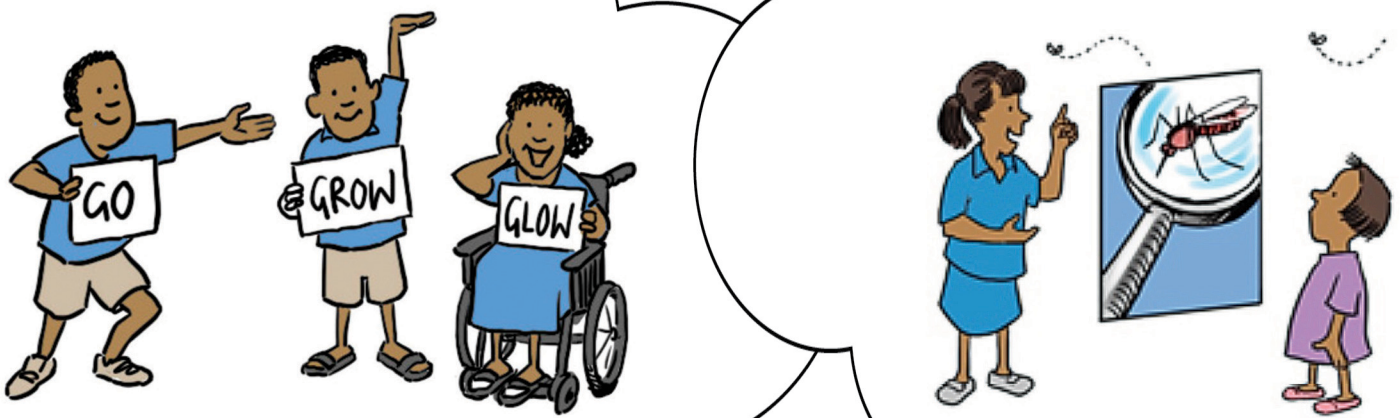


PCAANS Toolkit



Children's Participation in Learning and Action for Nutrition and Health (PCAAN)

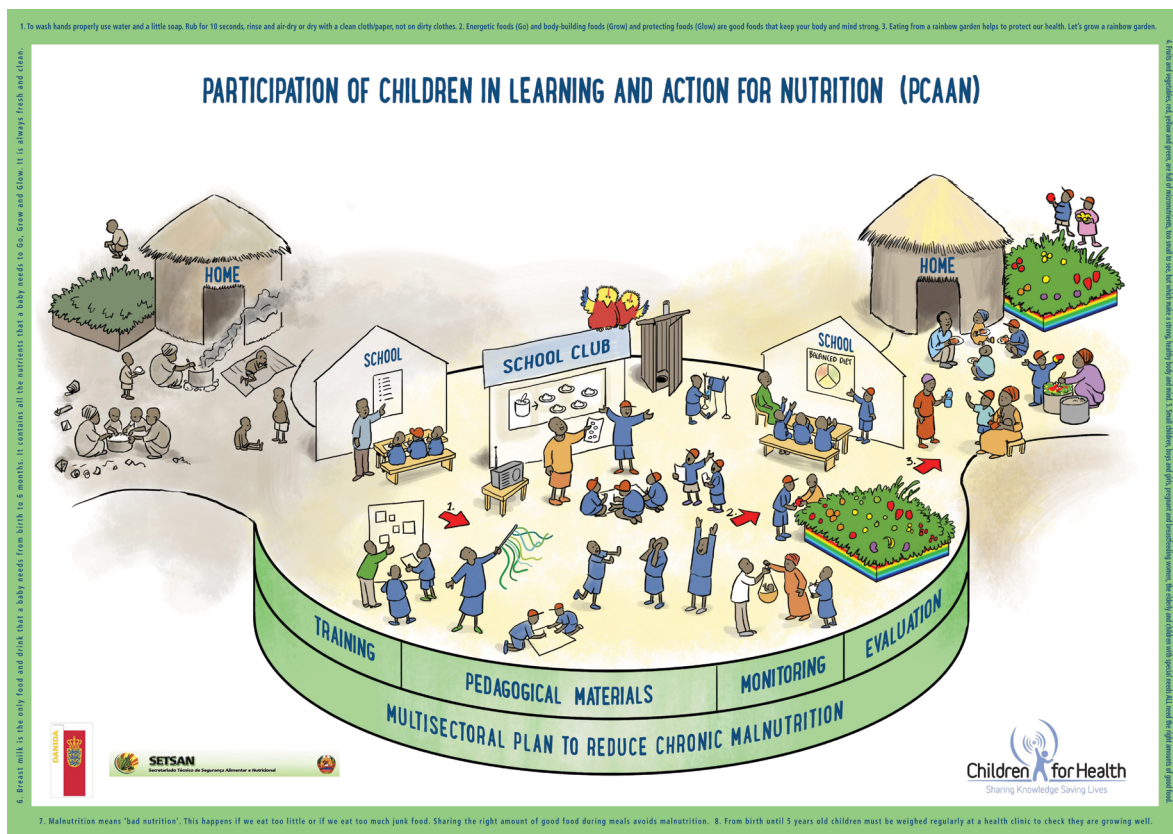
The PCAAN approach was implemented between 2014 and 2016 in 12 schools in Tsangano District, Tete Province. Funded by DANIDA and the Government of Mozambique, PCAAN was an education strategy and part of a government-led plan, The Multisectoral Action Plan for the Reduction of Chronic Malnutrition (PAMRDC).

