

Identification and Interventions for Dementia in Elderly Africans (The IDEA Study) 2013 Adapted Cognitive Stimulation Therapy manual

General principles

This manual is intended to be used alongside the standard Cognitive Stimulation Therapy (CST) manual developed by Orrell and colleagues (2000) for use with persons with dementia.

This adaptation of the manual has been developed specifically for use in sub-Saharan Africa taking into consideration cultural differences, practical problems likely to be encountered in that setting and the need to accommodate persons who may be illiterate or may have never received formal education. When adapting the activities we have considered the populations that we are familiar with in rural Tanzania and Nigeria, but we hope that these may be useful in other similar settings.

We have attempted to retain the structure and principles of the original manual and to deliver sessions with similar content in order to deliver the same intervention to the persons in our groups.

We have attempted to use materials which are locally available and familiar to the group, but have tried to include articles which are new and unfamiliar and will stimulate discussion.

We have considered cultural issues pertinent to our settings in that we have adapted questions to be culturally sensitive and considered how much information the group would be comfortable sharing.

In all activities we have considered the need to create an environment which is respectful of older people and where they will feel comfortable.

Aloyce Kisoli,

Sarah Mkenda,

Declare Mushi,

Olaide Olakuhunte

Stella-Maria Paddick

Setting up the group

Logistical and practical issues

The participants must be able to travel to the location of the CST group without experiencing too much disruption or discomfort. Consideration should be given in terms of mobility, distance and availability of the carer of the person with dementia. It is not suitable for frail elderly people to have to travel for long distances as they will become tired and this may mean that they cannot benefit from the CST due to tiredness.

Exclusion criteria

(These are factors which would make it difficult for the person to derive benefit from the CST as they will not be able to participate fully)

- Profound deafness
- Total blindness
- Aphasia – they should be able to understand verbal communication and communicate verbally (mild impairments are acceptable).
- The participant and the family should have consented to take part in the study.
- The participant should not be bedbound or immobile.
- The participant should be able to sit in a group setting for 1 hour.
- There should not be agitation, depression or psychosis to an extent that the person would not be able to tolerate spending time with other people in a group setting.
- Inclusion in the group will be determined following an assessment carried out by the facilitators (research nurse and occupational therapist)

The assessment will include the following elements:

- Age over 65
- Clinical Dementia Rating Scale (CDR)
- Neuropsychiatric inventory (NPI)
- Barthel scale
- WHO-DAS scale
- Short clinical description of problems
- Enquire about significant medical illness or recent life events i.e. bereavement that group facilitators might need to be aware of when running the group.

Use of the WHO-DAS and Barthel scales will identify any disability which may interfere with ability to access the group.

Rationale

CST has previously been found to be effective in mild to moderate dementia which in the UK was defined as Mini Mental State Examination (MMSE) score between 15 and 24. We have no equivalent scale valid in sub-Saharan Africa, therefore an estimate of disease severity using the clinical dementia rating scale (CDR) will be obtained. Persons felt to have dementia of mild or moderate severity will be eligible for inclusion in the pilot study.

Neuropsychiatric inventory will identify any significant behavioural and psychological symptoms of dementia which might cause difficulties or distress in taking part in a CST group.

A short clinical description of the person's situation, problems and family circumstances will be useful when later discussing progress in the group with supervisors and with peers.

Selection and creation of the group

Prior to selection of the group, facilitators and supervisors will meet and discuss potential group members and group dynamics in order to create a suitable group.

There should be either 6 or 8 people in the group.

The initial group should have more than the minimum 5 participants in case of drop outs due to illness for example.

There should be at least two men if possible as to place one man with seven women would make the men uncomfortable.

The group leader or facilitator should consider the ages of the participants when putting together the group.

Clinical Dementia Rating scale should be mild or moderate and similar for all participants. Complete agreement in CDR score is unlikely to be possible, this does not matter as long as the group are of a similar ability overall.

Information for participants and carers

Prior to attending the group, participants and their carers should be provided with verbal and written information about CST. They should have the opportunity to ask any questions they might have. Potential participants should give informed consent if they have the capacity to do so. If they do not have this capacity, they may give assent if their carer consents to the intervention, it is felt in their best interests to attend the group and they appear to enjoy attending the group.

A consent form should be completed with the person with dementia and their carer. This should be either signed, or a thumbprint taken.

It is important at this time to explain carefully the importance of attending all of the sessions if possible because the regularity and consistency of the sessions is part of the treatment.

