



INTER-AIDE

Health & Water Supply Project
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HEALTH EDUCATION IN SCHOOLS

For Standards 3 and 4

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Booklet 2

Health Education in schools – Inter Aide Malawi

<http://www.interaide.org/pratiques>

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Children who receive health education at school can do a lot for their own health and also for others. (to wash their hands, for example...). They should be encouraged to transmit some messages to their friends, brothers and sisters, families, communities... In addition to that, the good habits they have, they'll keep them for life and transmit them to their children.

Tips for teaching

Tools:

The teaching tools such as posters should always be used as specified in the pamphlets.

The poster is the heart of participatory method !

N.B. In the case where the poster for a session may get lost there is a copy of the poster at the end of each session to be recopied.

It is necessary to prepare each day's work to know which material or poster shall be used.

Questions and answers

Ask the class questions. (You have many examples of questions in the pamphlets). The pupils who want to answer, must be advised to raise up their hands. You must choose one amongst them to answer the question. However you may sometimes choose other people who didn't raise their hands. This is to encourage everyone to participate and avoid shy people from not participating.

NO COLLECTIVE ANSWER should be allowed

If the answer is correct, the teacher must repeat it with high voice and congratulate the pupil. If the answer is wrong or incomplete, you have to ask another pupil to help the first pupil. Then you have to give or complete the answer loudly.

When answers are many or important, you have to write them on the chalkboard. For example : ***“When are we supposed to wash our hands?”*** For this kind of question with many answers, choose many pupils so that each part is answered by a different pupil. E.g. if based on the above question,

- The first pupil can say : “After visiting the toilet”, write this answer on the board.

Then ask another pupils to give another answer.

You could have all the answers :

- After visiting the toilet
- After all dirty activities
- Before and after eating
- Before cooking
- Before and after washing a baby or taking care of him/her
- Before and after treating wounds

When you repeat these answers and write them on the chalkboard you assist the pupils **to build themselves**, the knowledge you want to give them.

Activities

In each lesson one concrete activity has been included.

Example: On the topic of hygiene of the body pupils will be asked to wash their hands using the materials provided.

On “Hygiene of the environment”, pupils shall be expected to describe the 3 posters provided and discuss on each one of them.

This activity will help you to make the pupils discover one of the main messages of the lesson their own.

E.g. Hygiene of the body: They will discover that our hands are always too dirty and it's unhealthy to eat without washing them.

Hygiene of the Environment: Thanks to the discussions on the posters, pupils will on their own discover why it is so important to have toilets (chimbudzi) and refuse pit at home.

During these activities, pupils themselves are involved.

E.g. Pupils wash their hands not the health worker, not the teacher.

E.g. Environmental hygiene: Pupils describe the posters and state what to do in order to improve cleanliness of the house. Here too, it's not the health worker or the teacher who does this.

At the end of the lesson you should give them a SUMMARY

This will help the pupils to keep the main messages.

For the pupils who are able to read and write (senior and junior classes), you can write on the chalkboard 2 or 3 sentences, which are clear, short and factual. This will help them to read on their own. The summary must be in their mother tongue and they have to write in their exercise books.

At the end of each pamphlet, you'll find an example of summary.

For young pupils of Std. 1 & 2, give them a song or poem (it's included in the pamphlets). You can also give it to the teacher who could continue assisting them to know their song or poem. If time allows, the song or poem could be also recited in the senior classes.

Topics, main objectives and teaching aims

Standard 3 and 4

1-Water is life

- Importance and sources of water.
- How water can become contaminated.
- Waterborne diseases and ways of making water safe.
- To be taught with the poster provided.

2-Worms :

- How worms are spread.
- Signs and symptoms of worms infestation.
- How to prevent worms.
- To be taught with the poster provided.

3-Diarrhoea :

- Signs and symptoms of diarrhoea.
- First aid for diarrhoea patient.
- How diarrhoea is spread.
- How it can be prevented.
- To be taught with the poster provided.

4-Hygiene of the environment :

- Importance of using pit latrines and rubbish pits properly.
- To be taught with the 3 posters provided.

5-AIDS and STDs :

- How AIDS is spread.
- How to prevent AIDS.
- Why is it important to treat STDs.
- To be taught with the poster provided.

6-Malaria :

- How malaria is spread and how it can be prevented.
- To be taught with the poster provided.

Session 1

WATER IS LIFE

WHAT DO WE MEAN WHEN WE SAY THAT WATER IS LIFE?

The body needs water to function properly. Dehydration means lack of water. When the body is dehydrated, the body becomes weak and may result in death.

Water is also used for in and around the home, for animals and agriculture.

