

# Day One

## GMP Monitoring and Evaluation Training

### Exercise 1: Training Objectives

🕒 Time - 10 minutes

#### Objectives

- To know the objectives of the training on the monitoring and evaluation of the Growth Monitoring Program

#### Process

1. Trainer explains to participants that the one-day training will teach how to evaluate the first weighing session conducted in the community for the GMP.
2. Trainer reads through the objectives on Flip Chart A.

#### **Flip Chart A** **Training Objectives**

**At the end of this training, participants will be able to:**

- a) Report the results from the Growth Monitoring Program;
- b) Know how to summarize and monitor the results from the Growth Monitoring Day;
- c) Identify the malnourished children under three who need rehabilitation;
- d) Practice the problem solving skill in the GMP; and
- e) Understand why and how to make a Monthly Report on Births and Death in each community.

3. After a discussion about the objectives, trainer asks participants to copy Flip Chart A into their notebooks.

#### 📖 Materials

- Flip board stand and prepared Flip Chart A

#### Helpful Hints

- ◆ A good PANP trainer will always arrive at the training room at least 15 minutes early on the day of the training in order to check the day's training materials and set up the training room.
- ◆ A good PANP trainer will always be in the training room

before the participants arrive to greet the participants and welcome them to the day's training.

## Exercise 2: Reporting GMP Results

🕒 **Time - 15 minutes**

### Objectives

- To understand why it is necessary to report on the results of the Growth Monitoring Program

### Process

1. Trainer explains to participants that it is important that everyone understands why the GMP results must be reported.
2. Trainer asks different participants to read aloud the points on Flip Chart B.
3. After each point, trainer asks if participants have any questions or comments.

**Flip Chart B**  
**Reporting GMP Results**

**Why is it important to report the results of the GMP?**

- \* We need to report results in order to know the number of children under three who participated in the GMP weighing.
- \* We need to report the weighing results in order to find out the number of children under three in each channel (A, B, C, D).
- \* We need to report the results in order to find solutions to the problems we had during the weighing session.
- \* We need to identify all the children who are in Channel C and D for rehabilitation.
- \* We need to report the GMP results so that we can compare results from each weighing session. Over time we will be able to see the impact of our work to help malnourished children under three.

4. After discussion, trainer asks participants to copy Flip Chart B into their notebooks.

### 📖 Materials

- Flip chart stand with prepared Flip Chart B

### Helpful Hints

- ◆ A good PANP trainer will always speak slowly, loudly and

clearly when reading from the flip chart. This will help participants to understand the information they are learning.

- ◆ A good PANP trainer will repeat and clarify those points on the flip chart that they think may be difficult for participants to understand.



 **Materials**

- Flip chart stand with prepared Flip Chart C

**Helpful Hints**

- ◆ A good PANP trainer will always make sure participants have enough time to copy the points from the flip chart into their notebooks.
- ◆ A good PANP trainer will use the time while participants are copying to prepare for the next section of the training or to assist any participants who have trouble writing.

## Exercise 4: Reporting on the GMP

⌚ **Time - 50 minutes**

### Objectives

- To complete the GMP Results Form and Results Chart for the first weighing session of the GMP
- To know how to complete forms for subsequent weighings as a means of monitoring the program

### Process

1. Trainer explains that the community(ies) will now make a report for the last GMP they conducted. If more than one community is present for the training, each community will make its own report.
2. Trainer copies the GMP Results Form from Flip Chart C onto the white board.
3. Trainer asks the community health volunteer to come up to the white board and fill in the information from their GMP weighing centers onto the form.
4. While the health volunteers complete this task, the trainer distributes a large blank sheet of cardboard or paper and marker pens to the GMP coordinator for each community. The GMP coordinator is instructed to make a GMP Results Chart for the community by copying the chart from Flip Chart C.
5. When the health volunteers have finished writing the results, the separate village information should be combined and totaled so that the GMP coordinator can use the information to complete the community-wide GMP Results Chart. Trainers should check that the results seem accurate.
6. Trainer asks the GMP coordinators to clip their completed GMP Results Charts on the white board stands in the front of the room and to answer the following questions:
  - ⇒ What is the percentage of children under three that participated in the weighing sessions?
  - ⇒ How many children under three are in Channel A, B, C, and D?
7. Trainer asks GMP coordinators to take the large copy of the GMP Results Chart and hang it in the community so that everyone can see the progress of the GMP program.

