



Maximizing Impact of Video Shows for Behavior Change

A guide based on
practical experiences
in facilitating video
shows for WASH

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Introduction: Action Against Hunger Uganda has been a member of the ECHO South West consortium alongside Lutheran World Foundation (LWF) and led by the Danish Refugee Council (DRC), implemented between February 2019 until April 2020. The humanitarian crisis in the Democratic Republic of the Congo is the key driver of the Congolese influx to the South Western settlement through major border points in the area. The refugee population in Kyangwali settlement continues to grow with an estimated number of 123,020 refugees as of April 2020. A majority of the new arrivals were resettled in Zone E & F comprising of Marartatu, Kavule and Mombasa villages. These locations formed the basis for Lutheran World Federation (LWF) and Action Against Hunger (ACF) selection of the actions site.

Under this consortium, Action Against Hunger implemented a WASH component targeting 1700 households in the Kyangwali refugee settlement with pit latrine construction using a “cash for latrines” approach and Social Behavioural Change (SBC) strategy on hand washing, safe drinking water and safe disposal of feces for children under 5 years.

When the project began, just [43%](#) of households in Kyangwali had handwashing facilities and only 32% of the households could list three critical moments of handwashing. In March 2019, Action Against Hunger conducted formative research to identify the main factors influencing hygiene behaviors in addition to the community's preferred communication methods. The main gaps for handwashing practices identified from the formative research, were around baby care, in particular before feeding a baby, after the child defecated and the safe disposal of child feces. Results of the study informed the SBC strategy for the project, which has been implemented in the area for a period of about 9 months.

The SBC strategy aimed to promote adoption of key hygiene behaviors with a strong BabyWASH focus, including handwashing with soap and ash at key times for care takers and small children, use and maintenance of household latrines, safe child feces handling, and safe drinking water treatment and storage.



The strategy included a combination of communication channels and activities including face to face activities based on participatory approach and adult learning principles, use of visual materials

such as posters, regular home visits to encourage and follow up on hygiene and sanitation objectives, drama shows, interactive radio talk shows, production of two community-based fictional videos, and community video projection and debates. The activities developed intended to act upon specific factors identified during the formative research by using behavior changes techniques¹ such as storytelling, modeling and asking for commitments among others. The strategy also aimed to engage people emotions, reinforce their self-confidence² and to be attractive. This document details the step by step design and implementation of the video shows, from pre-production and production to showing them to the audience and interactions with the community. It also documents the main results and is intended as a guide to maximize the impact of video shows.



Pre-production and planning

Step One: Developing the terms of reference

As a first step, developing terms of reference (ToR) was key to create a common understanding within the Action Against Hunger team on why the activity was being done, who it was meant for and how would it be implemented. The ToR included details of the organization's background, project strategy, purpose of the activity, target audience, project area, activity duration, the organization's expectations from the potential service providers and the support to be provided to implement the activity. The ToR was shared with the logistics department to initiate the procurement process. Unlike the often-used standard processes of completely outsourcing the video production to a professional film making agency, from the proposal stage, the team wanted to play an active role in the production of the video film and to involve community members from the area of intervention. This was also decided keeping in mind the short time frame available for the production and roll out of the video shows and hence the need to start the production process simultaneous to the selection of the production firm. The ToR developed for this activity is included at Annex I. The costs for video production could vary greatly depending on a number of factors, including the experience/expertise of the production agency, the cost of required camera equipment and crew, the number of shoot locations, final production quality (format for shooting) etc. However, based on the experience in Uganda, a ballpark budget of at least USD 12,000 could be allocated for video production costs. This, however, is a very rough estimate and would vary depending on the country/region/city.

Cost Considerations for Video Production:

- Agency costs for production would include
 - script writing,
 - equipment and crew costs,
 - creative fees for director and actors
- On-site costs for shooting
 - payment/perdiem and food for volunteers,
 - location/venue costs, generator etc.
- Post-production costs:
 - studio hire,
 - animation (if required)
- Travel costs for entire crew

¹ Learn more on behavior change technique on <https://yourwaytobehaviourchange.org/a-step-by-step-process/design/>

² Perceived self-efficacy and skills were found key factor influencing the behaviors in the formative research.