OBJECTIVES

By the end of the session pupils should be able to:

- Know why water is important for life
- List water sources (protected and unprotected ones)
- Mention uses of water
- Say how water can become contaminated
- Explain the different ways of making water safe
- Mention waterborne diseases

SUGGESTED TEACHING/LEARNING MATERIALS

- Pamphlet
- Poster (madzi ndi moyo)

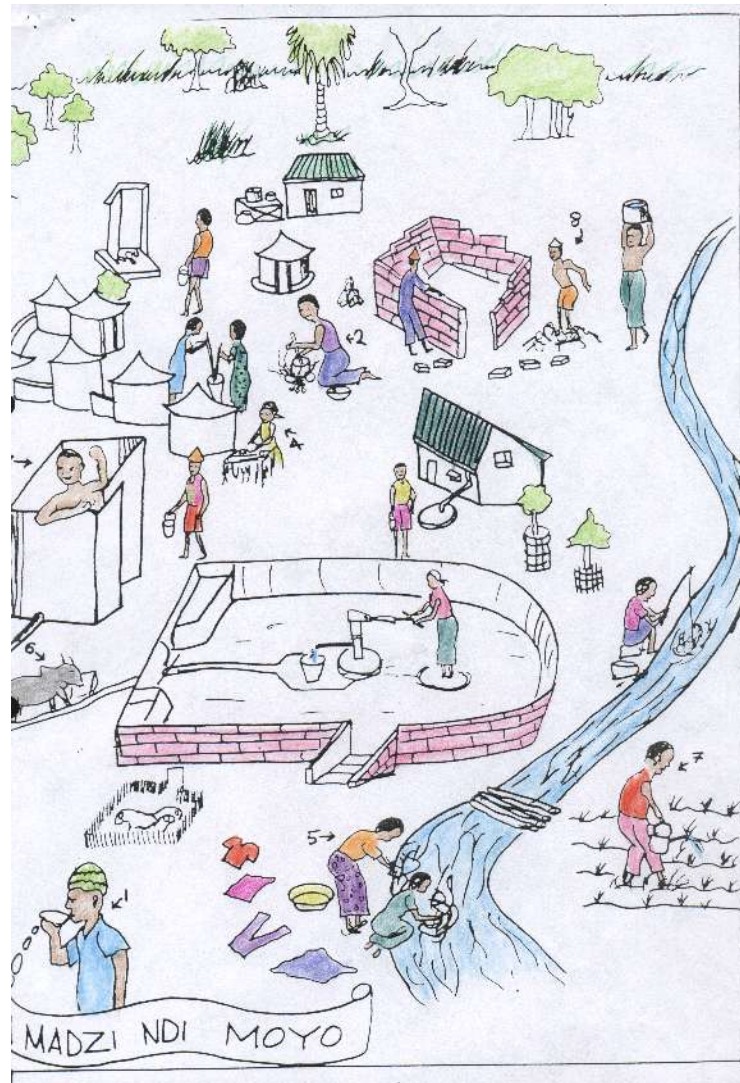
TEACHING/LEARNING METHODOLOGY

Participatory approach whereby questions shall be asked by the health worker and pupils will give answers. Where the answers are not complete, the health worker should add.

Why is water important?

- People, animals, and plants need water to live. We use water everyday. We use it in and around the home, when we are building something, when we are farming.

Show the picture “ Madzi ndi moyo ” .



According to the picture, what are the water sources in this village ?

When they are answering, you can write their answers on the chalk board. Then ask them which ones are protected and which are not. (*Explain the word protected if need be.*)

Protected sources in this village :

- Protected well (chitsime chowaka)

Explain why this one is protected – this one is protected because there is a pump, the water is drawn directly from the pump and does not come into contact with germs.

Unprotected sources in this village :

- River
- Rain

(Explain why these two are not protected)

- people wash clothes in the river, they wash themselves, they swim
- when the rains fall on the ground, they gather dirt and rubbish)

Which other sources of water do you know?

Other protected sources:

- Protected spring (kasupe wowaka)
- Tap (mpopi)
- Borehole (dilawo)

(Ask pupils if they have ever seen any of the above and where have they seen them – explain the difference between each one)

Other unprotected sources:

- Stream
- Lake (kunyanja)
- Spring (kasupe)
- Dam (damu)
- Traditional well (chitsime chongokapa)

(Ask pupils if they have ever seen any of the above and where have they seen them – explain the difference between each one)

How can water become contaminated?- (explain the word contaminated)

- Urinating in the water
- Defecating in places other than the latrines
- Storing water in dirty pots, bottles etc...
- Leaving water pots , bottles uncovered
- Washing very close to where people drink water
- When the surroundings of the water source is dirty
- When the water point is too close to a pit latrine

According to the picture, what are the uses of water?

- Drinking
- Cooking
- Bathing
- Cleaning utensils
- Washing
- Giving water to animals
- Fishing
- Agriculture
- Building
- Cleaning latrines

Ask the pupils which water source can be used for drinking?

- Any protected source – Borehole, protected well/spring, tap
- Tap
- Spring / river

How can water be made safe?

- Boiling
- Filtration
- Chlorinating

Explain each of the terms

What diseases can you get from dirty water?

- Diarrhoea
- Cholera

- Dysentery
- Bilharzia
- Worms

SUMMARY

Write on the chalkboard. To be written by the pupils in their exercise books:

- Water is necessary for life for animals and plants as well as human beings
- It can be dangerous if it contains germs which cause diseases
- Water from unprotected source should be boiled, or filtered or chlorinated to make it safe for drinking.

AIDS AND STD's

WHY MUST WE LEARN ABOUT AIDS AND STD's

HIV/AIDS continues to be a killer disease in the world. In Malawi the number of HIV/AIDS victims is ncreasing.

It is very important that pupils of all age groups know how AIDS and STD's are spread, how they can be prevented and the impact of the condition.

