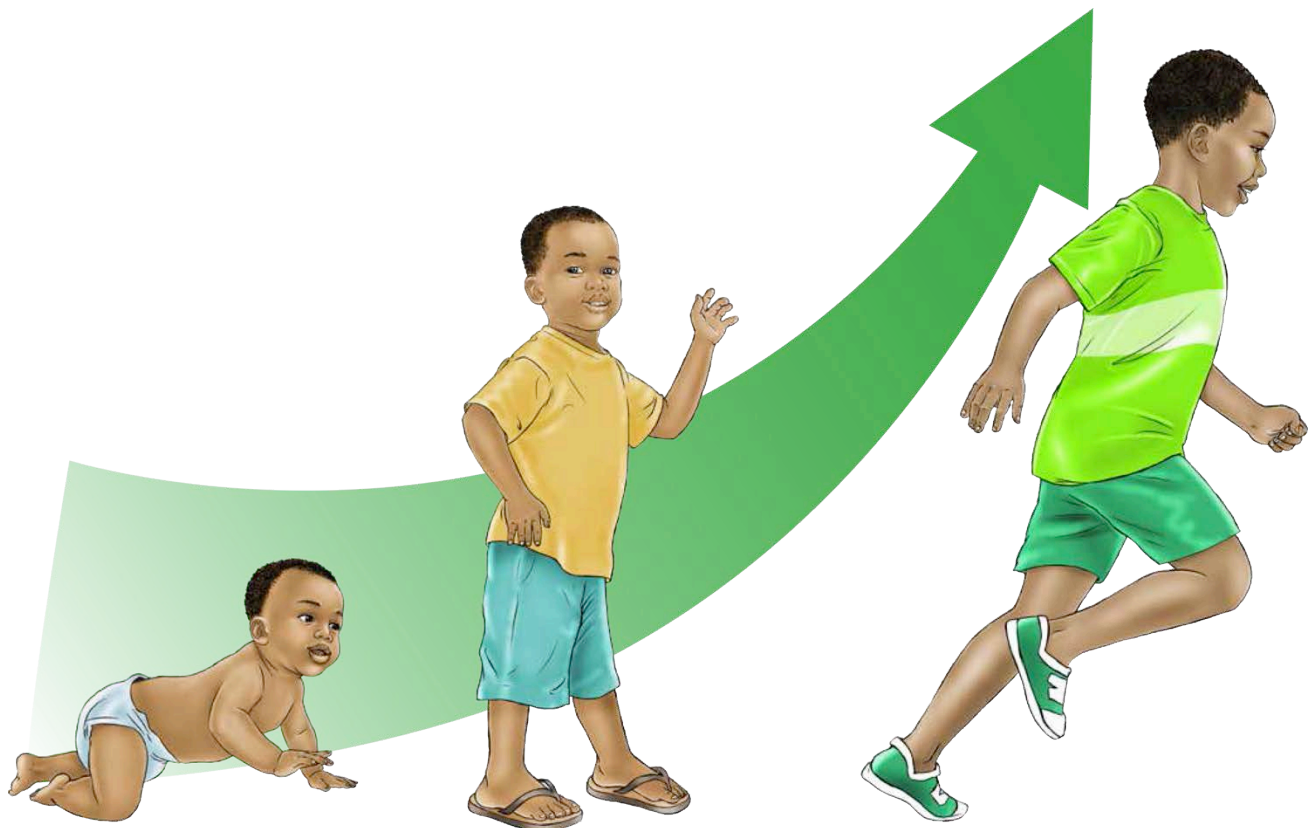


# Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria

## A Training Guide for Community-Based Organisations

### Handouts and Job Aids



## **About SPRING**

The Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project is a six-year USAID-funded cooperative agreement to strengthen global and country efforts to scale up high-impact nutrition practices and policies and improve maternal and child nutrition outcomes. The project is managed by JSI Research & Training Institute, Inc., with partners Helen Keller International, The Manoff Group, Save the Children, and the International Food Policy Research Institute.

## **Recommended Citation**

SPRING. 2016. *Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria. A Training Guide for Community-Based Organisations. Handouts and Job Aids*. Arlington, VA: Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project.

## **Disclaimer**

This report is made possible by the generous support of the American people through the United States Agency for International Development (USAID) under the terms of the Cooperative Agreement AID-OAA-A-11-00031, (SPRING), managed by JSI Research & Training Institute, Inc. (JSI). The contents are the responsibility of JSI, and do not necessarily reflect the views of USAID or the U.S. Government.

## **SPRING**

JSI Research & Training Institute, Inc.

1616 Fort Myer Drive, 16th Floor

Arlington, VA 22209 USA

Phone: 703-528-7474

Fax: 703-528-7480

Email: [info@spring-nutrition.org](mailto:info@spring-nutrition.org)

Internet: [www.spring-nutrition.org](http://www.spring-nutrition.org)

**Cover photos:** SPRING/Nigeria

# Acknowledgements

---

The *Nutrition and Hygiene for Orphans and Vulnerable Children Training Package* was developed under the Strengthening Partnerships, Results and Innovations in Nutrition Globally (SPRING) project, managed by the JSI Research & Training Institute, Inc., with generous financial support from the U.S. Agency for International Development (USAID).

To learn from other projects and contexts, the training package has drawn upon a number of existing training materials and communication tools. SPRING acknowledges the adaptation of content from the *Community Infant and Young Child Feeding (C-IYCF) Counselling Package*, Government of Nigeria; *Community Workers' Training Guide and Handbook*, SPRING; *Designing for Behavior Change Curriculum*, CORE Group and USAID; *Nutrition Education Curriculum for the Adolescent Girls Empowerment*, Population Council; *Go Grow Glow Nutrition Curriculum*, University of California Cooperative Extension; and *Grow.Glow.Go: Healthy Child Feeding for GoodLife Flip Chart*, Johns Hopkins University Center for Communication Programs (see References List for full citations).

SPRING recognizes the following individuals as the lead authors in the development of this training package: Anne Mburu-de wagt (consultant); Bridget Rogers, Kristina Granger, Andrew Cunningham, and Peggy Koniz-Booher (SPRING).

The following individuals provided technical review and/or support to the finalization of the training package: Oluwaseun Okediran, Faith Ishaya, Beatrice Eluaka, Philomena Orji, Barry Chovitz, Altrena Mukuria, Steve Sara, Romilla Karnati, Susan Adeyemi and Frances James. A special thanks to Victor Nolasco, for his work in developing and adapting the illustrations.

We would also like to acknowledge all the children, community volunteers, teachers, and civil society organizations (CSO) who participated in and contributed to our concept testing of the draft curriculum in the communities of Tunga Ashere, Jiwa, Gwagwa, and Bassan Jiwa in Federal Capital Territory, including our partners SMILE, Federal Ministry of Health, and the Universal Basic Education Board, who helped make it possible.

We have created what we hope is a useful curriculum for projects, CSOs, and community volunteers working with orphans and vulnerable children in Nigeria. We hope this will serve as a guide for further adaptations to different national, state, and community contexts in the future.

Although these materials have been created for the context of Nigeria, any part of this package may be printed, copied, or adapted for related projects to meet local needs with the express written permission of SPRING. Please direct any requests to reproduce or adapt these materials to [info@spring-nutrition.org](mailto:info@spring-nutrition.org), with the understanding that the source of the materials will be fully acknowledged and the materials will be distributed at no cost.




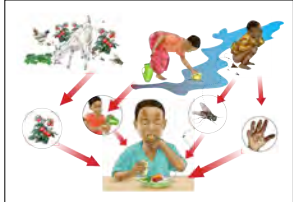



All components of the Nutrition and Hygiene for Orphans and Vulnerable Children Training Package can be found on the Nigeria page of the SPRING website: <https://www.spring-nutrition.org/countries/nigeria>.

# Contents

Name	Thumbnail
<p style="text-align: center;">Nutrition Throughout the Lifecycle</p>	
<p style="text-align: center;">Stages of Behavior Change</p>	

Name	Thumbnail
<p style="text-align: center;">Advantages and Challenges and Practical Approaches when Working with Children</p>	
<p style="text-align: center;">Taxi and Motorcycle with Petrol</p>	
<p style="text-align: center;">Growing Child</p>	
<p style="text-align: center;">My Healthy Plate—Full</p>	
<p style="text-align: center;">My Healthy Plate—Blank</p>	



Move Foods	 <p>A collage of various food items including sweet potatoes, yam, rice, oranges, a bottle of cooking oil, and bread. The text "Move Foods" is written in the center.</p>
Grow Foods	 <p>A collage of food items including rice, eggs, a fish, a chicken, a cow, and a glass of milk. The text "Grow Foods" is written in the center.</p>
Shine Foods	 <p>A collage of fruits and vegetables including bananas, a pineapple, oranges, tomatoes, and leafy greens. The text "Shine Foods" is written in the center.</p>
Faecal Oral Route	 <p>A diagram showing the faecal-oral transmission cycle. It includes a person defecating, a fly landing on the feces, the fly landing on a person's hand, and the person eating food from their hand.</p>
Handwashing Times	 <p>A diagram showing various situations where handwashing is recommended, such as before eating, after defecating, and after playing outdoors.</p>
Handwashing Steps	 <p>A diagram showing the seven steps of handwashing: 1. Wet hands, 2. Apply soap, 3. Rub palms together, 4. Rub back of hand against palm, 5. Rub palm against back of hand, 6. Rub fingers together, 7. Rinse and dry hands.</p>
Latrine	 <p>An illustration of a public latrine structure with a sign that says "TOILET".</p>

Wetting Hands	 <p>Illustration of hands being wetted by water flowing from a tap.</p>
Soaping Hands	 <p>Illustration of hands being soaped with white soap.</p>
Lathering Hands	 <p>Illustration of hands being lathered with soap suds.</p>
Scrubbing Fingers	 <p>Illustration of hands being scrubbed with soap suds, focusing on the fingers.</p>
Scrubbing Fingernails	 <p>Illustration of hands being scrubbed with soap suds, focusing on the fingernails.</p>
Rinsing Hands	 <p>Illustration of hands being rinsed with water under a running tap.</p>
Boy Eating Food	 <p>Illustration of a young boy sitting at a table eating a meal.</p>

**Constructing a Tippy Tap (pictorial)**

**Constructing a Tippy Tap**

**Constructing a Tippy Tap**

- Materials Required:
  1. Clean empty 5-liter bottle with a handle
  2. Nail or screw
  3. Length of string 40 cm long
  4. Spoon
  5. Tin can
  6. 2-liter bottle (upside down)
  7. Small empty plastic bottle

**Instructions**

1. Wash your hands with soap and water for 20 seconds.
2. Lay out your materials on a clean surface.
3. Turn the 2-liter bottle upside down and place it on a flat surface.
4. Push the nail or screw through the center of the 5-liter bottle, just above the handle.
5. Tie the string around the neck of the 5-liter bottle, just above the handle.
6. Push the string through the hole in the 2-liter bottle.
7. Tie the string around the neck of the 2-liter bottle.
8. Push the string through the hole in the 5-liter bottle, just above the handle.
9. Push the string through the hole in the 2-liter bottle.
10. Push the string through the hole in the 5-liter bottle, just above the handle.
11. Push the string through the hole in the 2-liter bottle.
12. Push the string through the hole in the 5-liter bottle, just above the handle.
13. Push the string through the hole in the 2-liter bottle.
14. Push the string through the hole in the 5-liter bottle, just above the handle.
15. Push the string through the hole in the 2-liter bottle.
16. Push the string through the hole in the 5-liter bottle, just above the handle.
17. Push the string through the hole in the 2-liter bottle.
18. Push the string through the hole in the 5-liter bottle, just above the handle.
19. Push the string through the hole in the 2-liter bottle.
20. Push the string through the hole in the 5-liter bottle, just above the handle.

**Checklist**

1. The tippy tap is made of clean materials that have been well washed before use.
2. The tippy tap is made of clean materials that have been well washed before use.
3. The tippy tap is made of clean materials that have been well washed before use.
4. The tippy tap is made of clean materials that have been well washed before use.

**Grow Food Cards**

**Shine Food Cards**

**HIV—Drug Effects and What Actions to Take**

Drug	Effect	Action

**Move Food Cards**

# Meeting and Protecting Nutrition Needs across the Life Cycle



## Infant needs (0–2 years)

### Changes occurring in infants:

- Gain in height
- Gain in weight
- Maturation of internal organs
- Brain development
- Strengthening of muscles and bones—crawling and walking
- Increasing activity from complete dependence to

sitting up, rolling over, crawling, and walking

### Meet needs by:

- Encouraging early initiation of breastfeeding
- Exclusive breastfeeding from birth up to six months
- Encouraging timely introduction of complementary foods at six months, with continuation of breastfeeding up to two years or beyond
  - Note with the introduction of complementary foods it is important to include animal-source foods
- Feeding different food groups at each serving. For example:
  - MOVE foods: grains such as maize, rice millet, and sorghum, and roots and tubers such as cassava, potatoes
  - MOVE foods: Oil and fat such as oil seeds, margarine, ghee, and butter added to vegetables and other foods will improve the absorption of some vitamins and provide extra energy. Infants only need a very small amount (no more than half a teaspoon per day).
  - GROW foods: Legumes such as beans, lentils, peas, and groundnuts, and seeds such as sesame
  - GROW foods: Animal-source foods such as chicken, fish, liver, and eggs and milk, and milk products
  - SHINE foods: Vitamin A–rich fruits and vegetables such as mango, papaya, passion fruit, oranges, dark-green leaves, carrots, yellow sweet potato and pumpkin, and other fruits and vegetables such as banana, pineapple, watermelon, tomatoes, avocado, eggplant, and cabbage
- Using iodised salt
- Providing multiple micronutrient powders from six months
- Providing vitamin A supplements every six months, from nine months of age to the age of five years
- Feeding sick child frequently for one week after recovery
- Providing de-worming treatment



## Young child needs (2–5 years old)

### Changes occurring in young children:

- Weight gain of approximately 2.5 kg per year
- Increased physical activity and movement
- First experience of independence from primary caregiver—possible changes in foods fed and frequency of feeding
- First learning experiences

**Meet needs by:**

- Giving different foods in the right quantities and frequency for the age group (MOVE, GROW, and SHINE foods)
- Providing deworming medicine to kill any worms in the intestines
- Treating illness promptly, finishing all medication prescribed
- Continuing biannual vitamin A supplementation

**Preadolescent boy's and girl's needs**

**Changes occurring/activities of preadolescents:**

- Girls' bodies maturing toward puberty: preparation for the menstruation cycle
- Boys' bodies also maturing towards puberty—increased muscle mass and increased bone density
- Growth spurts—increased rate of increase in height
- Physically active—play at home and at school
- At school—learning



**Meet needs by:**

- Eating more SHINE and GROW foods to provide vitamins and minerals to store in preparation for menstruation
- Eating more GROW foods to help the body meet new growth needs; boys' muscle and bone growth and growth spurts
- Treating illnesses promptly and completing all medicines prescribed.
- Ensuring clean boiled water consumed in the home
- Using a pit latrine; do not ease yourself in the open or in the yard of the house

**Adolescent girl needs**

**Changes occurring in adolescent girl:**

Puberty:

- Menstruation—monthly loss of blood—leads to low iron stores (iron is a mineral found in SHINE and GROW foods; e.g. green leafy vegetables and red meats)
- Bone maturation and strengthening
- Growth spurt/gain in height
- Increased activity—responsibilities in the home—chores such as housework, fetching water or firewood, running errands for parents, taking care of younger siblings
- Playing with peers at school



- Walking to and from school

**Meet needs by:**

Promote appropriate growth by:

- Increasing the food intake
- Encouraging eating SHINE and GROW foods to build up blood supply that she loses with menstruation
- Encouraging eating SHINE and GROW foods to build up her bone strength
- Providing iron and folate supplements from the clinic where necessary (if girl is tired and found to be anaemic—having weak blood)
- Avoiding fatty and sweet foods
- Avoiding intake of coffee/tea with meals
- Encouraging good hygiene practices
- Preventing and seeking early treatment of infections
- Encouraging use of Insecticide-treated nets (ITNs)
- Encouraging parents to give girls and boys equal access to education—undernutrition decreases when girls/women receive more education
- Delaying first pregnancy until at least 18 years of age
- Encouraging families to delay marriage for young girls
- Encouraging support of teenage boys to teenage girls/sisters to help meet their nutritional requirements

**Adolescent boy needs**

**Changes occurring in adolescent boys:**

- Increased muscle mass
- Increased bone strength
- Growth spurt—gain in height
- Increased activity—sporting activities in school/community, responsibilities in the home such as tending flocks, cleaning compound, cutting firewood for the home, running errands for parents, taking care of younger siblings
- Playing with peers at school
- Walking to and from school



**Meet needs by:**

- Increasing protein intake (GROW foods)
- Increasing energy intake (MOVE foods)
- Increasing calcium and magnesium intake (GROW foods)
- Encouraging families to delay marriage for young girls
- Encouraging parents to give girls and boys equal access to education—undernutrition decreases when girls/women receive more education

**Adult woman needs**

Body changes:

- Menstruation
- Pregnancy



- Childbirth
- Breastfeeding
- Bone loss

**Meet needs by:**

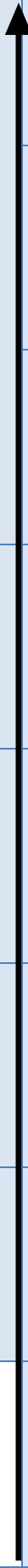
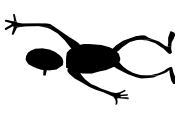

- Eating MOVE, GROW, and SHINE foods
- Preventing and seeking early treatment of infections
- Encouraging good hygiene practices
- Giving iron/folate supplementation



**Meet needs in pregnancy, childbirth, and breastfeeding by:**

- Increasing the food intake of women during pregnancy: eat one extra meal or “snack” (food between meals) each day
- During breastfeeding eating two extra meals or “snacks” each day
- Encouraging consumption of MOVE, GROW, and SHINE foods. All foods are safe to eat during pregnancy and while breastfeeding.
- Giving iron/folate supplementation (or other recommended supplements for pregnant women) to the mother as soon as mother knows she is pregnant and continuing for at least three months after delivery of the child
- Giving vitamin A to the mother within six weeks after birth
- Preventing and seeking early treatment of infections:
  - Completing anti-tetanus immunizations for pregnant women (five injections in total)
  - Using of ITNs
  - De-worming and giving antimalarial drugs to pregnant women between four and six months of pregnancy
  - Encouraging good hygiene practices

## STAGES OF BEHAVIOR CHANGE

					Maintenance (Sustaining the behavior)			
								Preparation (Motivation)
		Awareness (Knowing)						
		Pre-Aware-ness (Not knowing)						
<b>Stages</b>		Not knowing there is a problem	Knowing there is a problem and looking for more information	Obtaining new skills and access to resources and support	Trying out the new practice	Reflecting on and reinforcing the new practice	Continuing the practice with support	Celebrating your success
<b>Person Changing</b> 	I do not see a problem.	There might be a problem but I need more information and alternatives.	I am ready to try something new but there are obstacles.	I am trying the new practice but I am still not 100% certain of the outcome.	I can succeed with support and encouragement from my family and community.	I need to keep trying until the change becomes a habit because I believe the change is positive.	Yes! I can do it!	I will recognize and celebrate the success of a positive change in behavior
<b>Change Agent</b> 	I will facilitate an activity to help the person identify the problem.	I will facilitate an activity to help the person to identify alternatives for solving the problem and provide them with additional information.	I will facilitate an activity to help the person to identify how to overcome the obstacles and organize access to resources.	I will facilitate a discussion on the benefits of adopting the new practice and the consequences of not using it, to encourage permanent change.	I will continue to provide the reinforcement and support that are needed for change to be permanent.	I will monitor the change to provide the needed support and information.		



