



# Rolling Back Malaria

Teachers' Toolkit for Social  
and Behaviour Change

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## Abbreviations

ACT	Artemisinin-based Combination Therapy
AIDS	Acquired Immune Deficiency Syndrome
FMOH	Federal Ministry of Health
HIV	Human Immunodeficiency Virus
ITN	Insecticide Treated Net
JAMB	Joint Admission and Matriculation Board
LLIN	Long Lasting Insecticidal Net
RDT	Rapid Diagnostic Test
WHO	World Health Organization

# How to use this toolkit

# 01

## Purpose of the toolkit

Nigeria is winning the battle against malaria, but the war is far from over. There has been a steady decline in malaria prevalence in Nigeria from 42% in 2010 to 23% (NDHS, 2018). This has been due to interventions that promote the use of Insecticide Treated Nets (ITNs), prompt care-seeking for fevers, testing fever cases before treatment with antimalarial medicine and the use of appropriate malaria medication when malaria is confirmed. However, malaria remains a leading cause of illness and death, causing absenteeism and affecting mental and physical development in youths, which in the long run reduces their performance and productivity.

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For the burden of malaria to further decrease in Nigeria, teachers need to continue increasing awareness about malaria and promoting healthy behaviours among students. This will ensure that students remain free from malaria, do not miss school, and actively participate in school activities. People who adopt healthy behaviors from a young age are likely to continue as adults, and the benefits of healthy habits compound over the years. Furthermore, young people can be catalysts for positive change in their households and communities. Teachers should encourage students to advocate for the same healthy behaviors with their families and peers.

This toolkit contains information about malaria and essential life skills, as well as sample activities and materials. It is designed to help teachers do the following:

- Provide the right information about malaria. Although awareness of malaria is high, many misconceptions remain widespread, causing people to adopt practices that are not very effective. The information in this toolkit can help you answer questions and help students understand where to direct their efforts.

- Promote the practice of positive behaviours to prevent and treat malaria.
- Build the capacity of your students to become champions and advocates of healthy habits and behaviors with their families and peers.
- Increase student pride and ownership over social and behavior change efforts in school and in their families and communities.

The toolkit is flexible. Teachers can select activities and topics and use them in a variety of contexts, such as school health clubs, classrooms, and general school activities.

## Students and teachers as change agents

### *Who is a change agent?*

Change agents are individuals or groups who inspire, motivate, and influence others.

A critical mass of students and teachers, with the right attitudes and practice of appropriate malaria behaviours, could act as a catalyst for communities in rolling back malaria. Schools can teach students about malaria prevention and treatment and encourage them to spread the knowledge and practices to their families and the community as agents of change

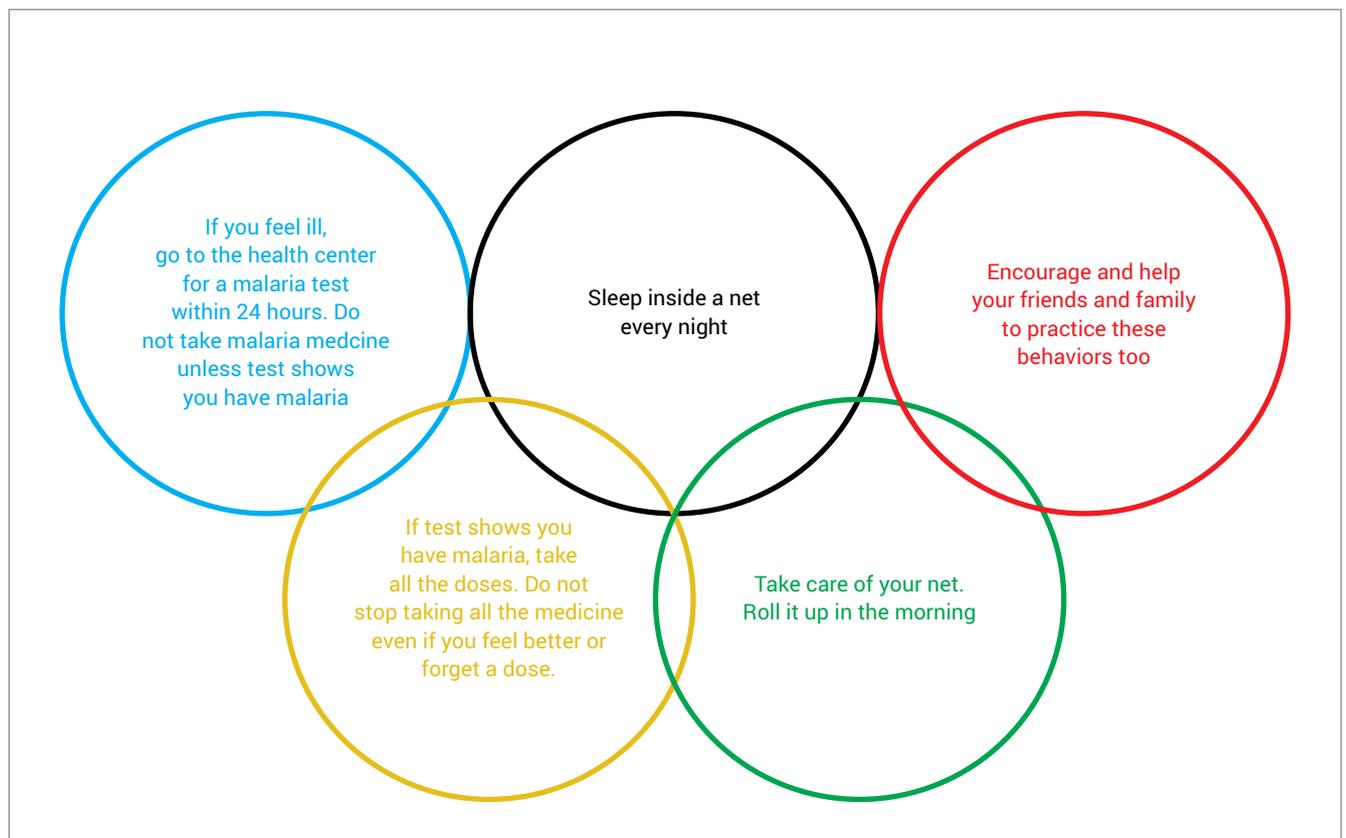


Figure 1. Change agents practice healthy malaria behaviors and encourage others to do the same.

## ***How to Become a Change Agent***

**Embrace the fear of failure:** Students and teachers may be reluctant to become change agents for fear that they can fail. They are afraid that their change agenda or ideas may not be accepted by others. The best way to deal with this natural fear is to embrace it and acknowledge that it is a natural result of change activities. Then, either on your own, or with support, figure out how to work through the fear and move to action.

**Be prepared to receive negative feedback:** Receiving feedback is a skill. Change agents see feedback as opportunities for learning. They do not become defensive when receiving negative feedback but rather use it to understand how to improve. When receiving feedback, ask questions to understand where the feedback is coming from and specifically what the giver wants to happen. \

**Make a commitment to serve others:** Focus on the needs of others and put others in the center of your agenda. Leadership and followership are about service to others. If there is a commitment to serving others, you are likely to see changes that you seek.

Challenge the status quo. Ask thoughtful, simple questions such as, what is working well? What is not working well? What do we need to do to improve? What are we learning? Invite others to talk about reasons for change and why the current practices are not effective. Challenging the status quo can be positive and nonthreatening if it is done in a constructive manner.

**Collaborate and be a team player:** Work in partnership with all those who will be affected by proposed changes to gain a mutual understanding of what needs to be different and a shared commitment to the change process. Be open to crossing all boundaries to work together on small- or large-scale change.

**Solve problems.** Focus on being a problem solver and finding ways to minimize or remove barriers that impede the continuous quality improvement process and the ongoing development of meaningful, life enriching environments. Use problem-solving techniques and processes that make the most of collective wisdom.

**Enthusiastically participate in all aspects of school activities.** You can be a change agent by simply being enthusiastic about doing your tasks. If you think positively about your role in promoting and practicing appropriate malaria behaviours, there is a good possibility that people will accept your ideas for change. Enthusiastic and positive people are natural change agents because they are never satisfied with mediocrity.

## Keys to success

Creating lasting change means more than just sharing information. Below are some best practices for change agents and school health programs:



**Student, teacher and school-driven** – Students, teachers and schools own the process from the beginning, from understanding the problem to creating and applying solutions. Involve them in each step of the process and give them feasible opportunities to contribute.

**Amplify partnerships** – Join efforts across classes, with parents, other student organizations/activities, and community leaders or organizations to increase your impact. Identify champions among them and consider forming a committee to identify exciting things you can do together, whether within a class, within a school, with families or with the community.

**Repeated and multi-prong** – One-off activities have limited, short-term effects. To secure lasting change, continue reinforcing and promoting healthy behaviors over a long period of time and using a variety of mediums and activities.

**Build on structures and traditions (or create them)** – Consider integrating meetings or activities into existing processes at the school to make it easier to reach individuals. Also build on or create new traditions, such as, for example, an annual talent show or an annual dance and drama competition. Traditions generate excitement and makes it easier to plan and promote one's activities.

**Share accurate information** – Although there are high levels of awareness about malaria among students and community members, many misconceptions exist alongside them. Accurate knowledge is important because without it, people may expend their precious efforts and resources in practices that have little proven benefit.

# Health content

# 02

## Causes of malaria and its effects

**Learning objective:** In this session, students will reflect on how malaria has affected them and their families. They will also learn how malaria is caused and what it means for prevention.

**Why students need this information:** Although most of the population is aware that mosquitoes cause malaria, a large proportion (including students) also wrongly believe that malaria can be caused by other things, such as working in the sun/rain, working too much, dirty water, eating contaminated food, etc.. Such beliefs can make people practice ineffective prevention measures.

### Essential information:

**What is malaria?** Malaria is a life-threatening disease. But it is preventable and curable.

**What causes malaria?** Malaria is caused by a small parasite called Plasmodium, which can be seen only with a microscope. These parasites are transmitted to people through the bites of infected female Anopheles mosquitoes. Mosquitoes carrying Plasmodium parasites bite at night (from evenings to early hours of morning) and throughout the year.

Malaria is **only** caused by mosquito bites. It is not caused by working in the sun/rain, working too much, dirty water, eating contaminated food, or any other causes.

**How do people get malaria?** Malaria spreads from human to human through mosquitoes. When a infected female Anopheles mosquito bites an infected person, a small amount of blood is drawn which contains microscopic malaria parasites. When the mosquito takes its next blood meal, these parasites mix with the mosquito's saliva and are injected into the person being bitten.

Protecting oneself from malaria can break the cycle of transmission and ultimately lead to protecting

others from malaria. (There are other types of mosquitoes which cause other diseases such as yellow fever. But these mosquitoes behave differently so preventing other mosquito-borne diseases require different measures from preventing malaria.)

### **Who is affected by malaria, and how does malaria affect us?**

- Everyone! People of all ages – including secondary students - can get malaria and die. However, pregnant women and children under 5 years of age are most vulnerable due to their weaker immune systems.
- Malaria is a leading cause of absenteeism at school and affects students' educational performance.
- Families lose a lot of money not only on treatment of the sick, but also on transport to health facilities.
- Families lose a lot of time meant for gainful work and this affects their productivity and earnings.
- Fever due to malaria is the most common cause of convulsions and loss of consciousness among children, not bad spirits or witchcraft as some people believe.
- In pregnant women, malaria is a leading cause of anaemia, miscarriages, stillbirths, underweight babies, and maternal deaths.

**When do people get malaria?** All year round! During the dry season there may be fewer mosquitos present, but they are always there, and they can always carry malaria.

