

NUTRITION EDUCATION TRAINING FOR AGRICULTURE EXTENSION OFFICERS

Training Sessions and Resources



ETHIOPIA



USAID
FROM THE AMERICAN PEOPLE



IYCN USAID's Infant
& Young Child
Nutrition Project

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Table of contents

Part I. Introduction	3
Session 1. Welcome, introductions, and pre-assessment	3
Session 2. Integrating nutrition education into urban garden activities.....	6
Part II. Increasing knowledge of nutrition	9
Session 3. First 1,000 Days—nutrition priority groups	9
Session 4. Dietary diversity—what it means and why it’s important.....	12
Session 5. Foods for young children 6 to 12 months old	15
Session 6. Foods for the family.....	17
Session 7. The basics of food handling, storage, and safe preparation	21
Part III. Building skills for integrating nutrition with agriculture.....	24
Session 8. Conducting food demonstrations	24
Session 9. Conducting group nutrition education with adult caretakers	26
Session 10. Conducting group nutrition education with orphans and vulnerable children	29
Session 11. Post-assessment and closing.....	32
Appendices (attachments)	
Appendix A. Group nutrition education materials for use with adult caretakers	
Appendix B. Group nutrition education activity guides for use with orphans and vulnerable children	

PART I. INTRODUCTION

Session 1. Welcome, introductions, and pre-assessment

Session objectives

- Understand the purpose and structure of the training
- Get to know participants' expectations
- Assess participants' baseline knowledge

Time: 30 minutes

Preparation

- Read the session carefully
- Prepare all necessary flip chart papers (workshop objectives)

Materials

- Flip chart, markers
- Prepared flip chart with the workshop objectives; other flip charts
- Resource 1: Assessment of knowledge

Activity 1. Opening remarks and workshop objectives

1. Welcome participants to the workshop.
2. Ask each participant to introduce himself/herself, including:
 - Their name and position/role in the program.
 - Time in that role/position.
 - Expectations—what they are hoping to learn in the training.
 - What they ate at mid-day (for lunch) yesterday.
3. Write the expectations on one flip chart, and write what participants ate at mid-day on another flip chart.
4. After all of the participants have been introduced, summarize and comment on the expectations.
5. Present the workshop objectives to the participants. Ask a volunteer from the participants to read them aloud:

By the end of the workshop, participants will be able to:

- Understand the importance of nutrition for the highest priority groups—children in the first 1,000 days of life.
- Know the key nutrition behaviors to be promoted through the Urban Garden Project.
- Understand the concept of dietary diversity and what it means in practice.
- Know the important feeding practices related to children under the age of two.
- Gain practice in conducting food demonstrations.
- Develop skills in using group nutrition education materials to support nutrition behavior change and training and supporting “group leaders” in their use.
- Have a plan for where and how to integrate nutrition education into current activities/tasks.

6. Compare participants’ expectations to the workshop objectives and discuss any discrepancies.
7. Note to the group that this list of objectives emphasizes SKILLS rather than knowledge. Along the way, they will discuss information—some of it new knowledge, some of it reinforcing information they’ve heard before. Explain to the group that you would like them to keep in mind, as they hear this information, that the training isn’t just about learning the information, but rather being able to translate this information into promoting behaviors to help improve nutrition in the households and communities in which they are working.
8. Ask participants to review the list of food eaten at mid-day and facilitate a discussion by asking: Is there much diversity? Are there many vegetables?

Activity 2. Pre-assessment of skills and knowledge

1. Ask participants to form a circle and sit so that their backs are facing the center of the room. Explain that they will be asked a series of questions to assess their current knowledge about some of the things that will be addressed in the training.
2. Explain (and demonstrate) that for each question asked they should raise one hand:
 - With open palm, if they think the answer is ‘yes’
 - With closed fist, if they think the answer is ‘no’
 - Pointing two fingers, if they ‘don’t know’
3. One facilitator reads the statements from Resource 1: Assessment of knowledge. Another facilitator will tally up the responses (based on hand signals) and record the answers.
4. Explain that we will return to these questions at the end of the training.
5. Link to the next session by explaining that they will now discuss some of their ideas for integrating nutrition into their work.

Resource 1: Assessment of knowledge (answer key and recording form)

Key		Statement	Yes	No	Don't know
FALSE	1	When a child is born, his/her IQ/intelligence and how well the child will do in school is already determined.			
FALSE	2	The main cause of undernutrition is a lack of food.			
TRUE	3	Undernourished babies are more likely to die from a disease such as malaria or diarrhea.			
FALSE	4	Teff, sorghum, millet, and maize all represent different food groups.			
TRUE	5	A good diet needs to include foods from at least four different food groups every day.			
FALSE	6	Spinach, kale, and other green leafy vegetables should not be given to children under the age of one year.			
FALSE	7	Giving people more knowledge about nutrition is the best way to improve nutrition of children in the household and community.			
TRUE	8	Before leftover food that has been stored should be eaten by anyone in the family, it should be fully reheated.			
TRUE	9	Fruits and vegetables should be washed with soap and water before they are cooked and/or eaten raw.			
FALSE	10	By the time a child is walking, he/she is old enough to eat from the family plate along with all of the other family members.			

Session 2. Integrating nutrition education into urban garden activities

Learning objectives

- Describe the roles and tasks of the agriculture extension officers in the Urban Garden Project (UGP)
- Identify opportunities to integrate nutrition into regular work plans and activities

Time: 30 minutes

Preparation

- Review the session objectives and activities
- Prepare a flip chart to capture information in the discussion (see Resource 2: Urban Garden Project activities and opportunities to integrate nutrition)
- Prepare flip chart with questions in Activity 1

Materials

- Flip chart paper/markers

Activity 1. Exploring the role of the agricultural extension officer

1. Ask the participants to work with the person next to them to have a brief conversation about their current activities and tasks. Explain that one person will be the interviewer and the other the interviewee. The interviewer should record the answers and be prepared to share them with the whole group.
2. Explain that the interviewers will ask their partner the questions displayed on the flip chart and use the prompts if needed:
 - What activities did you carry out last week in your job as an agriculture extension officer?
 - Did you help participants in their gardening? In what ways?
 - Did you participate in any of the beneficiary group meetings? What happened at the meeting?
 - Any other activities?
3. Explain to the pairs that you will give them about 5 minutes for the interview.
4. When the interviews are finished, bring the group back together, and ask the participants to share what they learned in their interviews.
5. Capture the information on the flip chart as shown in Resource 2.
6. Summarize the information and transition to the next activity.

Activity 2. Integrating nutrition education into the role of the agricultural extension officer

1. Ask participants to work with the same partner to think about some ideas for how they could integrate nutrition education into their activities and tasks. Ask them to be specific and creative. They should answer the question: *What could they do with the beneficiaries to promote recommended nutrition practices?* Encourage them to keep in mind the activities and tasks that they are already engaged in and make sure that their ideas are feasible (that they have time and the opportunity to integrate nutrition).

2. Also ask the pairs to discuss if they anticipate any difficulties with their suggestions for what to do and how to do it. What (or who) would they need to help them be able to implement their suggestions?
3. Give the pairs about 5 minutes to brainstorm and discuss.
4. Bring the group back together and call on participants to provide their thoughts/suggestions. Capture the information on the prepared flip chart.
5. Close the session by summarizing some of the main ideas and key points.

