

# Day 1

## Growth Monitoring Program (GMP) Training 1

### Exercise 1: Maintaining Household Registration Data

🕒 Time - 15 minutes

#### Objectives

- To synthesize the information collected during the Household Registration
- To understand how and when to update the Household Registration Books

#### Process

1. Trainer draws a chart on the white board to accommodate the following information:
  - \* Total # community members
  - \* Total # households
  - \* Total # children under age three
  - \* Total # women aged 15-49
2. Trainer asks one member from the Community Management Steering Committee to list on the white board the total community population, number of households, number of children under three, and the number of women between the ages of 15 and 49.
3. Trainer asks participants the questions below explaining that their feedback will help to improve the Household Registration process for other communities.
  - ⇒ How long did it take to complete the Household Registration?
  - ⇒ What are the advantages of the Household Registration?
  - ⇒ What problems did you have?
  - ⇒ How did you solve them?
4. Trainer writes answers on the white board, dividing the white board into two parts (problems and solutions) for the last two questions.
5. Trainer reminds participants how important the information from the Household Registration is to the PANP. The information will need to be updated as any changes occur over time. Each health volunteer should maintain close contact

with the families for whom they are responsible so that they can keep track of changes.

6. Changes must be made in the Household Registration Book when:

- \* People move into a household;
- \* People move out of a household;
- \* Babies are born in a household;
- \* Family members die; and
- \* Other changes in a household occur.

 **Materials**

- White board and markers

**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: Training Objectives

🕒 Time - 10 minutes

### Objectives

- To understand the objectives of the training on the Growth Monitoring Program

### Process

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

**Flip Chart A**  
**Growth Monitoring Program Training Objectives**

**By the end of this training participants will:**

- \* Understand what the Growth Monitoring Program is and why it is done;
- \* Understand the four goals of the Growth Monitoring Program;
- \* Know how to use the four growth monitoring tools - scale, weighing slip, Child Health Card and Roster Book;
- \* Know how to make a Monthly Calendar;
- \* Know how to plot the weight and channel of a child on the Child Health Card; and
- \* Know how to set up a weighing site and conduct the GMP.

2. 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 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 3: Growth Monitoring Program

⌚ Time - 15 minutes

### Objectives

- To understand the basic tenets of the Growth Monitoring Program
- To learn about participants' experiences related to the GMP

### Process

1. Trainer reads aloud to participants the points on Flip Chart B.

**Flip Chart B**  
**What is the Growth Monitoring Program?**

**What is the Growth Monitoring Program?**

**The Growth Monitoring Program is a program to weigh children once every two months in order to monitor the growth of ALL children under three years old in the community.**

**Why do we conduct the Growth Monitoring Program?**

**In normal development, a young child must put on weight as he/she grows older. If we regularly monitor the weight of a child over time, we can tell whether that child is developing normally or not.**

2. Trainer asks participants to copy Flip Chart B into their notebooks.
3. Trainer asks participants the following questions about their experiences:
  - ⇒ Have you ever weighed children before?
  - ⇒ If you have, where did you do it and what type of scale did you use?
  - ⇒ What was it for?

### 📖 Materials

- Flip chart stand and prepared Flip Chart B

### 💡 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 4: Four Goals of the GMP

🕒 Time - 10 minutes

### Objectives

- To understand the four goals of the Growth Monitoring Program

### Process

1. Trainer reads aloud to participants the points on Flip Chart C.

**Flip Chart C**  
**The Four Goals of the GMP**

**The Four Goals of the Growth Monitoring Program:**

- 1) **To help mothers and family members to monitor the growth and weight of their children, and to encourage mothers with healthy children to maintain their children's good health.**
- 2) **To identify children who are severely or very severely malnourished for rehabilitation.**
- 3) **To identify children with disease or illness for treatment.**
- 4) **To demonstrate to the community members how to monitor the health and nutrition status of ALL children under three so they can improve in health.**

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


### 📖 Materials

- Flip chart stand with prepared Flip Chart C

### Helpful Hints

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

## Exercise 5: GMP Participation

 Time - 15 minutes

### Objectives

- To make clear who should participate in the GMP

### Process

1. Trainer asks participants who in the community they think should participate in the Growth Monitoring Program.
2. Trainer writes answers on white board.
3. After a short discussion, trainer focuses group by writing the following answers on the white board:

Parents of Children: They will take their child to be weighed and they will monitor their children's health over time.

