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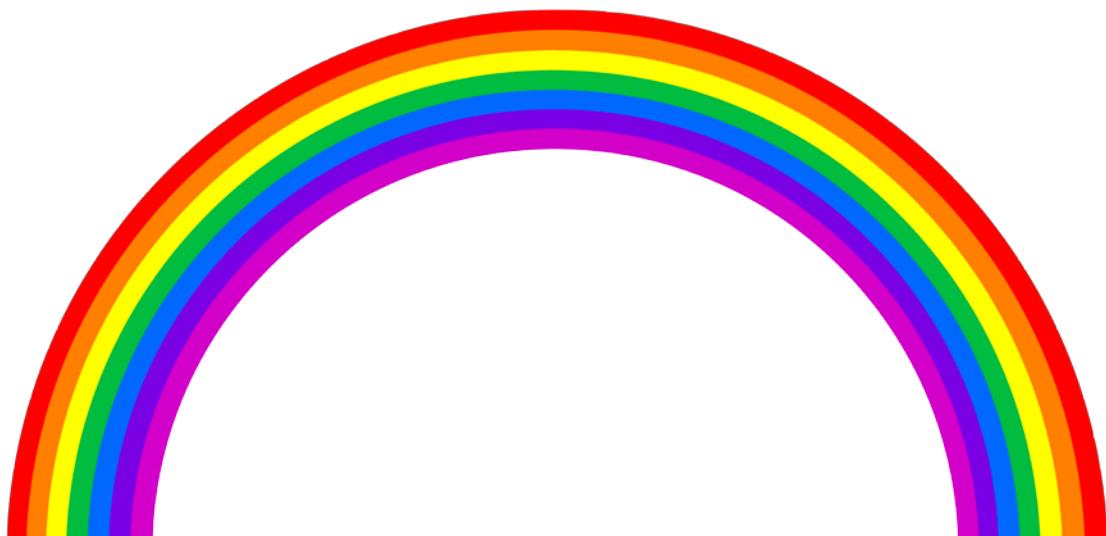
Secretariado Técnico de Segurança Alimentar e Nutricional



Children's Participation in Learning and Action for Nutrition

A Basic Guide

*For the Promotion of Nutrition and School Health
in Schools and School Interest Circles*



DANIDA



REPÚBLICA DE MOÇAMBIQUE
GOVERNO DA PROVÍNCIA DE TETE

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Acknowledgements

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July 2016



Forwards

President Samora used to say: "Children are flowers that never fade". Let us make this manual an instrument to exalt and give citizenship to children within the Chronic Malnutrition fight. In my and the Provincial SETSAN name, I congratulate all who were directly or indirectly involved in the production and promotion of this manual. Let us not permit Chronic Malnutrition to stop the Country and Provincial Development!

Américo Manual da Conceição, Director Provincial Da Agricultura E Segurança Alimentar, Tete

The Involvement of *Children in Learning and Action for Nutrition* (PCAAN) is an approach that allows children to make determined efforts to reduce the negative effects that malnutrition causes the development of children in families and in the community. Its activities highlight the importance of good nutrition habits as an effective means of promoting health; the prevention and control of nutrition disorders and the prevention of various diseases in childhood and future adult life, such as nutritional deficiencies, chronic diseases, overweight and obesity.

This publication was developed as part of PCAAN approach in Tete Province. Children in some schools in the District of Tsanganoo and Tete City are becoming activists for food and nutrition education in their families and communities. I strongly urge using this approach as one of the ways we can address the complex problem of malnutrition in our families and communities, we will have success.

Manuel Veremo Fulede, Chefe do Departamento de Programas Especiais, Direcção Provincial de Educação e Cultura de Tete

The participation of children in this program will facilitate the dissemination and transmission of knowledge acquired in school to their parents, children out of school and the general population.

Ana Maria Belessone, Administradora do Distrito de Tsangano

Glossary

- PCAAN** The Participation of Children in Learning and Action for Nutrition. A government nutrition education programme for Primary Schools.
- Mobilisers** Those who work with the children who are members of the Interest Circle and who learn the PCAAN messages and activities first and then share these with their colleagues at school. In many schools the mobilisers are: 1. Teachers with special responsibility for nutrition education and 2. External community mobilisers with special links to the children's families and to the community as a whole.
- Trainers** Those who train the mobilisers



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Understanding and Setting up PCAAN

The PCAAN Approach and the PAMRDC

The overall goal of the *Multisectoral Action Plan for Reduction of Chronic Malnutrition* (MAPRCM) in Mozambique 2011-2014 (2020) is to reduce chronic malnutrition in children below 5 years from 44% in 2008 to 30% in 2015 and to 20% in 2020. To achieve this goal, there were 7 strategic objectives established, each with a set of activities that will be implemented by the 8 involved sectors, namely Agriculture, Health, Education, Industry and commerce, Public Works and Housing, Women and Social Action, Fishery, Youth and Sports. The implementation of the PAMRDC is coordinated by a Multi-sectorial team steered by SETSAN (*Secretariado Técnico de Segurança Alimentar e Nutricional*), an autonomous body under the Ministry of Agriculture, led by SETSAN's Executive Secretary.

At the Provincial level, Tete is the first Province that, under the leadership of the Provincial Governor and Directorate of Health, has developed its own Multi-sectorial Action Plan, in alignment with the National MAPRCM, aimed at reducing prevalence of chronic malnutrition by 40% in 2016. The provincial plan has outlined 9 Strategic Objectives with a set of activities. Provincial SETSAN is leading the coordination of the implementation of strategies from the PAMRDC.

Education is an essential sector in the PAMRDC and one of the activities that the Provincial Direction of Education (DPEC) in Tete Province is responsible for implementing is the Training of Trainers, and Implementation and Monitoring of Activities realized by technicians from the District Services of Education, Youth and Technology. Within these activities lies the implementation of the Children's Participation, Learning and Action for Nutrition (PCAAN) approach. The PCAAN approach fits into the activities of the PAMRDC as it contributes to the reduction of chronic malnutrition by building and consolidating a platform that enables children to work together to create behaviour change for themselves, their peers and their families. Through a participatory method children in grades 4-7 are educated about nutrition and thus develop skills and attitudes that will help them understand and absorb this information effectively.

The PCAAN approach is aligned with the existing work in the schools and based upon the strengths and resources that already exist in the system, ensuring maximum sustainability.



The PCAAN Topics and Messages

The eight PCAAN Topics and Messages are all based on topics and messages that can be found in the Primary School Curriculum. The Education and Health Sector at Provincial level helped to develop and have approved these messages for use by the Interest Circles.

1. Hygiene
 2. Balanced Diet
 3. Rainbow Garden
 4. Micronutrients
 5. Sharing Food Fairly
 6. Breastfeeding
 7. Malnutrition
 8. Growth Monitoring
-
1. Wash your hands correctly: use water, a little soap, rub them for ten seconds. Rinse and air-dry or use a clean cloth. Don't wipe on dirty clothes.
 2. Energetic foods + building foods + protecting foods are good foods that keep your body and mind strong.
 3. Eating from a rainbow garden helps to protect our health. Let's grow a rainbow garden.
 4. Fruits and vegetables, red, yellow and green are full of micronutrients, too small to see, but make a strong, healthy body and mind.
 5. Small children, boys and girls, pregnant and breastfeeding women, the elderly and children with special needs ALL need the right amounts of good food.
 6. Breast milk is the only food and drink that a baby needs from birth to six months. It is energetic, building and protecting. It is always fresh and clean.
 7. Malnutrition means "bad nutrition". This happens if we eat too little or if we eat too much junk food. Sharing the right amount of good food during meals avoids malnutrition.
 8. From birth until 5 years old children must be weighed regularly at a Health Clinic to check they are growing well.

Setting up and Running The PCAAN Programme

All those involved or associated with the PCAAN will have to do some planning. This includes School Directors, Pedagogical Directors, Presidents of School Councils, School Council Members, Teachers, Mobilisers, Parents and Children.

Some sensitisation needs to be done with ALL the staff at school as they will be helping the children from the Interest Circle group share the PCAAN activities with their classmates at school during local curriculum time.

The PCAAN mobilisers need to plan each Interest Circle group sessions and communicate the topic and specific activities to the school so teachers can plan when and how to help the children from the Interest Circles share the activities with their classmates.