OBJECTIVES

By the end of the session pupils should be able to:

- Define HIV and AIDS
- Know the difference between HIV and AIDS
- Know how HIV/AIDS can be spread
- Know how HIV/AIDS cannot be spread
- Know the signs and symptoms of AIDS
- Know how to prevent HIV/AIDS
- Care for AIDS victims
- Describe the impact of AIDS
- List sexually transmitted diseases
- Say what the relationship is between AIDS and STD's

SUGGESTED TEACHING/LEARNING MATERIALS

- Pamphlet
- Poster

TEACHING/LEARNING METHODOLOGY

What does the term HIV mean?

H = Human : The virus is only found in people, **not** in animals, insects or plants

I = Immuno – deficiency : The body is not able to fight infections

V = Virus : Germs

What does the term AIDS mean ?

A = Acquired : You are not born with it, it is something that you get

I = Immune : Fights against infection

D = Deficiency : Weak or lack of

S = Syndrome : Illness

What is the difference between HIV and AIDS?

- HIV is the virus which enters the body of a person and kills the cells which protect the body against illnesses, now the body is not able to fight against illnesses, it has no defence
- AIDS is a collection of illnesses that attack the body when the HIV is in the body, when the body has no defence

Show the picture « Kafalidwe ka AIDS » and ask the following questions



How is HIV/AIDS spread?

- **Sexual intercourse** : when a person who is infected with HIV has sexual intercourse with a partner without a condom. The HIV passes onto the partner.
- **Blood** : If the blood from a HIV infected person is allowed to enter the body of an uninfected person, this person will also become infected. The ways how blood from one person can enter into the body of somebody else are:
 - Blood transfusion
 - Sharing razor blades, knives, needles, scissors – even after washing, there can be invisible amounts of blood that remains on these instruments, this is enough to pass on the virus.
 - Sharing toothbrushes as the toothbrush can cause the gums to bleed
 - Wet kissing when there are sores in the mouth
- **Mother to unborn child** : HIV can pass from an infected mother to her baby either before or during birth

How is HIV/AIDS not spread

- Holding hands, shaking hands
- Living together
- Dancing
- Hugging, or wearing clothes of sick persons
- Sharing eating utensils
- Playing together
- Mosquitoes, flies
- Coughing, sneezing, breathing the same air

What are the signs and symptoms of AIDS?

- Diarrhoea (for more than a month)
- Fever
- Chest infection
- Swelling of glands
- Skin rashes
- Oral thrush
- Loss of body weight up to 10% within a month

How can you prevent yourself from contracting HIV/AIDS?

- Know the ABC of AIDS :
 - Abstinence – avoid sexual intercourse
 - Be faithful – have sex with only one person
 - Condoms – use a condom every time that you have sex
 - Death – if you ignore the ABC of AIDS then you may get infected and die
- Not sharing skin cutting instruments
- If either of the partners has HIV/AIDS the woman should avoid getting pregnant

Describe how to take care of AIDS patients in the community

- Don't fear, hate or isolate people who have AIDS
- Be kind and caring
- Sit and talk with the patient
- Ask the patient if there is anything he or she wants
- If the patient doesn't wish to talk just sitting with them can help them not to feel so lonely
- Give them food and drinks
- Advise them to stop smoking and taking alcohol
- Encourage them to get treatment for other treatable infections like STD
- Encourage them to see an AIDS counselor

Describe the impact of HIV/AIDS

- Increase in the number of orphans in Malawi

- Because there is a lot of people who have AIDS in the country and not a lot of hospitals, so the hospitals become overcrowded and so patients cannot be cared for properly.
- Friends and relatives, churches, government and other organisations spend a lot of money to care for the HIV patients
- Because a lot of young people die in Malawi due to AIDS, the development of the country is slow as it is the youth who are the country's future leaders

Mention the common sexually transmitted diseases

- HIV/AIDS
- Syphilis
- Lympho Granuloma Venereal
- Gonorrhoea
- Chancroid

What is the relationship between STD and HIV infection?

When a person has an STD he/she is more likely to get HIV/AIDS than a person who has no STD. This is because of open sores, ulcers on or near the genitals.

SUMMARY

Health-worker should write the summary on board, pupils should copy into their books

- AIDS remains a killer disease
- It is incurable
- Prevention is the best solution through abstinence from sexual intercourse, faithfulness to partners and use of condoms (ABC)
- AIDS patients need a lot of care

Session 3

DIARRHOEA

WHY SHOULD WE LEARN ABOUT DIARRHOEA ?

People who have diarrhoea lose a lot of water and salts from their bodies. This is called dehydration. It is the dehydration that endangers the patient's life. Therefore, a person with diarrhoea should take a lot of fluids.

Diarrhoea is a common disease in children, so pupils need to be able to identify it in order to get treatment quickly.

OBJECTIVES

By the end of the session pupils should be able to:

- Describe diarrhoea
- Know that rehydration is the best treatment for a diarrhoea patient
- Know how diarrhoea is spread
- Know the signs and symptoms of diarrhoea
- Explain how to deal with diarrhoea at home
- Explain how diarrhoea can be prevented

SUGGESTED TEACHING/LEARNING MATERIALS

- Pamphlet
- Picture « *Khalidwe Loipa* » and « *Khalidwe labwino* »

TEACHING/LEARNING METHODOLOGY

The following questions and answers are the expected ones when learning/teaching this topic, thus participatory approach.

What is Diarrhoea?