PCAAN mobilised children 10-14 years old (grades 5-7) to understand, learn and share government approved nutrition and hygiene messages and activities with the aim of decreasing malnutrition through behaviour change communication.

The participatory approach allows children to identify opportunities and challenges and this ensures the programme is relevant to lives of the children and their families.

Children are effective nutrition and hygiene activists.

Children and teachers met on Saturdays using an extra curriculum education structure, a government approved scheme called, *Interest Circles*, and followed a 2-year scheme of work based around eight messages, co-created by the Provincial Government of Tete and the Schools. 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.



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.

After two years, the University of Zambèze, SETSAN and DANIDA evaluated the approach and concluded that it delivered success in the nutrition and hygiene education of children and their families.

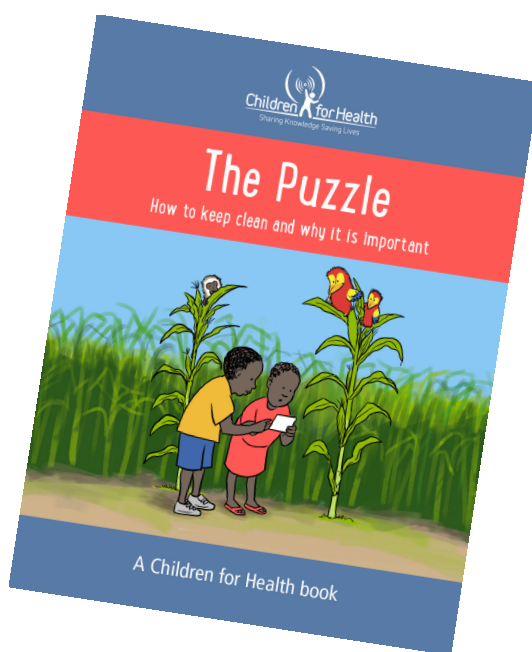
In 2017, FAO adopted the approach, adding it to a lower school, Vamos Comer Alimentos Nutritivos. This combined programme was implemented in three districts in Tete: Tsangano, Macanga and Angónia in a total of 36 schools.

The PCAAN approach has been showcased in many national and international meetings and the storybooks and poster accessed by mobile phone and used widely by teachers and children all over Mozambique and in other countries in the world.

Some doubts were expressed about the sustainability of the Saturday club system with teachers asking for overtime payments. So we explored simpler ways to mobilise more children at school within the capacity of teachers with minimal extra training.



A Children for Health book



A Children for Health book



A Children for Health book



A Children for Health book

To co-create and demonstrate a simplified approach, Clare Hanbury, CEO of Children for Health and Bibiche Sangwa, local consultant, worked for four days with 29 children aged 10-14 at the school, EPC Changara showcasing the children's capacity to quickly identify health issues of concern, learn about them, find creative ways to communicate health messages for behaviour change, and develop simple activity plans that addressed nutritional and health issues relevant to their school and community. In Changara District, children and their families are affected by malaria, malnutrition, diarrhoea and other health problems. Government technicians and administrators at every level learned how children can contribute to health and well-being.



The District Director of Education, in the presence of Education Technicians from the District and Provincial Directorate opened and attended the children's workshop.

The children learned key messages linked to three health topics using drawing and simple group activities. These were all fun and participatory, the children made records in their notebooks.

Facilitators showed the children how a plan would look to promote Balanced Diet; in groups they made a plan for Hand Washing; and by themselves the children made a plan to prevent Malaria!

In the last session, the children organised into five neighbourhood colour groups. A boy and girl were selected to jointly lead each group. They decided where and when they would meet in their neighbourhood groups for their weekly sessions and they presented their plans.

The School Director and the District Education Director were pleased and impressed by what the children had achieved in such a short time!

It was after this workshop that the original PCAAN programme became, PCAANS - Children Participation for Learning and Action in Nutrition and Health!

The School Director explained to the children all the many opportunities they will have to teach other children and together share health and nutrition messages in school, in classrooms and extra-curricular time and at their homes and the community at large. The School Director described this approach as bringing the school and community closer together and a way to involve health workers in the school, too.



The PCAANS Approach



PCAANS is an approach led by adults WITH children and involves children finding out more about health issues and taking practical action.