### **Session Activities:**

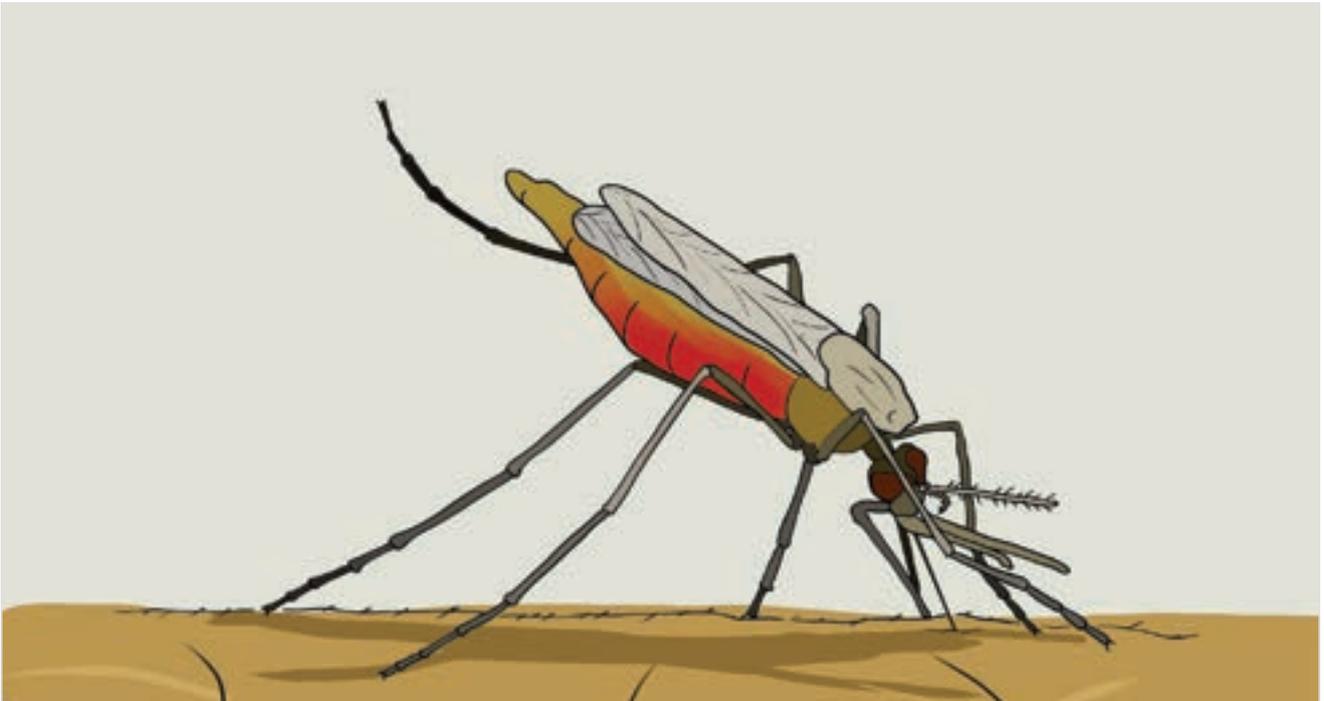
- Divide the group into two. One group shares examples on how malaria affected their family, the second group shares examples of how malaria affected them personally.
- Draw Figure 2 on the board and emphasize that mosquitoes are the only cause of malaria. Next, invite students to share other causes of malaria that they may have heard about. Then discuss the impact of these misconceptions. For example, if someone believes that too much work causes malaria, how would it affect their prevention behavior? Would their efforts be effective? What if that person rightly believed that only mosquitoes that bite at night caused malaria?

#### **Assessment questions:**

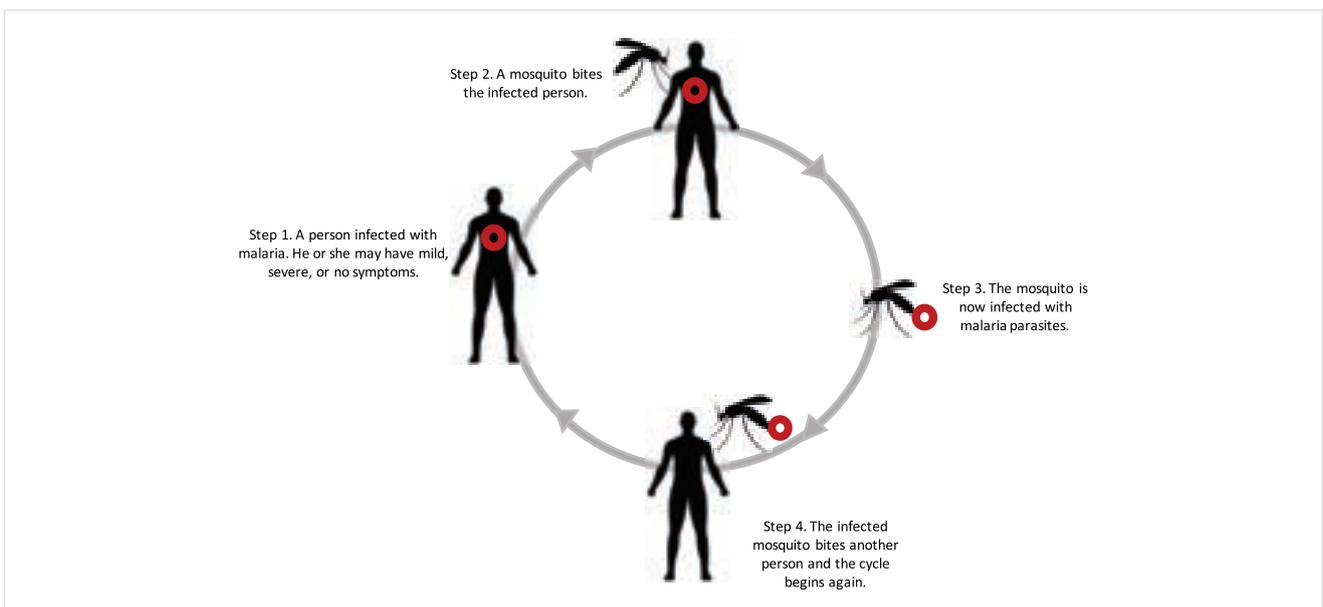
- What causes malaria?
- How is malaria spread?
- What time of the day do mosquitoes bite?
- What time of year do mosquitoes bite?

## Summary/key messages:

- Malaria is **ONLY** spread through the bite of an infected mosquito.
- There are many kinds of mosquitoes. The kind that carries malaria usually bites at night. This means that to avoid malaria, it is important to protect yourself from mosquito bites at night.
- Mosquitoes that carry malaria are present throughout the year. This means you can get malaria anytime throughout the year.



There are many types of mosquitoes. The *Anopheles* mosquito is the type of mosquito that causes malaria. It bites humans at night.



How malaria spreads from human-to-human.

## When to seek care for malaria

**Learning objectives:** This session will help students recognize the signs and symptoms of malaria. They will also understand why it is important to go to a health center as soon as the signs and symptoms begin. As a result of this session, students will be able to discuss and brainstorm ways to prepare their families to effectively respond to potential malaria episodes.

**Why students need this information:** Like with many diseases, taking preventive measures and watching for early symptoms is key to avoiding serious illness. Being able to identify the potential cause of symptoms can also help affected students feel more empowered to manage illness. Lastly, studies show that many adolescents, like others in the general population, often start with taking herbs and other medicines rather than seeking care at a health facility. Unfortunately, this practice only prolongs the illness and wastes time and money.

### Essential information:

**What are the symptoms of malaria?** Malaria symptoms can vary greatly from person to person. Malaria symptoms also look like many other diseases. Malaria can appear as a mild disease (“uncomplicated malaria”) and the most common symptom is fever. If malaria is not promptly diagnosed and treated with the appropriate medicine, it can rapidly progress to severe malaria and even death. But when malaria is properly diagnosed and treated early, symptoms go away quickly.

<b>Early stage</b> Simple or uncomplicated malaria	<b>Late stage</b> Severe malaria
<ul style="list-style-type: none"> <li>• Fever Chills (feeling cold and rigor, i. e. shaking of the body)</li> <li>• Headache, joint and muscle pains</li> <li>• Tiredness</li> <li>• Bitter taste and loss of appetite</li> <li>• Decreased activity</li> <li>• Adominal pain, vomiting and refusal to eat</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated vomiting and inability to retain oral medication.</li> <li>• Inability to eat or drink.</li> <li>• Difficulty in talking, sitting, standing or walking (i.e., severe weakness)</li> <li>• Dark-coloured urine</li> <li>• Convulsions, confusion or altered consciousness</li> <li>• Yellow eyes</li> <li>• Difficulty breathing or rapid breathing</li> </ul>
<p style="text-align: center;"><b>Seek care immediately</b></p>	<p style="text-align: center;"><b>Seek care immediately</b></p>

**Are adolescents at risk of developing these symptoms?** Yes. Malaria is a common cause of illness, a common cause of hospitalization, and a preventable cause of death in adolescents. Although pregnant women (of all ages) and young children (under 5 years old) are at highest risk of developing severe malaria, malaria is still a big problem in adolescents regardless of gender, age, or pregnancy.

**What should you do if you have these symptoms?** Anyone with the symptoms on the left column of the table above should go to a health center within immediately and ask for a malaria test. But if they have any of the signs and symptoms of severe malaria, they need to go even more urgently. Severe malaria is a life-threatening medical emergency.

**Will malaria go away on its own, or if you take herbs and other medicines?** No. Malaria will not go away unless it is treated with the proper medications. Herbs and other medicines may temporarily disguise the symptoms and help you feel better for a short time, but the malaria parasite is still there.

**Why should you go to a health center first?** You should go to a health center because they can test for malaria and give you the appropriate medicine. Taking medicine or herbs first will only prolong the illness and create unnecessary costs.

**How can you be sure it is malaria?** As mentioned earlier, the symptoms above can mean any number of diseases. For example, fever can mean malaria, or lassa, typhoid, a cold/flu, any infection, and many other conditions. No one can tell if you have malaria based on symptoms alone. Malaria can only be diagnosed with a malaria test. This requires a few drops of blood. There are two kinds of malaria tests: a rapid test where results can be available in as little as 15 minutes, and a test that uses microscopes in which the results take longer (as much as a couple of hours).

**What are some reasons for why adolescents wait to seek care?** Some adolescents may need help obtaining transportation to a health center or funds for treatment. However, many of them have a large support network. They can borrow money from neighbors or relatives if their parents are away. They can also rely on friends and neighbors to help them get to a hospital when they are sick.

The quality of health services, including the availability of medicines, wait times, and health worker attitudes, may also discourage adolescents from going to a health center. Young men may also be reluctant to go to a health center out of concern of being perceived as weak.

**What are the benefits of seeking care promptly?** Seeking care promptly prevents the illness from getting worse and from getting more expensive. It is the best way to save money and worry. Taking other medications first and waiting to see if you feel better only increases the total cost of the illness.

Seeking care promptly is a sign of responsible behavior, not weakness. Ultimately, seeking care promptly means that the sick person can return to work or school more quickly and therefore, take better care of one's future and one's family. Because it is not easy to change one's plans to accommodate a sudden illness, seeking care promptly also shows that you are quick-thinking, resilient, and strong.

## Session activities:

- General discussion: As youths and agents of change who know the benefits of seeking prompt care for fever, what steps will you take to ensure that your parents and others in the community seek prompt care for fever? (Consider dividing the room into smaller groups, some groups to brainstorm what they can do with their own families and other groups to discuss what they can do with their peers and other members of their community.)

