



# Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria

## A Training Guide for Community-Based Organisations

Guidance for Facilitators



## **About SPRING**

The Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project is a six-year USAID-funded cooperative agreement to strengthen global and country efforts to scale up high-impact nutrition practices and policies and improve maternal and child nutrition outcomes. The project is managed by JSI Research & Training Institute, Inc., with partners Helen Keller International, The Manoff Group, Save the Children, and the International Food Policy Research Institute.

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## **Disclaimer**

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We have created what we hope is a useful curriculum for projects, CSOs, and community volunteers working with orphans and vulnerable children in Nigeria. We hope this will serve as a guide for further adaptations to different national, state, and community contexts in the future.

Although these materials have been created for the context of Nigeria, any part of this package may be printed, copied, or adapted for related projects to meet local needs with the express written permission of SPRING. Please direct any requests to reproduce or adapt these materials to [info@spring-nutrition.org](mailto:info@spring-nutrition.org), with the understanding that the source of the materials will be fully acknowledged and the materials will be distributed at no cost.

All components of the *Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria Training Package* may be found on the SPRING website: <https://www.spring-nutrition.org/countries/nigeria>.



# Acronyms

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ARFH	Association for Reproductive and Family Health
CSO	civil society organisation
HIFAS	Health Initiative for Safety and Stability in Africa
HIV	human immunodeficiency virus
JSI	John Snow, Inc.
OVC	orphans and vulnerable children
SBCC	social and behaviour change communication
SMILE	Sustainable Mechanisms for Improving Livelihoods and Household Empowerment
SPRING	Strengthening Partnerships, Results and Innovations in Nutrition Globally project
STEER	Systems Transformed for Empowered Action and Enabling Responses for Vulnerable Children and Families
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development
TOT	training of trainers
WASH	water, sanitation, and hygiene
WEWE	Widows and Orphans Empowerment Organization





# Introduction to the Facilitator's Guide

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## Why was the training package created?

Much is known about the nutrition and hygiene needs of children during the first 1,000 days, from pregnancy until a child reaches his or her second birthday. Since 2012, the SPRING project has worked with the Nigeria Federal Ministry of Health to adapt the United Nations Children's Fund (UNICEF)-supported infant and young child feeding training package to the Nigerian context. That training package, available in six Nigerian languages, has been widely disseminated and has been used for training in 16 Nigerian states and more than 100 local government authorities with SPRING support through September 2016.

The Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria training package was designed to provide basic technical knowledge on nutrition and hygiene needs beyond the first 1,000 days for children who are 2–17 years old, particularly orphans and vulnerable children (OVC), and more specifically those living with and affected by HIV and AIDS. SPRING's partners STEER, SMILE, WEWE, HIFAS, and ARFH asked the project to create this training package for their use with their local civil society organizations (CSOs) who work with OVC. The materials can be used by any organisation that works with children 2–17 years old and wants to provide them with information about nutrition and hygiene.

## Who should be trained using the training package?

This training package should be used to train adults who work with children ages 2–17. The activities in the training are for the children to do. In the youngest age bracket, caregivers may also be trained in these activities. The OVC organisations identified community health workers, kids' club leaders, and other community workers as the target audience for this training, since they are the adults who provide support and information to mothers, fathers, and children from early childhood through adolescence, as well as to other community members, about nutrition and feeding young children and adolescents. Throughout the facilitator's guide, these adults will be referred to as "participants".

## How is the training package organised?

The training package is organised into five main sections:

- 1) The **facilitator's guide** that provides a background to the development of the training package as well as the summary of the training materials and handouts that will be provided for the training.
- 2) The first training section of the training package is **Module 1**, which targets the adults to be trained to lead sessions and activities with children. This module introduces the concepts of behaviour change communication and communication with children and basic concepts of nutrition. This module also contains a pre- and post-test questionnaire to be used to assess baseline knowledge on the subjects to be trained and the change in knowledge by the end of the training. This pre- and post-test questionnaire is to be administered when **training adult facilitators only and not with children in the communities**. This module will be the basis for training all facilitators.

