

SuperBetter Children for Health

A Toolkit for Educators

By Clare Hanbury and Kelvin Nsekwila



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This toolkit is dedicated to the memory of Peggy Namukoko, a grade 3 pupil at TILF School who died on the 26th of November, 2021 from malaria.

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Teachers' guides, storybooks, and a poster were co-created and tested. These were linked to the local curriculum and to the emerging results of the programme.



ZuZu and ZaZa are our Children for Health mascots, and you will see them flying around in this Toolkit! They haven't visited Zambia – yet!

Acknowledgements

All of the activities in the book were tested and revised by a Kelvin Nsekwila and the SuperBetter Children's Club, Sansamwenje, Isoka District, Zambia. We have repurposed these amazing ideas for children as a curriculum that can be used in mainstream schools or as part of an after-school activity.

Our huge thanks go to the child members of the **SuperBetter Children's Club** for all their participation, ideas, and feedback.

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This Toolkit was developed with the support of our allies at the SuperBetter Company.

The SuperBetter model was invented by Jane McGonigal, an American researcher and video game designer. Jane is author of the New York Times best selling book, *SuperBetter, The Power of Living Gamefully*.

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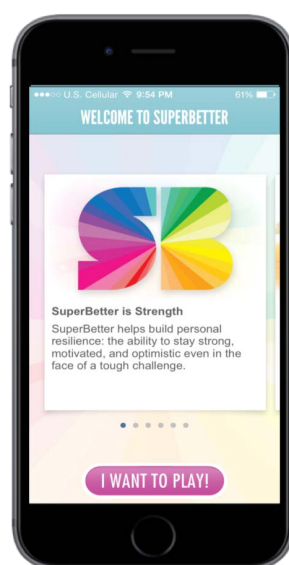
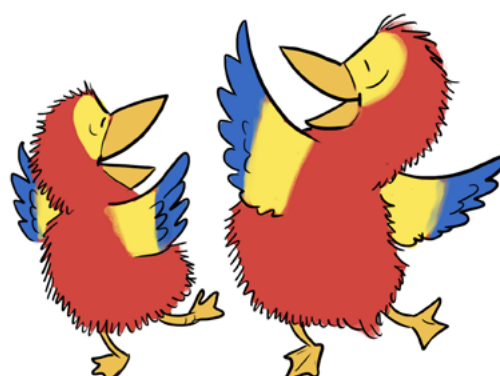


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Introduction

SuperBetter Children is a curriculum that can be integrated into a school's curriculum or taught as an extracurricular activity. The curriculum has been co-created by [Children for Health](#) and Kelvin Nsekwila (a teacher and the founder of The Tusekwile Imiti Ikula Foundation (TIIF) in Zambia). Each session has been tested and revised with children. Throughout the toolkit, you'll find comments from Kelvin in pink, like this one:



The SuperBetter/Children for Health curriculum has played a vital role in the lives of children and youths in the Sansamwenje community of Isoka District in Zambia. The SuperBetter activities have helped shape the children's mental health and now they're stronger, healthier, and more resilient. Children who piloted this model have grown to learn that they are the masters of their own thoughts, no situation can harm their feelings without their consent, and that they live in a world full of precious allies to turn to in bad times.

The sessions set out in the toolkit are designed to be implemented over the course of one year. It has three levels and each one has several sessions. Each level could be implemented during term as part of the school programme or as an after-school club.

Level One: Social and Emotional learning - focusses on social and emotional learning that will aid in developing self-awareness, developing a vocabulary to describe different feelings and emotions, and developing skills in identifying and discussing emotions as they relate to daily life.

Level Two: SuperBetter - is an introduction to the 'seven helpers' of the SuperBetter model and introduces video game related ideas and vocabulary including: Epic Wins, Challenges, Power Ups, Quests, Allies, Battling Bad Guys, and adopting Heroic Identities. We have repurposed the seven helpers for our programme and linked the helpers to tackle real health challenges that affect children in many parts of Zambia.

Level Three: SuperBetter Children for Health - is the stage at which the children apply the SuperBetter model to examine and resolve problems and develop strategies for building their health, wellbeing, and resilience. They identify one or more everyday health issues that can be improved upon and then set about finding out more, making action plans, implementing actions plans, and reflecting on the results.

Children Learning and Sharing

From the start, the children are encouraged to share the ideas and activities at home – with their families, with friends, and in the community. The idea is that the children involved in the activities learn for themselves and then share those ideas. The children therefore become messengers of health and wellbeing. Experience shows us that everybody benefits from this 'child to child' and 'child to family' and 'child to community' approach. It brings the us into learning and activities. And is an important part of the Children for Health approach.

Session 1.1 Getting Ready

Objectives

- ✎ To show children that their choices matter.
- ✎ To use fun ways to organise the children into groups.
- ✎ To use four animal names to help form four different groups.

Preparation:

- ✎ Decide if you will allow the children to self-select into groups of six or organise by gender, locality/ neighbours, and/or friendship groups.
- ✎ Decide if you want to create pairs or allow children to 'find their own pairs' – in which case they will pair with a friend and usually of the same gender.

1. Greeting Game

1. Ask children how they greet adults and each other (e.g., shake hands, bow, kiss, shake, high five, verbal hello).
2. Choose the three most popular type of greeting (or use them all) and make a chart for the wall that shows each of those types of greeting as icons.
3. Children file into the class and one by one they point to the icon that indicates to the adult how the child wishes to be greeted. The facilitator follows their lead.



2. Fruit Game

This game helps to organise children into groups of six. It increases the energy of the group. It is also a good way to divide children into mixed groups. 30 children are divided into six groups, with five children in each group. Adapt it for your space and the number of children in the group. The children may be sitting on the ground/on mats or using chairs/benches.

1. Children sit in a circle.
2. Six children are asked to call out the name of a fruit in turn (or if you are organising the groups, you will give each child their 'fruit' name).
3. When six children have called out their fruit name (e.g., pear, apple, peach, banana, mango, pawpaw), the remaining children continue around the circle repeating the same sequence of six fruits until everyone has a fruit name.
4. One child (the caller) stands in the middle of the circle and takes their chair/mat out of the circle (or just leaves a vacant spot). The caller calls out one of the fruits.
5. All the children with that fruit name stand up and run to a vacant seat/mat/spot, including the caller. One person is left without a seat/mat, and they then become the caller.
6. Repeat the game calling one or more fruit names at a time.
7. When the caller calls 'fruit salad', everyone stands up and runs to change places.
8. Repeat the game and then ask the children to stand in their 'fruit groups'. Tell the children that when you ask them to get into 'fruits' this is the group they will need to get into.

Note: You can also create different small groupings to use for different purposes. For example, you may want your 'fruit' groups to be children from the same locality or you may want children to divide into friendship groups (taking care no child is, or feels, excluded) or you may want a group where the children split roughly into ages. In this case you can have fruits groups for locality and, for example, colour groups for age groups.

Take care if you have a child (or children) in the group who cannot hear or see as well as others or run as fast as others due to having special needs physically (using a wheelchair or crutch) or mentally. Depending on the activity you may want to pair the children up with another child to assist them.

The basic idea of groupings is to have methods to quickly get children divided into different groups for different purposes and for this to take up as little of the learning time in the session as possible! It is also important to be purposeful about the type of small group that you want. Friendship groups, age groups, locality groups, groups where there is a mixed academic ability – all these groups will function in different ways. It's important to match the right type of group dynamics for the activity.

3. Animal Groups

This is a game that is just about training children to know what to do when you say a certain word. It is a way to get the children organised quickly for the following sessions. It's fun to do! The names have been chosen to reflect the type of groups that are needed, for example:

- 📌 Termites live in large groups.
- 📌 Lions like to live in small groups.
- 📌 Birds often like to live in pairs.
- 📌 Leopards like to live alone (when they do not have cubs).

Every school and education project will have different spaces. In some schools you may decide to use the outside space for your whole group activities, or you could have whole group activities taking place inside AND outside. You can name groupings inside as 'house' and groupings outside as 'garden' or 'compound'.

If inside, you may want the children to push any desks, chairs, or benches to the sides, so they have the space in the middle to move about.

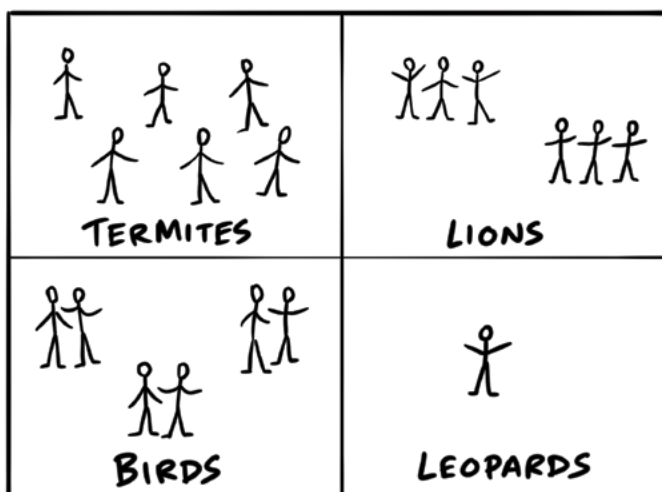
It is very good to train the children to do this quickly and quietly and create an atmosphere of expectant learning.

At the beginning, this activity may need repeating several times. It's worth training the children from the start, and they will enjoy accomplishing this and getting on quickly with the activity.

Examples:

1. Say 'Termites in the house' and the children very quickly clear the inside space (as quietly as possible) and then stand (evenly spread out in the space) looking at you silently.
2. Say 'Termites in the garden' and the children very quickly run or walk to an outside space – and evenly spread out looking at the educators.
3. Say 'Lions' and the children sit in small groups – on the floor, on a mat, around a desk or two, on benches or chairs.
4. Say 'Birds' and the children sit in pairs (there may be one group of three).
5. Say 'Leopards' and the children will sit – much as they do in many traditional classrooms, by themselves in rows and separated.

You can make a simple poster to remind yourself and the children of these group labels and you can use them again and again. You can also use your own words and your own types of groups.



Reflection

It's important that the children learn the skill of reflection and experience their views being taken seriously. Try to organise the reflection in different ways each time so it doesn't become repetitive. Reflections can be done alone, in pairs, in small groups and sometimes you can do it all together. From time-to-time the facilitators can take a few children to one side and ask the questions.

At the end of the sessions ask the children to get into following questions (or adapt the questions):

- 📎 Do you have questions or comments on the activities today?
- 📎 Did you enjoy doing these activities?
- 📎 What did you like doing most/least? Why?
- 📎 What was the hardest thing about these activities?
- 📎 What have you learned from doing this exercise? About you and others?

We loved this activity! It was fun. Especially the fruit game. It kept us listening to the instructions carefully and brought in the idea of working in different groups.

Animal Groups at Home

Say to the children, 'Observe how the family is organised in different ways during the day. Maybe a mother is a **leopard** while she cooks. Maybe two children play together like **birds**. When the family eats a meal maybe they do it as one group of **lions** or as two smaller groups. Think about when the families join together e.g., at birthdays or weddings and become **termites**! When you come back to the group next time, be ready to talk about the things you saw. Talk to your families about these animal groups.'

Session 1.2 Special Me

Objectives of the session

- ✎ To review and reflect upon the previous session.
- ✎ To build self-awareness and self-esteem.
- ✎ To talk and listen to others talking about us and others.

