

# Unlocked!

Four friends work together to beat sadness and worry during a pandemic



A Children for Health book

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#### *About the Illustrator*

David Gifford is a scientific and medical illustrator who has worked in health education for many years and now also work as a visual facilitator and strategic artist for organisations around the world. [www.inscriptdesign.com](http://www.inscriptdesign.com)

#### *Acknowledgements*

Children for Health would like to thank David and Liz Gifford who donated their time to develop this book during the pandemic of 2020. We would also like to thank Kelvin Nsekwi (Zambia), Nicole Dhanraj and Renee Veksler (Guam) and Mary Kiguru (Kenya) who reviewed the story and provided their valuable insights.

ISBN 978-1-911480-46-4

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## Unlocked!



Esme and Sara were walking home from school when Amad and Miggy came running towards them as if they had some important news.

'Have you heard about the virus?' they said.

'What virus?' asked Esme.

'A new virus called Covid-19. It's making lots of people very sick and the doctors haven't worked out how to make people better yet.'

'That sounds very bad,' said Esme. 'Let's look at the news on the phone.'

The four friends crowded around Amad's phone. Esme read out the news report.

'Oh no,' she said. 'It looks like the virus is travelling all over the world. It's called a pandemic. And it will probably come here soon.'

Miggy looked very worried. 'My grandma is very old and weak. The news says that the virus is dangerous for old people. What can we do to keep my grandma and everyone safe from the virus?'

Amad, who was very good at football said, 'If we are healthy and fit maybe we can fight the virus better. Playing lots of football keeps us fit.'

'But my granny can't play football to keep fit said Miggy. How can we help her stay safe?'

'Look,' said Esme. 'It says people who are very old or sick should be careful to stay at home so they do not catch the virus from other people. And we must wash our hands a lot so that if we touch anything that has the virus germs on it we won't pass them through our nose, mouth or eyes into our body and get sick. And if we wash our hands we won't spread the virus to anyone else.'

'If the virus comes, it says that everyone has to stay at home for two weeks, and get a test if possible.' said Amad. 'You can only go out to get food or have some exercise. Even the schools are closing.'

'Why do people have to stay at home?' asked Miggy.

Esme who wanted to be a doctor had the answer. 'It's because viruses are very tiny and live in the bodies of the people they make sick. The virus germs are too small to see, but when sick people cough or breathe out, or even sing or talk, they breathe out the virus germs that are stuck to the water droplets in their breath. Then the virus germs get breathed in by other people and that makes them sick too.'

'So the very old and sick people should stay at home,' said Sara.

'NO! Everyone must stay home. The problem is that when you first get sick, you might not feel ill, but you can still pass on the germs in your body very easily. And some people never feel very ill but they can still be sick and pass the germs on to old or sick people who could die of the virus. That is why, when a dangerous virus is spreading fast, our government decides that everyone must stay at home for a while.'

'Oh no,' said Amad, the virus better not come here. I need to practice football every day.'

'I don't want the schools to close. What will I do all day? I won't be able to see you our other friends, said Miggy.' The four friends nodded.

'In some countries, people have had to stay home for weeks,' said Sara. 'Imagine not seeing each other for weeks! It's called Lockdown. It sounds like a prison.'

'How will old people who must not go out even for shopping get food to eat? Someone will have to get food for my granny.'

A few days later schools were closed and the children had to stay home. Some people in the town nearby began to get sick with the virus. The mother of one of their teachers, who had always been very kind to the children, was taken to the hospital and later she died. People suspected it was from this new virus but no one said. Her family had to stay at home anyway for two weeks. They could not go out even to buy food. So Miggy's father went to the market and took food to the teacher and her family. He left it outside the door and they waved to him and shouted thank you.

The elders of the village and the government on the news said everyone had to stay in their houses. If they went out to buy shopping they had to wear a face mask in case they had the virus. The face mask stopped the virus from being breathed out into the air and protected other people. People had to stay two meters away from each other outside.

