

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS, AFRICA REGION



Anaemia Prevention Badge Award Handbook

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This is a publication of the World Association of
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Foreword

The World Association of Girl Guides and Girl Scouts (WAGGGS), is the World's largest international voluntary organisation for girls and young women. More than a million volunteers work with 10 million Girl Guides and Girl Scouts in 144 countries, with over 30 countries working towards membership.

WAGGGS' mission statement is to enable girls and young women to develop their fullest potential as responsible citizens of the world.

WAGGGS is divided in five Regions: Africa, Arab, Asia/Pacific, Europe, Western Hemisphere.

As an expert on issues affecting girls and young women, WAGGGS and its Member Organisations increasingly focus on the major health issues facing young people, including HIV and AIDS, adolescent pregnancy, nutrition, and the health of mothers and young children. For this reason this triennium (2005 - 2008) advocacy theme is Adolescent Health. In Africa, anaemia is the most common form of malnutrition among women and girls of reproductive age, (ages 15 to 49).

The Anaemia Prevention Badge Award Handbook is a great addition to the Girl Guides' quest for offering services to improve their health and that of their communities. Through the knowledge and skills acquired, the Girl Guides will reduce anaemia among themselves and in their communities.

This Anaemia Prevention Badge Award Handbook was developed by the World Association of Girl Guides and Girl Scouts, Africa Region, in partnership with the Regional Centre for Quality of Health Care (RCQHC), and the Food and Nutrition Technical Assistance (FANTA) Project at the Academy for Educational

Development (AED), with funding from USAID. It will be used to give Girl Guides the information and skills they need to reach out to their peers and women in their community in order to prevent anaemia.

In addition to this Anaemia Prevention Badge Award Handbook , the team has developed an Anaemia Prevention Workbook, filled with activities to help the girls learn about anaemia and fulfil their community outreach activities, and an Anaemia Prevention Badge Guiders' Manual to assist Guiders in teaching their patrols about Anaemia.

I believe that the information contained in this Manual will equip our Girl Guides and Girl Scouts with skills and knowledge in breaking the vicious cycle of malnutrition, especially iron deficiency anaemia.

A handwritten signature in black ink, reading "HR Kiplagat". The signature is written in a cursive style with a large initial "H" and "R".

Mrs. Honorine R. Kiplagat
The Chairman, Africa Committee
World Association of Girl Guide and Girl Scouts

Acknowledgements

I wish to recognize the contributions made by Brownies, Guides, Rangers and Guide leaders in making this handbook a reality. Several participated in the pre-test of this document and their suggestions for improving the Anaemia Prevention Badge materials were invaluable. Special thanks to Chief Commissioners; Esther Makhanya, Marie Chantal Dukuzermuremyi, Consolata Tumwesigye and the implementing teams of Swaziland, Rwanda and Uganda respectively.

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Your individual and team contributions will assist in breaking the vicious cycle of malnutrition especially iron deficiency anaemia.

A handwritten signature in black ink, reading "HR Kiplagat". The letters are cursive and connected.

Mrs. Honorine R. Kiplagat
The Chairman, Africa Committee
World Association of Girl Guide and Girl Scouts

ANAEMIA PREVENTION BADGE FOR BROWNIES AND BLUE JAYS

To earn this badge, you must show that you know and understand the **FOUR** knowledge areas in item I. You should also carry out at least **THREE** activities in item II and **TWO** activities in item III. You will do some of these activities by yourself and some with your sixers.

Item I - Knowledge Areas

Learning areas: Explain anaemia: what causes it, how it affects people; How to stop and control anaemia at home and in the community.

You **(as an individual)** should know and understand the following:

- a. **What is anaemia?** Name **three causes** of anaemia.
- b. Name **two signs and symptoms of anaemia** that a person may have.
- c. Name **three ways to help stop anaemia** in young children, adolescents/youth, and women.
- d. Name **three foods with a lot of iron** that are eaten in your community school and **three iron-helpers** (for example, foods with vitamin C) that help your body to use iron. (Foods with vitamin C should be eaten with the foods that are rich in iron to help your body use iron well).

