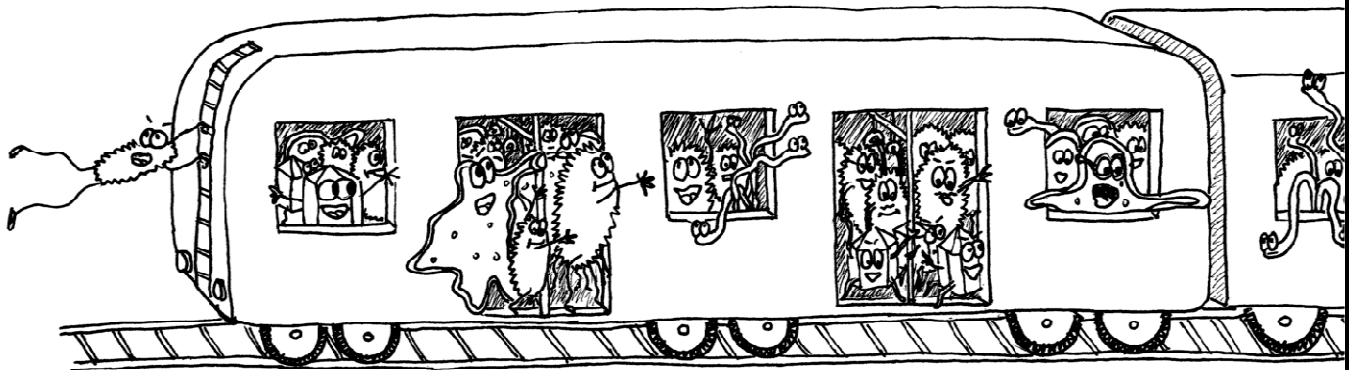


# HAATH MEIN SEHAT VOLUNTEER HANDBOOK FALL 2007



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# HAATH MEIN SEHAT: HYGIENE EDUCATION AND SAFE DRINKING WATER

*A Collaborative Effort of Student Volunteers in Mumbai, India and Berkeley, California, USA*

The Haath Mein Sehat (HMS) project began in 2004 in the community of Behrampada, a slum in the Bandra East district in Mumbai, India, as a collaborative effort between students from the University of California at Berkeley and the community's Mahila Mandals (women's groups). The community's estimated 175,000 residents, living on less than 2 square kilometers of land, obtain their water mostly from public taps spaced along lanes. These water pipes run through sewers and drainage canals, leading to contamination from feces and other sources that infiltrate due to low water pressure and leaks. Further contamination is caused by unsafe storage and handling of water in the home.

The Behram Mahila Mandals identified poor water quality as one of the biggest drivers of enteric disease. Recognizing the need for a comprehensive approach, Berkeley students have worked for the dual objectives of hygiene education and development and promotion of economically viable point-of-use treatment methods. The HMS team is now comprised of student volunteers from UC Berkeley as well as colleges across Mumbai, including Somaiya, SIES, and others. The project has evolved into a comprehensive intervention that includes low-cost water treatment technologies and complimentary hygiene education programs. Now in its third year of operation, HMS is expanding its outreach in collaboration with the NGO SAHAS to another slum, Panchsheel Nagar, located in Sion, Mumbai, and exploring how the program can be adapted to Hubli, a city in the state of Karnataka, with support from the Deshpande Foundation.



## Program areas:

- Education
- Water Quality Testing
- Marketing and Distribution
- Technology Development
- Epidemiological Research

## The Haath Mein Sehat Project...

Focuses on *point-of-use* household water treatment for *urban slums*

Pairs *technology and education*

Is run by *student volunteers* from Mumbai, India and Berkeley, CA

Bridges the gap in between *research and development* in practice

Works in *Behrampada* (Bandra East) and *Panchsheel Nagar* (Sion)

Is developing a *process model* to scale to other urban slums

Workshops and public events such as street plays and market stalls hosted by HMS volunteers provide education and enable the community to make well-informed decisions about unsafe water and prevention of disease. Before beginning work in a community, students conduct needs assessments to determine residents' general understanding of diarrheal illness, impressions about their water, and treatment methods in use. In addition, HMS teams are researching social marketing, distribution, and financing methods, and identifying point of use treatment systems that are appropriate for the environmental conditions and economic levels of Behram and Panchsheel Nagar residents. Students have also developed a unit for water treatment that consists of a water filter to remove large pathogens, chlorine to kill bacteria and viruses, and a safe storage container to prevent recontamination. Additional teams of volunteers conduct water quality testing and epidemiological surveys of households. In January 2007, the project was filmed by the Discovery Channel for inclusion in a series on technology in India.