Schools can organise activities in a health club and can have child leaders. But **REMEMBER – HEALTH IS FOR ALL CHILDREN** – so the approach **MUST** include a way for child leaders to share the messages and the activities to reach **ALL** the children in the school and for **ALL** the children to then share the messages with others! **CLUB to SCHOOL to COMMUNITY!**

Four Steps

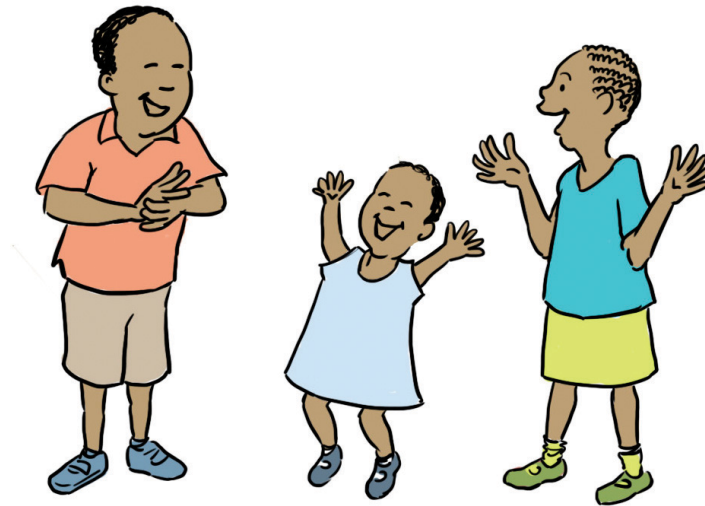
1. TEACH AND UNDERSTAND (in the classroom)

- ✎ Teachers choose and then teach one or more messages linked to a health topic.
- ✎ Teachers use simple activities, drawing and storytelling to deepen understanding of the topic.
- ✎ Teachers teach one or two simple questions to introduce the topic to their families.



2. FIND OUT MORE (in the community)

- ✎ Children discuss the topic with friends and/or family members.
- ✎ Children observe and find out more about what is happening in their own homes and community.
- ✎ Children find out more by asking others e.g., neighbours or friends.



3. PLAN AND TAKE ACTION (in the classroom and then the community)

In neighbourhood groups with a nickname (like a colour or an animal) and a boy AND a girl, as elected leaders, think about, discuss and create an action PLAN with three parts:

- ✎ What can we do alone to help ourselves?
- ✎ What can we do alone to help others?
- ✎ What can we do together to help others?



- ✎ Children spend one or more weeks - TAKING ACTION!



✎ Children meet and talk about their actions and what happened.



4. REFLECTION and RESULTS (in the classroom)

- ✎ In the classroom, the group leaders REPORT the results of the actions they took.
- ✎ The group CELEBRATES what was achieved.
- ✎ The groups REFLECTS:
 - *What worked well and why?*
 - *What can be improved?*
 - *What next?*
 - *A new topic or more actions on this topic?*

How to use the PCAANS approach in our school

Here are some questions and answers to help a headteacher and the staff decide how to bring PCAANS into the life of their school.

What is PCAANS?

PCAANS is an approach to health education developed in Tete Province, Mozambique. The approach mobilises children as messengers of good health in their families and communities. PCAANS is the acronym that stands for, The Participation of Children in Learning and Action for Nutrition and Health. PCAANS is a good strategy to connect a school with its community and to improve health. It connects learning about health with real life.



Who created PCAANS?

PCAANS was created by a team of children, teachers, families and government officials working to improve nutrition in their communities in Tete Province, specifically in Tsangano district. It was part of a nutrition programme in Tete Province that was developed over five years. Children for Health, an NGO in the UK, helped to develop the approach, train teachers, write materials and evaluate the programme. All this work began in 2011. PCAANS focused on nutrition at first and was called PCAAN, but now it focuses on other health topics too. It ties in with key messages prioritised by the Ministry of Health and topics that can be found in the primary school curriculum.

How does PCAANS work in schools?

PCAANS activities can be used by teachers in any way that the school chooses. PCAANS is an approach that can be used in lessons, in assemblies, during local curriculum time, in after-school activities and in clubs like the Interest Circles. Sometimes PCAANS starts as a way to teach health education on the timetable, but then it grows and is given more time. PCAANS is more than a subject as the children are doing a lot of activities at home too. See more about Interest Circles below.

Who is responsible for PCAANS?

The best people to be responsible for PCAANS are the school management team, particularly teachers who are teaching topics related to health education, including physical education (PE) and science education. It connects learning with the real life of the children at home. It works best when 2-3 teachers are involved so they can discuss PCAANS and help each other. PCAANS MUST be supported by the headteacher and by the parents who help the school too.

Is PCAANS for all children in our school?

Yes, PCAANS is for all children but often it is best led by children aged 10-14. Sometimes a smaller group of children learn PCAANS messages and activities first. Sometimes children in a whole year group learn the messages and activities and then spread these to younger children in the school or in the community. ALL children in the school should feel a part of the PCAANS programme. How this is done will depend on the school. The important thing to remember is that all children in the school need to be involved in PCAANS!