Item II: Practical Exercise

Learning areas: Naming foods available at home and in the community that have a lot of iron or have iron added to them (fortified or enriched); Preparing meals with foods that have a lot of iron; Preventing and treating malaria and hookworm infections; What iron tablets look like and where to find them.

1. You should complete **ONE** of the following activities **as an individual**:

- a. Write down all the foods and drinks you ate or took yesterday from breakfast, break, lunch, evening break, and dinner.
 - Draw the foods and colour them
 - Identify the foods have a lot of iron or if they have a lot of vitamin C.
 - Write how many foods you ate that could help you to stop anaemia.

OR

- b. Draw **pictures** showing **two** different ways to stop malaria, **two** ways to stop hookworm infection, and **two** ways to make sure that your body has enough iron. Explain your picture to your Guider.
 - Tick the drawings that you have done in the last month
 - Put a cross on the drawings you have not done in the last month
 - Write down which ones you plan to do in the next month to help stop anaemia.

2. **Your sixer** should do **TWO** of the following:

- a. Draw and colour five foods that you can pack for a picnic or walk. Make sure the list includes foods with a lot of iron, and include a food or drink that is an iron helper (has a lot of vitamin C). Label the drawings.
 - Using meals suggested by each member, make a scrapbook of menus of meals that have a lot of iron and iron helpers that you can take on a picnic or walk. Draw and colour pictures of the food and make the book beautiful. The book should include 2 breakfasts, 2 lunches and 2 dinners.
 - For the next patrol walk or picnic, prepare some of these foods that will help prevent anaemia. As a group, share your ideas about why eating these foods is important.

AND/OR

b. Visit the market/shops with **your sixer** and make a list of **FIVE** foods that have iron added to them. These are foods that do not usually have a lot of iron, but it has been added to make the food healthier. Foods with iron added may be called iron-fortified or iron-enriched foods.

Please Note: If there are not 5 Iron fortified / enriched foods, then also include naturally Iron-rich foods in your list.

- Write the names of the **five** foods.
- Draw a picture of each of the foods or food packages. Colour or shade the drawing.
- In the drawing, write how much iron is in each serving of the foods that you drew. (Ask your Guider to show you how to check the food package to find out how much iron is in it).

AND/OR

c. With your **Sixer**, visit a health center, pharmacy, dispensary, or hospital near you, (or invite a health worker to visit your school).

- Find out what kind of services the health center, pharmacy, dispensary, or hospital offers to pregnant women and how those services to help women prevent anaemia
- Draw a picture of one of the services
- Share your drawing and story with your patrol.

Item III: Community/school/family going to the community

Learning areas: Learning skills to communicate with girls of the same age and with community members; Sharing key messages on anaemia's effects and how to stop anaemia; Identifying what Girl Guides and their friends can do to stop anaemia and helping them to achieve these things.

1. **Your sixer** should do **ONE** of the following:
 - a. With the help of your Wise-bird, write **ONE** poem or song about how pregnant women or adolescent girls feel when they have anaemia. The poem or song should also say what the women or girls can do to stop anaemia. Recite it or sing it to pregnant women or to girls. You may perform it during Open Day, Parents or Prize Giving day at school, during the school parade, or at a community gathering.

OR

- b. With the help of your Wise-bird write **ONE** short play on how anaemia affects girls and how to stop anaemia. Perform it to a group of girls your age (at least six girls) during your Girl Guides weekly meeting, school parade, school health club or other group. Choose some girls from the patrol to lead a discussion with the audience after the play.
2. **Your sixer** should do **ONE** of the following:
 - a. Make a poster that shows different foods a person can eat to have more iron in her diet. This may mean eating foods with a lot of iron, or eating iron helpers with foods that have some iron. For example, a person may eat animal meat like beef or goat. Another person might mix vegetables that have a lot of iron (like spinach or beans) with fruits and vegetables that have a lot of vitamin C (like oranges, apples, or lemon). Pin it on the school notice board, wall or another place where children, parents, and visitors can see it.