The remaining three modules are organized according to the age of the children to be trained:

- 3) The "early years" module (**Module 2**) targets children 2–5 years old and their caregivers.
- 4) The "middle years" module (**Module 3**) targets children 6–11 years old.
- 5) The "adolescent" module (**Module 4**) targets children 12–17 years old.

In addition, the training package includes a set of job aids that includes illustrations and handouts used in the various modules.

## How should facilitators be trained?

In September 2016, SPRING trained a group of 25 master trainers in the use of all four modules. The master trainers can use the entire training package to train additional trainers, and these trainers can train new facilitators for one or more specific age groups. At least three trainers should conduct the training for new facilitators. “Trainers” train “facilitators” and these “facilitators” work directly with children. To avoid confusion in this guide, both trainers and facilitators are referred to as “facilitators”, since there will be many more training events for facilitators. Those who attend the training, whether as trainers or facilitators, are referred to as “participants”.

Ideally, there should be no more than 25 participants in the training, and there should be one facilitator for every six to eight participants. When the ratio exceeds this number, it is difficult to oversee skills development and ensure competency. The facilitators should be child development practitioners with community-based experience and skills in facilitating the training of community workers.

A training site should be selected in coordination with the local participating organisation and community leaders. Wherever possible, the training location should be convenient to both the participants and facilitators. It should be clean, comfortable, have good lighting, and enough training space to allow the participants to sit comfortably in a large circle and to break into smaller groups for various activities. It is highly recommended that floor mats be spread on the floor to create a comfortable training space, with some chairs located around the edges of the training space for those participants and facilitators who are not comfortable sitting on the floor. A table for training aids should be set up in one corner of the room, and wall space or stands for flipchart paper should be available for conducting activities or displaying session notes, graphics, and other training information.

## Different ways to use the training package when training

Each of the four modules takes one day to complete. The entire training package made up of the four training modules is used when there is a need to build the capacity of new trainers who will train others in all of the age groups, and therefore, four days of training are needed.

For other trainings, which may be for organisations which work with only one or two of the age groups, one day is needed Module 1 in addition to one additional day for each specific age module. For example, if only a single age group is to be targeted, the facilitators are trained using the introductory module and the appropriate age-specific module. In these cases, two days of training are needed.

When facilitators work with children within each age group, the sessions are divided into activities that take 20–60 minutes each. Depending on the age of the children, individual activities may be used on a daily or weekly basis, and children are expected to participate in the activity. For the youngest age group, it is advisable to train the caregivers alongside the children as the youngest children may be too young to understand key messages to bring home and use.

If this training is for new trainers, at the end of each training day the master trainers and new trainers should take about 30 minutes to review the activities of the day. This is indicated in the proposed agenda presented in this guidance document. The group should encourage discussion about how the activities will be implemented and consider any need to adapt the activities for communities with special needs.

In the course of the training, facilitators will notice, activities are repeated in different ways within sessions; the reason for this is to reinforce the messages that are to be communicated to children. It is scientifically recognised that repetition is important in helping consolidate learning in children, especially in preschoolers (2–5-year-olds). There is an old Latin quote that translates as “repetition is the mother of all learning”, and this package is based on consolidating learning, knowledge, and memory through repetition. However, when

training adult facilitators, repetition can cause monotony to set in; therefore the repeated sessions should be used as an opportunity to help participants start practising how to facilitate various sessions and activities within the training package. Use the notes that follow the proposed agenda presented in Annex 1 of this document for suggestions on how to implement the practice facilitation sessions with participants.

### Should everyone who completes the training become a trainer or facilitator?

Not everyone who completes the training will want to become a trainer or facilitator and in some cases, may have been asked to attend the training as the supervisor of those who will provide the training. Some participants may decide that they do not want to train others or facilitate the training. Master trainers should also assess the competency and interest of the participants as should trainers who train facilitators. If the trainer does not feel that the participant would be capable of providing training to others or to children, at the conclusion of the training, the lead trainer should discuss their assessment with the supervisor of the participant.

### Guidance on adapting terminology to local language

As a trainer, you may find various terms used in the package that may not be used, understood, or even be applicable in your local setting. In such instances, use the term in the local language that is appropriate and that maintains the basic meaning of the message being communicated. An example is **Move**: the purpose of this term is to communicate that **Move foods** give us energy to keep us moving and energetic; maybe in your context this can be translated as **foods that give you energy**.



