

Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria

A Training Guide for Community-Based Organisations

Module 3: Activities for Children 6–11 Years



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.

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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.

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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 Chart

Session	Content and Objectives	Page	Duration (Min.)	Required Materials
1	<p>Nutrition and Care Needs</p> <ul style="list-style-type: none"> • Understand the nutrition and care factors that contribute to children’s growth • Understand reasons why they eat 	1	90	<p>Illustrations</p> <ul style="list-style-type: none"> • Taxi and Motorcycle with Petrol • Growing Child
2	<p>Food Functions and Dietary Diversity</p> <ul style="list-style-type: none"> • Explain food functions using the Move, Grow, and Shine system • Apply the Move, Grow, and Shine system to develop a healthy plate 	9	75	<ul style="list-style-type: none"> • 3 buckets (optional) <p>A4 paper/chalk or marker to label buckets</p> <p>Illustrations</p> <ul style="list-style-type: none"> • My Healthy Plate—Full • My Healthy Plate—Blank • Move Foods • Grow Foods • Shine Foods • Move Food cards • Grow Food cards • Shine Food cards
3	<p>When to Eat and How Much</p> <ul style="list-style-type: none"> • Explain why they need to eat meals at different times during the course of a day • Understand the appropriate meal frequency intervals • Understand the frequency of meals and snacks for younger children • Understand the difference between healthy and unhealthy food choices 	17	100	<ul style="list-style-type: none"> • Ball of string • 2 bottles (500 mL and 250 mL) • Basin • Water/sand to fill bottles <p>Illustration</p> <ul style="list-style-type: none"> • Taxi and Motorcycle with Petrol
4	<p>Water, Sanitation, and Hygiene</p> <ul style="list-style-type: none"> • Understand the importance of handwashing to protect against illness and the correct way to do it— appropriate duration, materials and recommended method of 	25	135	<ul style="list-style-type: none"> • Bottle • Water • Matches • Needle • Nail • String

Session	Content and Objectives	Page	Duration (Min.)	Required Materials
	<p>handwashing</p> <ul style="list-style-type: none"> Describe the critical time points when they should wash their hands Understand the importance of proper disposal of waste and keeping the home and play environment clean 			<ul style="list-style-type: none"> Bar of soap Pins Chalk dust/charcoal/soil/dust/flour Paper towels Basin Jug with lid and basin Clean bucket with ladle/cup hanging from lip <p>Illustrations</p> <ul style="list-style-type: none"> Handwashing Steps Handwashing Times Latrine Wetting Hands Soaping Hands Lathering Hands Scrubbing Fingers Scrubbing Fingernails Rinsing Hands Boy Eating Food Faecal-Oral Route
5	<p>Water Safety</p> <ul style="list-style-type: none"> Understand how water in the home is kept safe and the importance of clean water to health 		37	<ul style="list-style-type: none"> Clean water in a glass/bottle Clean boiled water in a glass/sealed, shop-bought bottle of water Dirty water in a glass/bottle Tippy tap Clean cup Jug with a cover <p>Illustration</p> <ul style="list-style-type: none"> Faecal-Oral Route
6	<p>Importance of Eating When Sick</p>	41	60	<ul style="list-style-type: none"> 2 plastic bottles

Session	Content and Objectives	Page	Duration (Min.)	Required Materials
	<ul style="list-style-type: none"> • Understand what happens to their bodies during illness • Understand that they need to continue eating and drinking even though may not feel like it when they are sick • Understand what foods they need to eat to meet the increased nutritional needs during illness 			<ul style="list-style-type: none"> • Water to fill bottles • Basin • Needle/nail (to pierce bottles with) <p>Illustrations</p> <ul style="list-style-type: none"> • My Healthy Plate—Full • My Healthy Plate—Blank • Move Foods • Grow Foods • Shine Foods

Session 1: Nutrition and Care Needs

Session Objectives

By the end of the session children will be able to:

- Understand the nutrition and care factors that influence their growth and development
- Understand reasons why they eat

Activity No.	Activity	Time (Min.)
1.1	Growth and Development	45
1.2	Why We Eat	45

Activity 1.1 Growth and Development

Time: 45 minutes

Illustrations

- Taxi and Motorcycle with Petrol
- Growing Child
- Move Foods
- Grow Foods
- Shine Foods

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

Facilitator will put out food pictures for the children to look at, using the Move, Grow, and Shine Foods illustrations from Supporting Materials.

Activity Plan

Icebreaker

Show children the Growing Child illustration from Supporting Materials.

Point at each stage of growth in the illustration and ask the children guiding questions.

How many of you have a small baby in your home, or have seen a small baby?

Do you think you used to be as small as that baby?

What do you think helped you grow from being that small baby to the little boy or girl that you are now?

Discussion

Lead the children in a guided discussion. The facilitator will use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.

Food

For our bodies to grow strong and healthy we need food to eat. We need different types of foods that work in different ways in our bodies. Would anyone like to tell the group what their favourite food is? What do you like about those foods?

Choose two children from the group to ask about their favourite foods and thank them for sharing.

From being small children we grow taller and gain weight, and we call this growth. But there are also many changes happening in our bodies as well, that we do not see, and the food that we eat is very important for those changes that happen inside our bodies. The change occurring inside our bodies is called

DEVELOPMENT.

Who can tell me what development is?

Wait for a few answers Thank the children for their participation. Now look at the picture of the growing boy with me, do you think this baby can walk?

Possible answer: No, it is too small and weak, does not know how to yet.

Yes, that is right, babies cannot walk, but as they get stronger they try and learn how to walk, this is a form of development, that is, from a baby that lies still, to a baby that turns over to a baby crawling, then a baby walking and a little boy running. This is because, as these different parts of our bodies grow in size—though not always—but they also become better at the work they do and function better and faster. Many of the foods that we eat work specifically for our bodies to develop.

As we go from day to day, we have to move around, play, and learn. To do all these things, we need ENERGY. Even when we are sleeping we need energy to stay asleep and keep breathing and for our bodies to continue working. Food is needed to do that. Just like a car or motorcycle needs fuel to run, the body needs food to work.

Show the Taxi and Motorcycle with Petrol illustration.

Who can tell me what can happen to a car if we do not keep filling it up with petrol? Does anyone know?

Ask for suggested answers from the children, and guide them towards the right answer if they do not know.

Yes, without petrol, a car would run out of energy and would stop moving until it was filled up again. People need food to run just like a car needs petrol to run.

Water

Water works inside the body very much like it works outside our bodies. Who can tell me what is water mostly used for?

Listen to answers from the children, and guide them to the desired answer: Water is used for washing and cleaning. Congratulate the children for their participation.

Yes, water is used for washing. So inside our bodies, water is used to refresh the body from the inside—which we call hydration. The body works very hard. In all its hard work, the body makes waste that needs to be cleaned away. So water works to clean that waste away from the inside.