How is the teaching and how are the children activities monitored and supervised?

PCAANS is an approach whereby children gather in a place of learning to develop their understanding, to discuss and to plan and then to report and reflect on their actions. The strength of the approach is that the actual actions taken are planned by the children and each child might have different ways in which they share messages and ask questions at home. This activity is like a homework activity and is not supervised or monitored formally by adults. However, families should be aware that the children are involved in a project or programme as the school or community leader will raise awareness of the activities before they start. Children should never be forced to take any action, or even ask any questions in their families, if they do not want to do so.

When on the timetable are PCAANS activities scheduled?

Health education is a part of the science curriculum in all schools. Health and hygiene is also one of the themes to be considered for Interest Circle activities. So PCAANS is an approach that can be used as an integrated part of the curriculum.

Remember that over half of PCAANS activities are done by the children outside school time. Teachers or mobilisers will need to introduce topics, monitor the children's planning and actions, and then help them to reflect on the results of their actions. These activities do not need to take too much time. So, some classroom time may be needed - for example, the start or the end of the teaching day, but informal time through the Interest Circle can be used as well. As children really enjoy PCAANS it's easy to motivate them to get involved. Here are some opportunities within the education system that can be used for different PCAANS approach actions:



1. Included as part of a health-related science lesson to achieve practical activities.
2. In local curriculum time which is 20% of curriculum and often allocated a session within the school week. This is a feature of the national curriculum in Mozambique.
3. Extracurricular sessions like those linked to the Interest Circle – see below.
4. At the school gatherings for the National Anthem when health messages for the whole school can be repeated.

How can we use Interest Circles for PCAAN?

Interest Circles are a formal extra curricula structure in the schools run by the Government of Mozambique. PCAANS can fit within this structure providing health and hygiene content and activities for teachers¹.

Interest Circles are planned and managed by the school management including the headteacher who may use the following structure to map out the activities for their school and to apply for funding for the incentives described below.

Ministry Of Education And Human Development	
Planning an Interest Circle Project	
Item	
Rationale	
The Problem	
General Objective	
Specific Objectives	
Methodology	
Budget	
Timetable	
Bibliography	

Ministry Of Education And Human Development												
Sample Annual Timetable												
ACTIVITIES	J	F	M	A	M	J	J	A	S	O	N	D
Preparation of Field Work	X											
Field Work		X	X		X							
Data Analysis			X		X	X						
Preparation of Preliminary Report						X	X					
Final Report Elaboration							X	X				
Results Dissemination								X	X			

The Interest Circles are facilitated by up to six teachers to be key mobilisers.

- ✎ These teachers work with a total of 12 children selected from Grades 4 to 12 as deputy mobilisers.
- ✎ These can be supported by external community-based activists too.
- ✎ The Interest Circle is supervised by the school council and Headteacher.
- ✎ The priority topics tackled by the Interest Circles can include: Hygiene and Health, Culture, School Production, School Sport, Gender and Study.
- ✎ The priorities are chosen by the school council and school management at planning meetings.
- ✎ The teacher-mobilisers then plan school-based content and activities under the topic agreed that will reach out to all the children.
- ✎ Neither the teachers nor children are given financial remuneration, but budgets are provided for incentives like snacks, prizes, experience exchange visits, scholarships etc.
- ✎ The teachers plan activities for the Interest Circle meetings and ensure gender equity and including children with special needs.
- ✎ Suggested times for Interest Circles sessions include:
 - Saturdays/Weekends.
 - Class Meetings; and
 - Holidays.

This Toolkit guides teachers and children with simple ways to learn about health and health habits in their own lives and with their families and a simple way to create a three-part action plan with activities that make an impact in families, schools and communities. This toolkit focuses on FIVE TOPICS:

1. Nutrition
2. Hygiene
3. Immunisation
4. Malaria
5. Caring for Babies and Young Children

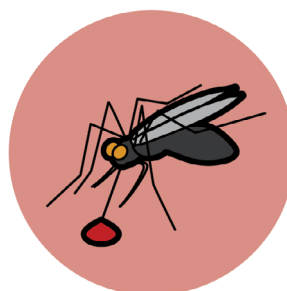


The 100 Messages Booklet

This Toolkit can be used with its sister booklet – *The 100 Health Messages for Children to Learn and Share*, available in English and Portuguese.

<https://www.childrenforhealth.org/100MessagesPortuguese>

<https://www.childrenforhealth.org/100MessagesEnglish>



The booklet includes TEN topics altogether. The PCAANS approach can be used with any topic.

The Topics

1. Nutrition

The Aim of this Topic

To make sure that all the children in our community know important relevant messages about nutrition.



1. Teachers use or adapt and then teach messages and activities to help children understand the topic.
2. Children find out more about the topic in their families and with their friends.
3. Children plan and take action in their families and community.
4. Children report on results and reflect on how to make it better!