In the pilot in Tsangano District, the Provincial Education Sector chose to implement the PCAAN approach in the following way:

1. Sensitize and introduce to the PCAAN *School Directors* and *Presidents of School Councils*
2. Train *Interest Circle Mobilisers*
3. School Directors met with staff and School Council to discuss PCAAN, share the vision, include it as part of in the School's Annual Plan and work with the *Pedagogical Director* to timetable PCAAN activities.
4. Once every two weeks during school term time, the mobilisers prepare and work with children in the Interest Circle Group on one of eight nutrition topics.
5. Between each meeting of the Interest Circles children share knowledge and lead activities at school.
6. All children exposed to the messages and activities are encouraged to go and share and discuss the messages and practice the activities at home.
7. At some point during the school year, the school plans for a single week in which nutrition activities are integrated into different subjects across the curriculum. Here are some ideas for these activities:

Ideas for Activities to do in "Nutrition Week"					
Grades	Mathematics	Language	Science	Social studies	Creative Arts
5	Making and practice the use of an arm circumference measurement	Key nutrition word tests, spellings and word games (Nutrition, vitamins, micronutrients)	Finding out the values of different foods	Eating surveys	Role plays about food customs in our country Songs and choral speaking

6	Understanding a chart comparing cases of diarrhoea in bottle-fed and breastfed babies	Invent a crossword and clues	Looking at micronutrients and how they can keep us healthy	Good Food Game Page	Story-telling on two friends sharing ideas about food and food practices Songs and choral speaking
7	Understanding weighing and measuring a baby's weight regularly (Road to Health Charts)	Write a story about three families with different approaches to food for the family: What happens?	How germs make food go bad.	Making model stomachs	Drama including singing. Storytelling and acting about a malnourished child that was found by another child and made well again. Songs and choral speaking

8. The best of the activities from Nutrition week are **shown** to the community during a day of community celebration.
9. From the start, the mobilisers and the school management need to be monitoring PCAAN and from time to time take time to look back and reflect on the progress made. Added to this, District and Provincial level monitoring visits to school should include asking about nutrition and health activities being delivered at school level.

Measuring Impact

It is best if at the start and at the end of each one-year cycle there can be a community consultation in which the questions are asked:

1. *Are young children in our community growing well?*
2. *What can we do to improve the health and nutrition?*
3. *How can children help?*

Other monitoring ideas including self-assessments are in the final section of this guide.

A note about refreshments

Children attending Interest Circles benefit from healthy refreshments half way through the session like fruit and clean safe water. Ask community leaders and parents to help with this. Perhaps a local businessman or a small shop owner or market trader would help to 'sponsor' refreshments for children.

Top 10 Tasks for the School Director & Pedagogical Director

1. Read this Basic Guide to become aware of PCAAN and its objectives.
2. Meet and discuss PCAAN with the District Office and/or during meetings with the ZIPP coordinators.
3. Meet and discuss PCAAN with the President of the School Council and include PCAAN on the agenda at the meetings with the School Council.
4. Together with other School Directors and/or with the Pedagogical Director work on how to include PCAAN and its activities into the School Annual Plan.
5. Together with the Pedagogical Director work on how to include the aims of Nutrition Education into the vision for the school.
6. Meet with all teachers to discuss the purposes of PCAAN, how teachers at all levels will be involved and the need for strong support from all staff.
7. Together with the Pedagogical Director work on how to timetable the follow up nutrition activities led by those children participating in Nutrition Education in the Interest Circles.
8. Read the Monitoring sections in the Basic Guide and plan when and how to conduct monitoring.
9. Meet with the mobilisers who run the Interest Circle(s) to brief them on their preparation, allocate stationary and discuss any concerns problem such as reporting and refreshments.
10. Make sure that all staff and mobilisers have read and understand the PCAAN 'code of conduct'. It is best each school has copies of signed codes of conduct for all staff and that this is a part of a whole school *Child Protection Policy*. The code needs to be discussed and signed by all the mobilisers.

Please Note: These are the top 10 tasks but there may be other important tasks to include.

PCAAN activities benefit from a School Director giving attention, praise and support to the work being done in the Interest Circles and the follow up work at school. Positive leadership motivates other staff to get involved even when they have not been trained.

Implementing PCAAN as part of Interest Circle Activities

There is no ONE best way to implement PCAAN.

In the pilot in Tsangano District, the Provincial Education Sector chose to implement the PCAAN approach in the following way:

1. Once every two weeks in Term One and Term Two, the mobilisers prepared and worked with children in the Interest Circle Group on one of eight nutrition topics.
2. Between each meeting of the Interest Circles children shared knowledge and led activities at school during the allocated 'Local Curriculum' time.
3. All children exposed to the messages and activities shared and discussed the messages at home.
4. In Term Three, the school planned for a single week in which nutrition activities were integrated into different subjects across the curriculum.
5. The best of the activities from Nutrition week were **shown** to the community during a day of community celebration and prizes were given to interest circles and to individuals and to groups.
6. From the start the mobilisers and schools monitored PCAAN and from time to time they took time to look back and reflect on the progress made. Added to this, District and Provincial level conducted monitoring visits to school include asking about nutrition and health activities being delivered at school level.

"A small shop owner has told me he is very pleased with PCAAN, as he has been selling many plates! Part of our activities on 'sharing food fairly (insert page number) is for families to use individual plates. Parents have taken this to heart and they are buying a plate for each family member whereas before they would share one or two." (Teacher, Tsangano)

"The market traders are saying that their sales of fruit and vegetables are much higher since the start of PCAAN (Community mobiliser, Tsangano)

Mobilisers should allocate at least ONE session to introduce the children to PCAAN, THREE interest circles sessions for EACH Message. And ONE session to review the whole programme at the end. As there are EIGHT messages the full PCAAN programme has 32 PCAAN sessions (or more if you wish!)

These sessions take two academic years to complete: 16 sessions per academic year. Each year, the sessions include an introductory session, a wrap up session and two sessions to prepare for a community event – such as 'Nutrition Week' where children demonstrate activities to their families. After two years the messages can be repeated OR the school can decide upon other nutrition and health messages to add to the PCAAN programme.

After each session, as the children to share their learning at school with other children, ALL the children at the school should then be involved in passing messages and doing activities about the messages at home. The interest circle children are leaders but all children are involved.

Interest Circle – School – Community

Look at the PCAAN poster to see how it works.



- 1** Session One: Learn and understand the messages to share with other children at school.
- 2** Session Two: Learn activities to teach other children at school.
- 3** Session Three: Learn and practice the good question and reflect on what has been learned.

At the beginning of every message 'session' recap the previous message so that the messages build as the programme progresses. You might also want to teach the children the topic and messages 'memory line' and start each new session with this.

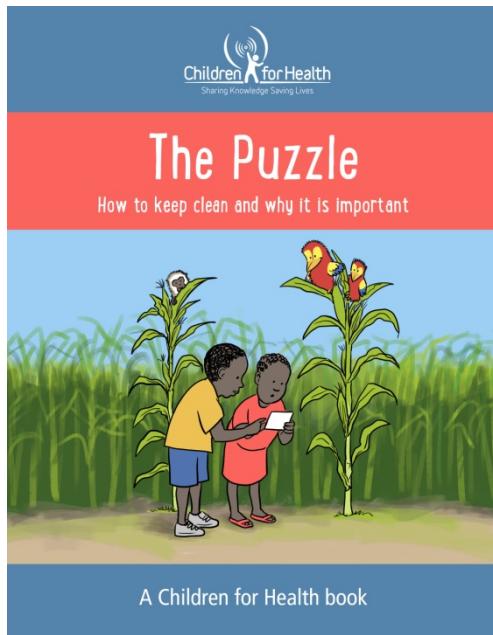
Two year PCAAN Schedule (example)					
<i>Write the dates of the sessions in the boxes below</i>					
Session number		Session 1	Session 2	Session 3	Total
YEAR ONE (16 sessions)					
1	Introductory session				1
2-4	Hygiene				3
5-7	Balanced Diet				3
8-10	Rainbow Garden				3
11-13	Micronutrients				3
14	Wrap up session				1
15-16	Preparation for Nutrition Week				2
					16 weeks
YEAR TWO (16 sessions)					
1	Introductory session				1
2-4	Sharing food fairly				3
5-7	Breastfeeding				3
8-10	Malnutrition				3
11-13	Growth Monitoring				3
14	Wrap up session				1
15-16	Preparation for Nutrition Week				2
					16/32 weeks

PCAAN Interest Circle Sessions

Message One: Hygiene

Wash your hands correctly: use water, a little soap, rub them for ten seconds. Rinse and air-dry or use a clean cloth. Don't wipe on dirty clothes

Note: There is a PCAAN Story book on Hygiene called, *The Puzzle*. This can be used by the mobilisers and teachers at the school in one or more of these sessions, or in the follow up work at home or in the school.



1 Session One:

1. Do a singing, dancing or clapping game.
2. Talk to children about the purpose of the session.
3. Use the Think-Pair-Share method to discuss this question: **What is good hygiene?**
4. A mobiliser, model mother, nutritionist or another speaker gives the children a short talk on good hygiene.
5. The children listen and ask questions.
6. Teach the children the words of the **Hygiene Action Message**.
7. Ask the children to practice in pairs or groups adding actions to the message.
8. The children demonstrate the action message in groups, vote for the best one and practice this together.
9. Ask the children to share this action messages with other children at school. When the children know it well then all the children can share it with family at home.