8. Trainer refers participants to Flip Chart C again. Trainer asks health volunteers to copy the first form, the GMP Results Form, into their notebooks.
9. Trainer asks health volunteers to copy the second form, the GMP Results Chart, onto the last page of their GMP Roster Book. The results from each weighing session should be copied here. This will help to follow the health status of all children under three for whom they are responsible.

 **Materials**

- Flip chart stand with prepared Flip Chart C
- Large cardboard or paper (one per community) and markers
- White board and markers

**Helpful Hints**

- ◆ A good PANP trainer knows how to recognize when participants need to be invigorated. Refer to warm-up exercises in Appendix A for ideas.

## Exercise 5: Solving Problems

⌚ **Time - 15 minutes**

### Objectives

- To introduce participants to the concept of “problem solving”
- To understand what problem solving entails

### Process

1. Trainer explains that the participants are now going to think about some of the problems that they encountered while conducting the GMP. The focus for this exercise will be on problem solving, a very important skill to have for conducting all phases of the PANP program.

2. Trainer reads aloud the points on Flip Chart D.

**Flip Chart D**  
**Problem Solving**

**The special skill of problem solving:**

- \* **The skill of problem solving means that we have to find solutions by ourselves for the problems we encounter in our work.**
- \* **The first thing we need to do is to find out what problems we have had, and then we will discuss these problems and find solutions.**
- \* **Once we find solutions to our problems, then we can solve the problems and we will have better results from our work.**

3. After reading the points, trainer asks if participants have any questions or comments.

### **Materials**

- Flip chart stand and prepared Flip Chart D

### **Helpful Hints**

- ◆ A good PANP trainer chooses warm-up exercises that relate to and reinforce the training topics. Warm-up Exercise 6 “Foundations” in Appendix A emphasizes the importance of community self-reliance. Warm-up Exercise 3 “Community Events” highlights the importance of solving problems on our own.

## Exercise 6: Identifying Problems and Causes

⌚ **Time - 20 minutes**

### Objectives

- To familiarize participants with they types of questions they need to ask in order to identify problems and find out what causes the problems

### Process

1. Trainer explains to participants that one of the problems that is often encountered during the GMP is that some children under three are not brought to the GMP weighing center to be weighed. Later we will look for ways to solve this problem. First of all, we need to know why these children do not come to be weighed.
2. Trainer asks participants the questions listed on Flip Chart E.

**Flip Chart E**  
**Identifying Problems**

**Questions to find out why some of the children under three were not weighed:**

- ⇒ Were the children too sick to go to the GMP site?
- ⇒ Were the children too young to go to the GMP site?
- ⇒ Were the children away from the community on the day of the weighing?
- ⇒ Did you forget to tell the family about the weighing day?
- ⇒ Did the family not want their children to be weighed?
- ⇒ Are there any other reasons?

3. Trainer writes answers on the white board.

### 📖 Materials

- Flip chart stand with prepared Flip Chart E
- White board and markers

### 💡 Helpful Hints

- ◆ A good PANP trainer encourages different participants to answer questions so that everyone is involved in the training.
- ◆ A good PANP trainer will always listen to participants' answers and encourage them to discuss each question as a group.
- ◆ A good PANP trainer writes answers on the white board when

there is general agreement.

- ◆ A good PANP trainer always remembers to thank participants after they have answered a question.

## Exercise 7: Finding Solutions

⌚ Time - 20 minutes

### Objectives

- To learn how to identify solutions to problems

### Process

1. Trainer explains that the group has just worked to find some of the reasons why some children were not weighed. Now it is time to solve the problems.
2. Trainer asks different participants to read aloud the points on Flip Chart F. After each point is read, ask participants if they can do these tasks.