Step Two: Script writing

Simultaneous to the procurement process for a video production firm, Action Against Hunger's WASH team (WASH Program Manager, Hygiene Promotion officer and Community Based Hygiene Facilitators, with additional support from the Deputy Country Director - Programs) started developing scripts based on local context,. Key audience segments as identified in the social and behavior change (SBC) strategy for the project, were mothers, fathers and caregivers of children less than two years old. To make the videos effective for these audience groups, it was essential to understand and address the barriers and influencing factors to adoption of the identified behaviors. The barrier analysis and KABP³ findings were analyzed to understand the current behaviors, comparing doers with non-doers among the identified audience groups. Looking at the gap in practices, it was evident that the key behaviors that needed to be prioritized were safe management of children's feces and proper handwashing practices. The team brainstormed on how to integrate the barrier analysis findings in the script and decided that the overall story flow would begin from the non-doer and move to the doer status (poor hygiene homestead to an ideal homestead). The idea behind this was to enable the viewer to relate to current practices and common barriers preventing changes, and to demonstrate the process of behavior change and overcoming challenges through the story. It was also decided to have two parts to the film: part one would cover the unhygienic behaviors, current practices and their consequences, while part two would demonstrate how the family transformed to adopting hygienic behaviors. Local drama groups were also engaged in scriptwriting, mainly for contextualizing the dialogues and story to make it attractive for the community. The scripts were then shared with relevant stakeholders, both internal and external (government partners) for review and feedback. Once finalized, the drama group members translated the script to Swahili language, commonly used and understood by most people in the community of intervention. The original scripts in English, are enclosed in Annex II.



³ Knowledge Attitude Behavior and Practice study done by UNHCR at the start of the project

Step Three: Identification of community-based actors and rehearsals

An important factor in ensuring effective communication through a film is how well the audience relates to the characters/actors and the story setting. In order to make the context familiar and interesting to the community, it was decided to engage some non-professional actors from the local community, in addition to experienced actors from existing drama groups, as well as professional film actors and identify shooting locations from within the settlement. The team conducted a mapping exercise of existing drama groups in the refugee settlement. Two drama groups were identified in different locations of the project area. The groups were briefed about the concept, purpose and the design of the activity and their roles in the video show activity. The role of the drama groups included inputs and translation of the script, acting in the film, identifying appropriate locations for shooting and providing on location support to the film production team during the shooting. The same drama groups were hired to perform the project community drama as one of the activities implemented under the SBC strategy, which acted as further motivation for the groups to participate in the film production.

The drama group members rehearsed the script for one month with the technical supervision and support from the Action Against Hunger WASH officers and Community Based Hygiene Facilitators. The group members were asked to keep interchanging roles and it was explained that only the best actors for the different roles would be selected for the final video. It was further made clear that it would be the film production agency who would conduct the final audition to choose the actors for different characters and as a result, all members worked to their best to be included in the video.

Recommended Practices: Pre-production & Planning

- ☐ Terms of reference: consult team members, include clear details of target audience, purpose of the activity, vendor's role and support to be provided
- ☐ Find the right balance between outsourcing the production and involvement of staff and community members
- ☐ Develop the Script based on known barriers and enablers (from formative research), make sure it is appropriate and attractive for the audience
- ☐ Engage local talent to be part of the script writing team
- ☐ Get buy in from key stakeholders (government, community leaders, partners) on the concept and scripts



Production: Audition, Recce and Shooting

Step Four: Selection of service provider, audition and recce

The two activities (group rehearsals and procurement) processes were done concurrently. By the time the final service provider was selected, the community drama groups had perfected the respective scenes and were ready for auditions. The selected production service provider was able to report to the field for video shooting within three days after signing the contract. The production team travelled to the field (Kyangwali) and joined Action Against Hunger's WASH team for further activity orientation, site visits (recce⁴), discussed the scripts again, introduced them to government officials from the Office of the Prime Minister (OPM) and to the community drama group.

The production service provider conducted auditions with the drama groups to select two key actors for the main characters, the mother and father of the family homestead. They made the groups perform the video scripts and identified the best actors to perform the different roles. Eventually, the characters for a Village Health Team member, the "witch doctor", community members in the marketplace and children were selected from within the community. The production team also visited the areas shortlisted by the drama groups for the shoot and identified the most appropriate locations.

Step Five: Shooting for the films



Picture credit MARAMAMBO for Action Against Hunger Uganda 2019

⁴ **Recce** is a commonly used production term that refers to a pre-filming visit to a location to determine its suitability for shooting, including access to necessary facilities and assessment of any potential lighting or sound issues.