### Assessment questions:

- What is the most common symptom of malaria?
- Why is it important to go to a health center if you think you have malaria?
- How can we be sure we have malaria?
- What other disease conditions can present with fever?
- How long should you wait before you go to the hospital when you have a fever?
- If you are confirmed to have malaria, is it okay to save some doses for another time

## Summary/key messages:

- The most common presenting symptom of malaria is fever
- If not treated promptly, uncomplicated malaria can become severe malaria. Severe malaria is a life-threatening medical emergency.
- Seeking care quickly when you have a fever is not a sign of weakness, nor a way to save time and money. It is the responsible, cost-effective thing to do.
- Not all fevers are malaria. Malaria has the same symptoms as many other diseases. Make sure you get malaria test before taking any malaria medicine.
- It is important to go to a health center as soon as you suspect you may have malaria because they have the right tests and medications.



*Go to a health center to get a test as soon as you suspect you may have malaria.*



*A child getting a malaria test.*

## Effective treatment of malaria

**Learning objective:** As a result of this session, students will understand the correct way to treat malaria. They will also discuss the consequences of self-medication.

**Why students need to know this information:** Some people take herbs and other medicines when they suspect they have malaria. Others stop taking their medicine as soon as they feel better. These practices only prolong the illness and increase costs.

### Essential information

**What is effective treatment of malaria?** It requires three things:

1. Obtaining a malaria test within 1-2 days
2. If the test is positive for malaria, taking the correct medicines (ACTs)
3. Completing all doses, even when the patient feels better.

It is malaria treatment based on appropriate diagnosis (RDT positive or microscopy positive), taking, and completing the right medicines. In Nigeria, the right medicine for malaria treatment is Artemisinin-based Combination Therapy (ACTs) which should be taken at the right time, right dosage, and taken completely.

Once a diagnosis of malaria is made, it is critical to initiate treatment with ACTs immediately. This would prevent the progression to severe malaria and ultimately prevent complications. ACTs are the only recommended treatment for uncomplicated malaria in Nigeria and it is important to use ONLY ACTs for malaria treatment. ACTs contain a combination of two or more medicines combined to treat malaria effectively. Other drugs such as chloroquine alone or other medicines alone called monotherapies are scientifically proven to be less effective for treatment of malaria in Nigeria.

Malaria treatment entails the use of recommended medicines such as:

Artemisinin-based Combination Therapy (ACT) for treatment of uncomplicated malaria.

Injectable Artesunate or Artemether or Quinine for severe malaria only, according to national guidelines to achieve the relief of symptoms and then complete with a full dose of ACT. Management of severe malaria should be done only in a secondary or tertiary hospital.

### Will herbs, antibiotics, and other medicines treat malaria?

Many people believe that certain drugs or herbs are the best treatment for malaria, but this is not true. Many people also use antibiotics for the treatment of malaria, this is not recommended. The BEST and most effective treatment for malaria as approved by WHO and Federal Ministry of Health (FMoH) in Nigeria are ACTs.

### **What are the effects of inappropriate treatment of malaria?**

If we use drugs or herbs that are not ACTs to treat malaria, there could be:

- Persistence of the malaria even though some of the symptoms such as headaches and fevers may subside. This, however, does not mean that the parasite causing malaria has been killed. You may feel worse again soon.
- More household expenditure on purchase of medicines.
- Deterioration of the disease to a more severe disease or even death.
- Possibility of developing resistance to the medicines of choice.

**Can you save malaria medicine for future use?** The malaria parasite can only be properly killed by taking malaria medications, and by taking all doses, not just some of them. For these reasons, you should take all your doses and do not save any doses for the future.

**What if you miss a dose?** If you miss a dose, take it as soon as possible. However, if it is almost time for your next dose, skip the missed dose and go back to your regular dosing schedule until you finish all the doses. Do not double dose.

#### **Other tips:**

- ACTs should be repeated if a child vomits within 30 minutes of swallowing it.
- DO NOT stop taking ACTs if you feel better after first use. Keep taking it each day until the dose is completed.
- DO NOT stop taking the ACT if it makes you feel mildly worse while you are taking it. Keep taking it until the dose is completed. (As with any medication, if you feel seriously worse while taking it, see a medical doctor immediately)

## **Session Exercise**

Ask students to take turns and describe their experiences at home regarding treatment of malaria. How have their parents been treating them for malaria?

#### **Assessment questions:**

- What is effective treatment of malaria?
- When malaria is confirmed, how soon do you commence treatment?
- What is the full meaning of the acronym ACT?
- What are the consequences of inappropriate treatment of malaria?
- Mention some misconceptions about malaria treatment.

### Summary/key messages:

- If you suspect you may have malaria:
- Seek care immediately
- Obtain a malaria test
- If the test is positive for malaria, take ACTs
- Take all doses
- It is very important that the full dose of ACTs given is completed. If the treatment is not completed, the malaria will come back and could be more severe.



*An adult and child completing their dose of malaria medicine*

## Prevention of malaria

**Learning objective:** In this session, students will identify effective ways to prevent malaria.

**Why students need this information:** Although there are high levels of awareness about mosquito nets in the population, many people also routinely believe in, and practice, other prevention methods. Such beliefs can distract people from routinely taking the most effective measures, which are to sleep inside – and care for – an insecticide-treated net (ITN).

### Essential information:

**Is malaria preventable?** Malaria is a preventable disease. The World Health Organisation asserts that insecticide-treated nets (ITNs), including the long-lasting type called long-lasting insecticidal nets (LLINs), are the most effective, efficient, and cost-effective tool in preventing malaria.

**What are ITNs?** ITNs are mosquito nets manufactured with insecticide incorporated in the fibre. The net can remain protective against mosquitoes for 3-5 years depending on how well they are cared for.

**How do ITNs prevent malaria?** ITNs provide a physical and chemical barrier between humans and the mosquito. Any mosquito that comes into contact with the ITN is repelled, disabled or killed by the insecticide. When ITNs are used by the majority of people in a community, they provide protection for all people in the community including those who do not sleep under the nets. ITNs can also provide protection against other diseases such as elephantiasis, and they can kill lice, bed bugs and cockroaches. Although ITNs can kill mosquitoes, decades of data show that they, and the insecticides they contain, are very safe for humans of all ages.

### How do you use ITNs?

1. Sleep inside a net every night all year round.
2. During sleeping time, tuck the ITN under the sleeping space (mattress, mat)
3. If it is hot, consider using a fan or sleeping outside with a net. There are ways to hang a net outdoors.

**How do you take care of an ITN?** Nets are precious and should be cared for accordingly. One of the easiest and most effective things you can do to take care of your net is to roll up the net when you wake up in the morning. This protects it from dirt and damage. Also, try to wash your net as infrequently as possible. If it is truly necessary to wash the ITN, use mild soap and dry it in the shade. Always handle it gently.

**How can we help people, who, for various reasons, do not sleep inside a net?** The most common reason people don't sleep inside a net is when they don't have one. Sometimes ITNs can be obtained

through shops or at a health center. Families with extra nets can also lend their nets to a neighbor or relative. People can also share nets with a sibling or other family members.

**Are there other ways to prevent malaria besides ITNs?** The most effective way to prevent malaria is through correct and consistent use of insecticide-treated nets. Clearing of bushes, removing stagnant water that collects in containers and general environmental sanitation are good things to do to keep our environments safe and clean, but alone, they are not effective ways to prevent malaria.

Malaria is very dangerous for pregnant women and their babies because they have weaker immune systems. Pregnant women should start going to antenatal care as soon as they suspect they are pregnant. During antenatal care, health providers will monitor the woman and child, and give her a monthly dose of a preventive malaria medicine. For this reason, it is important for students and teachers to encourage friends and family members who may be pregnant to start going antenatal care frequently and early.

#### **What are the benefits of preventing malaria for school students?**

Improved health since malaria is the most common cause of ill-health among them.

Sound sleep devoid of the nuisance of mosquitoes, which will make them well-rested.

Better school attendance and better grades

More energy, improving their ability to actively participate in all types of school activities.

#### **What are the benefits for teachers?**

- Better class performance and higher school rankings
- Active and continued participation of students in school activities makes teaching enjoyable and the results satisfying.

#### **What are the benefits for parents/families?**

- Sleeping inside ITNs is more economical in the long run than frequent purchasing of mosquito repellents.
- Families will save money on treatment – even if they seek care more frequently and earlier, large hospital bills for severe illness will be avoided, saving money in the long run.
- Parents will have peace of mind when their children remain healthy most of the time.
- The time families spend caring for sick children could be spent on productive work.
- Parents will be happy with better school attendance and better school performance.
- Parents and children will enjoy restful sleep devoid of disturbance from mosquitoes.

## Session activities:

Discussion: (Two groups)

- **Group-1:** In your community, many people are not sleeping inside mosquito nets, though malaria is very common and affects the entire community. As change agents, what are the steps you will take to promote net use in your community?
- **Group2:** What are the obstacles you will face on the mission to change your community and how will you overcome the challenges?
  - Ask students who slept inside a net last night. Invite them to share why they use nets.
  - Funny skit: Have two students demonstrate how to handle a net after getting up in the morning. One student will treat it like a precious baby, the other will treat it like a piece of trash. Encourage them to exaggerate, then demonstrate a middle ground. The humor will make the practice memorable.

### Assessment questions:

- What are the various methods of preventing malaria?
- What are the benefits of preventing malaria?
- What is the full meaning of ITN and what is it used for?
- What are the steps involved in using ITNs?
- Where can we get ITNs from?
- How do we care for our ITNs?

### Summary/key messages:

- ITN use is the most cost effective and reliable way to prevent malaria
- Good health and productivity are improved when we effectively prevent malaria
- ITNs are safe and easy to use
- The full benefits of ITNs use are in the consistent use every night, all year round.
- ITNs can last for 3-5 years after opening if taken care of properly. Roll up your net when you get up in the morning to protect it from dirt and damage.



*A family sleeping inside a treated mosquito net*



**Air for 24 hours before use**



**Hang over sleeping area**



**Roll up when not in use**



**Wash when dirty**



**Spread under a shade to dry**



**Mend when torn**

*How to use and care for your net*

# Life skills content

# 03

## Goal setting

**Learning objective:** In this session, students will understand what goals are, the importance of setting goals and how to set them

**Why students need this information:** Goals are crucial to success in school and life. Goals help students focus their efforts, track progress and stay motivated. Working toward clear goals and making progress also builds self-esteem. Goal-setting is a foundational skill that unlocks other important life skills such as planning, organization, time management and self-awareness.

## Essential information:

**What is a goal?** A goal is something a person wants to accomplish or achieve over time. It is a broad statement and focuses on the desired results, not the process/methods to arrive at the desired outcome. For example: 'Amaka wants to study Mathematics at the University'.

### QUICK TIP

*When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by having too many goals and helps to direct your attention to the most important ones.*

### Why is it important to set goals?

- **Goals give you direction:** When you have a goal and you set your mind to achieve it at a particular time, you are better able to work towards achieving that goal because you are focused.
- **Goals and objectives help with effective planning:** When you have a goal with specific set of objectives and timelines, you are better able to organize your life to attain the fullness of your potential professionally and personally.

### How do you set goals?

**Believe in your dreams:** Visualize what you want. Believe that your dreams are valid and that you deserve for them to come true.

**Break goals down into SMART objectives:** Make a step-by-step plan to finally reach your goal.

**Do what it takes to win:** To win, you have to be doing what no one else is doing. Much of the time, this requires hard work, sacrifice, focus, and creativity.

**Remain adaptable to change:** Be alert for new opportunities as you progress along your chosen path, even if they may initially appear in the form of obstacles.

