



# TEACHERS' GUIDE

## for School Health Club Activities

**A Teachers' Toolkit for Social and Behaviour Change**





# Introduction

This teachers' guide aims to strengthen school-based health initiatives, enabling young people to lead healthy and productive lives. It will help to promote behaviour change in different health areas, such as managing fever cases, infectious diseases, substance abuse, and maintaining hygiene and sanitation facilities both in and out of school. Additionally, it equips students with essential life-building skills.

Young people are more open to new ideas and practices, making them ideal catalysts for positive change in their households and communities. By introducing new knowledge and positive habits at an early stage within the school health club, a lasting impact can be made that benefits children in and out of school, benefiting children, teachers, households, and, of course, the larger community.

This guide focuses on three key areas: generating awareness of health, sanitation, and hygiene issues through discussions, forming healthy habits, and teaching life-building skills. This guide is intended for use by teachers and/or the facilitators of health clubs in secondary schools. It is meant for teaching health topics, among others, to students aged 11-18 (junior and secondary school students). It will be helpful to aim at employing different measures to ensure participatory sessions during health club meetings, where students and the teachers/facilitators can interact, demonstrate, and share concerns while learning. It contains special introductory exercises that will prepare the minds of the students for the topic to be discussed, illustrations to make it fun, and short activities.

# Objectives and Potential Benefits of a School Health Club

## **OBJECTIVES:**

The school health club:

- helps organize the children as carriers of health information from the school to their homes.
- stimulates positive, healthy behaviours and practices among children.
- equips the children with life-building skills needed for a better future.
- establishes a link between the school and health services.

## **POTENTIAL BENEFITS:**

The potential benefits include the following:

1. Provision of more opportunities for children's participation beyond traditional classroom learning to know about healthy living through the School Health Club (SHC). The clubs can be more fun for children when, for example, they are involved in games and competitions on health-related issues.
2. Participation in club activities can help children develop leadership skills and help them determine their priorities for health and hygiene activities as they become advocates in the school and community.
3. Children become effective child-to-child, child-to-parent and child-to-community information dissemination channels for behaviour change.
4. Pupils'/students' performance would be equally enhanced given the benefits of sound health for learning processes.
5. Enhancement of club members and their peers' knowledge and skills for the promotion of positive behaviour change in schools, in the household, and within the larger community.
6. At the government level, the establishment of SHCs would help hasten national policy implementation that concerns health as conceived by the Federal Ministry of Education.

# Acronyms and Abbreviations

<b>°C</b>	Degree Celsius
<b>COVID-19</b>	Corona Virus Disease
<b>DR-TB</b>	Drug-Resistant Tuberculosis
<b>HPV</b>	Human Papilloma virus
<b>PMS</b>	Premenstrual Syndrome
<b>TB</b>	Tuberculosis
<b>WHO</b>	World Health Organization
<b>AMR</b>	Antimicrobial Resistance
<b>DS-TB</b>	Drug-Sensitive Tuberculosis
<b>HIV</b>	Human Immunodeficiency Virus
<b>Mpox</b>	Monkeypox
<b>SBC</b>	Social and Behaviour Change
<b>TPT</b>	Tuberculosis Preventive Therapy
<b>RCCE</b>	Risk Communication and Community Engagement
<b>WDC</b>	Ward Development Committee



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# Instructions

**Background:** This material has been developed to guide teachers in the implementation of school health club activities.

**Planning:** Carefully read through the SBC School Guide. The lesson plans are in two sections, namely, health and life skills:

- **Selecting a lesson plan:** The lesson plan is not in any particular order. Select the most appropriate lesson for your student at any given time.
- **Lesson frequency:** Lessons should be delivered weekly. This may be adjusted based on the availability of time slots within the school timetable.
- **Lesson duration:** The recommended duration for each lesson plan is one (1) hour. Timings can be adjusted to suit the school's timetable.
- **Resource person:** The health club coordinator should study each lesson and determine the appropriate resource person for the topic.
- **Instructional materials:** All instructional materials should be identified and prepared ahead of the lesson's delivery.
- **Meeting venue:** Conducive venues/classrooms should be identified for the health club meeting.

**Methodology:** Age-appropriate participatory methods should be used with the following features, as they may apply to each lesson plan:

- Use of role plays
- PowerPoint presentations should be highly visual with the use of pictures, infographics, etc.
- Flip charts, cardboard displays, etc. can be used in place of PowerPoint presentations.
- Reinforce learning with relevant lesson activities using local contexts.
- Do not use a 'lecture' approach.
- Energizers should be included as may be considered appropriate.

## **PARENT AND COMMUNITY ENGAGEMENT**

To increase the impact, sustainability, and community support for the school SBC program and the behaviours promoted within this guide, it is very important for the school health clubs to do their best to reach a critical mass within their schools and communities. This can be achieved by:

- Involving a PTA member, WDC representative, or men and women leaders in school health club coordination and planning.
- Assign simple homework that involves the student communicating or interacting with their parents/guardians on each topic.
- Leveraging “international days,” graduation ceremonies, sports/field day events, and prize-giving days.
- Convening school-community assemblies and using dramas or songs.
- Organizing intra-school events like creative competitions/shows, or debates.
- Brainstorming and implementing select activities/projects that can benefit the school and community (for example: the school garden).
- Having school club members perform at church, market, or community events.

### **BEST PRACTICES ON THE USE OF INCENTIVES IN THE SCHOOL HEALTH CLUB**

Incentives are the various methods used to motivate and/or reward children and youth to participate in out-of-school time programs.<sup>1</sup> These have been proven to help boost the participation of children in various ways such as:

- Motivating youths to attend out-of-school time programs.
- Promoting a sense of belonging.
- Strengthening the participants’ commitment to learning.
- Various incentives can be given to the school children. These can be both financial and non-financial. Financial incentives can include cash, stipends, and gift certificates. Non-financial incentives can include food via picnic events among others, prizes such as decorative writing materials, T-shirts, tickets for special events and field trips, special enrichment times, computer periods, movie watching, and leadership opportunities.

However, there are several tips to watch out for regarding incentives.

1. Ask the health club participants for ideas about incentives. This can help give one an idea of the type of incentives that would be most desired in the context the school health club operates.
2. Introduce incentives immediately after the desired goals have been reached. That way, the participants will link the reward with the desired behaviour.
3. Aim to work with the communities about incentives to achieve community support and possible opportunities that may arise.
4. Use the incentives sparingly. When incentives are used too often, the focus starts to be on the incentives alone rather than the use of those incentives to gain interest, motivate and push for behaviour change. The program should aim to retain the interest and involvement of the participants without incentives.

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• 1 <https://www.nova.edu/projectrise/forms/recruiting-youth-increasing-attendance.pdf>

# Fever

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## LEARNING OBJECTIVE:

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At the end of this session, students will understand:

- What is fever?
- Why fever is important, its causes and dangers,
- How fever can be managed.

Why students need to know this information:

Fever is a symptom of many disease conditions. It is often misinterpreted as malaria in Nigeria, but it is NOT. Fever is not a disease itself but a symptom of a disease, showing that there is an underlying problem occurring in the body that could be so serious that it can lead to death if there is no timely treatment.

Knowledge about fever will help to discourage self-medication and strengthen health-seeking behaviour, such as going to a health centre or hospital to find out what causes fever. Going to the hospital or health centre as soon as possible is very important.

**Note:** Not ALL fever cases are malaria.

## INTRODUCTORY EXERCISE

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Ask students to feel one or two students' bodies; if it is warm, then use a thermometer to measure the body temperature too. Ask them for their observations.

## ESSENTIAL INFORMATION

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### What is a fever?

According to the Oxford Dictionary, fever is an abnormally high body temperature or when the body is abnormally warm or hot. It may be accompanied by shivering, headaches, and, in severe instances, restlessness and confusion. A person who has a fever is said to be feverish.

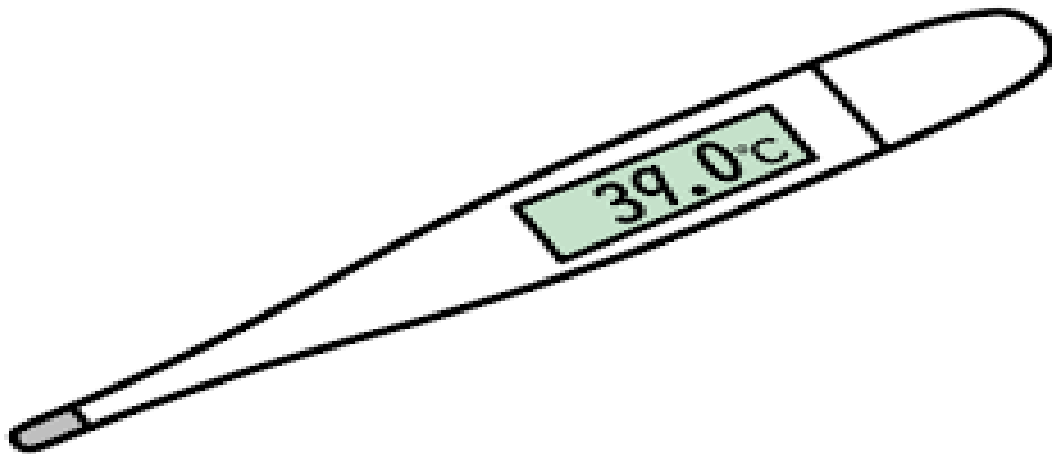


Diagram 1.0 Body Thermometer

Medically, a person is considered to have a fever when he or she has a measured body temperature of 38°C or higher, feels hot to the touch, or has a history of feeling feverish. A thermometer is a tool used to measure temperatures. It is commonly found in hospitals and clinics. Body temperature is best measured either in the armpit, tongue, ear, or anus.

### How important is fever?

Fever is important because it is an indication that something is wrong with the body. Fever is one of the common reasons why people go to the hospital to get help in Nigeria. A high body temperature can cause danger to the body. It can cause convulsions in children. Fever usually comes with other symptoms such as pain, headache, nausea, vomiting, tiredness or fatigue, restlessness or confusion, diarrhoea, cough, loss of appetite, and so on. It is important to go to a health centre or hospital to test all fever cases for causes, as quickly as possible, before taking a treatment.

### What can cause a fever?

Fever can be caused by a variety of factors, including:

- Infections from germs are microorganisms that cannot be seen with the ordinary eye. Examples of these microorganisms include:
  - ✓ Viruses (that cause infections like COVID-19, Lassa Fever, yellow fever, and monkeypox).
  - ✓ Bacteria (like tuberculosis, respiratory tract infections, pneumonia, cholera, and meningitis).
  - ✓ Parasites (that cause malaria and Guinea Worm).
- Inflammatory conditions like swelling and pain in the joints.
- After-effects of some vaccinations.
- Some cancers also cause high fever.



## How Can Fever Be Managed at Home or School?

When a person has a fever, whether at school or home, don't panic! It can be quickly managed. There are important first-aid solutions that can be applied when there is a fever, such as:

- Give lukewarm sponge baths—this must be in water that is not too hot, not too cold, and warm to touch.
- Cool washcloths can also be applied to the forehead or back of the neck.
- Paracetamol can also be given to help control the fever, before going to the hospital or health centre for appropriate care.
- In addition, extra fluids (like water, or juice) in small but frequent amounts can be taken.

It is very important to note that fever in babies and children less than five (5) years old must be taken very seriously. In addition, everyone with a fever **MUST** go to the health centre or hospital, even after treatment at school or home first aid treatment, for medical personnel to check and run necessary tests to know the cause of the fever, and if it is necessary to take drugs or not.

Remember that not all fever symptoms are caused by malaria, so getting the necessary tests is very important.

### ACTIVITIES

Ask the students to talk and discuss how they found out that they or their younger brother/sister had a fever in the past. What happened when the person first got a fever? How was it treated? What remedies were used? Were they immediately effective? Did they have to go to the health centre/hospital?

### ASSESSMENT QUESTIONS:

1. What is fever?
2. Why is knowing about fever important?
3. Name two causes of fever.
4. What can you do at home or school when someone is feverish?
5. What should be done at the health centre/hospital when someone goes there for a fever treatment?



**Summary/Key Messages:**

- ◆ Fever is an abnormally high body temperature.
- ◆ It is dangerous to have fever.
- ◆ It indicates that something is wrong in the body.
- ◆ It can be managed at home/school using simple remedies.
- ◆ If a baby or children less than 5 years have a fever, they must be taken quickly to the hospital/ clinic for testing and treatment.
- ◆ If a fever lasts more than 24 hours, you must go the hospital/clinic for necessary tests and treatment.

**A simple exercise to summarize what we know about fever:**

If a person's Body Temperature is 38°C	Yes	No	I don't know
Is the person feeling fine?			
Can fever be managed at home/school?			
Should the feverish person visit the health centre/hospital?			
Can you measure body temperature?			
Can you measure fever without a tool?			

## Lesson 2:

# Malaria

**LEARNING OBJECTIVE:**

At the end of this session, students will understand:

- What is malaria? Causes?
- How malaria has affected them and their families.
- How malaria can be treated and prevented.

**Why students need to know 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 preventive measures.

**CONCEPT/KEY POINTS**

Malaria is caused only by the bite of an infected female Anopheles mosquito.

People can get malaria all year round!

**MATERIALS NEEDED**

Cardboard/illustration diagrams

**METHOD**

Class discussion

**DURATION**

4 single periods of 45 minutes maximum for each session.

## 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 is transmitted to people through the bites of infected female Anopheles mosquitoes. Mosquitoes carrying Plasmodium parasites bite at night (from evenings to the early hours of the 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 an 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 requires 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 of how malaria affected their family, and 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 behaviour? Would their efforts be effective? What if that person rightly believed that only mosquitoes that bite at night caused malaria?

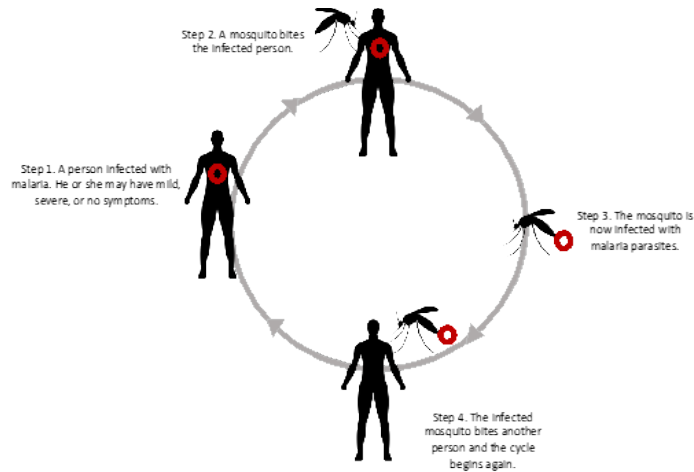
### ASSESSMENT QUESTIONS:

1. What causes malaria?
2. How is malaria spread?
3. What time of the day do mosquitoes bite?
4. 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.





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 centre 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 by 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</li> <li>• 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>• Abdominal 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>
Seek care immediately	Seek care immediately

### 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 the 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 in the left column of the table above should go to a health center within their catchment 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, Lassa Fever, 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 why adolescents wait to seek care?

Some adolescents may need help obtaining transportation to a health centre or funds for treatment. However, many of them have a large support network. They can borrow money from neighbours or relatives if their parents are away. They can also rely on friends and neighbours 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 centre. 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 behaviour, 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 sickness, 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:

1. What is the most common symptom of malaria?
2. Why is it important to go to a health center if you think you have malaria?
3. How can we be sure we have malaria?
4. What other disease conditions can present with fever?
5. How long should you wait before you go to the hospital when you have a fever?
6. 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 the 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 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 called monotherapies are scientifically proven to be less effective for the treatment of malaria in Nigeria.

Malaria treatment entails the use of recommended medicines such as:

1. Artemisinin-based Combination Therapy (ACT) for treatment of uncomplicated malaria.
2. 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, but this is not recommended. The BEST and most effective treatment for malaria as approved by the 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 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 the 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 the treatment of malaria. How have their parents been treating them for malaria?







### ASSESSMENT QUESTIONS:

- What is the 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.



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 Organization 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 protect all people in the community including those who do not sleep under the nets. ITNs can also protect 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 neighbour 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 the correct and consistent use of insecticide-treated nets. Clearing 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 preventive malaria medicine. For this reason, students and teachers need to encourage friends and family members who may be pregnant to start going to 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
- The 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?
  - **Group 2:** 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 humour will make the practice memorable.

**ASSESSMENT QUESTIONS:**

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



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

# Communicable Diseases

## LEARNING OBJECTIVE

At the end of this session, students will understand:

- What a communicable disease is.
- How they happen.
- How to prevent it.
- Examples of communicable diseases.

### Why students need to know this information:

Communicable diseases, which can also be called contagious or infectious diseases, spread so fast that, interestingly, they are easily preventable if we take some simple safety actions. Understanding how contagious diseases are contracted and transmitted will help stop their spread and protect people from getting sick.

### CONCEPT/KEY POINTS

Communicable diseases are infections caused by microorganisms that are easily spread from one person to another.

### MATERIALS NEEDED

Tap or veronica bucket, running water, soap, and disposable towel.

### METHOD

Class discussion and demonstration of proper hand washing exercise.

### DURATION

Single Period of 45 minutes maximum



## INTRODUCTORY EXERCISE

Ask two or three students to touch the ink pad or pour some water into a flat plate and place their palm on it, touch the next student with the same hand, and ask them about their observations. (The site of touch should be stained with ink or water).

## General Interactive Questions

- What does the term communicable disease mean to you?
  - Listen for: Communicable diseases are caused by germs such as bacteria, viruses, or fungi and can easily spread from person to person or from animal to human.
- Give some examples of contagious diseases that you have learned about in the past.
  - Listen for: Common cold, Chicken pox, COVID-19, HIV, etc.

## ESSENTIAL INFORMATION

### Communicable disease information

Communicable diseases are illnesses caused by microorganisms such as bacteria, viruses, fungi, or parasites that are easily spread from one person to another. Many microorganisms live in and on our bodies, and they are normally harmless. Sometimes they are helpful under certain conditions, but some may cause disease.

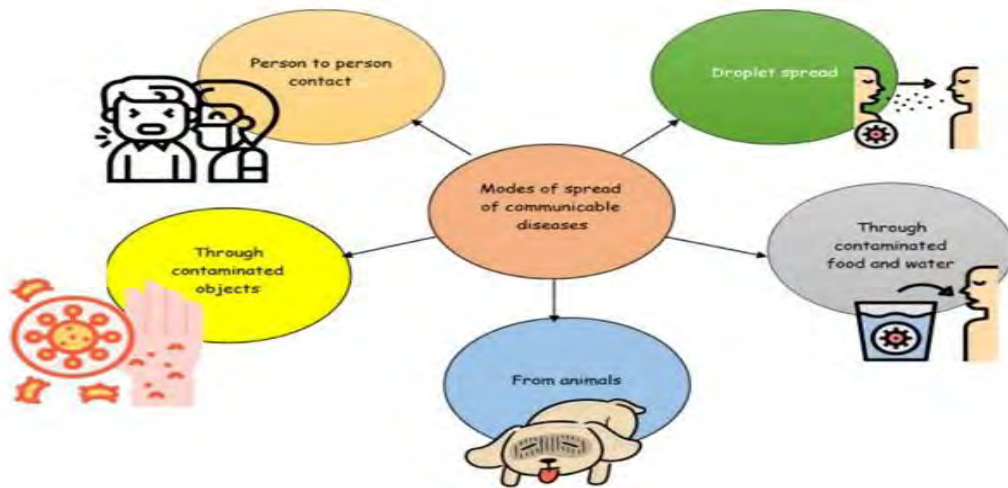


Diagram 2.0 How communicable diseases are spread

### Communicable diseases can be:

#### 1. Airborne:



Image source: Instagram/Prof. Dr. Gulendamtumen



When an infected person sneezes, yawns, and coughs into the air, they release the microorganisms into the air. Since we inhale oxygen from the air around us, we can also inhale microorganisms. The microorganisms can also rest on surfaces, and when we touch them, we pick them up and bring them into our bodies. Examples of airborne diseases include influenza, chickenpox, and COVID-19.

## 2. Waterborne and foodborne:



When disease-causing agents are found in the water, such that when you drink or eat contaminated food, you get infected. Examples of waterborne diseases are typhoid and cholera.

## 3. Animal and vector-borne:



The disease-causing agent is in an animal such that when humans touch their faeces, urine, and skin; and eat their meat without cooking it properly, they contract the disease. Examples of animal-borne diseases include Lassa fever and Mpox).

**Examples of communicable diseases are:**

- Diseases caused by viruses: common cold, measles, chickenpox, Lassa fever, Mpox, yellow fever, rabies, COVID-19, hepatitis, HIV, etc.
- Examples of diseases caused by bacteria: tuberculosis, whooping cough (Pertussis), salmonella (Typhoid), Urinary Tract Infections (UTI), etc.
- Examples of diseases caused by fungi: ringworm, vaginal candidiasis, fungal nail infections, etc.
- Examples of diseases caused by parasites: hookworms, pinworms, malaria, etc.

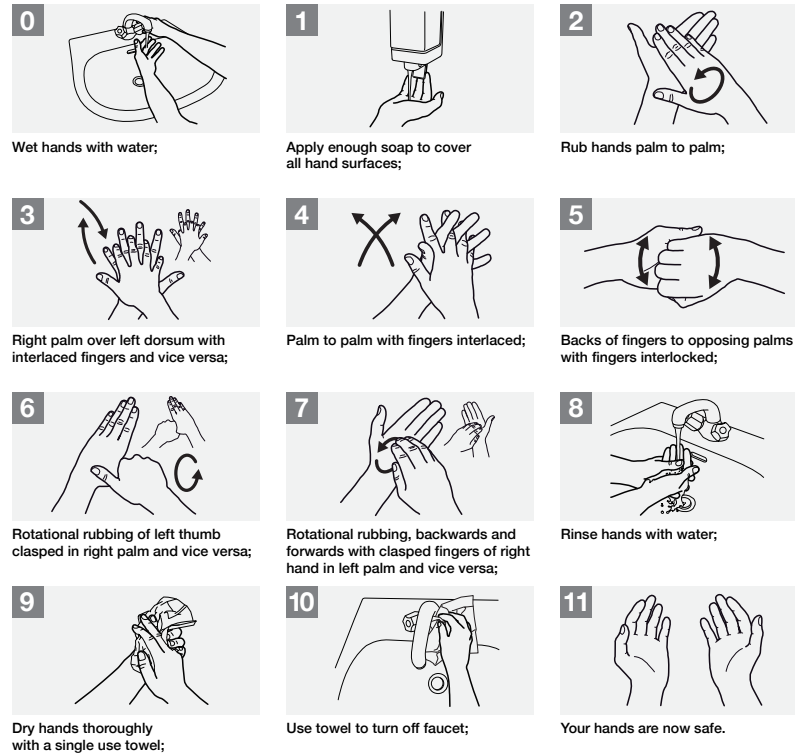
Signs and symptoms of these diseases may vary depending on the micro-organism causing the infection but often include fever and fatigue (tiredness). Most communicable diseases can be prevented by vaccines. Examples of such diseases include measles and chickenpox.

Washing our hands properly and regularly with soap and water and practising personal hygiene help protect us from most communicable diseases.

# How to Handwash?

**WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB**

**🕒 Duration of the entire procedure: 40-60 seconds**



**World Health Organization**

**Patient Safety**  
A World Alliance for Safer Health Care

**SAVE LIVES**  
Clean Your Hands

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Diagram 2.1 How to wash your hands properly



Droplets in the air, urine, and faeces of infected animals and humans rest on surfaces; contaminated water and food; infected pets and animals can all be taken by the hand and put into the mouth, eyes, or nose; from there, they are introduced into the body, and the body becomes infected. The infected person may sneeze, spit, or sweat, and another person picks it up by hand.

### ACTIVITIES

Demonstrate proper handwashing technique and ask the children to also practice this.