If someone suddenly needed to sneeze and had no tissue ready, they had to sneeze into their elbow.

Everyone was told to wash their hands with running water and soap or use hand sanitiser as soon as they got home. Esmé showed her little brothers and sisters how to do it. She used soap and rubbed her hands all over while singing happy birthday two times to kill the virus. 'We must do this often. Do you remember the five critical times? 1. After toilet 2. After cleaning up a baby 3. After helping someone who is sick 4. Before preparing food 5. Before eating,' she said. 'It's important not touch your eyes and mouth with dirty hands. The virus can only get into our body through our eyes, or nose or mouth.'



It was very hard not seeing her friends though. 'I have an idea,' said her mother when she saw how sad and bored Esme was, 'Your father says you can use his phone to make a group call to your friends once a day, if their parents will agree to let your friends use their phones.'

So once a day the four friends made a group phone call. It was great to see the four faces together on the phone.



They laughed and joked. It was still fun to talk on the phone even if they could not meet each other as they usually did.

'Is everyone washing their hands lots, and not touching their face if they go out?'

'Yes, doctor Esme,' her friends said together.

'And we are making sure our little brothers and sister wash their hands too,' said Sara.

'And I have been helping my mother take shopping to the old people who are not allowed out of the house,' said Amad.



'Do you wear a mask? Esmé said seriously.

'Of course!'

'And I have been sewing masks with my father,' said Miggy, 'and giving them to people in the village. And reminding them to wash them after they come home.'

'Do we have to wear masks at home?' asked Amad.

'No, only when you go out. At home you have to keep door handles and surfaces clean and wash hands a lot to make sure you don't pass the virus on if you get it. And if you have the symptoms of the virus, even just a little headache or cough, then you AND your family must all stay inside for 2 weeks to make sure the virus has gone.'

'How will you get food to eat then?' asked Miggy, who loved eating burgers and fries.

'Neighbours must get the shopping and leave it outside until the virus is gone and it safe to go out and get our own shopping again.'

'We must do all we can to help and to fight the virus,' said Esmé.

'Yes.' said Amad. 'We can soon beat this virus if we all help each other and do all the things that stop it spreading.'

Up in a tree outside Sara's window, the two parrots ZuZu and ZaZa had been listening to the children talking. ZuZu was wearing a mask and ZaZa was busy showing the little parrots how to wash their feathers.

'The four friends are doing very well in remembering the safety rules, but I think they are getting sad,' said ZuZu. 'No one expected this to last so long. The four friends have not met each other for weeks.'

'Yes, and their parents are worried. They cannot go to work and they are worried about having enough money. Miggy's grandmother has died and Sara's aunt who has an illness called diabetes is sick in the hospital. The children know about the problems. They are not sleeping well, and they feel cross and worried.'

'It is very hard. But what can we do to help them?'

'Hmm,' said ZuZu. 'I might have an idea.'



'Uh oh,' said ZaZa. 'Is it time for the magic feather?'

'Yes. The next time the children talk to each other on their phones, I will have a very big surprise for them. I am going to whisk them away on an adventure.'

'An adventure?'

'Yes, I am going to send the children on a quest to learn how to beat feeling sad and worried. Then they can get back their fighting spirit again and show others how to get it back too.'



A few days later, after the children had helped prepare the meal for their families and wash up the dishes, they were allowed to talk to each other on the on the phone for a while.

But all four faces on the screen looked sad.

'It's not the same just talking on the phone. I wish we could play football together,' said Amad.

'And I got shouted at today for not washing my hands before dinner,' said Miggy. 'But it's so difficult to keep remembering.'

'We mustn't give up,' said Esme. 'We must try to be strong and help.'

'We're just children though,' said Sara. 'What can children do? I feel very fed up. And I feel very worried all the time.'

All four friends sighed.

Suddenly, their phones went wrong. Blue and green lights began to flash across their screens like falling feathers. There was a flash of light like a small lightning bolt and a popping sound.