## Advantages and Challenges and Practical Approaches when Working with Children

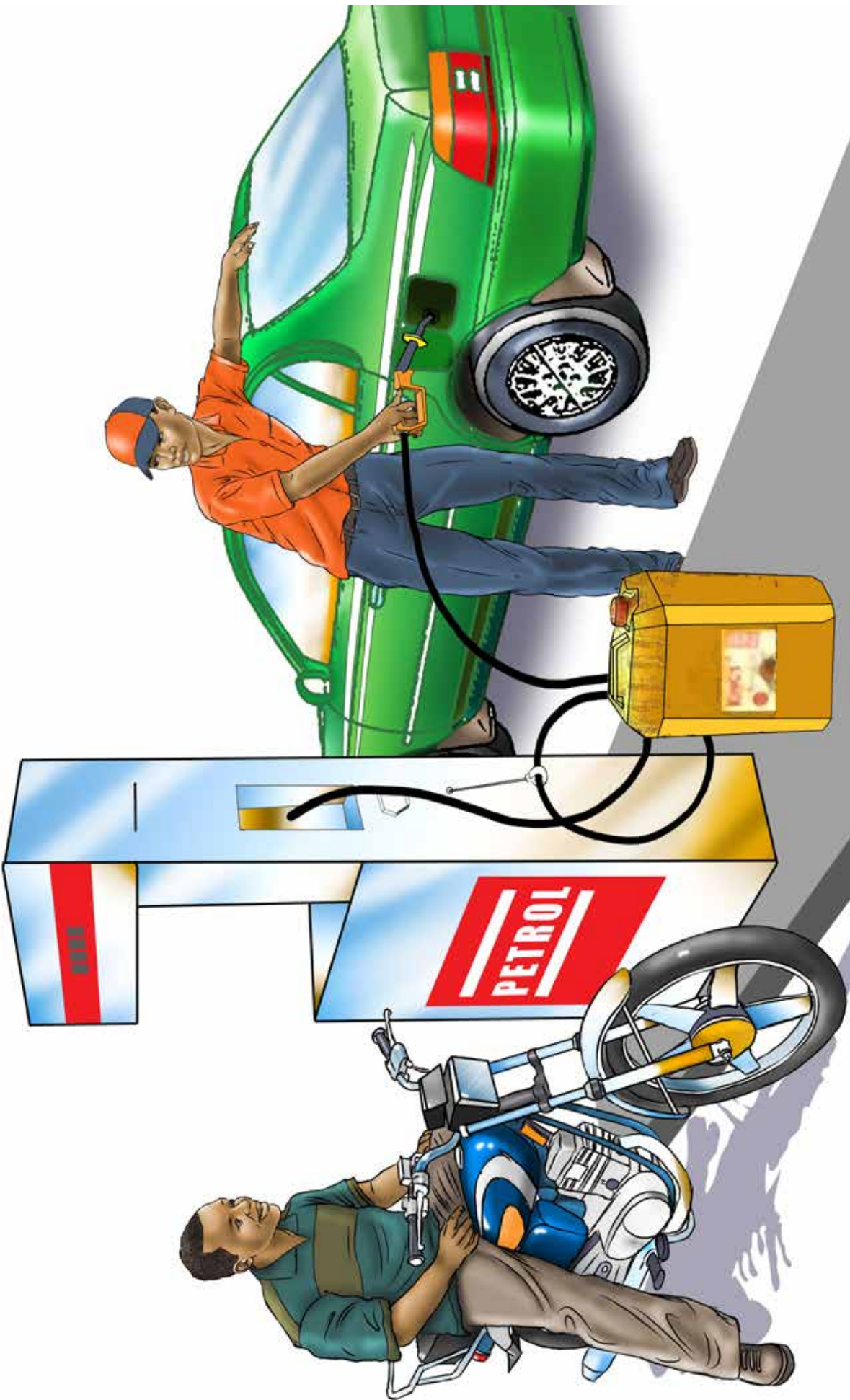
Age range	Advantages	Challenges	Practical approaches to use when working with children in SBCC ( <i>these are the terms to be cut out for use in the group work</i> )
2-5	<ul style="list-style-type: none"> <li>• Curious and open to learning</li> <li>• Learn by playing, doing, imitation and repetition</li> <li>• Trusting</li> <li>• Excited by new experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Children in this age group, believe what they see directly</li> <li>• Children in this age group translate what they see to their own daily experiences</li> <li>• Not able to understand pretense.</li> <li>• Have a limited use of words</li> <li>• Difficulty expressing their feelings, fears and excitement</li> <li>• Attention short</li> </ul>	<ul style="list-style-type: none"> <li>• Use loving tones and simple language</li> <li>• Show the children an attitude of curiosity</li> <li>• Be playful and portray learning through play</li> <li>• Give children simple choices</li> <li>• Use every day experiences; stories of other children, families animals and typical daily activities and routines</li> <li>• Use repetition and music</li> <li>• Use a variety of examples but do not make changes too quickly</li> <li>• Ask simple questions</li> <li>• Encourage children to talk</li> <li>• Keep sessions short to keep the children's attention</li> </ul>

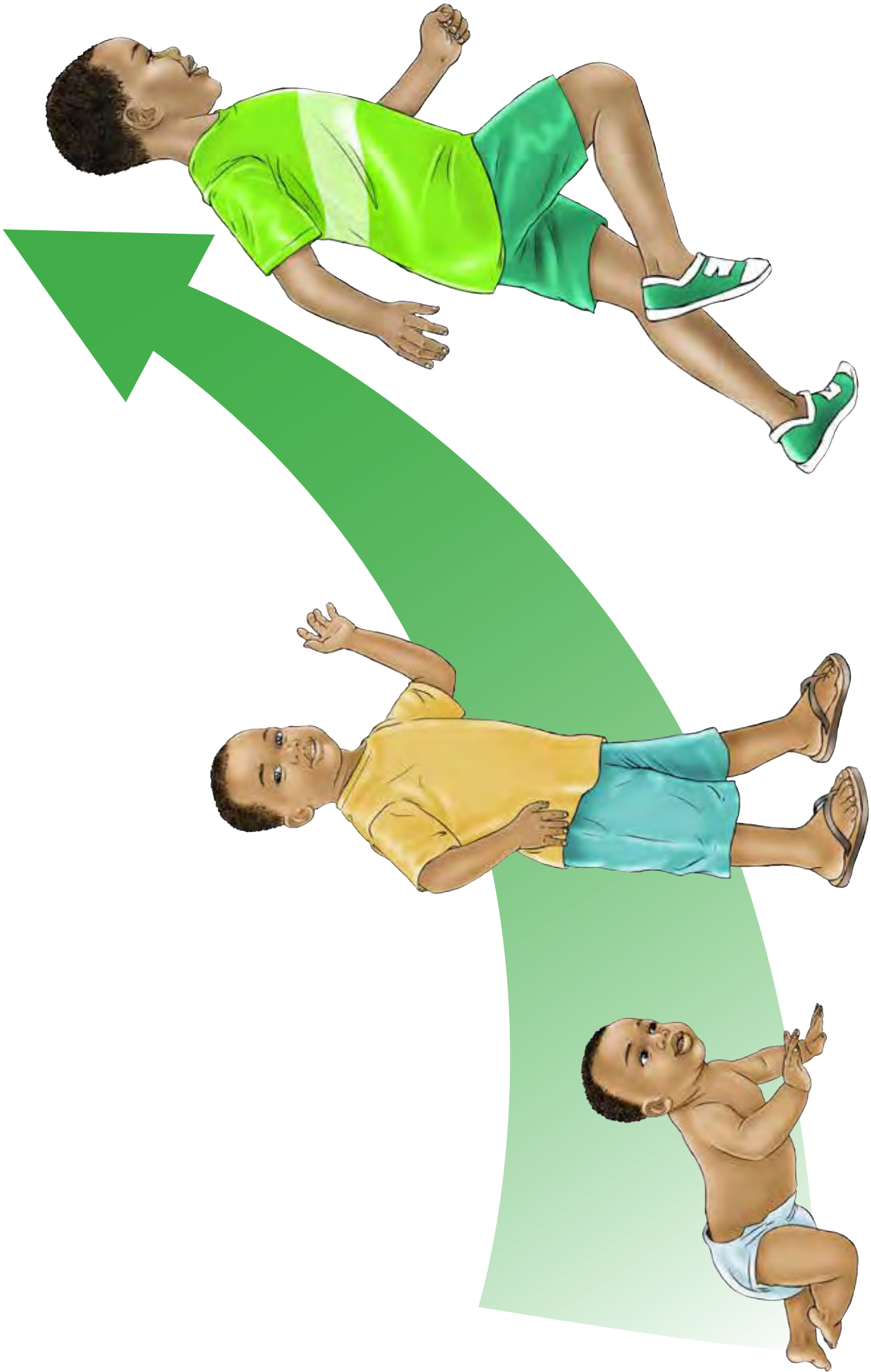
## Advantages and Challenges and Practical Approaches when Working with Children

Age range	Advantages	Limitations	Practical approaches to use when working with children in SBCC (these are the terms to be cut out for use in the group work)
6-11	<ul style="list-style-type: none"> <li>• Children understand cause and effects better in this age group</li> <li>• Attention span growing</li> <li>• More words in vocabulary and better able to express themselves</li> <li>• Friendships growing</li> </ul>	<ul style="list-style-type: none"> <li>• More able to control their feelings</li> <li>• Can still get upset</li> <li>• Can still be easily distracted</li> <li>• The children can be bored easily if they don't see the connection of the new topic to their own situation</li> <li>• Opinions of their friends may limit their participation in the group</li> </ul>	<ul style="list-style-type: none"> <li>• Use loving and patient tones</li> <li>• Show that experiences of learning and achievements in school are an opportunity to develop new, interesting skills and talents</li> <li>• Show the children how to demonstrate socially positive action such as kindness, conflict resolution and caring about others</li> <li>• As the adult keep your personal and moral standards high to show the children strong, positive adult role models</li> <li>• Give the children examples of children making a difference in their own and other's lives, even in difficult situations (realistic heroines and heroes)</li> <li>• Present stories about friendship, loyalty and "doing the right thing"</li> <li>• Present longer and more dramatic stories (varying in duration between 30 and 45 minutes)</li> <li>• Stories told to the children should focus on children's experiences and characters</li> <li>• Use examples that are funny to see and hear to help build the learning experience (e.g., brain teasers, riddles, tongue twisters, etc.)</li> <li>• Include interactive problem-solving and critical thinking</li> </ul>

## Advantages and Challenges and Practical Approaches when Working with Children

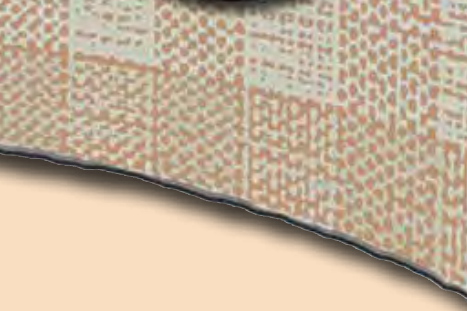
Age range	Advantages	Limitations	Practical approaches to use when working with children in SBCC ( <i>these are the terms to be cut out for use in the group work</i> )
12-17	<ul style="list-style-type: none"> <li>• Abstract thinking better developed, better able to distinguish the real from the unreal.</li> <li>• Starting to plan for future</li> <li>• More influenced by peers</li> <li>• Increasingly independent, more adult thinking</li> </ul>	<ul style="list-style-type: none"> <li>• More influenced by peers</li> <li>• More self-aware</li> <li>• Behaviour may contradict held beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Use loving tones</li> <li>• Talk respectfully and do not “talk down”</li> <li>• Present examples of positive age-group behaviours and other adolescents who are resilient and positive</li> <li>• Present a variety of points of view, opinions and perspectives to help with analytical and debating skills</li> <li>• Portray gender-positive roles in adolescents and adults</li> <li>• In addition to the training materials, add in materials that use pictures and images and not full of text</li> <li>• Talk about issues of concern to their particular age group (substance abuse, unprotected sex, violence, romantic relationships, bullying and discrimination, friendships)</li> <li>• Portray characters who are confident and excited about their situations and lives, this is very useful for children from disadvantage circumstances, groups and minority language groups, for girls, and children with disabilities</li> <li>• Use a lot of humour and creativity</li> <li>• While presenting growing independence, continue to portray positive parent-child relationships/ adult-child relationships that foster the child’s continued learning and development towards adulthood.</li> </ul>



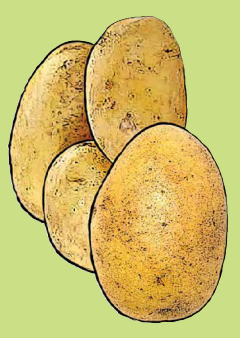
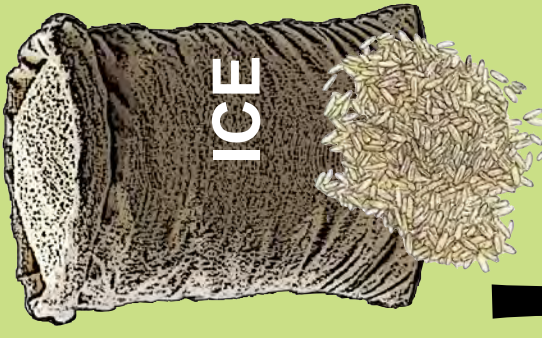










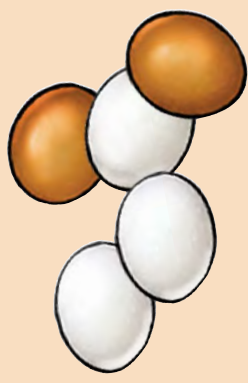
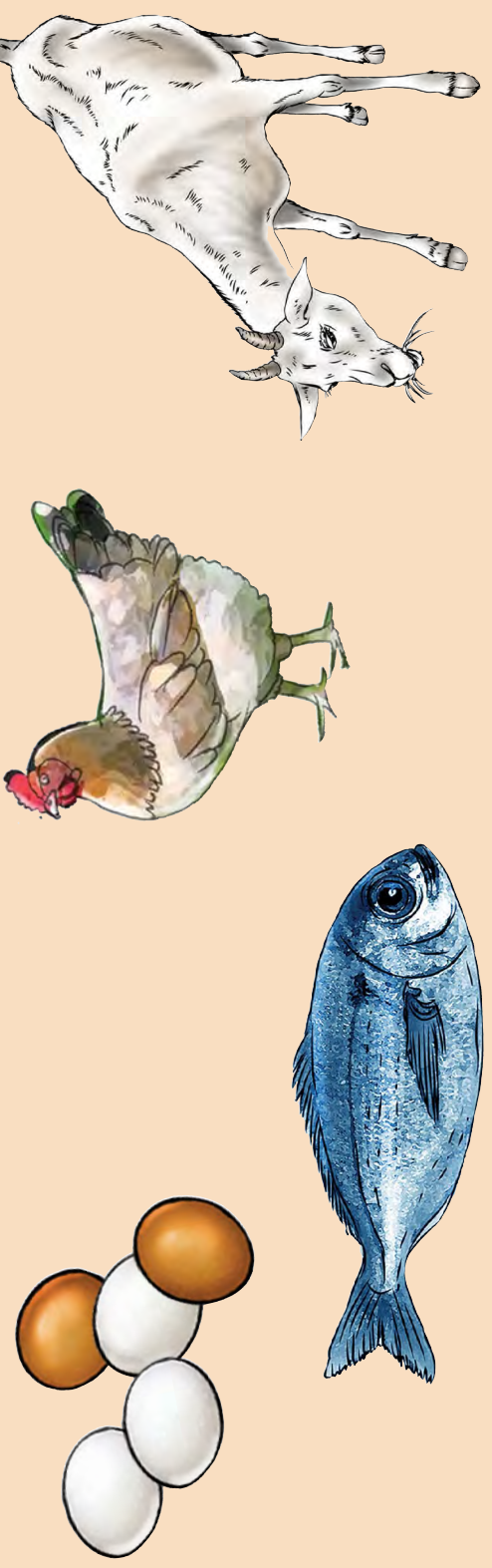


