

# Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria

## A Training Guide for Community-Based Organisations

### Module 1: Introductory Module for Facilitators



OCTOBER 2016

## **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>.



# Contents Chart

Session	Content and Objectives	Page	Duration (Min.)	Required Materials
1	<p><b>Introduction to the Training</b></p> <ul style="list-style-type: none"> <li>Identify the other participants in the training</li> <li>Discuss participants' expectations and explain "why we are here"</li> </ul>	1	70	<p>Name tags and name tents Stand Pre-prepared flipcharts</p> <ul style="list-style-type: none"> <li>1: Instructions for the Pairs Activity</li> <li>2: Participant Expectations</li> <li>3: Group Norms</li> <li>4a and 4b: Goal and Objectives</li> <li>5: Training Package Content</li> </ul> <p>Markers Masking tape/Blu Tac Cards</p> <ul style="list-style-type: none"> <li>Food picture cards</li> </ul>
2	<p><b>Behaviour Change and Communicating with Children</b></p> <ul style="list-style-type: none"> <li>Understand the stages of change and the role children can play as agents of behaviour change</li> <li>Identify factors to consider when communicating with children</li> <li>Facilitate child-friendly workshops/training sessions</li> </ul>	7	120	<p>Pre-prepared Stages of Behaviour Change poster (large) using A4 printed sheets</p> <p>Flipcharts</p> <ul style="list-style-type: none"> <li>6: 3 Pre-prepared Behaviour Change flipchart sheet pages (for group work) + A4 printed sheet of each of the Stages of Behaviour Change</li> <li>7: Advantages and Challenges to Working with Children</li> <li>8: Practical Approaches to Use When Working with Children</li> </ul> <p>Handouts</p> <ul style="list-style-type: none"> <li>Stages of Behaviour Change</li> <li>Advantages and Challenges and Practical Approaches when Working with Children</li> </ul> <p>Markers Masking tape Flipchart paper Stand Envelopes with strips for group work</p>
3	<p><b>Nutrition at Different Development Stages</b></p> <ul style="list-style-type: none"> <li>Explain the nutrition and care factors that contribute to child growth</li> </ul>	19	180	<p>Illustrations</p> <ul style="list-style-type: none"> <li>My Healthy Plate—Full</li> </ul> <p>Cards</p> <ul style="list-style-type: none"> <li>Move Foods</li> <li>Grow Foods</li> <li>Shine Foods</li> <li>Food picture cards</li> </ul> <p>Flipcharts</p>

Session	Content and Objectives	Page	Duration (Min.)	Required Materials
	<ul style="list-style-type: none"> <li>• Explain the food functions using the Move, Grow, and Shine system</li> <li>• Explain that nutrition needs change throughout the life cycle</li> </ul>			<ul style="list-style-type: none"> <li>• 9a: The Role of Food in Growth</li> <li>• 9b: The Role of Water in Growth</li> <li>• 9c: The Role of Hygiene in Growth</li> <li>• 10: Questions on Nutrition throughout the Life Cycle</li> </ul> Handout <ul style="list-style-type: none"> <li>• Meeting and Protecting Nutrition Needs across the Life Cycle</li> </ul> Flipchart paper Flipchart stand Markers Masking tape



# Session 1: Introduction to the Training

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## Session Objectives

By the end of the session participants will be able to:

- Identify the other participants in the training
- Discuss participants' expectations and explain "why we are here"

Activity	Title	Time (Min.)
1.1	1. Welcome Remarks and Introductions	25
1.2	2. Group Norms	5
1.3	3. Expectations and Objectives	40

## Activity 1.1 Welcome Remarks and Introductions

**Time: 25 minutes**

### Supplies

- Name tags, name tents, and markers
- Pen and pad of paper for each participant

### Flipcharts

- 1: Instructions for the Pairs Activity
- 2: Participant Expectations
- 3: Group Norms
- 4a and 4b: Goal and Objectives
- 5: Training Modules

### Materials

- Move Food cards
- Grow Food cards
- Shine Food cards

## Before the Activity

***The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.***

*The facilitator should prepare the room for the training and put a pen and pad of paper at each place where participants should sit. Place a **Move, Grow, or Shine food picture card** at each place. Make sure that each food picture has a matching card. If there are an odd number of participants, one of the facilitators can partner with one participant for the introductions.*

## Activity Plan

### Name Tag and Name Tent

*As participants enter the training room, one facilitator should greet each participant and ask him/her to make a name tag to wear and a name tent for his/her seat using a marker so the writing can easily be seen by the facilitators.*

### Welcome

*Start the workshop by welcoming participants and introducing yourself and the other facilitators. Tell participants that if they have any administrative questions, concerns with the training venue, or problems, to please let the workshop administrator (introduce him/her) know so that the person can help solve the problem or guide them in the right direction.*