Materials

- ✎ Several small slips of paper per child.
- ✎ A large sheet of paper to make a large poster.
- ✎ Shield shapes for each child.
- ✎ Drawing materials for the children.
- ✎ Coloured pens or crayons.
- ✎ Pictures cut from newspapers or magazines (if used).

Preparation

- ✎ Draw an outline of a person on a large piece of paper.
- ✎ Copy and cut out shield shapes for each child.

1. Review of Session One and Observations of Animal Groups

Ask the children,

- ✎ How were your families organised?
- ✎ When did you see your friends or family people being Leopards? Lions? Termites? Birds?
- ✎ If you shared your activities with your families or friends, what did they say?

2. Part One – Words about Them and Words about Me

1. Use the grouping word you are using to get children into pairs/threes.
2. Ask children to tell each other about someone they admire and why they admire this person (sports star, family member, friend etc.).
3. In a circle, children name their partner's special person and one reason why they admire the person.
4. Next, ask each child to write down three things they like about themselves. (These can be symbols like simple shapes e.g., a smile to show I am happy or stick person! Or you could use a selection of pictures cut from newspapers or magazines and let the children choose those pictures that have something in common with them.) If children find this difficult, they can choose a partner to work with and write, draw, or talk about three things about each other. These things may be virtues, skills, and talents.

3. Part Two – Words about You

1. Ask children to walk around the room and at a sound (like a handclap) they tell the child nearest to them, one or two things that they most like or admire about them (if appropriate the children can hold each other's hands while they do this). Do this a few times.
2. The children write the ideas or draw symbols on pieces of paper to show the replies they have been given.
3. Show the children the outline of a person. Ask the children to give this person one of their qualities by drawing a symbol (like a dot or a cross) or writing the quality on the person. As they do this, they say what their gift is, for example:

I am giving you my kindness

I am giving you my smile

4. Each child does this in turn.
5. Sit in a circle to discuss the activity.

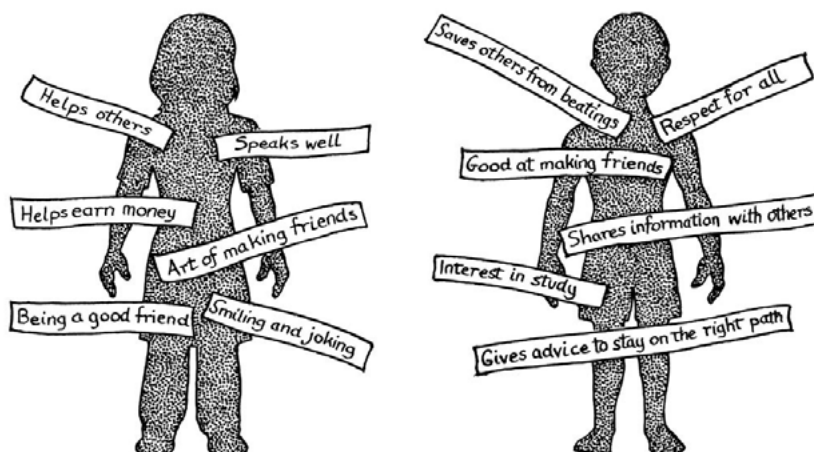
These questions can help you:

*Was it easy to find something good to say about yourself?
About others?*

Which was easier? Why?

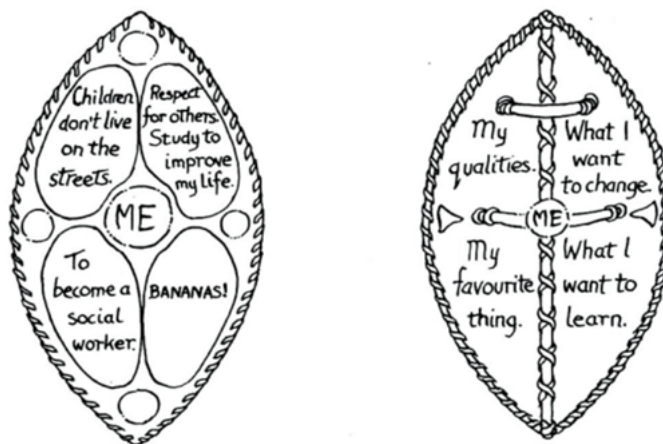
People will sometimes say unpleasant things to you. How

does this make you feel? Why do you think they said these things?



4. Part Three – Special Me

1. Give each child a cut out of a shield. Explain that warriors use shields to protect themselves in warfare. They will make a shield to show people who they are and to protect themselves from negative remarks. The shield is divided into four areas.
2. Ask the children to write or to draw a picture, a design, or a symbol in each of the four areas. You can simplify the areas on the shield, for example, my favourite colour shape and/or ask the children to draw just one thing.
3. The children explain their completed shields to the group. If appropriate, other children and adults can be invited to a display of all the shields.



Reflection

- 📌 Do you have questions or comments on this activity?
- 📌 Did you enjoy doing these activities?
- 📌 What did you like doing most or least? Why?
- 📌 What was the hardest thing about these activities?
- 📌 What have you learned from doing this exercise? About you or others?
- 📌 Is this something you want to do again?

We loved this activity. It was easy to do, and it helped us realise that despite going through hard times there is always someone who cares and loves us. We, too, can give out something valuable to our friends (such as kindness). We felt loved, and it is so special and that we can also give this feeling to our friends.

Follow Up

You can help the children make fingerprints using ink and paper. Tell the children that no two human beings have the same fingerprints. Each of us is unique.



Session 1.3 My Place on the Tree

Objectives of the Session

- ✎ To review and reflect upon the previous session
- ✎ To build self-awareness
- ✎ To talk and listen to others talking about role models

Materials

A copy of this tree picture on a large poster for all the children to see.



Steps

1. Show the children the picture and explain that the tree represents life. The people on the tree are at different stages of their lives. They are doing different things for different reasons.
2. Ask the children to think of a well-known character or person in your country, for example a famous sports star, a character from a folktale, or a celebrity. Perhaps this person feels like the person at the top of the tree because she looks confident and powerful. She is smiling at everyone below her. She is pleased with her position! Ask the children which figure in the picture is like a celebrity. The children will have different ideas and different reasons and that's fine.
3. Show the children the figure(s) on the tree and show them where you feel you are in life today. Explain the reasons for your choice. For example, *'I feel I am like the person doing a handstand halfway up the tree with one hand off the branch. I feel like this because I am feeling full of energy, and I feel I am doing something a bit different today by doing this activity with you. I am not sure if it will be fun or a bit risky!'*
4. Ask the children to choose one figure that feels closest to how they feel about themselves.
5. In pairs or small groups, children discuss why they identified with a particular figure. For example, *'I feel like I am at the bottom of the tree waving and looking happy because I am just beginning the SuperBetter programme (so I am at the bottom of the tree). I am looking happy because I hope the class will help me and I am waving at my friends who will be with me.'*

Reflection

- ✎ Do we feel like different people on the tree at different times of the day or week?
- ✎ Were you happy to tell us about your figure? Why/Why not?

I was happy to learn that people undergo different stages in life and that I should be content with what I have and wait for my time to come.

Session 1.4 What is Wellbeing?

This activity helps us understand what the children and their families think of as 'wellbeing'. This can be a useful baseline measurement and when you have finished the programme, you can ask the children to repeat the activity and observe the differences after they have worked on wellbeing activities. So, collect and keep the drawings safe somewhere! Note: please use a local word for 'resilience'. The children do not need to know the phrase, it's more about the idea.

Objectives of the Session

- ✎ To find out from children what they already think of as 'wellbeing'.
- ✎ To give children a wellbeing vocabulary.
- ✎ To help children understand that wellbeing is important and that they can influence their own and others' wellbeing.

Preparation

- ✎ To think about the local words/phrases used to describe the state of 'wellbeing' and resilience. This is quite an abstract concept and young adolescents may need to think about their feelings in more concrete terms e.g. *A warm feeling in the tummy; peaceful; wanting to giggle/laugh or sing.*
- ✎ Ask the children to think of a name for an imaginary person.
- ✎ Think of some prompt questions such as the following:
 - *What traditions do we have in our community that helps them feel happy?*
 - *What does their family do every day that helps them feel happy?*
 - *What happens in school that helps them feel happy?*
 - *What do they do for others that helps them feel happy?*
 - *What thoughts help them feel happy?*
 - *What do they do for their body each day that helps them feel happy?*
- ✎ Children can use paper and colour pencils or exercise books and pencils. It is best if you can give children a piece of paper to do a group drawing for Step 10. If children are not allowed to take their notebook home, give them a piece of paper to do a drawing at home.

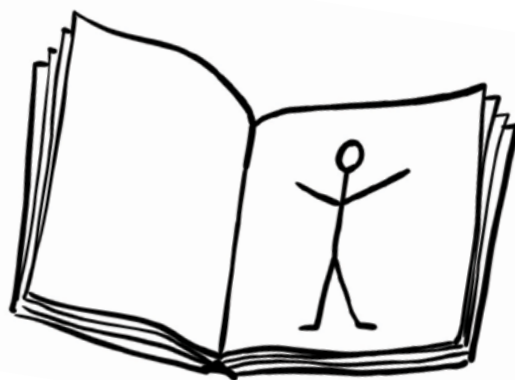


Reflection on the Home Activity

1. Say 'birds' and children quickly organise into pairs (or pairs + a three, as needed).
2. Ask the children to talk to each other for 10 minutes about what they observed at home. When were they, or their family members, leopards, birds, lions, and termites?
3. Bring the children back to the whole group. Ask for volunteers to report on examples of different types of groups they noticed at home.
4. If you think you have time, repeat the previous animal groups activity, and ensure that children quickly get into different groups.

Draw and Write

1. Say, '*Lions!*' – children should organise into their groups of 5-6 around a desk, bench or on a mat.
2. Ask the children to sit quietly for a minute with their palms facing up. After the minute tell the children that *Palms Up* helps us be open to new ideas. From time-to-time, when they need to be thinking about new ideas, sitting quietly with 'palms up' can help!
3. Ask the children to discuss this question, 'what is wellbeing?' You can use your prompt questions here (see the preparation section).
4. Ask the children to draw a shape of a person on a paper/ in a notebook. It can be a 'stick person' with a circular face and lines for body and limbs. You could draw one on the board to give the children the sense of the shape and dimensions.
5. Ask the children to write the name they thought of during preparation underneath their person.
6. Ask the children to draw eyes and a big smile on the face.
7. Ask the children to think about, and discuss in their group: what could be one reason why this person is feeling happy? (e.g., nice food, doing well at school, has a friend, good health, has a pet, friendly teacher, house, good place to sleep, got onto a sports team, got a good mark in class etc.).
8. Ask the children to draw and/or write the reasons they like best next to the stick person drawing.
9. Ask the children to show and tell their ideas with their group.
10. Ask the children to add more ideas to their own picture, taking ideas from others if they like.
11. Each group should take a new piece of paper. This time do a group drawing with all members of the group adding ideas to the drawing. All members can draw, or they can pick one member to draw and write while others explain their ideas. (Make sure that everyone has a chance to add an idea).
12. Ask the children to form a group with one other group of lions and share their ideas.



Draw and Write at Home

Ask the children to repeat the draw and write activity with their family. The children can ask the question, 'what is wellbeing?' to their family members and draw and write the answers around 'stick people'. They should bring this to the next session.

















Session 1.5 Outside Things and Inside Feelings

Objectives of the Session

- To reflect on the previous home activity.
- To start developing children's vocabulary to help them recognise inside feelings and emotions.
- To get the children to understand the difference between the outside things that happen to a them (to do with their bodies) and the inside feelings (their mind and heart).
- To help children understand that they cannot control the outside things (that happen to us), but they can understand and regulate/control how they feel inside.