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# Annex Overview

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The following section is made up of annexes that summarise the materials for use in the training package Modules 1–4. Included in the annex section are:

1. Annex 1: A proposed agenda when conducting a four-day training-of-trainers (TOT) workshop using all four modules the training package
2. Annex 2: The flipcharts that require advance preparation prior to embarking on the training
3. Annex 3: A summary of the handouts to be distributed during the training
4. Annex 4: Pre- and post-test questionnaire answer key  
This questionnaire should only be administered during the Four-Day TOT Workshop.





# Annex 1: Proposed Agenda Nutrition and Hygiene for Orphans and Vulnerable Children Four-Day Training-of-Trainers Workshop

This is a sample agenda to roll out the four-day TOT workshop

<b>DAY 1</b>			
<b>MODULE 1—OVERVIEW: TRAINING THE FACILITATOR</b>			
<b>Session / Title</b>	<b>Time</b>	<b>Activity</b>	<b>Responsible Person</b>
<b>Introduction</b>	8.30–9.00 am	Registration Welcoming Remarks and Introduction to the Facilitator’s Guide	FACILITATOR TEAM
<b>1. Introduction to the Training</b>	9.00–9.25 am	1.1. Introductions/Pairing Activity	TRAINER
	9.25–9.30 am	1.2. Group Norms	TRAINER
	9.30–10.10 am	1.3. Goal and Objectives	TRAINER
	<b>10.10–10.25 am</b>	<b>TEA BREAK</b>	
<b>2. Behaviour Change and Communicating with Children</b>	10.25–10.40 am	2.1. Reflecting on Behaviour Change	TRAINER
	10.40–11.10 am	2.2. Stages in the Process of Planned Change	TRAINER
	11.10–11.30 am	2.3. Reflecting on the Five stages of Behaviour Change	TRAINER
	11.30–11.45 am	2.4. Introduction to Communicating with Children—Practical Aspects	TRAINER
	11.45am–12.05 pm	2.5. Advantages and Challenges of Communicating with Children of Different Age Groups	TRAINER
	12.05–12.25 pm	2.6. Practical Approaches to Use when Working with Children of Different Age Groups	TRAINER
	<b>12.25–1.05 pm</b>	<b>LUNCH</b>	

<b>3. Nutrition at Different Development Stages</b>	1.10–2.10 pm	3.1. The Role of Food, Water, and Hygiene in Growth	TRAINER
	2.10–2.55 pm	3.2. Move, Grow, and Shine System	TRAINER
	2.55–3.10 pm	<b>TEA BREAK</b>	
	3.10–4.10 pm	3.3. Nutrition Needs through the Life Cycle	TRAINER
<b>Wrap-up</b>	4.10–4.40 pm	Participant Feedback on Module 1	ALL
<b>FACILITATION TEAM REVIEW</b>	4.40–5.00 pm	FACILITATOR TEAM REVIEW OF DAY 1	FACILITATION TEAM

<b>DAY 2</b>			
<b>MODULE 2—ACTIVITIES FOR CHILDREN 2–5 YEARS</b>			
<b>Session / Title</b>	<b>Time</b>	<b>Activity</b>	<b>Responsible Person</b>
<b>Recap of Module 1</b>	8.30–8.40 am	Participant Reflections on Module 1	ALL
<b>1. Nutrition and Care Needs</b>	8.40–9.10 am	1.1. Growth and Development	TRAINER
	9.10–9.40 am	1.2. Why We Eat	TRAINER
	9.40–9.55 am	<b>TEA BREAK</b>	
<b>2. Food Functions and Dietary Diversity</b>	9.55–10.40 am	2.1. Introducing Move, Grow, and Shine	TRAINER
	10.40–11.10 am	2.2. Sorting Move, Grow, and Shine Foods	TRAINER
<b>3. Water, Sanitation, and Hygiene</b>	11.10–12.10 pm	3.1. Handwashing Steps	TRAINER
	12.10–12.45 pm	3.2. When to Wash Hands	TRAINER
<b>Wrap-up</b>	12.45–1.15 pm	Recap and Participant Feedback on Module 2	ALL
	1.15–2.00 pm	<b>LUNCH</b>	
<b>MODULE 3—ACTIVITIES FOR CHILDREN 6–11 YEARS</b>			
<b>1. Nutrition and Care Needs</b>	2.00–2.45 pm	1.1 Growth and Development	PARTICIPANT
	2.45–3.30 pm	1.2 Why We Eat	PARTICIPANT
	<b>3.30–3.45 pm</b>	<b>TEA BREAK</b>	
<b>2. Food Functions and Dietary Diversity</b>	3.45–4.30 pm	2.1. Introducing Move, Grow, and Shine	PARTICIPANT
<b>Wrap-up</b>	4.30–5.00 pm	Participant Feedback on Module 3 (first part)	ALL
<b>FACILITATION TEAM REVIEW</b>	5.00–5.30pm	FACILITATOR TEAM REVIEW OF DAY 2	FACILITATION TEAM