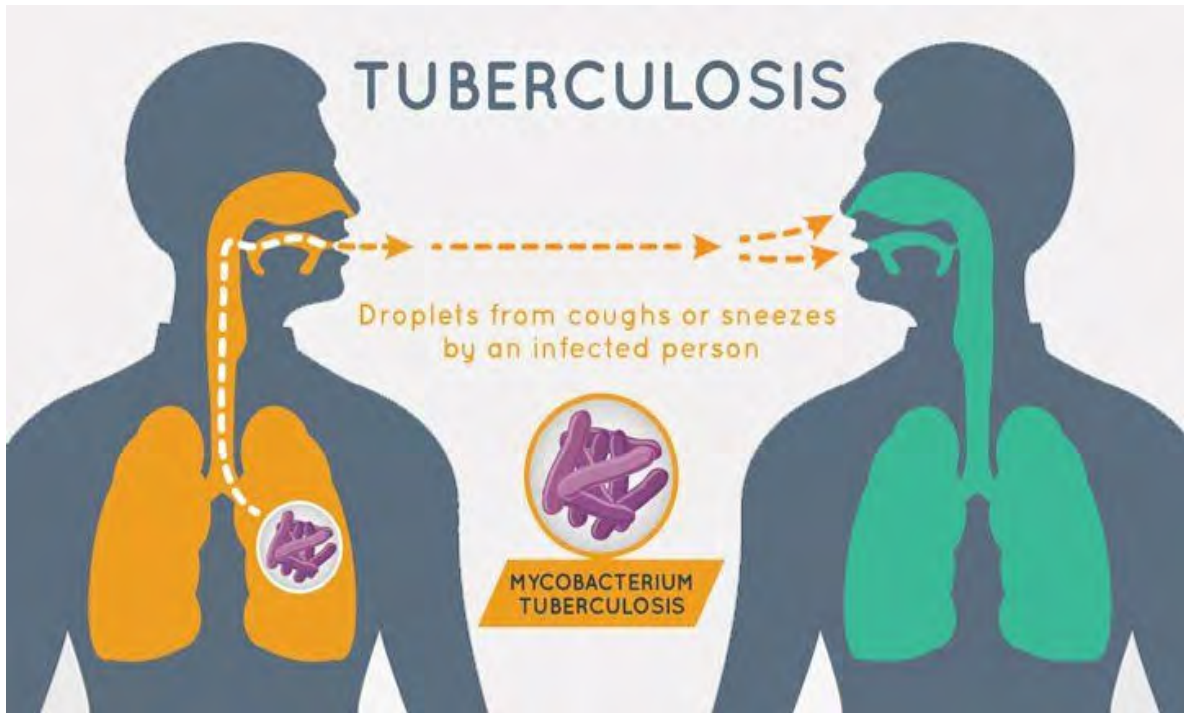
### ASSESSMENT QUESTIONS

1. What is a communicable disease?
2. How are communicable diseases spread?
3. What is airborne disease?
4. How can you stop the spread of communicable diseases?
5. Name ten (10) communicable diseases
6. Why is hand washing important to stop the spread of communicable diseases?

### Summary/Key Messages:

- ◆ Communicable diseases are illnesses caused by germs or microorganisms.
- ◆ They are easily spread from one person to another.
- ◆ Many communicable diseases can be prevented by Vaccines.
- ◆ Washing the hands properly and regularly with soap and water and practicing personal hygiene helps to protect us from Most communicable disease.

# Tuberculosis



## LEARNING OBJECTIVE

In this session, students will learn about the cause of Tuberculosis (TB), how it is spread, why people get infected with TB, its signs, and symptoms, how to prevent TB, and how it is treated. This will enhance health-seeking behaviour among students and dispel disbelief in the myths and misconceptions around TB.

### Why students need this information:

They need to have the correct knowledge of TB to dispel myths and misconceptions and to seek treatment early enough.

### CONCEPT

Tuberculosis TB is a deadly airborne infectious disease that affects the lungs and can sometimes affect other parts of the body. It can lead to death if it is not treated.

### MATERIALS NEEDED

Cardboard paper/illustration diagram

### METHOD

Class discussion

### DURATION

2 Single periods of 45 minutes maximum

## **INTRODUCTORY EXERCISE:**

Ask the students if any of them have coughed for so long in one day. How did you feel? Can you remember what led to it? What did you do to stop it?

## **WHAT IS TUBERCULOSIS?**

TB is an airborne infectious disease that usually affects the lungs but can sometimes affect other parts of the body. It can lead to death if it is not treated.

### **What causes TB?**

TB is caused by a bacterium called *Mycobacterium tuberculosis*. The TB bacteria usually attack the lungs, called pulmonary TB, but they can also attack any part of the body, such as the kidney, spine, and brain, called extrapulmonary TB. (Did you know it affects other parts of the body before now?)

### **How do you get TB?**

TB is spread through the air from one person to another. The TB germs are passed through the air when someone who is sick with TB disease of the lungs coughs, speaks, sings, or sneezes. People nearby may breathe in these bacteria and become infected.

When a person breathes in TB bacteria, the bacteria can settle in the lungs and begin to multiply. From there, they can move through the blood to other parts of the body, such as the kidney, spine, and brain.

People with untreated TB disease of the lungs are most likely to spread it to people they spend time with every day. This includes family members, friends, and co-workers or schoolmates.

TB can cause death if not treated with the right medicine.

TB is NOT spread by:

- shaking someone's hand.
- sharing food or drink.
- touching bed linens or toilet seats.
- sharing toothbrushes.

(Expect questions such as, why should one contract TB through sneezing but not through sharing toothbrushes?)

### Who are the people who are in danger of developing TB disease?

- Children living in the same household with a TB patient, especially children under 5 years old,
- People living with HIV
- Children with malnutrition
- Elderly people.
- People who inject illegal drugs
- People who are sick with other diseases that weaken the immune system
- People who were not treated correctly for TB in the past

### Signs and symptoms of TB disease

- A persistent cough that has lasted for 2 weeks or more.
- Weight loss or failure to gain weight
- Persistent fever.
- Sweating at night or when you are sleeping.
- Others are pain in the chest, coughing up blood or phlegm from deep inside the lungs, weakness or feeling very tired, and having no appetite.

### What should you do if you have these symptoms?

Anyone who has one or more of these signs should go to the nearest healthcare facility immediately to get tested for TB. Also, promptly refer anyone with these signs to the nearest healthcare facility to get tested for TB.

- Finish your entire treatment.
- Help prevent the spread by covering your cough, keeping windows and doors open, and avoiding crowded areas for long periods.
- Encourage your close contacts to get screened for TB.

If you know someone else who has TB:

- Encourage them to finish their full treatment.
- Support them as they continue treatment.

An undiagnosed and untreated patient who has TB of the lungs can infect an average of 10–15 people every year.

### How can the spread of TB be prevented?

- Advise those coughing to observe cough etiquette, such as:
  - ✓ Cover nose and mouth with handkerchiefs or tissues when coughing or sneezing.
  - ✓ Avoid spitting indiscriminately.
  - ✓ Properly dispose of used tissues.

- ✓ Wash hands after coughing or sneezing.
- Proper ventilation in closed spaces also helps to reduce the spread of TB.

### Types of TB

There are two types of TB:

- Drug-sensitive TB (DS-TB): TB bacteria that are fully susceptible. This means all of the TB drugs will be effective so long as they are taken properly as prescribed by the healthcare provider.
- Drug-resistant TB (DR-TB): The TB bacteria will not respond to the first-line drugs used to treat TB. This means that the drug can no longer kill the TB bacteria, and the person would have to take other second-line medications for a longer duration of time.

## SECTION 2:

### Treatment of TB

If TB is identified early and treated with proper medications and care, it can be cured. A combination of medicines is required to be taken for four to six months for DS-TB and a longer duration for DR-TB.

TB is curable when TB patients adhere to the following four principles:

- Taking all the provided drugs.
- Taking drugs at the proper dosage
- Taking drugs every day.
- Taking drugs for the prescribed duration (at least 6 consecutive months).

If TB drugs are not taken as prescribed, the TB bacteria can become resistant during treatment. Drug-resistant TB is harder to treat and requires higher-order antibiotics. It is important to adhere to the four principles of treatment because drug-resistant TB is very dangerous.

With early detection and appropriate antibiotics, TB is treatable. The right type of antibiotic and length of treatment will depend on:

- The person's age and overall health
- The location of the infection
- Whether the strain of TB is drug-resistant.

Treatment for latent TB can vary. It may involve someone taking a combination of antibiotics once a week for 12 weeks or every day for 9 months. Treatment for active TB may involve taking several drugs for 6–9 months. When a person has a drug-resistant strain of TB, the treatment will be more complex.

It is essential for people to complete the full course of treatment, even if symptoms go away.

### **What is Tuberculosis Preventive Therapy (TPT)?**

Some people develop TB disease soon after becoming infected with the bacteria because of their weak immune systems. In other people, the TB bacteria may remain inactive (latent) in the body for some time, and they may get sick with the disease much later when their immune system becomes weak for another reason.

TPT is given to the following group of people to destroy any TB bacteria in their bodies before it develops into active TB disease:

- Those who have been exposed to TB infection, e.g., household contacts of a TB patient
- Those who are infected with TB bacteria, i.e., people with latent or dormant TB
- Those who are at higher risk of developing the disease than the general population, e.g., people living with HIV

### **What you should know about TB Preventive Therapy (TPT)**

- TPT is used for people living in the same house as or having been exposed to a TB patient.
- TPT is used to reduce the risk of progressing to active TB disease.
- TPT is effective if it is used every day for 3-6 months.
- TPT is safe.

### **Adherence to TB treatment**

What is adherence? Adherence means taking the right amount of medicine at the right time as directed by the health worker and finishing the medicine.

### **Why is it important to adhere to medications?**

Taking medicines as prescribed or adhering to treatment can help a patient feel better sooner, cure their TB, and return to normal activities. Likewise, a patient's adherence to treatment can prevent the further spread of TB to others.

### **What could happen if you do not take your TB medicine as prescribed?**

Not taking your TB medicine as prescribed is known as "non-adherence." Non-adherence can lead to serious consequences, including acquired drug resistance, further spread of TB and transmission to family members, friends, and other loved ones that you are in close contact with, worsening of your illness, and death.



## ACTIVITIES

**General discussion: Passing the ball game**

### Questions

1. What organ does TB most commonly infect?
2. Name two common symptoms of TB.
3. Name two ways that you can help prevent the spread of TB.
4. How is TB transmitted?
5. True or false: If you start feeling better, you do not need to continue your treatment.
6. Can TB be spread by hugging someone or sharing a spoon? Why or why not?
7. Why are younger children more at risk of getting TB?
8. If you have TB, what can you do to help prevent its spread?
9. Why is it so important to finish your treatment?
10. What could happen if you do not finish your full treatment?

## ASSESSMENT QUESTIONS



- What causes TB?
- How is TB spread?
- What are the risk factors for TB?
- List some of the signs and symptoms of TB
- What are the four principles of treatment adherence?

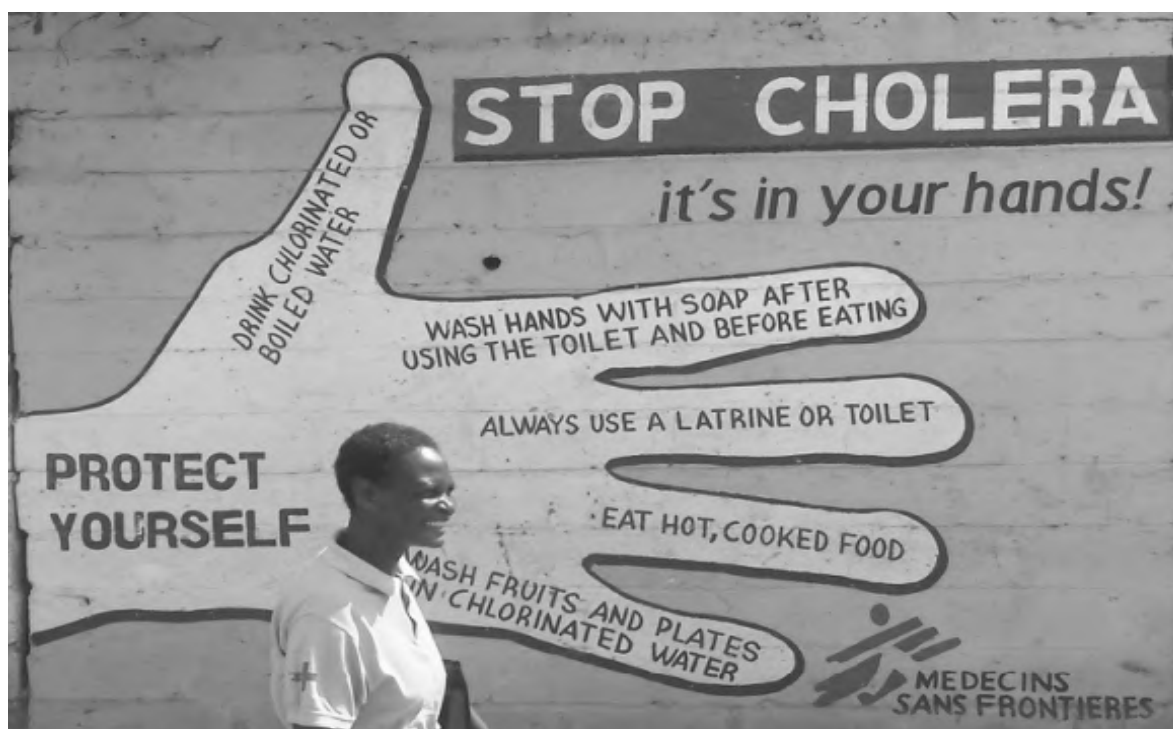
## Summary/Key Messages:



- ◆ Tuberculosis is an airborne infectious disease that spreads from one person to another.
- ◆ People with untreated TB disease of the lungs are most likely to spread it to people they spend time with every day.
- ◆ Children who are under five years and are contacts of TB patients, malnourished children, people living with HIV and the elderly are among the people who are at risk of developing TB disease.
- ◆ With early detection, TB is treatable and curable when the right medications are taken and if the patient adhere to treatment.
- ◆ TPT can be given to the people who are contacts of TB patients or those who are at risk of developing the disease (e.g., PLHIV) to destroy any TB bacteria in their bodies before it develops to active TB disease.

## Lesson 5:

# Cholera

**LEARNING OBJECTIVE:**

In this session, students will learn about the cause of Cholera, how it is spread, why people get infected with Cholera, its signs, and symptoms, how to prevent it, and how it is treated.

Why students need this information:

They need to have the correct knowledge of Cholera to understand its prevention and management.

**INTRODUCTORY EXERCISE:****Storytelling: Fatima's Daughter Gets Sick**

Fatima and her family live in a rural village in the northern part of Nigeria. She lives with her husband

**CONCEPT**

Cholera is a deadly water or foodborne disease. Cholera bacteria are usually found in food and water sources that have been contaminated by faeces/poo from an infected person.

**MATERIALS NEEDED**

Tap or veronica bucket, running water, soap, and disposable towel.

**METHOD**

Class discussion and handwashing demonstration

**DURATION**

2 Single periods of 45 minutes maximum



and two children, Asad, who is three years old, and Afya who just turned one. Afya is not quite walking, but crawls everywhere!

Fatima loves her family and works hard to take care of them. Every day, Fatima walks with both children for about thirty minutes to and fro the farm. Last week, extreme rains caused widespread flooding along the river and in the fields of Fatima's village and the surrounding villages. Yesterday was the first day Fatima was able to make it to the farm with her children since the flooding. While she gathered firewood, Afya played on the shore of the river nearby, putting her hands in the water and then in her mouth.

Early the next day, Fatima noticed her youngest child was not feeling well. Afya was having very frequent, watery, and plentiful diarrhoea that looked like rice water. She was also vomiting and very thirsty. By late afternoon that same day, Afya had stopped peeing and her eyes were sunken. Both Fatima and Asad felt okay.

That night, Fatima was very worried about Afya. She heard about cholera on the radio from local community health workers last year when there were heavy rains and flooding up north. The health workers said that cholera is a very serious disease and can be deadly, especially in small children. She remembered that contaminated water can often be the source. As Fatima continued to care for Afya, she thought that it could just be common diarrhoea. No one was talking about cholera in her village, but Fatima was very worried about Afya and was unsure what to do.

- What has Fatima heard about cholera?
- What are some of the symptoms of cholera?
- What symptoms did Afya have?
- What have you heard about how cholera is spread?
- What things have you heard that we can do to prevent cholera from spreading in our households and communities?

### **INTRODUCTORY EXERCISE:**

#### **Where is cholera found and how is it spread?**

Cholera is a diarrhoeal disease caused by consuming water or food that is contaminated with cholera bacteria. Cholera often spreads following flooding or the rainy season, particularly during hot, rainy months. In some places, cholera epidemics start at the end of the dry season or the beginning of the rainy season, when water sources are limited and become slightly salty and/or highly polluted. Cholera bacteria are usually found in food and water sources that have been contaminated by faeces/poo from an infected person. Cholera is easily spread in places where people do not bury their faeces properly or use appropriate toilets/latrines;

where people do not wash their hands at proper times with soap and water; and where people do not treat or disinfect their drinking water.

### Follow-up questions:

1. Where do you get your water now?
2. What is the toilet situation in your household/community? Do you have a latrine or more toilet facilities?
3. If you don't have a toilet in your home, how do you dispose of your faeces/poo?

### The 5 Fs of Transmission (Fluids, Fingers, Flies, Food and Field)

Explain: Cholera is spread the way many diarrhoeal diseases are spread, that is through the five "Fs":

- **Fluid/Water:** By drinking water or any fluid that has been contaminated by faeces/poo and has not been treated or disinfected.
- **Fingers:** By putting your hands in your mouth, when your hands are not washed after using the toilet or after contact with faeces on the ground (which is especially common for young children who are crawling).
- **Flies:** Flies can perch on faeces/poo and then land on food or any drinkable fluid, which contaminates them.
- **Food:** By eating food that has been contaminated by fingers, flies, or any drinkable fluid that has come in contact with faeces/poo.
- **Fields/Floors:** The soil where food is grown can contain faeces when cholera-infected people or animals have pooped on the ground or near water sources, instead of using the toilet/latrine or properly burying the faeces/poo away from houses. Hands that have been working in the soil can pass on germs like cholera when handwashing is not done afterwards. Floors that are contaminated with animal or human faeces can also contaminate fingers when we touch them and put those fingers into our mouths when handwashing is not done after touching the floors. It can also be spread from other contaminated things including buckets, cups, spoons, shoes, soiled clothing, etc., that have touched faeces or touched by something that has touched faeces/poo (e.g., fingers).

People can have cholera without knowing it and without having any symptoms.

### SIGNS AND SYMPTOMS OF CHOLERA

Cholera can cause very frequent, watery, and plentiful diarrhoea, that looks like rice water. Diarrhoea is when a person has three or more watery stooling/poo in one day and night (24-hour period). Other symptoms of cholera include vomiting and leg cramps. If diarrhoea and

vomiting are not treated, severe dehydration and shock can occur. Without treatment, it can cause death. People who have dehydration often become very thirsty and have less pee, dry eyes and mouths, sunken eyes, and skin that is less elastic.

### Incubation period

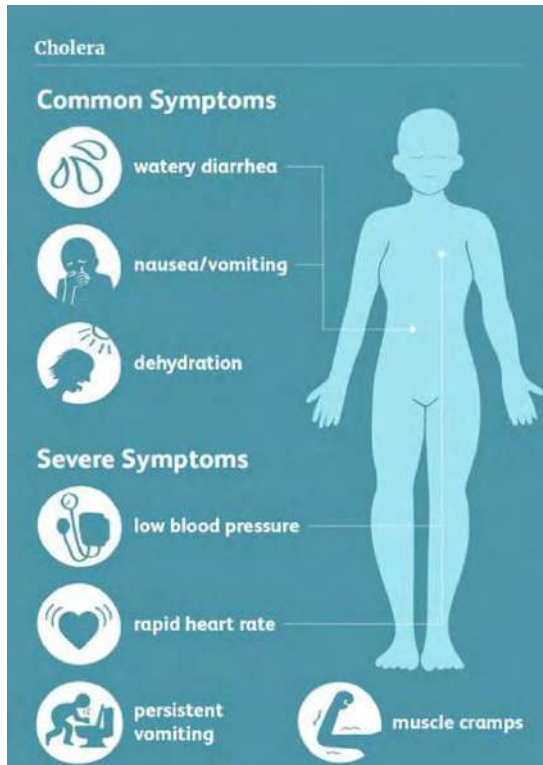


Diagram 5.1 Symptoms of Cholera

It takes between 12 hours and 5 days for a person to show symptoms of cholera, and most people who get cholera have mild or no symptoms at first. These people are still able to infect other people with it. This is because cholera bacteria can be living in their faeces, even if they have no symptoms.

### Who is at Risk of Cholera Infections?

Cholera affects both children and adults and can sometimes kill a person through dehydration within hours if it is untreated. Pregnant women and children under 5 years of age are at increased risk of getting and dying from cholera. Being malnourished or HIV positive or having tuberculosis (TB) and other chronic diseases, can increase a person's risk of getting and dying from

cholera. The elderly and other people who have low immune systems are also particularly susceptible to cholera.

### How to avoid cholera and other diarrhoeal diseases

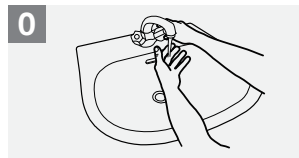
Wash your hands with soap (or ash) and running water after doing the following:

- After defecating or cleaning a child's bottom or sick family member's bottom.
- After disposing of children's faeces.
- Before preparing food.
- Before eating food or feeding young children.
- After handling animals or their poo/dung or working in the field.
- After caring for a sick person.

# How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB

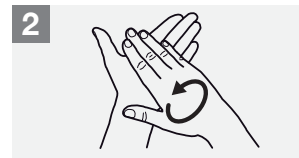
 **Duration of the entire procedure: 40-60 seconds**



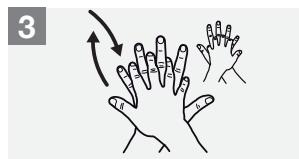
**0** Wet hands with water;



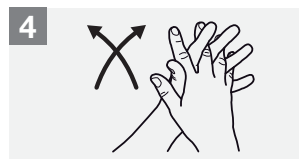
**1** Apply enough soap to cover all hand surfaces;



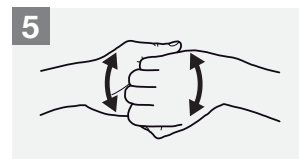
**2** Rub hands palm to palm;



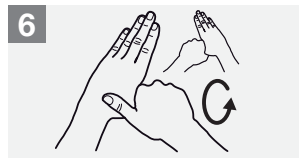
**3** Right palm over left dorsum with interlaced fingers and vice versa;



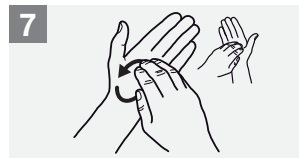
**4** Palm to palm with fingers interlaced;



**5** Backs of fingers to opposing palms with fingers interlocked;



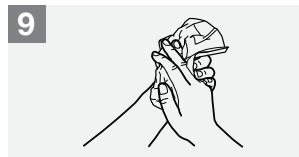
**6** Rotational rubbing of left thumb clasped in right palm and vice versa;



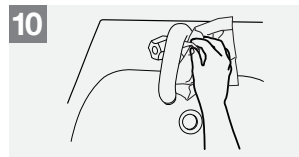
**7** Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



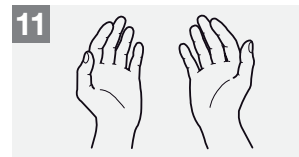
**8** Rinse hands with water;



**9** Dry hands thoroughly with a single use towel;



**10** Use towel to turn off faucet;



**11** Your hands are now safe.



World Health Organization

Patient Safety

A World Alliance for Safer Health Care

SAVE LIVES  
Clean Your Hands

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Diagram 5.2 How to wash your hands properly

## ACTIVITIES

Demonstrate proper handwashing technique and ask the children to also practice this.



### ASSESSMENT QUESTIONS

1. Why do you think it is so easy for children to get sick from cholera?
2. How can you protect yourself from spreading cholera through the five Fs?
3. What are the symptoms of cholera?
4. Can people with no symptoms transmit cholera? Why?



### Summary/Key Messages:

- ◆ Cholera is a diarrhoeal disease caused by consuming water or food that is contaminated with cholera bacteria.
- ◆ Cholera is spread through the five “Fs” – fluid, fingers, flies, food, fields.
- ◆ Cholera can cause very frequent, watery, and plentiful diarrhoea, that looks like rice water.
- ◆ It takes between 12 hours and 5 days for a person to show symptoms of cholera, and most people who get cholera have mild or no symptoms at first.
- ◆ Conducting hand washing is the way to prevent cholera.