Preparation

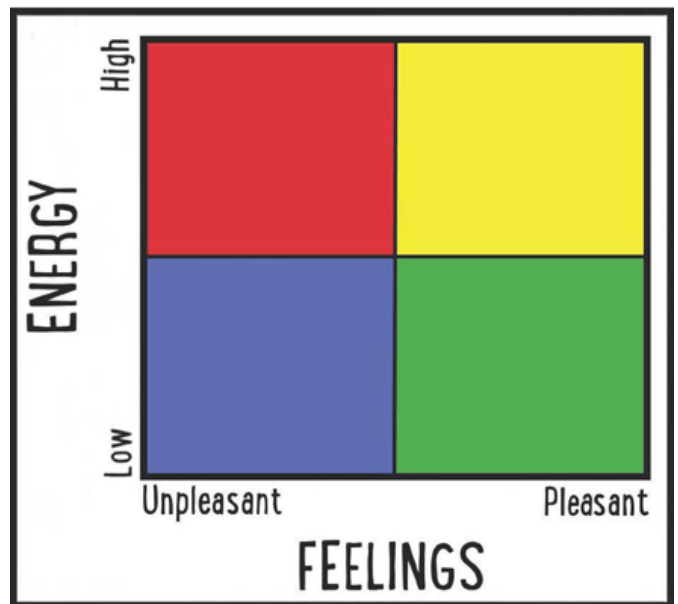
- Think about the local words/phrases used to describe emotions and feelings.
- Make a set of emoji mini posters. Each poster could be size A4, and it would be best to draw and write out each one using a marker pen or on a chalk board so all the children in your group can see them clearly. Make a minimum of four (e.g., Angry, Sad, Happy, Calm). More would be better and use local language terms where possible.

 silly	 excited	 happy	 calm
 amused	 confused	 angry	 surprised
 scared	 embarrassed	 sad	 loved
 proud	 tired/sleepy	 curious	 worried

Steps

- Say, 'Lions' and the children quickly and quietly form into small groups.
- Ask the children to share the results of their draw and write activity at home from the last lesson. Ask them to compare the results, discussing what was the same and what was different between the families' answers.
- If possible, find a place to display the draw and write homework.
- Say to the children, '*some of the things you drew were about things that are outside of you and that happen to you – like eating nice food or having somewhere nice to sleep. Other things were about the feelings you have on the inside. We call these feelings emotions.*'
- In your group, talk about and then list on your fingers, or write down the names of all the different emotions you know.

6. Now in your notebook draw a square with a cross in the middle like the diagram to the right so that you have a box with four boxes inside. Show the children on the blackboard as you explain this. Then write Energy down the left side and Feelings underneath. Then on the left side, write Low at the bottom and High at the top. On the bottom, write Unpleasant on the far left and Pleasant on the far right. (Use a local word for pleasant/unpleasant and discuss this with the children so they all understand it). Tell the children that this is a Mood Meter.



7. Instead of a 'report back' session. Hold up one of the emojis e.g., ANGRY and say, 'how many of you had this on your list? (The children raise their hands.) Now I want you to all stand up and act ANGRY!'
8. Ask the children if feeling angry is pleasant or unpleasant? 'Unpleasant', they will shout! Then ask is it something that usually takes a lot of energy? 'YES', they will shout! So then on the board show which box they can draw the 'angry face' (top right).
9. Do the same with three more emojis:
- Sad = low energy/unpleasant
 - Happy = high energy/pleasant
 - Calm = low energy/pleasant
10. The children can then help each other with placing and drawing other emoticons into the correct quadrants in their own notebooks.
11. At the end of this session, it is helpful if you can draw a large poster of the mood meter with sample emojis from this session in the correct quadrants.

Follow Up

For a few days, ask the children to take a few minutes, maybe before they go to sleep, to think about all the different feelings they had that day.

If possible, they should draw a mood meter for the day and draw the emoticons in the quadrant that matches their mood.

If it's fun and interesting for the children, encourage them to share their mood meters with siblings or friends and show them how to do it too. They can bring their drawings to the next session.

Reflection

By now you know how to facilitate a reflection session. Think of your own questions to ask the children to think about and discuss.

Session 1.6 The Resilience Dance

Resilience is an abstract concept for this age group. Resilience develops when we recover well from a setback. The purpose of this session is for children to feel the ideas of getting up and moving forward from setbacks and it's done as a kind of dance. Children will find this fun and memorable. Another key element to this activity is that others can help develop our resilience. In this dance, children are invited to help another child to 'get up' after 'a fall'. The richness of this activity is not just in the doing but in the children being allowed to reflect on the activity to understand it and how it applies to their lives. The activity can be done several times!

Objectives of the Session

- ✎ To understand that resilience is developed after overcoming setbacks.
- ✎ To understand that we can help each other overcome setbacks.

Steps

1. Assemble the group of children outside or in a large indoor area.
2. Teach the children the half-fall-over movement.
3. Then ask them to get up and stand tall.
4. Then ask them to raise their arms and hands in a 'Power V'.
5. Ask the children to follow your instructions as you say, **"Fall Over! Get Up! Feel Strong!"** Practice this!
6. Ask the children to say the words, **'Fall Over! Get Up! Feel Strong!'** as they are doing the movement.
7. Ask the children to move forward three steps after they have done the movements for **Fall Over! Get Up! Feel Strong!** Practice this.
8. Ask the children to repeat the movements and then take one step back after they have moved forward three steps. The children should not vocalise moving forward three steps and moving back one – this is done silently. Practice this.
9. Have the children stand in a line and step towards you for three steps and move back one, repeat the words and gestures, **Fall Over! Get Up! Feel Strong!**
10. When they have completed this, ask them to finish the verbal phrase by saying **'SuperBetter Children'** after the one step back. As they do so ask them to keep their arms up in a victory/peace again and maybe with the victory/peace sign on both hands – if appropriate.
11. Repeat the whole phrase **Fall Over! Get Up! Feel Strong!** (Move forward three steps and one step back.) **SuperBetter Children!**
12. In pairs, ask the children practice this 'dance' with each other. Let them practice until you think they have really mastered it and then do the dance in the whole group. It should look and sound impressive!



Reflection

- ✎ After this activity gather the children and ask them to be quiet as they sit down outside. It can help to bring them inside; they will like the contrast! In a soft voice ask the children to think about the reason for that activity.
 - ✎ If some of them have ideas, let them tell the group. Then tell the children, *"This dance is called the **Resilience Dance**. Resilience is something we have, and it gets stronger when we overcome difficulties and problems. The more we have, the better we are at coping with problems – plus we can help each other develop it."*
 - ✎ Ask the children, *"What does that dance teach us about something in our own lives?"* If this question is too abstract take each piece of the dance in turn. Ask the children:
 - *What could it mean in life to '**Fall Down**'?* Think of examples e.g., a friend or relative saying or doing something you did not like; doing something wrong in a lesson; taking something that did not belong to you and getting into trouble; dealing with a difficult time – like school closing and lockdown because of Covid-19 etc.
 - *What could it mean in life to '**Get Up**' when you have 'fallen down'?* e.g., getting the courage to talk to a friend or relative who has said something you did not like and telling them how you feel; studying more so you can do better in school; finding ways to keep happy and busy during lockdown etc.
 - *Why might you '**Feel Strong**' once you have 'got up'?* e.g., feeling good that you have tried what you can to solve a problem between yourself and a friend or a relative – even if it did not work – you tried! Having a better mark on an assignment because you studied etc.
 - ✎ Explain to the children, *'Why do you think we also stepped back one step after moving forward? We move three paces forward when we show resilience, but often there is an obstacle in our way pushing us back – this might be ourselves, other people or other challenges that come up. Developing and showing resilience is not an easy movement forward. Sometimes we might feel we move more than one step back. When we can fall down and get up in life, and not just in dance, we are SuperBetter Children! Falling down can be called – a **Challenge**. When we fall over, what's the thing we need most at this moment? Someone to help us get up! These people could be friends, but there are people who are not necessarily friends who help others, 'get up'. What are these people called? **Allies**.'*
1. *And what does 'SuperBetter Children mean?' Repeat, "SuperBetter Children" (making the V with the arms and/or hands as you say it together).*
 2. *Tell the children, 'SuperBetter Children is a programme for children. Wellbeing is about managing your emotions. None of us can control what happens to us and we cannot be happy all of the time. But we can recognise our emotions and do things to help and support each other so that we can keep moving forward and keep become the best we can be. Resilience is about building our strength by falling and getting up and moving forward.'*
 - In pairs or threes, ask the children to talk about the meaning of each part of the dance.
 - In their notebooks children can draw and label the stickperson drawings under the heading, *'SuperBetter Children.'*

We discussed that examples of 'falling over' could be losing your parents or not having the required school materials. To 'get up' is to bounce back despite the challenges. We understand that life must continue. Feeling strong is to be optimistic and embrace the positive thoughts and move on with life.

Follow Up

This might be enough for one session. If so, then in the next session:

- ✎ Repeat the movement activity.
- ✎ Ask the children to discuss in pairs what each part of the dance means.
- ✎ Then get the children to do the dance in pairs (or threes). One of the children in the pairs does the dance, but after the first movement of 'Fall Down' they do not move until their partner helps them 'Get Up' by straightening them gently.
- ✎ After this activity, talk about the need for help from others when we 'Fall Down'. Think of some examples. (These examples can be turned into role plays.)

Adapt! Adapt! Adapt!

Session 1.7 The I/We Message

An I/We message is a way of dealing with something that has gone wrong in a positive way. The child(ren) who feel(s) unhappy speak(s) about their feelings linked to the problem. Then they describe the problem and make a suggestion about what they need.

For example, *'I felt annoyed when you pushed me. I would like you to say sorry and assure me this was not on purpose.'* Compare this to, *'Why did you push me?'*

Here is a table to use with children when they are learning the I/We-message tool. Draw this table onto the blackboard.

The I/We Message Tool		
Table One		
1.	<i>I/we feel</i>	<i>I felt bad</i>
Write the feeling in the row above		
2.	<i>When</i>	<i>when you shouted at me in the classroom</i>
Write what happened in the row above		
3.	<i>I/we wish/hope/would like</i>	<i>I would like you to say sorry and tell me you did not mean this</i>
Write what you wish/hope/want in the row above		

1. Ask the children to draw the table in their notebook.
2. Explain that a child who is feeling upset, angry, or hurt can use the following steps to form a reply. The idea is to learn how to do use our words to help build understanding.
3. Demonstrate using a common problem. For example...

I feel frustrated when you take my things.

I would like you to ask first if you want to borrow something.
4. Together brainstorm a few reasons why we might get annoyed with friends or family members.
5. Ask the children to work in pairs or threes and write one example onto their table.
6. Pick three groups to read out their examples.
7. Select one of these and have all the class repeat it out loud together.
8. Then explain that the person who caused the upset, angry, or hurt can then use the following steps to make sure they have understood correctly and then suggest a response. The response can be the same as the child has asked for or another (better) response.

So, you felt frustrated when I took your things.

You would like me to ask first if I want to borrow something from you.

So, I am sorry, and I will do what you asked. Here are your things back.