Resource 2: Urban Garden Project activities and opportunities to integrate nutrition

Prepare a flip chart with the following information:

Activities of agricultural extension officers and opportunities to integrate nutrition

Activities	Tick	How to integrate nutrition
Worked with individual gardener		
Attended gardener group		

PART II. INCREASING KNOWLEDGE OF NUTRITION

Session 3. First 1,000 days—nutrition priority groups

Learning objectives

- Understand which individuals are the highest priority for good nutrition and why
- Know the consequences of undernutrition in these priority groups

Time: 30 minutes

Preparation

- Read through the session and familiarize yourself with the process and activities
- Prepare pile-sort cards (Resource 3: Information for cards for pile-sort)

Materials

- Cards for pile-sort
- Flip chart paper and markers

Activity 1. Pile-sort cards on nutrition during the first 1,000 days

1. Explain that this session will provide an opportunity to discuss why nutrition during the first 1,000 days of life is so important. Explain that the first 1,000 days is the period from pregnancy through 2 years of age. Explain that research from around the world has identified the consequences of undernutrition during pregnancy and over the first two years of a child's life. Explain that the purpose of this activity is to help them to become familiar with these consequences.
2. Divide participants into groups of five or six people, and hand out the materials for the pile-sort. Explain that each card has different statements and pictures that the group should discuss to determine whether the activity/statement on the card is "true" or "false." Each group will form two piles—one for true and one for false statements.
3. Ask each group to choose a volunteer to read each card, and then decide as a group whether the statement is true or false. They should repeat this until they have discussed all of the cards and have two piles: true and false.
4. Give the groups time to go through the exercise.
5. Gather the large group again. Have two flip charts ready for posting results—one headed TRUE, the other headed FALSE. Starting with Statement 1, ask each group to have one person stick the statement card on the corresponding flip chart according to the discussion in their group. Make sure that all of the groups have the statements on the correct flip chart. If there is disagreement, facilitators can explain and reinforce the correct information.
6. After all of the statements have been reviewed, present the information from Resource 4: Key recommended infant and young child feeding practices, and explain that although this training focuses on the food that families eat and the period from 6 months old and up, it is important to know about key practices during the first 6 months as well. Answer any questions participants may have about any of the information presented.

Resource 3: Information for cards for pile-sort (the first 1,000 days—consequences of undernutrition)

Number	Statements about nutrition	Answer key
1	Women who are undernourished are more likely to have a small, underweight baby.	TRUE
2	More than one-third of child deaths among children who are under 2 years of age are attributed to undernutrition.	TRUE
3	Most babies in Ethiopia are born underweight.	FALSE
4	Babies who are underweight when they are 6 months old can never grow to their full potential—they will always be short and small.	FALSE
5	A child's brain/IQ/intelligence is not affected by the food he or she eats.	FALSE
6	A woman who is pregnant needs to eat more food and more diverse food to help her baby be born healthy and well-nourished.	TRUE
7	By the time a child is 2 years old, his/her IQ is determined—prior to age 2, his/her brain is still developing.	TRUE
8	A man needs better food—meat, chicken, vegetables—than the rest of his family members (women and children).	FALSE
9	An adolescent girl who is short is more likely to have an underweight baby.	TRUE
10	When babies are first born they should be given only breastmilk, but by about 3 or 4 months of age babies need to start having thin porridge and diluted animal milk.	FALSE

Resource 4: Key recommended infant and young child feeding practices

- After giving birth, start breastfeeding within the first 30 minutes.
- Give your baby only breastmilk for the first 6 months. It will help him or her to grow healthy, smart, and strong. Your baby does not need any other foods or liquids (such as water, animal's milk, tea, porridge, etc.) during this time—only breastmilk.
- Breastfeed your baby whenever he or she wants, during the day and night.
- Almost all women can make enough breastmilk to feed their babies. The more often you breastfeed, the more breastmilk you will make. Giving water and/or other foods can reduce the amount of breastmilk that you make.
- When your baby is 6 months old, he or she needs to start eating a variety of other foods, starting with soft foods and gradually increasing the variety and amount as the baby grows older.
- Breastmilk is still important for nutrition as well as for protection from infection as babies grow. Continue to breastfeed until your baby is 2 years or older.
- As your baby gets older he or she will need to eat more food more often.
- Help your baby to eat, but do not force feed. Watch closely, be patient, and give him or her as much time as needed. Make eating time an enjoyable experience for both you and your baby.
- Be sure to wash your hands with clean, running water and soap before cooking food, before and after feeding a baby, and after changing nappies or going to the toilet.
- Wash all bowls, cups, and utensils with clean water and soap.
- If your baby falls sick, continue to breastfeed often. Even if your baby has diarrhea it is important to keep breastfeeding. If the baby is old enough for solid food, continue to try feeding solid food as well. As your child recovers, feed an extra meal each day for a week or so to help her/him recover lost weight.
- After he or she is better, breastfeed even more to help your baby recover.
- You should take your baby to a health facility immediately if he or she has any of these danger signs: difficulty breathing, diarrhea for 3 days, refuses to eat, vomiting, fever, not gaining weight.
- For most HIV-positive women in our community, exclusive breastfeeding is the safest way to feed their baby for the first 6 months. Giving breastmilk plus other foods or liquids during the first 6 months increases the risk of HIV transmission, illness, malnutrition, and death. For this reason, it is important for women to be tested for HIV during pregnancy. There are many services available to help mothers reduce the risk of transmission to their babies.

Session 4. Dietary diversity—what it means and why it’s important

Learning objectives

- List the six main food groups
- Explain that eating a variety of foods means variety across the food groups
- Know why eating a variety of foods is important

Time: 30 minutes

Preparation

- Read through the session and familiarize yourself with the process and activities
- Prepare photocopies of the background information on the six food groups

Materials

- Photocopies of background information
- Small pieces of paper to write names of foods
- Prepared flip chart papers with six food groups labelled
- Resource 5: The six food groups
- Resource 6: How to get a diversified diet

Activity 1. Food groups game

1. Ask each participant to write the names of three different foods on small pieces of paper, one on each piece. Explain that this can be any type of food—animal source, vegetable, fruit, etc. Each should be a separate food item, not a mixed food that has more than one ingredient.
2. Put all of the papers in a basket and mix them up. Then lay out the prepared flip chart papers on the floor with the six food group categories—one category on each piece of paper. Ask each participant to pick three slips of paper from the basket and to put the foods listed on the corresponding flip chart paper—into the food category to which it corresponds.
3. Check with the group to ensure that the foods are put in the correct category.

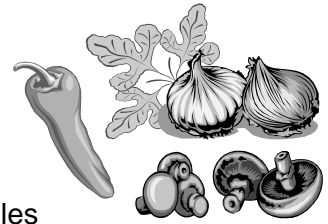
Activity 2. Presentation and review on dietary diversity

1. Using Resource 5: The six food groups and the flip charts from the first activity, review the six food groups and the importance of eating a variety of foods at every meal.
2. Repeat the key messages and give examples (see Resource 6: How to get a diversified diet).
3. Ask for and answer any questions.

Resource 5: The six key food groups

Vegetables

This group includes green leaf and yellow vegetables such as cabbage, kale, spinach, cauliflower, lettuce, carrot, celery, cucumber, eggplant, green pepper, broccoli, pumpkin, onion, tomato, and others such as mushroom. They provide mostly vitamins, minerals, and water. Vegetables also contain fiber, which is necessary for proper digestion.

