

Shooting Stars



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Acknowledgements

Worldreader and Children for Health would like to thank Candace Bentil, Kezia Agbenyega and Faith for their insights and collaboration in the development of this story.

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Published by Worldreader and Children For Health in 2020 with the support of Lisa Brummel and Celeste Keaton as part of the Women in Sports Collection, which aims to promote gender equality and encourage girls everywhere to gain strength through sports.

ISBN 978-1-911480-45-7

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Chapter 1

'Let's play a game of volleyball at school tomorrow,' said Sara to her friends Miggy, Amad and Esme.

'Good idea,' said Sara. 'I love playing volleyball.'

'The four of us have always had fun playing games together. See you in the playground for our volleyball match tomorrow.'

That evening Esme and Sara went out to practise their volleyball skills.

They tied a string between two trees and practised hitting the ball over it, seeing how many times they could hit it back and forth before it fell to the ground. Although Esme only had one hand, she was really good at volleyball. She held her wrists together to hit the ball upwards and had also developed a strong smash down over the net using her right hand.



'Fifteen,' cried Esme. 'We kept the ball up fifteen times. We are getting good at this. I love volleyball.'

'Yes, it's fun,' said Sarah, wiping the sweat from her face.

But some of the older girls nearby were laughing at them.

'Yuk, look how sweaty you are,' said one of the girls. 'Don't you know girls don't play sports like the boys?'

'Yes we do,' said Esme crossly. 'Of course girls can play sport.'

'But sport is so boring,' said another girl. 'And we don't have time to play anyway. We have too many jobs to do at home. You should give up this trying to play volleyball like the boys, Sara.'

'I'm never giving up volleyball,' Sara said.

Esme and Sara walked back home, carrying their ball.

'What a shame those girls don't know how much fun sport is,' said Esme.

'Yes, and we will never let anyone stop us playing,' said Sara.

Esme and Sara love playing volleyball with Amad and Miggy. But when the girls are practising their volleyball skills the other girls laugh at them for playing sport.

The next day, when lessons were over, the two girls ran outside to the playground to join the boys for their volleyball game. But Amad and Miggy were looking sad and embarrassed. They had bad news.

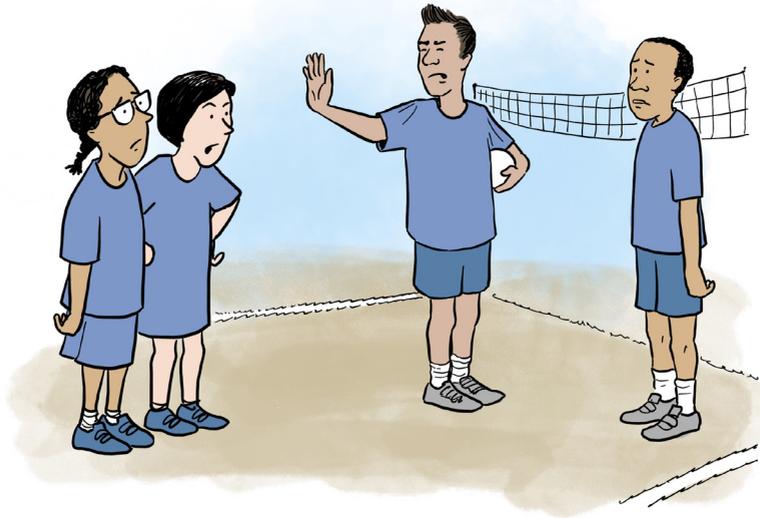
'I'm sorry, Esme and Sara, but the other boys say girls can't play anymore. The boys are starting to practise for the school volleyball tournament.'

'But that is not fair,' said Sara. 'We have always played games together.'

'I know,' said Miggy. 'And you are as good as me at volleyball, Sara. But the other boys say you can't. What can we do?'

'Perhaps we should refuse to play if you girls are not allowed to play,' said Amad.

'Don't do that,' said Sara. 'You need to keep fit if you are going to get a sports scholarship,



Amad. No one in the school is as good at football as you. You would be so unhappy if you did not play.'

'But you will be unhappy too not playing volleyball.'

'Hey,' shouted one of the boys. 'Come on, Amad and Miggy. Tell those girls they can't play with us any more.'

'It's not fair,' Sara shouted back.

But the boy shrugged.

'There's no point in arguing about it because that's just how it is,' he said. 'There's no girls' volleyball team at our school, and no girls' school volleyball league so you don't need to practise.'

