

Day One

Nutrition Education and Rehabilitation Program (NERP) Training 1

Exercise 1: Review of Model Family Chart and Food Square

⌚ Time - 20 minutes

Objectives

- To review the elements of the previous training session that will be built upon in the new session

Process

1. Trainer explains PANP Training #5 teaches about the Nutrition Education Rehabilitation Program (NERP). The training lasts for three days and builds upon PANP Training #4 in which the group conducted Family Visits.
2. Trainer reviews some important elements from Training #4 by asking participants to read from Flip Chart A.

Flip Chart A Review of the Family Model Chart

- * In PANP Training #4, we visited four poor families with healthy children and we found out about the “good foods,” “good child care” and “good health care.”
- * The “good foods” are the foods which poor families feed their children to keep them healthy and strong.
- * “Good child care” and “good health care” are how families take care of their children to make them healthy and strong.
- * In the last training, we made a Model Family Chart after visiting the poor families. This chart is very important and it will be used in the NERP program to help malnourished children to become healthy.

3. Trainer displays the Model family Chart made in the previous training on the white board. Trainer asks different participants to read aloud the information on the chart.
4. Trainer asks different participants to answer the questions on Flip Chart B, writing answers on the white board.

Flip Chart B
Question from Training #4

The three main questions asked in the last training session were:

- a) What are the “good foods” available in our community that the poor families we visited used to help their children stay healthy and strong?
- b) What are the “good child care” methods practiced by the poor families we visited that help their children to be healthy and strong?
- c) What are the “good health care” methods practiced by the families we visited that help their children to be healthy and strong?

5. Trainer displays the Food Square made by participants in Trainer #4 and asks participants the following questions:

- ⇒ Who made the Food Square?
- ⇒ Where did the information come from to fill in the square?
- ⇒ Which is the “good food” found in our community?
- ⇒ What will the Food Square be used for?


 **Materials**

- Flip chart stand with prepared Flip Chart A and B
- White board and makers
- Food Square from Training #4
- Model Family Chart from Training #4

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: Growth Monitoring Program Review

 **Time - 10 minutes**

Objectives

- To review the results of the first Growth Monitoring Program (GMP) in order to focus participants on the target group of the PANP - children under three

Process

1. Trainer explains that the group will now review the results of the first GMP in order to find out about the health status of children under three years old.
2. Trainer displays the following blank chart on flip chart paper and asks participants responsible for the GMP to come forward and fill in the information from the first GMP.

Total # of children under three:

Total # of children under three weighed:

Total # of children and percentage in Channel A:

Channel B:

Channel C:

Channel D:

3. Trainer asks participants to discuss the questions below based on the information covered in the last training session.

⇒ Who among these children need help the most?

⇒ How will these children be helped?

4. Trainer emphasizes the correct answers to the questions above. The children who need the most help are those in Channel C and D. One way to help these children is to enroll them in the Nutrition Education and Rehabilitation Program.

Materials

- Flip chart stand with paper and markers

Exercise 3: Training Objectives

⌚ Time - 20 minutes

Objectives

- To understand the objectives of the NERP Training

Process

1. Trainer reads aloud from Flip Chart C.

Flip Chart C
NERP Training Objectives

After this training, participants will:

- a) Understand what the NERP is;
- b) Understand the two goals of NERP;
- c) Be able to teach families the importance of their daily contributions of food to the NERP sessions;
- d) Understand the importance of the six NERP messages and be able to teach families to carry out these messages;
- e) Be able to show families their roles and responsibility in making NERP successful;
- f) Be able to show families the “good foods,” “good child care” and “good health care” methods so they can help their children to be strong and healthy; and
- g) Know how to set up and carry out a NERP session in a NERP center.

2. Trainer asks participants to copy Flip Chart C in their notebooks.

📖 Materials

- Flip chart stand with prepared Flip Chart C

💡 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.

Exercise 4: NERP Goals

🕒 Time - 40 minutes

Objectives

- To know the two goals of the NERP

Process

1. Trainer explains that participants will now learn the two goals of the NERP. It is important for participants to memorize the NERP goals.
2. Trainer asks participants to read aloud the points on Flip Chart D. After each goal, trainer asks for comments or questions.

Flip Chart D
NERP Goals

GOAL #1 - Together we will rehabilitate the severely and very severely malnourished children (Channel C and D) in our community.

- * “We” refers to the Community Management Steering Committee, local government leaders, health staff, health volunteers, mothers and family members.
- * “Rehabilitate” means helping children to gain enough weight to move from Channel C or D to Channel B or A. Together we will rehabilitate the malnourished children with the “good foods” available in the community, and with the “good child care” and “good health care” behaviors we have learned from poor families with healthy children.
- * “Severely and very severely malnourished children” are those in Channels C and D as identified by the GMP.

GOAL #2 - Families can continue to maintain and improve the health status of their rehabilitated children at home.

- * “Continue to maintain and improve” means that if a child moves to Channel B, they do not fall back to Channel C. The family members must continue to improve the child’s health status by providing him/her with an extra nutrition meal each day until the child moves to Channel A.
- * All families, even poor families can manage on their own to have healthy children when they practice at home the lessons learned in the NERP.

3. Trainer asks participants to copy Flip Chart D into their notebooks.

4. Trainer explains that the two goals are interconnected. The first goal is to rehabilitate children; the second goal is for the families to maintain and improve children's health status at home. This insures that the children grow healthy and strong, both physically and mentally.

 **Materials**

- Flip chart stand with prepared Flip Chart D

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 5: NERP Center

⌚ **Time - 10 minutes**

Objectives

- To know the purpose and activities of a NERP center

Process

1. Trainer explains that in order to implement the NERP program, the group will be organizing NERP centers.
2. Trainer asks participants to read aloud from Flip Chart E which describes NERP centers.