### What are “SMART” objectives?

Objectives are steps (actions/methods) that are taken to achieve an overall goal. It involves breaking down a goal into smaller tasks. Setting objectives makes it more likely for goals to be met. Objectives **MUST** be “SMART” for them to achieve desired goals.

Objectives are “SMART” if they are specific, measurable, achievable, (sometimes agreed), realistic (or relevant) and time-bound, (or timely). Specific – outline in a clear statement precisely what is required. SMART objectives are effective.

Example: Amaka’s goal: Study Mathematics at university.

- Amaka’s SMART objectives could include:
- I will study for at least 2 hours every day after school.
- I will enroll for Joint Admission and Matriculation Board (JAMB) in 2023, selecting my preferred course of study and schools.
- I will work towards a score of 250 (representative of the cut-off for JAMB) at the first sitting of my JAMB examination.

## Session Exercise

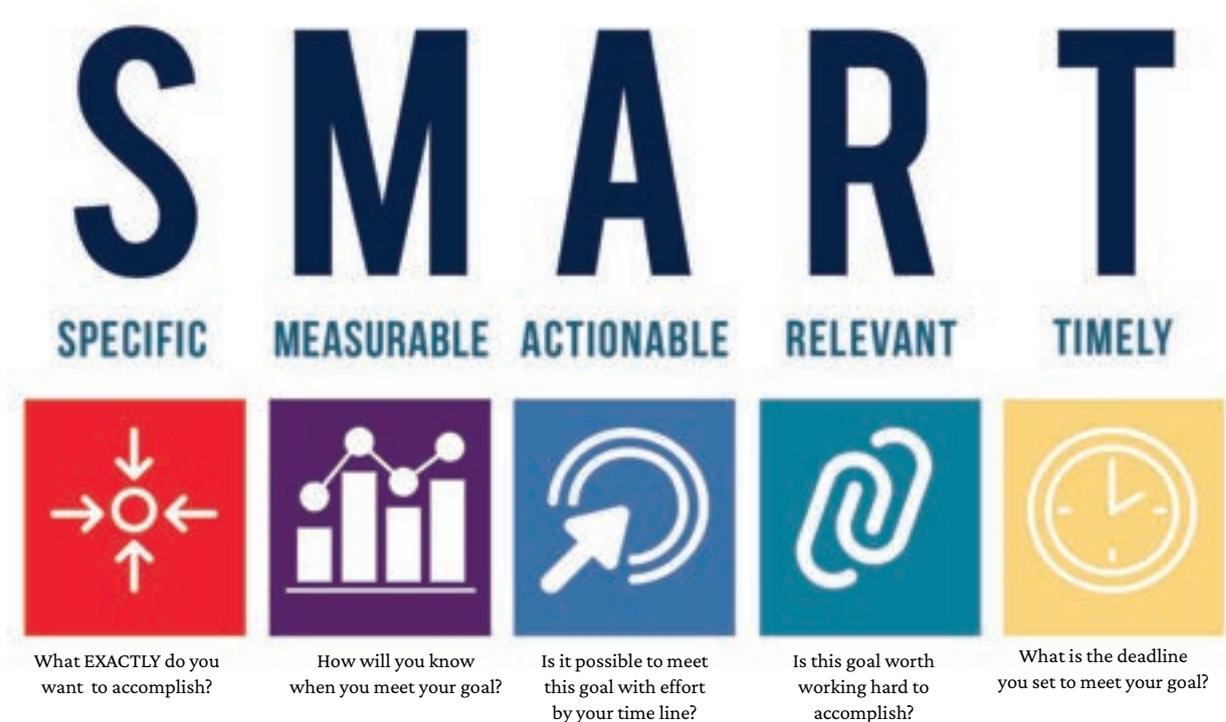
Ask each student to write down one goal each and develop a set of SMART objectives to achieve the goal. Ask volunteers to present what they have written down and discuss with the group if the objectives are SMART. In pairs, have students discuss what it takes to achieve these goals, what challenges they may encounter, and how they might adapt

### Assessment questions:

- Assessment questions:
- Why is it important to have goals?
- What is the difference between a goal and an objective?
- What does the acronym SMART stand for?

## Summary/key messages:

- A goal is a broad result which motivates a person to direct his/ her effort.
- To have clear goals, one must be aware of one's own dreams, and to be willing to do hard things.
- Break down big goals into objectives. Objectives must be SMART.
- By making progress on one's SMART objectives, you are likely to achieve your goals.

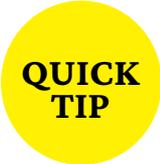


**A GOAL WITHOUT A PLAN IS JUST A WISH.** Antoine De Saint Exupery

**Note:** Try not to schedule all the hours of your day. Leave one quarter of your day for creative activities such as planning, dreaming, thinking, and reading.

**Act with eagerness; do not procrastinate:** There are several reasons why humans delay important tasks. The task may seem overwhelming, uninteresting or unpleasant. If this is the case, try to simplify the task by breaking it down into smaller, achievable segments. For example, you can collect necessary materials, read an introductory paragraph or organize your thoughts.

**Manage thieves of time:** There are many possible distractions such as involvement in unnecessary group activities, social media, internet surfing and instant messaging. These distractions splinter your attention and take away time from other important tasks, or even personal projects that can be much more fulfilling. Say “no” to activities that may be interesting and enjoyable but are not important.



**QUICK  
TIP**

*You can decrease or eliminate time spent in these activities by setting a specific time and duration during the day to engage in social activities and check updates on social media.*

**Stay healthy:** Taking care of yourself is an important investment of time. Always schedule time to relax, do nothing, and to get enough sleep, because this can help you rejuvenate both physically and mentally, enabling you to accomplish tasks more quickly and easily. Poor time management can result in fatigue, moodiness, and frequent illness. To reduce stress, limit the number of tasks you set out to complete each day; completing 3 key tasks, for example, feels good and is achievable. Take the time to recognize that you have accomplished a major task or challenge before moving on to the next activity.

**Session activities:**

- **Assignment:** Have students keep track of their time for 24-hours or 72 hours (3 days). Then have them total the hours they spent on various activities. Ask them to reflect on the following questions: What do you like about the way you spent your time? Are there things you would like to do more of? Or less of? What are some things they can do to make more time for the things that matter to them?
- **Assignment:** Ask students to write out their schedule for the next day, prioritizing what is important and urgent to them. Have them identify potential pitfalls and discuss how they will manage their time should these pitfalls arise.
- Discuss in small groups and in class specific examples of techniques students have used to make time for studying, practicing a skill, getting enough rest, and other priorities.

**Assessment questions:**

- Why is time management important?
- What are some strategies for how to manage one's time?
- How can someone beat procrastination?

## Time management

**Learning objective:** In this session, students will know why it is important to manage time and strategies for effective time management.

**Why students need this information:** Effective time management allows students to live and achieve the life they want to have. Efficient use of time also reduces stress, as students accomplish the things that matter most to them.

## Essential information

### What is time management?

Time management is the process of actively planning how to divide your time between specific activities. You may often wish for more time, but you only get 24 hours, 1,440 minutes or 86,400 seconds each day. How you use that time depends on skills learned through self-analysis, planning, evaluation, and self-control. Time is valuable and limited so it must be protected, used wisely, and budgeted. Good time management techniques help us to:

- Be more productive
- Have more energy for things we need to accomplish
- Feel less stressed
- Get more things done
- Relate more positively to others
- Feel better about ourselves

### What are some strategies for managing one's time?

**Reflect: Look back on the past day and the past week:** How did you spend your time? What do you like about the way you spent your time? Are there things you would like to do more of? Or less of? What are they?

**Set priorities:** A very easy and effective way to prioritize is to make a “to-do” list. This can be a daily, weekly, or monthly list depending on your preference. Do not let making the list take longer than 20-30 minutes; the most important and urgent tasks usually come to mind easily. Then place a star next to 1-2 tasks that can help you achieve your most important goals, and place a dot next to 2-3 tasks that are urgent/due soon. These tasks with the star and dots represent your priorities.

**Schedule your time appropriately:** Scheduling is not just recording what you have to do (e.g., homework and assignments), it is also making a commitment to the things you want to do. Good scheduling requires that you know yourself. You should have determined those times during the day when you are most productive and alert. Plan your most challenging tasks for when you have the most energy. Block out time for your high priority activities first and protect that time from interruptions.

## Summary/key messages:

- Successful time management today can result in greater personal happiness, greater accomplishments at home and at work, increased productivity, and a more satisfying future. Every hour you are able to put towards nurturing your future is a gift to yourself.
- The strategies above should be done on an ongoing basis. Reflect, set your priorities plan your day/week/month, act with eagerness, avoid distractions, get enough rest and repeat the next day. Time management does not start and end with a to-do list; it is a constant process.
- Be kind to yourself. Time management is a skill, and it grows with practice. Just strive to manage your time a little better everyday.

## Building self esteem

**Learning objective:** In this session, students will learn what self esteem is, the different types of self esteem and how they affect their lives as well as the tips for building self esteem.

**Why students need this information:** Students' self esteem is directly related to their mental health, and consequently school performance. By ensuring that student self esteem is healthy, the environment for learning becomes one where education and learning thrives. Having a healthy level of self-esteem also protects students from negative choices and behaviors

### Essential information:

**What is self-esteem?** Self-esteem refers to how you feel about yourself as a person and how much you value yourself. It is an individual's subjective evaluation of their own worth. Self-esteem encompasses beliefs about oneself (for example, "I am unloved", "I am worthy") as well as emotional states, such as triumph, despair, pride, and shame. In this lesson, students learn strategies to protect, raise, and reinforce their self-esteem.

**Why is self esteem important?** Self esteem influences a person's life choices and behavior. The more a person values themselves, the more likely they are to make decisions that protect them. People with low self-esteem often make decisions that are unhealthy or dangerous because they do not put much worth on their own lives. Self esteem is also very important for mental health.

**What are the three (3) types of self-esteem?** They are low, high, and inflated self-esteem.

**Low self-esteem:** People who have low self-esteem, think of themselves as below average. They do not believe in themselves; they do not trust their abilities and they do not place value on themselves. Some of the effects of low self-esteem are poor relationships, addiction, depression, and anxiety. These effects can substantially decrease one's quality of life and school performance.

**High self-esteem:** People who have high self-esteem tend to love and accept themselves. They believe in themselves and their abilities. They have the confidence that whatever challenges might come, they will be able to surpass it. Some of the benefits of high self-esteem includes being able to be yourself without the fear of being judged, readiness to accept new challenges, not always searching for approval from other people, readiness to learn new things (because they accept that they) do not know everything and also take corrective criticism. People who have high self-esteem have enhanced ability to take initiative and they are more pleasant to be around.

**Inflated self-esteem:** People with inflated self-esteem tend to think of themselves as better than other people. Because they are unable to accept criticism, they always blame others. This is a negative type of self-esteem because it prevents people who have it from forming meaningful and healthy relationships. They always want to be ahead, and most times see others as competition.