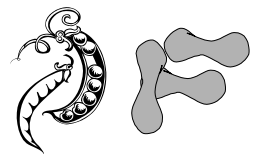


Fruits

This group includes citrus fruits (oranges, lemons, and mandarins), bananas, apples, avocados, cherries, grapes, pineapple, papaya, mango, peaches, guavas, watermelon, sweet melon, and many others. Fruits provide mostly carbohydrates, vitamins, and water.

Legumes and nuts

This group includes groundnuts, soybeans, beans, peas, chick peas, broad beans, kidney beans, and lentils. They provide mainly protein and carbohydrates. Soybeans and nuts also contain a lot of fat in addition to protein and carbohydrates.



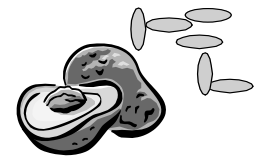
Animal foods

Animal foods include meat, poultry, eggs, milk products, and fish. They provide protein, fats, vitamins, and minerals.



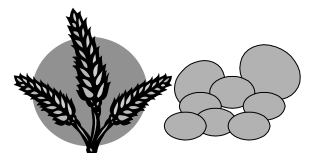
Fats

This group includes oil seeds (soybeans, sesame seeds, linseeds, and groundnuts); avocado pear; cooking oil; margarine; milk and milk products such as butter and yogurt; meat; fish; and poultry. They mainly provide fat.



Staples

Staple foods include cereal grains such as sorghum, millet, maize, barley, oats, wheat, teff, rice, starchy roots (cassava, sweet potato, false banana, potato), and starchy fruits (banana). They mostly provide carbohydrates. They also provide many other nutrients such as proteins and minerals depending on how they are processed.



Resource 6: How to get a diversified diet

All six food groups are important and should be eaten in combination in order for them to complement each other in increasing dietary intake and utilization of various nutrients by the body.

One should eat a variety of foods in every meal for a diversified diet. For example:

Staples	+	Legumes and nuts	+	Vegetables	+	Animal foods	+	Fats	+	Fruits
Injera, genfo, kita, or kolo from:		Lentils		Kale		Egg		Sesame seeds		Mango
Millet		Peas		Spinach		Fish		Linseeds		Banana
Sorghum		Ground beans		Cabbage		Meat (beef, lamb, poultry, pork)		Cooking oil		Papaya
Maize		Chick peas		Lettuce				Margarine		Guava
Teff		Beans		Mushroom				Sunflower seeds		Apple
Barley	+	Broad beans	+	Pumpkin	+	Milk and dairy products	+	Pumpkin seeds	+	Grapes
Wheat				Eggplant						Orange
Oats				Broccoli						Lemon
Cassava										
False banana										
Potato										

Eat from all six food groups every day for better health and well-being.

Session 5. Foods for young children 6 to 12 months old

Learning objectives

- List the key behaviors of concern for complementary feeding of children 6 to 12 months old
- Describe some of the resistances to appropriate feeding of children 6 to 12 months old

Time: 30 minutes

Preparation

- Read through the session and familiarize yourself with the activities and the information to be presented

Materials

- Flip chart paper and markers
- Paper for group work

Activity 1. Presentation and group discussion on feeding children 6 to 12 months old

1. Explain that recent research conducted in the UGP areas indicated that some key practices related to feeding children of this age group need particular attention. Share what was learned in the research. It is summarized in the table below.

Practices and recommendations for feeding children 6 to 12 months old

Feeding characteristic	Current practice	Recommendation
Texture of food	Received small amount of porridge, fortified cereals	Start with small amount of food and increase the quantity. Give thick porridge (genfo). Increase the number of feedings as the child grows. Add fruits, vegetables, and animal products.
Kinds of food/Variety	No animal source foods (some milk) No vegetables	Incorporate all foods from the family pot, especially animal-source foods and vegetables.
Amount of food	Small amounts	Increase the amount offered ($\frac{3}{4}$ to 1 buna cup). Encourage the child to finish all food. Sit with child throughout the meal.
How the child is fed	Children are fed from the mother/caregiver's plate Use of baby bottles	Provide the child's food to him/her in a separate bowl or plate to monitor quantity eaten. Stop using baby bottle.

2. Share stories about the potential for mothers to change practices as shown in the household trials of improved practices (TIPs).

Activity 2. Prepare a plate of food

1. Explain to the participants that they will now practice what they have just learned about feeding children 6 to 12 months old.
2. Divide the participants into groups of four or five people and give them the following instructions:
 - Each group will prepare a day of meals and snacks suitable for a child 6 to 12 months old.
 - Give your child a name and describe the family setting—where they live, how many children in the family, other family factors.
 - On a piece of paper, list the meals you will provide this child for one day. Include specific information on the type of food, the amount, and how you will prepare it.
 - Describe how the child will be fed—by whom, where, and how.
3. Give the groups time to do their group work.
4. Reassemble the participants and ask each group to share their “meal plan” with the other participants. The presenter should discuss the reasons for the group’s choices.
5. Refer to the information in the boxes below to guide the discussion of the “meals” the participants have created:

Examples of mixtures of foods

- Injera + 1 or ½ tablespoon pounded meat, egg, or fish + 1 tablespoon of cooked kale or orange-colored vegetable or fruit in season (papaya, mango).
- Potato + 1 tablespoon legumes (boiled peas, chick peas, beans, lentils, broad beans) well mashed + 1 tablespoon of spinach cooked with oil + banana (breastfeeding).
- Bread (cereals) + 1 tablespoon of animal food + 1 tablespoon of green vegetables or fruit (banana, orange).
- Always add a teaspoon of oil or fat when the mixture does not have foods rich in oil.

Example of a day’s food (three meals and snacks)

- Morning: Thick porridge with oil (2 teaspoons homemade mitin added to cooked vegetable such as pumpkin, potato, or carrot, or 1 part of groundnut powder to 2 parts mitin flour cooked together).
- Midday: injera + shiro + orange.
- Evening: injera (or rice, macaroni, bread) + fish + 1 tablespoon of cooked green vegetables.
- Between meals, give fruit snacks and breastfeed frequently.

Session 6. Foods for the family

Learning objectives

- Describe current practices in UGP families—common meals and food groups consumed daily
- Be able to suggest ways to improve current meals consumed by UGP families
- Explain the barriers to changing current meal patterns and how to motivate families

Time: 30 minutes

Preparation

- Review session and all of accompanying support materials
- Read through Resource 7: Results from household trials on family meal patterns

Materials

- Flip chart paper
- Resource 7: Results from household trials on family meal patterns

Activity 1. Brainstorm on what families eat

1. Refer back to what the participants reported that they ate the day before at mid-day. Ask one of the participants to summarize the results.
2. Ask them to draw some conclusions based on what they have learned so far. Ask other participants to comment as well.
3. How much diversity is there in the diets of the participants? How many have consumed fruits and vegetables? Are there food groups that were not consumed?

Activity 2. Results from the trials of improved practices

1. Explain that the IYCN Project conducted qualitative research in a UGP area and that you would like to share what was learned about the common family foods and meal patterns.
2. Refer to **Resource 7: Results from household trials on family meal patterns** and present the information. Ask for any questions.

