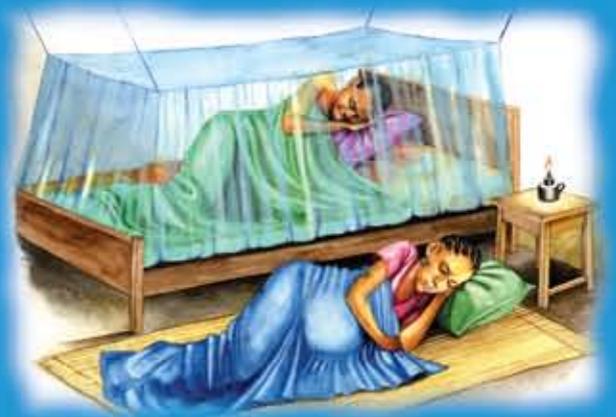


**MALARIA**  
**ISHINDWE!**

KILA MMOJA, KILA USIKU, NDANI YA NETI

**Mbu Nje, Sisi Ndani!**

*Together, we can make Kenya malaria-free!  
Pamoja, tunaweza kuangamiza malaria Kenya!*



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#### Acronyms

<b>BCC</b>	Behavior Change Communication
<b>CBO</b>	Community Based Organization
<b>CDC</b>	Center for Disease Control and Prevention
<b>CHW</b>	Community Health Worker
<b>DOMC</b>	Division of Malaria Control
<b>FBO</b>	Faith-Based Organization
<b>GOK</b>	Government of Kenya
<b>IEC</b>	Information, Education and Communication
<b>IPC</b>	Inter-personal Communication
<b>ITN</b>	Insecticide Treated Mosquito Net
<b>MOH</b>	Ministry of Health
<b>PSI</b>	Population Services International
<b>SGC</b>	Small Group Communication



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# Using the *Education through Listening* facilitation approach

## Getting started

This Small Group Communication (SGC) tool is supporting the national **Mbu Nje, Sisi Ndani!** – Let's make Kenya malaria-free! Every person, every night inside a net campaign and communication strategy of promoting behaviours that will stomp-out malaria and save Kenyan lives. This tool is designed to support facilitators of group sessions.

Within each Module the facilitator is provided with Session Scripts, Picture Codes and Role Plays and Group Activities plus a Quick Reference Guide offering information and some technical facts to help facilitators in updating and refreshing their knowledge of this topic. Facilitators can choose to use these elements in any combination they feel will best help them in guiding lively and effective sessions with the community. No matter which part or parts of this SGC tool the facilitator is using, the *Education through Listening* approach is to be followed.

## Using the *Education through Listening* facilitation approach

The communication strategy of this tool is based on the *Education through Listening* (ETL) approach. With the ETL approach, each session will be audience-centred and participatory.

**"People are more likely to listen when they feel listened to"**

Carl Rogers

This statement captures why the *Education through Listening* approach is effective and how this behaviour change communication strategy is being implemented. Participation is key.

By forming positive interpersonal relations and using open-ended questions, dialogue is encouraged and the participants will relax and share with others how they have experienced challenges and successfully overcome barriers. Adult learners best listen, absorb and retain information—plus begin the important process of using their knowledge to change their behaviour—when the atmosphere of the group session is empathetic, affirming plus supportive and firmly based on reflective listening and respectful rapport.

The sessions are forums for the facilitator to partner with the community, assisting them to clarify their barriers to practicing a desired behavior and in building confidence in their abilities to adapt solutions. These are not lectures or forums for the facilitator to educate or pass on information to the community—unless this is requested by the group. These discussions can and usually do evolve in many ways, and too many to be scripted. Therefore this guide aims to equip the facilitator with some OARS – or skills and techniques to use in steering the group discussions. These involve using

Open ended questions to initiate and guide the discussion

Affirmations to encourage participation and self-confidence

Reflective listening to clarify what was said and what was meant

Summary of the key discussion points with a key question raised to enable the participants to come up with a plan of action

Repeated for emphasis is the need to end each session with a **Summary and Call to Action**. At the end of each session, always summarise what was discussed and ask the key question from which the participants outline what they need to do, and when, to achieve the desired behaviour. Always plan a follow-up session too.

While each group session will likely be different from the others, the underlying technique does not change and there are distinctive qualities that can be observed throughout any session facilitated using the ETL approach. These distinctive qualities form the basis of the ETL approach

**Establish rapport** – Begin each session by introducing yourself and asking the participants to do so too. Discuss and set ground rules (e.g. turn-off cellphones, be on time, etc) and establish how much time each session will need. The facilitator is to be a partner in the sessions and not the expert. Build rapport by acknowledging that each participant has valuable experience and knowledge to share from their observations or experiences in living and dealing with the situation/problem in their community.

**Ask for permission** – Adopting a behavior is a choice of the participants; and thus a need to establish their consent to participate is important. Ask how much time the participants will avail for the discussion and if they would like more information.

**Open-ended questions** – Use questions that start with "how" or "why" to encourage the participants to share their personal stories and experiences. For example, ask the "How did you treat malaria?" instead of "Did you treat malaria?" Practice the skill of asking open-ended questions and it will become easier to use this discussion prompting approach.

**Affirmation** – We all have a need to be affirmed. It builds our confidence in our abilities and will encourage more sharing. Encourage people who participate and share their stories and ideas and those who are practicing behaviors or thinking about it by clapping, restating what they shared, or by nodding in agreement.

**Drawing information** – The facilitator does more listening than talking, resisting the temptation to offer the answer or solution but rather asks others to share their thoughts, experiences and ideas from which more often than not the information or a solution will emerge.

**Engage role models** – Encourage those who are doing the desired behavior to share their experiences. This is social support for others to see others in similar circumstances having overcome particular challenges. Give them genuine affirmation for the qualities they have expressed - their ingenuity in overcoming barriers, resourcefulness, knowledge, courage and hard work in caring for their families and themselves as good mothers, fathers or caregivers.

**Roll with resistance/Deflect arguments** – For some people, given the choice of changing their behavior or not, they may choose to justify the behavior they currently are engaging in. To prevent a session turning into an argument, the maxim 'we begin to believe what we hear ourselves say' holds true, therefore it is counterproductive to have lengthy sessions on reasons why it is difficult to practice a behavior.

## Here are some ways to roll with resistance

1. Don't even try to answer the question or respond to a negative comment: throwing the question back to the audience will get the group problem-solving, and can even put positive pressure on the person in the future. For example, when discussing ITNs

**Participant** "I don't have enough space in my house for everybody to sleep inside a net."

**Facilitator** "This is an interesting problem... Is there anybody here who had this problem but was able to overcome it? What did you do?" If there is nobody, then you can say: "It seems like a lot of people are confused by this problem. Let's put our heads together and come up with some ideas on how to get around it!"

2. Questioning, asking for clarification and elaboration, even using exaggeration, may help. For example, when discussing ITNs

**Facilitator** "So you feel that sleeping under a net is like sleeping in a coffin – do you mean you feel like you've been dead and buried and will not wake up the following morning? Is it the material used... or the color of the net... the size of the net...?"

3. Humor if used well can lighten the mood and give a less serious perspective to challenges. For example, when discussing who should sleep inside ITNs

**Participant** "Getting everyone to sleep inside ITNs every night is unrealistic; instead people who have malaria should be marked so one can avoid being near them so that a mosquito can't bite them and then infect you..."

**Facilitator** "Do you mean they should have a tattoo, or wear a sticker on their forehead? Wow, let's just hope it wouldn't become fashionable and everyone want to have it! Interesting suggestion, but could we first discuss more of the solutions we are able to control?"

4. Offer new perspectives but don't impose on them. For example "Could you also consider what experts have said about this...?"
5. If most are keen on an argument and it is not focused on getting a solution, end the dialogue. For example, say, "Let's talk about this for 5 more minutes and move on..."

**Reflective listening** –By reflecting back exactly on what was said or especially where a challenge is raised, reflecting both sides of what was said, by restating what was said and what it implies is 'reflective listening'. Here's an example

**Participant** "I don't use mosquito nets. They are too difficult to hang."

**Facilitator** "I hear you saying that you have a desire to use mosquito nets as you have even managed to get one. Are you saying you don't use it because you tried to hang it and were unable to?"

**Summary and Call to Action**- Summarise what was discussed and ask the key question from which the participants outline what they need to do and when in order to achieve the desired behavior. Plan a follow up session.

**REMEMBER** **Mastery of the ETL approach takes time... the more you practice, the better you'll get!**

## How to use this tool

Before facilitating a group session, please read and review the notes offered in the **Introduction**, the **Facilitator's notes** and the **Quick Reference Guide** for each **Module** so that you're familiar and comfortable with the topic you will be leading in the group sessions. Being prepared with facts, knowledge and some of the **Common Barriers** to behaviour change uptake will enable you to guide discussions and clarify questions or queries that arise.

**Remember:** you are not expected to be an expert on this topic and if technical or medical question arise, use such opportunities to offer to invite an expert to discuss these issues with the group at a later date.

Each **Module** provides **Facilitator's notes** for the **Session Scripts**, **Picture Codes** and **Suggested Activities and Role Plays**. Read and review these so that you're familiar and comfortable with the topic you will be leading in the group sessions.

The **Session Scripts** and **Picture Codes** are divided in two or more Parts with short summarising activities suggested at various intervals to help ensure the group is progressing together—and no one gets left behind!

Please also take note of the **Message Take-Out** phrases that are included in the Introduction and repeated within each Part of the **Session Scripts** and **Picture Codes**. These are key phrases to help remind facilitators of the directions to be prompting and guiding the participants to take in the discussions in order to increase their understanding and raise their self-confidence with the topic so that they're empowered and committed to adopting behaviour change.

**Group Activities and Role Plays** are included within the **Session Scripts** and are optional, depending on the time you have with the group.