2 Session Two

1. Do an introductory activity.
2. Pick one or both these activities to do with the group.

Storytelling

- Tell the children this story and ask them to practice telling it and develop in pairs or threes.
- Select one or two groups of pairs to share their stories.
- Discuss what the stories teach us about hygiene.

The End of a Happy Life

A family of germs lives very happily by in the water. They enjoy swimming in the water and splashing around. The germ family grows and grows. But life starts gets difficult when the children in the community decide to start washing their hands with soap, cleaning fruits and vegetables and boiling the water they drink. The germ parents notice that their friends are disappearing. Then their germ children disappear. Soon they have to move to another place to live.

Drawing

- Draw an outline of a body on the board or on a poster paper.
 - Ask the children to draw the outline and then shade the different parts of the body that must be kept clean.
 - Explain the critical times children need to wash their hands (before preparing food or eating; after using the toilet or helping a baby or another child use the toilet.). If you don't have poster paper the children can act out the parts of the body and the 'critical times'!
3. Ask the children to share these activities with other children at school. When the children at school know the activities well then all the children can share it with their family at home.



3 Session Three

1. Do an introductory activity.
2. Recap the work from the last two sessions.
3. In pairs or in threes children can ask each other and discuss, *Why do we find it hard to practice good hygiene?*
4. Ask children to do a role-play as if they are at home and they start a discussion with an older sibling, friends or even parents. Ask the children to act out the discussion
5. Watch one or two of these role-plays.
6. Ask the children: *what have we learned? How can we share what we have learned? In school with other children? In our homes and communities?*



Reflect Mobiliser thinks about the session and records plans and children's ideas and comments and other ideas for activities next time.

Notes

Message Two: Balanced Diet

Energetic foods + building foods + protecting foods are good foods that keep your body and mind strong.

1 Session One:

1. Do a singing, dancing or clapping game.
2. Talk to children about the purpose of the session.
3. Use the Think-Pair-Share method to discuss this question: **What is a balanced diet?**
4. A mobiliser, model mother, nutritionist or another speaker gives the children a short talk on the balanced diet.
5. The children listen and ask questions.
6. Teach the children the words of the **Balanced Diet Action Message**.
7. Ask them to practice it in pairs or groups adding actions. Here is an example of some actions. These actions have become quite famous in Tsangano district!
(Standing up)....
 - When you say, 'ENERGETIC' push your hands forward away from you.
 - When you say, 'BUILDING' push your hands upwards either side of your head.
 - When you say, 'PROTECTIVE' use the palms of your hands to make actions like you are rubbing your cheeks.
 - When you say, 'BODY AND MIND STRONG make a 'strong sign' with your arms out and your thumbs up.
8. The children demonstrate the action message and vote for the action message they like the best.
9. Ask the children to share this action messages with other children at school. When the children know it well then all the children can share it with family at home.

2 Session Two

1. Do an introductory activity.
2. Pick one or both of these activities to do with the group

Role Play

- Tell the children this role-play scene and ask them to practice telling it and develop in groups of four or five.
- Select one or two groups to show their role-plays.

A teacher teaches the Balanced Diet message to a group of children and they practice it. After school they go home and they teach the message to a group of friends. A mother and a friend see them and ask them what they are doing. The children tell them. The children go back to the school and tell the teacher the



story of sharing the message with the children and the community. The teacher rewards them with a ribbon to tie to a stick to symbolise a message learned. Everyone repeats the message and sings the song.

Drawing

- Draw the round shape of a plate on a piece of paper or card or in a notebook.
 - Draw examples of local foods that belong to different food groups (Energetic, Building, Protective).
 - Tick the foods that are commonly eaten.
 - Double tick the food that you need to eat more of to get a more balanced diet.
 - Discuss what the drawings teach us about our own diet and if it is balanced.
3. Ask the children to share these activities with other children at school. When the children at school know the activities well then all the children can share it with family at home.

3 Session Three

1. Do an introductory activity.
2. Recap the work from the last two sessions.
3. In pairs or threes children can ask each other and discuss, *Why don't children in our communities eat a balanced diet?*
4. Ask children to do a role-play as if they are at home and they start a discussion with an older sibling, friends or even parents. Ask the children to act out the discussion.
5. Watch one or two of these role-plays.
6. Ask the children: *what have we learned? How can we share what we have learned? In school with other children? In our homes and communities?*

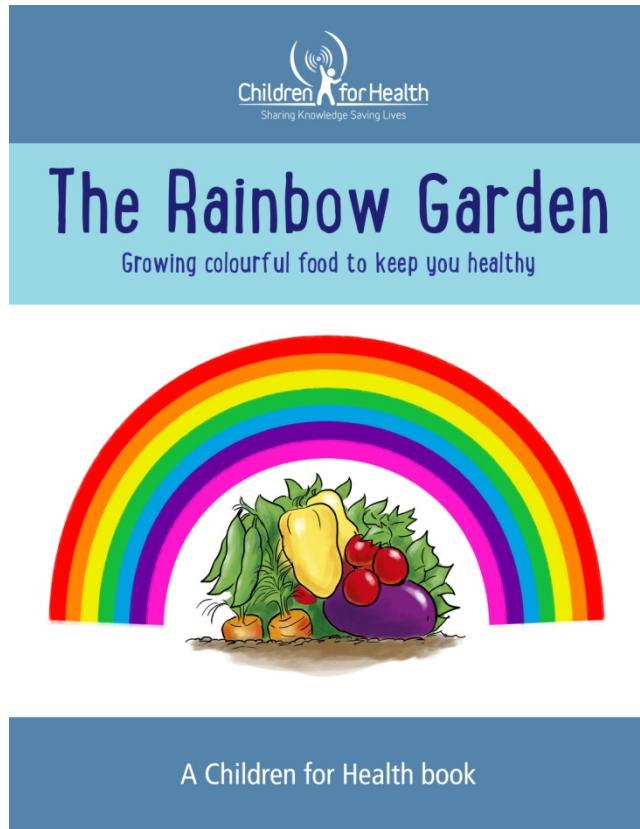
Reflect The mobiliser thinks about the session and records plans and children's ideas and comments and other ideas for activities next time.

Notes

Message Three: Rainbow Garden

Eating from a rainbow garden helps to protect our health. Let's grow a rainbow garden.

Note: There is a PCAAN Story book called, *The Rainbow Garden*. This can be used by the mobilisers and teachers at the school in one or more of these sessions or in the follow up work at home or in the school.



A Children for Health book

1 Session One:

1. Do a singing, dance or clapping game.
2. Talk to children about the purpose of the session.
3. Use the Think-Pair-Share method to discuss this question: What is a Rainbow Garden?
4. A farmer, mobiliser or another speaker gives the children a short talk on growing coloured fruits and vegetables. Ask the farmer to show the children a family plot where fruits and/or vegetables of more than one colour are growing.
5. The children listen and ask questions.
6. Teach the children the words of the Rainbow Garden Action Message.
7. Ask them to practice in pairs or groups adding their own actions to the message.
8. The children demonstrate the action message in groups, vote for the best one and practice this together.
9. Ask the children to share this action messages with other children at school. When the children know it well then all the children can share it with family at home.



2 Session Two

1. Do an introductory activity.
2. Pick one or both these activities to do with the group.

Drawing/Crafts

Ask children to design an award that can be given to anyone who is growing colourful food and/or a special award to people who grow a lot of colourful food. The 'award' can be something like a shaved stick with colours drawn onto it or a stick with colourful strips of cloth tied to it.

Public Speaking

Ask children to prepare a speech about people in the community who are the best at growing 'rainbow food' (for example red tomatoes or yellow-fleshed sweet potatoes).

3. If possible children actually make the awards. It's best if a community leader, like the President of the School Council can help them with this activity.
4. Ask the children to share these activities with other children at school. When the children at school know the activities well then all the children can share it with family at home.



3 Session Three

1. Do an introductory activity.
2. Recap the work from the last two sessions.
3. In pairs or threes children can ask each other and discuss. What are the reasons that families do not grow and/or eat rainbow coloured food?
4. Ask children to do a role-play as if they are at home and they start a discussion with an older sibling, friends or even parents. Ask the children to act out the discussion.
5. Watch one or two of these role-plays.
6. Ask the children: What have we learned? How can we share what we have learned? In school with other children? In our homes and communities?

Reflect The mobiliser thinks about the session and records plans and children's ideas and comments and other ideas for activities next time.

Notes

Message Four: Micronutrients

Fruits and vegetables, red, yellow and green are full of micronutrients, too small to see, but make a strong, healthy body and mind.

Note: There is a PCAAN Story book on Micronutrients called, *Why Thomas is Good at Football*. This can be used by the mobilisers and teachers at the school in one or more of these sessions ,or in the follow-up work at home or in the school.