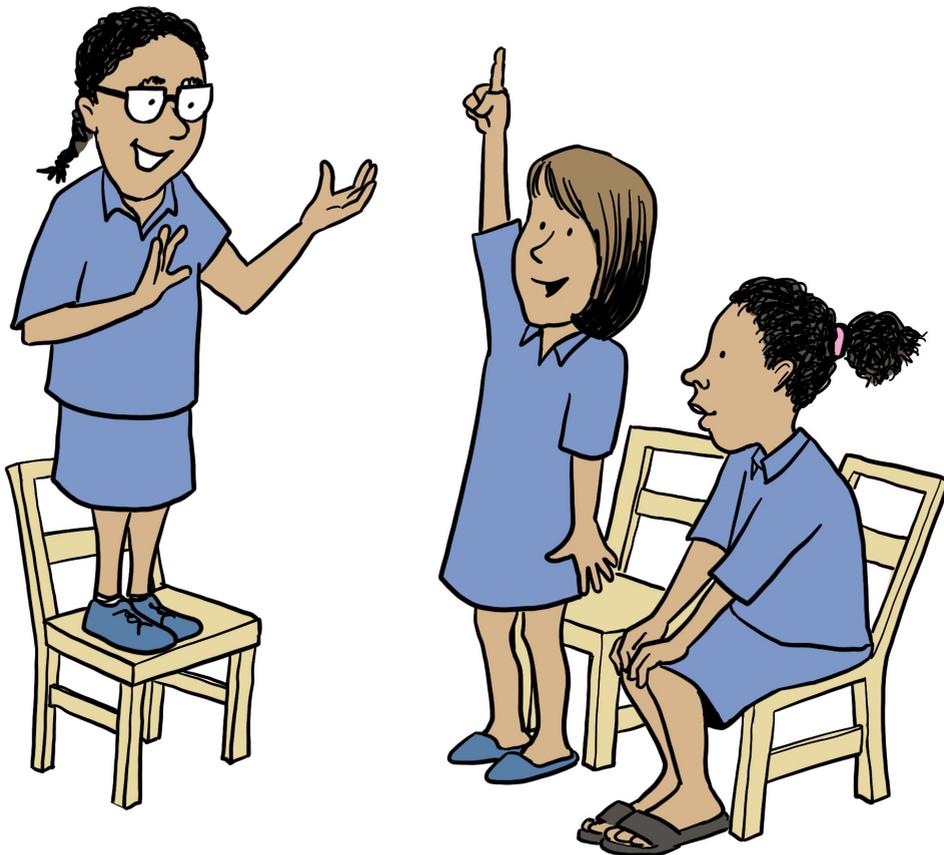
Sara and Esme want to play volleyball, but the boys say that girls can't play with them because the school team is only for boys.

Chapter 2

Sara and Esme found other games they could play in the playground with the other girls to keep fit such as skipping games and ampe . It was fun but it still wasn't as much fun as playing volleyball. Sara and Esme kept practising together in the village, even when the other girls came and laughed at them.

'You should come and help us get the cheerleading song ready,' one of the girls said. 'That is what we girls join in with at the school sports tournament. We need to have the best song and the best dance to encourage the boys to win.'

It was fun helping to prepare the cheerleading dance for the volleyball tournament. Lots of girls joined in with preparing the dance. They made up songs to encourage their team. All the girls spent a long time styling their hair and getting ready.



Sara was bored and cross having to spend so much time getting her hair styled. She still wanted to play with the team.

'I know how you feel,' said one of the girls. 'I love volleyball too. But there is no way we can be on the team.'

'I have an idea,' said Esme. 'Why don't we ask around to see if we can make our own team? A girls' team!'

'But I don't think we could get enough girls to join in.'

'Well you would join, wouldn't you?'

'Yes.' replied the girl.'

'And there's Sara and there's me, so that's three already.'

When the girls finished their dance practice, Sara stood on a chair and called out, 'We are going to start a girls' volleyball team. Who wants to join us? We need two teams of six players.'

'Not me,' said one of the older girls who had laughed at Esme and Sara. But the girl next to her put her hand up. Her friends stared at her, but she kept her hand in the air. Then another girl put her hand up. And another. And another.

'We'll join,' they called out, one by one.

'Thank you,' said Esme. 'That's eight of us now! We are going to show the boys how to play volleyball. Let's meet at the school playground after school tomorrow to practise.'

'But eight people is only enough for two teams of four,' said Sara as they walked home. It's not enough to play proper volleyball. We need two more players at least.'

'It's a start. When the other girls see that we can do it and see how much fun we are having we will have plenty of girls wanting to join in.'

Esme and Sara are bored with just joining in the cheerleading for the volleyball game. They decide to start a girls' volleyball team.

Chapter 3

The next day Sara put the ball that she and Esme played with in her school bag. At breakfast she told her mother about her plan to start a volleyball team for girls.