Each Part of the **Session Scripts** and **Picture Codes** has a specific topic followed by sub-topics for each step. These are to help you guide the focus of the discussions.

The **Facilitator's notes** offer step-by-step guidelines for the sessions. **Getting Started** helps the facilitator do just that and **Ice Breakers** suggest how to introduce the session's topics to the group.

Each module and the accompanying picture codes for that Module are to be completed in one group session. These all are concerned with the key message or title and theme of the module.

**Always complete the entire Module in one day.** If time permits, continue with Module 2. If time does not permit module 2 to be presented on the same day as Module 1, try to schedule it for the next day or soon thereafter.

When using the **Picture Codes** to prompt discussions, place this SGC tool in a position so the entire group can easily view the illustrations and you can easily glance at and read the notes and questions on the opposing page that's been folded behind too. This part of this SGC tool that should be continuously referred to by the facilitator.

The **Facilitator's Notes** provided on the opposing page of each Picture Code offers help in prompting discussions and activities among the group. The questions appearing in the **Start the Discussion** section for each Picture Code are offered to help in prompting a discussion. Feel free to add to or change these prompting questions so they best fit the socio-cultural settings of the group members.

Finally, before facilitating a group session, try to visit the venue to decide how to arrange the seating of the group. Collect the props and supplies you'll be needing. Once again, and just before facilitating a group session, review the **Quick Reference Guide** and read the **Facilitator's Notes** in the Session Scripts and Picture Code so that you're familiar and comfortable with the contents. Being prepared makes these sessions enjoyable and successful!

**Let's get started!**

## Module 1.

# Introduction: Using Insecticide-treated Mosquito Nets to Prevent Malaria

**Theme** *Every person, every night, inside an Insecticide-treated Net (ITN)—even during dry season. Make your home and community malaria-free!*

### Why this theme or topic?

These days everybody knows about malaria. We know mosquito bites cause malaria and we know malaria can make us really sick. We know that nets are a good way to keep our families protected from getting sick with malaria so often, but we're also pretty used to malaria by now. It's kind of a way of life we've grown to accept.

We know where to get nets at different prices, and many of us have one or more nets hanging or stashed under the bed waiting for visitors. But not enough of us are sleeping inside these nets every night of the year—so malaria continues to harm our health and productivity, costs us lots of money and kills many Kenyans each year—especially children under the age of 5 years.

Some of us have trouble deciding who in the family should sleep inside the single net the family owns. Others don't want to create conflict by choosing one person over another—so no one uses the net. Some of us find them hot, or aren't quite sure how to hang them up in spaces filled by several persons or with high roofs. Others find it inconvenient to take nets up and down as children change their sleeping spots. Some of us feel a little shy about nets being in parts of the homestead where they might be seen by the neighbors—like in the sitting room where the children sleep.

Not surprisingly, most of us think that having nets is normal! But only a few of us know that we could actually make our homes and communities totally malaria-free—if everybody would sleep inside a net every night of the year.

The purpose of the Group Sessions in this Module is to help implement the Mbu Nje, Sisi Ndani! – Let's make Kenya Malaria-Free! campaign by reinforcing the using of ITNs as an accepted social norm—the belief and accepted behaviour that everybody in the community should be sleeping inside an ITN every night of the year. Participants should leave these sessions believing that every man, woman, girl, boy and baby in the community—everybody!—is going to do whatever it takes to sleep inside an insecticide-treated mosquito net every night of the year, even in the dry season, and that when everybody does this, the community can be malaria-free!

### Who are we talking to?

Caregivers of small children are a priority audience for these sessions because malaria kills more children than older people. Pregnant women also need to be particularly careful about malaria to protect their unborn baby and themselves. However, entire communities need to get involved in this discussion. Churches or chief's barazas might be good places to start. The most effective sessions on ITN use will include many members of the community, bringing together those who can help each other and create social pressure for others to conform.

### Message Take-Out *Participants should leave these sessions saying:*

#### Part 1.

- *I don't want my family—or my community—to continue to suffer from malaria when it can be prevented.*
- *I want to protect my household from malaria so we can be healthier and save money too!*
- *I want to prevent malaria in my household and in my community so we can be healthy, more productive plus save money and be malaria-free!*
- *I need to do my part to make my home and my community malaria-free!*
- *We can beat malaria when every person is inside a net every night—even in dry season.*

#### Part 2.

- *I don't want to be the weak link that keeps my community from being malaria-free.*
- *I know where to get ITNs and I have some new ideas for how to hang them in my house.*
- *I'm confident about using Insecticide-Treated Mosquito Nets to prevent malaria*
- *I would feel ashamed to have my neighbors see that everyone in my household is not inside a net.*
- *I am confident we can plan and lead a Mbu Nje, Sisi Ndani Community Campaign and convince every household and community member to get involved so we can achieve a malaria-free community right here!*

### Props & Supplies needed for this Module TO BE ADDED

- I. Session Scripts
- II. Picture Code Session

## Module 1.

# Session Script 1: Using Insecticide-treated Mosquito Nets to Prevent Malaria

## Part 1. Assessing the community's malaria burden

### *Kuchunguza shida zinazoletwa na malaria katika jamaii*

#### Facilitator's notes

##### Getting started

Begin by introducing yourself and where you're from and ask the members of the group to do the same. Ask for the group's permission to talk about malaria and the ***Mbu Nje, Sisi Ndani! – Let's make Kenya malaria-free!*** campaign. Then establish how much time you'll have with them for today's sessions.

**Break the ice** by telling the group: "This session is going to be different from others you may have participated in before. ***Today I'm here to listen to you*** and you will all be listening to each other. Listening to each other's experiences or stories and sharing what we know with one another is a great way to learn."

##### Now continue by asking

***Is it all right with you if we explore how malaria may be a concern in this community today?***

Ask the participants about their thoughts on malaria

- ***Has anyone here ever had malaria? Count the raised hands of how many have.***
- ***Can it be prevented? When? How?***
- ***Has anyone ever slept under a net to prevent malaria? Count the raised hands of how many have.***
- ***Kuna yeyote hapa ambaye amewahi kuugua malaria?***
- ***Je, malaria inaweza kuepukika? Lini? Vipi?***
- ***Je, nani kati yenyu amewahi kulala ndani ya neti ili kuepuka kushikwa na malaria?***
- ***Je, kuna yeyote hapa ambaye kila mtu nyumbani kwake analala ndani ya neti kila usiku?***

**AFFIRM** and celebrate these people—have them stand up and ask the group to clap for them!

- ***Does anyone live in a household where every person in the household sleeps inside a net every night of the year? Count the raised hands of how many have.***

**AFFIRM** and celebrate these people—have them stand up and have the group clap for them!

**Affirm all who have used nets (ITNs)—and those who are thinking about using nets (ITNs).**

Once the group has expressed their interests or concerns, ask them for permission to talk more about how malaria affects the community.

#### Step 1. How does malaria affect your community?

Affirm the group's positive interaction and begin the discussion...

***You know a lot about malaria. Let's talk about how malaria affects your community.***

- ***Who had a case of malaria in this past year?*** (Have them stand up. Count the number of people standing and write it down on a flip chart)
- ***Who had a child who had fever in this past year?*** (Have them stand up. Count the number of people standing and write it down on a flip chart)
- ***Is there anybody here who hasn't had malaria?*** (Have them stand up.)
- ***What are some of the problems caused by malaria?***
- ***Nani kati yenyu ameugua malaria katika mwaka mmoja uliopita?***
- ***Nani kati yenyu ana mtoto ambaye ameugua malaria katika mwaka mmoja uliopita?***
- ***Je, kuna yeyote ambaye hajaugua malaria?***
- ***Je, ni shida gani ambazo husababishwa na malaria?***

#### Step 2. Estimating the cost of malaria in the community

In this next discussion guide the group in ***estimating the Kenya Shilling cost of malaria to their community***. Start with the individual cost of having malaria and work from there to estimate the cost to the entire community.

**Let's figure out exactly how much malaria has cost this community in the past year. A few minutes ago some people who stood up when asked if they or their child had malaria in the past year.**

- Call up 2 volunteers: ***one who had malaria*** and ***one whose child had fever***.

## Facilitator's notes *(continued)*

### Step 2. Estimating the cost of malaria in the community *(continued)*

Ask the Volunteers the following questions, and take notes on the flip chart:

#### Tell us the story about...

1. Your experiences with malaria/fever? What happened?
2. How many days were you sick? How did you feel?
3. Were you able to work? How much money a day do you think you lost by not being able to work?
4. Did you get treatment? Where?
5. How much did transport cost to get the treatment?
6. How much did the treatment cost?
7. Was one medicine enough?
8. Did you have to eat special foods while you were sick? What were they? Did they cost more than your usual foods? How much more?
9. Were there any other consequences? Worry? Fear?
10. How many times would you guess you had malaria since last year at this time?

1. Tueleze hadithi yako kuhusu malaria. Nini kilifanyika?
2. Je, uliumgua kwa muda gani? Je, ulikuwa unahisi vipi?
3. Je, uliweza kufanya kazi? Je, unafikiri ulipoteza kiasi cha pesa ngapi kila siku kwa sababu hukuweza kwenda kazi?
4. Ulipata matibabu? Wapi?
5. Je, ilikugarimu pesa ngapi kulipia gari kumpeleka hospitali? Je, ma, tibabu yalikugarimu pesa ngapi?
6. Je, dawa aina moja ilitosha?
7. Je, ilikubidi kula chakula maalum ulipokuwa mgonjwa? Chakula chenyewe kilikuwa nini? Je, kilikugarimu pesa nyingi kuliko chakula chako cha kawaida? Kwa kiasi gani?
8. Je, kulikuwa na shida gani baadaye? Wasi wasi? Ho.fu?
9. Je, kulinganisha na wakati kama huu mwaka uliopita, umeugua malaria mara ngapi?