Activity 3. Getting familiar with how to improve the family meal

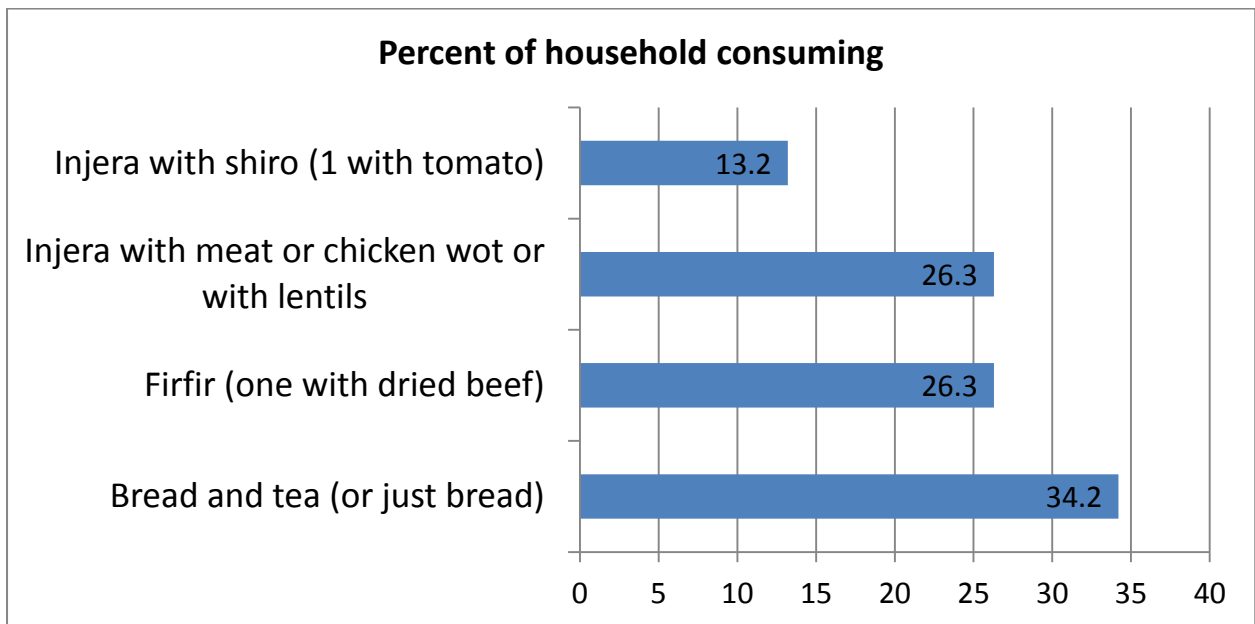
1. Ask the participants to work in pairs to discuss what to do to improve on these common food practices.
2. Give the following instructions to the participants:
 - Explain that one participant should be the adult who is making the family meal and the other participant is the counselor.
 - The counselor will be guiding, supporting, and encouraging the adult to add foods to the family meal to make it better for the whole family.
 - The pairs should write out a dialogue starting as follows:
 - Counselor: What are you preparing for your main meal today?
 - Adult: I am preparing _____.Continue the discussion to show how to improve the family meal. Make it realistic. Add dialogue that shows that the adult is resistant to your

suggestions and how you help to overcome these resistances. Make it as real as possible.

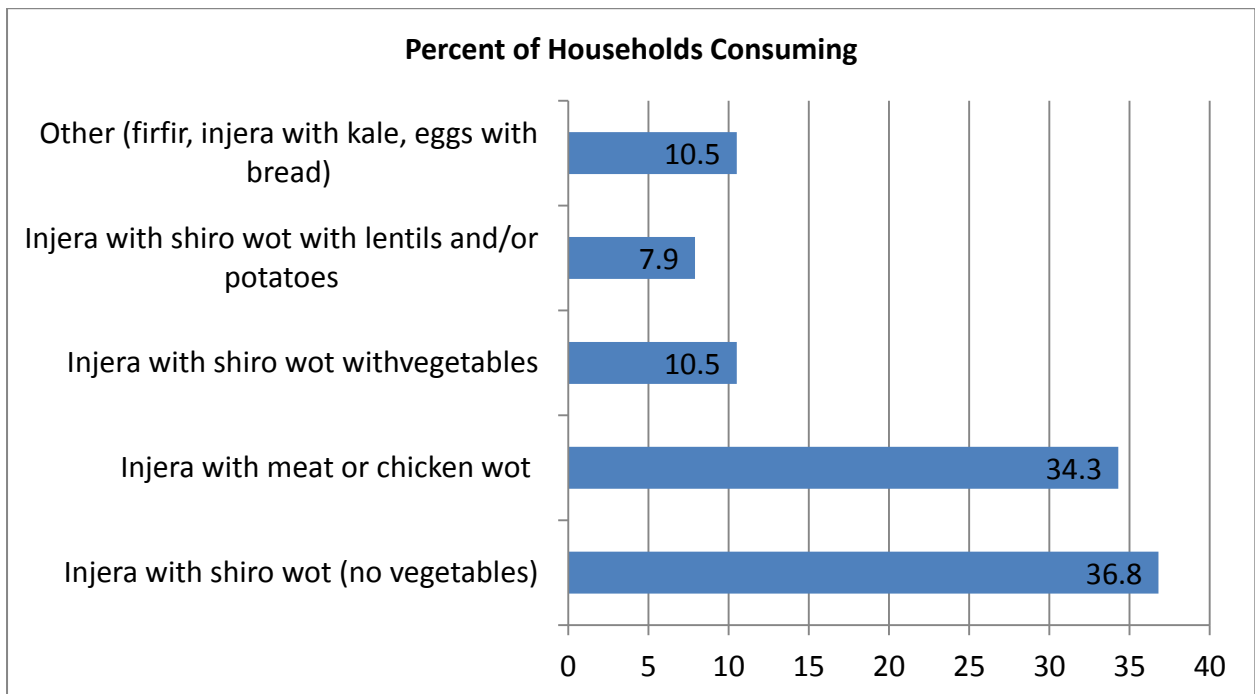
3. Let the group know that after they have finished you will ask for volunteers to act out their dialogues.
4. Give the group time to create and write out their dialogues.
5. Bring the group back together and ask for a few volunteers to act out/share their work.
6. Ask the rest of the group to comment on the dialogues after each one. Ask the group:
 - Was the dialogue realistic? Would this conversation be possible?
 - What did they think about the suggestions for improving the family meal? Were they good suggestions? Were they realistic?
 - Did the dialogue show the resistance to changing the family meal?
 - Did the dialogue show good ways to try to encourage change in the family meal?