Group Setting

The setting needs to be neutral. It should preferably not be held in a hospital or a religious building. This is because we want people to feel comfortable and this may not be the case if the group is held in say a Christian church and the person is Muslim.

The group should be in a private or enclosed area so that the group is not observed by passers-by or local children as this may make participants feel uncomfortable or ashamed. It should also be somewhere where there is not too much background noise. The ideal setting should be a community centre and the setting should never be a private house where a family is living.

There should be a room with a table large enough for everyone to sit around and chairs which old people would be comfortable sitting on. There should also be a bathroom within a suitable distance.

It is important for sessions to run consistently and regularly.

Sessions should be evenly spaced and ideally twice weekly for the pilot study.

These should therefore be Monday and Thursday or Tuesday and Friday or Wednesday and Saturday. Advice from the village health worker on local market days or community activities may help with the choosing of the days.

The village enumerator should be involved and bring participants to the centre, but should observe sessions only and not take part as a facilitator in the pilot study. They may be able to deliver CST in the future if they are properly trained.

Likewise carers should not take part in the sessions during the pilot, but can be encouraged to spend some time catching up on their own activities.

In Tanzania it would be normal for health activities to cease if there was a burial ceremony or other significant event taking place in the village.

In these cases the village enumerator would need to communicate with the CST group leader and advise if it would be possible to hold the group at an earlier time in the day. If this is not possible then the group should be held at the next available opportunity i.e. the following day.

It is important not to miss sessions if possible.

Also, if the burial is of a relative of a CST group member or even a group member then the research team should of course attend the burial ceremony as this would be respectful.

Recording of sessions and reflection

Following each session it is important to record some salient points of the participation from each group member, their strengths and difficulties and any aspects that might need to be changed or adapted when that person next attends the group. This should be done with both facilitators together. This does not need to be lengthy, but it is important to record these details so that the group activities can be evaluated.

Preparation for CST facilitators

Prior to preparing this adaptation of the CST manual the IDEA study team attended a training course on CST delivered by an experienced therapist. All team members have a health care background and as a group have previous experience of both running group interventions and also in working with people with dementia or other cognitive problems and also with working with people with physical disability.

As a group we have made sure that we follow the underlying principles of CST whilst doing this in order to devise an intervention which is intended to have the same benefit as the original.

Therefore when preparing others to deliver CST locally as part of capacity building initiatives it is important to ensure that the trainees have suitable preparation, supervision and education in its use.

This preparation will consist of a workshop and/or training course. Trainees should also observe CST sessions carried out by an experienced therapist and have the opportunity to take part in reflection meetings in order to share experiences. They should be familiar with the original manual and associated literature. They should also have supervision by an experienced practitioner. Ideally those being trained should have some healthcare experience or some experience of caring for people with dementia.

We feel that our prior experience of the study area has been very useful in devising this intervention. If this intervention were to be delivered in an area outside the IDEA study, it would be advisable for a local team to carry out an initial identification or prevalence study in order to be aware of the scale of the problem in their local area. They should also have an understanding of the community dynamics and the organisation of health care in their local area.

Following the results of the evaluation we may be in a position to start training others but it is important that we have evaluated the intervention prior to teaching others.

Prior to commencing the group the facilitators will need to rehearse and simulate the sessions with a group of volunteers in order to practice timings. This is because the sessions should be run consistently and to time.

At times it might be difficult for the facilitator to remember appropriately phrased or constructed questions to put to the group bearing in mind the CST principles. The facilitator should therefore have a set of laminated flashcards with appropriate questions written on them in order to remind them of questions to ask.

Materials

We have attempted to utilise materials which are inexpensive and easily available in our setting for the sessions.

Recommended materials required for all sessions

Flipchart

Flipchart stand

Flipchart paper

Marker pens

CD music player – this should be battery powered and ideally rechargeable using solar power.

CD with chosen song.

Flask for tea and cups for drinking.

Access to place where tea can be prepared as well as tea leaves, milk and sugar.

Plastic identity badges for all participants.

Soft, easy to throw ball.

Access to a laminating machine (ideally) as well as appropriate pictures to illustrate the name of the group, the season, the weather and current cultivation activities which will be used for orientation in every session.

Method of attaching or sticking pictures to the flipchart.

As above, there must be appropriate chairs and a table to sit around if possible.

The first session

In the first session, the group should be encouraged to choose a group name and a group song.