Flip Chart E
NERP Center

What is a NERP center?

- a) A NERP center is a place set up in each village to rehabilitate severely and very severely malnourished children (Channels C and D).
- b) A NERP center is a place to give mothers and family members nutrition education on how to rehabilitate and improve the health of their rehabilitated children at home.
- c) A NERP center is organized each month by health volunteers in each village. One or two health volunteers will be responsible for each NERP center.
- d) Each NERP center should have a maximum of 20 children.

📖 Materials

- Flip chart stand with prepared Flip Chart E

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 6: NERP Session

🕒 **Time - 10 minutes**

Objectives

- To understand what happens at a NERP session

Process

1. Trainer explains that in order to implement the NERP, the group will be conducting NERP sessions. Flip Chart F explains what happens at a NERP session.
2. Trainer asks participants to read aloud from Flip Chart F.

Flip Chart F
NERP Session

What is a NERP session?

- a) **In a NERP session, health volunteers, mothers and family members work together to rehabilitate children who are in Channels C and D by giving them an extra nutrition meal each day.**
- b) **Each day in the NERP session mothers and family members will contribute food and learn the NERP messages which help them continue to rehabilitate their children at home.**
- c) **A NERP session last for 13 days: six days in the first week; one day off; and six days in the second week.**
- d) **A NERP session is held every month at approximately the same time each month. The rest of the days in each month should be used by family members to rehabilitate their children at home using the lessons they have learned during the NERP session.**

📖 **Materials**

- Flip chart stand with prepared Flip Chart F

Exercise 7: NERP Involvement

⌚ Time - 25 minutes

Objectives

- To know who is involved in the NERP and what the tasks are of each person

Process

1. Trainer explains that the participants now know the goals of the NERP. They know about the NERP center and the NERP session. It is now time to understand the roles and tasks of the people involved in the NERP.

2. Trainer asks participants who they think will be working to rehabilitate children. Trainer writes answers on the white board. (*Suggested answers include: mothers and family members of malnourished children; health volunteers and staff; Community Management Steering Committee; local government leaders.*)

3. Trainer reads aloud the points below:

The role of mothers and family members:

- a) To continue to maintain and improve the health status of their rehabilitated children at home.
- b) To participate in cooking, cleaning and feeding their children during each NERP session.
- c) To make a contribution to each NERP session of the “good foods” that the poor families in the community feed their children to keep them healthy.
- d) To learn and practice the six NERP messages taught by the health volunteers during the NERP session.

The role of health volunteers:

- a) To organize monthly NERP sessions in their villages.
- b) To carry out the activities needed to make the NERP successful (e.g. buying food, assigning tasks for preparing and cooking food).
- c) To teach mothers and family members the six NERP messages.
- d) To weigh children at the beginning and end of each NERP session.
- e) To monitor and evaluate individually each child’s progress.
- f) To refer sick children to the staff at the health center.
- g) To keep the equipment of the NERP center in good condition.

The role of the Community Management Steering Committee members and local government leaders:

- a) To assist, monitor and evaluate the work of each health volunteer.
- b) To work with the health volunteers to evaluate the results of the NERP sessions.
- c) To give support to the health volunteers to overcome difficulties in the implementation of the NERP.

The role of the health staff:

- a) To treat sick children participating in the NERP program.

4. Trainer explains that the only children participating in the NERP will be those who are severely and very severely malnourished (Channel C and D) as measured by the Growth Monitoring Program.

 **Materials**

- 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 8: Training Review

⌚ **Time - 10 minutes**

Objectives

- To review the points that have been covered thus far in the NERP Training

Process

1. Trainer asks participants to give answers to the questions below. When a participant gives a correct answer, trainer asks another participant to repeat the answer.

- ⇒ What is the first NERP goal?
- ⇒ Who participates in the NERP program?
- ⇒ What does it mean to rehabilitate a malnourished child?
- ⇒ What is the second NERP goal?
- ⇒ Why must we “continue to maintain and improve” the health status of rehabilitated children?
- ⇒ Who will continue to maintain and improve the health status of rehabilitated children?
- ⇒ Where will a family continue to maintain and improve the health status of rehabilitated children?
- ⇒ How will a family continue to maintain and improve the health status of a child?
- ⇒ Why is it important that we think of the two NERP goals together?

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 9: Mothers' and Families' Contributions

⌚ Time - 20 minutes

Objectives

- To understand the special contribution of families of malnourished children in the NERP program.

Process

1. Trainer explains that this exercise is to learn about the role of the families in the NERP program. Families of malnourished children participating in the NERP program are responsible for contributing food.
2. Trainer displays the Food Square Charts for each community made during the Family Visits Training.
3. Trainer asks different participants to read aloud the points on Flip Chart G.

Flip Chart G
Mothers' and Families' Contributions

- a) We know that after visiting four poor families with healthy children we made a Food Square. The foods in this Food Square are the foods used by poor families to keep their children healthy and strong.
- b) We are going to use these foods to rehabilitate our severely and very severely malnourished children at the NERP centers.
- c) We know that we are all working together to help rehabilitate malnourished children.
- d) We also know that the families must continue to maintain and improve the children's health status by using the "good food" available in the community and by applying the messages learned at the NERP centers.
- e) One way for families to practice the knowledge learned from the NERP centers is by making daily food contributions. By making a food contribution, the mothers and families will become habituated to giving these foods to their children at home.
- f) Therefore, it is important for mothers and families to contribute a "good food" each day of the NERP session.

4. Trainer explains that in addition to the food contributions made by families, the PANP program provides supplemental foods to help rehabilitate malnourished children quickly. The

next exercise will look more closely at the importance of the family contributions to the NERP.