Teach and Understand

Three Messages

- ✎ To have a balanced, healthy diet eat different food of different kinds. GO, GROW and GLOW for stronger bodies and happy minds!
- ✎ Be a breast milk champion! Breast milk is always fresh and clean and the ONLY food and drink a baby needs from birth to 6-months.
- ✎ Eat a rainbow of fruits and vegetables including leaves (red, orange, yellow and green). They contain micronutrients, too small to see, but vital for our body and mind.

Three Activities

- ✎ Children can MEMORISE the nutrition messages and SHARE the messages with many others.
- ✎ FIND OUT and RECORD: Which mothers in your community breastfeed their babies and why? How does breast milk change as a baby gets older? 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.
- ✎ Children make a food diary of what they eat every day for one week and discuss the colours that they eat. Discuss - How can we increase the colours and variety of food? Is our family food shared fairly?



Use storytelling and drama to understand nutrition habits in the family and community!



Three questions to find out more from friends and family

- 📎 What is meant by a balanced diet?
- 📎 Why do some children in our community not eat a balanced diet?
- 📎 Are all the babies we know being breastfed for six months? Why or why not?

Plan and take three types of action

These are examples only – let the children come up with their own ideas!

ACTION PLAN

	<p>My own actions</p> <p>When I am shopping, I can buy or ask to buy colourful food. I can help a mother with her chores so she can breastfeed her baby. I can resist eating 'junk' food that will not make me grow, glow or go.</p>
	<p>My actions for others</p> <p>I learn and share the nutrition messages with others. I share the nutrition activities with people in my family. I make a weekly diary showing what I eat and drink in a week.</p>
	<p>Our actions for others</p> <p>We make a dance, song or drama about the importance of a balanced diet using the words and making up actions for <i>Glow, Grow and Glow</i>. We act a drama about two mothers and their babies in the queue at a health clinic ready to have the babies weighed for growth monitoring. The babies are the same age, but one looks healthier and is breastfed, the other is smaller and is being bottle fed. The mothers begin to discuss the reasons why they breastfeed and bottle-feed. Try to bring in the importance of the first milk (the yellow thick, 'colostrum', the way breast milk changes as the baby grows to best meet their needs and the idea of 'demand and supply' - that there is enough milk for babies as long as the baby is not given other fluids). We make a poster showing all the colourful foods locally available and that either can be grown or that are within most family budgets.</p>

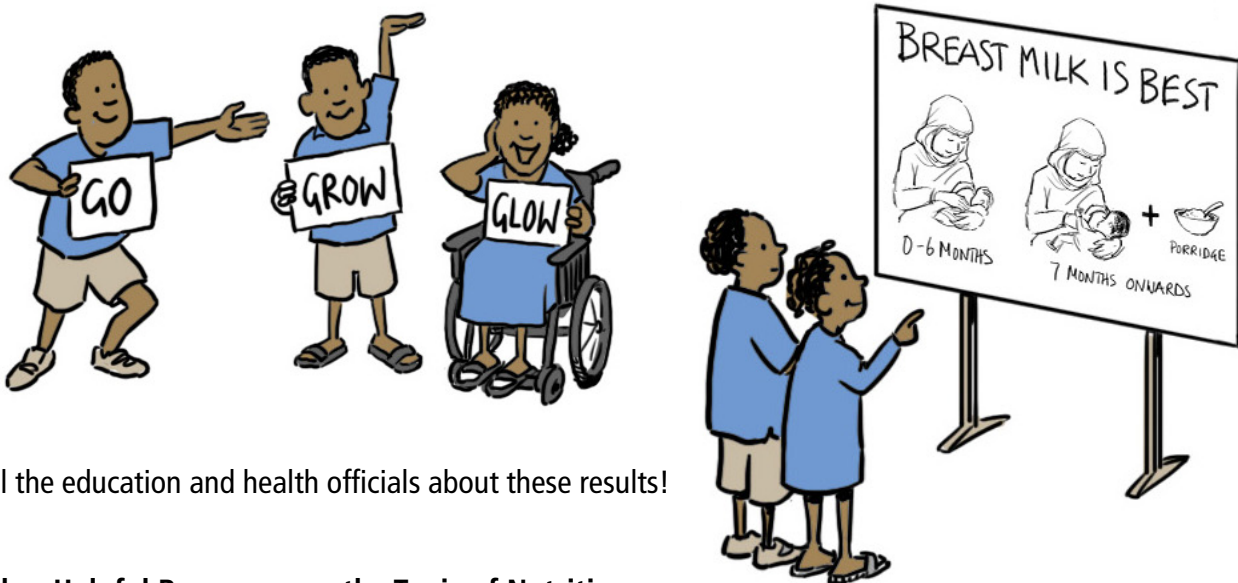
Reflection and Results

Questions for children to reflect on their actions

- ✍ How did our actions improve our own and others nutrition?
- ✍ Do more people know about the importance of breastfeeding?
- ✍ What more can we do?
- ✍ Do the people we taught the messages to remember the messages?