The selected actors along with the professional film actors rehearsed the script for two days before the final shooting of the film. All local support for the shooting, i.e. the props⁵ to be used, crowd management (who would gather to see the shooting) and organizing the requirements for each scene (e.g. a goat for the household or people to be included in the marketplace/health facility etc.) was done by the project team along with the drama groups. The project team also facilitated procuring the required permissions to shoot a film in the selected locations. The shooting was completed in five days.

Recommended Practices: Production

- ☐ Identify shoot locations that will be familiar to the audiences (if possible, within the project area)
- ☐ Engage actors from the community along with professional actors
- ☐ Rehearse the script well with the selected actors
- ☐ Procure advance permits to shoot in the selected locations and inform local leaders of the support required
- ☐ Organize for crowd management at the shooting location



Post-production

Step Six: First cut and pretesting

The production team edited the videos and shared the first cut of the film in two weeks for pre-testing and feedback. The first cut was shared with all the relevant stakeholders within the organization and with partners, including government officials for feedback on various aspects, including visibility, donor disclaimers and other technical checks. At this stage, the first cut was also shared with the drama groups and pre-tested in the community to assess the comprehension, attractiveness, relatability, relevance, and acceptability. The pre-test was essential to find out if there was anything that could be misinterpreted or was in any way hurtful or objectionable to the community.

Valuable feedback was received from different sources, which included ensuring adherence to child protection guidance, inserting Swahili text in the videos (given the different dialects that exist in the community), suggestions to modify how the first video ended and visibility aspects of logos to be included. While sharing the first cut with different stakeholders, it is critical to emphasize that the shooting has been done and the feedback should ideally be restricted to technical aspects

⁵ a **prop** in film making and theatre, is anything movable or portable on a stage or a set, distinct from the actors, scenery, costumes, and electrical equipment.

that can be managed in post-production, unless there is a technical or highly objectionable error that can only be corrected by a re-shoot.

After integrating all the recommended feedback into the videos, the final cut was shared with the field team for another round of pretesting. The pretest was positive and all the stakeholders appreciated the flow and content of the two videos. The two videos were: Part 1: Maisha Ya Shukuru Na Lokasa (The Life of Shukuru and Lokasa), duration: 16.05 minutes and Part 2: Namuna/Jinsi Zanine Alibadilisha Maisha Yangu (How Zanine changed my life), duration: 9.30 minutes. Both videos, linked [here](#), are in Swahili language from DRC.

Recommended Practices: Post-production

- ☐ Pre-test the first cut (rough cut) of the film with a small group in the community and incorporate feedback
- ☐ Seek feedback from government and other key stakeholders on the next cut before finalizing the film



Strategic planning for the shows

Step Seven: Video launch

The team organized a phased launch and dissemination for the two video films among different stakeholders, beginning with the project team, Kyangwali base Action Against Hunger staff members, the settlement WASH sector working group and finally into the communities who participated in the video recording activity (Kavule and Maratatu D trading centers). This served two purposes: 1) the people who were involved in the production of these films rightfully got the privilege of viewing the film first and 2) this group of people would own and proudly promote the videos (and invariably the messages therein) within their area of influence.

Cost Considerations:

- Venue
- Sitting arrangement
- Sound system (PA system)
- Generator and fuel

Step Eight: rolling out the video shows & interactive discussions

The team planned out the locations and schedule for the movie projections based on the available budgets for this activity. Key considerations for the locations were:

- A common place with the capacity to hold large numbers⁶ and easily accessible by all
- Electricity and adequate space to set up the video projector
- Adequate coverage of the project area

⁶ The activity took place several months before the onset of COVID19 pandemic, it was possible and safe to organize mass gathering at this time.

The video projections were held in community halls, schools, churches and local movie halls (Ebibanda), usually used for showing entertainment films. Action Against Hunger Hygiene Promoters were responsible for mobilizing the community members in their respective areas of



operation for the video show, irrespective of their status (whether they were project beneficiaries or not). They were also responsible for identification of venues and crowd management during the shows. The structure for each show was planned to maximize the impact of the films. The videos were meant to be used as a “storytelling” feature to trigger reflection and experience sharing among the audience. ***A critical aspect of the shows is the facilitation. The approach is not just about producing and screening videos. It is about enabling a safe space for dialogue at the community level.*** Immediately after showing the films, the project team members facilitated a discussion with the audience by asking their feedback on the stories, by debating the situation and challenges faced by the characters of the films and reflecting on key learnings from the show. They also prompted the audience to identify possible barriers and solutions for practicing the promoted

behaviors. At the end of the discussion, the public was encouraged to make specific commitments to adopt the behaviours demonstrated in the film.

