

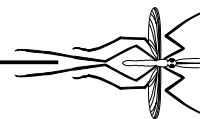
MANUAL OF ACTIVE TEACHING SKILLS IN MALARIA EDUCATION

FOR HEALTH PRIMARY CARE WORKERS



FATEMEH RAKHSHANI





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(FOR HEALTH PRIMARY CARE WORKERS)

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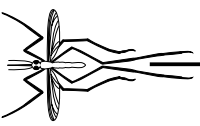
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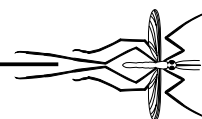
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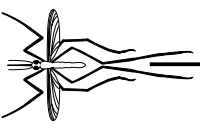
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INTRODUCTION:

There are many sources of information about malaria which provide regional information and also try to make society familiar with the illness and its prevention. These guides have often been prepared for different levels of health workers, including technicians, experts and Primary Health Care (PHC) workers.

What has encouraged this author to write such a guide is not a shortage of information about malaria, but the problem of how to present information to different target groups. The psychology of education and how materials are presented is crucial. People are variety-seeking creatures, who shun monotony. If only the same methods and content are used, learners lost interest in the subject and may even come to dislike it. One of the most important duties of a teacher is to keep learners interested in the subject.

This guidebook emphasizes the applications of psychology and education to the work of Primary Health Care workers responsible for anti-malaria programs. It has been organized into six chapters:

1. How to communicate with learners; emphasizing the most important points and ways to involve learners.
2. Differences between knowledge, attitude, and behavior domains in education.
3. Assessment of educational needs in these domains.
4. Appropriate content and common subjects in malaria education.
5. Methods suitable for the different learning domains.
6. How and when learners' progress should be evaluated.

If you have any ideas to modify this manual, or successful experiences to share, or find any mistakes, please contact the author at:

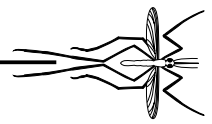
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CHAPTER 1:

COMMUNICATION AND ACTIVE TEACHING IN CLASS

This chapter covers:

-  How to communicate with learners
-  Simple ways to stimulate learners

1-1: HOW TO START A TEACHING GATHERING:

The first thing in teaching is to know who **are the people** you want to teach, sometimes called the “target group” and **what they already know and do**.

1-2: WHAT IS YOUR TARGET GROUP?

Groups of housewives, groups of elderly, respected men, or groups of village teachers will have different age, education, lifestyle, previous experience and points of view. You need to consider this when you plan your teaching.

1-3: PLANNING YOUR MEETING

We need clear aims for every meeting, but we should also be flexible and if questions from the group take a different direction it is often better to follow their interests than our plan. This is not a school class where the teacher “rules the roost”, but a neighborhood group trying to solve their problems.

If I don't like you how can I learn what you say?

1-4: INTRODUCE YOURSELF:

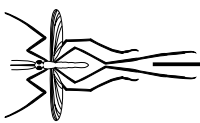
It may be that your learners do not know you, so you should first introduce yourself to your learners, unless you are already well known to them. Tell them your name and why you have come to the meeting. It is important that learners trust and like the teacher.

1-5: MAKE YOUR LISTENERS FEEL COMFORTABLE:

First impressions are very important. Try to make your learners feel comfortable; smile and thank them for coming to the meeting. Remember that your learners already know many things and can think for them; they are not just passive listeners.

1-6: GET TO KNOW YOUR LEARNERS:

What do your learners already know about malaria? What would they like to know? What barriers keep them from doing the right things to avoid malaria? Why have they come to this meeting?



Communication is the first step in teaching

NOTE:

Spending a few minutes first just “chatting” may seem like a waste of time, but will let you learn more about how you can approach your learners. Ideally the atmosphere should be like that in a family with an older sister or brother prepared to give wise advice, but also ready to listen first about the problems as seen by the other members of the family.

1-7: HOW LONG IS A GOOD TEACHING MEETING?


Most adults are not used to sitting in a class for long periods, and they may already be tired from work. It is usually better to have a shorter meeting with one or two ideas well received than a longer meeting where people lose interest and forget much of the information. It is better to have your learners wishing that the meeting had been longer, than just wishing to get away.

Start with asking

1-8: HOW TO GET STARTED

Try to start any class so that learners are ready enough to learn. Keep it in mind if a learner is asked a question that he does not know the answer, s/he is usually interested to find the answer and is ready to learn. When a learner tries to find an answer he usually learns better. So one of the easy ways to make such a situation is to make a question.


Learners may not be used to talking in a big group, or to being asked questions, but usually someone will be ready to give an answer if you ask:

 What sicknesses are there in this village or area?

Acknowledge what people have to say (they will usually mention diarrhea, respiratory problems and other problems).

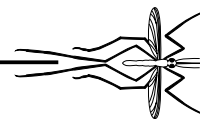
 Ask about what sicknesses are common in the summer.

Usually someone will mention malaria or a local name for fever. That is an opportunity for you to say that this meeting is about malaria and what they can do to keep people here from getting sick with malaria.

 Has any of you ever had malaria?

If there is such a person ask them to tell the class what symptoms he had had when he had had malaria.

When he/she is mentioning the right symptoms like fever, convulsion, any headache ask the other to listen carefully and tell them that they are the right symptoms of malaria and if some



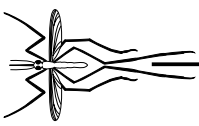
one had malaria they would have the same symptoms. Then thank that person and you mention the main symptoms and ask one of the learners to recall them. If there is not a person who has had malaria, ask them if their relatives or friends have had it and continue the same as above.