That is how we get tears—they wash out your eyes. That is why you pass urine, because the water you drink washes the body from the inside, and then what is washed out comes out as urine. The water you drink also helps to keep your body cool (HYDRATED) while you are playing and on hot days; this is seen as sweat on the body. So, as we drink water, our body is able to work as it needs to so that the body can grow.

Cleanliness

When we keep ourselves clean, keep our hands clean through handwashing, also when our home and compound are kept clean, we remove things that can make us sick. Dirty things have germs that make us sick. Who here can describe three feelings they have when they are sick?

Ask for suggested answers from the children, and guide them towards the right answer if they do not know.

Thank you for your answers. When we are sick, we don't feel like our normal self, which is joyful, strong, playful, and hungry. This is because sickness changes what is going on in our bodies and it also causes our food to be moved away from the work of helping us grow and develop. If we are sick long enough or this happens to many times, then we run the risk of slowing down our growing. So it pays to be clean.

When we do fall sick, our parents take us to the nurse or doctor at the clinic. The medicine we take helps to take away what is making us sick. That way the body is able to use the food we eat for the work of growing.

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

Activity 1.2 Why We Eat

Time: 45 minutes

Illustrations

- Taxi and Motorcycle with Petrol
- Growing Child
- Move Foods
- Grow Foods
- Shine Foods

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

The facilitator will put out food pictures for the children to look at, using the Move, Grow, and Shine Foods illustrations from Supporting Materials.

Activity Plan

Icebreaker

What are some of the reasons that we eat food?

Elicit responses from several children and have them brainstorm many different reasons children eat food.

Thank you all! It sounds like we have a lot of different reasons why we eat. Let's learn together about why we eat.

Discussion

Lead the children in a guided discussion. The facilitator will use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.

Let us look at these pictures together.

Fuel for the Body

The facilitator shows the Taxi and Motorcycle with Petrol illustration.

In this picture, I want us to pretend that the body is like a car. If a car does not have any petrol in it, do you think it will move?

No, it would not move. Food is like petrol for the body because it helps the body to keep working. If we do not eat food, then we cannot play either, because there is no fuel to make us move.

Growing and Developing

The facilitator will select four volunteers from different ages and ask them to stand side-by-side. Arrange them from youngest to oldest. The facilitator will join the group of volunteers to represent the adult and should stand at the end of the line to represent the oldest. Use the following questions as probing questions. Alternatively, you may use the Growing Child illustration from Supporting Materials.

What do you see about this pattern?

Solicit answers and ensure children understand that the children are taller as you go from youngest to oldest, and the adult is the tallest. Thank the children for their participation, and allow them to return to their seats.

To continue this pattern, if I bring a baby into the room, where should I put the baby? Next to me or on the other end of the line or in the middle? Why would I put the baby where you say?

Guide the children to give their answers to the following questions, and thank them for their participation.

Thank you for your help with this activity, please go and sit down.

Last year, were you shorter or taller than you are now? When you finish this class at the end of the year, do you think you will be taller or shorter?

Do you think you were ever such a small baby? We have now learned that food is one of the main reasons that we grow from being small babies to big boys and girls. Growing means our bodies get taller and we get bigger in size; that is why we need bigger-sized shoes, slippers, and clothes every now and then. That is one way to know that we are growing. We need food to grow.

Also as we grow our bodies get bigger and the different parts of our bodies start changing in ways that they work faster, stronger, better than when we were babies. These changes are called **development**. Who can remember what we said DEVELOPMENT is? Can you give me an example? The food we eat allows for those very special changes to happen in our bodies.

Preventing and Fighting Sickness

Who has heard about the immune system? Who can tell me what the immune system is?

Possible answers: It is the fence of the body to protect the body. They are soldiers of the body. It stops us getting sick

That is a good effort. Let me tell you a story that can help you understand about the immune system. Who knows what a guard is or a soldier is? Yes? What does a guard or a soldier do?

Ask for suggested answers from the children, and guide them towards the right answer if they do not know.

Yes, that is right, a guard or soldier protects something from being stolen, or broken. When we are sick, the things that make us sick are like people who come to break our body. How do you feel when you are sick? You feel weak, don't you, and as though you are not working properly. For you to get better, the body starts working to make you better by making special guards or soldiers to take away the things that are making you sick and trying to break your body. The work of these guards is to catch those things that make us sick and take them out of our body so we start to feel better. Then also the guards now know about these bad things that made us sick, so they stay in the body, protecting the body from those things that can make us sick. We need food to make those special guards and soldiers in our bodies that protect our bodies. These foods that we eat help us fight off germs that make us sick. We need food to keep us strong and healthy. And when we are healthy, our body is strong enough to fight off sickness!

Ability to Learn

Has there ever been a time when you were hungry or tired in class? Was it easy to listen to the teacher? Did you want to put your head on the desk and sleep?

Ask for suggested answers from the children, and guide them towards the right answer if they do not know.

It is important to eat so that we can learn at school. When you do not eat before school, it makes it difficult for you to concentrate on what the teacher is helping you to learn in class. When we eat enough food and the right types of food, we can sit up with strength in class and learn.

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

Session 2: Food Functions and Dietary Diversity

Session Objectives

By the end of the session children will be able to:

- Explain food functions using the Move, Grow, and Shine system
- Apply the Move, Grow, and Shine system to develop a healthy plate

Activity No.	Activity	Time (Min.)
2.1	Introducing Move, Grow, and Shine	45
2.2	Healthy Plates	30

Activity 2.1 Introducing Move, Grow, and Shine

Time: 45 minutes

Illustrations

- My Healthy Plate—Full
- My Healthy Plate—Blank
- Move Foods
- Grow Foods
- Shine Foods
- Move Food cards
- Grow Food cards
- Shine Food cards
- 3 buckets (optional)
- A4 paper/chalk or marker to label buckets

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

This activity will introduce the Move, Grow, and Shine categories. The facilitator will lead the children in a guided activity. The facilitator may use this outline for facilitating the activity. When selecting Move, Grow, and Shine Food cards for this activity, be sure that these foods are eaten in the local community, and ideally also appear on the Move, Grow, and Shine Foods illustrations, so that young children can participate and sort foods, even if the categories are not yet clear to them.

The facilitator will bring out the My Healthy Plate—Full illustration for use in group work and explain that they are to use the plate illustrated for this activity. Alternatively, in the absence of placemats, the facilitator will place three buckets (one labelled Move Foods, one labelled Grow Foods, and one labelled Shine Foods) on a table in the front or the centre of the room. The facilitator should remember to shuffle all the matching cards for use in the group work very well, if they have been stored in their food group sets.

Activity Plan

Icebreaker

We've talked about how different foods do different work in the body. It is important to eat different foods so that your body has what it needs to do all the things it does for us. Today I will show you one way that you can make sure you are getting enough different foods to meet all the body's needs. I will explain three different categories of food, and how they help us to Move, Grow, and Shine! Have you heard of different food categories?

Elicit responses from several children (answers may include carbohydrates, proteins, vitamins and minerals, etc.). Thank them for their participation.