#### Summarize and read back the information to the volunteer

So if I've understood you correctly you: **You were:**

- Sick for \_\_\_\_ days and lost Ksh \_\_\_\_ per day
- Paid Ksh \_\_\_\_\_ to get to the market to buy the treatment
- Paid Ksh \_\_\_\_\_ for treatment and Ksh \_\_\_\_\_ for a lab exam
- Spent an extra Ksh \_\_\_\_\_ on food
- Plus your family was worried, etc.

#### Calculate total costs:

- One bout of malaria cost you about Ksh \_\_\_\_\_ and you had malaria \_\_\_\_\_ times last year.

That means you personally lost about Ksh \_\_\_\_\_ to malaria in one year.  
Repeat the above cycle with the **parent of the child under-five years**

#### Tell us the story about...

1. Your experiences with your child's malaria/fever? What happened?
2. How many days was your child sick? How did your child feel? How did you feel?
3. Were you able to work? How much money a day do you think you lost by not being able to work?
4. Did you get treatment? When? Where?
5. How much did transport cost to get the treatment?
6. How much did the treatment cost?
7. Was one medicine enough?
8. Did you have to give your child special food or beverage while the child was sick? What were they? Did they cost more than your usual foods? How much more?
9. Were there any other consequences? Worry? Sleepless nights? Fear?
10. How many times has your child/children had malaria since last year at this time?

1. Tueleze kuhusu mtoto wako kuugua malaria. Nini kilifanyika?
2. Mtoto wako aliugua kwa muda wa siku ngapi? Mtoto wako alihisi vipi? Wewe ulihisi vipi?
3. Uliweza kufanya kazi. Je, ulipoteza kiasi cha pesa ngapi kila siku kwa kukosa kwenda kazi?
4. Je, mtoto alipata kutibiwa? Lini? Wapi?
5. Je, ilikugarimu pesa ngapi kulipia gari kumpeleka hospitali?
6. Ilikugarimu pesa ngapi ili apate matibabu?
7. Je, dawa aina moja ilitosha?
8. Je, ilikubidi kumpa mtoto wako chakula maalum alipokuwa mgonjwa? Chakula kilikuwa nini? Je, chakula hiki kilikugarimu pesa nyingi kuliko chakula cha kawaida? Kwa kiasi gani?
9. Je, kulitokea shida gani? Wasi wasi? Kukosa usingizi usiku? Hofu?
10. Je, mtoto wako ameugua malaria mara ngapi katika mwaka mmoja uliopita?

#### Summarize and read back the information to the volunteer

So if I've understood you correctly you: Kama nimekuelewa vizuri: **While your child was sick...**

- Your child was sick for \_\_\_\_ days and you lost Ksh \_\_\_\_ per day for not working
- You paid Ksh \_\_\_\_\_ for transport to get your child treatment
- You paid Ksh \_\_\_\_\_ for treatment & Ksh \_\_\_\_\_ for examinations
- You spent an extra Ksh \_\_\_\_\_ on special food or beverage
- Plus your family was worried, etc.

- Mtoto wako aliugua kwa siku \_\_\_\_\_ na ulipoteza shilingi \_\_\_\_\_ kwa kukosa kufanya kazi.
- Ulilipa shilingi \_\_\_\_\_ kulipia gari ili kumpeleka mtoto hospitali
- Ulilipa shilingi \_\_\_\_\_ kulipia matibabu na shilingi \_\_\_\_\_ ili apate kukaguliwa.
- Ilikugarimu shilingi \_\_\_\_\_ zaidi ili kumnunulia chakula au kinywaji maalum

#### Calculate total costs:

- One bout of malaria for your child cost you about Ksh \_\_\_\_\_ and your \_\_\_\_\_ (number of children) had malaria \_\_\_\_\_ times last year.
- Mtoto wako alipougua malaria ilikugarimu shilingi \_\_\_\_\_ na watoto wako \_\_\_\_\_ waliugua malaria mara \_\_\_\_\_ mwaka uliopita

**That means you personally lost about Ksh \_\_\_\_\_ to malaria in one year.**

**Hiyo inamaanisha kuwa, ulipoteza shilingi \_\_\_\_\_ kwa sababu ya malaria mwaka uliopita!**

### Summarize

*Let's talk about... Estimating the Cost of the Community's Malaria Burden*

- *Were the experiences of these two members of our group more or less what you experience? Please explain the similarities or differences. If needed adjust the costs on the flip charts that were reported by the two volunteers to reach a consensus.*
- *Based on these agreed costs, if 50 people in this area had malaria last year, we can estimate that this community lost about Ksh \_\_\_\_\_ to malaria! Do the calculation or ask one of the participants to do this.*
- *Also, may I ask if anybody in the community has lost a child to fever this year or knows of someone who did? If so can we estimate this cost and add this to the calculation? Calculate the new total*
- *What could this community do with Ksh \_\_\_\_\_ if this much was saved **per year** by becoming a **Malaria-free Community**?*

- *Je, hadithi za hawa wawili ni sawa na mambo unayopitia kila siku? Hebu tueleze usawa au tofauti.*
- *Kulingana na gharama hii, ikiwa watu 50 katika eneo hili waliugua malaria mwaka uliopita, tunaweza kukadiria kuwa jamii hii ilipoteza kiasi cha shilingi \_\_\_\_\_!*
- *Je, kuna yeyote ambaye amempoteza mtoto wake kwa malaria mwaka huu au unajua yeyote ambaye amempoteza mtoto wake? Je, unaweza kukadiria gharama hii na uiongeza katika hesabu yetu?*
- *Je, jamii hii inaweza kufanya nini na shilingi \_\_\_\_\_ ikiw apesa hizi zitahifadhiwa kila mwaka kwa kuhakikisha kuwa jamii hii haiugui malaria?*

#### Message Take-out for Part 1.

*Participants should leave the session saying:*

- *I don't want my family—or my community—to continue to suffer from malaria when it can be prevented.*
- *I want to protect my household from malaria so we can be healthier and save money too!*
- *I want to prevent malaria in my household and in my community so we can be healthy, more productive plus save money and be malaria-free!*
- *I need to do my part to make my home and my community malaria-free!*
- *We can beat malaria when every person is inside a net every night—even in dry season.*

## Session Script *(continued)*

# Part 2. Creating the community's malaria prevention solution

## Suluhisho la kuzuia malaria katika jamii

### Facilitator's notes

#### Ice Breaker

Break the ice for Part 2 by asking one participant to describe what an ITN is? Ask another participant to summarize the discussion of Part 1.

Ask the group if they're ready to find solutions to their burden of suffering from having malaria in their households and the community? Then continue.

#### Step 1. Identifying community solutions to prevent malaria

- *How important is preventing malaria to you? To others in your community? Why?*

- *Are there ways to prevent malaria? What are they?*

Write the list on a flip chart and then review efficacy or effectiveness of each solution offered –pushing the correct use of ITNs! Clarify TREATED nets as opposed to non-treated nets.

- *Do you want to live in a malaria-free household?* (Count of raised hands)
- *Do you want to live in a malaria-free community?* (Count again) *How would this achievement change you life?*
- *Are you willing to use ITNs to make this happen?* (Count of raised hands)
- *Je, kuna umuhimu gani katika kuzuia malaria kwako? Kwa jamii nzima? Kwa nini?*
- *Je, kuna njia zozote za kuzuia malaria? Njia hizi ni zipi?*
- *Je, ungependa kuishi bila kuugua malaria?*
- *Je, ungependa kuishik atika jamii ambayo haiugui malaria. Je, jambo hili litabadilishaje jamii?*
- *Je, ungependa kutumia neti iliyotibiwa ili kufanikisha hili?*

#### FULLY AFFIRM all who wish to achieve this!!

- *Do you know how much an ITN costs and where you can get them?* Quickly compare the cost of one bout of malaria for one person and the cost of one ITN...
- *About \_\_\_\_\_* (state number or percentage of group that raised hands above) *say you want to live in a malaria-free household and in a malaria-free community. What will you do to convince others to want to achieve this too?*
- *Je, unajua gharama ya neti iliyotibiwa na pale ambapo unaweza kuipata?*
- *Jumla ya watu \_\_\_\_\_ mnasema kuwa mngpenda kuishi katika jamii ambayo haiugui malaria. Je, utafanya nini ili kuwashawishi wengine kutaka kufanya hivyo pia?*

*Can we discuss why we are—and why some people are not—using ITNs so we can explore how best to make this a malaria-free community?*

*Hebu tujadiliane ni kwa nini sisi tunatumia neti iliyotibiwa na watu wengine hawatumii neti hii ili tuweze kuwa na jamii isiyougua malaria?*

#### Step 2. Exploring solutions by overcoming barriers to using ITNs *Je, ni kwa nini watu wengine hawatumii neti iliyotibiwa illi kuzuia malaria katika jamii?*

##### A. Finding a positive role model!

- *Is there anybody here who lives in a house where every person in the household sleeps inside a mosquito net every night of the year?*
- *Je, kuna yeyote hapa ambaye kila mtu katika jamii yake hulala ndani ya neti kila usiku?*

Ask for one or two volunteers from these people, and bring them up to the front. Ask them to tell you the story of their home:

1. *Where did you get the nets, what did you do to hang them up, how did you hang them up? Why did you feel it was important to hang up the nets?*
2. *Are there any disadvantages to this net? How do you get around them? Why do you feel it's worth it to solve such issues so you can use nets in your household?*
3. *Why did you decide to protect your family? Have you seen positive changes in your household?*
  1. *Je, ulipata wapi neti hizi? Je, ulifanya nini ili uweze kuzitundika. Je, nini umuhimu wa kuzitundika?*
  2. *Je, neti hizi zina athari zozote? Ni vipi utaweza kuzitatua shida hizi ili uweze kutumia neti hizi katika familia?*
  3. *Ni kwa nini uliamua kuikinga jamii yako? Je, umeona mabadiliko yoyote katika familia yako?*

**AFFIRM** and encourage with clapping, give them a t-shirt—and thank them!

##### B. Asking a person who is not using nets but thinking about using one...

*Earlier I noticed that there were some people who might have homes in which every person does not sleep under a net every night...* Locate that person/s and ask for permission to ask a few questions.

