

girls worldwide say



World Association of Girl Guides and Girl Scouts
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WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS, AFRICA REGION

The Anaemia Prevention Badge Guiders' Training Manual

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS, AFRICA REGION

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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 Guiders' Training Manual 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 Girl Guides Anaemia Prevention Badge Guiders' Training Manual 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 Guiders' Training Manual, the team has developed an Anaemia Prevention Badge Workbook, filled with activities to help the girls learn about anaemia and fulfil their community outreach activities, and an Anaemia Prevention Badge Handbook, which provides guidance on earning the Anaemia Prevention Badge.

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



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

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I wish to recognise the contributions from Dr. Sam Okuonzi, Director, RCQHC; Dr. Hana Neka Tebeb, Child Health and Nutrition Advisor, RCQHC. Special recognition goes to Ms. Christine Omondi, Activity manager, RCQHC whose skill in coordinating this project was essential. I also wish to recognise Ms. Kristen Cashin, Maternal Child Health and Nutrition Specialist, FANTA and Dr. Robert Mwadime, Regional HIV/AIDS Specialist, FANTA, who not only provided technical input but also directed the development of this manual. Our Consultant, Maina Kiranga, assisted in putting the manual together. Additionally, Dr. Joel Okullo, former Director, RCQHC; Dr. Sarah Naikoba, former Child Health and Nutrition Advisor, RCQHC; and Leslie Elder, former Senior Maternal and Child Health and Nutrition Advisor, FANTA, each made a great contribution to the early phase of the project.

I am also grateful to Phil Harvey, Technical Director, A2Z; Renuka Bery, Senoir Programme Officer, Global Health Population and Nutrition Group, AED and Joan Whelan, Communications Manager, FANTA, for technical review of the manual. Their technical contribution greatly improved the quality of the final product.

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I wish to acknowledge the great contribution made by Alice Waweru, Development Executive, Africa Region (English Speaking Countries) for the leadership role she played being the Focal Point from WAGGGS team in this project. I applaud her sense of responsibility. I appreciate her frequent consultation with me on every step of this project.

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

A handwritten signature in dark ink, appearing to read 'H.R. Kiplagat'.

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

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INTRODUCTION

Background

Anaemia has many causes, including nutritional deficiency, malaria, and parasites, such as hookworm. Because it is so widespread, anaemia is often considered to be normal or is not noticed at all. However, it is especially dangerous for pregnant women, infants, growing children and adolescents, putting them at risk for poor mental and physical growth, illness, disability, and death. We must address all causes of anaemia and help as many people as possible to prevent and treat anaemia. We can do this by including anaemia prevention as a part of health programs, water and sanitation services, school curricula, and the work of community groups.

The Africa Region Office of the World Association of Girl Guides and Girl Scouts (WAGGGS), together with the Food and Nutrition Technical Assistance Project (FANTA) at the Academy for Educational Development (AED) and the Regional Centre for Quality of Health Care (RCQHC) developed this manual to help improve the nutritional status of women and girls by 1) increasing girls' and women's knowledge of anaemia prevention and 2) increasing girls' and women's ability to effectively prevent anaemia through personal care actions, such as taking iron folic acid supplements during pregnancy and sleeping under bednets, and through community activities, such as school-based de-worming.

Among the materials developed to assist the Girl Guides are:

- **Anaemia Prevention Badge Guiders' Training Manual** that Guiders will use to train Girl Guides on anaemia, its causes and how to prevent it
- **Anaemia Prevention Badge Workbook** for Girl Guides to use in the process of learning
- **Anaemia Prevention Badge Award Handbook** that outlines the activities the Girl Guides need to complete to earn the badge
- **Anaemia Prevention Badges** for Brownies, Guides and Rangers

Purpose and objectives

This Training Manual is to be used by Guiders to teach anaemia prevention knowledge and skills to Girl Guides ages 7 years to 18 years.

The objectives of the manual are to:

1. Provide Guiders/trainers with the tools and materials needed for teaching Girl Guides about anaemia prevention
2. Provide knowledge and skills needed by Girl Guides to:
 - a. Change their own behaviour to prevent anaemia and
 - b. Reach other girls and women in their communities to help them prevent anaemia

How to Use the Manual

It is recommended that all Guiders using this manual should undergo a three-to-four day WAGGGS Africa Region course on the Anaemia Prevention.

Guiders are encouraged to use this manual, step by step, to help Girl Guides to learn the knowledge and skills needed to earn the Anaemia Prevention Badge. Each **Session** begins with:

1. Purpose of the session
2. Objective of the session
3. Estimated time required to complete the session
4. Materials needed to teach the session
5. Advance preparation needed for the session

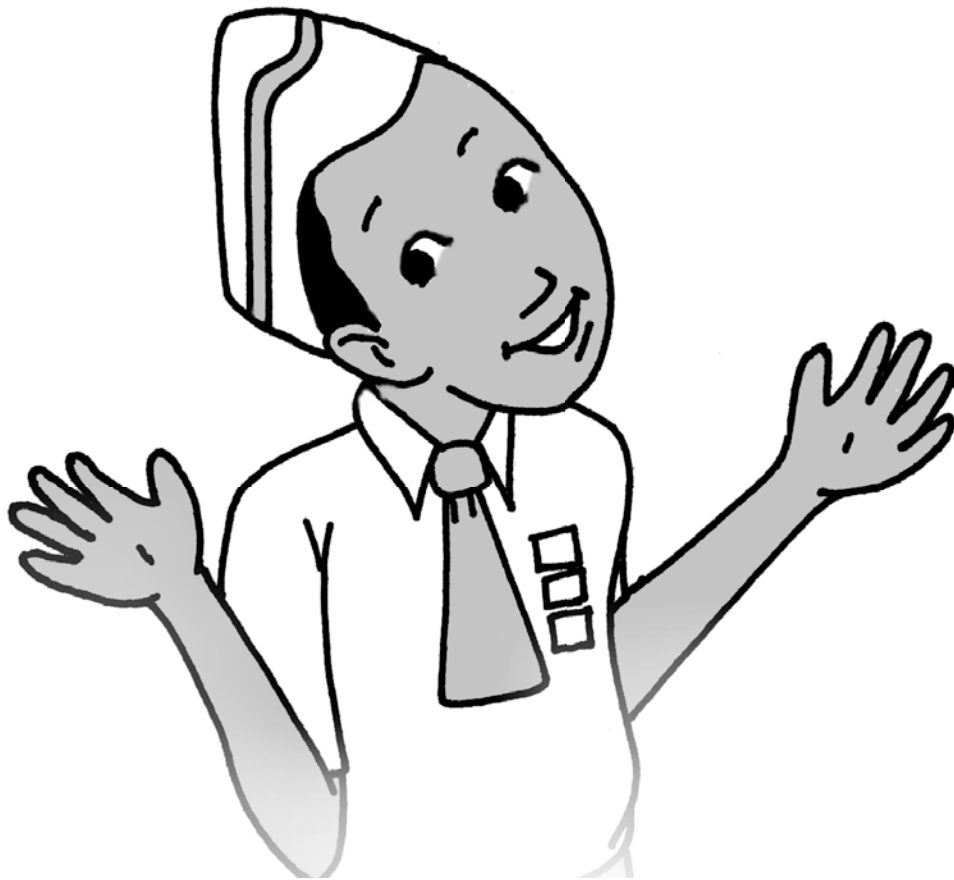


The **Procedure** for presenting each session is laid out in **STEPS**. Guiders are encouraged to follow the steps in presenting their materials, but also to be creative and adapt the manual to the needs of their Girl Guides. They should refer to the **Anaemia Prevention Badge Award Handbook** to find the activities that Brownies, Girl Guides and Rangers must fulfil in order to earn the badge. In addition, the **Anaemia Prevention Badge Workbook** provides practical activities to help the Girl Guides to learn about anaemia prevention and control. The Girl Guides will learn about anaemia through the stories of a Girl Guide named *Jane*, and her friend *Miriam*. Guiders should use the stories to help the Girl Guides to understand anaemia.

The activities described in the sessions are models. The Guider should change them to fit the age group and situation of the Girl Guides she works with. In some cases a Guider may need to use more simple language or concepts, especially when working with younger girls, such as Brownies/Blue Jays. Guiders are encouraged to use practical activities in which Girl Guides conduct anaemia prevention activities, applying the new concepts they learn. Community outreach is very important and the Guider should help the Girl Guides to reach the whole community with their songs, posters, and other activities. This includes girls and boys their own age as well as adult male and female leaders. An example is organizing a de-worming day for all children at school, with the involvement of community leaders and health workers.

Annex 1 explains several participatory training methodologies that will help Guiders work with the Girl Guides, and offers guidance to the Girl Guides on communicating with their peers and their community.

Alice Waweru,
Development Executive,
Africa Region (English Speaking Countries)



SESSION 1

Good Nutrition and Good Health

GOOD NUTRITION AND GOOD HEALTH

Purpose

This session introduces the Girl Guides to basic principles of nutrition, especially as it is related to their good health.

Objectives

By the end of this session, Girl Guides will be able to show a clear understanding of:

- The Anaemia Prevention Badge
- What “nutrition” means
- The importance of good nutrition and good health
- The major food groups and importance of eating a variety of food
- Malnutrition: meaning, causes, dangers

Time: 2 hours

Materials

- Different locally available foods (or their pictures)
- Manila labels of the six food groups
- Large copy of the table of “Roles of Food Groups”
- 25-30 blank cards

Procedures

STEP 1: Jane’s story

Explain to the girls that a Girl Guide named Jane is going to be telling us her story and it will teach us how to be healthy. Her story and remembering what she and her friend Miriam share with us will also help us to earn the Anaemia Prevention Badge. Ask one girl to read Jane’s story. This story is found on page 8 of the Anaemia Prevention Badge Workbook.