 **Materials**

- Flip chart stand with prepared Flip Chart G

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 10: Importance of Family Contributions

🕒 Time - 20 minutes

Objectives

- To understand the importance of family food contributions to every NERP session.

Process

1. Trainer asks different participants to read aloud from Flip Chart H.

Flip Chart H
Importance of Family Contributions

Family food contributions during the NERP sessions are important because:

- a) It shows that the mothers and families are ready and willing to take their share of the responsibility for making their children healthy and strong.
- b) By contributing food, the families learn how to make full use of the “good foods” available in the community so that they can rehabilitate their malnourished children and maintain good health of their children.
- c) By contributing food and learning the NERP messages during the NERP session, mothers and families will learn and practice new methods of caring for their children.

2. Trainer asks participants to copy the flip chart into their notebooks.

📖 Materials

- Flip chart stand with prepared Flip Chart H

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 11: The NERP Menu

🕒 **Time - 35 minutes**

Objectives

- To make a NERP Menu combining family food contributions with PANP food contributions for use at the NERP Sessions

Process

1. Trainer explains the objective of this exercise is to learn how to make a NERP Menu. The group begins by learning some important points about the menu.
2. Trainer asks different participants to read aloud the points on Flip Chart I.

Flip Chart I
The NERP Menu

- * **The most important foods on the NERP Menu are the “good foods” that the poor families feed their children to keep them healthy and strong.**
- * **By combining the “good foods” contributed by the mothers and families with the other foods contributed by the NERP program, we are able to make the NERP Menu which contains a nutritious meal for the children in the NERP.**
- * **The menu for the children should be changed each day of the NERP session.**

3. Trainer places the Menu Visual Aid on the white board stand.
(A copy of the Menu Visual Aid is shown on page xx.)
4. Trainer places the Food Square made during Training #4 on the white board, and asks participants the following question:

⇒ What are the “good foods” that the poor families in the community can contribute daily for the meal at the NERP session?
5. Trainer writes the participants answers in the first large menu on the Menu Visual Aid. Trainer asks a participant to copy the “good foods” onto the other three menus.
6. Using the information on the NERP Menu Sheet (*shown on page xx*), trainer fills out the rest of the four food squares on the Menu Visual Aid.

7. After finishing the four NERP Menus, trainer asks participants to copy each menu into their notebooks.
8. Trainer reads the following sentences to participants, asking the group to repeat each statement out loud.
 - * The four menus will be used for the entire NERP session.
 - * Menus 1 and 2 will be used twice a week, but not consecutively.
 - * The underlined food are the contributions from the families.
 - * The feeding quantities in the menu are for one child.
 - * When fresh fish is available, the health volunteers should use menu 3.
 - * Children can obtain fats by eating peanuts or sesame seeds once a week.

 **Materials**

- Flip chart stand with prepared Flip Chart I
- White boards and markers
- Menu Visual Aid
- Food Square from Training #4

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.
- ◆ A good PANP trainer will use different colored markers to make clear the distinction between the family contributions and the food contributed by the PANP program.

Need to insert copies of the blank and completed menus per manual #5 page 18-19

Exercise 12: Menu 4

⌚ **Time - 15 minutes**

Objectives

- To know the significance of Menu 4 which shows how families can continue rehabilitating their children at home

Process

1. Trainer focuses participants' attention on menu 4 which is different from the other menus. Trainer asks participants what the difference is between menu 4 and the other three menus.
2. After participants answer, trainer reads aloud the points below:
 - * Menu 4 consists of the daily family food contribution plus rice or sweet potatoes contributed by the PANP.
 - * The food on this menu is already being used by the poor families in this community to make their children healthy and strong.
 - * By using menu 4 and applying the knowledge learned at the NERP centers, mothers and families participating in the NERP session can rehabilitate their malnourished children at home.
 - * While following menu 4, families should add some fat to the meal. Peanuts and sesame seeds (*or insert appropriate local fatty food*) are good sources of fat which are readily available to all families.

Exercise 13: Food Square Analysis

⌚ Time - 15 minutes

Objectives

- To understand the importance to children's health of each of the five squares in the Food Square

Process

1. Trainer places the NERP menu completed by the group on the white board.
2. Trainer reads aloud the points on Flip Chart J. *Note: the example below comes from Vietnam; local foods as determined by the House Visits and market survey should be substituted.*

Flip Chart J Food Square Analysis

The Food Square is made up of five squares.

The first square is breastmilk:

- * Breastmilk is very important.
- * It helps a child to grow.
- * It helps prevent the child from becoming ill.

The second square is rice:

- * Rice is a necessary food eaten by people every day.
- * It is a very good source of energy.
- * It is a staple food, but rice alone is not enough to keep a young, growing child healthy.
- * If you do not have rice, you may substitute sweet potatoes, maize or cassava.

The third square is shrimp, fish, crab or egg:

- * These foods are rich in protein and are very important to help a child's muscles, bones and brain to develop.
- * These foods help a child develop both physically and mentally.

The fourth square contains a variety of vegetables:

- * These foods provide a child with important minerals and vitamins to help them him/her grow healthy and strong.
- * These foods protect a child from disease and illness.

The fifth square contains food rich in fat:

- * These foods give a child energy to grow and be active.
- * These kinds of foods can provide twice as much energy as other foods.

 **Materials**

- Flip chart stand with prepared Flip Chart J

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 14: NERP Menu Schedule

⌚ **Time - 15 minutes**

Objectives

- To assign different menus to each day of the NERP session

Process

1. Trainer explains that the group will now make a menu schedule for every day of the two-week NERP session. The four menus will be used on different days of the session.
2. Trainer explains the following “rules” to participants in setting up a menu schedule:
 - * Menus 1 and 2 will be used twice a week; but the same menu will not be used two days in a row.
 - * Menus 1,2 and 3 will be used for the first five days of week one and the first five days of week two.
 - * On days #6 and #13, Menu 4 will be used because the next day the children will be eating at home.

