

Day One

Family Visits Training

Exercise 1: Training Objectives

🕒 Time - 15 minutes

Objectives

- To know the objectives of the section of the training on Family Visits

Process

1. Trainer explains that the information learned in the Family Visits Training will be used in the Nutrition Education Rehabilitation Program which is an important component of the PANP.
2. Trainer reads aloud the training objectives from Flip Chart A.

Flip Chart A
Family Visits Training Objectives

- * To identify the “good foods” that some poor families use to feed their children to help them grow to be healthy and strong.
- * To identify the “good child care” which some poor families practice to help their children grow to be healthy and strong.
- * To identify the “good health care” which some poor families practice to help their children grow to be healthy and strong.
- * To understand why some wealthy families have malnourished children.
- * To use the results of our survey to make a Model Family Chart for each community.

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

📖 Materials

- Flip chart stand with 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: The Local Situation

⌚ Time - 20 minutes

Objectives

- To review the points from the previous training related to the NERP in order to set the context for the current training
- To look at malnourishment in the local context

Process

1. Trainer explains that before looking at the local incidence of malnourishment, the group will review the main points about the Nutrition Education Rehabilitation Program (NERP) as covered in the previous training.
2. Trainer asks participants to read from Flip Chart B.

Flip Chart B
Nutrition Education Rehabilitation Program

In our last training, we learned that:

- a) **One of the ways we can help children under three who are severely or very severely malnourished is to enroll them in the Nutrition Education Rehabilitation Program (NERP).**
- b) **The NERP is a program to rehabilitate severely and very severely malnourished children. these children are classified as Channels C and D on the Growth Monitoring Chart.**
- c) **In the NERP, mothers and family members will learn how to rehabilitate and maintain the good health of their children at home on their own.**

3. Trainer explains that the group will now look at the situation of malnourishment in their community.
4. Trainer asks participants the questions below and writes answers on the white board.
 - ⇒ Do you know some poor families in your community with health children? If yes, who are they?
 - ⇒ Are there many poor families in your community with malnourished children?
 - ⇒ Do you know any wealthy families in your community with malnourished children? If yes, who are they?

 **Materials**

- Flip chart stand with prepared Flip Chart B
- 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 3: Family Visits

🕒 Time - 15 minutes

Objectives

- To understand the purpose of conducting family visits

Process

1. Trainer explains that before the group learns more about conducting family visits, it is important to understand why these visits are an important component of the NERP.
2. Trainer asks different participants to read aloud the points on Flip Chart D.

Flip Chart D
Family Visits

Why do we need to carry out Family Visits?

- a) We know from the GMP results and our local situation that there are many families with malnourished children in our community.
- b) We also know that there are some very poor families who have healthy children in our community.
- c) We are therefore going to visit some poor families with healthy children to find out about the foods they eat, their child-rearing techniques, and their child health care practices.
- d) What we learn from these poor families will be used in the Nutrition Education Rehabilitation Program to help malnourished children in the community become healthy and strong.
- e) This means that we learn how to solve our problems using the knowledge of the people in our community.
- f) We also know that there are some wealthy families with malnourished children in our community.
- g) In this training, we are also going to visit some wealthy families with malnourished children to identify the causes of their malnutrition and to highlight that money does not ensure that children are healthy.

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

 **Materials**

- Flip chart stand with prepared Flip Chart D

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 4: Selecting Families

⌚ Time - 25 minutes

Objectives

- To know the selection criteria for choosing families for home visits
- To select six families to visit

Process

1. Trainer explains that the group must follow selection criteria to help them choose wisely the six families to visit.
2. Trainer reads aloud the points on Flip Chart E.

Flip Chart E
Selecting Families

Criteria for selection of six families to visit:

- a) **Each family must have at least one child between one and three years old.**
- b) **There must be four poor families with healthy children (Channel A).**
- c) **There must be two wealthy families with severely or very severely malnourished children (Channel C or D).**
- d) **The six families selected must belong to common working occupations in the community, such as fishing or farming.**
- e) **The six families selected must also represent different areas in the community such as coastal, mountain and flatland areas.**

3. In order to select the six families, the participants should split into community groups (if more than one community is present).
4. Trainer reads aloud to participants the following instructions:
 - * Health volunteers in each community must look into their GMP Books to get the necessary information about the families.
 - * Using the criteria listed on Flip Chart E, each community must discuss and select four poor families with healthy children (Channel A) and two wealthy families with severely or very severely malnourished

children (Channel C or D)

- * When each group has selected six families, then write these names on a piece of paper and return to the center of the room.

5. After the exercise, trainer asks one member from each community to report its list and the information about each family.