When learners mention the symptoms of malaria they learn it better and do not forget it so soon. If you start to mention the symptoms from the beginning of the class, learners cannot learn them so well and they forget them very soon.

So if we want to increase people's knowledge about something, it is better first to ask them about that problem and then by asking more questions and teach the people from the learners' mouths. In such a condition learners feel they are useful and they have a good feeling because they have been paid attention to, so they will like you and the subject you are discussing.

1.9 IMPORTANT POINTS WHILE TEACHING

- 1) Be careful about some points while making questions and receiving answers.
 - a) Try to have all the people in the class. Be careful about those who are more inclined to answer and when you feel they comment too much, tell them very respectfully that you thank them for their interest but ask them let other people to say their ideas and tell them you would use their opinions later.
 - b) Do not forget those who do not participate in the discussions and tell them: "we would like you to tell us about your ideas, you please tell us your opinions". You may ask such people to retell what has already been said for example to name the symptoms of the illness. It could be a good start for them.
 - c) When people are commenting answers may be either right or wrong. What should we do? In a teaching class let everybody answer the question even they give wrong answers. Do not tell them directly that they are wrong because it will make them avoid of attending the next classes. To confirm what is right wait a minute and then ask the participants to say what is right and what is wrong. At last you say the right answer and then ask one or two people to repeat the answer.
- 2) If you want to explain something, speak for a very short time, not more than 3-4 minutes. Why? When we listen to someone speaking we are careful to listen at first but, because our brain is able to do more than one thing at a time, after a while we start to think about something else; for example, about what is happening at home; what their children are doing; what they should do after the meeting. We have all had this experience when we have been learners - what should we do to help our learners listen? Ask a question. Or ask them to talk with their neighbor about their experiences Remember that when you are speaking, your learners may be listening to you, but they may be thinking of something else. Try to have them do something active after you have been talking for about 3-4 minutes.



Enthusiasm transfers to learner

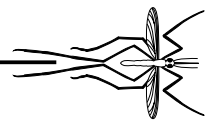
- 3) While teaching try to show that you are interested in the problems, because the teacher's feeling is easily conveyed to learners and if they feel that you teach them because you have to, they will lose their interest to the subject. So avoid speaking loosely or quietly (that is a voice which is hard to hear) and speaking fast without giving attention to learners and speaking hurriedly.

When your learners and their learning are important to you and you want to make sure whether they have learnt or not they understand that the subject is important to you so they will be more careful in the class.

- 4) Do not stand in one place and move in the class where learners are sitting on chairs. It will not let your class be active if you sit on your chair throughout the class. Moving in class is one of the proper factors in a good class but it should not be so much that it can disturb learners' attention.
- 5) Let every the learner to express their idea even if they speak very slowly and they may waste the time.
- 6) Never either confirm or refutes the learner's idea explicitly but let the class come to general agreement and you help them in this way.
- 7) Let learners express their ideas even if their ideas is against yours. Tolerate disagreeing people and do not treat them badly so they will state what is in their minds and you will know what they think. It helps you to find better ways to teach learners.
- 8) Ask the learners in class to comment on one another's opinions. Ask everyone what idea has about the person before him or her. Make them exchange ideas.
- 9) If you feel that most of learners have been active in your class it means you have had a good class and they have learned better. But if your class has not been active you cannot trust the result.

Involve learners in learning

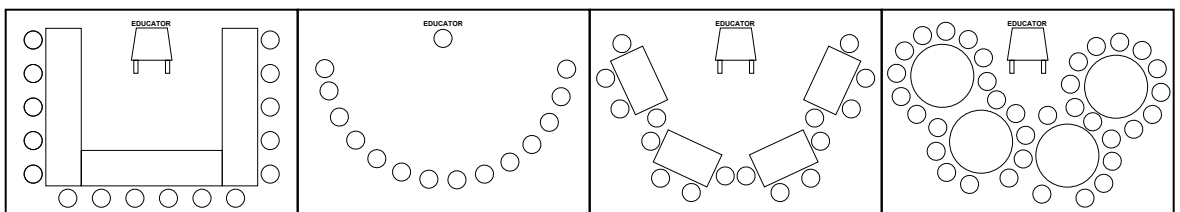
- 10) Be careful how your learners learn and encourage those who learn more and better in the class, for example, say: "oh yes she has learnt well today and has participated in discussion" and persuade others to learn like her.
- 11) Persuade learners to think. When learners think and try to find an answer for a problem their minds are better ready to learn. So one way to improve learning is to make learners think. In this way you will ask learners a why question. And then you will give them time to think about the answer for 2-4 min depending on the answer. Then ask them to think about the answer and memorize it or write it on a piece of paper if they are literate. After the determined time ask two or three learners to present their answer to the class. Then the other learners can comment if they want to either complete the presented answer or give a different solution. Then add up the ideas quickly and start another problem. This method is called "Brainstorming" because you make learners find answer by thinking and convey their thoughts.

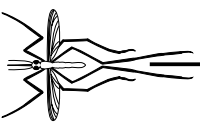


- 12) Try to smile during the class time, which could be a sign for your happiness and your interest to the discussion, which can have a positive influence on your learners and subsequently on their learning. Try to have a happy atmosphere in the class and occasionally by expressing some extra material due to the topic make the learners happy and fresh.
- 13) Use pictures or any other educational aids related to material you are presenting, if you have any so that you can make learners not only use their hearing ability but also their seeing ability.