Table Two

4.	So, you felt	So, you felt bad
Write the feeling in the row above		
5.	When	when I shouted at you in the classroom
Write what happened in the row above		
6.	So, I/we will	So, I am sorry, I did not mean to shout at you, I will be more kind to you
Write what you wish/hope/want in the row above		

Explain that the reply does not have to be exactly the same, but it needs to be close, so the speaker feels that the person they are talking to has listened and understood. For example:

We feel upset when you use rude words to speak to us. We wish you could be kind or to us.

So, you felt upset when I said those words and you want me to be kind. I am sorry, and I will try to do better.

I feel upset when you don't encourage me to study. I would like to have your support.

So, you feel upset that we don't encourage you to study, and you would like to have our support. We are sorry.

How can we best support you?

1. Work with the children to complete one or two examples for Table Two.
2. Ask them to write their own Table Two. They can do this in twos or threes.
3. Complete the session by role playing several I/We statements and replies.

This activity takes practice!

This is a great skill for the children to learn so it is worth practicing a lot in a neutral way without any 'real problems' to address and then when the children have understood it will be used in real problem solving.

If children are fighting about something, ask them to remember the I/we message. If it helps to 'cool down' the situation, the children can go and write down the I message and then read it out. The listener can listen and then go and write down their reply. The adult can support BOTH children.

Reflection

Add this activity.

Level 2 Learning the SuperBetter Model

Level 2 has five sessions, after an overview the children will learn about the first four parts of the SuperBetter approach. In Level 3 they apply these to Challenges, Quests, and Epic Wins relevant to their own lives.

The past few months have been loaded with a lot of sad eventualities. We have had challenging situations such as deaths, sicknesses, abrupt school closures due to Covid-19 and other factors beyond our control that have delayed us. The SuperBetter Model has helped us to bounce back stronger and with much hope and positivity. SuperBetter has come at the right time when we were hit with challenging circumstances.

Session 2.1 SuperBetter – An Overview

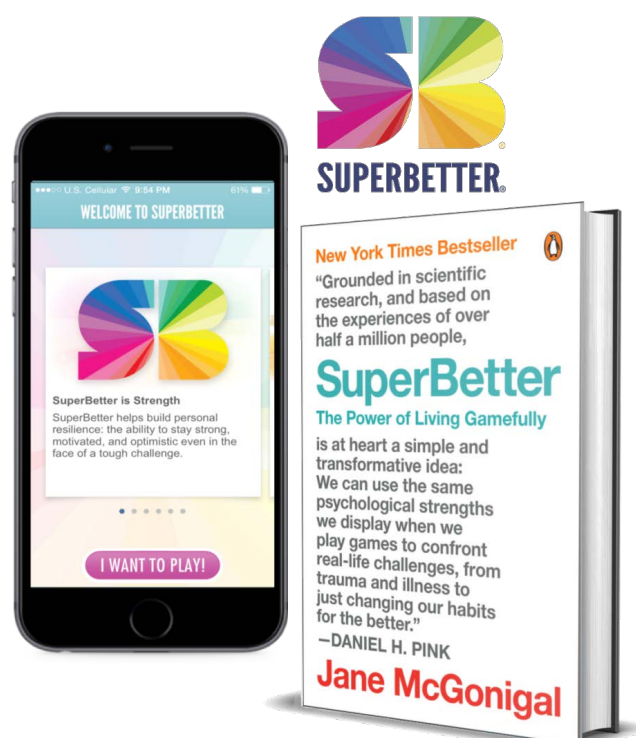
1. Explain to the children...

SuperBetter is an approach to promoting wellbeing and good health and achieving goals even when faced with changes or difficult challenges. It was created by Jane McGonigal in the USA. The approach is set out on an app that can be used on a mobile phone and in a book full of ideas and activities.

In our programme, SuperBetter Children for Health, we are using ideas from the SuperBetter approach. The approach has seven helpers and in the next few weeks we are going to learn these and then think of ways we can use them in our everyday life.

Then we will identify a challenge in our school or community and use the SuperBetter method, come up with ideas to solve the challenge, and then have a go at making an impact.

The team at SuperBetter in the USA knows about this project, and they are cheering us on. They want to find out how SuperBetter can work in our school.



2. Explain that these are the seven helpers of the SuperBetter approach...

1	Collect and activate Power Ups	A Power Up is something you can do to boost your mental, physical, social, or emotional self. There are lots of tips and tricks.
2	Find and Battle the Bad Guys	The Bad Guys are all the thoughts inside yourself that come to make you do something or stop you doing it. A big one is Mr Fear. Battling means all the things you can do to stop the Bad Guys from influencing you.
3	Recruit your Allies	Allies are people and other things that can help you get to where you want to go – like friends, family members, a toy, or even good weather!
4	Adopt a Secret Identity	Secret or Heroic identities can be a helpful way to encourage yourself to get going with something or to overcome your doubts. For example, what might you say to yourself when you do not know what to do about a situation? You could ask, "What would 'X' do or say or think in this situation?". 'X' could be a real person or a person from fiction (like Superman!). They should be someone you admire! The identity is secret as you don't need to tell anyone.
5	Challenge yourself – identifying personal and group Goals	A Goal is something that can be hard to achieve but something that a person or group can achieve with time and effort.
6	Seek out and complete Quests	A Quest is a step you take from where you are to where you want to go. It can be thought of as a whole journey or a journey that is divided into small parts (so lots of little quests).
7	Go for an Epic Win	An Epic Win is something much bigger than yourself. Imagine if that by practicing SuperBetter all the children in your group or class could become both kind and influential in the school and community so that people say, 'those children have really made a change in our community'. Imagine how epic this could be! Epic wins can be personal too.

3. Divide the children into groups...

Ideally seven groups, and give each group the task of coming up with a symbol for their helper. Then they can stand up and show the symbol and explain how the symbol represents this helper. Note that a symbol or icon needs to be very simple and clear. For example:



Immunisation



Balanced Diet



Handwashing

Reflection

Do this in the whole group, or in the four small groups first and then the whole group.

- 📌 What did you learn today?
- 📌 What is the SuperBetter approach all about?
- 📌 How may you use the SuperBetter approach in your life and at school?
- 📌 What did you like best about the approach?

This overview session was amazing as it made concrete the life experiences that we all have. It gave us effective strategies on how to handle life's challenges.

Session 2.2 Power Ups

1. Explain to the children, *'In this session you are going to learn about Power Ups! These are activities that can boost your mental, physical, social, or emotional self. In this session we are going to learn and practice different ones. You can also make up your own and we can make a list of the ones that work best! Power Ups are just things that make you feel better. Our list will have no end and it will be different for everyone. All these ones are proven to work!'*
2. Draw four circles on the board and a stick person in the middle.



3. Demonstrate and get the children to repeat some of the examples of Power Ups below.
4. Divide the group into four and give each group one category of Power Ups to learn and practice.
5. Get two groups together and get them to share the Power Ups they learned.
6. Repeat these two more times so all the groups have shared and learned 20 Power Ups.

Physical Power Ups

These **Power Ups** help your body withstand more stress and heal itself faster. They can improve mood, build muscle, hit hunger pangs, increase energy, and boost your immune system!

1. Stand up and take three large steps. To make this fun you can create funny types of walks.
2. Make your hands into fists, raise them over your head as high as you can and count to five.
3. When the sun is out, feel it on your skin for five minutes as you close your eyes.
4. Dance to a favourite song, maybe with a friend.
5. Squeeze one or more muscles in turn from the feet up as hard as you can for five seconds, legs, hips, stomach, arms etc. This is relaxing and it can be easier for a friend or a teacher to call out each part of the body and count to five. Try doing it in a group and with the eyes closed.

Mental Power Ups

These **Power Ups** give you more focus and more self-discipline, determination, and willpower!

1. Snap your fingers exactly 50 times.
2. Count backwards from 100 by seven, like this: 100, 93, 86...
3. Name two specific things that you are looking forward to in the next week (or other period of time) – big or small. If you can't think of any – think of something you can organise that you will look forward to.
4. Lie down or sit with your arms crossed as if asleep and close your eyes for one minute and then get up, as if it's a new day.
5. Think of something that is bothering you. You can share this with a friend. Turn your palms up and wait quietly like that for a minute. See if you notice a calmer you, with a more open mind.

Emotional Power Ups

These **Power Ups** can make you feel positive emotions like curiosity or love.

1. If you're inside, find a window and look out of it. If you're outside, find a window and look in.
2. Sing out loud! This releases happy hormones – called endorphins.
3. Hug yourself or give yourself a pat or a rub on the arm or the back and tell your body what a good job it's doing.
4. Take extra time to brush or style your hair to make it look and feel nice.
5. Read a poem or quote from a book that you like and that has made you think and feel something about yourself or others. Inspiring stories and quotes can be found in books, local newspapers or online.





Social Power Ups

These **Power Ups** help you by getting strength from your friends, your neighbours, your family, and your community.

1. Shake someone's hand for six seconds. Make sure your hands are clean and safe and germ free by washing well or using a sanitiser first.
2. Say, 'thank you' to someone for something they have done for you.
3. Speak to as many people you know, saying something positive, like, 'You are awesome,' 'Thinking of you,' or 'You are looking great.'
4. Matching Up – notice and make a comment about something that you share with another person. It might be that you are wearing the same colour t-shirt. This can lift both your moods.
5. Use the recollection of dreams. Say, 'I had an interesting dream' to a friend. Describe it and ask, 'What do you think of my dream?'





Reflection

Do this in the whole group or in the four small groups first and then the whole group.

-  *What did you learn today?*
-  *What is the point of Power Ups?*
-  *Can you think of times when you need to Power Up?*
-  *Which Power Ups did you like best? Why?*

This session was all about getting us back on track after being faced with challenges – especially those that were unexpected and that I could not control. We liked the Mental Power Ups as they gave us ideas on how to take charge of ourselves.

The topic was introduced using a short story about a little boy who couldn't afford a school uniform and was always feeling low at school. The children were asked to think about what the boy needs to feel okay and have high self-esteem. The idea of the four types of Power Ups:

-  Physical Power Ups that help our bodies to withstand more stress and heal itself faster.
-  Mental Power Ups that give us more focus, more self-discipline, determination, and willpower.
-  Emotional Power Ups that make us feel positive emotions like love or curiosity.
-  Social Power Ups that help us by getting strength from our friends, neighbours, family, or community.

This session had a tremendous impact in the lives of both the children and the facilitators in such a way that we were able to learn that there is always something we can do to boost our mental, physical, social, and emotional selves.

Session 2.3 Find and Battle the Bad Guys

1. Explain to the children, 'In this session we are going to learn about 'Battling Bad Guys'. A 'Bad Guy' is the phrase we are using to describe those negative thoughts we have about ourselves. It is not a 'Bad Person'. It is that voice in our heads that's tells us things like:

I am afraid to do that!

I don't have the skills to try this!

I'm not intelligent enough to do that!

These kinds of 'voices in our head' happen to all of us – a LOT of the time!'

2. In groups, ask the children to create a 'bad guy' list. In the group, ask:
 - ✎ What stops you from getting things done (schoolwork or things at home)?
 - ✎ What makes you worried?
 - ✎ What thoughts seem to make your day harder?
3. Explain that there many ways to 'Battle the Bad Guys'. Here are three:
 - a. **AVOID** or **PUSH AWAY** the Bad Guys. This is not very useful as there will always be these thoughts and it will not work in the long run.
 - b. **CHALLENGE** the Bad Guys. This is creative and forward looking! To do this you can ask: is this bad for me? For example, if you are feeling afraid to do something you can ask, 'Does it really matter if I am feeling afraid of this?' Then ask yourself 'So, what?' Do this this early and often! Asking this question challenges the Bad Guy and gives them no power over you.
 - c. **CONVERT** the Bad Guys. This is the best strategy, and it takes an effort of mind. The idea is to turn the Bad Guy into a Power Up! For example, you are feeling angry about something. You imagine talking to yourself as you would to a friend about how to move forward in a calm way. Bad Guys loves lots of drama and stress! Try to convert that drama and stress into something that helps you.