**Flip Chart F**  
**Identifying Solutions**

**Suggested ways to make sure all children under three participate in the GMP:**

- a) **Inform all families in advance about the date of the weighing so that they will not go away on weighing day.**
- b) **Health volunteers and local leaders must make sure that they inform all people about the weighing day, the time, and the location.**
- c) **Health volunteers can weigh a child at home if the child is sick or too small.**
- d) **Health volunteers and local leaders can visit the family that does not want to attend the weighing. They can weigh the child at home and explain how important it is for the child's health that the family participates in the next GMP weighing.**
- e) **If the family still does not participate the second item, members of the Community Management Steering Committee or a health volunteer should go to the house to explain again the importance of taking children to be weighed in order to monitor the health status of children regularly.**

3. Trainer asks participants for their own solutions, and writes their ideas on the white board.

### Materials

- Flip chart stand with prepared Flip Chart E.
- White board and markers

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## Exercise 8: Participant Experiences

⌚ **Time - 60 minutes**

### Objectives

- To build on participants' experiences with problem solving in the context of the PANP program
- To allow participants to work together to analyze and solve problems

### Process

1. Trainer explains that the last two exercise dealt with one particular problem: some children under three not coming to the weighing center. Now the group will look at other problems that they have encountered while carrying out the GMP, and consider ways to solve the problems.
2. Trainer divides the white board into two parts, writing “problems” on one side and “solutions” on the other.
3. Trainer displays Flip Chart G and asks participants to think about problems related to the items listed.

**Flip Chart G**  
**Participant Experiences**

**GMP site preparation**  
**Public announcements**  
**Scales**  
**Weighing accurately**  
**Child Health Cards**  
**Making the Monthly Calendar**  
**Plotting the channel**  
**Using the weighing slip**  
**Counseling mothers**  
**Mother's cooperation**  
**Recording in the GMP book**  
**Health volunteer cooperation**  
**Help from the community members**

4. Trainer asks participants to contribute problems relating to the list above. When a problem is noted, the participant is asked how they solved the problem. Other participants are asked for suggestions for other solutions to a given problem.
5. Trainer asks a participant to write on the white board the problems and solutions given by other participants for each item listed on Flip Chart G.

6. Trainer sums up this section of the training by noting that the group has been focusing on finding solutions to problems they have had with the GMP. The solutions will help everyone know what to do if the same problems occur in the following GMP weighings. After each GMP, it is useful for the health volunteers, local government leaders and Community Management Steering Committee to meet to evaluate the results of the GMP and learn from each others experiences.


 **Materials**

- Flip chart stand with prepared Flip Chart G
- White board and markers

**Helpful Hints**

- ◆ A good PANP trainer remembers to be patient with participants and to encourage them to discuss and learn together.
- ◆ A good PANP trainer is happy and relaxed. It is very important for the training to be fun for both the trainer and the participants.

## Exercise 9: Analyzing GMP Results

 **Time - 15 minutes**

### Objectives

- To be able to understand and make use of the information contained on the GMP Results Forms

### Process

1. Trainer places the large GMP Results Form(s) completed in Exercise 4 at the front of the room.
2. Trainer asks participants the questions below and writes their answers on the white board.

⇒ How many children are there in Channel A in each community? How many in Channel B? Channel C? Channel D?

⇒ What does this information tell us?

⇒ Are all of the children under three in the community healthy?

If participants answer “yes,” then review the definitions of each channel as shown on the Child Health Cards.

Channel A shows a healthy child.

Channel B shows a mildly malnourished child.

Channel C shows a severely malnourished child.

Channel D shows a very severely malnourished child.

If participants answer “no,” then trainer asks:

⇒ How many malnourished children are there in the community?

⇒ How do you know that?

### Materials

- Prepared GMP Results Form(s)
- White board and markers

### Helpful Hints

- ◆ A good PANP trainer uses warm-up exercises to stimulate group thinking. Warm-up Exercise 7 “Ping Pong” in Appendix A teaches about children and malnutrition.

## Exercise 10: Nutrition Education and Rehabilitation Program (NERP)

🕒 Time - 20 minutes

### Objectives

- To introduce the basic goals of the NERP

### Process

1. Trainer explains that it is now time to think about which groups of children the PANP program will help and how it will help them.
2. Trainer asks participants:
  - ⇒ How many malnourished children under three are in the community?
  - ⇒ Which of them needs the most help?
3. Trainer presents to participants the points listed below:
  - ⇒ Children who are in Channel C and D need help immediately.
  - ⇒ To help malnourished children, we are going to set up the Nutrition Education and Rehabilitation Program.
4. Trainer reads aloud to participants the points on Flip Chart I, asking about questions or comment on the points presented.