### Introductions

*Tell participants that we will now spend a little time introducing ourselves to everyone in this room. We will go around the room and each one of us will address what is written on Flipchart: Instructions for the Pairs Activity.*

**Flipchart 1:** *Instructions for the Pairs Activity: Ask participants to look at their Materials: food picture cards. (Note: Inform participants NOT to write their comments on the back of the food picture cards as they are REFERENCE materials for the training). Ask them to make partners with the person who has the same card. Ask them to work together to answer the questions on the flipchart and be prepared to introduce their partner to the group. Tell them they will have five minutes to answer the questions.*

### **Flipchart 1: Instructions for the Pairs Activity**

- What is your partner's preferred name?
- What are your partner's organisation, job title, and roles and responsibilities?
- What is one expectation that your partner has for the training?
- Does your partner regularly eat the food on your picture card? How does your partner like to prepare it?

*At the end of the five minutes, ask one pair to volunteer to come to the front of the room—the partners should introduce each other, answering all three questions. Continue until everyone has been introduced. The facilitator may want to remark on the number of different ways the participants have named to prepare the various food items or on the popularity (or lack of popularity) of some foods.*

**Note:** *As participants speak, one facilitator should note the expectations of the participants on Flipchart 2: Participant Expectations. List each expectation only once. If there is a repeated expectation, you might want to put a mark next to the repeated expectation.*

## Activity 1.2 Group Norms

### Supplies

- Flipchart paper
- Markers
- Masking tape/Blu Tac

### Flipchart

- 3: Group Norms

### Before the Activity

***The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.***

*Display Flipchart 3: Group Norms. Tell the participants that we will be working together and that it will be helpful if we can establish some “ground rules” that will help us to work together effectively and without distractions.*

*Ask the participants to propose rules or guidelines that we can follow during the training.*

*For each norm that is proposed, ask the group if we have consensus and then note the norm on the flipchart. Seek clarification (if needed) to reach group consensus. However, do not spend more than five minutes generating this list or reaching consensus. Norms should include:*

- *Wear name tags each day of the training.*
- *Do not sit in the same place every day.*
- *Start trying to name everyone in the room.*
- *Listen carefully to everyone’s ideas.*
- *Keep mobile phones on silent or off.*

*When the list is complete, post the flipchart near the entrance/exit door, where it can be easily seen and referred to as needed during the training.*

*Collect all Materials: Food picture cards.*

*Ask the participants if they have any questions.*

## Activity 1.3 Goal and Objectives

**Time: 40 minutes**

### Activity Plan

This section will review the goal and objectives of the workshop, as well as compare these to the expectations. Finally, we will look at the Training Package outline.

So who can tell me why they have come to this workshop? *Wait for a few responses. Thank the group for their participation.*

Now, after hearing all of our answers, let us read through the goal and objectives of the workshop.

#### **Flipchart 4: Goal and Objectives**

**The goal and objectives listed in the box below should be written out onto Flipcharts 4a and 4b.** The text to be written onto the flipchart paper may exceed the length of ONE flipchart page; you may need TWO flipchart sheets.

**Goal:** Participants, who are staff and volunteers from civil service organisations, 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 will 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
5. Understand and explain meal frequency and its importance to child nutrition
6. Understand nutrition at the different stages of the life cycle
7. Understand the importance of water, sanitation, and hygiene (WASH) to child health and nutrition
8. Demonstrate ability to wash hands according to global guidelines
9. Demonstrate understanding of handwashing at critical time points
10. Identify key methods of making water safe
11. Understand importance of continued feeding during child illness
12. Act as a facilitator to work with children ages 2–5, 6–11, and/or 12–17 in nutrition and hygiene

*Have one participant read the goal. Have another participant read the first objective. Have other participants read each of the remaining objectives. After all of them have been read, ask the participants if they have any questions about the goal and objectives for this training.*

**Note:** *The facilitator should tell participants that this is not a certification in nutrition or hygiene and is not a replacement for medical advice or clinical care.*

*Ask participants to look at Flipchart 2: Participant Expectations and see if these are met by the goal and objectives. Briefly discuss any expectations that cannot be met through this training.*

*Review the outline of the Training Package written out onto the flipchart with participants. If the training is not for all of the modules, note which modules are included in the current training, explaining that the other modules are available but not planned to be trained with the current participants.*

***Flipchart 5: Training Package Content***

1. Introductory Module for Facilitators—introduction, basic information on children as agents of behaviour change, nutrition in the life cycle, nutrition in special circumstances
2. Activities for Children 2–5 Years
3. Activities for Children 6–11 Years
4. Activities for Adolescents 12–17 Years
5. Training Aids
6. Support Materials (key messages and handouts)
7. Guidance Annexes