OR

- b. Make a poster that shows ways to prevent hookworm infection. Pin it on the school notice board, wall, or other place where children, parents, and visitors can see it.

OR

- c. Make a poster that shows what to do to prevent malaria.

ANAEMIA BADGE REQUIREMENTS FOR GUIDES

To earn this badge, you must show that you know and understand the **FOUR** knowledge areas in item I. In addition, by yourself and/or with your patrol, you should carryout at least **THREE** activities in item II and **TWO** activities in item III.

Item I. Knowledge Areas.

Learning areas: What is anaemia; its causes, effects and why it is important to stop anaemia in women and children; How to prevent (stop) and control anaemia at home and in the community; Family and community members' knowledge and beliefs about anaemia.

You (**as an individual**) should know and understand the following:

- a. **What is anaemia?** Name **three signs** or **symptoms** of anaemia and **three causes** of anaemia among adolescent girls and/or pregnant women.
- b. The **local name for anaemia** (if any) and what local people understand about anaemia, its causes and effects (you should learn this from relatives, neighbours, guiders, teachers, workers in your school or other community members). Interview local people after completing session 2 with your patrol
- c. **Explain three** correct ways for adolescents and pregnant women to prevent and control anaemia.
- d. **Name three foods rich in iron** that are eaten by Girl Guides and their families in your community/school, and **three iron helpers** (foods rich in vitamin C that should be eaten with the iron-rich food to help your body use iron well).

Item II: Practical Exercise

Learning areas: Naming foods available at home and in the community that are rich in iron; Preparing meals with foods rich in iron; Preventing and controlling malaria and hookworm infection; Identifying foods in the community that have iron added to them; Knowing what iron tablets look like and where to find them.

1. You should do **ONE** of the following as an **individual**:
 - a. Write down all the foods and drinks that you eat and drink for the next 2 days.
 - Specify the time of the day you consumed the food or drink (e.g. at breakfast, break, lunch and dinner, or as snacks, such as chapatis or samosas, in between meals. Lunch or snacks may include food in your lunch box or food served or bought at school).
 - Make a list of the foods you ate that are rich in iron and a list of the foods that are rich in vitamin C.
 - How many foods did you eat that will help to prevent anaemia?
 - Draw a plate with a meal that includes foods to help you to eat enough iron and foods that will help your body take in and use the iron that you eat.

OR

- b. Choose two friends in your class (who are not Girl Guides) to work with. Together write down at least **five** ways to prevent or control malaria; at least **three** ways to prevent or control hookworm infection; and at least **three** ways to be sure you have enough iron in your body.
 - Which of the ways listed have you and your friends done recently?
 - Which of the ways listed have you NOT done recently, and why?
 - Write down two new activities you and your friends will do to prevent anaemia.

2. **Your patrol** with your Guider should do **ONE** of the following:
- a. Suggest a list of foods that your quarter master would include in a two day camping trip for a patrol.
 - Include foods with a lot of iron and foods that have iron helpers in them.
 - Using these foods, prepare a 2-day menu for the patrol to take on a weekend camp.
 - As a patrol, prepare and taste two of the iron-rich foods and one of the iron helper foods.

OR

- b. Each patrol member should make a **ONE**-day menu plan (breakfast, lunch, dinner and snacks) for a family living in her neighbourhood. The menus must include foods that are rich in iron.
 - Put your menus together to make a patrol menu book.
 - In the menubook, mark the foods that have a lot of iron in them and also mark the foods that have a lot of vitamin C.
 - With the patrol, make and taste two iron-rich foods and one iron-helper food from this menu book.
3. **Your patrol** with your Guider should do **ONE** of the following:
- a. Visit the market/shops with your patrol and find **FIVE** foods that have iron added to them. These are foods that do not usually have a lot of iron, but it has been added. They may be labeled iron-fortified or iron-enriched. (If you cannot visit the market, each child may bring a container of food to create a “classroom market”).
 - Make a list of the **five** foods that have iron added to them.
 - Ask the shopkeeper, guider, teacher or parents to tell you one item to cook using each of the foods on your list as an ingredient (e.g. making

bread from flour that has iron added to it).