- 14) How you organize the meeting room is important too.
 - a) The best way for sitting is when learners and educator can see one another and can exchange ideas. It is possible only when they sit circle-like or U-like and educator is a member.
 - b) If there are many participants and we do not have a suitable space- which mostly it is so- we would better design class in different way.
 - c) To design an educational class, first consider the number of learners and the educational space, if it is possible use the circle-like sitting, otherwise sit in rows like what mentioned in part “b”.





- 15) Try not to use disciplinary and offensive words in the class, however you may intend to do it for fun but using of learning.
- 16) Sum the discussion up at the end of the meeting; review the important points and what the learners should have learnt in that class. Ask them if they have any question or something else to know.
- 17) Small groups in class is another way that helps. Here is some explanation how to do that.

1-10: HOW TO FORM SMALL DISCUSSING GROUPS IN CLASS:

In addition to question and answer discussing in small groups could be a good way to have active learners. To have all learners involved in classes with between 25-30 or more learners, this method can work. Do the following steps for this method:

- a) Make a question whose answer is not “yes” or “no” such as:
“What are ways of preventive malaria”?
- b) Ask learners sitting on benches or chairs next to each other to discuss the problem and find a common answer to it. In this way every three or four people next to each other form a small group.

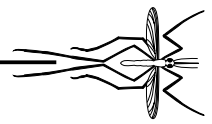
Exchange idea increases learning

- c) Give your learners a short time (no more than 5 minutes) to exchange ideas. (We suggest a short time since your learners may not have much experience of speaking out in a class and may find it hard to do so at first). After this time ask two or three groups to explain their answers Then ask other groups to add any new thing if they can. In this you are preventing repetition and wasting time.
- d) Then add up the ideas and start another problem. This will remove learners’ fatigue so use this method in the middle or near the end of the class to change the atmosphere in the class. However, more twice using this method in a single class will consume much time and may stop you from achieving the goals of the class. When you are using this method you will hear a kind of whispering in the class, which is why it is called the method of Buzz groups.

1-11: HOW TO LISTEN

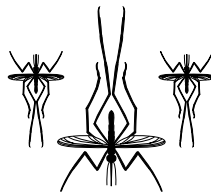
One important skill that a good teacher should have is to be a good listener. Any one who can listen perfectly can communicate perfectly because learners trust her/him. So while your learners is speaking follow the following steps:

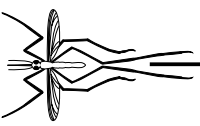
- a) Try looking at him and showing him you are listening.



Listen carefully

- b) Assure him that his speech is important to you by nodding, and saying, “YES”. And you may use encouraging words like “very good”, “bravo”, etc.
- c) While a learner is speaking do not do anything else but listen for example, do not turn your back to him unless you want to write some of his words on the board and tell him so. Just listen to him. If you do not listen and do something else, the learner will learn that his idea is not so important, therefore the other learners will avoid of giving opinions.
- d) Even if learner is expressing something wrongly just listen to him/her but do not show any sign to confirm what is being said, just after the learner finishes his speech, thank him for participating in the discussion and then try to come to a right conclusion by asking other learners’ opinions.
- e) If a learner speaks so much and you feel that it is wasting the time you may thank them and remind them that your time is limited and ask them to shorten their speech. If in such situation you do not stop the irrelevant discussions you will lose the time and will be far from the main goals.
- f) If some learners start talking while one is giving their ideas to interrupt him, ask them to talk later. This will cause two things: First it shows that you give attention to your learners’ ideas and second you will have a quiet class.





CHAPTER 2:

DIFFERENT TYPES OF LEARNING AND TEACHING

What people know, whether they approve of the information and how they put that information into practice makes a big difference in how they learn -- and therefore in how you will need to prepare your teaching. As teachers you need to identify the learner's needs and choose a teaching method that fits with the learner's needs (not just what the teacher believes).




This chapter shows simple ways to find out what level your learners are at and whether you will need to arrange your teaching for knowledge, attitude or practice levels.

2-1: WHAT IS DIFFERENT ABOUT KNOWLEDGE, ATTITUDE, AND BEHAVIOR?




What a person does in their daily living is called their lifestyle. Their lifestyle is influenced by their culture, customs, education and how they have lived. Their lifestyle can either support their health or spoil it.

The goal of health education is to help people change their behavior so that it promotes their health.

Before someone starts to behave differently about their health they need to:

-  Know about the new behavior
-  Have a positive attitude about it (be willing to try it out)
-  Remove any barriers to the new health practice.

When you are planning your teaching it will help if you analyze what of your teaching will be:

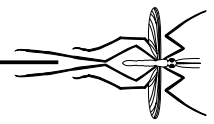
-  Bringing new knowledge
-  Promoting positive attitudes
-  Removing barriers to the new health behavior.

Knowledge is what people know

2-2: KNOWLEDGE - ANYTHING WHICH PEOPLE 'KNOW'

If people can name the symptoms of malaria, they have **some knowledge** about malaria. If they also know about the vector of malaria, how malaria is transmitted, the places where the malaria mosquito lays its eggs, the time when it stings people, and how to prevent malaria they know more about malaria. If they can give examples and explanations they know even more about malaria.

