know if the woman attended the educational sessions; if not, we should inform her that in the community educational meetings are where the most complete information is being given about Cervical Cancer and other topics about women's health, and where she can share her concerns. We should be sure to tell her what day, time, and place the meetings are.

At the end of the visit, say goodbye warmly, thanking her for receiving us in her home and for giving us some of her time.



## WHEN A WOMAN MISSES AN EDUCATIONAL MEETING



- Greet her warmly and ask if it is okay to come into her home and talk to her.
- Then explain why we are visiting: to talk about things that worry us women and that have to do with our well-being, especially related to our health.

Begin the conversation by asking the woman why she was not able to go to the meeting, and tell her it is very important that she attend the meetings to continue with the topics and only then will she be able to learn more, share her experiences with others, to learn to take care of her organs and not die of cancer, when it can be prevented. Then in a short version, and using some of the materials, fill in the information for the topic she missed.



## WHEN A WOMAN DOES NOT GO TO HAVE THE VIAM TEST DONE

- Greet her warmly and ask if it is okay to come into her home and talk to her.
- Then introduce yourself by name and tell her that you are from the Ministry of Health, that you are visiting to talk to her about health issues that concern us.

Ask: Have you heard about the new VIA test that women are having done at the health clinic to prevent Cervical Cancer?

Listen carefully to her answer.

- If she says she has heard about it and that she has had the test, congratulate her for taking care of her health, since that means she is also thinking of her family.

Then, ask what they have told her about the results from the test, to make sure that she understood what was said and when she should go back to have the VIAM test done.

If the woman understood that she had to go have the VIAM test, ask her:

**Have you had some problem that has kept you from going to have the test done again?**

After listening to her, tell her that the health staff is always waiting to serve her. It is better to go sooner and then receive treatment if needed and that way avoid the possibility of cancer.



Give her the letter as proof that the clinic staff really is waiting to see her, and remind her of the appointment date written in the letter.

- If the woman says she does not know about the new test, it may be because she is scared, not convinced, or possibly influenced by negative ideas about VIA. In this case, tell her: **we understand that sometimes people can be unsure, or be afraid of the test result, but it is better to know how we are so that we can also know what we should do.**

We are visiting women who need to have their VIA test done, because in that test they are going to make sure that the woman is healthy or if she has lesions on her cervix she can get treatment.

Tell her to not worry if she did not go on the day of the appointment, that the health staff is waiting for her on ..... (date), and as proof leave the letter for her.

Thank her for having listened to you and encourage her to go to her next appointment.

Say goodbye to her.



## WHEN WOMEN DO NOT GO FOR CRYOTHERAPY TREATMENT



- Greet her warmly and ask if it is okay to come into her home and talk to her.
- Then introduce yourself by name and tell her that you work for the Program for Gynecological Cancer Prevention of the Ministry of Health.
- Then explain why we are visiting: to talk about things that worry us women and that have to do with our well-being, especially our health.

Congratulate her having the new VIA test done.

Tell her that as a result of the test, they find lesions on some women that can later turn into cancer if they are not treated in time.



Ask her if she knows what her test results are and depending on what she responds, ask her, **WHAT DO YOU THINK ABOUT THE TREATMENT?**

Her answer can show:

- Lack of concern about her health (low self-esteem).
- Fear.
- Problems with her husband (male chauvinism).
- Religious influences (believing that the problem is not related to humans, but to God).
- The idea that since it is a treatment it will mean being in bed for many days, and that she won't be able to take care of her children, her husband, or her house and garden.

Depending on her answer, give her the following guidance:

- If the problem is self-esteem, try to empower her, reminding her that she is very valuable for her children and family, and for them she should be healthy and have the treatment done.
- If the problem is male chauvinism, encourage her to try to talk to her husband/partner when they are calm to convince him that being healthy will help her work better and take care of the children. Let her know that a member of the promotion team can talk to her husband/partner to explain the situation to him and help him think about the need for treatment.
- If the problem is due to religious ideas, tell her that we respect everyone's religion and that we think that God will also be happy that we are healthy, to be able to glorify his name.
- If the problem is that she cannot leave her duties, think with her about the fact that she will be able to do everything better if she is healthy and does not have any health concerns.