1 Session One:

1. Conduct a singing and clapping game.
2. Talk to children about the purpose of the session. Use the Think-Pair-Share method to discuss this question: ***What is a Micronutrient?*** Make sure these points are included:
 - *Micronutrients are in food – to small to see but powerful*
 - *Colorful fruits and vegetables have many micronutrients*
 - *Eat a rainbow diet*
3. A mobiliser, model mother, nutritionist or another speaker gives the children a short talk on – micronutrients.
4. The children listen and ask questions.
5. Teach the children the words of the ***Micronutrient Action Message***.
6. Ask them to practice in pairs or groups adding their own actions.
7. The children demonstrate the action messages, vote for the action message they like the best and practice it together.
8. Ask the children to share this action messages with other children at school. When the children know it well then all the children can share it with family at home.



2 Session Two

1. Do an introductory activity.
2. Pick one or both these activities to do with the group.

Drawing

- Using colour pencils, children draw pictures of colorful foods on a plate. (They should only draw examples of food that are locally available)
- The children hold up their pictures, explain what a 'rainbow diet' is and what children can do to help other children start to have a more colorful diet.

Story telling

- Tell the children this story and ask them to practice telling it and develop in pairs or threes.
- Select one or two groups to tell the stories and discuss what the story teaches us about micronutrients.

Alfonso lives high up in the mountains. His family always eats lots of rice and some meat. Alfonso never eats green vegetables or yellow fruits or vegetables. He starts to find it hard to see properly in the evening. He has too little vitamin A in his body. His sister who was three years old then got measles. A friend who is a teacher comes to visit the family to help them. She asks Alfonso's mother what the children eat. When the teacher hears that the children do not eat vegetables and fruit she advises Angelina to improve their diet and to take the children for immunisation. Alfonso gets stronger and the teacher asks him to tell his class the story. He advises his classmates to eat a colorful diet and get immunisation to save their eyesight and prevent suffering from diseases.

3. Ask the children to share these activities with other children at school. When the children at school know the activities well then all the children can share the message and do or discuss the activities with family members at home.



3 Session Three

1. Do an introductory activity.
2. Recap the work from the last two sessions.
3. In pairs or threes children can ask each other and discuss, *Why is it hard for some children and their families to have a 'rainbow diet'?*
4. Ask children to do a role-play as if they are at home and they start a discussion with an older sibling, friends or even parents. Ask the children to act out the discussion.
5. Watch one or two of these role-plays.
6. Ask the children: *What have we learned? How can we share what we have learned? In school with other children? In our homes and communities?*

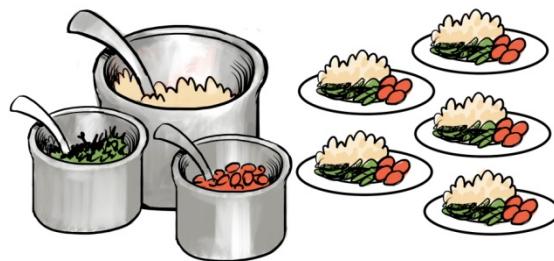
Reflect The mobiliser thinks about the session and records plans and children's ideas and comments and other ideas for activities next time.

Notes

Message Five: Sharing Food Fairly

Small children, boys and girls, pregnant and breastfeeding women, the elderly and children with special needs ALL need the right amounts of good food.

Note: There is a PCAAN Story book on sharing food fairly called, *Everyone Counts*. This can be used by the mobilisers and teachers at the school in one or more of these sessions, or in the follow up work at home or in the school.



1 Session One:

1. Conduct a singing, dancing or clapping game.
2. Talk to children about the purpose of the session. Use the Think-Pair-Share method to discuss this question, ***Why is it important to share food fairly?***
3. Short talk about why food is sometimes not shared fairly by the mobiliser a model mother or another speaker.
4. The children listen and ask questions.
5. Teach the children the **Sharing Food Fairly Action Message**.
6. Ask the children to practice in pairs or groups adding their own actions.
7. The children demonstrate the action messages, they vote for the one they like the best and then practice it together.
8. Ask the children to share this action message with other children at school. When the children know it well then all the children can share it with family at home.

2 Session Two

1. Do an introductory activity.
2. Pick one or both these activities to do with the group.

Role-Play and Discussion

- Tell the children this role-play scene and ask them to practice telling it and develop in groups of four or five.
- Select one or two groups to show their role-plays.

A father in a family is taking a lot of the family food for himself. Children have to find a way to help their father understand that good food must be shared family in the family that will not make him angry. Children can use animals as characters in the play. *Select, watch and discuss the role-plays.*

'Mime' and Discussion

- Using mime (drama without any talking), ask children to 'act out' making and sharing out a nutritious meal in pairs.
- Select a mime to watch.
- Ask the children watching to guess what they see happening and to say this out loud.
- The children doing the role-play can tell them if they are correct or let them know if they are wrong! Make sure the children remember to show in their role-plays that that they wash their hands and wash the items they use to cook.
- After the first one, do at least one more.



Ask the children to share these activities with other children at school. When the children at school know the activities well then all the children can share the message and either do or discuss the activities with family members at home.

3 Session Three

1. Do an introductory activity.
2. Recap the work from the last two sessions.
3. In pairs or threes children can ask each other and discuss: *Is food shared fairly in the family? What are the reasons for this?*
4. Ask children to do a role-play as if they are at home and they start a discussion with an older sibling, friends or even parents. Ask the children to act out the discussion.
5. Watch one or two of these role-plays.
6. Ask the children: *What have we learned? How can we share what we have learned? In school with other children? In our homes and communities?*



Reflect The mobiliser thinks about the session and records plans and children's ideas and comments and other ideas for activities next time.

Notes

Message Six: Breastfeeding

Breast milk is the only food and drink that a baby needs from birth to six months. It is energetic, building and protecting. It is always fresh and clean.



1 Session One:

1. Conduct a singing, dancing or clapping game.
2. Talk to children about the purpose of the session. Use the Think-Pair-Share method to discuss this question, **Why is breast-milk the best food and drink for babies from 0-6 months?**
3. Short talk about the importance of breastfeeding for babies. (It is good if a baby could be brought to the session and breastfeeding could be demonstrated!)
4. The children listen and ask questions.
5. Teach the children the words of the **Breastfeeding** message.
6. Ask the children to practice in pairs or groups adding their own actions.
7. The children demonstrate the action messages, they vote for the one they like the best and then practice it together.
8. Ask the children to share this action message with other children at school. When the children know it well then all the children can share it with family at home.



2 Session Two

1. Do an introductory activity.
2. Pick one or both these activities to do with the group.

Role-Play and Discussion

- Tell the children this role-play scene and ask them to practice telling it and develop in groups of four or five.
- Select one or two groups to show their role-plays and discuss what it teaches us about breastfeeding.

Mother A is breastfeeding her six-week old baby. She is discussing breastfeeding with Mother B who has decided to stop breastfeeding and bottle feed instead. Mother B tells Mother A lots of wrong information, for example:

- *That the first yellow milk (Colostrum) must be thrown away*
- *Extra water must be given to baby on hot days*
- *She must carry on being very active; and*
- *Strong tea and alcohol (beer) will make her milk and the baby's body strong.*

Mother A has to persuade her of her mistaken beliefs.

Note that boys and girls can play the role of the mothers! Watch one or two role-plays and discuss.

Storytelling and Discussion

- In pairs or in threes, ask the children to create a story from this 'storyline'.
- Ask them to create an ending.
- Listen to one or two stories and discuss what the stories teach us about breast milk.

Mother C and Mother B have babies; Mother A just breast-feeds and Mother B gives extra food and water from a bottle that she forgets to keep clean. Mother B wonders why her baby is often ill? She can't understand. Mother C decides to give bottle-feeds because it is 'modern' and she wants to go out frequently. She sometimes leaves the bottle-feeding to an older child who doesn't understand how to mix the formula and keep the bottle clean. The baby gets very ill and nearly dies.

3. Ask the children to share these activities with other children at school. When the children at school know the activities well then all the children can share the message, and either do or discuss the activities with family members at home.

3 Session Three

1. Do an introductory activity.
2. Recap the work from the last two sessions.
3. In pairs or threes children can ask each other and discuss, **Are some babies given other food or drink when they are younger than 6 months in our family/community? What are the reasons for this?**
4. Ask children to do a role-play as if they are at home and they start a discussion with an older sibling, friends or even parents. Ask the children to act out the discussion.
5. Watch one or two of these role-plays.
6. Ask the children: *What have we learned? How can we share what we have learned? In school with other children? In our homes and communities?*

Reflect The mobiliser thinks about the session and records plans and children's ideas and comments and other ideas for activities next time.

Notes

Message Seven: Malnutrition

Malnutrition means “bad nutrition”. This happens if we eat too little or if we eat too much junk food. Sharing the right amount of good food during meals avoids malnutrition.



1 Session One:

1. Conduct a singing, dancing or clapping game.
2. Talk to children about the purpose of the session. Use the Think-Pair-Share method to discuss this question, ***Why do children suffer from malnutrition?***
3. Short talk about the importance of good food by a respected elder, a local farmer or nutrition or health worker.
4. The children listen and ask questions.
5. Teach the children the words of the **Malnutrition** message.
6. Ask the children to practice in pairs or groups adding their own actions.
7. The children demonstrate the action messages, they vote for the one they like the best and then practice it together.
8. Ask the children to share this action message with other children at school. When the children know it well then all the children can share it with family at home.