'I'm proud of you,' said her mother. 'I will ask your brothers and sisters to help do your chores after school. Then you can stay on for your first practice - so long as you are not late for supper.'

'Thanks, mum. And you know I am never late for supper.'

As soon as school ended Sara and Esme went to the school playground. The other six girls



were waiting for them. Sara showed the girls how to hit the ball up with both hands together, and how to knock it over the net by jumping high and reaching up to hit it with one hand. The girls lined up to take it in turns to practise hitting the ball as high as they could and smashing it over the net.

'These girls have a lot of talent,' said Esme to Sara.

'Yes, if we keep practising we could have a great team.'

Then some boys came out into the playground carrying a volleyball.

'Hey! We need to practise now. Don't you know that we use the school playground to practise our volleyball every evening,' the tallest boy said. He was the team captain.

'What! You need to use the playground after school every day? It's not fair. The girls need to play here too sometimes.'

'But girls are not in the school volleyball team. We have to practise for the inter-schools tournament. It is not important for you to practice. You are just playing about. You can find somewhere else.'

He blew his whistle and the boys started to play a game. The girls had to stand back at the side of the pitch.

The girls looked everywhere for a good place to play team volleyball, but they could not find one. They tried playing in a field but the ground was too rough and the girls hurt their feet on stones.

'I hate to have to tell you this,' Sara said to the girls, 'but I think we are going to have to give up.'

The other girls were sad because they had been having so much fun playing.

The boys will not give the girls any time to practise volleyball in the school playground. The girls cannot find anywhere to practise so they have to give up.

Chapter 4

That evening Esme was looking at the news on her phone. She noticed a photograph of a woman playing volleyball. She clicked on it to read the article. Then she ran to Sara's house.

'Esme, what is the rush?' said Sara.



'Look what I have found.' She showed her the picture. 'This is Camille Oboya. She is the national champion for women's volleyball. She plays volleyball for our country. I am going to send her an email and tell her that we want to play volleyball and ask her advice.'

'I expect she is too busy. I don't think she will answer you,' said Sara.

But a few days later, Esme got an email back. It was from Camille. Esme read it and began to jump up and down.

'Who is this writing you emails, Esme?' asked her mother, looking at the phone over her shoulder.

'Camille Oboya is going to come and visit my school. She thinks a girls' volleyball team is a good idea. She wants to help more girls to get involved in sport.'

When Esme and Sara got to school the headmistress called them to her office. 'Are we in trouble?' Sara whispered to Esme.

'Today,' said the headmistress, 'I got an email from a Miss Camille Oboya saying you girls want to play more sport in school.'

'I am sorry,' said Esme. 'I wrote to her.'

'I am not cross, Esme. I am glad that you wrote to her. I have always found it difficult to persuade the girls to do more sport. This will be helpful. Camille is going to come to our school and talk to the children about girls playing more sport.'

'Really? Said Esme. 'Camille is coming here?'

'Yes. Well done, Esme. Then we will see if we can get more girls playing sports.'

Esme sees a picture of Camille, the female national volleyball champion, and asks her to come to the school to talk to the children.

Chapter 5

Esme, Sara and the other girls who wanted to play volleyball could not wait for Camille's visit. At last Camille arrived. She was friendly and fun and brought some of her team players with her. The whole school watched Camille and her teammates play a friendly match in the school playground, cheering and clapping the girls as they played. The boys were impressed with their skills.

'Wow! I didn't know girls could play so well,' said one of the boys who had stopped the girls playing volleyball in the school playground. 'It is a shame the girls here don't have their own team.'

'Exactly,' said Miggy and Amad.

After the match, Camille gave a talk, encouraging the girls to play sports and become active.

'I know it can be difficult to begin with,' she said. 'You might feel self-conscious when you play if people are watching you. Sometimes people might even make fun of girls who play volleyball or football. But that is their problem not yours. You must be strong and take no notice. Now who would like to join the school's new volley ball team, a volleyball team for the girls?'

Lots of girls put up their hands.

