

Lesson 2

Caught in the Net

Age/Grade Level: 4th - 6th

Lesson Objective:

Participants will learn more about malaria, who it affects and how the use of nets can help prevent the disease.

Materials Needed

A shallow bowl or plate filled with water

Black Pepper

Liquid dishwashing detergent

Net to hang on the wall (any kind) - these may be purchased from party supply stores, sporting goods or you may use a net bath sponge and cut it apart.

As the students arrive

Have any that do not have a mosquito model (from Lesson 1) select one and put their name on it. Show them the net and have them speculate on what you may do with it in today's lesson.

Introduction

Review the main ideas from lesson #1. Tell the students that today you will be learning about a way to help the children in Africa to protect them from the mosquitoes that cause malaria. Object Lesson: Fill a bowl or dish with water. Sprinkle pepper all over the top. Put several drops of liquid detergent into the center of the water. Watch what happens. Ask the student to describe what happened. Tell them to imagine that the pepper represents mosquitoes and the detergent represents insecticide. Define insecticide. (See vocabulary list).

Lesson Content

Pass out the Word Search (*see attached*)

Many of the words on this word search may be unfamiliar to the students. Some are words used by people living in Ghana who speak the Twi language.

After they have completed the word search, give them the definitions for the words they are not familiar with.

Read the story "*Maame's Special Gift*"

Discussion Questions

What was the special gift? *An insecticide-treated mosquito net*

Why was it so special to Kwame and his family? *It would protect them from mosquitoes that may carry the malaria parasite.*

What was the name of the game that Kwame and his brother played? *Pilolo*

Describe how they played the game. (*see attached*) *Accept reasonable explanation*

How is that game different from games you play at school or in your neighborhood? *They are using things like sticks and rocks to play with, we use video games, electronics, toys, etc. Why? Money, culture, etc. Accept reasonable answers. How is it the same? It is similar to hide and seek. You have a “finishing place” or what we call safe or base, etc. You time it like you do in races and relays.*

Why do you think Kwame didn't get to go with his mother on the trip? *He had to take care of his younger brother, there wasn't room, only mothers and their babies were allowed at the clinic, accept other reasonable explanations.*

How is Kwame's life different than yours? *Accept reasonable explanations.*

Discuss how malaria spread (*see Fact Sheets*). Talk about who is more susceptible to the disease and how the mosquito nets help. Refer to the object lesson and how the detergent caused the pepper to go away. In your discussion, focus on the facts that children and families in Sub-Saharan Africa have very little money. The cost of health care is often more than a family makes in a week. Most families in Ghana are subsistence farmers and the only income they have is from selling their handmade products or produce in markets.

Activities

- Net activity. Point out again that malaria is not a threat in the United States, but that it kills a child every 30 seconds in Africa. Have students sit quietly with their mosquitoes and tell them when you give them a signal they will bring them to place them on the net. Count out 30 second intervals until all the students have placed their mosquitoes on the net. You may have them do it in pairs, threes, etc. to save time.

Additional Activity

- Play *Pilolo* (*see attached*)
- Play *Mosquito Patrol* (*see attached*)
- Webspray Contribution Envelopes (*see attached*) Requires approx. 20 minutes plus drying time

Application / Closure

Tell the students to think about Kwame's story and the nets. Tell them to share this with someone at home. Tell them to talk about the problem with malaria in Africa and compare it to what they do if they are sick.

Tell them that next session you will be talking about their favorite places to eat out. Tell them to be thinking about restaurants where they like to go and what they usually order from the menu. They may ask how this relates – use it as a teaser to get them to come learn more.