Example Menu Schedule:

Day 1 - Menu 1
Day 2 - Menu 2
Day 3 - Menu 3
Day 4 - Menu 1
Day 5 - Menu 2
Day 6 - Menu 4
Day 7 - Break
Day 8 - Menu 1
Day 9 - Menu 2
Day 10 - Menu 3
Day 11 - Menu 1
Day 12 - Menu 2
Day 13 - Menu 4

3. Trainer closes the training for the day and tells participants where and when to meet for the next day’s session. Trainer remains available for questions and comments following the training.

Day Two
Nutrition Education and Rehabilitation Program
Training 1 (continued)

**Exercise 15: Review Training Objectives
and NERP Goals**

🕒 **Time - 30 minutes**

Objectives

- To refreshen participants' memories of the training objectives
- To review the goals of the NERP

Process

1. Trainer reviews objectives of the training from Flip Chart C. *(Refer to Flip Chart C on page x.)*
2. Trainer asks participants to recall the two goals of the NERP, asking questions to clarify each goal. *(Suggestions for questions follow.)*

Goal #1 - Together we rehabilitate the severely and very severely malnourished children.

- ⇒ Who are the “we” as mentioned in Goal #1?
- ⇒ Who are the “severely and very severely malnourished children”?
- ⇒ How do we rehabilitate the children?
- ⇒ What foods do families contribute to NERP meals?

Goal #2 - Families can continue to maintain and improve the health status of their rehabilitated children at home.

- ⇒ Who will continue to maintain the child’s health after the NERP session?
- ⇒ How will the mother and family members rehabilitate and maintain a child’s health?
- ⇒ Where will families get the information to help them keep their children health and strong?

 **Materials**

- Flip chart stand with prepared Flip Chart C

Exercise 16: The NERP Messages

🕒 Time - 30 minutes

Objectives

- To learn the six NERP messages which families will need to be taught in order to maintain the good health of their children.

Process

1. Trainer explains to participants that aside from the food contributions that families must make to the NERP sessions, families must also learn the two goals and the six messages of the NERP. It is necessary for participants to learn the six messages so that they can teach them to families participating in the NERP. Mothers and families will be taught one NERP message each day of the first week of the NERP session.
2. Trainer asks different participants to read aloud from Flip Chart K. After reading each NERP message, trainer asks for questions or comments from participants.

Flip Chart K
The Six NERP Messages

Message #1 - Breastfeeding

Breast milk is the best food for a child. It help protect the child against disease and helps develop a strong relationship between the mother and child. Mothers should not stop breastfeeding before 12 months.

Message #2 - “Good foods”

We must give children under age three a variety of foods three to five times per day. These foods include the “good foods” available in our community such as.....

Message #3 - Supplementary foods

From four to six months, in addition to breast milk, we need to give children supplementary food. We can begin by giving them weak, watered-down rice gruel and gradually give them a stronger mix of rice cooked in fish or vegetable broth instead of water.

Message #4 - “Good child care”

Children need people to take care of them, feed them, play with them, and guide them. Good child care helps a child to grow healthy and bright.

Message #5 - “Good health care”

We can help protect children from disease by keeping the house, food and children themselves clean. We should also give children vaccinations to prevent serious diseases, and we should bring sick

children to the health center. Weighing the children regularly with the PANP help to detect malnourishment at an early age.

Message #6 - Taking care of children at home

Families can continue to maintain and improve children's health at home by using the "good foods," "good child care" and "good health care" messages.

 **Materials**

- Flip chart stand with prepared Flip Chart C and K

Role Play 1: Teaching the NERP Messages

⌚ **Time - 45 minutes**

Objectives

- To learn methods of teaching the NERP messages to families participating in the NERP sessions

Process

1. Trainer explains that one good way to teach the NERP messages to families is to have health volunteers read one message each day from a poster which they will make during this training. After the message is read once, the health volunteer should ask different family members to repeat it. This will help people to remember the messages.
2. Trainer demonstrates how the above scenario would work in a NERP session by asking participants to role play. Trainer plays the part of the health volunteer and asks the participants to play the role of the family members.
3. After completing the group role play, trainer asks if participants have comments or questions.
4. Trainer asks participants to divide into groups of approximately six people to further practice teaching the NERP messages. Each participant in the small group should have a chance to teach the two NERP goals and one of the six NERP messages while the others role play as mothers and family members.

Helpful Hints

- ◆ A good PANP trainer understands that in role playing it is very important for the trainer and the participants to act the role they have been given. If someone is asked to role play a mother, then they must try to say things that a mother might say. A good trainer is able to explain this to participants and to encourage participants to think of different things a mother might say in a particular situation.
- ◆ A good PANP trainer sets a good example of role playing by acting out their own roles well. A realistic role play will help participants to see very clearly how to handle different situations that may arise during the PANP process.

Exercise 17: Preparing for Day One

⌚ Time - 30 minutes

Objectives

- To know the procedure for the first day of the NERP session
- To make clear who is responsible for each of the procedures

Process

1. Trainer explains that the group will now be discussing the activities for each day of the NERP so that they will be able to organize and successfully implement everything they have learned. They will start with day one.
2. Trainer reads aloud from Flip Chart L.

