

## **Galli Galli Sim Sim Healthy Habits Educational Kit**

This educational kit is meant to teach children about a number of healthy habits while engaging them in the adventures and activities of *Galli Galli Sim Sim* characters. Specifically, the kit has three main educational goals:

- I. To encourage children to wash their hands frequently and correctly
- II. To promote the identification and appropriate expression of feelings
- III. To aid children in making healthy food choices

### **Educational Goal I: Hand washing**

**Objective:** After taking part in the following activity, children should be able to state and demonstrate washing their hands for 15-20 seconds continuously.

#### ***Materials:***

- One audio tape of Boombah singing a catchy refrain about hand washing, preferable 15-20 seconds in length.
- Coloring pages demonstrating Boombah washing his hands.
- One classroom poster demonstrating children washing their hands at various appropriate times of day (before eating, after going to bathroom, etc.) and by using multiple methods (taps, buckets, different forms of soap, etc.)

In this activity, the facilitator/caregiver would pass out crayons and coloring pages (one each) to the children. As the children begin to color, she would play the audiocassette of Boombah's song about hand washing and encourage the children to sing with him. If the centre does not have the facilities to play the audiocassette, alternative lyrics to a well-known children's song (e.g., Three Blind Mice) is provided in the facilitator's guide that the caregiver may sing with first and then have the children repeat. After the children are done coloring, the caregiver then presents the class with the poster demonstrating different ways and times when one should wash their hand. As an additional activity, the teacher may make a star chart and reward students who wash their hands correctly throughout the following days/weeks.

#### ***Instructions for creative designer:***

The song should be simplistic and catchy without being annoying. If there is a repetitive refrain, it should repeat a key message about hand washing not just any word or phrase. A bhangra beat is encouraged, but not necessary. Also, Boombah should sing the song once or twice and then invite the children to sing with him.

The coloring page should show Boombah washing his hands in a manner appropriate to the target audience's SES. For example, instead of Boombah washing his hands in a fancy bathroom, he could be using a public water pump. The coloring illustration should contain large spaces for children (ages 2-6) to color, not small ones that are more appropriate to an older age group.

The poster should highlight diversity in hand washing methods, times of day, and people. Specifically, there should be illustrations of not only Muppets, but Indian-looking boys and girls using faucets, buckets, bare hoses, and water pumps. Other culturally appropriate items should also be included (soap, towels, etc.). Some suggested scenes: a boy washing his hands before eating (a plate of piping hot food can be in the background), a girl washing her hands after

exiting the loo, Googly washing his hands with a hose after playing cricket, Anchoo washing his hands after sneezing.

See instructions below for facilitator's guide.

### **Educational Goal II: Identifying and Expressing Emotions**

**Objective:** After watching this bioscope presentation and taking part in the accompanying activity, children will be able to identify one feeling and how they express it.

#### **Materials:**

- Bioscope presentation of a short story. Googly is happy his grandmother/nani has come to visit. They laugh a lot and do lots of fun things. But then Nani has to leave, and Googly is sad. Nani tells Googly its okay to be sad, and then they come up with ideas how to remember one another. Googly misses Nani when she leaves, but does some helpful things to make himself feel better.
- Feeling words cards: 3x5-inch durable, heavy-stock cards that each contain one feeling word, such as sad, happy, surprised, grateful, lonely, angry, giggly, etc.

Using a bioscope, the children are introduced in small groups to a story about Googly and his Nani. (Alternatively, this can be turned into a storybook if time and/or logistics prevent the centre from possessing a Sesame Workshop bioscope.) After all the children have seen the presentation, the facilitator introduces the class to the feeling words cards, having the children repeat the word and then demonstrate how they express it. The facilitator then goes around the room, asking each child to pick a word and tell a short story about a time they felt that way and what they did when they felt that way. The teacher begins with an example like, "When Googly's grandmother left, he felt sad, so he cried a little bit."

Additional activities: Older children can use more than one feeling word to demonstrate cause and effect and how they cope with emotions. For example, "When Googly's grandmother left, he felt sad and cried a little. But then he talked to his mother and felt better." In addition, children who are acting out or extremely introverted can be encouraged in one-on-one time with the caregiver to use the feeling word cards to express themselves.

#### **Instructions to creative designer:**

The bioscope presentation should employ bright colors and use body language to illustrate many of Googly's emotions. The "fun things" he and his grandmother do should be positive, beneficial activities (i.e., long walks, tickling each other, storytime). Some ideas they may have to remember one another: decide to think of one another when they see a favorite flower or eat a special food, drawing a picture, give each other a lock of hair or piece of clothing that smells like them. When Grandma leaves, Googly should demonstrate feeling sad and lonely, then do something positive to lift his mood (talking to his mother or father about his feelings), and then doing something to remember his Nani (drawing her a picture). This middle step is important in getting children to recognize and name their emotions before acting on them. Also, it's important that the depictions of negative emotions (sadness, loneliness) are not too disturbing.