Children: All children under three years old will be weighed every two months.

The Community Management Steering Committee: The committee members are responsible for managing the GMP in each community.


Health Staff: The health staff will assist the health volunteers to successfully implement the GMP.

Health Volunteers: The health volunteers implement the GMP.

### Materials

- White board and markers

## Exercise 6: GMP Target Group

 **Time - 10 minutes**

### Objectives

- To make clear to participants why the GMP targets children under three years old

### Process

1. Trainer asks participants why they think the PANP targets children under three.
2. Trainer writes answers on the white board.
3. After discussion, trainer reads aloud to participants the points below:

*Our target group is children under three years old because children under three are the most vulnerable group in the community.*

*Children under three are most readily affected by having an insufficient amount of food, poor hygiene and lack of care. Children under three may never reach their full physical or intellectual potential if they are malnourished.*

*That is why we set up the Growth Monitoring Program. In the GMP, we will weigh children under three years old every two months. We will use the information from the GMP to determine the health and nutrition status and growth of these children.*

*Based on results from weighings, we will be able to help the children under three who are not growing normally so that we can give them a healthy start in life.*

*Having a healthy start in life allows children to be healthy people who can make contributions to the family, community and country.*

### 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 7: The Four Tools

🕒 Time - 15 minutes

### Objectives

- To introduce participants to the four tools which are essential to conducting the GMP
- To understand who will be using the tools

### Process

1. Trainer reads aloud to participants the points on Flip Chart D.

**Flip Chart D**  
**The Four Tools**

**The four tools for the Growth Monitoring Program are:**

**Tool #1 The Scale** -- used to weigh the child.

**Tool #2 The Weighing Slip** -- used to record the name and weight of the child.

**Tool #3 The Child Health Card** -- used to plot the channel of the child and counsel the mother about her child's health status.

**Tool #4 The GMP Roster Book** -- used to record the weight and channel of the child.

2. Trainer asks participants to copy the information of Flip Chart D into their notebooks.
3. Trainer asks participants who they think will be using the four tools.
4. Trainer writes participants' answers on the white board.
5. After a short discussion, trainer explains that all people who are listed as participants in the GMP will use the four GMP tools. This includes parents, health staff and volunteers, steering committee member and other local leaders. The health volunteers in particular will use the four tools to assess the health status of a child and inform the parents about their child's health.

### 📖 Materials

- Flip chart stand and prepared Flip Chart D
- White board and markers

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## Exercise 8: Tool #1 - The Scale

⌚ **Time - 15 minutes**

### Objectives

- To become familiar with the basic workings of the scales used in the GMP

### Process

1. Trainer passes around some scales for participants to see and hold.
2. Trainer asks the following questions and writes answers on the white board:
  - ⇒ Have you seen a scale like this before?
  - ⇒ Have you used a scale like this before?
  - ⇒ What was it used for?
3. Trainer holds up one of the scales and explains to participants the parts of the scale:
  - a) The round face has lines marking the numbers.
  - b) Each long line represents 1 kg and each short line represents 100 g.
  - c) The scale starts at 0 and goes to 25 kg.
  - d) There are two hooks on the scale.
  - e) The top hook is used to hang the scale from a support structure.
  - f) The bottom hook holds the basket or trousers which holds the child.
  - g) At the top of the scale is a knob used to adjust the scale.