*Tell us about why you don't use a net...* (this could vary—some people use nets, but not everybody, or nobody uses nets, or we all use nets during rainy season... etc)

**After the person/s has spoken ask the participants:**

*Is there anybody who is using a net and who dealt with any of the issues or barriers we just heard about? Please tell us how you overcame these?*

**Example:** *"I'm not sleeping under a net because it makes me feel like I'm in a coffin"*

**Facilitator:** *"Did anybody else ever feel like they were sleeping in a coffin, yet decided to be sleeping under a net anyway? Tell us how you overcame that feeling?"*

**NOTE:** Answers to this question may vary and issues of hanging and using nets may arise. Probe to discover the creative and different solutions this community has come up with. You may want to refer to the Picture Codes that offer creative ideas on how to hang nets—or you may decide to tell the group these will be explored in the coming session.

## Facilitator's notes *(Continued)*

### Summarize by re-stating to the group the goal of this session

*Our goal is to discuss and explore how best to make your households malaria-free—and how to make this a malaria-free community.*

*We've talked about the benefits of using ITNs and some barriers to using ITNs and we've started exploring how we can overcome these barriers.*

*Let's use what we have learned as we explore how best to make this a malaria-free community. Are you ready for the next step?*

### Step 3. Mobilizing the community to take action in creating a malaria-free community

- *Why would it be a good idea for every person in this community to sleep inside an ITN? Please explain.*
- *Why is this something that we would like to commit to doing?*
- *What would the benefits of doing this be to each household? To the community? Ask the participants to explain these in as many ways as possible and write a list: income-saving for households; better health, less pain; increasing productivity and learning in school by reducing absences; happier families, etc.*
- *Je, kuna umuhimu gani kwa kila mtu katika jamii kulala ndani ya neti iliyotibiwa? Tueleze zaidi.*
- *Je, kwa nini ni muhimu tukitenda jambo hili?*
- *Je, kuna umuhimu gani kwa kila familia kutenda hivi? Na jamii nzima?*

### Step 4. Creating an Action Plan to become a malaria-free community!

Brainstorm these questions and note answers on flip chart paper:

1. *What will we need to do to get everybody in your community inside an ITN every night of the year?*
  - *List actions:* (local leaders support; barazas; posters/murals; drama or music shows or competitions; school club campaign; etc)
  - *How long will it take? When will we start? When will we achieve this?*
  - *Who will be centrally responsible for this effort?* (women's group?)
  - *What does each of you want to commit to do?*
2. *How many ITNs do we need? How will you find out?*
  - *Where can we get them?*
  - *How will we pay for them?* (collect money, do fundraising, etc.)
3. *What can we do practically to build community commitment to becoming malaria-free?*
  - *Organise hanging teams?*
  - *Conduct public ITN hanging demonstrations?*
  - *Collect or buy the supplies necessary?*

4. *How will we track our progress? How will we know when to publicly announce that everyone in the community is sleeping inside an ITN—and that our community is malaria-free?*

5. *Can we get started NOW?*

1. *Je, ni vipi ambavyo tutaweza kuwashawishi jamii ili kila mtu alale ndani ya neti ya neti iliyotibiwa kila usiku?*
  - *Je, itachukua muda gani? Tutaanza lini? Tutapata matokeo lini?*
  - *Itakuwa ni jukumu la nani kuhakikisha kuwa hili linatendeka?*
  - *Je, kila mmoja wenyu atafanyanini?*
2. *Je, tunahitaji neti za neti iliyotibiwa ngapi?*
  - *Ni wapi ambapi ambapo tunaweza kuzipata?*
  - *Je, tutazilipia vipi?*
3. *Je, ni nini ambacho tunaweza kufanya ili kila mtu katika jamii ahusike katika kuzuia malaria?*
  - *Kuunda vikundi?*
  - *Kuwonyesha jamii jinsi ya kutundika neti za neti iliyotibiwa?*
  - *Kunua au kutafuta vifaa muhimu?*
4. *Je, ni vipi ambavyo tutapata kuona maendeleo tuliyofanya? Tutajua vipi wakati wa kutangaza hadharani kuwa kila mtu katika jamii analala ndani ya neti ya neti iliyotibiwa-na kuwa jamii yetu haiumgui malaria?*
5. *Je, tunaweza kuanza SASA?*

#### Message Take-Out

*Participants should leave the session saying:*

#### Part 2.

- *I'm confident about using Insecticide-Treated Mosquito Nets to prevent malaria*
- *I don't want to be the weak link that keeps my community from being malaria-free.*
- *I know where to get ITNs, and I have some new ideas for how to hang them in my house.*
- *I would feel ashamed to have my neighbors see that everyone in my household isn't inside a net.*
- *I am confident we can plan and lead a Mbu Nje, Sisi Ndani Community Campaign and convince every household and community member to get involved so we can achieve a malaria-free community right here!*

## Picture Codes

# Part 1. Understanding common barriers in using ITNs to prevent malaria

**Theme** *Every person, every night, inside an ITN especially young children and pregnant women—even during dry season—to make your home and community malaria-free to protect their health and productivity, save lives and save money.*

### Picture Code 1.

#### Facilitator's notes

##### Getting started or continuing...

*If this is the first session of the day, with a new group, begin by introducing yourself, giving a brief of where you're from and asking the participants to do the same. Then ask for permission to discuss personal issues with them such as malaria, and establish how much time you'll have with them.*

*If you're continuing after an earlier session or continuing on another day with the same group, ask the participants if they're ready to discuss common barriers to using ITNs to prevent malaria at a personal household and community level and establish how much time you will have.*

##### Ice Breaker

**Break** the ice by saying: *Nobody wants to suffer from being sick with malaria—or by paying the costs of being sick or caring for a sick person! Yet motivating others in our households and communities to start sleeping inside an ITN correctly which means every person, every night—is still a challenge. Malaria can be stopped—but only when everybody sleeps inside an ITN every night of the year! Sleeping inside an ITN is especially important for young children and pregnant women!*

Can we look at some pictures together and then explore and discuss what we see?

**Show Picture Code 1.** Young boy sleeping inside an ITN as father looks on

#### Start the discussion

1. *What do we see in this picture?*
  2. *Could something like this happen in this community? Has this ever happened to anyone here or to one of your friends? Tell us the story...*
  3. *What problems could this cause?*
  4. *What could we do to help solve these problems? How will your plan to become a malaria-free community address a situation like this one?*
  5. *How could we help this family get every person to sleep inside a net every night? What would you say to start this conversation with this family?*
1. *Je, unaona nini ka,tika picha hii?*
  2. *Je, jambo kama hili linaweza kutokea katika jamii hii? Je, kuna rafiki yako ambaye ametendekewa na jambo hili? Tueleze hadithi yako ...*
  3. *Je, ni shida gani ambazo zinaweza kutokea?*
  4. *Tunaweza kufanya nini ili kutatua shida hizi? Ni vipi ambavyo mpango wako wa kuhakikisha kuwa jamii haiugui malaria utasaida tukio kama hili?*
  5. *Je, ni vipi ambavyo tunaweza kuisaidia familia hii ili kila mtu apate kulala ndani ya neti kila usiku? Ni vipi amba,vyo utaanza mazungumzo na familia hii?*

#### Message Take-Out

- *Protecting children under the age of 5 years is important—and if a family only has one net it's best for the young child to sleep inside it. However, to make a home completely malaria-free, EVERY family member needs to be ndani every night of the year—even in the dry season!*



## II. Picture Code Sessions (continued)

### Picture Code 2. Facilitator's notes

#### Ice Breaker

Begin by saying to the group: *Let's continue talking about malaria and let's explore malaria's effects on a pregnant woman and her unborn child.*

- *Does anyone know of a pregnant woman who got malaria, or did any one here get sick with malaria while pregnant? Tell us about what happened.*
- *Why is malaria harmful to pregnant women? How can the unborn child be affected?*
- *How can ITN use by all pregnant women help save lives and money?*
- *Je, kuna yeyote ambaye anajua mwanamke yeyote mja mzito ambaye aliumgua malaria, au kuna yeyote hapa ambaye aliugua malaria akiwa mja mzito? Tueleze kilichotendeka.*
- *Kuna hatari gani kwa wanawake waja wazito kupata malaria? Ni vipi ambavyo mtoto ambaye hajazaliwa ataathirika?*
- *Ni vipi ambavyo utumizi wa neti iliyotibiwa na akina mama waja wazito itasaidia kuokoa maisha na pesa?*

Can we look at another picture and then explore and discuss what we see?