# Move Foods



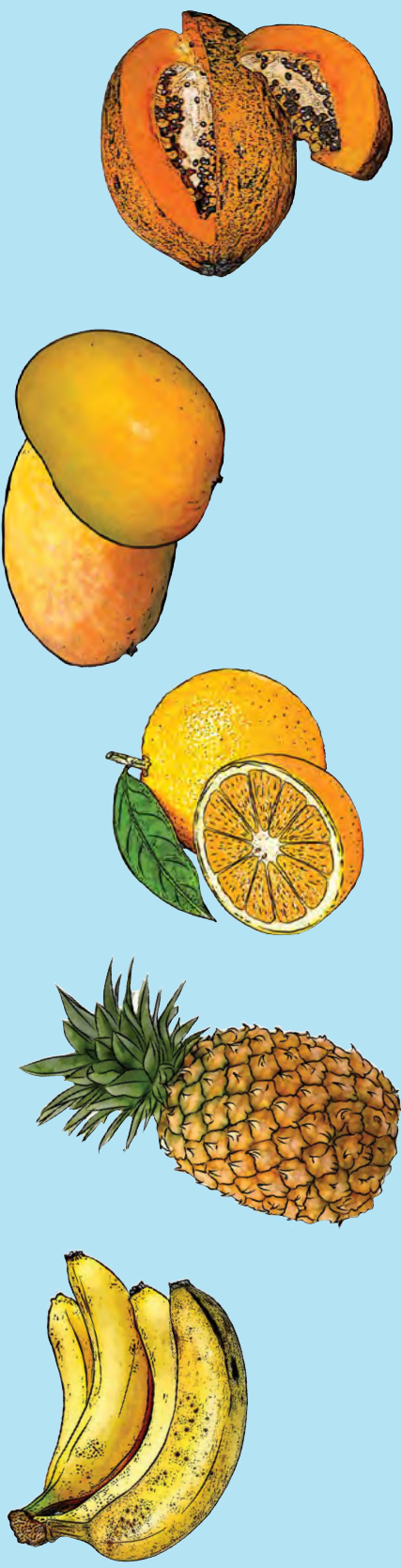
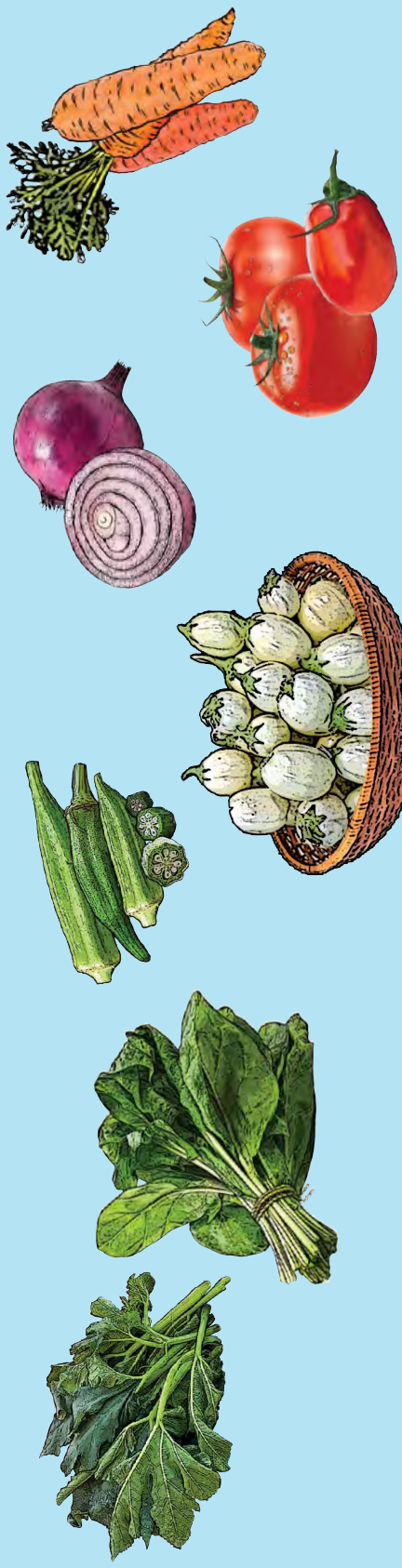
ကုန်ကုန်

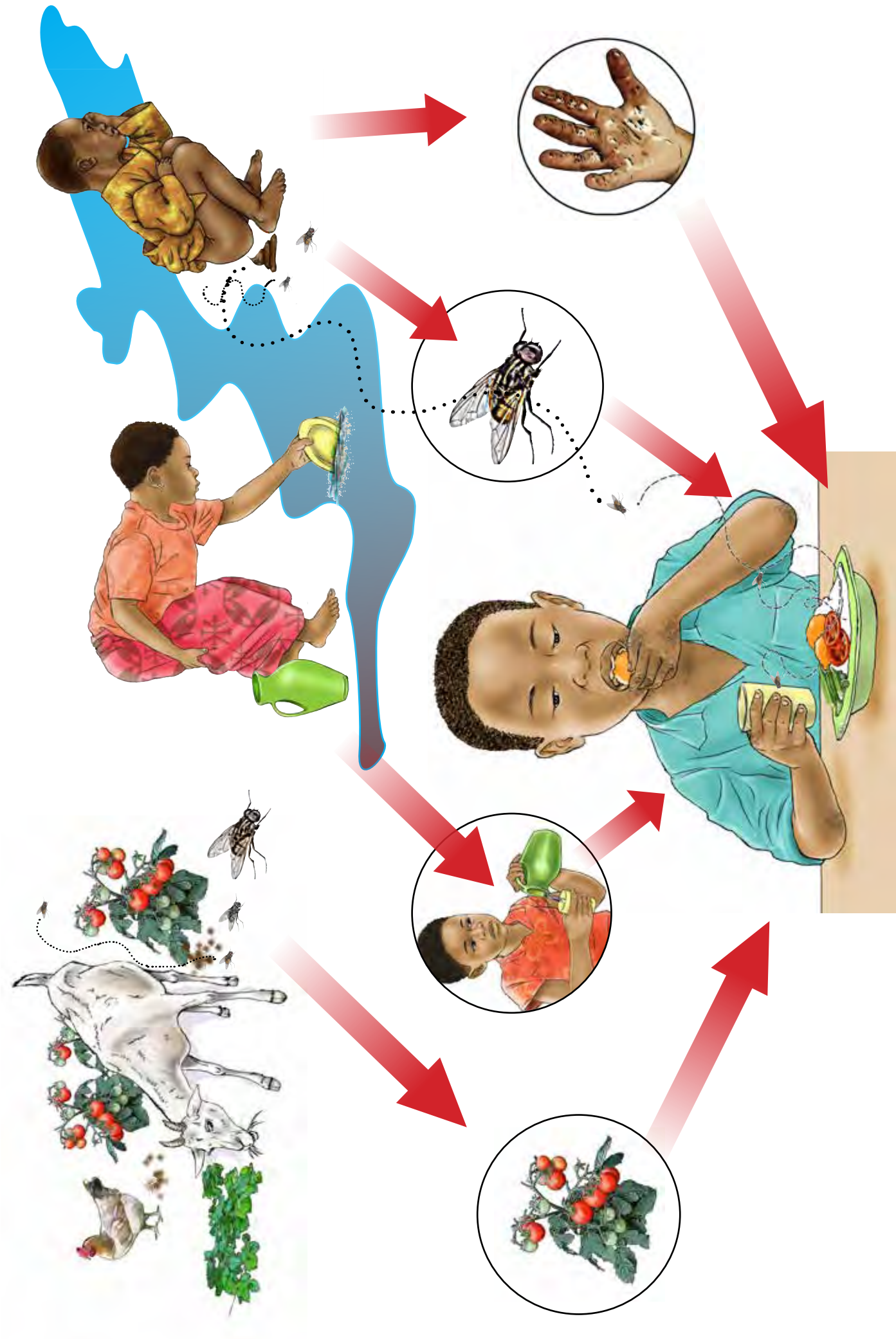
# Grow Foods



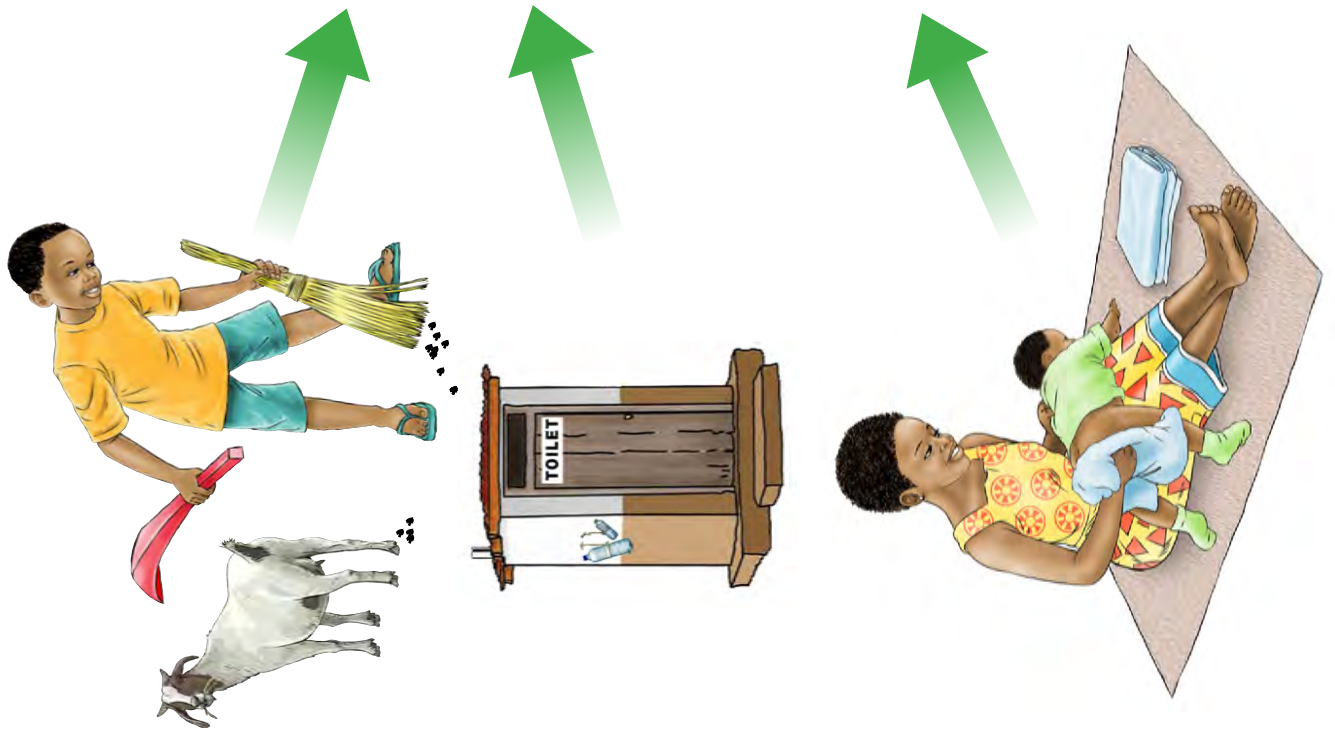
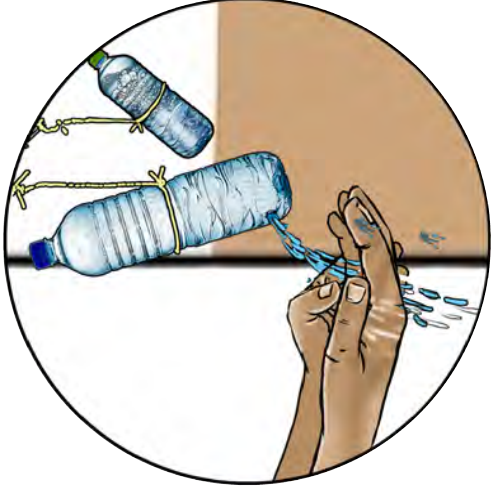
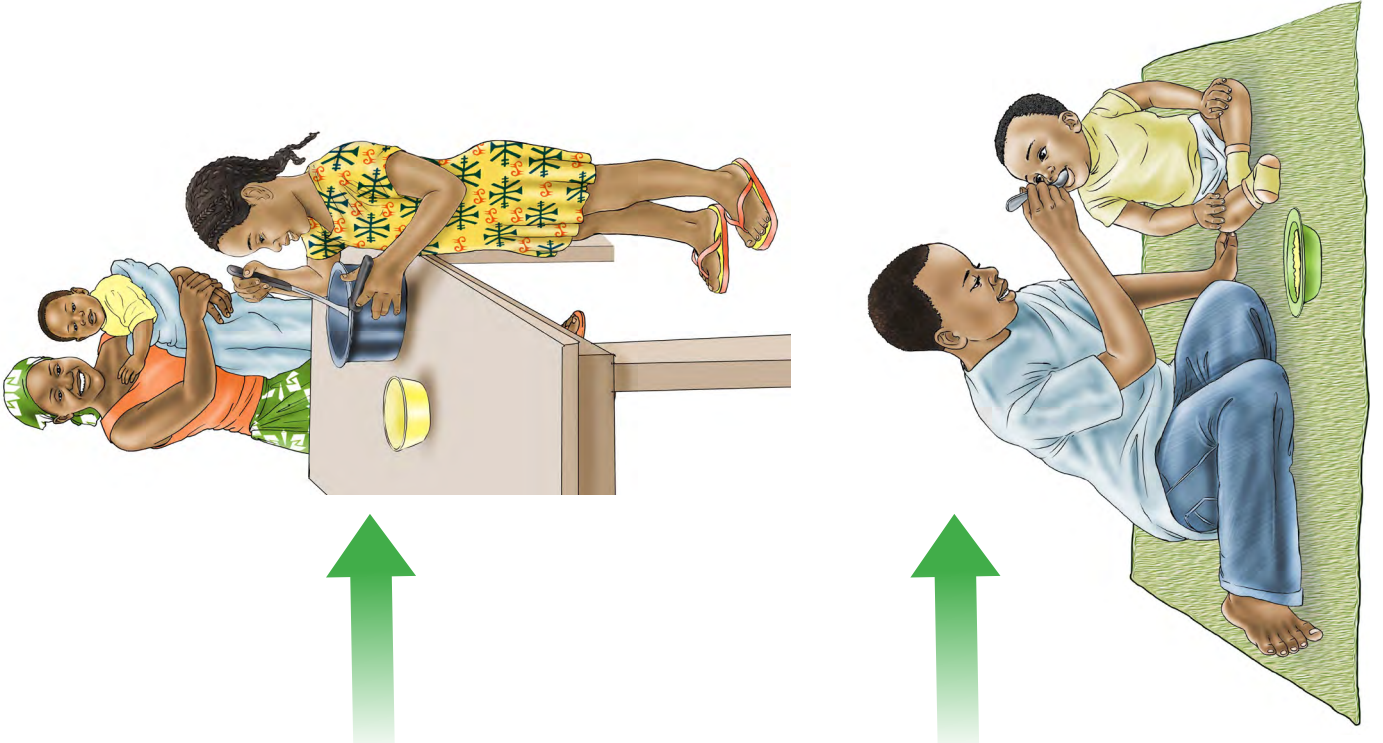


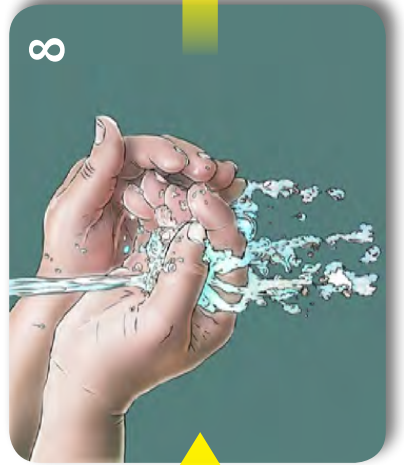
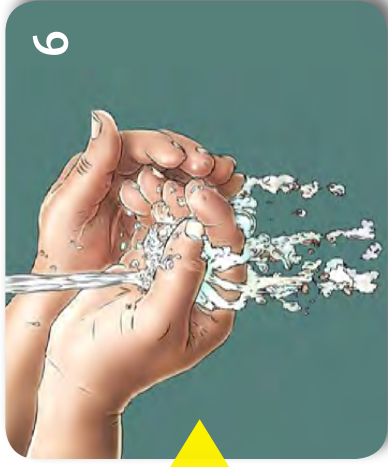
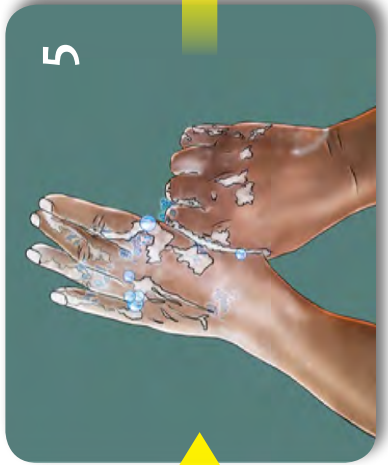
# Shine Foods















**TOILET**













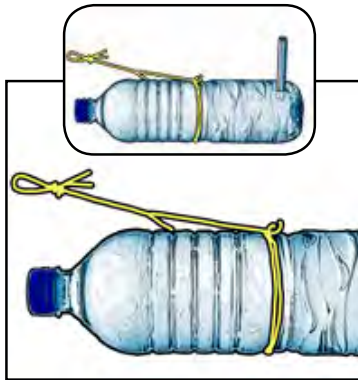












# Constructing a Tippy Tap

## Materials Required

- 1 clean, empty 1-litre bottle with a bottle top
- Set of matches
- 3 lengths of string, 30 cm each
- Clean nail (only the facilitator should handle this)
- Clean needle
- Bar soap
- 1 extra bottle (optional)
- 1 small net bag (optional)
- Bottom end of a small plastic bottle.