You may have heard of other food categories in your science classes. Today, I want to show you a new, fun way of thinking about those same categories, that will make it easy to talk to your family and friends about the functions of foods.

Discussion

Lead the children in a guided discussion. The facilitator will use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.

We have discussed how different foods do different work in the body. It is important to eat different foods so that your body has what it needs to do all the things it does for us. Today I will show you one way that you can make sure you are getting enough different foods to meet all the body's needs. I will explain three different categories of food, and how they help us to Move, Grow, and Shine!

Reference the Move, Grow, and Shine Foods illustrations and My Healthy Plate pictures (Full and Blank) in the discussion.

Move Foods

The first type of food is one that provides fuel and helps us MOVE and be active. This group of foods, we will call Move foods, because they make us move, move, move! Examples of Move foods include bread, rice, cassava, cereals, and potato. Other Move foods are oil and butter. Move foods belong to the groups carbohydrates, and fats and oils. These foods give our muscles the energy (fuel) to run, swim, jump, and work, and our brain fuel to concentrate. If we do not eat enough Move foods, then we will feel tired and will not have enough fuel to get through the day. It is important to include Move foods at all meals and especially breakfast so that our body and brain can get ready for the busy school day ahead.

Look at these pictures with me; can any of you name one MOVE food each for me?

Select volunteers and guide them to identify five foods on the Move Foods illustration.

Let us think for a bit. If we did not have Move foods in our diets, we would be too tired to do anything, and we would not have the energy to dance, work, or play! Can anyone show me one way you can move your body? It can be a dance or a silly movement. Once you teach us, we can all stand up and do it together.

Choose one or two children to demonstrate a movement, and then all children should mimic that movement and try it themselves. If the children need prompting, ask, "When it is playtime, what do you do?" Thank the children for participating.

Grow Foods

Next, we have Grow foods. Grow foods help our body grow bigger and stronger. Grow foods help build our body's bones, teeth and muscles. Examples of Grow foods include chicken, meat, fish, eggs, beans and milk, cheese and yoghurt. All of these foods help to keep us feeling full so that we do not get hungry so soon. Grow foods contain protein. Grow foods also help keep our brain bright and focused, so it is important to eat Grow foods at breakfast, to get ready for the day. If we do not eat enough Grow foods our bodies will not have the right building blocks to make us taller and stronger.

Do you think you will need to eat a lot of Grow foods before you can grow big enough to do those things? Look at these pictures with me, can five of you name one GROW food each for me?

The facilitator will select volunteers and guide them to identify five foods in the Grow Foods illustration.

Would anyone like to share something that they would like to do when they are big, like adults?

Ask for suggested answers from the children, and guide them towards some answers if they do not know (e.g., become parents, get married, become a teacher, drive a car).

Shine Foods

Now let us talk about Shine foods. These foods are full of vitamins and minerals to keep our skin, hair, and eyes bright and glowing; they also keep our immune system strong so that we do not fall sick easily. Shine

foods include all fruits and vegetables. Brightly coloured fruits and vegetables are full of vitamins and minerals, and we need to eat different types every day, when it is possible. Try and eat fruit and vegetables from every colour of the rainbow to make sure you're getting enough Shine foods.

Activity

Look at these pictures with me; can five of you name one SHINE food each for me?

Select volunteers and guide them to identify five foods on the Shine Foods illustration.

Let's put this into practice. Let's look at some of the meals we had for dinner last night and see if we ate one of each kind of food. Who can tell me what foods you ate yesterday for dinner?

If available, the facilitator can write down the answers on flipchart paper. Continue to collect names of foods from children until you have a list of at least five or six different food ingredients. The facilitator will ask how many different names of foods were given (where it is dish names the facilitator will write down the individual ingredients in each dish). The facilitator will count along with the children how many foods have been named.

So we see that we have all eaten different types of foods. These foods taste different from each other. Some are sweet, sour, bitter, or salty. Some feel different in the mouth and on the hands. Some are crunchy, soft, hard, smooth, slimy, watery. Some are different colours. We already learned that our bodies need a lot of different foods. We can use the Healthy Plate illustration to make sure we are eating a lot of different foods in our meals. For each meal, we should try to eat at least one Move food, one Grow food, and one Shine food. Fruits and vegetables are Shine foods, and the more of these you can add, the healthier the plate!

Activity

Now let's practice with more foods! I will divide you up into three groups. I will give you a set of food matching cards for you to match with the empty spaces for Move, Grow, or Shine foods on the My Healthy Plate illustration.

If using a bucket. Today we will use these three buckets to sort through Move, Grow, and Shine foods. In your groups, work together to see if you can work out, in which of the buckets each of the foods shown on the food matching cards belongs.

Give each group a set of Move, Grow, or Shine Food cards to match to the corresponding category on the placemat or to place in labelled bucket. This activity will recap grouping of Move, Grow, and Shine foods.

Optional Activity

If time allows, the facilitator can reinforce the message further with this activity.

Now let us think about what we might like to have for dinner tonight! Pretend you are in charge of making dinner! What meal would you like to prepare? Remember, we would like our meal to have at least ONE Move food, ONE Grow food, and ONE Shine food. After that, if we want to add more foods, especially Shine foods, we should!

In interactive plenary (or in pairs if resources allow), children will create meals on their plates with Move, Grow, and Shine foods, with assistance from the facilitator.

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

Activity 2.2 Healthy Plates

Time: 30 minutes

Illustrations

- My Healthy Plate—Full
- My Healthy Plate—Blank
- Move Foods
- Grow Foods
- Shine Foods
- Move Food cards
- Grow Food cards
- Shine Food cards

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

Activity Plan

Discussion

Let us do a quick exercise to remind us about Move, Grow, and Shine foods!

Have the entire group of children stand up.

Some foods give our body the strength and energy it needs to keep working. These we will call MOVE foods, because they make us move, move, move! When I think of Move foods, I can imagine myself Move, Move, Moving.

Run in place.

Can you run in place like me? Show me!

Children repeat the motion of running in place.

Some foods help our body grow, so when we eat these foods our bodies grow taller and bigger, building strong bones, teeth, and muscles. These we will call these GROW foods. When I think of Grow foods, I imagine myself growing healthy and strong.

Crouch down and then stand up, stretching arms upwards.

Can you also grow like me?

Children repeat the Grow movement.

Some foods help our body stay healthy and strong, and can help protect us from getting sick. They also help us to keep our skin hair and eyes bright and shining. These we will call SHINE foods. When I think of Shine foods, I imagine my face shining nice and bright.

Put your hands near your face and wiggles your fingers.

Can you make your faces Shine like mine?

Children repeat the shining motion.

Let us do all three movements together. Move (*children run in place*). Grow (*children crouch down and then stand, reaching upwards*). Shine (*children wiggle their fingers near their face*).

Okay! Now that we know our movements, let's play a little game.

When I name a Move food, you have to do the Move movement. When I name a Grow food, you have to do the Grow movement. And when I name a Shine food, you have to do the Shine movement. Be careful, because if you get it wrong, you are out and you have to sit down!

