



Teacher's Guide

How to Create Awareness about
the Avian Influenza Epidemic
in Your Classroom and Community

A NOTE TO TEACHERS:

The exercises given here are very simple and easy to implement. They try to provide a doable guideline for interactive activities. You may have some local exercises that can be used as well. As a teacher, you will need to have some background in interactive teaching-learning methods. Some of you may need (advanced) training to be effective. You must acquaint yourself well with the activities before using them in class. Some of you may need to practice them beforehand. Select one or two exercises that you feel comfortable with for each session. You may not want to use all of the exercises. You can repeat the same exercises by challenging children to come up with new ideas each time. To enhance participation, some tips may help:

- Allow the discussions to be as natural as possible.
- Listen to children's queries, fears and suggestions.
- Use simple language and pauses.
- Make proper eye contact (as culturally appropriate).
- Use an engaging and cheerful voice.
- Use an appropriate gestures and movements.
- Maintain a pleasant approach to encourage everyone to talk and participate.

NOTE TO READERS:

This book and related materials were developed specifically by the Academy for Educational Development (AED) to raise awareness among children and involve them in disseminating messages about effective prevention of avian influenza in their communities.

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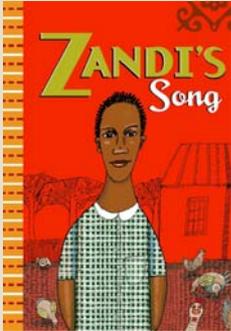
Our recommendation is that they be translated, adapted for local use, and pretested to ensure comprehension. For more information visit www.aed.org/avianflu.



The activities are divided into learning stages that lead the children from understanding the issue, to relating it to their own lives in a meaningful way and taking action.

They seek to help children think critically, make decisions to solve their problems, communicate with teachers, parents and their friends and negotiate for their own well-being. The activities suggest things that children themselves can do to prevent the spread of bird flu.

MATERIALS YOU NEED:



A number of activities are detailed here that can be undertaken with active involvement of children. Most of these do not need extra effort and won't cost anything. With the help of the children, you (teacher) can introduce these activities in the classroom. For reading exercises, you may need sufficient numbers of the storybook, "Zandi's Song." For drawing exercises, you will need coloured

pencils/crayons, paper, eraser, etc. You can hang the drawings on the classroom wall after the children complete them. This will make them feel that they have contributed and that their work is important enough for everyone to see.

Your role is to help facilitate a process that ensures full participation by all children, at their own pace. Before introducing any of these activities, you need to consider the following:

BEFORE YOU START:

- Why do you want to introduce this story to the children?
- How do you want to use it (one-to-one reading, reading it yourself, group reading by children in classroom, followed by discussions or activities)?
- What reactions or actions are you expecting from the children after they have been exposed to the story and the activities?

I. Understanding the story

GROUND RULES: Introduce the following questions to your students:

1. Discuss the story among yourselves. Check if you remember all the events (get children to narrate the story—each one can add to the storytelling).
2. Which part of the story did you like best? Why?
3. Which person in the story did you like best? Why?
4. Why was Zandi worried about her chickens? Explain.
5. What can migratory wild birds do?
6. What was Zandi's plan to keep her chickens safe from bird flu? Is this realistic? What would you have done?
7. Did you learn anything from the story? What did you learn? (probe on prevention messages, children's plans for awareness creation.)
8. Why do you think the community needs to learn about bird flu?

II. *Let's do something*

GROUND RULES: Divide the class into five equal numbered mixed groups. Each group will work on one of the questions below. Instruct them to begin discussions in their own groups. Give out paper and pencil/pen as required. After the work is completed, ask one person from each group to present the work to the class. Close the session with an open discussion on key points regarding prevention of bird flu.

- 1. Is it possible to do what Mrs. Muchunu said to prevent the spread of bird flu? What can you do to stop the spread of bird flu in your village or town? Write key points on paper.**
- 2. Draw a picture of your favourite part of the story and explain it to others.**
- 3. Draw a picture of the part of the story from which you have learnt something new and explain it to others.**
- 4. Imagine your friend who lives in another village wants to know how to prevent the spread of bird flu. Write a letter to him or her, giving your advice.**
- 5. Plan and act out a role-play of the scene where Zandi talks to Uncle and Aunty regarding bird flu. You can suggest an alternative ending to the scene.**

III. *Finding out more about ourselves and our communities*

GROUND RULES: Ask children to sit on the floor in a circle to discuss ideas. Encourage new ideas.

1. Children may want to discuss (with you/teacher) the activities in school that build a sense of unity and shared purpose (e.g., child-to-child or youth-to-youth health club to enhance importance of hygiene, especially hand washing).
2. They may want to talk with you, the health worker and village elders/community leaders. They should find out what activities in the community can help create awareness regarding the dangers of bird flu (community meetings, religious events, etc.).

IV. *Discussing and planning actions: Building our skills*

GROUND RULES: Encourage children to come up with ideas.