*(Note that the above information is based on the scales used in Vietnam. Information should be modified.)*

### **Materials**

- Scales

## Exercise 9: Using the Scale

⌚ Time - 15 minutes

### Objectives

- To know how to prepare a scale to weigh a child

### Process

*Note: The following instructions describes how to use one type of scale. Directions should be altered to suit the type of scale used in a particular country. The most important thing is that participants have written clear instructions in their notebooks for how to use a scale.*

1. Trainer asks participants to read aloud the points on Flip Chart E.

**Flip Chart E**  
**Using the Scale**

- 1) Use the top hook and rope to hang the scale from a firm structure.
- 2) Check that the indicator is at the “0” position.
- 3) If the indicator is not at the right position, then gently turn the knob at the top until it is at “0”.
- 4) If a basket is used to weigh the child, then place the basket on the scale before adjusting the knob.
- 5) The indicator must be checked and adjusted after each child is weighed.

2. Trainer asks participants to write the information from Flip Chart E into their note books.
3. Trainer explains that a child must be wearing as little clothes as possible when he/she is weighed. If the child is wearing heavy clothes (such as in winter time), then 200-300 g should be deducted to account for the weight of the clothes.
4. Trainer stresses the importance of an accurate reading noting that it is easier to read the scale if the child is as still as possible. The child’s weight should be recorded immediately on the weighing slip.

### 📖 Materials

- Scales
- 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 10: Maintaining the Scale

⌚ **Time - 10 minutes**

### Objectives

- To know how to take care of the scales to insure proper functioning

### Process

1. Trainer asks participants to read aloud from Flip Chart F. (*The following sample of Flip Chart F comes from the PANP program in Vietnam. It should be adjusted as necessary.*)

**Flip Chart F**  
**Maintaining the Scale**

**The scale is specially made for weighing children under three years old. It is an expensive and important tool and must be maintained with care.**

**Rules for Using the Scale**


- 1) **Do not pull hard on the bottom hook.**
- 2) **Do not use petrol to clean the face of the scale.**
- 3) **Do not weigh any objects over 25 kg.**
- 4) **Do not use the scale to weigh anything other than children.**
- 5) **Do not keep the scale in a wet or a hot place.**
- 6) **When adjusting the scale, move the needle to the left or right of the center "0" position only - do not go a full circle around the face.**

2. Participants copy Flip Chart F into their notebooks.

### 📖 **Materials**

- Flip chart stand with prepared Flip Chart F

## Exercise 11: Using the Scale - Practice

 **Time - 40 minutes**

### Objectives

- To allow participants to become comfortable with using the scales
- To address any problems participants may encounter using the scales

### Process

1. Trainer divides participants into a number of groups, depending on how many scales are available for the training. Each group needs one scale.
2. Groups are directed to set up their scale in a different part of the room. Each person in the group must practice using the scale by weighing different objects. Each person should also practice adjusting the scale.
3. After everyone has taken a turn, participants are asked to return to their seats for review.
4. Trainer asks participants the following questions, and writes answers on the white board.
  - ⇒ What must you pay attention to when using the scale?
  - ⇒ What problems did you have using the scale?
  - ⇒ How did you solve those problems?

### **Materials**

- Scales
- White board and markers

## Exercise 12: Tool #2 - The Weighing Slip

⌚ Time - 10 minutes

### Objectives

- To understand the purpose of the weighing slip to the GMP

### Process

1. Trainer distributes weighing slips to all participants.
2. Trainer asks different participants to read aloud the points on Flip Chart G.