*Name foods (and flash the food matching cards), and children will do the corresponding Move, Grow, or Shine movement. **Use at least five examples**, or until the children clearly understand. If all the children make errors and are out, the facilitator can have all the children stand up and start another round. Remember to have the Move, Grow, and Shine foods illustrations visible for children to reference.*

Optional Activity

You all are doing a great job at identifying Move, Grow, and Shine foods. I wonder if we are ready to think about how we can use our knowledge about Move, Grow, and Shine foods in our own lives. I know! Let us think about what we might like to have for dinner tonight! Pretend you're in charge of making dinner! What meal would you like to prepare? Remember, we would like our meal to have at least ONE Move food, ONE Grow food, and ONE Shine food. After that, if we want to add more foods, especially Shine foods, we should!

In interactive plenary (or in pairs if resources allow), children will create meals on their plates with Move, Grow, and Shine foods, with assistance from the facilitator. Call on a few children to share their imagined meals and guide the class into how they selected the foods for their Move, Grow, and Shine plates.

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

Session 3: When to Eat and How Much

Session Objectives

By the end of the session children will be able to:

- Explain why they need to eat meals at different times during the course of a day
- Understand the appropriate meal frequency intervals
- Understand the frequency of meals and snacks for younger children
- Understand the difference between healthy and unhealthy food choices

Activity No.	Activity	Time (Min.)
3.1	Why So Many Meals	40
3.2	Meal Frequency	60

Activity 3.1 Why So Many Meals

Time: 40 minutes

Supplies

- Ball of string

Illustrations

- Taxi and Motorcycle with Petrol
- My Healthy Plate—Full
- My Healthy Plate—Blank
- Move Foods
- Grow Foods
- Shine Foods
- Move Food cards
- Grow Food cards
- Shine Food cards

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

Activity Plan

Icebreaker

Today we will learn about why we need to eat meals at different times of the day.

When we eat and drink, food and liquid move through our body and is used up to Move, Grow, and Shine. What our bodies cannot use leaves our body when we go to the toilet (relieve ourselves).

Our stomach empties with time as our body uses our food to keep us healthy, strong, and growing. How do you know when your stomach is nearly empty?

Elicit responses from several children and thank them for their participation.

When our stomachs are empty, they signal us to eat or drink with feelings of hunger and thirst. That is the body's way of telling us that we need to refuel. Just like when a car needs petrol to keep going, we need to refuel with food to keep moving, growing, and shining.

Show the Taxi and Motorcycle with Petrol illustration for emphasis.

That is why we eat many times during the day. For children to get enough food throughout the day, they need to eat at different times of the day.

Discussion

Lead the children in a guided discussion. The facilitator will use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics. Children should be encouraged to share their experiences and decide what the average for the group is. Thank the children for their cooperation.

- How many main meals do you think a child your age should have?
- How many main meals do you eat each day?

- Do you have any snacks during the day?
- If yes, then how many?

Elicit responses from several children to the following questions, and thank them for their participation.

Thank you all for that exercise. While every person is different, in general, each day, children your age should be eat three main meals and at least two snacks.

Who can tell me what the first meal of the day is? *Wait for a few responses.*

Breakfast is the first meal that we eat each day. So, it is important that you have a healthy breakfast so that your stomach is full of food that will give you energy to concentrate in school and not feel tired because you are hungry.

After breakfast, do you need anything to eat before the main meal at the middle of the day? Why or why not? *Wait for answers from the children.*

Because children are very energetic and are growing, it is good to have a small snack a few hours after breakfast so that their energy levels do not fall too much. A good healthy snack to have is from the Grow and Shine Foods, such as ground nuts and mangoes, pawpaw, oranges, and bananas.

What is the name of the meal eaten in the middle of the day? *Wait for answers from the children.*

The next main meal of the day is the afternoon meal that we also call lunch. **Lunch** is used to refill us at the middle of the day, to make up for the energy and food that we have used up that morning. It is important that your lunch meal also has the Move, Grow, and Shine foods so that you can keep going during the day at school and at home.

It is important to keep energy levels up between lunch and the evening meal, so a snack can be given to the child when they come home from school. The snack should be preferably be a Grow or Shine food such as a boiled egg, groundnut, tiger nut, pawpaw, watermelon, oranges, or bananas.

After the afternoon snack meal, the next main meal is the evening meal. This meal is usually to sustain the child throughout the night before they sleep, so it is important that the meal is full of Move, Grow, and Shine foods.

The usual interval between meals for 6–11-year-olds is every 3–4 hours during the day.

Activity

Let us talk about how this should look. I will need one volunteer from the audience to demonstrate.

For this activity you will need a space in the class from the head of the class to the back wall of the class. Choose one child to stand up and participate. The child will stand next to the facilitator at the front of the class. Give the child one end of a ball of string. The facilitator will hold the ball of string.

Like we said earlier, we can think of our bodies like we think of a car that needs petrol. The car needs petrol to run, and we need food to live and grow as well. This child here is a car, and he needs to get across the room today. In order to do that, we need to fill him up with fuel! We can call the first fuel of the day *breakfast*. Let us make up a meal of Move, Grow, and Shine foods.

Now I want to show you how to get through the day after eating food. Who will name a breakfast meal for me?

The children will name Move, Grow, and Shine foods for breakfast. When an appropriate meal has been selected (with help from the facilitator), then let out an arm's length of string.

The child can now walk towards the other end of the room, stopping when the string is tight. Because the facilitator has only let out an arm's length of string, the child cannot reach all the way to the other end of the room.

Okay, I want you to start walking, the string will represent the food you have eaten and when I pull the string to stop you moving, it will be a time to "eat" again. This string shows how much energy the breakfast meal has given our volunteer during the day. Our volunteer got some energy from the breakfast meal, but as you can see, it is not enough to last the whole day. Now our car needs to refuel with our midmorning snack! Let us think of some Move, Grow, and Shine foods that would make a healthy snack to refuel! Your classmates will call out names for your next snack or meal.

*The children will name **Grow and Shine** foods for **midmorning snack time**. When an appropriate snack has been selected (**one or two foods only, with help from the facilitator**), then the facilitator can let out an arm's length of string. The child can now walk towards the other end of the room, stopping when the string is tight.*

Continue the activity with lunch, afternoon snack, and dinner. The lengths of string should be enough to have the child reach the end of the room by the end of the fifth meal, but not before or after. After the dinner meal is made, the activity is completed.

Great! We picked out enough Move, Grow, and Shine foods, and our friend ate enough to get him/her across the room! We called out the names of enough Move, Grow, and Shine foods to fuel for our friend to eat throughout the day.

Note: *If you do not have string available, you can still do this activity by asking the car/child to walk only a few paces after each meal, then call out "next meal" and ask the children to call out the names of food. Repeat until all the day's meals are called out. Be sure to allow the child only enough paces so that the child reaches the end of the room only after the fifth meal.*

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

Activity 3.2 Meal Frequency

Time: 60 minutes

Supplies

- 2 bottles (500 mL and 250 mL)
- Basin
- Water/sand to fill bottles

Illustration

- Taxi and Motorcycle with Petrol

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

Activity Plan

Discussion

Lead the children in a guided discussion. The facilitator will use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.