When you manage to challenge or convert a Bad Guy. Write it down! Make a 'Journal of Successes'. The more you exercise your mind like this the better and fitter it becomes!

4. In pairs or threes, ask the children to think of ONE example of when they felt angry or hurt:
 - ✎ My friend ignored me.
 - ✎ My sibling took my food.
 - ✎ I was asked to stand up in class and read something and I did it badly.

What would you do to:

- ✎ Avoid how you felt?
- ✎ Challenge how you felt?
- ✎ Convert how you felt?

5. Ask the pairs or threes to join up with another group and share their ideas. Use a bubble diagram below if it helps.
6. In the whole group, ask the children to share their ideas on how to do 'Battle with their Bad Guys'.
7. Ask the children to record some of the ideas in their notebooks (optional).



Follow Up

- ✎ Put the ideas on a poster.
- ✎ Refer to Bad Guys and ask the children frequently, 'How did you Battle the Bad Guys today?'
- ✎ When children face a challenge or have a quarrel, ask them, 'What Bad Guys are you thinking about?'
- ✎ When you feel the understanding and vocabulary of 'Bad Guys' is understood in your class or group ask the children to teach it to other children!

Reflection

Do this in the whole group, or in the pairs or small groups first and then the whole group.

- ✎ What did you learn today?
- ✎ Do you think the idea of Bad Guys is useful? Why?
- ✎ When do you think you will use the Bad Guy idea?

This was a very useful activity for the children to learn. Many are the times we face challenges in our daily lives. We can use this idea whenever 'Bad Guys' strike. We liked the idea of substituting negative thoughts with 'Bad Guys' as we learn strategies to combat them.

Session 2.4 Recruit Your Allies

Preparation

- ✎ A marker pen and some large sheets of paper (e.g., poster paper or newspaper) taped together until it is the size of a child.
- ✎ Use sticky notes or, if these are not available, make some squares of paper. Coloured paper is good, but white or lined paper works too. If possible, stick or tape these squares onto your large paper.
- ✎ If these are not available, then think of a way to make a life-size outline of a body e.g., drawing an outline of a child with a stick on the ground outside or using string to trace a child.
- ✎ An outline can be drawn on a blackboard, but it's not such good fun.



1. Explain, *'While it's sometimes hard to ask for help, it's easy to invite someone to play a game! Getting help from others makes us dramatically stronger, healthier, braver, and more resilient. Allies are those who will help you along the way. Often (but not always!) our best allies are close friends and family members, but sometimes there are others who turn out to be great allies too; like teachers or people we don't know well but who care about us, maybe a neighbour or shopkeeper.'*
2. In pairs, ask one of the children to lie on the paper and the other child to trace around them.
3. *'Imagine that you are that child. What do you want your allies to be like?'* See some ideas on the next page. Write down the children's ideas on the sticky notes/squares and stuck them around the edges of the body outline.
4. Ask the children to form four groups and talk about who their allies are and why; the people should not be direct family members (parents and siblings)! Children can mention grandparents, uncles, or aunts.
NOTE: The reason for not mentioning immediate family is that some children might not feel these people are the allies they should be and therefore this activity could be difficult for them.

5. Ask the children to sit around their outline again. As them to think about the people they have just talked about and ask them to think of words and phrases to describe how that ally makes them feel. Here are some examples – but let the children come up with their ideas first.

*Stronger, Happier, more confident, better able to deal with my challenge,
That I can achieve something when I doubted myself*

Ask the children to write these words or phrases within the body outline. If this is too slow, then an adult can do the writing.



6. Explain, 'When we start to do challenges in this project (at Level Three), we will need to help each other – be each other's allies and get help from others. We will ask an ally to:
- ✎ Listen to us describe our goal(s).
 - ✎ Listen as we tell you what we mean by 'an ally'.
 - ✎ Do something to support you like: 'checking in' – to ask you every day/week, 'How are you getting on with your goal?' OR 'how are you dealing with your Bad Guys?'
 - ✎ Help us celebrate achieving a quest or a goal.'
7. Ask the children to form pairs or threes to discuss an imaginary challenge like:
- ✎ Being kind to someone who does not have many friends and who is not in your friendship group.
 - ✎ Giving away something you like to someone who you think will enjoy it even more.

Some of our ideas!

- ✎ 'Opening a door to a stranger' – invite them to have a meal with you.
- ✎ Give directions to someone who is lost.
- ✎ Help elderly people to carry their bags.
- ✎ Give a school uniform to someone who does not have one.
- ✎ Take care of the sick in our neighbourhood.

8. Between now and the next session, ask each child to pick one challenge and then one person to invite to be their first ally. Explain, 'I'm playing a game to help me (...describe the challenge) and I'd like you to help me.' At the next session, the children can report on what they did and how their allies helped them. The whole of the next session can be used to get the children to talk about their experiences and how to use allies to help overcome challenges in the future.

Reflection

Do this in the whole group or in the pairs or small groups first and then the whole group.

- 📎 What did you learn today?
- 📎 Do you think the idea of 'Allies' is useful? Why?
- 📎 When do you think you will use these ideas?

Everything worked so well in this session. It helped make children aware that sharing problems does not make someone weak, but stronger. A problem shared is a problem solved. The idea helped us feel that we are not alone but surrounded by people who can help us in times of trouble.

Session 2.5 A Secret Identity

Preparation

- ✎ Think of one or two examples of 'secret identities and their characteristics.
 - ✎ Look at the character strengths chart at the end of this session.
 - ✎ Think of some example mottos or calls to action.
1. Explain, *'This session is about us having an 'heroic identity' for the purposes of identifying with a character in a story or a heroine or hero in real life who, unlike the allies in the last session, you are unlikely to meet! For example, you may think about 'Superman' as an example, he is very strong, he can turn back time, he is both kind and gentle, but brave and powerful too or there is Spiderman or Wonder Woman.'*
 2. In groups of 3-5, discuss favourite characters (they can be from movies/TV, comic books or storybooks) and what you like about them e.g., the teenage girls from *Mama K's Team 4*, *Spiderman*, *Wonder Woman* or *Superman*!



3. After the children have a hero in mind, they should discuss the character's strengths.
4. Each member of the team can pick one and decide on a nickname to combine with one aspect of their own name e.g., Wonder Kelvin! Fantastical Flo!
5. Explain, *'The heroic identity is for those times when you might doubt yourself or your friends and others in your life. They are to help you – by imaging – what would they say or do in this self-same situation!'* Ask the children to complete the whole heroic identity and:
 - ✎ Pick a nickname for your group
 - ✎ Decide what are the groups special strengths and superpowers
 - ✎ Discuss what you would do with your powers
 - ✎ Draw a character or logo for your group
 - ✎ Adopt a call to action or motto like:

Never look back!

I will fight for those who cannot fight for themselves!

Nothing can stop me now!



6. Explain to the children that in the coming week you want them to:

- ✏ Share the idea of a Heroic Identity and the strengths with other friends.
- ✏ Think about something causing them anxiety and ask themselves – what would my hero do? Think about their strengths, superpowers, virtues, and special abilities associated with this secret identity and use the third person point of view.

Follow Up

1. In groups of 3-5 the children can share their stories. These can be the same group as in the previous session or different groups.
2. Group members vote for the story they want to share with the rest of the group.
3. The group listens to one story per group.
4. Ask the children, *'What was it like to think about something that you were worried about from your hero's point of view?'*
5. Ask the children to think about WHY the hero reacted to 'your' worry like they did, imagine it is a mystery that you are trying to solve.
6. Celebrate what the hero did to make things better or notice what they did to make things worse!
7. Explain, *'Using the heroic identity helps us create distance between us and the problem and this helps us feel better and think more clearly about the experience. The more we practice, the less we get caught up in negative thinking!'*

Reflection

Do this in the whole group, or in pairs or small groups first and then the whole group.

- ✏ What did you learn today?
- ✏ Do you think the idea of the heroic identity is useful? Why?
- ✏ When do you think you will use heroic identities?

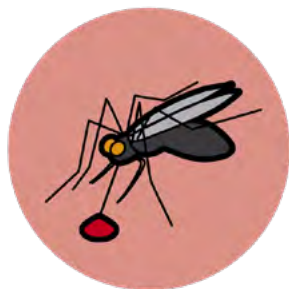
We learned about Secret Identities in this session. It was fun and useful and got us thinking about how to summon the inner powers to fight for us when we are faced with challenges. We can localise using the heroic names that are more common even to the children in rural areas. They know Superman, Spiderman, Wonder Woman, and King Shaka the Zulu King!

Appreciation of Beauty & Excellence Feels awe and wonder in nature Admires the skills of others Inspired by the goodness of others	Bravery Shows courage Accepts challenges Speaks up for what's right	Creativity Problems solving Looking at things differently Wanting to make things to show to others	Curiosity Interested in things and people around you	Fairness Cares about what's right Treats others fairly Tries not to be biased about other groups	Forgiveness Give others a second chance Accepts others' faults Doesn't hold grudges
Gratitude Thankful Shows thankfulness	Honesty Tells the truth Keeps promises Trustworthy	Hope Optimistic Expects the best Excited about the future	Humility Modest Puts attention on others Doesn't tell others about own achievements	Humour Playful Enjoying making others laugh and smile Sees the funny side	Judgement Critical thinker Logical Thinks things through
Kindness Giving to others Caring for and speaking about others Putting others first	Leadership Encourages others Organises groups Sets a good example	Love Warm and generous A good listener	Love of Learning Excited to learn new things	Perseverance Hard working Overcomes obstacles Finishes what is started	Perspective Wise Gives good advice Sees a bigger picture
Prudence Careful Plans ahead Thinks about consequences	Self-Regulation Self-controlled Disciplined Manages feelings and actions	Sense of meaning Searches for meaning Feels a sense of purpose Feels interconnected	Social Intelligence Understands own and other feelings Shows empathy	Teamwork Loyal Team player shows responsibility to others	Zest Active Energetic Enthusiastic

Level 3: SuperBetter Children for Health

Introduction

In this section we overlap with the Children for Health approach that mobilises children as health activists with their new SuperBetter skills. The health topics included here are malaria and nutrition.



Once your class or group has gone through the process linked to one or more health topics in this book, you can use the same approach for any health topic that is relevant and a priority in your setting. Check the Children for Health website for many other health topics.

An Epic Win is an overall goal – it must be both achievable AND exciting to the children and relate closely to their lives.

A Challenge is something that gets in the way of achieving the Epic Win. There are many challenges to achieving any Epic Win. Some internal (to do with our own knowledge, skills, and attitudes) and others external (to do with others' knowledge, skills, attitudes and, of course, resources, time etc.).

A powerful type of challenge that children may face are the ingrained habits and attitudes of the adults that hold the authority. For example, if your family does not have a bed net – they need to be bought! So, how can children persuade others that a bed net is important? If the bed nets are free from clinics or at distribution centres it might be easier. But maybe, the decision makers in the family do not believe bed nets prevent insects biting or they find sleeping under them a nuisance or perhaps it is just not their habit. In this case, how can children persuade them to use the bed nets?