*Ask the participants if they have any questions.*

# Session 2: Behaviour Change and Communicating with Children

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## Session Objectives

By the end of the session participants will be able to:

- Understand the stages of change and the role children can play as agents of behaviour change
- Identify factors to consider when communicating with children
- Facilitate child-friendly workshops/training sessions

**Time:** 120 minutes

Activity No.	Activity	Time (Min.)
2.1	An Introduction to Behaviour Change	15
2.2	Stages in the Process of Planned Change	30
2.3	Reflecting on the Five Stages of Behaviour Change	20
2.4	Introduction to Communicating with Children—Practical Aspects	15
2.5	Advantages and Challenges of Communicating with Children of Different Age Groups	20
2.6	Practical Approaches to Use When Working with Children of Different Age Groups	20

## Activity 2.1 Introduction to Behaviour Change

**Time: 15 minutes**

### Supplies

- Flipchart paper
- Flipchart stand
- Markers
- Masking tape
- A4 printed sheets of each of the Stages of Behaviour Change for large wall poster
- 

### Large Poster

- Stages of Behaviour Change (LARGE for plenary)—reference for group work

***Instructions on how to build the large Stages of Behaviour Change wall poster using A4 printed sheets:*** Make this poster using A4 sheets that have **each** square in the stages of the process of Behaviour Change printed out. The individual sheets will be pasted on a wall in the workshop room to make up a poster that shows the Stages of Behaviour Change for the group's reference. Use the Stages of Behaviour Change handout to refer to the order in which to paste the A4 pages in making the poster.

### Flipcharts

- 6: Stages of Behaviour Change (three flipcharts for group work)

### Handouts

- Stages of Behaviour Change
- Advantages and Challenges and Practical Approaches when Working with Children of Different Ages

## Before the Activity

***The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.***

*The facilitator may use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.*

*The facilitator should prepare the large Stages of Behaviour Change wall poster as instructed above. The Practical Approaches when Working with Children handouts should also be prepared as instructed.*



## Activity Plan

### Icebreaker

Can somebody tell me when they tried make a change in their own lives or work lives?

Can you try and recall the things you did to make and secure that change?

Can you reflect on the success of the change?

*Encourage one participant to share their reflection, asking: What was the change you made/tried to make? What did you do to facilitate the change? How easy or difficult was it? What made it easier/more difficult? How long did the change take? Were you successful in making the change? Why? Why not? Do this for again for one or two more participants.*

Thank you for sharing your experiences with us. As we have collectively learned, some changes come about easily and do not need to be intensively planned for, whereas other behaviour changes are more difficult and need to be well planned. In our jobs we are all agents of planned behaviour change, and as such we need to be cognisant of the steps in the process of planned change and our role in that process.

## Activity 2.2 Stages in the Process of Planned Change

**Time: 30 minutes**

### Supplies

- Stages of Behaviour Change poster A4 sheets with **each individual step** of the process of change printed out
- Envelopes containing slips of paper naming each stage in the process of behaviour change (see Flipchart 6)
- Masking tape

### Flipcharts

- 3 flipcharts with the blank template of Flipchart 6: Stages of Behaviour Change for group work

## Activity Plan

*Guide the group into the group work on the Stages of Behaviour Change. DIVIDE the participants to form three groups. The second facilitator should use the handout or illustration material in the facilitators' guide to put up the first row and columns of the poster on the Stages of Behaviour Change onto the wall at the front of the room, or a wall that is visible to the whole group.*

We will now talk about the stages in the process of planned change. We will start with looking at the steps in planned change.

*Distribute Flipchart 6: Stages of Behaviour Change, noting that this is a generally accepted model for how people go through change. Ask participants if they agree with these broad steps generally.*



*Hand out envelopes containing the different components of the Stages of Behaviour Change.*

- *Stages of Change to group 1*
  - *Person Changing to the group 2*
  - *Change Agent to the group 3*
- 1.** *Ask each group to tape the parts of the process they have been assigned in order onto their flipcharts.*
  - 2.** *Give them five minutes to do this. After five minutes, call time.*
  - 3.** *Starting with the group assigned Stages of Change, ask one group member to name the stages in order, with help from their group members, and pin up each stage on the large Stages of Behaviour Change wall poster. As each stage is named, ask the other groups if they agree or disagree.*
  - 4.** *Continue until the stages for Person Changing and Change Agent have been stuck up on the wall poster. Check against the reference material.*

**Note:** *As each row in the process of planned behaviour change is reviewed in plenary, the second facilitator should put up the correct order of the steps in the relevant row onto the poster made up of A4 printouts.*

**Flipchart 6 and wall poster: Stages of Behaviour Change.** *Use the matrix shown below for the correct order of the stages in the process of behaviour change.*