 **Materials**

- Flip chart stand with prepared Flip Chart E

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 5: Tasks for Family Visits

⌚ Time - 20 minutes

Objectives

- To know what must be accomplished during the Family Visits

Process

1. Trainer explains that in order to achieve the goals of the Family Visits, the group must set out specific tasks to be completed during the visit.
2. Trainer asks different participants to read aloud from Flip Chart F. After each point, trainer asks if participants have any questions or comments.

Flip Chart F
Tasks for Family Visits

A successful Family Visit will achieve the following:

- a) Identify the foods which poor families use to feed their children to keep them healthy and strong. These foods are called the “good foods.”
- b) Identify the care that poor families give to their children to keep them healthy and strong. This care is called the “good child care.”
- c) Identify the health care that poor families use to keep their children healthy and strong. This health care is called the “good health care.”

These three things, “good foods,” “good child care,” and “good health care,” are the three most important things which make a child healthy and strong.

By learning about the “good foods,” “good child care,” and “good health care” from poor families with healthy children, we will be solving our problems with our own solutions.

Our solutions will help families in our community to learn and understand how to help their children to be healthy and strong.

3. After the discussion, trainer asks participants to copy Flip Chart E into their notebooks.

 **Materials**

- Flip chart stand with prepared Flip Chart E

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 6: Guidelines for Family Visits

⌚ **Time - 10 minutes**

Objectives

- To understand fully the purpose of the Family Visit and the appropriate behavior of participants during the visits

Process

1. Trainer explains that it is important for participants to think about their appropriate behavior during a family visit. In order to gather good information in a way that is respectful of the families, participants should follow the following guidelines.
2. Trainer reads aloud from Flip Chart F.

Flip Chart F
Guidelines for Family Visits

- a) It is important for all participants to be polite and respectful of the families we visit.
- b) When visiting families, we should not ask them directly the reasons for their poverty or wealth.
- c) We must remember that we are there to learn from them.
- d) We are not there to criticize or tell the families what is right or wrong.
- e) We are there only to gather information needed for our program.

📖 **Materials**

- Flip chart stand with prepared Flip Chart F

Exercise 7: Participants' Role

⌚ Time - 15 minutes

Objectives

- To know the role of participants during family visits
- To know which skills participants will need to fulfill their roles

Process

1. Trainer explains that participants will be responsible for two things during the visits: asking questions and observing.
2. Trainer asks participants to read aloud the points on Flip Chart G.

Flip Chart G **Participants' Role**

Skill #1 - Asking Questions

- * Participants will listen to the trainer's questions and the families answers.
- * Participants may take notes to remember important points.
- * Participants can ask questions if they need further information or clarification.

Skill #2 - Observing

- * Participants should look for answers by observation.
- * Observation is a good way to get information to answer our questions.

Some things to observe when visiting families:

- ⇒ Do the family members, especially young children, look healthy or ill?
- ⇒ Do the family members, especially young children, look clean?
- ⇒ Is the house and kitchen clean?
- ⇒ Does the house have a toilet? Is it clean?
- ⇒ Does the house have a well?
- ⇒ How far is the well from the toilet?
- ⇒ Is there an area to wash?
- ⇒ Are there animals around the house?
- ⇒ Does the house have a garden for vegetables and fruit?

3. Trainer asks whether participants have any questions or comments.

 **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 8: Planning the Family Visits

⌚ **Time - 10 minutes**

Objectives

- To assign tasks and make arrangements for the Family Visits to be conducted the following day

Process

1. Trainer explains that the day's training is concluding and that they must now make arrangements for the Family Visits.
2. Trainer asks the Community Management Steering Committee to meet the selected six families and ask for their permission to visit.
3. The Community Management Steering Committee should tell the four poor families with healthy children that they are model families in the community, and that the visit to their house is to learn from them so that the whole community can benefit from their knowledge.
4. The Community Management Steering Committee should tell the two wealthy families with malnourished children that the visit is to find ways to help them to rehabilitate their children and the other malnourished children in the community.
5. Trainer thanks participants and asks them to meet at an agreed upon place and time to visit the first family.

Day Two

Conducting Family Visits

Exercise 9: Family Visits

⌚ Time - full day

Objectives

- To conduct the family visits

Process

Note that this is not a traditional training exercise, but a full day of visiting and interviewing families.

1. Trainer asks the questions listed below at each family visit.
2. It is best if one trainer asks the questions and another trainer (or a participant) writes the answers in a book. It is important to write detailed and clear answers to each question.