# Lassa Fever



## LEARNING OBJECTIVE

At the end of this session, students will understand what Lassa fever is and how it is transmitted, the signs and symptoms, why it is dangerous, how it is prevented, and what to do when one is suspected of getting the infection.

### Why students need to know this information:

Understanding the signs and symptoms of Lassa fever disease and the modes of transmission will help individuals make informed decisions to adopt preventive measures and seek care from the hospital promptly when required.

### CONCEPT

Lassa fever is an infection caused by a virus called Lassa fever.

It is spread when a human is exposed to the urine and faeces of an infected rat.

Our homes and neighborhoods can be infested by infected rats.

### MATERIALS NEEDED

Cardboard paper/illustration diagram showing the transmission cycle of Lassa fever virus.

### METHOD

Class discussion

### DURATION

Single Period of 45 minutes maximum

**INTRODUCTORY EXERCISE:**

A man called Brown bought “suya” by the roadside on his way back to work. He shared it with his sister Rhyna, and a few days later, they fell so sick that they were admitted to the hospital. He was tested, and the doctor said he had Lassa fever! The man had just heard the name “Lassa fever” for the first time and wondered how he got infected.

Do you know what Lassa fever is? Have you seen anyone infected with Lassa fever?

**ESSENTIAL INFORMATION:**

**What is Lassa fever?**

Lassa fever is an infection caused by the Lassa fever virus. Lassa fever is spread when a person is exposed to the urine and faeces of an infected rat. One can get exposed when they eat food that has been contaminated by the urine or faeces; when they touch the urine or faeces or something that has been contaminated by it; or when they inhale the urine or faeces. Sometimes this can happen without our knowledge.

The Lassa fever virus can be transmitted from rats to humans through contaminated foods and surfaces or by direct contact with infected rats. The infection can also be transmitted from one infected person to another via contaminated body fluids.

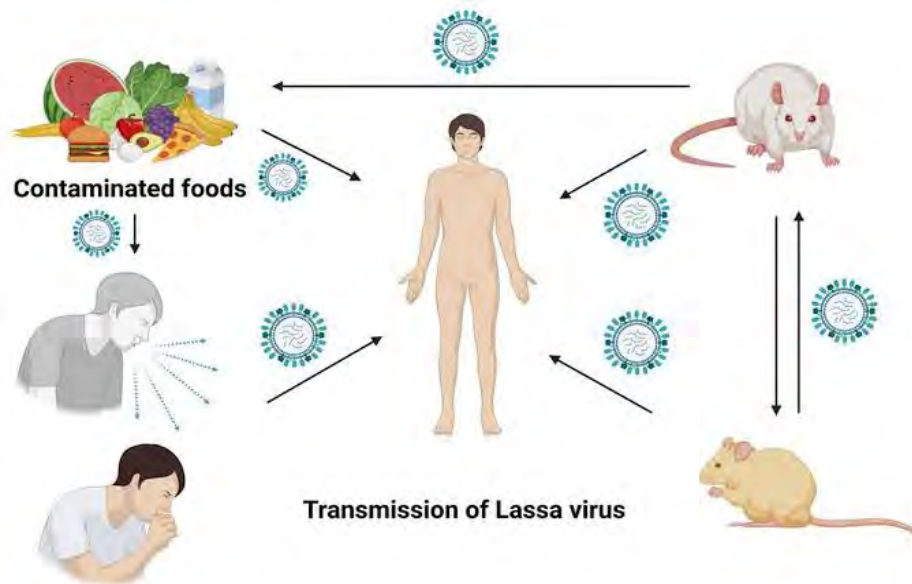


Diagram 6.0 Lassa virus transmission cycle



## Signs and Symptoms of Lassa fever

The signs and symptoms of Lassa fever are high fever, sore throat, headache, stomach pain, vomiting, diarrhoea, chest and back pain, general muscle pain, cough, swollen face, and bleeding from ears, eyes, nose, and mouth.



Diagram 6.1 Lassa virus transmission cycle

## How can you prevent Lassa fever?

These include:

- Avoid all contact with someone who has symptoms of Lassa fever, and wash hands with soap and running water if contact is unavoidable.
- Ensure a clean environment so that rodents aren't attracted.
- Proper storage and covering of food (rodent-proof)
- Dispose of waste properly in a covered bin (so that rodents cannot get into it).
- Avoid direct contact with rats.
- Block ways that rodents can enter the house.
- Set traps to catch rodents and reduce the rat population.
- Safe burial of rats (use polythene bags or something similar to pick up and bury the rat, then wash hands thoroughly).
- Please note that there is no vaccine available for Lassa fever. However, there are available drugs for treatment.





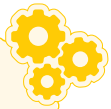
Diagram 6.2 Lassa virus transmission cycle

### Can Lassa fever be treated and cured?

It is extremely important that as soon as a person has any symptoms of Lassa fever, especially fever, they go to the hospital or clinic. Lassa fever is treatable only when it is diagnosed early, and when the infected person goes to the health facility, it gives the person a better chance to survive.

### Action points:

- Ask the students about lessons learned from the session and find out if they have a good idea of the disease.
- Inform their parents about the Lassa fever signs and symptoms, preventive measures, and what to do if they see anyone with such symptoms.
- Check their homes and environment for possible poorly disposed waste that could attract rats or holes in the house through which rats can gain entrance.
- Support their parents to ensure a clean environment, proper storage of foods in well-covered containers, and blocking any holes in the house to prevent rats from entering the house.
- Regularly wash hands with soap or ash under running water to prevent Lassa fever and other common infections.



### ACTIVITIES:

- Divide the class into two groups and ask them to list all the different ways that Lassa fever can be prevented. Whichever group comes up with a longer list reflecting the bulleted list above wins!
- Or try the fastest correct response quiz. Ask them questions and give points to the first to give the correct answer.



### ASSESSMENT QUESTIONS:

1. What is Lassa fever?
2. How is Lassa fever transmitted?
3. Name two signs and symptoms of Lassa fever.
4. What is the best way to prevent Lassa fever?



### Summary/Key Messages:

- ◆ Keeping a clean environment by sweeping the house and compound regularly, clearing grass as well as proper waste disposal keeps flies, cockroaches, rats, and other unwanted disease-carrying organisms away from one's environment.
- ◆ Regular handwashing with soap or ash under running water keeps a person and their family safe from common infections.
- ◆ When you have a fever, or any other symptoms of infection go immediately to the health centre.

## Lesson 7:

# Mpox (Monkeypox)



## LEARNING OBJECTIVE

At the end of this session, students will know what Mpox is, how it spreads, the signs and symptoms, and how to prevent its spread. Students will also know what to do when they see a suspected case of Mpox.

### Why students need to know this information:

Mpox is preventable. Having this knowledge will help students take preventive measures and watch out for signs and symptoms. This knowledge will also contribute to communities more quickly identifying cases of Mpox, reporting them, and ensuring people with symptoms go to health facilities as soon as possible, thus preventing the continuous spread of Mpox in their immediate environment.

### CONCEPT/KEY MESSAGES

Mpox is a highly contagious viral disease transmitted from infected animals to human. It cannot be cured but can be prevented.

### MATERIALS NEEDED

Cardboard paper/illustration diagram

### METHOD

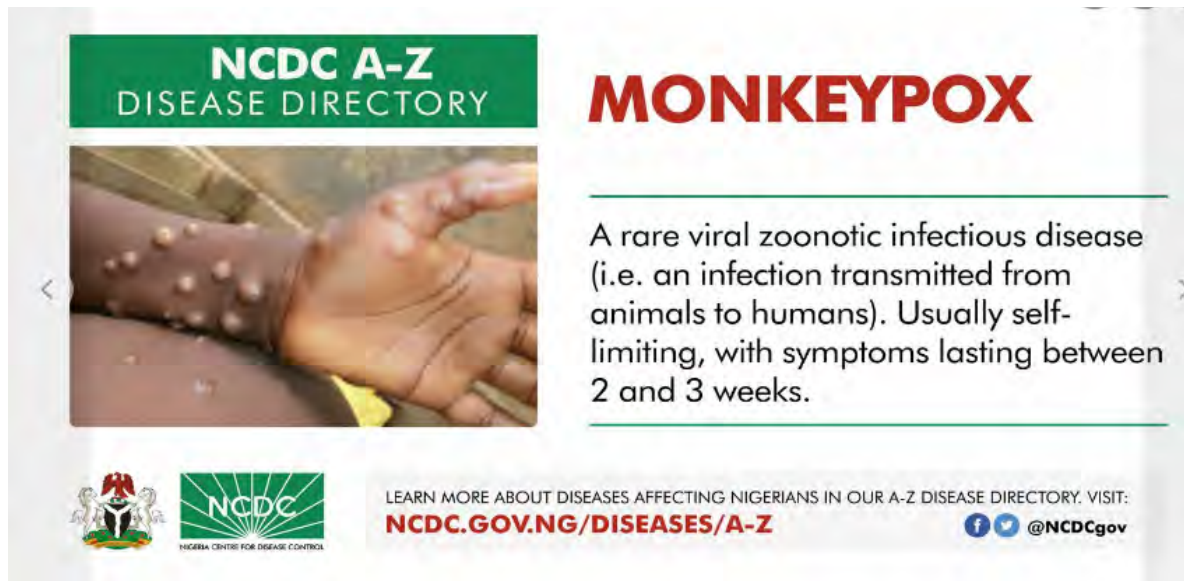
Class discussion

### DURATION

Single period of 45 minutes maximum

## ESSENTIAL INFORMATION

### What is Mpox?





**NCDC A-Z DISEASE DIRECTORY**

**MONKEYPOX**

A rare viral zoonotic infectious disease (i.e. an infection transmitted from animals to humans). Usually self-limiting, with symptoms lasting between 2 and 3 weeks.

LEARN MORE ABOUT DISEASES AFFECTING NIGERIANS IN OUR A-Z DISEASE DIRECTORY. VISIT: [NCDC.GOV.NG/DISEASES/A-Z](https://ncdc.gov.ng/diseases/a-z)

  @NCDCgov

Mpox is a virus-causing disease that is transmitted from animals to humans, such as rats, bush meat, and squirrels. They infect you when they bite or scratch you. It can also be spread from human to human. The virus can enter the body through any open wound, such as the eyes, nose, or mouth. This can happen through:

- Close contact with an infected person's skin wounds, respiratory or oral droplets, urine, faeces, and body secretions such as tears, sweat, saliva, or breastmilk.
- When someone touches materials like clothes, bedsheets, or furniture that have been in contact with an infected person.

### What are the signs and symptoms of Mpox?

The main symptom of Mpox is rashes, which start on the face and then spread to other parts of the body, especially the palms of the hands and the soles of the feet. The rashes usually contain water or pus.

Other symptoms are fever, headache, wounds in the mouth and throat, red eyes, back pain, muscle pain, tiredness, and especially swelling in the neck, which appears before the rashes.

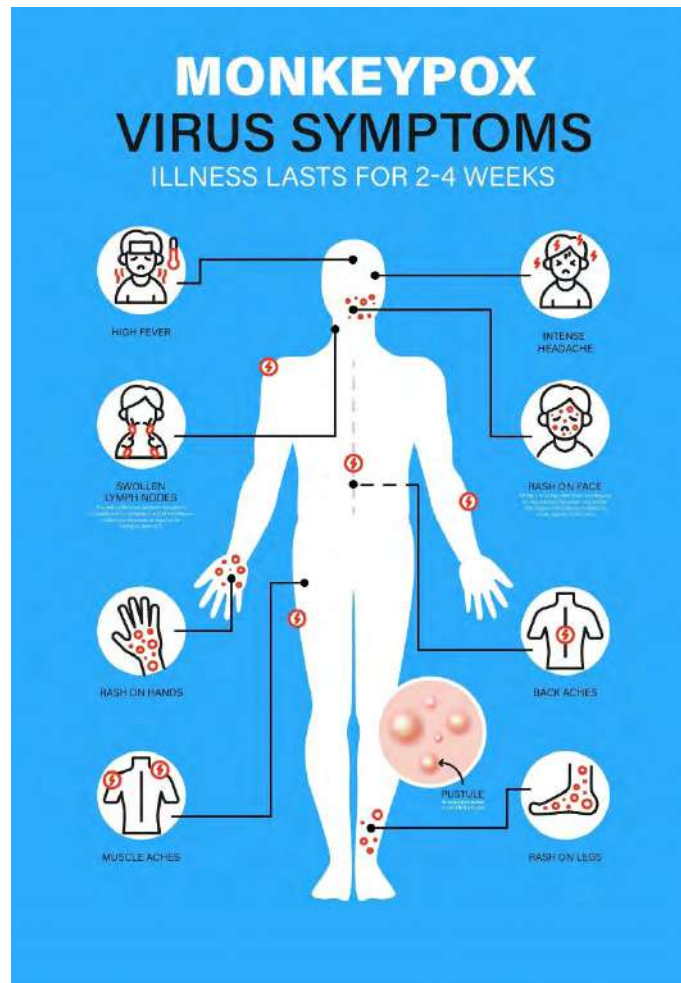


Diagram 7.0 Symptoms of Mpox

### How can you prevent mpox?

To prevent mpox, take these steps:

- Avoid direct contact with bush animals, especially those found sick or dead. Use something (e.g. gloves or nylon) to protect yourself from infection if you must touch them.
- Avoid close contact and sharing of personal items with people who have been confirmed to have mpox or who have signs and symptoms of mpox.
- Cook all animal food products properly before eating.
- Wash your hands with soap and running water after contact with animals.

### Can Mpox be treated and cured?

There is no specific treatment for mpox. If you notice any signs of mpox, quickly go to the nearest health facility for treatment. It is important to visit the health facility quickly to make sure that the symptoms do not get worse and the disease does not spread to others.

If someone with mpox does not visit a health centre or hospital when the symptoms start, their condition can get worse and lead to death.





### Summary/Key Messages:

- ◆ Mpox (monkeypox) is a highly contagious infectious disease caused by the monkeypox virus.
- ◆ It commonly presents with pus-containing rash on the body including face, hands, palms, soles of the feet.
- ◆ Early detection and reporting of suspected cases would limit spread therefore, you must promptly report cases to the appropriate authorities.



# Yellow Fever



## LEARNING OBJECTIVE

At the end of this session, students will understand what yellow fever is, its mode of transmission, signs and symptoms, its dangers, prevention, and management.

Why students need to know this information:

Yellow fever is caused by a virus carried by infected mosquitoes. Infected mosquitoes can spread the disease from person to person. Students need to understand that although yellow fever is a serious disease, they can play a role in its prevention by taking actions such as getting the yellow fever vaccine.

### CONCEPT

Yellow fever is a disease transmitted by infected mosquitoes. The yellow fever virus can damage the liver and other internal organs and cause death.

### MATERIALS NEEDED

None

### METHOD

Class discussion and demonstration of insecticide-treated net hanging.

### DURATION

Single Period of 45 minutes maximum



## ESSENTIAL INFORMATION

### What is yellow fever?

Yellow fever is a disease transmitted by a bite from infected mosquitoes. The “yellow” in the name refers to the jaundice (yellowing of the skin and white part of the eyes) that affects some patients. The yellow fever virus can damage the liver and other internal organs and cause death.

### How is yellow fever spread?

Yellow fever is spread to humans through bites by infected mosquitoes. People cannot spread yellow fever among themselves through casual contact.

### What are the signs and symptoms?

The yellow fever virus stays in the body for three to six days. While some people may not experience symptoms, others can experience fever, muscle pain, headache, nausea, vomiting, and fatigue. Some patients may progress to a severe stage where they experience high fever and jaundice (this means yellowing of the skin and eyes), dark urine, abdominal pain with vomiting, bleeding from the mouth, nose, eyes, or stomach, and sometimes death.

### How can you prevent yellow fever?

Effective ways to prevent yellow fever include:

- Cleaning and removing breeding sites for mosquitoes by covering water storage containers and preventing or clearing stagnant water.
- Protect yourself from mosquito bites by sleeping under insecticide-treated nets, using mosquito repellents, and wearing clothes that cover arms, legs, and head.
- People living in or travelling to areas prone to yellow fever are encouraged to get a vaccine to prevent the disease. The vaccine is safe, affordable, and effective, as a single dose of the vaccine provides protection against yellow fever for up to 10 years.

### Can yellow fever be treated and cured?



There is currently no cure for yellow fever. Treatment focuses on treating symptoms such as fever, muscle pain, dehydration, liver failure, and kidney failure. It is important to report early to the hospital, especially when a fever sets in.

**ACTIVITIES:**

Ask students to divide into groups of at least four students each.

**Discuss:**

- Within their environment, have they seen anyone with yellow fever? What have they observed as areas where mosquitoes are present? What can they do to change these areas so that they do not become breeding sites for mosquitoes?
- Within their environment, what have they seen happening that can cause people to get bitten by the mosquitoes that carry yellow fever? What can they do to change this to reduce the number of people being bitten by mosquitoes carrying yellow fever?

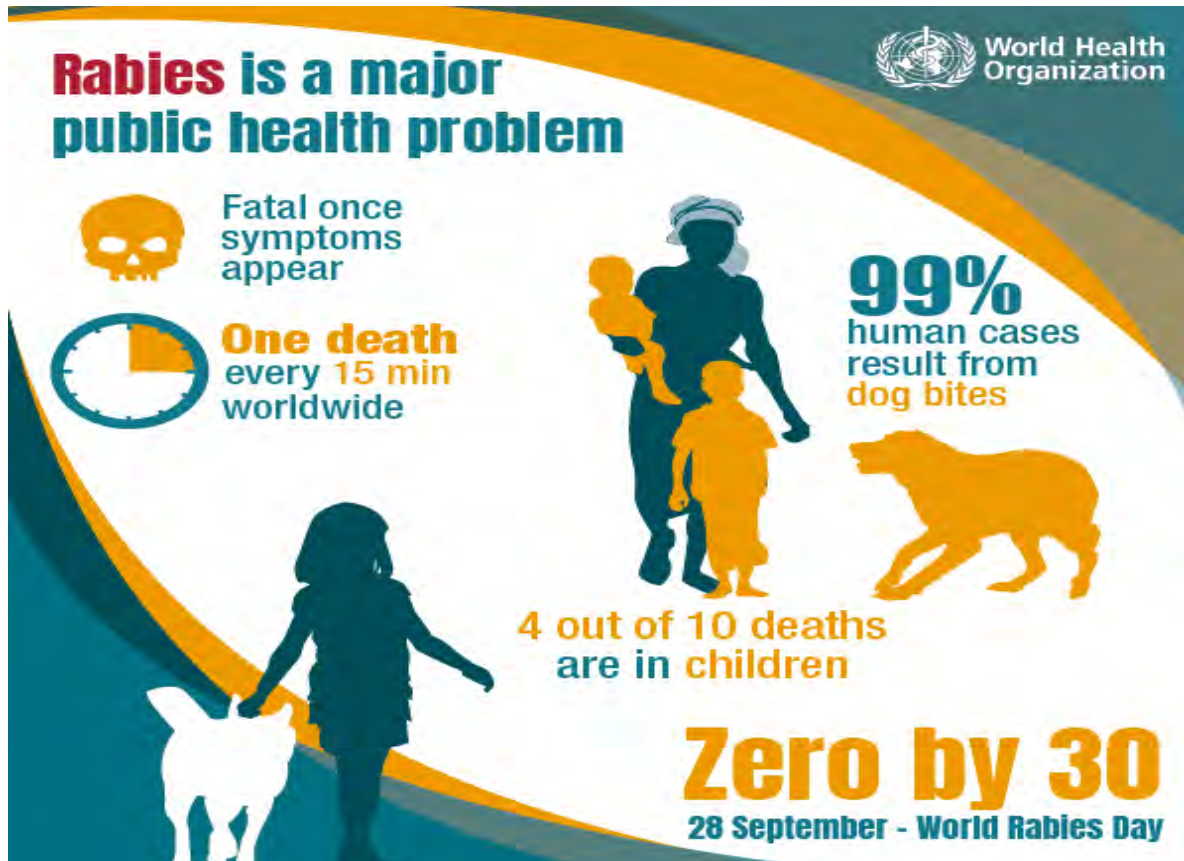
**ASSESSMENT QUESTIONS:**

1. What is yellow fever?
2. How is yellow fever transmitted?
3. Name two signs and symptoms of yellow fever.
4. What is the best way to prevent yellow fever?

**Summary/Key Messages:**

- ◆ Infected mosquitoes transmit yellow fever.
- ◆ Yellow fever can be prevented by keeping one's environment clean, sleeping under insecticide-treated net and getting vaccinated.
- ◆ Early reporting can improve the chances of survival.

# Rabies



## LEARNING OBJECTIVE

At the end of this session, students will understand what rabies is, its transmission, signs and symptoms, its danger, and prevention.

Why students need to know this information:

Rabies is a deadly disease that affects both humans and animals. This is especially important since most people live in families or areas where animals like dogs and cats are kept as pets or for other reasons, for example, as security dogs or hunting dogs. This means many people are

### CONCEPT

Rabies is a deadly disease that is gotten from an infected animal such as dog bite. It is caused by a virus called Rabies virus that attacks the spinal cord and the brain.

### MATERIALS NEEDED

Cardboard paper/illustration diagram

### METHOD

Group student discussion

### DURATION

Single Period of 45 minutes maximum

always in close contact with these animals. These animals are most likely to carry rabies. Therefore, it is important to understand that care must be taken to prevent rabies from ever occurring or spreading and that it is preventable through vaccination.

### **INTRODUCTORY EXERCISE:**

Ask the students if they have dogs. If they are afraid of dogs when they visit their friend's homes, Why are they afraid of dogs?

### **ESSENTIAL INFORMATION**

#### **What is Rabies?**

Rabies is a deadly disease caused by a virus that attacks the brain and spinal cord. A person can get rabies through the bite or scratch of an animal that has the rabies infection, usually a dog or a cat.

#### **Signs and Symptoms of Rabies**

- A. In animals, rabies may appear in two different forms:
- An animal that is usually calm becomes violent and attacks anything that it comes across.
  - An animal that is usually playful becomes quiet and may not respond to calls.

In both cases, there may be fear of water, foaming at the mouth, excessive salivation, lameness, blindness, and then death.

- B. In humans, signs and symptoms of rabies include fever, fear of water, confusion, excessive salivation, headache, nausea, vomiting, hallucinations, disrupted sleep, lameness, coma, hyperactivity, and anxiety.

When a person shows these signs, the disease may be fatal.

It is important to go to the hospital if a person is bitten or scratched by an animal.

#### **How can you prevent Rabies?**

Here are ways you can prevent rabies:

1. Always visit a veterinary clinic to vaccinate your dogs and cats against rabies. It is done once every year. Vaccinating your dogs and cats is the best way to prevent rabies.

2. Stay away from dogs, cats, or other animals that are acting strangely, especially if they are stray animals.
3. Do not go near other people's pets or animals unsupervised.
4. Whenever you are around an animal, stay safe and be sure to act with them in such a way that you avoid being bitten or scratched by the animal.



Diagram 8.0 Prevention & Control of Rabies

### Can Rabies be treated or prevented?

If you have been bitten or scratched, follow these steps to treat rabies:

1. Tell an adult family member immediately!
2. Wash the area that was bitten or scratched immediately. How? First, wear a glove or nylon to protect your hands, then wash the wound with soap and running water for at least 15 minutes. Do not touch the wound directly!
3. Ask your family member to take you to the nearest hospital for treatment. Getting treatment means you will be given five anti-rabies vaccine injections at the hospital over one month. Make sure you listen to the doctor and complete your anti-rabies injections.
4. The anti-rabies vaccine is 100% effective if given early, within 10 days after exposure, i.e., after the bite or scratch.
5. Tell a family member or the health worker about the animal that bit or scratched you and how it happened. This will help make sure others do not get bitten or scratched.



### ACTIVITIES:

Use the following activity with the students:

1. Please raise your hand if you have a dog or cat at home.
2. Keep your hand up if you know that your dog or cat has been vaccinated.
3. For those who have their hands up, ask:
  - a. How do you know that the dog or cat has been vaccinated?
  - b. When were they last vaccinated?
4. For those who have their hands down, ask:
  - a. How do you want to encourage your parents to get the dogs and cats vaccinated?
5. Now, let's think about the animals in our community. Let's start with our neighbour.
  - a. Do you know if their cats or dogs are vaccinated?
  - b. If not, how might you encourage those in your neighbourhood to get their dogs or cats vaccinated?



