**Job aid for schoolteachers/school health educators during an insecticide-treated net (ITN) mass distribution**

Adaptable tool

September 2023

**Young people as agents of change**

Young people can play a vital role in ensuring the successful implementation and outcomes of an ITN distribution campaign, including for ITN use, care and repair in their households.

Teachers and school health educators know best how to teach their students so that they can:

* Adopt positive behaviours
* Remember key information and messages
* Effectively communicate the messages to their family members and community

This job aid provides examples of lesson plans that can be used to teach schoolchildren about malaria, how to prevent it, and the upcoming mass ITN distribution campaign. In addition, teachers/school health educators should be encouraged to develop other activities that they think will suit their students better.

**Role in social mobilization**

Young people can ensure that their households are aware that campaign workers will be registering households and distributing ITNs door-to-door or registering households and providing information for how ITNs can later be retrieved from distribution points depending on the strategy adopted by the national malaria programme. Children can be taught key messages and disseminate them to members of their household (especially their parents or caregivers). The key messages must be short and should be limited in number to ensure that information is not lost between learning it and later communicating it to others. The key messages should be provided by the national malaria programme to ensure consistency of information disseminated across communication channels.

**Key messages for schoolchildren**

The following messages should be adapted (in terms of language and complexity) based on whether they are being disseminated to primary or secondary students.

***Malaria messages***:

* All people are at risk of getting malaria.
* Malaria is a dangerous disease, but it can be diagnosed and treated at the health facility.
* The only way to catch malaria is through a bite from an infected mosquito.
* The mosquitoes that carry malaria mostly bite from dusk to dawn when people are usually asleep.

**The following example messages need to be adapted according to the ITN campaign strategy, i.e. whether registration is followed by collection of ITNs at a distribution site, or whether ITNs will be distributed door-to-door either on the same occasion as the registration or some days later. The messages below assume door-to-door registration, with a voucher being given to redeem later at a fixed distribution site.**

***ITN campaign messages:***

* One of the best ways to protect ourselves from malaria is to sleep under a net that has been treated with something to kill mosquitoes (called an insecticide-treated net or ITN for short).
* The government is providing ITNs to everyone in our community free of charge to protect us all from malaria.
* Campaign workers wearing or carrying something that shows they are campaign staff will visit our homes from (days/dates) to register our families to receive ITNs. We need to attend to them very quickly so that they can visit every household in our community.
* Campaign workers will give each of your families a voucher that an adult can later exchange for ITNs. Make sure your family keeps the voucher safe.

**See Annex 1 for suggested lesson plans for social mobilization**

**Role in social and behaviour change (SBC)**

Children can influence positive health behaviour within their households. Key messages that they should remember are:

* Insecticide-treated nets protect us from malaria. We should not sell them or use them for any other purpose except sleeping under.
* Everyone in our family should sleep under an ITN every night of the year.
* Before we hang the ITN in our home to sleep under, we should air it in the shade for 24 hours.
* Our ITNs should be washed only when they are dirty and only with cool water and mild soap. We should never use harsh detergents and we should dry our net in the shade and not put it in direct sunlight.
* Holes in our ITNs should be repaired with needle and thread before they get too big.
* The more people that sleep under ITNs every night, the more our community is protected from malaria. All our neighbours should sleep under an ITN every night.
* Nets should never be used for fishing. This is very bad for the environment.

**See Annex 2 for suggested lesson plans for SBC**

**Reporting**

It is important for the national malaria programme to know what activities have been implemented as part of the ITN campaign. This information is used for accountability purposes vis-à-vis households and donors, as well as to improve future campaign activities. Teachers/school health educators should be requested to complete a brief report on their efforts with their students. An example, the “Monitoring sheet for school-based SBC”, is found in Annex 3. The national malaria programme should request teachers and school health educators to submit their reports within a specified period following the campaign.

