

Lesson Plan 12: Vector Control


30 minutes total

Lesson Description



This lesson introduces common disease vectors related to environmental sanitation. The focus is placed on mosquito and rodent control.

Learning Outcomes



At the end of this session participants will be able to:

1. Identify different types of vectors.
2. Explain why vectors should be controlled.
3. Describe the difference between passive and active vector control.

Materials



- Flipchart paper
- Tape
- Markers
- Blank paper (1 piece per participant)
- Locally available vector control technologies
- Computer and projector
- PowerPoint: Vector Control

Preparation



- Write the heading “*Vectors*” on flipchart paper
- Optional: Write the Learning Outcomes on flipchart paper
- Gather locally available vector control technologies (e.g., mosquito coils, insect spray, bed nets, rodent traps)
- To use PowerPoint: Vector Control
 - Review the PowerPoint presentation
 - Check that the projector is working
 - Cue the PowerPoint on the computer

Introduction

5 minutes


1. In pairs, ask the participants to define a vector. Share responses with the large group.
 - *A living thing that transmits a pathogen*

2. In pairs, ask the participants to guess which transmission route in the F-diagram is considered a vector (this should be review from Lesson Plan 5: Disease Transmission). Share responses with the large group.
 - *Flies*
3. In pairs, ask the participants to discuss what other living things are vectors. Share responses with the large group.
 - *Rodents, cockroaches, mosquitoes, fleas, sandflies, ticks*
4. **LINK:** Ask the participants why is it important to control vectors?
 - *They spread disease, they are dirty, they spread garbage*
5. Present the lesson description or learning outcomes.

Vector Control**20 minutes**

1. Use the PowerPoint: Vector Control to lead the discussion.
2. Before each new vector, ask the participants what they have done or seen to control that vector?



- *Emphasize that much of vector control is a last resort – you often only have vectors if the environmental sanitation is poor!*
3. Demonstrate various active and passive vector control technologies that are locally available (e.g., mosquito coils, insect spray, bed nets, rodent traps). Pass them around so that participants have a chance to handle the different technologies.
 4. Ask participants for their observations and feedback on the availability, cost and effectiveness of the different technologies.

Review**5 minutes**

1. Hand out a piece of blank paper to each participant. Ask them to draw the vectors that were discussed.



2. In pairs, ask the participants to share their drawings and discuss one way to control each vector drawn.
3. In pairs, ask the participants to discuss the difference between passive and active controls.

Reflections on Lesson