## STAGES OF BEHAVIOUR CHANGE

					<b>Maintenance (Sustaining the behaviour)</b>		
				<b>Action (Adoption)</b>			
			<b>Preparation (Motivation)</b>				
		<b>Awareness (Knowing)</b>					
	<b>Pre-Awareness (Not knowing)</b>						
<b>Stages</b>	Not knowing there is a problem	Knowing there is a problem and looking for more information	Obtaining new skills and access to resources and support	Trying out the new practice	Reflecting on and reinforcing the new practice	Continuing the practice with support	Celebrating your success
<b>Person Changing</b> 	I do not see a problem.	There might be a problem but I need more information and alternatives.	I am ready to try something new but there are obstacles.	I am trying the new practice but I am still not 100 percent certain of the outcome.	I can succeed with support and encouragement from my family and community.	I need to keep trying until the change becomes a habit because I believe the change is positive.	Yes! I can do it!
<b>Change Agent</b> 	I will facilitate an activity to help the person to identify the problem.	I will facilitate an activity to help the person to identify alternatives for solving the problem and provide them with additional information.	I will facilitate an activity to help the person to identify how to overcome the obstacles and organise access to resources.	I will facilitate a discussion on the benefits of adopting the new practice and the consequences of not using it, to encourage permanent change.	I will continue to provide the reinforcement and support that are needed for change to be permanent.	I will monitor the change to provide the needed support and information.	I will recognise and celebrate the success of a positive change in behaviour.

## Activity 2.3 Reflecting on the Five Stages of Change

**Time: 20 minutes**

### Before the Activity

***The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.***

### Activity Plan

*Guide the group in a discussion to reflect on the five stages of change that were compiled in the group work, using the wall poster on Stages of Planned Behavior Change. The questions below will guide the discussions and help reinforce the learning objectives about the process of behaviour change and the enablers or limiting factors in this process.*

*Ask participants the following questions, discussing each briefly and focusing on the process of making a change:*

We will now reflect on the process of change that we have been discussing and brainstorming about. We have shown the order of different stages of effecting behaviour change and now we want to think more critically about whether it is important to follow the order in the process of change. Let us discuss some ideas with the following questions.

**Question:** Do you generally follow these stages when making a planned change in your behaviour? Why or why not?

**Possible answer:** The answer should be that most people do follow these stages, even if not fully conscious of each stage.

**Question:** Do all the stages of behaviour change take the same amount of time? Why or why not?

**Possible answer:** It depends on the behaviour being changed. When there are more alternatives, this process is likely to repeat until the change is optimised. For example, if someone wants to lose weight through exercise, they may try running, but decide that it is not enjoyable. They might try a number of sports before choosing football as the one that best meets their needs.

**Question:** What can affect the adoption of a behaviour in a community, or what can affect the time it takes for change to happen? (Note: Ask participants to reflect on their own families and communities.)

**Possible answers:** Stigma, social pressures (e.g. cultural and religious practices, approval or disapproval of key influencers in the community such as the village chief or headman), attitudes to the behaviour being changed.

**Question:** Is the process of change effective if we skip a stage? (Note: Encourage participants to reflect on personal experiences.)

**Possible answer:** The results are unlikely to be as effective, but the time spent in each stage depends on the problem.

**Question:** What would cause people to get stuck at a stage in the process of behaviour change?

**Possible answer:** Fear, overthinking the change, peer pressure (e.g. teen smoking), socioeconomic factors (enough money to buy fruits and vegetables), social pressure, stigma.

**Question:** Do you think the changes in nutrition and hygiene that you want for your target group and the groups you influence will happen in the next six months without a structured plan?

**Possible answer:** This depends on the target group and the scope of the problem. A change like eating a more diverse diet may require waiting for an agricultural season in order to grow more diverse crops. A change like addressing a lack of toilets might require a long time to construct them. A change like increasing

handwashing frequency may happen quickly, because people are motivated to build a handwashing station. People tend to be more motivated to change behaviour when they see practical, tangible, relatable results that improve their lives.

*Ask participants if they have any questions about the Stages of Behaviour Change model presented.*

## Activity 2.4 Introduction to Communicating with Children

**Time: 15 minutes**

### Before the Activity

***The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.***

### Activity Plan

*Guide the group into a discussion about communicating with children. The facilitator may use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.*

### Discussion

We have just covered the five Stages of Behaviour Change. We are now going to focus our attention on how to communicate behaviour change to children as well as learn how to more effectively engage children to become agents of changes in their households, schools, and communities.

We as trainers, by attaining this new information and practising it, can provide the favourable conditions for behaviour change among orphans and vulnerable children in the 2–17-year-old age group.

One advantage to engaging children in the process of behaviour change is that children are innately curious between the ages of 2 and 11 years of age. Additionally, children in the 2–11 age bracket are largely dependent upon their parents and caregivers and other figures of authority (schoolteachers, club leaders, etc.) to provide them with the information they need to become healthy, socially responsible people. Therefore, if young children are given the correct information, their willingness to share information with others can aid in disseminating behaviour change messages.