2 Session Two

1. Do an introductory activity.
2. Pick one or both these activities to do with the group.

‘But Why?’ Discussion Game

- Make 5 or more circles out of paper or card with holes in take one out and make a cut across the side. Write on both sides the words, ‘children have malnutrition’.
- Ask the children ‘*But why?*’ and the answer might be: ‘*not enough of the right food*’.

- Write this on the next circle and link it to the first through the cuts in the sides of the circles.
- Ask again, '*But why?*' (*Do children not have enough good food?*)?
- Continue with this until the ideas are at an end.
- Together look at the whole chain and explain how we made it.
- Make a picture of the chain in our notebooks.
- This can be adapted as a discussion activity only.

Singing Game

- In the whole circle, sing a song to the simple phrase (name of school) + does not have malnutrition.
 - Repeat this and add harmony.
 - Children can step into the circle and sing how to stop malnutrition happening to children in the community. For example: we children can make sure that people know they make breastfeed babies from 0 to 6 months. " We must eat fresh, natural colourful food each week" etc.
3. Ask the children to share these activities with other children at school. When the children at school know the activities well then all the children can share the message and either do or discuss the activities with family members at home.

3 Session Three

1. Do an introductory activity.
2. Recap the work from the last two sessions.
3. In pairs or threes children can ask each other and discuss, *Why don't some babies and children in our community get the food they need?*
4. Ask children to do a role-play as if they are at home and they start a discussion with an older sibling, friends or even parents. Ask the children to act out the discussion.
5. Watch one or two of these role-plays.
6. Ask the children: *What have we learned? How can we share what we have learned? In school with other children? In our homes and communities?*

Reflect The mobiliser thinks about the session and records plans and children's ideas and comments and other ideas for activities next time.

Notes

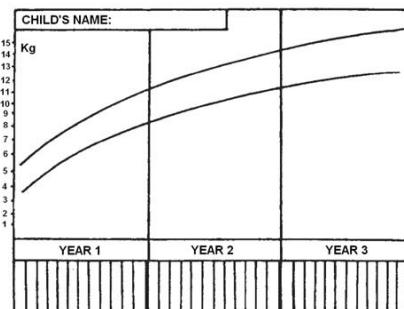
Message Eight : Growth Monitoring

From birth until 5 years old children must be weighed regularly at a health clinic to check they are growing well

Note: ask a health worker to give you a road to health chart or use the very simple example to show to children. A baby's weight should be recorded on the graph regularly. The important thing is that baby is making steady progress or that the mother and family know if the baby has stopped making progress for any reason.

1 Session One:

1. Conduct a singing, dancing or clapping game.
2. Talk to children about the purpose of the session. Use the Think-Pair-Share method to discuss this question, *Why is it important to check that babies and young children are growing well?*



3. Short talk about the importance of checking on the growth of babies and young children. It is good if a community health worker can explain the 'Road to Health' chart to the children.
4. The children listen and ask questions.
5. Teach the children the words of the message.
6. Ask the children to practice in pairs or groups adding their own actions.
7. The children demonstrate the action messages, they vote for the one they like the best and then practice it together.
8. Ask the children to share this action message with other children at school. When the children know it well then all the children can share it with family at home.



2 Session Two

1. Do an introductory activity.
2. Pick one or both these activities to do with the group.

Role-play and Discussion

- Tell the children this role-play scene and ask them to practice telling it and develop in groups of one or two.
- Select one or two pairs to show their role-plays and discuss what it teaches us about growth monitoring.

A mother takes her baby to be weighed at the clinic. She has not been for sometime. She discusses this with her friend in the queue at the health clinic. Her friend tells her the reasons why it's important to have the baby weighed often.

Drawing and looking at Road to Health Charts

Ask children to copy a simple 'Road to Health' chart. Show the children how it works. This should be done in a simple way. It is to give the children the idea of babies and young children making steady progress and not that each child should have the same weight!

4. Ask the children to share these activities with other children at school. When the children at school know the activities well then all the children can share the message and either do or discuss the activities with family members at home.

3 Session Three

1. Do an introductory activity.
2. Recap the work from the last two sessions. In pairs or in threes children can ask each other and discuss, *Why don't some families go to the clinic to have the weight and growth of babies and young children checked?*
3. Ask children to do a role-play as if they are at home and they start a discussion with an older sibling, friends or even parents. Ask the children to act out the discussion.
4. Watch one or two of these role-plays.
5. In a circle, ask the children: *What have we learned? How can we share what we have learned? In school with other children? In our homes and communities?*

Reflect The mobiliser thinks about the session and records plans and children's ideas and comments and other ideas for activities next time.

Notes

Monitoring PCAAN

About Monitoring PCAAN

There are several ways to monitor PCAAN:

1. Monitoring PCAAN as part of day to day school management (see sample questions below for different stakeholders to be using);
2. PCAAN record-keeping;
3. Asking questions about PCAAN from time to time (for example every term);
4. Each mobiliser doing an assessment either with a supervisor or a peer or individually (see tool below); and
5. Each mobiliser assessing the methods they are using (see tool below)

Monitoring PCAAN as part of day to day school management

PCAAN should become part of the day-to-day life of the school. School Principals and Pedagogical Directors can make a section to record progress in PCAAN activities in their:

- School Mission Statement
- Annual Plan; and
- School Development Plan

PCAAN activities can also feature as a part of termly reports. Please see a format on page 39.

In some schools in Tsangano the PCAAN logo is painted onto the school.

PCAAN Record keeping

At the end of each PCAAN Interest Circle activity note down:

- Names of members attending
- Topic
- Activities
- Reflections on what was achieved and ideas on what to do at the next session

Asking questions about PCAAN from time to time (for example every half term)

As with all new approaches in schools, from time to time it is useful to take some times to discuss questions with the different stakeholders of the programme to check it is working. On the next page there are some questions you can use.

PCAAN Monitoring Questions

School Directors

1. Have you developed the *School Annual Plan* to include nutrition (objectives and activities)?
2. Does the *School Development Plan* include Interest Circle activities?
3. Does the School's *Vision Statement* include a commitment to improving nutrition of children?
4. Have you been monitoring the meetings and activities of the Interest Circle?

Interest Circle Mobilisers

1. Are the Interest Circles set up and working well?
2. Have you implemented the nutrition sessions as per the schedule?
3. Have the Nutrition Sessions been implemented successfully?
4. Have the Interest Circles members shared their learning to other children in school? How did this work?
5. Have children shared their learning on nutrition to other children and to other people at home and in the community? How did this work?
6. What do you think is working best?
7. What do you think has been challenging?
8. What materials have been used and what materials might you need more of?

President of School Council and other parents and community members

1. What have you been able to do to support the development of PCAAN, CPLAN programme in your community?
2. Has the school council discussed PCAAN programme and have steps been taken to put it into the school development programme? If so can you show us? If not, when do you plan to do this?
3. What does the community feel about the programme and how do you know?
4. What in your view can make the programme stronger?

School Cub Members

1. Phrase the questions in a way that is child friendly and make sure the children are relaxed and in a clean and safe and good environment for talking and listening.
2. What new things have you learned about nutrition (healthy eating) from your Interest Circle Sessions?
3. Do you enjoy the Interest Circle Session on [put in topic]? What could be done to make the sessions more fun and more useful?
4. Have you shared any of your learning on nutrition at school and at home or in your community? If so what and how?

Children from the School and Community

1. What have you learned about nutrition (healthy eating) from your classmates and from your school this term?
2. Did you learn about nutrition by listening to people talking or by doing activities? Describe how you learned about nutrition.
3. Have you shared any of your learning on nutrition at school and at home or in your community? If so what and how?

PCAAN Termly Reports

Here are some ideas for questions that can be asked during or at the end of each term. Please adapt these questions. Find out what is important to you and your school.

1. School: _____ Term dates _____ Reported by: _____
2. How many PCAAN sessions were facilitated this term?
3. What topics did you focus on?
4. What messages and activities have Interest Circle Members Shared with the other children in school?
5. How many children are involved in PCAAN activities in the Interest Circle?
6. How many children are involved in learning and sharing PCAAN activities in the school?
7. How many children have learned and shared nutrition messages and activities in their families?
8. How many people have been reached?
9. In your view what has changed as a result of PCAAN?
10. How can the PCAAN programme be improved next term?

A Self-Assessment and Supervision Tool for a PCAAN Mobiliser

Here is a self-assessment tool for a PCAAN Mobiliser. This tool can be used by an individual mobiliser to assess his/her own competencies, or it can be used in a coaching and supervision where a coach or mentor or peer is working to identify progress. A tool such as this can help the confident mobilisers ask themselves important questions about their competencies, and they can help less confident mobilisers identify their strengths.