### ASSESSMENT QUESTIONS

1. What is rabies?
2. Name two signs of rabies in animals.
3. Name two signs of rabies in humans.
4. Can a person recover if they start showing signs of rabies? The answer is No
5. What is the best way to prevent rabies? Vaccination of dogs and cats
6. What should you do if you are bitten by a dog or cat?

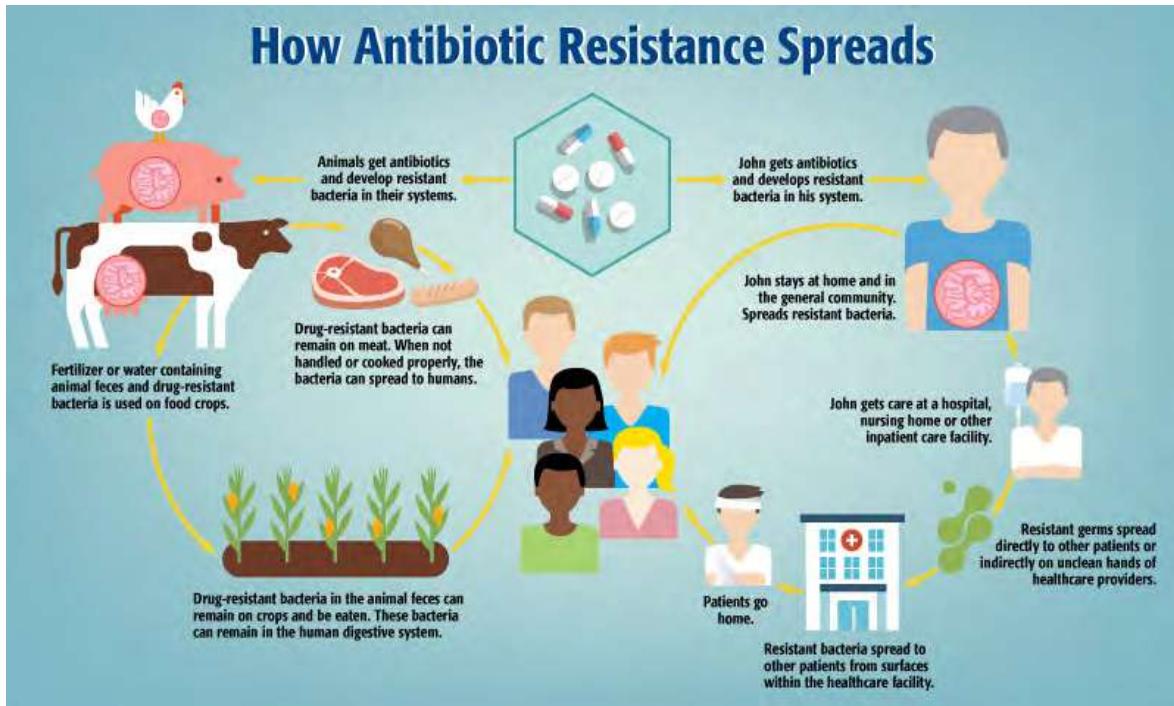


### Summary/Key Messages:

- ◆ Rabies is a deadly disease; it is easily preventable if reported immediately.
- ◆ The best way to prevent rabies is through vaccination of dogs and cats every year.
- ◆ If you have been scratched or bitten by a dog or a cat, tell an adult family member.
- ◆ Wash the area with soap under running water for at least 15 minutes and ask the adult to take you to the nearest hospital to get the anti-rabies vaccine.



# Antimicrobial Resistance (AMR)



## LEARNING OBJECTIVE

At the end of this session, students will understand the following:

- What are microbes and antimicrobials
- Antimicrobial resistance (AMR)
- Causes of AMR
- Why it is a threat to our health and how it can be prevented?

### Why students need to know this information:

Many students may be familiar with taking drugs from the pharmacist or at home without having a doctor or any other health worker properly diagnose what is wrong with them. Also, many students may be familiar with not finishing medication the way the doctor has told them to. This means people are not taking medicines properly.

### CONCEPT

Antimicrobials are agents/ medicines that kills or stops the growth of microorganisms.

Antimicrobial Resistance (AMR) happens when microorganisms change form over time and are no longer affected by the medicines/agents which were meant to kill them.

### MATERIALS NEEDED

Cardboard paper/illustration diagram

### METHOD

Group discussion

### DURATION

Single Period of 45 minutes maximum

Taking medicines properly means:

- you take the medicines as directed by the doctor or a health worker.
- you take prescribed medicines that are meant to treat the problem you have.
- They need to understand that the wrong use of medicines can complicate the treatment of diseases and cause them to become incurable over time or in the future.

## ESSENTIAL INFORMATION

### A short story on resistance

Have you tried killing an insect with a spray, powder, or fluid, and the insect shakes as if it is dying and, in a short while, crawls and runs away? Do you consider it resistant to the insecticide?

### What are microbes and anti-microbial?

Microbes are also called microorganisms; they are living things that cannot be seen with the ordinary eye.

They can grow and multiply in the body, and while some are not harmful, others can cause diseases.

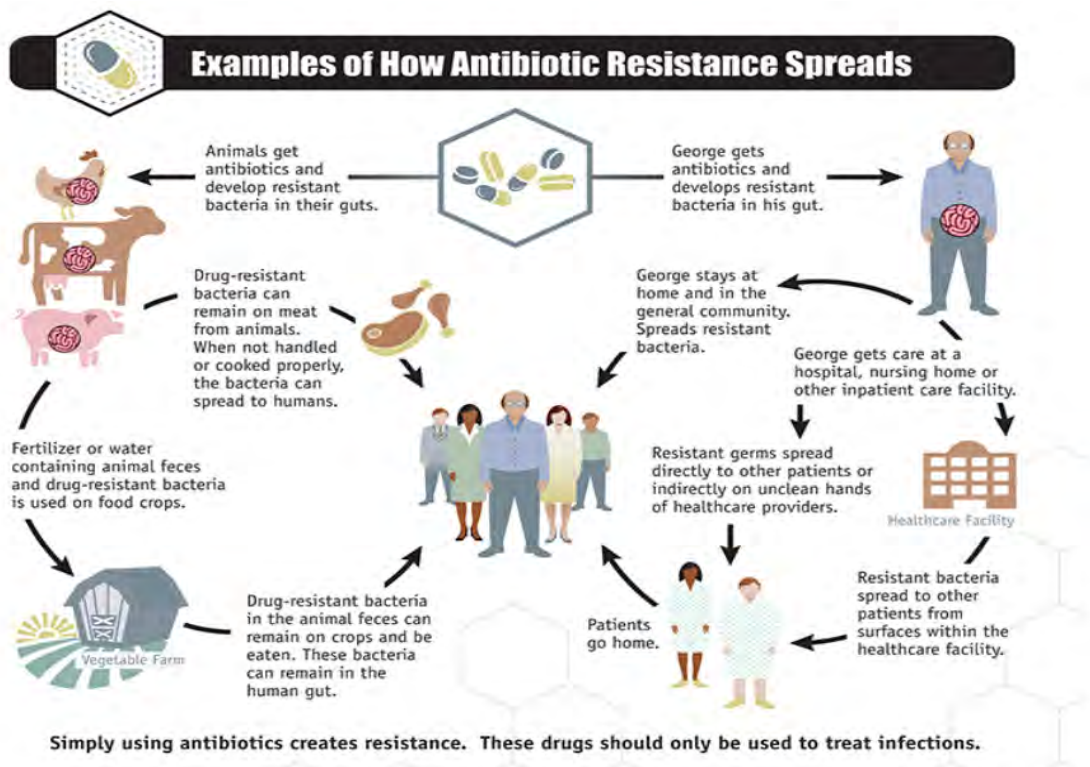


Diagram 10.0 Spread of antibiotic resistance

## What is Antimicrobial Resistance (AMR)?

The word Anti- means against. (What word that starts with Anti can you remember?)

To understand what antimicrobial resistance (AMR) is, let us first understand what an antimicrobial is.

Antimicrobials are agents that kill or stop the growth of microorganisms. The medicines or drugs used to prevent and treat germ infections in humans, animals, and plants are also called antimicrobials. Examples of antimicrobials include:

- Antibiotics (which treat bacteria, e.g. tuberculosis)
- Antivirals (which treat viruses, e.g., the common cold)
- Antifungals (which treat fungi, e.g. ringworm)
- Antiparasitics (which treat parasites, e.g. malaria)

Resistance means to oppose or withstand something. It also means when something cannot be fought.

Therefore, antimicrobial resistance (AMR) occurs when germs like bacteria, viruses, fungi, and parasites change form over time and are no longer affected by the medicines that were meant to kill them. That means the germs become resistant to the medicines and cannot be killed with drugs; they continue to grow in a person's body, making them sick.

When this happens, infections are difficult and sometimes impossible to treat, leading to an increase in the spread of the disease, severe sickness, and death. It also costs more to treat antimicrobial-resistant infections.

An example of AMR is seen in malaria infections. Some antimalarial drugs (antiparasitics) cannot treat malaria infections because the malaria parasite has developed resistance to the drugs. This is because people are not taking their malaria medicines correctly or are not finishing them as prescribed by healthcare workers.

This is one of the reasons why some people don't recover from malaria.

## What are the causes of AMR?

Here are some causes of AMR:

1. Misuse of antimicrobials: using an antimicrobial to treat the wrong infection, e.g., using antibiotics to treat viral infections. Remember, antibiotics only treat bacteria.
2. Overuse of antimicrobials in humans, livestock, and fish farming—using more than the required amount of antimicrobial to treat an infection. The germs will become

used to it and become resistant, making the antimicrobial useless. Do you know that some farmers use antimicrobials to make their animals grow bigger instead of treating sickness? (e.g. “agric fowls”).

3. Patients not finishing their drugs as prescribed by a qualified doctor—e.g., taking your drugs for only 3 days instead of completing the 5 days—means treatment is incomplete.
4. Poor hygiene and sanitation affect both humans and animals.
5. Poor infection control in hospitals and farms.
6. Lack of quality and affordable medicines.
7. Lack of awareness and knowledge.

### How can you prevent AMR?

1. Do not take antimicrobials without a doctor’s prescription; always visit the hospital to get tested before treatment.
2. Always complete or finish your medicines as prescribed by a qualified doctor or other medical personnel.
3. Do not take antimicrobials prescribed to someone else.
4. Do not give your medicine to someone else, even if the other person has the same illness; never share antibiotics with others.
5. Practice healthy habits to prevent germs from spreading, such as frequently washing your hands with soap and water and keeping your wounds clean.
6. Ensure all your vaccinations are up-to-date. Ask your parents if you have received all your vaccinations.
7. Educate your family and friends about the dangers of AMR.

### ACTIVITIES

Encourage the students to be open and share their experiences.

- Ask them if they have used medicine without a doctor’s prescription before. What was the illness they wanted to treat? Was it a parent, another family member, relative, or friend who gave them the medicine without going to the hospital? What type of medicine was it?
- Ask them if there was a time, they did not get better or if they know someone who didn’t get better after receiving treatment until another drug was used.
- Use this example: Explain that about 30 years ago, chloroquine used to be the preferred medicine for treating malaria in Nigeria. However, it was stopped because of the development of chloroquine-resistant malaria parasites due to overuse or misuse of chloroquine.

- Now the recommended drug for treating malaria is combination-based therapy, in which two or more drugs are combined so that the malaria parasite can be defeated.

We must be careful not to misuse or overuse these combination-based therapies for malaria treatment; otherwise, they too will become useless.

### ASSESSMENT QUESTIONS:

1. What is an antimicrobial?
2. What is antimicrobial resistance (AMR)?
3. Give examples of diseases that have shown AMR.
4. Mention three factors that cause AMR.
5. Mention three ways to prevent AMR.

### Summary/Key Messages:

- ◆ AMR occurs in germs which makes their infections difficult to treat or cure. It does NOT mean your body is resistant to antimicrobials.
- ◆ Antimicrobials are not only used in humans.
- ◆ Antimicrobials are also used to treat pets, livestock, fish and other animals and plants.
- ◆ Just like in human beings, overuse, or misuse use of antimicrobials in animals and plants creates resistant germs making the antimicrobials useless.
- ◆ If you are sick, always visit a hospital to get tested and only use the medicine prescribed by your doctor.
- ◆ AMR can be prevented through encouraging responsible and careful use of antimicrobials.



# Vaccination



## LEARNING OBJECTIVE

At the end of this session, students will understand the following:

- What is a vaccine?
- The importance of vaccines.
- Where and when to get vaccinated.
- The diseases that vaccines can prevent.
- Who can get vaccinated?
- The management of side effects caused by vaccination.

### Why students need to know this information:

Vaccination is a simple, safe, and effective way of protecting oneself and society against harmful

## CONCEPT

A vaccine is a biological preparation that provides defense against a particular disease in the body.

Vaccination is the introduction of these preparations into the body.

Vaccines work with the body defense mechanism called the Immune System to protect us from diseases

## MATERIALS NEEDED

None

## METHOD

Discussions with students

## DURATION

Single Period of 45 minutes maximum

diseases. When enough people in a group are vaccinated, the chances that other people will get the disease decrease significantly. Thus, everyone must get vaccinated.

### **INTRODUCTORY EXERCISE:**

Ask the students to share their ideas about the immune system.



### **ESSENTIAL INFORMATION**

#### **What is a vaccine?**

A vaccine is a biological preparation that provides a defence against a particular disease in the body. Vaccines are commonly made from weak or dead organisms that cause an infection so that the body fights against them in the future through the immune system. The vaccine is a better way to fight diseases through the body's immune system without causing disease.

#### **What is vaccination?**

Vaccination is the introduction of killed or weakened forms of germs like viruses or bacteria. For this reason, they cannot cause harm, but their presence teaches the body to fight against these diseases if the person is exposed to them in the future. Vaccines can be given orally or through injection, and they go through a rigorous process of testing to ensure they are effective and safe.

Vaccines do not cause diseases or put you at risk of complications. They use your body's natural defences to build resistance to specific infections and make your immune system



stronger. This means your body will be stronger to fight the germ, virus, or bacteria and not allow it to attack it.

### **How do vaccines work?**

Vaccines reduce the risk of getting a disease by working with your body's natural defences to build protection. When you get a vaccine, your immune system responds and does the following:

- Recognizes the invading germ, such as a virus or bacteria.
- Produces antibodies; antibodies are proteins produced naturally by the immune system to fight disease.
- Remember the disease and how to fight it. If you are exposed to the germ in the future, your immune system can quickly destroy it before you become unwell.

The vaccine is, therefore, a safe and clever way to produce an immune response in the body, without causing illness.

### **Where to get vaccinated**

Vaccines are available in almost all the government and private health centres and hospitals in our communities (small and big hospitals).

### **When to get vaccinated**

Vaccination is done at different stages of life; it depends on the type of vaccine, and some vaccines are given at birth, in childhood, as teenagers, and even as adults. At any stage in our lives, vaccines are important. It is important to get updates on the required vaccine in time to protect oneself and keep society safe. Different vaccines have different times when they are required. For example, the complete vaccine dosage against hepatitis is given at three different time intervals.

In Nigeria, one is given a vaccination card that states what vaccines are required for whom, at what age, and the due date for each of the vaccines. It is important to make sure that all these vaccines are up-to-date.

There is a risk of getting seriously sick if we delay getting vaccinated at the appropriate time.

Once there is a delay in vaccination, we are at risk of getting seriously sick. If we wait until we think we may be exposed to a serious illness, like during a disease outbreak, there may not be enough time for the vaccine to work and to receive all the recommended doses. Get the vaccine early.

Ask the students if they are aware of any vaccines they were given and when. Tell them about the vaccination certificate that shows the vaccination record, then ask them to ask their parents or guardians for their vaccination certificate. Anyone who proves to have a vaccination record can be rewarded with something. However, if you find that you have missed any vaccinations, tell your parents to take you to the nearest health centre or hospital for guidance and vaccine catch-up.

### **What diseases do vaccines prevent?**

Vaccines protect us against many different diseases, including cervical cancer, cholera, hepatitis B, measles, polio, rotavirus, tetanus, yellow fever, pneumonia, rabies, monkeypox, typhoid, COVID-19, and Human Papillomavirus (HPV).

Most countries in the world have their list of diseases for which one is expected to be vaccinated. Nigeria also has her list of diseases to be vaccinated against.

### **Who is eligible for vaccination?**

Almost everyone is eligible for vaccination; however, because of some medical conditions, some people should not get certain vaccines or should wait before getting them. These conditions can include:

- Chronic illnesses or treatments (like chemotherapy) that affect the immune system;
- Severe and life-threatening allergies to vaccine ingredients, which are very rare;
- If you have a severe illness and a high fever on the day of vaccination.

These factors often vary for each vaccine. If one is not sure of the need for any particular vaccine, please talk to your health worker, as they can help you make an informed choice about the vaccination.

### **Management of side effects**

People sometimes react to vaccines just like any medicine; that reaction after vaccination is called an undesirable, negative, or side effect. Side effects are common, and they could be in the form of mild or low-grade fever, pain, or redness at the injection spot or site. These mild reactions usually go away on their own within a few days. This is not a reason to avoid vaccines!

The effects of vaccine-preventable diseases are far more severe than any side effects from vaccines.



### ACTIVITIES:

**Activity 1:** Put students into a group and ask:

1. What vaccines have they received?
2. When did they receive them?
3. Have they seen their vaccination card?
4. Have other family members who are adults been vaccinated recently? If so, for what vaccines?

**Activity 2:** If there is the ability to show a video, watch either of these short videos (2:53 minutes) explaining how vaccines work:

1. <https://youtu.be/l8fewK2Vxes>
2. [https://youtu.be/f\\_p3274Vazl](https://youtu.be/f_p3274Vazl)

And then ask the students:

1. What did you learn that you didn't know already?
2. Why do you think that some people might be hesitant to get a vaccine?
3. What might help people get vaccinated?



### ASSESSMENT QUESTIONS:

1. What is vaccination?
2. Why do we need to get vaccinated?
3. How do vaccines work?
4. Who is eligible to receive vaccinations?



### Summary/Key Messages:

- ◆ Vaccination is a simple, safe, and effective way of protecting oneself and society against harmful diseases.
- ◆ Vaccines are available in most Government hospitals in your neighbourhood.
- ◆ Everyone is eligible for vaccination at various stages of life – (birth to childhood, as teenagers and into old age)
- ◆ A delay in vaccination exposes one to the risk of serious illness and diseases.

## Lesson 12:

# Food and Water Hygiene



## LEARNING OBJECTIVE

In this session, students will understand the importance of water and food hygiene.

### Why students need to know this information:

According to the World Health Organization, safe drinking water, sanitation, and hygiene are crucial to human health and well-being. Students need to know about ways to keep food and water hygiene in the maintenance of good health. We will talk about food and water hygiene in this session while menstrual and environmental hygiene will be discussed later.

## ESSENTIAL INFORMATION

### Water Hygiene

Hygiene refers to behaviors that can improve cleanliness and lead to good health such as frequent handwashing, facial cleanliness, and bathing with soap and water. Safe and sufficient water aids the practice of hygiene, helping to prevent not only diarrhoeal diseases but acute

### CONCEPT

Hygiene refers to behaviors that can improve cleanliness and lead to good health such as frequent handwashing, facial cleanliness, and bathing with soap and water.

### MATERIALS NEEDED

Cardboard paper/illustration diagram, soap, water, veronica bucket

### METHOD

Group Discussion/handwashing demonstration

### DURATION

Single Period of 45 minutes maximum



respiratory infections and many other diseases. It is important to use only safe drinking water for drinking and cooking. It is important to carefully treat, store, and use water. Drink only filtered (strained) and treated water!

There are several ways to filter and treat your water.

1. First, filter the water through fabric, sand, or other material that removes any particles in the water.
2. Then you can add alum or ½ of an iodine tablet per litre of water or boil the water until large bubbles appear. Be sure to let the water sit for at least 20 minutes after adding alum as it helps to kill off bacteria and to reduce the chlorine smell.
3. Avoid getting untreated water in children's (and adults') mouths during bathing, or bathing with treated water.

Only use narrow-neck containers for storing water since they help keep hands out of the water and keep the storage container clean and covered!

1. Do not put dirty spoons, cups, or anything else in the water container.
2. When possible, pour water into clean cups or pots for use rather than dipping anything into the container.

## Food Hygiene

One of the greatest health risks is contaminated food. It can lead to disease outbreaks and transmission. It is more likely for food that has been kept for too long to contain pathogens or toxic chemicals. Also, raw foodstuffs such as vegetables and fruits can easily get contaminated by flies, dirty hands, or unclean water. In addition, improperly prepared food can lead to chemical poisoning. For instance, improperly pounded and cooked cassava leaves may contain dangerous cyanide levels. Therefore, to promote good health, food should be handled, prepared, and stored properly.

To handle food cleanly and safely,

1. Cook food thoroughly and eat it while it is hot! Improperly cooked fish and shellfish are a major source of cholera, so only eat them if they are very well cooked.
2. Do not let cooked foods touch raw foods or surfaces that have touched raw foods or have not been cleaned with soap and water.
3. Cover and properly store food after cooking it.
4. Do not allow sick people to prepare or handle food eaten by others.
5. Wash all vegetables and fruit in treated water before cooking or eating them. Peel them if there is no water to wash them.

Handwashing is one of the best ways to protect yourself and your family from getting sick.

Remember to wash your hands:

1. Before, during, and after preparing food
2. Before and after eating food
3. Before and after caring for someone at home who is sick with vomiting or diarrhea
4. Before and after treating a cut or wound
5. After using the toilet
6. After changing diapers or cleaning up a child who has used the toilet
7. After blowing your nose, coughing, or sneezing
8. After touching an animal, animal feed, or animal waste
9. After handling pet food or pet treats
10. After touching garbage or rubbish

#### ASSESSMENT QUESTIONS:

1. When are five critical times you should wash your hands with soap and water?
2. How do you store your water? Do you think it is safe? What can you do to ensure the water in your household is safe?

#### Summary/Key Messages:

- ◆ Hygiene refers to behaviours that can improve cleanliness and lead to good health such as frequent handwashing, facial cleanliness, and bathing with soap and water.
- ◆ It is important to use only safe-drinking water for drinking and cooking.
- ◆ One of the greatest risks to health is contaminated food.
- ◆ Handwashing is one of the best ways to protect yourself and your family from getting sick.





# Menstrual Hygiene


## JUST THE FACTS: UNDERSTANDING MENSTRUATION

**THE BASICS**

MENSTRUATION IS NORMAL! IT IS THE MONTHLY SHEDDING OF BLOOD AND UTERINE TISSUE AND AN IMPORTANT PART OF THE REPRODUCTIVE CYCLE. TYPICALLY, IT LASTS...

**2-7** DAYS 

THE AMOUNT OF BLOOD IS USUALLY BETWEEN **1 AND 6** TABLESPOONS EACH MONTH AND CAN BE MESSY. 

ABDOMINAL CRAMPS, NAUSEA, DIARRHEA AND HEADACHES ARE COMMON BEFORE AND DURING A PERIOD. 


**WHY IT MATTERS?**

- Girls who get blood on their clothes are often teased by teachers, boys or other girls.
- Social norms may lead women and girls to feel that menstruation is dirty, shameful or unhealthy.
- Without access to good menstrual materials and private toilets or washrooms for changing, girls and women may not want to go far from home. Teachers may miss school, health workers may miss work, and girls and women may not attend school, go to the market or wait in line for supplies.

**Menstruation is very personal.**  
Women and girls often do not want others to know they are menstruating – even other women and girls.


**WHAT IS MENARCHE?**

- Menarche is the onset of menstruation. Girls generally get their first period between 11–15, although some can be younger or older.
- The first period is generally a surprise!** Sometimes girls are scared or worried they are sick. They may not know who to ask for advice.
- Information about menstruation is frequently passed on from mothers, friends, sisters or aunts, and is often a mixture of cultural beliefs, superstition and practical information that is sometimes helpful and sometimes not.
- In many cultures mothers may feel uncomfortable to talk to their daughters about periods because it is linked to sexuality.



**WHAT DO THEY NEED?**

- A range of materials can be used to catch the blood, including a sanitary pad (disposable or reusable), a tampon, or a piece of cloth in their underwear.
- Menstrual periods are irregular and can catch girls and women by surprise.** This causes anxiety about finding a bathroom and materials quickly!
- Menstruation can be messy! Women and girls need a private space with water and soap to clean themselves and soiled materials.
- Even when using good menstrual materials, women and girls may be worried about blood stains on their clothes.
- Women and girls need access to a private, clean space (toilet or washroom) to change materials throughout the day and night and to hygienically dispose of menstrual waste.