The children blinked. When they could see again, they found themselves standing together in a big empty room with blue and red feathers falling around them.

They looked around, trying to understand how they found themselves there.

'Where is this?' said Miggy.

Sara said, 'Look up at the ceiling. See those numbers! We seem to be trapped inside a mobile phone! But how can that be?'



A squawky voice answered.

'Esme, Miggy, Sara, and Amad, this is ZuZu and ZaZa speaking. We are sending you on a quest to beat the sadness dragons or they will make you feel like giving up on trying to keep you and your families safe. Are you ready to begin?

'Yes,' said Miggy, Sara, Amad and Esme, jumping up and down with excitement. 'Hooray! An adventure!'

'Who is going to go first?' said Amad.

'You must do it together. You need to find allies to help you with your quest. You cannot do it alone. The four of you must work as a team.'

'Yay,' said Amad. 'We are a great team. The four friends will beat the sadness dragons together.'

'Now,' said ZuZu. 'You will need to think of a superhero you wish to be to go inside the game and play it. Think what special powers each of you can have for your superhero.'

'Amad is good at sport so he can have super strong powers.'

'Sara likes fixing technology so she can have special problem solving powers.'

'Esme wants to be a doctor, so she can have special healing powers.'

'And Miggy loves animals and nature so he can have special powers for taming wild animals and dragons.'

With another bang and a flash, the children found that they each wore a new superhero costume with special masks and gloves and each had their own special super powers.

'OK let's play the game said ZuZu. Playing a game stops your mind from worrying. Concentrating on games helps your mind stay strong.'

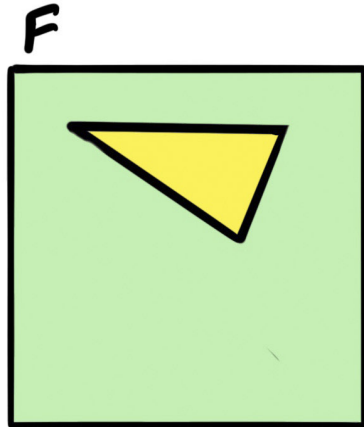
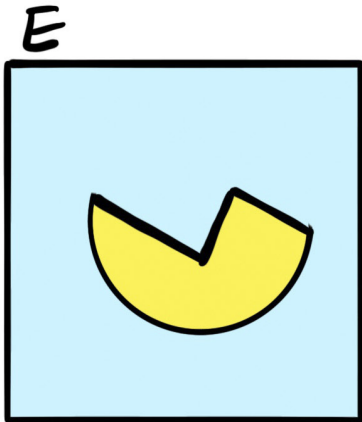
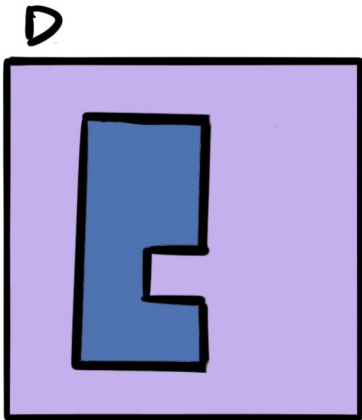
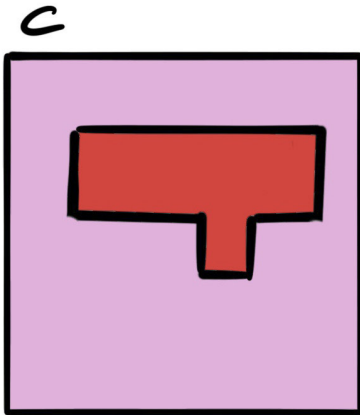
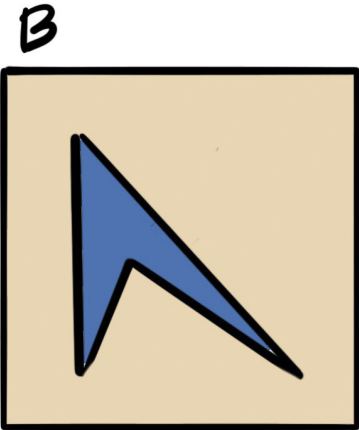
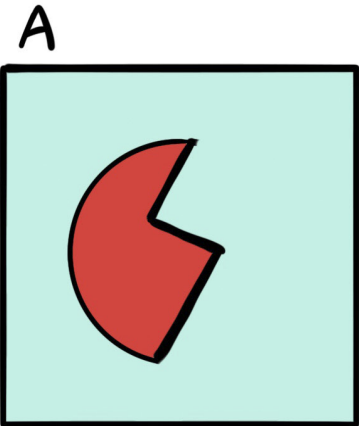
Games can help you beat the sadness and worry dragons. You must collect six gold tokens as a team. You must each use your special talents to help each other. But beware. Now shall we begin?'