Teens, on the other hand, are starting to create their own identity, to separate from their authority figures. Though this self-actualization process can cause them to question and test the norms that they have been raised with, teens can be effective agents of change if they are provided with reliable resource information in a manner that they can relate to and make use of. Teens can also effectively participate as agents of behaviour change, because they can influence their peers—as they are more prone to value their peers' views as they seek to define themselves beyond the views held by parents and other figures of authority. It becomes important to engage teens at their level, with trustworthy, applicable resource information and reliable resource persons.

Relating to young children and teens can provide opportunities and challenges to communicating change, as it is a very broad age group. To account for differences across age ranges, one useful approach is to group the children into three broad age groups, as will be done in this Training Package. These age group bands are:

- Early years = 2–5 years of age
- Middle years = 6–11 years of age
- Later years = 12–17 years of age

Each of these broad age ranges has factors to consider in terms of communicating with children. These factors will be covered in the next activity.

## Activity 2.5 Advantages and Challenges of Communicating with Children of Different Age Groups

**Time: 20 minutes**

### Supplies

- Flipchart paper
- Markers
- Masking tape

### Flipchart

- 7: Advantages and Challenges to Working with Children

### Before the Activity

***The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.***

### Activity Plan

*Guide the group into a discussion about communicating with children. The facilitator may use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.*

Now we will discuss and look at advantages and challenges of communicating with children of different age groups. This will be a group work activity. Group work will be assigned ten minutes.

*Split the group into three groups corresponding to each age bracket (i.e. 2–5 years, 6–11 years, 12–17 years).*

*Distribute one sheet of Flipchart 7 to each group.*

**GROUP 1 (2–5 YEARS):** *Give the group a flipchart sheet with the age group assigned to them. On the sheet they should write the title **2–5 Years Old**, then divide the sheet into two columns, one titled **Advantages** and the second titled **Challenges**. Ask participants to consider what factors make it easy to work with children 2–5 years old. At the end of the brainstorm, fill in any missing ideas from these advantages:*

- *Curious and open to learning*
- *Learn by playing, doing, imitation, and repetition*
- *Trusting*
- *Excited by new experiences*

*In the second column of the flipchart sheet, write **Challenges** and brainstorm with the group some challenges of working with children 2–5 years old. Take answers from the participants about the limitations. After the brainstorm, fill in any missing ideas from these limitations:*

- *Children in this age group believe what they see directly.*
- *Children in this age group translate what they see to their own daily experiences.*
- *They are not able to understand pretence.*
- *They have a limited use of words.*

- They may have difficulty expressing their feelings, fears, and excitement.
- Their attention span is short.

Tape the flipchart sheet to a nearby wall.

**GROUP 2 (6–11 YEARS):** Give the participants a flipchart sheet indicating their age bracket. On this sheet they should write the title **6–11 Years Old**, then divide the sheet into two columns, one titled **Advantages** and the second titled **Challenges**. Ask participants assigned the 6–11-year-old bracket, to think about some of the advantages to working with children 6–11 years old. Use the brainstorm technique to develop a list of advantages. Fill in the Advantages column. If there any gaps fill in them using the ideas suggested below:

- Understand causes and effects better in this age group
- Attention span is growing
- More words in vocabulary
- Better able to express themselves
- Friendships growing

Ask participants to think about some of the challenges of working with children 6–11 years old. Use the brainstorm technique to develop a list of challenges. Fill in any missing challenges using these ideas:

- While more able to control their feelings, they can still get upset.
- They can still be easily distracted.
- They can be bored easily if they don't see the connection of the new topic to their own situation.
- Opinions of their friends may limit their participation in the group.

Tape the flipchart sheet to a nearby wall, preferably next to the 2–5-year-old children flipchart.

**(GROUP 3: 12–17 YEARS):** Give the participants a flipchart sheet indicating their age bracket. On this sheet they should write the title **12–17 Years Old**, then divide the sheet into two columns, one titled **Advantages** and the second titled **Challenges**. Ask participants assigned the 12–17-year-old bracket, to think about some of the advantages of working with children 12–17 years old. Use the brainstorm technique to develop a list of advantages. Fill in the Advantages column. If there any gaps fill them in using the ideas suggested below:

- Abstract thinking better developed, better able to distinguish the real from the unreal
- Starting to plan for future
- More influenced by peers
- Increasingly independent, more adult thinking
- More self-aware

Ask participants to think about some of the challenges of working with children 12–17 years old. Use the brainstorm technique to develop a list of challenges. Fill in if necessary using these ideas:

- More influenced by peers
- Behaviour may contradict held beliefs

Ask participants if they have any questions about the advantages and limitations for each group.



