



Fighting Climate Change, Infectious Diseases & Food Shortages



**SCHOOL AND COMMUNITY
ENGAGEMENT
TRAIN-THE-TRAINER MANUAL
FOR FACILITATORS, TEACHERS,
CAREGIVERS AND GUARDIANS**

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



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ISBN: **979-8-3304-6971-0**

First edition published July 2024

Jointly published by:

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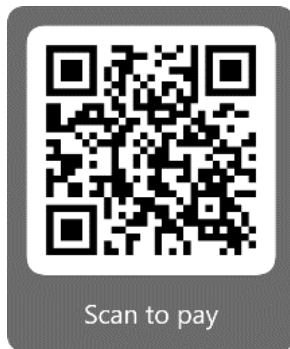
Technical word definitions:

1. Oxford Languages and Google.
2. Wikipedia.

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IMPORTANT NOTICE:

We do not recommend dosage, medication, prescriptions or use of any drugs, or medical or pharmaceutical products. Our Kick Out Malaria project including the Story and Game series, the Animated Cartoon episodes and the manual for trainers, teachers and caregivers are purely educational. These materials, products and services are developed for use at home, in schools, primary healthcare centers, youth camps, and community learning centers, and for all children and families.

For effectiveness, this manual is developed to be used together with the Kick Out Malaria Story and Game series which comprises storybooks, story apps, computer video games and cartoon video episodes. It is advised that your learners have the storybook titles each at least. To get your copies, please visit:
<https://www.kickoutmalaria.com/globalbooks>.

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KICK OUT MALARIA SCHOOL AND COMMUNITY ENGAGEMENT TRAIN-THE-TRAINER MANUAL FOR FACILITATORS, TEACHERS, CAREGIVERS AND GUARDIANS

1) Description:

The purpose of this **manual** is to train teachers, guardians, caregivers and children's leaders in schools and community learning centers in **countries vulnerable to climate change and the resultant spike in diseases** on the effective use of the Kick Out Malaria educational products comprising the **Kick Out Malaria Storybooks, Story Apps, Computer Video Games and Short Animated episodes**.

2) Goals:

1. Advocate cleanliness through behavioral change.
2. Help children and families adopt a healthy lifestyle for their well-being.
3. Teach positive attitudes towards tackling environmental pollution for the common good.
4. Groom informed climate change agents that will act as catalysts for a cleaner, greener and healthier world.
5. Raise heroes who will influence other children to act as a force towards eradicating malaria in the world.

3) Objectives:

1. To train teachers, guardians, caregivers and children's leaders on the effective use of the Kick Out Malaria educational products (Storybooks, Story Apps, Computer Video Games and Short Cartoon episodes).
2. To monitor the performance of the teachers, children or learners on the learning outcome of the Kick Out Malaria educational products, which is to live a healthy life and keep a clean environment.
3. To evaluate the impact of the Kick Out Malaria educational products and training on the lives of the children and their communities.

4) Tips for Facilitators, Trainers, Teachers and Caregivers

- a) Be punctual - keep to time.
- b) Dress moderately.
- c) Avoid foul language and abusive words when you are with children or learners.
- d) Be friendly.
- e) Keep a smiling face especially with younger children.

Here are some examples of approved dressing styles when you are with your learners:



These are for illustrative purposes and not to be limiting.

5) Kick Out Malaria Teaching Materials (Storybooks, Story Apps and Computer Video Games) Usage

5.1) Reading Comprehension – Read-to-me, Read-along, Reading in turn

5.1.0) Reading Guides:

5.1.0.1) Read-to-me – from age 3 to 7

5.1.0.2) Read myself – from 8 to 12

5.1.0.3) Assisted reading – this applies in all instances/cases for better understanding as it requires leading from a more fluent reader while learners read along, and also for special need children and adult learners who have a limited form of education or reading impairment.

5.1.0.4) Reading in turn – this ensures each learner is given the chance to read, and express themselves for retention and to ensure everyone is properly carried along.

Note: If you are capable of or fluent in a local language used by your learners, please communicate the stories, illustrations and explanation to them in that language for better understanding.

5.1.1) Storybook One:

The Kick Out Malaria First Story Title with the subtitle: **Waste Pickup and Disposal** begins with Audu, a little Farmer crying for help and running towards the primary healthcare center (that's after the doctor is set for the day according to the story).

Point of discussion: This shows that when children are sick or feeling sick, the first course of action is to seek medical help by going to the primary healthcare center or health worker near them.

Why is this important?

- 1) To get the right help from trained personnel
- 2) To know that the primary healthcare facilities and workers are provided for them in time of need.
- 3) To avoid self-diagnosis and self-medication which can cause self-harm.

Asking children/learners questions can start with:

- 1) What do you do when you are sick or if you are feeling sick?

The answer can be in two ways:

1. Go to your primary healthcare center for diagnosis and medication
2. Get help from your neighbor to call the attention of your primary healthcare workers if you cannot walk.

Important notice/Caution: Do not take drug or medication from your neighbours that are not trained for that purpose.

For better understanding:

Diagnosis: a process carried out by trained personnel to ascertain your ailment, sickness or health condition, its cause(s) and the right medication to apply.

"The identification of the nature of an illness or other problem by examination of the symptoms." Oxford Definition.

Common causes of mosquitoes and other disease-causing agents spreading malaria and other diseases according to Storybook One and the matching Cartoon Video Episodes One and Two are:

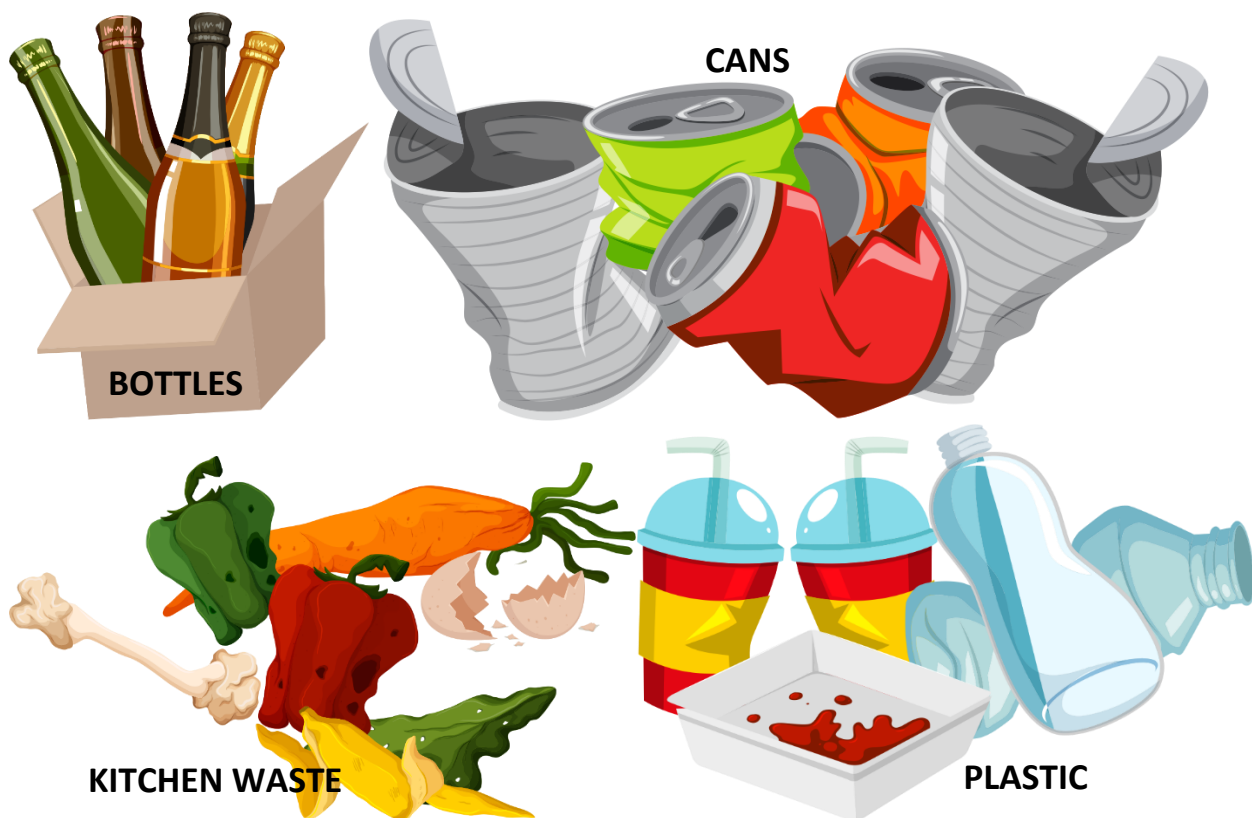
- 1) Litter of waste and spoilt food items
- 2) Scrap containers including bottles, plastics and cans holding dirty water

Children and learners must be able to identify these causes by pointing them out one after the other in the storybook.