STEP 2. Anaemia Prevention Badge

Ask the Girl Guides: “How many of you have heard about the Anaemia Prevention Badge that Jane is talking about?” Allow some of those who have heard of the Anaemia Prevention Badge to share what they know about it.

Explain that:

- The badge is earned when a Girl Guide accomplishes certain tasks to help girls and women stay healthy and avoid getting anaemia.
- It is a badge made by the World Association of Girl Guides and Girl Scouts, Africa Region. Girls in other countries in Africa will be earning this badge also.
- Earning this badge is very important. It will help Girl Guides to support many girls and women to prevent and treat anaemia every year.

Show the girls samples of the Anaemia Prevention Badge. Let them ask questions about the badge.

STEP 3. What does Jane do to be healthy?

Ask the Girl Guides: 1) What does Jane do to take good care of herself? 2) Now that Jane eats well, how does she feel? 3) What are some other things that Jane can do to take better care of herself?

Record their responses on the board/flip chart.


Some or all of the following are likely to come out:

- Eat well (good foods)
- Get enough sleep
- Keep clean
- Avoid diseases (sleep under mosquito net, wear shoes to use a toilet)
- Exercise (play netball)
- She has more energy
- She hardly ever gets sick
- She feels happy and healthy

STEP 4. Nutrition

Ask the girls what they think “nutrition” means. Use the local word for nutrition, if there is one, e.g. in Kiswahili it is “lishe bora.”

Read the following definition of nutrition

	<p>Nutrition</p> <p>How what we eat or drink is broken down into pieces called nutrients and used by the body. The nutrients give our bodies energy so that we can study, work, play, grow, and fight sickness.</p>
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STEP 5. Singing about nutrition

Learn the following Girl Guide song. Sing it as a patrol before your next meal.

*“Some have food but cannot eat,
Some can eat but have no food,
We have food and we can eat
So we say, Thanks be to God on High”*

STEP 6. Good nutrition

Explain that to have good nutrition we must “eat well.” Ask the Girl Guides “what foods did Jane eat to have good nutrition?” Emphasize that to remain healthy we must eat a variety of foods each day. Using the information below, talk with the Girl Guides about other foods that they can eat to be healthy.

STEP 6A. Group Activity: Role of food groups

You will need about 25-30 blank cards. Write the name of each food group on a card (6 cards): (1) cereals, tubers and breads (2) oils, butter, ghee and fats (3) meats, fish, dairy, and beans, (4) fruits and vegetables and (5) water. Create another category called “Others”: which include sugars, cakes, chips, cookies, sodas, spreads, candies/sweets, ice cream etc.

Leave the blank cards on a table where the Girl Guides can reach them. Ask the Girl Guides to identify foods that are available in their community that fall under each of the SIX food-groups provided above . They should record this in **Worksheet 1.1** in the *Anaemia Prevention Badge Workbook*.

Post the 6 food group cards on the wall or place them on a table. Using the blank cards and the table below as a guide, help the girls to identify the role of each food group. Start by asking “what do *cereals, tubers and breads* do for our bodies?” and “How much should we eat?” Etc. The girls will work in a group to agree on answers, write their answers on a blank card, and post the card. If you don’t have cards, this can be done on the black board or a piece of large paper.

The Roles of the Food Groups

Food Group	Cereals, tubers and breads	Fats, oils, butter, ghee	Meats, fish, dairy, beans and nuts	Fruits and vegetables	Water	Other Foods
Examples	Potato, maize, millet...	Vegetable oil, lard, butter, ghee....	Beef, goat, perch, milk, beans, almonds...	Mango, orange, pepper, spinach...	Clean Water (filtered, boiled, bottled, treated)	Cakes, cookies, chips...
How much do we need?	These are our staple foods.	Small amounts.	Try to eat at least once or twice a day.	Try to eat at least twice each day	Drink water frequently	Try to avoid – and eat as little as possible.
Description of role in the body	Foods that give us energy to move, work, think, talk, sing, eat, etc. Go foods		Foods that help the body grow and repair itself Grow foods	Foods that help the body protect itself from illnesses and look nice Glow foods	Water help to clean the wastes in the body and it also helps to keep us cool	They taste nice but they have little nutritional value. They can harm our health, e.g. our teeth and make us fat. We should not eat these foods very much

STEP 6B. Group Activities: Good nutrition

Divide the Girl Guides into small patrols/ groups (5-8 participants). Give each group the following exercises depending on age (or a similar exercise that you have developed for them).

Group Activity A: Older girls

- Each member of the group should write down all of the foods she ate yesterday. This list includes all drinks, meals, and snacks eaten at home, outside the home or bought from the stalls.
- Each member should list each of her foods in one of the **SIX** categories in the **Worksheet 1.2**
- Identify which of the **SIX** categories is eaten the most, and which is eaten the least by the patrol.

Group Discussion: Share the record with the rest of the patrols/groups. Did your patrol make healthy choices? Does your patrol need to improve its eating habits?

OR

Group Activity B: Younger girls


- Each Girl Guide should decide which local foods she would serve Jane if she visited for dinner.
- Using the plate on **Worksheet 1.3** in the workbook, each Girl Guide should draw a picture of the foods she would serve, and colour the picture. If there are magazines available, the Girl Guides may also cut out photos or drawings of foods and paste them on the plate.
- Each girl should share her picture with the rest of the patrol and explain why she chose the food that she did.
- The patrol may consider all of the ideas and then decide what combination of foods the whole patrol would serve Jane if she visited them.
- Remember that since she started to earn the Anaemia Prevention Badge, Jane is trying to eat a variety of healthy foods.

Group Discussion: Why did they choose those foods for Jane? How many of the food groups did they choose?


STEP 7. Malnutrition

Explain that we must eat foods from the five key food groups (1-5) each day. Explain that if someone does not eat the five food groups every day for a long time, they get malnourished.

What happens if someone is malnourished?

	<p>Malnutrition <i>Mal</i> means “poor” or “not OK.” So malnutrition means “poor nutrition.” Malnutrition means the body is not able to get the right amounts of nutrients and/or energy needed for it to be healthy and do its work well.</p> <p>There are different kinds of malnutrition. Some malnutrition will make someone lose a lot of weight very quickly, or keep a person from growing well. Malnourished people may be very tired and weak and may have trouble concentrating in school. They will get sick more often, and will take longer to recover from sickness. Malnutrition can lead to illness, blindness, and death.</p>
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Explain that this Girl Guides Badge will focus on anaemia. Anaemia is a form of malnutrition caused by lack of iron.

	<p>Malnutrition: iron deficiency Not having enough iron is one form of malnutrition. Many people suffering from a lack of iron don't know it, but they may develop serious health problems, such as anaemia.</p>
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SESSION 2

What is Anaemia?
What Causes Anaemia?
Who Gets Anaemia?

WHAT IS ANAEMIA? WHAT CAUSES ANAEMIA? WHO GETS ANAEMIA?

Purpose

This session will introduce the Girl Guides to anaemia, its signs, causes and the danger of getting anaemia.

Objectives

By the end of this session Girl Guides will be able to show a clear understanding of:

Anaemia and its causes:

- Description of anaemia and iron deficiency
- Signs and symptoms of anaemia
- Major causes of anaemia
- Who is most in danger of getting anaemia and why

Time: 2 hours

Materials

- Blank Cards
- Markers
- Tape/pins to post cards on wall

Advance Preparations

- Find out the local name used for anaemia (or related conditions/signs). Local health workers may be able to help you find this out.

Procedures

STEP 1. Jane's friend Miriam.

Have a Girl Guides patrol read the story in the Work Book page 14 out loud, dividing up the roles of narrator, Jane and Miriam.

STEP 2. What did we learn from Miriam's story?

Group Sharing: Lead a discussion with the Girl Guides about what they learned from Jane's and Miriam's story. They can read the story again to answer the questions.

Examples of discussion questions:


- What signs of anaemia did Jane notice that Miriam had?
- How did anaemia make Miriam feel?
- How do you think anaemia would make you feel?
- If you or one of your friends were feeling like Miriam felt, what would you do?

STEP 3. What is Anaemia


Ask Girl Guides to share what they know about **anaemia** (you may also use its local name). Their information could be based on the Jane and Miriam story, or what they have

learned about anaemia elsewhere. Gently correct any misinformation and make sure that they understand the ideas in the box below.

EITHER:

 information	<p>Anaemia (Younger Girls)</p> <ul style="list-style-type: none">• Anaemia means that someone has weak blood. Blood can be weak for two reasons:<ul style="list-style-type: none">○ There isn't enough blood○ There isn't enough iron in the blood. Iron helps make blood strong• What happens if someone is anaemic? Because his or her blood is weak, the person feels very tired, weak, and dizzy, even if he or she gets enough sleep. She or he may have trouble paying attention in class, playing sports, or working. If the blood is very weak, a person with anaemia may have headaches too.
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OR:

 information	<p>Anaemia (Older Girls)</p> <ul style="list-style-type: none">• Anaemia means that someone does not have enough red blood cells in his or her body and/or not enough haemoglobin in the red blood cells.<ul style="list-style-type: none">○ Haemoglobin is what makes blood red.○ The haemoglobin in red blood cells carries oxygen from the lungs to every other part of the body. The body needs oxygen to work correctly.○ Iron is an important part of haemoglobin.○ We get iron from the food we eat.• What does this mean? If someone is anaemic, his or her blood cannot do its job well. The blood cannot carry enough oxygen from the lungs to the rest of the body. Not enough oxygen reaches the rest of the body and the body will not work as well as it should. The heart and lungs must work harder to help the blood carry enough oxygen to the rest of the body.• Because the body has to work so hard, the anaemic person feels very tired, weak and dizzy, even if he or she is sleeping enough.
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STEP 4. Signs and Symptoms of anaemia.