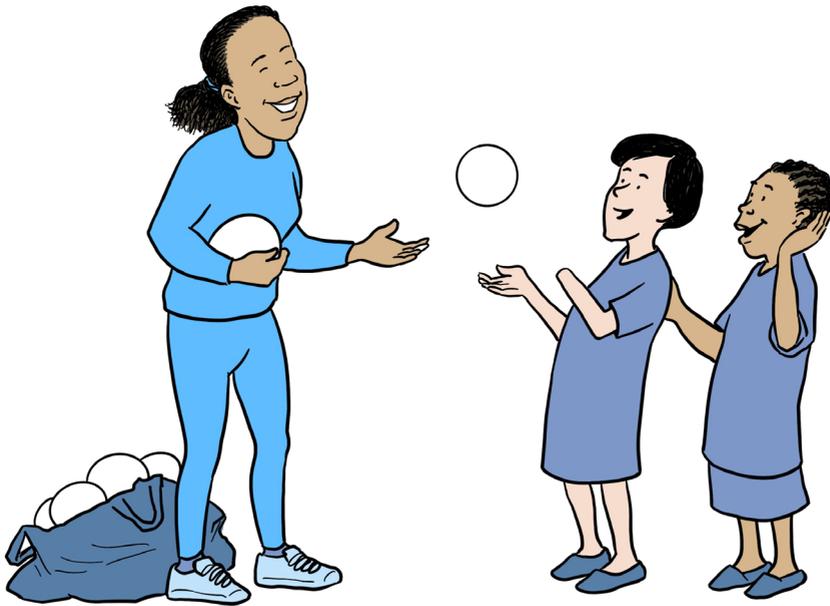
'That is very good,' Camilla said. 'Sport not only makes you fit, but it teaches you many things. When I began to play volleyball, I had to be determined to keep going because there were challenges as a girl in sport. It was not easy. But it taught me an important lesson as a woman. I realised that if I was determined and worked hard and planned ahead, then I could change other things in my life too. I decided that I wanted to study at university to be a sports coach one day. And I am happy to tell you that next year I am going to university with a sports scholarship to study for a career in sports. Besides becoming an athlete, there are many good jobs that you can train for in sports such as becoming a sports manager, a sports psychologist or journalist. But above all, playing in a team has shown me I can make plans and change things. It has also taught me that I can be a leader. We need more women leaders in all areas of life so that we can make life better for women and for all people in our country. So I hope that one day I will come back to your school and that you will not only have a girls' volleyball team, but that you will be making plans for your lives knowing that women can shape their own future, and that women can also help change the world.'

All the girls clapped loudly.

'I am going to do my hair just like Camille,' said one of the older girls who had laughed at Esme and Sara playing sport.

'I'm going to start playing volleyball,' said her friend.

'And now,' said Camille 'my team is going to give you some new balls ready for you to start practising.'



Later, Camille talked to all the school, encouraging everyone to play sport, both boys and girls.

'Everyone needs to keep fit and have fun playing sport. You need great teams for girls as well as for boys. Boys, you must do your part and share the school playground practice sessions with the girls. Sport is for everyone.'

'Thank you so much for coming to talk to us,' said Esme later. 'Now we have lots of girls who want to play.'

'I am so happy it helped,' said Camille. 'But you must realise it takes time to change things and it takes many battles. Do not give up. People have their old habits and do not like to change them. Your headmistress and the teachers want the girls to play more sport but everyone will have to change their ideas. You will need to talk to the boys so that they understand and help you by giving you a space to play after school and respecting what you do. You may need to talk with your parents so that you have enough time to practice and get your brothers to help

with the chores at home more often. Some of your parents may worry that you are spending too much time on sport and neglecting your schoolwork so you will need to show them that you can do both. It will be worth it. Some of you may even get a sports scholarship one day to do further education. But what I can promise you is that playing sport will make you feel fit and happy.'

'I hope you can come back one day and see our team in action,' said Sara.

'I certainly will,' said Camille. 'We have to go now but here is my phone number. If you have problems you can ask me for advice any time.'

The girls waved goodbye as Camille and her teammates drove away.

When Sara counted the girls who wanted to play volleyball she realised that they had enough for four teams.

'I am so excited,' said Esme. 'Nothing is going to stop us having a girls' volleyball team.'

Camille visits the school. Everyone is impressed by her skills and she encourages the girls to keep going. She says sport can develop personal skills and open the door to good sports careers. Esme finds she now has enough girls to make teams to play volleyball.

Chapter 6

The headmistress talked to the sports teacher who coached the boys' volleyball team. He began to coach the girls' volleyball team every week. The girls negotiated with the boys and drew up a timetable to share the playground so that the girls could get enough practice before or after school, just like the boys. Everything was going very well.

The headmistress said she had found other schools with a girls' volleyball team and she arranged for a friendly match with another school.

'Now we must really practise hard,' said Sara. 'This is our chance to show how good we girls can be at sport.'

But every time they had a practice, some of the girls were missing.

'What is the matter with you" said Esme to the girls one day as they gathered in the playground. 'Why do so many of you not turn up sometimes?'

'Can I say something embarrassing?' said one of the girls.

'Of course.'