While each of these communities varies significantly in their demographic, infrastructure, and environmental conditions, HMS is using the processes of creating and implementing its programs to develop a model for scaling interventions in urban slums in India.

## Contact Information

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# PROJECT ELEMENTS

## Education Program

The education program is the backbone of the HMS project, creating an awareness of causes of illnesses, desire for prevention of disease, and generating demand for treatment and improved environmental conditions. Current focus is on recruiting more local volunteers and building leadership to achieve long-term sustainability

### Activities:

- Workshops for adults and children
- Games and activities in schools
- Training teachers from the community
- Door-to-door outreach
- Street plays and market stalls
- Promotional booklets and pamphlets
- Volunteers' manual

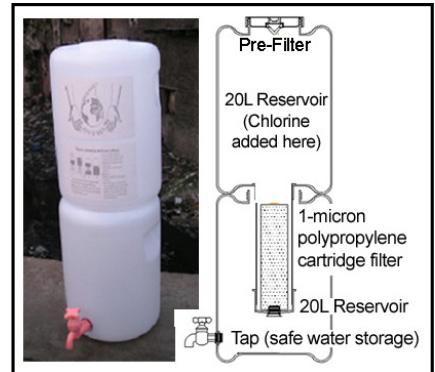
### Topics:

- Water-borne diseases
- Transmission of germs
- Sources of contamination
- Hand-washing
- Oral Rehydration Therapy
- Safe water storage
- Water treatment methods



## Technology Development

- Student-developed treatment technology
- In final stages of design
- Removes dirt and pathogens (cysts, bacteria, viruses)
- Proved effective in initial trials
- Costs 380 INR (\$9.50 US) on a small scale
- Future plans: Finalize unit design and part selection including filter and pre-filters and conduct household trials



## Water Quality Monitoring

- Quantitative testing for fecal coliforms and E. coli
- Testing conducted by students and recent graduates
- Training curriculum for sample collection and membrane filtration
- Water in the home worse than at taps, demonstrating need for water handling and hygiene education
- Future plans: Securing consistent use of lab space, identifying local suppliers of lab equipment, recruiting student volunteers for collection and testing, and developing a protocol to test for cysts

## Marketing and Distribution Research

- Comprehensive background research on POU pilots, commercialization efforts, and slum demographics
- Identifying distribution channels and supply chains for POU technologies and comparable products
- Surveys of small businesses within and at the perimeter of Behram to determine availability of chlorine and other water treatment technologies
- Understanding consumer demand and preference through surveys, interviews, and focus groups
- Demonstrating demand and acceptance of low-cost treatment technologies in urban slums
- Promoting a range of options for POU distribution to give consumers the opportunity to make well-informed decisions about technology for their household

## Epidemiological Studies

During the summer of 2006, a UC Davis student collected baseline data on diarrheal illness incidence in children under the age of five years old in Behrampada. This summer a Berkeley public health student will conduct a comprehensive epidemiological study of Panchsheel Nagar.

## Partnerships

### Students and faculty from:

- Blum Center for Safe Water and Sanitation, UC Berkeley
- Engineers for a Sustainable World, Berkeley
- Somaiya Vidyavihar College
- SIES College
- MMK College
- SP Jain Institute of Management

### Local and international organizations

- SAHAS (Somaiya Action for HIV/AIDS Support)
- Committee for the Right to Housing (CRH)
- Behrampada Mahila Mandals
- Rotary and RotarAct clubs in Berkeley and Mumbai
- Navjeet Community Center at the Holy Family Hospital
- Aquaya Foundation
- Deshpande Foundation (Karnataka)



## Volunteer Program Requirements 2007 - 2008

The Haath Mein Sehat (HMS) Volunteer Program is a six-month program that allows students to actively engage in positive societal change through community field work. Students are highly encouraged to participate in the program for more than one semester! Possible volunteer roles within the education and outreach program include conducting community workshops, children's activities and games, door-to-door outreach, poster campaigns, community street fairs, material development, and much more. Other areas of the project seeking volunteers are in water quality testing, technology development, business research, and public health surveys. Student volunteers play an essential role in sustainably progressing toward project goals of bettering health through clean water-related issues.