**Flip Chart G**  
**The Weighing Slip**

**What is the weighing slip?**

- \* The weighing slip is a piece of paper used to record the weight of a child immediately after the child has been weighed.
- \* After a child's weight has been recorded on the weighing slip, health volunteers will plot the channel of the child on the Child Health Card (tool #3).
- \* After plotting the child's channel, health volunteers will record the weight and channel from the card to the GMP Roster Book (tool #4).
- \* The weighing slip provides space to record information as follows:

House number \_\_\_\_\_  
Mother's name \_\_\_\_\_  
Child's full name \_\_\_\_\_  
Date of birth \_\_\_\_\_  
Weight \_\_\_\_\_ kg                      Channel \_\_\_\_\_

3. Participants copy Flip Chart K into their note books.

### 📖 Materials

- Flip chart stand and prepared Flip Chart K
- Weighing slips (one for each participant)

## Exercise 13: Tool #3 - The Child Health Card

⌚ **Time - 10 minutes**

### Objectives

- To understand how the Child Health Card is used in the Growth Monitoring Program

### Process

1. Trainer distributes Child Health Cards to all participants.
2. Trainer reads aloud to participants the points on Flip Chart L.

**Flip Chart L**  
**The Child Health Card**

**What is the Child Health Card?**

- \* **The Child Health Card is used to record the growth and health status of a child and to inform mothers and family members of the child's health status. The Child Health Card also lists vaccination dates and other helpful information.**
- \* **The Child Health Card is given to mothers and family members to keep. They should keep it in a safe place, as it contains important information about the health of their child.**
- \* **Health volunteers will be able to use the Child Health Card to advise parents about their children's health status.**

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

### **Materials**

- Child Health Cards (one per participant)
- Flip chart stand and prepared Flip Chart L

## Exercise 14: Filling Out the Child Health Card

⌚ Time - 20 minutes

### Objectives

- To know how to fill out the first page of the Child Health Card

### Process

1. Trainer places the Child Health Card Visual Aid (front side) on the white board stand. *(A copy of the visual aid is shown on page x. Visual Aids used throughout the PANP training are simply enlarged copies of documents that are laminated in plastic. The plastic can be drawn on with white board style markers.)*
2. Trainer shows participants how to fill out the card. While describing each section, trainer circles the corresponding points on the visual aid. The front page of the card can be divided into the following sections:

#### **Information about the mother:**

name  
age  
address  
occupation

#### **Information about the child:**

sex  
date of birth  
weight at birth  
child's rank of order in the family  
child's full name

#### **Additional information:**

things mother should remember  
lung disease  
vaccination schedule  
diarrhea

3. Trainer asks different participants to read aloud the information on the front of the Child Health Card. *(Refer to the replica of the card on page x.)*
4. After reading each point, trainer asks if participants understand and whether they have any questions or comments.

 **Materials**

- Child Health Cards (one for each participant)
- Child Health Card Visual Aid (front side)
- White board stand

## Exercise 15: Reading the Child Health Card

⌚ **Time - 10 minutes**

### Objectives

- To understand the charts and information on the inside (back side) of the Child Health Card

### Process

1. Trainer places the Child Health Card Visual Aid (back side) on the white board stand. *(A copy of the Child Health Card Visual Aid is shown on page x.)*
2. Trainer asks participants to open their cards and look at the colored chart.
3. Trainer explains the following points, circling the corresponding section on the visual aid:
  - \* The top corner of the card includes boxes labeled “Pregnancy Monitoring and Immunization Monitoring.” These will not be used in this training.
  - \* The colored parts of the card are very important:
    - The blue section is Channel A
    - The white section is Channel B
    - The pink section is Channel C
    - The red section is Channel D.
  - \* By looking at the footnotes for the colored parts of the chart in the right hand corner, we can see that channels A, B, C and D show the health and growth of a child.
  - \* When a child is in Channel A (blue section), the child is healthy and growing well.
  - \* When a child is in Channel B (white section), the child is 1st degree or mildly malnourished.
  - \* When a child is in Channel C (pink section), the child is 2nd degree or severely malnourished.
  - \* When a child is in Channel D (red section), the child is 3rd degree or very severely malnourished.