Step nine: Monitoring and tracking of video shows

Action Against Hunger Hygiene Promoters made a note of the commitments made by project beneficiaries and conducted follow up home visits to assess their progress, while the community leaders were requested to follow up on the commitments of the indirect beneficiaries. The HPs and CBHFs were provided a monitoring format (sample at Annexure III), which they filled for each show. The format captured the number of people in the audience, feedback on the story and characters, key messages (good and bad practices), what messages they will take forward to other members of the household, which behaviors they decided to commit too and next steps that they plan to take. These were used to keep track of the responses as well as follow up on the commitments. A total of 42 (forty-two) community video shows were conducted, reaching out to approximately 13,548 people (5,725 males, 7,823 females) in the project area.

Recommended Practices: Planning the Shows

- ☐ Plan a launch event (or a phased launch) with key stakeholders: government, partners and community members
- ☐ Choose locations that are easy to access for the community and has the required infrastructure (electricity, large space)
- ☐ Use a story to trigger emotion rather than top-down teaching
- ☐ Trigger reflection and interactive discussion (ask questions to enable active participation)
- ☐ Create Safe space for dialogue and sharing ideas and experience
- ☐ Focus on the how to do things: discuss challenges and solutions
- ☐ Ask for commitment (goal setting strategy enable people to take action, a commitment is more effective when taken in public)
- ☐ Follow up of commitments is a key component to nudge people towards change (support in planning, encourage problem solving to achieve the goal)



Results

The positive results of strategic planning to maximize the impact of video shows were evident through two different assessments carried out in the area. One was a qualitative assessment of the WASH SBC strategy implementation done in March 2020 and the second was a Post Distribution Monitoring (PDM) survey carried out in April 2020. While both assessments were broader in scope and not just for the video show activity, the findings related to video shows have been very encouraging. Most respondents in the qualitative assessment had seen the video shows and reported that they found the videos educative, interesting and funny and liked the characters in the story. Humor was especially appreciated by the audience as it made the film entertaining in addition to being educative. They were able to identify local actors and the location for the story was Kyangwali, which helped people relate to the story and the messages very well. Government officials interviewed as part of the assessment, were also of the opinion that the video shows, combined with post-screening discussions and subsequent follow up by the Hygiene Promoters, played a key role in bringing about behavior change related to handwashing, use of latrines and safe disposal of feces. As per the PDM survey findings, around 45 percent of respondents reported that they had attended the video shows. Of these, a majority (96%) had liked the videos.

'Videos taught us to use water and soap to wash hands when we are going to eat and that if we eat food without washing hands we shall get diseases as we saw on the video show'

– Community Leader



Lessons and recommendations

Some of the lessons shared by the team based on the challenges faced and recommendations to further strengthen video shows as an effective activity within an SBC strategy, are given below:

- Use of actors from local drama groups for the film and to support the identification of appropriate locations as well as on ground support during the shooting, worked very well in smooth and quick completion of the shooting for the film.
- The local drama groups were also very familiar with the local context and the entertainment style that would be appreciated by the community. Their inputs making the storyline interesting were very valuable. They could fluently speak the appropriate local language to reach most of the refugees and provide tailored communication, taking into account the audience's culture.
- The production service provider was not engaged in the script writing, which was a challenge as they did not accept any suggestions for changes after the first cut, which were not as per the approved script provided to them. In order to overcome this, it is recommended that some level of creative flexibility is built in for the production team and they need to be engaged at least in the final stages of script finalization. As the production team is familiar with the technical aspects of film making, their contribution in the scripts would help enhance the quality of the film.



- The video shows were restricted to areas where appropriate venues were available. In some places it was difficult to find a venue. Budget provisions for hiring halls for the screening would help in being able to choose good locations for the screening that can accommodate adequate number of people and are in locations that can be easily accessed by the community.
- Some blocks did not have any rooms/venue to conduct the shows. Some blocks also have households that are extremely scattered and few in number. In order to cover such areas, smaller group screenings using laptops or tablets during home visit would enable more focused engagement with project beneficiaries.
- Producing the video requires a strong investment in terms of effort, community mobilization, time and budget, although the result is very attractive and the project should make the most of it by disseminating the product through several means and technology: posting the video on facebook, Youtube and sharing it on social media, developing photo novel story card based on the movie to create interactive games and activities based on PLA, investing in tablets for the HP and volunteers to show the video during home visits, using the audio to disseminate some extracts of the videos on radio, using the visual of the video to create a poster or a digital cue for action that people will see and be reminded to practice the behavior.
- Access to technical support on SBC along the whole project cycle has been a valuable and effective way to build field team capacity on behavior change techniques, support SBC strategy design, and accompany the team in strategizing each SBC activity. In this case, the Program Manager was well versed in SBC and got additional technical support from the Action Against Hunger technical team at the headquarters.