Today we will learn about the difference between healthy and unhealthy food choices. Then we will learn about how often we should eat our meals during the day.

First let us talk about healthy and unhealthy food choices.

Healthy and Unhealthy Food Choices

The foods we eat have different functions in the body. Your body knows how to use Move, Glow and Shine foods to be healthy and strong. When we eat unhealthy foods like soft drinks, sweets, chin chin, chips, puff puff, and biscuits—our bodies can't use those foods to grow. Think about putting petrol in your car. If you put in only dirty water instead of petrol, what happens to your car?

Show the Taxi and Motorcycle with Petrol illustration for emphasis.

That is right! It would not work anymore. Unhealthy snacks are kind of like that dirty water—our bodies know how to use them for fuel in the best way. Instead, remember, our plate should be made up of equal parts Move, Grow, and Shine foods. You can add as many additional Shine foods as you like to fill you up—fruits and vegetables are always good for you!

Ask if the children would like to ask questions.

Activity

Explain that you now want to play a game. Have the children stand in the middle of the room. Explain that you will name a food and you want them to run to one side of the room if they think it is a healthy snack and the other if they think it's unhealthy. If children disagree, have them discuss why they think it is healthy or unhealthy. Some examples of snacks to call out include chocolates, cookies (biscuits), cake, chin chin, puff puff, sodas, and soft drinks. Name five healthy foods and five unhealthy food choices and complete the game after these have been called out.

Discussion

Food Frequency—Meals and Snacks

When we eat and drink, food and liquids move through our body and are used up to help our bodies Move, Grow, and Shine. What our bodies cannot use leaves our body as waste when we go to the toilet (ease ourselves).

Our stomach empties with time as our body uses our food to keep us healthy, strong, and growing. How do you know when your stomach is nearly empty? (*To reinforce the question: If I ate one meal and then walked here from Abuja, is the food still in my body?*)

Elicit responses from several children, and thank them for their participation.

That is right! When our stomachs are empty, they signal us to eat or drink with feelings of hunger and thirst. That is the body's way of telling us that we need to eat again. Just like when a car needs petrol to keep going, we need to refuel with food to keep moving, growing, and shining. That is why we eat many times during the day.

Lead the children in a discussion, where they will decide together the general answers to the questions below. Children should be encouraged to share their experiences and decide what the average for the group is. Thank the children for their cooperation.

- How many meals do you have?
- How many meals do you think a person your age should have?
- At what times of the day should these meals be?
- Do you have any snacks during the day?
- If yes, then how many?

For children to get enough food throughout the day, they need to eat at different times of the day. We need **three meals a day**. It is also important to add **one to two healthy** snacks because children are growing and play throughout the day.

While every person is different, in general, each day, children your age should be eating three meals with one or two HEALTHY snacks. Who can give me an example of a healthy snack?

Elicit responses from several children, making sure they are naming healthy snacks (e.g. mango, pawpaw, boiled egg, fura (yoghurt), apple, roasted corn, boiled corn). Thank them for their participation.

When you are thirsty the best options for you to drink are milk or clean boiled or treated water—NOT tea, coffee, mineral drinks, or soda/soft drinks. Milk is a Grow food. Water helps wash the body and keep us healthy. Minerals and tea do not help our bodies grow and function like milk, freshly squeezed fruit juice, and water.

Activity

Food Frequency for Babies and Young Children

I want to show you a short demonstration about food frequency for babies and young children. This is to show you that babies have smaller stomachs than young children. This is important to consider for those of you who have younger siblings or young children in your family, as well as for when you become older and have a family of your own.

Do you think that younger children should eat more frequently or less frequently than older children? Why?

Elicit responses from several children, and thank them for their participation.

That is a good effort! Younger children need to eat more frequently and need to have healthy snacks between meals.

Let us do an activity to understand why.

Bring out two empty bottles and a basin. If possible, the bottles should be of different sizes but should have the same size opening. You can also use water or building sand. Have a basin to collect the water/sand.

Imagine these two bottles are stomachs. This large bottle is an adolescent's or an adult's stomach, and this small one is like a young child's stomach. In reality, a young child's stomach is even smaller than this. It is only about the size of the child's fist. (Look at your fist, that is the size of a five-year-olds' or six-year-old's stomach). Now imagine it is mealtime. An adolescent can eat a full meal, but with such a small stomach, do you think a young child can eat the same amount of food? No, it will feel full much faster. These full bottles will represent our stomachs filled up with food.

Stand bottles in the basin. Fill both bottles (which are two different sizes) all the way.

Now, as we talked about earlier, our bodies are using up the food we eat as fuel for energy and other benefits. To represent this, I will turn the bottles over and spill out the contents, which represents the body using the food for energy.

*Empty the bottles over the basin at an equal rate, **encouraging the children to count along to see how long it takes for BOTH the bottles to completely empty out.** The larger bottle should take longer to empty. Guide a discussion among the class using the questions below.*

How many counts did the smaller bottle take to empty? How many counts did the larger bottle take to empty?

Which one emptied faster? That is right, the young child's stomach emptied faster. What do you think that means for young children? Should they eat more frequently, or less frequently? If a young child ate at the same schedule as an older person, do you think he or she would get enough food? Why or why not?

Elicit responses from several children, and thank them for their participation.

So, for a younger child, maybe younger than five years old, it is good to give them **smaller meals, more times** during the day. For example, four meals and three healthy snacks, plus milk and water after meals.

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

Session 4: Water, Sanitation, and Hygiene

Session Objectives

By the end of the session children will be able to:

- Understand the importance of handwashing to protect against illness and the correct way to do it—the appropriate duration, materials, and recommended method of handwashing
- Describe critical the time points when they should wash their hands
- Understand the importance of proper disposal of waste and keeping the home and play environment clean

Activity No.	Activity	Time (Min.)
4.1	Handwashing Steps	60
4.2	When to Wash Hands	30
4.3	Keeping Our Environment Clean	45

Activity 4.1 Handwashing Steps

Time: 60 minutes

Supplies

- Bottle
- Matches
- Needle
- Nail
- String
- Bar of soap
- Pins
- Chalk dust/charcoal/soil/dust/flour
- Basin
- Jug with lid and basin
- Clean bucket with ladle/cup hanging from lip
- Towel
- Tippy tap (see Annex 1 for instructions)

Illustrations

- Handwashing Steps
- Handwashing Times
- Latrine
- Wetting Hands
- Soaping Hands
- Lathering Hands
- Scrubbing Fingers
- Scrubbing Fingernails
- Rinsing Hands
- Boy Eating Food
- Faecal-Oral Route

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

Activity Plan

Icebreaker

Ask children to look at their hands and state whether they think their hands are clean enough to eat with.