**DAY 3**

**MODULE 3—ACTIVITIES FOR CHILDREN 6–11 YEARS, CONTINUED**

<b>Session / Title</b>	<b>Time</b>	<b>Activity</b>	<b>Responsible Person</b>
<b>Recap of Module 2</b>	8.30–8.45 am	Participant Reflections on Module 2	ALL
<b>1. Food Functions and Dietary Diversity (cont.)</b>	8.45–9.15 am	2.2. Healthy Plates	TRAINER
<b>2. When to Eat and How Much</b>	9.15–9.55 am	3.1 Why So Many Meals?	TRAINER
	9.55–10.10 am	<b>TEA BREAK</b>	
<b>3. When to Eat and How Much (continued)</b>	10.10–11.30 am	3.2. Meal Frequency	TRAINER
<b>4. Water, Sanitation, and Hygiene</b>	11.30–12.30 pm	4.1. Handwashing Steps	PARTICIPANT
	12.30–1.00 pm	4.2. When to Wash Hands	PARTICIPANT
	1.00–1.45 pm	<b>LUNCH</b>	
<b>5. Water, Sanitation, and Hygiene (cont.)</b>	1.45–2.30 pm	4.3. Keeping our Environment Clean	TRAINER
<b>6. Water Safety</b>	2.30–3.10 pm	5.1. Clean and Unclean Water	TRAINER
	3.10–3.25 pm	<b>TEA BREAK</b>	
<b>7. Importance of Eating When Sick</b>	3.25–4.25 pm	6.1. Eating When Sick	TRAINER
<b>Wrap-up</b>	4.25–4.40pm	Participant Feedback on Module 3	ALL

**MODULE 4—ACTIVITIES FOR ADOLESCENTS 12–17 YEARS**

<b>1. Nutrition and Care Needs</b>	4.40–5.10 pm	1.1. Growth and Development	PARTICIPANT
<b>FACILITATION TEAM REVIEW</b>	5.10–5.40 pm	FACILITATOR TEAM REVIEW OF DAY 3	FACILITATION TEAM

**DAY 4**

**MODULE 4–ACTIVITIES FOR ADOLESCENTS 12–17 YEARS, CONTINUED**

<b>Session / Title</b>	<b>Time</b>	<b>Activity</b>	<b>Responsible Person</b>
<b>Recap of Day 3</b>	8.30–8.40 am	Participant Reflections on Day 3 (include experience of participant trainers)	ALL
<b>1. Food Functions and Dietary Diversity</b>	8.40–9.10 am	1.1. Introducing Move, Grow, and Shine	PARTICIPANT
<b>2. When to Eat and How Much</b>	9.10 –10 am	2.1 Meal Frequency	TRAINER
	10–10.30 am	2.2 Healthy and Unhealthy Snacks	TRAINER
	10.30–10.45 am	<b>TEA BREAK</b>	
<b>3. Nutrition over the Life Cycle</b>	10.45–11.15 am	3.1 Nutrition Changes over the Life Cycle	TRAINER
	11.15–11.30 am	3.2 Iron in the Diet	TRAINER
<b>4. Nutrition over the Life Cycle</b>	11.30–11.45 am	4.1. Pregnancy and Adolescent Girls	TRAINER
<b>5. Water, Sanitation, and Hygiene</b>	11.45 am–12.00 pm	5.1 Learning to Wash Hands	PARTICIPANT
	11.45–11.55 am	5.2 How to Wash Hands	PARTICIPANT
	11.55–12.05 pm	5.3 When to Wash Hands	PARTICIPANT
	12.30-1 pm	5.4 Keeping Our Environment Clean	PARTICIPANT
<b>6. Water Safety</b>	1-1.30 pm	6.1. Clean and Unclean Water	PARTICIPANT
<b>7. Importance of Eating When Sick</b>	1.30-2 pm	7.1. Eating When Sick	PARTICIPANT
	2–3 pm	<b>LUNCH</b>	