Ask Girl Guides whether they or a friend or family member has experienced signs or symptoms of anaemia. How did that person feel? What did that person think it was?

- Have each Girl Guide write how anaemia affects different parts of the body using **Worksheet 2.1** in the *Anaemia Prevention Badge Workbook*. This may be done as a group. Go through what they have presented to make sure it reflects the signs of anaemia. Use the list below as a guide.

	<p>Information for Guiders: Signs are something you can see. Symptoms are something that you feel.</p> <p>Some signs that someone with anaemia may suffer from:</p> <ul style="list-style-type: none"> • Brittle or rigid finger nails • Paleness or whiteness of skin, lips, gums, lining of the eyelids, or palms <p>Some symptoms that someone with anaemia may suffer from:</p> <ul style="list-style-type: none"> • Weakness or dizziness • Being too tired to study, work, or play • Headaches • Not paying attention • Shortness of breath <p>If you have some of these signs or symptoms, you might have anaemia. You should talk to a health care provider.</p>
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STEP 5. Helping a friend who has signs of anaemia

Group Activity: Role play. As a patrol, role play how a Girl Guide might help a friend who has signs of anaemia. Choose patrol members to play the roles of the Girl Guide, the friend, and any other character that is important to the story. The Girl Guides should choose the setting (e.g. school, sports event, at home, etc), the names of the characters they will role play, and decide the action.

The rest of the patrol should watch the role play and then offer suggestions on ways that the Girl Guide can help her friend, and that the friend can help herself.

STEP 6. Causes of anaemia


Divide the Girl Guides into small groups. Ask the girls to think about why Miriam or the character in the patrol role play was anaemic. They can read the story again to remind them of the details. Ask the groups to fill in **Worksheet 2.2** for Brownies and **Worksheet 2.3** for Guides and Rangers on the possible causes of anaemia.

Remind them to use these sheets to share the information with community members including other girls, boys, mothers, fathers and community leaders.

What caused her anaemia? Possible answers...


- She did not have good nutrition
- She did not eat a balanced diet everyday that included iron-rich foods.
- Her blood did not have enough iron
- She had malaria
- She had hookworm

The small groups should report back to the larger group, explaining the causes of anaemia in a creative way. For example, a skit in which the girls are conducting an interview with a doctor or nurse about anaemia, a conversation between Miriam and her Mum, or acting out a similar story or interview. Allow Girl Guides to ask questions and explain any confusing concepts to them.

	<p>Main Causes of Anaemia</p> <ol style="list-style-type: none"> 1. Poor Nutrition: Not enough iron in the blood. This happens when: <ul style="list-style-type: none"> • A person does not eat enough iron-rich foods • The body can not use the iron someone eats • A person is growing very fast (such as childhood, adolescence, or pregnancy) and suddenly needs more iron than they used to need. • Iron deficiency causes about ½ of the anaemia in the world. 2. Worms/parasite: People infected with worms lose blood. Worms also make it hard for the body to use the iron that people eat 3. Malaria: Malaria destroys some of the blood. Malaria also prevents the body from making new blood. Anaemia from malaria is different than anaemia from iron deficiency, and can happen even if someone gets enough iron 4. Infectious Diseases 5. Blood Loss <p><u>Wrong causes</u> Witchcraft</p>
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STEP 7. Who gets anaemia?

Explain to the Girl Guides that anyone can get anaemia. Many people don't know that they have anaemia. Like Miriam, they may think that the signs of anaemia they are experiencing are caused by something else, like working too hard or witchcraft.

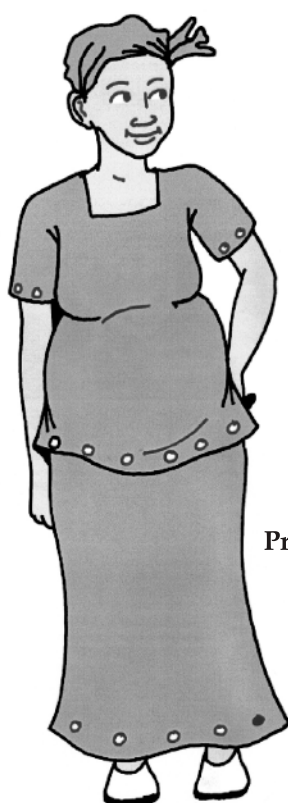
	<p>Anaemia is <i>most frequently</i> found in:</p> <ul style="list-style-type: none"> • Infants and young children. They are growing very fast, so their bodies need more iron. Also, they are more likely to get worms that cause them to lose blood. • Adolescents. Adolescent bodies suddenly need more iron than they used to need. This is because they are growing fast. Also, adolescent girls start getting menstrual periods monthly, which makes them lose more iron than they used to. • Pregnant women. They need more iron because of the growing baby in their womb. The mother needs it to stay healthy. The baby needs it to grow well.
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Child



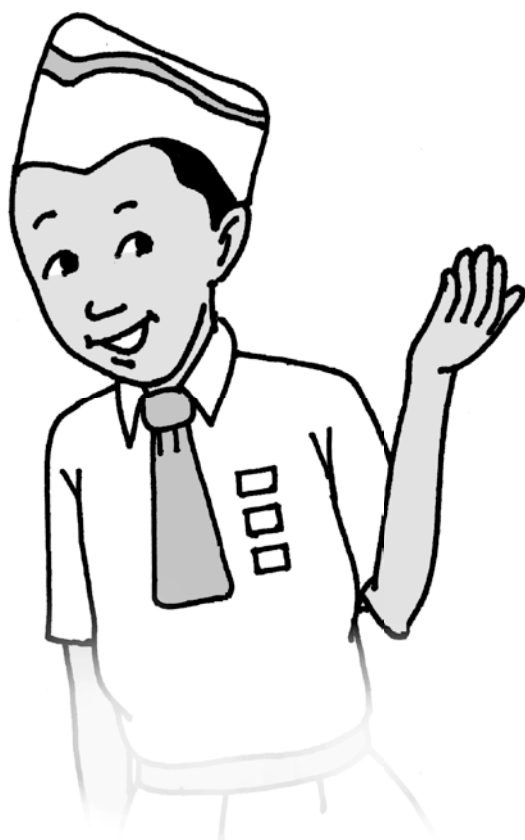
Adolescent



Pregnant Woman

STEP 8. Group Activity: Anaemia song or poem

Ask the girls in their patrols to compose a song or a poem. The song or poem should be about anaemia, its impact and its main causes among adolescent girls in the community. Allow them a week to prepare the song/poem. Ask the groups to plan to sing the song or recite the poem to the rest of the Girl Guides in the next meeting. Where possible the songs or poems should accompany "jump-roping" or "hand-games".



SESSION 3

How to Prevent and Control Anaemia

PREVENTION AND CONTROL OF ANAEMIA

Purpose

In this session Girl Guides will learn actions to prevent and control anaemia.

Objectives

By the end of this session, Girl Guides will be able to name four ways to prevent anaemia.

Time: 1 hour

Materials

- Manila paper
- Flip chart/black board or manila cards

Procedure

STEP 1. Review causes of Anaemia (Refer to box on page 21)

In their patrol, ask the girls to tell the main causes of anaemia.

STEP 2. Why should we prevent anaemia?

Ask the Girl Guides if they know what the phrase “*Prevention is better than cure*” means. Make sure they understand the meaning of the saying in day-to-day life. (Meaning: it is always better to stay healthy than to get sick and then be cured).

STEP 3. Jane and Miriam: Prevent and treat anaemia

Have a Girl Guides patrol read the story on page 22 of the Workbook out loud, dividing up the roles of narrator, Jane, and Miriam.

Debate: It is better to prevent anaemia than to get it and then have it cured. (For younger girls, the Guider may simplify this activity)

Examples of responses:

If you don't get anaemia:

1) You will avoid getting its signs and symptoms, which include:

Signs (something you can see): paleness, broken finger nails

Symptoms (something you feel): tiredness, weakness, dizziness, headaches, trouble paying attention

2) When you avoid its signs and symptoms, you will not feel bad. So, you will:


- Have enough energy to play sports well.
- Be healthier and get sick less often.
- Continue to earn good marks in school because you are able to pay attention to the teacher.

3) You will save money because you will not have to pay to be treated for anaemia or sickness caused by anaemia.

STEP 4. How could Miriam prevent anaemia?

Divide the girls into patrols.

- Ask them to suggest ways that Miriam could prevent anaemia.
- Allow time to talk about the patrol's ideas for preventing anaemia and record them on separate cards or a flip-chart or a board.
- Ask them to fill **Worksheet 3.1** on the two things they will do to prevent anaemia.
- Help them to do a wide range of activities. The chart below will give ideas of some activities that girls can do. Since some of the ideas in this chart are new, you should indicate that they will be explained in the next sessions.