The four friends looked at each other and nodded.

'We are ready,' they said together.

'Then here are the first games!'

Rotate and match shapes



Follow the lines to join the person to the sports ball



'Hooray, you have 2 gold coins! Did you notice how you stopped worrying as you played? Did you see how you can tell your mind to stop worrying by thinking about something else such as a puzzle, a word game, or a jigsaw. It is a powerful skill.

'Now I will tell you another way. We can meditate for a while.'

The four friends and ZuZu and ZaZa sat down and kept still. They closed their eyes and breathed deeply and slowly. They pictured their favourite place with the sun shining on them. When it was time to go again, they all felt calm and strong.

'Now you must finish the quest' said ZuZu.

'And the four friends will do it together,' said Esme. 'You need to find helpers for a quest.'

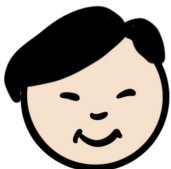
'You will need 4 more gold coins. You must win them in the right order. You must find your avatars in the forest. Then you must go to the dragon's castle and find a letter that will tell you which door to open. Then you will need to find the right key to open it. Inside you will find a power blaster. When you put the gold coins in the slot the power blaster will make a loud noise that dragons hate and all the dragons will be gone.'

'Here are the next 4 games.'

The children looked at the games. The four friends made a plan and put the games in the right order. Then they shouted, 'Ready! Let's go!'

Match the avatars with their special powers.

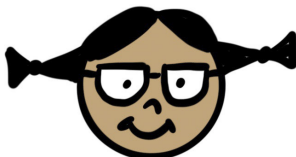
Do you remember what they are?