Resource 7: Results from household trials on family meal patterns

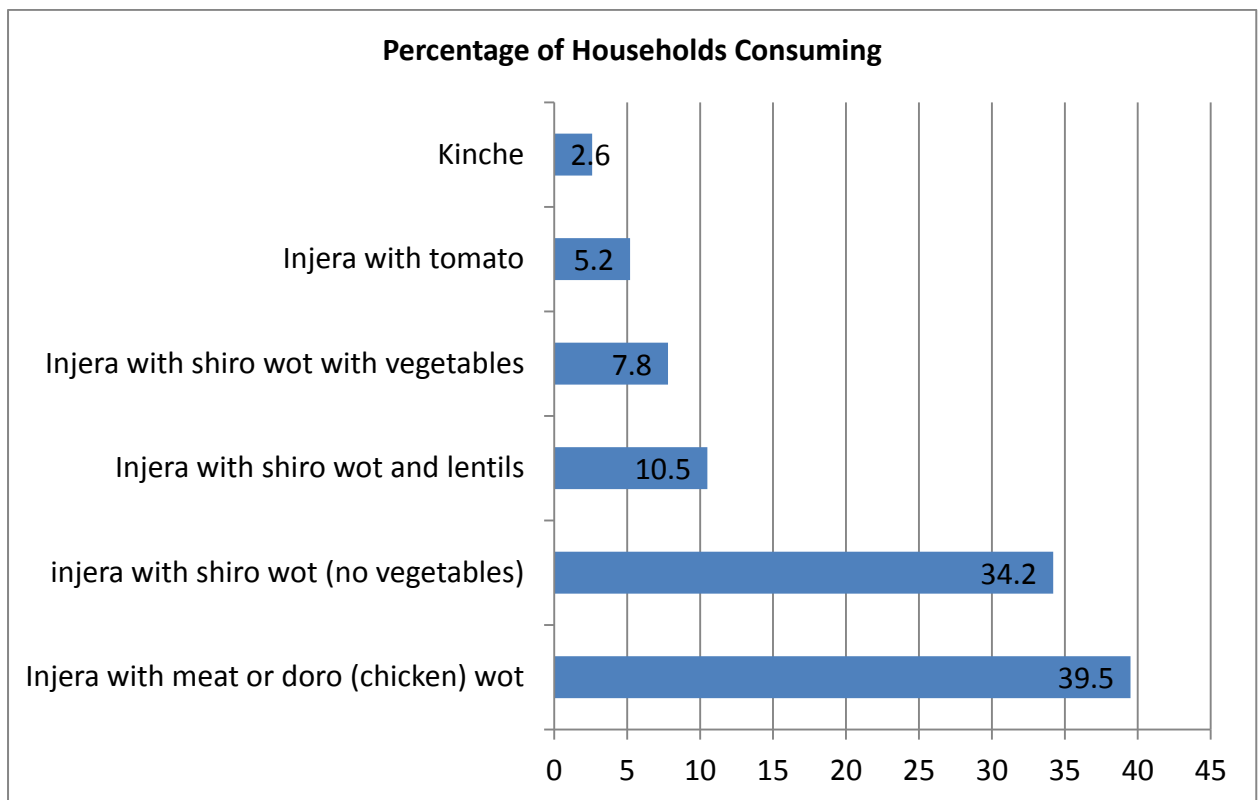
Breakfast



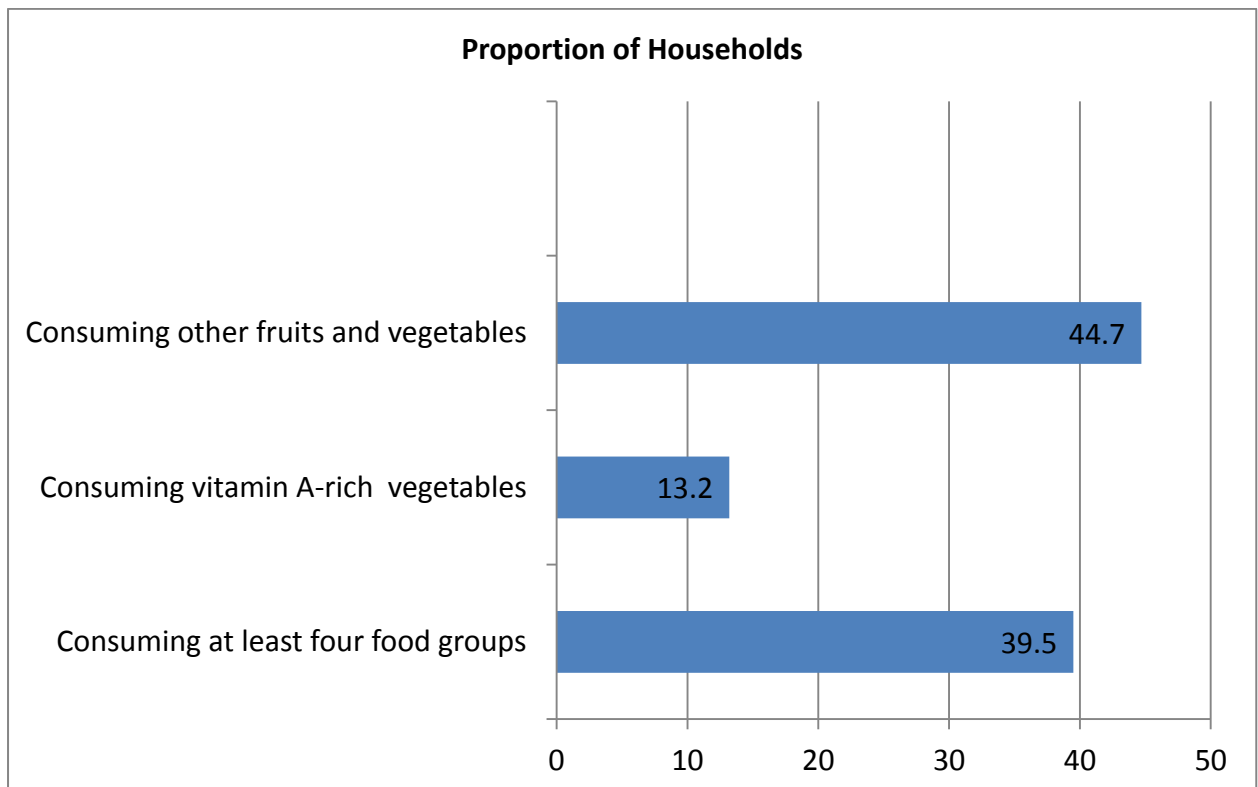
Mid-day meal



Dinner



Overall quality of family diet



Session 7. The basics of food handling, storage, and safe preparation

Learning objectives

- Explain how to keep food safe by practicing safe handling, preparation, and storage techniques
- Describe the barriers and motivations to keeping food safe

Time: 30 minutes

Preparation

- Read through session; get familiar with all activities
- Prepare labels (Safe Practice, Unsafe Practice, Neutral Practice) and flip chart for brainstorm

Materials

- Resource 8: Food safety actions
- Labels for Activity 1
- Prepared flip chart

Activity 1. Introduction to food safety

1. Review the objectives of this session with the participants.
2. Explain that as an introduction to this session you are going to do a little exercise.
3. Place the three labels (Safe Practice, Unsafe Practice, Neutral Practice) that you have prepared in three different places in the room. Explain what each of the labels means.
4. Explain that you are going to name a practice and that each person should decide whether they think the practice is safe, unsafe, or neutral (neither safe nor unsafe—makes no difference). Once they have decided, they should go to stand under the appropriate label.
5. Refer to Resource 8: Food safety actions; read out the actions one at a time.
6. Once participants have made their decisions and are under the labels, ask why they have made that choice.
7. If all of the participants have not identified the practice correctly, make sure to ask the reason for their choice to both those who have identified it correctly and those who have not. Repeat for next action.

Activity 2. Brainstorm on barriers to food safety

1. Explain to the group that you would now like to brainstorm some barriers to food safety and how these might be overcome. First, ask the group what are some of the key behaviors needed to keep food safe. Write their answers on a prepared flip chart. Participants should mention the following
 - Wash your hands with soap and water before preparing foods and feeding children.