## Part 1. Understanding common barriers in using ITNs to prevent malaria

**Show Picture Code 2.** Father inside an ITN and mama out

### Start the discussion

1. *What do we see in this picture?*
2. *Could something like this happen in this community? Has this ever happened to anyone here or to one of your friends? Tell us the story...*
3. *What problems could this cause?*
4. *What could we do to help solve these problems?*
5. *How could we help this family get every person to sleep inside a net every night? What would you say to start this conversation with this woman and her household?*
  1. *Je, unaona nini katika picha hii?*
  2. *Je, jambo kama hili linaweza kutendeka katika jamii hii? Je, kuna mmoja kati yenyu, ama kuna rafiki kyako yeyote ambaye ameumgua malaria. Tueleze hadithi yako.*
  3. *Ni shida zipi zinaweza kutokea?*
  4. *Tunaweza kufanya nini ili kutatua shida hizi?*
  5. *Ni vipi ambavyo tunaweza kusaidia kila mtu katika familia hii kulala ndani ya neti kila usiku? Utaanza aje mazungumzo haya na familia hii?*

### Message Take-Out

- *While it's good that the bed is covered, malaria can have severe consequences for unborn babies. If there's only one ITN in a bedroom, pregnant women should be the ones to sleep inside of it. However, the best thing is to have EVERY family member inside a net every night of the year—even during the dry season.*



## II. Picture Code Sessions (continued)

### Part 1. Understanding common barriers in using ITNs to prevent malaria

#### Picture Code 3. Facilitator's notes

##### Ice Breaker

Break the ice by saying: *We all agree that nobody wants to suffer from being sick with malaria—or by paying the costs of being sick or caring for an infected person! Yet sometimes our messages may be misunderstood... Let's continue thinking about how we can best motivate others in our households and communities to start sleeping inside an ITN correctly which means every person, every night—This is our challenge.*

Here's another picture. Let's look at it and explore and discuss what we see.

**Show Picture Code 3.** Mum inside ITN, father out

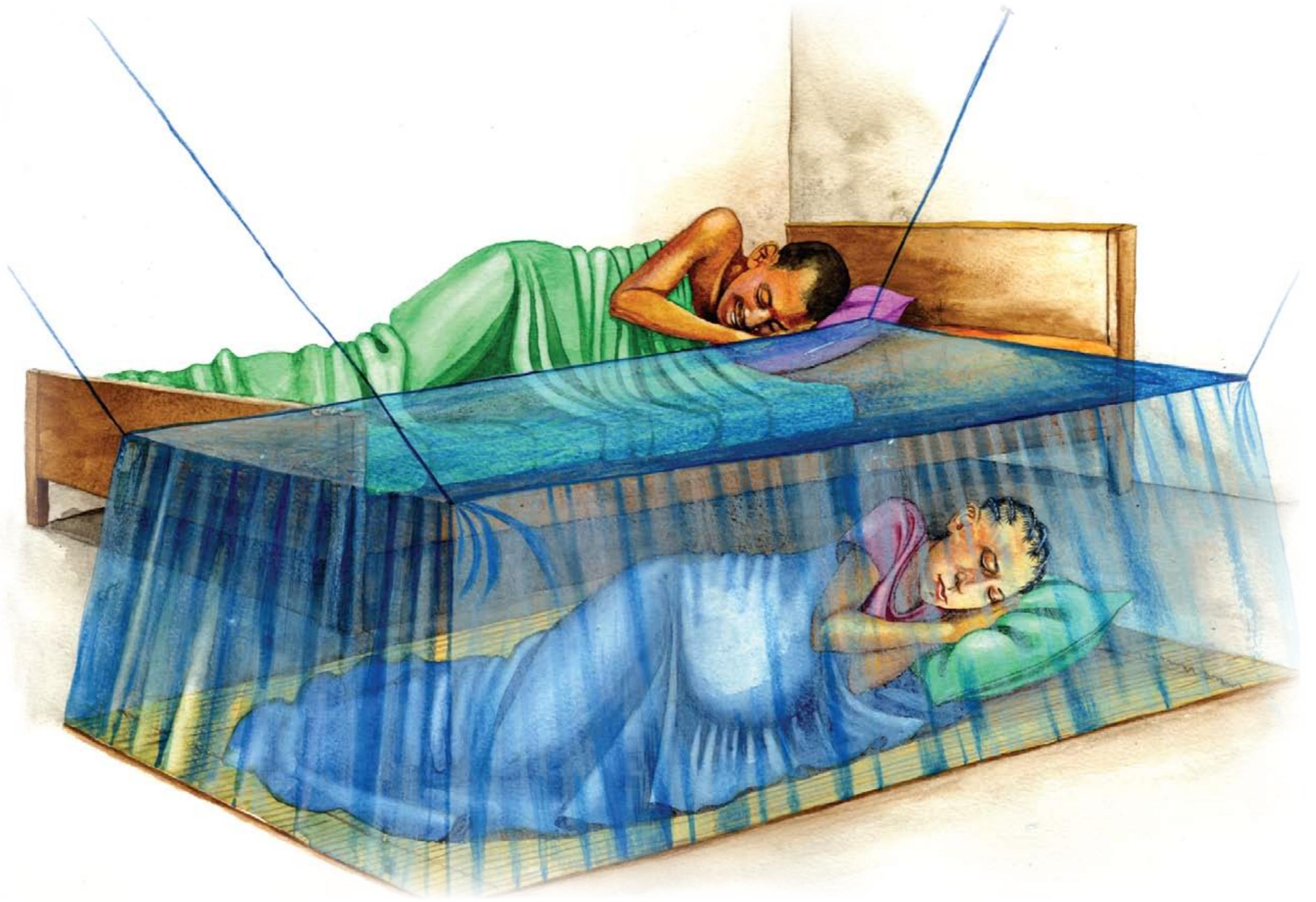
##### Start the discussion

1. *What do we see in this picture?*
2. *Could something like this happen in this community? Has this ever happened to anyone here or to one of your friends? Tell us the story...*
3. *What problems could this cause?*
4. *What could we do to help solve these problems?*
5. *How could we help this family get every person to sleep inside a net every night? What would you say to start this conversation with this family?*

1. *Je, unaona nini katika picha hii?*
2. *Je, jambo kama hili linaweza kutendeka katika jamii hii? Je, kuna mmoja kati yenyu, ama kuna rafiki kyako yeyote ambaye ameugua malaria. Tueleze hadithi yako.*
3. *Ni shida zipi zinaweza kutokea?*
4. *Tunaweza kufanya nini ili kutatua shida hizi?*
5. *Ni vipi ambavyo tunaweza kusaidia kila mtu katika familia hii kulala ndani ya neti kila usiku? Utaanza aje mazungumzo haya na familia hii?*

##### Message Take-Out

- *Protecting pregnant women is important, and if a couple has only one net, the woman should sleep under it to protect her unborn baby. However, to make a home completely malaria-free, EVERY family member needs to be ndani every night of the year—even during the dry season.*



## II. Picture Code Sessions (continued)

### Picture Code 4. Facilitator's notes

#### Ice Breaker

Break the ice by saying: **I think we all know some people who have said they don't use nets for particular reasons. Ask**

- *What reasons for NOT using ITNs do you have?*
- *Je, una sababu gani za KUTOTUMIA neti zilizitibiwa?*
- *What are the reasons you have heard others say?*
- *Je, umesikia sababu gani kutoka kwa watu wengine?*

Here's another picture. Let's look at this one and talk about what we see?

## Part 1. Understanding common barriers in using ITNs to prevent malaria

**Show Picture Code 4.** Man & woman inside ITN, man sweating

### Start the discussion

1. *What do we see in this picture?*
  2. *Could something like this happen in this community? Has this ever happened to anyone here or to one of your friends? Tell us the story...*
  3. *What problems could this cause?*
  4. *What could we do to help solve these problems?*
  5. *How could we help this couple sleep inside a net every night? What would you say to start this conversation with them?*
- 
1. *Je, unaona nini katika picha hii?*
  2. *Je, jambo kama hili linaweza kutendeka katika jamii hii? Je, kuna mmoja kati yenyu, ama kuna rafiki kyako yeyote ambaye ameumgua malaria. Tueleze hadithi yako.*
  3. *Ni shida zipi zinaweza kutokea?*
  4. *Tunaweza kufanya nini ili kutatua shida hizi?*
  5. *Ni vipi ambavyo tunaweza kusaidia kila mtu katika familia hii kulala ndani ya neti kila usiku? Utaanza aje mazungumzo haya nao?*

### Message Take-Out

- *Some people find nets uncomfortable, but the consequences of malaria can be worse. There are ways to make nets more comfortable.*



## II. Picture Code Sessions (continued)

### Picture Code 5.

#### Facilitator's notes

##### Ice Breaker

Break the ice by saying: *Most of us know how sleeping inside ITNs prevent malaria.* Ask the group:

*Who can tell us what the secret is to becoming a malaria-free household?*

*Nani anaweza kutueleza siri ya kuwa na jamii isiyougua malaria.*

Let's look at this next picture and discuss what we see?

**Show Picture Code 5.** The entire family inside ITNs

## Part 1. Understanding common barriers in using ITNs to prevent malaria

### Start the discussion

1. *What do we see in this picture?*
2. *What would it take to get EVERY household in our community to look like this one?*
3. *What would we have to do to make it happen?*
  - a. *Organise hanging teams to give demonstrations? Who? When? Where?*
  - b. *Collect or buy the ITNs and other needed hanging supplies? Who? When? Where?*
  - c. *Choose who will be responsible for organizing these efforts? (women's group?)*
  - d. *Decide on how you'll know and announce when all in the community are sleeping inside ITNs!*
4. *What would be the benefit to the community if we could get EVERYONE sleeping inside an ITN every night of the year?*
5. *How will we get started?*

1. *Je, unaona nini katika picha hii?*
2. *Je, ni vipi ambavyo kuila familia katika jamii hii itafanya mambo kama ahawa hapa?*
3. *Je, tutafanya nini ili kuhakikisha kuwa hili linatendeka?*
  - a. *kufanya makundi ambayo yatafundiosha watu jinsi ya kutundika neti. Nani? Wapi? Lini?*
  - b. *Kusanya au nunua neti zilizotibiwa na vifaa vingine muhimu. Nani? Wapi? Lini?*
  - c. *Chagua mtu mmoja atakayeshughulikia mambo haya. (kikundi cha akina mama)*
  - d. *Chagua njia ambayo tutakayoweza kujua na kutangaza hadharani kuwa kila mmoja katika jamii analala ndani ya neti iliyotibiwa.*
4. *Je, kuna faida gani ikiwa KILA MTU katika jamii atalala ndani ya neti iliyotibiwa kila usiku?*
5. *Je, tutaanza vipi?*

### Message Take-Out

- *Getting EVERY person in the family inside a net every night may take some creativity. It's worth it to have a malaria-free home!*



## Part 2. Discovering solutions for using ITNs to prevent malaria in our households and in the community

**Theme** *Every person, every night, inside an ITN—even during dry season—to prevent malaria by knowing how to hang or modify the hanging of ITNs to use them correctly and to make them more comfortable.*

### Facilitator's notes

#### Beginning Part 2 of the Picture Code Sessions...

As you're continuing and beginning Part 2, ask the participants if they're ready to talk about various ways to hang or modify the hanging of ITNs. Establish the time you'll have.