It is probable that the group will wish to start the group with a prayer. The facilitators should not suggest this, as the group might then feel obliged to agree. Nevertheless if this is requested by the group then it should be incorporated into the session structure each week.

Once the name is chosen, the facilitators should ensure that they bring a large picture associated with the chosen name to all subsequent sessions. This is intended to act as a prompt for the group name for those participants who cannot read and write.

A CD recording of the chosen song should also be brought along to subsequent sessions.

Session structure

Every session should be run consistently therefore the basic structure should remain the same for all sessions.

Introduction to session

- Welcome everyone
- Remind everyone of the name of the group and draw their attention to the name of the group written on the flipchart and the associated picture depicting the group.
- (If the group chose to start with a prayer, all to join in the prayer.)
- Sing the group song together supported by a CD recording.
- Ensure that ID badge labels are visible on the participants.
- Explanation of reasons for attending the group
- Explanation should be the same every week.
- Welcome everyone and complete warm up exercise by passing the ball from person to person and saying their names.

Current affairs - five minutes

In order to complete this exercise correctly the facilitator needs to have an understanding of local events which can be discussed with the village enumerator in advance. This would include recent or upcoming weddings or burials, when the next market day is, what is being planted or harvested at present.

Remind everyone of the day of the week, the month and the season. Then draw attention to local and national affairs.

Main activity – 25 minutes

Closing the session

- Repeat the group song.
- Remind everyone of the time of the next meeting.
- Encourage them to continue to be active at home and to listen to the news.
- Thank everyone for coming
- Provide tea and refreshments
- Transport home.

Session 1

Bean bag and bucket game.

The bucket should be placed at a suitable distance from the participants depending on the age and the mobility of the group.

Participants and facilitators will encourage the participants to each throw their five bean bags into the bucket. Depending on the number which land on target they will receive points.

One facilitator is to help the participants with their throwing task, the other facilitator should be involving the other group members in adding up the scores, retrieving the bean bags and reminding everyone who has had a turn and whose turn it is next. The intention is to make sure that all members of the group keep their attention on the game and feel included in the game.

Suggested scoring – if out of 5 bean bags they get 5 in they will get 5 points, if they get four bags in they will get 4 points for each attempt etc.

Materials required

Large bucket

Bean bags – ideally ten in total.

Coloured counters (either laminated discs to place on the flip chart or brightly coloured bottle tops).

Session 2

Sounds and pictures

Explain to the group that we will listen to a number of sounds, and that we will try to match them to one of the pictures. Place the pictures in front of the group members – these should be big and bright so that people can see them clearly and easily. It is best to have a number of repeat pictures.

Explain to the group that when they recognise a sound they should point out or take the picture which matches the sound.

Play the sounds and work alongside the group to work out how the sounds and pictures go together. If people are not sure, discuss what the sound is like, then encourage the group to consider the pictures in front of them and consider which ones are possible in order to eventually come to a decision.

Part two

Play CD of traditional and folk songs one song at a time. Encourage people to sing along. Discuss whether the group like the songs. Discuss at which types of occasions the group might play such a song i.e. a wedding or a burial etc. Discuss whether old songs are better than popular music now.

Choose the most popular song from the activity above – encourage the group to dance and sing along with this song or alternatively to play a traditional drum or bell in time with the music.

Materials

CD player

Laminated cards with pictures on them to go with the sounds.

Recommended sounds and pictures

Animals and birds – frog, dog, cow, chicken, sheep, cat.

Other – crying child, motorbike, car, trumpet.

More difficult option, pictures of local birds with different songs.

CD of traditional or folk songs likely to be familiar to the group. .

CD of a number of familiar sounds which goes along with the pictures (this will need to be prepared in advance alongside the pictures)

Traditional drum or bell.

Session 3

Life story and past

Personal history

It is important for this session to make sure that the participants are comfortable. They should not be placed in a position where they are unable to name their children or their ages in front of others as this will make them feel ashamed.

The facilitator should introduce the members of the group and encourage them to say where they are from, and if they are married. If they volunteer other information such as the name of their mother and father and their occupation the facilitator should ask about this, but care should be taken to avoid the participant giving information which is difficult for them in front of a whole group.

Second Part - Childhood Home

The discussion should then move to childhood house.

What was the house like that you lived in as a child?

How was it constructed?

Are houses better now or were they better then?

Have there been changes in the village since then?