Here is a picture of a dirty community from Storybook One with some of the causes highlighted:



The diagrams below show a closer look at each of the causes:



Why is this important?

- 1) Identification and recognition – when they are able to identify these causes in pictures, they will be able to memorize them and recognize them when they see them in reality, in their day-to-day living.
- 2) It spurs them to action to get rid of the causes.

Storybook One Practical Activities and A Call-to-Action Letter:

The activities outlined here provide children and learners with step-by-step guides on how to identify, sort and dispose of waste items properly. There are also guides on how to improvise where tools or resources needed are limited. The activities are divided into sections to help learners take it from the basics, which starts from home – where they live, to their whole community while enabling them to peer-influence at the same time. Trainers, teachers, caregivers and guardians are to supervise these activities and provide help where necessary.

ACTIVITY 1: WHAT YOU NEED TO DO (INDIVIDUAL RESPONSIBILITY)

- 1) Put on your farm or work shoes.
- 2) Get a big broom, or a rake if you have one.
- 3) Look for four (4) big containers not in use (if the containers available to you are old kegs or barrel, please seek your elderly neighbour's help to cut it open at the top. You can also use sack bags).
- 4) Label or mark the containers as follows: container 1 – KITCHEN WASTE; container 2 – PLASTIC WASTE; container 3 – CANS WASTE; container 4 – GLASS BOTTLES.
- 5) Carefully, pick up the waste in your immediate environment starting from inside your room to the places around the house and sort them in the container to where each waste item belongs.
- 6) When you are done picking all the waste items around you, tie or close the containers properly to avoid the waste getting back on the ground.
- 7) Now wash your hands properly with soap and water.

Improvisation 1: Broom from sticks

- 1) *Gather pieces of long thin sticks*
- 2) *Arrange them properly to form a bunch and tie them together with a rope at one end*
- 3) *You have a broom.*



Improvision 2: Trash can from old plastic keg or jerrycan

- 1) Look for an old plastic keg or jerrycan
- 2) Get help from your guardian to carefully cut it open at the top and use fire or file to blunt the sharp hedge.
- 3) Now you can use your keg or jerrycan as a trash can.



ACTIVITY 2: GET YOUR FRIENDS INVOLVED (PEER SUPPORT)

- 1) Go to your friends in your community and invite them to see what you did.
- 2) Show them how to do the same by following the steps in activity 1.
- 3) If they don't have the Kick Out Malaria storybook and game yet, you need to explain to them why it is important to pick up and dispose of waste materials in their environment properly as you have learnt in the storybook and game.
- 4) You can also help them prepare and label their containers for waste disposal.
- 5) When you are done, wash your hands properly with soap and water and get your friends to wash their hands too.

ACTIVITY 3: WORK TOGETHER AS A TEAM (TEAMWORK)

- 1) Now gather your friends together to form a team.
- 2) Put on your work shoes and get a big broom each (you can make big brooms by gathering long thin sticks and tie them into bunches until you have enough to go round).
- 3) Prepare and label containers as you did in the previous activities.
- 4) You can assign each of your friends (team members) to pick up a particular type of waste items, e.g., Ada to pick up plastic waste, Bayo to pick up glass bottles, Ciroma to pick up cans, etc.
- 5) Set a time for your activity, for example, 10am to 12noon.
- 6) Celebrate your team members for what they do better, like who finishes first in his/her assignment or who picks up more waste items, by clapping and singing for them.
- 7) When you are done picking all the waste items in your community, tie or close the containers properly to prevent the waste items from getting back on the ground.
- 8) Wash your hands properly with soap and water and get your friends to do the same, too.
- 9) Talk to your elderly neighbours who go to town regularly to help you get recycling companies to pick up your recyclable waste (some of these companies give rewards in exchange for plastic waste, bottles, etc.)

ACTIVITY 4: SEEK HELP FROM YOUR COMMUNITY LEADER (STAKEHOLDERS ENGAGEMENT)

LETTER TO YOUR COMMUNITY LEADER.

Instructions:

- 1) Fill in the open spaces in the letter on the next page by providing:
 - a) Date at the top right.
 - b) The name of your community leader at the top left (ask from your parent, guardian, or teacher if unknown to you).
 - c) The name of your community before salutation.
 - d) Your name in the two (2) spaces at the opening and closing of the letter.
 - e) Get your friends to write their names in the space under your name at the closing of the letter.
- 2) Carefully, cut out the letter along the marking line, put the letter neatly in a clean envelope and write the name of your community leader (or simply 'DEAR COMMUNITY LEADER') on the back of the envelope and send your letter to your community leader.

NOTE: YOU MAY NOT SEND THIS LETTER IF YOU ALREADY HAVE WASTE DISPOSAL TOOLS THAT ARE FUNCTIONING IN YOUR COMMUNITY.

Date:

Mr/Mrs/Chief
Community Leader,

.....

.....

Dear Community Leader,

I am I read a storybook titled: 'Kick Out Malaria: Waste Pickup and Disposal', where I learnt that keeping my environment clean can keep mosquitoes away and make me free from malaria.

My friends and I have cleaned our immediate surroundings and have gone ahead to clean the whole community. We have containers with labels into which we sorted the waste by their types. You should come around to see it!

We have talked to a neighbor to help us get contacts of those who pick up recyclable waste and give a reward. We need your help to provide a proper disposal for our kitchen waste to prevent waste littering in the community.

We will be happy to get your help so that we can keep our community clean at all times to fight malaria and other diseases.

Thank you.

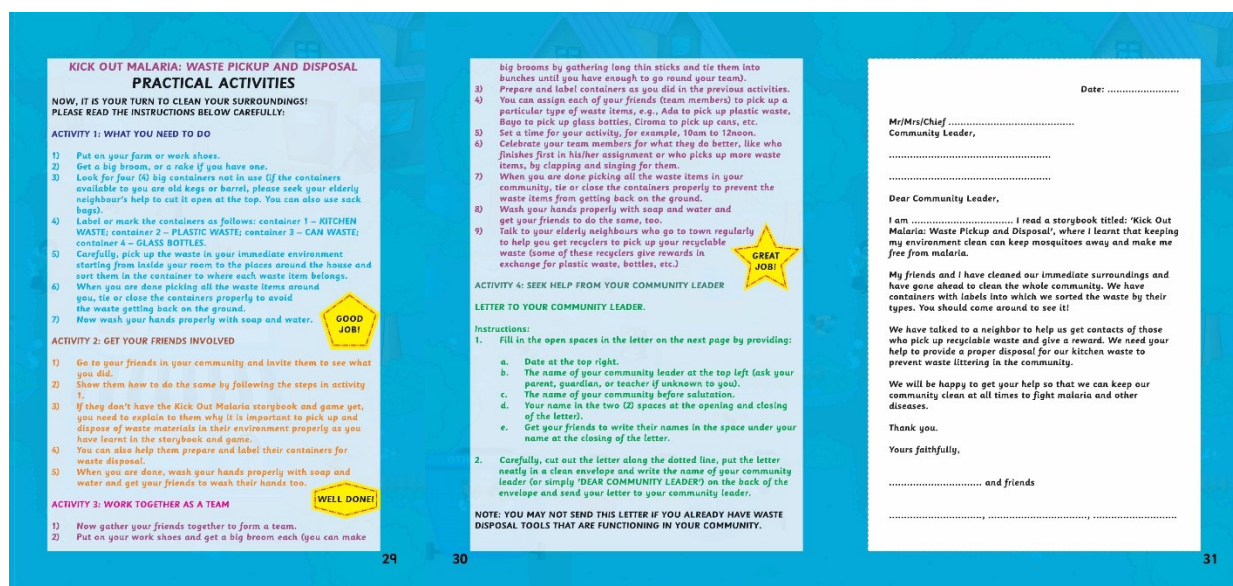
Yours faithfully,

..... and friends

.....,,

**GOOD
JOB!**

Practical activity diagrams from Storybook One:



5.1.2) Storybook Two:

Kick Out Malaria Second Story Title with the subtitle: **Plug the Puddles of Water** starts with Audu, now healthy and feeling good, strolling into the health center to see the doctor.

