

Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria

A Training Guide for Community-Based
Organisations

Module 2: Activities for Children 2–5 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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Contents

Acknowledgements	v
Contents Chart	vii
Session 1: Nutrition and Care Needs	1
Session Objectives	1
Activity 1.1 Growth and Development	2
Before the Activity	2
Activity Plan	2
Icebreaker	2
Wrap-up	4
Activity 1.2 Why We Eat	5
Before the Activity	5
Activity Plan	5
Icebreaker	5
Discussion	5
Wrap-up	7
Session 2: Food Functions and Dietary Diversity	9
Session Objectives	9
Activity 2.1 Introducing Move, Grow, and Shine	10
Before the Activity	10
Activity Plan	10
Icebreaker	10
Discussion	10
Activity	12
Wrap-up	12
Activity 2.2 Sorting Move, Grow, and Shine Foods	13
Before the Activity	13
Activity Plan	14
Icebreaker	14
Activity	14
Wrap-up	14
Session 3: Water, Sanitation, and Hygiene	15
Session Objectives	15
Activity 3.1 Handwashing Steps	16
Before the Activity	16

Activity Plan	16
Icebreaker	16
Discussion	17
Activity.....	17
Activity.....	18
Activity.....	18
Activity.....	19
Wrap-up	20
Activity 3.2 When to Wash Hands	21
Before the Activity	21
Activity Plan	21
Icebreaker	21
Discussion	21
Wrap-up	23
References List	25
Annex 1: Constructing a Tippy Tap.....	27
Materials Required.....	27
Instructions	27

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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	60	<p>Illustrations</p> <ul style="list-style-type: none"> • Growing Child • Taxi and Motorcycle with Petrol • Move Foods • Grow Foods • Shine Foods
2	<p>Food Functions and Dietary Diversity</p> <ul style="list-style-type: none"> □ Understand the foods children need to eat to grow and be strong and healthy □ Practice the Move, Grow, and Shine foods classification system 	9	90	<ul style="list-style-type: none"> • 3 buckets (optional) • Paper to make bucket labels (optional) <p>Illustrations</p> <ul style="list-style-type: none"> • My Healthy Plate—Full • Move Foods • Grow Foods • Shine Foods • Move Foods cards • Grow Foods cards • Shine Foods cards
3	<p>Water, Sanitation, and Hygiene</p> <ul style="list-style-type: none"> • Understand that handwashing is important to protect against illness and understand the correct practice of the appropriate duration, materials, and recommended method of handwashing • Describe at least two critical time points when children should wash their hands • Understand the importance of proper disposal of waste and keeping the home and play environment clean 	17	120	<ul style="list-style-type: none"> • 2 empty plastic bottles to make a tippy tap • Water to fill the tippy tap • 1–4 small bars of soap • Pins • Chalk dust/ charcoal/soil/dust.flour • Nail • Basin <p>Cards</p> <ul style="list-style-type: none"> • Handwashing Steps • Latrine • Wetting Hands • Soaping Hands • Scrubbing Fingers • Rinsing Hands • Boy Eating Food • Handwashing Times

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 contribute to their growth
- Understand reasons why they eat

Activity No.	Activity	Time (Min.)
1.1	Growth and Development	30
1.2	Why We Eat	30

Activity 1.1 Growth and Development

Time: 30 minutes

Illustrations

- Growing Child
- Taxi and Motorcycle with Petrol
- 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

Show children the Growing Child illustration from Supporting Materials.

Point at each stage of growth illustrated 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 may 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. But not just one type of food, we need different types of foods because the foods work in different ways in our bodies.

Choose two volunteers to share their favourite food. Thank them for sharing.

From small children we grow taller and gain weight, and we call this growth.

Show the Growing Child illustration.

What do you see in this picture? In this picture, which of the three children has grown the most? How do you know?

In many ways, children are like little seeds, just waiting to grow. How many of you have seen people in your community plant seeds that grow up into plants? Seeds do not just grow on their own. They need rain, air, and

sunlight to grow big and tall. Just as a seed needs air, rain, and sunlight to grow, our bodies need food. Let us sing a fun song about how seeds grow into plants, just as children grow into adults.

To the tune of "The Farmer in the Dell" (or make your own tune in the local language):

A The farmer plants the seeds

B The farmer plants the seeds

C Hi, ho, here we go!