To end with, tell her that the clinic is waiting for her to go have the treatment done and avoid the development of cancer. As proof of what we tell her, give her the letter and remind her of the appointment date assigned to her in the letter.

Thank her for taking the time to talk to us and encourage her to go to her appointment.

## **WHEN WOMEN DO NOT GO TO THE CRYOTHERAPY FOLLOW-UP VISITS**



- Greet her warmly and ask if it is okay to come into her home and talk to her.
- Then introduce yourself by name and tell her that you are from the Ministry of Health.
- Then explain why we are visiting: to talk about things that worry us as women and that have to do with our well-being, especially our health.

Ask how she is feeling health-wise and how she has been since her cryotherapy treatment.



Listen carefully and ask if she has had any trouble getting to the follow-up visits.

- If she says that she went to the appointment, but the doctor was not there to see her, tell her: "**If you went to the appointment on the day you were given an appointment, it was the doctor's fault, for which we ask your forgiveness.**"
- If she says, she did not know about the appointment: "**It is important to be sure that after the treatment has been done, the lesion that we had is healing normally and that there are no complications, and we know this by going to our follow-up visit, after one week, one month, three months, and one year.**"
- If she says she forgot, or had to take care of her children, or do housework, tell her: "**It is good to take care of our children, husband and house, but it is also good to take care of our health.**"
- If she says she did not go because she was afraid or embarrassed, or because she did not have bus fare, tell her: "**These are difficulties that we have to find a solution to if we value our health; if we don't have self-esteem, we don't love ourselves.**"
- If she says her husband does not want a man to check on her, tell her: "**If your husband does not trust the doctor, tell him he can come with you.**"

Then tell her that even though she did not go to her scheduled appointment, the clinic staff is waiting to see her. Give her the letter and remind her of the new appointment date.

Say goodbye, thanking her for her attention.



# GROUP EXERCISES/GAMES

## A. INTRODUCTION EXERCISES

THESE EXERCISES CAN BE USED AT THE BEGINNING OF A MEETING OR EVENT, TO HELP PARTICIPANTS INTRODUCE THEMSELVES AND GET TO KNOW EACH OTHER.

**Goal:** For participants to introduce each other, break the ice and gain confidence with the group.

### **Looking for Your Other Half**

For this exercise, all the participants form a circle and each is given a card with half a picture on it. Then we ask them to find the person that has "your other half" of the picture. These two people then ask each other's name, age, what they like to do, and other personal details. Afterwards, each participant introduces their "other half" to the group.

### **Spider's Web**

To begin, ask everyone to stand up and form a circle and explain to them that a ball of yarn or string (whatever is available) will be thrown to them. The person receiving the ball should introduce themselves and then pass the ball to another participant without letting go of the string. Everyone should be paying attention, because once everyone has introduced themselves, the spider's web will have been created. Then, the last person to receive the ball has to introduce the person that threw them the ball, continuing backwards until the spider's web is undone. (Each person that receives the ball will have to hold on to the piece of string, or wrap it once or twice around a finger).



## **My Movement**

Ask the participants to make a circle. One at a time they step into the middle of the circle and introduce themselves making some movement, saying "my movement is like this." Then the group repeats what the participant said, imitating their movement; this continues until everyone is introduced.

## **I Would Like to Be**

Give each person half a sheet of paper, and ask them to draw an animal that they would like to be. Then ask everyone to stand in a circle, and one by one each person introduces themselves. Each person says their name, where they are from, the animal they would like to be and why, and finally imitates some typical movement their animal makes.

## **B. MOTIVATIONAL EXERCISES:**

THESE EXERCISES ARE USED TO MOTIVATE THE GROUP TO PARTICIPATE.