Point of discussion: Children/learners are to be encouraged to visit the primary healthcare center or health worker near them regularly.

Why is this important?

- To ask important questions about their health,
- For regular check to fight diseases before they get bigger or out of control,
- To learn about new things, such as new diseases that can affect them or some benefits made available to help them stay healthy like free mosquito nets etc.
- Because of lack knowledge, some of these benefits like free mosquito nets end up in the market where they are sold to privileged individuals, or are used for different purposes other than what they are meant for – as fishing nets or to cover vegetables in the farm or to preserve food which can have an adverse effect on their health.

You can ask your learners some questions like:

- 1) Have you visited your primary healthcare center before or of recent times?
- 2) For what reason?
- 3) Were your needs met?

The purpose of these questions is to know if your learners are aware of their primary healthcare provision and to help them know how important it is to visit and make good use of it regularly.

Important notice/Caution: The questions above can be sensitive and therefore, should be limited to malaria and NTDs cases. Other cases like HIV status, etc. are not to be discussed publicly to avoid stigmatization, but are rather to be referred to medical professionals.

For better understanding:

***“A primary healthcare center (PHC) is a basic unit of public health services in developing countries.”** Wikipedia.*

Mosquito and other disease-causing agents’ breeding sites spreading malaria infections and other diseases according to Storybook Two and the matching Cartoon Video Episodes Three and Four are:

- 1) Puddles
- 2) Dirty utensils
- 3) Other housewares or containers not in regular use but holding dirt water inside and around the house

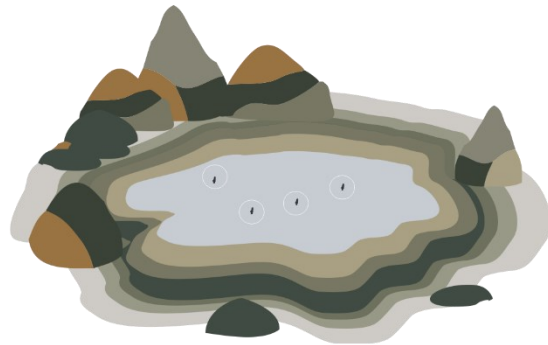
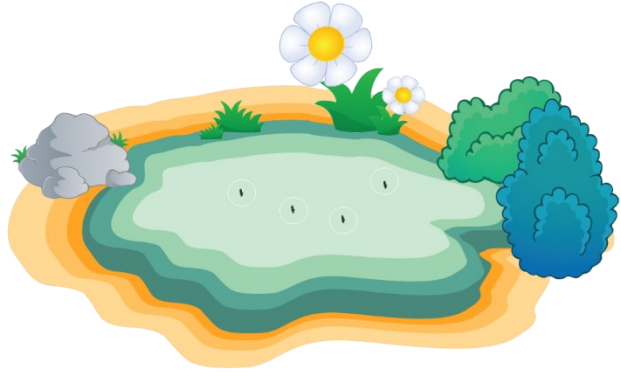
Children/learners must be able to identify these breeding sites by pointing them out one after the other in the storybook. Detailed instructions with video guides on how to wash and stack up dirty utensils can be seen in cartoon video episode three subtitled: **Mosquito Breeding Sites – Dirty Utensils.**

Here is a picture of a community with puddles from Storybook Two. The puddles are highlighted:



The diagrams below show a closer look at each of the puddles (illustration and photograph):





Why is this important?

- 1) Many people are unaware of the danger posed to their health and wellbeing by their dirty utensils, household containers, and puddles in their community holding dirty water for too long.
- 2) Having this knowledge will spur them into action to take proper care of the utensils and wares and fill or plug the puddles following the steps in the storybook two and the matching video episodes.

Storybook Two Practical Activities and A Call-to-Action Letter:

The activities outlined here provide children/learners with step-by-step guides on how to identify, dispose of dirty water from their utensils and wares, and plug the puddles in their communities properly. There are also guides on how to improvise where tools or resources needed are limited. The activities are divided into sections to help learners take it from the basics, which starts from where they live, and extends further to their whole community while enabling them to peer-

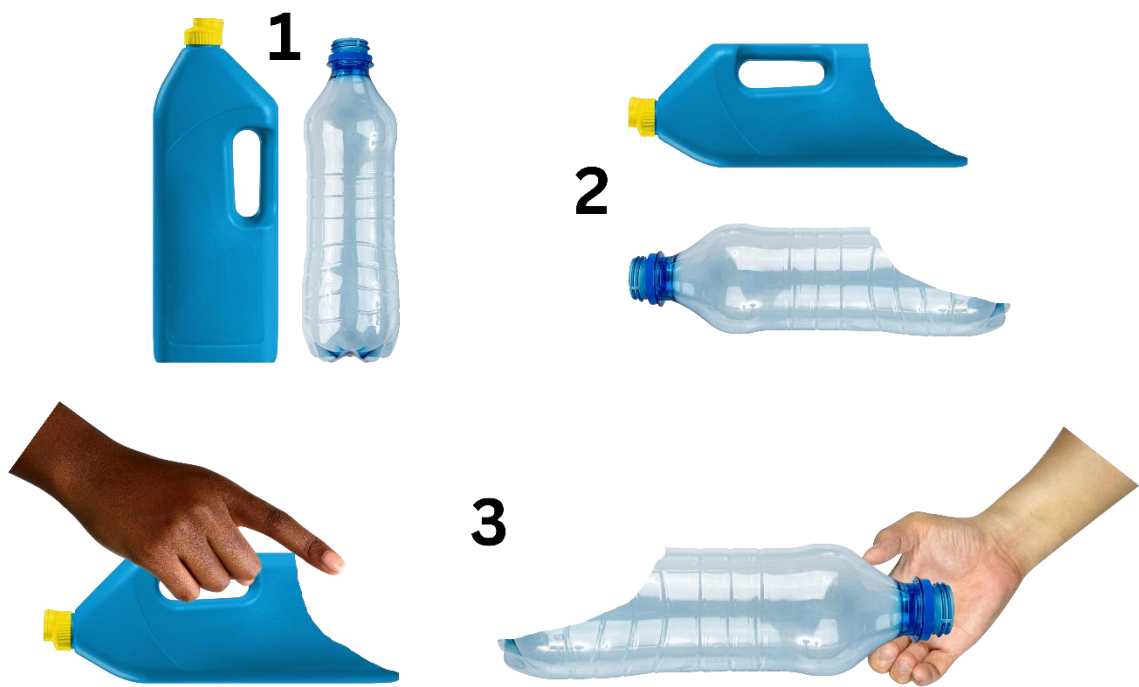
influence alongside. Trainers, teachers, caregivers and guardians are to supervise these activities and provide help where necessary.

ACTIVITY 1: WHAT YOU NEED TO DO

- 1) Put on your farm or work shoes.
- 2) Get a small bucket and hand trowel ready, or any tool to take soil with.
- 3) Look for dirty plates and other household wares inside your room, gather them together, wash and rinse them with clean water, and stack them up on a clean surface to drain out the water.
- 4) Now, look for pots and other household containers holding dirty water around the house and throw the water away.
- 5) If the dirty water in the household containers has food waste, remove the food waste using sieve and dispose of it in the kitchen waste container, then pour only the dirty water out in the gutter or sewage channel.
- 6) If you don't have gutter or sewage channel in your environment yet, take the dirty water into the bush, pour it on the ground and cover it up with soil to prevent houseflies from coming to your house.
- 7) Keep your pots and household containers clean after use and turn them upside down to prevent dirty water from storing in them until when you need them again.
- 8) Now wash your hands properly with soap and water.