Examples of Results

- ✍ Children and families know which types of food help our bodies, 'Go, Glow and Grow'
- ✍ Children and their families know how and when to wean babies after six months.
- ✍ Mothers discuss breastfeeding and some say they have been influenced by the children's messages.
- ✍ Health clinics report a reduction in the number of babies and young children they see who are malnourished.
- ✍ In most/many families, the regular consumption of staple food changed from a less nutritious version to a more nutritious one.
- ✍ Families are including more fruits and vegetables in their diet; and
- ✍ Families ensure that the nutritious food is shared fairly among family members.



Tell the education and health officials about these results!

Other Helpful Resources on the Topic of Nutrition

- ✍ Download a poster on Nutrition <https://www.childrenforhealth.org/NutritionPoster>
- ✍ Download a poster on Children Taking Action for Nutrition (in English and Portuguese) <https://www.childrenforhealth.org/ChildrensActionforNutrition>
<https://www.childrenforhealth.org/ChildrensActionforNutritionPortuguese>
- ✍ The Children for Health Resources Library has storybooks about nutrition in English and Portuguese in formats suitable for download, printing and for reading on the mobile devices. <https://www.childrenforhealth.org/resources>

2. Hygiene

The Aim of this topic

To make sure that all the children in our community know how and why to adopt hygiene practices that will protect themselves and others from some diseases.

1. Teachers use or adapt and then teach messages and activities to help children understand the topic.
2. Children find out more about the topic in their families and with their friends.
3. Children plan and take action in their families and community.
4. Children report on results and reflect on how to make it better!



Teach and understand

Three Messages

- ✎ To wash hands properly use water and a little soap. Rub for 20 seconds, rinse and air-dry or dry with a clean cloth/paper, not on dirty clothes.
- ✎ Wash your hands properly before touching the T-Zone on your face (eyes, nose and mouth), as this is where germs enter the body. Avoid touching the T-Zone when you can.
- ✎ Wash your hands BEFORE preparing food, eating or giving food to babies, and AFTER peeing, pooing or cleaning a baby, or helping someone who is ill.



Three Activities

- ✎ Memorise the hygiene messages and share them with others.
- ✎ Find out and record: Do people wash their hands properly after visiting the latrine? Why? Why not?
- ✎ Draw around a hand and label each finger with one of the five critical times to wash hands properly.

Also use storytelling and drama to understand hygiene habits in the family and community!



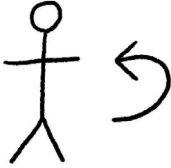
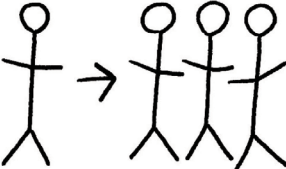
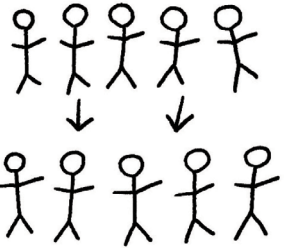
Three questions to find out more from friends and family

- ✎ How do people wash their hands after going to the latrine?
- ✎ Where are three places where you can buy soap? What are the most popular brands? How much do the different brands cost?
- ✎ Covid-19 taught us the importance of keeping our hands clean, are people continuing to do this? Why? Why not?

Plan and take three types of action

These are examples only – let the children come up with their own ideas!

ACTION PLAN

	<p>My own actions</p> <p>I can wash my hands properly with soap. I can keep my face clean and fresh. I can remember not to touch the T-zone on my face. I can remember not to touch any water I might drink with hands that are not clean.</p>
	<p>My actions for others</p> <p>I can learn and share the hygiene messages with others. I can make sure babies and young children wash their hands properly when they need to.</p>
	<p>Our actions for others</p> <p>We reduce flies by helping to keep the environment clean and free from rubbish. We act a drama about two children, one who does not care for their personal hygiene and the other one does. We see how the one who does not wash hands, whose environment is not clean, whose hands are dirty when they touch the water they drink... ends up with diarrhoea. We show others using songs and drama how to wash hands properly and that using soap is important for health.</p>



Reflection and Results

Questions for children to reflect on their actions

- ✎ How did our actions improve our own and others hygiene?
- ✎ Does our home and environment around it look clean and tidy?
- ✎ What more can we do?
- ✎ Do those we taught the messages to, remember the messages?



Examples of Results

- ✎ Other children and families in our community know how and why to wash their hands properly.
- ✎ Handwashing stations or tippy taps are seen outside latrines and they are maintained with water and soap.
- ✎ The environment inside and outside our homes is as clean and organised as we can make it.
- ✎ Children perform drama and songs about the hazards of dirty hands spreading diarrhoeal diseases.
- ✎ Those watching the drama and hearing the songs understand the messages and speak about making changes.