## Activity 2.6 Practical Approaches to Use When Working with Children of Different Age Groups

**Time: 30 minutes**

### Supplies

- Envelopes containing strips of suggestions for **practical approaches to working with children of different ages**

### Flipchart

- 3 flipchart sheets with the title **Flipchart 8: Practical Approaches to Working with Children of Different Ages** Each sheet should be divided into three columns; each column is headed with each different age group (i.e. 2–5 years, 6–11 years, 12–17 years).

### Before the Activity

***The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.***

### Activity Plan

*Guide the group into thinking about practical approaches to use when working with children of different ages. The facilitator may use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.*

We have just worked on advantages and challenges of working with children of different age groups. Now we will transition into thinking about what that means in practice. This will also be a group activity. You will keep the groups you had a from the previous group activity. In this activity, each group will be considering all three age groups. For this activity you will be given envelopes that have statements, phrases, or words that summarize practical tips to remember when communicating and interacting with children. Using the flipchart sheet provided, place the slip of paper on the age group you think it most relates to. If you think it relates to more than one age group, draw an arrow across to the age group you think it relates to. You have ten minutes for this group work.

- *Keep participants in their groups from the previous group work. This time all participants will work with all age groups.*
- *Use Flipchart 8: Practical Approaches to Use When Working with Children of Different Ages.*
- *Distribute envelopes to each group.*
- *Each group should sort through the strips, placing them under the age group they think best applies. If they think that the statement, word, or phrase applies to more than one age group, they should use a marker pen to draw an arrow that bridges the relevant age groups.*
- *Allocate 5 minutes for this activity.*
- *Note: Go round the room to help the groups that are struggling.*
- *At the end of 5 minutes bring the groups together into plenary.*
- *Discuss answers given for each age group: allocate five minutes of discussion per age group.*
- *Ask if any participants have questions.*
- *This is the end of the session.*



# Session 3: Nutrition at Different Development Stages

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## Session Objectives

By the end of the session participants will be able to:

- Explain the nutrition and care factors that contribute to child growth
- Explain the food functions using the Move, Grow, and Shine system
- Explain that nutrition needs change throughout the life cycle

Activity No.	Title	Time (Min.)
3.1	The Role of Food, Water, and Hygiene in Growth	60
3.2	Move, Grow, and Shine System	45
3.3	Nutrition Needs throughout the Life Cycle	60

## Activity 3.1 The Role of Food, Water, and Hygiene in Growth

**Time: 60 minutes**

### Supplies

- Flipchart paper
- Markers
- Masking tape

### Flipcharts

- Refer to Flipcharts 9a–9c, Module 1; Activity 3.1.
  - Use one flipchart sheet each to write out the questions under the three topics listed below:
    - Food
    - Water
    - Hygiene/protection from disease

### Before the Activity

***The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.***

*Prepare the flipcharts, and keep them folded so as not to distract participants.*

### Activity Plan

*Guide the group into a group brainstorm about factors contributing to children's growth. The facilitator may use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.*

Now we will discuss the role that nutrition plays throughout our lives. All of us were once newborns, infants, toddlers, young children, and adolescents.

What do you think helped you grow up strong and healthy?

*Brainstorm the answers, writing them down on the flipchart. As you write, group answers into the food, water, or hygiene/protection from disease, categories, with space at the bottom for other answers.*

*Answers may include:*

- 1) Food—may even be detailed to include breastmilk when they were first born, then moving on to complementary foods, and then foods eaten by children, and adults.*
- 2) Water—may even be detailed to include a number of ways in which we obtain water, including through fruit juice, water, tea, coffee, and other drinks. (While it is true that we can get water from beer or wine, alcoholic drinks may be a topic to avoid at this stage, because the effects of alcohol are different.)*
- 3) Hygiene/protection from disease, especially vaccines and their role in preventing disease.*
- 4) A clean home which offers protection.*

*Other answers may include:*

- 5) Care of parents and other family members—for the very young, parents and other family members/caregivers are the only sources for food and water and have an important psychosocial component.*
- 6) Faith/religion/fate—many people attribute their survival into adulthood to the strength of their faith or religious convictions. For the purpose of this course we are focusing on nutrition, and therefore, while we recognise the important role that faith plays, we will primarily talk about the role of food and hygiene. Faith is an important psychosocial component.*
- 7) Sleep—note that sleep plays a large role in our health and growth.*

*Participants may suggest a number of other valid answers not directly related to nutrition and hygiene. For example, “shelter” or your home, is something you need to live in and which protects you from the rain. Recognise these answers as valid, noting that we will focus only on nutrition and hygiene in this training.*

*Conclude the brainstorm by summarizing that food, water, and hygiene/protection from disease are the factors that we will want to use in this training with children. Acknowledge that there are additional factors that have an effect as well.*

## Instructions for Group Work

Now we will go into group work. I will divide you into three groups, these we will call:

- Food
- Water
- Hygiene

When you are assigned a group, join the rest of your group at the flipchart that you were assigned. You **have five minutes to discuss and come up with answers on the flipchart provided**. Once the **five minutes are up, nominate one person in your group to report your work back to the plenary**. Each group will be given **five minutes** to report back on the flipchart.