Improvisation: Scoop from a plastic bottle (in place of hand trowel)

- 1) Look for an empty plastic bottle (also PET bottle)
- 2) Get help from your guardian to carefully cut it slantingly open at the bottom and use fire or file to blunt the sharp edge.
- 3) Now you can use your new tool to take sand in place of a hand trowel.



ACTIVITY 2: GET YOUR FRIENDS INVOLVED

- 1) Go to your friends and invite them to your house to see what you did.
- 2) Show them how to do the same by following the steps in activity 1.
- 3) If they don't have the Kick Out Malaria Storybook 2 and game yet, you need to explain to them why it is important to remove dirty water in their environment as you have learnt in the storybook and game.
- 4) When you are done, wash your hands properly with soap and water and encourage your friends to wash their hands too.

ACTIVITY 3: WORK TOGETHER AS A TEAM

Instructions: This activity requires you and your friends to look for holes in the ground (puddles) and scrap containers holding dirty water. You are to fill up the puddles with soil, pour out the dirty water from the containers and properly dispose of the containers. Some of these containers can be pieces (fragments) of broken bottles (or other breakable wares) so be careful when handling them.

- 1) Gather your friends together to form a team.

- 2) Put on your farm or work shoes.
- 3) Every one of you need a small bucket and hand trowel, or any tool you can use to take soil.
- 4) You can assign each of your friends (team members) to a section of the community, e.g., Ada to Mama Alero's compound, Bayo to places around the health centre, Ciroma to places around Baba Ade's house, etc.
- 5) Set a time for your activity, for example, 9am to 11am.
- 6) Celebrate your team members for what they do better, like who finishes first or who does more work, by clapping and singing for them.
- 7) When you are done, wash your hands properly with soap and water and encourage your friends to do the same, too.
- 8) Visit your community health centre or health workers and ask them how they can help you get free mosquito nets from organizations donating mosquito nets to rural areas.

ACTIVITY 4: SEEK HELP FROM YOUR COUNCIL LEADER

LETTER TO YOUR COUNCIL LEADER.

Instructions:

1. Fill in the open spaces in the letter on the next page by providing:
 - a. Date at the top right.
 - b. The name of your council leader at the top left (ask your parent, guardian, or teacher if unknown to you).
 - c. The name of your community before salutation.
 - d. Your name in the two (2) spaces at the opening and closing of the letter).
 - e. Get your friends to write their names in the space under your name at the closing of the letter.
2. Carefully, cut out the letter along the dotted line, put the letter neatly in a clean envelope and write the name of your council leader (or simply 'DEAR COUNCIL LEADER') on the back of the envelope and send your letter to your council leader.

NOTE: YOU MAY NOT SEND THIS LETTER IF YOU ALREADY HAVE FUNCTIONING SANITARY FACILITIES IN YOUR COMMUNITY.

Date:

Mr/Mrs
Chairman/Chairperson,

.....

.....

Dear Sir/Ma,

My name is I read a storybook titled:
'Kick Out Malaria: Plug the Puddles of Water', where I learnt that
keeping my household wares clean and filling in the puddles in
my community can keep me free from malaria.

My friends and I have cleaned our household wares and have
gone ahead to fill in all the puddles of dirty water in the
community, which mosquitoes once used as breeding grounds.

While we went about our activity, we were bothered by the
amount of human waste litter in some parts of the community.
Even though we have rid the community of puddles of dirty
water, human waste littering is equally not good for our health.

We need your help to provide sanitary facilities for our
community.

We will be happy to get your help so that our community can be
free from malaria and other diseases.

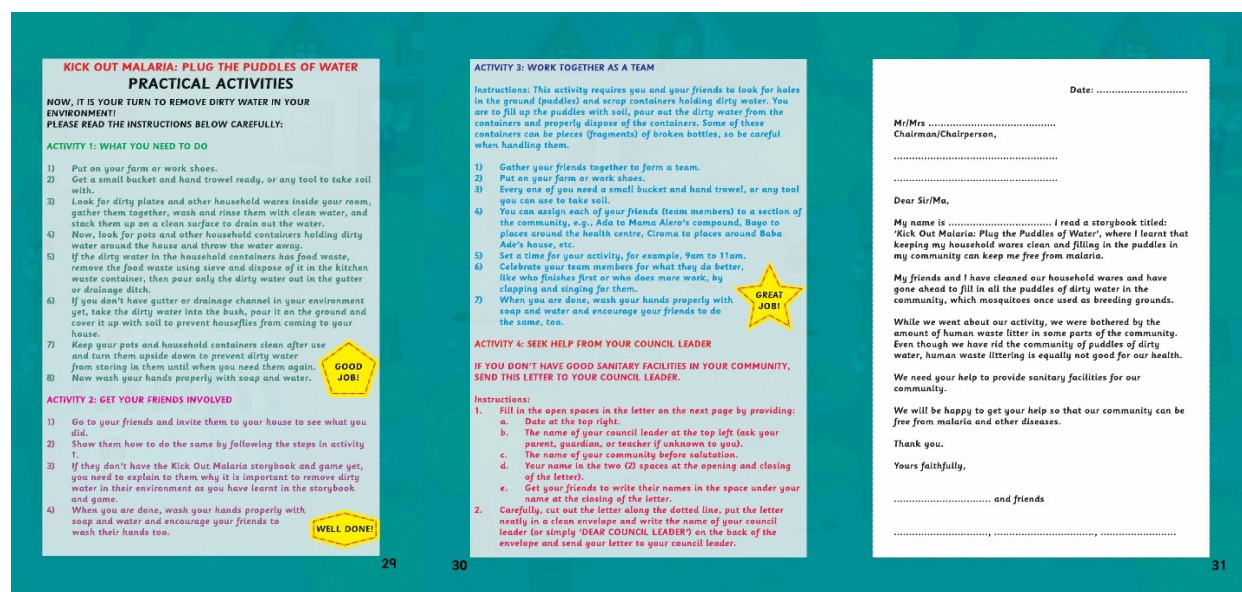
Thank you.

Yours faithfully,

..... and friends

.....,,

Practical activity diagrams from Storybook Two:



5.1.3) Storybook Three:

In the Kick Out Malaria Story Title three with the subtitle: **Clear the Drainage Channels**, it is stated that Doctor Chinyelu looks out the window of the healthcare center when she hears the community people talking and laughing to be sure that they are okay. later on, she sees one of the community dwellers (Audu) passing by and beckons to him.

Points of discussion:

Learners: Children and learners need to know that it is good to respond to their healthcare workers and specialists when they are approached and provide them with the basic information about their wellbeing they are asked.

Trainers and caregivers: It is important for healthcare workers, primary healthcare specialists, and community change agents to be on alert, attentive, approachable and close enough to people in local communities to be of help to them in time of need.

Why is this important?

- 1) To avoid casualties resulting from preventable causes.
- 2) To connect health services to people in need during emergency, e.g., paramedics, ambulance services, etc.

- 3) To provide communication assistance to local dwellers who are not fluent in a working language and available information or data on the cause of emergency to help professional healthcare providers perform their duty faster.

Here are some questions you can ask your learners:

- 1) Why do you need a healthcare center or healthcare specialist?
- 2) Why do you need to tell your healthcare worker or specialist about yourself (wellbeing)?

The purpose of these questions is to let your learners know the importance of their healthcare facilities, healthcare workers and specialists and also why it is important to provide the information their healthcare workers and specialists need from them.

Important notice/Caution (for trainers):

- 1) Be friendly and approachable
- 2) Helping people in your community or any local community is a noble cause, so feel belonging and be diligent
- 3) Under no circumstances should you prescribe medication if you are not trained to do so.

For better understanding:

“A specialist is a doctor who has special training in and knowledge of a particular area of medicine.” Cambridge Dictionary.