Let us do a little experiment: Raise your hands if you think your hands are already clean right now? How do you know they are clean? If I give you food to eat now, would you wash your hands or not? Why?

Elicit responses from several children. Thank them for their participation.

Discussion

Lead the children in a guided discussion. The facilitator will use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.

A dusty material will be used during this activity. The activity will show the spread of germs. In order to reduce mess, consider doing this activity outside, or in a place where it will be easy to clean up afterwards.

Who knows what a germ is? Who can tell the group?

Children will give their answers and the facilitator will highlight the correct responses.

Germs are very small living things that can make people get sick. When germs get in your body, they can make you to get an upset stomach, stooling (diarrhoea), or an infection in a cut on your hand. In fact, germs are SO small we cannot see them with only our eyes. They are even smaller than a **pinpoint**.

Hold up a pin.

Can you see anything on the tip from where you are sitting?

But there is something there, this is how germs are, we cannot see them but they are there. Now, imagine hundreds and thousands of germs can all fit on this pinpoint together. Now, that is VERY TINY, invisible, really.

So look at your hands again—are they dirty?

Activity

I want to do a small activity with you all to show you how germs can be spread around, even if we are trying to be very careful. In this bowl, I have what we will use to pretend are germs. We are going to pretend that this chalk dust/flour/charcoal dust is dirt. It is full of GERMS! Normally we cannot see germs, but in this case, we will be able to see the dust on our hands, and we will pretend that those are germs. I am going to pick two volunteers, and you will play in our dirt by covering your hands in the dust and coating them. Remember that we said that germs spread even when we are being careful, so please pat your hands gently or we will get the dust everywhere.

Pick two volunteers and ask them to use the dust to cover their hands in the chalk dust and coat both hands.

Okay, now you both have your hands dirty. And we can see the “germs” on our hands! We know we do not want any germs on our hands, so let us try to get it all off. Please dust your hands and try to wipe off the chalk dust.

Give each child a small square of paper towel to wipe their hands. Ask the children to look at their hands

Was all the dust wiped off? Are you sure? Spread out your fingers and look between them. Is there any chalk dust in there? Or how about under your fingernails? Please raise your hand if you can find any of the dust still on your hands.

Okay, let’s try this: Touch your arm or your shirt (dark fabric works best). Now take a look at your arm! Is there dust there? What is the best way to get all the dust off your hands?

Possible answer: Washing hands

Yes, well done!

Now I would like our friends with the dusty hands to show us how they usually wash their hands at home. *Allow the children to wash their hands as they usually do at home. Once they are done, show the water washed off to the rest of the group. Congratulate them for their efforts.*

Thank you for showing us.

Now I will show you how to wash your hands properly.

The best way to stop from falling sick is to wash your hands with **soap and water**. Remember, germs are too small to see, so we need to wash our hands regularly, even if we cannot see germs on our bodies.

Handwashing with soap is the best way to make sure your hands are clean.

Gather the children around the handwashing stations. Explain handwashing according to the technique outlined on the poster, hold up/put up the Handwashing Steps poster. Guide children through handwashing with water and soap as outlined on the poster. Show the group the water after the children have washed their hands.

We have learned that handwashing is important to keep us strong and healthy. We have learned that we need **water AND soap** to wash our hands clean. As we use **water AND soap, we need to use running water, not water in a basin**. We need to **wash all the parts of our hands up until our wrists**.

We need to air-dry our hands. Why do we need to air-dry our hands?

Children will give their answers and the facilitator will highlight the correct responses (e.g. because what we are using to dry our hands could be dirty; we can get our hands dirty again with the dirty drying cloth).

Activity

Here, let us all practice the actions of handwashing together in the air using the steps I described and that are on this poster. Who can tell me what the first step is?

Follow the handwashing technique illustrated in the poster. Children can interpret the nine steps and demonstrate, as all children mime the nine steps in the air. The facilitator should guide the interpretation of the nine steps and highlight important points, such as using running water (from a tippy tap), using soap, washing between fingers and under fingernails, rinsing thoroughly, and air-drying.

Activity

There is one more tip I have for you that can be useful. When we wash our hands, we should sing a song. This song will help us remember **how long** we should be washing our hands to make sure they are clean and to wash away the germs that make us sick. This song is very easy to remember and fun to sing! We should sing this song **two times before** we **finish** washing our hands.

Note: *The song is a guide to teach the children. The facilitator can also compose a handwashing song in advance or with the children, in the local language.*

HANDWASHING SONG

(To the tune of "Here We Go Round the Mulberry Bush")

This is the way we wash our hands, wash our hands, wash our hands

This is the way we wash our hands

To keep our bodies healthy (all day long)

*Sing the song **TWICE** with the children and practice handwashing actions.*

Why is it important to use soap when we wash our hands, why not just water alone?

Children will give their answers and the facilitator will highlight the correct responses (e.g. it makes hands clean; soap kills germs; soap makes hands cleaner).

Soap is made especially to kill germs and get them off our hands. When we wash our hands by rubbing soap on our hands and rubbing them very well together, then rinsing them, it helps rub off and rinse away the germs and dirt on our hands. That is why it is important to use soap and water when we wash our hands, and to make sure we get to all parts of our hands, including between our fingers and under our fingernails.

Can anyone demonstrate all the actions of handwashing in the air?

Guide the children through the steps one more time.

Great! Finally, can you all remember the song we learned? Let us sing it again.

Children will sing the song again.

Wonderful! And how many times should we sing the song while washing our hands? That is right, two times!

Activity

For this activity, prepare multiple copies of the following illustrations: Latrine, Wetting Hands, Soaping Hands, Lathering Hands, Scrubbing Fingers, Scrubbing Fingernails, Rinsing Hands, and Boy Eating Food. One copy of each illustration will be included in each set.

Divide the children into small groups. The facilitator will give each group a set of the cards with the handwashing steps and ask the groups to put them in order. This can be made into a race between the groups, but each group should be helped and congratulated for completing the activity. Give the groups five minutes to do the group work.

An another way to conduct the group work (spot the missing step):

Before giving each group a set of illustrations, remove one card from the sequence. Now give the card sets to each group. Ask the groups to put the handwashing cards in sequence according to the thumbnail illustrations. They should spot that one card is missing. Ask which handwashing stage is missing. If they identify the stage correctly, then they will be given the missing card so as to complete the set. Assign the children five minutes to complete the task, keep guiding the children along.

This activity can also be done in plenary if you do not have extra copies of the cards, or if the group is small or unable to work in small groups.

At the end of group work:

*At the end of the five minutes the facilitator will explain the sequence of handwashing steps to the whole group. Emphasize that the most important thing to remember is to reach **ALL** the parts of your hands,*

including past your wrist. The steps that must remain in order are wetting your hands, soaping your hands, rinsing your hands, and air-drying your hands. All other steps must be done but the pattern does not matter.

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

Activity 4.2 When to Wash Hands

Time: 30 minutes

Illustrations

- Handwashing Steps
- Handwashing Times

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

Put up the Handwashing Times and Handwashing Steps illustrations.