Sometimes people know a few things about malaria, but not enough to take effective action.



Sometimes they think they know about malaria, but they have incorrect knowledge; for example, they know the signs of malaria, but think it is caused by “bad air”.

Attitude is how people feel

2-3: WHAT IS THE LEARNER’S ATTITUDE ABOUT MALARIA?

If you are buying food in the market, you will often act on the basis of your attitude - whether you like that particular food, whether your family like it, whether it is easy or hard to prepare and so on. Whether you and your family like a particular food is usually the result of your past experiences with that food, or other similar food.

If someone offers you a new food, one you have not seen or tasted before, you will probably want to taste just a little at first, and you may be influenced by what the other person says about the food and whether you believe them. For example, if your sister is a good cook and she tells you she likes the new food, you will be much more apt to like it than if the food is given you at a street stall and you do not think much of the seller.



In the same way, people’s attitude about malaria prevention is made up of their past experience with malaria and other diseases and their past experience, whether positive or negative, with community health workers.

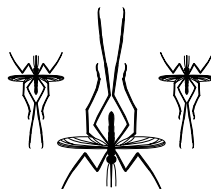
For example if family have money but do not like to buy mosquito net it shows negative attitude, in verse if family like to buy mosquito net but do not have money to buy it means positive attitude.

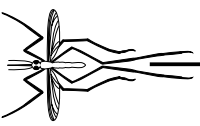
Behavior is how people do

2-4: HOW DO PEOPLE START TO BEHAVE DIFFERENTLY ABOUT MALARIA PREVENTION?

Behavior about malaria prevention can be either:

-  Positive (using a mosquito net, visiting the Health Centre at the first symptom of sickness, emptying old pots which have water in them)
-  Negative (not to take medicine completely) Health behavior depends on both knowledge and attitude, but also needs reminders and continuing support in the family and community.





CHAPTER 3:

MEASURING EDUCATIONAL NEEDS




Measuring educational needs is a very important step in the education process.

This chapter shows a few ways for assessing learning needs in malaria prevention.

First assessment then education

3-1: MEASURING THE EDUCATIONAL NEEDS OF THE TARGET GROUP

Before you plan a class, try to find out where your learners are in the learning process:



-  Do they already have correct knowledge about malaria and malaria prevention?
-  Do they have a positive attitude about malaria prevention?
-  What positive or negative behaviors do they already have about malaria prevention?

Once we know this we need to reinforce the correct knowledge, positive attitudes and helpful behaviours, provide the learners with what they are lacking, or show them how to get what they need.

Assess needs by questioning

3-2: HOW TO MEASURE EDUCATIONAL NEEDS:

There are two methods to measure educational needs:

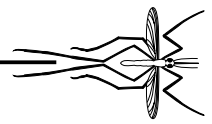
-  Asking Questions
-  Observing the behavior

3-3: MEASURING KNOWLEDGE

To find out how much information people or learners in a class have about malaria the best or even the only method is to ask them some questions. But how to bring up the question is highly important.

Wrong and correct questions:

If we ask the learner “do you know the signs of malaria”? their answer can be “yes” or “No”. If the learner says “yes” we cannot be sure that s/he knows the signs of malaria correctly. If s/he gives a “No” answer again we will not know how much he does not know.






Therefore at the end of, for example, a class about the vector of malaria and the ways of transmission the illness, a question like “Did you understand what was said”? or “Do you now know the vector of malaria and the transmission ways of the illness”? gives only a “yes” or “No” answer and is not a good measure of the information the person has. Instead we should ask open-ended questions such as, “What were the three things we said about the way malaria is carried between people?” or “How do mosquitoes carry malaria to people?” which need explanation so that the learner express their knowledge.




3-4: MEASURING ATTITUDES:

Measuring attitude is usually more difficult than measuring behavior and knowledge. To measure attitude we can use both questions and observing behavior.

When we ask people about their attitudes toward malaria prevention, their answers may be right or wrong, but they are what the person believes. We need to build up their trust so that they can freely state their ideas without any worries. Some attitude questions might be:

-  Are you worried about getting malaria? To be worried about that is a sign of their attitude and sensitivity to the illness.
-  Do you like to use mosquito nets? This question reveals their tendency to use mosquito nets. Those who give a positive reply are more likely to use the net than those who give a negative reply.
-  Would you like to participate in the educational classes for malaria?

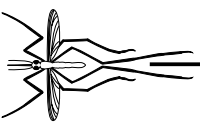
Observing their behavior is better than questioning. It shows whether they have a positive or negative attitude to the subject. Observations such as the following are helpful:

-  They participate in the classes eagerly and listen very attentively. (positive attitude)
-  They think that they are not at risk to get malaria (negative attitude)
-  They are interested and inquire about malaria. (positive attitude)









We usually use questioning, but in villages you can see people’s behavior and judge their attitude more easily.

3-5: MEASURING BEHAVIOR:

Observation -- seeing what people really do -- is the best means to measure people’s behavior. However it is not possible to watch people all the time and, of course, some behaviors are always observable. Putting a mosquito net on windows and doors, for example, is always observable, but to know if people always use the mosquito-net we can not easily observe the behavior. Therefore we have to use another method which is questioning them about their behavior.