### **Materials**

- Child Health Cards (one per participant)
- Child Health Card Visual Aid (back side)
- White board stand

## Exercise 16: Malnutrition

⌚ **Time - 15 minutes**

### Objectives

- To understand what malnutrition is and how it affects children

### Process

1. Trainer explains that before moving forward with the training, it is important that everyone understands what is meant by malnutrition. Trainer asks if participants have heard the word “malnutrition” and what the word means to them.
2. After a short discussion, trainer asks different participants to read aloud the points on Flip Chart I.

**Flip Chart I**  
**Important Points About Malnutrition**

- \* **Malnutrition occurs when a child does not receive enough of the food and care needed to grow healthy and strong.**
- \* **One of the earliest symptoms of malnutrition is that a child does not gain enough weight as he/she gets older.**
- \* **Malnutrition usually strikes a child between one and three years old because at this age, children are often being weaned and can be easily affected by a lack of food, poor child care and poor hygiene.**
- \* **Malnutrition is dangerous because it affects both the physical and mental development of children.**
- \* **In this country, xx% of all children under age three suffer from malnutrition.**

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

### **Materials**

- Flip chart stand with prepared Flip Chart I

## Exercise 17: Causes of Malnutrition

⌚ Time - 15 minutes

### Objectives

- To know what causes malnutrition

### Process

1. Trainer asks participants why they think that some children are malnourished.
2. Trainer writes answers on white board.
3. After a short discussion, trainer asks participants to read the points from Flip Chart J.

**Flip Chart J**  
**Causes of Malnutrition**

**Malnutrition occurs because of:**

- \* **Poor feeding practices such as premature or delayed use of supplementary foods.**
- \* **Lack of breast milk.**
- \* **Lack of nutritious foods.**
- \* **Infections and diseases.**
- \* **Poor child care and hygiene.**
- \* **A mother's malnutrition or illness during pregnancy or breastfeeding.**

4. Trainer asks participants to copy Flip Chart J into their notebooks.

### 📖 Materials

- Flip chart stand with prepared Flip Chart J

## Exercise 18: Signs of Malnutrition

🕒 **Time - 15 minutes**

### Objectives

- To learn to recognize the symptoms of malnutrition
- To see the linkages between malnutrition and the GMP

### Process

1. Trainer asks participants what they think are signs of malnutrition.
2. Trainer writes answers on the white board.
3. After a short discussion, trainer reads aloud to participants the points on Flip Chart K.

**Flip Chart K**  
**Signs of Malnutrition**

**What does a malnourished child look like?**

- \* **A malnourished looks thin and pale and easily becomes ill.**
- \* **A malnourished child is inactive and often unhappy.**
- \* **A malnourished child fails to gain weight with age.**
- \* **Sometimes it is difficult to tell whether a child is malnourished or not.**
- \* **By participating in the GMP, we can detect early whether children are malnourished. If they are malnourished, we can give them immediate attention.**

4. Trainer asks participants to copy Flip Chart K into their notebooks.
5. Trainer explains to participants that malnutrition is very common in this country. It is therefore important that communities learn to identify malnourished children early so that they can help them. That is exactly what the GMP does. Once a child has been identified as suffering from malnutrition, the health volunteers and staff and the child's family can begin to rehabilitate the child.

### 📖 **Materials**

- Flip chart stand with prepared Flip Chart K

## Exercise 19: Malnutrition and Channels

⌚ Time - 15 minutes

### Objectives

- To see how the four channels on the Child Health Card correspond to different degrees of malnutrition

### Process

1. Trainer asks participants to read aloud the points on Flip Chart L.

**Flip Chart L**  
**Channels and Malnutrition on the Child Health Card**

- \* **Channel A is the best channel; a child in this channel is growing well and is healthy.**
- \* **Malnutrition is shown in the other three channels: B, C and D.**
- \* **Each channel represents a different degree of malnutrition:**
  - Channel B is 1st degree malnourished, or mildly malnourished. This means that the child is growing, but not to his/her full potential.**
  - Channel C is 2nd degree malnourished, or severely malnourished. this means that the child is growing very slowly and needs help.**
  - Channel D is 3rd degree malnourished, or very severely malnourished. Children in this channel are in great danger and need special care. If they do not receive care, it can lead to death.**