The feeling words cards should be durable (preferably laminated), so that they can endure being used multiple times throughout the year. The print should be large and clearly legible from far away, preferably in both English and Hindi. If possible, the cards can have a photograph of a

child whose facial expression matches the feeling word. (Note: While the Muppets can convey some feelings, differentiating between certain emotions, like happy and surprised, is more easily conveyed with photos of real children.)

Also see instructions for facilitator's guide below.

### **Educational Goal III: Making Healthy Food Choices**

**Objective:** After hearing this storybook read out loud, children will be able to list three fruits/vegetables they like.

**Materials:**

- Storybook about Googly and Chamki going shopping for a special dinner they're planning.
- Assorted 3-dimensional toy fruit and vegetables for the classroom.

In this activity, children are read a story about Googly and Chamki going shopping and preparing a special dinner. The illustrations are bright and demonstrate Googly and Chamki going to the market and selecting healthy items that are also culturally appropriate (fruits like mangos and sitaphuls, vegetables like eggplant and okra). They then prepare dinner with the help of an adult. The story ends with Chamki and Googly enjoying their dinner with friends.

After the story, the teacher presents the children with the toy fruit and vegetables, naming each one. The children are then asked to state or draw their three favorite fruit and/or vegetables. The toys remain in the classroom for children to play with during free time, reinforcing children's familiarity with healthy foods.

Additional activities: the toy fruit can be used to demonstrate numerical skills or for literacy skills.

**Instructions for creative designer:**

Once again, the storybook should employ bright colors and be engaging. To promote gender equity, its important that both Chamki and Googly are seen shopping and preparing dinner, and even perhaps the adult figure is a male. Also, it would be helpful to have illustrations of Chamki and Googly reaching over unhealthy items (chips, candy) to pick healthy items (these healthy items should also be more prominently displayed in the illustration). You may even want to have one of the Muppets daydream early on about eating the delicious food later.

The plastic toys should be large (to prevent any choking hazards), bright, and culturally- and age-appropriate. Fruits and vegetables should be selected based on their availability to the target population.

This may also be a good activity to incorporate a "green" angle, such as showing Chamki and Googly re-using plastic bags and providing the toy fruit in a canvas bag that can be reused.

Also see instructions for facilitator's guide below.

**Facilitator's Guide:**

In an ideal world, I would suggest using a video presentation with the facilitator's guide. Just as GGSS takes advantage of the social learning properties of television to educate children, facilitators and caregivers would benefit from audio-visual examples of using the above materials. However, since we live in an imperfect world, a print copy of the facilitator's guide should be a thorough, but concise document of how to best use the above materials. They should

introduce the caregivers to 1) the educational goals and objectives; 2) list materials to be found in the kits; 3) describe activities clearly and succinctly; and 4) provide additional activities. For some topics, like healthy habits, additional information to support the curriculum can be provided in an appendix.

The guide can use colorful fonts, illustrations and photographs, but it should follow a linear, easy-to-use format and should photocopy clearly in case a caregiver would like to share the materials with another caregiver. It's also best if the illustrations/photographs show the materials being used in the activity and represent the most basic facilities (i.e., photos of caregivers in balwadis).

### **Possible issues:**

1. For educational goal III, should we consider widening the activity to healthy food choices in general, including lean proteins since children in India often get enough fruits and vegetables but not enough protein?
2. Should children be provided with materials to take home or should caregivers be encouraged to meet with parents so that parents also encourage healthy habits? A lack of information may make parents see children practicing new habits, such as frequent hand washing, as being "difficult."
3. What is the language(s) of instruction? Should the kits be bilingual or trilingual to include mother tongue languages, particularly if material is handed out to parents?

### **Evaluation:**

In order to evaluate whether the kits are accomplishing their educational goals, caregivers should be trained in using them by SWI personnel. Then SWI personnel should observe children using the kit materials. A pre- and post-survey of children's knowledge of hand washing, feeling words, and healthy foods should also occur to establish effectiveness. Lastly, the appeal of the materials should also be evaluated, particularly if children remember and/or want to repeat activities a few days after their introduction.

### **Amendments for a well-resourced audience:**

There are a few improvements I would make to the kit for well-resourced audiences. One, I would encourage using DVD footage in lieu of bioscope presentations or audiocassettes. Two, I would add a digital, online component so that children would be able to explore more activities relating to key messages at home or on the school computer.

However, there is also an argument to be made for a "greener" educational kit that uses less energy by employing the bioscope instead of a DVD player, and less paper by providing the class with online books. Well-resourced audiences can also benefit from "unplugged" activities. It would behoove SWI to do a cost-benefit analysis on these multiple options and devise kits with the lowest possible carbon footprint while still retaining their educational and entertainment value.