ESME



MIGGY



SARA



AMEP



STRENGTH



SOLVING

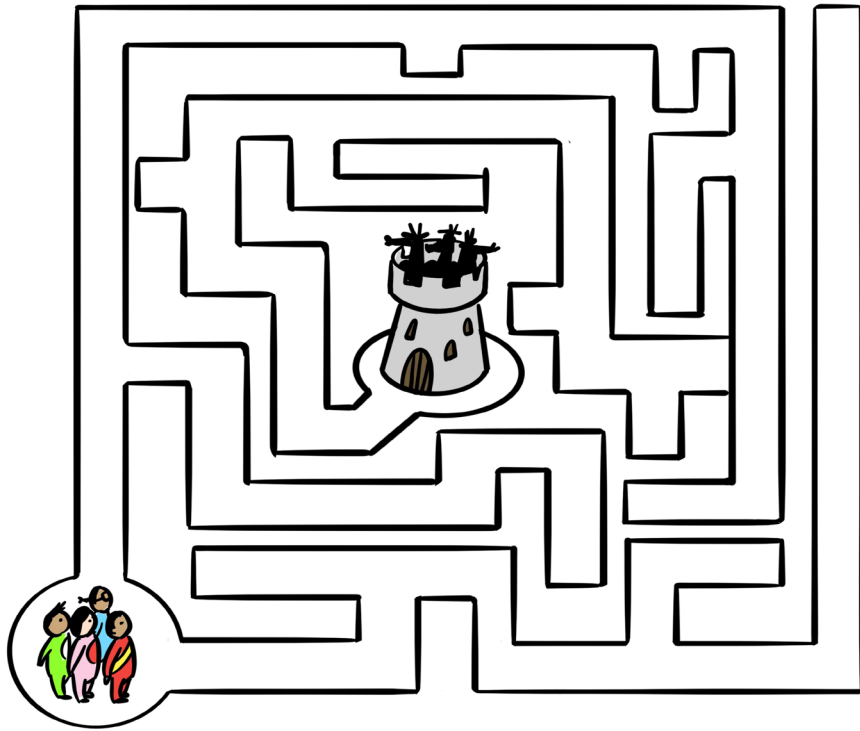


HEALING



TAMING

Follow the maze to the dragon's castle



A letter with a key inside. You must match the key to the right door hole.



You are now inside the castle where the dragons live. Answer the quiz to get your 4 gold coins.

### Quiz: How to Keep Safe

1. Eat bananas
2. Wear a mask
3. Climb a tree
4. Wash your hands
5. Play games to stop worrying

The children now have 6 gold coins.

'Look' said Miggy. 'That machine must be the power blaster. The children ran over and took it in turns to put the gold coins into the slot. Suddenly there was a terrible noise from the power blaster. They saw three dragons flying away from the castle.'

'Hooray!' they all cried. 'We have beaten the dragons.'



Then the blaster began to make a new noise. Blue and green lights began to flash like falling feathers. There was a flash of light like a small lightning bolt and a popping sound. The children blinked. When they could see again, they realised that they were all standing together back in their village and they were all exactly two metres apart.

'That was a good game,' said Sarah. 'And we beat the worry dragons. Now we have done this quest, I can see that we have the power to sort out many problems in real life.'

'Yes,' said Esme. 'We are a team and we can solve problems together. And we know how to keep our minds from feeling too sad or worried by just playing some games together. Games are a secret power.'

'Now let's think of some good ways we can keep being kind and helpful to each other and keep safe,' said Miggy. 'We are the four friends and we can do it.'

The children were too busy to feel sad and worried after that. They each played games with their brothers and sisters at home when they looked sad. They remembered to be helpful to the adults who were worried too. They helped to take shopping to their grandmothers, leaving it at the door. They sewed masks and helped their brothers and sisters do their lessons.

One morning the news said that the lockdown was easing. The children could go to school again and they could play together in the schoolyard.

'I am glad we can go back to school, but I am glad too that we learned how to keep our minds strong. Those games were great!'

'And of course, games are always best when you play them together. I'm glad we are a team,' said Esme.





## Unlocked Activities Section

Unlocked is a story for children aged 10-14 depending on their reading ability. The focus of the book is about the children learning about wellbeing and resilience to help them cope with life during a pandemic.

### Ideas for Using the Story Book

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

*Add your own ideas!*

### Ten comprehension questions

These are questions suitable for pairs or groups of children to ask and answer or, if writing practice is required, select one or two of the questions and ask children to write an answer. With the discussion or writing approach, children can take it in turns to read or tell their answers to the whole group.

1. What news did Amad want to share with Sara and Esme at the beginning of the story?
2. Give two reasons why 'staying at home' stops the spread of a virus.
3. How did Miggy's father help his neighbour?
4. What are the five critical times to wash your hands properly with soap for 20 seconds?
5. What did Esme's mother do to help her daughter and her friends when they were sad and could not see each other?
6. Name three things that ZuZu and ZaZa observed about the four friends after 'lockdown'.
7. What superpower did Sara have and why do you think she had that superpower?
8. How many dragons were there at the castle?
9. Name two things that children need to do to help them keep safe from the virus.
10. What did playing the games teach the four friends?