'Some of the girls have started to menstruate. They do not want to talk about it, but people think that girls cannot play sport when they menstruate so they do not come.'

'Some of the girls get pains in their chest because their bras are uncomfortable. Some have stopped coming because of that.'

'Perhaps girls are not meant to play sport,' said one of the girls.

'Of course, girls play sport,' said another girl. 'Look at all the Olympic medal winners who are girls.'

'We need some advice from Camille,' Said Esme. 'I do not have these issues yet, but we will all eventually. I will call Camille.'

Esme spoke to Camille on the phone.

'I will send someone to talk with the girls,' said Camille. 'I am away playing volleyball in another country with my team, but I will send you one of my other team mates who lives

nearby to talk with you.'



Camille's friend Amy reassured the girls that it was fine to play sport when they were menstruating. She talked about the sort of sanitary protection that the sports players used to help them feel comfortable and safe. She said their team members never missed playing sport because of the time of the month. She said she would talk to the headmistress about finding a sponsor to help the girls have plenty of supplies.

Then Amy showed the girls what sort of bra to look for to stay comfortable, with wide shoulder straps, no painful wires and a good fit. She even went down to the market with some of the girls to look for bras that would fit well for sports.

'Did you know that there are many people who want to help girls play sport more? I can suggest some charities or companies that you girls can write to. Perhaps they will sponsor you to buy things like sports shoes or trainers.'

'That would be wonderful,' said Esme.

The girls begin to play volleyball in school, and everyone supports them. Some girls drop out because of menstruation or other problems, but Camille's friend Amy gives them advice about the right bras, shoes and protection and all the girls now carry on playing.

Chapter 7

The girls played volleyball regularly and their skills got better and better. They had lots of girls playing across the school now. They could set up matches and have tournaments. The sports teacher helped find other schools so that the girls could have interschool tournaments. The boys and girls from their school would clap and cheer and even dance for their girls' volleyball team.

Camille has given Esme, Sara and the other girls courage to negotiate with their parents so that the girls could have enough time to practice in the schoolyard and be free from chores – if the boys shared the tasks at home.

'But remember,' said Sara. 'Even though we are very busy with so much volleyball training, we have to do all our homework. We don't want to be banned from playing by the school because we have to catch up with our work.'

'But I hate doing schoolwork,' said Martha. Martha often forgot her homework or was in trouble because she did not work very hard.

'Martha, you are one of our best players. If you are not careful you might get pulled from the team because you have to catch up with your work. Please try and work harder in lessons and listen more carefully.'



'I suppose so,' she said sulkily.

For the next few weeks, everyone was surprised when Martha began to work hard in lessons and complete all her homework well. And no one was more surprised than Martha when she began to enjoy her school lessons.

'I am beginning to do well and get good grades,' she said. 'The teacher says that if I keep working like this, maybe I could go do further education one day, or get a sports scholarship for my volleyball and academic skills.'

Martha, one of their best players, begins to work better in class so that she is not taken off the team to do extra work, and she finds that she can do very well in class and hopes to go to college with a sports scholarship.

Chapter 8

More and more of the nearby schools began to have a girls' volleyball team. At the end of the school year all the schools organised a volleyball tournament for both boys teams and for girls teams. Esme and Sara's team won the girls' tournament.



'We did not win the boys' tournament this year,' said Amad and Miggy, 'but our school has done really well.'

At the school dance at the end of the year, the girls' team had a surprise. They had prepared a new dance with some new dance moves to show that girls didn't just have to dance and have beautiful hair, they could be many things, mothers, doctors, teachers, scientists and sportswomen.

After the tournament the four friends and their other friends went down to the river to swim and to listen to music.

'Hey Sara, it's your birthday today,' said Amad.

'What shall we do to celebrate?'

'You know what I would really like? I would like us to all play a game of volleyball together. It's great to have friends to play games with, and everyone can join in.'



The girls' team win the new girls inter-school volleyball tournament and dance to celebrate. They have a fun game playing volleyball with boys and girls together.

Shooting Stars Activities Section

Shooting Stars is a story book for girls and boys aged 10-14 depending on their reading ability. They can read it to younger children using *the red sentences at the bottom of the chapters* plus using the pictures. The focus of the book is about creating a school and community environment where the children and in particular girls starting puberty, feel happy to learn, play, practise and compete in sports.

Ideas for Using the Story Book

1. Ask the children to look at three of the pictures. Ask them to guess what the story is about. There is not a 'right answer' - this activity helps to develop curiosity.
2. Read the story with the children.
3. Ask the children to read the story to each other or retell the story chapter by chapter.
4. Divide the children into groups. Each group can read, retell or act out their chapter and think about what they learned or like about that chapter.