In many cases we are amazed at how persuasive children CAN be. They often do not persuade alone but with others, or by asking questions, or by demonstrating, **putting on dramas, displaying and talking about posters, or singing songs that make adults question themselves and consider making a change.**

A Quest is a step towards overcoming the Challenge.

For example, children might learn the 10 malaria messages and then practice them or recite them at home, asking, *'What do you think of this message/these messages?'* or *'Do you think this message is important?'* If a bed net is not being used by a family and the message is about using a bed net then a child might ask, *'What are the reasons we do not use a bed net?'* Or if this family do use a bed net but their neighbours do not, the children might ask, *'Why don't our neighbours use bed nets?'* The strength of the Children for Health participatory approach is that children themselves can use the right tactic to talk to the people they know the best. It's important they do not feel forced to use one tactic or another but try out what feels right for them in their own context.



As Quests can challenge the status quo, it is important to raise awareness with the school management and community leaders about the children's activities and, if necessary, get permission. The children must not be in a situation where they are challenging those in authority without adult support. There is also a difference in a child going to family members in authority and being demanding for example stating, *'We must buy a bed net!'* and a group of children at a community event reciting messages, singing songs, and performing a drama and then raising these questions collectively with their adult teachers nearby, *'Why don't people use bed nets when this can save lives?'*

We have seen very many dramas which trigger effective community discussions on HIV, on nutrition, on growth monitoring, on de-worming, on immunisation, on breastfeeding and so on. Adults often say they are moved and inspired by children raising important issues affecting health and feel motivated to try to do something collectively.



All these ideas are relevant to other health topics too. Nutrition can be an especially sensitive topic as families are used to eating and shopping in a certain way and if children start demanding new food items to have a more balanced meal, adults can get unhappy. So, it all must be done in the right way. Children for Health has seen great results from children taking action including:

- 📌 a switch to a more nutritious staple food
- 📌 increased rates of breastfeeding
- 📌 more equitable food sharing in the family
- 📌 more balanced meals with all members of a family getting portions of colourful fruits and vegetables.

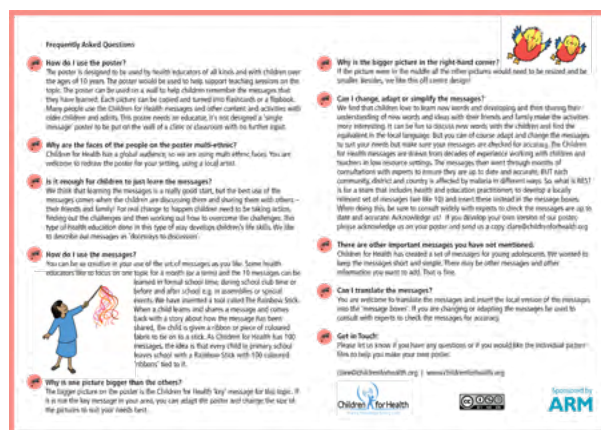
Children and adults must be on 'the same side' and working together for the betterment of everyone's health.

Session 3.1 SuperBetter Children and Malaria

Preparation

Get a copy or download a copy of the two-sided Children for Health Malaria Poster (A3 size if possible). You can download or view the poster here: <https://www.childrenforhealth.org/MalariaPoster>

The malaria poster has been included at the back of this toolkit, but it is better printed off and used as a full colour, two-sided A3 poster or print the two sides separately if it is going to be put on a wall for display.



Print out black and white copies of the poster on A4 – one for each child or 10 copies (one for each group). If you are unable to print it, handwrite each of the following 10 messages on separate pieces of paper.

Define the Epic Win

We have dedicated the Toolkit and this malaria session in memory of our beloved friend and sister, Peggy Namukoko, a grade 3 pupil at TIIF School who died on the 26th of November 2021 from malaria. Our first challenge therefore was in her memory. Our Epic Win about malaria is that all children should have access to Long-Lasting Insecticide Treated Bed Nets.

Explain, 'In this project we will focus on malaria, and we need to decide **WHAT** we want to try to achieve. Let's make sure it's a realistic, but exciting, **EPIC WIN**.'

Our Epic Win Headline...

*That all the families we know, and those we think we can reach,
know about malaria and how to take action to prevent it.*

Details

They know that malaria is spread by the bite of a mosquito. They know that one important prevention method and weapon against the mosquito is using the Long-Lasting Insecticide Treated Bed Net (LLINs). They know that LLINs can become ineffective after 3-4 years and need replacing or re-dipping in insecticide. They know that it is especially important for children under-5 and pregnant women to sleep under a bed net during the times when mosquitoes are biting. They know that there is now a vaccine against malaria and that this is being made available in several African countries for children from 5-months of age.

Define Our Challenges

1. In the whole group, ask children what they know about malaria and get them to speak out their answers.
2. Ask the children to work in groups and build on the ideas shared in the whole group. Talk about and then ask them to draw and write everything they know about malaria in their notebooks. The discussion is more important than the writing. The writing is useful to record ideas.

3. Ask the children:

What are the ways in which malaria can be prevented?





Examples – let the children say their ideas first: pills, insect sprays, window barriers, vaccine (new), LLINs, destroying/spraying breeding grounds like still water and tall grass, bed nets

What makes it difficult to prevent malaria?

Examples – let the children say their ideas first:

- *Mosquitoes will breed in places that are hard to control*
- *Mosquitos are seasonal and it's hard to pinpoint when the season starts and ends*
- *Mosquitoes bite at night when we are sleeping*
- *Lack of knowledge (people do not link malaria to mosquito bites)*
- *People do not have access to bed nets*
- *People do not like to use bed nets*
- *People do not maintain the bed nets, so they get old and ineffective or have big holes*
- *People do not hang the bed nets properly*
- *The vaccine is not available*
- *Pills are costly and we cannot take them all the time*

Our challenges were that

-  *Children are not taken seriously in the community.*
-  *Our rural health facility only receives limited supplies of LLINs.*
-  *In most cases LLINs do not reach those in the community who live the furthest away.*
-  *Not having adequate knowledge on how to achieve the Epic Win.*

Define our Quests

1. Ask the children, 'What can we all do to prevent malaria in our community?'
2. In the whole group – make a list of practical actions. These might include:


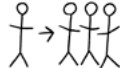
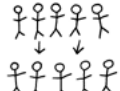
- *Spreading correct messages about malaria*
- *Understanding where and when families can get LLINs*
- *Finding out if families are using LLINs correctly*
- *Finding out what people's attitudes are to malaria*

3. Ask the children to draw the Action Plan chart in their notebooks and then alone, in pairs or in groups, fill in ideas on the right-hand side.

These will become our individual and our group Quests.

- *What actions can they do alone for themselves?*
- *What actions can they do alone for others?*
- *What can we, as a group, do for others?*

ACTION PLAN

Children were asked to identify the ways in which malaria can be prevented:

- ✎ Apply mosquito repellent.
- ✎ Cover the windows and doors to prevent mosquitoes from entering the house.
- ✎ Treat mosquito nets with insecticide.
- ✎ Wear long pants and sleeves to cover your skin.
- ✎ Maintain good hygiene by destroying breeding grounds. For example, cutting tall grass.
- ✎ Pregnant women to be immunised against malaria.
- ✎ Recruit more community health assistants to sensitise the community about malaria prevention.

Calling upon our Power Ups, our Allies, our Heroic Identities, and Battling our Bad Guys

Explain, 'Remember that in our SuperBetter activities, we talked about:


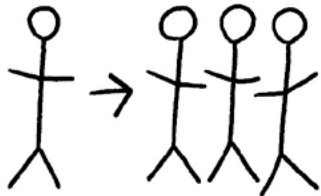
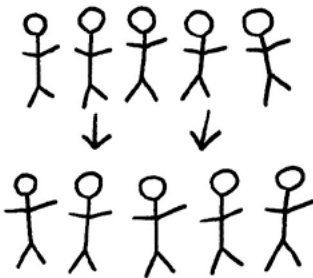
- ✎ **Power Ups** – that give us strengthen and motivation – socially, emotionally, mentally, and physically. When we take actions, we are going to need to use Power Ups to help us. Pick one or two each that you think will help with taking action
- ✎ **Allies** – these are the people who will help us with our Quests.
- ✎ **Heroic Identities** – these are characters (often from stories) that can act as our motivation and role model when we are doing something new or difficult.
- ✎ **Bad Guys** – these are the voices in our head that tell us the worst will happen or try to stop us from doing something we can do... think of what you will need to silence the Bad Guy.



Explain, 'Work in pairs or threes. Copy this simple version of the table into your notebook and then fill it in. You can draw OR write your ideas, or both!'

Power Ups	Allies
Heroic Identities	Bad Guys

ACTION PLAN

	<p>I can check when we have malaria in our community (all the time or only sometimes? Which months?).</p> <p>I can check if we use an LLIN in our home.</p> <p>I can talk to people in my family about why we need LLINs.</p> <p>I can check how old our LLIN is and if it needs replacing or re-dipping in insecticide (it is old after 3-4 years).</p>
	<p>I learn and share the malaria messages to others.</p> <p>I can find out if there are LLINs in our home.</p>
	<p>We make a song and dance and perform it in the community about the need for using LLINs to prevent malaria.</p>

Here's how the group work might look, but let the children bring their own ideas.

Power Ups	Allies
<p>If I am telling myself, I cannot do my action step, then I will look at something in nature and assure myself that I can do it.</p> <p>I will drink enough water and have enough sleep to give myself energy.</p>	<p>My older brother (or other family member) is always on my side. I will explain my malaria action plan to him and ask him for advice.</p>
Bad Guys	Heroic Identities
<p>I love Superman. I know Superman can defeat the harm that the mosquito brings to our community. When I am feeling afraid, I will remember that I can be like Superman.</p>	<p>I have never liked to speak up so I will have to have courage to speak to other people to share the malaria messages and do the activities with my friends and family.</p>

Taking Action!

The children plan and then choose the action steps they want to do in the coming week(s). You may want to check what the children are planning to do both alone and together.

Reporting on our Results and Reflecting on our Action

After a week or more:

1. Gather the children together, divide them into groups of 3-5 and ask each group to share what they managed to achieve. Explain that if they managed to 'Battle a Bad Guy' but failed in doing a practical action with or for others, then that too is success.
2. Make a note of the actions the children took and the results that they achieved. There is a monitoring form at the end of this section that might help, remember it can be adapted too.
3. Celebrate what was achieved!
4. Reflect together upon:
 - What worked well and why
 - What can be improved?
 - What next?
 - A new topic or more actions on this topic?

Before defining our Quests, we asked the children to establish what makes it difficult to prevent malaria in our community. They mentioned the following:

- ✎ Imported cases.*
- ✎ Malaria drugs are expensive in our community.*
- ✎ Unavailability of LLINs.*
- ✎ Having only one rural health facility for thousands of people.*
- ✎ Not having many health workers at the rural health facility.*
- ✎ We do not yet have the malaria vaccine.*
- ✎ Lack of knowledge on how to hang, care and treat the bed nets.*
- ✎ Others say the bed nets are uncomfortable to sleep in.*
- ✎ There are more breeding places in our community that are hard to control.*

We also came up with action plans which we successfully implemented, in achieving our quests we did the following:

- ✎ We oriented our children very well about malaria.*
- ✎ We engaged the key stakeholders such as the health personnel and the school administrators on how best we can fight malaria.*
- ✎ The rural health worker had a great time teaching the whole school on how best we can fight malaria and encouraged children to make personal action plans before group action plans; we integrated this powerful session with Power Ups, Allies, Heroic Identities, and Bad Guys.*

Everything worked well here because the children managed to engage their friends and community on how to prevent malaria. Next time we should provide the LLINs to the children to distribute to the community members.