### **HMS Program Requirements:**

- Attend HMS presentation
- Participate in training workshop
- Become an HMS certified volunteer
- Participate in community outreach and education
- Submit 6-month report
- Attend bi-annual HMS Project meeting

### **Get to Know HMS**

Meet with current project members to learn about project goals and current project developments. View powerpoint presentation by veteran HMS members.

### **Training Workshop**

Training workshops are an essential part of becoming a qualified HMS volunteer. Whether you work in an HMS-sponsored community, or in your own NGO or school-sponsored community, the HMS workshops will provide useful educational materials, stimulate new ideas, and promote discussion with veteran field workers. Workshops cover program goals, encourage participatory methods, introduce a full curriculum on health, hygiene, safe drinking water and sanitation, and aim prepare new volunteers to work in slum communities.

### **HMS Certification**

The final stage of training program is becoming a certified HMS volunteer. Each volunteer takes a short quiz which will be given during the training workshops either in the summer or winter of each year. This quiz is meant ensure that all HMS volunteers are familiar and knowledgeable about topics covered in the curriculum, as well as field work etiquette.

### **Community Outreach**

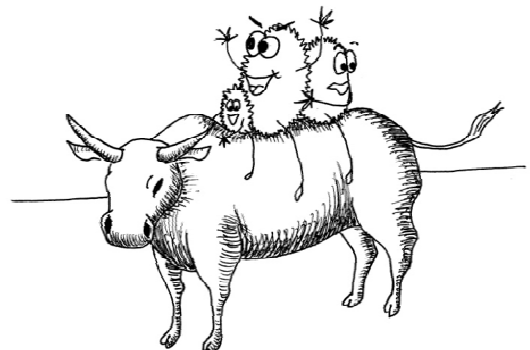
Volunteers are required to volunteer in either an HMS-sponsored community (Behrampada and Sion) or another community that has been pre-approved by the HMS staff. In order to meet the requirements of an HMS volunteer, students must contribute a minimum of 20 hours over the semester for HMS-related work, and 8 of these hours must be spent in the partner community conducting education or outreach. Hours and activities should be logged in the volunteer handbook, and an advisor signature is required for each event (on campus or in the community.)

### **Report**

All volunteers will receive a **HMS Project Volunteer Handbook** which includes the volunteer guidelines, background information on field work conducted in HMS communities, useful advice for new volunteers, project member contact information, log-in sheet for volunteer hours, and a 6-month report form. At the end of six months, volunteer is required to submit an original final report. The report will include a log of volunteer hours and activities conducted by each volunteer, as well as responses to questions relating to their field work. In order to qualify for recognition at the HMS bi-annual project meeting, the report must be completed on time.

### **Bi-Annual Project Meeting**

Every six months, HMS staff host a bi-annual project meeting where all HMS volunteers and veterans are invited to attend. Upon completion of all project requirements, HMS volunteers will receive a certificate in appreciation of their work. Special recognition is given to volunteers and groups who demonstrate outstanding service, creative and innovative education and outreach, and field work that reaches large numbers of people while still maintaining quality work.



## Field Work Guidelines

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At HMS, we believe that participatory field work, interactive activities, and professional volunteer conduct help communities to learn to take their health into their own hands. Taking a few minutes to go over these field work guidelines will help you to be better prepared for working in your partner community and will likely make your experience a positive one. Though some of the suggestions you may already be familiar with, it is easy to forget the simplest things—and they may make all of the difference!

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### Know Your Surroundings

On your first trip to your partner community, take a good look around you. Try to get an idea of where the main roads are that lead in and out of the community, where the toilets (if there are any) are located, what areas may be hazards areas (tight spaces, narrow allies, dangerous waste, etc.). Ask your partner organization or school if maps of the community are available. It is useful to have a good understanding of what sorts of shops and supplies are available to members of the community. Be safe, be careful and have fun! Always travel and visit the community in groups of 2 or more students. Let your advisor know when you plan to work in the community.

### Dress for Respect and Comfort

Field work is physically demanding, and so you should choose clothing that is both comfortable and fitting for the community. Though what we wear does not determine who we are, it does make a huge impression on the members of the community. Most of the community will not speak directly with you or your project group, so their impressions will be formed based on what they see. HMS highly recommends wearing simple, comfortable clothing. Please avoid flashy, expensive, or uncomfortable clothing.