## How can you build your self-esteem?

- 1. Be nice to yourself.** Make an effort to be kind to yourself and, if you do slip up, try to challenge any negative thoughts. Remember that everyone makes mistakes in order to learn and grow. A good rule of thumb is to speak to yourself in the same way that you would speak to your mates.
- 2. You do you.** Comparing yourself to other people is a sure-fire way to start feeling bad about yourself. Try to focus on your own goals and achievements, rather than measuring them against someone else's. Nobody needs that kind of pressure!
- 3. Get moving.** Exercise is a great way to increase motivation, practice setting goals and build confidence. Breaking a sweat also cues the body to release endorphins, the feel-good hormones.
- 4. Remember, nobody is perfect.** Always strive to be the best version of yourself, but it is also important to accept that perfection is an unrealistic goal.
- 5. Focus on what you can change.** It is easy to get hung up on all the things that are out of your control, but it won't achieve much. Instead, try to focus your energy on identifying the things that are within your control and seeing what you can do about them.
- 6. Do what makes you happy.** If you spend time doing the things you enjoy, you're more likely to think positively. Try to schedule in a little you-time every day. Whether that's time spent reading or cooking or whatever else makes you happy. If it makes you happy, make time for it.
- 7. Celebrate the small stuff.** Celebrating small victories is a great way to build confidence and start feeling better about yourself.
- 8. Be a pal.** Being helpful and considerate to other people will certainly boost their mood, but it will also make you feel pretty good about yourself.

**9. Surround yourself with a supportive squad.** Find people who make you feel good about yourself and avoid those who tend to trigger your negative thinking.

**What is the relationship between goals and self-esteem?** Reaching a goal helps your self-esteem because you have succeeded in doing something that you wanted to do. You have a sense of accomplishment and pride. Break your goals down into achievable segments and celebrate each win.

### Session exercises:

Ask students to think about their special traits and talents. Have them write down at least five things they do well. These can be traits (kind, helpful, compassionate, organized, etc.) or talents (play an instrument, artistic, playing football, dancing, singing etc.). After students have finished writing, call on different students to share some of their talents. Briefly discuss some of the traits and talents in the classroom. Emphasize the importance of having many different traits and talents in one community.

- Ask students to make a list of reasons why a teenager might have low self-esteem and what things could be done to enhance self-esteem.
- Ask students to write down a goal of theirs and a few things they have done in the past month that help them accomplish that goal. Invite them to reflect on how these accomplishments have made them feel and what they can do to continue to make progress

### Assessment questions:

- What is self esteem and why is it important?
- What are the different types of self esteem? Explain them.
- How can you build self esteem?

### Summary/key messages:

- Self-esteem is important because it heavily influences the choices and decisions you make in life. It serves a motivational function by making it more or less likely that you will take care of yourself and explore your full potential.
- If you have a high self-esteem, you will be motivated to take care of yourself and to persistently strive towards the fulfillment of your personal goals and aspirations.
- People with low self-esteem don't tend to regard themselves as worthy of happy outcomes or capable of achieving their goals. For these reasons, they tend to let important things slide and they are less persistent and resilient when they encounter adversity.
- If you believe in yourself, you can achieve almost anything.

## Peer pressure

**Learning objective:** In this session, students will understand what peer pressure is and what causes it, the different things that constitute peer pressure and how to handle peer pressure.

**Why students need this information:** Peers play a large role in the social and emotional development of children and adolescents and on their behavior. Students may change their identity, appearance, values and behaviors to obtain the esteem of their peers. Many young teens have yet to develop the ability to control impulses and make wise long-term decisions. Because of this, they are more susceptible to influence from older or more popular friends. It is important for students to be aware of peer pressure so they can surround themselves with positive influences and avoid negative ones.

### Essential information:

**What is peer pressure?** Peer pressure is the direct influence on individuals by peers, or people who are similar to them in age, experience and interests. It can be intentional and unintentional. Students may want to change their attitudes, values, or behaviors to conform to others'. Peers can be a source of friendship, acceptance, positive and negative role models, feedback, advice, companionship, and new ideas and experiences. Peers can influence a person to do something that is relatively harmless — or something that has more serious consequences.

**Who is most likely to be influenced by peers?** Research shows the most impressionable age for peer influence seems to be the secondary school years (Junior and secondary), particularly the senior secondary school years just before students get into the university. middle school years. This is when a child is forming new friendships and choosing an identity among those friends. It is also the most common age for kids to start experimenting with alcohol, drugs, sexual activity, and other risky behaviors.

**What causes peer pressure?** Some kids give in to peer pressure because they want to be liked, to fit in, or because they worry that other kids might make fun of them if they don't go along with the group. Others go along because they are curious to try something new that others are doing. The pressure to conform (to do what others are doing) can be powerful and hard to resist.

### What are the different types of peer pressure?

**Negative peer pressure.** Asking a young teenager to engage in behavior that is against their values is a type of negative peer pressure. It's not uncommon for teens with strong morals to find themselves engaging in behavior that goes against their beliefs, simply because they want acceptance. Young people often lack the skills to come up with an excuse or reason to say no to negative peer pressure.

**Positive peer pressure.** Peer pressure can be a very good force for teenagers and their friends. For instance, peers can influence a teen to study, to join extra-curricular activities, or to avoid judging

others on the basis of gossip. Positive peer pressure often comes in the form of encouragement and support; it can inspire determination, focus, and hard work. It is important for teens to surround themselves with peers who provide positive peer pressure.

**Spoken peer pressure.** Spoken peer pressure is when a teenager asks, suggests, persuades, or otherwise directs another to engage in a specific behavior. If this is done in a one-on-one situation, the recipient of the influence has a stronger chance of adhering to his or her core values and beliefs. If, however, the spoken directive takes place within a group, the pressure to go along with the group is immense. Spoken peer pressure can look like verbal rejection, putting someone down, taunts or attempting to reason with someone.

**Unspoken peer pressure.** Unspoken peer pressure can be more powerful than spoken peer pressure. It can involve something as subtle as an eye roll, looking at someone with disapproval, being frozen out or excluded, or any nonverbal action that can make you feel like you need to fit in. It can be as simple as one's peers serving as examples and being left to choose on whether you want to follow along. While unspoken peer pressure may not involve direct confrontation, it can plant feelings of guilt that may eventually lead the teen to give in to avoid disappointing others.

#### **How can teens handle negative peer pressure?**

- **Pay attention to how you feel.** If something doesn't feel right about a situation, it probably isn't. Even if your friends seem ok with what is going on, the situation may not be right for you.
- **Plan ahead.** Think about how you will respond in different situations. Plan what you can say or what you can do.
- **Talk to the person who is pressuring,** let him or her know how it makes you feel and tell the person to stop.
- **Give an excuse.** It should be ok to say "no" without needing to apologize or give an explanation. But it may be easier to say no if you have a ready reason. Perhaps saying you have a medical reason such as asthma or allergies that makes it dangerous for you to take anything. Or even stating that your parents need you to come home, if you feel it would be best to leave the situation all together.
- **Have friends with similar values and beliefs.** It is easier to say "no" if someone else is also saying it. Saying "no" together makes it easier for the both of you.
- **Get support** from a trusted adult such as a parent, teacher, or school counselor. A trusted adult can listen and help you with strategies that might work in your situation.

## Session exercise

1. Divide the class into two groups. One group will discuss and write a list of specific examples of spoken positive peer pressure and unspoken positive peer pressure . The second group will provide examples of spoken negative peer pressure and unspoken negative peer pressure. Each group will appoint a representative to present their group assignment and/or use brief skits to demonstrate.
2. Ask students to give examples of how negative and positive peer pressure affects their development. Then ask them to give examples of how to handle negative peer pressure.
3. Ask students to reflect on and share examples of positive peer pressure that they have experienced in their lives. Then ask them to think about specific individual or group and to come up with some examples of how they can serve as a positive influence on them.

### Assessment questions:

- What is peer pressure? What are the types of peer pressure?
- Why do teens give in to peer pressure?
- How do you handle negative pressure?
- How can you be a change agent and promote positive peer pressure?

### Summary/key messages:

- Peer pressure comes in when we are influenced by the lifestyles and the ways of thinking of our peers. Everyone has experienced peer pressure in some way.
- Peer pressure can be spoken or unspoken, intentional and unintentional, positive or negative.
- Peers can set plenty of good examples for each other. Having peers who are committed to doing well in school or other areas of their lives can influence you to be more goal-oriented, too. By trying to put your best foot forward, you are inspiring others to do the same, even if you don't ask them to.

## Gender and sex

**Learning objective:** In this session, students will be able to distinguish between sex and gender, and apply each term appropriately. Students will be able to critique societal misrepresentations surrounding sex, gender, and gender identity.

**Why students need this information:** Gender can affect teens' perceptions of themselves and their expectations for themselves and their relationships. Gender influences goal setting, interpersonal power dynamics, and ultimately, access to healthcare, employment trajectories, and health outcomes.

### Essential information:

**What is gender?** The state of being a man or a woman, referring to social and cultural differences between males and females rather than biological ones.

**What is sex?** The classification of people as male or female. At birth, infants are assigned this based on a combination of bodily characteristics including chromosomes, hormones, internal reproductive organs, and genitalia. This is biological classification.

#### What are the differences between gender and sex?

Gender	Sex
Social and Cultural	Biological
Social Characteristics. e.g., blue for male and pink for female	Physiological and biological characteristics, eg. male reproductive organs and female reproductive organs
Multiple manifestations	Usually two categories (male and female)

**What is gender identity?** Gender and sex are related to but different from gender identity. Gender identity refers to a person's deeply felt, internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth.

**Why are we discussing gender?** Gender plays a key role in all we do. Gender affects:

- Our expectations about friendships, as well as romantic or sexual situations
- Our appearance and the qualities or abilities we present to others
- The goals we set for ourselves, such as those related to family life, careers and education; the hobbies/interests we pursue
- Health behaviors, access to healthcare, and health outcomes
- Access to educational and employment opportunities

**What are gender norms?** Gender norms are informal rules and shared social expectations of how people should act based on gender (gender norms are sometimes called stereotypes). For example, a common gender norm is that women and girls should do the majority of domestic work. These roles can be performed by either boys, girls, men and women. In a society that strives for gender equality and equity, this should be their collective goal. Gender norms usually come from one's culture and religion. They can be positive or negative implications.

**How does gender affect health?** Gender affects health in many ways. For example:

- In many places, women are expected to be health-conscious and to take care of sick family members. However many do not have the power to decide on whether to go to a health facility for herself or her sick child. The decision-making power and/or the money rest with her husband, or other senior family members.
- Girls and women may face more barriers in accessing information, including information about health. This can be due to less mobility compared to boys/men, less access to technology, or lower literacy rates.
- Gender norms that create unequal power in relationships may result in a woman experiencing violence, unplanned pregnancies, or sexually transmitted diseases. On the other hand, couples who communicate and work together to resolve issues can prevent these outcomes.
- Men may hesitate to go to a health facility when they are sick because they are concerned about appearing weak. They may also put it off because they would rather work or save money to provide for their families.
- Beliefs about masculinity (such as acting tough to get respect) may encourage boys and men to smoke, take sexual and other health risks and misuse alcohol. However inspirational male leaders have also motivated other men to take risks and launch movements to improve social conditions for others.

**What is gender equity?** The process of being fair to women and men, boys and girls. Equity leads to equality, when everyone is able to access the same opportunities. This process doesn't mean that men and women become the same. Rather it means that access to opportunities is no longer affected by one's sex.

**How can boys and girls work together to achieve gender equity?**

- Avoid blaming each other. This is counterproductive and only raises conflict rather than cooperation. Both men and women can perpetuate harmful gender norms.
- Recognize that both men and women are negatively affected by gender norms, and these in turn harm their families and communities in the long run.
- Be aware of your own beliefs. Even young children and teens have beliefs about gender.
- Be a good friend to yourself. Believe in your dreams and in your rights. Seek help when you

feel that gender norms may be negatively affecting your education, your self-esteem, your health, your relationships, or other aspects of your life.

- Be a good friend to others. Support them with your words and example. Speak up when you see that gender norms may be negatively affecting their development and well-being.
- Recognize that rivers are constantly changing their course. Culture is dynamic and ever-changing. You can make a difference in your friendships, relationships, family and community even if you feel discouraged by the broader picture.