	<p><u>Information on how to prevent anaemia</u></p> <ol style="list-style-type: none">1. <i>Increase iron intake from food</i><ul style="list-style-type: none">• Eat meat that has a lot of iron, like beef, liver, goat, or chicken• Eat vegetables that have a lot of iron like, spinach and other dark greens• Eat legumes that have a lot of iron, like cowpeas and other dry beans.• Eat “iron helpers” such as guava, oranges, lemon or a little meat, to help your body use the iron)• Try not to eat “iron blockers” for one hour before and one hour after eating an iron-rich meal (Examples of “iron blockers” are: tea, coffee, and milk)2. <i>Prevent malaria</i><ul style="list-style-type: none">• Sleep under treated mosquito nets to prevent malaria• Get treated for malaria immediately3. <i>Prevent hookworm</i><ul style="list-style-type: none">• Take medicine to get rid of hookworm• Wear shoes to avoid hookworm• Dispose of faeces properly to avoid hookworm• Do not play with dirty soil4. <i>Take iron tablets</i> as directed by a health worker
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STEP 5. Anaemia in your community

Have the patrol decide which activity below to complete. **Worksheet 3.2A** and **Worksheet 3.2B** on pages 24 and 25 of the *Anaemia Prevention Badge Workbook* will help the Girl Guides to complete the activity.

Group Activity A: Interview adults in the community

Ask the Girl Guides, in their patrol, to interview two women and two men in the community during the week. If possible, interview people who have children. They should find out:

- What is the local name of anaemia? (They should explain the signs of anaemia to the women and ask them if there is a local word or an expression for it)
- What do they think causes anaemia?
- How do people prevent or treat anaemia in the community?

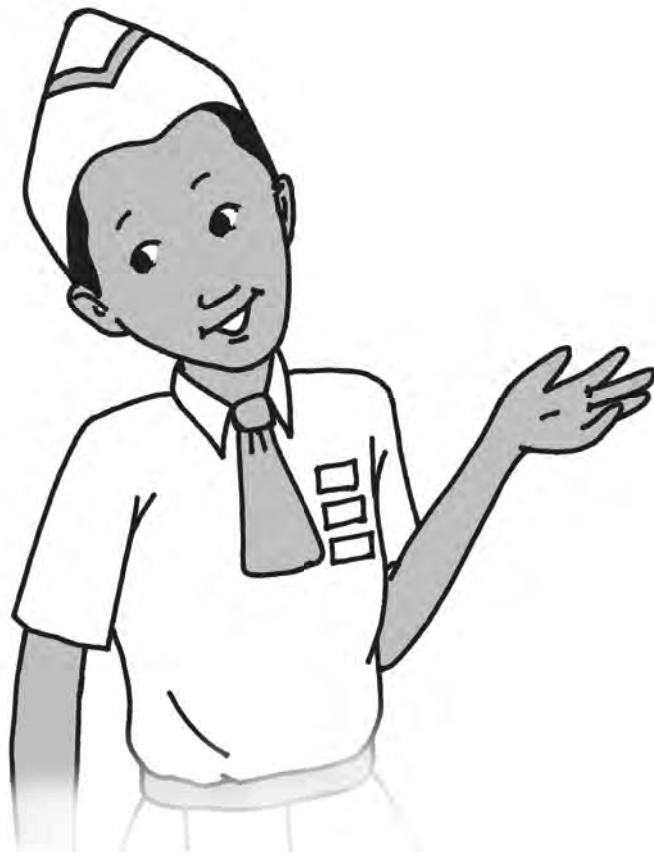
They should present what they learned to the rest of the girls in the patrol at their next Girl Guides meeting. They should know what needs to be done in their communities to prevent anaemia.

OR

Group Activity B: Make a poster or pamphlet for the community

Ask the Girl Guides, in their patrol, to make a poster or a pamphlet aimed at girls their own age. The poster should have:

- Two or three simple messages on ways to prevent anaemia, especially behaviours that they can do to prevent anaemia in themselves and their family.
- The messages should be simple and clear. **Information Sheet 3** may help to prepare the messages.
- The poster or pamphlet should be colourful and have artwork that supports the messages.
- Present the posters at a community event (health fair, market, parents' day at school, etc).



SESSION 4

Prevent Anaemia by
Eating Well

PREVENT ANAEMIA BY EATING WELL

Purpose

In this session, Girl Guides will learn what (and how) they need to eat to prevent anaemia.

Objectives:

By the end of this session, Girl Guides will be able to:

- Explain the role of iron in the body
- Name iron-rich foods of animal and plant origin
- Define and identify “iron helpers”
- Define and identify “iron blockers”
- Identify iron-rich recipes

Time: 2 ½ hours

Materials

- Chalk Board or Flip Chart
- Locally-available foods, including iron-rich foods, iron helpers and iron blockers (optional for Step 9A)

Procedure

STEP 1. Review the ways to prevent anaemia (page 25)

STEP 2. Jane and Miriam learn about Bouki the Hyena

Have the Girl Guides patrol read the story on page 28 in the Workbook out loud, dividing up the roles of Jane and Miriam.

STEP 3. Review of the signs and symptoms of anaemia

Ask Girl Guides **what signs and symptoms of illness did Bouki the Hyena have?**

- He was weak
- He got tired quickly
- He could not concentrate
- His claws were breaking easily

Ask **“what was Bouki suffering from?”**

- Anaemia

Why did Bouki suffer from this condition?

- Because he did not eat foods rich in iron, like meat, liver, and cowpeas
- He did not have enough red blood cells because he did not have enough iron to make them.


What did Bouki do to feel better?

- He ate more foods that were rich in iron (some even when he did not like them,

like vegetables and fruits).

STEP 4. Iron and its role in the body

Explain that iron is very important in the body. Ask Girl Guides, “Why do we need iron?”

	<p>Why Iron ?</p> <p><i>Iron</i> is an important part of the team of nutrients that your body needs. It is in every part of your body. Your body needs to have the right amount of iron in order to work properly. You get iron from eating a balanced diet with foods rich in iron or by taking iron tablets.</p> <p><i>Iron's main role</i> in your body is to carry oxygen from your blood to the rest of your body. It helps your muscles work properly, your body to stay healthy, fights infection when you're sick, is important for your brain to develop well, and for you to grow.</p> <p><i>Iron comes from the food we eat.</i> Beef, liver, chicken, goat are good sources of iron. You can also get iron from vegetables, such as spinach, beans, and cowpeas.</p>
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STEP 5. How could we get enough iron?

Ask the Girl Guides: “What are some of the ways a Girl Guide can get enough iron in her body?” Record their ideas on a flip chart or chalk board.

Possible responses:

- Eating foods that are rich in iron*
- Eating foods that have iron added to them. These are called *fortified* or *enriched* foods
- Consuming iron tablets

**To be sure that you are getting enough iron, try to eat iron-rich foods every day. If possible, one meat (or animal source), and two vegetable or fortified sources of iron daily.*


Activity: Examples of Iron-rich foods

Help the girls identify Iron rich foods that are available in their communities.

What do you eat?

- Ask each girl to keep track of all of the foods she eats for the next 1, 2, or 3 days for Brownies, Girl Guides and Rangers, respectively. She should keep the record starting with breakfast, any mid-morning snack, lunch, afternoon snack, dinner, after dinner snack of the day. They should include all foods that were served at home, in school, in their lunch box, or bought.
- The Girl Guides should write these on **Worksheet 4.1** on page 30 of the *Anaemia Prevention Badge Workbook*.
- The Girl Guides should share their filled worksheets with the patrol the following week.
- Ask them to identify foods with a lot of iron that are from:
 - Animal sources (meat, liver, eggs are all animal source foods)
 - Plant sources (fruits and vegetables are plant source foods)

- Fortified or enriched foods (usually milled flours, foods made with milled flours, and breakfast cereals)
- Ask the groups to record locally available foods that have a lot of iron.
- *The brownies can draw and colour foods in each category. They could also find cuttings of the foods).*
- Each group should present to the other girls and in groups fill in the foods rich in iron in the first column of **Worksheet 4.2** in the *Anaemia Prevention Badge Workbook*.
- Make sure the list is correct (use the box below for guidance).

	<p>Examples of Foods rich iron</p> <p>Food from animals: Red meat (such as Beef), rabbit meat, white ants, animal blood, liver, chicken, turkey, fish</p> <p>Food from plants: cowpeas, green-grams, cashews, peanuts, dates, green leafy vegetables especially traditional vegetables (like amaranthus, sweet potato leaves, cowpea leaves, night shade, kale, spinach),</p> <p>Iron fortified or enriched foods: Some foods have iron added to them, especially certain cereals, breads, spaghetti, and flours.</p>
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STEP 6. Iron helpers

Tell the Girl Guides “Your body takes the iron from food. If you get your iron from an animal, such as beef, goat, or chicken, your body can use it very easily. Your body has more trouble using iron from vegetables and most cereals. To help your body use iron from vegetables and cereals, eat iron helpers. **Iron helpers** help to get the iron from the vegetables and cereals so that your body can absorb it and use it. Examples of iron helpers are meat and foods and drinks that are high in vitamin C, such as oranges.

*Jane says: It is important to mind what you eat, including paying attention to what foods you eat together. For example it is good to eat fruit when you are eating foods with iron, but it is not as good to drink tea when eating iron. I learned in Girl Guides that the iron from plants is hard for the body to use, but there are “iron helpers,” that you should eat with vegetables to help your body to use the iron. For example, eating plant sources of foods with animal foods makes it easier for the body to use the iron in the plants. Eating foods that have vitamin C, like oranges, apples, and peppers **with your meals** also helps your body use the iron from most foods. Animal meats and vitamin C are “iron helpers.”*

Group Activity: How many iron helpers do you eat?