### You Are a Guest

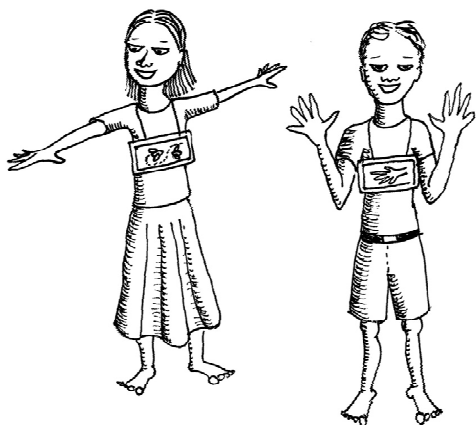
Volunteering can be very exciting for both the students and the community members, but it is good to remember that you are a guest in someone else's home. Community members are very welcoming and usually receptive to field work, and it is up to the volunteer to be respectful of their hospitality. In many cases, you will become part of the 'family' and will be treated as such, and even the smallest of things that are said will be listened to and remembered. When speaking with people in the community, we recommend being respectful, personal, and honest at all times.

### The Gift of Knowledge

Volunteering through HMS means that you are helping to empower members of your partner community with the Gift of Knowledge. As the old saying goes, "Give a man a fish, and he will eat dinner. Teach him to fish, and he will eat for a lifetime." HMS is the "Teach him to fish" type of organization. We are different than a charity, for we do not give objects away. However, we provide many other services and opportunities that we believe to be even more effective, such as educational workshops, door-to-door outreach, public awareness events, educational material development, needs assessments, research towards affordable and sustainable water treatment technologies, and much more.

### Be the Change That You Wish to See

Whilst it is very important for HMS volunteers to understand the topics that they teach, it is even more imperative that they set an example for their students. For example, if you conduct a workshop on the importance of handwashing, and the next time you visit the community someone offers you something to eat, will you wash your hands first? What if they do not have water to wash hands with? What if they do not have soap? This is a perfect example of a situation that you will most definitely encounter, and the answer is YES. HMS Volunteers must **always** set an example, even if it means finding water and soap to wash your hands. Change is tricky when the circumstances are less than ideal, but we must be the change that we wish to see!