- Wash your hands and your baby's hands before eating.
 - Wash your hands with soap and water after using the toilet and washing or cleaning the baby's bottom.
 - Feed your baby using clean hands, clean utensils, and clean cups.
 - Use clean utensils.
 - Store the foods in a safe clean place and re-heat before eating.
2. For each behavior identified, ask the group what might be a barrier to a beneficiary implementing this behavior. Ask what might be done to help the beneficiary overcome these barriers.

Resource 8: Food safety actions

	Action	Safe	Unsafe	Neutral
1	A mother washes her hands before she feeds her baby with her hand.	X		
2	A mother purchases a mango and gives it to her 22-month-old child.		X	
3	A mother has her school-age child go to the market to purchase tomatoes for the family meal.			X
4	After the meal is finished there is leftover shiro—the mother tells one of her school-age children to cover it and put it in a cool spot.	X		
5	A grandmother gives the leftover shiro wot from the mid-day meal to a 20-month-old child in the early evening without reheating it to boiling.		X	
6	A mother washes and peels the carrots before putting them in the pot to cook.	X		

PART III. BUILDING SKILLS FOR INTEGRATING NUTRITION WITH AGRICULTURE

Session 8. Conducting food demonstrations

Learning objectives

- Gain skill in conducting a food demonstration to make porridge for children 6 to 11 months old
- Gain skill in conducting a cooking demonstration for a nutritious family food

Time: 90 minutes

Preparation

- Read the steps to conduct the food demonstration
- Assemble everything that is needed to do the cooking demonstration

Materials

- Food ingredients (locally available) required for food preparation
- Cooking utensils (pan, spoon, fork , knife, plate)
- Fuel
- Recipes

Activity 1. Conducting a food demonstration

1. Explain that you will now show how to conduct a food demonstration using a healthy recipe.
2. Divide the participants into two groups (one to cook porridge for a 10-month-old child and the other to cook food for the family). Share one recipe with each group.
3. One facilitator will work with each small group. Follow the recipe (see sample below) and explain to the participants each step as you prepare the food. Ask for volunteers to assist you in each step of the recipe. Make sure to reinforce key behaviors such as washing hands, washing fruits and vegetables, keeping utensils clean, etc.
4. For the porridge group: point out the consistency of the preparation as you make it, and demonstrate the thickness with a spoon when it is finished.
5. For the family food group: emphasize the number of food groups included in the recipe.
6. In each group, ask the participants to taste the food when it is finished and get their feedback on whether they think that UGP participants would have difficulty making any of these foods. Discuss how to overcome these barriers.
7. Ask one group member to be prepared to share the experience with the broader group. Include answers to these questions in the short summary:
 - What was the food that they prepared?
 - Was it difficult—or were there any difficult parts in following the recipe?
 - Did the group think that there would be any barriers to UGP participants making this food? How did the group think any barriers could be addressed?

Activity 2. Sharing experience with the food demonstrations

Have a volunteer from each group summarize the food demonstration in which they participated.

Sample recipes

For a young child:

Teff/sorghum/maize porridge enriched with pea flour, kale, and butter/oil

Ingredients:

Staple: Teff/maize/sorghum

Meat or fish or beans: Roasted pea flour

Vegetables: Kale

Fat: Butter/oil

Water

Method:

1. Wash hands and use clean surface, utensils, and plates.
2. Wash, chop, and boil the kale.
3. Mix sorghum/maize/teff flour with pea flour.
4. Boil water and then add the flour into the water.
5. Add butter/oil and kale, and stir while cooking.

Family food:

Injera with shiro, onion, tomato, and kale

Ingredients:

Staple: Teff/injera

Meat or fish or beans: Roasted pea flour

Vegetables: Tomato, onion

Fat: Butter/oil

Water

Method:

1. Wash hands and use clean surface, utensils, and plates.
2. Chop and fry onion with oil or butter.
3. Boil, peel, and chop the tomato.
4. Add the tomato to water and bring to boiling.
5. Add pea flour and iodized salt, and stir while cooking.
6. When the shiro is properly cooked, allow it to cool and make it ready for eating with injera.

Session 9. Conducting group nutrition education with adult caretakers

Learning objectives

- Know the key nutrition practices to promote among adult caretakers
- Gain practice facilitating a group nutrition education session focused on key behaviors

Time: 90 minutes

Preparation

- Review the session and familiarize yourself with the group education materials

Materials

- Resource 9: Key nutrition behaviors for adult caretakers
- Appendix A: Group nutrition education materials
- Flip chart paper

Activity 1. Review of key nutrition practices for adult caretakers

1. Ask the participants to think back on what they have learned so far and to say what they think are key behaviors that should be promoted among the adult caretakers participating in the UGP. Emphasize that you want them to focus on behaviors/practices. Make sure that the behaviors shown on **Resource 9: Key nutrition behaviors for adult caretakers** are included in the list.
2. Ask participants what they think are some of the motivations for practicing these key behaviors and what some of the barriers might be. Write the motivations on a flip chart.

Activity 2. Introduction to group nutrition education materials for adults

1. Ask the participants to take out the group nutrition education materials (Appendix A).
2. Present an overview of the materials and how they are intended to be used, as follows:
 - There are four large cards, each with a picture (or two) on the front and sets of boxes with questions on the back. Show the cards' fronts and backs.
 - Explain that the purpose of the cards is to generate a discussion among a group of adults.
 - Explain that each card covers one main behavior/practice but that there may be many additional behaviors that come up during the discussion.
 - Explain that each discussion is started by asking the questions in the box at the top left corner. These are general questions that focus on what the participants see in the picture and other opinion questions to initiate a discussion.
 - The second box (on the left side) and the box at the top right of the card provide additional questions to further guide the group discussion. These boxes also include important information that you hope to convey during the discussion.
 - The group discussion leader **SHOULD NOT** read the information in the boxes but should use it as a guide to encourage discussion among the group members.

- The last box, in the bottom right corner, includes questions about the challenges that the group sees to implementing the key behaviors that have been highlighted/discussed during the group discussion and how these might be overcome.
3. Ask the participants if they have any questions about the content of the cards.

Activity 3. Modelling a group education session

1. Explain that you will now model a group education session.
2. Ask the participants to imagine they are UGP beneficiaries and to role-play the way that they think the beneficiaries may react to these cards, to the questions that you ask, and to the behaviors on the cards.
3. Choose a card and conduct an education session with the participants. When the session is finished, ask the participants for their comments:
 - How did they think that the discussion went?
 - Was there active participation?
 - Were the key behavioral messages conveyed effectively?
 - What suggestions do they have for making the discussion better?

Activity 4. Practice using nutrition education materials for adults

1. Explain that they will now have an opportunity to practice conducting a group discussion and to practice using these group education materials.
2. Ask for a volunteer to be the group discussion leader. Have that volunteer pick a card to use for the practice. Give the group leader some time to review the card and to prepare to lead the discussion. Ask the other participants to act as the beneficiaries and to role-play how they would react to the materials and the discussion as before.
3. Conduct the group discussion.
4. After the discussion, ask the group to provide comments and feedback:
 - How did they think that the discussion went?
 - Was there active participation?
 - Were the key behavioral messages conveyed effectively?
 - What suggestions do they have for making the discussion better?
5. Repeat with another volunteer and a different nutrition education card.