Self Assessment Form					
		Pre-beginner	Beginner	Intermediate	Advanced
		<i>No – I don't know how to do this</i>	<i>Some of the time – I am beginning to do this</i>	<i>Most of the time - I know how to do this and try my best</i>	<i>Always – I am very confident and do this as a matter of course</i>
1	I read background materials to help me get ideas and ensure good quality teaching				
2	I read or find out more if there is some aspect of the PCAAN programme that I do not understand				
3	I understand or I find out the needs of my Interest Circle				
4	I plan carefully making sure my session content and methods are important, relevant and fun				
5	I am able to adapt activities to meet the needs of the children				
6	I am able to work flexible and change methods to meet the time I have available				
7	I listen to children in a non-judgmental way				
8	I encourage children to work positively with others in a group				
9	I deal positively with children who behave in a difficult manner				

10	I create a trusting atmosphere in which children feel able to express their feelings				
11	I help each child feel they are making progress				
12	I use active learning and teaching methods that help children express themselves.				
13	I am using interesting methods to stimulate discussion				
14	I am organising groups and pairs in different ways to meet different objectives and to ensure children are talking a lot of the time.				
15	I let children ask and answer questions freely				
16	I encourage participation from all children – even the quiet ones.				
17	I facilitate a specific activity to help children deepen their understanding.				
18	I ask children to reflect what they are learning				
19	I create and/or use monitoring and evaluation tools to understand how the children are learning				
20	I ask for support when I need it.				
21	I record our progress in the Interest Circle				
22	I reflect on our learning				
23	I discuss the programme with children's families to check that the correct messages are being shared				
24	I share any challenges with colleagues				
25	I reflect on and record my own progress				

Self -Assessment Chart: Rainbow Methods

SELF ASSESSMENT CHART: RAINBOW METHODS					
This tool can help a mobiliser check that they are using a variety of methods					
Name of School: Insert dates when you have achieved the relevant level		Level 1	Level 2	Level 3	Level 4
		Exposed to the method in a workshop	Read about the method	Tried the method	Feel confident with the method
1	Rainbow Stick	1/10/2016	23/11/2016	5/12/2016	12/01/2017
2	The Memory Line				
3	Think- Pair-Share				
4	Danger points				
5	Role-plays and Dialogues				
6	Good question				
7	Vote with your feet				
8	Clapping Games				
9	Using Puppets				
10	Using Stories				

PCAAN Code Of Conduct

Promoting the welfare and development of children

1. I am concerned for the situation of children in general and will promote their welfare and contribute to the development of each individual child to his/her full potential.
2. Whenever I am with children, I shall contribute to create a positive atmosphere. I will provide children with respect, justice and understanding.
3. I am aware of being a role model for children and youth and therefore commit to displaying a respectful and responsible behavior at all times.
4. I shall treat all children, youth, co-workers, and affiliated persons with sensitivity, tolerance dignity and respect, irrespective of race, colour, ethnicity, gender, sexual orientation, age and/or disability or any other personal characteristics. I recognise equal opportunity and will treat all children equally, including through promoting the practice of gender equality.

Child protection – keeping children safe from harm

1. I shall always uphold the trust and confidence placed in me to protect children and serve their best interests.
2. I shall always conduct myself in a way that safeguards children and youth from all forms of discrimination, abuse, mistreatment and neglect.
3. I shall not initiate or become involved in romantic or sexual relationships with children or youth. I am aware that such a relationship will lead to legal consequences. Sexual activity with children is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defense.
4. I shall not exchange money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour.
5. I shall not enter into sexual relationships with members of the local community that are receiving assistance associated with CfH, since these relationships are based on inherently unequal power dynamics.
6. I shall make sure that my work with children is visible to others and generally will not spend excessive time alone with children and away from others.
7. I shall report all concerns regarding actual or potential child abuse, mistreatment or any other violation of the Child Protection Policy according to reporting and responding systems relevant to the organisations with whom I work. I shall do this trusting that I shall be protected and supported by the organisation.
8. I shall keep any data I have access to about the children and youth programmes confidential.

SIGNATURE AND COMMITMENT

I have carefully read and clearly understood the PCAAN Code of Conduct. I am aware that the PCAAN programme expects me to uphold the standards of behaviour described in this Code of Conduct at all times. I fully appreciate its context and contents. By signing this Code of Conduct, I commit myself in unison with the PCAAN to aspire for and maintain the required conduct and lifestyle as a precondition to my service to the PCAAN Programme. I have received and hereby sign a copy of this document; a copy of the signed document will be filed in my personnel file.

School Director Name:

Mobiliser Name:

School Director Signature:

Mobiliser Signature:

Date:

INTEREST CIRCLES /Location:

PCAAN Rainbow Methods

When you are facilitating activities in the Interest circle, it is important to use active fun methods and there are lots of ideas in this guide including energisers. Here are some methods that you will practice in your training. We call them the 'Rainbow Methods' as there is a wide variety - just like the colours of the rainbow.

Ground Rules

- a. Explain the purpose of the ground rules and that in the Interest Circle we focus on positive behaviour so we make rules about what we should do not what we should not do.
- b. Use the Think-Pair-Share method to get the children to suggest a rule and say why it is important. Examples:
 - *Arrive on time*
 - *Let everyone have a chance to speak*
 - *Keep to the subject*
 - *Listen to each other*
 - *If you disagree with someone, say it in a nice way*
 - *Speak one at a time*
 - *Keep what has been said in the meetings private (do not gossip!)*
 - *If you do not want to join a discussion, you can just listen*
- c. Help the children by telling them scenarios such as the example below: *In the Interest circle session, Eduardo and Maria talked about a personal problem. Later, on the way home, Eduardo overhears Maria laughing and giggling with her friends about the session and telling them the things that Eduardo had said. He is very upset. Rule = Keep what has been said in the meetings private.*
- d. When each rule is agreed, write it down in a notebook or on a large piece of paper.
- e. Read through the list of rules. Make sure that the children agree with them all.
- f. Discuss: *How can we help each other remember the rules? What do we do if someone breaks a rule? What do we do if someone breaks a rule over and over again?*
- g. Finish the session by telling the children that adults have rules too. Tell them about the code of conduct and that part of your role is to make sure children feel happy and safe. Tell children what to do or who to talk to if they feel worried or sad.

Rainbow Stick

You might also like to use the *Rainbow Stick* in your Interest Circle for the members to remember.

Once a child or group of children learns then shares and then tells the story about the experience of sharing the message, they receive a ribbon or strip of fabric in a topic colour. Do not give ribbons for JUST learning the message. The message MUST be shared and children tell the story of that sharing experience before getting their ribbon!

There are 8 messages in PCAAN but there are many more nutrition and other health messages that can be added if you like this learning tool. Children love to collect things, they love to learn new things, and they love to share. Children can possess a Rainbow Stick of their own. They are simple

and cheap to make. The Rainbow Stick will inspire and motivate each child to collect as many ribbons as they can, to help each other learn them well, to share stories how they shared the messages with other children and in their families. With support from their families, mobilisers and teachers, a Rainbow Stick enables children to record their progress and have a teaching tool to use with younger children. If resources allow, it is best if each child makes their own stick.

Just as children worldwide learn their 'times tables' until they can recite them, children can learn a 'health times tables'. Each message on the Rainbow Stick can be shared with children and their families, by mobile phone as a text message, or on the social media – for example as a tweet! Children and their friends and teachers and schools may like to make up other messages and add new topics and shades of colour to the stick.

The Memory Line

The *Memory Line* activity is fun. Not all the children will be able to remember all the messages after the first session but if you make it something you do at the start of each session, each time you do the memory line they will learn the messages better. For any children who are really struggling to remember the messages, ask them to sit with one or two 'buddies' between Interest Circle meetings and go over the messages. Week by week all the children will grasp the messages.

Steps

1. Ask the children to stand in two lines facing their 'message' partner.
2. Ask the children to reorganize the line so that they are standing in message order with the pair of children who have learned message 1 at the tip of the line and the pair of children who have learned the 8th message at the bottom of the line.
3. Ask the first pair to repeat their message.
4. Ask the whole group to repeat the first message.
5. Ask the second pair to repeat the first message again and then add their second message.
6. Ask the whole group to repeat the two messages.
7. Continue until the whole group has repeated the 8 messages.
8. If this is too much for the whole group of children to do at one time, then split the group in half taking the children who have learned messages 5-8 to one place and the others who have learned messages 1-4 messages to another place. When the two groups of children have learned the 4 messages very well, the two groups can come together.