**Remember—you are an HMS ambassador!**

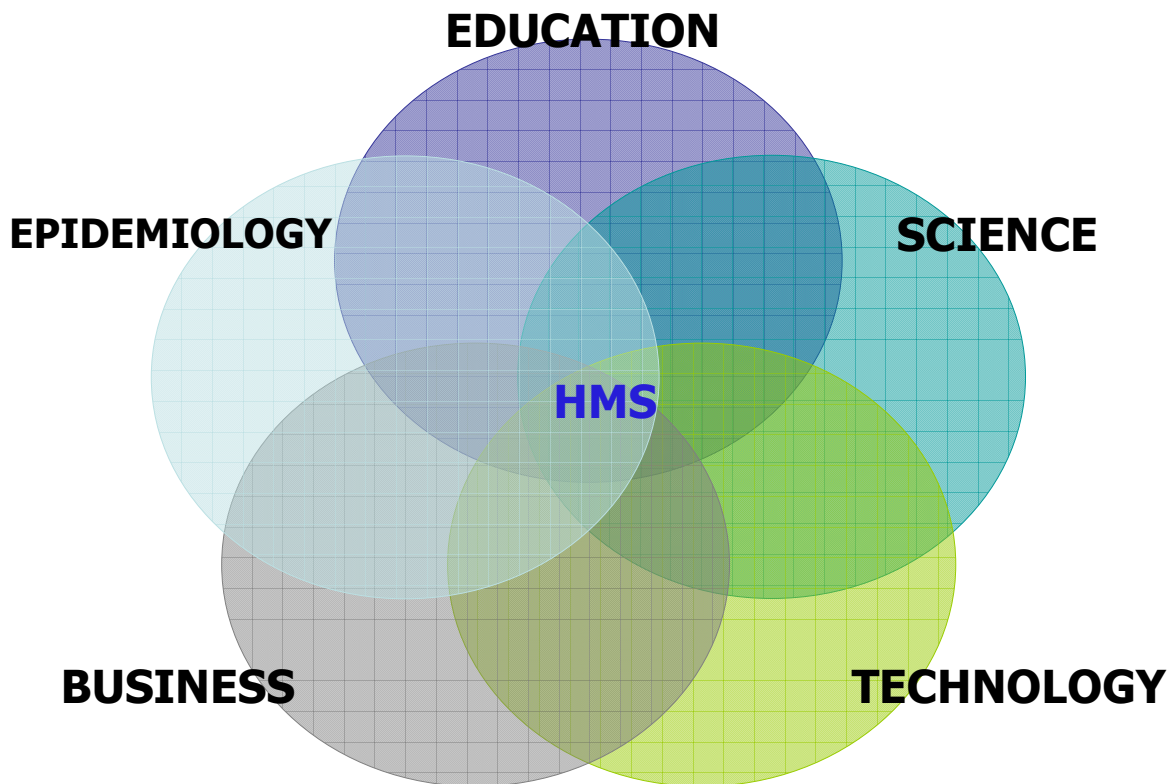
## A Comprehensive Approach

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You are part of a team! The bigger picture of HMS includes student volunteers who conduct needs assessments in partner communities, carry out water quality testing, develop and pilot educational materials, investigate available water treatment products on the Mumbai market, research newer and better methods for treating drinking water, look into means of improving access to sanitation, create ideas for sustainable business models to make technologies available to the poor, and conduct epidemiological surveys to measure disease reduction. Currently, the HMS Education Program is the largest portion of the project with over 40 volunteers working in three partner communities.

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## Volunteer Certification Quiz

All HMS education volunteers are required to pass this quiz before volunteering in the community to ensure that volunteers are prepared and well-informed about pertinent topics. Accurately conveying messages about health and clean water is crucial to effectively achieving project goals of better health in our partner communities.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_      \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_      \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_      \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Name (Last, First)                      Date (dd/mm/yy)                      College or Group                      Score

**Instructions: Please select the BEST answer for each question.**

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1  | How can we determine whether water is safe to drink? A. Smell, B. Taste, C. Clear Color, D. Temperature, E. We cannot always know  | A | B | C | D | E |
| 2  | Every year in India, approximately how many children die of diarrheal illness? A. 4,564,000, B. 456,400, C. 45,640, D. 4,564, E. 456   | A | B | C | D | E |
| 3  | Which of the following is <b>NOT</b> transmitted by dirty unsafe water, food, or soil that is contaminated by feces? A. diarrhea, B. cholera, C. HIV, D. intestinal worms E. hookworm  | A | B | C | D | E |
| 4  | Which of the following will <b>NOT</b> contaminate water? A. Dirty hands, B. Fecal matter, C. Chlorine, D. Flies, E. Chemicals   | A | B | C | D | E |
| 5  | If you have a bucket of turbid (not clear) water and you add chlorine to the bucket, it is possible the water is still dirty and not safe to drink. A. True, B. False  | A | B |   |   |   |
| 6  | Dehydration is a result of when your intestines have difficulty absorbing fluids that flow through them. A. True, B. False   | A | B |   |   |   |
| 7  | Solar Disinfection (SODIS) will work when it is raining only if you leave the bottles outside for 3 days. A. True, B. False  | A | B |   |   |   |
| 8  | What is the mode of transmission of diarrheal illness? A. spread through the air when a person coughs, sneezes, or speaks, B. contact with food, water, food, produce, hands, or surfaces that are contaminated with feces, C. saliva, snot, D. blood and/or shared needles, E. prolonged skin contact (i.e. sharing clothes or bedding)               | A | B | C | D | E |
| 9  | As an HMS volunteer, which of the following will you most likely <b>NOT</b> engage in? A. Leading workshops using participatory methods, B. Organizing donation drives for children, C. Visiting low-income communities on a regular basis, D. Participating in a street play about the importance of ORT, E. Talking to children about what germs are | A | B | C | D | E |
| 10 | How many hours (minimum) should a Solar Disinfection (SODIS) bottle be in direct sunlight to be effective? A. 2, B. 3, C. 4, D. 5, E. 6  | A | B | C | D | E |
| 11 | What does alum do? A. Kill viruses, B. Remove protozoan cysts and dirt, B. Kill bacteria and smaller germs, C. Remove all germs, D. Nothing – it is an ineffective water treatment method, E. Disinfects using UV  | A | B | C | D | E |
| 12 | What are the requirements for a safe-water storage container? (Circle all that apply) A. Has a cover, B. Tap of ladle, C. made of food-safe materials, D. Clean, E. Child -proof   | A | B | C | D | E |
| 13 | The five steps for proper handwashing are: 1)Scrub for 20 seconds, 2) Scrub both sides of your hands, 3) Scrub between your fingers, 4) Scrub under your fingernails, 5) Air dry your hands. A. True, B. False   | A | B |   |   |   |
| 14 | Sanitation includes the practice of maintaining personal cleanliness such as proper handwashing with soap. A. True, B. False   | A | B |   |   |   |
| 15 | Why is there not widespread use of water treatment methods? A. High cost, B. Low priority to people, C. No connection between illness and unsafe water, D. Lack of options in market, E. All of the above  | A | B | C | D | E |
| 16 | The five paths of transmission of germs are: fingers, environment, animals, food, water. A. True, B. False   | A | B |   |   |   |
| 17 | How many germs could fit onto the surface of a 25 paise coin? A. Billions, B. Millions, C. Hundreds of thousands, D. Tens of thousands, E. One   | A | B | C | D | E |
| 18 | Using a sari to filter water does not get rid of smaller germs such as bacteria and viruses. A. True, B. False   | A | B |   |   |   |