- Ask the patrol to look at **Worksheet 4.1** in Step 4, the list of foods they ate,
- They should identify which foods are rich in vitamin C, and together with the group members fill the second column of **Worksheet 4.2: helper foods**
- You can use the list below as a guideline, but also do research to find common local sources of vitamin C in addition to this list.



Foods rich in vitamin C

Guava, oranges, lemon, lime, orange juice, papaya, grapefruit, banana, plantain, strawberries, tomato, potato, green and red peppers, kiwifruit, jackfruit, mangoes, and most traditional fruits (tamarind seeds).

STEP 7. Iron blockers

Inform the girls that there are also “iron blockers”. Iron blockers are foods that make it harder for the body to use iron. Try not to eat or drink iron blockers **at the same time** as you eat iron-rich foods. After eating iron-rich foods, wait an hour before you eat foods that are iron-blockers.

Group Activity: Do you eat iron blockers?

- Ask the patrol to look at **Worksheet 4.1** in STEP 4 again.
- Ask them to identify any iron blockers on the list.

Group Discussion: Did they eat or drink their iron blockers at least an hour before or after eating the iron-rich foods? Which iron blockers were they more likely to have with iron-rich foods? What can they do to be sure not to have iron blockers and iron-rich foods together?



Iron Blockers:

The foods include: tea, coffee, red wine, milk and dairy products, chocolate (candy bars), and soda.

STEP 8. Iron-fortified and Iron-enriched foods

Inform the Girl Guides that some foods have iron added to them. These are usually popular foods and they help to increase the amount of iron that people eat. Most of these foods are cereals and grains that have been milled and packaged as flour or pasta. Iron is also added to many breakfast cereals. The manufacturers of these foods are supposed to indicate on the food packages the amount of iron they have added. Foods with iron added to them are called “iron-fortified” or “iron-enriched.”

STEP 9. Activities that Guiders may use for this Session

Activity A:

Identifying iron-rich foods, iron helpers and iron blockers (for those with access to a wide variety of foods)

- Prepare labels that say: 1) good sources of iron (including foods fortified with iron), 2) iron helpers—including foods rich in vitamin C, and 3) iron blockers.

- Have the Girl Guides write down (or draw) locally available foods that are in each of the three categories labelled above. The Girl Guides should be able to explain what each category means. (**Worksheet 4.2** can be used for the purpose)

OR

Activity B: Identifying iron-rich foods, iron helpers and iron blockers

Ask the patrol to go to the local market and draw or write the name of as many different foods as they see that are a) good sources of iron, or b) iron helpers, or c) iron blockers (**Worksheet 4.2** can be used).

Step 10. Share what you have learned

Now that the Girl Guides have learned about the foods to eat and avoid to prevent anaemia, they should celebrate by sharing what they have learned with their friends, families or the community. They can decide to do activities in the Anaemia Prevention Badge Award Handbook. Have the patrols vote on how they would like to do this:

- Have a mother (or father)-daughter (or friends) team make a iron-rich foods and iron helpers and bring it to share with other guides. The group can use **Worksheet 4.5** in the *Anaemia Prevention Badge Workbook* to write the recipe [where preparation of the food is not possible, the recipe will be enough].
- Prepare iron-rich foods and bring them to the antenatal clinic to share with mothers. (Plan with the health worker before doing this). The group can use **Worksheet 4.5** to write the recipe [where preparation of the food is not possible, the recipe will be enough].
- Perform a skit for another patrol who is not working in anaemia to teach them about eating well to prevent anaemia. The group can use “**Community Outreach Activity 1**” space in the *Anaemia Prevention Badge Workbook*.

Worksheets to complete some of the activities in the **Anaemia Prevention Badge Award Handbook** are in the **Workbook**.



SESSION 5

Prevent Anaemia through
Prevention of Malaria

PREVENT ANAEMIA THROUGH PREVENTION OF MALARIA

Purpose

This session will teach prevention and treatment of malaria as a way to prevent and control anaemia

Objectives

By the end of the session, the Girl Guides will be able to:

- Explain malaria's relationship to anaemia
- Name 3-5 ways to prevent malaria

Time: 2 hours


Materials

Manila paper

Procedure

STEP 1. How to prevent anaemia

Review with the girls the four ways to prevent anaemia among pregnant women and adolescent girls. **To ensure that all prevention methods are mentioned, recall information learned in session 3.**

	<p><u>Information: How to Prevent, control and treatment Anaemia</u></p> <ol style="list-style-type: none">1. Increase iron intake from food2. Prevent and treat malaria<ul style="list-style-type: none">• Sleep under insecticide treated bed nets to prevent malaria• Get treated for malaria immediately at a health clinic/center• At night, use gels that scare away mosquitoes (mosquito repellent)• Empty or fill puddles and standing water near your house so that mosquitoes cannot breed• Spray the house to kill mosquitoes• Put screens or nets over doors and windows so mosquitoes cannot get inside• Wear clothes that cover your skin so mosquitoes cannot bite you3. Prevent hookworm4. Take iron tablets as directed by a health worker
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STEP 2. Jane and Miriam; How Soonum gets her supper

Jane taught Miriam about preventing malaria through a story she had read from the UNESCO website.¹ found on page 38 in the Work Book

Ask two Girl Guides read the roles of Jane and Miriam to the end of page 38.

Adapted from UNESCO, FRESH Tools for Effective School Health. "Telling Stories to Introduce Lessons about Malaria: Soonam is Hungry" http://portal.unesco.org/education/en/file_download.php/2245af72dc82dabca1aa965242d82d1dFINAL+cc3-malart02story.doc

STEP 3. Malaria

Ask the following Questions of the patrol:

What is malaria?

- Malaria is an infection (sickness) that is caused by a parasite

How do people get malaria? What causes it?

- Mosquitoes carry the malaria parasite that causes malaria illness
- People get malaria when a mosquito that is carrying the malaria parasite bites them and gives them the parasite

How does malaria cause anaemia?


- The malaria parasite destroys the red blood cells

What did Katanu's parents do when they noticed she had malaria?

- As soon as they noticed signs and symptoms of malaria, they took Katanu to a health centre for treatment

What signs and symptoms made Katanu's parents know that she had malaria? [Make sure the girls know the symptoms of malaria]

Have you had malaria? How did you feel?

	<p>Symptoms of malaria</p> <ul style="list-style-type: none">• Increased body temperature (Fever)• Feeling of being cold that comes and goes• Headache• Muscle pain and weakness• Vomiting• Diarrhoea and stomach pain• Shivering
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Why did Katanu get malaria?

In the story, Soonum was able to bite Katanu because she was not sleeping under an insecticide treated mosquito net. Do girls and women sleep under treated mosquito nets in your community? Why or why not? What can we do to help more girls and women sleep under mosquito nets? What can we do to be sure the nets are treated regularly with insecticide?


STEP 4. Protecting Katanu from Soonum

Ask two different Girl Guides to continue reading the story, from page 38

STEP 5. Group Activity: Malaria prevention at home and in your community.

Ask the girls to work in their patrols and think about ways that they can work to prevent


and control malaria in their homes and communities. The Guides should plan to do one activity at home with their family and one as a patrol for the community. They can use **Worksheet 5.1** to do this activity.

	<p>Some of the ways to prevent malaria include:</p> <ul style="list-style-type: none"> • Sleeping under insecticide treated mosquito nets. • Using gels and sprays that scare away mosquitoes. Mosquitoes can also be driven away using mosquito coils. Note: there are some traditional repellents made from herbs. • Wearing clothes that cover arms and legs especially at night when the malaria causing mosquito is most active. • Spraying indoors to kill mosquitoes • Covering doors and windows and other openings in the house with nets (if possible). • Using medicines to prevent malaria when moving or travelling to areas with high risk of getting malaria. • Making sure that water doesn't collect in buckets or puddles near your home so that mosquitos can't breed. Fill up puddles of standing water around the house with earth and stones, especially after it rains, to prevent mosquitoes from breeding. Water pots and containers should be covered to protect them from Soonum and her mosquito friends. • Clearing away brush where mosquitoes like to be. • Putting oil on the surface of any ponds around the house.
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STEP 6. Malaria in Pregnancy

Tell the girls that malaria is very dangerous for pregnant women and the babies in the womb. It is very important to prevent and treat malaria among pregnant women.

What is the effect of malaria on pregnant women?

	<p>Effects of malaria on pregnant women</p> <ul style="list-style-type: none"> • The women are more likely to get anaemia • They are more likely to give birth to a baby that is too small at birth • They are more likely to deliver the baby too early • The baby is more likely to die before it's born • The baby is more likely to get sick after birth • The newborn baby is more likely to die
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All pregnant women who live in areas where there is a lot of malaria:

- Should go to the health centre or clinic to be treated for malaria. This is done after they have been pregnant for four months or more. They should go for the treatment even if they don't have signs of malaria.
- The health worker will give the pregnant woman medicine to be sure that she doesn't have any malaria. Women who get malaria may suffer from anaemia.
- Pregnant women who have been treated for malaria have lowered the risk having anaemia.

STEP 8. Group Activity: Sharing information about malaria.

In the girl's patrols, ask them to:

Activity A: Develop communication messages aimed at girls and/or boys of their age to inform them of the dangers of malaria and how to prevent it. (Use **Worksheet 5.2**)

OR

Activity B: Develop communication messages aimed at pregnant women and their families to inform them of how to prevent malaria during pregnancy [See Worksheet 5.2).

For both activities: The Girl Guides should write the messages on manila paper with artwork that shows their messages. First, they should present it to the other Girl Guides, who will offer advice to improve the messages. Then, they should share with their community.