Resource 9: Key nutrition behaviors for adult caretakers

Behavior	Motivation	Barrier
Add vegetables to diet	Have access to vegetables from garden	Beliefs about foods being inappropriate for children under 2 years old—especially green leafy vegetables
Add fruits to diet	Have additional income from selling vegetables—can buy additional food	Competing demands for money
Make porridge thicker and add ingredients to make more nutritious (for children under 1 year)	Want child to be healthy and grow well	Lack of time and money
Add more foods to the family meal/dish—vegetables, legumes (chick peas, peas, lentils, beans) at each meal	Want child to be active	Don't value a diverse diet
Use a separate plate or bowl for the child	Have new skills through cooking demonstrations	Lack of knowledge and awareness about this practice
Wash fruits and vegetables	Child is happier and cries less; needs less attention	
Reheat all leftover food to boiling point before giving to child		Lack of fuel

Session 10. Conducting nutrition education activities with orphans and vulnerable children

Learning objectives

- Know the key nutrition practices to promote among orphans and vulnerable children (OVCs)
- Gain practice facilitating a group nutrition education activity focused on key behaviors

Time: 90 minutes

Preparation

- Review the session and familiarize yourself with the group education activities

Materials

- Resource 10: Key nutrition behaviors for orphans and vulnerable children
- Appendix B: Nutrition education activity guide for orphans and vulnerable children
- Flip chart paper

Activity 1. Review of key nutrition practices for OVCs

1. Ask the participants to think back on what they have learned so far and to say what they think are key behaviors that should be promoted among the OVCs participating in the UGP. Emphasize that you want them to focus on behaviors/practices. Make sure that the behaviors on **Resource 10: Key nutrition behaviors for orphans and vulnerable children** are included in the list.
2. Ask what they think are some of the motivations for practicing these key behaviors and what some of the barriers might be. Write the information on a flip chart.

Activity 2. Introduction to nutrition education activities for OVCs

1. Ask the participants to take out the nutrition education activity materials for OVCs (Appendix B).
2. Present an overview of the materials and how they are intended to be used:
 - Explain that there are three sets of activities for OVCs, with each activity focused on a different key behavior. Show the three separate activity sheets. Read the major behavior of focus in the title and explain that each activity includes a number of steps (or sub-activities).
 - Explain that the purpose of the activities is to give the OVCs a chance to better understand and internalize some of the key nutrition behaviors promoted by the UGP.
 - Explain that the activities are intended to engage children in learning by having fun.
 - Explain that each activity has been designed for children 6 to 12 years old but that there are suggestions for variations in the sub-activities/steps so that they can be used with older children.
 - Explain that each activity covers one main behavior/practice and that the steps are intended to reinforce the same behavior.
3. Ask the participants if they have any questions about the content of the activities.

Activity 3. Modeling a nutrition education session for OVCs

1. Explain that you will now model a nutrition education activity session for OVCs.
2. Ask participants to imagine they are OVC beneficiaries and to role-play the way that they think the beneficiaries may react to the activities.
3. Choose an activity and conduct a session with the participants. Go through the activities quickly since these are for children. After each step ask the participants if they have any questions or concerns about the sub-activity. Review the variations that are suggested for older children. Also ask if they have any suggestions for modifications or variations.

Activity 4. Practice conducting a nutrition education materials activity for OVCs

1. Explain that they will now have an opportunity to practice conducting a nutrition education activity for OVCs.
2. Ask for a volunteer to lead the activity. Have that volunteer pick an activity to use for the practice. Give the volunteer some time to review the steps and to prepare for the session. As before, ask the other participants to role-play the beneficiaries and how they would react to the materials.
3. Conduct the nutrition activity.
4. After the activity, ask the group to provide comments and feedback:
 - How did they think that the activity went?
 - Was there active participation?
 - Were the key behavioral messages conveyed effectively?
 - What suggestions do they have for making the activity better?
5. Repeat with another volunteer and a different nutrition education activity.

Resource 10: Key nutrition behaviors for orphans and vulnerable children

Behavior	Motivation	Barrier
Eat more vegetables	Have access to vegetables from garden	Don't like vegetables
Eat more fruits	Have additional income from selling vegetables; can buy additional food	Competing needs
Encourage family to add more foods to the meal/dish—vegetables, legumes (chick peas, peas, lentils, beans) at each meal	Want to show off their new knowledge; what they have learned	Want to spend money on other things
Wash fruits and vegetables	Will do better in school and have more energy for working in the garden	Lack of status in the household—cannot influence others

Session 11. Post-assessment and closing

Learning objectives

- Conclude the training; make sure that all questions have been answered
- Assess post-training knowledge

Time: 30 minutes

Preparation

- Read the session carefully
- Prepare all necessary flip chart papers

Materials

- Flip chart, markers
- The flip chart written in Session 2 with ideas for integrating nutrition with UGP agriculture extension officer tasks
- Resource 1: Assessment of knowledge (blank copy to repeat skill/knowledge test)

Activity 1. UGP worker role in integrating nutrition

1. Return to the flip chart with participants' ideas for how to integrate nutrition with their current tasks/activities. Ask for a volunteer to read them aloud. Ask the group if they would like to add anything to this list.
2. Ask the group if they have any questions or concerns about this list. If anyone has one, see if another participant can answer it for them. If not, go ahead and answer it.

Activity 2. Post-assessment of skills and knowledge

1. Ask participants to form a circle and sit so that their backs are facing the center of the room.
2. Explain that questions will be asked, and ask participants to answer each question in the same way that they did at the beginning of the workshop, by raising one hand:
 - With open palm, if they think the answer is 'yes'
 - With closed fist, if they think the answer is 'no'
 - Pointing two fingers, if they 'don't know'
3. One facilitator reads the statements from Resource 1: Assessment of knowledge. Another facilitator tallies the answers.
4. Give the participants a 5-minute break while you compare the results to the pre-assessment results.
5. Gather the participants back together. Give them their collective score (in the pre-test, the percentage correct was XX percent. Now it is XX percent). Go over all the answers and ask the group to take note in their heads of the ones that they got incorrect.

Activity 3. Wrap-up

1. Thank the participants for their attention and participation over the course of the workshop.

2. Go around the room and ask each person to offer one key idea that they will take away. No one can say the same thing.
3. Finalize any administrative details. Formally close the workshop and make sure the group has your contact information so they can follow up with any additional questions.

Nutrition education activity #1

Adding foods to increase variety in family meals

Age group

- Children 6 to 12 years old
- Children 13 to 17 years old (note modifications for this age group)

Learning objectives

- Explain what it means to add variety to the family meal
- Identify specific ways to add different foods to the family meal/diet

Materials

- Flip chart paper or blackboard
- Paper for children
- Pictures of different foods
- Glue or tape

Step 1: Getting started

- Ask the children to tell you what they had to eat yesterday.
- Make a list of everything that they mention but don't repeat the foods.
- Ask if they have favorite foods.
- Ask if there are foods that they don't like. Ask them why.

For older children: Pick out three or four foods they mentioned. Ask if they come from plants or animals and how they are prepared. Ask if the foods that they eat (and like or dislike) have changed since they were younger.

Step 2: Understanding different food groups

- Explain that there are lots of ways to put foods into different groups.

For older children: Ask what they know about how to categorize foods. Ask them to explain what they know about different food groups.

- Remind the children of the foods that they listed earlier. Ask the children which foods they eat most often. Ask them: Is it enough to just eat _____?