- 1. Children may want to develop a monthly wall newspaper or journal, including the following:**
 - Awareness messages on bird flu: how it spreads, how it can be prevented, our roles
 - Frequently asked questions: How can it affect Africa? What could be the possible consequences? (Draw a box where questions can be placed to be addressed in the next edition.)
 - Report on happenings: global scenario—new outbreaks, people affected (based on radio/TV/newspaper reports, Internet, if possible)
 - Report on meetings/discussions/any activities in your school or in the community regarding bird flu
- 2. Children may decide to make a poster. Classroom drawings will do.**

V. Taking actions: What can we (children/adolescents) do?

GROUND RULES: Support children in undertaking activities that contribute to their own development as well as to the well-being of the community. With your help they can undertake the following activities.

- 1. With their parents' consent, children can interview others to find out:**
 - What they know about bird flu, its transmission and prevention
 - What people can do about raising awareness
 - What they can do at community levels to prevent bird flu
- 2. Invite a visitor:**
 - Invite someone (a health worker/NGO worker/vet) to school or community meetings who can give facts about bird flu and how children and the community can be supportive in creating a safe environment.
- 3. Tell Zandi's story to others:**
 - Share "Zandi's Song" with friends, parents, grandparents and neighbours.
 - Conduct a discussion after sharing the story.
 - Create a drama based on the story. Invite others to watch it and discuss the educational issues.
- 4. Take collective actions:**
 - Make songs, stories to show positive attitudes towards preventing the spread of bird flu. Encourage people to ask questions and discuss local means of prevention.
- 5. Use child-to-child or youth-to-youth approach to create a plan for raising awareness regarding bird flu among your family and friends.**

Child-to-Child Six

STEP

1

With your teacher's assistance **choose the health or social issue** that is a priority for you, and make sure that you understand it well. In this case it may be creating awareness regarding proper hygiene practices to stop the spread of bird flu.

STEP

2

Take your teacher's help to **find out more** about the issue (bird flu), particularly how it affects you as a child, as well as your family and your community. You can discuss among yourselves and with adults to find out what practices can prevent bird flu, how bird flu may affect family protein intake/food security as well as family income.

STEP

3

You can discuss the results of what you have discovered and **plan an action** that you can take. This action can either be taken individually (I can) or together with other children (we can).

You can decide what you can do to help form a health unit with your classmates to make sure that people know about the importance of washing their hands after coming in contact with sick poultry, keeping poultry separate from wild birds, killing sick fowl in case of bird flu outbreaks, burning or burying dead birds, keeping children away from sick and dead birds, reporting dead birds or poultry disease outbreaks to authorities.

Step Approach

STEP 4 **Taking action, individually and together.** Help everyone in the family to understand that only a collective effort can prevent bird flu. Check if everyone understands what bird flu is, its consequences (economic and food security—see Fact Sheet for details) and the value of hand washing and general hygiene, and encourage them to inform others about how bird flu can be prevented. Find out if people can come up with ideas on how to keep domestic fowl separated from other flocks and wild birds.

STEP 5 Discuss action taken, to **see how effective it was.** Check if everyone in the family and among your friends is motivated to stop the spread of bird flu and is aware of the basic messages regarding prevention of the disease as well as how a bird flu outbreak (epidemic) can affect their lives. Identify what is easy to do and what is difficult and why.

STEP 6 **Learn from experience** and do it better every time. Discuss with family how things could be improved, what else can be done, who needs to be more alert.

THE SIX-STEP APPROACH IN ACTION

The following example shows how the child-to-child or youth-to-youth steps can be used in a school setting to help prepare or manage a “disaster situation or an outbreak of a disease.” Some examples have been given here, but there may be more. You can add the new ideas to your list. As a teacher your role is to encourage children to participate in identifying what more can be done.

- **Survey: Who needs what?**

The children can form groups and visit households in their community to find out if the awareness messages have reached everyone. They can make a list of households that have not been exposed to it and report back to the teacher so that he or she can make sure that these people are invited to meetings where bird flu prevention issues will be discussed.

- **The teacher and children work together to illustrate activities.**

With the children, brainstorm on activities they can address regarding the findings of the survey. Each group can use drawings to indicate what they would do to help. Hang the drawings on the wall for greater understanding of who would do what. The children can sign their names at the bottom of the drawings to pledge their commitment to raise awareness regarding prevention of bird flu in their community. Messages about and participatory activities on consequences of bird flu need to be repeated to be effective.

- **Children and teacher monitor their activities.**

What actions have children taken? Who have they helped? What problems did they face? What are the solutions to those problems? What activities were successful? What further role can they play in raising awareness about bird flu? How can the community be more involved?

Mrs. Muchunu came up with an action chart with the help of her students:

MOST IMPORTANT INDIVIDUAL RESPONSES TO BIRD FLU

1. Avoid sick or dead birds.
2. Report sick or dead birds to authorities.
3. Wash hands frequently by vigorously rubbing with soap and water.
4. Separate domestic poultry from wild birds.
5. Discuss these recommendations with your friends, family and community.

MOST IMPORTANT COMMUNITY RESPONSES TO BIRD FLU

- B** - be alert
- I** - inform others
- R** - respond fast
- D** - develop action plans (for prevention)

- F** - follow safety rules and correct hygiene practices
- L** - leverage community support
- U** - use local resources

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