Flip Chart L
Procedure for Day One of the NERP Session

- a) The NERP center should be made ready to welcome participants.
- b) Health volunteers should receive the family contributions of “good foods.”
- c) On the first day, health volunteers should prepare and cook the food together with one or two mothers and family members. This will teach them how to prepare the food to feed their children at home.
- d) Weigh each child and tell the mother the weight of the child.
- e) Plot the child’s channel on the Child Health Card. Tell the mother or family member the channel in which the child is located. Keep the card for the duration of the NERP session.
- f) Record the child’s weight in the NERP book.
- g) Together with the health volunteer, the mothers and family members must clean the children’s hands and faces before the meal.
- h) Health volunteers should sit together with the families to read and learn the two NERP goals and NERP message #1 from the poster on the wall.
- i) After learning the NERP goals and messages, health volunteers should show the mothers and family members how to feed their children the food that has been prepared. Children should be fed little by little with a spoon while the food is still warm.
- j) Mothers of malnourished babies can eat the extra meal at the

NERP center. This nutritious extra meal will help them produce more milk for their babies.

- k) After the meal, the health volunteers and family members must clean the children, the dishes and the NERP center.**
- l) Health volunteers designate which family members are to come the next day to prepare and cook the meal for the children.**
- m) Remind mothers and family members to bring a contribution of “good foods” to the next day’s session. Explain again to the family members why their contribution is important:**
 - * It shows that the mothers and family members are willing to take responsibility for the health status of their children.**
 - * It is the responsibility of the families to continue to maintain and improve the health of their children by using the “good food” available in the community and by applying the knowledge learned at the NERP centers.**
 - * By contributing the “good foods,” the family will develop a habit of giving these foods to their children every day, and they will keep their children healthy at home.**

3. Trainer reads aloud the following points recapping the information of Flip Chart L, asking participants to copy them into their notebooks:

Tasks for Day One:


- a) Prepare the weighing center.
- b) Receive the food contribution from families.
- c) Together with some mothers, cook for the children.
- d) Weigh the children; plot the channel in the growth chart; record the weight in the NERP book.
- e) Together with the mothers, wash the children’s hands and faces.
- f) Teach the two NERP goals and NERP message #1.
- g) Together with the mothers, feed the children.
- h) Together with the mothers, wash the dishes.
- i) Remind the families to bring their “good foods” contribution for the next day.
- j) Remind some family members to come and cook for the next day.



Materials

- Flip chart stand with prepared Flip Chart L

Exercise 18: Preparing for Days Two - Twelve

 **Time - 20 minutes**

Objectives

- To know the procedure for days two through twelve of the NERP session
- To make clear who is responsible for each of the procedures

Process

1. Trainer asks different participants to read aloud from Flip Chart M.

Flip Chart M
Procedures for Days Two - Twelve of the NERP Session

- a) Prepare the NERP center to welcome participants.
- b) Health volunteers receive the family contributions
- c) Each day, health volunteers must prepare and cook the food along with one or two mothers or family members. This will teach families how to prepare the food at home.
- d) Together with the health volunteer, mothers and family members clean the children's hands and faces before the meal.
- e) Health volunteers sit together with participants to learn the two NERP goals and the day's message.
- f) Mothers and family members feed their children the food that has been prepared. Mothers of malnourished babies who are currently breastfeeding can eat the extra meal at the NERP center. This nutritious meal will help them to produce more milk for their babies.
- g) After the meal, health volunteers and participants must clean the children, the dishes and the NERP center.

2. Trainer asks some participants to summarize the list of tasks.

Materials

- Flip chart stand with prepared Flip Chart M

Exercise 19: Preparing for Day Thirteen

⌚ Time - 20 minutes

Objectives

- To know the procedure for day thirteen of the NERP session
- To make clear who is responsible for each of the procedures

Process

1. Trainer asks participants to read aloud from Flip Chart N.

Flip Chart N
Procedures for Day Thirteen of the NERP Session

- a) As with days one - twelve, the center must be prepared and the family members must make food contributions. The food is cooked with the assistance of some family members.
- b) Weigh each child and tell the family member the weight and channel of the child. At this time, the health volunteer must counsel the family member on the result of the NERP. Record the child's weight in the NERP book.
- c) As with days one - twelve, clean and feed the children and breastfeeding mothers of malnourished children. Wash up properly after the meal.
- d) Repeat the NERP goals and messages with the participants.
- e) Tell the mothers and family members that over the next days they can rehabilitate their children at home by implementing the messages they have learned from the NERP session.
- f) After completing the last day of the session, health volunteers must summarize and record in their book the following information:
 - ⇒ Total number of children who attended the NERP session.
 - ⇒ The number of children who gained weight.
 - ⇒ The number of children who lost weight.
 - ⇒ The number of children who stayed the same weight.
 - ⇒ The number of children in Channel A.
 - ⇒ The number of children in Channel B.
 - ⇒ The number of children in Channel C.
 - ⇒ The number of children in Channel D.
- g) Health volunteers must report the results of their centers to the person responsible for the NERP program.

2. Trainer asks for questions or comments.



Materials

- Flip chart stand with prepared Flip Chart N

Exercise 20: Counseling at the End of the NERP Session

🕒 Time - 30 minutes

Objectives

- To teach health volunteers how to assess a child's health status at the end of the NERP session
- To know what advice to give to families based on the health assessment of their child

Process

1. Trainer explains the importance of assessing a child's health status and being able to counsel mothers and family members at the end of the NERP session.
2. Trainer asks participants to read aloud from Flip Chart O.