<b>7. Importance of Eating When Sick (cont.)</b>	3-3.50 pm	7.2 Diet and HIV	TRAINER
	3.50–4 pm	Reflection on Day 4—Module 4	ALL
	4–4.30 pm	<b>Closing/Certificates/TEA</b>	ALL
<b>FACILITATION TEAM REVIEW</b>	4.30–5 pm	FACILITATOR TEAM REVIEW OF WORKSHOP	FACILITATION TEAM

### **Notes on modifications to the programme in the four-day TOT:**

As the facilitator, you will notice that sessions are repeated. While the basic concepts are repeated, the content increases in complexity with the rising age groups. To prevent monotony setting in, which may result in a loss of attention and interest by the participants, the repeated sessions can be used as an opportunity for the participants to practise facilitation. Facilitation practice by participants will help them familiarise themselves with the training materials. The facilitation team is encouraged to encourage identify potential volunteers for the sessions marked **PARTICIPANT** within the training workshop agenda. Where **PARTICIPANT** sessions are much shorter than indicated in the module, the goal is to help the PARTICIPANTS practice summarising the messages that they need to communicate down to the CORE KEY MESSAGES to reach the target age group.

Where **TRAINER** is indicated in the agenda, these sections will be delivered by members of the facilitation team. Keep in mind, the instructions in the facilitation guide introduction that the training should be run by at least **three facilitators**. It is recommended that the facilitation team jointly review the training materials and assign amongst themselves which sessions each will oversee. The facilitation team is advised to review each day's training sessions and adjust them accordingly; in addition, this review session can be used to prepare the morning recap sessions for the next day and decide who in the team will conduct the recap session. Facilitators should provide back-up for one another during plenary sessions, as well as in hanging up reference materials during the workshop sessions.

Where **PARTICIPANT** is indicated in the agenda, facilitators should select volunteers from the group to facilitate the assigned session. The volunteer participants should be identified the day prior to the session scheduled for facilitation. This allows the volunteers to have sufficient time to familiarise themselves with the content of the materials. The facilitation team should use 15–30 minutes at the end of the day prior to the practice facilitation session to review the allocated sessions with the volunteer participants as they prepare. The facilitator should work with volunteer participants to identify the materials required and any preparations on the day before the allocated facilitation practice slot.





# Annex 2: Summary of Flipchart Content for Advance Preparation

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## MODULE 1: FLIPCHARTS TO PREPARE IN ADVANCE

### Module 1, Flipchart 1

#### ***Instructions for Pairing Activity***

- What is your partner's preferred name?
  - What organisation do they work with and where?
  - What is their title and role or responsibility?
  - What is one of their expectations for the training?
  - Does your partner regularly eat the food on your picture card? If so, when do they eat it or how do they like it prepared?
- 

### Module 1, Flipchart 2

#### ***Participants' Expectations***

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### Module 1, Flipchart 3

#### ***Group Norms:***

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## Module 1, Flipchart 4a

### **Goal and Objectives:**

**Goal:** Participants who are staff and volunteers from CSOs, kids' clubs, and early childhood development centres will understand basic and practical information about nutrition and hygiene for children 2–17 years and their caregivers and be provided with age-appropriate activities to teach children 2–17 years basic information about nutrition and hygiene.\*

