

## GUIDELINES FOR USING FLIPBOOKS DURING A COMMUNITY SENSITIZATION SEMINAR

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A community animal health worker (CAHW) will conduct a community seminar using flipbooks. The seminar should be not more than 3 hours long.

Whenever possible, CAHW brings a flipchart paper and colored markers (red, green, black or blue) to the session. CAHW may inquire among the participants who can draw. If such a person is identified, the CAHW can ask that person to draw on the flipchart as livestock keepers give their examples during the discussion. The content from the flipchart can be compared to the pictures in flipbooks.

### SEMINAR OBJECTIVES

- Raise awareness about the role of women in animal health and vaccination, and contribution in livestock production.
- Improve knowledge about the *peste des petits ruminants* (PPR) disease and benefits of vaccination.
- Build trust and cooperation among community members.

### Flipbook 1. HEALTHY ANIMALS, HAPPY PEOPLE (50 minutes)

This flipbook has been developed to raise awareness about the role of women in animal health and vaccination, as well as contribution in livestock production. Emphasis is given to women goat/livestock owners, women who take care of sick animals, and women who become CAHWs to help other women in their communities to engage in livestock activities, make decisions, and control income from livestock production.

#### Step by step discussion process:

1. Distribute a copy of the flipbook to seminar participants.
2. Read the title of the flipbook. Ask participants to explain the meaning of the title.
3. Read or narrate the story in the flipbook. Narration can be done in own words. As the reading or narration continues, the facilitator (CAHW) can ask participants how the flipbook relates to participants' experience. The facilitator can ask those participants who can't read to explain what they see in pictures. Other questions that can be asked during reading or narration:
  - How do women receive information about animal health or vaccination campaign? Does it reach all women in the community? Who is left out?
  - What prevents women to take their goats to vaccination?
4. After the facilitator finishes reading or narrating the flipbook, facilitate the discussion using the following questions
  - Why is it important to vaccinate all goats in the community?
  - What are the benefits of vaccinating goats?
  - How can we encourage everybody to take their goats and other livestock to vaccination? Or bring vaccination to goat keepers?
  - How can we encourage community members to appreciate women's role in animal health?
5. Wrap up the discussion around this flipbook by making the following points:
  - It is important that everybody in the community participate in vaccination and other animal campaigns.
  - Vaccinated animals are healthy and fetch higher price in the market.
  - It is important to appreciate women's contribution to livestock health and production, and provide them opportunities to access information, resources and services, and involve in decision-making.

### Flipbook 2. PESTE DES PETITS RUMINANTS (PPR) DISEASE AMONG GOATS AND SHEEP (50 minutes)

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This flipbook has been developed to improve knowledge about the *peste des petits ruminants* (PPR) disease and benefits of vaccination. The flipbook also emphasizes the importance of animal health (keeping animals healthy, well-fed, and taken care) and sharing responsibilities among household members. This flipbook is technical in nature, and may require the CAHW to prepare before the seminar.

### Step by step discussion process:

1. Distribute a copy of the flipbook to seminar participants.
2. Read the title of the flipbook. Ask participants to explain the meaning of the title.
  - Have their heard about the PPR disease before this seminar?
3. Read or narrate the story in the flipbook. Narration can be done in own words. As the reading or narration continues, the facilitator (CAHW) can ask participants how the flipbook relates to participants' experience. The facilitator can ask those participants who can't read to explain what they see in pictures. Other questions that can be asked during reading or narration:
  - Did the PPR disease affect your livestock? Other livestock in the community?
  - What did you do to stop the PPR disease spread?
4. After the facilitator finishes reading or narrating the flipbook, facilitate the discussion using the following questions
  - What can be done in the community to prevent the PPR disease spread?
  - What good animal husbandry practices one can adopt to stop the PPR disease spread?
5. Wrap up the discussion around this flipbook by making the following points:
  - It is important that everybody in the community participate in vaccination and other animal health campaigns.
  - Vaccinated animals are healthy and fetch higher price in the market.
  - We should share information about animal diseases with other members in the community as well as with our household members (our spouses, children, parents and others).

### Flipbook 3. STRONG AS ONE (50 minutes)

This flipbook has been developed to build trust and cooperation among community members. The emphasis is given to encouraging community members to strive for inclusive communities where everybody (*men and women, boys and girls, young and old, people with disabilities, people of different ethnicities, etc.*) have equitable access to resources, information and services, and engage in community decision-making that affect their lives.

### Step by step discussion process:

1. Distribute a copy of the flipbook to seminar participants.
2. Read the title of the flipbook. Ask participants to explain the meaning of the title.
3. Read or narrate the story in the flipbook. Narration can be done in own words. As the reading or narration continues, the facilitator (CAHW) can ask participants how the flipbook relates to participants' experience. The facilitator can ask those participants who can't read to explain what they see in pictures. Other questions that can be asked during reading or narration:
  - What does inclusive community mean to you?
4. After the facilitator finishes reading or narrating the flipbook, facilitate the discussion using the following questions
  - Using the flipchart and markers, ask participants to draw an inclusive community. Explain what roles various members play in inclusive community.
  - What values are important in inclusive community? (e.g., trust, respect, mutual understanding, etc.)

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- What can be done to make our communities inclusive?
5. Wrap up the discussion around this flipbook by making the following points:
- It is important that everybody in the community participate in vaccination and other animal campaigns.
  - Vaccinated animals are healthy and fetch higher price in the market.
  - We should appreciate and promote everybody's engagement in community affairs. When one person's problem is not addressed it may later affect everybody in the community. By working together, we can solve many issues that affect our community and improve the lives of community members.

**CONCLUDING THE SEMINAR (20 minutes)**

1. At conclusion, ask participants the following questions:
- Which flipbook you liked the most? Share the favorite picture or pictures. Explain why you like them. Share the picture or pictures you didn't like. Explain why you don't like them.
  - What have you learned today?
  - What will you adopt from today's seminar?
  - What topics related to animal health and vaccination would you like to receive in future?
  - Make a pledge that you will adopt/become \_\_\_\_\_  
(one thing you learned today) to build inclusive communities that value women and other community members' contribution to animal health and livestock production.