**Ice Breaker:** Break the ice by saying: *Let's remember our goal is to get everyone in this community to sleep inside an ITN every night of the year.*

- *Do you want to see tips on ways to modify hanging of an ITN?*
- *How might these ideas and tips be useful to you?*
- *How will they help you in encouraging other community members to use ITNs?*
- *Je, ungependa kuona jinsi mpya ya kutundika neti iliyotibiwa.*
- *Ni vipi ambavyo maelezo haya yatakusaidia?*
- *Ni vipi ambavyo yatakusaidia kuwahamasisha watu katika jamii kutumia neti zilizotibiwa?*

*Nobody wants to suffer from being sick with malaria—yet motivating people in our households and communities to sleep inside an ITN every night of the year can be a challenge—particularly if we don't help them hang the nets so that they're easy to use and comfortable!*

*Many Kenyans have come up with some clever ways to modify the hanging of ITNs. Here are some of these clever ways.*

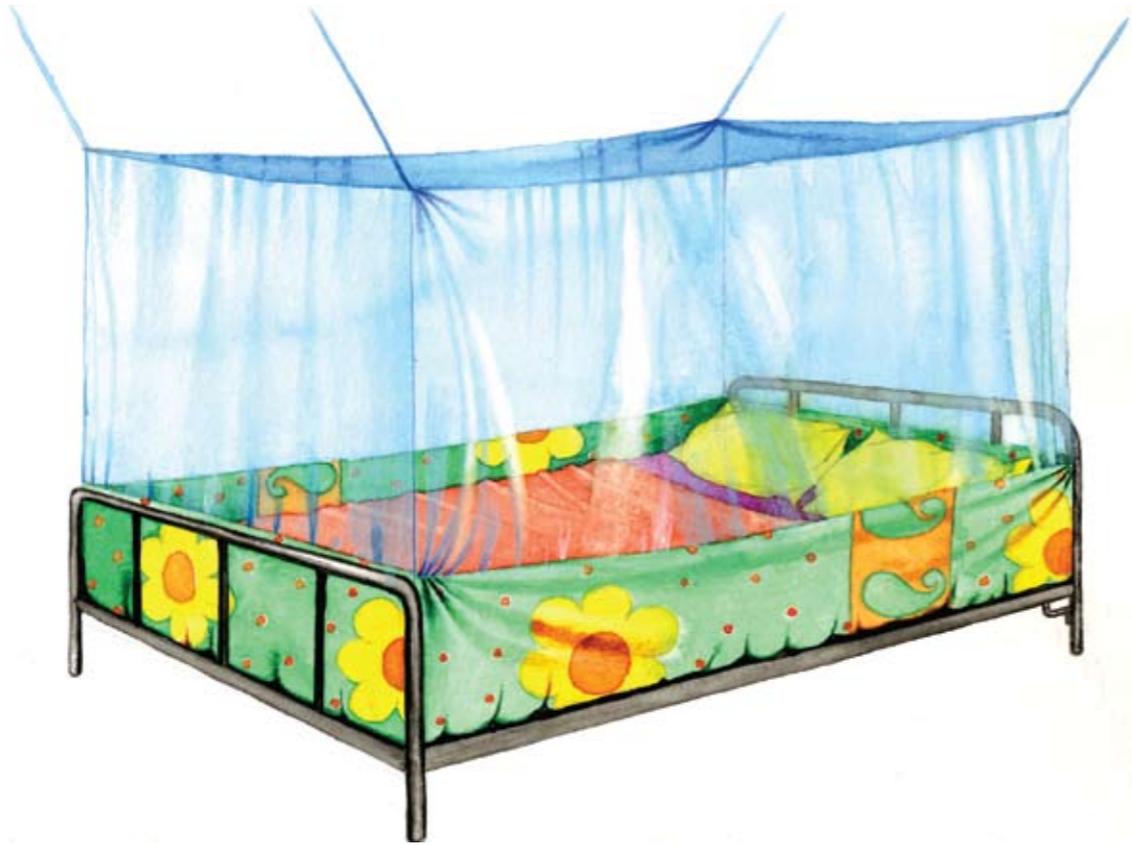
**Show Picture Codes 6.** Usual hanging of ITNs on bed and mat plus two other ideas

#### Start the discussion

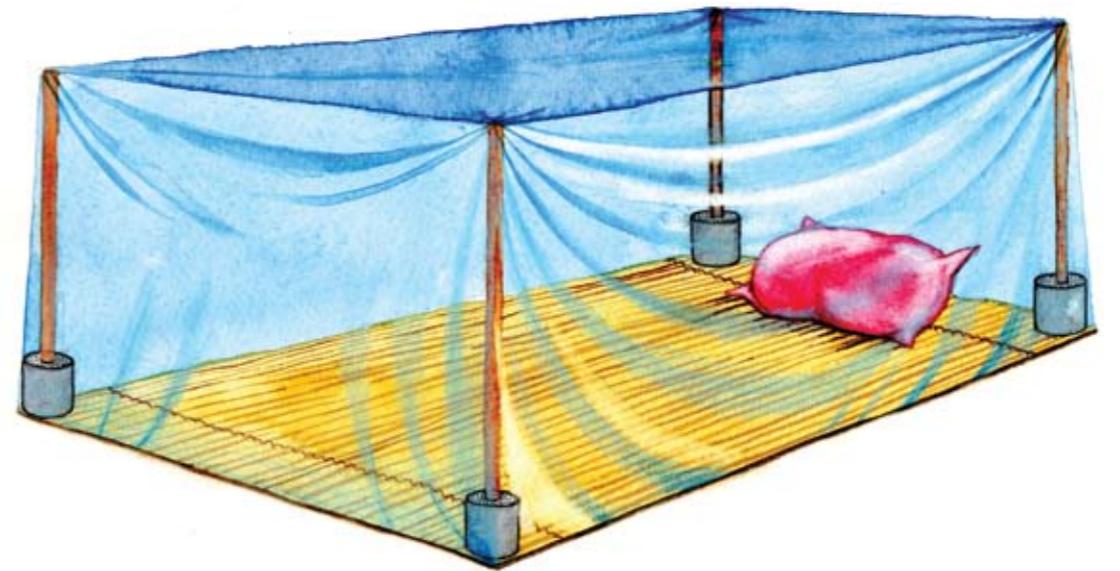
1. *What correct practices of using an ITN do you see in this picture? (Prompt for net is tucked under mattress or mat; no holes; no gaps around poles, etc)*
  2. *How many of you are using one of these techniques to hang the ITNs you are using in your house? (Count the raised hands and applaud all who are) Please tell us what problem/s you were solving when you came up with this creative way to hang ITNs.*
  3. *If you are using another modification in hanging ITN, please describe this and tell us what you like about it. Also, please describe what problem/s you were solving that brought you to think of creative ways of modifying it.*
  4. *If you are not using an ITN now, please tell us if you might start using one by trying one or more of these techniques? How does seeing these ITN hanging modifications encourage you to decide to use an ITN?*
1. *Je, unaona njia zipi mwafaka za kutumia neti za neti iliyotibiwa kwenye picha hii?*
  2. *Je, ni wangapi kati yenyu ambao mnatumia njia mojawapo ya hizi kutundika neti zilizotibiwa mnazotumia nyumbani kwenyu? Ikiwa unapata shida zozote kufanya hivyo, tafadhali tueleze vile ambavyo unazitatua ili uweze kutundika neti zako zilizotibiwa.*
  3. *Ikiwa unatumia njia nyingine kutundika neti yako, jtueleze nini ambacho kinakupendeza na njia hii? Ni shida zipi ambazo zilikufanya kutumia njia tofauti?*
  4. *Ikiwa hautumii neti zilizotibiwa, tuambie ikiwa utanza kuzitumia. Ni vipi ambavyo namna hizi tofauti za kutundika neti zilizotibiwa zimekushawishi kujaribu kutumia neti zilizotibiwa?*