2. Trainer asks participants to copy Flip Chart L into their notebooks.

### 📖 Materials

- Flip chart stand with prepared Flip Chart L

### 💡 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 20: Making the Monthly Calendar

⌚ **Time - 30 minutes**

### Objectives

- To learn how to fill out the Monthly Calendars on the Child Health Card

### Process

1. Trainer places the Child Health Card Visual Aid on the white board stand.
2. Trainer shows where the Monthly Calendar is on the card.
3. Trainer asks participants to read aloud the points on Flip Chart M.

**Flip Chart M**  
**Making the Monthly Calendar**

- 1) Write the child's month and year of birth in box number 1.
- 2) From the child's month of birth, count and write the months that follow the child's month of birth until you reach December of that year. When writing the months, write each in its own box.
- 3) After December (month 12), start again at month 1, the beginning of the following year. Write the new year under the first month of the year. Fill in all of the boxes until the child's third birthday.
- 4) Circle the box with the month the child was weighed so it is clear and easy to see on the Child Health Card.

4. Trainer asks participants to record the information from Flip Chart M in their notebooks.
5. Trainer shows participants how to fill out the calendar by completing three of six examples on the Child Health Card Visual Aid.

Sample examples:

A child born on March 25, 1995.  
GMP weighing date August 1996

A child born on September 27, 1994.  
GMP weighing date August 1996.

A child born on February 2, 1996.  
GMP weighing date August 1996.

6. After completing three examples, trainer asks different participants to complete three other examples on the Child Health Card Visual Aid.

 **Materials**

- Child Health Card Visual Aid
- White board stand
- Flip chart stand with prepared Flip Chart M

**Helpful Hints**

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

## Exercise 21: Practicing the Monthly Calendar

⌚ Time - 30 minutes

### Objectives

- To practice filling out the Monthly Calendar
- To check for any problems participants may encounter with the Monthly Calendar

### Process

1. Trainer hands out a Monthly Calendar Practice Sheet to each participant. *(A copy of the practice sheet is show on page xx.)*

2. Trainer divides participants into five groups, instructing each group to complete the examples on their practice sheets. Each example should be filled out on a different line: example 1 on line #1; example 2 on line #2; etc.

Example 1: A child born on December 1, 1995.  
GMP date August 1996.

Example 2: A child born on July 25, 1994.  
GMP date August 1996.

Example 3: A child born on April 12, 1995.  
GMP date August 1996.

Example 4: A child born on January 8, 1994.  
GMP date August 1996.

Example 5: A child born on February 28, 1996.  
GMP date August 1996.

3. When participants are finished, trainer hands out the Monthly Calendar Answer Sheet so that they can check their answers. *(A copy of the Monthly Calendar Answer Sheet is shown on page xx.)*

4. To review the exercise, trainer asks participants to come to the front of the room to complete the examples on the Child Growth Card Visual Aid.

5. Trainer asks if participants were able to successfully complete their practice sheets. What were the reasons for any mistakes? Are there further questions?

6. Trainer stresses the importance of the Monthly Calendars and encourages participants to study their answer sheets and practice with more examples so that they will be prepared for their work.

7. Trainer concludes training by thanking participants and telling

them the time and location of the next day's training. Trainer remains available for questions or discussion following training.