- With the patrol, write down the steps to make the items that use the five foods that have iron added.
- With the patrol, prepare one item using at least one iron-rich food from the market. You can do this by following the steps you wrote down.

OR

- b. Visit a health clinic or hospital near you that provides health care for pregnant women. This is called antenatal care. (If patrol cannot visit the clinic, invite a health worker to visit the school). Your Guider should arrange this visit in advance.
- Find out how they help pregnant women to prevent anaemia
 - Make a programme of which days and times the health centre offers the antenatal services.
 - Find out **two** reasons why some pregnant women do not attend antenatal health services and **two** reasons why they do not always take iron tablets. Try to ask both patients and health workers for reasons, if possible.
 - Find out the health provider's and patients' suggestions for: 1) improving pregnant women's attendance at the health services and 2) helping women to take their iron tablets on the schedule.
 - Only talk to the patient if it is appropriate, otherwise talk to the health worker only.

OR

- c. Visit a baby center or orphanage near you. Your Guider should arrange this trip in advance.

- Ask the people who care for the children how they prevent anaemia in the babies and children who live there.
- Ask them how often the children show signs of anaemia.
- Ask them how often the children are de-wormed.
- Ask what foods the children ate yesterday and write them down. How many foods did they eat that are rich in iron? How many iron helpers did they eat?
- How often do the children get malaria? How is it treated?

Item III: Community/school/family Outreach

Learning areas: Skills to communicate with girls of same age and with community members; Important messages on effects of anaemia and how to prevent it; What Girl Guides and their peers can do to prevent anaemia.

1. **Your patrol** should do **ONE** of the following:

a. Write **ONE** poem or song about how lack of iron makes pregnant women or adolescent girls feel. Also include what causes lack of iron and how to prevent it. Recite or sing it to at least three pregnant women or ten girls in a Girl Guides weekly meeting, during School Prize Giving Day, Open day, or Parents' day.

OR

b. Write **ONE** short play on the causes and effects of anaemia on girls and how to prevent it. This may include information on eating well, malaria treatment and prevention, hookworm treatment and prevention, and iron supplements. Perform it to a group of girls of your age (at least fifteen girls), in a Girl Guides weekly meeting, school parade, or other school or community gathering.

OR

c. Make a poster that shows foods a person can eat to have more iron in their diet. For example a person may eat animal meat like beef, or goat. Another option is to mix vegetables that have a lot of iron (like spinach or beans) with fruits and vegetables that have a lot of vitamin C (like oranges, apples, or lemon). Pin the poster on the wall, the school notice board, or another place where other children, parents, and visitors can see it.

OR

d. Create “Talking Messages.” These are short written messages about anaemia prevention. For example, messages on good hygiene practices to prevent hookworm infection, or ways to prevent malaria. Write these messages in places where many people will see them, such as a compound wall or fence. Be sure to get permission before writing the message.

2: **Your patrol** should do **ONE** of the following:

a. As a patrol, meet with the science teachers at your school. Tell them about the Anaemia Prevention Badge you are earning.

- Ask them how they teach their students about anaemia.
- Plan with them for the Girl Guides patrol to make a presentation on anaemia prevention in the science class.
- Prepare the presentation as a patrol and choose roles for each patrol member for giving the presentation. This presentation should involve participation from the class.
- Prepare a game with questions based on the presentation. Divide the class into teams, competing to see which team can get the most correct answers.

OR

b. In your patrol, agree that each member will get in touch with **three** friends (who are not Girl Guides) to talk to them about the importance of controlling

anaemia among adolescents.