Recommended time to do this project: 1 or 2 weeks.



SESSION 6

Prevent Anaemia through
Control of Hookworm

PREVENT ANAEMIA THROUGH CONTROL OF HOOKWORM

Purpose

This session will present information about how hookworm causes anaemia, and how to prevent anaemia by controlling hookworm.

Objectives

By the end of this session, Girl Guides will be able to:

- Explain how hookworm causes anaemia
- Name 3 ways to prevent hookworm infection


Time: 2 hours

Materials

Manila paper

Procedures

STEP 1. Prevention of Anaemia: Ask the girls to remember the 4 main ways to prevent anaemia.

	<p>Prevention, control and treatment of Anaemia</p> <ol style="list-style-type: none">1. <i>Increase iron intake from food</i>2. <i>Prevent malaria</i>3. <i>Prevent hookworm</i><ul style="list-style-type: none">• Take de-worming medicine to get rid of hookworm• Wear shoes to avoid hookworm• Use clean, safe toilet or latrine facilities• Dispose of faeces properly• Do not play with dirty soil• Do not eat dirty soil <p>3. <i>Take iron tablets as directed by a health worker</i></p>
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STEP 2. Jane and Miriam: Musa's Dream

Ask two girls to read the roles of Jane and Miriam on page **44** in the Work Book.

STEP 3. Discussing Musa's Dream

Ask the girls the following questions.

What did Musa become in his dream?

- Worms. Hookworm.

What is hookworm?

- Hookworm is a parasite. Symptoms of hookworm in a person include diarrhoea and stomach pains.

Where are these worms found?

- In soil that is dirty with human faeces.

How does one get hookworm infection?

- From walking barefoot on the dirty soil (that has human faeces)
- By eating some of the soil (especially young children who play in the soil and pregnant women who eat soil)

What do the hookworms do when they are in the stomach/intestines?


- The hookworm attaches to the wall of the small intestine and sucks blood from the person infected. It also makes small cuts on the intestine.

How does a hookworm-infested person get anaemia?

- The person loses blood through the small cuts and gets stomach aches, and sometimes diarrhoea.
- If the hookworm isn't treated, the loss of blood leads to anaemia.

STEP 4. Preventing hookworm

- Ask the girls to work in their patrols to recommend ways that Musa, his family and his community can prevent hookworms from living in their bodies.
- Each group should present its ideas to the other girls.
- Compare the suggestions to the box below. *Tell the children that getting dewormed is what was killing Musa and his relatives in the stomach of that child*". Explain, too, that some cultures have traditional herbs they use to treat children for worms. While this might not be harmful, it is important to make sure the children and pregnant women do not take it unless the health worker gives them permission. **Emphasize that all medicines should be given and taken as prescribed by a health worker.**

 information	Ways to prevent hookworm infection <ul style="list-style-type: none">• Get de-wormed to get rid of hookworm• Wear shoes to prevent hookworm from entering your body• Use toilets or latrines and dispose of faeces properly so they don't dirty the soil and spread hookworm• Don't play or allow small children to play in areas where faeces are in the soil• Don't eat the soil
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STEP 5. De-worming

Children/Adolescents

Tell the girls that many children in our country have hookworm. It is very important to prevent hookworm infections among young boys and girls, and also among pregnant

women because hookworms can cause anaemia.

Explain:

- It is important that young girls and children above one year get de-wormed at least two times in a year.
- De-worming school children will reduce anaemia.
- De-worming is done with medicines given by a health worker.

De-worming Discussion

- Find out how many Girl Guides in your patrol were de-wormed in the last six months.
- How many girls will try to get de-wormed in the next 6 months?

Pregnant Women

- All pregnant women should be treated for hookworm even if they don't have any signs of worm infection. This is done because hookworm infects many pregnant women in our country
- Taking de-worming medicine during pregnancy will reduce anaemia during pregnancy.
- Women should not treat themselves, but should ask health workers about being de-wormed. A health worker will give a woman medicine to treat worms after she is at least four months pregnant.

STEP 7. Group Activity: School De-worming

- The Girl Guides patrols should work with the local health facility to organize a de-worming day in the school. During this day the health workers will come and give all children de-worming medicines. Girl Guides and their Guiders should advertise this activity some few days before it happens. They can talk about it in the school parade, or in any other time or event when it is proper (fill **Worksheet 6.2**).

STEP 8. Individual Activity: Prevent Worms at Home

- Each Girl Guide should make a plan with her family to prevent worm infections at home. This can include a) making sure all the children who are below six years of age are de-wormed two times in a year, b) making sure the family uses a latrine and dispose any faeces in the latrine, c) children don't play on soil that may have faeces in it.



SESSION 7

Prevent Anaemia by
Taking Iron Tablets

PREVENT ANAEMIA BY TAKING IRON TABLETS

Purpose

In this session Girl Guides will learn how pregnant women can prevent anaemia by taking iron tablets.

Objectives

By the end of this session, the Girl Guides will be able to:

- Explain the dangers of anaemia for pregnant women.
- Explain how iron tablets help to prevent anaemia in pregnant women.

Time: 2 hours

Procedure

STEP 1. Review the ways to prevent anaemia (page 25)

STEP 2. Iron tablets

Tell the girls “that anaemia can be prevented or treated by taking iron tablets. People who have anaemia take iron tablets to treat anaemia, and pregnant women take iron tablets to prevent anaemia. Iron tablets are also sometimes given to adolescent boys and girls to prevent anaemia.”

STEP 3. Anaemia in pregnancy

Talk with the girls about the dangers of anaemia among pregnant women. Ask them to **list possible dangers to both pregnant women and their babies**. Compare their answers with the information below.

Babies born to anaemic women are more likely to:

- Be born too soon
- Be born too small
- Die soon after birth
- Grow poorly
- Have trouble learning

Pregnant women who are anaemic are more likely to:

- Die during childbirth because of bleeding
- Be unable to work or take care of their children
- Be sick more often

STEP 4. Jane and Miriam: Miriam’s Mum is Having a Baby!

Ask two girls to read the roles of Miriam and Jane on page 50 in the Workbook.

STEP 5: Lessons from the story on iron and pregnancy

What did the girls learn about iron during pregnancy from the story?

- During pregnancy, women need more iron for themselves and for the baby growing in the womb
 - All pregnant women need to take iron tablets (called iron supplements) during pregnancy in order to have enough iron in their bodies for themselves and for the baby
-

- These tablets help to prevent anaemia and help the baby's brain to develop.

STEP 6. Health Facility Visit: Learning about iron tablets

Plan for the patrol to visit a nearby health facility, clinic, hospital, or a pharmacy that provides services for pregnant women. The objective is for the Girl Guides to learn about how women are given iron tablets. See Annex 2.4 on “**Preparation for health facility visit.**”

At the health facility the brownies can fill **Worksheet 7.1**. Brownies should also find the responses to **Worksheet 7.2**.

At the health facility, the Guides and Rangers should use **Worksheet 7.3** in the *Anaemia Prevention Badge Workbook* to:

- Find out what nutrition services are offered to pregnant women and adolescents
- Find out when women are given the tablets, and why
- Write the number of iron/folic acid tablets women are given during each visit
- Write the number of iron/folic acid tablets a woman is supposed to take every day

The Girl Guides and Rangers can also:

- Find out what services health workers provide to help pregnant women to prevent anaemia.
- Make a schedule/plan of which days and times the facility offers the services.
- Write the health provider's view as to why some women do not attend health services and why they do not always take iron tablets.
- Write the health provider's suggestions for getting more pregnant women to have full antenatal care and take iron tablets every day.
- If possible, talk to women patients about why some women do not attend health services, and why some do not always take their iron tablets.
- Talk to pregnant mothers about their experiences with iron tablets, iron-rich foods, malaria and hookworm prevention.
- Take iron-rich foods to the health center or clinic to share with pregnant mothers.
- Develop messages based on the information in the box below to help more women use iron tablets.

GROUP WORK

- What can Girl Guides do to help pregnant women who go to the health services take their iron and folic acid tablets?
 - a. As a patrol, identify one action the Girl Guides will take to support pregnant women to take their iron tablets. You can get ideas for activities by talking to mothers or health workers. Examples include: making posters with helpful information about anaemia, iron tablets, during pregnancy and hanging them in the health clinic; visiting a pregnant mother and reminding them to take their iron when you visit; bringing iron-rich snacks to the antenatal clinic and explaining to the mothers how it is prepared. The patrol can also create its own activity that helps pregnant women.

Information Girl Guides may learn at health facility:

When and where do pregnant women get iron tablets?

- At antenatal care: All pregnant women should visit the health centre at least 4 times during their pregnancy, to be sure that they and their babies are healthy.
- The visits should be from the beginning of the pregnancy; by the fourth month at the latest.
- Women receive iron tablets beginning at their first visit to the health facility during their pregnancy.

How many iron tablets do they take?

- They should take one tablet per day.
- A doctor may have a pregnant woman take more iron if she shows signs of anaemia.

How often do they take the iron tablets?

- Women should take iron tablets every day for 6 months during their pregnancy.
- The health worker may also advise them to take them after delivery.

Other services provided to pregnant women on anaemia prevention and nutrition:

- They are weighed to monitor weight changes.
- They are educated or counselled on good health and nutrition during pregnancy and how to care for their babies.
- They are provided with treatment for malaria and educated on control of malaria e.g. sleeping under insecticide treated mosquito nets.
- They are provided with de-worming medicine.