Questioning about the behavior is different from questioning about knowledge. Some questions about malaria-preventive behaviors are as follow:

-  What will you do if you see fever, headache, and convulsion in one of your family members?
-  Do you have a mosquito net at home? If “yes” do you ever use it?
-  If you use it who sleeps under it?
-  What time do you start using it?
-  What would you do if there were a hole in the mosquito net?
-  While setting up the net what do you do to stop mosquitoes in?
-  What would you do if there were stagnant water around your house?
-  What would you do if you did not get better after taking medicine for a few days?

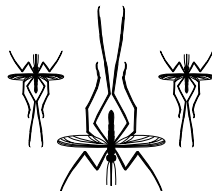
As you see our questions are about the occurrence of a behavior for example whether or not they use a mosquito net, how they use it and when they use it. In most cases the only practical way to measure people’s behavior is to ask them.

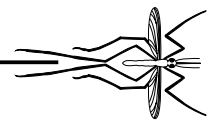
To complete the discussion, the difference between the questions of knowledge and those of behavior is being exemplified:

-  Name the symptoms of malaria.
-  What would you do if you see the signs of malaria?

It is quite obvious that the first question determines the knowledge and the second determines the behavior of the people. Therefore in educational classes about malaria if we tend to talk about knowledge we should ask question about knowledge and if we tend to talk about the preventive behaviors we should inquire about that behavior.

In this way we can determine that in which field our learners have enough information and in which they need some education or that about which behavior they need more education.





CHAPTER 4:

PROPER CONTENT FOR MALARIA EDUCATION

A simple and appropriate text to fulfill learners' need should be provided by instructors. This chapter presents characteristics of proper content in malaria education that regarding to different areas' need it can be expanded in detail.

Teach what is necessary

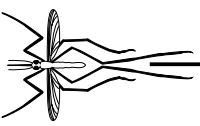
4-1 WHAT SHOULD BE TAUGHT ABOUT MALARIA

One important problem in teaching any subject is what exactly to teach people in the classes.

- 1- Teach the things that will cause the health problems if s/he does not know them. Avoid complicated details. For example if the target group is housewives with low education, trying to teach about the different kinds of plasmodium or malaria parasite is confusing and not important to their situation.
- 2- Avoid using technical and medical terms, which may be ordinary for us. Use short and easily understandable sentences. To make sure that learners have understood what we meant ask them about it.
- 3- The final goal of education is to help learners change the their behavior. For instance if people know that malaria mosquitoes lay their eggs in stagnant water, they will understand that we can stop the mosquito reproducing by getting rid of stagnant water. There are still people who think they will get malaria by drinking contaminated water and they do not know the relation between stagnant water and malaria and the reason for drying the water.
- 4- Some new health behavior is hard to do - and we should let our target group know that we understand this. For instance, sleeping under a net in the hot summer is really difficult. We can show that we understand this by suggesting that it is most important to put children, who are more at risk, under a net, and to have those who have malaria sleep in the net so that the mosquitoes cannot pass their malaria on to someone else.
- 5- Speak simply and for a short time but check to make sure that your listeners have understood what you have said and know how they can put it into practice at home.

4-2: WHAT FACTS ARE IMPORTANT?

Many books about malaria are available but, in fact most of this information is written for experts and specialists. You need to choose or make materials which are written in a way that your target group will easily understand.



For instance about the signs and symptoms of malaria:

We expect ordinary people to know only the signs, which are most common so that they can recognize the first signs of the a new case of malaria and call up a health center for a blood test for the person. Fever, convulsion, perspiration, and headache are the most important signs.

4-3: WHO IS MOST LIKELY TO GET MALARIA?

Malaria is an illness for any age or sex but it is most dangerous for children and pregnant women. Therefore if they cannot protect every member of the family against malaria they need to give special attention to children and pregnant women.

4-4: HOW IS MALARIA SPREAD BETWEEN PEOPLE?

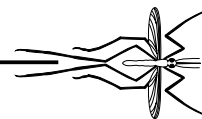
For every illness there is a special way of transmission. For instance contracting diarrhea is caused by drinking and eating contaminated water or food. malaria is different; it is carried by the Anopheles mosquito from someone who already has malaria to a healthy person. This Anopheles mosquito first stings a person with malaria and then when it stings a healthy person it transmits the illness. When people know this, they will understand why we are fighting the Anopheles mosquito.

When people know that the mosquito can get contaminated by stinging a person who has malaria, the next question is, “can we do anything to stop the mosquito stinging the ill person?” and then we can change this knowledge to a preventive behaviors against malaria. We can ask people to use mosquito-nets at least for people who already have malaria or put a bed sheet on them to avoid their being stung by the mosquito

4-5: HOW DOES THE ANOPHELES MOSQUITO LIVE & BREED?

Sometimes people are supposed not to need information about the way of living of anopheles. However, based on my experience in two malaria areas it is very useful to them.

When we asked people in a malaria area how they had caught malaria some of them answered because of drinking and eating contaminated water and food. They had heard about stagnant water but they did not know how the stagnant water caused malaria and the only thing they could think of, was drinking the stagnant water. Then when we asked them if they drank that water they said no. Therefore after speaking about the ways of transmission of malaria if we explain how anopheles reproduces and where it lays eggs, people will understand the reason for drying stagnant water or making it flow. Even if we tell them that anopheles can fly between 3 to 4 kilometers so it can transmit the illness from one village to another, people will better understand the importance of the issue. On the other hand they need to know that anopheles may lay eggs in old tires and in broken pots in the yard.