The malaria messages were shared with over 50 children and over 100 friends and family. Community members committed themselves to use LLINs once they have access to them. We intend to monitor the households that we reached this time. The programme could have been improved with access to more LLINs.

Preparation



Nutrition 10 messages for children to learn and share



<p>1. To have a balanced eating diet we different food of different kinds. (e.g. whole meal loaf for strong, healthy and healthy mouth)</p> 	<p>2. Malnutrition means that Malnutrition happens if we eat too little, too much or mostly just food. Food malnutrition can eat not enough good food or malnutrition can eat too much.</p> 	<p>3. To check the babies and young children are growing well, weight and height are measured and weight is a little after and is instructed by a health worker.</p> 				
<p>4. A deep asleep thinking baby to spend children, but adults to have their (checked) if one use the drug of body looking for the lack of food in babies' bodies.</p> 	<p>5. When young children are if they stay too long and slow then hearing doctors are checked, with or without teeth. They also give after when they start to feel better.</p> 	<p>6. As a life-threatening childhood! Childhood is always. Teeth and clean and the DMFT food and drink a baby needs from birth to 6 months.</p> 	<p>7. How prepare and give other babies good food (6 months to 2 years)? They must breast milk and healthy food and weaned 2-4 months old.</p> 	<p>8. For a children of their's, separately including: some food, orange juice and other. They contain microorganisms, but make it good for our body and mind.</p> 	<p>9. Wash your hands well with water and a little soap. Use for 20 seconds and make sure you dry off your hands and before you touch food.</p> 	<p>10. Wash hands well with soap properly in the United States maintaining or make use its cleaned every 10-15 min. This is the best to stop germs.</p> 

[illegible]

Define the Epic Win

Our Epic Win Headline...

Details

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Define Our Challenges

1. In the whole group, ask children what they know about balanced diets and get them to speak out their answers.

A Balanced diet...

- ✎ has all the essential food.
 - ✎ allows children to eat well and lack nothing.
 - ✎ Includes chicken and other meat.
 - ✎ consists of all the essential food nutrients for the body grow well and healthy.
2. Ask the children to work in groups and build on the ideas shared in the whole group. Talk about and then ask them to draw and write everything they know about balanced diets in their notebooks. The discussion is more important than the writing. The writing is useful to record ideas.
 3. Tell the children that in many countries children are involved in sharing messages about different health topics, including nutrition.
 4. In the whole group ask the children to take it in turns to read out these 10 Nutrition messages.

1. To have a balanced healthy diet eat different food of different kinds. GO, GROW and GLOW for strong bodies and happy minds!
2. Malnutrition means Bad Nutrition and happens if we eat too little, too much or mostly junk food. Avoid malnutrition! Sit and eat enough good food at mealtimes but not too much.
3. To check that babies and young children are growing well, watch and help record their length and weight at a clinic often and as instructed by a health worker.
4. Help avoid lifelong harm to young children. Tell adults to have them checked if you see the arms or body looking thin or the face or feet looking swollen.
5. When young children are ill, they may not eat well. Give them healthy drinks e.g., breastmilk, milk, or home-made soup. Also, give extra food when they start to feel better.
6. Be a breastmilk champion! Breastmilk is always fresh and clean and the ONLY food and drink a baby needs from birth to 6 months.
7. Help prepare and give older babies good food (6 months to 2 years). They need breast milk plus family food and snacks 3-4 times a day.
8. Eat a rainbow of fruits, vegetables including leaves (red, orange yellow and green) They contain micronutrients, too small to see but vital for our body and mind.
9. Wash your hands well using water and a little soap. Rub for 20 seconds, rinse, shake and air-dry after toilet and before preparing food and eating.
10. Wash fresh food well as you prepare it. Use cooked food immediately or make sure, it's stored away from flies to make it safe to eat later.



5. Explain the meaning of each message as necessary. Ask after each one – *Hands up if you knew that! Hands up if you didn't!*
6. Tell the children, *'Imagine you are sharing these messages with your friends and family.'*
7. Divide your whole group into ten groups, give each group a different message to learn.
8. Ask each group to practice saying their message out loud together. One by one and in turn, ask the children to recite their message together. If there is not enough time in the session to learn the messages, split this session into two. Ask them to practice and recite their message at the next session. They can add actions, as the actions can help the children remember the message.
9. If time allows, or some children finish before others, ask them to illustrate one message in their notebooks. Doing this also aids the memory.
10. Discuss with the children (in small groups first and/or in the whole group):
 - What are the best foods available to us to eat in our community and why are they good?
 - What makes it difficult for children to get good food and a balanced diet in our community?



Sometimes it is difficult for us to have one or two meals a day. We need to include:

- ✎ Nshima because it gives us energy.
- ✎ Vegetables for they are rich in vitamins.
- ✎ Fruits because of their essential vitamins for the body.
- ✎ Meat, fish, and chicken because they give us proteins which is necessary for the body to grow well.
- ✎ Water for body nourishment.
- ✎ It is difficult to get a balanced diet in a community because:
 - Our parents do not have enough money to buy the balanced food.
 - We do not have fridges to store seasonal fruits and other healthy food for future use.







We improve our diets by:

- ✎ Finding traditional ways of preserving important food for future use.
- ✎ Eating a greater variety of food.
- ✎ Including more coloured foods like sweet potatoes and groundnuts.
- ✎ Avoiding deep fried foods, sugary drinks, and snacks.
- ✎ Supporting mothers to continue breastfeeding their children as their breastmilk is so important in facilitating the children's growth.




Define our Quests

1. Ask the children, 'What can we all do to improve nutrition in our community?' In the whole group, make a list of practical actions. Here are some ideas, but let the children share their ideas first:
 - HAVE a healthy breakfast every day.
 - EAT different fresh, colourful food every day or week.
 - ASK for more eggs, beans, and colourful fresh food like fruit and vegetables.
 - HAVE healthy snacks like fruit or orange sweet potatoes.
 - WASH your hands with soap after using the toilet and before eating and help younger children too.
 - AVOID deep-fried foods, sugary drinks, and snacks.
 - LEARN to prepare and cook healthy meals.
 - DISCUSS which street foods are healthy/unhealthy and why.
 - MEMORISE the nutrition messages and SHARE them with others.
 - Create a STORY or SERIES of IMAGINARY PICTURES to help remember the nutrition messages.
 - FIND OUT and RECORD:
 - Which mothers in your community breastfeed their babies and why?
 - How does breast milk change as a baby grows?
 - When are bottles dangerous for baby?
 - What do mothers give their babies as their first food after six months?
 - How often do they breastfeed at different ages?
 - MAKE a chart with friends to show the results to others.
 - EXAMINE a baby's growth chart with adults to help (this is sometimes called a Road to Health chart). FIND OUT what the lines mean. OBSERVE babies & young children being weighed and measured and have their weight plotted onto their chart.
2. Ask the children to draw the Action Plan chart into their notebooks and then alone, in pairs or in groups, fill in ideas on the right-hand side. These will become our individual and our group quests.
 - What actions can they do alone for themselves?
 - What actions can they do alone for others?
 - What can we, as a group, do for others?



What actions can we take alone?

-  *Change the story about a balanced diet.*
-  *Strive to be having the balanced diet every day.*
-  *Drink more water.*
-  *Avoid sugary drinks and snacks.*
-  *Avoid deep fried foods.*
-  *Eat more fruits and vegetables.*


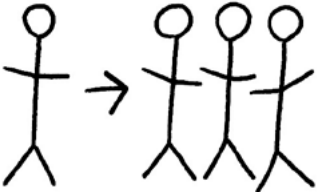
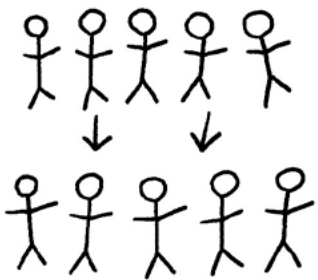
What can we do alone for others?

-  *Help other by sharing the little we have.*
-  *Tell our friends and family members about the importance of having a balanced diet.*
-  *Encourage them to be having a balanced diet.*

What can we as a group do for others?

-  *Conduct nutrition campaigns at the market and the clinic during antenatal week.*
-  *Encourage community members to be having balanced diet.*

ACTION PLAN

	<p>When I am shopping, I can buy (or ask someone else to buy) colourful food.</p> <p>I can help a mother with her chores so she can breastfeed her baby.</p> <p>I can resist eating 'junk' food that will not help me grow, glow, or go.</p> <p>I can learn about the Road to Health growth chart.</p>
	<p>I can learn and share the nutrition messages with others.</p> <p>I can share the nutrition activities with people in my family.</p> <p>I can make a weekly diary showing what I eat and drink in a week.</p> <p>I can learn to cook a healthy meal and share the method with others until we have collected lots of new methods and ideas.</p>
	<p>We make a dance, song, or drama about 1. The importance of a balanced diet using the words and making up actions for Glow, Grow and Go. 2. Two mothers and their babies are in the queue at a health clinic ready to have the babies weighed for growth monitoring.</p> <p>We do a cooking demonstration explaining what we are cooking and how and why the meal is good for our health.</p>

Calling upon our Power Ups, our Allies, our Heroic Identities, and Battling our Bad Guys



Power Ups	Allies
Heroic Identities	Bad Guys

Explain, 'Work in pairs or threes. Copy this simple version of the table into your notebook and then fill it in. You can draw OR write your ideas, or both!'

Here's what the group work might look like, but let the children bring their own ideas.

Power Ups	Allies
<p>If I am telling myself, I cannot do my action step, then I will look at something in nature and assure myself that I can do it.</p> <p>I will drink enough water and have enough sleep to give myself energy.</p>	<p>My older brother (or other family member) is always on my side. I will explain my malaria action plan to him and ask him for advice.</p>
Bad Guys	Heroic Identities
<p>I love Superman. I know Superman can defeat the harm that the mosquito brings to our community. When I am feeling afraid, I will remember that I can be like Superman.</p>	<p>I have never liked to speak up so I will have to have courage to speak to other people to share the malaria messages and do the activities with my friends and family.</p>




Taking Action!

The children plan and then choose the action steps they want to do in the coming week(s). You may want to check what the children are planning to do both alone and together.

Reporting on our Results and Reflecting on our Action

After a week or more:

1. Gather the children together, divide them into groups of 3-5 and ask each group to share what they managed to achieve. Explain that if they managed to 'Battle a Bad Guy' but failed in doing a practical action with or for others, then that too is success.
2. Make a note of the actions the children took and the results that they achieved. There is a monitoring form at the end of this section that might help, remember it can be adapted too.
3. Celebrate what was achieved!
4. Reflect together upon:
 - What worked well and why?
 - What can be improved?
 - What next?
 - A new topic or more actions on this topic?

-  We successfully conducted a nutrition session with our fellow children at TIIF School.
-  We shared the nutrition messages to the community members.
-  We can learn new skills and try out ways of preserving food.

The lesson was so amazing!

The session was conducted well, and the 10 messages were learned and shared. Children were happy after realizing that balanced diet can even be made from locally available food. We reached all 50 children at our small school. They shared the messages with a further 50 children. Over 100 family members were reached with the messages and activities. People are thinking more about restricting sugary food and deep-fried food. As with the malaria topic we will monitor our work on the ground.