Goal: to entertain and energize the participants.

### **The Storm**

All of the participants stand up, and the trainer tells the following story: we are all sailing in a huge boat, but all of a sudden a storm comes up and the boat begins to sink. To save yourself, you have to get into one of the lifeboats, but only ..... (say the number) people fit into each boat. The group then forms several circles, each with this exact number of people in the circle. If one circle or group has more people,



their lifeboat sinks and those participants have to sit down. But, then the number of people that can fit in each lifeboat is lowered, and the "drowned" passengers are eliminated. The game continues this way until only a small group is left - these are the storm survivors. About 5 seconds should be allowed for people to get into the boat groups, before declaring the boat sunken. Like any energizing game, the orders should be given quickly to make it very active and surprising.

### **Balls at the Neck**

The group is divided into two teams, and each team should have the same number of persons. Then, the trainer gives a little ball to each group and explains that the ball should be passed from one person to the next, while both of the people keep their hands behind their back, and can only use their neck to take the ball. This means, that the ball is passed from neck to neck. If someone drops the ball, they are asked a question about the topic, as a punishment, and then they have to sit down. The winning group is the one with the last person who hasn't dropped the ball, and has not used their hands. If it is not possible to use two balls, two oranges or lemons can be used.

### **Giraffe, Elephant, Duck**

Ask the participants to form a circle. Then, tell them that when the trainer says "elephant" to any one of them, the person should put their thumb from one hand on their nose and the other thumb on the first hand's pinky finger. The participants on either side of this person pretend to make the ears using both hands. If the trainer says "giraffe", the person in the middle lifts up their arms and the two on either side make the legs, holding on to their knees with two hands. Finally,



when "duck" is mentioned, the person in the middle moves its bottom and those on either side move their arms making the duck's wings. The person who makes a mistake moves to the middle and gives the orders for the game, giraffe, duck, elephant.

### **The Twitch**

Ask everyone to form a circle, and then the trainer sings the following song: "I have visited the doctor and he told me I have a "twitch," I have "twitch," I have "twitch" in my right arm," and then everyone should start moving their arm like the trainer does. Then they continue with the other arm, both arms at the same time, then the backside, the right leg, the left leg, the head, and finally the group is told the whole body has the "twitch." All the participants have to move their whole body all at once.

### **Little House**

Everyone needs to get into a circle. The trainer sings the following song, doing the following actions, while the participants imitate the movements:

I have a little house like this, like this (make shape of a house with hands), I knock on the door, like this, like this (pretend to knock on a door), and smoke comes out of the chimney, like this, like this (gesture like smoke leaving, with hands going up), I shine my shoes, like this, like this, (imitate shining shoes). Then say the little house is growing and growing until it gets so big that it jumps.



## The Frog

Tell the group that they will need to sing the following song:

There was a frog, frog, frog (put hands under arms and bend legs).

That swam in the river, river, river (move arms pretending to swim).

With his green suit, suit, suit, (pinch the cloth of your shirt with two fingers).

It was freezing cold, cold, cold (imitate shivering).

Then the group that they should substitute frog, frog, frog, with umm, umm, umm, and then continue to substitute all the other words in succession like river, suit, and cold.

## Laughing and Crying

Ask the participants to form two lines, facing each other; then we tell them that when we show our fist with the right hand the group on the right has to cry and if we open the right hand they should laugh. If we do the same motions with the left hand, the group on the left has to cry or laugh. So, the hands will be opening or closing on each side at the same time.

The group that makes most mistakes loses.

## The King Requests

Form two groups, and stand in lines facing each other. One person from each group will be the group's representative, and the trainer will be the king, asking for anything that suits his fancy. For example: "The king requests 5 pencils, the king requests 7 sandals," etc. Each representative asks her/his group for these things (clothes, jewelry, etc) and runs to hand them to the king. The first group to hand the items over wins a point; the group that obtains the most points wins.