Activity Plan

Icebreaker

Ask what times the children think they should wash their hands. Acknowledge the children's responses, as all of those times they mention are important, and it is always a good idea to wash hands. Then highlight that there are five most critical times that everyone can use as a guide for handwashing.

Discussion

Lead the children in a guided discussion. The facilitator will use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.

Hold or walk around with the Handwashing Times illustration. Go through the poster with the children, naming each of the stages. Ask the children what kinds of things can get on their hands at each of the stages.

Ask the children what they see in the Handwashing Times illustration, and use the following information to guide the discussion towards these answers:

1. Before preparing food or cooking
 - a. This can help make sure that your foods do not get dirty before you eat them.
2. Before eating or feeding a small child
3. After using the latrine or relieving themselves
 - a. You may have soiled your hands with waste, or touched something that has waste on it.
4. After helping a sibling or young child to clean up after relieving themselves
 - a. You may have gotten faeces or urine on your hands, or touched something that has faeces or urine on it.
5. After touching or playing with animals (or touching their faeces) or working outside: Wash your hands after you touch something that could be dirty, whether a pet dog, the goat, the lamb, the calf in the home, because you may have picked up their waste or urine from their fur, or other bugs and germs from their fur. If they lick your hands, you can get their germs and that can make you sick, too.

Ask the children if they think that the things they get on their hands at the different stages can make them sick. Ask the children what is the best way to prevent them getting sick. When the children respond with handwashing, review the handwashing song while practicing the handwashing steps with them (singing the song twice).

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

Activity 4.3 Keeping Our Environment Clean

Time: 45 minutes

Illustration

- Faecal-Oral Route

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

Activity Plan

Icebreaker

We've discussed how important handwashing is, because it can make sure we remove any dirt and germs from our hands before they can get into our bodies and make us sick. One other way to do that is to make sure that the areas around us do not have dirty things where germs can live. In other words, we can work hard to keep a clean space in and around our homes. Do you all prefer a clean space or a dirty space? How do you feel when you are in a very clean place?

Elicit responses from several children. Thank them for their participation.

Now, let us think: What do you all think you can do to keep your home clean?

Children will give their answers. If they do not mention faecal waste, ask about it specifically. Thank the children for their participation.

Discussion

Lead the children in a guided discussion. The facilitator will use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.

I want to talk about faeces a little bit more. Our faeces, and the faeces of animals are very dirty. It is smelly, and unclean, and it has a lot of germs. If we do not take the time to properly get rid of our waste, the germs in faecal waste can make their way into our bodies and make us sick!

Remember our activity with the chalk/dust/flour/charcoal on our hands? It works like that. Let us imagine that there is some animal waste on the ground outside our house, and a goat wanders around and rolls around on the ground and gets some of the faeces on its fur. Later on, someone in our household is tending to the goats, and touches that goat. That person now has faeces and germs on her hand. Now let us imagine that that person helps to prepare our lunch that day, without washing her hands. Her hands touch the food, which then gets into our meal! We will not taste any germs, but they can then get inside our bodies when we eat the food, and those germs can make us sick!

Refer to the image of the Faecal-Oral Route and ask children to explain what they see in the picture. Highlight the correct information and guide them through the image, as they explain in their own words what is happening in the image (see the Supporting Materials section at the end of this activity).

Let us try another example: When you use the toilet (relieve yourself) and do not wash your hands, or if you use the water in the stream near where you defecated, you will get the faeces on your hands and that will make you sick.

We talked earlier about handwashing, right? Washing our hands is one way we can avoid getting sick. What other things can we do to keep faeces out of our environments?

Children will give their answers. If they need prompting, consider the following answers as suggestions: Keep animals and their faeces away from people/water; do not ease yourself outside or near water; use a latrine; clean up faeces; wash fruits and vegetables before eating; cover food so that flies cannot land on food. Thank the children for their participation.

To prevent falling sick we should be careful with all our waste, including faeces and even rubbish.

1. If you have something to throw away, throw it away in the dustbin in the house or compound rubbish pit.

How many of you have a special place in your home where you throw the rubbish away? Do you all use it?

2. It is best to ease yourself in a toilet or pit latrine and wash your hands.

What would happen if all the people around us only used toilets or latrines? Would it be easier or harder to accidentally touch human waste and get sick because of it?

3. If you ease yourself in the yard, show the people who take care of you so that they can throw it in the pit latrine. Wash your hands after you relieve yourself. Does your family or caregiver do this?
4. If you find any animal waste in the play space in the yard, do not touch it, call an adult so that they can remove it and throw it in the pit latrine.

We cannot make animals use latrines, unfortunately, but we can quickly throw away the animals' faeces in a pit latrine, or if your parents have a farm they can use it for fertilizing the crops. Who thinks they can do this where they live?

Remember, when you finish playing outside, you should wash your hands when you go back into the house.

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

Supporting Materials

Use the Faecal-Oral Route illustration to explain how their hands can become soiled with dirt and germs and how these spread to others and hurt the children themselves. Many of the germs that make them sick come from faeces. **Make the session interactive** by asking the group what they see and selecting different volunteers to explain the various parts of the Faecal-Oral Route illustration. As facilitator, your role will be to clarify the scenarios at the end.

1. Use the top-left flow in the illustration, showing movement of faeces from the goat to the plant and their food to illustrate that if they do not wash their hands after playing outside with the livestock they can get sick because the germs will be on their hands.
2. Use the top-right flow in the illustration to show how open defecation puts the children, their family, and the community at risk. Following open defecation that is not buried in a hole or thrown away in a pit latrine:
 - a. Flies get onto the faeces and then perch on you and on your food, so you end up eating faeces.
 - b. Faeces can get in the family water supply. Anybody who drinks the water that is fetched from that stream and drinks it, if it is not boiled, can get very sick.
3. When you relieve yourself and do not wash your hands or even use the water in the stream near where you defecated, you still have faeces on your hands and that will make you sick.

Remember, it is best to use a pit latrine, not to relieve oneself in the open.

Session 5: Water Safety

Session Objective

By the end of the session children will be able to:

- Understand how water in the home is kept safe and the importance of clean water to health

Activity No.	Activity	Time (Min.)
5.1	Clean and Unclean Water	40

Activity 5.1 Clean and Unclean Water

Time: 40 minutes

Supplies

- Clean water in a glass/bottle with unboiled water from a tap
- Clean boiled water in a glass/sealed, shop-bought bottle of water
- Dirty water in a glass or a bottle
- Clean cup
- Jug with a cover

Illustration

- Faecal-Oral Route

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

Activity Plan

Discussion

Lead the children in a guided discussion. The facilitator will use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics

Put out three glasses/bottle of water—see list of materials above:

1. *Dirty water*
2. *“Clean” unboiled water*
3. *Clean and boiled water*

Earlier, we learned that drinking water is good for you. Who can remember why is drinking water good for you?