For older children: Ask what they know about why it isn't enough to just eat the main food.

- Tell the children that you want them to remember there are six important food groups. Name the groups and give examples of the foods that are in each of the groups.

Six main food groups

Cereals, roots, and tubers (often called staples)	Teff, barley, rice, millet, maize, and sorghum (plants with heads of grain); sweet potato; cassava
Fruit	Mangoes, oranges, jackfruit, pawpaw, bananas, guava, pineapple, avocado pears (parts of plants with seeds or pips)
Vegetables	All leafy vegetables; also pumpkin, tomatoes, peppers
Animal foods	Meat, fish, poultry, eggs, and dairy products (e.g., milk)
Legumes	Beans, cowpeas, soybean, lentils
Fats, oils	Butter, margarine, vegetable or salad oil

- Ask for six volunteers—one to represent each food group. Give each individual a “food group” label to hold (CEREALS, FRUITS, etc.) or a picture to represent the food group.
- Have pictures of different foods in a basket. Ask children to pick a picture and give it to the right volunteer—the one that correspond to the food group into which the food on the picture belongs.
- Ask the other children if this is correct, and discuss any foods that are not known or are put in the wrong food group.

For older children or a variation: Don't use volunteers but rather post the “food group” labels on the wall and have children put the pictures under or around the label. Have the children write names of different foods to put into the basket if you don't have pictures of foods.

Step 3: Having fun making meals

- Tell the children that they will practice making healthy meals and that they will pretend to be different foods. Give each child a name of locally used foods.
- Choose a small group to be the “meal makers.” Tell them that they are going to select other children who will be the foods to represent making a healthy meal. Have all of the children create a circle with the meal makers in the middle.
- All of the meal makers say: *What shall we make for our meal?*
- *We need to prepare food for the family. Who is the main food?* A child who is given a name as a staple food should reply (for example): *Start with me! I am injera. I am your main food!* Let him/her into the middle of the circle. *That's not enough*, they say. *What can we eat with the injera?* Ask for all the foods to be eaten with injera and have those children join the injera.
- Other foods/children should volunteer to be added to make the meal better. The meal makers may help by asking for certain foods that they want to add to the meal.
- When there is a complete meal inside the circle, the meal makers present the meal, explaining which of the food groups it contains.

For older children or a variation: Have each child draw a circle on a piece of paper to represent a plate. Tell them to either draw a picture or put the name of a staple food in the middle of the plate. Then tell them to add more foods to the plate to make a healthy meal. After they have finished, ask for volunteers to share their meals with the others, explaining why they chose the foods that they selected.

Step 4: Reinforce main messages

- Ask the children to think about and talk later with their families about how many different food groups they have regularly in their household.
- Remind them that to be healthy they should have foods from at least four of the six different food groups every day.
- Ask them to talk with their families about what they can add to their meals to make them better.

Nutrition education activity #2

Eating vegetables every day

Age group

- Children 6 to 12 years old
- Children 13 to 17 years old (note modifications for this age group)

Learning objectives

- Explain that vegetables are important to eat every day
- Become aware of family diet and how to improve it by adding vegetables

Materials

- Flip chart, markers
- A prepared flip chart with the workshop objectives; other flip charts

Step 1: Getting started

- Ask the children if any of them ate any vegetables yesterday. Make a list of the vegetables they ate.
- Ask them to count how many different vegetables are on the list.
- If there are vegetables that are not on the list, describe them one-by-one and have the children guess the name of the vegetable.
- Ask the children which vegetables they like? Dislike? Have never had?

For older children: Ask if they know how to categorize the vegetables into different groups. Ask them to tell you which vegetables belong in which group. Have the children think of vegetables that are not on the list and describe them, and let the others guess.

Step 2: Making meals better with vegetables

- Have some sample vegetables from the garden (or pictures of vegetables) arranged in an open basket so that the children can see them.
- Ask the children if they can name all of the vegetables.
- If the children are familiar with all of the vegetables, make a game out of it—have them look in the basket, then take the basket away and have them name all of the vegetables that were in the basket.

For older children and variation: Conduct a food demonstration—use the recipes that show how to cook and add vegetables to common staple foods. Involve the children in the cooking. Emphasize how long to cook the vegetables. Provide recipe cards to children to take home.

Step 3: Having some fun

Play this game: Have one child start by saying “I like vegetables, yesterday I ate _____” and fill in the name of a vegetable (for example, carrot—the child should come up with the name of a vegetable). Tell the other children that they need to listen because one by one they will repeat what has been said and add another vegetable to the list. For example the second child says “I like vegetables, yesterday I ate a carrot, and a pepper.”

For older children: Divide the children into teams. Have children describe a vegetable without saying its name and have others guess the name of the vegetable. Do not repeat vegetables.

Step 4: Reinforce main messages

- Ask the children to think about at home and talk with their families about how often they eat vegetables and how many different kinds of vegetables they have regularly in their household.
- Remind them that to be healthy they should eat vegetables every day.
- Ask them to talk with their families about how they can add vegetables to their meals.

Nutrition education activity #3

Keeping food safe

Age group

- Children 6 to 12 years old
- Children 13 to 17 years (note modifications for this age group)

Learning objectives

- Describe what is needed to keep food safe to eat
- List what they can do in their households to improve food safety

Materials

- Flip chart paper or blackboard

Step 1: Getting started

- Ask children to say what their families do to keep food safe. Make a list of answers. Make sure they mention:
 - Washing hands
 - Washing plates, cups, knives, pots, etc.
 - Washing food
 - Covering food
 - Wrapping food or putting it in containers
 - Cooking food
 - Reheating food (point out that food **MUST** be reheated to boiling point—just warming it is dangerous)

For older children: Ask what they know about how food becomes unsafe—probe to see if they have an understanding of how bacteria and fungi as well as animals and insects can make food dirty.

Step 2: Demonstrating safe food practices

- Tell the children that they are going to act out (or explain) some “food actions” and that the others will call out what should be done to keep the food safe.
- Some possible demonstrations and responses include:
 - I’m going to eat a mango. (Wash it first!)
 - I’m going to prepare some vegetables. (Wash your hands, wash the knife.)
 - I’m going to serve some food. It’s dinner time. (Make sure the plates are clean.)
 - We’ve just finished eating. (Wash the pots and plates.)
 - I’m going to eat some injera. (Wash your hands.)

- I'm going to cut this lemon. (Wash it first—and is the knife clean?)
- I've just bought a little rice. (Put it in a container.)
- We've just finished eating—there is some relish left over. (Cover it.)
- Now we can finish up yesterday's food. (Reheat—to boiling.)
- I'm going to eat some shiro. (Wash your hands.)
- I'm going to get some oil in this container. (Clean the container.)
- I'm going to cook some sweet potatoes. (Check that the pan and knife are clean, wash the sweet potatoes.)

For older children: Ask for a small group of volunteers to create short skits related to food preparation and eating that demonstrate two healthy practices and two unhealthy practices. After the other children watch the skits, ask the children watching to name the two healthy practices and the two unhealthy practices shown in the skit. Ask those who performed the skit to comment/explain their skit if it was not clear. Guide the skits to make sure the important behaviors are demonstrated.

Step 3: Reinforce main messages

- Ask the children when they are back in their homes to think about and talk with their families about these safe food practices and how many they practice regularly in their household.
- Ask them to discuss with their families what they need to do to keep food safe.