Add your own ideas!

Ten Comprehension Questions

1. Who laughed at Esme and Sara for playing volleyball?
2. What sort of team does Esme decide to start?
3. Why can't the girls practise in the school playground?
4. What do Amad and Miggy feel when they find out that that the boys won't let the girls play volleyball?
5. Why does Esme ask Camille to come to the school?
6. What do the children think about Camille?
7. How does playing sport help Camille?
8. What does Camille encourage the girls to do?
9. Why does Martha start to enjoy her lessons?
10. Does the new girls volleyball team change the minds of the other girls in school? What do the children celebrate at the dance?

Response to the story questions

1. Did you like the story?
2. Which bit did you like best? Why?
3. Do the pictures help to tell the story? How?

Add other questions...

Reading between the lines questions

1. What makes the girls stop playing volleyball? What is their biggest problem?
2. Why is Sara cross about joining in the cheerleading dance at the start of the book?
3. Why does Esme contact Camille?
4. How does Camille help change the children's minds about girls playing volleyball?
5. Why does Camille also talk to the boys?
6. Why does the mother make all the children, boys and girls, share the chores at home?
7. How does it help girls if they play sport?

Add other questions...

'Suppose you were' questions

1. Suppose you were Esme. What would you say to the girls who laughed at her when she and Sara were playing sport?
2. Suppose you were Amad or Miggy. What would you say to the boys who would not let the girls play sport in the school playground?
3. Suppose you were Camille. What would you say to the children at school about why it is important that all children have the chance to play sport?

Add other questions...

Linking the story to real life questions

1. Do you think it is important for both girls and boys to be able to play sport? Why? Does it have to be team sports or other activities?
2. What happens if girls have no opportunity to play sport?
3. What practical obstacles do girls have when they want to play sport?
4. Where can girls get help if they want to play sport?
5. What ideas stop people accepting that girls can play sport?
6. What skills can girls learn such as planning, organising and growing in confidence when they set up sports teams? How can playing sports help in later life and careers?
7. Where can girls get help with practical issues like correct sports bras, shoes and sanitary equipment?
8. Do you play sport at school? How can you involve more girls in playing sport at school, including girls who do not like team sports?

Add other questions...

Other Activities

Magic Carpet Thinking

Ask children, If you could get onto a rocket ship or onto a magic flying carpet and travel to a new planet or to a new land children could play all the fun sports that they wanted, what would they be playing?

Survey on fun physical activity

Children can conduct a survey on fun physical activity with their friends. Here are some questions which they can ask. (Fun physical activity means doing sports, playing games, yoga, fitness classes, dance, cycling, walking or swimming for more than 20 minutes).

1. List any physical activities that you do each day to help the family and/or to get to school. For example: farming, walking to the farm, housework, cleaning the compound, the classroom, walking to school or to fetch water are all physical activities.*
2. Think about how long you take on each of these physical activities and add them up, so you have a 'daily total'. For example, Farming = 1 hour, Walking to school and back = 30 minutes, Cleaning = 30 minutes = Total of 2 hours physical activity.
3. Circle which activity you like doing best:
 - a. Reading
 - b. Football
 - c. Swimming
 - d. Watching TV
 - e. Other (please write what fun physical activity you prefer to do)
4. What is your favourite fun physical activity?
5. Which activities make your heart beat very fast?
6. What activity did you do before and after school today?
7. How often do you do fun physical activities for more than 20 minutes, when you are not in school?
 - a. Once a week
 - b. Once a month
 - c. Rarely
 - d. More than twice a week
8. Do you and other members of your family do fun physical activities together for more than 20 minutes?
9. If you could be in the Olympics what activity would you want to win a gold medal in?

*IMPORTANT NOTE: Some children undertake a lot of physical activity as part of their daily life – helping the family and getting to and from school. If they increase their physical activity through sports and games, it's important to tell the parents as their children need extra food to ensure they have enough energy for the extra sport and that they grow well.

Jobs in sport

1. In pairs or threes read through this list of jobs in sport:

- Sports teacher (PE teacher)
- Sports coach
- Sports referee
- Personal trainer
- Sports manager
- Sports psychologist
- Sports journalist
- Sports lawyer
- Sports nutrition and diet
- Sports PR and Marketing

2. Choose the job you most would like to have.

3. In turns tell the group which job you have chosen and why.

Fun playground games from around the world

Boys and girls from around the world play many types of games: rolling hoops, rims, tires; drumming, soccer, basketball, volleyball, jump rope, hopscotch kickball, athletics, wrestling, boxing, bicycling, playing with trucks hand made from wood, wire, tin cans and other found objects, play-dancing, masks, flying kites, go-carts, squat jumping. Here are three playground games:

1. AMPE

This is a game best played with a group of four or more. It's an active game with clapping, singing, and jumping! It almost looks like a dance. It's a game that's been passed down from generation to generation.