Tell the education and health officials about these results!

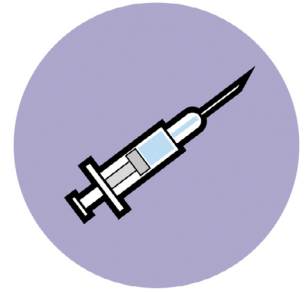
Other Helpful Resources on the Topic of Hygiene

The Children for Health resource library has free storybooks and posters for download about Hygiene and Diarrhoea in Portuguese and English and in a format for reading on mobile devices or printing.
<https://www.childrenforhealth.org/resources>

3. Immunisation

The Aim of this Topic

To make sure that all the children in our community know what immunisation is and how immunisation helps prevent diseases.



1. Teachers use or adapt and then teach messages and activities to help children understand the topic.
2. Children find out more about the topic in their families and with their friends.
3. Children plan and take action in their families and community.
4. Children report on results and reflect on how to make it better!

Teach and understand

Three Messages

- ✎ Immunisation means being protected against a disease.
- ✎ Vaccines by injection or mouth teach the body to make antibodies against a certain disease.
- ✎ To fight disease, our body produces antibodies, and these antibodies fight the germs. After the fight, antibodies remember the germs and can fight even better if the germs come into the body again.



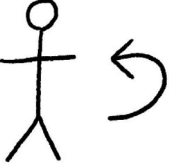
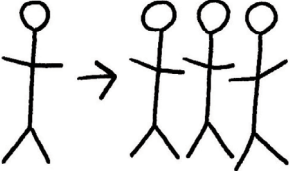
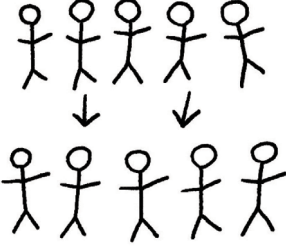
Three questions to find out more from friends and family

- ✎ Name three diseases that immunisation protects us from?
- ✎ What are the reasons people do not get immunised?
- ✎ Where and when are babies and young children in our community immunised?

Plan and take three types of action

These are examples only – let the children come up with their own ideas!

ACTION PLAN

	<p>My own actions I can learn about the diseases that immunisation protects me against.</p>
	<p>My actions for others I learn and share the immunisation messages with others. I make a special birthday card for a new baby and their mother with the schedule for their vaccinations to wish them a happy and healthy first year of life! I make a poster of one or more diseases that can be prevented by immunisation like diphtheria, measles & rubella, pertussis, tuberculosis, tetanus & polio.</p>
	<p>Our actions for others We make up a play or story about 'Aunty Body', a kind, strong protector that keeps us safe and well. We make up a story with 'Superhero Vaccinations' fighting deadly diseases to protect us. We help the health clinic and make posters for immunisation days and display them where everyone can see them. We ask a health worker to come and talk to us about immunisation.</p>

Reflection and Results

Questions for children to reflect on their action plan

- 📎 Do more people know about how immunisation works?
- 📎 Do more people bring their babies and young children to be immunised than they did before?
- 📎 Do those we taught the messages to, remember the messages?

Examples of results

- 📎 Other children and families in our community know more about immunisation and why it is important.
- 📎 More people than before bring their babies and young children to be vaccinated.
- 📎 Many people can repeat the immunisation messages and explain why immunisation is important.

Tell the education and health officials about these results!

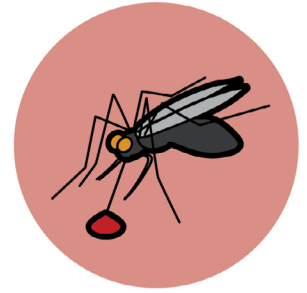
Other Helpful Resources on the Topic of Immunisation

Download a poster on Immunisation <https://www.childrenforhealth.org/ImmunisationPoster>

4. Malaria

The Aim of this topic

To make sure that all the children in our community know that mosquitoes spread malaria and that using insecticide treated bed nets is important to prevent mosquitoes biting, especially for children under-5 and pregnant women, but for others too.



Four steps

1. Teachers use or adapt and then teach messages and activities to help children understand the topic.
2. Children find out more about the topic in their families and with their friends.
3. Children plan and take action in their families and community.
4. Children report on results and reflect on how to make it better!

Teach and understand

Three Messages

- ✍ Malaria is a disease spread by the bite of an infected mosquito.
- ✍ Malaria is dangerous. It causes fever and can kill, especially children and pregnant women.
- ✍ Prevent malaria by sleeping under long lasting insecticide-treated bed nets (LLIN) that kill mosquitoes and stop them biting.