Conclusion and Way Forward in the COVID-19 context

The COVID-19 pandemic has brought about many restrictions, which impact effective implementation of field level activities, including the production and engagement of communities through video shows. Some recommended critical points to ensure and adaptations in the current context of the pandemic, to continue deriving the benefits of audio-visual story-telling and interactions with communities for promoting WASH behaviors are:

a. Production:

- i. Use existing footage from videos produced earlier to create a series of short clips that can be shared on social media – Facebook, Whatsapp, Youtube, depending on the popular media in the project area.
- ii. Creative techniques can be used to develop new videos from a distance: using still photographs and post-production techniques to add in animation/audio dialogues, music or songs; short video clips from different locations can be edited together on easy-to-use free video editing software.
- iii. Action Against Hunger Cambodia team created a Facebook page and shot their videos using mobile phones to adapt to movement restrictions owing to COVID-19. The videos were uploaded on the Facebook page. The team was oriented on the use of free editing software and simple tips to improve the quality of video production through virtual training sessions.

b. Community engagement

- i. The approach of using Storytelling vs teaching/repeating messages has many advantages and is more effective in enabling behaviour change. Rather than only giving information/facts that are 'cold' and do not encourage participation, storytelling helps to engage with people's emotions, have them identify with the characters experience, relate to the story and challenges and deliberate on potential solutions.
- ii. An important aspect of organizing video shows is to include a discussion during the activity as two-way communication helps us understand what the people's information needs are, what they are concerned about so that we can share information that is relevant. It also helps build trust as it creates a safe space where people are able to express themselves and get information that they need.
- iii. Use of social media is a great way to continue engagement with communities. Action Against Hunger Cambodia team recreated virtual versions of care groups by creating groups on Facebook Messenger. The team interacted regularly by posting videos, visual/graphic posts, responding to queries and seeking responses from the groups.
- iv. To enhance engagement on social media, community members can be encouraged to post their own handwashing videos with their children. These could be edited together to make an interesting video that can be circulated further on social media.
- v. A common limitation in low resource settings is that there are not enough people who own smart phones, which are essential to be able to share videos. In such cases, while social media can still be used to reach those who have access to smart phones, for those that don't, the videos can also be reduced in size and transferred on to memory cards that can be used on basic phones as well.
- vi. Another way to strengthen the video-based activity would be to adapt the story to an audio version, as soap opera with multiple episodes, to combine the video-show with radio programing, and increase the media coverage. This solution can be very effective where radio is a popular and accessible medium.

Innovative means of reaching communities and engaging them through use of audio-visual media such as videos will need to continue to evolve as the gains of using this media far outweigh its limitations.

Technical support on Social and Behavior Change/Risk Communication and Community Engagement can be requested to the Global Nutrition Cluster Technical Alliance (GNC Technical Alliance) Technical Support Team through the [website](#) or contact: asacher@actionagainsthunger.org; ssharma@actionagainsthunger.org

Terms of Reference

Video production for Social Behaviour Change Communication

Background

Action Against Hunger is part of a consortium led by Danish Refugee Council (DRC) and funded by ECHO that aims to provide to vulnerable Congolese refugees in Kyangwali settlement, Kikuube District, support to cover their basic needs. Action Against Hunger is responsible for the implementation of sanitation and hygiene activities.

Action Against Hunger is implementing a Social Behaviour Change Communication strategy to encourage targeted beneficiaries to adopt appropriate hygiene and sanitation behaviours. In order to maximize impact, the project is focusing on few and key behaviours such as child faeces management at household level and hand washing.

The SBCC strategy is informed by pre-identified drivers of change and based on innovative and participative tools to disseminate key SBCC messages. Media platforms such as participative videos has an effective role in influencing people's behavior and raising awareness through entertainment. It also has been identified as one of the vectors which could increase the impact of our SBCC strategy..