### LEARNING OBJECTIVE

In this session, students will understand menstruation and menstrual hygiene, the key components of menstrual hygiene management (MHM), and why they are important.

### Why students need to know this information:

Students need to know about menstruation, the biological facts and how to manage it through menstrual hygiene management practices.

### CONCEPT

Menstrual hygiene is vital to the empowerment and well-being of women and girls while ensuring that they get all the support to manage menstruation with dignity.

### MATERIALS NEEDED

Cardboard paper/illustration diagram

### METHOD

Group Discussion

### DURATION

Single Period of 45 minutes maximum



## ESSENTIAL INFORMATION

### What is menstruation?

Menstruation is also known as “Period”, or “Menses”. A period is defined as the 2 to 7 days every month that a girl or woman has her menstrual flow, and this is when blood and tissue leave her body through her vagina.

Why does this happen? Each month, blood and tissue build up in the uterus to prepare for a fertilized egg in case a woman becomes pregnant. (The uterus is the place inside a woman’s body where a baby will grow.) If the egg is not fertilized, that lining leaves the body through the vagina, and the girl or woman has her period.

It is a sign that she is getting close to the end of puberty. Puberty is when your body, as a girl, goes from looking like a kid to looking more like a grown-up.

### Common questions and answers about menstruation and periods

#### When do most girls have their period?

Answer: Most girls have their first period when they’re around 12. But getting it any time between the ages of 10 and 15 is OK. Every girl’s body has its schedule.

#### How will I know my first period is coming?

Answer: There are signs that girls should be aware of that let them know that their period may start soon.

- ✓ She has hair under her arms and in her private parts.
- ✓ She has some clear, stringy liquid (called discharge) coming from her vagina.
- ✓ She may have worn a bra for a few years

#### Why do girls have periods?

Answer: A period happens because of changes in hormones in the body. Hormones give messages to the body. These hormones cause the lining of the uterus (or womb) to build up. This gets the uterus ready for an egg (from the mom) and sperm (from the dad) to attach and grow into a baby. If the woman does not get pregnant, the lining breaks down and bleeds. This same process happens every month. That is why most girls and women get their periods around once a month.

#### Do Periods Happen Regularly When Menstruation Starts?

Answer: For the first few years after a girl starts her period, it may not come regularly. This is normal at first. By about 2-3 years after her first period, a girl’s period should be coming around once a month.

## How Long Do Periods Last?

Answer: Periods usually last about 5 days. But a period can be shorter or last longer.

## How Often Does a Period Happen?

Answer: Periods usually happen about once a month. But some girls get their periods around every 3 weeks. And others only get a period about once every six weeks.

## Should I Use a Pad, Tampon, or Menstrual Cup?

Answer: There are a few ways to handle blood during this period. You may need to experiment a bit to find what works best for you. Some girls use only one method, and others switch between different methods.

1. Most girls use a pad when they first get their period. Pads are made of cotton and come in lots of different sizes and shapes. They have sticky strips that attach to the underwear.
2. Many girls prefer to use tampons instead of pads, especially when playing sports or swimming. A tampon is a cotton plug that a girl puts into her vagina. Most tampons come with an applicator that guides the tampon into place. The tampon absorbs the blood. Don't leave a tampon in for more than 8 hours because this can increase your risk of a serious infection called toxic shock syndrome. Toxic shock syndrome is dangerous and, in severe cases, can be life-threatening.
3. Some girls prefer a menstrual cup. To use a menstrual cup, a girl inserts it into her vagina. The cup holds the blood until she empties it.



### Will I Have Periods for the Rest of My Life?

Answer: When women are around age 45–55, they stop having periods (this is called menopause). Women also won't have a period while they are pregnant.

### What Is Premenstrual Syndrome (PMS)?

Answer: PMS (premenstrual syndrome) is when a girl has emotional and physical symptoms right before her period starts or during the early part of her period. A girl with PMS might:

- be in a bad mood.
- feels more sad or worried than usual.
- feels bloated (swollen).
- gets pimples.

### Do all girls get cramps or slight stomach discomfort?

Answer: Lots of girls have cramps with their period, especially in the first few days. If the cramps are very uncomfortable, a warm heating pad on the belly and medicines can help.

## THE MENSTRUAL CYCLE

The menstrual cycle is usually around 28 days but can vary from 21 to 35 days. Each cycle involves the release of an egg (ovulation), which moves into the uterus through the fallopian tubes. Tissue and blood start to line the walls of the uterus for fertilization. If the egg is not fertilized, the lining of the uterus is shed through the vagina along with blood. The bleeding generally lasts between two and seven days, with some days of lighter flow and some days of heavy flow. The cycle is often irregular for the first year or two after menstruation begins.

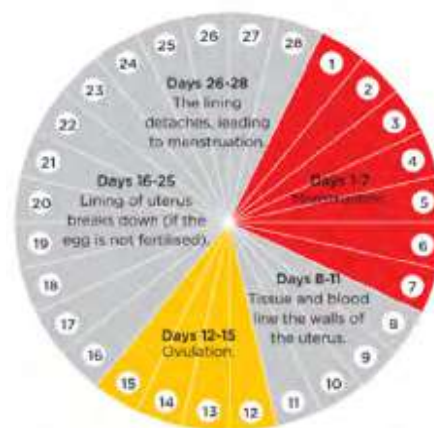


Diagram 13.0 The Menstrual Cycle

## What is menstrual hygiene?

Menstrual hygiene is vital to the empowerment and well-being of women and girls worldwide. It is about more than just access to sanitary pads and appropriate toilets, though those are important. It is also about ensuring women and girls live in an environment that values and supports their ability to manage their menstruation with dignity.

## Why should I know about menstrual hygiene?

There are potential risks associated with poor menstrual hygiene management. It is assumed that the risk of infection (including sexually transmitted infection) is higher than normal during menstruation because the plug of mucus normally found at the opening of the cervix is dislodged and the cervix opens to allow blood to pass out of the body. In theory, this creates a pathway for bacteria to travel back into the uterus and pelvic cavity.

“Everyone has a responsibility to ensure that girls and women can manage their menstruation hygienically and with dignity”.

It is important for boys and men to respect girls and women. Educating boys (particularly from adolescence) on the challenges and struggles girls face could help reduce teasing and help them become more understanding and supportive husbands and fathers.

## How can I ensure menstrual hygiene?

The table below shows how women and girls can keep themselves healthy during their menstrual period:

'How to' questions	Good practice guidance for girls and women on managing their menstrual period
<b>How to manage your first period?</b>	<ul style="list-style-type: none"> <li>• Talk to other girls and women, such as your mother, sister, aunt, grandmother, female friend or an older woman in your community.</li> <li>• Don't be afraid. It can be scary to see the blood on your underwear, but it is normal and natural.</li> <li>• If you are at school, tell the matron, a female teacher or a fellow student.</li> <li>• Feel proud! Your body is developing into that of a young woman.</li> </ul>
<b>How to capture the blood?</b>	<ul style="list-style-type: none"> <li>• Place a cloth, pad, cotton or tissue on your underwear.</li> <li>• Never insert the material inside your vagina.</li> <li>• Change the cloth, pad, cotton or tissue every two to six hours or more frequently if you think that the blood flow is getting heavy.</li> </ul>
<b>How to dispose of the cloth, pad, cotton or tissue?</b>	<ul style="list-style-type: none"> <li>• If you are re-using a cloth, put it into a plastic bag until you can wash it with hot water and soap and then dry it in the sunshine or iron it.</li> <li>• If you are using a pad, tissue or cotton, or want to dispose of your cloth, wrap it in paper to make a clean package and put it in the bin so it can be burned later.</li> <li>• If there is no other option, drop it straight in the latrine pit as long as it is not a water seal pour flush pan as this could easily become blocked.</li> </ul>
<b>How to keep yourself clean during your period?</b>	<ul style="list-style-type: none"> <li>• Every day (morning and evening if possible) wash your genitals with soap and water.</li> <li>• Keep unused cloths and pads clean (wrapped in tissue or plastic bag) for further use.</li> <li>• Pat the area dry with a cloth, and put a fresh cloth (such as a kanga, sari or other local cloth), pad, cotton or tissue on your underwear.</li> <li>• Always wipe from front to back after defecation.</li> <li>• Never douche (washing out the vagina with water).</li> </ul>
<b>How to manage the stomach pain from your period?</b>	<ul style="list-style-type: none"> <li>• You can put a bottle with hot water on your stomach area when you are resting.</li> <li>• Try to do some exercises and keep your body active.</li> <li>• You can take painkiller medicines every four to six hours on the most painful days.</li> </ul>

Diagram 13.1 Menstrual Hygiene Management



### ACTIVITIES:

- Ask the students to voluntarily talk and discuss any experiences they have had or heard about menstrual management.
- Ask students to voluntarily discuss any myths and misconceptions they have heard about menstruation.



### ASSESSMENT QUESTIONS:

1. What is Menstruation?
2. What is Menstrual Hygiene?
3. Why is Menstrual Hygiene important?



### Summary/Key Messages:

- ◆ Menstruation is a natural process linked to the reproductive cycle of women and girls.
- ◆ Menstruation is not a sickness, but if not responsibly managed, it can result in health problems.
- ◆ These health problems can be worsened by social, cultural, and religious practices.
- ◆ Everyone has a responsibility for ensuring that girls and women can manage their menstruation hygienically and with dignity.



# Environmental Hygiene



## LEARNING OBJECTIVE

In this session, students will understand the importance of environmental hygiene to prevent infectious diseases in the home and community.

### Why students need to know this information:

Environmental hygiene is key to the prevention of the transmission of infectious diseases within school settings. Knowing and practising environmental hygiene can control the risk of transmission and maintain a safe and healthy environment for everyone.

## CONCEPT

Environmental hygiene is always keeping our environment clean and free from germs. Germs and agents that carry them are found in dirty environment.

Sanitation and hygiene are ways to keep the environment clean.

## MATERIALS NEEDED

None

## METHOD

Class discussion

## DURATION

Single Period of 45 minutes maximum

## ESSENTIAL INFORMATION

There are two important things we want to know when we are talking about environmental hygiene:

- Germs are tiny living microorganisms that are found everywhere. They are introduced into school settings in many ways. For example, they are on people, food, and animals. Germs can survive on surfaces, such as floors, tables, and door handles for long periods. Germs can spread in large numbers when people cough on, sneeze on, or touch surfaces with unwashed hands. When they pass in this way, they are called a virus or germ, and this can make people sick. These types of germs can survive on surfaces for days or weeks.
- Sanitation means keeping things clean so that we can prevent people from getting germs that will make them sick. Sometimes the word sanitation means toilets, but it means more than that. Cleaning is using detergent and water to remove waste, dirt, debris, and grease from something. Cleaning can mean removing dirt from something, or it can also mean disinfecting. Disinfection means that germs and bacteria are being killed so that touching something is safer.

### What is Environmental hygiene?

Environmental hygiene means always keeping a clean and sanitary environment. Examples include routine cleaning and disinfecting of the environment, furniture, and materials, including proper disposal of waste.

### Why should I know about environmental hygiene?

Hygiene and sanitation measures can be used to prevent and control the transmission of diseases such as Lassa fever, malaria, typhoid, chicken pox, mpox, common cold/flu, etc. For example, making sure that the water we use for drinking, cooking, and washing is clean, washing hands after using the bathroom, proper waste disposal, protecting food from contamination, and providing clean, healthy surroundings are all ways to improve the quality of the human environment and protect people from many illnesses, such as diarrheal diseases, among many others. A clean and tidy environment also makes the school a healthy place to be for students and teachers.



**ACTIVITIES:**

- **Activity 1:**  
Have a clean-up day with the students.
- **Activity 2:**  
Show proper waste storage and disposal.  
Show proper water disinfection and storage.

**ASSESSMENT QUESTIONS:**

1. Why is it important to keep our environment clean and healthy?
2. What can I do to take care of my environment so that it is clean and healthy?

**Summary/Key Messages:**

- ◆ Our environments can harbour infectious germs that can spread in the community and infect others.
- ◆ Keeping the environment clean, including our classrooms, communal areas, and our homes will stop the transmission of infections and help protect us, our friends and loved ones.

# Reducing Stigma and Discrimination



## LEARNING OBJECTIVE

At the end of this session, students will understand what stigma and discrimination are; how to encourage and support people infected with or affected by any disease; and understand the importance of speaking out against stigma and discrimination.

### Why students need to know this information:

Sometimes, incorrect information about a disease can make the community act negatively towards an infected person out of fear or misunderstanding. Sick people who are stigmatized are often treated like outcasts in the community, which makes them afraid to seek help, visit the hospital to get the right treatment, and reduce the spread of the disease in the community.

### CONCEPT

Stigma and discrimination are negative attitudes or beliefs that people hold towards certain individuals or groups.

Stigmatizing or shaming people leads to them trying to hide the disease, withdrawing from others or activities, delay in seeking care, or dropping out of treatment programs.

### MATERIALS NEEDED

None

### METHOD

Class Discussion

### DURATION

Single Period of 45 minutes maximum

It is important to remember that anyone can get sick from an infectious disease, just like anyone can get a headache or a cold. It is also important for students to know how not to stigmatize or discriminate so that those who are sick can get the care they need without fear.

## ESSENTIAL INFORMATION

### INTRODUCTORY EXERCISE:

If you realized that a classmate sharing your desk coughs often in class, how would you react?

### What are stigma and discrimination?

Stigma and discrimination are negative attitudes or beliefs that people hold towards certain individuals or groups. These attitudes can be based on factors such as someone's tribe, religion, gender, health status, or other characteristics.

There are times when a person is sick with a certain disease and the community holds negative attitudes towards them. These types of diseases can include Lassa fever, mpox, and tuberculosis.

For example, someone with Lassa fever might experience stigma because of negative beliefs about the disease and the assumption that the person is dangerous. Discrimination against someone with a disease might take the form of denying them medical care and opportunities and/or treating them unfairly in other ways.



Diagram 15.0 A young girl being stigmatized by her family members

## How can we prevent stigma and discrimination?

It's important to know that stigma and discrimination can be hurtful and damaging to individuals and communities. Everyone should be treated with respect and dignity, regardless of their background or health conditions.

## What can happen when we stigmatize people who have been infected with a disease?

Stigmatizing or shaming people infected or affected by any disease could lead to patients trying to hide the disease, withdrawing from others or activities, delaying seeking care, or dropping out of treatment programs. This is not good for the whole community because, people who do not seek care or complete their treatment can infect others, whereas anyone who has fully recovered cannot infect others again.

## How can we support and encourage people who have infectious diseases?

When people get sick, they cannot do their work, they lose friends and experience social hardships. They also may not eat well.

We should support them by checking on them regularly to ensure they feel cared for and helping them catch up on work they may have missed.

We can also support them with healthy food, fruits and vegetables to maintain good inner strength and encourage them to complete their medication by reminding them about it.

### ACTIVITIES

Raise your hand if you have ever been sick (ask those with raised hands the following questions)

- How did you feel?
- Were there things you could no longer do once you became sick?
- Did anyone take care of you when you were sick (if yes, ask them who and how)?
- How did you feel when you were being taken care of?
- How do you think you would have felt if you were not supported or taken care of?
- Based on your experience, how can you support people around you who are sick?



### **ASSESSMENT QUESTIONS**

1. What are stigma and discrimination?
2. Why is it important to not discriminate against anyone who is sick with a disease?
3. What are some ways that we can support people around us who are sick?

# Nutrition



## LEARNING OBJECTIVE

At the end of this session, students will understand:

- What is nutrition and how do I make a nutritious meal?
- The importance and benefits of eating healthily
- Key nutrients needed for growth and development.

### Why students need to know about nutrition:

Children and everyone else need nutritious foods to grow healthy, perform well in school, look good, and be free from frequent sickness. Food provides the necessary nutrients for growth and development and improves health and overall well-being.

### CONCEPT

Food gives us nutrients which is the energy our bodies need to grow strong, stay healthy. These nutrients could be Carbohydrates, protein, fats and oil and vitamins.

### MATERIALS NEEDED

Illustration diagram of the five-star meal, food chart, paper, and pen.

### METHOD

Group discussion

### DURATION

Single Period of 45 minutes maximum

When we understand the significance of eating nutritious foods, we can make better decisions on what to eat and how to eat, helping us to perform well in school, stay healthy, and achieve long-term health.

Not eating healthy can cause many problems, like:

- Malnutrition and nutrient deficiency (Not getting enough nutrients for our bodies, which can stop us from growing as tall as we should)
- Obesity (Getting too heavy and having health issues like diabetes and heart problems)
- Weak immune system (Getting sick more easily because our immune system cannot fight infections as it should).
- Stunted growth (Not growing and learning as well as we should).

### **INTRODUCTORY EXERCISE:**

Ask students What is a balanced diet? Why do you think it is important to us?

### **ESSENTIAL INFORMATION**

- Nutrition is like the fuel that our bodies need to grow strong, stay healthy, and have lots of energy for playing and learning. We get this fuel by eating different kinds of food, like fruits, vegetables, grains, and meat. These foods have special things called nutrients, which help our bodies work properly and keep us feeling great.
- To make nutritious meals, we should eat food from different food groups every day.
- Eating a variety of foods also makes our food look colourful and yummy.
- A good way to remember is a 5-star meal, which includes foods from five different groups: animal-source foods, staples, legumes and seeds, vitamin A-rich fruits and vegetables, and fats and oils.
- We should eat nutritious foods at least three times a day and have healthy snacks like bananas, bean cakes (akara or kosai), tofu (awara), oranges, and nuts in between meals.
- Also, remember to drink lots of water.
- We pick germs when we play in the sand or dirty environments and when we do not wash our hands regularly, especially before and after eating, the germs get into our bodies and make us sick.
- To prevent worms in our bodies and stay healthy, we should keep our environment clean and wash our hands properly with soap and water before and after eating.
- Taking deworming tablets is good! They help to get rid of any worms that might be hiding in our bodies. We can ask our Mums and Dads to take us to the hospital every 6 months for deworming, and it will keep us healthy and happy!





## ACTIVITIES

Make your healthy meal:

In this activity, you will have a fun challenge to create a nutritious meal for breakfast, lunch, and dinner. We will provide you with a food chart that includes various foods from different groups. Your task is to use locally available foods and select items from each group to build a balanced and healthy meal for each part of the day.

**Step 1:** Look at the food chart and choose foods for each meal (breakfast, lunch, and dinner). Make sure you pick items from the following groups:

- Animal-source foods
- Staples
- Legumes and seeds
- Vitamin A-rich fruits and vegetables
- Fat and oil

**Step 2:** Once you have selected the foods for each meal, discuss with your classmates why you chose each item. How does each food group benefit your body, and why is it essential to have a variety of foods in your meal?

**Step 3:** Share your meal plans with the class and explain how this knowledge about nutrition can help you make healthier food choices in your daily life.



## ASSESSMENT QUESTIONS

1. What is nutrition, and why is it essential for our bodies?
2. Name three benefits of consuming a balanced diet.
3. List the five main food groups and briefly describe their roles.
4. What are some consequences of poor nutrition?



### Summary/Key Messages:

- ◆ Nutrition is like the fuel that our bodies need to grow strong, stay healthy, and have lots of energy for playing and learning.
- ◆ To make nutritious meals, we should eat food from different food groups every day.
- ◆ The five major groups of food are:
  - ◆ Rice, potatoes, and other carbohydrates
  - ◆ Beans and other proteins
  - ◆ Fruits and vegetables
  - ◆ Fats and oils.
  - ◆ Diaries

# Mental Health



## LEARNING OBJECTIVE

At the end of this session, students will be able to understand what mental health is, its importance, and how understanding helps in coping with life. Students will also be able to outline ten things they can do to improve their mental health.

### Why students need to know this information:

Mental health is important at every stage of life, including adolescence. Understanding this helps with coping with the stress that life can bring.

## INTRODUCTORY EXERCISE:

Ask students if they have ever been in a “bad Mood”? Ask a few of them to share what led to it and how they snapped out of it.

### CONCEPT

Positive mental health allows people to cope with the stresses of life while realizing their full potential.

### MATERIALS NEEDED

None

### METHOD

Group discussion

### DURATION

Single Period of 45 minutes maximum



## ESSENTIAL INFORMATION

### What is mental health all about?

Mental health is defined by the World Health Organization (WHO) as “a state of well-being in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to his or her community.” It includes emotional, psychological, and social well-being. It is about how we think, feel, and act. It also helps determine how we manage stress, relate to others, and make choices. It is more than just the absence of mental disabilities or disorders.

Conditions such as anxiety and depression can be common among teenagers. According to the WHO, “Anxiety and depressive disorders can profoundly affect school attendance and schoolwork. Social withdrawal can exacerbate isolation and loneliness. Depression can lead to suicide.” Some teenagers may resort to risky behaviours related to sex, alcohol, or drugs to help them cope with their emotions, but this only worsens their situation.

Certain factors, such as genetic factors, trauma, adverse childhood circumstances like abuse, and poor social and financial circumstances, can predispose one to poor mental health. Suggestive signs of poor mental health include:

- Eating or sleeping too much or too little
- Pulling away from people and their usual activities.
- Having low or no energy.
- Feeling numb or like nothing matters.
- Feeling helpless or hopeless.
- Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared.
- Experiencing severe mood swings that cause problems in relationships.
- Having persistent thoughts and memories you cannot get out of your head.
- Hearing voices or believing things that are not true.
- Thinking of harming yourself or others.

Remember, it is not your job to diagnose yourself or someone else!

### How can you make sure you have good mental health?

Positive mental health allows people to cope with the stresses of life while realizing their full potential. They can work meaningfully and make meaningful contributions to their communities. There are tips you can employ to aid in having good mental health:

1. Stay positive, and value yourself. Do not criticize yourself, treat yourself with kindness and respect. You are special. Learn to challenge negative thoughts.

2. Take care of your body - eat good, nutritious meals, drink lots of water, avoid smoking or other negative habits, and get enough sleep and exercise.
3. Exercise! It releases endorphins, which make you feel good.
4. Get connected with others who can add value to you. Do not be a loner. People with strong family or social connections are healthier than those who lack a support network. Make plans with supportive family members and friends or seek out activities where you can meet new people.
5. Learn how to deal with stress. Keep in mind that stress is a part of life. Develop coping skills by practising them such as: praying, taking walks, playing with your pets, journal writing, praying, and meditating. Learn to smile and see the humour in life. Laughter boosts the immune system and can ease pain and reduce stress.
6. Decide what you want for the future and set realistic goals academically and personally. Be realistic, but aim high, and pat yourself on the back with every small win. Working towards achieving those goals you have set out can give you a sense of accomplishment and self-worth as you progress.
7. Get professional help when you need it at any general hospital. Seeking help is a sign of strength, not weakness. Remember that treatment is effective.

### Myths and conceptions associated with mental health

Myths are thoughts or opinions that are not true because they have no evidence of proof. People often imagine these things and believe they are true, but in the real sense, they are not facts.

**Myth:** A person with a mental health condition has low intelligence.

**Fact:** Mental illnesses can affect anybody, regardless of intelligence, income, or social status.

**Myth:** A person with a mental health condition is weak. Such conditions would not affect strong people.

**Fact:** Having a mental health condition is beyond choice or willpower. Anyone can have a mental health condition.

**Myth:** Bad parenting causes adolescents to have mental health conditions.

**Fact:** Many hostile experiences and factors may influence a person's mental health and well-being. Adolescents' relationships with their parents and family are just one factor. A person raised in supportive and loving homes and those raised in homes maintained by caregivers who need mental support can experience mental health difficulties equally.

**Myth:** People with mental health needs cannot keep and perform well in a job.

**Fact:** People with mental health conditions can perform well in a job, especially in an environment that promotes and supports mental health.

**Myth:** Teenagers do not have mental health issues. They just have mood swings due to their fluctuating hormones.

**Fact:** While it is true that teenagers often have mood swings, this does not mean that they cannot have mental health issues. Half of all mental health conditions begin by the age of fourteen.

**Myth:** People who commit crimes are “mentally ill.”

**Fact:** Only a small percentage of crimes are committed by people with serious mental health disorders.

### ACTIVITIES:

Pick one or more of these things to do.