## **The Scarecrow**

Form two groups, and have each group choose their scarecrow and put it in whatever position they want. The scarecrow cannot move. While the trainer counts to three, the members of each group put all the items they can on top of the scarecrow, things that they have on them. They cannot go looking for things in other parts of the room. The group that manages to put the most objects on their scarecrow wins.

## **Tremor, Earthquake, Tidal Wave**

This game is played with all the participants seated in chairs in a circle. The trainer stands in the middle of the circle and gives the instructions. When she/he says tremor, all the participants move one seat to their right; when the trainer says earthquake, they move one seat to the left, and when she/he says tidal wave everyone changes places, while the trainer finds a seat and another person is left in the middle standing up. This person then has to give the directions.

## **My Rooster**

Ask everyone to get into a circle and tell them to sing the following song, with the corresponding actions:

My rooster broke its foot,  
 My rooster cannot walk,  
 My rooster broke a foot, then broke its other foot, and can't walk.  
 My rooster broke its wing,  
 My rooster cannot fly,  
 My rooster broke a foot, then broke the other foot, broke its wing, then broke the other wing, and cannot fly.



My rooster got his eye poked out,  
My rooster cannot see,  
My rooster broke a foot, then broke the other foot, broke its wing, then broke the other wing, got an eye poked out, then the other eye poked out, my rooster cannot see.  
My rooster broke its beak, my rooster cannot eat,  
My rooster broke a foot, then broke the other foot, broke its wing, then broke the other wing, got an eye poked out, then the other eye poked out, broke its beak and cannot eat,  
My rooster broke its neck,  
My rooster cannot live,  
My rooster broke a foot, then broke the other foot, broke its wing, then broke the other wing, got an eye poked out, then the other eye poked out, broke its beak, broke its neck and then it died. At the end of the song the rooster falls down.

### The Postman

Everyone sits in a circle; the trainer stands in the middle and gives the instructions, for example: when she/he says "the postman came and brought a letter for everyone that has sandals on," then those people have to change seats with others that have sandals. At this moment the trainer finds an empty seat to sit in and the person who is left without a chair leads the game, and the game continues this way.

### The Cow (sung to the music Oh My Darling, Clementine).

There once was a fat and flirtatious cow  
She ate so much hay, her foot ended up this way (action with foot)  
There once was a fat and flirtatious cow



She ate so much hay, her ears ended up this way (action with hands on ears)

.....(her belly ended up this way)

.....(her mouth ended up this way)

.....(her eyes ended up this way)

### **C. EXERCISES TO FORM GROUPS:**

THESE EXERCISES AND GAMES CAN BE USED TO FORM GROUPS AT THE BEGINNING OF A WORKSHOP OR FOR WORK IN GROUPS.

Goal: To form groups.

#### **Fruit Salad**

Everyone sits in a circle. The trainer whispers the name of a fruit to each participant, so that no one else hears. Then, when the trainer says, for example, "I want to make a papaya and pineapple salad, all the participants with those names change places. When the trainer says "I want to make fruit salad" everyone changes places. As some point the trainer says that all the pineapples, apples, etc should get together and form groups.

#### **The Cards**

Before playing this game, make cards with different drawings on them, the same quantity of cards for each drawing. Hand out one card to each participant and ask that they get together according to the picture on their card. The pictures can be flowers, animals, objects, etc.



### The Herd

Give each person a small card with the name of an animal on it: cow, horse, goat, etc. Then, tell the group that they will have to make the sound of the animal that they chose (without saying the name of the animal), then they gather with the others that make their sound and that way a herd of cows, horses, goats is formed.

### The Little Train

Give each of the participants a card with the name of a community/neighborhood written on it. Then, tell them that we will all travel in a little train "chug chug" and to do that we have to hold on to the person's waist in front of us and make a train. The train moves forward with everyone singing "Chug, chug, choo, choo." And then after a while the trainer informs the people on the train that we had arrived in "Moyobamba." Everyone that has the name of this community on their cards should get together and make groups, the train continues stopping at different communities until everyone is in a group.