D The farmer plants the seeds

Repeat each line below to the tune of lines A, B, and D:

The rain begins to fall

The sun begins to shine

The plants begin to grow

The buds all open up

The flowers smile at me

As we said, children need food in order to grow. But our bodies also need food for another important reason. As we go from day to day, we have to move around, play, and learn. To do all these things, we need ENERGY.

Show the Growing Child illustration again.

Let us look at the picture of the growing child again. What do you see the child doing in each picture? (*Running.*) When we want to move, run, or play, we need ENERGY.

ENERGY comes from food. Food is to the body what petrol is to a car or motorbike.

Show the Taxi and Motorcycle with Petrol illustration.

Who can tell me what happens to a car or motorcycle 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 not run until it was filled up again. People need food to run just as a car needs petrol to run.

Water

Who can tell me what water is 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. Water works inside the body very much like it works outside our bodies. So inside our bodies, water is used for washing as well and will make us feel fresh. Water works to clean the waste inside our bodies away. The water you drink also helps your body stay cool, and that is why on hot days, your body sweats. So as we drink water, our body is made fresh and clean so that the body can grow.

Cleanliness

When we keep ourselves clean, keep our hands clean through handwashing, and when our home and compound is 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. Yes, when we are sick, we do not feel happy, strong, playful, and hungry. This is because when we are sick our body uses our food to get better instead of growing. If we are sick for a long time or we fall sick many times, then we will not grow.

When we do fall sick, our parents take us to the nurse or doctor at the clinic. The medicine we take helps 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: 30 minutes

Illustrations

- Growing Child
- Taxi and Motorcycle with Petrol
- 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.

Activity Plan

Icebreaker

Why do we eat food?

Alternative questions if children do not understand:

Why did you eat breakfast this morning/dinner last night? Let us think of the last time you ate something. Was your tummy growling?

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 that we went over earlier, but also a lot of new reasons! Let us learn together about why we eat. Let us look at these pictures together.

Discussion

Fuel for the Body

Show the Taxi and Motorcycle with Petrol illustration.

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

Select two volunteers from different ages and ask them to stand side-by-side. Choose two children who are very different in height and age, such as a two-year-old (short) and a five-year-old (tall). Arrange them from youngest to oldest (which should also show shortest to tallest), and the facilitator will join the group of volunteers to represent the adult. Alternatively, you can just use the Growing Child illustration. Use the following as probing questions.

What do you see about this lineup?

Ask for suggested answers from the children, and guide them towards the right answer: The children are taller as you go from youngest to oldest, and the adult is the tallest.

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

Ask for suggested answers from the children, and thank them for their participation.

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

Do you think you were ever such a small baby?

Ask for suggested answers from the children, and guide them towards the right answer.

Now, we have 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's why we need bigger shoes, slippers, and clothes every now and then. That is one way to know that we are growing. For growing to happen we need food.

Thank the children for their participation, and allow them to return to their seats.

Preventing and Fighting Sickness

Role-play

Select one volunteer (ideally an older child) from the group for a dramatic activity. Explain to the group that one child will be acting out a situation, and the rest of the group will have to identify what is happening. Whisper instructions to the child that he/she must pretend to be sick. Instruct them to lie on the ground and give clues that they are sick, such as coughing, sneezing, moaning, holding their stomach or head. The child will then act out the situation in front of the class.

What do you think is happening in the situation that our friend here is acting out?

Desired answer: *She is sick.*

Yes, she is definitely sick. How can you tell she is sick?

Desired answers: She is moaning. She is coughing. She is holding her stomach. She has a stomachache. Prompt the children to identify all the clues the volunteer is displaying.

Thank you! Food can help us to not feel sick. In fact, eating good foods can keep our bodies strong and healthy, and it can stop us from getting sick in the first place. Let us think: When we are not eating the right foods in the right amounts, our bodies can feel tired and weak. When we feel tired and weak, it makes it easier for sickness to make us feel worse. By keeping our bodies fed, we can be strong and healthy, and that protects us from feeling sick.

This marks the end of the session.

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:

- Understand the foods children need to eat to grow and be strong and healthy
- Practise the Move, Grow, and Shine classification system

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

Activity 2.1 Introducing Move, Grow, and Shine

Time: 45 minutes

Illustrations

- Healthy Plate—Full
- 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 up the Move, Grow, and Shine Foods illustrations as visual references for this lesson.