- Prepare talking points of what you want to tell the girls.
- Write the name of the three girls on a paper.
- Write the issues you talked to them about.
- Write at least **two** actions you and the three girls have agreed to do to prevent anaemia. For example, you could: eat foods that are rich in iron; eat foods that are rich in vitamin C; sleep under a mosquito net; not play in dirty dump soil, as well as other activities.
- Report whether you and your friends have been able to do the actions for at least **TWO** days.

OR

- c. As a patrol, design an anaemia game that people can play to learn about anaemia.
- The patrol can decide on a name for the game
 - The game should be about anaemia and anaemia prevention and including information on anaemia, iron, iron helpers and iron blockers, malaria, hookworm, iron supplements
 - Each Girl Guide should play this game with at least two friends who are not in Girl Guides, and at least two adults (such as parents, aunts, uncles, etc.)

ANAEMIA BADGE REQUIREMENTS FOR RANGERS

To earn this badge, you must show that you know and understand the **FOUR** knowledge areas in item I. In addition, by yourself or with your patrol, you should carry out at least **THREE** activities in item II and **TWO** in item III.

Item I. Knowledge Areas.

Learning areas: Definition of anaemia, its causes, effects and why it is important to prevent anaemia in women and children; How to prevent and control anaemia; Family and community members' knowledge and beliefs about anaemia.

You (**as an individual**) should know and understand the following:

- a. **What is anaemia?** Name **three** signs of anaemia. Name **three** causes of anaemia among adolescent girls/pregnant women.
- b. Name **five** foods that are rich in iron that are eaten by Rangers and their families in your community or school. Name **three** other foods that are rich in vitamin C. Explain how eating habits (and not just foods) can help your body absorb and use the iron from food.
- c. Explain **three** dangers of anaemia among adolescent girls. Mention **three** ways that adolescents and pregnant women in your community or school can prevent (stop) or control anaemia.
- d. Explain 1) why pregnant women are given iron tablets, 2) when they are given the tablets, 3) how many iron tablets they should take each day, and 4) for how many months pregnant women should take iron tablets.

Item II: Practical Exercises

Learning areas: Foods available at home and in the community that are rich in iron; How to prepare meals with foods rich in iron; Activities you can do to prevent and control malaria and hookworm infection; Foods in your community that have iron added to them; What iron tablets look like and where to find them.

1. You should be able to do **ONE** of the following as an individual:
 - a. Keep a record of all foods you eat for three (3) days and indicate the times of the day when the foods are eaten/drunk, (by listing the food and time, whether breakfast, break, lunch, dinner, or snacks).
 - Of the foods you have recorded identify which foods are rich in iron. Identify also which foods are rich in vitamin C.
 - Suggest other foods that you can eat in order to increase the amount of iron in your diet. Suggest ways to help your body take up and use the iron from the food.

OR

- b. Identify two friends in your class (who are not Girl Guides). Together write down at least **five** ways to stop or control malaria; at least **three** ways to prevent or control hookworm infection; and at least **three** ways to be sure you have enough iron in your body.
 - Which of the ways listed have you and your friends done recently?
 - Which of the ways have you NOT done recently, and why?
 - Make a plan to improve how you will prevent and control anaemia.
 - Write down the plan and share it with your patrol members.
 - Put all of the patrol plans in a book together.

2. **Your patrol** should do **ONE** of the following:
- a. Prepare a list of foods that you would suggest for a quarter master to include for a two day camping trip for a patrol:
 - Include foods that are good sources of iron and foods that are iron helpers.
 - Using these foods, prepare a 2-day menu for the patrol to take on a weekend camping trip.
 - As a patrol, prepare and eat at least two iron-rich foods and at least one iron helper.