## Instructions

1. Mark the clean 1-litre bottle 2 cm from the bottom of the bottle.
2. Light a match and heat up the needle tip,
3. Use the heated needle tip to make a small hole at the mark on the bottle.
4. Light another match and heat up the nail tip.
5. Make the first small hole wider using the head of the heated nail by inserting the nail in the hole made by the needle.
6. Fill the bottle with water and then close the bottle with the bottle top.
7. Tie one end of the string round the neck of the bottle and the other end of the string to the place of the handwashing point. The bottle should be secured by the string, and hanging from the wall or post, so that it is accessible to people washing their hands and not resting on the ground. If the bottle is hanging loose and may spin, be sure to put a mark on the side of the bottle where the hole of the tap is to guide the users of the tippy tap.
8. Alternatively, tie the bottle to a wall or a post with the hole facing outward for ease of use.
9. Fill the bottle with water and tightly close the bottle with the bottle top. Water should not flow out of the hole near the bottom of the bottle when the top is tightly secured.
10. Soap option 1: Place the bar of soap in a small net bag, and tie the bag to a post or a nail in the wall next to the tippy tap, so that it is accessible to people washing their hands and not resting on the ground.
11. Soap option 2: Alternatively, you can place pieces of the bar of soap (or even use soap powder) inside a different bottle. Using the heated nail, make a hole in the bottle top. Add some water to the bottle and shake to dissolve the soap to make liquid soap. Secure the bottle top, and tie one end of the string round the neck of the soap bottle and the other end of the string to the place of the handwashing point. The soap bottle should be secured by the string, and hanging from the wall or post, so that it is accessible to people washing their hands and not resting on the ground. The liquid soap can be poured into a person's hand through the hole in the bottle top.

12. Soap option 3: Pierce the bottom of a small bottle that has been cut off a small bottle to use a soap dish.
13. Your tippy tap is ready for use.
14. Open the bottle top slightly until water flows out of the hole in the bottom of the bottle. To stop the flow of water, close the bottle top.
15. Remember to refill the tippy tap each time it is empty, and replace the soap when it is used up.

## Dramatic Roleplay about Anaemia

The scene will be two friends; Halima and Blessing who bump into each other at the market.

Halima shares with Blessing about how she has been feeling lately.

Halima will act out the different symptoms she is feeling.

Blessing listens and asks questions about her friend's health and advises her on what to do.

**Halima:** *Hi, how are you, Blessing?*

**Blessing:** *I am fine. How are you?*

**Halima:** *I am fine, sort of...*

**Blessing:** *What do you mean sort of?*

**Halima:** *I am not sick but I am always feeling tired and weak.*

**Blessing:** *When did you start feeling like that?*

**Halima:** *Oh since about three months ago.*

**Blessing:** *I am sorry about that. But tell me how you are feeling exactly.*

**Halima:** *In addition to feeling weak and tired all the time, I also feel dizzy from time to time. Oftentimes I feel sleepy.*

**Blessing:** *Aah...tell me more.*

**Halima:** *I also have severe headaches. I experience fast heartbeats and breathlessness, especially when I am walking or sweeping the house or doing physical education at school. (For boys the activities could be football, cleaning the compound.)*

**Blessing:** *Let me see your palms and nail beds.*

**Halima:** *[Shows Blessing her palms and nail beds]*

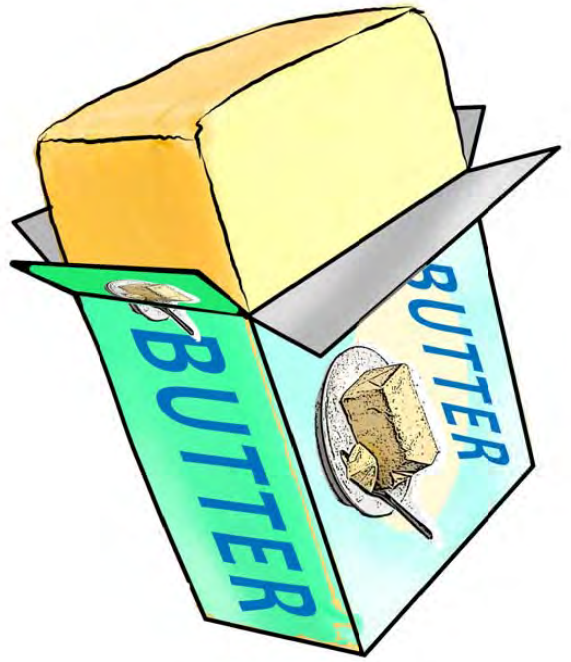
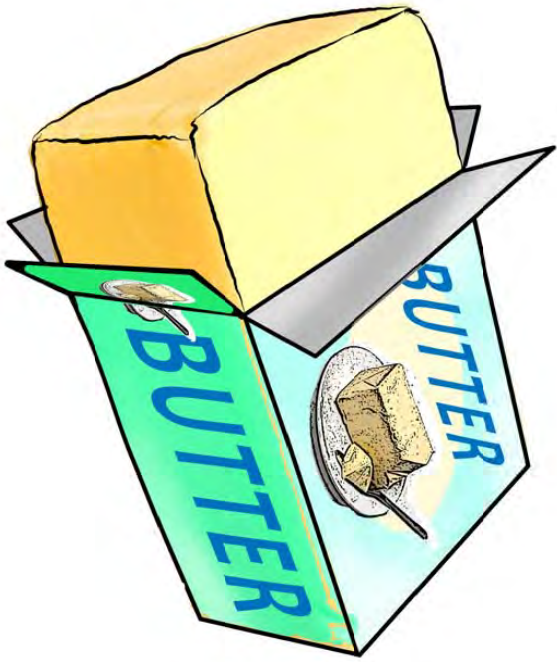
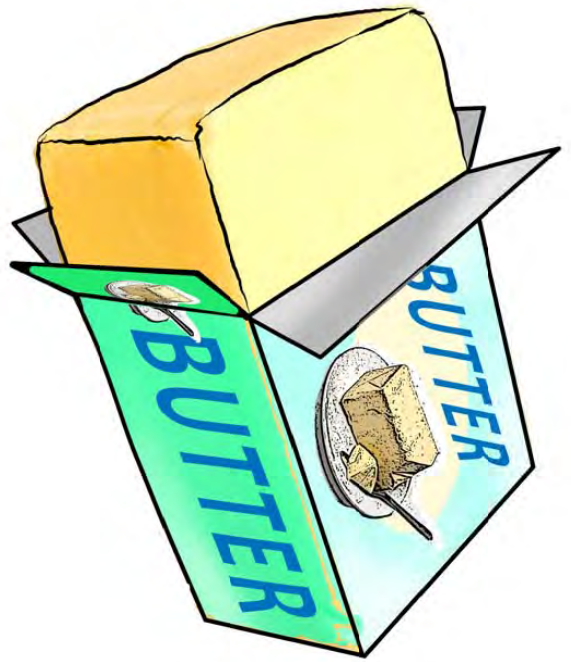
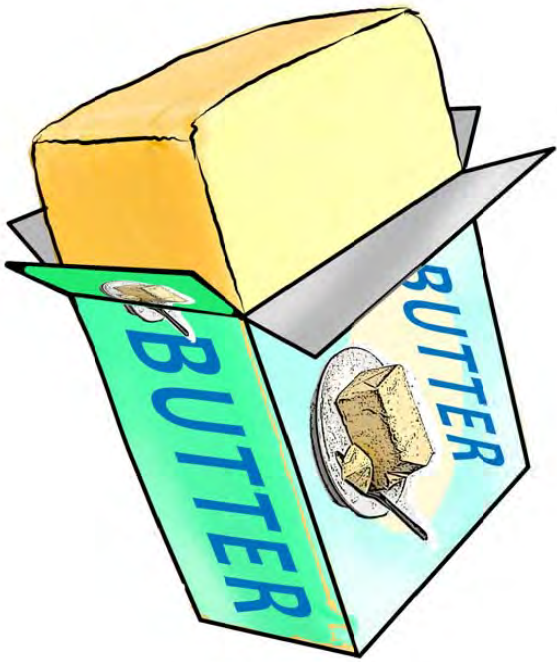
**Blessing:** *Oh my....your palms and nail beds look rather pale [asks to look at the eyes, too]. Your eyes look pale as well. I think you may have anaemia.*

**Halima:** *So what should I do? Why do I have anaemia?*

**Blessing:** *It seems to me that you are NOT receiving foods that are rich in iron. You should start eating good food sources of iron such as red meat (beef), eggs, poultry (chicken), fish, legumes (beans and groundnuts), dark green, leafy vegetables (spinach, sweet potato leaves). Equally important, you should go to the clinic and see the doctor.*

*[End of scene]*









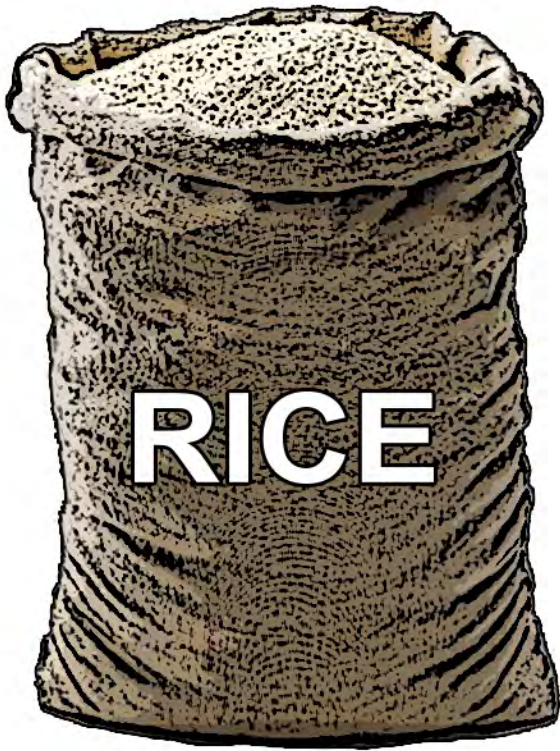




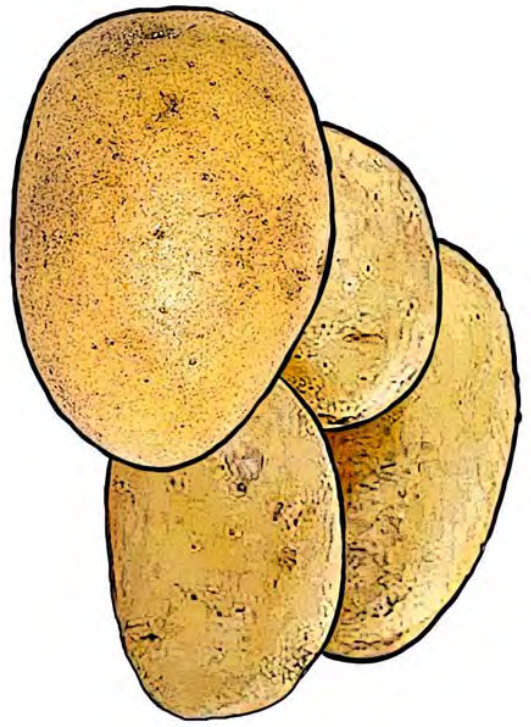
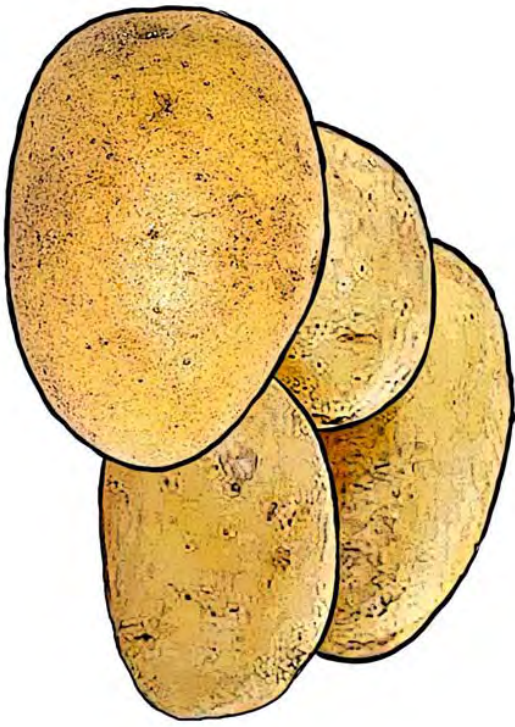
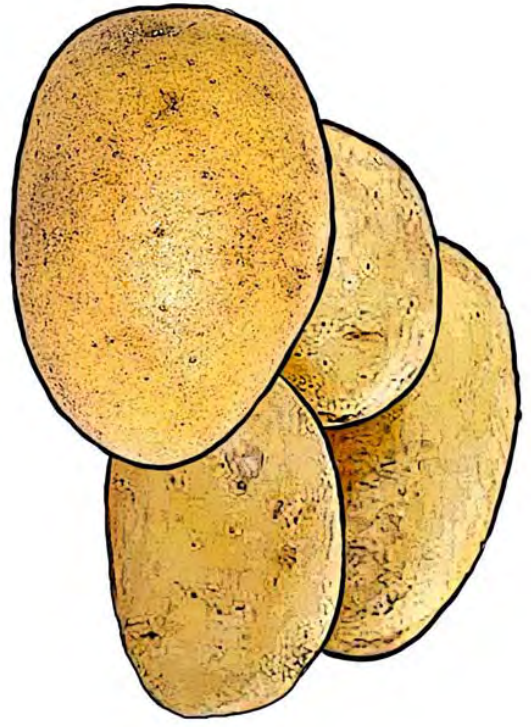
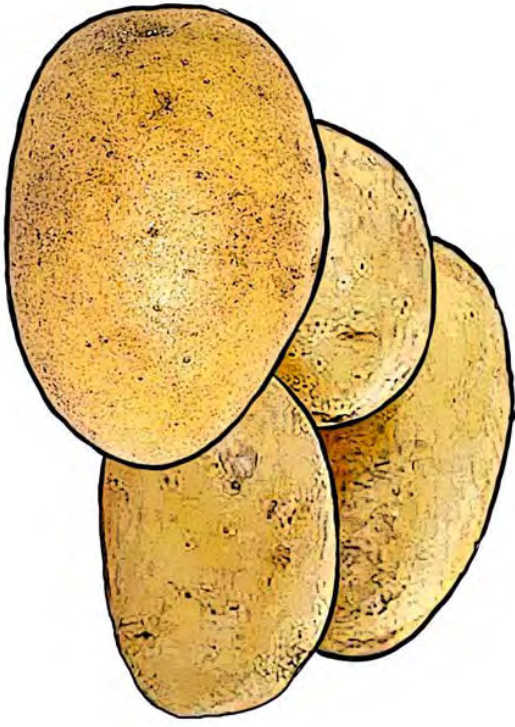


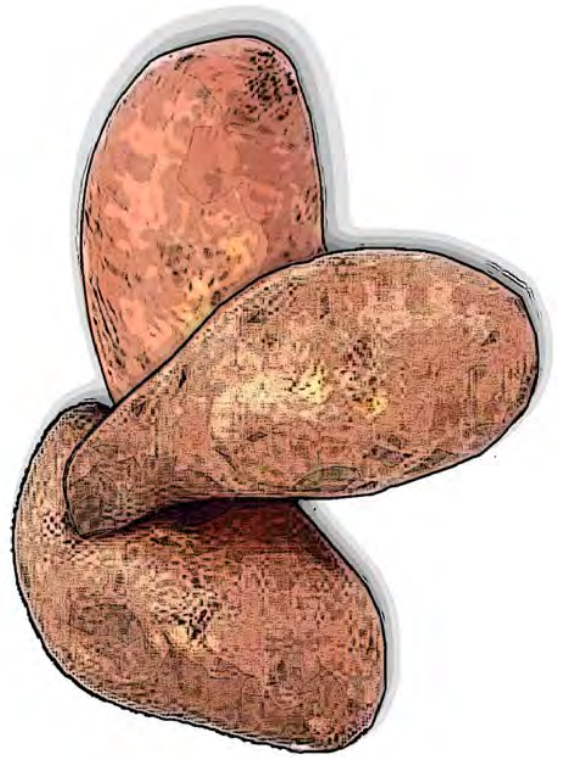
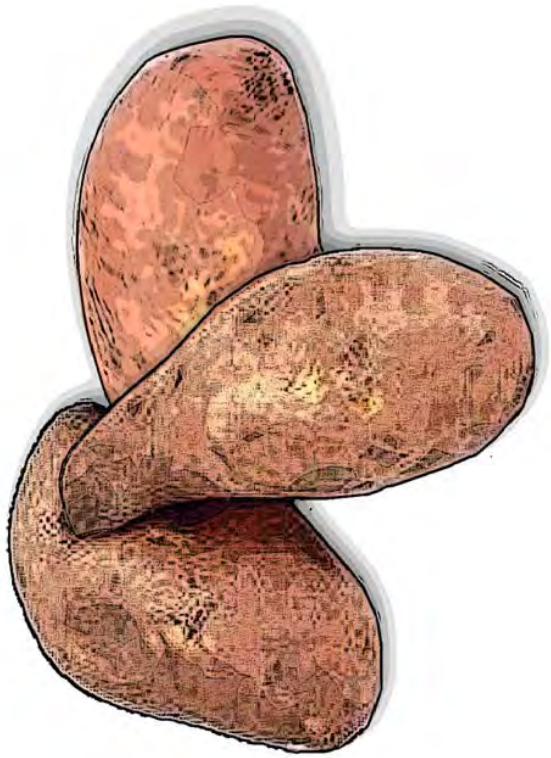
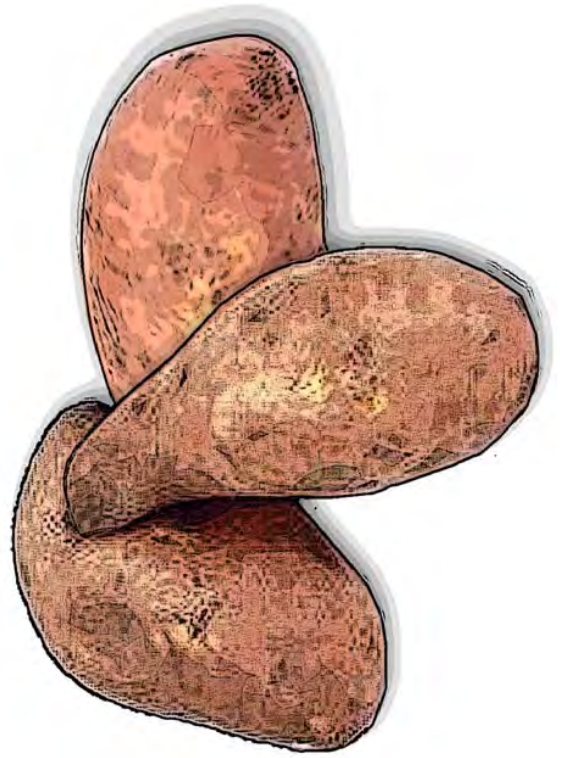
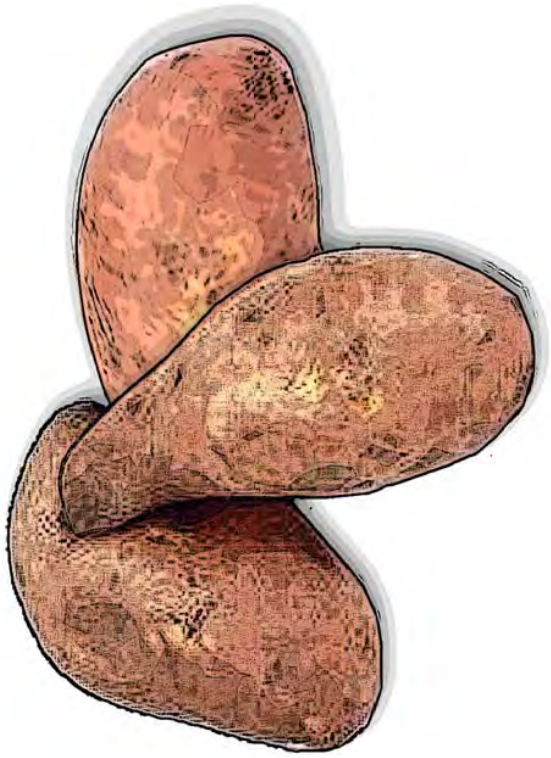