Video scripts have been developed by Action Against Hunger team and representatives from the refugee community. Action Against Hunger is now looking to hire a service provider to shoot and produce the community sensitization film based on the scripts developed (*see annex 1 : video script*).

This video will include professional actors from the community with experience in performing drama shows, and actors chosen among the targeted beneficiaries themselves. This casting should lead to a deeper impact and penetration of the messages disseminated through the movie.

Objective of the activity

- To raise knowledge levels of the people leading to adoption and practice of appropriate WASH behaviours by production of two community videos on selected WASH behaviours.
- The videos will be used to disseminate Social Behavioural Change Communication messages in Kyangwali refugee settlement.

Scope of the service to be delivered

The service provider is expected to provide all technical and human means to produce a video based on the script developed. This includes:

- With the support of Action Against Hunger team, identify the best places where to shoot the scenes.
- Provide professional suggestion to improve the scenes and fulfil the objective of the video.

- Brief and orient the actors involved in the movie to make sure messages are passed correctly and in a funny and entertaining way.
- Shoot the scenes in high quality video
- Post production for the film should be of high quality with graphics and effects added to come up with high quality professional products.

The film should not last more than 15 minutes.

Activity Time Frame

SN	Timeline	Activity
1.	28 th -June to 7 th July 2019	Procurement processes
2.	8 th to 14 th July 2019	Video production/ recording
3.	15 th -21 th July 2019	Pretesting the recorded video in the community
4.	22 th -24 th July 2019	Editing /Produce the final video
5.	25 th July 2019	Disseminate video in the community

Requirement

- The video production team will have to have previous experience in direction and/or production of community sensitization movies and work in the communities. Sensitivity to local culture and capacity to respect, valorise and involve the community in the movie is a key element
- Demonstrated experience in high quality movie production
- Capacity to use and provide professional material for the movie production
- Interest and experience in shooting movies in remote areas with capacity to overcome technical and logistical challenges.

Expected output

- Quality video product
- Produce two 15 minutes video clips each, on handwashing and safe management of feces in line with video scripts that will be provided by ACF team.
- Provide draft products of the recorded videos on flash and CDs to enable the ACF team pre-test the video in the targeted communities and provide necessary feedback.
- Input feedback gathered by ACF team during pretesting of first products of the recorded videos
- Submit the final product of the recorded videos on a flash and CDs

How to submit your proposition:

The companies wishing to submit a commercial proposition will have to submit the following documents:

- Detailed budget indicating unit costs for each cost category (transport, hotel, per diem Human resources ...). Please note that the budget has to include VAT.
- Brief document explaining the planning and the way the company will proceed for the video production.
- 5 minutes extract of a movie done by the company and submitted on a USB flash disc or CD ROM.

Send the above information to the following email addresses:

HANDWASHING VIDEO SCRIPTS - DRAFT

TITLE: Proper Handwashing Practices

Target Audience: Kyangwali Refugee Settlement Camp

Scene One: Family that doesn't practice proper handwashing.

Mother's Name: Shantal

Father's Name: Kozu

Children's Names: Maki (1 Year) Ruta (6 Years).

The camera exposes dirty homestead, places of open defecation for children, dirty kitchen, littered compound and poorly maintained latrine with no hand washing facilities.

The camera turns to the mother who is beginning to prepare food before washing her hands and in the dirty surrounding

Ruta: Mama, Maki is defecating.

Mother: Don't you see that I'm busy preparing food, go and attend to him, clean him and throw away the feces.

Camera focuses on Ruta cleaning the bottom of Maki with mango leaves and touches the feces in the process of cleaning Maki.

Maki: cries, nyaa, ngaa, nyaa and mother asks Ruta to rush and give food to Maki.

Ruta: mama, I'm also feeling hungry, can I eat with Maki?

Mother: its fine, serve the food and eat with him.

Camera focuses on Ruta serving food from the saucepan on the same plate and goes to share with Maki. They all share the food on the same plate without washing hands with water and soap.

Ruta, Ayaaa, I am feeling stomach pain, let me rush to the latrine.

Mama, I have developed a running stomach, I have gone to the latrine three times in the last ten minutes and each time I am going there, I am just pouring waterly stool, pyaaaa pyaaa.

Nyaaa, nghaaaa,..... Mama, Maki is crying and is seated in watery faeces

Mother: What happened to you!?, where else did you eat?