Discuss with the group an important historical event – i.e. independence, colonial rule, world wars etc. Allow the group to discuss what they remember of that time and what childhood was like.

Third Part – Traditional Foods

Bring along some traditional sweets which they will be familiar with and ask them to taste them. A suitable sweet would be toffee which is not traditional as it was brought by the colonists, but people in the village would remember tasting it

Ask the group to taste and encourage them to talk about other similar things from childhood.

Final part – Traditional Toys

Bring some traditional toys such as some spinning tops or other toys that the group will be familiar with and encourage them to pick them up and play with them.

These toys may be made by the group facilitators if they are easy to make.

Aim to get the group taking an interest in and picking up/trying the toys and talking about other things that they used to do when they were children.

Materials

Toffee sweets (enough for the whole group)

Traditional toys

Session 4

Food.

The aim of this session is to discuss how one might make food for a breakfast.

Group members will be given a selection of foods and prices and encouraged to select some foods within a budget in order to prepare a breakfast.

Group members can work in pairs particularly if there are members who cook only occasionally or are less able.

Encourage the group to pick up the food, discuss the items and ask about and discuss prices and how they might prepare the breakfast within their budget.

Suggested foods to bring

- Maize porridge
- Bananas/roasted bananas
- Mndezi (small bread cakes)
- Bread
- Tea leaves
- Milk
- Sugar
- Honey
- Sour milk
- Leftover rice
- Stiff porridge
- Traditional yams
- Eggs

Second part – discussion of food

Questions to ask:

What would be cooked for a wedding? How do group members eat their bread?

Discuss different cooking methods. Discuss different preferences for breakfast.

Ask if men should do food shopping or go to the market.

Are more men doing cooking now in the village?

Third part

Discuss traditional and seasonal food. This will depend on your setting and local customs.

Ask group members to brainstorm seasonal food and as many different foods as they can beginning with a particular letter. Consideration should be given to your local language. The letter should be chosen in advance as in Swahili for example many food items begin with the same letter.

Final part

Offer group members some traditional food to taste and then discuss. In Tanzania this could be kidere (mixed vegetables and milk) or kiburu (beans and banana). Another option is seasonal food such as traditional yams. An alternative would be seasonal fruits or traditional stiff porridge made with yam flour for example

Materials

Foods as above.

Price labels.

Consider bringing an item of food which might be unfamiliar i.e. a cereal packet or other food which would not be consumed locally to stimulate discussion.

It is important to discuss in advance what will happen to the food after the session and whether the group members might be able to take it to their homes.

Session 5

Current affairs

Prior to this session it is important that the facilitators of the group are aware of both local and national news events which will be relevant to the village. This should involve discussion with the village enumerator for example so that the facilitators are aware of significant events in the village and also have an idea of the degree to which national news events are known and being talked about in the village.

It is important that those who cannot read are included in this activity therefore the materials brought to the session should be accessible for those who cannot read.

Suggestions include a newspaper article with a prominent picture which explains the news item, reading out the news item to the group or bringing familiar laminated pictures which would be associated with the news i.e. a photo of the president and then showing the photo alongside introducing the latest news related to the government or president for example.

First part- current topic

Introduce topic for discussion. Ask what people think about this. Do they think that it is a good thing or a bad thing?

Second Part – Fashion.

Bring either colourful magazines with lots of photographs or alternatively laminated pages from magazines to see what people think of the clothing that is being worn.

Ask the group:

What you think of today's fashion?

Do you think that the old fashions are coming back?

Third Part – Discussion

Ask the group:

Do you think that men and women should have different roles?

What is your opinion of arranged marriage?

Materials

Colourful magazines or laminated sheets from magazines

Newspaper and topical photographs

Session 6

Famous faces

Suitable photos would include past and current presidents in Tanzania and past and current presidents and First Ladies in Nigeria.

Pass these laminated photos around and lead a discussion of their different characteristics, i.e. appearance, who is oldest, who is most good looking, who looks more intelligent etc. Remember that the point of the discussion is not to correctly identify the person although if the group do recognise them then that is also ok.

Part Two-Scenes

Scenes – suitable photos of scenes would include photos of weddings, parties, parades which would ideally have been taken in the local area.

Again, ask the group which scene they would like to be part of, if they have ever been to a similar occasion etc.

Part Three - Other

Famous symbols from history such as political logos or symbols, symbol for the country, or the image of the president mixing soil at the union of Tanzania and Zanzibar would also be suitable and a similar discussion about the differences and similarities could be had.