Common causes of mosquitoes and other disease-causing agents spreading malaria infections and other diseases according to Storybook Three and the matching Cartoon Video Five and Six are:

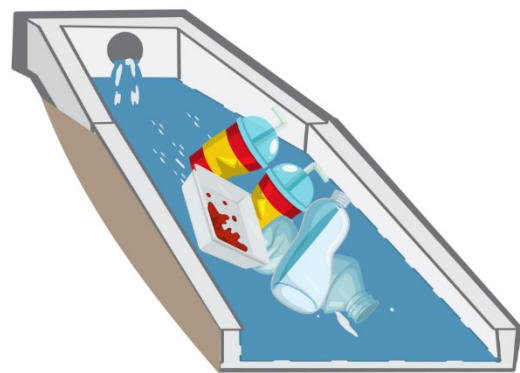
- 1) Poor personal hygiene
- 2) Clogged drains and sewers

Children/learners must be able to identify these causes by pointing them out one after the other in the storybook. Detailed instructions with video guides on good personal hygiene and how to clear drains and sewers within a community can be seen in cartoon video episodes five and six subtitled: **Personal Hygiene** and **Clear the Drainage Channels** (in production).

Here is a picture of a community with clogged drains from Storybook Three with the clogged areas highlighted:



The diagrams below show a closer look at each of the clogged areas (illustration and photograph):





Why is this important?

- 1) Children including many adults are unaware of the danger caused to their health and wellbeing by throwing waste materials in the drainage channels.
- 2) Having this knowledge will spur them into action to take proper care of their drains and sewers, disapprove thrashing and ensure regular maintenance of the drainage systems in their community or even create one themselves if they do not have already, following the steps in the storybook three and the matching video episodes.

Even with your door and window screens, you can still breed mosquitoes and other disease-causing agents in your home. Other breeding sites for mosquitoes and other disease-causing agents at home include:

- 1) Toilet bowl and cistern not in regular use but holding water
- 2) Container used to collect water from a leaking kitchen sink or faucet.

What to do:

- 1) Flush your toilet (not in use) at least once a week to avoid turning it into a breeding ground for disease-causing agents, e.g., mosquitos and houseflies.
- 2) Dispose of water collected from your leaking kitchen sink and faucet regularly, at least once a week.

Other common disease-causing agents include:

- 1) Ticks
- 2) Cockroaches
- 3) Lice
- 4) Bedbugs
- 5) Rats
- 6) Lizards and other reptiles

While some reptiles can be helpful at home by catching other disease-causing agents like houseflies and cockroaches, having contact with food stuffs especially food mostly eaten raw like cassava flakes (garri) and unwrapped cookies can lead to a severe illness. Rat is a well-known leading cause of laser fever.

Causes and remedies are further treated in the practical activity section below.

Storybook Three Practical Activities and A Call-to-Action Letter:

The activities outlined here provide children/learners with step-by-step guides on how to do a thorough personal hygiene on a daily basis, and to properly maintain and preserve the sanitation facilities made available to them in their communities. The activities are divided into sections to help learners take it from the basics, which is to ensure that they take proper care of themselves every day, and extends further to maintaining the sanitation facilities provided for their community. Trainers, teachers, caregivers and guardians are to supervise these activities and provide help where necessary.

ACTIVITY 1: WHAT YOU NEED TO DO (DAILY CHECK LIST)

Important note: Observing your personal hygiene everyday will keep you clean, healthy and strong.

- ☐ Brush your teeth twice every day, in the morning and at night.
- ☐ Take your bath twice every day, in the morning and at night.
- ☐ Wash your hands with soap and water after play, or work, and before you eat.
- ☐ Boil your water and wait for it cool down, then filter it with sieve to remove the waste under the water before drinking (for water obtained from untreated source, e.g., stream, well, etc.).
- ☐ Barb your hair regularly; but if you want to keep your hair, wash and comb it properly every day.
- ☐ Wash your clothes and dry them under the sun before wearing them (with the exception of wash-and-dry machines).
- ☐ Keep your room clean, tidy, and ventilated by opening your windows during the day for fresh air to come in.
- ☐ Sleep under a mosquito net at night to avoid mosquito bites.
- ☐ Cook your meal properly before eating, especially if it contains raw fish, egg or meat.
- ☐ Cover your food when you are not ready to eat and the leftover food if you're still going to eat it later.
- ☐ Drink plenty of clean water every day to keep you cool and to replace lost water in the body (hydration).
- ☐ Seek help from your parent or guardian to keep your fingernails and toenails trimmed regularly.
- ☐ Go out for walk and engage in games and sporting activities in your free time to keep you fit.
- ☐ Eat plenty ripe fruits and vegetables in your meal for enough vitamins to fight harmful bacteria in your body.
- ☐ Cough and sneeze into tissue paper and dispose of it properly, or you can cough or sneeze into the inward part of your elbow and wash it off with soap and water thereafter.
- ☐ If you feel sick, go to your community health centre or stay at home and seek medical help.

ACTIVITY 2: GET YOUR FRIENDS INVOLVED

- 1) Go to your friends and talk to them about the tips you have learnt in activity 1, and what benefits you have seen in your body as you are following the tips.
- 2) If they don't have the Kick Out Malaria storybook and game yet, you can copy the tips in activity 1 on sheets of paper and give your friends a copy each.
- 3) Make it a duty to remind yourselves to follow the tips every day.

ACTIVITY 3: WORK TOGETHER AS A TEAM

Instructions: This activity requires you and your friends to clear the path of the drainage channels in your community. A drainage channel can be a properly constructed gutter, or a long ditch dug in the ground for wastewater to pass through. If your community water pump does not have a drainage system, the places around it will be waterlogged which will attract mosquitoes and other disease carriers. So, you need to seek the help of your elderly neighbours to create a drain for wastewater to flow away.

- 1) Gather your friends together to form a team.
- 2) Put on your work shoes and get a rake each (you can use a pair of long thick sticks in place of a rake to pick up waste items from small drainage ditches. For gutters or big drainage channels, please seek help from your elderly neighbours.)
- 3) You can assign each of your friends (team members) to a section of the community, e.g., Ada to follow the drainage path to Mama Alero's compound, Bayo to trace the drainage path to places around the health centre, Ciroma to follow the drainage channel to Baba Ade's house, etc.
- 4) Rinse recyclable waste items, e.g., plastic and glass bottles, and sort them to the matching dustbins.
- 5) Set a time for your activity, for example, 9am to 11am.
- 6) Celebrate your team members for what they do better, like who finishes first or who does more work, by clapping and singing for them.
- 7) When you are done, wash your hands properly with soap and water and encourage your friends to do the same, too.

- 8) Visit your community health centre or health workers and ask them how they can help you get free mosquito nets from organizations donating mosquito nets to local communities.

ACTIVITY 4: APPRECIATION LETTER TO YOUR LEADER

If you have received any help from your leaders because of the letters you sent to them in the past, you can send this appreciation letter to thank them for their help. You can also copy this letter on sheets of paper to reach more leaders who offered help to your community.

Instructions:

1. Fill in the open spaces in the letter on the next page by providing:
 - a. Date at the top right.
 - b. The name of your community or council leader at the top left.
 - c. The name of your community before salutation.
 - d. Your name in the two (2) spaces at the opening and closing of the letter).
 - e. Fill in the two (2) spaces in the body of the letter choosing a word or group of words from each of the brackets as applicable.
 - f. Get your friends to write their names in the space under your name at the closing of the letter.
2. Carefully, cut out the letter along the dotted line, put the letter neatly in a clean envelope and write the name of your community or council leader on the back of the envelope and send your letter to your leader.

Date:

Mr/Mrs/Chief
Community/Council Leader,

.....

.....

Dear Sir/Ma,

I,, am glad to send this letter of appreciation to you for your help to my community.

My friends and I, and all the people in my community are happy for our new(water pump/sanitary facilities/community health centre, etc.), all because of your help!

Everyone is going about their daily life in good health. My friends and I are having a good time going to school, studying our books, helping our parents at home, and playing in our free time in a clean environment. We like this new change in our way of life which has brought so much joy to us.