## Session activities:

1. Identify gender norms - Divide the class into two groups. On the board or on flip chart paper, draw a very big circle for each group. Ask the first group (A) to write the things that males are expected to do inside the circle, and outside the circle, the things males are not expected to do. Ask the second group (B) to write the things that females are expected to do inside the circle, and outside the circle, the things females are not expected to do. Ask each group to present. After the presentation, ask each group:
  - a. Why they think only males or only females are expected to do the things in the circle
  - b. Why they think males or females are not expected to do the things outside the circle
  - c. Identify the things that both males and females can do inside and outside the circle.
2. Discuss the positive aspects of masculinity and femininity - Divide the class into two groups. Ask one group to make a list of positive things associated with being a male; ask the other group to list positive things associated with being female. Then discuss whether they think only males or only females can exhibit each trait
3. Review “how does gender affect health?” Divide the class in small groups and assign each issue to a group. Ask each group to brainstorm things that an affected individual, a friend or their family can do to address the issue.

## Assessment questions:

- What is the difference between gender and sex?
- How does gender affect men and women's health?

## Summary/key messages:

- Gender interacts with but is different from sex, which refers to biological characteristics. As a social construct, gender varies from society to society and can change over time.
- Gender norms can lead to men and women not taking care of themselves, not recognizing that others need help, and in some cases actually hurting other people.
- There are many positive qualities that have historically been defined as masculine (leadership, strength, courage) or feminine (nurturing, compassion, caring). In reality, each person possesses a unique combination of traits. By getting rid of the rules about who can have what qualities, people of all genders can be respected for who they are and do what they are best at.
- Some men feel uncomfortable when gender is discussed because they think they are being blamed. In fact, both men and women can perpetuate inequitable gender norms.
- Both men and women need to work together to support each other in making sure everyone is able to grow and contribute fully to society.

## Personal hygiene

**Learning objective:** Students will learn about dental hygiene, sickness hygiene and handwashing.

**Why students need this information:** These practices will help students and the people around them prevent many common illnesses.

### Essential information:

**What is personal hygiene?** Personal hygiene is how you care for your body. This practice includes bathing, washing your hands, brushing your teeth, and more. Every day, we come into contact with millions of outside germs and viruses. They can linger on our body, and in some cases, they may make us ill. Apart from this, a deadly virus (COVID 19) is now in town which makes the case for personal hygiene something we need to take seriously. Personal hygiene practices can help us and the people around us prevent illnesses. It can also help us feel good about our appearances.

**What are the different types of personal hygiene?** Each person's idea of personal hygiene differs. However, these areas are a useful place to start for building good hygiene habits:

- **Dental hygiene.** Good dental hygiene is about more than just pearly white teeth. Caring for your teeth and gums prevents bad breath, cavities and gum disease. Cavities, also called tooth decay, look like holes in one's teeth. They can be large or small, and they are very common in young people. Gum disease is an infection of the gums. Without treatment, this infection can destroy the bone that supports the teeth leading to loss of teeth. Both cavities and gum disease are caused by bacteria. Brush at least twice a day for 2 minutes, ideally after meals and before bed. In the evening, floss to dislodge any food between your teeth before brushing your teeth. These two steps can ensure you have beautiful and strong teeth all your life.
- **Sickness hygiene.** When you do not feel well, take steps to avoid spreading germs to others. Cover your mouth and nose when you sneeze or cough. Sneeze or cough into a piece of tissue (or into your bent elbow when you don't have a tissue). Stay home when sick and stay away from others as much as possible, and wear a mask if other people are present. Other good practices include washing your hands with soap and water right after touching your nose and mouth, immediately throwing away any used tissues, wiping down shared surfaces with an antibacterial wipe, and not sharing any utensils or electronics. Rest and drink plenty of clean water to help you recover faster. If you have fever or suspect that you may have malaria, seek care from a health center immediately.
- **Hand hygiene.** Germs hide on everything that our hands touch. Germs on your hands can easily enter your body through your mouth, nose, eyes, or ears. These germs can also spread easily to

others when you touch them or use the same objects. Since we can never be sure what germs are on our hands, washing them regularly and thoroughly with soap and water is a very important and simple way to avoid disease.

Wash your hands:

- When you handle or prepare food for yourself or someone else
- Before you eat
- After you handle garbage
- After you sneeze
- Anytime you engage in contact sports
- Any time you touch an animal
- Anytime you use public transport
- Anytime you use the toilet
- Anytime you visit public places (Church, Mosque, Amusement Parks, Banks, Shopping Malls and Halls)

Scrub your hands with soap for 20 to 30 seconds, and be sure to clean between your fingers, on the back of your hands, and under your nails. Rinse and dry with a clean towel or . If you don't have running water or soap, an alcohol-based hand sanitizer will also work. Use one that is at least 60% alcohol.

**How can students make these practices into a daily habit?** It takes time to learn a new habit. Start with one habit. Make it a priority to practice it for a week or two. When you feel confident that you are doing it regularly, add a new one. Over time, you will establish the habits you wish to have.

## Session activities:

1. Demonstrate good handwashing practice. As a class, discuss how to improve handwashing practice within the school.
2. Ask students to write down a list of things they do every day and to identify times when they should wash their hands, brush their teeth, and floss. Using this list, ask students keep a handwashing, toothbrushing and flossing diary/habit tracker for three to five days. Then ask them to identify one habit to prioritize for the next week.
3. Invite students to design and perform a skit about sickness hygiene.

### Assessment questions:

- What is dental hygiene and why is it important?
- List 9 times someone should wash their hands.
- What should you do when you are sick to protect other people from your illness?

## Summary/key messages:

- Germs are everywhere and you cannot see them. You and other people can become very ill due to the germs being passed around on people's hands. Washing hands is the number one way to protect against most types of illnesses.
- Motivations for personal hygiene practice include reduction of personal illness, optimal health and sense of wellbeing, social acceptance and prevention of spread of illness to others.
- Building good personal hygiene habits takes practice. Each action is doable and takes only a couple of minutes. Caring for ourselves in these manners is good for our physical health as well as our mental health. If we find it difficult to adapt to these practices, let us discuss with our teacher or health master for further help.

# Sample Activities

# 04

Each topic in this toolkit have been accompanied by sample activities that can be used in classroom or school health club sessions. Below are additional activity ideas for these and other setting. They use malaria examples but they can be adapted to and integrated with life skills examples. Teachers are welcome to modify activities to suit their students and learning objectives.

## Activities for school assembly sessions

Secondary schools in Nigeria hold various sessions when all students come together. These include the following:

- Morning school opening assembly.
- Evening school closing assembly.
- An assembly session for special announcements.

Teachers can take advantage of these assembly sessions to promote net-use for malaria prevention, prompt care-seeking for fevers, malaria diagnosis and appropriate treatment.

Things to do during assembly:

### 1. Show of hands

- During assembly periods, you can ask one or more questions such as;
- How many students slept inside a net last night?
- How many students rolled up their nets this morning when they woke up?
- How many students took a test to confirm malaria when they recently had a fever?
- How many students used ACT medicine to treat confirmed malaria?
- How many students completed their full dose of malaria medicine even when they started feeling well?
- How many students went immediately to the hospital when they had a fever?

**QUICK TIP**

*Re-emphasize the benefits of preventing malaria, seeking prompt care for fever, testing for malaria when fever is suspected to be malaria and using the correct malaria medicine (ACT) when malaria is confirmed.*

**2. Invite a guest**

This person can be a healthcare provider, BA-N LGA supervisor, LGA Health Educator or the LGA Malaria Focal Person. Invite him/her to share the latest information on malaria with examples from the local area. Prepare relevant questions to pose to the guest and encourage students to ask questions as well.

**3. Recite the malaria pledge, perform a skit, dance or song**

Teachers can make it a routine during assembly for students to recite the malaria pledge. Teachers can call on individual students to recite the pledge or ask the entire assembly of students to recite the pledge.

Teachers can also encourage students to create a skit, dance, or song and present to the school during assembly sessions. Students enjoy seeing their peers in a less serious role, making the activity and messages interesting and memorable.

Skit, song, and dance contests are usually very popular and simple to organize. Teachers merely need to list the messages that the skit, dance, or song should contain. These could be drawn from the key messages in previous sections of this guide. Students can create skits, dances and songs individually or in groups and perform them to the whole assembly.

## Activities for classroom and health club sessions

**1. Malaria dialogue**

With the aid of the teachers' guide, trained teachers will facilitate discussions following the different topics covered in the school SBC curriculum. Discussions will hold during school health club days, during classroom sessions for subjects like biology or Physical Health Education (PHE), or during breaks and free periods.

Discussions are expected to provide the right information about malaria, its causes, signs and symptoms, prompt care-seeking, diagnosis and treatment and other relevant topics. In addition to providing the right information, discussions will also correct myths and misconceptions about malaria.

School students will eventually be trained by trained teachers to serve as peer facilitators, these students will conduct discussion sessions among their peers.

**2. Pick a Pupil to share an experience.**

Teachers will invite students to share how his/her family is practicing malaria behaviours around prevention,

prompt care-seeking, testing and treatment. Ideally, the child's family uses nets every night, seek prompt care when they have fever, test for malaria, and use the appropriate medicine for treatment (ACT). Ask the child to describe what their families do and the benefits they now experience. The idea is to recognize families for healthy behaviours and provide students with real-life examples of success in this area.

### **3. Malaria Quiz**

Teachers will prepare a series of simple questions on malaria, net use, net care and repair, common misconceptions about malaria and mosquito nets, prompt care-seeking for fever, malaria testing and treatment etc. Have the questions written on pieces of paper and placed in a basket in front of the class. Students step out to pick a question, read it out and provide the answer. This can be done as a contest in which students who give correct responses win points for their groups or rows.

### **4. Debates**

Students will be asked to think deeply about what malaria could do to their community if not managed and develop their exposition skills. Sample debate topics can include the following:

- Seeking care immediately for fever is worth it every time?
- Sleeping inside an insecticide treated bed net is the best way to prevent malaria

### **5. Compositions/Essay Writing**

Teachers will encourage students to practice new grammar, vocabulary and writing techniques through essays about malaria. Some possible topics to consider are:

- Me and my bed net.
- How I can help my community become malaria free.
- Why I do not ever want to suffer from malaria.
- Malaria-free children will make our school a great one.
- Teachers will choose the best compositions and have the writers present them to the class.

## **Other activities**

### **World Malaria/World Mosquito Day Commemoration**

Annually World Malaria Day is celebrated on April 25 while World Mosquito Day is commemorated August 20th. Schools can mark these days with a combination of the activities listed above (debates, quiz, drama, composition/essay writing, dance, songs etc.)

## Formation of School Health Clubs

A School Health Club is a voluntary club formed and managed by pupils and teachers to promote good health practices and behavior change in the school and the surrounding communities. It typically comprises of students who volunteer to join the club. The club works in conjunction with the health prefect. The main aim of forming and strengthening School Health Clubs is to promote and maintain behavioral change among students and their peers. Children are more receptive to new ideas and practices and therefore provide a suitable opportunity to introduce knowledge and habits at a young age. Having adopted good practices from an early age, they are likely to continue so as adults, enabling reduction of diseases. In addition, children can be catalysts for positive change in their household and community.

### **Objectives:**

- To promote the well-being of the pupils and the teachers.
- To make the students key players in the transformation of their communities and transform the school as a place of promotion of health.
- To promote healthy behaviors among students that they will inculcate for life.
- To help develop students' character and life skills that will benefit them in school, in their homes and community.