Other comparisons would be photos of old fashioned and new cars, and old fashioned and new machinery such as old and new coffee machines, milling machines etc.

Materials

Laminated photographs of famous faces, scenes and symbols as above.

It is important to have several copies of each photograph so that all members of the group can look at the photographs at the same time and be fully included in the discussion.

Session 7

Part One -Words and sayings

For this session it is important that the facilitator has a good knowledge of local proverbs and sayings.

It is also important to consider that there are proverbs for children and there are proverbs for old people and it is important to choose proverbs which are appropriate for the age group.

The proverbs should also be fairly common so that the majority of the group will be familiar with them

Part Two -Proverbs

For this section, the facilitator will start off saying some appropriate proverbs, and encourage the rest of the group to join in and complete the saying. The group should then repeat the saying together, and facilitators can ask if they use this proverb, whether it is true etc.

Part Three- Riddles

Riddles are popular, therefore some common riddles should be well known to the group. It is more important to repeat the riddle than for people to know the answer to these. They must be common riddles that people are familiar with, therefore should be prepared in advance.

The facilitator should start the riddle and encourage the group members to join in. Afterwards encourage everyone to repeat it together.

Part Four - Familiar folk or church songs

Again the facilitator should start off a familiar or church song (if appropriate for the group) and encourage the group to complete the verse or chorus if possible.

Discuss with the group

Do you still sing these songs?

Do you like these songs?

What do you think about popular music?

Materials

Consider CD of traditional or church songs and maybe some popular songs if appropriate for the group. Session 8

Session 8

Being creative

The aim of this session is to be creative and to encourage the group to make something using their hands.

Ideally, the group members should have made something by the end of the session that they can take home and be proud of.

A number of alternative activities are suggested. Care must be taken that use of sharp items is supervised and that safety of activities is assessed. This should be done by the occupational therapist if possible.

The group facilitator should use their discretion when running the group and either support and direct the group in one activity for the full twenty-five minute, or encourage members of the group to try a number of different activities if they are having difficulty in concentrating on one task for the full session.

Suggested activities

Nigerian site

Weave traditional caps (men) and mats (women)

An alternative is to weave hair (on people or dolls)

Dye handkerchief in batik style

Tanzanian site

Use bananas to make mats and sisal to make ropes

Hand sewing with a pattern in order to make a bag.

Recommended materials

Scissors and knives (safety assessed)

Material for weaving (if bananas it is free) local tree bark and sisal.

Dolls for weaving hair

Wool for weaving

Used (recycled) batik fabric and needles (large and easy to use)

Handkerchiefs and batik dye

Session 9

Categorising objects

Part One -Names

Ask the group to mention women's names and men's names.

Part Two -Categorising animals

Ask the group to categorise animals

Carnivorous or omnivorous

Living in the sea or in the wild or domesticated.

Which are friendly and which are not

Which ones can be tamed.

Which ones live in our country.

Part Three – 'Odd One Out' Task

Facilitator to bring a number of items and place on the table and draw attention to the group regarding the objects encourage them to pick them up and smell them

Kitchen utensils – can bring along some utensils which are more modern and some which are traditional

Men and women's clothes – which ones go together

Different tools (for carpenters, shoe menders etc)

Toiletries which they might not be familiar with but which might have a characteristic smell i.e. Vaseline, lotion and rub.

Try to have for each category at least 4 items from the same category with one from another category.

Materials

Photographs, pictures or models of animals (try to have at least ten of these)

Toiletries, clothes and kitchen utensils as determined by 'odd one out task'

Session 10

Part One - Orientation

The facilitator should bring a map (large and easy to see) of the local area alongside pictures of local landmarks.

The group should be encouraged to decide where these landmarks are found on the map. Appropriate landmarks would be the local meeting place, forest, health centre, community centre, village office, magistrate, post office, mosque and church. Other landmarks might include where the local bus or transport stops.

An alternative in Ibadan, Nigeria would be to ask the group to describe the King's palace with appropriate maps as props

It is important for them to describe something which is familiar to all of them.

Part Two – Journeys

Discuss how to get from one place to another.

If you were making this particular journey, how would you make it?

How long does it take from here to here?

Do you prefer travelling by dala dala or motorbike?

Where is the furthest place that you have been from here? How did you get there?

Materials

Large map of the local area or place of national interest which is easy to see.