#### Message Take-Out

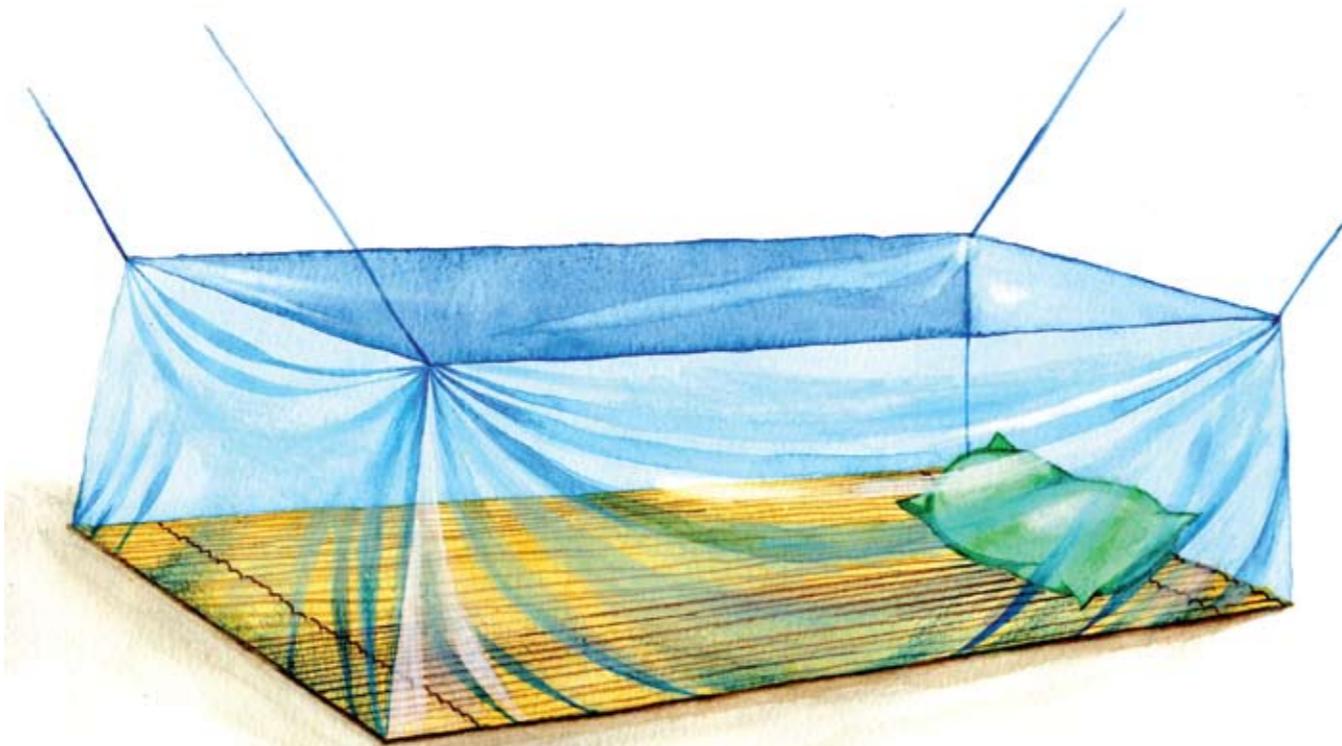
- *With some creative thinking nets can be modified to make them longer, wider and more comfortable. Different sizes, shapes and colors are available in the market to fit the needs of every family.*



- *Extend net with cloth*
- *Unganisha neti na kitambaa*



- *Fix posts into cemented tins*
- *Weka vikingi kwenye mikebe yenye simiti*



- *Tuck net under mat*
- *Sokota neti chini ya mkeka*



- *Fix posts to bed corners*
- *Weka vikingi kwenye kitanda*

## II. Picture Code Sessions

### Facilitator's notes

#### Ice Breaker

Break the ice by saying: *So far we've seen a number of ways to modify the hanging of ITNs. We're getting some new ideas from looking at these Picture codes.* Then ask the participants

- *How will these ideas and tips on different ways to hang ITNs be useful to you in persuading others in this community to use and get everyone in their households sleeping inside ITNs every night of the year?*

*Here are two more ways of making ITNs comfortable to use...*

## Part 2. Discovering solutions for using ITNs to prevent malaria in our households and in the community

**Show Picture Code 12.** Extending ITNs by using two ITNs together

### Start the discussion

1. *How many of you have thought about using these techniques for hanging ITNs?*
2. *How many of you are using one or both of these techniques with the ITNs you are using in your house? (Do a count of the raised hands and applaud!)*
3. *If you are not using an ITN now, please tell us if you might start using one by using these techniques? Has seeing these various ITN hanging modifications encouraged you to decide to use an ITN? Why?*
4. *How can we use these new ideas on ways of hanging ITNs to encourage others in this community to use ITNs to make sure every person is inside an ITN every night so that we make Kenya malaria-free?*

1. *Ni wangapi kati yenyu wamefikiria kutumia mbinu hizi kwa kutundika neti zilizotibiwa?*
2. *Je, ni wangapi kati yenyu wanatumia angalau moja kati ya mbinu hizi mnapotumia neti zilizotibiwa nyumbani kwenyu?*
3. *Ikiwa hautumii neti iliyotibiwa kwa sasa, hebu tueleze ikiwa utaanza kuitumia kwa kutumia mbinu hizi. Je, ni vipi ambavyo mbinu hizi zimekushawishi uanze kutumia neti zilizotibiwa. Kwa nini?*
4. *Nivipi ambavyo mbinu hizi zakuwa kutundika neti zilizotibiwa zitakuwezesha kuwashawishi wengine katikajamii kutumia neti zilizotibiwa ili kuhakikisha kuwa Kenya haiugui malaria?*

### GROUP ACTIVITY

- A. Do it practically.** Divide the participants into small groups and ask each group to try an adaptation or modification in hanging an ITN. When the ITNs are hanging, ask the groups to move around and look at each other's hanging techniques'

### Message Take-Out

- *With some creative thinking nets can be modified to make them longer, wider and more comfortable. Different sizes, shapes and colors are available in the market to fit the needs of every family.*



- *Use two nets, and tie seperately*
- *Tumia neti mbili na uzifunge kivyake*



- *Modify hanging points to join two nets*
- *Tengeneza ncha zinazoninginia na uunganishe neti mbili*

## Optional Group Activities and Role Plays

### 1. Group activity – Drafting **Sisi Ndani Community Campaign Action Plans**

Ask the participants to form small groups with 5-7 people in each. One person in each group will take notes, one will lead the discussion and one will present their ideas and plans to the full group. The goal is to draft **Action Plans for their Sisi Ndani Community Campaign**.

Ask each group to use the notes of the 4 questions just discussed by the large group—as written on the flip chart—in drafting their Action Plans. Urge the groups to add time lines for achieving each action and clearly state who will be responsible for leading each action or activity. Note time for this activity – about 20-30 minutes.

**Reporting:** When the small groups have drafted their Action Plans, ask each group to share their ideas and plans by presenting them to all participants.

Allow a few minutes for questions and comments after each presentation.

When all have presented, ask the participants to select one or two of the best ideas for each question or action step among all presented. Note these on a fresh flip chart under the heading:

**Sisi Ndani Community Campaign Action Plans** for \_\_\_\_\_  
(name of that community)

This Group Activity is to prompt the group into drafting their own Action Plans for their Sisi Ndani Community Campaign.

### 2. Role play - Conducting a baraza to launch the **Sisi Ndani Campaign**

Ask the participants to count off 1 to 4 repeatedly until every member has a number. Ask all 1s to form a group; all 2s; etc. Count off higher or lower depending on the size of the full group. Give each group a specific role to play in the baraza—making sure they do not let other groups know what their particular 'roles' are.

The goal of this Role Play is to prompt the participants in thinking about how they can communicate their plans and motivate others in the community to get involved in their **Sisi Ndani Community Campaign**.

**Here are some suggested roles:**

**Group 1** They're planning and leading the local Sisi Ndani Community Campaign

**Group 2** They're Community Elders/ area Chef and Assistants

**Group 3** They're a group that's **not interested in participating** in this local Sisi Ndani Community Campaign. Each person in the group must have a reason for being reluctant. (e.g. cost of nets, hanging problems, uncomfortable inside them, some of their household members believe myths about using nets, etc.)

**Group 4** They're a group that **is interested in participating** in this local Sisi Ndani Community Campaign. Each person in the group must have a reason for being interested. (e.g. lost a child to malaria, high cost of a bout of malaria, repeated a level of schooling due to malaria, etc.)

### Now conduct the Baraza!

#### Let's talk about it...

After each group has voiced their comments, thank the participants and talk about what happened.

1. How realistic were these comments?
2. How did the Leaders of the Sisi Ndani Community Campaign handle the reluctant group?
3. Did any particular comment sway the opinions of others toward wanting to support the Sisi Ndani Community Campaign? Which comments were these? Why were these listened to more than other comments?
4. If this was a real Baraza, what could the leaders of the Sisi Ndani Community Campaign have done to persuade more community members to get involved?
5. Will this Role Play help you in planning your own Sisi Ndani Community Campaign? How?

1. Je, nini umuhimu wawa wa maoni haya?

2. Ni vipi ambavyo wanacham wa kundi la Sisi Ndani Community Campaign waliweza kushawishi kikundi cah pili?

3. Je, kuna maoni yoyote ambayo yalipelekea kushawishika kwa kikun, di cha pili kutaka kuhusika na kampeni hii? Mbona maoni haya yalifutw akuliko maoni mengine?

4. Ikiwa hili lingekuw abaraza maalum, nini ambacho wanachama wa Sisi Ndani Community Campaign wangefanya ili kuwashawishi watu katika jamii kuhusika zaidi?

5. Je, mchezo huu utakuwezesha kuandaa kampeni yako ya Sisi Ndani Community Campaign? Vipi?

### Final Summary

Please turn to the Facilitator's Notes on inside of the **Back Cover**

## Part III. Quick Reference Guide to Malaria in Kenya and ITNs

### Malaria in Kenya

Malaria is a big problem for about 70% of people living in Kenya. Malaria is not present in all parts of Kenya, but it is a problem in Western, Coast, Nyanza, parts of Eastern and North Rift. Some communities suffer with malaria all year-round, and others just have breakouts from time to time. There is only one type of mosquito that carries malaria, the Anopholes, but most of us can't tell the difference between Anopheles and other types of mosquitoes so it makes better sense to protect ourselves from all mosquito bites.

Malaria steals time, money and lives from Kenya. Anyone can catch malaria, and it is always bad for the family to have a person sick. Adults lose working days and it costs money to get medicine and special foods to help a person recover. When babies and small children get sick with malaria, they can actually die—malaria can turn deadly very fast. When pregnant women get sick with malaria, it can endanger the health of the unborn baby.