**Flip Chart I**  
**Nutrition Education and Rehabilitation Program**

**What is the Nutrition Education and Rehabilitation Program (NERP)?**

- \* **The NERP is a program to rehabilitate severely and very severely malnourished children (children in Channel C and D) by providing them with a nutritious extra meal each day over a set period of time.**
- \* **In the NERP program, mothers and family members of the Channel C and D children will learn how to continue the rehabilitation process at home and maintain the good health of their children on their own with the foods available in their commune.**

 **Materials**

- Flip chart stand with prepared Flip Chart I
- White board and markers

## Exercise 11: Review of Training

🕒 **Time - 10 minutes**

### Objectives

- To reinforce learning by repeating key points learned in the first ten exercises of the GMP Monitoring and Evaluation Training

### Process

1. Trainer explains that the group will pause for a moment to review the important points learned thus far in the training.
2. Trainer asks different participants to read aloud the points on Flip Chart J.

**Flip Chart J**  
**Review of Training**

**Important points about the GMP Monitoring and Evaluation:**

- a) **The GMP Monitoring and Evaluation shows us the results of a GMP weighing.**
- b) **The results of the GMP Monitoring and Evaluation helps us to know the health status of all children under three in the community by showing us the number of children in each of the four channels.**
- c) **When we carry out a monitoring and evaluation of each weighing session, we must work together to identify problems with the GMP and find solutions.**

**What have we done today in the training?**

- a) **We have found out how many children are in Channel C and D in the community. Now we are able to help them become healthy and strong by putting them in the NERP program.**
- b) **We have found solutions to the important problem of how to ensure that all children under three will participate in the next weighing session.**
- c) **We have also found solutions to other problems with the weighing sessions.**

### 📖 **Materials**

- Flip chart stand with prepared Flip Chart J

**Helpful Hints**

- ◆ A good PANP trainer knows how to make learning fun. Warm-up Exercise 5 “Throwing the Ball” in Appendix A is one way to check and reinforce knowledge while boosting group energy.

## Exercise 12: Planning Future Meetings

⌚ Time - 30 minutes

### Objectives

- To delineate responsibility for conducting subsequent meetings to monitor and evaluate the GMP

### Process

1. Trainer explains that from now on, it will be the responsibility of the community to conduct monitoring and evaluation meetings after each weighing. The GMP coordinator will have a special role.
2. Trainer reads aloud the points from Flip Chart K.

**Flip Chart K**  
**Planning Future Meetings**

The responsibilities of the GMP coordinator will be to:

- a) Arrange a place and time for community members to meet immediately after a GMP Weighing to monitor and evaluate the results.
- b) Make a GMP Results Form from the health volunteers' reports at each meeting. A copy of this form should be given to the Community Management Steering Committee.
- c) Work with the health volunteers to practice problem solving skills at each meeting.
- d) Add the new GMP results to the GMP Results Chart. This chart must be put in a place where all members of the community can follow the health status of children under three in the community.

### 📖 Materials

- Flip chart stand with prepared Flip Chart K

## Births and Deaths Report Training

### Exercise 13: Monitoring Births and Deaths

🕒 Time - 20 minutes

#### Objectives

- To understand why it is important for the PANP program to monitor births and deaths

#### Process

1. Trainer explains that the second part of the training will teach participants how to make a Monthly Report on Births and Deaths in the community.
2. Trainer asks participants the questions below:
  - ⇒ How many new babies were born in the community last month? Is that data exact?
  - ⇒ How many people died in the community last month? Is that data exact?
  - ⇒ How do you get the exact total numbers of births and deaths in your community?
  - ⇒ Is it easy for health volunteers to know and report cases of births and deaths in each village?
3. Trainer explains that before learning how to make a Monthly Report on Births and Deaths, participants should understand why this information is needed for the PANP.
4. Trainer places the Monthly Report on Births and Deaths Visual Aid on the white board. (*A copy of the visual aid is shown on page xx.*)
5. Trainer reads aloud to participants the points on Flip Chart L.