### *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?

*Note: If the group needs additional information during the plenary session, use the text below as a guide to expand on the discussions.*

#### **Responses for food:**

- We need it every day. It helps us to have energy.
- It helps us to grow and develop. It keeps us healthy and active. It stops our hunger. It tastes good.
- We grow food or can buy it in the market.
- We prepare some foods by cooking,
- Without food we will feel hungry. We will feel tired. We will not grow properly.

- No one food can provide all of the nutrients we need to grow, even if that food fills our stomachs and keeps us from being hungry. A variety is needed for all nutrients to be available. When we have a diet that does not contain all of the nutrients, we can become ill.
- Food is also needed to help us get better when we are sick or injured.
- At its most basic, food gives us energy.

### **Responses for water:**

- We need water every day. Water is necessary for many functions of the body, including digestion, waste disposal (defecation and urination), and temperature control (sweating). Most of our bodies are made up of water. We can survive for a short time without food, but we cannot live without water.
- We also use water in daily tasks, such as cleaning, washing, and cooking.
- We get water by fetching and storing it, and after treating, we drink it. There is also water in other drinks.
- We feel thirsty without water and feel weak. We will not function properly, and if we go without water for a long time, we would die.
- Water works inside the body very much like it works outside our bodies.
- In our daily lives, we use water to wash and clean. In a way, our bodies use water in a similar way. The body works very hard. In all its hard work, the body makes waste that needs to be cleaned away. So water works to clean that waste away from the inside.
- That is how we get tears—they wash out our eyes.
- That is why you have mucus in your nose, so you can blow your nose and take out anything that can make you sick.
- That is why you pass urine, because the water you drink washes the body from the inside, and then what is washed out comes out as urine.
- The water you drink also helps keep your body cool while you are playing and on hot days, this is seen as sweat on the body.
- Also, faeces are partly made up of water; that is, the water still trapped in the food that our bodies cannot use.
- So as we drink water, our body is able to work as is needed so that the body can grow.
- Water that is unclean can cause us to be ill. Water can become contaminated with bacteria, particularly the bacteria in faeces, if we eliminate waste near or in the same water that we use for drinking.
- The only people who do not need water are infants under six months of age who are exclusively breastfed. Breastmilk contains all of the water needed by a newborn.

### **Responses for hygiene and protection from disease:**

- Hygiene is an important way to protect from disease, and living without disease allows us to be strong and live productive lives without illness, burden, or disability. A body that is free from disease or illness can work and generate income and take care of a family better than a body that suffers from disease. A body that has a disease is using its energy to fight the disease and this makes it more difficult to do what we want to do at home, school, or work.

- Good hygiene includes cleaning our bodies, food, water, clothes, and homes.
- Vaccination helps prevent diseases even before you get the illness, which is important because the illness has strong negative consequences.
- Visits to the doctor ensure that we are healthy and treatment can be recommended if we are sick. Medicine can be prescribed to eliminate disease that, if not treated, can leave us unable to participate in some life activities, and if the disease is untreated long enough, can kill us. Some diseases act very quickly.
- Vitamins and minerals can “boost” or increase our body’s supply of some nutrients that we might not easily get from food.



## Activity 3.2 The Move, Grow, and Shine System

**Time: 45 minutes**

### Supplies

- Flipchart paper
- Flipchart stand
- Markers
- Masking tape

### Illustrations

- My Healthy Plate—Full
- Food Matching cards
- Move Food cards
- Grow Food cards
- Shine Food cards

### Before the Activity

***The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.***

*Guide the group in introducing the simplified nutrition ideas using Move, Grow, and Shine to categorise foods.*

### Activity Plan

#### Introduction to the Move, Grow, and Shine System

In this session we want to build up the ability to explain ideas about the different types of food and the nutrients they provide. We need to do this in a way that is not too difficult. It is important to help everybody in our community recognise the importance of a diet that is diverse.

To teach this concept to children, we will use the Move, Grow, and Shine system. In each of the age-specific modules, for 2–5 years, 6–11 years, and 12–17 years, we will use a version of this system that is appropriate to their age. We will take time now to teach the system to you as facilitators.