Once a group of women in a malarial region and I were discussing malaria and we were talking about using mosquito-net. One of the women stated that although all members of her family sleep under the net, two of her children had got malaria in that year and she had not expected that.

Use real example

I asked her what time they set up the net and what time they went into it. She said they set up the net before sunset and they went into it late in the evening at bedtime. The other women confirmed her words and wanted to know the answer to her question.

I started speaking about stinging habits of anopheles and that anopheles stings most exactly at sunset and early in the evening and also at sunrise time. And that in other parts of the day it shows these habits much less, similar to people who mostly eat and drink in the morning, at noon, and early in the evening and we rarely eat at midnight. After the explanation, the participants stated that they did not previously know it. The woman who had brought the question up said her children who had gotten malaria were very young and they were used to sleeping early in the evening and she would put them in the net late in the evening. She also said if she had had the information she would have prevented her children from malaria.

4-6: WHAT ARE THE CORRECT WAYS OF USING MOSQUITO NET AND DOOR AND WINDOWS NETS?

People need to know that to fight anopheles we can destroy places where it lays eggs, but this is not perfectly possible; anopheles can lay eggs even in very little water gathered in broken pots.

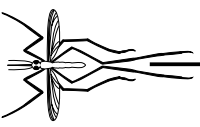
One of the most important ways of protecting against adult mosquitoes is, using nets at doors and windows to stop the mosquito entering. People need to buy the net only once and it can protect them against malaria and the mosquito for long time. If wire net is not available, they can use straw nets or lace. Their protection is less but it is better than nothing. If the net becomes torn and there is a hole in it through which, mosquitoes can fly in, it must be mended.

All members of the family especially children should use mosquito nets early in the evening. Put the edges of the net under the mattress to keep the net from rolling up and allowing mosquitoes to enter.

4-7: CURING MALARIA:

Malaria, like many other illnesses, is curable. There is special medicine to take to cure malaria. It is very important that people know that taking all the medicine which they have been given is necessary -- and take it exactly as they are told to -- in order to cure malaria.

They should be taught that even if they feel better after a few days it is important to take all of the medicine or the malaria may start again later.



4-8: IS IT MALARIA?

If someone has fever, convulsion, perspiration, and headache they may have malaria. However these signs can also occur with other illnesses. A blood test at the health centre will show whether the person has malaria or not. Whether the person is sick with malaria or some other illness, they will be able to have the right treatment after the blood test has shown whether or not they have malaria.

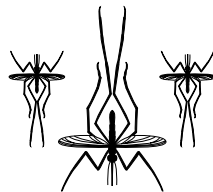
4-9: DOES IT MATTER IF I HAVE MALARIA?

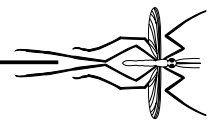
If people are worried about getting malaria themselves, or someone in their family getting malaria, they are more apt to change their attitude and their behavior to prevent malaria.

Most people are not interested in abstract statistics, but can understand how important malaria is if you speak about the number of cases in their village or region.

People will also likely be concerned about some of the complications of malaria such as anemia - especially if you talk about “being tired all the time” or having difficulty with pregnancy rather than the rather abstract “anemia”.

Changing peoples’ attitudes toward a disease like malaria takes a long time. Their attitudes have usually formed over a long time and it will take a lot of work over many months to change peoples’ attitudes.





CHAPTER 5:

ACTIVE TEACHING METHODS

There are a lot of different teaching methods which you can use. Which one you choose will depend upon your audience, how much they already know about malaria, and what teaching resources you have.

5-1: HOW WILL I TEACH ABOUT MALARIA?

In Chapter 4 we covered **what** to teach about malaria. In this chapter we will look at **how** to teach people about malaria. We need to use different teaching methods depending on whether we are most interested in changing the knowledge, attitudes or behavior of our audience.

Above all we want to keep our learners **interested** in the subject and **active**; that is they should not just sit there listening to the PHC worker, but should be working out how they will work at home, in the village or in the fields to prevent malaria.

5-2: HELPING PEOPLE TO KNOW MORE ABOUT MALARIA:

If in an educational class our purpose is to speak about people's knowledge that we know they need education, proper methods should be applied some of which are mentioned here:

5-2-1: LECTURES

a) *Traditional lecture:*

In a lecture teacher gives a speech all the time and the learners are just listeners throughout the class. There is little or no interaction between teacher and learners. One reason why adults do not like participating in our classes is their bad experience about traditional classes, and they are pessimistic about all educational programs.

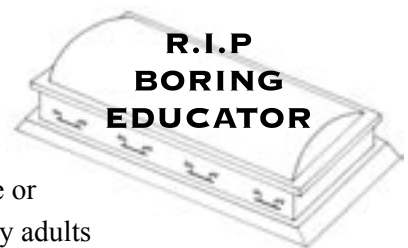
When there are some facts or information which people do not know (See chapter 4) it may be useful for the teacher to explain them, but this should not take more than about 3-4 minutes at a time.

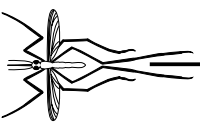
b) *Active teaching:*

See Chapter 1 for information about ways to make your classes active:

- 1) Questions and answers and exchanging ideas between teacher and learners and among learners
- 2) Forming up small groups in the educational class.
- 3) Using brainstorming and presenting ideas after thinking about the subject.

When in a class where a lecture method is used every 3-4 minutes you ask learners some questions or they ask questions or other above techniques are used so that presentation materials is not one-sided we can call it an active lecture method.