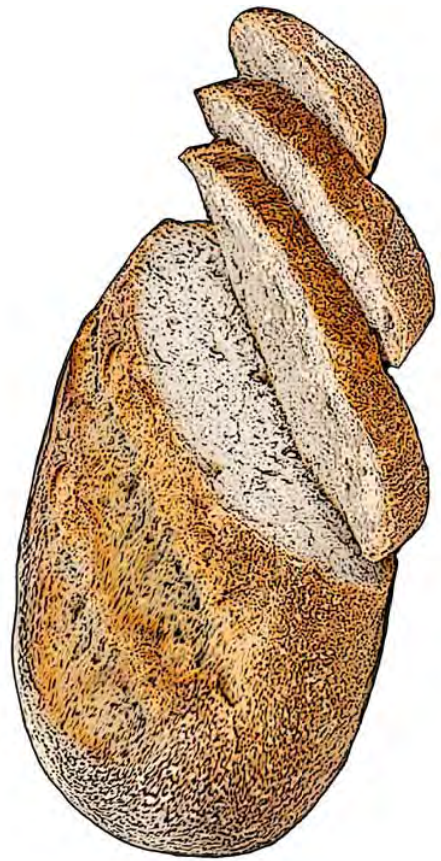
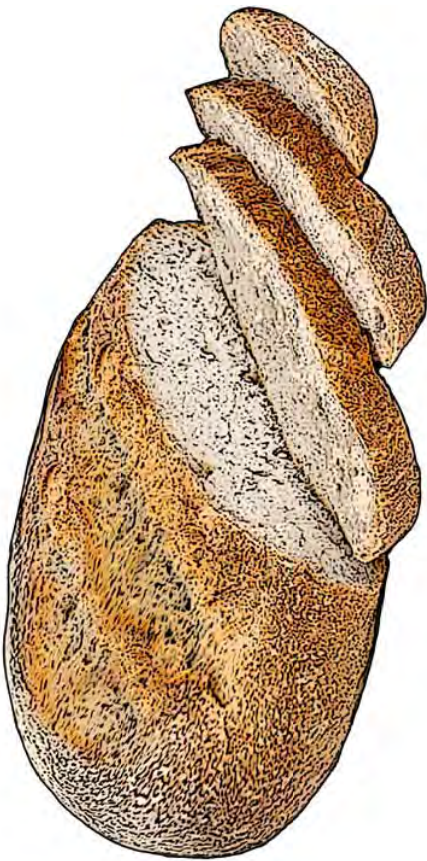
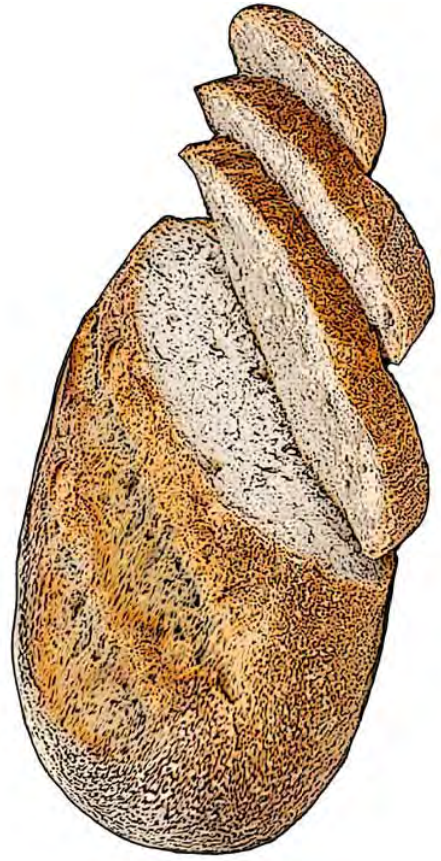
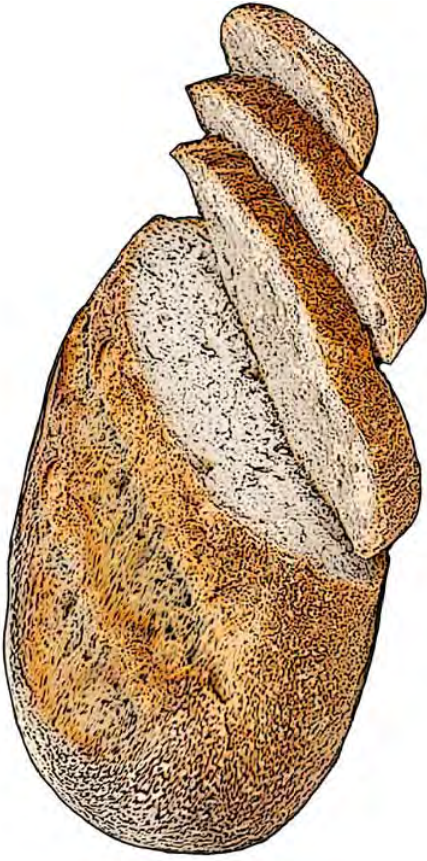


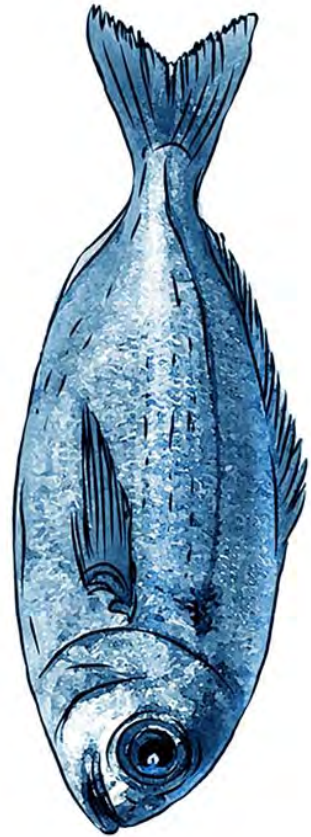
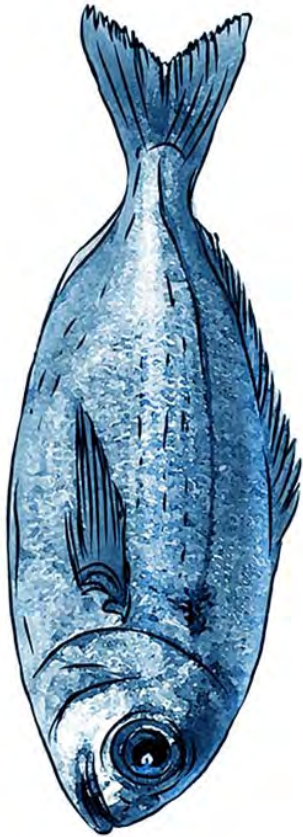
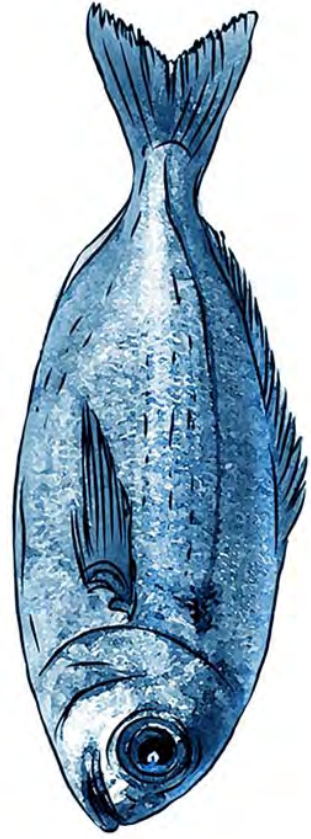
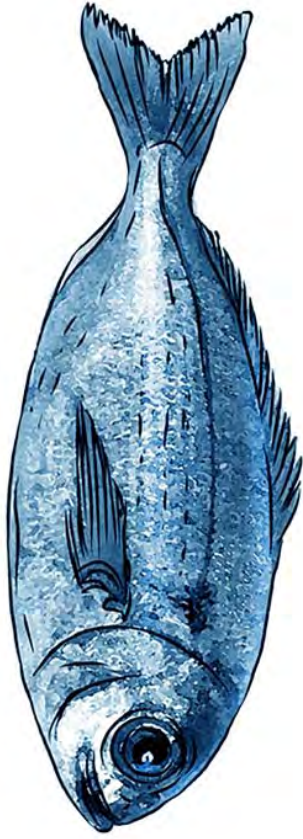




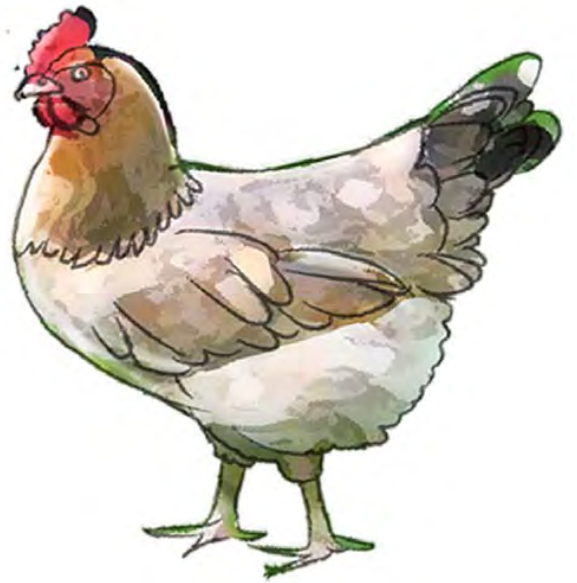
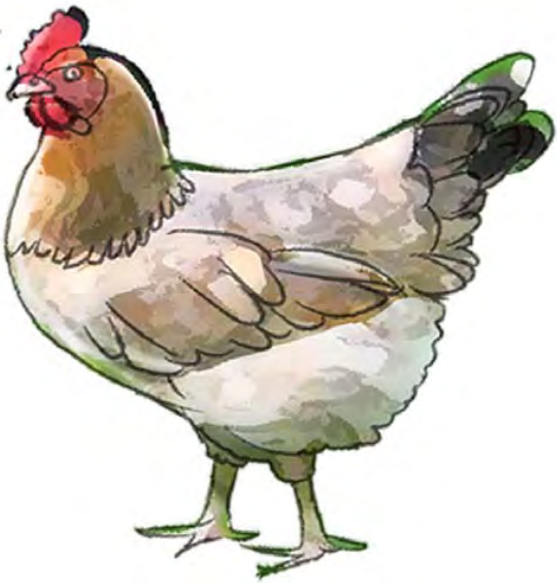
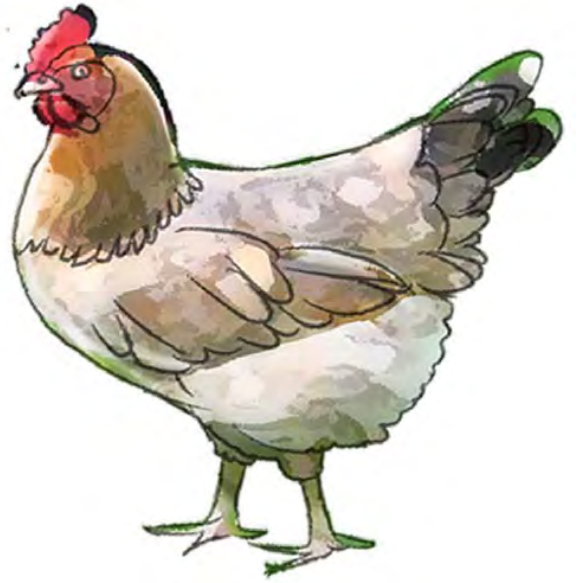
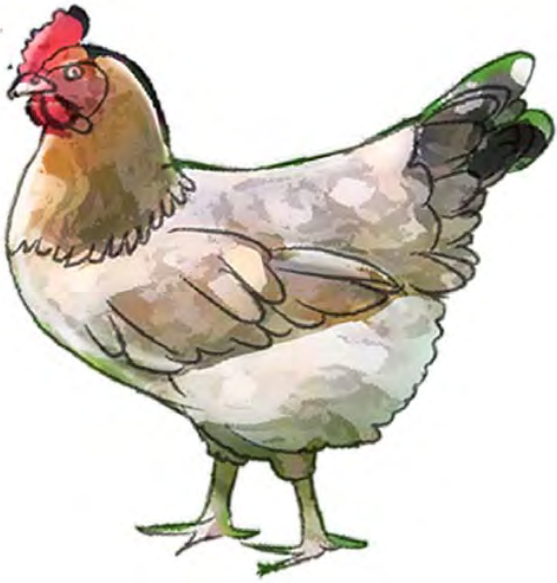


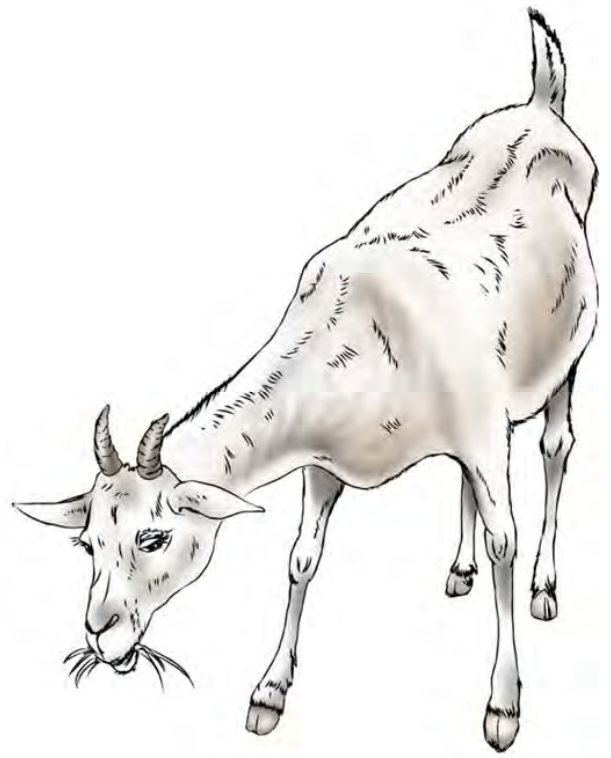
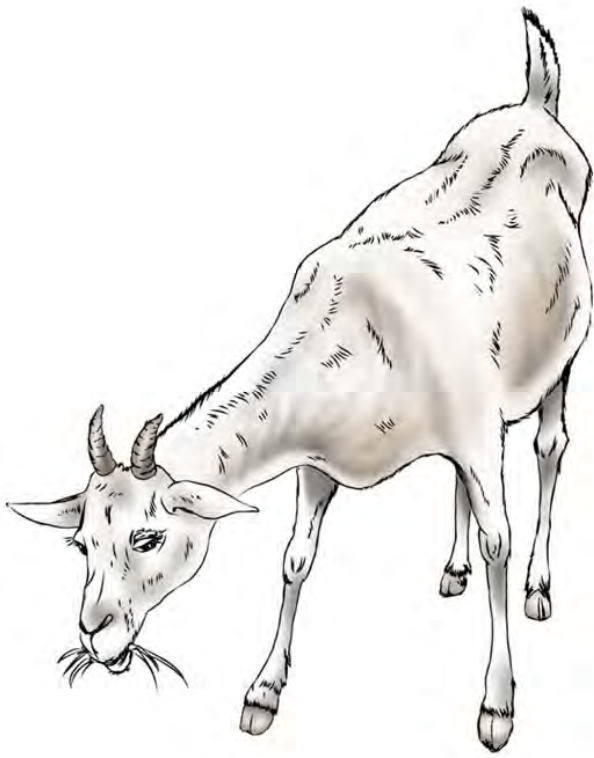
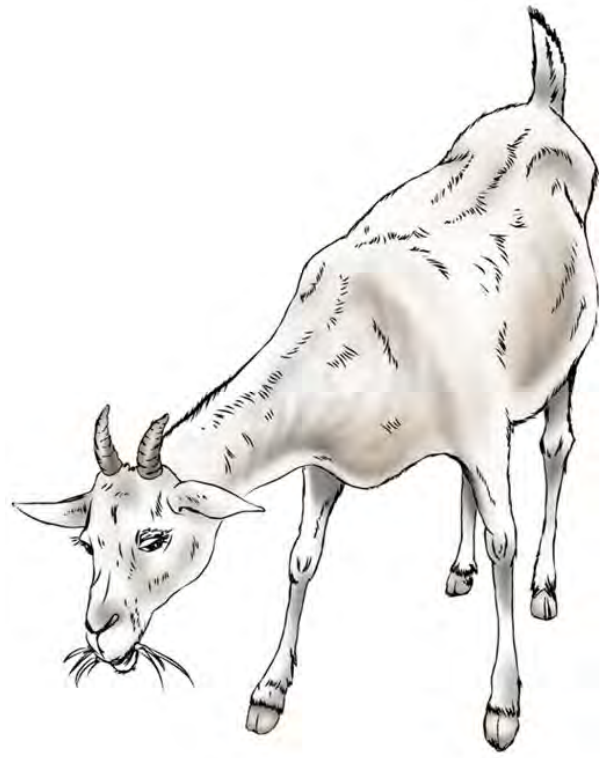
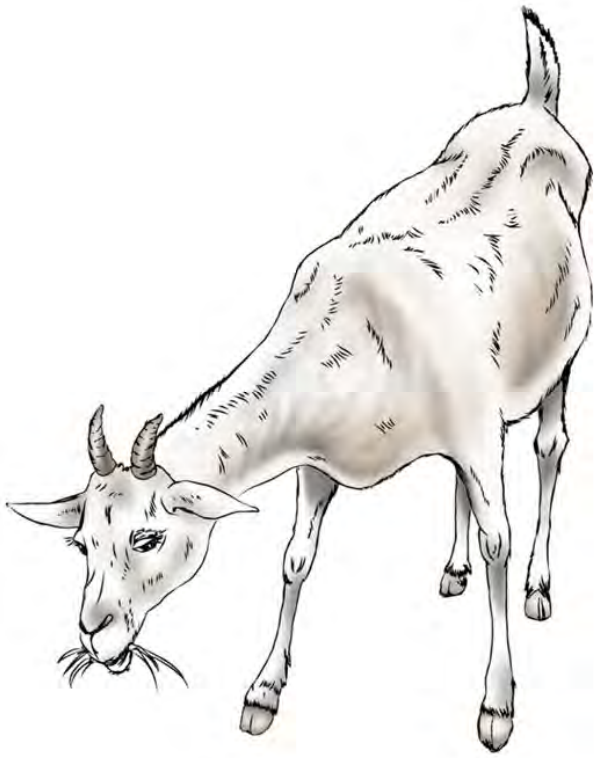