OR

- b. As a patrol, make an iron-rich cookbook for pregnant women. You may seek assistance of other teachers such as Home Economics.
 - Each member of the patrol writes down one recipe (the amounts of ingredients and steps to follow in making the food) of foods that are rich in iron for a pregnant woman
 - The patrol should choose the five favourite recipes
 - As a patrol, prepare and share two of the favorite recipes.
 - Compile the favourite recipes into a pamphlet of recipes and hand out to women in the community or school. The pamphlet should be home made.
3. Your patrol should do **ONE** of the following:
- a. Visit the market/shops and make a list of **FIVE** foods that have iron added to them;
 - Ask the shopkeeper, guider, teacher or parents to tell you one way to use each of the foods on your list (e.g. making bread from flour that has iron added to it),

- Write down the recipes to use the five foods and share it with girls/women in the community.
- With the patrol, prepare one item using at least one iron-rich food from the market.

OR

- b. Visit a health clinic, dispensary or hospital near you;
 - Find out how they help pregnant women to stop or control anaemia.
 - Find out when pregnant women should go for these services.
 - Make a schedule of which days of the week and times the facility offers these services
 - Find out **three** reasons why some pregnant women do not attend antenatal health services and **three** reasons why they do not always take iron tablets. Try to ask both patients and health workers for reasons, if possible.
 - Find out the health provider's and patients' suggestions for: 1) improving pregnant women's attendance at the health services and 2) helping women to take their iron tablets every day

Item III: Community/school/family Outreach

Learning areas: Skills to communicate with girls of same age and with community members; key messages on effects of anaemia and how to prevent it; behaviours that you and your peers can do to prevent anaemia.

1. Your patrol should do **ONE** of the following:
 - a. Write a rap song, poem, creative dance, or play on the importance of iron in the diet and present it to a group of adolescents and/or pregnant women in one of the following areas: 1) a health facility, 2) community setting such as a

women's group meeting, 3) school sports day or school visitation days, or 4) child health days.

OR

b. Make a poster that shows how adolescent girls and women can prevent anaemia. Pin the poster up in any of the following areas: 1) a health centre, 2) a community setting such as a women's group meeting, 3) church, 4) school sports day or school visitation days, or 5) child health days.

OR

c. Cook three foods that are rich in iron. Display and share these foods on a school open day or an exhibition day.

2. Your patrol should do **ONE** of the following:

a. Your patrol should volunteer to work at an antenatal care (ANC) clinic for 3 sessions. Before the sessions, prepare talking points that you can use to:

- Inform the women the dangers of anaemia to their health and that of the babies
- Discuss how to protect mothers and babies through diet and iron tablets,
- Discuss ways of ensuring that the mother takes the iron tablet every day
- After the session, discuss and share your experiences with your patrol.

OR

b. As a patrol, design an attractive reminder card for pregnant women to help them remember to take their iron tablets each day. The Reminder Card should have messages explaining 1) what anaemia is and its dangers to health, 2) what women need to do to stop it, 3) ways to keep the tablets away from children and pets, such as putting them on a high shelf.

- Each patrol member should identify a woman (for example, a relative, school teacher/worker, or neighbour) who is already taking iron tablets
- Provide the woman with the reminder card that you have designed. Write on the card the name of the woman, and the date she was given the reminder card.
- Check once a week for **FOUR** weeks to monitor her success with taking one iron tablet each day.
- Write on the reminder card the dates you visited her for follow-up, and whether she was continuing to take her iron tablets.
- Share the design of the reminder card with a local health clinic to give to their women patients.

OR

c. As a patrol, meet with the science teachers at your school. Tell them about the Anaemia Prevention Badge you are earning.

- Ask them how they teach their students about anaemia.
- Plan with them for the Girl Guides patrol to make a presentation on anaemia prevention in the science class.
- Prepare the presentation as a patrol and choose roles for each patrol member for giving the presentation. This presentation should involve participation from the class.
- Prepare a quiz game with questions based on the presentation. Divide the class into teams, competing to see which team can get the most correct answers.

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USAID
FROM THE AMERICAN PEOPLE



girls worldwide say 

World Association of Girl Guides and Girl Scouts
Association mondiale des Guides et des Scouts
Mondwijdse Vereniging van de Gidsen Scouts



FOOD AND
NUTRITION
TECHNICAL
ASSISTANCE