Three Activities

- ✍ Draw a bed net over a bed or mattress. Add a baby and/ or a pregnant woman on the bed (stick drawings are fine!).
- ✍ Talk about how LLINs work (they keep mosquitoes always from biting the skin which they do mostly at night (between 10pm and 2am) and insecticide treated bed nets kill mosquitoes when they touch the net).
- ✍ Discuss: how to take care of our bed net and make a list next to the picture. Checking for holes, finding out if the net is a long lasting net (4-5 years) or one that needs to be re-dipped in insecticide every 6-12 months.



Also use storytelling and drama to understand malaria prevention habits in the family and community!

Three questions to find out more from friends and family

- ✎ In what seasons are mosquitoes around in our community (sometimes this is all the time, sometimes it is seasonal)?
- ✎ What happens to someone who has malaria?
- ✎ How do we prevent or treat malaria in our community?



Reflection and Results

Questions to help children reflect

- ✎ How did our actions prevent malaria?
- ✎ Do our family and friends know the messages?
- ✎ Are people using LLINs properly?
- ✎ What more can we do?

Examples of Results

- ✎ Other children and families in our community know why it's important to use LLINs.
- ✎ More people use LLINs especially babies, young children and pregnant women.

Tell the education and health officials about these results!

Other Helpful Resources

Download a poster on Malaria <https://www.childrenforhealth.org/MalariaPoster>

5. Caring for Babies and Young Children

The Aim of this Topic

To make sure that all the children in our community know that it's important to develop the brains of babies and young children by helping them play in a more organised way.



1. Teachers use or adapt and then teach messages and activities to help children understand the topic.
2. Children find out more about the topic in their families and with their friends.
3. Children plan and take action in their families and community.
4. Children report on results and reflect on how to make it better!

Teach and understand

Three Messages

- ✎ Play games, cuddle, talk, laugh and sing with babies and young children as much as you can.
- ✎ Babies and young children copy the actions of those around them. Look after yourself, be kind when you are near them and be a good role model.
- ✎ Help prepare young children for learning at school by playing number and word games, painting and drawing. Tell them stories, sing songs and dance.

Three Activities

- ✎ Do a set of actions to become aware that babies grow more in the first years of life than later on in life.

“When we are babies our brains grow by this much!
When we are children our brains grow by this much!
When we are adults are brains grow by this much! Our
brains are always growing and changing but when we
are babies they grow and change the most!”

- ✎ Discuss what babies and young children need us to do with them to help the brain develop. Alone or in pairs, draw and write a picture to remember all the things a baby needs.

Also use storytelling and drama to understand what babies need from us in the family and community!


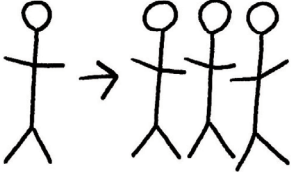
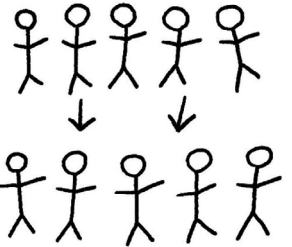
Three questions to find out more from other children and family members

- ✎ What are the most important ways to care for babies and young children to prevent them getting diseases?
- ✎ What makes babies cry and laugh?
- ✎ What is difficult about caring for their babies and young children? What helps us to get over these?

Plan and take three types of action

These are examples only – let the children come up with their own ideas!

ACTION PLAN

	<p>My own actions</p> <p>I can show love to and interest in babies. I can play sing and dance near to babies. I try to always be kind and gentle when I am near babies.</p>
	<p>My actions for others</p> <p>I can learn and share the messages on caring for babies and young children. When I am looking after a baby or young child, I can share ideas with my friends on how to play with them. I can show babies fun things to say and do.</p>
	<p>Our actions for others</p> <p>We make a song and dance about the difference between being with a baby and helping a baby learn and develop. We act a drama about two mothers. One tells the other to sing, play and laugh with babies and why this is needed. The other says she only wants to keep her baby quiet and keep it out of danger. A baby and her mother visits our class each month and we learn how they grow and how their food, sleep and other needs change.</p>

Reflection and Results

Three questions to help children reflect

- 📎 How did our actions improve the care for babies and young children?
- 📎 Do our family and friends know the messages?
- 📎 What more can we do?

Three examples of results

- 📎 Other children and families in our community know why it's important to play with babies.
- 📎 Older children are playing more with babies and young children and do so in an organised way.
- 📎 We help each other learn how to take better care of babies and young children.

Tell the education and health officials about these results!

Checklist

Teachers can use or adapt this checklist for each topic to help children monitor and reflect on their activities once they have completed working on a topic. This is the checklist for Balanced Diet.

Checklist on our action plan and how it worked Example - Balanced Diet		
1	Have you made any changes to your diet to make it more balanced? Yes/No	
2	How many shared the messages to our friends and family at home? (write the number)	
3	How many friends and family know the balanced diet message? (write the number)	
4	What differences do you think our activities have made?	
5	What felt a bit difficult and what can we do to make them easier?	
6	How can we improve our activities?	
7.	What should we do next?	