Flip Chart O
Counseling Families at the End of the NERP Session

- a) **On the thirteenth day of the NERP session, health volunteers must discuss with families the health status of their children.**
- b) **Compare the child's weight on day one with its weigh on day thirteen. Tell the family member the progress the child has made. Look on the Child Health Card and tell the family member which channel the child is in.**
- c) **If the child has gained weight and has moved to Channel B or A, then congratulate the family and inform them that the child has graduated from the NERP program. Tell them that they must continue to feed their child the "good foods." Explain to them that they now have the knowledge and skills to keep their child healthy at home. They do not need to bring their child to the next NERP session.**
- d) **If the child has gained some weight, but remains in Channel C or D, congratulate the family and tell them that the child is doing well. They should still continue to feed their child often with nutritious meals from the NERP menu in order to continue the rehabilitation at home. Tell the family to bring the child to the next NERP session which will be held at the same time and place next month.**
- e) **If the child's weight has remained the same, explain to the family that the child's health has not improved and that the family must continue to feed the child nutritious meals from the NERP menu at home. Tell the family to bring the child to the next NERP session.**
- f) **If the child has lost weight, ask the family member why this has happened. If the child is sick, ask the family to bring him/her to the health center for treatment. Ask the family to**

try harder to care for the child by following the NERP menu and the NERP messages at home. Explain that the NERP meal is an extra meal and not a meal to replace other meals that the child should be eating at home. Tell the family to bring the child to the next NERP session.

 **Materials**

- Flip chart stand with prepared Flip Chart O

Helpful Hints

- ◆ 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.

Role Play 2: Counseling Families

⌚ **Time - 30 minutes**

Objectives

- To become familiar and comfortable with counseling dialogues
- To know what to say to families of children with different health statuses at the close of the NERP session

Process

1. Trainer explains the objectives of the role play exercise.
2. Trainer asks three participants to play the role of a mother with a child. One will play the mother of a child who gains weight; one will play the mother of a child whose weight stays the same; and one will play the mother of a child who loses weight. The trainer plays the role of the health volunteer counseling the mothers. Other participants are asked to observe.
3. Ask for feedback or comments from participants after the role play.
4. Trainer divides participants into groups of three. Trainer asks the participants in each group to play the roles of a health volunteer and a mother. Each participant will play a health volunteer for one of the three situations. The third person in the group should observe and comment on the role play.
5. After completing the small-group role plays, trainer asks four participants to come to the front of the room to play the roles again. Ask for more feedback and comments from the group.

Exercise 21: Review of Day's Training

🕒 **Time - 10 minutes**

Objectives

- To reinforce the most important aspects of the day's training

Process

1. Trainer asks participants the following questions, and writes their answers on the white board.
 - ⇒ What are the two goals of the NERP program?
Refer to correct answers on Flip Chart D.
 - ⇒ Why must these two goals go together?
Refer to Exercise 4 for the answer.
 - ⇒ Why are the mothers' and family members' contributions important?
Refer to correct answers on Flip Chart H.
 - ⇒ What are the selection criteria for attending the NERP session?
Refer to Exercise 7 for the answer.
2. Trainer thanks participants and tells the time and location of the next day's training. Trainer remains to answer questions.

📖 Materials


- White board and markers
- Flip chart stand and Flip Charts D and H (*optional*)

Day Three

Nutrition Education and Rehabilitation Program Training 1 (continued)

Exercise 22: Review of Objectives and Goals

⌚ Time - 20 minutes

Objectives	<ul style="list-style-type: none">• To refocus participant's attention on the overall objectives of the NERP training and the two goals of the NERP
Process	<ol style="list-style-type: none">1. Trainer explains that the group will review the overall objectives of the NERP training before beginning the last day of the training. (<i>Refer to Flip Chart C for training objectives.</i>)2. Trainer asks participants the following questions, and writes their answers on the white board.<ul style="list-style-type: none">⇒ What is the NERP program?⇒ What are the two goals of NERP?⇒ Why are the two goals both equally important?
 Materials	<ul style="list-style-type: none">• Flip chart stand with prepared Flip Chart C• White board and markers

Exercise 23: The NERP Center

🕒 **Time - 20 minutes**

Objectives

- To understand the selection criteria for setting up a NERP center in a community

Process

1. Trainer explains that the participants already know about the activities that must be carried out at a NERP center. Now the group must think about the selection criteria for setting up a NERP center.
2. Trainer asks different participants to read aloud from Flip Chart P.

Flip Chart P
The NERP Center - Selection Criteria

From experience with other PANP programs, the health volunteers' house is often the best place to set up a NERP center. However, any house may be used as a NERP center as long as it meets the following criteria:

- a) **The family must be willing.**
- b) **The house is big enough for the health volunteers, mothers, family members and children to sit together.**
- c) **The house has a good supply of water and a toilet.**
- d) **The house is cool and clean.**
- e) **The house has a good kitchen where three or more people can prepare and cook together.**
- f) **The house is near the center of the village so it is easy for mothers, family members and children to come to the NERP sessions.**
- g) **No one in the family living in the house has an infectious disease.**

📖 **Materials**

- Flip chart stand with prepared Flip Chart P

Exercise 24: NERP Center Tools

⌚ Time - 20 minutes

Objectives

- To know the equipment needed to operate the NERP center and implement the NERP sessions

Process

1. Trainer explains that the group will now consider the tools that are necessary to operate a NERP center.
2. Trainer asks participants to read aloud from Flip Chart Q.

Flip Chart Q NERP Center Tools

The following tools are needed to set up a NERP center:

A. Tools used by health volunteers at each NERP session:

- * Scale
- * Child Health Cards
- * Triangle and pen
- * NERP book
- * NERP goals poster
- * NERP messages poster
- * NERP menu poster
- * Model family poster

B. Tools for cooking NERP menu meals:

- * 2 pots with lids
- * 1 frying pan
- * 1 kettle to boil water
- * 1 pot to hold hot water
- * 1 thermos
- * 1 plastic bottle to hold oil
- * 2 large cooking ladles
- * 1 mortar and pestle
- * 20 plastic drinking cups
- * 2 bamboo covers
- * 5 towels
- * 1 cake of soap
- * 1 large wash basin
- * 5 large bowls
- * 2 large mats for sitting
- * 20 china bowls and spoons
- * 2 bamboo baskets: one for rice and one for vegetables

Each health volunteer will be given a set of these tools for use in each NERP center. Health volunteers will be responsible for looking after these tools.