Why some women do not use iron tablets:

- Their supply of the tablets finished or got lost/misplaced/poured.
- They did not go for more tablets.
- They forget to take the tablets.
- They don't like the smell of the tablets.
- They feel like vomiting when they take the tablets.
- They just don't like the tablets.
- They don't know the importance of taking the tablets.
- There are rumours that the tablets are not good and cause other illnesses.
- They are not being supported by people in the home to take the tablets.
- Other reasons.....

ANNEXES

ANNEX 1

Participatory Methods

Purpose

This annex provides Guiders with participatory teaching methods that they may wish to use while working with the Girl Guides. These methods will help the Girl Guides to become actively engaged in the learning process, learning about anaemia as they complete various activities as individuals and as patrols. Guiders are encouraged to use these and other participatory techniques as much as possible while using the *Anaemia Prevention Badge Guiders' Training Manual*. In addition, Guiders are encouraged to share these techniques with the Girl Guides, who will use them while conducting community outreach on anaemia.

SPECIFIC PARTICIPATORY TECHNIQUES

1. Warm Up/Ice-Breaker/Energizers

This means using quick games (5-10 minutes) to relax or energize a group. Girl Guides have many examples of ice-breakers, such as:

Warm ups generate a lot of energy and laughter in a group. They can be an easy, fun, and informal way to learn each other's names. Sometimes participants think warm-up games are childish and are at first reluctant to join in. However, after overcoming initial reluctance, participants usually enjoy taking part in warm-up games. Young people are very creative. Facilitators should encourage this creativity by letting young people initiate or lead energizers. As well as being used at the start of a workshop, warm ups can be used as energizers when the group's energy is low, for example after a meal or after a difficult activity.

2. Brainstorming

This means producing a lot of ideas in a short amount of time, with everyone in the group sharing ideas. For example, a group could brainstorm on *ways to get to school*. The group would call out all the ideas they have "walk, take the bus, ride a bicycle, run, ride a horse etc." Another example would be: *why don't some pregnant women take their iron tablets*, and Girl Guides may call out "they don't have them, they are afraid to take them, they don't know what dosage is, they don't feel good when they take them,"

All of the ideas can be written down on a flipchart, chalkboard, or paper. To reinforce the ideas and create opportunities to talk about the issues, the patrol can work together to group or organize the ideas under different themes.

Procedure:

- Decide on a topic.
- Clearly state the topic and time limit for the exercise to the group.
- Appoint a recorder to list all the ideas as they are mentioned.
- State the rules clearly and enforce them as the brainstorm proceeds.
- Restate the topic and time limit to keep the group on track.
- Indicate when the time is up.

Annex 1 has been excerpted/adapted from: WHO Information Series on School Health Document 9: Skills for Health, Skills-based health education including life skills, An important component of child-friendly/ Health promoting school. http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf

Note that in brainstorming, the points raised by participants are listed **without discussion**. Once all of the ideas have been presented, it is useful to have a general discussion about the issues raised. Getting participants to group the ideas from the brainstorm reinforces the ideas and creates opportunities to talk about the issues.

3. Working around the Circle/Round Robin

This method makes sure that everyone in the group gets a chance to speak.

When working with groups, it is important that the group leader not be seen as the expert handing out information. Everyone in the group should get a chance to speak and share his or her knowledge.

The circle is a useful way of ensuring that everyone gets a chance to speak. It is important to establish this early on; an appropriate time for this could be while establishing the ground rules for working together. The principle is that if something is being discussed “in a round,” this means that everyone has something to say in turn and that nobody should speak or interrupt while someone else is speaking.

Giving everybody a chance to speak builds the individual’s confidence, self-esteem, and communications skills.

Working around the circle is not a good exercise for groups of more than 12 people as it can take a long time. If you would like to use this technique with large groups, first break them into smaller groups who will each report back to the main group.

4. Small Group Discussion

Working in small groups of no more than eight people

- Group discussion is a technique often used in training. The Guider will need to question, explain, clarify, draw out, and sum up information. If these skills are used effectively, the group will discuss the issues and reach conclusions themselves. Small group work can increase involvement and participation and reduce dependence on the group leader. In group discussions, the participants work together for a longer period than when working in pairs. The facilitator can move from group to group providing assistance when needed and appropriate.
- The leader can present an issue, for example, “telling a friend who has signs of anaemia to see a nurse,” and small groups can look at the advantages and disadvantages of this. Each small group’s findings can be reported back to the large group.
- The Guider can then sum up and draw out the common threads. By referring to the group and drawing on their understanding the facilitator can clear up any misconceptions.

5. Questionnaires/Quizzes

A wide range of questions can be used as a basis for group discussion or to enable individuals to reflect on their attitudes towards a given topic.

Sometimes a multiple choice, true or false, or open-ended questionnaires can be used.

6. Case Studies

Designing a very brief story/situation relevant to the issue (anaemia) being explored by the Group. This is a useful and non-threatening way to illustrate and bring to life very important issues. Case studies can generate discussion on sensitive topics and can also provide an opening for participants to talk about their own situation if they want to.

Procedure:

- Develop or locate a story relevant to the issue that is being explored by the group
- Divide the group into smaller groups.
- Each group can be given the same story. If you have more than three groups, different case studies on the same issue can be used.
- Distribute the case studies to the groups.
- Provide questions for the group to discuss. Each group should write their responses on a flipchart.
- Ask each small group to present its findings to the large group.
- Facilitate a large group discussion on the outcomes, making sure that all the members have the same information.

7. Role-Play

Role play is an informal drama in which people act out a situation. A Guider would give Guides a problem to act out. Very little time is given to go through the preparations and it is often unrehearsed.

A role-play provides an excellent method for practising skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into one's own feelings. The role play also provides an opportunity to discuss some issues in more detail, such as exploring why children don't wear shoes or why women and girls are not sleeping under mosquito nets.

Procedure:

- Introduce the dilemma and clarify the objectives of the role-play.
- Ask for volunteers or choose people you think will act the parts well.
- Give the actors their roles or let them discuss the role-play before actually doing it. This can be about ten minutes.

Observers should reserve their comments or questions for the discussion at the end of the role-play.

8. Drama

Drama is a useful technique for teaching large groups and is also a useful learning process for the people creating the drama. Girl Guides are given a topic or issue to work with, and they create a skit or play based on that particular issue. They perform the play for the large group. For example, the Girl Guides may prepare a community drama around a certain aspect of anaemia – causes, one way to prevent, signs, treatment, etc.

This section adapted/excerpted from: Theatre-Based Techniques for Youth Peer Education: A Training Manual. UNFPA: Youth Peer Education Network, 2005. http://www.unfpa.org/adolescents/docs/ypeer_theatre.pdf

Tips on teaching acting and improvisation

Anybody can act. Once we conquer our fear (stage fright) and understand the topic or our lines, the teacher can assist in the delivery.

If possible, invite a drama teacher to help prepare the Girl Guides for their presentations. The drama teacher or Guide leader may:

- Assist the Girl Guide to effectively express herself and her imagination
- Provide a safe environment for the Girl Guide so that she is comfortable taking risks

Improvisation: This is acting in a drama that doesn't have a written script, but does have a clear plot. To do improvisation, the Girl Guides must be able to clearly express themselves and feel safe. But also must:

- Learn how to react to other Girl Guides lines
- Avoid stopping scenes 'dead' with simple yes or no answers or statements
- Keep the scene moving towards the agreed-upon ending
- Look for ways to do the unexpected rather than the predictable
- Let the focus be on the story and message rather than comedy

Remember that no matter what approach a project uses, scenes or plays are never truly 'finished'.

The more you work with the issues, the more you and your actors will learn. You will likely want to go back and revise your material several times because everything can be made better.

General discussion should be encouraged at the end of the drama. Specific questions can be designed to keep the group focused. Examples of Questions are:

- What are the key lessons you learnt from the play?
- Which character convinced you to do things differently? Why?
- Which messages from the play will you share with other people?
- How differently can we deliver the anaemia prevention message with positive results?

9. Songs/Music

An exciting way of spreading and reinforcing key messages

Songs can be used in a number of different settings, for example:

- At the beginning and end of a drama.
- At the start of a workshop.
- As an introduction to an educational topic

10. Story Telling

Using stories to stir up participants' responses, feelings, values, and attitudes

Procedure:

- Tell the story. When it is finished, ask participants to share their feelings about the story. This can be done through pair work or small group work.
- After five to ten minutes of discussion, the facilitator may ask participants to comment (if the group is large, comments can be taken from selected pairs).
- As each comment is raised, a discussion can take place around it.

Stories should be developed for each particular situation and setting.

ANNEX 2

Communicating with Peers and the Community about Anaemia

Purpose

The purpose of this annex is to teach Girl Guides ways to interact with other Guides, classmates, health centre or clinic staff and patients, as well as with other members of their communities.

Girl Guides might be nervous about speaking in public or being in the spotlight. These training activities will help them to become more comfortable, and prepare them for completing the unfamiliar activities and tasks required to earn the badge. The training should be part of on-going implementation of this manual. The tasks given to the girls should help them to practice what they are expected to do in their communities. Guiders are encouraged to be creative and use these techniques whenever possible.

Annex 2.1: Introduction to Making Posters

Purpose

Teach participants with how to create effective posters with anaemia prevention messages.

Materials

Manila papers, Crayons, Marker Pens, Pencils
Other helpful craft items

Advance Preparations

1. Find and select posters which have stood out in communicating health messages and bring them to the session.
2. Look for pictures of local nutritious dishes. Enlarge them to A4 size.