Activity Plan

Icebreaker

Today we will learn about why we need to eat a diet with many different foods.

Select one child to volunteer to answer the question about what they ate during the previous evening meal.

Who can tell me what foods you ate yesterday evening?

List the foods named by the child. If possible, write them on a piece of paper, or if available, a flipchart sheet, or the blackboard.

- Ask how many different foods were named.*
- Where dishes such as stews, soups, and pottage with many ingredients are named, list out or call out the individual ingredients in each dish.*
- Count along with the children how many foods were named.*

So we see that we have all eaten different foods. These foods taste different from each other. Some are sweet, sour, bitter, salty. Some feel different in the mouth and on the hands. Some are crunchy, soft, hard, smooth, slimy, or watery. Some are different colours. Who can tell me the colours of some of the foods listed here?

Help the children identify the colours of the foods listed (with prompting), and point out how our foods can be many different colours.

We learned earlier that we eat food for many different reasons and one of these was because the food looks nice. Don't you think that these colourful foods look delicious? A colourful plate is a healthy plate. We want to have as many colours on our plate as we can. We should always be trying to eat different foods throughout the day. This can be hard to do, but when they are available, we should try to eat different foods when we can.

Discussion

What do you think would be nicer, eating the same food every day or different foods like we have here?

Ask for answers from the children, and thank them for their participation.

Yes, I agree, too. Do you also know that different foods do different work in the body? Today 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 Healthy Plate—Full illustrations in the following discussions.

Move Foods [“Energy-giving foods” in Hausa]

To begin, we will talk about Move foods.

Demonstrate a MOVE food by moving arms as if in a running motion. Every time you say Move, Grow, or Shine foods, encourage the children to do the movement.

The first type of food is one that provides fuel and helps us Move and be active. These we will call MOVE foods, because they make us Move Move Move. Examples of Move foods include bread, rice, cassava, cereals, and potato. These foods give our muscles fuel to run, swim, jump, and work, and our brain fuel to concentrate. If we don't eat enough Move foods, then we can feel tired and won't have enough fuel to get through the day. It's 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 five of you name one MOVE food each for me?

Select volunteers and guide them to identify five foods on the Move Foods illustration. Pass the Move Foods illustration around the room, for the children to have a closer view, or walk around with the Move Foods illustration to show the children.

What MOVE foods did you eat yesterday?

Ask for answers from the children, and thank them for their participation.

Let us think for a bit. If we didn't have Move foods in our diets, we would be too tired to move, and we wouldn't 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 and the facilitator included should mimic that movement and try it themselves. Thank the children for participating.

Grow Foods

Next we will talk about GROW foods.

Ask children what movement they would use to show “Grow” (suggested movement—with palm side facing down, lift hand up gradually to show action of growth). The facilitator to include the associated movement.

GROW foods help our body grow bigger and stronger. Grow foods help build our body's bones and muscles. Examples of Grow foods include chicken, meat, fish, eggs and milk, cheese and yoghurt. All of these foods help to keep us feeling full so that we don't get hungry straight away. It is important to have a Grow food at breakfast to help keep our brain bright and focused. If we do not eat enough Grow foods our bodies won't have the right building blocks to make us taller and stronger.

Would anyone like to share something that they would like to be when they grow up?

Prompt with suggestions, such as—become parents, become a teacher, a politician, a police officer, doctor, nurse, etc. Ask for answers from the children, and thank them for their participation.

Do you think you will need to eat a lot of Grow foods before you can grow big enough to do those things?

Ask for answers from the children, and thank them for their participation.

Look at these picture with me, can five of you name one GROW food each for me?

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

What GROW foods did you eat yesterday?

Pass the Grow Foods cards around the room for the children to have a closer view, or walk around with the Grow Foods illustration to show the children.

Shine Foods [“Shining” in Hausa]

Next we will talk about Shine foods. Who can tell me what “shine” means?

Ask children what movement would they use to show “Shine” (Suggested movement—Shine; hands held up by the side of the face and a big smile to show shining.)

Now we want to talk about Shine foods. Shine foods are full of vitamins and minerals to keep our skin, hair, and eyes bright and shining. Shine foods can keep our defense system strong so that we do not fall sick easily. Examples of Shine foods include all fruits and vegetables. Brightly coloured fruits and vegetables are full of vitamins, and we need to eat different types every day. What did you eat yesterday—were there any different coloured fruits and vegetables? Try and eat fruit and vegetables from every colour of the rainbow to make sure you’re getting enough Shine foods.