My friends and I are setting apart every (Tuesday/Wednesday/Thursday) after school and Saturday morning to keep the community clean and to make sure that our new facilities are in good condition.

Thank you very much.

Yours faithfully,

..... and friends

.....,,

**GOOD
JOB!**

Practical activity diagrams from Storybook Three:

KICK OUT MALARIA: CLEAR THE DRAINAGE CHANNELS
PRACTICAL ACTIVITIES

NOW IT IS YOUR TURN TO CLEAR THE DRAINAGE CHANNELS IN YOUR COMMUNITY, BUT FIRST YOU NEED TO LEARN SOME TIPS TO TAKE CARE OF YOURSELF (PERSONAL HYGIENE)! PLEASE READ THE INSTRUCTIONS BELOW CAREFULLY:

ACTIVITY 1: WHAT YOU NEED TO DO (DAILY CHECK LIST)

OBSERVING GOOD PERSONAL HYGIENE EVERYDAY WILL KEEP YOU CLEAN, HEALTHY AND STRONG.

- 1) Brush your teeth twice every day, in the morning and at night.
- 2) Take your bath twice every day, in the morning and at night.
- 3) Wash your hands with soap and water after play, or work, and before you eat.
- 4) Boil your water and wait for it to cool down, then filter it with sieve to remove the waste in the water before drinking.
- 5) Bath your hair regularly; but if you want to keep your hair, wash and comb it regularly.
- 6) Wash your clothes and dry them under the sun before wearing them.
- 7) Keep your room clean, tidy, and ventilated by opening your windows during the day for fresh air to come in.
- 8) Sleep under mosquito net at night to avoid mosquito bites.
- 9) Cook your meal properly before eating, especially if it contains raw fish, egg or meat.
- 10) Cover your food until you are ready to eat and the leftover if you're still going to eat it later.
- 11) Drink plenty of clean water every day to keep you cool and to replace lost water in the body (hydrate).
- 12) Seek help from your parent or guardian to keep your fingernails and toenails trimmed regularly.
- 13) Go out for walk and engage in games and sporting activities in your free time to keep you fit.
- 14) Eat plenty ripe fruits and vegetables in your meal for enough vitamins to fight harmful bacteria in your body.
- 15) Cough and sneeze into tissue paper and dispose of it properly, or you can cough or sneeze into the inward part of your elbow and wash it off with soap and water thereafter.
- 16) If you feel sick, go to your community health centre or stay at home and seek medical help.

GOOD JOB!

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ACTIVITY 2: GET YOUR FRIENDS INVOLVED

- 1) Go to your friends and talk to them about the tips you have learnt in activity 1, and what benefits you have seen as you are following the tips.
- 2) If they don't have the Kick Out Malaria storybook and game yet, you can copy the tips on sheets of paper and give your friends a copy each.
- 3) Make it a duty to follow the tips every day.

WELL DONE!

ACTIVITY 3: WORK TOGETHER AS A TEAM

Instructions: This activity requires you and your friends to clear the path of the drainage channels in your community for wastewater to flow away freely. Please follow the steps in activity 3 of the practical activities from the two (2) other book titles in this series.

- 1) In agreement with your friends, set apart two (2) days every week to clean the sanitary facilities in your community, for example, Wednesdays and Saturdays.
- 2) Ask your community health workers how they can help you get mosquito nets from organizations donating them to local communities.

GREAT JOB!

ACTIVITY 4: APPRECIATION LETTER TO YOUR LEADER

If you have received any help from your leaders, send this appreciation letter to them. You can copy this letter on sheets of paper to reach more leaders who offered help to your community.

Instructions:

1. Fill in the open spaces in the letter on the next page by providing:
 - a. Date at the top right.
 - b. The name of your community or council leader at the top left.
 - c. The name of your community before salutation.
 - d. Your name in the two (2) spaces at the opening and closing of the letter.
- e. Fill in the two (2) spaces in the body of the letter choosing a word or group of words from each of the brackets as applicable.
- f. Get your friends to write their names in the space under your name at the closing of the letter.
2. Carefully, cut out the letter along the dotted line, put the letter neatly in a clean envelope and write the name of your community or council leader on the back of the envelope and send your letter to your leader.

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Date:

Mr/Mrs/Chief
Community/Council Leader,

Dear Sir/Ma,

I,, am glad to send this letter of appreciation to you for your help to my community.

My friends and I, and all the people in my community are happy for our new(water pumps/sanitary facilities/community health centre, etc.), all because of your help!

Everyone is going about their daily life in good health. My friends and I are having a good time going to school, studying our books, helping our parents at home, and playing in our free time in a clean environment. We like this new change in our way of life which has brought so much joy to us.

My friends and I are setting apart every (Tuesday/Wednesday/Thursday) after school and Saturday morning to keep the community clean and to make sure that our new facilities are in good condition.

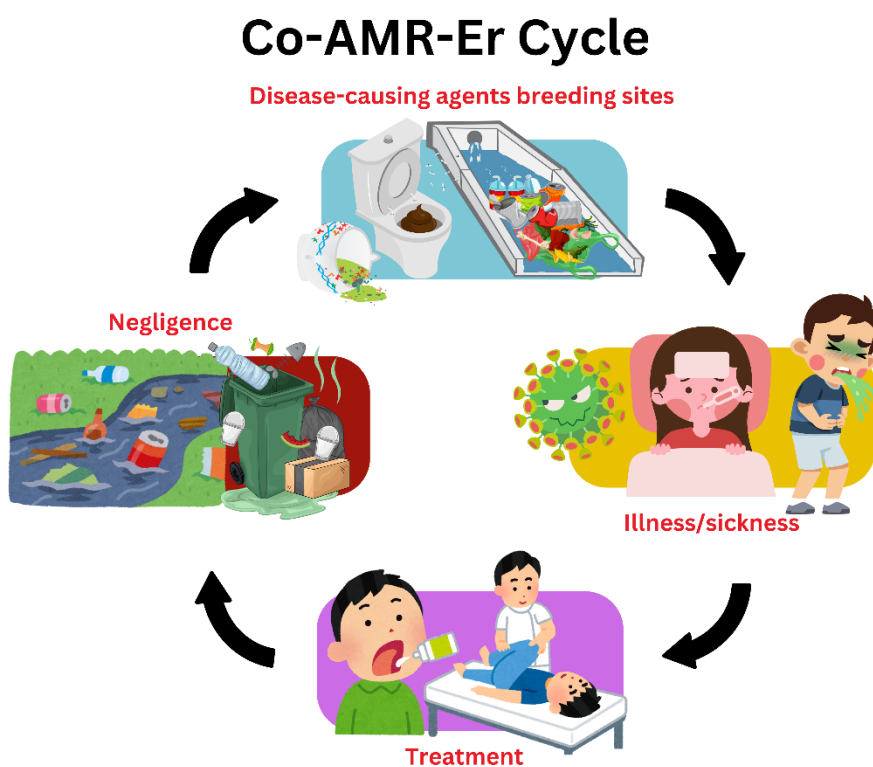
Thank you very much.

Yours faithfully,

..... and friends

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5.2) Diagram: Co-AMR-Er Cycle.



Practices or activities that can enable antimicrobial resistance in local communities in simple terms:

1. Mosquitoes and other disease-spreading agents' breeding sites – e.g., clogged drains, scrap containers and bottles holding dirty water, undisposed spoilt food items, dirty household utensils, etc.
2. Illness/sickness – malaria, diarrhea, cholera, typhoid fever, etc.
3. Treatment – vaccine, spray, mosquito nets, etc.
4. Negligence – improper handling of human waste, unhealthy habits and behaviors, e.g., trashing.

***Co-AMR-Er** is a short form for **Common antimicrobial resistance enablers**.

Co-AMR-Er happens when people get sick, receive treatment and return to their old habits that lead to them getting sick again.

Example: A man or woman complains about headache caused by “excessive smoking”, gets treated, goes back to “excessive smoking” and gets headache again. The cycle continues until the root cause of headache is addressed which is “excessive smoking”.