1. Did you know that keeping a gratitude journal that can help track the things you are grateful for or your achievements is good for your mental health? Start a journal today by writing three things you are grateful for.
2. Write about the situation that is bothering you. Writing about upsetting experiences can reduce symptoms of depression and help you identify things you can do to improve them.
3. Send a thank-you note—not for a material item, but to let someone know why you appreciate them. Written expressions of gratitude are linked to increased happiness.
4. Feeling stressed? Smile. It may not be the easiest thing to do, but smiling can help lower your heart rate and calm you down.

### ASSESSMENT QUESTIONS:

1. What are signs that indicate one needs to pay attention to their mental health?
2. What are harmful ways to cope with poor mental health?
3. What are positive ways to cope when one is feeling upset or down?

# Climate Change



## LEARNING OBJECTIVE

At the end of this session, students will understand:

- What climate change is
- What causes climate change
- Actions one can do to prevent the earth from warming up

### Why students need to know this information:

The United Nations Children’s Fund (UNICEF) calls climate change “the greatest threat facing the world’s children and young people,” while the World Health Organization (WHO) calls climate change “the greatest threat to human health.”

#### CONCEPT

Climate change refers to long-term shifts in temperatures and weather patterns, usually over 30 years.

#### MATERIALS NEEDED

None

#### METHOD

Group discussion

#### DURATION

Single Period of 45 minutes maximum





Children are more vulnerable than adults to extreme weather, conflict, toxic hazards, and diseases caused by climate change, and these shocks are appearing at a faster rate.

Addressing the climate crisis requires every part of society to act.

Governments and businesses need to implement environmental policies to reduce greenhouse emissions and strengthen communities' resilience against the shocks and hazards of climate change. Schools need to educate children on climate change and potential solutions and actions. Finally, children and young people need to be recognized and listened to as agents of change.

### INTRODUCTORY EXERCISE

- Ask your students - What is weather? What is climate? What is the difference between the two? Has anyone heard of climate change? What have you heard about it?
- Ask your students what they have heard about the greenhouse effect. Ask them to explain whether they think it is a good or bad thing. Encourage them to imagine being in a cosy greenhouse, like a mini-garden house, where one grows plants. When the sun shines through the glass of the greenhouse, it warms up the inside. That's because the glass lets sunlight in but doesn't let all the heat out.

### ESSENTIAL INFORMATION

#### What is climate change?

- To understand what climate change is, you need to know what the weather is. "Weather" refers to short-term conditions, such as rain, temperature, humidity, wind direction, wind speed, etc. It could be sunny, cloudy, rainy, foggy, cold, hot, windy, stormy, snowing ... the list goes on. When scientists think of weather, they refer to periods such as minutes, a few months, or a few years.
- Climate change refers to long-term shifts in temperatures and weather patterns, usually over 30 years. Such shifts can be natural, due to changes in the sun's activity or large volcanic eruptions.
- Many people think climate change mainly means warmer temperatures. But temperature is only the beginning of the story. Because the Earth is a system, where everything is connected, changes in one area can influence changes in all others.
- The consequences of climate change now include, among others, intense droughts, water scarcity, severe fires, melting polar ice, rising sea levels, flooding, catastrophic storms, and fewer types of plants and animals.

### What causes climate change?

- Earth is like a giant greenhouse, but instead of glass, we have something called 'greenhouse gases' in our atmosphere. These gases, like carbon dioxide and methane, are like a special kind of blanket around our planet. When the sun's rays reach Earth, they warm up the surface, just like in the greenhouse.
- Some of the heat that bounces back from the warm surface tries to escape into space, but those greenhouse gases trap some of it, just like a blanket. This trapped heat makes our planet comfortable and suitable for living things, like plants, animals, and humans.
- Without any greenhouse effect, Earth would be a frozen ball of ice, unable to support life. However, too much greenhouse effect makes the Earth too warm, causing numerous other problems for all living creatures.
- Since the 1800s, human activities have been the main cause of climate change, primarily due to the burning of fuels like coal, oil, and gas.
- Burning these fuels generates greenhouse gases. As mentioned earlier, they act like a blanket wrapped around the Earth, trapping the sun's heat, and raising temperatures.

### What can students do to prevent or delay climate change?

- The primary goal is to cool down the earth by reducing the amount of greenhouse gases we produce. To do so, humans need to cut down on the use of coal, oil and gas. This includes walking, biking, or using public transportation whenever possible. If you use a generator to power your home, keep the AC and lights off. Whenever possible, try to use solar or wind energy.
- Save the forests! Plant trees and advocate to prevent trees from getting cut down. Plants and trees absorb, and consequently, reduce the amount of carbon dioxide in the air. You can also plant a school or home garden. The garden will absorb carbon and provide fresh, local food.
- Reduce and reuse. By reducing the number of items that we use and waste, we decrease the need for new products, conserving resources like water, minerals, and forests. This indirectly lowers the amount of carbon released into the air during materials production. For example, instead of buying fruits or snacks in plastic bags, you can choose ones that are loose or in paper bags. When you go shopping, take your reusable bags instead of using plastic ones. Instead of buying new things, you can share books, toys, games, or even household items with family or friends. Finally, before you buy something new, think about whether you need it. This helps you save money and reduces the need for making new stuff.
- Educate and advocate. Raise awareness about climate change among friends and family. Participate in school projects or clubs focused on environmental issues. Share information on social media, and create posters, songs, and dramas to spread the word.



## ACTIVITIES

### 1. STEM activity: Simulate the greenhouse warming effect

You will need:

1. Two identical glass jars
2. 4 cups cold water
3. 10 ice cubes (optional)
4. One clear plastic bag
5. Thermometer

#### Steps:

- Take two identical glass jars each containing 2 cups of cold water.
- Add 5 ice cubes to each jar (optional)
- Wrap one in a plastic bag (this is the greenhouse glass).
- Leave both jars in the sun for one hour.
- Measure the temperature of the water in each jar.

**Discussion:** The jar wrapped in a plastic bag is a small greenhouse. It got hotter than the jar that was NOT wrapped in plastic. Another version of a greenhouse is what happens inside an automobile parked in the sun. The sun's light enters the vehicle and heat is trapped inside.

### 2. Mental health, action planning and prioritization: Invite students to create a list of things that they can do to reduce their and their family's contribution to carbon emissions.

#### Steps:

- Cut paper into small squares. Hand out many squares to each student (as many as 10).
- Ask: "What are some actions you and your family can take at home, school, or in your community to reduce CO2 emissions?"
- Invite students to list one idea per paper. Emphasize that all ideas are valuable and welcome, regardless of how unconventional they may seem.
- After 10 minutes, invite students to exchange ideas with another student. Ask them to build on each other's ideas.
- After another 10 minutes, invite the students to bring their ideas to the front of the room. Ask them to share their ideas, then group the ideas by theme, such as transportation, waste reduction, etc. This can be done by sorting pieces of

paper on a large, clean surface, like a table or the floor, or if tape is available, the wall or chalkboard.

- Create a 2x2 grid, with one side representing ease/difficulty, and the other representing impact. Grab each idea from their current pile and ask students if it is easy/difficult, and low or high impact. Place each idea in the corresponding box.
- Finally, review the ideas that are in the easier and high-impact box. Emphasize that these are the actions that students should prioritize.
- State that addressing climate change takes a lot of effort from all parts of society and that many people may feel anxious or overwhelmed when they think about the size of the problem. Explain that a matrix like this can be helpful when they feel overwhelmed, and it can be used for any topic.

Example grid:

	Low impact	High impact
Easier		[Actions that are important for students to act on]
More difficult		

### ASSESSMENT QUESTIONS:

- What is climate change?
- Why should we be concerned about climate change?
- What is the greenhouse effect?
- What can a person do to reduce greenhouse emissions?





### Summary/Key Messages:

- ◆ Climate change refers to long-term shifts in temperatures and weather patterns over several decades. It can happen naturally, but it is currently mainly caused by human activities.
- ◆ Greenhouse effect: Like a cozy greenhouse, Earth's atmosphere has gases that trap heat from the sun. Human activities, especially burning fossil fuels (coal, oil, gas), release more of these heat-trapping gases. As a result, the Earth is getting warmer, and this disrupts the natural systems that affect weather.
- ◆ Climate change leads to severe droughts, water scarcity, wildfires, melting ice, rising sea levels, floods, and storms. The changing environment is destroying many species of plants and animals and threatens the safety of humans.
- ◆ Students can slow or prevent climate change by using less coal, oil, or gas. This means walking, biking, using public transport, keeping lights and AC off, and using solar/wind energy.
- ◆ Students should plant trees and gardens and do whatever they can to encourage others in their families and communities to protect forests.
- ◆ They can also minimize waste, use reusable bags, and share items to conserve resources.

# Climate Change and Health



## LEARNING OBJECTIVE

At the end of this session, students will understand how climate change affects human health and well-being; and actions one can do to reduce the harmful effects of climate change on human health.

### Why students need to know this information:

- While it is important to do what one can to prevent greenhouse emissions, many communities today are already experiencing or at high risk of experiencing disasters or economic or environmental shocks related to climate change.
- Students need to know that they are at risk and how they can protect themselves and their families from these effects.

### CONCEPT

Climate change can affect health. There is a need to teach students what they can do as 'agents of change'.

### MATERIALS NEEDED

None

### METHOD

Group discussion

### DURATION

Single Period of 45 minutes maximum

## INTRODUCTORY EXERCISE

- How might a changing climate impact our health and well-being?
- Imagine a situation where heavy rains become more frequent and intense. How might this affect people's daily lives? Who would be the most affected?
- In what ways might climate change contribute to food scarcity?
- How could these shortages affect the health and well-being of our communities?

## ESSENTIAL INFORMATION

### How does climate change affect health?

- Climate change can affect our ability to grow food, increase our chances of getting sick, and threaten our safety.
- Unpredictable and extreme weather makes it difficult to farm and fish.
- In northern Nigeria, droughts are lasting for longer periods and the Saharan desert is spreading quickly and taking over farmland. (Nigeria has the fastest rate of desertification in the world). Both of these make it harder to grow enough food for everyone.
- In the northeast (Lake Chad basin), climate change is causing the lake to shrink, creating increased competition and conflict over decreasing amounts of water, agricultural land, and fish. People flee to escape violence, losing their homes and means of survival.
- In Nigeria, rising sea levels threaten southern cities such as Lagos and coastal areas, increasing vulnerability to flooding and waterborne diseases.
- In 2022, flooding affected 33 of 36 states, causing many people to be displaced from their homes and the destruction of harvests and farmland. While Nigeria regularly experiences seasonal flooding, the floods of 2022 were the worst since 2012 and were primarily caused by climate change and poor stormwater management at the local level. There was an outbreak of cholera due to contaminated floodwater.

## WHAT CAN A PERSON DO TO REDUCE THE IMPACT OF CLIMATE CHANGE ON ONE'S

### FAMILY AND COMMUNITY?

- Floods can potentially increase the transmission of water- and vector-borne diseases, such as typhoid fever, cholera, malaria, and yellow fever. It is important to take extra precautions against these diseases in the case of floods.
  - Do not use flood water to wash dishes, brush teeth or wash and prepare food.
  - Chlorinate or boil all water for drinking, food preparation, washing dishes, or brushing teeth.



- Always wash your hands with soap and water if you have been in contact with floodwater.
- Throw away any food that has come in contact with floodwater.
- Throw out any items that cannot be washed and cleaned with bleach, such as pillows and mattresses. Clean all walls, floors and other surfaces with soap and water, as well as bleach.
- Protect against mosquitos. Use mosquito repellent, following the instructions on the label, and apply it to clothes or skin. Also, wear trousers and long-sleeved shirts, and cover beds with mosquito nets when sleeping.
- Drought can make it difficult to grow enough food for everyone. Food prices also increase, and nutritious food may be less affordable.
  - Do what you can to improve and protect your soil: Cover exposed soil with trees and native plants to provide shade and prevent erosion. Native plants are used to the local climate and require less water. Mix manure or composted food scraps to make the soil more nutritious and retain more water. Avoid tilling, as it can harm the natural structure of the soil and increase water runoff.
  - Conserve water. Use drip irrigation; water slowly and directly at the roots, minimizing water loss. Water plants deeply and infrequently to encourage deep roots to grow, and water them during the coolest times of the day.
  - Collect and save rainwater. Plant crops into the sides and tops of large sacks of soil. This method (vertical sack farming) allows people to grow more food in smaller spaces, uses less water than traditional farming methods, and protects crops from flood damage.
  - Diversify. Plant a variety of crops that are drought-tolerant. Sorghum, cassava, sweet potato, pearl millet, cowpea, and groundnut are naturally more drought-tolerant than maize or rice. Intercropping - growing two or more crops together - means farmers have another crop to fall back on when maize harvests fail because of poor rainfall.
  - Learn food preservation techniques like drying, fermenting, and canning. Try to preserve a variety of healthy foods, including fruit, vegetables, grains, meat, and beans to ensure the family can have a stable and healthy food supply during times of scarcity.



## ACTIVITIES

- **Civic activity:** Improving our community's resilience.

Divide the class into small groups. Ask them to develop a plan for preparedness for flooding or other climate-related disasters that impact your community. Assign a topic for each group, such as:

- Identify areas in your community that are prone to flooding. Consult knowledgeable adults and government staff to see if there are ways to reduce the risk of floods in these areas. Clearing blocked drains in residential areas or creating better paths for water to flow may protect homes.
- Create a list of items that should be in a family's flood preparedness kit.
- Create a plan to reduce the effects of water and mosquito-borne diseases if a flood affects your school.

Ask each group to exchange and build on each other's ideas. Then invite them to brainstorm specific steps needed to make their plans a reality.

Are there any civic groups in your communities on climate change?

Critical thinking skills: Analyze an article about climate change.

Select and distribute a few news articles related to climate change and human health.

Or instruct students to bring an article to school. Have students read the selected article carefully. Then, invite them to prepare a short essay. They should:

- Describe the main health impact(s)
- State the data or evidence used to describe the impact
- Mention the causes of the problem
- Their thoughts on the broader implications of the health impact on society, the economy, or the environment
- Their opinions on the solutions recommended in the article
- Identify a phrase or concept that they want to learn more about.

Invite a few students to present. On a board, draw/show the connections between a selected health issue, its causes, and its broader impacts. Ask other students to share their thoughts on the issues described.

If possible, discuss the concepts that students said they want to learn more about. Finally, ask them to do more research on the topic and to share their findings with the group soon.

### **Sample articles:**

[Nigeria floods 80 times more likely with climate change](#) (Associated Press, November 2022)

[Finding hope in the face of drought](#) (UN Convention to Combat Desertification, March 2023)

[Equipping Nigerian farmers with drought-resistant technology – a youth and woman-led approach](#) (Global Center on Adaptation, Feb 2023)

- **Food security activity:** Plant a vertical sack garden.

### **Students will need:**

1. Large sacks or plastic bags. Old cement bags are good alternatives to plastic.
2. Soil, compost/chicken manure, pebbles, and rocks
3. Seeds or seedlings (see suggested drought-tolerant crops, above)
4. Water

### **Steps:**

- Find a well-lit area with adequate sunlight. Ensure it's easily accessible for watering and maintenance.
- Mix the soil: ideally, there is a mix of 50% soil and 50% compost/chicken manure. Add pebbles and small rocks to help the soil drain well.
- Cut small holes on the bottom for drainage.
- Plant seeds or seedlings at the top of the sacks. Make some holes on the sides and plant seeds or seedlings there as well. Follow recommended planting depths and spacing for each crop.
- Water the soil gently and thoroughly, ensuring it is evenly moist. Use the watering techniques described above.
- Monitor the growth of the plants, taking appropriate action to stop pests and water them regularly.

**Extension activity:** Learn about and attempt one method to preserve the items that were grown.



**ASSESSMENT QUESTIONS:**

1. How does climate change affect health?
2. What steps should a person take to prevent getting ill during a flood?
3. What steps can a person take to improve their access to food in case of a drought?



## **Section 2: Life skills**



# Managing Stress



## LEARNING OBJECTIVE

To help students understand the concept of stress and the different types of stress,

To help students understand their difficulties and how to deal with them,

To equip students with stress management and relaxation skills.

### Why students need to know this information:

Students need to have a good understanding of stress and how to manage it because, when poorly managed, stress can negatively impact their academic performance and overall health.

### CONCEPT

The ability to cope with stress effectively determines your overall well-being. Stress refers to the physical, emotional, or mental strain that a person experiences and reacts to.

### MATERIALS NEEDED

Nil

### METHOD

Group discussion

### DURATION

Single Period of 45 minutes maximum





## INTRODUCTORY EXERCISE:

Ask students to take a deep breath while they count for five seconds, then breathe out. Do this three times and ask a few of them to share how they feel.

## ESSENTIAL INFORMATION

### What is stress?

Stress refers to the physical, emotional, or mental strain that a person experiences and needs to respond to. Everyone experiences a certain level of stress. Your ability to respond to stress determines your overall well-being.

### What are the types of stress?

Stress can happen due to sudden events and cause the body to react immediately (acute), occur frequently (episodic acute stress), or cause undue strain that lasts for a long time (chronic).

**Physical stress:** This can be a result of excessive physical labour, fatigue, and infectious illnesses.

**Psychological (mental) stress:** This occurs due to emotional challenges such as bereavement/grief, sadness, anger, frustration, and fears. It could also be the result of cognitive stress from information overload (as seen in excessive academic work), an accelerated sense of time, worry, guilt, shame, and even jealousy of classmates who are doing better academically, among others.

**Psychosocial stress:** This may arise from a lack of social support from family, friends, and peers, lack of resources for adequate survival in school, loss of loved ones, etc.

### How can you manage stress?

**Ensuring adequate sleep:** While it is important for students to plan their time to accommodate academic work, it is also important for them to get enough sleep, as sleep deprivation can lead to reduced concentration and decreased productivity. Early to bed, early to rise.

**Practising breathing exercises:** Students should be taught how to take calming breaths regularly, particularly during stressful academic periods, including tests or exams.

**Exercising regularly:** This can help students let go of the stress and lead healthy lives that are critical to their academic performance.

**Organizing their study area:** To reduce stress and improve productivity, students should be encouraged to organize their study area and plan their studies. Make a timetable for your schedules every day, make an effort to follow them, and know when to do your house chores, watch television, read your books, relax, and rest.

This will prevent them from rushing over academic work toward the end of the term or close to the test or exam period and will protect them from feeling frustrated and overwhelmed.

**Eating a healthy diet:** Just like every other part of your body, your brain needs nutrients to function well. Mood swings, light-headedness, and other consequences can occur due to a lack of proper diet, and this can affect your capacity to perform well in school. To increase your brainpower or mental energy, have a healthy diet every day.

**Using visualization:** Begin to deeply imagine the events you want to experience and what you would like to achieve (better grades, becoming more knowledgeable, etc.), and plan the steps you would take to achieve those goals.

**Using positive thinking and speaking:** Do you know that your thoughts and words have control over your body and how it responds to events? Begin to think positively about yourself and tell yourself that you can achieve your dreams. Make it a routine to tell yourself “I am intelligent, I am smart, I am strong, and I can do all things.” When you do this, over time, your body will learn to engage in activities that will give you better grades in school, better health, and more healthy relationships.

### ACTIVITY

**A footnote to practice:** Ask the students to repeat Words of Affirmation after you while beating their chest:

*I am a smart and intelligent girl or boy!*

*I can achieve my dream!*

*I am bold, beautiful, and handsome!*

*I will not allow negative vibes to affect me!*

*I will always make an effort to be a better me!*

### ASSESSMENT QUESTIONS:

1. What does stress mean?
2. What are the different types of stress?
3. What should you do when faced with a stressful situation?

# Self-assessment and Reflection

## LEARNING OBJECTIVE

The learning objective for this module is for students to develop the skill of evaluating their work and learning using some guiding questions. This would help them track their learning progress, identify their areas of strengths and weaknesses, set smart goals for themselves, and act on feedback from teachers and peers.

### Why students need to know this information:

Self-assessment helps everyone, not just in learning but in every area of life. We must evaluate our position and ask questions about where we are, what we have done well, and what we could do better. This helps us improve on whatever we do going forward.

## INTRODUCTORY EXERCISE:

Ask students to sit comfortably silent for 10 seconds and think about what has happened since they woke up that day, what they can remember, whether good or bad, painful, or interesting events. Ask them to write it down. Ask them to keep it for use at the end of the session (they will use it at the end of the session to indicate what they have learned).

## ESSENTIAL INFORMATION:

### What is self-assessment?

Self-assessment is the process of looking at oneself to evaluate the aspects that are important to self-improvement. It is one of the causes that bring about learning and self-improvement, while Self-reflection is setting aside time to think deeply and evaluate your thoughts, attitudes,

### CONCEPT

Self-assessment and self-reflection help us to enhance our learning experience such as asking vital questions about events and what we can do to improve for a productive happy life.

### MATERIALS NEEDED

Paper and pen for the students

### METHOD

Class discussion and illustration of proper hand washing exercise.

### DURATION

Single Period of 45 minutes maximum



motivations, and desires. It's examining your emotions and behaviours and then asking yourself, "Why do I feel and act this way?"

Self-assessment is a powerful way to enhance one's learning experience. It plays a significant role in teaching people not just what to learn but also how to learn and what they can do to improve. By including tasks that help students critically reflect on their work, methods, and learning style, they are allowed to identify gaps in their knowledge or skill set and achieve greater autonomy and deeper learning.

### **Why is self-assessment and reflection important?**

Self-reflection helps us to learn from experience, and when we do it continuously, we learn faster. This is why self-reflection and self-assessment are important to everyone, including students.

Feedback such as a friend's view about our decision is not enough to inform improvement. In the first place, feedback may be rare or absent. Moreover, a friend may not understand the entire context and process that we have gone through. Combining feedback (when available) and self-reflection strengthens students' ability to identify their mistakes and strategize for the future.

It is also important to understand your needs for self-assessment and reflection and whether the process you took was in line with your priorities and values. In summary, self-assessment helps you to:

1. Make clear your assumptions and beliefs.
2. Develop a clear rationale (basis or justification) for your actions and approaches.
3. Promote a positive sense of self-awareness and self-confidence.
4. Taking informed action.
5. Focusing on the idea of continuous growth and improvement.

### **How can you conduct a self-assessment and reflect?**

There are several ways to conduct self-assessment, but we will discuss the simple method: Do what? So what? Now what?

Do what? Here we need to ask further questions:

- What happened? questions, questions, questions,
- What did you do?
- What did you expect?
- What was different?
- How did you react?
- What did you learn?

So What? In answering this question, we need to further break it down and answer other questions such as:

- Why does [the activity] matter?
- How does your experience relate to what you learned (in this class, in this task/ assignment)
- How do your experiences link to your personal goals and values?

Now what? This last set of questions would help us project into the future.

- What do we intend to do going forward?
- Based on the experience, what would you do over again?
- What would you do differently next time?
- How will you apply what you have learned in this experience to other areas of your academics and personal life?

### ACTIVITIES

There will be a quarterly assessment for all members of the club. Since all the members would have been exposed to this skill, it would be mandatory that they put this to use to develop and master the skill. There would be two layers to this task. These are:

- **Assessment by the teacher:** this would be done by teachers to the students individually. The questions of “Do what? So what? Now what?” would be asked in a way that is non-judgmental, rather, a supportive gentle guide to help students get clarity and illumination on, how well and in what ways they have carried out their tasks, how such tasks could be done better next time as well as how to learn and improve on the experience.
- **Assessment by peers:** This would follow the same pattern as those of teachers as highlighted above. However, for the first episodes, it would be advised that teachers be present to provide guidance and supportive supervision to make sure the procedure is well done. Thereafter, the students can handle this on their own.



The table below is an example of what a daily self-assessment and self-reflection are like:

Do what	So what? Yes/No			Now What?
	Does it matter?	Does it promote my goals and ambitions?	Do I need a change?	Change? (Yes /No)
I did my house chores	yes	yes	no	no
I met my targets today				
I was late to school, and I forgot my pen				
I went to the market				
I went to school/church				
I attended the health club meeting				
I learnt the beauty of self-assessment				
Preparing early				
Other Observations				

**ASSESSMENT QUESTIONS:**

1. What are self-assessment and reflection?
2. Why do I need self-assessment and reflection?
3. What are some questions you can ask during self-assessment?



# Interpersonal Communication (IPC)



## LEARNING OBJECTIVE

To provide students with the necessary life skills in Interpersonal Communication (IPC) and to increase the percentage of students who are providing health information to their fellow students, family members, and the community at large.

### Why students need to know this information:

Strong interpersonal communication skills can make a positive difference in many areas of life. This skill is most important because every student should be able to communicate what they know and know how to effectively communicate it in ways that will be understood by others.