- The passage of loose stools 3 or more times a day. The stools can be white, yellow, black or green. Some may have blood and some may have a bad smell.
- How do you get diarrhoea ?
- What happens when you have open bowels ? : loss of water

What do you call loss of water from the body

- Dehydration

List the signs and symptoms of diarrhoea

- Loose or watery stools
- Dehydration resulting from water loss
- Pain in the stomach
- Weakness and tiredness of the body
- Sleepy feeling

What must you do when you get diarrhoea?

- Tell your parents or elders that you have diarrhoea
- They must give you ORS or bring you to the health centre

Show the poster « Khalidwe Loipa »



Describe how diarrhoea is spread?

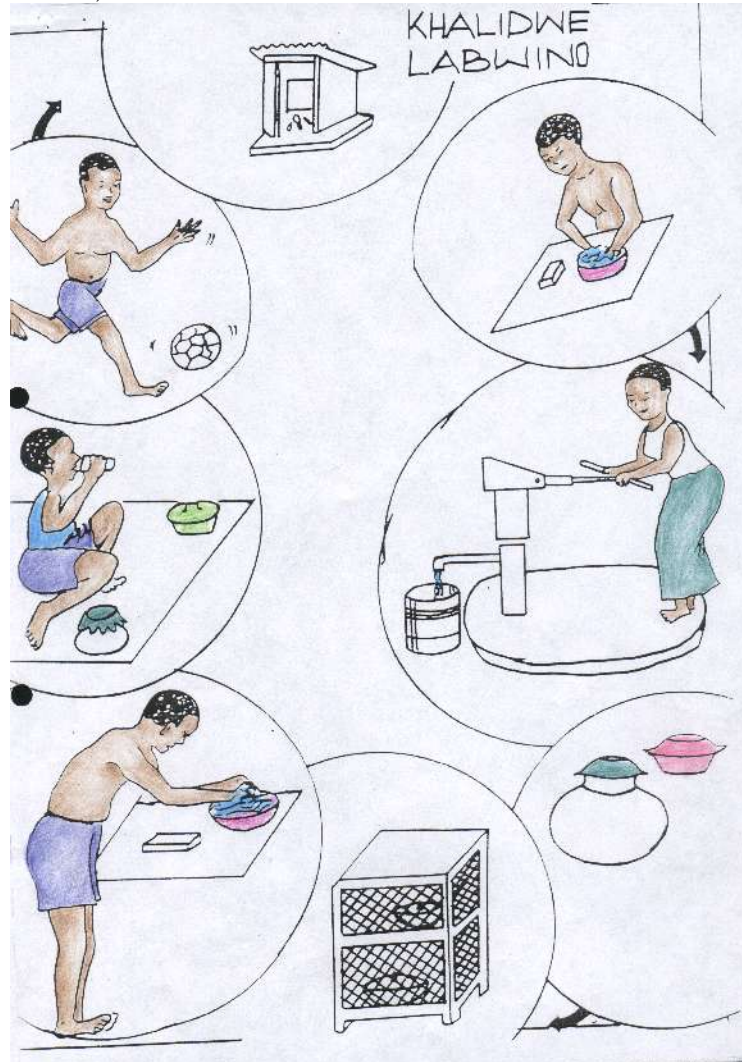
- Drinking unsafe water
- Using dirty feeding utensils
- Poor personal hygiene:
 - ◇ Preparing or eating food without washing hands
 - ◇ Not washing hands after using the toilet
 - ◇ Not covering food
 - ◇ Eating unwashed raw food

How can we know if somebody is dehydrated?

- Frequent loose or watery stool
- If we pinch the skin the wrinkles remain
- Sunken eyes
- Patient is sleepy or irritable

- Patient passes no or little urine
- The patient is thirsty, the mouth is dry

How do we prevent diarrhoea? (according to the picture “Khalidwe labwino”)



- Water:
 - ◇ Collecting drinking water from the cleanest possible source
 - ◇ Keep drinking water covered and in a clean container
 - ◇ Do not pass stools or urine near a source of water
- Food handling :
 - ◇ Wash hands before preparing and eating food
 - ◇ Wash uncooked food in clean water before eating
 - ◇ Cover all food
- Personal hygiene;
 - ◇ Keeping the body clean
 - ◇ Keep house and surrounding clean

- Sanitation :
 - ◇ Burn or bury rubbish
 - ◇ Pass stools and urine in latrines, which should be kept clean
 - ◇ Keep flies away from stools, latrines, rubbish and food

SUMMARY

Health worker should write the summary on board and ask pupils to write in their books

- A person has diarrhoea loses a lot of water
- Oral rehydration is the best treatment
- Diarrhoea can be prevented by drinking safe water, proper handling of food and practising good personal hygiene

Session 4

HYGIENE OF THE ENVIRONMENT

WHY IS HYGIENE OF THE ENVIRONMENT IMPORTANT?

Keeping the inside and outside of houses, pit latrines and schools is very important, as it helps us to keep healthy. Flies, mosquitoes, rats and other germs that cause diseases live in dirty places.