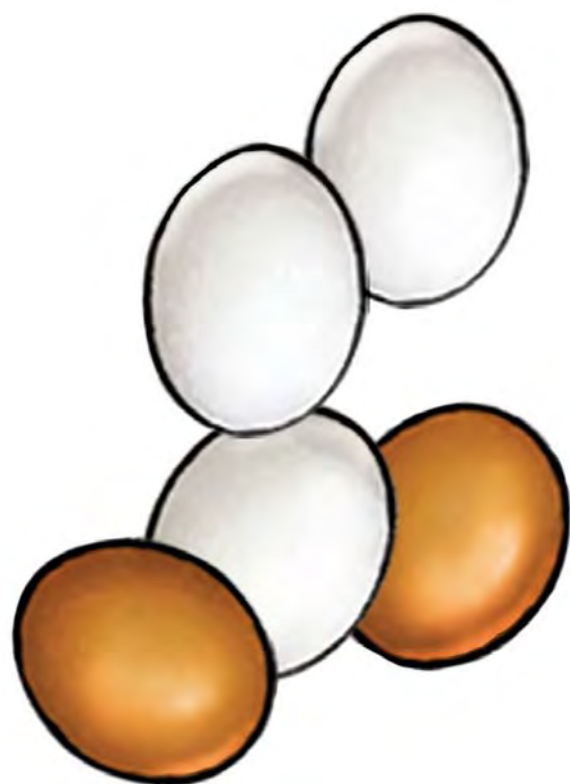
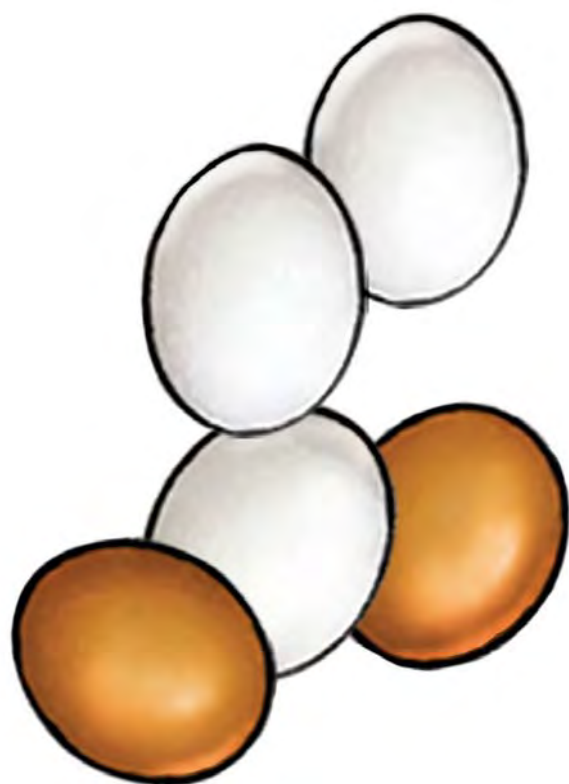
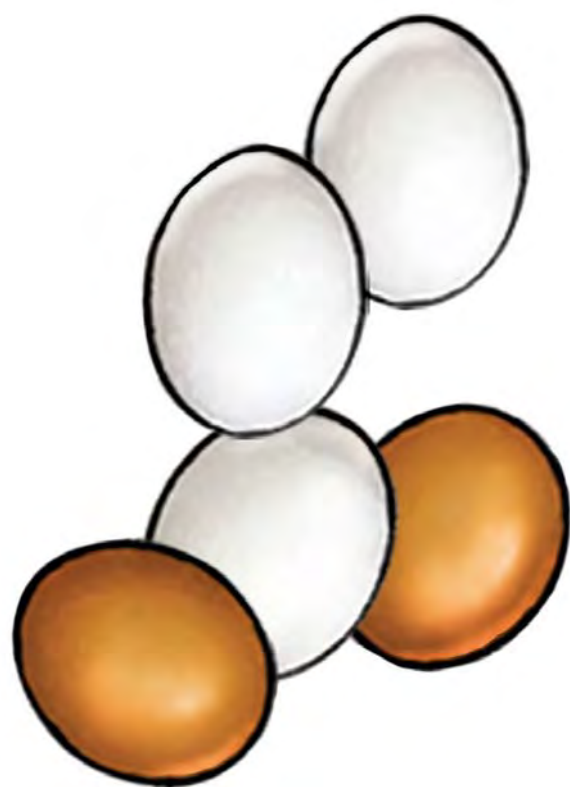
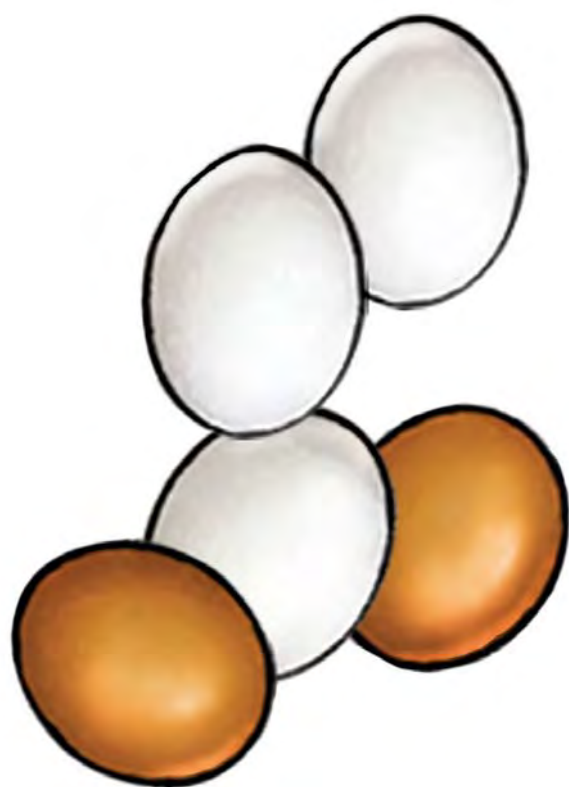






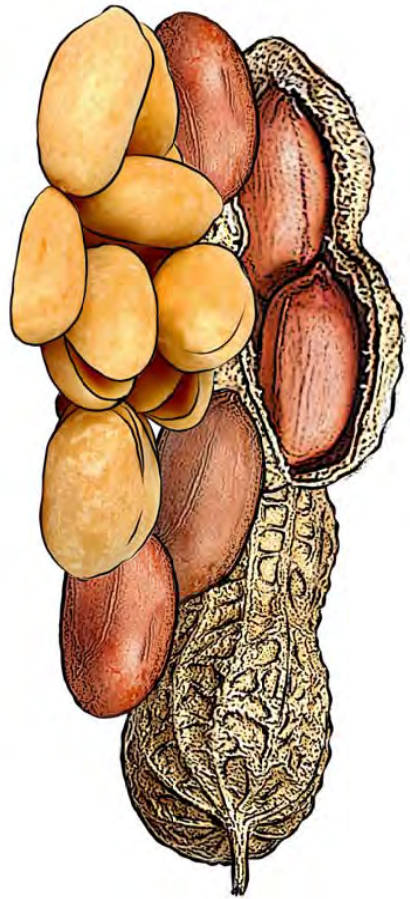
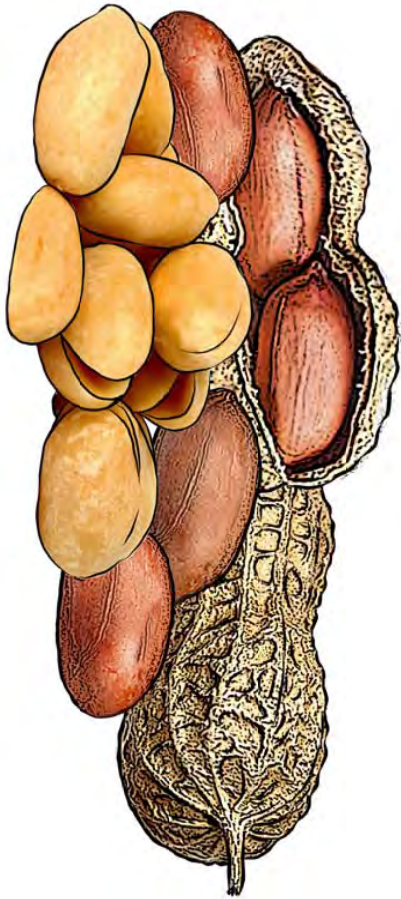
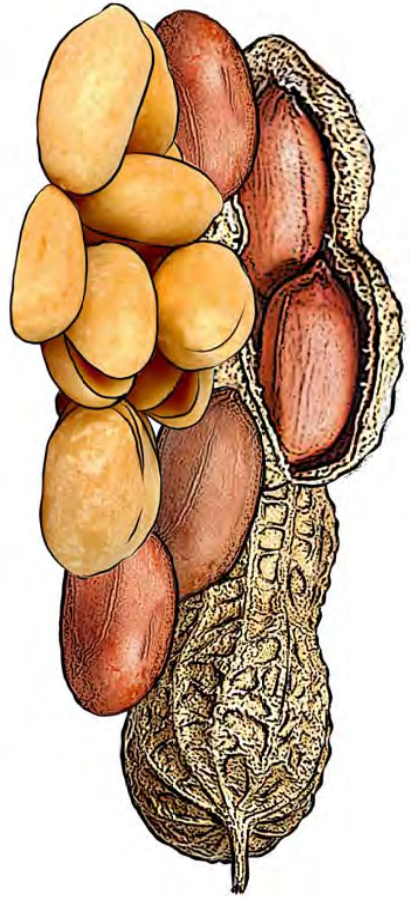
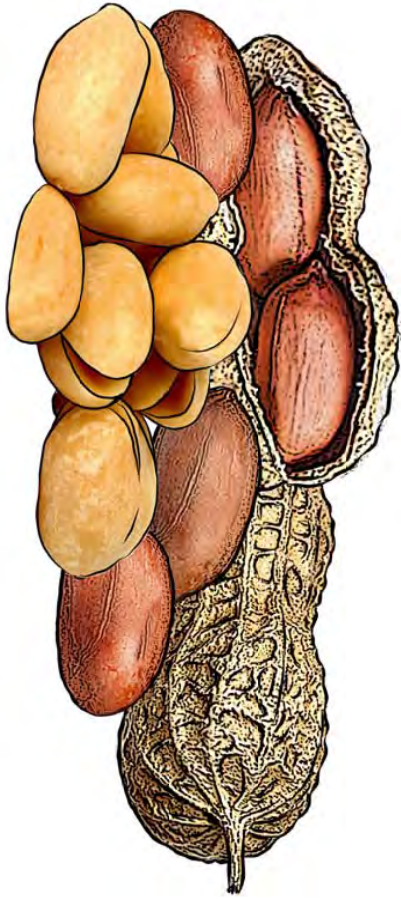


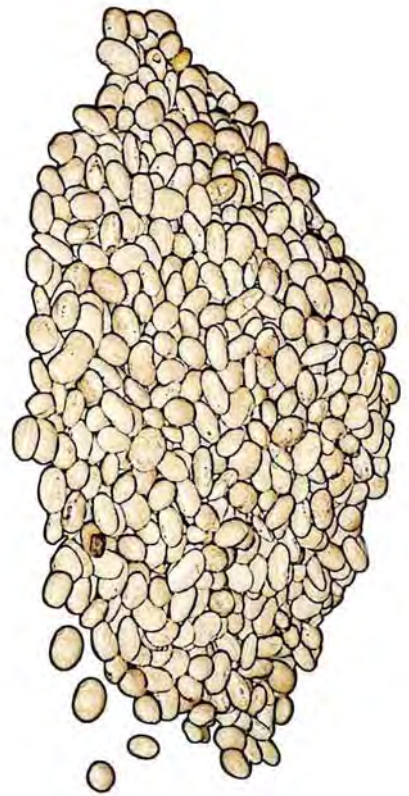
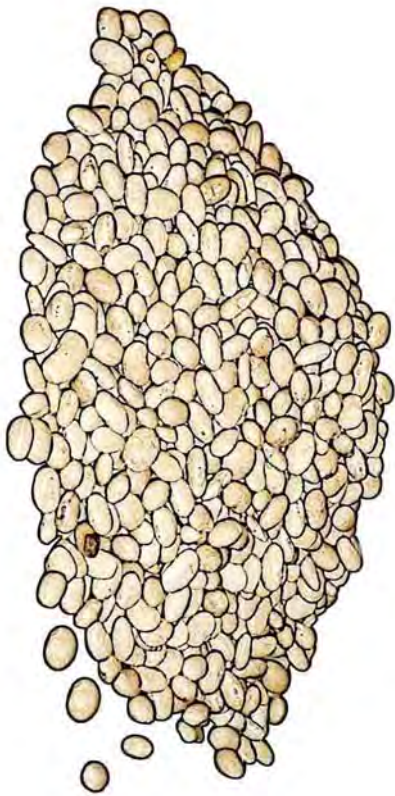
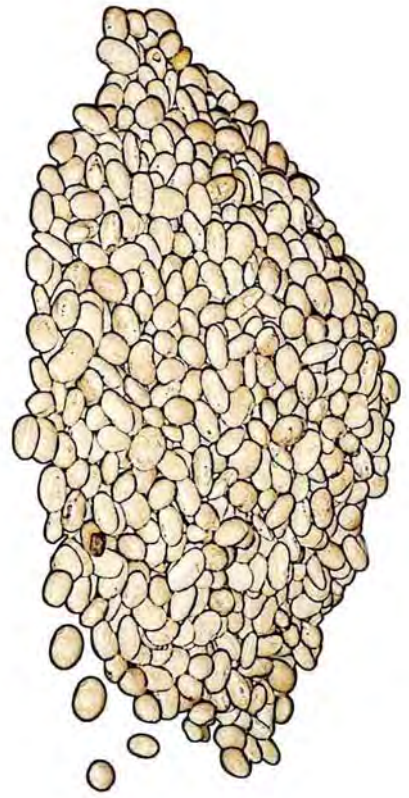
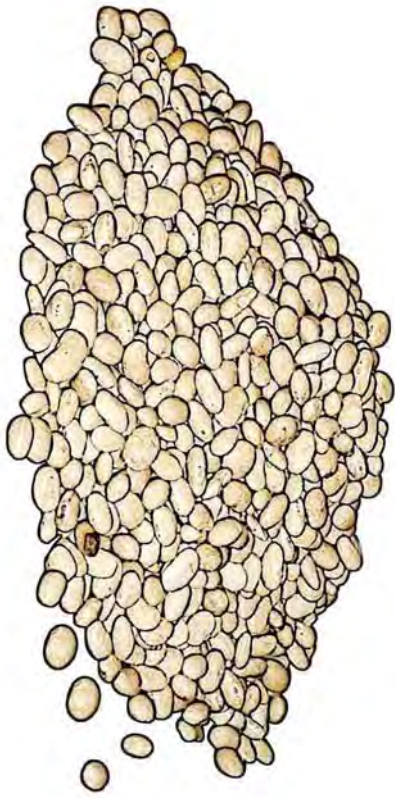