#### Flip Chart L

##### Monthly Report on Births and Deaths

**Why do we make a Monthly Report on Births and Deaths?**

- a) **Monitoring the births and deaths is important because it shows the changes in the population in the community.**
- b) **If we know about the general health of the whole community and we know about changes in the commune population, then we can make plans to address the problems we find.**
- c) **In order to get exact information on births and deaths in the**

**community, each health volunteer should make a Monthly Report on Births and Deaths in the village and give it to the health center.**

6. After reading each point, trainer asks if participants have any questions or comments.


 **Materials**

- Monthly Report on Births and Deaths Visual Aid
- Flip chart stand and prepared Flip Chart L

**Helpful Hints**

- ◆ A good PANP trainer explains very clearly each step of a process when they are utilizing a visual aid.
- ◆ A good PANP trainer makes sure the visual aid is clear to everyone, inviting participants to come to the front of the room if they are unable to see clearly.

## Exercise 14: Monthly Report on Births and Deaths

 **Time - 20 minutes**

### Objectives

- To learn how to make a Monthly Report on Births and Deaths

### Process

1. Trainer places the Monthly Report on Births and Deaths Visual Aid on the white board.
2. Trainer hands out one Monthly Report on Births and Deaths Form to each participant.
3. Trainer reads aloud the point below. After reading each point, trainer circles the corresponding column on the Monthly Report on Births and Deaths Visual Aid.

#### **Part One: Monthly Report on Births**

- a) Write the name of the district, commune, hamlet and the name of the health volunteer in charge. (*Note that these rural subdivisions refer to the Vietnamese context.*)
- b) Write the month and year of the report.
- c) Write the newborn child's household number.
- d) Write the newborn child's full name.
- e) Write the head of the household's name.
- f) Write the birth date of the newborn child (if possible).
- g) Write the weight at birth of the child.
- h) Tick the correct sex for the child.
- i) Write the place of delivery for the child and any other useful information.
- j) At the end of each month, total the number of births for the month, and write it on the form.

#### **Part Two: Monthly Report on Deaths**

- a) Write the household number.
- b) Write the full name of the person who died.
- c) Write the date of birth for this person (if possible).
- d) Write the date of death for this person.
- e) Write the age at death for this person.
- f) Write the cause of death for this person.
- g) At the end of each month, total the number of deaths for the month and write it on the form.

### **Materials**

- Monthly Report on Births and Deaths Visual Aid

**Helpful Hints**

- Monthly Report on Births and Deaths Form (one per participant)
- ◆ A good PANP trainer knows how essential it is to the PANP program to communicate effectively. This is not an easy task. Warm-Up Exercise 1 “The Telephone” in Appendix A allows participants to more fully understand the obstacles to clear communication.

## Exercise 15: Monthly Report on Births and Deaths - Practice

🕒 Time - 30 minutes

### Objectives

- To increase participants' skill level with the Monthly Report on Births and Deaths Form

### Process

1. Trainer explains to participants that the trainer will read aloud some information. The participants should listen to the information and fill in each column of the Monthly Births and Deaths Form.
2. Trainer hands out a Monthly Report on Births and Deaths Form to each participant.
3. Trainer reads aloud the following:

#### **Part One: Monthly Report on Births**

Health volunteer's name: Nguyen Thi Hien  
District: Quang Xuong  
Hamlet: 8  
Commune: Quang Trung  
Report Date: March 1996

Child's name: Nguyen Thi Hai  
Sex: Female  
Household number: 400  
Date of birth: March 15, 1996  
Weight at birth: 3.1 kg  
Born at clinic

Child's name: Hoang Van Hung  
Sex: Male  
Household number: 451  
Date of birth: March 1, 1996  
Weight at birth: 3.3 kg  
Born at home with the help of a midwife

#### **Part Two: Monthly Report on Deaths**

Person's name: Do Van Trong  
Sex: Male  
Household number: 412

Date of death: March 6, 1996  
Age at death: 74 years old  
Cause of death: old age


Person's name: Doan Thi Hoa  
Sex: Female  
Household number: 466  
Date of death: March 29, 1996  
Date of birth: July 23, 1994  
Age at death: 2 years old  
Cause of death: drowned

4. Trainer asks some participants to copy their completed forms onto the Monthly Report on Births and Deaths Visual Aid on the white board.
5. Trainer asks participants to check to be sure they have filled out their forms correctly. Trainer solicits questions or comments.