Time: 2 hours

Procedures

STEP 1: Brainstorm with the group: What is a message?

- A message is a short phrase or sentence that summarizes an idea in simple understandable terms.
- It is the “take-away” information that is repeated to friends
- A good message is short and to the point.

STEP 2: Indicate that a good message has three important points. These points make the message arithmetic, which is given below:

- **Current Behaviour + Desired Behaviour + Key Benefit = Message**

Discuss the parts of the arithmetic as follows:-

Current Behaviour

Examples:

- Girls eat foods that have small amounts of iron.
- Girls do not sleep under insecticide treated bednets.
- Girls do not get de-wormed regularly

Desired Behaviour

Examples:

- Eat iron rich foods especially meat and leafy dark green vegetables.
- Sleep under insecticide treated bednets.
- Get de-wormed every six months

Key Benefit Statement

Examples:

Eating foods rich in iron will make you grow healthy and intelligent.

Sleeping under insecticide treated bednets will prevent malaria.


Taking de-worming medicine every 6 months will help to prevent anaemia.

Example of Messages

- *Eat iron-rich food to grow into an intelligent and healthy woman.*
- *Sleep under an insecticide treated bednet to stay healthy*
- *Take de-worming medicine from a health worker every 6 months*

STEP 3: Suggest adding a picture to go with the message

The picture should be simple, helpful, and not offend anyone in the community. For example, a healthy girl, a plate with healthy food choices, etc.

	<p>Information</p> <p>Tips for Message Development</p> <ul style="list-style-type: none">• <i>Keep the message focused</i>• <i>Keep the message memorable</i>• <i>Keep the message appropriate in culture and language</i>• <i>Keep the message simple and interesting</i>• <i>Tell people how the message will help them</i>• <i>Have visual images to communicate the message (use great colours, characters, etc)</i> <p>Checklist for Message Quality</p> <ul style="list-style-type: none">• <i>Will you remember it?</i>• <i>Does it make sense for the local culture, sensitivities, and problem?</i>• <i>Do people seeing the message believe it?</i>• <i>Does it make you want to take action?</i>• <i>Is it simple enough to grasp immediately?</i>
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STEP 4: Use the opportunity in the activities in the manual to help girl guides to design a poster. On pages 14 (Brownies), 19 (Girl Guides), and 25 (Rangers) of the Badge book are the posters that they can design toward earning the Anaemia badge.

Annex 2.2: Introduction to Public Speaking

Purpose

To prepare Girl Guides to give presentations on anaemia to their peers and community members

Time: 2 hours

Procedures

STEP 1. Tell participants that they are now going to learn tips for speaking to groups of people.

STEP 2. The most important part of speaking is to know and understand the key messages you wish to communicate. Have no more than 5 key messages when you speak.

The following are examples of messages:

- *Eat meals that contain foods that have a lot of iron in to be health and prevent anaemia.*
- *Always sleep under bed nets that are treated with an insecticide to reduce malaria that can cause anaemia.*
- *Get dewormed two or three times every year to get rid of hookworms that can cause anaemia.*

Once you have the messages you want to communicate. Think of how you will tell it to the people (listeners).

Explain that in public speaking girls will need to:

- Use gestures including movement of hands and smiling
- Have eye contact with the people who are listening
- Change the tone of their voice: softer, louder, deeper, higher
- Appropriately use humour including telling short funny stories and jokes on the topic.

The Guider should practice these techniques while explaining them, and ask participants to watch closely. A Guider may also want to demonstrate a boring speech in which the person doesn't move, uses a monotone, and doesn't make eye contact. Ask the participants to comment on how the speech can be improved.

STEP 3: Start a discussion about other factors that aid effective public speaking. For example:

- Storytelling is a good way to catch people's attention.
- Avoid using inappropriate slang terms or other unacceptable language.

- Treat people with respect and kindness so that they feel safe and can learn better.
- Ways to respond to the audience.
 - If you ask questions and an incorrect answer is given by the audience, be encouraging, thank them for the answer and then explain the correct information or ask if someone else in the audience has a different answer
 - Remember that sometimes people might want to test your knowledge on the subject matter. Be confident, and if you don't know an answer, tell them that you will try to find the answer for them.
 - You should expect participants to be polite. If they are rude or make any insensitive comments, simply tell them that you will not discuss topics not related to anaemia. Avoid being angry on stage or walking away before you finish your presentation, but if you feel uncomfortable at any time, you should not stay. Report any problems to a responsible adult.

Information

Remember that some people in your audience will know more about anaemia than other people. Some of them might not understand that poor nutrition is a cause of anaemia. Others may not realize that malaria and hookworm infection are also causes. People have tended to attribute anaemia to a number of other causes.

In order to create a change in community behaviour, we need to:

- **Teach others** about iron-rich foods and how to help their bodies use iron by taking foods rich with Vitamin C along with iron rich foods and also avoiding tea with meals.
- **Create a community discussion** about food traditions and taboos that deny women and girls iron-rich foods, or about traditions that deny access to insecticide treated nets and proper sanitation.
- **Encourage the community to change the way it thinks** about food, such as perception that consumption of refined foods portray modernity and good life and that they are better than traditional foods (which is often not true).
- **Encourage** people to eat foods that have iron and other micronutrients added.
- **Encourage** pregnant women to get health care and ask for iron tablets.
- **Advocate** for insecticide treated nets and eradication of mosquitoes.
- **Advocate** for periodic de-worming and iron-folic acid supplementation as an essential component of Primary Health Care package.



information

Annex 2.3: Making a Menu

Purpose

To equip participants with knowledge and skills to prepare simple iron-rich meals

Objectives

By the end of this topic participants will be in a position to:

- Read menus and make meals following the menu.
- Prepare simple meals and snacks rich in iron

Time: 3 Hours

A menu (as given in a restaurant) is a list of all kinds of foods that are available or can be made for a meal. For example:

- Rice and cow's liver, served with traditional vegetables and a fruit of your choice (orange, banana, pawpaw, pineapple).
- Mashed/baked potatoes, served with fried beef, peas, and side vegetables.

To make a menu, you just need to think of the different foods that can be eaten together to make meals that have a lot of iron and iron helpers, and have no iron blockers.

A *recipe* is a set of instructions for how to cook/prepare a particular food. It:

- **Clearly lists the ingredients**
- **Tells the amounts of each ingredient to be used**
- **Tells what equipment will be needed**
- **Describes the steps needed to cook the dish**
- **Tells you how long to cook it**

It is good practice to try out the recipe yourself before sharing it with others.

A *recipe book* is a number of recipes put together in a book.

Annex 2.4: Planning for Health Facility Visit

Purpose

To help Guiders to plan for a health facility visit

Objectives

By the end guiders will be able to plan for a visit to a health facility for the girl guides

Time: 1 hour

1-4 weeks before the training	
Organize the visits(s) to the local ante-natal services (which offer the anaemia control/ prevention services for pregnant women)	<ul style="list-style-type: none">• Contact the health facility head/manager to seek permission for the visit (a letter will be useful for this visit): give them a brief description of the Girl-Guide activity, what they will want to learn; when is the visit and length of the visit.
Week of the Workshop	
Make copies of the list of activities the Girl Guides need to complete at the facility	<ul style="list-style-type: none">• Make enough copies so that each girl has one.
Confirm the visit (the week of the visit)	<ul style="list-style-type: none">• Telephone, or send another letter to reconfirm the visit, date, time and the number of girls who will be going for the visit.
Prepare the patrols before they leave for the visit	<ul style="list-style-type: none">• Each group of girls should be accompanied by at least one Guider.• Review the worksheet and discuss how to be respectful while gathering information.• Remind them of the time for being back.
At the health facility site	
The Meeting	<ul style="list-style-type: none">• The Guider pays courtesy call to the facility manager.• The facilitator briefs the healthcare worker(s) in the antenatal care clinic about what the girls will be doing and that they want to learn more about anaemia prevention during pregnancy.• Girl Guides ask questions/make observations as prepared in the training
Thank the health care workers	<ul style="list-style-type: none">• Thank each health care worker upon conclusion of each observation/discussion.• You should also thank the manager at the end of the visit• Send a thank you note to the health facility from each patrol.

ANNEX 3

Tracking Chart for Guider

Use the charts below to keep track of the Anaemia Prevention Badge activities completed by each Girl Guide. Keep track of the Guides' names, which badge earning activities they have completed, and the date they completed them. An example is below.

The following information could be tracked using the following formats

Form 1: Tracking badge earning activities.

Please fill out the following form in your weekly meetings and use it to prepare your quarterly reports to your Commissioner. Use the handbook to list which activities are to be completed

Activities Completed Toward Earning the Anaemia Prevention Badge											
Name	Knowledge				Practical			Community		Date badge earned	Date dropped out
	A	B	C	D	1	2	3	1	2		

Form 2: Details of Community Activities (Helps to track indicator 4, 5, 6, 7)

Name of girl (or mark "whole patrol")	Community service activity completed	Date activity completed	# pregnant women reached	#girls reached	Local partners the GGs worked with	Challenges faced	Solutions applied

Quarterly Report to Commissioner

of girls in process of earning the badge: _____

of girls who have earned the badge this quarter: _____

Total # of girls who have earned the badge: _____

of girls who have dropped out this quarter: _____

Total # of girls who have dropped out: _____

of girls reached this quarter through community service activities: _____

Total # of girls reached through community service activities: _____

of pregnant women reached this quarter through community service activities: _____

Total # of pregnant women reached through community service activities: _____

Please provide a paragraph describing the challenges face and solutions applied while conducting the community service activities.

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