*Add your own questions!*

## **Other Questions**

These questions ask children to think more deeply about the story and link the story to their own lives. Select one or two questions or ask children to vote for the questions they like the best. Ask children to 'take a question home' to talk about with their friends and family. At the next session, ask them to describe what their friends and family discussed. Or, use one or two of these questions as a topic for a lesson or a class project. For example:

If ZuZu and ZaZa's magic feather were dropped on you now, what would you like it to do?

Ask children to talk about this, make up music or songs, draw pictures or dance.

### **Reading between the lines questions**

1. If ZuZu and ZaZa's magic feather were dropped on you now, what would you like it to do?
2. What do you think was the main reason why the four friends felt better after their adventure?
3. How do you think that children can help themselves and each other in a pandemic or other health crisis?
4. How can you tell what other people are feeling? For example, sad, happy, confused, angry?

*Add your own questions!*

### **Response to the story questions**

1. How can games help children beat their worries?
2. How can you tell what other people are feeling? For example: sad, happy, confused, angry?
3. The four friends were worried. What made them feel better? Are all worries real?

*Add your own questions!*

### **'Suppose you were' questions**

1. Suppose you were one of the four friends. What games could you play with them that might help to "beat the sadness monster"?
2. Suppose a child came and sat next to you who looked sad. What would you do and say?
3. Suppose you heard that someone you know got the virus, what could you say or do to help them (remember you need to keep safe!).

*Add your own questions!*

## Linking the story to real life questions

1. What do you find helps you to beat your worries? Have you ever tried playing games?
2. In 2020, Covid-19 affected every country in the world. Did it affect you or your family? How? Was there anything good that came out of it (you can ask family members about this question).
3. If you learned about Covid-19 and what to do to help defeat it, describe how you would share this information with others (when, where, how)? How do you think others would react when you did this (friends, younger children, family members)?
4. This story is called "Unlocked"? Think about how so many countries were asked to 'lockdown'. What does it mean to be in lockdown and why do you think this story is called 'Unlocked'?

*Add your own questions!*

## Other Activities

Well-being and resilience is about the body coping well with stress; the mind being able to focus; and feeling able to manage powerful emotions (the heart). We do this ourselves and get strength from our friends, neighbours, family and community. Here is a list of activities that children can do to build their well-being and resilience for themselves and others. The section ends with specific messages on Covid-19 which children can learn and share\*.

Please note that some of these activities suggest that children touch each other or do things close to each other. Please make sure that all the activities are adapted to keep children as safe as possible.

### Developing a more resilient body

- Try not to sit still for too long. Jump, move, dance to a favourite song, play sports!
- Turn your palms up and leave them that way. After 15 seconds you should start to notice you mind feels more open.
- Make your hands into fists, raise them over your head as high as you can for five seconds.
- Drink a cup of water. This improves your mood, builds muscle, hits hunger pangs, increases energy and boosts the immune system!
- Let the sun shine on your skin for a few minutes. Close your eyes and feel it.
- Take a few 'Power Breaths':
  - Breathe while you count slowly to 4;
  - Breathe out while you count to 8 (in for 4 out for 8);
  - Repeat for 1 minute or more (always exhale for twice as long as you inhale).

\* A number of these activities have been adapted from the excellent book, SuperBetter, The Power of Living Gamefully by Jane McGonigal. [www.SuperBetter.com](http://www.SuperBetter.com)

- Squeeze muscles in your body as hard as you can for 5 seconds and let go. Repeat all over your body. This helps you to relax.
- Learn a yoga pose and then share it with another and find a way to do it together.