Think - Pair-Share

In answer to questions or at the beginning of activities, ask children to :

THINK!	Think by themselves
PAIR!	Share ideas in pairs or in threes
SHARE!	Share ideas with a group or the whole group

Barrier Tape

1. In pairs, in fours or in a whole group, children discuss what are the barriers or problems they are facing either with some aspect of PCAAN or with the task of improving nutrition.
2. Ask the children to imagine what would 'cut down' these barriers.
3. If you have any paper or 'tape' then ask the children to write the barriers down (using a maker pen on police barrier tape is good for this and you will also need scissors to cut it)). If not ask the children to stand in a line holding hands forming a chain or barrier.
4. In the whole group each group takes it in turns to describe their barrier to the group. Before they give their suggestions, other children in the group propose their ideas.
5. The discussion concludes when the group finds solution or something that can be done as a 'next step'.
6. If using the tape two children stand at each end of the barrier holding it up. Another team member comes with scissors and say what idea will cut down the barrier as they literally cut it! The rest of the group claps and cheers!

Fishbowl

Children make an inner and outer circle with partners facing each other, and then:

1. Children in the inner circle think of a problem, and ask their partner in the outer circle to suggest advice. The partner makes a suggestion.
2. After a few minutes, all the people in the outside circle move one place to the right. The children with problems ask the same question to their new partner in the outer circle.
3. The game continues.
4. The circles can change places so the other half is asking the questions.

Role-plays and Dialogues

These activities sessions always use role-plays or dialogues, or both. A role play is a chance for children to practice a skill (like asking a 'good question' to an elder), or practicing a sequence of activities that you want children to use like learning a message – sharing it with other children and with those children sharing it in the community. Puppets can be used to develop dialogues and dramas. They are especially good for exploring sensitive topics like breastfeeding or the lack of money for a balanced diet etc.

Tippy Tap Dialogue

1. Adapt or tell the children the following scenario:

Two people are chatting and then see a person going to the latrine and coming out and not using the tippy tap that is beside it. The women talk about the bad hygiene habits of the other person and what this will mean for her health.

Please Note: this can be done in pairs or if there is a group of 3, then one child can be the person who does not wash their hands. S/he can join the dialogue.

2. Divide the children into pairs or into threes and ask them to develop the dialogue. Let them do this on their own. This can be done with Puppets, too.
3. Select one or two examples of the dialogues to watch and discuss.

Good Question

Good Question is a method that is about children asking a question that helps them understand the challenges faced by children and adults to follow this message at home. For example: 'wash your hands with soap for 20 seconds' might be an easy and simple message but there might be many every day challenges to put it into practice at home. So a 'good question' for children to ask might be ***What stops us washing our hands with soap at home?*** When the children have asked a good question and collected answers, they bring these answers to the Interest Circle to discuss them and work out what can be done to overcome the challenges. These issues can also be presented to the School-based Management Committees. Children may be able to help overcome some of these challenges with the help of adults and the School-based Management Committee members. There might be some that children cannot help to overcome but reporting the challenges will be helpful.

A Good Question on Balanced Diet

1. After the reflection at the end of the session, remind the children to share the message with their friends and family between this session and the next one.
2. Ask the children to think of good question they can ask their friends or family about this message. For example: "***Why is it sometimes hard to have a balanced diet?***"
3. Tell the children that at the next session you will collect the reasons that the children have collected from their friends and family.

Vote with your feet

When the children want to answer 'yes' they move to one side of the room. When they want to answer 'no' they move to the other side. You can also give the option of moving to the end of the room if they 'don't know'. Once the children have moved you can ask the children why they moved to that side of the room. When you have explained the answer – get the children assembled in the middle again and this time moving to the correct side.

Clapping Games

Children love clapping games and there are many traditional songs and rhymes that can be used. These can be adapted to different health messages. Then when children teach the clapping games, they also teach the message!

Using Puppets

- Puppets make people smile when they see them. They are a reminder that the work we do is about being light and playful and having fun, even though we are dealing with serious topics.

- Puppets in general can be used in puppet shows and dramas to tackle issues that may be too sensitive otherwise. Hygiene, Diarrhoea, Family illness, Nutrition and HIV and AIDS can raise sensitive issues in families. Children can speak 'through' or talk to puppets.
- They are eye-catching and memorable.
- Playing with puppets can develop creativity and imagination in children and adults working with them.

Stories for Children

When the children start influencing their friends and brothers and sisters, there are often heart-warming stories on how this happened. When children start to tell these stories, write them down and/or get groups of children to turn them into a role-play or an acted-out story, for others to hear and enjoy. Inspiring results from Interest Circles can be woven into storylines in books for children.

Passing on health messages: Overcoming Challenges

1. Tell the children this short story:

When Sylvia came home from school, she saw her older brother, Manuel washing his face by dipping his hands into the water container. His hands went into the container and some of the water from his face splashed back into the container. Sylvia was worried, as she knew how germs could spread.

A bit later, and so he could hear, Sylvia started to sing a hygiene song she has learned at her Interest Circle. She was scared to tell him what he thought so she hoped he would listen to her song. As she started to sing, her brother walked away and glared at her. Sylvia wanted to tell her mother about it but did not want to get into trouble with Manuel.

2. In the group discuss
 - *What can Sylvia do?*
 - *Why is she worried?*
 - *Why do you think Manuel walked away?*
 - *Why does Sylvia find it difficult to pass on this good health message?*
 - *What would you advise Sylvia to do?*
 - *Do you know children who share the same problem as Sylvia? What happened?*
3. In small groups, children can make up a role-play showing a difficulty they have faced (or might) when they pass on a health message to others (younger child, friend, sibling, adult).
4. The group watches the role-plays and, after each one, discusses the problems of passing on health messages to older children and adult family members. They discuss how to do this directly and indirectly e.g. using songs, stories or pictures, and share these with older family members at a meal time or another time when the family gathers.

Children's Ideas Chart

1. In groups of 5, children discuss reasons why some children in our own community may become undernourished. (Mix the ages)
2. Children select 3-5 of these reasons and write them in the first column.
3. Children discuss how serious each problem is and how common. Decide on a points system for example the one below uses 5/5 = most serious/most common and 1/1 =least serious/least common)
4. Children discuss how much children themselves can do about each of these problems and talk about examples.
5. Total the points in the last columns and discuss the outcome:
 - *What have you chosen as the most important nutrition problems?*
 - *Are these easy problems for children to do something about? Why/Why not?*
 - *Is it easy to change nutrition habits in the family? Why/Why not?*

Here is an example of this chart:

Reasons why children in our community may not be growing well				
Reasons	How Serious	How Common	How much can children do + examples	Importance to us
Babies are not exclusively breastfed but given water and other drinks, food	5	4	3 Using songs and drama, children can pass on the message that exclusive breastfeeding is important for the first 6 months. Children can help their mothers so that exclusive breastfeeding can happen	12
Children do not have breakfast and/or lunch	4	5	3 Children can make themselves and each other breakfast and/or lunch. Children can make a role play about being hungry in the day to perform to their families.	12

Family grow cash crops not for family eating	4	5	2 Children can talk to the families about growing a Rainbow Garden and using money to buy nutritious food.	11
Girls are not given as much food as boys	5	3	4 Boys and girls can work together to educate families that girls and boys need to be treated equally.	12
Children only have potatoes for lunch	3	3	4 Using drama and songs, children can make parents aware of the need for a balanced diet. Children ask for more fruit to add to other food they take to school.	10

6. Ask two groups to share their charts. The numbers and examples can be changed.
7. Find a way to look at all the charts. If time (or maybe at the next session) make whole chart in a group, combining the best ideas.

Note: This chart is a useful way to find out what matters most to the children. It summarizes their ideas about what problems have most affected them, and what they think children can do. The numbers do not matter as much as the discussion. Only let children who are very confident on how to use this chart, share it at school.