*Distribute a copy of **My Healthy Plate—Full illustration** to each group. (If it is not possible to share enough My Healthy Plate illustrations, a co-facilitator can walk around the room to show the participants. Give participants at least 30 seconds to look at the handout.)*

*Divide the participants into three groups. Distribute all of the **Move, Grow, and Shine Food cards** randomly to each of the three groups.*

*Ask the groups to look at the cards and sort them into three categories based on the food functions, given that we are looking to sort into the Move, Grow, and Shine categories. Tell them they will have five minutes to sort.*

*At the end of five minutes, ask the groups to reconvene. Pick one group and ask them to name one of the foods and the category they choose. Ask the other groups if they agree with the category chosen. Go to the next group and repeat until all of the foods have been reviewed.*

*If participants have difficulty understanding the commonality of the foods and their relationship to Move, Grow, and Shine, explain the model using the information below.*

- Move foods provide fuel and help us move and be active. Examples of Move foods include bread, rice, cassava, cereals, and potato. These foods give our muscles fuel/energy to run, swim, jump, and work, and our brain fuel to concentrate. If we don't eat enough Move foods, then we can feel tired and will not have enough fuel to get through the day. It is important to include Move foods at all meals and especially breakfast, so that our body and brain can get ready for the day ahead. Move foods are primarily made up of carbohydrates and are the starchy staples in most diets.
- Grow foods help our body grow bigger, taller, and stronger. Grow foods help build our body's bones, teeth, and muscles. Examples of Grow foods include chicken, meat, fish, eggs, beans and milk, cheese and yoghurt. All of these foods help to keep us feeling full so that we do not get hungry straight away. Grow foods also help keep our brains sharp and focused, so it is important to eat grow foods at breakfast, to get ready for the day. If we do not eat enough Grow foods, our bodies will not have the right building blocks to make us taller and stronger. Grow foods are primarily made up of proteins and are found in both plant and animal sources.
- Shine foods are full of vitamins and minerals to keep our skin, hair, and eyes bright and shining. They also keep our immune system strong so that we do not fall sick easily. Examples of Shine foods include all fruits and vegetables. We need to eat different types of brightly coloured fruits and vegetables every day. We should try and eat fruit and vegetables from every colour of the rainbow to make sure we are getting enough vitamins and minerals. For example, orange-flesh sweet potato, mango, papaya (pawpaw), pumpkin, carrots, and dark, leafy greens are all rich in vitamin A, which helps with our eyesight and helps prevent illness.

*Ask two participants to consider what they have eaten in their most recent meal (If the session is done in the morning, the participants can name what they ate for dinner the previous evening). Ask them to brainstorm a list of foods eaten and write these down on a flipchart. Continue probing for foods or ingredients of stews and dishes. After two minutes, review the answers, asking the participants to name the category (Move, Grow, or Shine) each of the foods contains.*

*Ask participants if they have any questions about the Move, Grow, and Shine model.*

## Activity 3.3 Nutrition Needs throughout the Life Cycle

**Time: 60 minutes**

Handout

- Meeting and Protecting Nutrition Needs across the Life Cycle

Flipcharts

- 10: Questions on Nutrition throughout the Life Cycle

### Before the Activity

***The facilitator should prepare the room for the activity. The facilitator should review the activity plan carefully and be comfortable presenting the material.***

### Activity Plan

*Guide the group into a discussion about nutrition in the life cycle. The facilitator may use this outline as a potential script for facilitating the discussion. Directions, cues, and prompts are in italics.*

Do you think that that nutritional needs change throughout the life cycle?

Once children reach two years of age and are no longer breastfeeding, are the nutritional needs of children in each of the age groups the same? **Possible answer:** *Nutritional needs change at different stages to meet requirements of growth and development in children.*

*Distribute the handout Meeting and Protecting Nutrition Needs across the Life Cycle to each participant. Give them about 10--15 minutes to read through it.*

*Divide group into four small groups. Give each group a flipchart sheet with the three questions about nutrition throughout the life cycle.*

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

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

*Give the small groups about 10 minutes to discuss the questions, and assign each group a specific stage of the life cycle. Give each group five minutes to report back on the discussion on their flipchart.*

*Ask participants if they have any questions about nutrition throughout the life cycle.*



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# Annex 1: Pre- and Post-Test Questionnaire to Administer Only During Training-of-Trainers Workshops

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## **Note to Facilitator:**

- *Administer the questionnaire below at the beginning and the end of the workshop.*
- *This questionnaire should be used **only** for TOT trainings and not during the cascade trainings.*
- *The purpose for administering the questionnaire before the workshop is to establish the level of preexisting knowledge about the topics to be covered in the Training Package.*
- *The purpose for administering the questionnaire at the end of the workshop is to assess the level of new information assimilated during the course of the workshop.*
- *The information as regards to the success rate in completing the questionnaire is purely for the individual's personal use and gain.*

## 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 her/his 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.			
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.			



#	Statement	True	False	Don't Know
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 and talk with your child while they are eating their meals and to encourage them to eat.			





## SPRING

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