 **Materials**

- Monthly Report on Births and Deaths Form (one per participant)
- Monthly Report on Births and Deaths Visual Aid

## Exercise 16: Community Monthly Report on Births and Deaths

 **Time - 30 minutes**

### **Objectives**

- To make a community-wide Monthly Report on Births and Deaths


### **Process**

1. Trainer explains that now that the group has had some practice making a report on births and deaths, they will make a real report on births and deaths for the last month in the community. Participants can rely on their books and memory to include all cases of births and deaths.
2. Trainer hands out a Monthly Report on Births and Deaths Form to each health volunteer. Health volunteers should fill out the form for the area for which they are responsible (village).
3. Trainer collects all of the village forms from the health volunteers and explains that the Community Management Steering Committee and the health staff are responsible for compiling the village information to make a community-wide report.
4. Trainer asks the Community Management Steering Committee and the health staff to work in a group to prepare a Community Monthly Report on Births and Deaths based on the village-level reports from the health volunteers.
5. At the end of the exercise, trainer asks one participant to read aloud the results of the Community Monthly Report on Births and Deaths.

### **Materials**

- Monthly Report on Births and Deaths Form (one per health volunteer)

## Exercise 17: Training Review

 **Time - 15 minutes**

### Objectives

- To reinforce learning by reviewing the material covered during the one-day training

### Process

1. Trainer asks participants the questions below and writes their answers on the white board:
  - a) What were the objectives of the days' training?
  - b) What have we learned together today?
  - c) Does everyone know how to carry out a GMP Monitoring and Evaluation after the GMP weighing?
  - d) What are we going to do to help the malnourished children under three in our communities?
  - e) What is the NERP?
  - f) Why do we make a Monthly Report on Births and Deaths?
  - g) Does everyone know how to make a Monthly Report on Births and Deaths?
  - h) Does anyone need more explanations?
2. Trainer closes the training by thanking participants and informing them of the date, time and place of the next training. Trainer remains available for questions or discussion following the training.

### Materials

- White board and markers

## Appendix A

### Warm-Up Exercises

Warm-up exercises can be used at any time during a training to build rapport between participants or to provide a break from the training format, and refreshen the group. Warm-ups are an effective means of changing participants' energy levels when they seem tired or sleepy. Warm-ups can be physical exercises, mind twisters or cooperative group activities. Warm-ups should be enjoying and entertaining for participants.

#### Warm-Up Exercise 1: The Telephone

##### Objectives

- To see how effectively participants are able to relay information
- To show participants how difficult it is to pass information exactly between people

##### Process

1. Trainer divides participants into groups of six or eight people each, and gives each person in the group a number from one to six or eight.
2. Trainer or one participant whispers a sentence\* to the person in the group who has been assigned number one. Person number one whispers the sentence to person number two; number two whispers to number three; and so on. People must whisper very quietly so that others in the group cannot hear.
3. When the last person in the group has heard the sentence, they announce what they have just heard to the entire group.
4. The person who whispered the first sentence states the original sentence.
5. Groups comment on the accuracy of the information passed between people.

#### Warm-Up Exercise 2: Observations

##### Objectives

- To improve observation skills
- To check participants' ability to comprehend and work quickly

##### Process

1. Trainer divides participants into groups of approximately six or eight. Each group should sit in a different section of the room.
2. Trainer instructs one person from each group to leave the room while the other group members select an action for the group to do when the person outside the room returns.
3. When the person returns they must observe the group to see what they are doing and whether they are all acting the same.
4. Trainer compares the accuracy of the participant's observation with the group's activity.

#### Warm-Up Exercise 3: Community Events

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\* Trainer should prepare sentences in advance which convey information relevant to the training.

### **Objectives**

- To inform one another about the happenings in the areas where the PANP program has been implemented
- To find solutions to problems

### **Process**

1. Trainer asks participants the following types of questions:

- ⇒ What special events or activities happened last week in the community?
- ⇒ What happened last month in the community?
- ⇒ Last year?

*Sample answers to these questions might include changes in weather patterns, crop variability, community projects, festivals, etc. For example, a community might note that heavy rains had spoiled a particular crop or that a new school was being built.*

2. After receiving answers, participants should evaluate the impact of these events on the community. What are the advantages and disadvantages? Trainer discusses with participants how to find solutions to any problems caused by these events.