*Add your own ideas*



### **Developing a more resilient mind**

- Read or listen to a story. Then retell it or act it out for a group of friends or family.
- Snap your fingers exactly 50 times.
- Count backwards from 100 by seven, like this: 100, 93, 86...
- Name two things that you are looking forward to – big or small. If you can't think of any – think of something to organise that you can look forward to.
- Sit peacefully. Calm your mind by just noticing your thoughts and then letting them go like passing clouds in the sky.
- Look up or out of a window and look hard at all the beautiful things as if you are seeing them for the first time.
- Learn about trees: draw and name a new tree as often as you can. Teach someone else about it .
- Spot or listen to birds and try to 'collect' as many as you can that you recognise. Think about the characters of the birds. Make a bird feeder. Then, watch, listen & identify the birds!
- Watch the sky in the day and at night. See if you can spot stars you recognise and give them names. Older children can try to spot different constellations.
- Watch the clouds and spot different patterns. Draw a picture of the clouds or imagine that you can see pictures in the different shapes.
- Learn about the moon and its different phases. Make some time to have a look at it each night. Maybe draw a picture of what you see.
- Find someone who speaks a language you don't know. Ask to learn 20 phrases and to count to 10.
- Learn a poem by heart and perform it for others.
- Say to a friend, "Do not think of a Pink Elephant" (then of course they do).

- Then ask them to picture a giant letter 'P' and 'E'
- Ask them to think of as many words as they can that contain the letters P and E in 60 seconds.
- They can write them down or think of them counting them off using their fingers.
- At the end ask them if they thought of a pink elephant! No! The brain was too busy on other things. So, this is a tool to control the attention. It can be used with any two letters.



- Travel the World (you may need a book or a phone to help look things up). Chose a country to visit, virtually, every day. Learn the things that are special about the new places you go to. Find out as much as you can about this other country from the people you know.
  - What animals live there?
  - What is special about the place and its people?
  - What do they eat?
  - Which continent is it?
  - Identify its location on a map.
  - What is its climate like?

*Add your own ideas*

### **Developing a more resilient heart**

- If you're inside, find a window and look out of it. If you're outside, find a window and look in. If you can manage to experience three positive emotions for every one negative emotion over the course of an hour, a day, a week, you improve your health and your ability to successfully tackle any problem you're facing. This is called the three-to-one positive emotion ratio.
- Sing out as loud as you can. This releases happy hormones (endorphins)
- Hug yourself or a pat on the arm or the back and tell your body what a good job its doing.
- Say thank-you to someone! Every night make a list in your head or write a list of all the things in the day to say 'Thank-You' for.
- Collect and make a list of words that describe emotions. Sorts these words into three groups – 'Happy', 'Sad' and 'Angry' emotions. There will be some – like 'confused' – that might sit between 'Sad' and 'Anger'. Help children make their own lists of emotions and talk about them too. Naming emotions is a good first step to helping children regulate emotions!

## Getting strength from connecting with others

- Speak to as many people you know as you can saying something positive: 'thinking of you', 'you are looking great'.
- Pick one person and encourage them or support them with something that they are doing today.
- Notice something that you share with another person, it might be that you are wearing the same colour T shirt!
- Ask a friend to suggest a song or a book that they think you might like to listen to or read. You can do this to lots of friends and create a reading or playlist.
- Take one or two minutes to coordinate your body language as closely as possible with another person by:
  - Taking a walk together and mirror your stride
  - Listen to a song together and tap or clap along together
  - Learn a dance routine and perform it together
  - Rock or swing together next to each other for 90 seconds or more
  - Work together by carrying something heavy.
- Play this game, **Plus-One Better**  
Think of three people:
  1. Someone who would like to hear from you (easy)
  2. Someone you would like to hear from (medium)
  3. Someone who might be surprised to hear from you. (difficult)Ask the person,
  - On a scale 1 to 10, How is your day going?
  - They reply to you
  - Is there anything could do to move it from a ( the number they gave you e.g. 6) to a (the next number up e.g. 7)This games shows that you care, and they can count on you for support. Start with the easy level and move to the more difficult levels 2 and 3.

*Add your own ideas*

## Learning and sharing Messages about Coronavirus\*

Here are three groups of messages for children about Coronavirus that children can learn and share: about Coronavirus; what people do now; and what children can do to help.