OBJECTIVES

By the end of the session pupils should be able to:

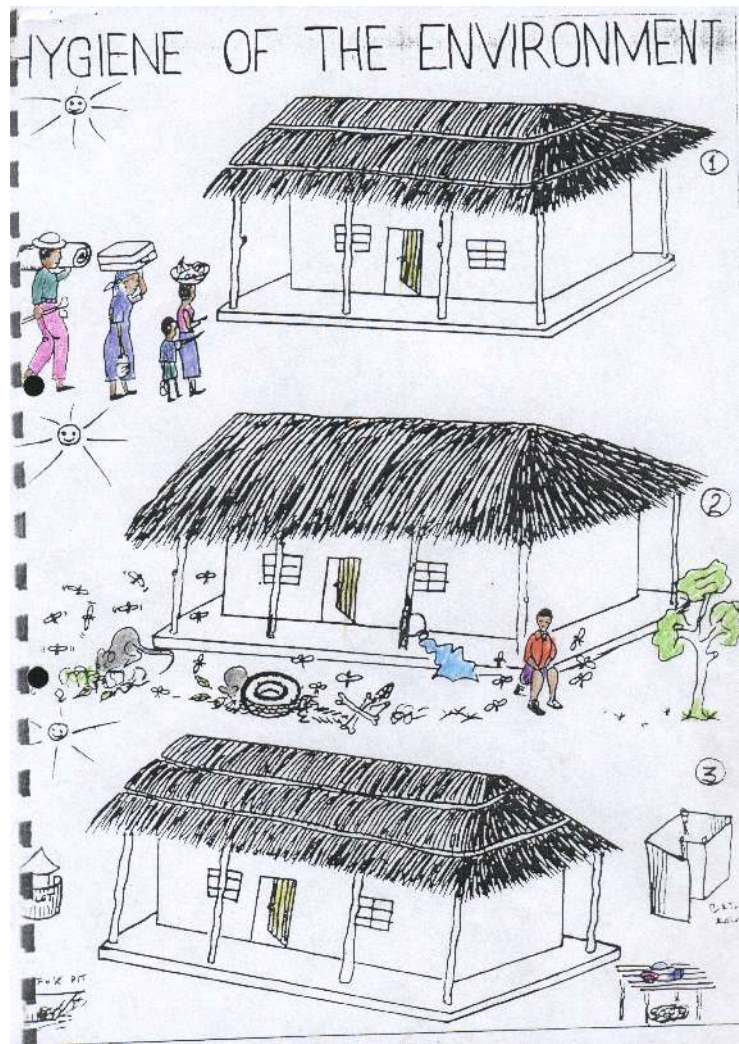
- State the importance of keeping the surrounding clean
- Name things which make the surroundings unclean
- State dangers of dirty surroundings
- Explain how to keep surroundings clean
- Identify rubbish pits in the school and homes
- Demonstrate ways of keeping the surroundings clean
- Identify things which can make toilets, latrines, and their surroundings dirty
- Explain the dangers of dirty latrines
- State how to keep the latrines and their surroundings clean

SUGGESTED TEACHING AND LEARNING MATERIALS

- Pamphlet
- Pictures

TEACHING/LEARNING METHODOLOGY

Questions on the 3 posters « Hygiene of the environment ».
Show the poster « Hygiene of the environment 1 ». The one with the family moving into the house.



What is happening in this picture ?

- Family moving into a new house.

How do you know they are moving ?

- They have all their property.

Describe the house. Is it clean ?

- Yes, it is.

Show the picture « Hygiene of the environment 2 ». The one with the dirty house. This is the same house six months later.

How is it ?

- Dirty

What can you see on the picture which may make the surroundings look untidy ?

- Leaves, rubbish,....

Would you like to live there ?

Why do you think it is not good too live here now ?

- It is not attractive.
- It is dangerous.
- There is a bad smell.
- You can hurt yourself with rubbish.

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- Flies which are entering in the house can spread diarrhoea.
- Rats can spread diseases
- Faeces can be carried by rain and contaminate water-points.

Why do you think it becomes dirty like that ? Let the pupils give their answers.

- This house has become dirty because there is no facilities (latrine, rubbish pit....)

The family is tired of living in this bad environment. They decide to improve. What do they have to do first ?

- Dig and build a latrine.
- Dig a refuse pit.
- Clean the surroundings.
- Put rubbish in refuse pit.
- Make a dish-rack.
- Build a bathing house.
- Build a kitchen.

Show the third picture « Hygiene of the environment 3 ».

Ask the pupils to describe the house ?

- Clean.
- No flies
- A latrine, (no faeces on the floor)
- A refuse pit (no rubbish anywhere)
- A dish-rack (for dishes to dry in a clean place, far from animals).
- A bathing house.

Would you like to live here now ?

- Yes : clean, facilities like latrines and a refuse pit are important to keep the house nice and clean.

What is the importance of keeping the surroundings clean?

- Reduces the spread of diseases
- Keeps the air clean and fresh
- Keeps the surroundings beautiful

According to the poster and in general, what things can make the surroundings dirty?

- Leaves
- Maize cobs
- Faeces
- Fruit peelings
- Rats
- Food remains
- Bones
- Plastic materials
- Spilt water
- Pieces of paper
- Flies
- Tall grass
- Sugar cane peels

Explain the dangers of dirty surroundings

- Encourages the spread of diseases
- Attract vectors like flies, rats and mosquitoes....
- Gives unpleasant smells
- Looks untidy and unattractive to visitors

What can you do to make your surroundings clean and tidy?

- Sweeping regularly
- Cutting tall grass short
- Put rubbish in rubbish pit
- Availability and proper use of latrines
- Planting flowers

What are the proper ways of disposing litter?

- Using
 - Rubbish pits
 - Rubbish bins
 - Burying or burning rubbish regularly

What things do you think make latrines and their surroundings dirty?