### CONCEPT

Interpersonal communication is a face-to-face of exchanging information and feelings through verbal and nonverbal means.

It is a skill that enables people to express feelings and meaning effectively.

### MATERIALS NEEDED

Nil

### METHOD

Discussions

### DURATION

Single Period of 45 minutes maximum



### **INTRODUCTORY EXERCISE:**

Talking and muttering exercise. "I am happy to have all of you here this moment because you all are undefinably in the group of a higher stretching practice." Ask them if they heard you. And then ask if they understood you. Allow them to laugh it off.

### **ESSENTIAL INFORMATION:**

#### **What is interpersonal communication?**

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages. It is face-to-face communication. Interpersonal communication is not just about what is said, or the language used, but also how it is said, while non-verbal messages are sent through tone of voice, facial expressions, gestures, and body language.

When two or more people are in the same place and are aware of each other's presence, then communication is taking place, no matter how subtle or unintentional. Even if no communication is intended, people receive messages through non-verbal behaviour.

#### **The Purpose of Interpersonal Communication**

Communication is a necessary and important ingredient of life generally; it reflects the social part of a human being. Anyone who lives with other humans must, one way or another, find a way to 'say', or 'do' something to or with others around him or her.

The following are the purposes of interpersonal communication:

- To share information.
- To create and strengthen social bonds.
- To groom yourself for future aspirations.
- To affect and influence others, in this case, positively.
- To express a need, emotion, or intention.
- To inform others and become more informed.
- To ensure that things are in order and to keep others calm and satisfied.
- To coordinate, collaborate, and/or cooperate.
- To share personal experiences with others.
- To reduce or manage uncertainties or crises.
- To call attention to something that needs to be changed for the good of everyone.
- To change behaviour or the attitude of others.

Other purposes are:

- To understand the situation of others and build a relationship with someone, we need to be aware of who the person is or where he or she is coming from.
- To communicate in the right manner, it's not just what we say that matters but also the tone we use and how we say it. Additionally, by considering our understanding of the other person, we figure out how to best express our intentions and ideas to that individual.
- To influence others to listen and/or act as expected. People are more likely to listen to us when we first listen to them and make efforts to establish common ground. When we approach any communication to create a win-win situation, that's when we will maximize our influence on others and inspire them to action.
- To build your ability to communicate in a positive and result-oriented manner, minimize miscommunication, and gain better self-awareness.

### Why is Interpersonal Communication important?

- It helps you improve your personal and professional relationships by helping you express your thoughts and convey your intentions.
- To understand others better.
- To interact with and understand others in our personal and professional lives. For example, in the classroom, teachers often look for students with strong interpersonal skills who will collaborate and communicate well with their classmates.

### Elements in Interpersonal Communication

**The Sender:** the person who is trying to communicate a message; he or she wants the other person to receive and understand his or her message.

**The Receiver:** the receiver of the message is the person who is being communicated with and is expected to translate the words into thoughts, process the thoughts, and determine how to respond to the sender.

**The Message:** the information that is sent to the receiver; such messages are meant to bring about a change. A person can pass on information or a message even when no words are spoken; communication takes place if a person frowns, makes eye contact, or shows certain facial signs or gestures.

Channel refers to the medium used by the sender to send the message to the receiver. This may be person-to-person, by telephone, e-mail, text message, or written or printed materials.

**Noise:** this is a serious barrier to communication. This refers to interference that takes place during the communication process. Noise may come from internal (thoughts, emotions, etc.) or

external sources (sounds, other ongoing conversations around the sender, etc.) It is important to communicate in the right atmosphere and avoid distractions so that the message will be taken seriously and understood.

**Feedback:** this is the process of determining if the message has been properly received and understood. To receive feedback, the sender may ask the receiver to repeat the message; on the other hand, a good listener will provide feedback to confirm that he or she correctly received the message, sometimes by nodding.

### **Dos and Don'ts of Interpersonal Communication:**

- **Listen, listen, and listen.** People want to know that they are being heard, so you need to listen to what the other person is saying and ask for clarification to avoid misunderstandings. Give undivided attention to the person speaking to you. Sometimes, you can learn something from the receiver too.
- **Use the right language.** A good communicator must determine the language to use when communicating with a specific audience; the literacy level of the audience must be considered so that the message is well understood and usable by them. The use of local indigenous languages is also good in a local setting for better understanding, and vice versa.
- **Avoid distractions (noise).** Noise can negatively affect the way a message is communicated and received; care must be taken to pass a message at the right time, place, and situation; the sender should attract the attention of the receiver for effective communication to take place.
- **Whom you are talking to matters.** It is important to know and understand the receiver of your message; this will enable you to communicate in the appropriate language and know the medium to use. Effective communicators target their message based on the knowledge of those they are speaking to.
- **Body language matters.** This is important for face-to-face communication. Make sure that you are willing to be heard. This means that you should not cross your arms, or legs when speaking with superiors and elders; keep eye contact so that the other person knows that you are paying attention.
- **Check the message to be communicated.** Check your grammar, and double-check what you have written, or pictures you have used to make sure that your words are communicating the intended message. If possible, get a second opinion to ensure that you have the right message to put out.
- **Be brief, yet specific.** Be brief yet specific in communicating a message and provide enough information for the other person to understand what you are trying to say. Practice the message to be communicated so that you don't end up giving out too little or too much information.

- **Write things down.** Use printed documents or write down your messages and do not always rely on your memory when you must communicate. This will help you articulate your message better and provide all the necessary information to your audience.
- **Maintain a positive attitude.** When you are speaking, you must smile because your positive attitude will reflect, and the receiver will know it. When you smile often and exude a positive attitude, people will respond positively.

### ACTIVITIES:

#### TASK 1: Stop Listening Exercise (5 minutes)

This exercise will demonstrate to the participants the consequences of not listening and encourage them to practice better listening skills.

Split participants into two groups. Take one group outside the hall.

- Tell them they will be paired with one person to speak to them. They should stop listening to the person after about 15 seconds and must show that they are not interested without talking (eg, pressing the mobile phone, etc).
- Tell the other group inside to speak to their partner about the importance of self-esteem about gender.
- Bring the other group back inside the hall and put all the participants into pairs. Ask the pairs to start their conversation and observe the behaviour of the listeners/reactions from the speakers.
- Try to see if each speaker understands that their partner is not interested.
- Stop the conversations at this point (after about a maximum of 2 minutes) and ask the group to say what they noticed.
- After taking a few responses, explain the instructions that were given to each group.

The facilitator should then ask the following questions:

1. How did the person speaking feel?
2. What could have made the listener react in the way they reacted?

#### TASK 2:

The facilitator should ask participants to list categories of people they are likely to meet in markets and communities and what they think should be considered when speaking with each category.





**ASSESSMENT QUESTIONS:**

1. What is interpersonal communication?
2. What are some of the purposes of interpersonal communication?
3. What are the essential elements of interpersonal communication?

# Financial Literacy



## LEARNING OBJECTIVE

To understand concepts and different ways of making money.

To identify and prioritize personal and financial goals and planning.

To understand the concept of saving and financial prudence.

### Why students need to know this information:

Children grow up quickly, and soon they will have to make financial decisions around spending, savings, budgeting, and accountability on money issues, and investments. They must provide the necessary skills around finance and money issues. If children learn about money early enough, they will be better prepared to make good choices later in life.

### CONCEPT

Financial literacy is learning financial skills and money management such as savings, spending, budgeting/planning, investment.

### MATERIALS NEEDED

Paper and pen for students

### METHOD

Class and student group discussion

### DURATION

Single Period of 45 minutes maximum

## INTRODUCTORY EXERCISE:

Ask students how many of them visit their parent's shop after school hours or holidays. Are they given pocket money/ monthly allowance? What are they doing with the money?

## ESSENTIAL INFORMATION

### What is financial literacy?

Financial literacy can be described as equipping children with financial skills around money management, savings, spending, budgeting/planning, and investment.

### Financial skills

**Earning money:** Children can make money from gifts from family, friends, and relations. It is also not far-fetched for some children to engage in petty trading around the neighbourhood to augment the family income. Older children can also engage in holiday jobs during vacation, creating child-friendly content on social media to earn income.



**Budgeting:** Once children start earning money, then they need to be taught about planning. There is an adage that says the money a child first makes would in all probability end up being used to buy sweets. That's because children mostly think of immediate need which is mostly around consumption. Children need to understand setting financial goals, basic math skills, expenses, and financial responsibilities. They need to know that money needs to be



used to take care of meaningful expenses. The budget needs to include expected income and expenditure.

**Saving money:** Saving is a big part of personal finance, and learning this early on can only help. Most often children save money in “kolo” (piggy bank) where every money given to them goes. The use of this allows children to have money in safekeeping until they need it. Children can also encourage their parents to open children’s savings accounts with any commercial banks of their choice. Children need to be taught the concept of saving for rainy days and delayed gratification.

**Investment:** Children also need to be taught that apart from saving money, they can also ask their parents to help them invest their money in money-yielding ventures like share purchases, treasury bills, bond purchases, and simple trading

### ACTIVITIES:

Students could be asked to work in a group to develop a basic money-making venture in their communities and pitch such business ideas to the other club members.

For example

- Students should be asked to develop a savings plan from their pocket money and share the amount that can be saved at the end of a term or session.
- Students should make a list of what they need monthly, including food and snacks, or what they want to have in the future such as a car, house, or business empire, and if they know what the cost is like. Ask them to write down ways they can make money to buy them.

### ASSESSMENT QUESTIONS:

1. What is financial literacy?
2. What are the necessary financial literacy skills that are needed?
3. How can you be financially literate

### Summary/Key Messages:

- ◆ Students need to be prepared early to make financial decisions.
- ◆ Effective financial management like budgeting, savings, investment opportunities can enable students reach their financial goals early in life.

# Negotiation Skills



**Negotiation**  
[ni-gō-shē-'ā-shən]

A strategic discussion that resolves an issue in a way that both parties find acceptable.

Investopedia

## LEARNING OBJECTIVE

To understand concepts and the importance of negotiation skills

To develop skills in negotiations

### Why students need to know this information:

Good negotiation skills will benefit you as a student regardless of what career you pursue because good negotiations help build relationships, foster goodwill, deliver quality solutions to problems, and avoid future conflict. Negotiation skills can also help manage conflicts with friends, peers, and neighbours. When taught well, negotiation skills can help students succeed in their future careers, in their personal lives, and school. Negotiation consultant Jeff Cochran says confidence is one of the most important negotiation



### CONCEPT

Negotiation is the process where two people with different goals discuss an issue to find a mutually acceptable solution. It is a skill that can be learned and improved on.

### MATERIALS NEEDED

None

### METHOD

Class discussion and group discussion

### DURATION

Single Period of 45 minutes maximum

skills. People can sense when you are intimidated or nervous, which will make them less likely to compromise.

### ESSENTIAL INFORMATION

Learning to be a good negotiator will help your teen find better solutions to problems, avoid conflict, and build better relationships. Negotiation skills take practice so encourage your teen to use them within the family first. When it becomes more natural, they can use these skills with teachers, coaches, and peers. Remind your teen that they are trying to find solutions that will leave all sides feeling understood and satisfied with the outcome.

### What is negotiation?

Negotiation is the process where two people with different needs and goals discuss an issue to find a mutually acceptable solution. It is a skill, and some people are naturally better at it than others, but it is a skill that can be learned and improved. When a negotiation is properly conducted, both parties involved feel satisfied with the result.

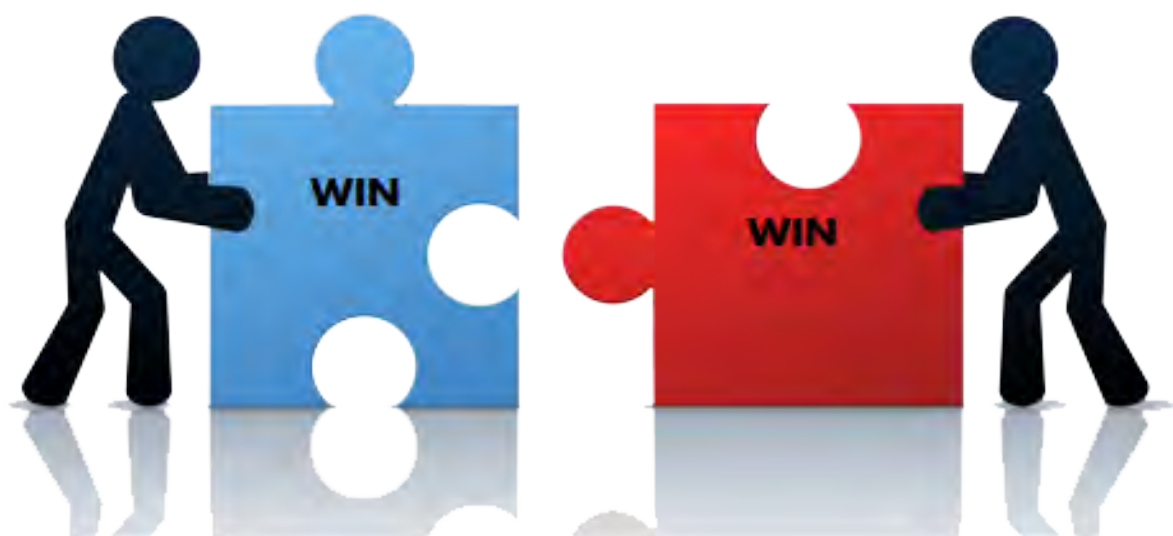
### How can I negotiate?

Here are some key elementary skills of negotiation:

1. **Keep the Right Attitude:** Negotiation is most successful when done respectfully with a focus on understanding everyone's viewpoint. Students must learn good people skills to handle negotiation well. Good people skills include:
  - Treating the other person as you would like to be treated.
  - Actively listening to the other person – which means focusing on understanding their viewpoint and restating it in your own words, rather than trying to figure out how to put their idea down and explain your opinion.
  - Speaking respectfully, which means no name-calling, yelling, blaming, accusing, or threatening.
  - Separating the person from the problem. Don't attack the person but join forces with the person to attack the problem as a team. In other words, shift your mindset from defining the conflict as "me against you" to "you and I against the problem."
  
2. **Ask Open-Ended Questions:** Good negotiators ask a lot of questions to understand exactly what the other person is trying to achieve from the negotiation and what is important to them. For example, in a sale, price is not always the most important part of the package. The benefits the customer receives through the purchase can be equally important. You must understand what the other person wants to effectively negotiate.

3. **Over Prepare:** Experts say that preparation accounts for 90% of negotiating success. First, get all the information that you can about the upcoming negotiation. Asking those open-ended questions mentioned above is a major part of preparing for the negotiation, but also do some research about the issue and what experts say about it. Second, think the negotiation through carefully, from beginning to end, and be fully prepared for any eventuality. The person with the most information and best understanding of all sides of the problem will have facts to fall back on when challenged and possible solutions others may not have considered.
4. **Silence Can Be Your Friend:** Sometimes, when we're nervous about asking for what we want, we talk to fill the silence, which can work against us. Overexplaining yourself makes you look less confident and puts the other person in a position of power over you. Silence makes the other person uncomfortable, and they will likely try to fill the space. Experts recommend that after you have asked questions to determine what the other person wants, make sure you state your goals and needs concisely, then stay silent.
5. **Work Towards a Win-Win Outcome:** Skilled negotiators are usually quite concerned about finding a solution or an arrangement that is satisfactory to both parties. The ultimate goal of a negotiation is to achieve a "win-win" outcome. This is when both sides feel that they have gained something positive and that their point of view has been taken into consideration. Most of the time, working towards a mutually acceptable solution through brainstorming alternative strategies will achieve greater benefit for everyone involved compared to any one person holding on to their original position.

## NEGOTIATION



**ACTIVITIES:****Red rover**

Split the class into two teams, one on each side of the room. Quietly explain to each team that the goal is to stay on their respective sides. Tell both teams to appoint a leader. Once decided, the teams must negotiate with one another to entice the opposing leader to join their side. They can use anything within their power, bargaining, money, and food. Just make sure it doesn't get mean. Whichever team gets the leader to cross over to their side first wins. This will show how bargaining tools and out-of-the-box thinking can be used in negotiations.

**Persuasion**

Persuade the other person to move out of a circular area completely without touching or using any physical force.

- Get a rope about 8m long. Lay this as a circle on the floor to create a perimeter. Or draw a very large circle. Put a prize (if available)
- Ask for two volunteers. Pick two that are very competitive or think they are very persuasive. These two will go through the persuasion exercise while others watch.
- Set up the environment much like a wrestling match where one needs to push the other out of a circular area.
- Ask the two volunteers to stand in the middle of the circle. The audience should remain outside of the circle.
- Explain that each person's goal is to get the other person to go out of the circle.

The rules are:

1. They cannot touch each other or use physical force.
2. They can use any influence technique they like including arguments, lecturing, diplomacy, etc.
3. Ask the audience to cheer and encourage the people in the ring.
4. Explain that there will be a prize for the winner but don't say what it is.
5. Start the match.
6. Allocate 15 minutes for this part.
7. Take notes about the conversation and the strategies used to convince one another. You will need to refer to these during discussions.

The game is over if a contestant is convinced to step out of the circle or the time is up.

Give the prize to the winner.

Follow up with a discussion.

### Discussion guide

1. Who truly won this match? The person who remained in the circle or the person who stepped out in exchange for something he negotiated.
2. Whose methods were more effective? Who was more convincing?
3. Did any of the contestants offer something in return for getting the other person to step out? What was offered and was it accepted or not?
4. How did the contestants negotiate over this?
5. What was the role of the audience?
6. Did the audience offer help and advice or influence the decisions in any way?
7. What is the most important lesson you have learned in this exercise regarding persuasion skills?
8. What would you do differently if there was no prize for the winner?

### ASSESSMENT QUESTIONS:

1. What is negotiation skill?
2. Why do you need to acquire negotiation skills?
3. What are the key elements you need to learn to develop good negotiation skills?

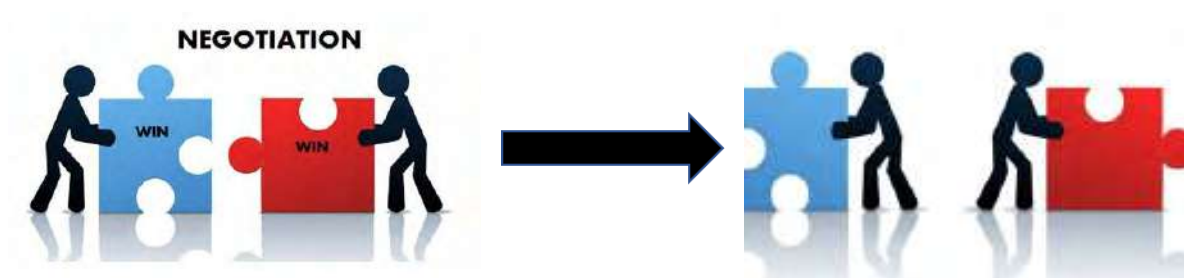


Diagram 24.0 The importance of negotiation skill

## Short-Term, Medium, and Long-Term Planning



### LEARNING OBJECTIVE

At the end of this session, students will understand what short-term, middle-term, and long-term planning are: examples of short-, medium- and long-term plans, the differences, importance and how to develop short-term, middle-term and long-term plans.

### Why students need to know this information:

The information would help students develop skills in effective management of time, completion of tasks, and how to use resources available to them for their benefit and growth.

### INTRODUCTORY EXERCISE:

Ask students to get plain paper and pen and make a timetable of what they intend to do for the weekend, including coming to school. It must include the duration of each activity from when they wake up to when they go to sleep. They will keep it for use at the end of the session to state what category of planning it is.

### CONCEPT

Planning is also an intellectual process by which an individual or group of persons define goals and objectives and designs various courses of action required to achieve the goals and objectives.

### MATERIALS NEEDED

Cardboard paper/illustration diagram, paper, and pen for the students

### METHOD

Class and students group discussion

### DURATION

Single Period of 45 minutes maximum





## ESSENTIAL INFORMATION

### What is planning?

Planning is a basic management skill that is all about deciding beforehand:




- what is to be done,
- when it is to be done,
- how it is to be done, and
- who is going to do it?

Planning is also an intellectual process by which an individual (e.g., a student) or group of persons (e.g. a class) define goals and objectives, and develop various courses of action required to achieve the goals and objectives.

### What are short-term, middle-term and long-term planning?

### SHORT-MEDIUM-LONG TERM

Enter your sub headline here

 <b>Short Term</b>	This is a sample text that you can edit. You can change font(size, color, name).	This is a sample text that you can edit. You can change font(size, color, name).	This is a sample text that you can edit. You can change font(size, color, name).
 <b>Medium Term</b>	This is a sample text that you can edit. You can change font(size, color, name).	This is a sample text that you can edit. You can change font(size, color, name).	This is a sample text that you can edit. You can change font(size, color, name).
 <b>Long Term</b>	This is a sample text that you can edit. You can change font(size, color, name).	This is a sample text that you can edit. You can change font(size, color, name).	This is a sample text that you can edit. You can change font(size, color, name).

### Short-term planning

Short-term planning focuses on assessing the current situation, identifying the immediate needs related to the situation and resolving the issues related to the situation within 12 months or less. It aims to resolve the identified issues within the shortest time possible. The planning may include daily, weekly, monthly, quarterly, and yearly plans. Short-term planning is a stepping-stone that will help to reach the big plan(s).

Examples of short-term plans:

- **Academic plan:** Study 2 chapters of subject A (for example, mathematics) daily or complete lesson notes before leaving school daily.
- **Health plan:** Brush twice daily or sleep inside an insecticide-treated mosquito net every night.
- **Personal development plan:** Write one article for the school journal each term or join the school health club and be active.

### What is medium-term planning?

Medium-term planning means applying more permanent solutions to short-term issues so that one can get permanent solutions. The duration or timing of medium-term planning is longer than short-term planning and shorter than long-term planning. However, this depends on the context or area the plan is looking at.

Examples of medium-term planning:

- **Academic plan:** Complete all outstanding subject notes before examinations instead of borrowing notes to read for term examinations.
- **Health plan:** Ask your parents or guardians to buy new insecticide-treated mosquito nets for family use rather than mending a badly damaged one.
- **Personal development plan:** Delay romantic relationships for a period to focus on personal development and achievements.

### What is long-term planning?

Long-term planning involves plans that take a longer time to reach and require more steps; they usually take a minimum of a year or two to complete. The aim is to permanently resolve issues and reach and maintain success over a continued period.

Examples of long-term plans:

- **Academic plan:** Get a first degree or study for a post-graduate degree abroad.
- **Health plan:** Lose excess weight of 10kg over a year.
- **Personal development plan:** Learn an additional local language over two (2) years.

### Key differences between long-term and short-term planning

	Short-term planning	Medium-term planning	Long-term planning
Duration	≤12 months	Longer than short-term but shorter than long-term planning	>12 months
Complexity	Less complex, straightforward	Medium level of complexity	Elaborate, tactical and involves more steps
Focus	Mostly focused on internal issues	Permanent solution to short-term issues	Requires considerations for external issues

### IMPORTANCE OF PLANNING

- Provides Clear Path to Success:** Planning guides on steps to follow to complete tasks according to importance. Following the plan facilitates the achievement of goals systematically.
- Teaches Time Management:** Effective planning reduces procrastination and teaches time management skills that the students will find useful for their immediate academic pursuit and future reference across life courses.
- Promotes Proactiveness and Preparedness:** Planning teaches students organization. It also guides the smaller steps required to achieve identified goals as may be set by the student. This hence reduces procrastination.
- Increases Motivation:** Good planning skills facilitate the breakdown of big plans into more manageable steps. Achievement of the short-term plans provides motivation to continue, which eventually leads to the achievement of the big plans.
- Measures Progress:** Good plans make it easier to track progress toward the achievement of goals.
- Gives Focus & Purpose:** Planning helps to direct energy towards a focus. Planning also helps to reduce distractions as there will be a drive to achieve the purpose set by the planner.
- Boosts Self-Confidence:** Making progress toward the achievement of goals boosts confidence. The confidence developed helps in boosting self-image and helps to tackle future goals with less anxiety.

## How to develop plans

Planning requires deliberate actions. There is a common saying that if you fail to plan, you plan to fail. Therefore, planning requires deliberate actions. The following is a step-by-step guide to the development of plans.