**Annex 1:**

**Suggested lesson plans: Social mobilization**

| **Primary school** | **Secondary school** |
| --- | --- |
| Topic | Malaria facts and campaign information | Topic | Mobilizing households to participate in the ITN campaign |
| Lesson title | Malaria and the ITN campaign | Lesson title | Malaria and the ITN campaign |
| Lesson duration | 45 minutes on day 130 minutes on day 2 |  | One hour on day 130 minutes on day 2 |
| Lesson objectives | The objective of this lesson is for children to learn about malaria and the upcoming ITN campaign and pass that information to their families | Lesson objectives | The objective of this lesson is for students to learn about malaria and the upcoming ITN campaign while at the same time practising their language skills. They are then asked to pass the information to their families. |
| Summary of tasks/actions | Day 1: * Go through the messages (adapted to context) under **Key messages for schoolchildren,** both the malaria messages and the messages about the campaign.
* Answer any questions that the children may have.
* Explain to the children that you would like them to share these messages with the other members of their households and that a good way to do this is through a poster.
* Ask the children to design/draw their own poster. Encourage them to be creative but make sure that key components or words of the campaign messages appear on the poster.
* Once they have finished, ask some of the students to show their poster and explain to the rest of the class what they have drawn/designed.
* Ask the children to take their posters home and show it to their family while telling them about malaria and the campaign. They should bring back their posters the next day so that they can be displayed in the classroom as a reminder of the important malaria messages and the upcoming campaign.

Day 2:The next day can be spent on one of the following proposed activities: * Ask the students how they found the exercise of telling their parents/caregivers/members of their household about malaria and the ITN campaign. Students should have the opportunity to express both positive and negative experiences in sharing this information with their household.
* If teachers have access to an ITN, spend time with the children practising hanging the ITN and discussing what is the best way to care for an ITN so that it lasts longer.
 | Summary of tasks/actions | Day 1: Teachers/school health educators can use the messages to help students improve their English/French/Portuguese (country-specific). * Write the key malaria and campaign messages (adapted to context) one by one in the national language(s) on a board.
* Message by message, ask the students to translate it into their local language(s). They can do this as a class, calling out suggestions.
* Once you have the translation, ask them to write the messages in their exercise books in both the national language(s) and their local language(s).
* Tell the students to pass these messages on to members of their household.

Day 2:* The next day, ask the students how they found the exercise of telling their parents/caregivers/members of their household about the ITN distribution campaign. Students should have the opportunity to express both positive and negative experiences in sharing this information with their household.
* If an ITN is available, spend time practising hanging it correctly and discussing how to take care of it so that it lasts longer.
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| Materials required | * This job aid
* A4 or A3 paper (preferably poster type paper) as well as coloured pencils to design posters
* Old magazines, newspapers or different coloured paper, scissors and glue to make collages
* ITN
 |  | * This job aid
* ITN
 |
| Follow-up | When the students give feedback of their experience sharing campaign information with their household, teachers/school health educators should listen carefully to any potential mis- or disinformation at the household level. As an example, if one or several students mention that their parents or caregivers are concerned that the ITNs do not work, there is a risk that the household does not attend to campaign workers, refuses the ITN(s), or worse, discards or misuses the ITN(s) once received. In these types of situations, teachers/school health educators should correct students by explaining that this is “incorrect information” and provide the students with the correct information. Teachers/school health educators should subsequently alert campaign supervisors or health workers of the mis- or disinformation or rumour identified.To keep the malaria conversation going, you can invite the children to take their posters home in advance of the campaign (and preferably display them on the wall) as a reminder of the upcoming campaign. |  | When the students give feedback of their experience sharing campaign information with their household, teachers/school health educators should listen carefully to any potential mis- or disinformation at the household level. As an example, if one or several students mention that their parents or caregivers are concerned that the ITNs do not work, there is a risk that the household does not attend to campaign workers, refuses the ITN(s), or worse, discards or misuses the ITN(s) once received. In these types of situations, teachers/school health educators should correct students by explaining that this is “incorrect information” and provide the students with the correct information. Teachers/school health educators should subsequently alert campaign supervisors or health workers of the mis- or disinformation or rumour identified. |