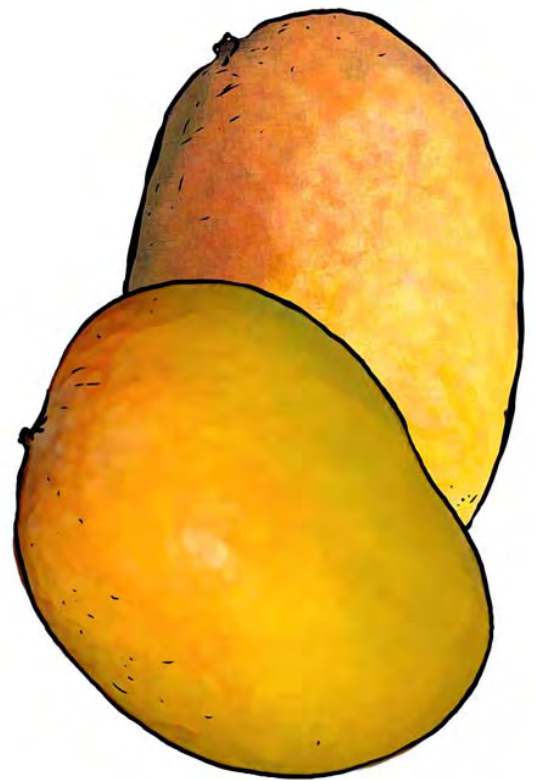
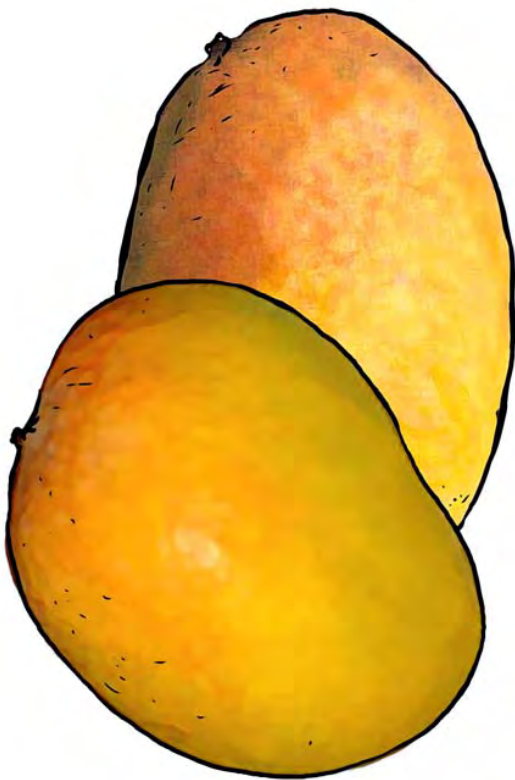
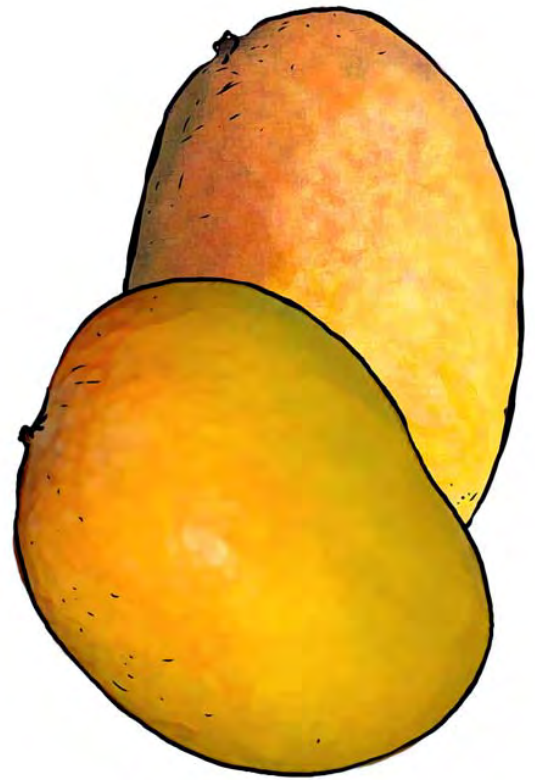
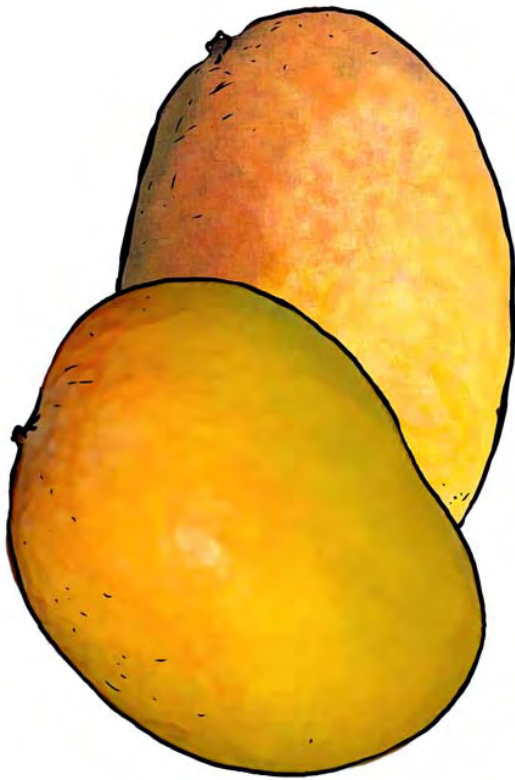




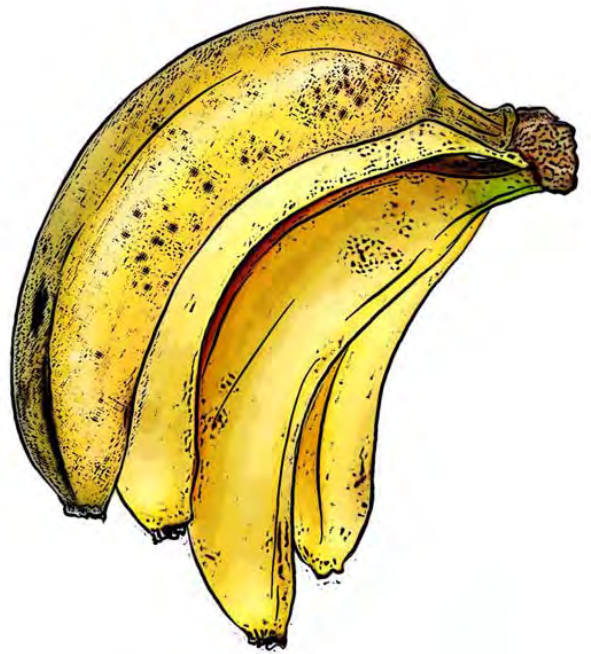
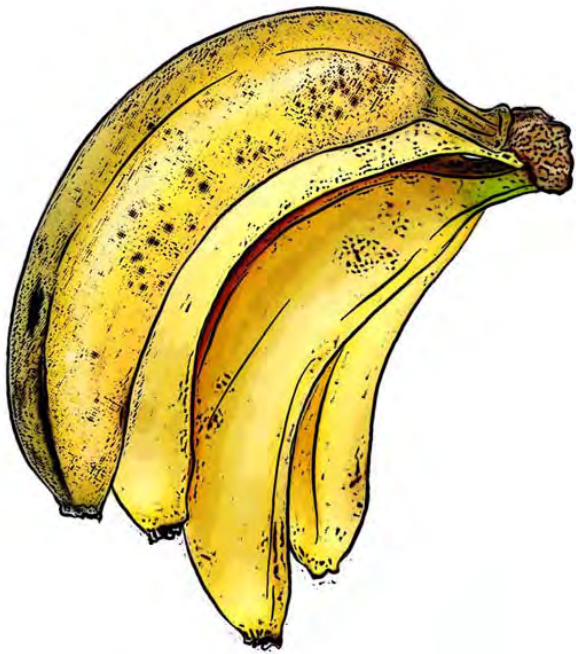
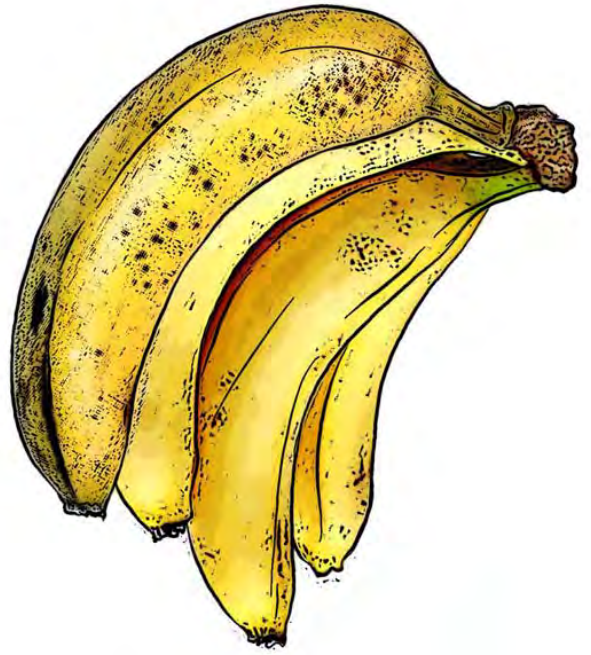
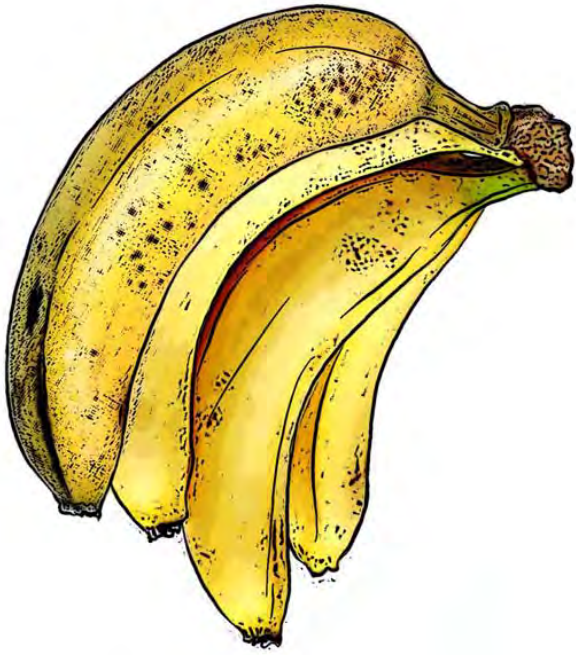






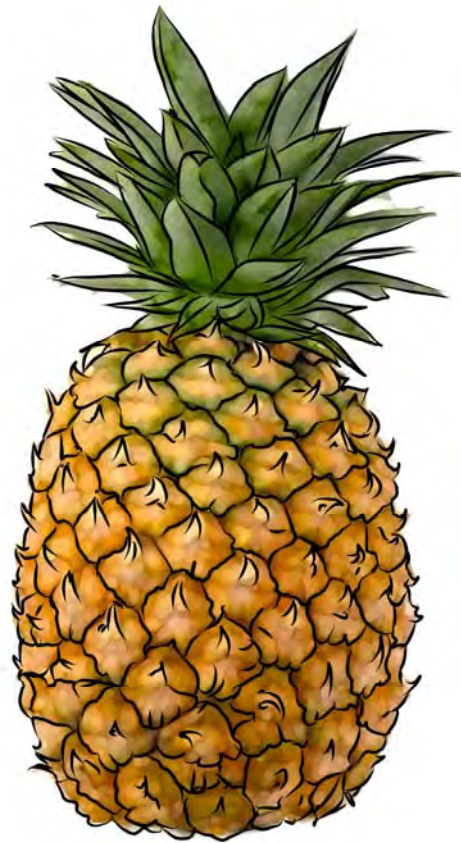
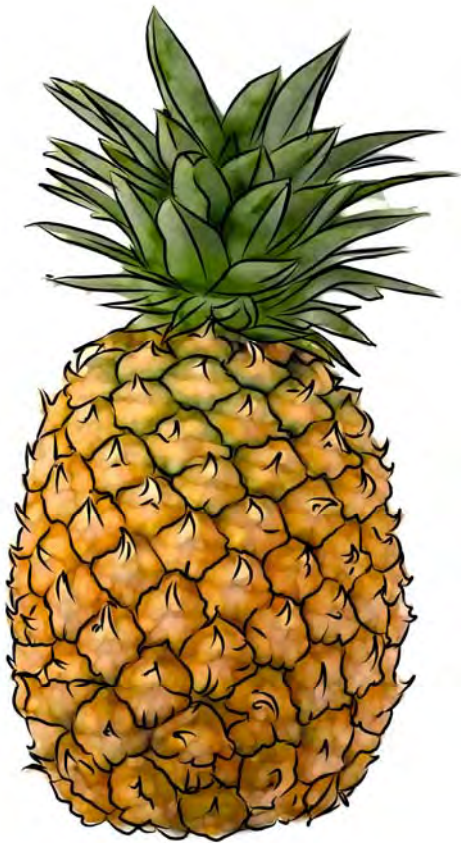
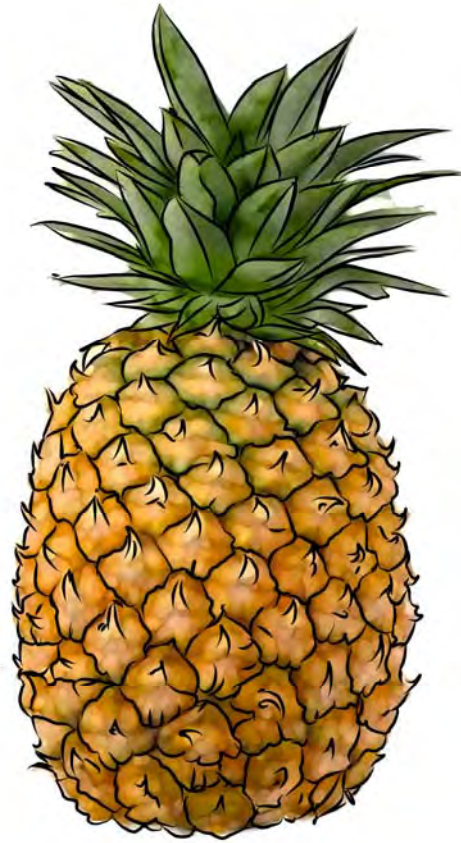
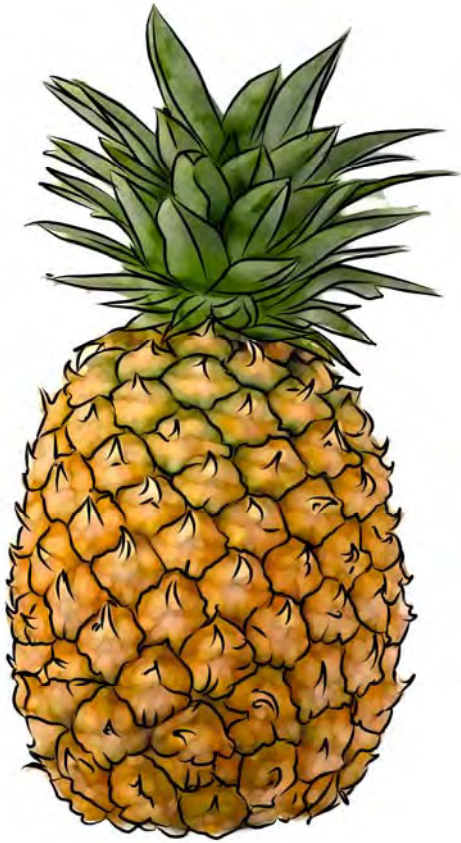




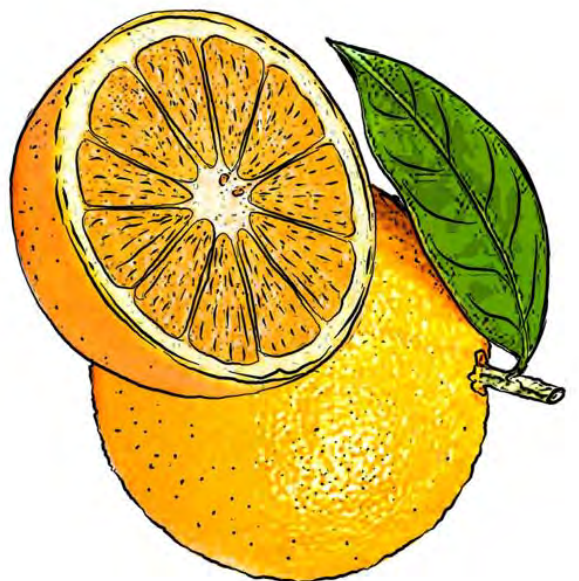
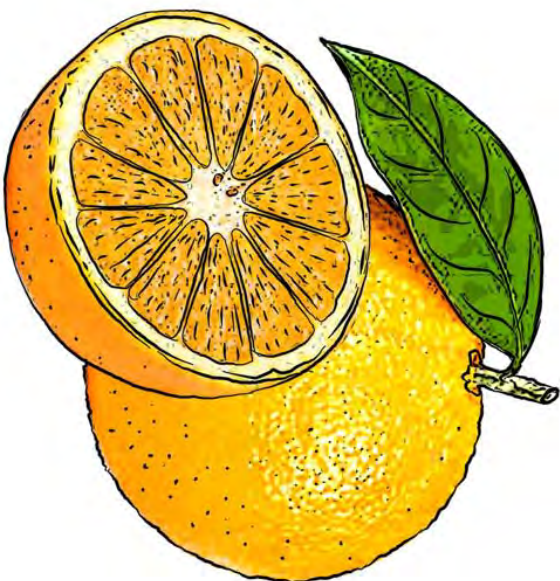
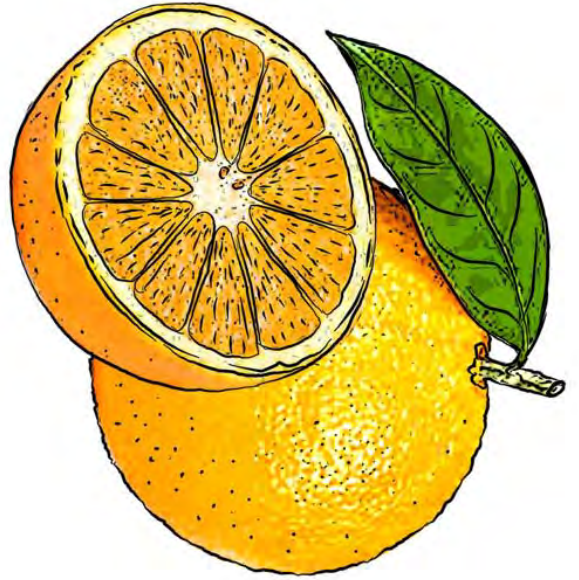
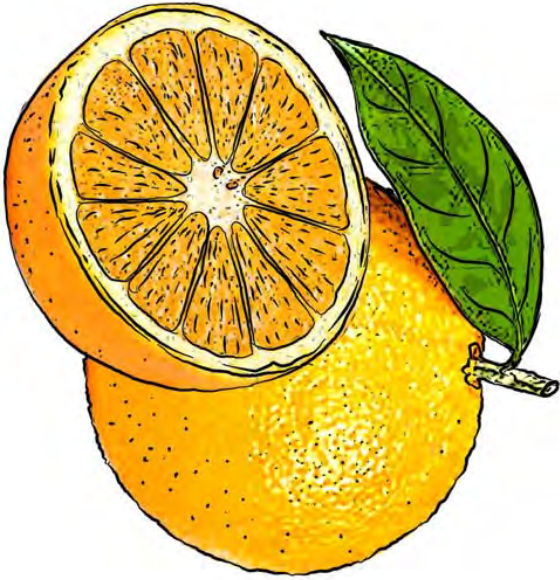