Session 3.3 SuperBetter Children and Wellbeing

As with the other sessions – this will probably take more than one meeting with the children to complete. Do not rush the session! It is important to give the children time to discuss and share their ideas.

Preparation

Get a copy or download a copy of the two-sided Children for Health Safe, Strong, and Smiling Poster (A3 size if possible). You can download or view the poster here: <https://www.childrenforhealth.org/SafeStrongSmiling>



If possible, print out black and white copies of the poster on A4 – one for each child or a copy for each group. If you are unable to print it, handwrite each of the 7 messages below onto separate pieces of paper.

Define the Epic Win

Explain, 'We started our project learning about our wellbeing and how we can make our feelings of wellbeing stronger for example by using Power Ups, recruiting Allies, and thinking of Heroic Identities so we can be filled with energy – all so we are supported both by external people and by those who inspire us (even if they are in stories!). In this last session we will focus again on our own wellbeing and that of others and we need to decide **WHAT** we want to try to achieve. Let's make sure it's a realistic, but exciting, **EPIC WIN**.'

Our Epic Win Headline...

*That the children we know (our friends at school and younger children both in school and in our family) understand **what wellbeing is** and that we can find ways to help improve our own and others' wellbeing and be kind to others (even when this is difficult).*

Details

Use this story to illustrate what is meant by wellbeing: "When she was young, my sister has a speech issue. She used to find it hard to get her words out. I found out that one way to help her was to listen very carefully to her and show a lot of interest in what she was saying so that she felt more confident. This was not easy, as you can imagine! She was my younger sister! However, I kept going and her speech got better and better."

Define Our Challenges

1. In the whole group, ask children what they know about what wellbeing is and get them to speak out their answers.

Wellbeing is having a complete state of mind.

Wellbeing is being happy and free from mental pressures.

2. Ask the children to work in groups and build on the ideas shared in the whole group. Talk about and then ask them to draw and write everything they know about their own and others' wellbeing in their notebooks. The discussion is more important than the writing. The writing is useful to record ideas.
3. Tell the children that in many countries children are involved in sharing messages about different health topics. These topics include life skills and wellbeing. Tell them that the Safe, Strong, and Smiling poster was created with children in Sierra Leone during a crisis when many people were dying of a serious illness called Ebola.
4. In the whole group ask the children to take it in turns to read out the seven wellbeing messages.

1. Each of us is special. Our bodies and thoughts belong to us. No one is allowed to hurt us in any way.
2. Children should be able to live, play and learn in a place that feels safe.
3. Talk to others about what troubles us when we are afraid or confused about life.
4. Want to feel better? Eat well; sleep well; drink clean, safe water; play games; share sadness and joy.
5. Be kind, spend time with listen & show love to children who are facing difficulties.
6. If we do not like the way that someone speaks to us or touches us - Speak out! Make it Stop! Tell others! Do not keep this secret.
7. No one can make us angry without our mental agreement.

5. Explain the meaning of each message as necessary. Ask after each one – *Hands up if you knew that! Hands up if you didn't!*
6. Tell the children, *'These were messages about wellbeing for children of your age to learn and share! Imagine you are sharing these messages to your friends and family.'*
7. Divide your whole group into seven groups, give each group a different message to learn. These have been adapted from the original messages you will find on the poster.
8. Ask each group to practice saying their message out loud together. One by one and in turn, ask the children to recite their message together. If there is not enough time in the session to learn the messages, split this session into two. Ask them to practice and recite their message at the next session. They can add actions, as the actions can help the children remember the message.
9. If time allows, or if some children finish before others, ask them to illustrate one message in their notebooks. Doing this also aids the memory.

10. Finish the session by reminding them of the seven SuperBetter helpers:

1. Choose and do Power Ups
2. Set yourself Epic Wins
3. Overcome Challenges
4. Plan and go on Quests
5. Recruit Allies
6. Recognise and Battle Bad Guys
7. Use Heroic Identities

11. Ask each group to memorise ONE of these seven. Ask the groups to stand up in turn and speak out their helper. This should be fun, and the group can go faster and faster. As time allows then discuss with the group what each helper means.

12. Ask the children to memorise all seven helpers before the next session.


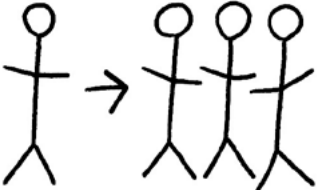
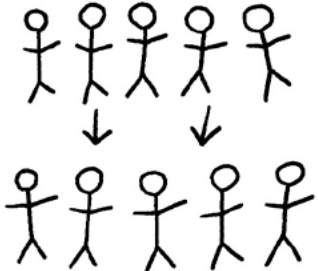
Define our Quests

1. Start the session by speaking out the seven helpers together.
2. Discuss with the children (in small groups first and/or in the whole group)
 - What are some ways to promote wellbeing amongst our friends and in our family?
 - Why do you think these ideas will work well?
 - What harms our wellbeing and how can we prevent the harms before they happen?

For example, in a meeting conducted with children, the children collectively admonished the adults saying, 'Throw away your sticks! Help us understand how to sort out problems using words not fists!' This was after one of the children in the group had said that his father had been murdered and he was upset at the violence in the community and at his school. They beat children as one of the punishments. And this was a religious school! The children publicly shamed the adults, and they revised their approach and banned beating as a result.

3. Ask the children, 'What can we all do to improve wellbeing amongst our friends and in our family?' In the whole group – make a list of practical actions.
4. Ask the children to draw the Action Plan chart in their notebooks and then alone, in pairs or in groups, fill in ideas on the right-hand side. These will become our individual and our group Quests.
 - What actions can they do alone for themselves?
 - What actions can they do alone for others?
 - What can we, as a group, do for others?

ACTION PLAN

	<p>I use the seven SuperBetter helpers to boost my feeling of wellbeing. I repeat the words that describe the seven SuperBetter helpers to myself at the start and the end of each day to remind myself what I can do to help myself. I recruit allies to help me when I feel I need support.</p>
	<p>I learn, discuss, and share wellbeing messages with my friends and other children. I share ideas on how to boost wellbeing with people in my family. I make a weekly diary showing what I have learned and shared about wellbeing. I share the idea of the seven helpers with others and collect new ideas.</p>
	<p>We make a dance, song, or drama about the seven SuperBetter helpers and share the ideas with others. We make a poster explaining what wellbeing means to us and display it in the local clinic and at the school.</p>

Calling upon our Power Ups, our Allies and Our Heroic Identities, and Battling our Bad Guys



Power Ups	Allies
Heroic Identities	Bad Guys

Explain, 'Work in pairs or threes. Copy this simple version of the table into your notebook and then fill it in. You can draw OR write your ideas, or both!'

Here's what the group work might look like, but let the children bring their own ideas.





Power Ups	Allies
<p>If I am telling myself, I cannot do my action step, then I will look at something in nature and assure myself that I can do it.</p> <p>I will drink enough water and have enough sleep to give myself energy.</p>	<p>My older brother (or other family member) is always on my side. I will explain my malaria action plan to him and ask him for advice.</p>
Bad Guys	Heroic Identities
<p>I love Superman. I know Superman can defeat the harm that the mosquito brings to our community. When I am feeling afraid, I will remember that I can be like Superman.</p>	<p>I have never liked to speak up so I will have to have courage to speak to other people to share the malaria messages and do the activities with my friends and family.</p>

Taking Action!

The children make a plan and then choose the action steps they want to do in the coming week(s). You may want to check what the children are planning to do both alone and together.

Reporting on our Results and Reflecting on our Action

After a week or more:

1. Gather the children together, divide them into groups of 3-5 and ask each group to share what they managed to achieve. Explain that if they managed to 'Battle a Bad Guy' but failed in doing a practical action with or for others, then that too is success.
2. Make a note of the actions the children took and the results that they achieved. There is a monitoring form at the end of this section that might help, remember it can be adapted too.
3. Celebrate what was achieved!
4. Reflect together upon:
 -  What worked well and why?
 -  What can be improved?
 -  What next?
 -  A new topic or more actions on this topic?

- ✎ *Always be kind to one another.*
- ✎ *Help someone if you are in a position of helping.*
- ✎ *Always listen with an intention to heal not just to respond.*

We also talked about what harms our wellbeing:

- ✎ *hate speech from the adults.*
- ✎ *family fights and beatings.*
- ✎ *not having enough food at home.*

This session was amazing.

We reached 25 children, and they reached a further 25 with the messages. These children reached over 50 family members.

They topic taught the children and their families about the importance of wellbeing and how they can best take very good care of themselves.

We should advocate for the integration of the SuperBetter curriculum into the Ministry of Education main curriculum.

End Note

By the time you have finished the programme, both the educators and the children, should have a good grasp on how to use the SuperBetter Approach for almost any purpose.

It could be to promote inclusion in the school, to address a health topic like hygiene or immunisation or to further boost wellbeing. This is an approach, and these are activities that can be used over and over again.

At Children for Health, we will **always** be interested in hearing how you are using the toolkit, so do let us know:

clare@childrenforhealth.org



Tools to Monitor SuperBetter

Checklist on our Action Plan

1.	Have you managed to do any activities yourself that can promote (insert health topic) ? Y/N and put number out of total in the box e.g. 4/7	
2.	How many children shared the health topic messages with friends and family at home? (Write the number)	
3.	How many friends and family know the messages? (Write the number)	
4.	What difference do you think our activities have made already?	
5.	What felt difficult and what can we do to make this easier?	
6.	How can we improve our activities in the future?	
7.	How can we keep this going? What will we do next?	

A 'Rainbow Stick' to Track Children's Learning

When a child learns and shares a health message and returns with a story about how they shared that message, their teacher (or another adult) rewards the child with coloured ribbons (or a strip of coloured fabric) to tie to their 'Rainbow Stick'.

Children for Health has developed 10 messages for 10 different health topics. So, every child can leave primary school holding their Rainbow Stick with 100 coloured 'ribbons' tied to it, showing everyone that they know their 100 health messages. For more visit www.childrenforhealth.org/RainbowStick

You can add to, change, adapt, translate, or simplify our health messages, but please check with experts that your new or revised messages are accurate.



Visit the Children for Health website to find free posters, storybooks, and teaching guides.

www.childrenforhealth.org

References

1. John T Cacioppo, Joseph R Preister and Gary Berstson, "Rudimentary Determinants of Attitudes: Arm Flexion and Extension Have Differential Effects on Attitudes." *Journal of Personality and Social Psychology* 65, no 1 (1993): 5
2. The mood meter is based on ideas from Yale University. It is a very rich tool. More information can be found here <https://moodmeterapp.com>
3. Thomas Gordon developed the concept of an "I statement" in the 1960s and contrasted these statements to "you statements", which shift blame and attributions to the listener.
4. Adapted from a version of the tool developed by Elizabeth McLeod M.Ed. & Janice Toben M.Ed. Copyright 2017 The Institute for Social and Emotional Learning.



Children for Health promotes child-focused health education around the world. We work in partnership with programmes and people. All our partners want the same thing – to involve and support children as ambassadors and communicators of essential health messages with their friends and in their families and communities.

This is based on two key insights:

1. That children in many communities, in most countries in the world, play a vital role looking after their siblings and friends; and
2. That providing health information to these children in a relevant, fun and compelling way delivers immediate and lasting benefits in disease prevention and treatment in their communities.

Alongside our partners, Children for Health researches, develops, promotes and distributes health education materials for children and their educators. For more about us, free educational materials, or for information about joining us in partnerships visit our website:

www.ChildrenForHealth.org

