

I-KANDO

Advisors' Feedback Report

This report includes the feedback collected from the SIGHT instructors, doctors in Sri Lanka and the youth board leaders.

By the I-KANDO Team

1. Methods

- 1.1 Online meetings
- 1.2 WhatsApp Chat
- 1.3 Face-to-face meetings

2. Advisors' Feedback

2.1 I-KANDO Design

First Internal Check

Originally, we designed a 3D model for I-KANDO, however, there are some technical issues when printing the model. Therefore, the professors suggested building our main parts of our model using Lego while the smaller parts will be 3D printed. At the same time, the professors believe that this can train the children's creativity since they have to build the model by themselves.

2.2 Quizzes

TEA Leaders (Raakeesha)

When we first outlined our game, Raakeesha suggested us targeting on

- 1. Nutrition
- 2. Water issues
- 3. Smoking and alcohol
- 4. Common issues in Sri Lanka
- 5. Business knowledge* (How to earn money? How to plan their career?)

* Financial difficulties are the largest root cause of the current problems and so TEA leaders thought it should be our major purpose of I-KANDO. While business knowledge and health issues are two different topics. To keep I-KANDO simple, we eventually remove the business-related elements in our board game.

First Internal Check

We set our board game as a one-time game without splitting into different difficulty levels. Professors suggested turning the board game into seven difficulty levels since there are 7-week

challenges. After completing each difficulty level, followed by a 1-week challenge for the children to work on.

Reason: I-KANDO can only be played once and so it is hard to influence and educate the children in depth. Splitting into different difficulty levels can not only broaden our target age groups but can also cover more contents in our quizzes.

Doctors in Sri Lanka

Originally, we only have 4 main topics covered in our quizzes which are nutrition, hygiene, smoking & alcohol and common diseases in Sri Lanka (e.g. anemia, stunted growth and etc.). Doctors suggested covering more specific and common issues in Sri Lanka. In the following, it shows the suggested categories to add in our quizzes:

Common Diseases: Scabies, Typhus, Diarrhea, Hepatitis and Anemia

Current Resources/Programs: Deworming, EPI and EMTCT

Prevention: Sexual transmitted diseases, smoking and alcohol

Special Issues: Agrochemical uses

Global Issues: COVID-19 (especially on the children's behavior)

Additionally, there are few reminders when setting our quizzes:

1. The doctors said sexual transmitted diseases are sensitive issues in Sri Lanka and so we have to be careful on our wordings when asking questions.
2. Hygiene and nutrition are the root causes of the common diseases, so it is hard to divide hygiene and nutrition into individual topics. Since the topics suggested above are mostly inter-correlated. Therefore, instead of splitting them into different topics, it is better to combine them into one category and divide them into different difficulty levels.
3. There are some specific problems about children's behavior under COVID-19, like exchanging face masks with peers and improper ways in wearing masks. As a result, we should do more research with the TEA leaders to understand their inappropriate behaviors and design our quizzes based on their actual situations.

SIGHT Camp instructors

After splitting our quizzes into different difficulty levels, instructors suggested us including easier and more “common sense” problems in our Easy level before going deep into other issues.

Suggested “easy” topics to cover:

1. Overcooking
2. Dental care
3. Personal hygiene (e.g. washing hands, changing bed sheets)
4. Healthy lifestyle habits (e.g. sleeping time, posture at work)
5. Eating habits (e.g. fast food culture)

Second Internal Check

a. Modification on question types

Mostly, our questions are asking the children what they should do under a specific circumstance but not what they should NOT do. Professors suggested including more not to do in our questions, since it is a more direct way for the children to clearly know what they should NOT do. This question types can be more direct to change children’s bad behaviors step by step.

b. Modification on question contents and focus

We include all symptoms of our targeted diseases in the quizzes, so professors recommended to ask more about early symptoms than to include symptoms in the later stage of the diseases. It is because we want the children and their family to discover their diseases earlier by understanding the common early symptoms.

c. Modification on explaining answers of the quizzes

We did not add image for the explanation while we only include explanation in words. In considering our target group (children), adding pictures will be more effective and easier for them to understand the answers since they will be likely to avoid reading pure text solution.

2.3 7-week challenge

First Internal Check

We have designed some experiments or activities to include in our 7-week challenge without specific purpose and targeted behavioral changes. Professors told us to be clearer on the implications of 7-week challenge and what are the expectations after joining the challenges.