**Objectives:** By the end of the workshop participants will be able to:

1. Understand and explain the role of children as agents of behaviour change
  2. Understand barriers to optimal child nutrition
  3. Describe ways to address malnutrition
  4. Understand and define dietary diversity
- 

## Module 1, Flipchart 4b

### **Objectives (continued)**

5. Understand nutrition at the different stages of the life cycle
6. Understand the importance of water, sanitation, and hygiene (WASH) to child health and nutrition
7. Demonstrate ability to wash hands according to global guidelines
8. Demonstrate understanding of handwashing at critical time points
9. Identify key methods of making water safe
10. Understand importance of continued feeding during child illness

\* Act as a facilitator to work with children ages 2–5, 6–11, and/or 12–17 in nutrition and hygiene

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## Module 1, Flipchart 5

### **Training Package Content**

- 1) **Module 1:** Overview Module—Training the Facilitator

(Used to train facilitators who will lead sessions and activities with children. Provides an overview and is used to train all facilitators. The remaining three modules are organised according to the age of the children to be trained.)

- 2) **Module 2:** Activities for Children 2–5 Years (and their caregivers)
  - 3) **Module 3:** Activities for Children 6–11 Years
  - 4) **Module 4:** Activities for Adolescent 12–17 Years
  - 5) **Training Aids:** Illustrations
  - 6) **Support Materials:** Key messages specific to each module
-

## Module 1, Flipchart 6

### ***Stages of Behaviour Change***

#### **Instructions:**

Draw out the Stages of Behaviour Change matrix for the participants to fill in the stages using the slips of paper that will be provided to them.

**Wall Poster on Stages of Behaviour Change:** Use the A4 sheets provided as illustrations to make a wall poster to serve as a reference guide during the plenary discussion and reflection session on behaviour change in Activities 2.2 and 2.3 of Session 2 in Module 1. Refer to the handout in Module 1, Activity 2.2, for guidance.

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## Module 1, Flipchart 7

### ***Advantages and Challenges of Working with Children***

#### **Instructions:**

Make three flipcharts—one for each age group. Divide flipchart into two columns. One column will be headed **Advantages**; the second column will be headed **Challenges**.

During group work, hand each of the three groups one flipchart.

The participants will brainstorm about the advantages and challenges of working with children in the age bracket assigned.

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## Module 1, Flipchart 8

### ***Practical Approaches to Use when Working with Children***

Make three flipcharts—one for each age group. Under the title, divide flipchart into three columns. One column will be headed **2–5 Years**; the second column will be headed **6–11 Years**; and the third column will be **12–17 Years**.

During group work, hand each of the three groups one flipchart. Keep the same groups from the previous activity.

The participants will brainstorm what the practical approaches are of communicating with children across the different age groups. The participants will stick on the slips of paper allocated into the most relevant age group. For cross-cutting approaches, participants should draw a line across into the second or third age group if necessary.

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### ***Flipchart 9a: The Role of Food in Growth***

#### **Food**

1. How does food help us develop and grow?
2. Why do we need to eat a variety of foods?
3. What happens if we do not get enough food?

### ***Flipchart 9b: The Role of Water in Growth***

#### **Water**

1. How does water help us develop and grow?
2. How does the quality of the water we use affect us?
3. What happens if we do not get enough water?

### ***Flipchart 9c: The Role of Hygiene in Growth***

#### **Hygiene/Protection from Disease**

1. How do good hygiene and cleanliness help us develop and grow?
2. What kinds of actions do we do to maintain hygiene for ourselves and our families?
3. How do we protect ourselves from disease?

### ***Flipchart 10: Questions on Nutrition throughout the Life Cycle***

#### **Questions on Nutrition throughout the Life Cycle**

1. Are there additional suggestions for how to meet the needs of the individual?
2. Do you agree that most families have the ability to meet these needs? If not, what can be done to assist them?
3. What norms and beliefs make it possible or difficult to achieve these needs?

## MODULE 4: FLIPCHARTS TO PREPARE IN ADVANCE

### Module 4, Activity 1.1, Flipcharts 11a–11c

#### ***Flipchart 11a: The Role of Food in Growth***

##### **Food**

1. How does food help us develop and grow?
2. Why do we need to eat a variety of foods?
3. What happens if we do not get enough food?