Pass the Shine Foods illustration around the room for the children to have a closer view, or walk around with the Shine Foods illustration to show the children.

Look at these picture 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.

What SHINE foods did you eat yesterday?

Activity

Now let us sing a song about the Move, Grow, and Shine foods. Shall we make it up together?

Below is a suggestion if time does not allow or the group does not come up with one on their own. Sing the song twice.

MOVE, GROW, AND SHINE FOODS

(To the tune of “Row, Row, Row Your Boat”)

Move, Move, Grow, and Shine—

Eat good food each day

Choose some food from every group

To help you work and play

Wrap-up

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

Activity 2.2 Sorting Move, Grow, and Shine Foods

Time: 30 minutes

Supplies

- 3 buckets (optional)
- Paper to make bucket labels (Move Foods, Grow Foods, and Shine Foods)
- Masking tape

Illustrations

- Move Foods cards
- Grow Foods cards
- Shine Foods 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.

This session is a continuation of the knowledge shared in the previous session, under Activity 2.1. This activity will reinforce 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 food cards for this activity, be sure that these foods are eaten in the community, and 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 place three buckets, (each labelled with one of the Move, Grow, and Shine Foods illustrations) around the room. Alternatively, the illustrations can be placed on the ground in front of the facilitator.

Activity Plan

Icebreaker

Can anyone remind us, what are the three groups of food we talked about earlier, and what does each category do?

Ask for suggested answers from the children, and guide them towards the right answer.

Thank you! Yes, we need Move, Grow, and Shine foods to give us the energy to move, to grow up big and strong, and to protect us from disease! When we are eating foods, we need to remember to eat a variety of Move, Grow, and Shine foods to make sure we get all the nutrition we need to stay healthy. So it is very important for us to begin to learn which foods are in each category.

Activity

Let us do a small activity to look at how we can sort the foods we eat into these categories. I have some food cards here, which I will pass out in a moment. Our job will be to decide if each food on the card is a Move food, a Grow food, or a Shine food! Sometimes it can be tricky, but we are all here to help. We can do it together!

Divide participants into four groups and hand out a set of Move, Grow, and Shine Foods picture cards to each group, and ask each group to identify their food, find it in the Move, Grow, or Shine Foods illustrations, and place it in the correct bucket/pile. The facilitator should help if children have difficulty with matching each food, and explain why to the whole group.

If using buckets, use three buckets, one with the label "Move Foods", one with the label "Shine Foods," and the third with the label "Grow Foods". Ask the children to place the cards in the matching Foods bucket. Facilitator will guide any children having difficulty with the activity.

Wrap-up

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

Session 3: Water, Sanitation, and Hygiene

Session Objectives

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

- Understand that handwashing is important to protect against illness and understand the correct practice of the appropriate duration, materials, and recommended method of hand washing
- Describe at least two 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

Activity No.	Activity	Time (Min.)
3.1	Handwashing Steps	60
3.2	When to Wash Hands	30

Activity 3.1 Handwashing Steps

Time: 60 minutes

Supplies

- Bottle
- Water
- Nail
- String
- 1–4 bars of soap
- Pins
- Chalk dust/charcoal/soil/dust/flour
- Basin
- Bucket with ladle or cup hanging from lip
- Tippy taps (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

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.

Set up one or more tippy taps or alternative handwashing stations for the handwashing activity. See instructions for how to make a tippy tap in instructions to the facilitator for this session. (See Annex 1.) Set the bottle in the basin, and set soap to the side of the bucket.

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? *If no one answers:* It is okay if you aren't sure. We can learn about germs together as a 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 our naked 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 to be 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 chalk duster 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 your hands! We know we do not want any germs on our hands, I want you try to get all the dust off your hands. Please dust your hands and try to wipe off the dust.

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 dust in there? 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? Just as you see the dust get on the arm of your shirt, germs are spread the same way, when we touch things and people around us, if our hands are not clean.

What is the best way to get all the dust off your hands?

Yes, by washing your hands.

Ask the volunteers from the flour exercise to show how they normally wash their hands at home. Congratulate them. Now show them how to wash hands with the handwashing steps.

The best way to get the dust off your hands and to stop you 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.

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

Gather the children around the handwashing station. 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 Handwashing Steps 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 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 how our song goes?