Malaria is also bad for the country. Government and donors have to spend a lot of time and money fighting and treating malaria—money that could go towards other projects. Malaria also scares tourists away from Kenya, which means less business for Kenyans.

### Causes of malaria

Malaria is caused by a parasite that gets into the blood. Most cases of malaria happen when the malaria parasite travels from one person to another through mosquito bites. Female mosquitoes need to eat blood to lay eggs. When a mosquito bites a person infected with malaria parasites, it sucks both blood and parasites into its beak. The blood then goes into the mosquito's stomach. Once inside of the mosquito, the malaria parasites grow and change and end up in the mosquito's salivary glands. When the same mosquito goes to bite another person, it injects some saliva, or spit into the uninfected person, and so parasites living inside the spit get injected too.

Malarial mosquitoes breed in clear water. Though it is good to have a clean courtyard and try to get rid of standing water, it would be impossible to get rid of every mosquito breeding ground. For example, mosquitoes like to lay eggs into the little droplets of water that collect in ears of maize in maize farms!

Malarial mosquitoes only bite at night—mostly during the hours when we are sleeping.

Every year a few number of babies catch malaria from their mothers while they are still in the womb, and a few people might catch it if they are in an accident and get a blood transfusion and the blood has malaria in it—but blood banks screen for malaria these days, so it would be very rare.

Malaria is NEVER caused by: Eating mangoes or sugar cane or oil, spending too much time in the sun, getting too tired or working too hard. Malaria is only caused when a person is bitten by an infected mosquito.

### Why are we so worried about eradicating malaria?

Kenya is tired of losing time, money, and people to Malaria. Unlike other health problems that we struggle with, malaria can be PREVENTED and TREATED! We know that ITNs work! We have excellent drugs that effectively treat Malaria. Nobody has to catch or die of malaria anymore!

### Signs and Symptoms of malaria

The following are signs and symptoms of malaria: Cycles of fever, sweating and chills, headache, nausea, loss of appetite, anemia and diarrhea. As a person gets sicker, they may have fits, lose consciousness and become dehydrated.

### Malaria prevention strategies

It is very possible to make your homestead *malaria-free* by

1. *Having every family member sleep inside of insecticide-treated nets every night*
2. *Wearing clothes that cover most of your body when you are out at night—and repellent on any part of the body that is uncovered*
3. *Using screens on your windows and doors to keep mosquitoes out, and by*
4. *Spraying walls with special approved insecticides that kill the mosquitoes that rest on the walls.*

The more of these things you are able to do, the less likely you are to have malaria in your home.

Your community might have other, traditional ways to repel mosquitoes. While some of these might help, ITNs are the most effective way to prevent infection because they protect you all night long.

### Some things that don't work well are

1. *Mosquito coils*
2. *Using a fan to "blow" mosquitoes away*
3. *Spraying the air inside a room with insecticides—as soon as the insecticide clears, the mosquitoes can come right back in*
4. *Burning herbs or cow dung—this can help, but once the smoke clears the mosquitoes come back, and you might not wake up to relight the fire. Plus the smoke isn't good for your lungs, and fires in enclosed areas can steal all of the oxygen in the room and suffocate the people sleeping there!*

### How ITNs work

#### Insecticide-treated nets work in three (3) ways

1. *They form a physical barrier, keeping mosquitoes from reaching people to bite them—even if the holes look big, mosquitoes cannot get through to bite the people sleeping under them*

2. *The insecticide in the nets actually repels mosquitoes—they don't like the smell of the nets and don't even want to come near them, and*
3. *The insecticide actually knocks down and kills mosquitoes—even if they are infected, they can't live to infect anyone else.*

### How we KNOW ITNs work

Many scientific studies have been done that prove that ITNs work. The first studies done on nets were actually done in Kenya. In communities that have high levels of ITN use, malaria is much lower than in communities in similar ecological zones where people do not use as many ITNs. Recent studies have shown that high ITN use reduces child deaths too.

### Some common barriers to ITN use

**Barrier 1 Myths and misconceptions**—There are some unfortunate rumors about mosquito nets that keep some people from using them. These rumors include stories of nets talking to people or causing nightmares. These are all just stories and nobody has ever experienced these things themselves—it's always a friend of a friend. Don't let these rumors distract you from the key messages.

**Barrier 2 Difficulty Hanging**—Sometimes people struggle with how to hang nets in small spaces. Others are not sure how to put a net over children who are sleeping on the floor, or who sleep in different places each night. Many pregnant women move out of the bed they share with their husband and sleep on a mat next to the bed where there is more room—without taking a net with her. Different kinds of beds and sleeping arrangements might bring up other challenges. There is no one answer on how to overcome these challenges. If someone in a session presents a challenge, ask the community to work together to think of a solution. Adults are very creative and someone will have an idea that works!



**Barrier 3 Feeling hot/suffocated**—Some people feel very hot or suffocated inside of nets. One way to deal with this is to try to make the net longer or wider or taller. The illustrations in this SGC tool show some creative ways to make a net more comfortable, e.g. taller by stitching fabric to the bottom, longer and taller by stitching two nets together etc.

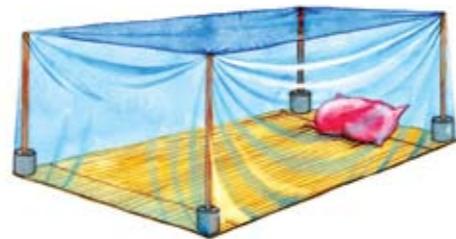
Other barriers in your community? Your community might identify other reasons keeping them from using nets. It is important to listen to the reasons that people give for not sleeping under nets, and to help them come up with solutions. When these solutions come from their friends and neighbors they are much more likely to be taken seriously.



### Various Kinds of Mosquito Nets

Mosquito nets come in all different colors, shapes and sizes. Some are square, some are mounted on rings, and some hang like curtains around beds. Some people sew extra pieces of cloth to nets to make them longer, or to weigh them down. Everybody has their own opinion about which size, shape and color of net is the best.

The most important thing to know about your net is whether it is a long-lasting insecticide treated net (an LLIN) or a regular, untreated net. Long



lasting nets don't need to be retreated with insecticide, even after they are washed. Untreated nets almost always come in a package with a treatment kit. Regular nets need to be treated with the treatment kit so that they can repel and kill mosquitoes, which makes them twice as effective at preventing malaria than an untreated net.

There are two kinds of long-lasting net technology that are approved in Kenya: Olyset Technology or Permanet Technology. Light blue nets that are given away for free in public health clinics are always long-lasting nets. Supanet Xtra, which are sold for 50 bob in rural areas are also long-lasting nets.

Any net that is not OLYSET or PERMANET requires treatment with a long-lasting insecticide treatment. Power Tab Xtra is an easy to use treatment that comes with every Kenyan-manufactured net.

### How to use a Mosquito Net Correctly

Make sure that the net is in good condition and doesn't have any big tears or holes. Make sure that it is either a long-lasting net (Olyset or Permanet) or that it is treated with Power Tab Extra.

Hang the net so that there is enough netting on the bottom to tuck under the mattress or mat—this may require using extra string, hooks, poles, etc. Make sure that any doors are overlapping or closed. Put up the net before family members go to sleep, so that they sleep the entire night—from sunset to sunrise inside the net. (insert mini-illustrations here from the picture codes)

### How to Treat a Mosquito Net

Complete illustrated instructions on how to treat a net with PowerTab Extra come with the product. Follow the directions carefully!

### Universal Coverage

Recently Kenya has made it a policy to advocate that every person in the household sleeps inside a net every night. This includes, mums and dads,

grandparents, youth, children and babies. We know now that when more than 80% of all people in a community sleep inside of a mosquito net every night, that mosquitoes can't get infected or infect other people. This means that if everybody in a community commits to sleeping inside an ITN every night that a community can become malaria-free. Think of all of the money and time you would have to dedicate to more important projects if you no longer had to worry about malaria!



## Summary for Sessions and Series of Discussions

### Facilitator's notes

*AFFIRM by thanking them for being a highly active and interested group. Tell them how you have enjoyed exploring so many important malaria concerns with them.*

*Summarise the session that just ended or the series of sessions by asking*

- 1. From our many discussions, what stands out as the most important message?*
- 2. How will the topics and messages we've explored together affect your thinking and actions?*
- 3. Do you think you'll be able to successfully share any of these messages with your partners and others in your household? Will you pass on any of this information to your neighbours and others in the community? What messages will you share, and how?*
- 4. Why is sharing these messages with your partner and others in your household important to you? Why is it important for you to tell your neighbours?*
- 5. Do you think you'll be able to successfully share these messages with others in your community? What will help you to be successful?*
- 6. Are there any other topics you want us to talk about in the future? Let's list these. If possible, do I have your permission to visit with you again? When? Who will I contact?*

*Thank you!*

- 1. Kutokana na mazungumzo yetu, kuna habari yoyote muhimu?*
- 2. Ni vipi ambavyo maswala tuliyozungumzia yataathiri fikira na matendo yako?*
- 3. Unafikiri utaweza kuzungumza na rafiki au jamii yako kuhusu mambo uliyojifunza? Je, utawaeleza jirani na jamii nzima kuhusu habari hizi? Ni ujumbe uopi ambao utajadiliana nao? Vipi?*
- 4. Kuna umuhimu gani kwako ukijadiliana na jirani na familia yako kuhusu ujumbe huu? Kuna umuhimu gani ukiwaambia jirani zako?*
- 5. Je, utaweza kujadiliani vizuri na jirani zako kuhusu ujumbe huu? Nini kitakusaidia kufanikisha mazungumzo haya?*
- 6. Je, kuna mambo mengine mngenda tuyazungumzie? Hebu tuyaandike. Je, nina ruhusa yenyu kuja kuwatembelea tena? Lini? Nitazungumza na nani?*

*Asante!*



Healthy lives. Measurable results.