1. A leader is chosen and the rest of the group either stand in a semicircle or split into groups of two. The leader begins by jumping, and when she lands from her jump, she places one leg forward towards an opponent.
2. Points are earned depending on which leg (left or right) meets the opposite leg of her opponent first.
3. Everyone gets a chance to be the leader and usually the first person to reach 10 points wins!

2. Mbube, Mbube

This game is pronounced Mboo-bay Mboo-bay and is a popular game in African countries where children are helping the lion (Mbube) find and capture the impala (a Southern African buck).

Large groups of children can play, and it needs two blindfolds. Each round only takes a few minutes. The aim is to help the lion catch the impala:

1. To play this game everyone forms into a large circle.
2. Choose two players to be the lion and the impala.
3. Place a blindfold on each player and spin them around several times.
4. Staying inside the circle, the lion then moves around hunting for the impala. The impala can move around too.
5. The children who have formed the circle begin calling out to the lion, "Mbube, mbube". As the lion gets closer to the impala, the chanting gets louder and faster. However, if the lion moves away the chanting gets softer and slower.
6. If the lion doesn't catch the impala within one or two minutes, a new lion must be chosen. If the impala is caught by the lion then another child is chosen to be the impala. You might like to use a stopwatch to ensure the timing is fair.

3. Mamba

A popular game that needs no equipment. Each round takes 5-10 minutes. The aim is to be the last player caught by the snake:

1. Mark out an area for play and set boundaries. Everyone must stay within the boundaries or they are out for the remainder of that round.
2. Choose one player to be the mamba (snake).
3. The snake runs around the marked area trying to catch others. When a player is caught he becomes part of the snake's body by joining onto its tail. He joins the snake by holding onto the shoulders or waist of the player in front of him.
4. Only the first player (the snake's head) can catch other people. However, its body (the other players joined to him) can help by not allowing players to get past. Players are not allowed to pass through the snake's body.

The game continues until all the players have been caught. The winner is the last player left and becomes the head of the new snake.

It's not just about Team Sports and Games!

Healthy physical activity is not always about sports and team games. Some children do not like sport or say they 'are not good at it'. These children might like activities they can do alone or with one friend without the pressure of 'winning' anything. For example: fitness classes, Pilates or yoga. In your class or group, try to find out those who prefer individual activities to team games.

10 messages on Physical Activity

Here are 10 health messages linked to physical activity. It's important that health messages are accurate so ask a health worker if you are creating your own or adapting ours.

1. Physical activity is all about moving the body: walking, running, jumping, dancing and playing.
2. To become strong and healthy, our body needs not too much and not too little physical activity each day.
3. Physical activity develop healthy bones, muscles and joints, a healthy heart and lungs and good movement control.
4. When children increase their physical activity involve parents and community leaders as the children will need more food for energy and growth.
5. During physical activity, chemicals are released that increase happiness.
6. Boys and girls need 60 minutes of physical activity every day. The activities should last at least 10-15 minutes and the activity needs to be strong enough to increase the heart rate.
7. Schools must give all children opportunities to learn and take part in fun physical activities.
8. Not all children like team sports with the focus on winning and the pressure that goes with this.
9. Schools must make sure that children can be involved in non-competitive physical activities if they want.
10. When girls enter puberty it's important they continue to do fun physical activity. They may need support to manage menstruation and get shoes and 'sports bras' as needed.

In addition to these messages, Children for Health have created 100 short health messages for children to learn and share in ten topics including Nutrition, Malaria and HIV.

Here are some links for you to use to download them from our website.

Copy this URL <https://www.childrenforhealth.org/100MessagesEnglish> for the English version 100 Messages and Activities Booklet.

Copy this URL www.childrenforhealth.org/resources for many posters and other storybooks and resources that you can download or click for free.

The Rainbow Stick for collecting health messages

Make a Rainbow Stick to help learn, collect and remember health messages. Children love to collect; they love to learn new things and they love to share. Children can possess a Rainbow Stick of their own or they can make one in a group or as a class. They are simple and cheap to make. The Rainbow Stick can inspire and motivate each child to collect as many ribbons as they can, to help each other learn them well, and to share stories about how they shared the messages with other children and in their families. With support from their families and teachers, a Rainbow Stick enables children to record their progress and have a teaching tool to use with younger children.