5-2-2: FACE-TO-FACE METHOD:

When a Primary health Care (PHC) worker is teaching people different things either in the health center or in their houses they are using face-to-face methods. In this situation you can make the information and the teaching suit the situation of this person or family. In this method the time should be short and like active lecture method we should try to use questions and answers and before starting to teach, ask the learner some questions in different domains of knowledge, attitude and behavior and find his/her weak points and convey to him/her the information s/he needs to have. In face-to-face method, teachers may repeat materials without considering the learners' needs. In such cases when people see the teacher may say "Oh, S/He has come again to say the same usual things". So in a face-to-face method the same of other methods needs of learners are very important.




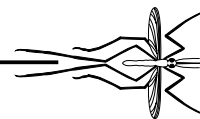
This point is now mentioned that although we used face-to-face and lecture method in the domain of knowledge, we should know that in these two methods we can help our learners change their behavior and attitude but increasing their knowledge and information about malaria happen more in these methods.


5-3: HOW CAN I CHANGE SOMEONE'S ATTITUDE ABOUT MALARIA?

Attitude is based on people's experience and culture of the society over many years.


Attitudes may be based on:

 What senior people in the family think (grandmother's opinions are often important)



-  What important people in the community think (Can you persuade one of the village leaders to use mosquito screens on the window? If you can, other people may follow that example.)

Attitude may change by discussion

-  Whether people have tried in the past and whether they feel it was useful building on how attitudes are formed and changed may need some different methods of teaching. Group discussion is one method which is discussed in the next section.

5-3-1: WAYS TO MAKE GROUP DISCUSSIONS ABOUT MALARIA

PREVENTION EFFECTIVE:

Number of the participants:

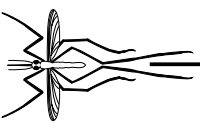
As we intend that in this method participants exchange ideas and discuss them, there must not be too many of them. Between 8-12 participants in a group discussion is usually suitable. If there are fewer than 8 people there is not usually much difference of opinion, which causes discussion and persuading others to accept their ideas. And if there are more than 12 participants firstly to control the meeting will be hard secondly some of the participants may not find the chance to comment.

5-3-2: CHARACTERISTICS OF PARTICIPANTS:

It is much better that our participants in the group discussion meeting have both positive and negative attitude toward the topic of the discussion and have enough information to discuss and debate the subject. When in such a meeting some of the people who always use mosquito-net together with some of those who do not use the net, they can transfer the ideas of the correct group to others with the help of teachers. Because having such meeting is not possible for too many people, it is better to have these meetings with effective people in the society such as elder people and women who are famous in the society.

5-3-3: HOW TO CONTROL THE DISCUSSION:

In the beginning of any group discussion we should tell them that we have gathered to speak, for example, about the reason for tendency and non-tendency of people to use mosquito-net and door and window nets and we want to find ways to help one another to come to an agreement. We start the discussion with a question such as “ In your opinion what are advantages and disadvantages of mosquito-net?” Then we let both groups (for and against) to express their ideas, meanwhile we try not to repeat the discussions and sum the ideas up.



5-3-4: IMPORTANT POINTS IN A GROUP DISCUSSION MEETING:

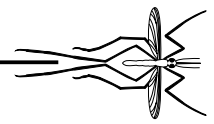
- 1- Teacher mostly plays the role of a conductor and lets participants to come to a correct agreement by commenting on the topic.
- 2- While discussing if the discussion becomes too complicated for participants to carry it on, teacher should stop the discussion and summarize the discussion.
- 3- Teacher should not let discussions happen only between two of participants. In such occasion s/he should change it into a group discussion.
- 4- If only special people speak, the teacher should ask them to let others comment.
- 5- Encourage participants who less participates in discussions to give their ideas.
- 6- The teacher should sum up the material and not let it remain ambiguous.
- 7- In most of meetings learners usually discuss non-related things, so to stop wasting time teacher should ask them to talk only about the main topic.

This method is not usually used much because teacher is worried if s/he can conduct the discussion. But people usually prefer this method. Conducting group discussion classes needs practicing, so for the first time you may be anxious, but later you will feel that you enjoy it.

As it was said this method could be used to increase both information and knowledge, as there are only a few participants in such classes, to cover the whole population is difficult, so it is used mostly for attitudes and beliefs. We can not expect everything changes after one class but we should know that people after classes start to think about it and exchange their experience, so it takes long time to change people's attitude.

5-3-5: TIME FOR A GROUP DISCUSSION CLASS:

Unlike lecture method which is better to be short, in group discussion the class can be longer because learners are exchanging ideas and all are active and all participants should have chance to comment. This time is at least one-half and at most one and a half hour. In occasions when participants want, we can continue the class to two hours. Of course we should be careful that learners do not get bored with the discussions.



Behavior change by practice

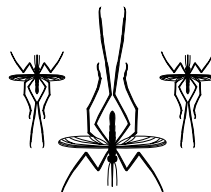
5-4: METHODS FOR CHANGING BEHAVIOR:

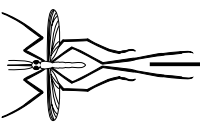
When we want to teach a preventive behavior to learner we certainly cannot expect people to do it correctly just after we have explained it theoretically. Most people learn: 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they talk over with others, 80% of what they use and do in real life, 95% of what they teach someone else. When we want to teach people how to set up a mosquito-net we can just explain it orally, but their learning certainly will be greater when they see a set up net. And if we can provide them with an occasion to set the net up, learning will be more permanent and better. Therefore two simple methods in the domain of behavior are introduced:

5-4-1: DEMONSTRATION AND ROLE-PLAY:

In this method teacher tries to show people what s/he wants by displaying pictures, posters, or using a model, for example a doll and putting it in the net, show how to set up and use a net correctly. Learners watch carefully and if there is any question they ask at the end.