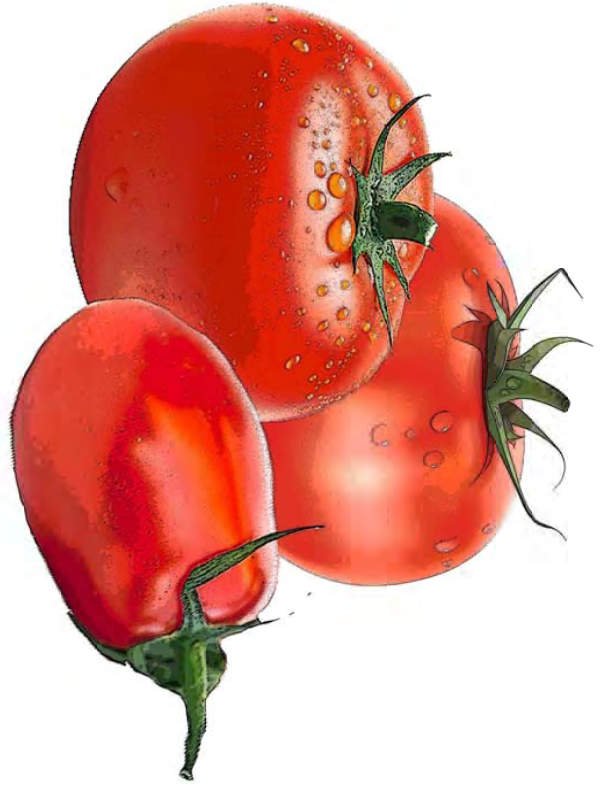


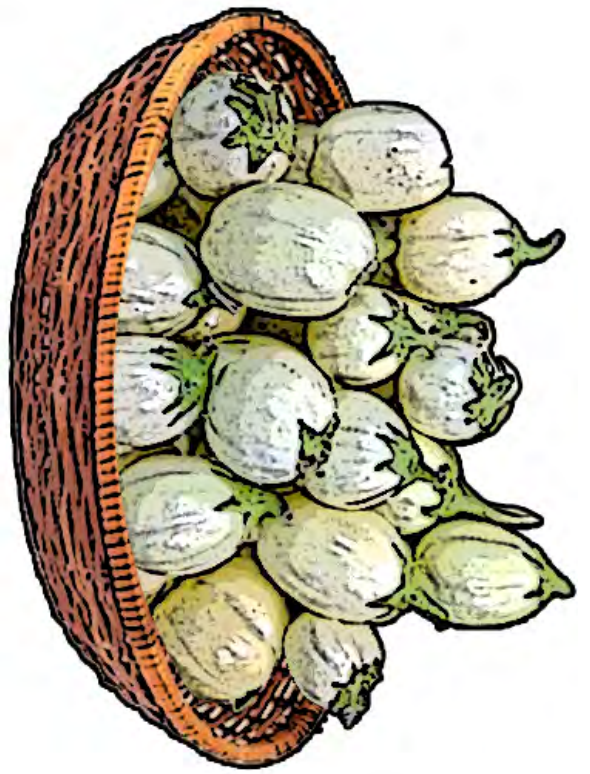
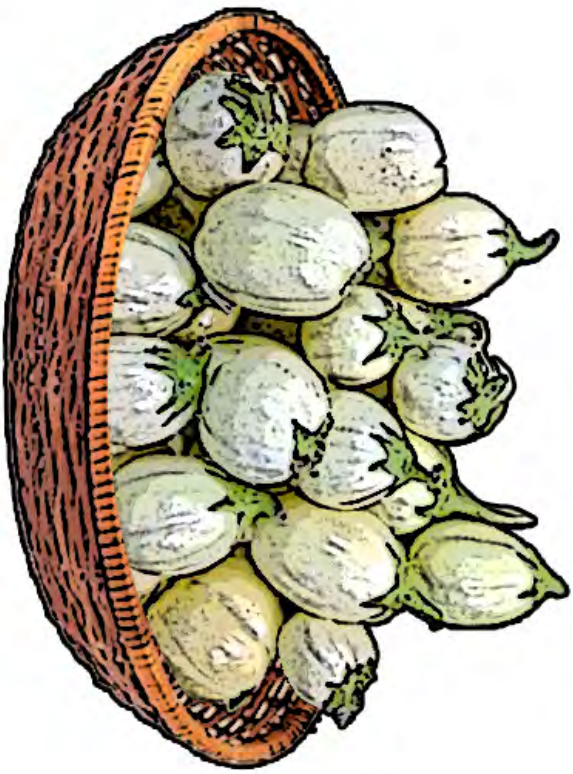
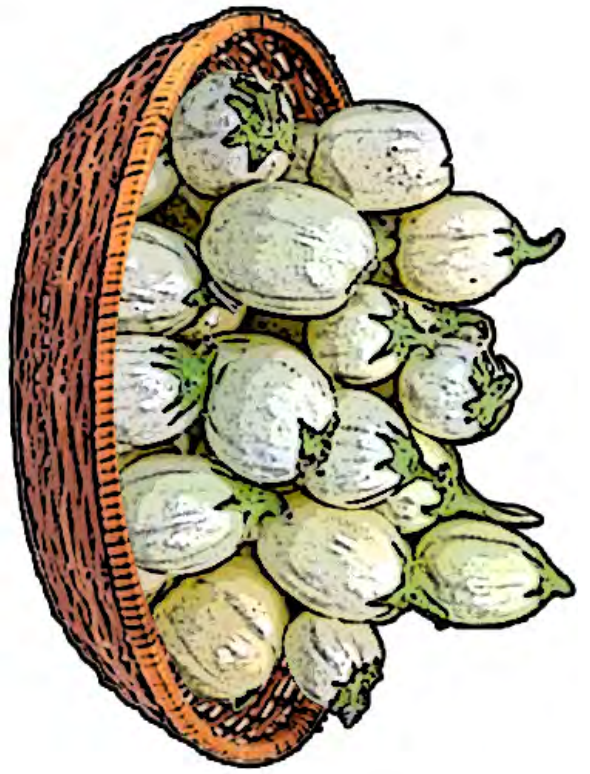
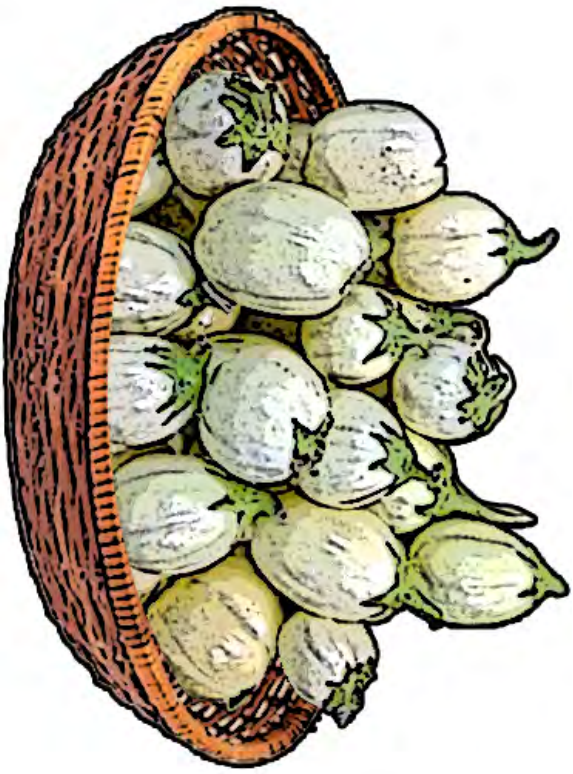




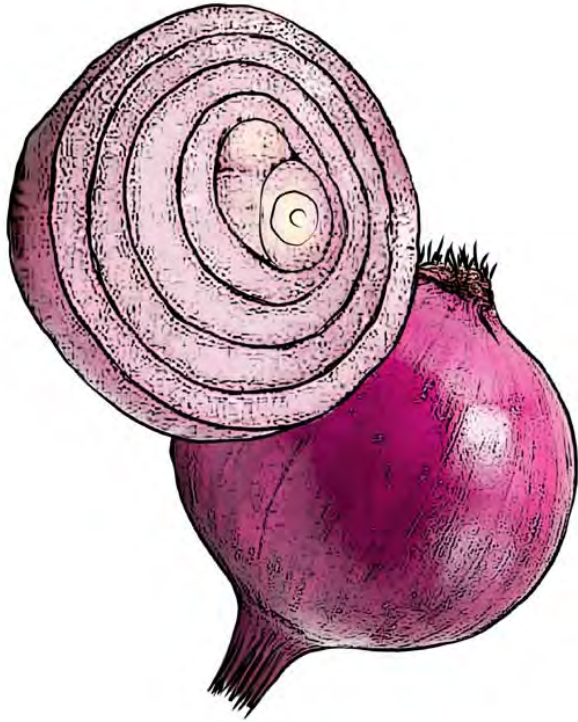




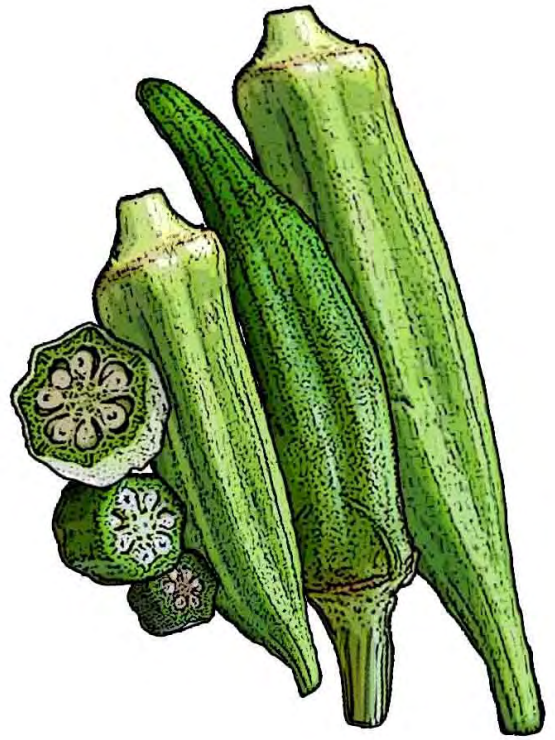
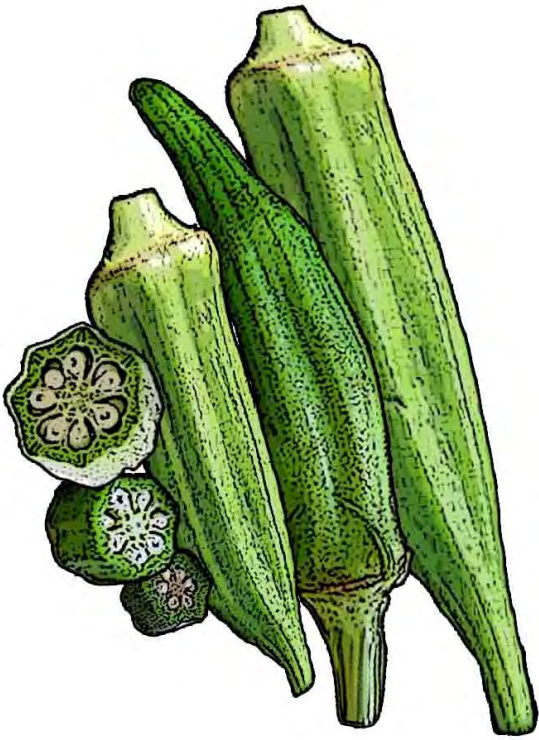
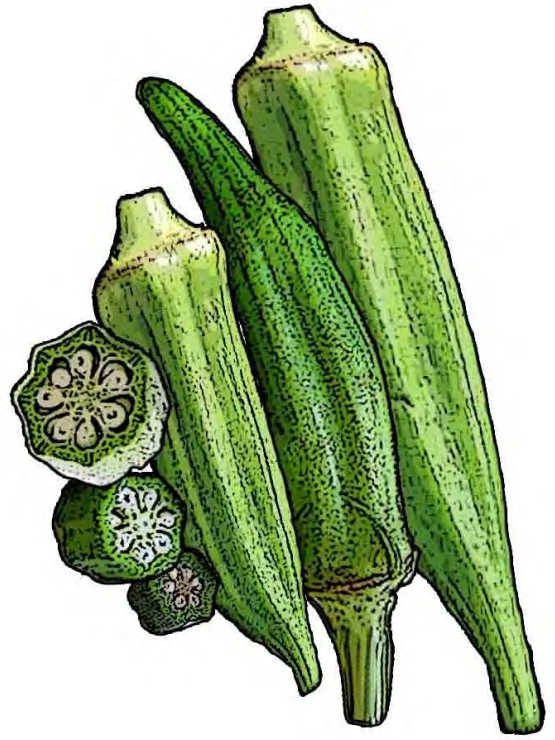
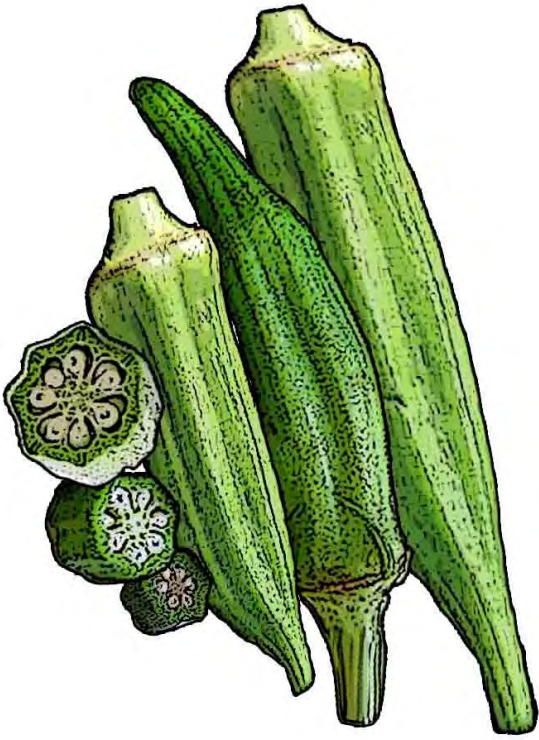














## HIV—Drug Effects and Actions to Take

HIV/Drug Effects	Actions to Take
Bone strength and development can be negatively affected.	
Diarrhoea and vomiting:	
Sore mouth and throat:	
Fever:	
Decreased appetite:	
Lactose intolerance:	
Fat and cholesterol storage may be increased in the body.	

## References List

---

CORE Group. 2013. *Designing for Behavior Change Curriculum*. Washington, DC: CORE Group and USAID.

Government of Nigeria. 2012. *The Community Infant and Young Child Feeding (C-IYCF) Counselling Package*. Abuja: Government of Nigeria.

Population Council. 2014. *Nutrition Education Curriculum for the Adolescent Girls Empowerment*. New York, NY: Population Council.

SPRING/Bangladesh. 2014. *Community Worker's Training Guide on Essential Nutrition Actions, Essential Hygiene Actions, and Homestead Food Production*. Arlington, VA: USAID/Strengthening Partnerships, Results and Innovations in Nutrition Globally (SPRING) Project.

SPRING/Bangladesh. 2014. *Community Workers Handbook on Essential Nutrition Actions, Essential Hygiene Actions, and Homestead Food Production*. Arlington, VA: USAID/Strengthening Partnerships, Results and Innovations in Nutrition Globally (SPRING) Project.

University of California Cooperative Extension. N.D. *Go Grow Glow: A Nutrition Curriculum for Preschoolers*. Yuba City, CA: University of California Cooperative Extension.

USAID Ghana Behaviour Change Support (BCS) Project. N.D. *Grow. Glow. Go: Healthy Child Feeding for GoodLife Flip Chart*. Baltimore, MD: Johns Hopkins Bloomberg School of Public Health, Center for Communication Programs.







## SPRING

JSI Research & Training Institute, Inc.  
1616 Fort Myer Drive, 16th Floor  
Arlington, VA 22209 USA  
Tel: 703-528-7474  
Fax: 703-528-7480  
Email: [info@spring-nutrition.org](mailto:info@spring-nutrition.org)  
Web: [www.spring-nutrition.org](http://www.spring-nutrition.org)