Questions about “good foods”

- ⇒ How old is your child?
- ⇒ Are you still breastfeeding?
- ⇒ If yes, what food do you give your child in addition to breastmilk?
- ⇒ If no, how old was your child when you stopped breastfeeding?
- ⇒ What do you feed your child each day?
- ⇒ Where do you get the foods from?
- ⇒ How many meals a day do you feed your child?
- ⇒ How many bowls of rice does your child have at each meal?
- ⇒ Do you give some snacks to your child every day?
- ⇒ If yes, what kind of snack do you feed your child every day?
- ⇒ What did you feed your child this morning?
- ⇒ What are you going to feed your child next?

Questions about “good child care”

- ⇒ Which family member looks after the child the most every day?
- ⇒ what does this person usually do for the child?
- ⇒ Which family member feeds the child the most every day?

- ⇒ What do you do when the child does not want to eat?
- ⇒ Before going to work, do you give advice to your caretaker at home?
- ⇒ If yes, what advice do you give?
- ⇒ How many hours do you spend with your child each day?

Questions about “good health care”

- ⇒ How many times has your child been sick in the last six months?
- ⇒ What was the problem?
- ⇒ What do you do when one of your children is sick?
- ⇒ What do you feed your child when he/she is sick?
- ⇒ Who do you consult when your child is sick?
- ⇒ What treatment do you give him/her
- ⇒ In what situation do you take your child to the health center?
- ⇒ Has your child been fully immunized?
- ⇒ What diseases can be prevented by immunization?
- ⇒ What do you do when your child has diarrhea?
- ⇒ What do you do when your child has the flu?

Summary question for the four poor families:

- ⇒ What are the most important factors you think make your child healthy?

Summary question for the two wealthy families:

- ⇒ What are the most important factors you think make your child malnourished?

3. At the end of the Family Visits, trainers should conduct a market survey in each community with the help of the Community Management Steering Committee. This survey is to find out what variety of food is available in the community. This information will help in making a balanced menu for the Nutrition Education Rehabilitation Program.

 **Materials**

- Notebooks and pens

Helpful Hints


- ◆ A good PANP trainer will ask the questions slowly and clearly so as not to confuse the family.

- ◆ A good PANP trainer will try to make the family feel comfortable. It is often useful if the notetaker sits with the other participants so as not to stand out.

Day Three

Family Visits Training (continued)

Exercise 10: Review of Training Objectives

 Time - 10 minutes

Objectives

- To refocus participants and remind them of training objectives

Process

1. Trainer explains that before they begin the next part of the training in which the group will analyze the results of the Family Visits, they will review the purposes of the visits as detailed on Flip Chart A.

Flip Chart A
Family Visits Training Objectives

- * To identify the “good foods” that some poor families use to feed their children to help them grow to be healthy and strong.
- * To identify the “good child care” which some poor families practice to help their children grow to be healthy and strong.
- * To identify the “good health care” which some poor families practice to help their children grow to be healthy and strong.
- * To understand why some wealthy families have malnourished children.
- * To use the results of our survey to make a Model Family Chart for each community.

Materials

- Flip chart stand with prepared Flip Chart A

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 11: Results of Family Visits

⌚ **Time - 30 minutes**

Objectives

- To review and analyze the information gained from the Family Visits

Process

1. Trainer explains that the group will now review the results from the visits to families with malnourished children.
2. Trainer asks participants to identify reasons why the children of wealthy families are malnourished, encouraging participants to list all the ideas they have from the Family Visits.
3. Trainer writes answers on the white board.
4. Trainer states that the group will now discuss the results of visits to poor families with healthy children. These results are important because they will tell about the “good foods,” “good child care,” and “good health care” which families practice to help their children to be healthy and strong.
5. Trainer copies the columns below onto the white board and asks participants the questions listed on Flip Chart H for each of the poor families visited. The columns below form the basis of the Model Family Chart.

Family Good Foods Good Child Care Good Health Care

6. After writing the answers for one family, trainer makes a line across the columns and continues with the next family. Save this information for use later in the training.

Flip Chart H
Results of Family Visits

Questions about “good foods”

- ⇒ Was the child properly breastfed?
- ⇒ Was the child given supplementary food together with breastfeeding?
- ⇒ Was the child given proper supplementary food?
- ⇒ What does the child usually eat?
- ⇒ How many meals was the child fed every day?

Questions about “good child care”

- ⇒ **Who looks after and feeds the child?**
- ⇒ **Who does the child spend the most time with in the family?**
- ⇒ **What does this person do for the child?**
- ⇒ **Does the child get good care from the family?**

Questions about “good health care”

- ⇒ **Did the child have any problems before or after birth?**
- ⇒ **Does the family know how to look after the child when he/she is ill?**
- ⇒ **Does the family know what to do to prevent the child from getting sick?**
- ⇒ **Does the family often use antibiotic tablets?**

 **Materials**

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

Exercise 12: Model Family Chart

⌚ Time - 20 minutes

Objectives

- To understand the Model Family Chart
- To know how to make a Model Family Chart

Process

1. Trainer explains that in this exercise participants will make Model Family Charts for their communities. They will begin by learning what a Model Family Chart is.
2. Trainer reads aloud from Flip Chart I, asking if participants have questions or comments.