- Defecating away from the hole
- Using walls instead of toilet paper
- Not covering the hole after use
- Not sweeping, mopping or smearing the floor
- Keeping tall grass around the house

Why is it dangerous to have dirty latrines and their surroundings?

- Germs and vectors can find breeding places
- Diseases could easily be spread
- Unpleasant smell would be produced

How would you keep pit latrines and their surroundings clean?

- Using them properly (not defecating beside the hole)
- Sweeping, mopping or smearing the floor
- Using toilet paper instead of walls
- Lime or ash should be put into the pit latrine to reduce odour
- Cutting grass short around it

SUMMARY

- Our surroundings should be kept clean by sweeping regularly, cutting grass short, using refuse pits properly. In so doing we can promote health and make our surroundings look nice.
- Latrines/toilets and their surroundings should be kept clean and used properly to prevent the spread of diseases.

WORMS

WHY MUST WE LEARN ABOUT WORMS?

Worm infestation is very common in Malawi. The worms enter the body through the skin, the mouth and by eating infected food and drinking contaminated water.

OBJECTIVES

By the end of the session pupils should be able to:

- Know how we can get worms
- Describe how worms are spread
- Know signs and symptoms of worms
- Know how worms can be prevented

TEACHING/LEARNING MATERIALS

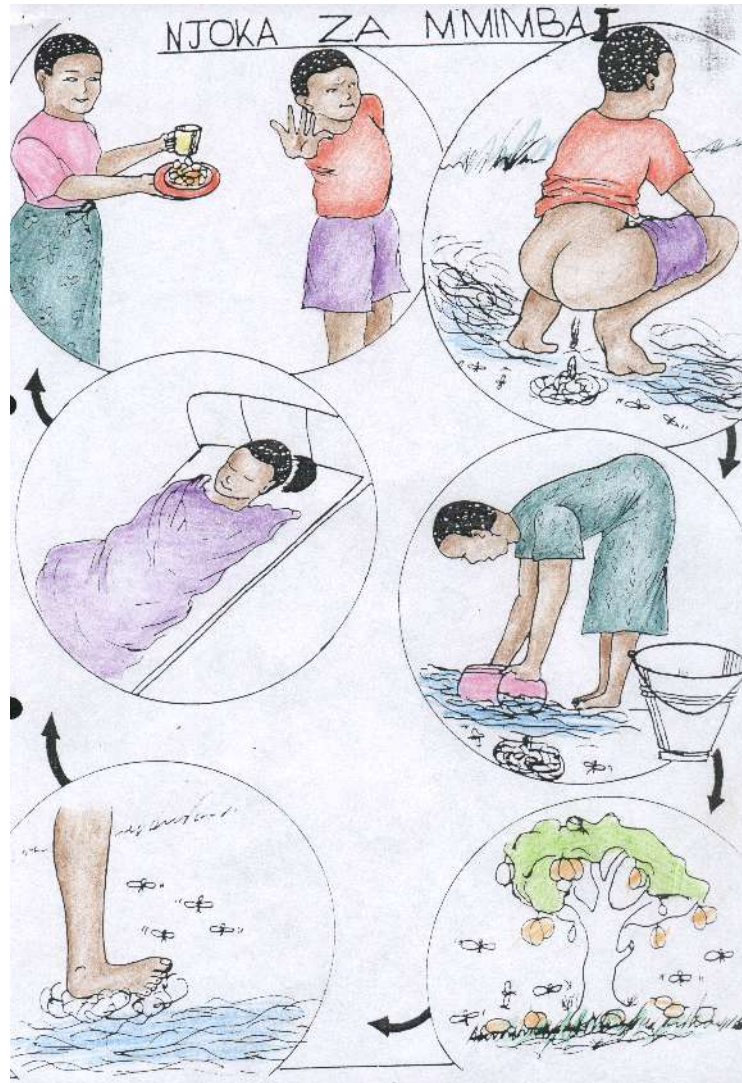
- Pamphlet
- Poster “Njoka za m’ mimba I and II”

TEACHING/LEARNING METHODOLOGY

Participatory approach whereby questions shall be asked by the health worker and pupils will give answers. Where the answers are not complete, the health worker should add.

Main points to be covered are as follows:

Show the poster “Njoka za m’ mimba I”



According to the poster, how do you think worms can be spread?

For each of the 4 pictures, which are showing how worms are spread, ask a pupil to come and describe the picture.

Ask a pupil to come and describe the first picture in the small circle - the boy who is defecating out of pit latrines.

- Ask him/her to describe what the boy is doing (he's defecating at an open place)
- Ask him/her to show the water (on the right)
- Ask him/her what could happen to the water if the boy has worms. (If the boy has worms, the worms and eggs, which are in the faeces, will contaminate the water)

Ask another pupil to come and describe the second picture in the small circle. (The woman who is drawing water in an unprotected point).

- Ask him/her to describe what the woman is doing (She's drawing water from an unprotected source)
- Ask him/her to show the pot in which she will carry the water.
- Ask him/her to show the faeces the boy left there (near water). **Explain that this water is perhaps contaminated by worms/eggs.**

Ask another pupil to come and describe the third picture - the mango tree.

- Ask him/her to describe the tree and fruits on the ground.
- Ask pupils if they use to eat mangoes that they find on the ground.
- Explain to them that is very good to eat mangoes, but they have to rinse them before eating them because the soil can be contaminated by eggs/worms and **THEY CAN EASILY GET WORMS** if they eat fruits without washing them first.