## D. COMMUNICATION EXERCISES:

THESE EXERCISES/GAMES CAN BE USED FOR COMMUNICATION TOPICS OR FOR MESSAGES THAT NEED TO BE GIVEN TO THE COMMUNITY

**Goal:** Participants will learn to give messages and learn what good communication is like.



## **Broken Telephone**

The trainer gives any message, in a whisper, to the participant on their right, and that person then whispers it to the person on their right, and so on until everyone has listened to the message. The last person to hear the message they received repeats it out loud. For example: **"Yesterday there was an accident at Maria's house. She cut her right finger, and her daughter went to find a health worker to give her an injection to avoid infection. Maria was very scared and did not want to go."**

At the end of the game, if the message is not correct, the group analyzes what happened and discusses how messages change when people do not pay close attention, or when they are not communicated well, such as this case when the audio volume is very low.

## **E. EVALUATION EXERCISES:**

THESE EXERCISES ARE USED AT THE END OF WORKSHOPS OR MEETINGS TO EVALUATE WHAT THE GROUP HAS LEARNED.

Goal: evaluate what was learned and understood in each session.

## **Fishing for Knowledge**

Before playing this game, make fish out of cardboard. On the back of each fish, write a question about one of the topics covered in the session.

The participants sit in a circle, and a river is drawn (or



blue paper is used to look like a river) and the fish are placed on it. With a fishing pole, the fish are caught by their mouths. After "catching" each fish, the participants pass the pole around, saying TINGO, TINGO, TINGO, until at some point they say TANGO; the person who has the pole when they say TANGO has to answer the question on the back of the fish.

### **The Burning Ball**

The participants stand in a circle and the trainer gives them a small ball that they can pass around quickly. Meanwhile, the trainer sings "the ball is hot, the ball is hot, it burns." Whoever has the ball when the trainer says "burns" has to turn over a card and answer the question asked there, about the topic discussed.

### **Searching for Treasure**

This is a competition between two groups, and it should be played in a big field. Questions about the topic covered are written. Each subject follows a different series of notes. The notes are then hidden in different places. The notes also contain clues about how to find the next note. Each note represents a treasure. The team with the most correct answers and that finds the most notes wins. For example:

"The red team is going to look for treasure that is under the apple tree, and the blue team is going to look for treasure hidden near the river."

In one of the notes the question could be: "How is Cervical Cancer transmitted?... CLUE: the other treasure is near the big rock."

It is recommended to hide the notes ahead of time, so that the participants are enthusiastic about the hunt (and haven't seen the notes being hidden).



## Surprise Contest

The participants stand in a circle. The trainer stands in the middle and offers everyone a surprise from a box (the surprises are folded-up papers with a message inside). The messages should be combined, some with questions about the Module that was just covered, others telling the person to do some action, imitate something, sing a song, tell a joke, etc.

After that a contest begins where each person does what their surprise says. Then there are Module messages with other actions or entertainment in between.

For example, after Module III, the surprises could be:

- Imitate an animal.
- Explain how Cervical Cancer is caused.
- Walk like a model.
- What is the name of the virus that causes Cervical Cancer?
- Which women are most at risk for getting Cervical Cancer?
- Say a compliment.
- What is the new test for detecting Cervical Cancer called?
- Tell a joke.
- Where can you go to get the new test done?
- How much does it cost to do the new test?
- Sing a song.
- How many topics do you need to know about before having the VIA test done? What are the topics?
- Make a face.
- How to we get infected with the Human Papilloma?

Depending on the number of participants, the messages can be repeated or there can be blank papers, without a surprise on them.



After each question is answered, the panel of judges (everyone) is asked if they accept the answer. If they say yes, the participant is rewarded with applause; if they say no, the necessary correction is made.





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