Children will give their answers. Thank the children for their participation. Put out the three glasses on a table in the middle of the room

Which of the three glasses has clean, drinkable water in it? Is there a difference that you can see?

Germs are very small. So that even in this water we cannot see them. What is the best way to get rid of germs? Does anybody know?

Lead the group in a discussion of water purification methods. If any are mentioned, highlight them. Then refer to the following list and discuss any that are not identified by the group. Water treatment methods to focus on in the discussion are boiling and filtering.

We will talk about how to get water clean and safe to drink.

The easiest ways in our communities are:

- *Filtering—this is only effective if certified ceramic or membrane filters are used. A muslin cloth is not enough to kill germs.*
- *Boiling is the best way because the heat from the fire when you boil water kills the germs.*

So how do we make water safe in practice at home?

The first way to get your water clean is to filter out the dirt. Remember, we can remove the dirt we can see. Then boil the water. Germs we cannot see, we have to kill these by boiling. To be sure water is made safe by boiling, make sure all the water in the pot is boiling rapidly for one full minute. Once this happens, your water is made safe. Store it **covered** until it cools.

Now that we have boiled our water and made it safe, who can tell me what they use to store drinking water in their home?

Children give their answers.

The best place to store water is a **cool, clean, dry container with a lid, and ideally with a tap.**

Refer to the Faecal-Oral Route illustration and explain how water, if it is not covered, can be contaminated by flies and germs, and can create a breeding ground for mosquitoes.

When you are thirsty, how do you get a drink of water from this container?

Children give their answers.

The ideal way is to pour water into the cup you want to drink from and then cover the container again. If you are not able to lift the container, ask an adult or older brother or sister to help you.

If the container has a tap, that is even better, because you can keep the container covered and all you do is open the tap.

Activity

To reinforce the message, demonstrate one scenario: put out one clean cup, and one half-full water jug (plastic container with a cover). Explain to the children that the water from this container was just taken from the well and has been made safe by filtering and boiling. The activity for this session is for the children to spot and correct water safety mistakes.

Demonstration scenario mistakes:

- 1. Leave the water container uncovered.*
- 4. Alternative—drop the container on the floor before covering the water container.*
- 5. Scoop water out of the container with intended drinking cup.*
- 6. When scooping water, dip your hand in the water as well.*

Ask the children what was done correctly or incorrectly, and to correct some of the actions. Ask a volunteer to stand up and show the correct way to do it.

Prompt them to correct all the mistakes below if they do not identify them:

- 1. Cover the water bottle and water container.*
- 7. Clean the cover before it is placed on the water container.*
- 8. Pour out the water from the container into the cup.*
- 9. Boil or treat the water next time to be sure that it is clean.*

Congratulate the children for the effort they have put into the session.

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

Session 6: Importance of Eating When Sick

Session Objectives

By the end of the session children will be able to:

- Understand what happens to their bodies during illness
- Understand that they need to continue eating and drinking, even though they may not feel like it when they are sick
- Understand what foods they need to eat to meet the increased nutritional needs during illness

Activity No.	Activity	Time (Min.)
6.1	Eating When Sick	60

Activity 6.1 Eating When Sick

Time: 60 minutes

Supplies

- 2 plastic bottles
- Water to fill bottles
- Basin
- Needle/nail (to pierce bottles with)

Before the Activity

The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.

Activity Plan

Icebreaker

We have learned that germs cause us to be sick. What are some of the ways we can keep from getting sick?

Elicit responses from several children (answers may include handwashing, vaccines, eating SHINE foods, etc.). Thank them for their participation.

Remember, handwashing is the best way to prevent us from getting sick!

Discussion

Lead the children in a guided discussion. The facilitator will use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.

Today, we will learn about what happens in our bodies when we fall sick. We will also learn that it is important to continue eating and drinking during sickness. Lastly, we will learn that we need to continue eating the Move, Grow, and Shine foods during times of sickness.

But when we do fall sick, there are changes that happen in our bodies that affect what happens to the food we eat.

One of things that happens when we fall sick, especially with stooling or vomiting, is that our bodies do not have time to absorb the good things in food that we need to give us energy, help us grow, and protect ourselves from diseases.

We often lose our appetite or eat less than usual because we do not feel like it or food does not taste nice to us. Sometimes if we have sores in our mouth or throat, it just hurts to eat. Have you ever experienced this? Who took care of you? What did they do? Did they give you extra water to cool off from fever or special foods if you were stooling? Did you sleep a lot?

Elicit responses from several children to these questions, pausing for reactions between each question. Thank them for their participation.

Activity

The purpose of this activity is to show the children how the body loses energy and nutrients during sickness and that therefore we need to replace the lost food more frequently. The bottle with the many holes represents the sick body and the bottle with one hole is the healthy body.

Take two bottles. Use a needle or nail to pierce one of the bottles with holes all over the bottom. Pierce the second bottle with two holes along the bottom of the bottle.

Now I want to show you how much faster your body uses the food when you are sick. Look at these two bottles.

The bottle with many holes is an example of the sick body, that is because when the body is sick it loses energy and food in many ways, for example, by vomiting, diarrhoea (stooling), and sweating, and also you do not want to eat. The bottle with two holes is an example of the healthy body, because it is an example of how the food leaves the body. Let us empty the water from these bottles into this basin. Which bottle do you think will empty first?

Look at all the places that the water empties from the bottle with many holes. Which bottle is easier to fill up?

Discuss the children's answers to these questions above.

Then fill up the two bottles with water. Empty the two bottles of water into a basin, and count along with the children how long it takes to empty the bottles. Note which bottle empties first. Then refill the bottles again. Leave the bottles standing in the basin and see which bottle empties faster.

Remember, we said that the body needs food regularly for you to grow healthy and strong. When we are sick our body burns the food faster than usual. That is because it is working extra hard to fight the germs that are making you sick. While your body is going through all of this, your body still needs to grow and develop as it should so that you grow up strong and healthy.

Wow! That sounds like a lot that the body has to deal with, do you think so?

This is why it is so important to continue drink and eat when you are sick, even if you do not feel like it. Eat especially the healthy foods we talked about that help us Move, Grow, and Shine. It is also important to rest as much as possible, so that you allow the food in your body to perform its work to help your body get better and stronger. When you begin to feel better, it is important to continue to eat extra Move, Grow, and Shine foods for a few days.

Activity

Role-play

Choose two children to role-play, having one act as the sick child and one as the older sibling. The older sibling should check on the child, prepare food for him/her (wash those hands first!), and then try to get the sick child to eat. Prompt the children towards the desired result (the sick child should eat extra food). The group should discuss what happened, acknowledging that it is not easy but it is important to eat when sick.

Guidelines prompting responsive feeding actions in the role-play could include showing kindness and patience during feeding; facing the child being fed and talking gently to him/her; helping the child where he/she needs help; and encouraging him/her with smiles and enthusiasm.

Wrap-up

Ask the children if they have any questions about the discussion and activities. Thank them for their participation.

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Annex 1: 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 outwards 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 into 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.

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