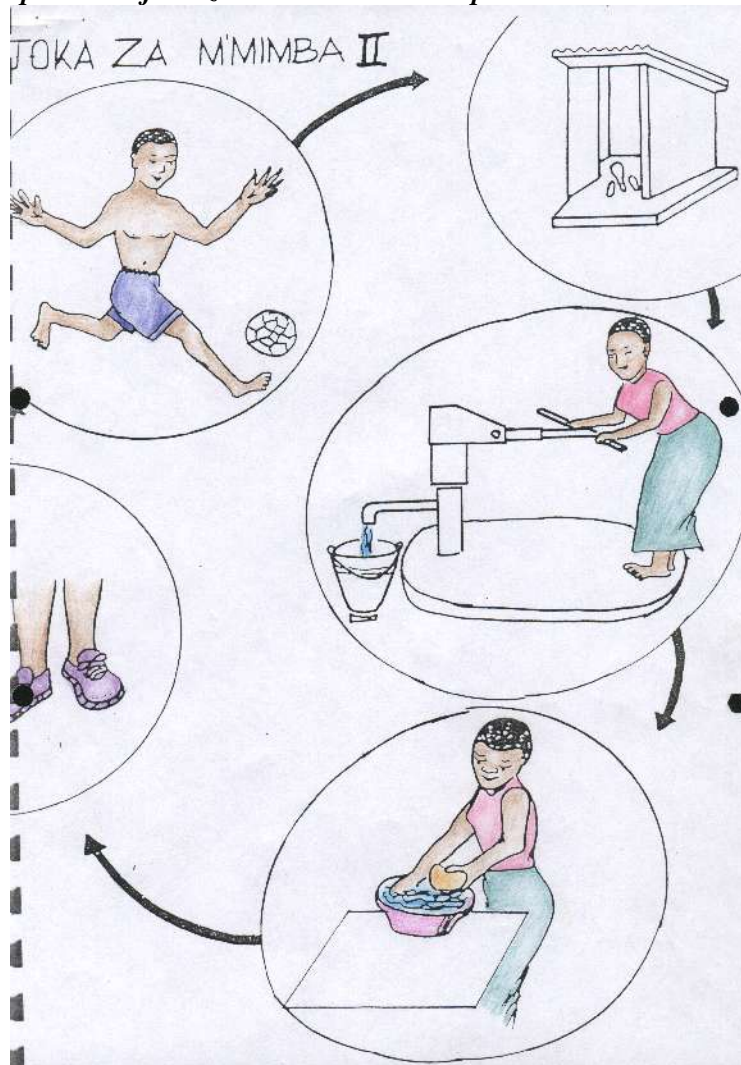
Ask another pupil to describe the picture where a child is walking barefoot.

- If the soil is contaminated by worms they can get worms through walking barefoot.

Ask the class to state four (4) bad habits, which could cause them to get/spread worms (according to what they just saw on the poster).

- Defecating out of pit latrines
- Drinking water from an unprotected water point
- Eating fruits found on the ground without washing them
- Walking barefoot

Show the poster “Njoka za m’imba II” and point them out



What other bad habits, which can cause worms infestation, do you know?

- Improper use of latrines/toilets (Flies may carry worms' eggs from faeces to our food)
- Not washing hands after visiting the toilets (People who are not washing their hands after using the toilet can easily re-infest themselves)

For each of these two answers, make a **pupil explain how worms can be spread in those cases.**

According to the poster, state one sign of worms' infestation.

- No appetite. Ask a pupil to come and describe the picture where the boy is refusing food.

What are the other possible signs and symptoms of worms?

- Worms in faeces.
- Pains in the stomach
- Itching of the skin where eggs enter the body and at the arms.
- Loss of weight may occur.
- Body weakness and tiredness because of blood loss
- Vomiting, coughing or constipation.

Do you think worms infestation is a disease?

- Yes.
- Mention what worms do to the body
 - ◇ Suck a persons blood
 - ◇ Eat the persons food in the body
 - ◇ Blocks the intestines

According to the poster “Njoka za m'mimba II”, how do we prevent the spread of worms?

Ask a pupil to describe the first picture on the big circle (chimbudzi).

- Ask him/her to describe the toilet.
- Ask him/her to show that it is clean and covered.
- Ask him/her to explain why it is important to wash hands after using the toilet. - Because eggs of worms which are too small for us to see can easily be carried by our hands to our arms to our mouth (re-infestation).

Ask a pupil to describe the second picture, a woman at the protected shallow well.

- Ask him/her to describe the protected shallow well with its pump. Explain to the pupils that water from protected points do not have worms or eggs.

Ask a pupil to describe the picture where the woman is washing fruits.

- Ask him/her to describe what she is doing. Explain to them that after washing the fruits they will be free of worms' eggs.

Ask a pupil to describe the picture, which shows a child with shoes.

- Explain to the pupils that the ones who are wearing shoes cannot get worms through the sole of the foot. (They have to wear shoes especially around water points).

Ask the class to state four (4) ways on how to avoid getting worms (according to what they just saw on the poster - help them in showing them the picture, if necessary).

- Use latrines.
- Drink protected water.
- Wash fruits before eating them.
- Wear shoes.

Do you know other good habits, which can help to prevent worms?

- Personal hygiene: Wash hands after passing stools, before handling and eating food. Cut nails short.
- Treatment of infected persons (go to the Health Centre).