The tools will be purchased by the Community Management

Steering Committee members and health volunteers.

Any problems with the NERP tools must be reported to the Community Management Steering Committee immediately.

 **Materials**

- Flip chart stand and prepared Flip Chart P

Exercise 25: The NERP Book

⌚ **Time - 60 minutes**

Objectives

- To understand the purpose of the NERP book
- To know how to properly record information in the NERP book
- To make NERP books

Process

1. Trainer asks participants to recall how the GMP books were used in the GMP program to monitor the health status of children. The NERP book is similar in that it helps to monitor the health of children attending the NERP session.

2. Trainer reads aloud from Flip Chart Q.

Flip Chart Q
The NERP Book

- a) **The NERP book is a book for each health volunteer to keep the official record of the weight and channel of the children participating in the NERP session.**
- b) **The NERP book is used to monitor the health and growth of children who attend NERP sessions.**
- c) **The NERP book is also used to record other information concerning the children's health status, the family participation and contribution and the family economic status.**
- d) **All of the information from the NERP book will be used by the health volunteers at every NERP Monitoring and Evaluation meeting.**

3. Trainer presents a large version of the NERP Book Visual Aid. (*A copy of the NERP Book Visual Aid is shown on page xx.*) Trainer uses the visual aid to show participants how to fill out the following information:

- * Column 1 - write the household number.
- * Column 2 - write the child's number (children should be numbered consecutively).
- * Column 3 - write the child's full name.
- * Column 4 - write the child's date of birth.
- * Column 5 - write the child's weight on day one of the NERP session.

- * Column 6 - write the child's channel on day one.
- * Column 7 - tick each day the child participates in the NERP session.
- * Column 8 - write the child's weight on day thirteen of the NERP session.
- * Column 9 - write the child's channel on day thirteen.
- * Column 10 - write comments on the family participation in the NERP session - very good, good, not good.
- * Column 11 - write remarks about the child's health status - good, not good, bad.
- * Column 12 - note whether the child has any disease.
- * Column 13 - note the economic status of the child's family - better off, poor, very poor.
- * Column 14 - tick if the child graduated at the end of the NERP session.
- * Column 15 - tick the column if the child needs or has received any medication during the NERP session.
- * Column 16 - tick if the child will return for the next NERP session.
- * Column 17 - leave blank for later use.

4. Trainer explains that participants should now divide into smaller groups to make their own NERP books.
5. Trainer gives each group an example of a completed NERP book. Each health volunteer gets a blank book and pens.
6. Health volunteers are instructed to each make their own NERP book using the sample NERP book as a model. Other participants may either help or take a short break.

Materials

- Flip chart stand with prepared Flip Chart Q
- NERP Book Visual Aid
- Examples of completed NERP books (one per small group)
- Blank books and pens (one per health volunteer)

Insert copy of NERP Book Visual Aid

Exercise 26: NERP Goals and Messages Posters

⌚ **Time - 30 minutes**

Objectives

- To make the series of posters that will serve as informational pieces during the NERP sessions
1. Trainer explains that the group will now make three posters (NERP Goals, NERP Messages and NERP Menu) that will provide information to participants of the NERP sessions. These poster will be hung in the NERP center during the NERP sessions.
 2. Trainer divides participants into groups of about five people, and hands out the NERP Goals and NERP Messages sheets and a NERP Menu for each group to use as models. (*Refer to exercises x, y and z for reminders if necessary.*) Trainer puts the large copy of the menu made by participants in earlier sessions of the training on display.
 3. Trainer asks participants to make the NERP menu by copying the food from the menu they made previously onto the blank NERP menus. The NERP messages poster should contain the information as listed on Flip Chart X. The NERP goals poster should contain the information as listed on Flip Chart Y and Z.
 4. Trainer gives each group colored markers and cardboard, instructing the groups to make their posters with large, neat lettering that is easy to read.

Materials

- NERP goals, messages and menu sheet
- Large copy of NERP menu
- Cardboard and markers

Exercise 27: Preparing for the NERP Session

⌚ **Time - 45 minutes**

Objectives

- To make the necessary preparations for a successful NERP session

Process

1. Trainer explains that it is important for the group to prepare carefully for a NERP session in order to get the best results.
2. If there are more than one communities present, groups should divide by community for planning.
3. Trainer asks each community to discuss and decide on the following points. One person should be responsible for recording the decisions and information.


- ⇒ How many NERP centers should there be in the community?
- ⇒ Where will the NERP centers be located?
- ⇒ Which health volunteers will work in which centers?

Some notes to help decide the number of centers:

- * The number of center is based on the total number of children attending the sessions.
- * Too many NERP centers waste resources.
- * Each center should have no less than 10 children, and no more than 20 children.
- * If one village or area has only a few children attending a session, then it should cooperate with a neighboring area to establish one NERP center.

- ⇒ Who will be responsible for buying tools for each NERP center?
- ⇒ Where will they get the money?
- ⇒ When will they buy the tools?
- ⇒ Are there enough posters for each center to have a set?
- ⇒ When will the first NERP session begin?
- ⇒ When will the introductory meeting take place (*see Exercise 28 for more on the introductory meeting*)?