5.3) Questions and Answers – Individualized, collective

The questions provided under the reading comprehension of each storybook titles are for illustration purposes only, and not limiting or exhaustive. Trainers are to draw as many questions as possible from each of the books, games and videos, as well as from events in the community that relate to the topics being treated in the books and other media and also to encourage children and learners to ask questions about virtually anything relating to the theme being treated including themselves, trainers and their community. Trainers are to ensure that each child or learner is fully involved in all the sections including the reading comprehension, questions and answers, and the practical activities. Questions about health issues other than treated in the storybooks, games and cartoon video episodes are to be referred to a professional health service provider.

5.4) Skit/Demonstration – Character Role Play

Character role play is an effective way of helping children or learners understand the topics being treated better. So, trainers are to create a community scenario where a learner will play the part of Farmer Audu, another the part of Doctor Chinyelu, and two people the parts of Mama Alero and Baba Ade respectively. The characters are to be rotated among the learners to ensure everyone participate in the play. The purpose of the skit or demonstration is to act out the stories for learners to enjoy the play and memorize the lessons.

5.5) PRE-CAUTIONS:

- 1) Activities such as disposal of broken glasses and sharp objects are to be done by adults.**
- 2) Ideal puddles, gutters or drains for younger children should be ankle-deep. Deeper puddles and gutters are to be taken care of by adults.**
- 3) Children and young learners are to be encouraged to seek help from their caregivers and guardians for the two parts above.**

5.6) Activity simulation through Computer Video Game and Instructional Video Episodes

The Kick Out Malaria Games and Cartoon Video Episodes serve as visual aid for children and learners as well as to simulate the physical activities in the storybooks. Below are installation guide and playing, watching or streaming instructions:

5.6.1) Kick Out Malaria Games (1-3) Instructions

Step 1: DVD Contents

Each DVD contains 2 folders and 2 files namely:

- 1) CLICK-AND-PLAY
- 2) INSTALLER
- 3) DEMO VIDEO
- 4) INSTRUCTIONS

Step 2: Installation Options

This DVD is compatible with Microsoft Windows PCs. You can access the game by opening the **“CLICK-AND-PLAY”** folder and double-click on **“KickOutMalariaGame_.exe”** (*‘_’ represents game title number 1-3*) to run the game, or by running the Windows NSIS Installer in the **“INSTALLER”** folder to install the game on your PC.

Please note that you will need the DVD anytime you want to play the game if you access the game from the **“CLICK-AND-PLAY”** folder as this option does not install the game app/software on your computer. If you choose the **“INSTALLER”** option instead, the game will be installed on your PC, and you can click and play the game on your PC anytime without the DVD.

Step 2: How to Play the Game

- 1) When you open the game to play, wait for about a couple of minutes to listen to the audio dialogue between “Doctor Chinyelu” and “Audu” to learn the tasks.
- 2) When you are ready to play, press **“ENTER”** key on your keyboard. This will take you to the game scene.
- 3) Use the **“Arrow”** keys on your keyboard to move the player around the scene.
- 4) Use the **“Spacebar”** key to pick up and put down items in the game, and to disengage the NPCs (Non-Player Characters e.g., Waste bins and Puddles) when you drop the right item in them or interact with them.

Have fun kicking ‘mal’ out of your ‘area’ (mal-aria)!

5.6.2) Kick Out Malaria Story Apps (1-3) Instructions

Step 1: DVD Contents

Each Kick Out Malaria Story App main folder contains 1 sub folder and 2 files namely:

- 1) CLICK-AND-PLAY
- 2) DEMO VIDEO
- 3) INSTRUCTIONS

Step 2: Installation Options

This app is compatible with Microsoft Windows 10 PC. You can access the app by opening the **“CLICK-AND-PLAY”** folder and double-click on **“KickOutMalariaStory_.exe”** (*‘_’ represents story app title number 1-3*) to run the app on your PC.

Please note that you will need the DVD anytime you want to play the app.

Step 2: How to Play the App

- 1) When you open the app, wait for about a couple of minutes to listen to the audio dialogue between “Doctor Chinyelu” and “Audu” to learn the tasks.
- 2) When you are ready to read, use the “Arrow” keys on your keyboard to turn the pages left or right as you would do when you turn the pages of a book.

5.6.3) Kick Out Malaria Cartoon Video Episodes Instructions

Kick Out Malaria Cartoon Video Episodes are viewed the same way as your home videos when you have your copy of the titles and the online video stream option is done the same way as when you are watching videos on the popular streaming sites like YouTube, Vimeo, etc. Access to Kick Out Malaria Cartoon Videos is required. This should be included in your training package.

6) Additional Information

6.1) Kick Out Malaria Repurpose-to-Wealth

Repurpose-to-Wealth is an initiative under the Kick Out Malaria project to help homes and families turn their waste into wealth. This initiative ensures that recyclable waste such as plastic containers, cans and glass wares are repurposed for other use at home or properly preserved for pickup by local recyclers to conserve the environment from pollution.

Here are a few examples of what the recyclable waste can be used for:

- 1) **Plastic bottles and glass wares** can be reused as containers for spices, lotion, power, liquid soap, etc. For plastic bottles and glass wares without corks or

covers, materials that are easily obtainable like polyethene foam also called PE or LDPE foam can be used to keep the bottles air-tight.

- 2) **Cans with lids** can also be used for purposes as described in item number 2 above. **Cans cut open** requires professional handling and should be sent to recycling companies.

Projects under the Kick Out Malaria Repurpose-to-Wealth initiative are:

1) Repurpose2Wealth Food Security:

Every year, stems from staple foods like yams worth billions of USD go into waste from African homes directly from the kitchen, leaving farmers with a shortage of seeds to plant and higher inflation for the populace.

With Repurpose2Wealth Food Security, households and families can keep their yam stems (popularly referred to as ‘yam heads’) for local farmers to boost their yields. The yam stems, which are usually disposed of with other kitchen waste are highly sought-after by farmers for plantation.

We have a reward-based system whereby the homes give the yam stems in exchange for money. This motivates the households to willingly collect and preserve the items for our agents who go from home to home to pick up the yam stems for farmers.

To submit your yam heads for a reward or to help your learners submit theirs visit: <https://foodsecurity.kickoutmalaria.com>.

2) Repurpose2Wealth Old-4-New Mosquito Nets:

The new **long-lasting insecticidal nets (LLINs)** used to prevent **mosquitoes and other disease-spreading insects** are made from **polyethylene** the same material used in the **production of plastic bottles or PET bottles** making them **non-biodegradable and highly toxic to the environment**, but **RECYCLABLE**.

Working directly with homes, families, and organizations distributing free mosquito nets to local communities, households can hand in their old mosquito nets for a new one, or in exchange for money.

To submit your old mosquito nets for a reward or to help your learners submit theirs visit: <https://mosquitonets.kickoutmalaria.com>.

3) Repurpose2Wealth Circular Economy:

Every year, **recyclable domestic waste like PET bottles, Soda cans, plastic grocery bags and glass bottles** worth billions of USD goes into landfills, resulting in depletion of natural resources and a mammoth amount of environmental pollution worldwide. **Repurpose2Wealth Circular Economy is helping households and families worldwide turn these waste items into wealth and tap into a US\$176 billion economy.**

To submit your recyclable domestic waste items for a reward or to help your learners submit theirs visit: <https://circulareconomy.kickoutmalaria.com>.

For more information about the Repurpose-to-Wealth initiative visit: <https://www.kickoutmalaria.com/repurpose-to-wealth>.