Photographs or drawings of local landmarks which are easy to see and which people can place on the map. Ideally these should be laminated in order to make them more durable.

Session 11

Using Money

Part One – How much does it cost?

Use common objects i.e. bag of salt, bag of sugar and guess the price of the item. The price should be labelled or hidden.

Discuss other larger and unusual purchases.

How much would it cost for a chicken? How much would it cost for a cow or a pig?

What is the cost of kitchen utensils? What is the cost of a large item of furniture?

What is the current price of coffee?

What is the price of land and of building materials such as a bag of cement?

Part Two - Discussion

Discuss how much it would cost for all of the items.

Questions to ask:

If you bargain, how much can you get this for?

How would you do that? Is it possible to get it for less?

Part Three – Old and New Money

Show pictures of old and new coins.

In Tanzania and Nigeria old and new money exist. In Tanzania there are currencies which are old and new and of similar value but different in colour. See if the group can discuss differences between old and new money.

Part Four- Further Discussion

In the past how much could you get for a day's labour when you were first married and how much do people earn now.

With this money that you used to earn was it enough to meet your needs?

How much do you think people earn now? Does the money that people earn now cover the same amount that it met then?

How much did it cost to cultivate one acre 10 years ago compared with now?

How much did it cost to make soup when you were first married compared with how much it costs now?

Is education too expensive now? Should education for children be free?

How much did bread cost when you started earning money compared to now? In Nigeria a more appropriate question would be how much is the cost of a kilogram of meat when you started earning a living compared to now?

What can you buy for 1000 shillings now? (Tanzania)

In Nigeria you should ask – how much can you now buy for 100 Naira – could you buy more items with this money in the past?

Materials

Old and new coins and notes.

Pictures of household items.

Pictures of domestic animals that you might buy in the market.

Pictures of old money if actual money not available.

Labels for prices.

Session 12

Number games

It is important to make sure that the group members are not asked direct questions regarding numbers and calculations which they might not be able to answer. This is especially the case for those who have not had formal education.

Part One – Match the Numbers

Have a number of large cards with pictures of animals. The cards differ in the number of animals, and there are pairs of each number

Up to ten pairs should be present and mixed up so that the group can look through and find the pairs that match.

Part Two – Card Game

This task will use a pack of playing cards and some sweets (diabetic if necessary).

Hand out a card to each participant (this game can also be done in pairs or small groups depending on the ability of the group)

The facilitator has the rest of the pack and asks the group to guess if the next card turned over will be higher or lower.

Ask the group ‘Do you think the next card will be higher or lower?’

Give them the card and count together to see if it is higher or lower.

If they are correct, then give them a sweet.

They can take the sweets home to give their grandchildren.

Part Three – Guess How Many

Two alternatives are presented. The facilitator should demonstrate the task at the beginning.

Option 1

Have a selection of marbles or seeds. Ask the participants to hide some in their hands and ask the rest of the group or their partner to guess how many they have in their hands.

Option 2

If the group do not appear to be able to take part in this independently then the facilitator should lead the activity and encourage the rest of the group to guess how many items are in their hands.

Materials

Pack of playing cards

Sweets (or bottle tops)

Laminated cards with different numbers of animals on each one

Session 13

Using words

Part One - Joining the Dots

Have a selection of laminated pictures of common objects made of dashes. Ask them to trace the dashes using a marker pen until the picture is revealed. This should only be done if the group are comfortable using pens to draw (this usually means that they have attended some schooling)

An alternative is to use beans or matchsticks to follow the dots, once they complete the dashes they should make a picture. They can then complete the pictures and discuss the pictures.

Part Two – Describing

The group will have wooden or similar local handicrafts of objects i.e. animals and or/toys. Each person will be asked to describe the object that they are holding without using the name of the objects.

This should be done in two teams so that one team are giving information about the object/animals and the other team try to guess what it is. The facilitator can prompt or help the group if they are having difficulties.

For example

It is an animal

It eats grass

It is a domestic animal

It makes milk etc

When the other group guesses correctly then it becomes their turn to describe an animal.

Materials

Beans

Pens

Matchsticks

Laminated dashed pictures

Toy or wooden animals

Session 14

Final celebration and summary

The purpose of this session is to summarise and celebrate the completion of the CST session.

The group should be asked the previous week which is their favourite session.

If possible, this should be the final activity.

Run activity.

End the session with a special lunch.

Invite the village health worker or enumerator and carers of the group members for tea as a social activity.