Exercise 28: NERP Introductory Meeting

 **Time - 20 minutes**

Objectives

- To understand the purpose of the NERP introductory meeting
- To know how to conduct the meeting

Process

1. Trainer explains that before the NERP sessions begin, it is necessary for the Community Management Steering Committee to meet with the mothers or family members of children who will be participating in the NERP. This meeting must be held before the NERP sessions begin. Besides the Community Management Steering Committee and the family members, the health volunteers and local government leaders should also attend the introductory meeting.
2. Trainer explains that the purpose of the meeting is to familiarize participants with the overall goals and structure of the program. The introductory meeting will cover the following topics:
 - * The NERP objectives
 - * The organization of the NERP program
 - * The NERP menu
 - * Mothers' and families' contributions
 - * Mothers' and families' participation and responsibility
 - * The date, time and place of the first NERP session
3. Trainer tells participants that there is a handout that has been especially prepared for the Community Management Steering Committee to use in conducting the introductory meeting. Trainer distributes the handout (*see handout on next page*).
4. Trainer asks participants to review the handout and ask for any clarification they may need.

Materials

- Introductory meeting handout (one per participant)

NERP Program Introductory Meeting Handout

(1) The Two NERP Objectives

NERP Objective #1 - Together we rehabilitate severely and very severely malnourished children.

Together we -- means that together, Community Management Steering Committee, local leaders, health staff, health volunteers, mothers and other family members will work to rehabilitate malnourished children.

Rehabilitate -- means that we will help children gain weight to move from Channel C or D to Channel B or A after attending NERP sessions. We will work together to rehabilitate malnourished children with the “good foods” available locally, the “good child care,” and “good health care” which we have learned from poor families with healthy children in our community.

Severely and very severely malnourished children -- mean children identified in Channels C and D after the first GMP weighing.

NERP Objective #2 - The family can sustain and improve the enhanced nutritional status of the child at home.

Family -- means all family members who usually feed and take care of the children (mother, father, grandparents, brothers and sisters).

Sustain -- means that when the child has been rehabilitated, the family must maintain and continue to improve the health status of the child.

Improve -- is when the child moves from Channel C or D to Channel B. This means that a child has been rehabilitated but is still suffering from mild malnutrition. Therefore, the family must continue to improve the child’s health to move to Channel A by giving him/her “good foods” and applying the NERP messages learned in the NERP session.

Rehabilitated child -- is the child who moves from Channel D or C to Channel B or A.

At home -- means that all families, even poor families, can bring up healthy children at home if they apply the messages from the NERP sessions.

The two NERP objectives have equal importance and always go together because in the first objective, we rehabilitate malnourished children and in the second objective, families sustain and improve their children’s nutritional status at home. Implementing these two objectives means that our children will develop well mentally and physically.

(2) The NERP Process

Every month, children in Channels C and D will take part in a NERP session. Each NERP session will last for twelve days. Each day, mothers and family members will attend the NERP session which will provide their children with a nutritious meal and will also teach the family important health messages.

The meal at the NERP center is considered an extra meal to help rehabilitate the malnourished children. It does not replace the daily meals each child receives at home.

Having the meal at the NERP center shows families how to prepare a nutritious, high calorie meal for their children at home.

Every day at the NERP center the participants will learn the objectives and messages of the NERP program.

(3) The NERP Menu

Before designing the NERP menu, the Community Management Steering Committee and the health volunteers visited families with healthy children in the community. These visits taught us what types of foods poor families with healthy children give to their children to make the healthy and strong. These foods are.....(*make list on the white board*). These foods are called the “good foods,” and they are easily available in our community.

We will use these foods in the daily menu at the NERP center. These foods have help the children in poor families to grow healthy and strong, and they will make other children healthy as well.

(4) The Family Food Contribution

We already know the good foods available in the community that poor families with healthy children use to help their children. These foods are..... (*ask some participants to list the “good foods”*).

We know that we will use these foods for the daily menu in the NERP centers. In order to have these foods available at the NERP center, we will ask the families to bring these foods to the sessions. Everyday, the families will make a modest contribution of the “good foods” available in the community. The daily contribution is significant because:

- * By making a contribution of “good foods” everyday, the families will learn to feed their children these foods at home.
- * It is the use of the “good foods” at home which help to continue and maintain rehabilitation of children.
- * This contribution shows that families are ready to share the responsibility of taking care of their children’s health.
- * By making a contribution of food and learning the messages at the NERP centers and then applying them at home, the families with malnourished

children will change those traditional ways of raising and taking care of children which are not good for children.

(5) The Responsibility of Families with NERP Children


During the two-week NERP session, mothers or family members have to bring their children to the NERP center at the regular time.

Everyday, one or two mothers will work with the health volunteers to prepare the meals for the children. This work demonstrates how to prepare and cook a clean and nutritious meal for children.

Everyday, the family members will be taught by the health volunteers the objectives of the NERP and the NERP messages. They will learn how to apply this new information to rehabilitate their children at home.

When they have mastered these important skills, the families should show other families in the community how to feed their children with “good foods” and how to raise their children to be healthy and strong.

Exercise 29: Final Training Review

 **Time - 10 minutes**

Objectives

- To recap the main points of the training with a particular focus on the information covered in the final day
- To close the training session

Process

1. Trainer asks participants the following questions, and writes their answers on the white board.
 - ⇒ What are the two goals of the NERP program?
 - ⇒ Why are both goals important together?
 - ⇒ What are the six NERP messages?
 - ⇒ What must we do during a NERP session?
 - ⇒ What is the selection criteria for setting up a NERP center?
 - ⇒ What tools are needed to set up a NERP center?
 - ⇒ What have we done to prepare for the NERP?
2. Trainer thanks participants and tells them the date and time of the next training session. Trainer remains available for questions and comments following the session.

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

* 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.