Then learners need an opportunity to practice the new behavior themselves -- perhaps putting up a mosquito net or showing what to do with old pots. And then ask a few of learners to do it in front of others and when they finish, the others will discuss if there is any mistake in the behavior. Of course we can perform this method to look more real. We can ask three people to play roles, one as the patient with malaria, another one as the relative of patient and the other will be the health worker. After these three people play their roles, other participants will discuss problems and mistakes. In such classes we should make sure that our learners have learnt the behavior.





CHAPTER 6:

EVALUATING EDUCATIONAL PROGRAM

The goal of evaluation of educational program is measurement of progress in education sessions both quantitatively and qualitatively. Evaluation enables teacher to retrieve weakness and strength points of education. Evaluation assists to improve content, education methods, and other aspects of education.

This chapter discusses briefly how and when learners' progress should be evaluated.

Some points have been presented about long-term evaluation.

6-1: EVALUATION EDUCATION SESSIONS - HOW DID WE DO?

We all like to be informed about the result of what we have done, to see how successful we have been. During a class by observing learners' behaviors we can find out how satisfied they are with the class. We can evaluate learners both throughout the class and at the end of the class by asking questions about what has been discussed.

How successful we have been

If we find out that many of learners cannot answer our questions we can conclude that we may have had problems in presenting materials. So we can say that if we had used better and more active methods the result would not have been like this.

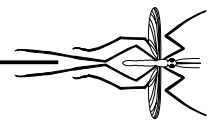
To see if their attitude has changed we can ask them if now they like to use a mosquito net. The most important is to watch their behavior after the class that is their real tendency to use mosquito net. For instance if they ask how to make or buy a mosquito net it could be a sign of tendency to use it.

To evaluate how correctly they can use a net we can ask them to do it practically in the class and put a doll in it. Another way is to observe a real situation for example if they use a net correctly at home.

Other problems about people's behavior for example when they go into the net or who sleep in the net is not usually observable and we often ask them about these things. In fact it is a report by learners from his/her behavior and we can evaluate if there is a change in their behavior after our educational attempts.

All questions here are similar to questions we asked in needs assessment stage.

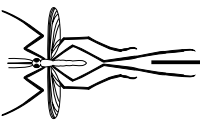
In fact in the beginning of an educational meeting we ask questions to see what they need to learn and in which field they should get more education. At the end of education we ask the questions again to see if any change has happened in their knowledge, attitude or behavior.



Immediate evaluation after the class shows the temporary effect of education. However long term educations are more important to us and we often want to know if people have the knowledge, have the tendency or if they do something:

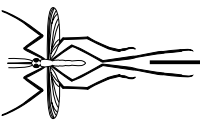
6-2: SOME POINTS ABOUT LONG-TERM EVALUATION:

- a. Remember that people often forget what they have not learned deeply after one or two months. This time could be longer if class has been active. As it has happened to us that we often forget what we learn and it is only practice, repeating and remembering that can make this time longer and more permanent. So it is not practical and reasonable to suffice to an educational meeting to have a permanent change in knowledge, attitude and behavior.
- b. Our final goal in education is behavior change and we most of the time are looking around to see what behaviors about malaria have been developed in the society.
- c. It is important to know that if we have a behavior for at least 6 months, we usually get used to it and we cannot give it up easily. For example someone who is used to setting up a mosquito-net although it is a hard job, s/he always does it. So remember if we watch the behavior in the society for a while and ask people to maintain the behavior we can be hopeful that they will have it without supervising after a while.
- d. The behavior, which is practiced more, can be performed more correctly. So in first times we can expect mistakes but remember that practice makes perfect.
- e. Fortunately about malaria some of the preventive behaviors need to happen only once. For example if the members of a family admit that putting a net on windows or doors is useful to prevent malaria and put a net on windows and doors. They do not have to repeat it within a long time except in the case of mending it. So it is better to advise such behaviors more.
- f. To prevent malaria with protective personal behaviors such as sleeping in the net especially in hot regions is something hard to do. Because people do not have a good feeling while in the net and can not tolerate it. We should accept that in some cases if we were those people we would not have performed the behavior. So such people are usually advised to use a clothes that covers all parts of body so that anopheles cannot sting them. And if they do not accept to do this we can ask them to use some repellent on parts of body which are more probable to be stung or at least not to sleep in open spaces such as the yards or on the roofs or at least early in the evening when anopheles stings the most to take care of themselves more.
- g. People in the village where you work are usually interested in your behavior and like to know if you yourself do what you advise them to do. They will not follow your advice if they see your family does not use nets, or if there is a lot of stagnant water around your house, or if you do not use nets for your windows and doors. Try to be a sample of healthy behavior to your people, so they will trust you and you will be more successful in improving the behaviors in the society.

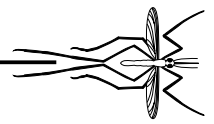


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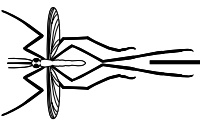
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