**Annex 2: Suggested lesson plans: Social and behaviour change**

|  |  |
| --- | --- |
| **Primary school**  | **Secondary school** |
| Topic | Promoting positive ITN behaviour | Topic | Promoting positive ITN behaviour |
| Lesson title | “My mosquito net” | Lesson title | “My mosquito net” |
| Duration | 1 hour | Duration | 2 to 3 hours |
| Objectives | The objective of this lesson is for children to learn about the importance of ITNs in preventing malaria, and the need to correctly use, care for and maintain ITNs so that they last longer. | Objectives | The objective of this lesson is for students to learn about the importance of ITNs in preventing malaria, and the need to correctly use, care for and maintain ITNs so that they last longer. |
| Summary of tasks/actions | * Go through the messages (adapted to context) under “Role in social and behaviour change”.
* Answer any questions that the children may have.
* Ask the children to draw a picture of one of the key behaviours.
* Once they have finished, ask them to show their pictures to the rest of the class and describe what they have drawn.
 | Summary of tasks/actions | * Go through the messages (adapted to context) under “Role in social and behaviour change”.
* Answer any questions that the students may have.

Then teachers can select any one of the following:1. Divide the class into small groups of around four students each. Ask each group to develop a short drama (maximum 10 minutes) that involves one of more of the key messages. Each group will present their drama to the class. After each presentation, encourage a discussion among the class.
2. Ask the students to write a story, song, play or poem about ITNs and malaria, showing some of the behaviours in the messages. The story can be a written narrative, comic strip, etc.
3. Ask the students to write about their experience using ITNs in their household or community. In their writing, students can explore both good and bad experiences. If students mention challenges of using ITNs, encourage them to also discuss ways of overcoming these challenges.
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| Materials required | Job aidDrawing paper and coloured pencils | Materials required | Job aid |
| Take home tasks | Students do not have take home tasks for this activity | Take home tasks | Activities 2 and 3 may need to be completed at home. |
| Follow-up | Teachers are not required to follow up on this task but are encouraged to seize any opportunity to continue the discussion about malaria and/or ITNs with the children, e.g. if a child wants to share their experience of malaria or ITN use with the rest of the class at a later date. | Follow-up | If activity 2 or 3 is selected, then teachers will have to review the creative outputs submitted by the students. Teachers are also encouraged to seize any opportunity to continue the discussion about malaria and/or ITNs with their students, e.g. if a student wants to share their experience of malaria or ITN use with the rest of the class at a later date. |

**Annex 3**

**Monitoring sheet for school-based SBC (for schoolteachers/health educators)**

Adaptable tool

|  |  |
| --- | --- |
| **Name of district** |  |
| **Name of school and level (primary, secondary, other)** |  |
| **Name of schoolteacher/school health educator** |  |
| **Total number of students in class** (can be disaggregated by gender if this is information that the national malaria programme or partners wish to gather) |  |
| **Period covered by report (can be months)** |  |

**For social mobilization activities:**

Were you able to carry out any learning sessions with the students specifically for social mobilization activities? Please circle: **Yes / No**

If yes, please complete the following table:

|  |  |  |
| --- | --- | --- |
| **Date** | **Activity carried out with students** | **No. of students participating in the activity** (can be disaggregated by gender) |
|  |  |  |
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**For social and behaviour change activities:**

Were you able to carry out any learning sessions with the students specifically for social and behaviour change activities? Please circle: **Yes / No**

If yes, please complete the following table:

|  |  |  |
| --- | --- | --- |
| **Date** | **Activity carried out with students** | **No. of students participating in the activity** (can be disaggregated by gender) |
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**Signature of teacher /**

**health educator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**