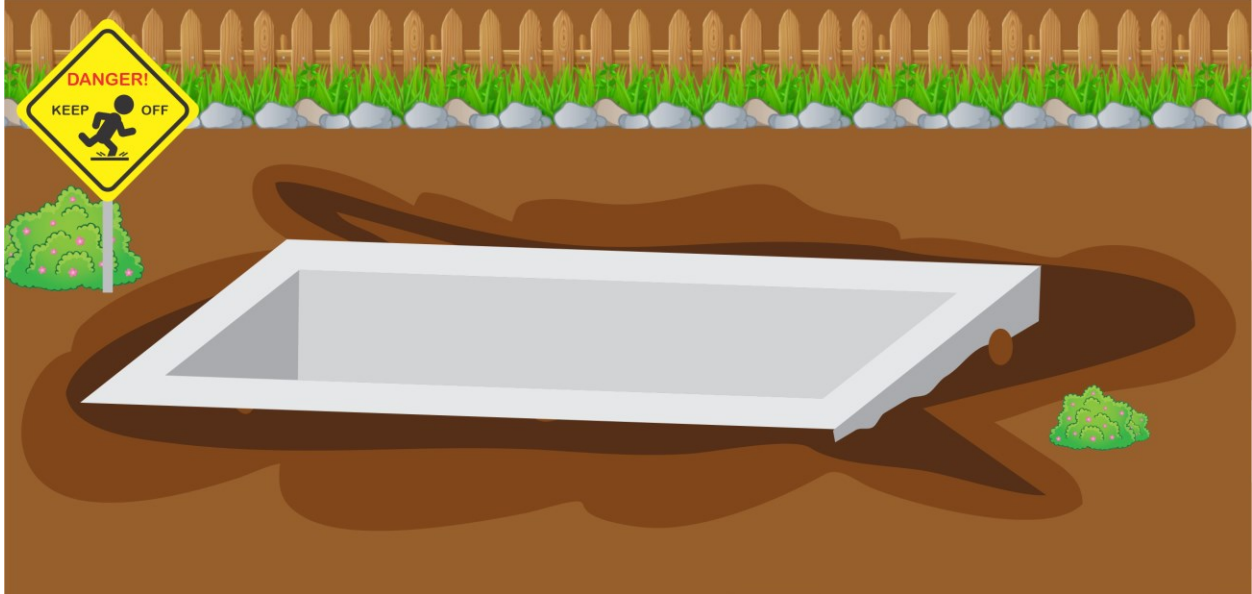
6.2) Kitchen Waste Disposal

There are many ways kitchen waste can be properly disposed of to avoid environmental pollution and breeding sites for disease-spreading agents like houseflies. While kitchen waste items like peels from fruits and leftovers from vegetables are commonly disposed of in landfills and dunghills, these waste items can be repurposed as manure for crop cultivation in agriculture.

Here are some guidelines for turning your kitchen waste to manure in local communities:

- 1) You need a parcel of land in the outskirts of your community to create a big hole like a pond. It can be rectangular or circular in shape. It can be up to four feet in depth or more, and wide enough to serve your community. Mark the location with warning signs and barriers to prevent danger.
- 2) You need enough bricks and mortar to create a wall or plastering of all the sides inside the hole for protection against collapse or erosion. You can also use plastic or roofing sheets in place of bricks and mortar.
- 3) For most kitchen waste, it takes weeks to turn to manure. Some other kitchen waste can take a little longer. Allow it enough time to decompose.
- 4) Use your manure to grow your crops and gardens or give it to local farmers to boost their yields at a fraction of the cost to keep your activity running.

The diagram below offers a pictorial guide.



This is for an illustrative purpose and not to be limiting.

Important note: You need to involve your community leaders in this activity by writing a letter to them (see section 4 of Practical Activities under Storybook One) and convening a meeting to properly discuss and plan this activity with them.

6.3) Kick Out Malaria Trash Can Labels and Other Gift Items

Labeling your trash cans or waste disposal tools appropriately will ensure your waste is sorted properly and recyclable waste is preserved for pickup by recyclers who need it as raw materials. While hand or marker labeling is cost-effective and may be all that you need, vinyl stickers are long-lasting, resistant to wear and can be use outdoors. We have the Kick Out Malaria Vinyl Waste Labels and other gift items at affordable prices on Etsy via this link:

<https://www.etsy.com/shop/KickOutMalaria>.

7) Data

This data collection is guided by GDPR data protection in the European Union and similar policies in all the places across the world where the Kick Out Malaria School and Community Outreach and Train-the-trainer program is taking place.

Information collected is used to assist medical professionals in the discharge of their duties in local communities and is collected by trainers, teachers and guardians for this purpose.

Instruction:

Log on to: data.kickoutmalaria.com to submit the information requested below about each participant, or produce enough physical copies (photocopy) of this data page to go round the participants, fill in their information as requested below, scan the filled forms and email it to: data@kickoutmalaria.com.

☐ Please tick this box if you do not want your data to be included in our data collection system used for social impact analysis only.

1. PARTICIPANT DETAILS

Full Name: _____

Age: _____ Gender: Male ☐ Female ☐ Transgender ☐

Class: _____ (e.g., Grade/Primary Six)

Contact Address:

Street: _____

City/Town: _____

State: _____

Region: _____

Country: _____ Postcode: _____

2. PROGRAMME LOCATION DETAILS

Name of School or Community: _____

Contact Address:

Street: _____

City/Town: _____

State: _____

Region: _____

Country: _____ Postcode: _____

Email: _____

Phone Number (including Country Code e.g., +123): _____

3. PARTICIPANT PROGRAMME PERFORMANCE

- i. Performance Ratings: _____ (*Poor, Average, Good, Best, Overall Best*)
- ii. Attendance: _____ (*Fully participated, Joined halfway, Left early, Left towards the end, etc.*)
- iii. Activity: _____ (*Active, Reluctant, Unimpressed, etc.*)

4. HOUSEHOLD AND COMMUNITY SETTINGS

- i. No. of Household Members (*including parents*):

- ii. Orphaned? Yes ☐ No ☐
- iii. Singled-parented? Yes ☐ No ☐
- iv. Disabled? Yes ☐ No ☐
- v. Any Impairment? Yes ☐ No ☐
- vi. If yes, state:

5. PREVALENT PREVENTABLE DISEASES (PPD) IN THE COMMUNITY

- i. Malaria ☐
- ii. Cholera ☐
- iii. Typhoid ☐
- iv. Yellow Fever ☐
- v. Lassa Fever ☐
- vi. Others, state (*including Neglected Tropical Diseases - NTDs*): _____

According to the World Health Organization, NTDs include: *Buruli ulcer; Chagas disease; dengue and chikungunya; dracunculiasis; echinococcosis; foodborne trematodiasis; human African trypanosomiasis; leishmaniasis; leprosy; lymphatic filariasis; mycetoma, chromoblastomycosis and other deep mycoses; noma; onchocerciasis; rabies; scabies and other ectoparasitoses; schistosomiasis; soil-transmitted helminthiasis; snakebite envenoming; taeniasis/cysticercosis; trachoma; and yaws*

- vii. Which of these diseases is participant suffering from?

- viii. Which of these diseases is participant recently treated of or recovered from?

6. BASIC AMENITIES IN THE COMMUNITY

- i. Toilet ☐
- ii. Water ☐
- iii. Waste Disposal Tools ☐
- iv. School ☐
- v. Good Road ☐
- vi. Good Drainage System ☐
- vii. Clinic/Hospital/Primary Healthcare Center ☐
- viii. Electricity ☐
- ix. Playground ☐
- x. Internet Facility/Computer Center ☐
- xi. Others, state: _____

7. DATA COLLECTED BY:

Name: _____

Designation/Position: _____

Phone: _____

Email: _____

Contact Address:

Street: _____

City/Town: _____

State: _____

Region: _____

Country: _____ Postcode: _____

[illegible]

[illegible]

Observed by:

Name: _____

Designation/Position: _____

Phone: _____

Email: _____

Contact Address:

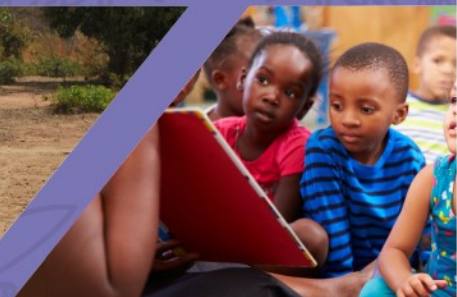
Street: _____

City/Town: _____

State: _____

Region: _____

Country: _____ Postcode: _____



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For technical support, questions or inquiries contact:
Email: kickoutmalaria247@gmail.com, info@kickoutmalaria.com
Website: <https://www.kickoutmalaria.com/community-engagement>