- 19 HMS project areas do NOT include: A. Technology development, B. Educational workshops to increase awareness, C. Epidemiological studies, D. Water quality testing, E. Providing basic medical services A B C D E
- 20 HMS project goals include: A. Bettering the health and quality of life in low-income communities, B. Maintaining the attitude that community needs are central, C. empowering students to enact positive change, D. Having a well-researched foundation to support and shape our program, E. All of the above A B C D E
- 21 Respecting the community does NOT include: A. Asking permission to enter homes, B. Observing and asking what times community members are free, C. Talking to project team members about their experiences and communicating community needs, D. Lecturing during a workshop, E. Wearing appropriate clothing A B C D E
- 22 If you have spent money for project-related items, you just need to let a student project leader know and you will be reimbursed. A. True, B. False A B
- 23 Handwashing with only water will kill germs. A. True, B. False A B C D E
- 24 For the ORT recipe, how many teaspoons of sugar are needed for one liter of water? A. 1, B. 2, C. 7, D. 8, E. 9 A B C D E
- 25 Sugar is added to ORT because people with diarrhea lose their blood sugar and need to replace it. A. True, B. False A B
- 26 What percentage of Indian children under the age of 5 have stunted growth due to malnutrition? A. 17%, B. 33%, C. 42%, D. 51%, E. 61% A B C D E
- 27 Until what MINIMUM age should mother breast feed their babies? A. 4 mo., B. 6 mo., C. 12 mo., D. 24 mo., E. They should decide A B C D E
- 28 A person could get HIV from someone who did not wash their hands. A. True, B. False A B
- 29 Which item could be composted? (SELECT ALL THAT APPLY) A. plastic bag, B. last semester's term paper, C. soda bottle, D. leaves from a tree, E. food scraps A B C D E
- 30 Piped water can be contaminated by A. dirt, B. fecal matter, C. factory chemicals, D. paint, dry cleaning chemicals A B C D E
- 31 Ask this to yourself, "Next time that I eat Pav Bhaji, I will..." A. Not wash my hands, B. wash my hands, C. Wash my hands with soap and water following the 5 key steps of handwashing, D. Order something else, E. I don't eat Pav Bhaji A B C D E

This certifies that student \_\_\_\_\_ has passed the HMS Certification Quiz. He/she may now volunteer in HMS communities and is eligible to receive a Certificate of Recognition for volunteering during the next six months if all other requirements are satisfactorily completed.

\_\_\_\_\_  
Haath Mein Sehat Project Director

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date (Day/Month/Year)



## Volunteer Hours Log-In Sheet

In order to meet the requirements of an HMS volunteer, students must contribute a minimum of 20 hours over the semester for HMS-related work, and 8 of these hours must be spent in the partner community conducting education or outreach. This requirement is an absolute minimum, and we highly encourage volunteers to give more time if they are able to! Here is an example breakdown of hours:

**Volunteer Hours:**

- |                                   |   |
|-----------------------------------|---|
| ▪ Meeting on campus to plan event | 2 |
| ▪ Workshop with school children   | 2 |
| ▪ Poster making on campus         | 3 |
| ▪ Placing posters in community    | 3 |
| ▪ Design Mural on campus          | 4 |
| ▪ Mural painting with community   | 4 |
| ▪ Door-to-door pamphlets          | 2 |

<b>TOTAL</b>	<b>20</b>
(total hours in community)	11)

\_\_\_\_\_  
 Name (Last, First)                      Mobile #                      Email                      College/Group