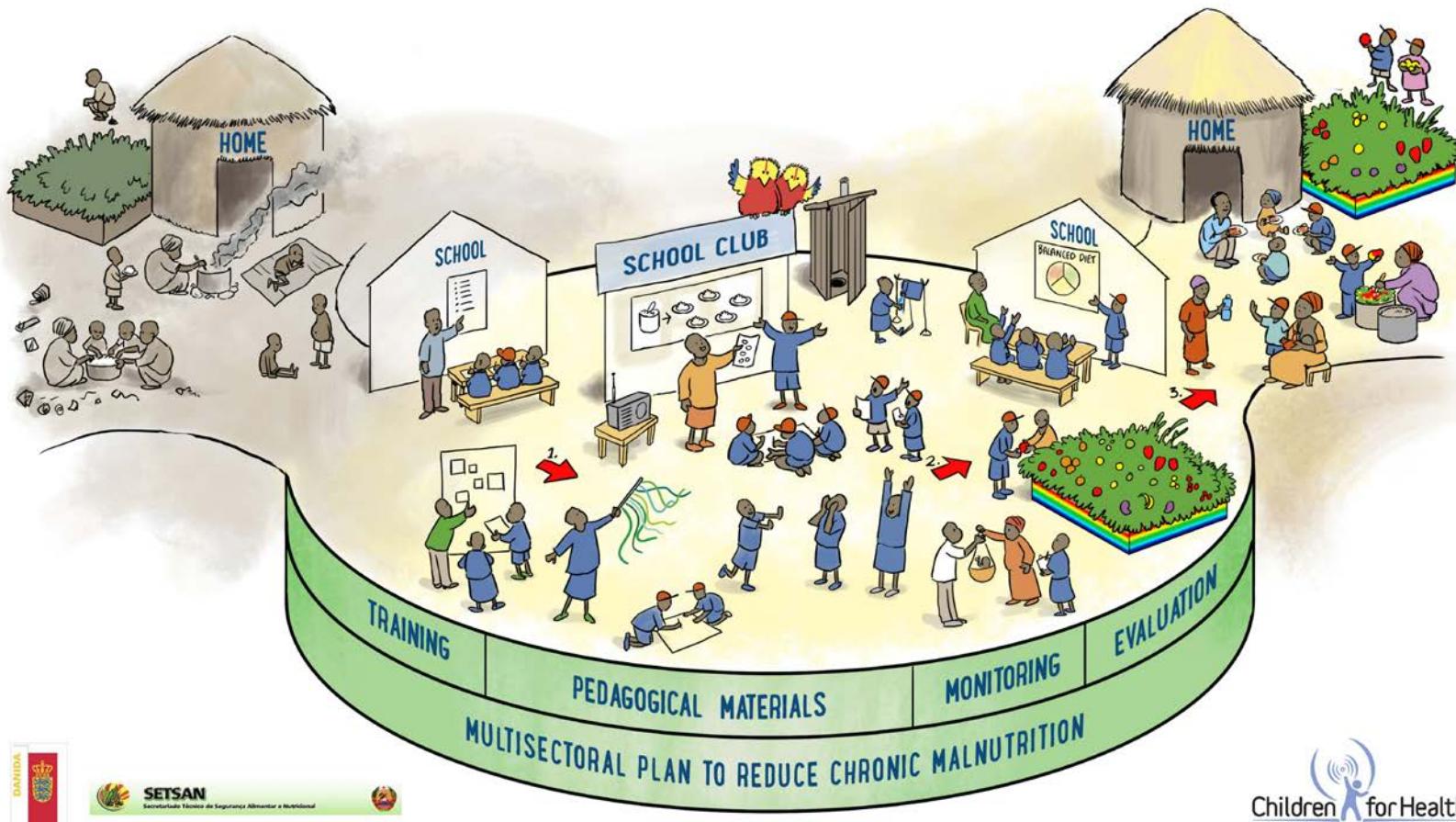
PCAAN Training Course Handouts

HANDOUT Four-Day Training Agenda for the Training of PCAAN Mobilisers				
Session	Day One	Day Two	Day Three	Day Four
0830 1030-	1.1. Session One Introductions & Background to the Programme	Recap 2.1 Session One The Six Threes Dynamics, Words, Wheels, Skills, Locations, Connections	Recap 3.1 Session One Modeling a PCAAN session	Recap 4.1 Session One Monitoring PCAAN Cont'd
30 minute Break				
1100 - 1300	1.2 Session Two The PCAAN Programme of Topics and Messages & PCAAN Pedagogical Materials	The Six Threes Cont'd	3.2 Session Two Practicing a PCAAN session in the Interest Circle	4.2 Session Two Planning PCAAN activities in Interest Circles and Schools
60 minute Break				
1400- 1530	1.3 Session Three Setting up and running PCAAN Interest Circles	2.2 Session Two Learning Topics and Messages	Practicing a PCAAN session Cont'd	4.3 Session Three Post Test Closing Activities Evaluating the Workshop
30 minute break				
1600- 1730	1.4 Session Four Code of Conduct & Conclude the day	Learning Topics and Messages Cont'd Conclude the day	Practicing a PCAAN session Cont'd & Conclude the day	Window time
Home Activities	Reading PCAAN Basic	Reading 2 x Stories	One page report on how PCAAN can be implemented on our school	

1. To wash hands properly use water and a little soap. Rub for 10 seconds, rinse and air-dry or dry with a clean cloth/paper, not on dirty clothes. 2. Energetic foods (Go) and body-building foods (Grow) and protecting foods (Glow) are good foods that keep your body and mind strong. 3. Eating from a rainbow garden helps to protect our health. Let's grow a rainbow garden.

4. Fruits and vegetables, red, yellow and green, are full of micro-nutrients, too small to see, but which make a strong, healthy body and mind. 5. Small children, boys and girls, pregnant and breastfeeding women, the elderly and children with special needs. All need the right amounts of good food.

PARTICIPATION OF CHILDREN IN LEARNING AND ACTION FOR NUTRITION (PCAAN)



6. Breast milk is the only food and drink that a baby needs from birth to 6 months. It contains all the nutrients that a baby needs to grow and glow. It is always fresh and clean.

7. Malnutrition means 'bad nutrition'. This happens if we eat too little or if we eat too much junk food. Sharing the right amount of good food during meals avoids malnutrition. 8. From birth until 5 years old children must be weighed regularly at a health clinic to check they are growing well.

HANDOUT | Day One, Session One: Objectives of the PCAAN Training

By the end of this training, the School Directors, Pedagogical Directors and Presidents of School Councils & mobilisers will have the knowledge, skills and confidence to:

1. Describe what is PCAAN and its links to the Government's Nutrition Programme (PAMRDC)
2. Describe the PCAAN pedagogical materials including: The PCAAN Basic Guide (including the PCAAN Poster), the Story Books; and the Recipe Book for Children. (not mentioned above!)
3. Use the Code of Conduct
4. Use the monitoring tools

In addition, the PCAAN mobilisers will have the knowledge, skills and confidence to:

5. Set up and run PCAAN activities in an Interest circle
6. Know the eight PCAAN topics and messages
7. Understand the Six Threes – the features of PCAAN learning and teaching
8. Know how to implement and assess a PCAAN Session using group assessment methods and self-assessment methods

HANDOUT | Day One, Session Three: Ten Questions on Setting up an Interest Circle

- 1. What is the purpose of an Interest Circle?**
- 2. Who runs the Interest Circle?**
- 3. How are the children's parents involved?**
- 4. Does the Interest Circle have a Code of Conduct?**
- 5. How many children are usually in an Interest Circle and how are they selected?**
- 6. How long are Interest Circle Sessions, When are they run?
How often are they run?**
- 7. How do you start PCAAN as part of the Interest Circle activities?**
- 8. What are the best ways to motivate members of the Interest Circle?**
- 9. What is the difference between the School Garden activity and the PCAAN activities on Message 3, The Rainbow Garden?**
- 10. What budget or other support is needed to run PCAAN activities in an Interest Circle?**

HANDOUT | Day Two, Session Two: PCAAN Topics and Messages

The PCAAN Topics and Messages are all based on topics and messages that can be found in the Primary School Curriculum.

The Education and Health Sector at Provincial level helped to develop and have approved these messages for use by the Interest Circles.

Topics

- 1. Hygiene**
- 2. Balanced Diet**
- 3. Rainbow Garden**
- 4. Micronutrients**
- 5. Sharing food fairly**
- 6. Breastfeeding**
- 7. Malnutrition**
- 8. Growth Monitoring**

Eight PCAAN Messages

1. Wash your hands correctly: use water, a little soap, rub them for ten seconds. Rinse and air-dry or use a clean cloth. Don't wipe on dirty clothes.
2. Energetic foods + building foods + protecting foods are good foods that keep your body and mind strong.
3. Eating from a rainbow garden helps to protect our health.
Let's grow a rainbow garden.
4. Fruits and vegetables, red, yellow and green are full of micronutrients, too small to see, but make a strong, healthy body and mind.
5. Small children, boys and girls, pregnant and breastfeeding women, the elderly and children with special needs ALL need the right amounts of good food.
6. Breast milk is the only food and drink that a baby needs from birth to six months. It is energetic, building and protecting. It is always fresh and clean.
7. Malnutrition means "bad nutrition". This happens if we eat too little or if we eat too much junk food. Sharing the right amount of good food during meals avoids malnutrition.
8. From birth until 5 years old children must be weighed regularly at a Health Clinic to check they are growing well.

HANDOUT Day Four, Session Three: Post Training Test on PCAAN		
1	WHAT is PCAAN?	
2	What is the aim of PCAAN?	
3	What are the three 3 key words to use when considering if an activity is appropriate for PCAAN	
	1.	2.
		3.
4	Where are the three places where <i>PCAAN</i> Activities take place?	
	1.	2.
		3.
5	Write below three of the eight PCAAN messages	
6	Complete these three sentences to describe the relationship with children as a 'teacher', a 'facilitator' and as a 'coach'	
1	As Your Teacher I....	
2	As your Facilitator, I....	
3	As your Coach, I...	
7	Name three active methods you have learned at this training	
1		

	2	
	3	
8	Describe three differences between the teaching styles of a teacher at school and a mobiliser working with children in an Interest Circle.	
9	Give reasons why its important that mobilisers read and sign a Code of Conduct for PCAAN	
10	Write any other comments you have about PCAAN and the training	