### About Coronavirus

1. Coronavirus has many names: Coronavirus, Covid and Covid-19.
2. A virus is a harmful germ which is so small we cannot see it. When a virus is inside a body it makes more copies of itself and this makes us cough, feel tired and have fever.
3. Coronavirus spreads easily from one person to another.
4. Coronavirus affects everyone differently. Some hardly feel ill, some feel a bit ill, others feel very ill and some get so ill that they die.
5. Coronavirus moves into someone's body through the eyes, mouth or nose.
6. Coronavirus can move from one infected person to a non-infected person in droplets through the air when they talk, cough or sneeze, or when a person touches a place where droplets have landed.
7. Coronavirus has infected people all over the world and, at the moment, there is no vaccine or cure.
8. People go to hospital when they are very ill with Coronavirus because they need doctors to help them breathe.
9. Some people have Coronavirus without knowing or feeling ill, but they can spread it to others.
10. Children and young people do not seem to get ill as easily as adults BUT they can spread the virus to adults.

### What people do now

1. To stop Coronavirus spreading, people have been asked to stay at home or stay 2 metres (6 and a half feet) away from others.
2. When people return home from being out they wash their hands properly and clean anything that was touched by others.
3. We try not to touch the T zone of our face (eyes, mouth, nose).
4. To stop droplets spreading we catch a cough or sneeze in our elbow or a tissue (which we then throw away).
5. If someone in your home falls ill, everyone in the house stays home and does not mix with others for 14 days. This is called self-isolation.
6. We help people who are alone in the best way we can while keeping safe.
7. We are kind and patient with each other at this time when so many people are worried about their future.
8. People wear face masks or face coverings to help reduce droplets spreading to others.

\*These messages were all accurate in September 2020. We will be changing the messages on our digital version as necessary as new discoveries are made. If you have a printed copy and facts have changed, please cross out or change any message in the book which is no longer accurate.

## What children can do to help

1. Learn and share facts about Coronavirus to reduce fear!
2. If you hear a strange fact or story about Coronavirus don't spread it, but check it with an adult.
3. Don't spread information about Coronavirus until you know it's correct.
4. Be kind to those who care for you. They may feel worried.
5. Do something fun every day! Play, talk, dance, laugh and sing.
6. Have fun with younger children in your house.
7. Stand 2 meters away from anyone who does not live in your house.
8. Be kind to anyone you know who has had Coronavirus or who lives with someone who has been ill with it.
9. Help younger children wash their hands properly.
10. If you are feeling afraid, do not listen to the news.

Try creating health messages linked to health topics that you think are important OR you can ADOPT or ADAPT other health messages that you know or find. It's important that health messages are accurate so always ask a health worker to check your messages.

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

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

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

Copy this URL [www.childrenforhealth.org/resources](http://www.childrenforhealth.org/resources) many posters and other storybooks and resources that you can download for free.

## The Rainbow Stick

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





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

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

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

### **Ask a Good Question**

This is about children asking a good question that helps them understand the practical problems faced by people wanting to follow a health message. For example:

*Wash your hands properly: use water, a little soap.*

*Rub for 20 seconds, rinse & air-dry.*

...is a simple message to learn and share but it can be difficult to do in real life. What are the practical everyday problems that prevent children washing their hands properly?

A good question that children can ask on this topic is:

*Why don't families use soap when washing their hands?*

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







*Unlocked!* is a story about a group of friends whose lives are affected by a global pandemic. When they are asked to go into 'lockdown' their greatest problem is the boredom, sadness and worry they feel for themselves, their families and their friends. Through a magical adventure, the children learn how to increase their feelings of well-being and resilience and how to help others do the same. This storybook features characters from other Children for Health storybooks. It is aimed at children aged 10-14 and is for children of this age to read to younger children. In the back of the story book there is an activity section with lots of questions and fun activities for teachers and older children to use.



ISBN 978-1-911480-46-4



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