\_\_\_\_\_  
 Partner Community

Please fill in a small report on each activity that you participate in. For example, all of the points listed in the box above are considered to be activities. Whether you do something on your campus or in the partner community, please log the hours below. Use the following as an example:

Date: 20/08 /2007                      Location: Sion Ragpicker Community                      Hours 3

IF on the campus:  
 What did you work on? \_\_\_\_\_

When will you visit the community next? \_\_\_\_\_

IF in the community:  
 Topic: Importance of Handwashing – door-to-door outreach by handing out pamphlets  
 Materials Used (pamphlets, demonstrations, lessons, etc.): handed out pamphlets on how diseases spread and how handwashing with soap and the key moments can reduce disease transmission  
 Please describe the activity: A group of 4 students went door to door together to talk with families about the pamphlet. When we reached a house, we introduced ourselves and asked if the person home had 5 minutes to hear about the pamphlet. We talked over the important points, gave the paper to the house, and invited the entire family to a workshop that will be in the community in three weeks.  
 How many people reached? (# workshop attendees, # households visited, etc.): 27 houses in 3 hours  
 How did it go? Please describe The families were very welcoming. They had good questions such as, "What types of diseases are transferred by dirty hands?" We were able to answer these questions because we brought the HMS book with us just in case people had questions. 15 of the families said someone from their household will be able to come to the workshop. We have them a flyer with the time and location of the workshop.

Name: \_\_\_\_\_

College/Group \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Hours \_\_\_\_\_

IF on the campus:

What did you work on? \_\_\_\_\_

When will you visit the community next? \_\_\_\_\_

IF in the community:

Topic: \_\_\_\_\_

Materials Used (pamphlets, demonstrations, lessons, etc.): \_\_\_\_\_

Please describe the activity: \_\_\_\_\_

How many people reached? (# workshop attendees, # households visited, etc.): \_\_\_\_\_

How did it go? Please describe: \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Hours \_\_\_\_\_

IF on the campus:

What did you work on? \_\_\_\_\_

When will you visit the community next? \_\_\_\_\_

IF in the community:

Topic: \_\_\_\_\_

Materials Used (pamphlets, demonstrations, lessons, etc.): \_\_\_\_\_

Please describe the activity: \_\_\_\_\_

How many people reached? (# workshop attendees, # households visited, etc.): \_\_\_\_\_

How did it go? Please describe: \_\_\_\_\_

Name: \_\_\_\_\_

College/Group \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Hours \_\_\_\_\_

IF on the campus:

What did you work on? \_\_\_\_\_

When will you visit the community next? \_\_\_\_\_

IF in the community:

Topic: \_\_\_\_\_

Materials Used (pamphlets, demonstrations, lessons, etc.): \_\_\_\_\_

Please describe the activity: \_\_\_\_\_

How many people reached? (# workshop attendees, # households visited, etc.): \_\_\_\_\_

How did it go? Please describe: \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Hours \_\_\_\_\_

IF on the campus:

What did you work on? \_\_\_\_\_

When will you visit the community next? \_\_\_\_\_

IF in the community:

Topic: \_\_\_\_\_

Materials Used (pamphlets, demonstrations, lessons, etc.): \_\_\_\_\_

Please describe the activity: \_\_\_\_\_

How many people reached? (# workshop attendees, # households visited, etc.): \_\_\_\_\_

How did it go? Please describe: \_\_\_\_\_

Name: \_\_\_\_\_

College/Group \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Hours \_\_\_\_\_

IF on the campus:

What did you work on? \_\_\_\_\_

When will you visit the community next? \_\_\_\_\_

IF in the community:

Topic: \_\_\_\_\_

Materials Used (pamphlets, demonstrations, lessons, etc.): \_\_\_\_\_

Please describe the activity: \_\_\_\_\_

How many people reached? (# workshop attendees, # households visited, etc.): \_\_\_\_\_

How did it go? Please describe: \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Hours \_\_\_\_\_

IF on the campus:

What did you work on? \_\_\_\_\_

When will you visit the community next? \_\_\_\_\_

IF in the community:

Topic: \_\_\_\_\_

Materials Used (pamphlets, demonstrations, lessons, etc.): \_\_\_\_\_

Please describe the activity: \_\_\_\_\_

How many people reached? (# workshop attendees, # households visited, etc.): \_\_\_\_\_

How did it go? Please describe: \_\_\_\_\_