### Step 1: Define your vision.

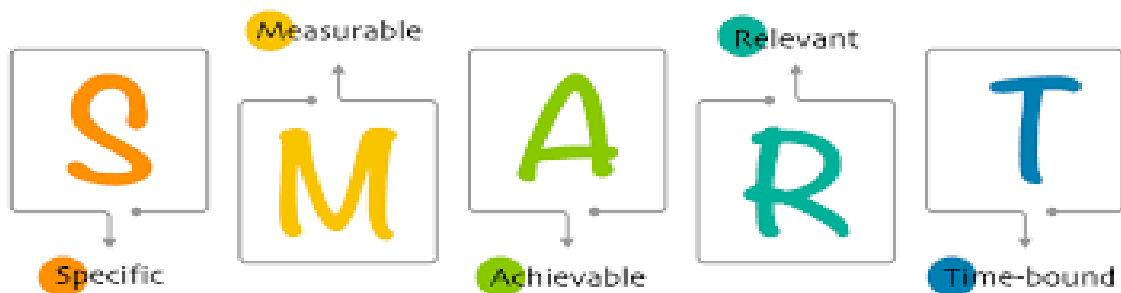
Vision implies what picture you see of yourself in the future. As the future may be ambiguous, the vision could be what you want to be in 5 years from now.

To develop your plan, you need to ask yourself some questions as follows:

- What may stop you from achieving the vision?
- What do you need to do differently to attain your vision?
- What would you gain if you attain your dream?

The questions above will help you clarify what you want to achieve.

### Step 2: Set SMART goals.



Having defined vision in step 1 above, the next step is to set SMART goals. Goals should be set for each type of planning. The word SMART is an acronym with the following meaning:

- **Specific:** the goal needs to be detailed and as well-defined as possible.
- **Measurable:** the goal should be measurable. Measures in terms of quantity may help set the goal.
- **Achievable:** the goals should be challenging, but realistic and achievable.
- **Relevant:** the goal must fit into the vision and be of importance to achieving the vision.
- **Time-bound:** A specific time frame must be set to complete the goal. If the goal requires many steps, a timeline must be set for each step.

### Step 3: Break down goals into objectives.

Goals often require some actionable steps before they goals can be achieved. Hence, it is required that the goals be broken down into smaller pieces which are called objectives. To

develop a good plan, the goals should be divided into objectives until the big goal becomes a weekly or daily to-do list.

#### **Step 4: Prioritize**

Review the list of objectives and prioritize them in order of importance. This will facilitate making short-term plans and directing time, energy, and money in the right way.

To develop a good plan, it is important to first focus on the objective (s) that will make the most difference and that align with the goals the most.

#### **Step 5: Keep updating the plan.**

Goals, objectives, and priorities may change over time; hence there is a need to regularly review and ensure that plans are still relevant and up to date.

#### **ACTIVITIES:**

**Activity 1:** Students should be divided into 3 groups as follows:

- Academic
- Health
- Personal development

Each group is to develop a simple planner. The planner developed should have a cover page with the following information:

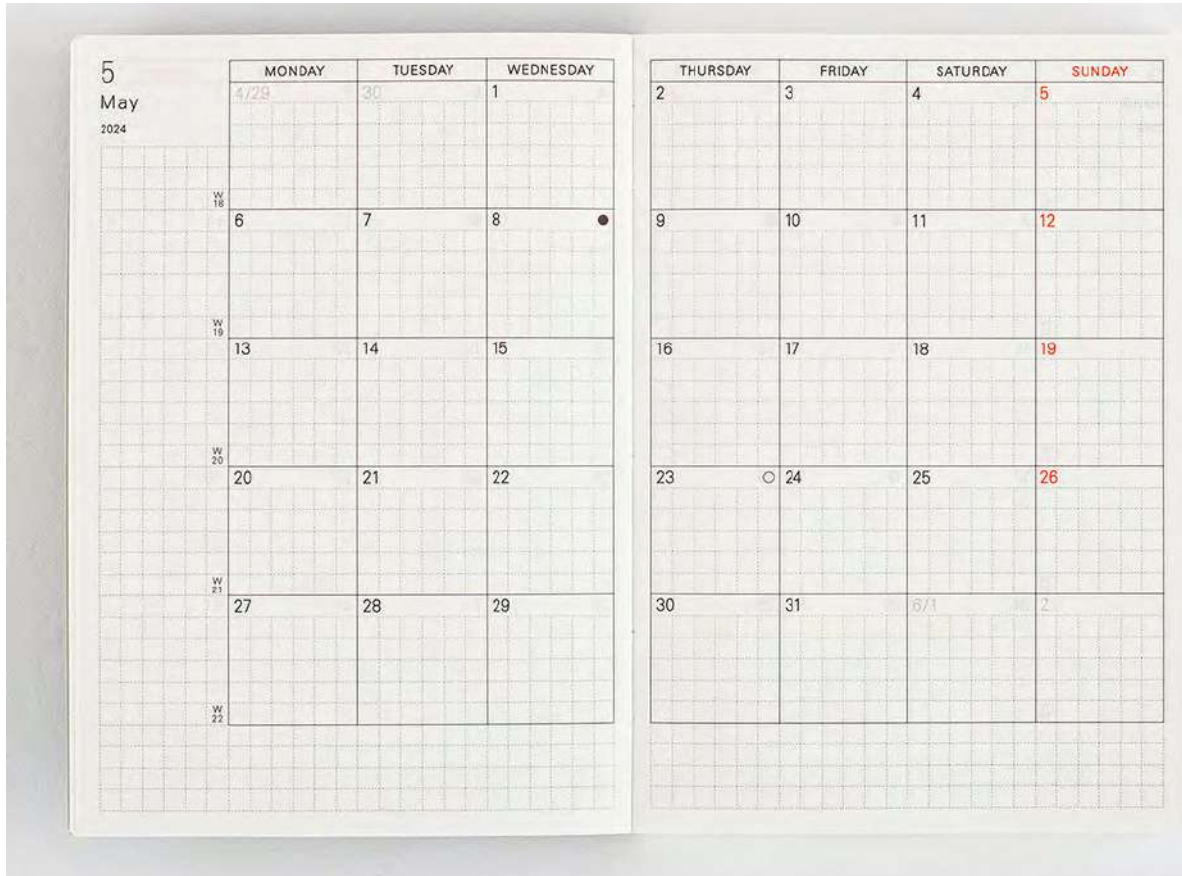
- Vision
- One main goal
- Three objectives

These planners should be broken into short-term, medium-term, and long-term goals.

**Activity 2:** Using the sample planners below as a guide, students should work in the same group as in Activity 1 to develop daily planners.

- Students should be provided with stickers and emojis to decorate the planner.
- The one-pager developed in Activity 1 should be stapled with the developed daily planner.
- The planner should be presented to the class for review.
- Each student should be encouraged to develop an individual planner.





### ASSESSMENT QUESTIONS:

1. What is planning?
2. What are the differences among short-term, medium-term, and long-term plans?
3. What are the steps required for the development of plans?





# Appendix

## CLUB SETTING

### Planning to Start a School Health Club

This section is to guide how to set up a school health club in any primary or secondary school in Nigeria.

**Club Naming:** Any primary or secondary school intending to start a health-related club can register as a “School Health Club” bearing the name of the school. For example, a hypothetical ABC Primary School will name its club “ABC Primary School Health Club”.

To enable School Health Clubs to run as safely and enjoyably as possible for all concerned, the following guidelines have been prepared and set out below.

### The Process of Setting up a School Health Club

For a school that wishes to set up a School Health Club, a letter must be written through the head teacher at the school to SUBEB through L.G.E.A. (for primary schools) or to the Ministry of Education (for secondary schools) asking for permission to start the club. After the appropriate authority has conducted all necessary investigations on the applying school, approval is granted to the school if it satisfies all the conditions. Otherwise, the school is referred to the protocol if the conditions are not satisfied.

### Conditions for Setting up School Health Clubs

To qualify for approval, a school applying to set up a Health club must satisfy the following conditions:

- The club’s goals and objectives are consistent with those provided in the guidelines.
- Fairness and gender balance in selecting members.
- Provision of a safe venue for meetings
- The health education teacher who has sufficient knowledge and interest in health can be asked to take charge of their affairs.
- The activities proposed should be risk-free and match the level of maturity of the pupils or students.
- The Health and Safety of the children will not be compromised in the club environment.

## Criteria for Membership of School Health Clubs

Membership of the Health club should be open to all interested pupils/students in the school, irrespective of their sex, age, religion, ethnicity, social background, class, or ability/disability status.

## Process of Forming Membership in Schools

At the initiation of the head teacher through the health education teacher, members must be sourced from each class/arm of the class to ensure equal access to opportunity or representation. If no volunteer emerges in a particular class, the teacher in charge must employ a participatory selection process based on different criteria, e.g.

- Pupils who do not belong to any other club,
- Class captain, etc., or consensus members nominated by the class.
- Volunteers
- Interest
- Position (health prefects or class representatives)

After being approved to join the club, the prospective member's name will be on the club register, and he or she becomes an ambassador of the health club in the school, household, community, and among other peers.

## Structure of Club Management Committee Membership

The structure of the health club Membership in a particular school is constituted as follows:

- The headteacher is the overall leader and is responsible for the SUBEB/MoE for all the activities relating to the club at the school level. He/she appoints two teachers who are directly responsible for the running of the clubs.
- Teachers, one male and one female, where it is possible (One must be a teacher of a health-related or science subject where possible.) If only one teacher is available, a female teacher is preferable.
- Representatives of the Parents' Forum as Honorary Members (one male and one female)

### The Officers of the Club

- The Patron/Matron/Advisor (a Health professional is preferable)
- President
- Vice president
- Secretary
- P.R.O.
- Management group which includes health officials.

## Club Administration

The method of governance must be democratic, where all members of the executive must be duly elected through a voting process or otherwise selected by the school authority based on the knowledge of pupils' attributes. To ensure effectiveness, the election or selection process should avoid making final-year students officers, as they may be busy preparing for final internal and external examinations.

## Regularity of Meetings

Meetings should be held once a week when the plans for different programs are decided. It should be held during the time officially allocated for extracurricular activities in schools in the state or as specified by the school authority. Each meeting should last for about one hour so that members have time for other activities in the school. The parents' forum representative should be encouraged to participate in the club meeting at least once a month to ensure that parents are included in the scheme of things.

## Roles and Responsibilities of Officers at the School Level

### i) The headteacher

- He or she is the overall manager who introduces the School Health Club to the teachers, SBMC, parents' forum, and pupils.
- Assign the health teachers or related staff to organize the take-off of the club.

### ii) The health teachers or equivalent:

- Act as the facilitator and supervisor of all activities.
- Monitor all club activities and attend all meetings.
- Approve activities lined up and present the plans to the head teacher for final approval.
- Monitor and evaluate the progress of activities and report to the head teacher. Supervision and monitoring are required for the organization of meeting times, meeting frequency, venues, contents, and programs of the School Health Club. These will help determine if club meetings are held regularly, what and how many activities took place and were implemented, how many participants there were, and whether there is compliance with regulations.

### iii) The health prefects or club president

- Monitors the implementation of the activities of the School Health club amongst students and in the school environment.
- Conducts the allocation of roles and tasks to pupil members.
- Presides over meetings.

**iv) The Secretary of the School Health club**

- keeps the register in the head teacher's office.
- Prepares the Agenda for meetings, takes minutes, and records attendance at all meetings. If absent, the president appoints an alternative.

**v) Public Relations Officer**

- Effects publicity of meetings and events, posts announcements and flyers around the school and the community

**vi) Class representatives**

- Passes information on activities to other members of the class.

**ix) Non-members of the School Health Club**

- Comply with the information on activities.
- Attend all programs to which they are invited.

All member categories are to pass information from one level to the next and receive feedback.

**Code of Conduct**

The following codes of conduct should guide the operations of School SBC Club activities.

- Mutual respect between leader and members. A leader should listen to children and their ideas.
- Membership should not be obtained through coercion.
- Teachers should be trained and periodically re-trained, where possible.
- Boys and girls must share responsibilities equally and be active participants in all activities.
- Make work as safe and easy as possible for the pupils when the activity involves some form of work. If the activity involves some cleaning in the school, cleaning materials must be provided.
- Members should attend meetings regularly.
- All members must adhere to the set rules and regulations.

**Sustainability**

Teacher commitment is important in the process as they serve as the custodians of the clubs; therefore, the training of teachers is a key issue. Regular refresher training may be necessary to keep up with contemporary issues in health. Lack of follow-up after one short training tends to weaken the program, although health and sanitation may be part of various subjects already being taught at schools. To offer a comprehensive package and ensure the coherence and proper timing of the various elements of the school health clubs, the teachers also need

to work as a team in terms of sharing a common vision about its implementation. However, teachers must not be overburdened with health club matters, so they do not lose interest in usual health education activities. This problem can be avoided if the input of teachers is only sought for valid activities and if realistic goals are set with them.

### **Supervision of Activities and Tracking Behavioural Changes**

It is usually important for each School SBC Club to outline a framework to measure the success of their health clubs. In most cases, this would involve the examination of behaviour, knowledge, and attitudinal changes such as:

- The ability of students to identify disease prevention methods.
- The ability of pupils/students to identify sources of diseases.
- Ability of pupils/students to identify diseases caused by contamination.
- Ability of the pupils/students to understand and practice life-building skills.

To be able to effectively track the outcome of the activities of the school health clubs, the teachers in charge, at the initiation of the Head Teacher, should undertake a participatory school baseline survey before starting the clubs. This exercise will generate the indicators against which activities will be measured periodically. Analyzing a participatory way means that students, PTA members, SBMC members, and possibly health centre staff, where applicable, are actively involved in its design and execution. This not only has the advantage of getting useful information, but it also starts to motivate all participants to develop activities to improve the school health clubs.

The involvement of children in this stage is particularly important, as experience shows that children's involvement may be the first step not only towards their ready participation in the program but also the initiation of behaviour changes during this period. The appendix provides a checklist of possible indicators for tracking attitudinal changes.

Supervision and monitoring are required for:

- I. Organization of meeting times,
- II. meeting frequency,
- III. venues,
- IV. content and programs of the School Health Club.

These will help determine if club meetings are held regularly, what, and how many activities take place and were implemented, how many participants there are, etc.

## List of Figures

Current Page Number	Figure Number	Label	Source/Reference
18	1.1	Body Thermometer	NA
21	NA	There are many types of mosquitoes. The Anopheles mosquito is the type of mosquito that causes malaria. It bites humans at night	NA
24	2.1	How malaria spreads from human to human	NA
27	2.2	Go to a health center to get a test as soon as you suspect you may have malaria.	NA
28	2.3	A child getting a malaria test	NA
30	2.4	An adult and child completing their dose of malaria medicine	NA
33	2.5	A family sleeping inside a treated mosquito net	NA
34	2.6	How to use and care for your net	NA
36 ...i	3.1	How communicable diseases are spread	NA
36...ii	3.2	Airborne mode of communicable diseases	Tümen G. @Gulendamtu-men/Instagram
37...i	3.3	Diseases can be transmitted through unclean water. Photo credit: Life Water International	<a href="https://lifewater.org/blog/7-most-common-waterborne-diseases-and-how-to-prevent-them/">https://lifewater.org/blog/7-most-common-waterborne-diseases-and-how-to-prevent-them/</a> ©2024LifewaterInternational
37...ii	3.4	Animal and vector-borne mode of communicable diseases	World Health Organization <a href="https://extranet.who.int/kobe_centre/en/news/Vectors_20140401">https://extranet.who.int/kobe_centre/en/news/Vectors_20140401</a>
38	3.5	How to wash your hands properly	Surewash <a href="https://surewash.com/news/cleaning-your-hands-correctly-during-covid-19/">https://surewash.com/news/cleaning-your-hands-correctly-during-covid-19/</a>

40	NA	Tuberculosis (TB) is a deadly air-borne infectious disease that affects the lungs and can sometimes affect other parts of the body	<a href="https://shippingposition.com.ng">https://shippingposition.com.ng</a> © 2021Shippingposition
46	NA	Cholera is preventable	Pfitzenmaier, C; Davis, T; Srinivasan, A; and McDaniel, S (2016). CORE Group Cholera Module. Washington, DC. Food for the Hungry (FH). <a href="https://coregroup.org/resources/library/">https://coregroup.org/resources/library/</a> . Photo credit: Core Group
49	5.1	Symptoms of Cholera	<a href="https://www.verywellhealth.com/cholera-signs-symptoms-and-complications-4160841">https://www.verywellhealth.com/cholera-signs-symptoms-and-complications-4160841</a>
50	5.2	How to wash your hands properly	Surewash <a href="https://surewash.com/news/cleaning-your-hands-correctly-during-covid-19/">https://surewash.com/news/cleaning-your-hands-correctly-during-covid-19/</a>
51	NA	Lassa virus is caused by a rodent known as the multimammate rat	NA
52	6.1	Lassa virus transmission cycle	Akash S, Baeza J, Mahmood S, Mukerjee N, Subramaniyan V, Islam MR, Gupta G, Rajakumari V, Chinni SV, Ramachawolran G, Saleh FM, Albadrani GM, Sayed AA and Abdel-Daim MM (2023) Development of a new drug candidate for the inhibition of Lassa virus glycoprotein and nucleoprotein by modification of evodiamine as promising therapeutic agents. Front. Microbiol. 14:1206872. doi: 10.3389/fmicb.2023.1206872
53	6.2	Signs and symptoms of Lassa virus	Nigeria Centre for Disease Control(NCDC) <a href="https://images.app.goo.gl/veLpNCZsoR6wUFbo8">https://images.app.goo.gl/veLpNCZsoR6wUFbo8</a>



54	6.3	Prevention of Lassa virus	Nigeria Centre for Disease Control(NCDC) <a href="https://images.app.goo.gl/Y2H15MQA8BxC15kc9">https://images.app.goo.gl/Y2H15MQA8BxC15kc9</a>
56	NA	Monkey pox is a contagious viral disease transmitted from infected animals to human	Nigeria Centre for Disease Control(NCDC) <a href="https://ncdc.gov.ng/diseases/a-z">https://ncdc.gov.ng/diseases/a-z</a>
57	7.1	Know more about monkey pox	Nigeria Centre for Disease Control (NCDC) <a href="https://ncdc.gov.ng/diseases/a-z">https://ncdc.gov.ng/diseases/a-z</a>
58	7.2	Symptoms of Mpox	<a href="https://www.freepik.com/premium-vector/monkey-pox-virus-symptoms-monkeypox-infographics_28684732.htm">https://www.freepik.com/premium-vector/monkey-pox-virus-symptoms-monkeypox-infographics_28684732.htm</a>
59	7.3	Reasons why monkey pox is harder to control than smallpox	Thelecc.com. <a href="https://images.app.goo.gl/8WyhSGUkf-NxBXdyr8">https://images.app.goo.gl/8WyhSGUkf-NxBXdyr8</a>
61	NA	Yellow fever is a disease transmitted by infected mosquitoes	NA
64	NA	Rabies is a disease that is transmitted from an infected animal such as dog bite	World Health Organization. <a href="https://WHOAFRO/photos/it-is-world-rabies-day-rabies-is-an-infectious-disease-almost-always-fatal-once-/683014311903488/">https://WHOAFRO/photos/it-is-world-rabies-day-rabies-is-an-infectious-disease-almost-always-fatal-once-/683014311903488/</a>
66	8.1	Prevention & Control of Rabies	Republic of the Philippines, Department of Health. <a href="https://ro9.doh.gov.ph/index.php/68-health-programs/65-rabies-prevention-and-control-program">https://ro9.doh.gov.ph/index.php/68-health-programs/65-rabies-prevention-and-control-program</a>
68	NA	Ways by which antibiotic resistance spread	<a href="https://pbs.twimg.com/media/F9L7u4K-WQAAqGqj?format=jpg&amp;name=900x900">https://pbs.twimg.com/media/F9L7u4K-WQAAqGqj?format=jpg&amp;name=900x900</a>
69	10.1	Spread of antibiotic resistance	Public Health Note. <a href="https://www.publichealthnotes.com/antibiotics-antimicrobial-resistance-amr-rising-bullet-speed/how-antibiotic-resistance-spreads-cdc-2015/">https://www.publichealthnotes.com/antibiotics-antimicrobial-resistance-amr-rising-bullet-speed/how-antibiotic-resistance-spreads-cdc-2015/</a>

73	NA	Vaccination prevents diseases	Africa Post. <a href="https://africapost.news/manyara-region-commits-to-triple-covid-19-vaccine-coverage/">https://africapost.news/manyara-region-commits-to-triple-covid-19-vaccine-coverage/</a>
74	11.1	Vaccinated people, happy people	©@PrinceEdwardIsland-Government
78	NA	Food and water hygiene are important for good health	Afrik 21. <a href="https://www.afrik21.africa/en/nigeria-ida-finances-water-and-sanitation-for-6-million-people/">https://www.afrik21.africa/en/nigeria-ida-finances-water-and-sanitation-for-6-million-people/</a>  Obadina A.O. Status of Food Safety in West Africa and Food Trade (2015). Department of Food Science and Technology, Federal University of Agriculture, Abeokuta. selamat.net
81	NA	Menstruation is a normal biological process	Elrha. <a href="https://www.elrha.org/researchdatabase/menstrual-hygiene-management-emergencies-toolkit/">https://www.elrha.org/researchdatabase/menstrual-hygiene-management-emergencies-toolkit/</a>
83	13.1	Use and disposal of pads	Watsan Mission Assistant. <a href="https://watsanmissionassistant.org/menstrual-hygiene-management/">https://watsanmissionassistant.org/menstrual-hygiene-management/</a>
84	13.2	The Menstrual Cycle	NA
87	NA	Keep your environment clean	Reviewing environmental sanitation policy. <a href="https://guardian.ng/opinion/reviewing-environmental-sanitation-policy/">https://guardian.ng/opinion/reviewing-environmental-sanitation-policy/</a>
90	NA	Stop the stigma	NA
91	15.1	A young girl being stigmatized by her family members	NA
93	NA	The nutrition pyramid	NA
97	NA	Mental health: a priority	NA
101	NA	Climate change: a threat to our world	NA

106	NA	Global warming has negative effects on health	Photo credit: Mohamed Hassan/Pixabay The Health Effects Of Global Warming: Developing Countries Are The Most Vulnerable. <a href="https://www.un.org/en/chronicle/article/health-effects-global-warming-developing-countries-are-most-vulnerable">https://www.un.org/en/chronicle/article/health-effects-global-warming-developing-countries-are-most-vulnerable</a>
112	NA	Burst the stress balloon	NA
119	NA	Communication is key	Photo credit: Dribbble <a href="https://matterapp.com/blog/how-to-improve-your-interpersonal-communication-skills">https://matterapp.com/blog/how-to-improve-your-interpersonal-communication-skills</a>
124	NA	Learning about finance is fun	<a href="https://edukidss.com/teaching-kids-about-money/">https://edukidss.com/teaching-kids-about-money/</a>
125	23.1	Financial skills are intentionally developed	ARP Management. <a href="https://arpbg.com/en/services/financial-consulting/other-services/">https://arpbg.com/en/services/financial-consulting/other-services/</a>
127	NA	Negotiations helps to find a balance	Photo credit: Investopedia
129	24.1	Negotiation: Work Towards a Win-Win Outcome	NA
131	24.2	The importance of negotiation skill	NA
132	NA	The different types of planning	NA
133	25.1	Please there is no content in the image	NA
136	25.2	Attributes of a good goal	NA
137	25.3	Sample daily planner calendar	NA

Key: NA: Not Applicable

# Bibliography

Africa and Food Trade (2015). Department of Food Science and Technology, Federal University of Agriculture, Abeokuta. selamat.net Elrha. <https://www.elrha.org/researchdatabase/menstrual-hygiene-management-emergencies-toolkit/>

Africa Post. <https://africapost.news/manyara-region-commits-to-triple-covid-19-vaccine-coverage/>

Afrik 21. <https://www.afrik21.africa/en/nigeria-ida-finances-water-and-sanitation-for-6-million-people/> Obadina A.O. Status of Food Safety in West

Akash S, Baeza J, Mahmood S, Mukerjee N, Subramaniyan V, Islam MR, Gupta G, Rajakumari V, Chinni SV, Ramachawolran G, Saleh FM, Albadrani GM, Sayed AA and Abdel-Daim MM (2023) Development of a new drug candidate for the inhibition of Lassa virus glycoprotein and nucleoprotein by modification of evodiamine as promising therapeutic agents. *Front. Microbiol.* 14:1206872. doi: 10.3389/fmicb.2023.1206872

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