Once a child or a group of children learns then shares and then tells the story about the experience of sharing a message, give them a ribbon or strip of fabric to symbolise this achievement. The colours of the fabric could be different for each of the messages or you could have one colour for each health topic. Ribbons are given to children who learn and share a message PLUS tells the story of how they shared the message.

Just as children worldwide learn their times tables until they can recite them, children can learn their 'health tables'. Children may like to make up other messages and add new topics and shades of colour to the stick. Check these messages are accurate.

Remember a message is like a DOORWAY to discussion and action!

Ask a Good Question

This is about children asking a good question that helps them understand the practical problems faced by them in their own setting. For example:

Why don't some children in our community play any sports?

What can children do to make sure their friends and other children are able to do some fun, physical activity?

Do boys play more sports than girls in our school and if so, why?

The children can collect ideas and opinions and discuss these with others at the next session. Children can discuss ways to overcome practical problems and then these ideas can be presented at community meetings. Children can help overcome practical problems with the help of adults. There might be some challenges that children cannot help with directly, but reporting the challenges to an adult can be very helpful.

Fitting a sports bra

Girls may want to wear a sports bra for comfort and support when they do physical activities. Sports bras feel a bit tighter than normal bras, but they are there to enclose and compress the breasts. Sports bras have wider straps and larger cups and can look a bit like tops. Sports bras are made for different levels of activity – low, medium, high. Low means ‘low impact’ activities – like walking. ‘High’ impact is running and most team sports like football and volleyball.

Before buying a sports bra or helping others to buy one, use a measuring tape to find out the size needed. Always try on a sports bra or if you cannot, ask the shop owner if you can buy several, try them on at home and then bring back the ones you do not want.

It’s fun for girls to do this with a friend. Also remember that the breast size changes as girls go through puberty.

How about setting up a **Swap Shop** in school or in the community? Having a **Swap Shop** for sports shoes is also a good idea.

Step 1: Rib cage measurement: Measure around your rib cage, just beneath your breasts. The tape measure should be snug, but loose enough that you can fit two fingers underneath. Round down to the nearest full inch.

Step 2: Use the table below to find your corresponding band size based on your rib cage measurement

Rib cage	Band size
25" - 27"	30
27" - 29"	32
29" - 31"	34
31" - 33"	36
33" - 35"	38
35" - 37"	40
37" - 39"	42
39" - 41"	44

Step 3: Bust measurement: Measure around the fullest part of your breast. Again, the tape measure should be snug but not so tight that it restricts breathing.

Step 4: Subtract your rib cage measurement from your bust measurement. The difference is your cup size. If you're in between sizes, round up.

Difference in cup size	Your cup size
3	AA
4	A
5	B
6	C
7	D
8	DD
9	E

Always try a few different cup sizes for fit. Cups should fit without gaps; they should feel secure but shouldn't be so tight that your breasts show over the side or the top of them.

Vote With Your Feet

- Ask the children a question with a YES or NO answer. For example:
Should girls and boys have an equal amount of time to learn and practice sport?
- Ask the children to move to one of three parts of a room. For, YES they move to one side of the room. For, NO they move to the other side. You can also give the option of moving to the end of the room to show they DON'T KNOW.
- Once the children have moved, give the children a few minutes to discuss why they moved to the position that they did and then ask one or two children why they moved to that side of the room.
- Ask the rest of the children to comment on their answer.
- When the correct answer is given or agreed (that in this case is YES), ask the children to gather in the middle again and this time move to the correct side after you have asked the question. Repeat and use as many times as you like.

Singing Stories Of Change

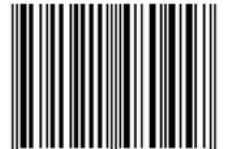
When children help their friends and siblings there are often heart-warming stories on how this happened. Some schools use story telling to find out 'what's changed' since a health education or a physical activity programme began. A good way to do this is to create a singing circle where the group forms a circle and sings or hums lightly to a tune while the storyteller goes into the middle of the circle and tells their story of change. When children start to tell these stories, write them down and/or get groups of children to turn them into a role-play or an acted-out story for others to hear and enjoy.

Story Summary

Shooting Stars is a story about girls supporting each other to participate in sports. The book was co-created with Worldreader partners in Ghana and Kenya. The book features characters from other Children for Health storybooks. A group of girls overcome their feelings of shame for wanting to play volleyball. They are helped by a professional volleyball player who inspired the girls and the school community. The girls learn that through sport they can develop their self-confidence and life skills as well as having a lot of fun together. This storybook features characters from other Children for Health storybooks. It is aimed at children aged 10-14 and is for children of this age to read to younger children. In the back of the story book there is an activity section with lots of questions and fun activities for teachers and older children to use.



ISBN 978-1-911480-45-7



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