## **Warm-Up Exercise 4: The Mirror**

### **Objectives**

- To relax and entertain

### **Process**

1. Trainer gives each participant a number starting from one.
2. Participants stand in two lines - one line with odd numbers and the other with even numbers.
3. Participants face each other across the lines, with each participant facing directly one person in the other line.
4. Trainer instructs participants who are the odd numbers to act as if they are looking into a mirror. The people who are then even number must copy their actions, just like a mirror. Movements should be copied as quickly as possible.
5. After about five minutes, trainer asks participants to switch roles.

## **Warm-Up Exercise 5: Throwing the Ball**

### **Objectives**

- To enliven the training atmosphere
- To reduce fatigue and tension
- To check participants' understanding of lessons
- To reinforce learning of lessons

### **Process**

1. Trainer prepares in advance some questions about the content of the lessons covered in the training. The questions are a means of seeing if participants understand and remember points.

2. Trainer asks participants to stand in a circle around the trainer.
3. Trainer throws a ball (made of paper) to one participant. The person who catches the ball must answer a question asked by the trainer. Other participants may comment on or contribute to the answer.
4. The participant who just answered the question throws the ball to another participant and the trainer asks the participant who catches the ball another question. This participant then throws the ball and the exercise is repeated.

*This exercise can also be done by spinning a pen or bottle. Whoever the pen or bottle is pointing to when it stops spinning must answer the question.*

### **Warm-Up Exercise 6: Foundations**

#### **Objectives**

- To enliven the training atmosphere
- To help participants understand about the importance of relying on local resources to improve living standards
- To make the link between sustainability and self-reliance

#### **Process**

1. Trainer divides participants into groups of about six to eight people.
2. Trainer gives each group two bricks to use as a foundation to a structure they must build using the bricks and anything else they can find in the room such as books, pens, bags, etc.
3. When the group has completed its structure, trainer asks one group member from each group to remove the two bricks from the structure. The group observes what happens when the foundation is removed.
4. Trainer directs group discussion about what happens when the foundation relies on an outside organization and the organization leaves. It is akin to pulling away the two bricks. Everything the community has built together falls apart.
5. Trainer reinforces the importance of communities relying on their own resources to improve themselves. They must solve their own problems with their own solutions.

### **Warm-Up Exercise 7: Ping Pong**

#### **Objective**

- To see how a well nourished child is able to resume a healthy growing pattern after being ill more quickly than a malnourished child

#### **Process**

1. This exercise uses two ping-pong balls. One ball is perfect and the other is crushed.
2. Trainer asks two participants to bounce the balls on the floor one at a time. Other participants should observe which ball bounces higher.
3. Trainer asks two participants to draw on the white board the height and pattern of the bounce of each ping-pong ball.
4. Trainer asks the group to offer reasons as to why the perfect ball bounces higher.

5. Trainer draws an analogy between the perfect ping-pong ball and a healthy child. The healthy child will resume growth quickly, or bounce back higher, after being sick. But a malnourished child is like the crushed ball. It is unable to effectively bounce back.

### **Warm-Up Exercise 8: Simon Says**

#### **Objectives**

- To make the training atmosphere more active and enliven participants
- To encourage quick reactions

#### **Process**

1. Trainer instructs the participants to stand up in a straight line or even rows and listen to the instructions.
2. If the instructions begin with the words “Simon says,” the participants must carry out the instruction. For example, if the trainer says, “Simon says touch your knees,” everyone must touch their knees.
3. If the instructions do not begin with “Simon says,” the participants must ignore the instruction. If the trainer says, “jump up and down,” participants must stay still. Any participant carrying out or beginning to carry out an instruction that did not begin with “Simon says” must sit down.
4. The game continues until only one person is left standing.

### **Warm-Up Exercise 9: Physical Exercises**

#### **Objectives**

- To enliven the training atmosphere and invigorate participants
- To relax participants

#### **Process**

1. Trainer asks the whole class to stand up and perform some exercises or movements together. These may be physical movements such as standing on one leg or jumping around the room. They may also be stretching exercises such as touching toes or stretching the back.
2. Trainer asks the participants to try different types of movement for about five minutes.