### **Composition/ membership**

- A School Health Club is composed of students of different categories. It is important to have representation of the school management, teachers and pupils in the SHC; it should hence comprise of:
  - Pupils in lower and upper secondary
  - Pupils with physical challenges
  - Science Teacher, as the patron
  - Prefects
  - Class monitors
  - Teachers

A School Health Club works voluntarily for the benefit of the school; its selection is spearheaded by the head teacher and teachers in the school. Club members (Teachers and Pupils) should be selected upon the basis of the interest by the members and their potential for being champions (influential figures in the school).

## Action Planning

- 1) Share the Key Steps to Success from Part 1.
- 2) Give each student and teacher slips of paper. Give them 3 minutes to write down ideas for things they can do to promote malaria in school. All ideas are welcome, and no ideas are too small or too big or crazy.
- 3) Have each person share their ideas out loud.
- 4) Group similar ideas together. Then facilitate a discussion about the ideas people favor the most and why.
- 5) Take the favorite ideas and identify what can be done easily (quick wins) and what needs more preparation or resources.
- 6) Develop a plan for the first year.
  - a. Review the “Key Steps for Success” to make sure the plan is incorporating them.
  - b. Identify roles and responsibilities for various members.
- 7) Meet frequently and support and encourage each other throughout the process.
- 8) Celebrate each accomplishment, big or small.

# Annexes

## DRAMA SCRIPTS

### SCRIPT 1 EFFECTS OF MALARIA

Characters: Ade, Musa, Ada, Teacher Chike, Peter, boys and girls in class

Suggested Props: Teachers table and chair, board, pupils chairs and table, poster on basic facts about LLIN

Synopsis – background information for the actors in this drama

*Ade did not come to school today. It is break time and Bassey, Peter and Ada have come out to play. They begin to ask why Ade is absent. They find Musa who lives close to Ade to ask why he is absent. Musa informs them that Ade is sick and has been taken to the hospital and it has been confirmed that he has malaria. His parents could not go to work and have to be in the hospital to attend to him.*

*The children become worried about the number of their friends who have been suffering from malaria of late. They start a discussion to know more about malaria and how it can be prevented.*

**Peter:** But where is Ade? He said we would play together during break time today?

**Ada:** I don't know why he did not come to school today.

**Bassey:** Maybe the headache has become serious. Let us find out from Musa since they live in the same area. He must be able to tell us something.

*The four of them find Musa to ask whether he knows why Ade is not in school.*

**Peter:** Musa do you know why Ade did not come to school today? (Teasing) You did not go to call him today.

**Musa:** Oh! I went to his house before coming to school.

**Peter:** So why is he not here with you?

**Musa:** His sister told me that he is sick, and has been sent to the hospital. She said he was very weak and the doctor said he has malaria. His father and mother could not go to work. While his father is staying with him in the hospital, his mother had to stay at home and prepare food to be taken to him at the hospital.

Bassey, Peter and Ada (all together): What! Are you sure of what you are saying?

**Musa:** Yes, and her sister too could not go to the market to sell her vegetables. Everybody in the house is worried. Almost all the people in his house did not go to work early. They had to go and see him at the hospital. She says the sickness is serious.

**Bassey:** This is very serious. He is missing some classes, and it will affect him during exams.

**Peter:** It looks like everybody is getting malaria in our school, homes and community. I think we should do something about it.

**Ada:** What can we do? It is not our duty. It is the duty of the government and our parents. So let us leave it to them.

**Bassey:** I do not agree with you. Remember that we the children are also affected. Let us tell teacher about this. She can tell us something about malaria and how we can prevent ourselves from getting it.

**Peter:** Yes she can tell us more about malaria and how it has been affecting us children, our parents, the community and our country.

**Musa:** I am going to ask teacher to tell us what malaria is. Each one of you should also think about a question to ask on malaria and how it can be prevented. I am sure teacher Chike will be happy to answer all our questions.

**Ada:** But teacher also got malaria the other time. So how can she tell us how we can prevent malaria? If she knows about malaria and how to prevent it she would have prevented herself from getting malaria. (She looks around to see whether the teacher is around to hear). As for this my mouth, it will get me into trouble.

**Peter:** I know a lot about malaria ooh. What do you want to know? (students start acting out teacher and pupils).

**Bassey:** Sir, Ade did not come to school today. They say he has malaria and it is serious.

**Peter:** I have been thinking about him. I have planned to call his parents and ask about his condition, but I haven't had the time to do that. (To Musa) Did you see him this morning?

**Musa:** When I got to his house this morning, his mother told me that he is very sick so he has been sent to the hospital and the doctor said he has malaria.

**Peter:** Malaria is really worrying us in our communities. Well, let's us take some time to learn something about malaria. Are you ready for me, class?

**(The whole class):Yes Sir. (As students are acting, Teacher Chike sneaks in and stands in a corner watching the children acting).**

**Bassey:** Sir, I want to know how malaria affects children

**Peter:** Eeeehmm. Did you say you want to know how malaria affects children? ( He turns to the audience) “Ssshhieeee. I am hot. I have forgotten about what I learnt about malaria on the radio”. (He continues). That’s a good question. When a mosquito carrying the malaria germs bites you, it puts the germ into your body. Children like you should try and do all you can to prevent malaria because malaria makes you sick and weak. It can also cause your brain not to work well and therefore affect your academic performance.

**Ada:** Emmm, Peter are you sure of what you are saying?

**Peter:** You do not respect your elders abi? Stand up when you are talking to your teacher. Children, don’t mind Ada. Let us continue. As I was saying, when you get malaria, your parents spend their time and money on treatment and it affect the money they make. You children can also not come to school and learn

**Musa:** How are they affected?

**Peter:** Who can answer this question?

**Bassey:** When a child is sick, the parents spend a lot of time attending to the child at the hospital instead of going to work. This means that they lose some money because they do not work or sell. The family also spends a lot of money to travel to the hospital and back. This means that the money that could have been used for food, clothing, and books will be spent on transportation, medicines and hospital bills.

**Musa:** Teacher, teacher (Raising his hand up to contribute)

**Peter:** Yes Musa

**Musa:** If malaria makes someone weak, it means that person will not have enough strength to work and therefore cannot make enough money.

**Teacher Chike:** (Steps on stage and starts clapping for the children) Very good! Children, I am proud of you all. (Turning to Peter) Teacher Peter, can I also ask a question?

**Peter:** (Peter with head bend down and feeling shy) Oh sir, so you have been watching us all this while.

**Ada:** So sir (Referring to teacher Chike), what causes malaria? Where does it come from? How can we prevent it from attacking us?

**Teacher Chike:** Teacher Peter, continue. You are doing very well.

**Peter:** One gets malaria when a mosquito carrying the malaria germ bites the person. The type of mosquito that gives the malaria germ usually bites..... eeh, eeoh oooh (scratching her head)

**Teacher Chike:** Usually bites late in the night when people are sleeping.

**Bassey:** How can we prevent the mosquitoes from biting us since they bite late at night when we are sleeping?

**Peter:** (He scratches his head).

**Teacher Chike:** The answer is very simple. If you sleep inside a treated net every night throughout the year, you will be prevented from mosquito bites and you will not get malaria.

**Peter:** Madam, I learnt they have put some medicine in the net that kills the mosquito when it lands on it or makes the mosquito stay away from the net because it does not like the medicine?

**Bassey:** Teacher, does it mean you do not sleep inside a treated net that is why you had malaria the last time?

(Children giggle among themselves)

**Teacher Chike:** You are right. I must tell you the truth.

(Interacts with audience at this point)

I did not to sleep inside a treated net, but after being sick last month and finding out that it was malaria, I have started sleeping inside a treated net.

#### **POST PERFORMANCE DISCUSSION**

1. What will happen if you do not sleep inside a treated net?
2. What will happen to Ade now that he has malaria?
3. If Ade's parents cannot go to work what will happen to Ade, his brothers and sisters, his parents the community and the country?

## SCRIPT 2

### HOW AND WHEN MALARIA SPREAD

Props: Bowl with water and leaves, stool, basin, bucket, chair, doll, treated net.

Synopsis– background information for the actors in this drama

*Bisola spends all her time and money taking care of a sick child, moving from one herbal clinic to a native doctor. She lives in a face me, I face you compound and suspects that either a family member, someone living in the same compound with her or in her community is bewitching her son. She has tried various herbs but her son is not getting well. Her neighbor Amina who has been observing her using herbs to bath the baby finds out what the matter is. Bisola tells her what has been happening to the baby: vomiting, shivering, high temperature, loss of appetite. Amina explains to her that the symptoms are similar to that of malaria, and she has to send the child quickly to the hospital. She advises her to sleep inside a treated mosquito net with her baby to prevent malaria.*

**Bisola:** (In her corridor, bathing the child with colored water and leaves from the herbalist). I hope that this time this medicine will work, I hope that my enemies and the enemies of my family will leave us in peace.

**Amina:** Knock knock, anybody home?

**BISOLA:** Come in. (Amina enters) Ah ah...Amina, I haven't seen you for a long time. Where have you been?

**Amina:** I had to go to the village to take care of my sick mother for some time. Bisola, what are you using to bath your baby? And who are you quarreling with? (She points to the leaves in water)

**Bisola:** This child has been sick for some time now. I have been taking him from one native doctor to another, but he is not getting well. But as for this time, the devil has lost, they must leave me and my family alone.

**Amina:** What is wrong with him?

**Bisola:** I think someone wants to kill my son. One native doctor revealed this to me. I have used different medicines but he is still not getting well. I believe someone wants to kill him.

**Amina:** Who wants to kill him? Who have you offended?

**Bisola:** All of them! (Pointing around). Family, neighbors, rivals. I mean all of them

**Amina:** Bisola! Tell me. What and what has been happening to him?

**Bisola:** Hmmm, a number of problems. He has stomachache, the next time it is vomiting and the next his body is so hot, another time he cannot sleep and does not want to eat. Bisola, you know how I suffered before getting this one.

**Amina:** Have you taken him to the hospital?

**Bisola:** What hospital? I said the sickness is a spiritual one. Don't you understand? The witches and wizards are

after him, they cannot get me, so they are attacking my poor son. They have done this before and succeeded, this time, they will fail.

**Amina:** I am asking you this question because all the symptoms you are mentioning are signs of malaria, your child might be having malaria. You don't need a spiritual person to tell you this.

**Bisola:** Doctor Amina, what kind of malaria is this? I have been feeding him well, he has not been playing under the sun, he has not been drinking dirty water and I do not give him oily foods. So what kind of malaria is this? People are just jealous of me. I am beginning to suspect my rival who has only girls. (As she puts powder on the child, she kills a fat mosquito resting at the corner of the wall.) you see, you see...they have turned into mosquitoes to bite my son, drink his blood and put the evil spirit inside him.

**Amina:** Eating oily foods, playing in the sun or drinking dirty water will not give you or your child malaria. A person gets malaria when a mosquito that is carrying the malaria parasite bites him and this makes the body sick.

**Bisola:** You don't know what you are saying. Common malaria cannot do this to my son.

**Amina:** That is what you think. The malaria giving mosquitoes bite from evening, throughout when you are sleeping and until morning. So you may not even see it. Malaria kills children of your child's age more than any disease in our country. And the signs you are mentioning are similar to what happens to a person when he or she gets malaria.

**Bisola:** Ha!!!..... where did you get all this information from?

**Amina:** From my child's school when they shared the free mosquito treated net for them.

**Bisola:** So you are sure my child has malaria?

**Amina:** The signs you are mentioning from what I know is similar to that of malaria. But you can only be sure when you go to the hospital for the doctor or nurse to do a malaria test and they can tell you whether it is malaria or not. There are several other diseases that also present with similar symptoms like malaria, it is only a test that can confirm if it is malaria or not. If it is malaria, they will treat him immediately with the right malaria medicine called ACT.