Ruta: Nowhere apart from the food we ate with Maki.

Camera focuses on Ruta and Maki being rushed by the mother to the health facilities for treatment.

Observation: The health facility worker examines the children and admits them.

The health facility In-charge gets concern of the increasing diarrhea cases in Kavule village and takes an initiative to call the Kavule village Chairman and VHT for a meeting at the health facility.

Health worker: You are welcome chairman and VHT, I have noted with concern that I have received 30 diarrhea cases from Kavule in a period of one week, diarrhea develops when one eats food that is contaminated or mixed with feces and it means that people in your community don't wash their hands properly after getting in contact with feces. I suggest that the two of you organize village meeting and raises awareness on the important of hand washing at the five critical times.

Camera focuses on the village chairperson and VHT facilitating a meeting to share the feedback from the health facility in-charge and the danger of not washing hands at the five critical times and organized an exchange visits to households that practices proper hand washing at the five critical times.

Camera focuses on Shantal and Mapenzi (community member) welcoming the idea of visiting a household practicing proper handwashing (Janati's homestead) for learning purposes and schedule the day for the visits to Janati's home that practices hand washing at five critical times.

Scene Two: Family that practices proper handwashing

Mother's Name: Janati

Father's Name: Pepe

Children's Names: Tabu (6 years) and Farida (1 year)

Visiting team Shantal and Mapenzi.

Camera focuses on Mapenzi and Shantal walking to Janati's home, along the way, they discuss.....

You see my friend-Mapenzi, I don't know what is happing in my home these days, my children are ever sick, and they are ever vomiting, diarrheating complaining of stomach ache. Even now, I left them sick. I have noticed that I cannot work when children are sick, I spend all my time attending to them and yet it is a rainy season, our friends are planting for us we are in the hospital.

Mapenzi: Lets go and see how Janati does it, her children are very healthy and the family is happy.

The camera focuses on the visiting team (Shantal, Mapenzi, Chairman, VHT) entering an ideal homestead of Janati (clean homestead, highlighting a properly maintained latrine with tippy tape, bath shelter, clean kitchen and clean compound).

Shantal and Mapenzi admiring setup of the homes and cleanliness of the compound.

Shantal asked Mapenzi about the tippy tap, what is that, what is it for?

Mapenzi: it may be for swinging for children.

Janati: You are welcome my visitors

Village Chairman: As we agreed in the meeting, we have come to learn how you manage your hygiene practices such that we can learn from you.

Janati: Thank you chairman for brining visitors. I will share with them whatever I can and they feel free to discuss and ask questions.

Janati: I will begin with hand washing with soap/ash after latrine use. Lets go near the latrine and I show you. What you see here is a tippy tape and this is the soap. Each time my family members visits latrine, they wash their hands immediately. Let me demonstrate for you how we wash our hands each time.

Janati: Can anyone of you try out what I have just done?

Shantal: I can try. I remember you started by wetting your hands like this, then applied soap and properly rubbed thumbs, rubbed between figures, rubbed behind fingers, clean the nails and left the hands to dry naturally by air. You did not rub your hands on your cloths.

Janati: Oooh perfect, you're a quick learner.

Janati: I do the same before preparing/serving food, eating food, feeding the baby, after cleaning baby bottom/feces.

Mapenzi; how do you make the tippy tape.

Janati: I got materials you are seeing (5 ltrs jerrican, string, sticks and poles) and I invited the VHT for support. However, I can now do it now, I keep repairing this tippy tap without him. He just taught me once and I have been doing it since then.

VHT: I'm available, I can come and support you. Get the materials as Janati told you to be ready.

Tabu (elder child of Janati): mama Farida has defecated.

Mother (Janati): Hoo, let me come.

The camera focuses on Janati removing Farida's faeces using a spade and disposing it in the latrine. She came back and cleaned Farida's bottom and hands with water and soap in the presence of the visitors. Janati also washes her hands with water and soap after cleaning baby bottom.

Janati: As I told you earlier, that is what I do each time any of children defecates

Tabu: maama, I'm hungry, I want food.

Camera focuses on Janati washing her hands and for the children (Farida and Tabu) with water and soap and served food for the baby. Janati gave food to Tabu and fed Farida on a clean mat. After eating the children washed hands and went to play with friends.

Shantal and Mapenzi appreciated Janati for her time and taking them through. They agreed with the VHT on the dates for constructing tippy taps near the latrines.

VHT: I will come and support you.