SUMMARY

- Worms suck a person's blood, eat his food and may cause stomach pains and weakness of the body.
- Use of latrines and good personal hygiene reduce spread of the worms in a community. It's also important to drink safe water.
- Early treatment reduces source of infection

Session 6

MALARIA

WHY DO WE NEED TO KNOW ABOUT MALARIA?

Malaria may cause death. However, malaria disease is preventable. It is therefore important that pupils know the causes, symptoms, how it is spread and how it can be prevented.

OBJECTIVE

By the end of the session pupils should be able to:

- State the cause of malaria
- Describe signs and symptoms of malaria
- Explain how malaria is spread
- Explain how malaria can be prevented
- Describe the disease cycle of malaria

SUGGESTED TEACHING/LEARNING MATERIALS

- Pamphlet
- Poster of disease cycle of malaria

TEACHING/LEARNING METHODOLOGY

Main points to be covered shall include the following in a form of questions and answers as stated in paragraph one of text.

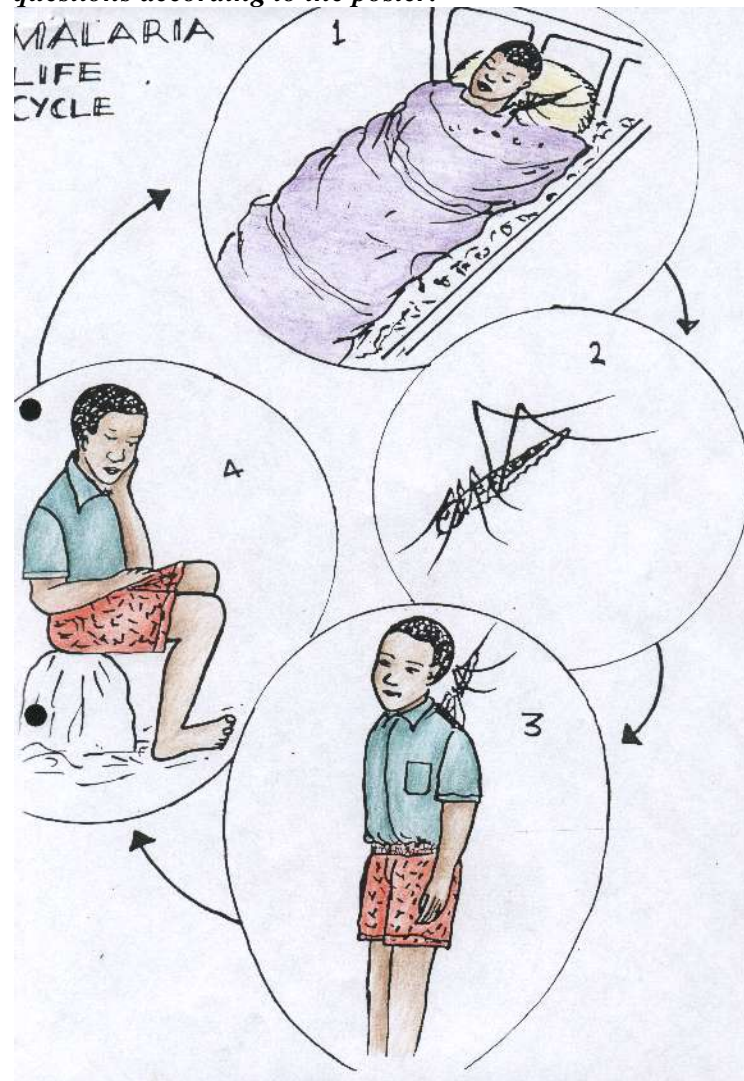
How is malaria spread?

- By mosquito : When a mosquito bites a person with the disease it gets the germ. When this mosquito bites another person without malaria, the germs are passed on to him.

Can all mosquitoes give malaria ?

No, not all mosquitoes can give malaria. It is only the female mosquitoes that bite us to suck our blood. The female mosquitoes need the blood for their eggs which are put into stagnant water.

Hook the poster of malaria. Describe the poster and ask the following questions according to the poster.



Describe the poster

1. This is a person who is suffering from malaria. He has a fever, a headache and he is shivering. Malaria is carried in the blood.
2. This mosquito bites the sick person and sucks the diseased blood
3. When this same mosquito bites another person, it puts malaria into that other person's blood. The malaria travels through the blood stream and settles in the persons liver and destroys the red blood cells.
4. 12 days after been bitten by the mosquito the person starts to feel sick. He has a fever and other symptoms like headache, shivering and diarrhoea.

What are the signs and symptoms of malaria?

- Feeling hot and cold (shivering and sweating)
- High temperature
- Headache
- Vomiting
- Joint pains
- Feeling weak and tired
- Diarrhoea

How can we prevent malaria?

- Sleep under a mosquito net because the mosquitoes who give malaria bite a person between 9 in the evening and 5 in the morning
- Use repellents and coils
- Get rid of any rubbish that is beside the house, like empty cans broken bottles anything that can store stagnant water because stagnant water contains eggs of the mosquitoes and after 4 days they will develop into new mosquitoes.
- Cut grass short around the house
- Quick treatment of malaria cases reduces source and future infections

SUMMARY

- Malaria is a serious illness
- It is spread by mosquitoes
- Can be prevented by avoiding getting bitten by mosquitoes and by destroying the breeding areas
- Get treatment early

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