#### ***Flipchart 11b: The Role of Water in Growth***

##### **Water**

1. How does water help us develop and grow?
2. How does the quality of the water we use affect us?
3. What happens if we do not get enough water?

#### ***Flipchart 11c: The Role of Hygiene in Growth***

##### **Hygiene and Protection from Disease**

1. How do good hygiene and cleanliness help us develop and grow?
  2. What kinds of actions do we do to maintain hygiene for ourselves and our families?
  3. How do we protect ourselves from disease?
-

## ***Flipchart 12: Questions about the Importance of Food, Water, and Hygiene in Our Daily Lives***

**How important is food in our daily lives?**

**Are there times in a person's life when a person needs more food? What are they?**

**What foods do you think provide:**

- **Energy to move?**
- **Building blocks for growth?**
- **Protection to the body to help it stay healthy?**

**What are the terms that your science/biology teacher uses for the groups of foods that provide:**

- **Energy to move?**
- **Building blocks for growth?**
- **Protection to the body to help it stay healthy?**

***(See notes for the facilitator to link food group terms used in nutrition science with the Move, Grow, and Shine foods definitions.)***

**Flipchart 14: HIV/DRUG Effects and Actions to Take**

HIV/Drug Effects	Actions to Take
Decreased appetite	•
Diarrhoea and vomiting	•
Sore mouth and throat	•
Fever	•
Lactose intolerance	•
Bone strength and development can be negatively affected.	•
Fat and cholesterol storage may be increased in the body.	•





# Annex 3: Summary of Handouts and Job Aids

Name	Thumbnail
Nutrition Throughout the Lifecycle	
Stages of Behavior Change	

Name	Thumbnail
Advantages and Challenges and Practical Approaches when Working with Children	
Taxi and Motorcycle with Petrol	
Growing Child	
My Healthy Plate—Full	
My Healthy Plate—Blank	

Move Foods	
Grow Foods	
Shine Foods	
Faecal Oral Route	
Handwashing Times	
Handwashing Steps	
Latrine	

Wetting Hands	
Soaping Hands	
Lathering Hands	
Scrubbing Fingers	
Scrubbing Fingernails	
Rinsing Hands	
Boy Eating Food	





## Annex 4: Pre- and Post-Test Training Questionnaire— Answer Key

Note: This pre- and post-test is administered only during a training-of-trainers workshop (complete four-day training).

### Nutrition and Hygiene OVC Training Pre- and Post-Test Questionnaire

#	Statement	True	False	Don't Know
1.	It is no problem if a child's weight stays the same on the clinic card for over a period of six months.		✓	
2.	Short parents can expect to have short children.		✓	
3.	There is a problem if your child loses weight suddenly (e.g. 1 kg in one week)	✓		
4.	It is sufficient to wash your hands with water alone.		✓	
5.	It is okay to go to the toilet in the open instead of using a pit latrine.		✓	
6.	A child's growth is not affected by his/her environment.		✓	
7.	You should not need to feed a child who is sick with diarrhoea any extra meals.		✓	
8.	Children should not be fed animal-source foods before they turn 12 months.		✓	
9.	At a minimum, children should be fed at least two snacks and three main meals per day.	✓		
10.	Children cannot be used as change agents in communities.		✓	
11.	It is important for a child to have his/her own plate, spoon, cup, and bowl.	✓		
12.	Young children should be fed before the adults.	✓		

#	Statement	True	False	Don't Know
13	If you cannot see dirt on your hands, you do not need to wash your hands before preparing a meal or feeding a child.		✓	
14	It is not good for a child to be overweight.	✓		
15	It is okay to dry your hands on your clothes after washing your hands before meal preparation.		✓	
16	It is important to boil or treat water to make it safe for drinking.	✓		
17	It is important to keep drinking water in a clean, covered container after boiling and cooling it.	✓		
18	HIV infection affects the way the body uses food.	✓		
19	It is okay to feed a child only one type of food every day.		✓	
20	It is important to sit with and talk to your child while they are eating their meals and to encourage them to eat.	✓		



## SPRING

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