**Bisola:** Hmmm. I have to get ready then and take him to the hospital. I cannot afford to let this one also die like the twins, I thought it was the witches and wizards that killed them when they had similar symptoms. So how can I prevent mosquitoes from biting my child or me when I am fast asleep?

**Amina:** The sure way is to sleep under a treated mosquito net every night throughout the year.

**Bisola:** Mosquito net? Me? No.

**Amina:** Why?

**Bisola:** You want me to look like a dead body lying in state. I don't like it. I am afraid. I also heard that the

medicine in the net is harmful to human beings if we touch it.

**Amina:** The insecticide treated mosquito net is the best way of preventing malaria. It is safe and very cost effective. The medicine in the net is not Harmful to humans, not even babies.

**Bisola:** Wow.... Doctor Amina! You know so much about malaria.

**Amina:** You better take your son to the hospital for treatment, and get yourself a treated net to sleep in.

**Bisola:** But Amina, if I sleep inside a mosquito net, won't I sweat in my sleep? You know our weather can get very hot especially at night.

**Amina:** The heat that will make you sweat will depend on whether air flows into your room or not. If you make sure your room is airy, inside the net will be cool. You can open your windows when you sleep inside the net.

**Bisola:** Amina, where can I get a treated net to buy so I can try it?

**Amina:** You can get it in many chemists and pharmacies.

**Bisola:** Thank so much for the information. But I do not know how to put up the net when I get one. How will I hang it and use it?

**Amina:** Oh it is easy to hang. (Picks a net and educate audience on how to hang and care for the treated net.)

#### **POST PERFORMANCE DISCUSSION**

*(Teacher leads discussion on care and maintenance. Encourages audience to ask questions using open-ended questions)*

*Sample questions*

1. What are some of the reasons why we do not want to sleep inside the treated net?
2. Why will you sleep inside a treated net?

## SCRIPT 3

# PROMPT CARE-SEEKING, DIAGNOSIS AND TREATMENT OF MALARIA

Props: Bowl with water and leaves, stool, basin, bucket, chair, doll, treated net.

Synopsis – background information for the actors in this drama

*Esther is a tailor who has been behind on meeting targets for dresses she sews for her customers, recently she has been bring her child to the shop where she sews and he's been very ill. She is unable to do anything because the child cries frequently, refuses to eat and this has prevented her from sewing her dresses. Her customers have been complaining and some have come to take away the fabric they brought to her to sew.*

*Her close friend Sarah who had given her some fabric to sew came visiting to collect her dress on the previously agreed date, she met Esther pleading with a customer who angrily came to withdraw her unsewn fabric after Ester had missed the deadline agreed. Sarah inquired what had been going on and Esther opened up that her child had been seriously ill, she had given him antibiotics and he had not gotten better. His illness was affecting her work, as she couldn't deliver.*

**Esther:** (pleading with an aggrieved customer who had come to take away her clothes after Esther failed to deliver as agreed) please my customer, give me more time, I promise to finish sewing your dress tomorrow, you know I don't usually promise and fail, my child's illness is the cause of this.

**Sarah:** Hmmmmmm...Esther, I hope I won't also have to take my fabrics away too, tell me you have finished sewing my own dresses, it is now 2 weeks past the due date. This is very unlike you, what is happening? And why is your son kola with you in the shop crying like this? Why is he not in school?

**Esther:** The last few days have been really tough for me, I have not been able to do anything, Kola has been sick for more than 5 days and it seems to be getting worse, even with the drugs I have been giving to him, I'm just confused, I don't know what else to do.

**Sarah:** (picking up Kola who has started to cry again) Ah ah....why is his body so hot and you have all this tight clothes on him? What has been happening to him?

**Esther:** His body has been hot now for over three days and I have been using water and a towel to mop his body, this is what I normally do whenever he gets sick like this and it works. I have been giving him antibiotics and pain medicine, but this time, he is not getting better. Instead, he has been vomiting, sweating, complains about headache, stomachache and he has been really weak with aches and pains.

**Sarah:** When did you become a doctor? I thought you were a tailor. Have you not thought to take him to the hospital? These symptoms look like Kola is down with malaria, you need to get him to the hospital so he can be tested.

**Esther:** Hospital? For ordinary malaria? Besides, I can't leave my work to go queue at the hospital or ordinary malaria. The antibiotics I am giving him will work, this sickness, is just stubborn this time around, he will get better. The medicine I am giving his is what I gave the last time, I kept the rest just in case.

**Sarah:** You say malaria is ordinary and you say this is an ordinary sickness, yet you are not able to achieve anything since it started. You need to take him to the hospital quickly because, if this malaria, it could become worse and can lead to death.

**Esther:** You mean ordinary malaria can kill a child? But how do we know that this is malaria?

**Sarah:** These are the signs and symptoms of malaria, but the only way to be sure whether or not Kola has malaria is to go the hospital for a malaria test. There is a test called Rapid Diagnostic Test (RDT) it takes only between 15-20 minutes for the result to be ready.

Esther: Wow...You mean I can get the result in such a quick time?

**Sarah:** Yes, the test is very effective and you can get your results very quickly. Let us go to the hospital with further delay.

**Esther:** Thank you Sarah, let us go immediately.

Esther and Sarah both take Kola to the hospital where they met a health worker

Hospital worker: You are welcome...your child's temperature is really high, for how long has he been having this fever?

**Esther:** This fever has been going on for 5 days now, but I have been treating him with antibiotics and mopping his body

**Hospital worker:** Wow, 5 days is a lot of time wasted. Children under five with a fever should be brought to the hospital immediately without delay. If the fever is caused by malaria, it can be very deadly especially in children under five. I will do a malaria test now to confirm whether it is malaria or not. The test will take only 15 minutes to be ready.

**Hospital worker:** (after doing the test and getting the result)...Madam, the test confirms that your child has malaria, I will give him an antimalaria medicine called ACT. You must ensure that you start the medicine as soon as you get home and he eats, make sure you complete the dose even if he starts feeling well. The medicine is only effective if you complete the dose.

**Esther:** Thank you doctor, I will make sure to give him every single tablet of the medicine.

## **POST PERFORMANCE DISCUSSION**

### Sample questions

1. What will happen if you have fever, and you delay seeking care?
2. What will happen if you start taking medicine for a disease without confirming?
3. What will happen if you do not complete your dose of any medication?

# Malaria Protection Pledge



1

I pledge to protect myself from mosquitoes so I will not have malaria.



2

My family and I will sleep inside an insecticide treated mosquito net every night, all year round.



3

When I have fever, I will quickly go for a test to be sure it is malaria before I take malaria medicine.



4

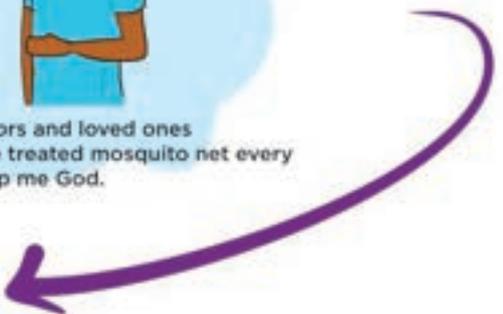
If malaria is confirmed, I will immediately start taking my malaria medicine and finish taking it even if I start feeling well after the first dose.



5

I will tell my friends, neighbors and loved ones to sleep inside an insecticide treated mosquito net every night, all year round... So help me God.

## How you care for your mosquito net.



Roll-Up



Washing



Airing to dry



Stitching

1. Roll up or tie the net up when not in use.
2. Wash the net only when it is dirty, and use only gentle/mild soap.
3. Air the net to dry under a shade after washing.

4. Keep the net away from fire, animals and sharp objects.
5. If the net is torn, sew it immediately so the hole does not get bigger.

### Debate Topics:

1. Malaria affects boys more than it affects girls
2. The consequences of malaria are more in school children compared to their parents
3. Seeking care immediately for fever is worth it every time?
4. Students are better change agents for malaria than their parents
5. Testing before treating malaria saves time and money.

## Quiz

NO	QUESTION	ANSWER
1	What causes malaria?	Mosquitoes cause malaria
2	Malaria parasite is found in male or female mosquitoes?	Female mosquitoes
3	What is the parasite genus that causes malaria? 1. Amoeba 2. Plasmodium 3. Trichomonas	Plasmodium
4	What is the name of the mosquito that spreads malaria?	Female Anopheles Mosquito
5	True or False? All mosquitoes cause malaria	False. The Female Anopheles Mosquito causes malaria
6	How is malaria spread?	It is spread through Mosquito bites
7	What time of the day do mosquitoes bite mostly?	From Evening until morning
8	What time of the year do mosquitoes bite?	Mosquitoes bite every day, all year round
9	What is the most common symptom of malaria?	Fever
10	True or False? Malaria is preventable and curable	True. Malaria is easy to prevent and treat when care is sought quickly
11	True or False? Malaria is not transmitted during the dry harmattan season	False, malaria is transmitted all year round.
12	True or false? You can know if you have malaria without doing a test.	False. You can only know you have malaria by doing a malaria test.
13	If you think you may have malaria, how soon should you seek care? 1. Within a week 2. Within 3 days 3. Immediately	When you suspect you have malaria, seek care within 24 hours.
14	True of False? There are two main ways of testing to confirm malaria?	There are two main ways to test for malaria

15	Mention the two ways of testing for malaria	<ol style="list-style-type: none"> <li>1. Microscopy</li> <li>2. Rapid Diagnostic Test (RDT)</li> </ol>
16	Which malaria test takes 15-20 mins to perform	RDT
17	How many types of malaria do we have? Mention them	<p>Two types:</p> <ol style="list-style-type: none"> <li>1. Uncomplicated malaria</li> <li>2. Severe malaria</li> </ol>
18	What is the name commonly given to the approved medicine for treatment of malaria	ACT
19	What does malaria treatment entail?	<ol style="list-style-type: none"> <li>1. Artemisinin-based Combination Therapy (ACT) for treatment of uncomplicated malaria.</li> <li>2. Injectable Artesunate or Artemether or Quinine for severe malaria only, and then complete with a full dose of ACT.</li> </ol>
20	What is the full meaning of the acronym ACT	Artemisinin-based Combination Therapy
21	True or False? Drugs like antibiotics and herbs other than ACT can effectively treat malaria	False. The BEST and most effective treatment for malaria as approved by WHO and Federal Ministry of Health (FMoH) in Nigeria are ACTs.
22	True or False? Inappropriate use of ACTs cannot lead to development of drug resistance	False. Inappropriate and irrational use of ACTs can result in development of resistance
23	The acronym for the recommended mosquito net is ITN. What is the full meaning of the acronym?	Insecticide Treated Net
24	True or False? An insecticide treated net can last between 3-5 years.	<b>True</b>

25	True or False? Not every fever is caused by malaria.	True. It is not every fever that is caused by malaria. Other bacterial and viral infections, and other disease also cause fever.
26	What is the full meaning of the acronym ANC	Antenatal Care
27	True or False? Pregnant women should not take antimalaria medicine to prevent malaria.	False. Pregnant women should take antimalaria medicine to prevent malaria during pregnancy.
28	The risk of malaria is the same for both pregnant and non-pregnant women? True or false?	False. The risk of malaria is more in pregnant women.
29	When taking malaria medicine and you start feeling well after the first dose, you can stop taking the medicine and keep it for next time. True or false?	False. The malaria will only go away when you finish your medicine. If you don't finish your medicine, the malaria can come back and can be severe.