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, divide the group into three groups. Put aside one complete set of Handwashing cards for each group.

A complete set includes: thumbnails of all Handwashing Steps, Latrine, Wetting Hands, Soaping Hands, Lathering Hands, Scrubbing Fingers, Scrubbing Fingernails, Rinsing Hands, and Boy Eating Food.

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

An alternative 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 thumbnails illustration. 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.

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 wrists. 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 3.2 When to Wash Hands

Time: 30 minutes

Illustrations

- Handwashing Steps
- Handwashing Times
- Boy Eating Food

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. Guide children through the Handwashing Times illustration, naming each of the stages. As children identify each stage, the facilitator should guide a group discussion to point out:

- *Should handwashing be BEFORE or AFTER the activity*
- *What kinds of things can get on a person's hands on each of the activities where you wash AFTER*
- *Why we need to wash at each particular time (to remove dirt and germs, and avoid getting sick)*

Discussion

Let us imagine the story of a little boy named Femi. I will tell the story, and if you notice a time when Femi should wash his hands, then yell out STOP! and together we can tell Femi to wash his hands, by doing a handwashing motion in the air like this.

Show the children the motion and have the children repeat it. The following script can be used to guide the discussion. If needed, prompt the children to interrupt your story at the appropriate time by slowing down your speech during the right moments in the story until they get the hint and tell you to stop.

Five Critical Times for Handwashing

Femi is spending the afternoon helping his auntie to do chores for the day. In the morning, Femi's auntie asks him to feed the chickens. Femi walks outside and feeds them. He also pets a chicken before he comes back inside...

Children should tell the facilitator to STOP, and do the handwashing hand movement.

Yes! You must wash your hands after you touch something that could be dirty, whether a pet dog, a goat, a lamb, chickens, or a calf, because you may have gotten their poo poo or wee wee from their fur or other bugs and germs from their feathers. If they lick your hands, you can get their germs and that can make you sick, too.

Refer to the corresponding image on the Handwashing Times illustration.

Let us get back to the story. Femi washes his hands after coming in from feeding the chickens. Later that day, he has to use the toilet. He goes to the latrine, and when he finishes, he begins to return to the house...

Children should tell the facilitator to STOP, and do the handwashing hand movement.

Yes! You must wash your hands after you come from the toilet because you may have gotten waste on them, or touched something that has waste on it.

Refer to the corresponding image on the Handwashing Times illustration.

Let us get back to the story. Femi returns from the latrine and sees that his auntie is washing Femi's cousin after he has done poo poo. Femi's auntie asks Femi to dispose of the dirty water his auntie has used to clean Femi's cousin. Femi tries to be careful not to touch any of the dirty water, but he isn't sure. Femi returns to the house...

Children should tell the facilitator to STOP, and do the handwashing hand movement.

Yes! You must wash your hands after helping a baby change or use the bathroom. This is the same reason we wash our hands after we visit the toilet. Femi's auntie should also wash her hands!

Refer to the corresponding image on the Handwashing Times illustration.

Let us get back to the story. Later in the day, it is time to prepare dinner. Femi's auntie asks Femi to help. Femi comes to the kitchen and...

Children should tell the facilitator to STOP, and do the handwashing hand movement.

Yes! If you are helping adults to prepare food, you and the adult should wash your hands before touching any foods that you are preparing. This can help make sure that your foods don't get dirty before you eat them.

Refer to the corresponding image on the Handwashing Times illustration.

Let us get back to the story. Femi and his auntie have prepared a wonderful stew together. As they waited for the stew to finish cooking, Femi went outside to play. Now it is time to eat! Before everyone gathers for the meal...

Children should tell the facilitator to STOP, and do the handwashing hand movement.

Yes! You should always wash your hands before you eat anything. Even if you haven't come from the toilet, you may have touched something that was dirty.

Refer to the corresponding image on the Handwashing Times illustration.

When you come inside from playing outside, you may still have dirt (that you can see) and germs (you can't see) that you have touched while playing. The dirt could be from the ground if you fell or were crawling, climbing trees, or from the ball you were playing with, because there is dirt and germs all around us (birds, pets, livestock, dirty shoes).

This point can be used to recap the concept of germs (the dust exercise) from the handwashing activity.

Friends, what is the best way to prevent us from getting sick?

When the children respond with handwashing—recap the handwashing steps if this activity is not introduced immediately after the preceding one.

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 (optional)

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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