Conclusion: We should have an expected behavioral change and purpose after doing each challenge. Take water filter as an example:

Purpose:

1. To provide a way to filter water under limited resources
2. To develop a habit of drinking clean water

Targeted Behavioral Change: Used to drink water directly from the river to drinking filtered/clean water

Second Internal Check

In our 7-week challenge, we focus more on changing children's personal hygiene behaviors, the professor wondered if this is the best category to target. Therefore, they suggested us asking both TEA leaders and the doctors for feedback.

While at the same time, the professors suggested if we can teach to build a household water filter instead of only building a simple water filter, because it will be more practical for the children and their family to use it every day.

TEA Leaders (Raakeesha)

After receiving feedback in the second internal check, we asked the TEA leaders about the target behavioral changes needed in Sri Lanka. Here are her suggested targeted behavioral changes.

1. Nutrition (e.g. balanced diet, eating less junk food)
2. Personal and dental hygiene, awareness of COVID-19
3. Classroom and working habits

2.4 Measurements of Target Behavioral Changes

First Internal Check

The professors raised a question for us about the measurement of the target behavioral changes, because we were only using assessments to measure how much the children improve before and

after playing our board game. However, the final assessment is far not enough to monitor their changing progress. More importantly, the final assessment covered questions which are mostly theoretical knowledge, and so it is hard to determine whether the children actually change their behavior or just remember the theories.

2.5 Stamp Booklet

Based on professors' feedback in the first and second internal check, we designed a stamp booklet to measure children's behavioral changes throughout the whole gaming period.

Basically, the children have to earn 100 stamps to complete our I-KANDO board game. There are two parts in booklet for the children to earn all stamps. Here are parts:

1. 7-week challenge: Children can earn 5 stamps after completing one challenge. Therefore, the children should be able to earn 35 stamps in total after finishing all 7 challenges.
2. Daily habits: There are 3 compulsory daily habits for the children to do. If they have done these 3 compulsory daily habits in a day, they can earn 1 stamp on that day. For the compulsory part, the total number of stamps can be earned is 45 in maximum. For the remaining 20 stamps, we will provide a list of optional daily habits for them to choose. After completing one optional daily habit, they can earn 1 stamp for that day. Earning 20 stamps from optional daily habits is the minimum requirement for the children.

Second Internal Check

a. Daily Habits mechanism

Originally, in our "Daily Habits" part, children are required to choose 3 habits from provided list of habits. Because of the high flexibility on choosing their daily habits, the professors reflected that the children may keep doing the same 3 habits where they may ignore the remaining habits. In order to train the children different daily habits, we should set some rules or restrictions to reduce the flexibility.

b. Additional details

In our daily habits, we will describe the daily habits using a sentence only. Professors suggested including video demonstration for those daily habits so as to ensure the children understand how to perform those daily habits correctly.

Additionally, professors suggested giving more specific information about those daily habits. Take washing clothes (one of the daily habits) as an example, we should also inform them whether they should wash their family's clothes or should just wash their own clothes.

While at the same time, we should consider the feasibilities of those daily habits in Sri Lanka. Take eating fruits as an example, we should ask TEA leaders for a list of common and affordable fruits in Sri Lanka. After that, we should pick the suitable fruits from the list and specify them in the description.

c. Long term plan

The professors mentioned that when most of the children are used to those daily habits and do not need those behavioral changes, we should think of changing our daily habits requirements.

2.6 Engagement of TEA Leaders

In our implementation plan, TEA leaders are engaged in

1. Explaining I-KANDO rules to the children
2. Checking answers for the children in the quizzes part
3. Supervising the children in the 7-week challenge
4. Preparing materials needed in the 7-week challenge
5. Uploading children's work to I-KANDO platform

First Internal Check

The professors wondered if the TEA leader can engage in I-KANDO that much in the long run since they may have other duties. Therefore, they asked us to think about the sustainability of our game and also suggested us training children who have completed our game to be a leader for other children.

SIGHT instructors

The instructors suggested us raising funds via different channels for buying the materials needed in the 7-week challenge. Since both SIGHT Camp and the community center may not be able to subsidize in the long term, we have to consider the budget of I-KANDO to sustain.

2.7 Sustainability

Based on feedback from (2.6), we decided to build a training program for the children after their completion in I-KANDO. The children can join an I-KANDO leadership program which includes

1. Assessment checking the children understandings about I-KANDO
2. Assisting TEA leaders' supervision
3. Thinking about 5-10 new quiz questions for I-KANDO

Second Internal Check

The professors said it is feasible to sustain I-KANDO. However, we have to consider how to expand I-KANDO to a larger target group or even promote I-KANDO in other areas in Sri Lanka.