Flip Chart I
Model Family Chart

- a) **The Model Family chart is a chart made up of the information we have just reviewed from the four poor families with healthy children.**
- b) **This chart consists of the “good foods,” “good child care” and the “good health care” that these families practice to keep their children healthy and strong.**
- c) **We will continue to learn from these families by using the Model Family Chart in the Nutrition Education Rehabilitation Program to rehabilitate malnourished children.**
- d) **Learning from these families means that we are solving our problems with our own solutions.**

3. Trainer hangs a large blank copy of the Model Family Chart on the white board. (*A copy of the Model Family Chart is show on page xx.*)
4. Trainer asks participants to use information from the white board preserved from the previous exercise to answer questions below. Trainer writes answers on the blank Model Family Chart.
 - ⇒ What are the “good foods” available in our community that the poor families use to help their children to be healthy and strong?
 - ⇒ What is the “good child care” carried out by the poor families that helps their children to be healthy and

strong?

⇒ What is the “good health care” carried out by the poor families to help their children to be healthy and strong?

5. At the end of discussion, trainer asks participants to copy the Model Family Chart into their notebooks. After the training, each health volunteer should complete a large Model Family Chart for use in their work.

 **Materials**

- White board and markers
- Model Family Chart information prepared in Exercise 10
- Flip chart stand with prepared Flip Chart I

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 13: The Food Square

⌚ Time - 15 minutes

Objectives

- To map out a balanced diet based on the “good foods” from the Model Family Chart

Process

1. Trainer explains that the group will now learn to make a food square which will show a balanced diet based on locally available foods as shown on the Model Family Chart.
2. Trainer asks participants to read aloud from Flip Chart M

Flip Chart M
The Food Square

a) From the Model Family chart we have just made, we know the “good foods” for each commune.

b) We know that these “good foods” have contributed to keeping the children of some poor families healthy and strong.

c) In order to rehabilitate the malnourished children under three, we are going to rely on the “good foods” available in the commune because these food are affordable for all families.

3. Trainer copies the Food Square shown below onto a blank flip chart page.



4. Trainer explains that breast milk and rice are already on the Food Square because these are the two foods that most families feed their children. The participants now need to complete the Food Square by knowing what foods in addition to rice and breast milk poor families with healthy children feed to their children.
5. Trainer writes the participants answers in the blank squares of the Food Square being careful to put alike foods in each square.

Examples:

Protein foods in one square: shrimp, crab, fish, beans

Fatty foods in one square: oil, sesame, nuts, fat

Vitamin and mineral-rich foods in one square: green and yellow vegetables

6. Trainer informs participants that the Food Square will be used in the next training.

 **Materials**

- Flip chart stand with prepared Flip Chart M
- Blank flip chart paper 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 14: Review of Training

⌚ Time - 15 minutes

Objectives

- To summarize information covered during the three-day training
- To close the training

Process

1. Trainer explains that the training will close with a summary of the important things they have learned during the last day of the Family Visits Training.
2. Trainer asks different participants to read aloud from Flip Chart N.

Flip Chart N
Review of Training

- a) Today we have made a Model Family Chart from the lessons we have learned from poor families with healthy children in our community.
- b) We have identified the “good foods” that these poor families use to feed their children to help them grow to be healthy and strong.
- c) We have identified the “good child care” that these poor families practice to help their children grow to be healthy and strong.
- d) We have identified the “good health care” that these poor families practice to help their children grow to be healthy and strong.
- e) Today we have learned that in wealthy families, children can be malnourished if they do not get the “good foods,” “good child care” and “good health care” from their family.
- f) Today we have made the Model Family Chart with the “good foods,” “good child care” and “good health care” that poor families practice to keep their children healthy.
- g) We have also made the Food Square from the “good foods” available and affordable by all families in our community, including the poor ones.
- h) We will be using the Model Family Chart and the Food Square in later stages of the PANP.

3. Trainer thanks participants for attending and tells them the

date, time and place of the next training.

4. Trainer reminds each health volunteer that they will need to stay to complete large copies of the Model Family Chart. Health volunteers should bring the Model Family Chart and the Food Square to the next training.

 **Materials**

- Flip chart stand with prepared Flip Chart N

Helpful Hints

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.