 **Materials**


- Child Growth Card Visual Aid
- White board stand
- Monthly Calendar Practice Sheet (one per participant)
- Monthly Calendar Answer Sheet (one per participant)

## **Day Two**

### **Growth Monitoring Program Training (continued)**

#### **Exercise 22: Review of Day One**

 **Time - 10 minutes**

<b>Objectives</b>	<ul style="list-style-type: none"><li>• To refresh participants' memories of the material covered in the first day of the training</li></ul>
<b>Process</b>	<ol style="list-style-type: none"><li>1. Trainer asks participants to review the first day's training by answering the questions below. Trainer writes answers on white board.<ul style="list-style-type: none"><li>⇒ What is the Growth Monitoring Program?</li><li>⇒ What are the four goals of the Growth Monitoring Program?</li><li>⇒ What are the four tools for the Growth Monitoring Program?</li><li>⇒ What does it mean if children are in Channel A, Channel B, Channel C and Channel D?</li></ul></li><li>2. After a short discussion, trainer asks participants to review the answers to the above questions on Flip Chart B, C, and L. Participants should read aloud the points on each flip chart.</li></ol>
 <b>Materials</b>	<ul style="list-style-type: none"><li>• White board and markers</li><li>• Flip chart stand with Flip Chart B, C, and L</li></ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"><li>◆ 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.</li></ul>

## Exercise 23: Plotting Weight and Channel

⌚ Time - 30 minutes

### Objectives

- To know how to plot the weight of a child on a Child Health Card
- To be able to read a child's channel from the weight plotted on the Child Health Card

### Process

1. Trainer asks participants to read aloud the points on Flip Chart N.

**Flip Chart N**  
**Plotting the Weight of a Child**

We plot the weight of a child by putting a dot on the colored section of the Child Health Card that corresponds to a child's weight and birthday. This shows the health status of a child by showing which channel he/she belongs in.

**How to plot the weight of a child:**

- a) Before plotting the weight of a child, make sure the front of the Child Health Card is filled out and that the Monthly Calendar has been completed.
- b) Check the weigh and name of the child on the Weighing Slip (tool #3) to see that you have the right card for the child.
- c) Find the weight of the child on the Weighing Slip and then locate that weight on the weight column of the Child Health Card. The weight column is on the left side of the colored part of the Child Health Card. The column goes from 1 kg at the bottom to 12 kg at the top.
- d) Place the triangle ruler with its angle at the top to the right of the number showing the child's weight.
- e) Move the triangle ruler horizontally so that the side of the angle is in the middle of the column of the GMP month. Place a dot on the inside of the angle in the colored part of the card. This shows you the child's weight channel.


2. Trainer asks participants to copy Flip Chart N into their notebooks.

### 📖 Materials

- Flip chart stand with prepared Flip Chart N

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## Exercise 24: Plotting Weight and Channel - Examples

 Time - 30 minutes

### Objectives

- To deepen understanding of plotting weight and channels through the use of examples

### Process

1. Trainer places the Child Health Card Visual Aid on the white board stand.
2. Trainer uses the visual aid to complete the first three of the following six examples, describing clearly each step in the process. Trainer asks three participants to demonstrate for the group how to complete the last three examples on the visual aid.

A child born on March 3, 1995.  
The date of the GMP is August 1996.  
The child's weight is 5.8 kg

A child born on June 18, 1994.  
The date of the GMP is August 1996.  
The child's weight is 9.5 kg

A child born on December 7, 1994.  
The date of the GMP is August 1996.  
The child's weight is 7.4 kg

A child born on July 10, 1995.  
The date of the GMP is August 1996.  
The child's weight is 8.2 kg

A child born on January 13, 1996.  
The date of the GMP is August 1996.  
The child's weight is 4.0 kg

A child born on December 19, 1995.  
The date of the GMP is August 1996.  
The child's weight is 5.2 kg

3. At the end of each example, trainer asks participants to state which channel the child is located.

### Materials

- White board stand
- Child Health Card Visual Aid

|

## Exercise 25: Plotting Weight and Channel - Practice

⌚ Time - 30 minutes

### Objectives

- To practice plotting the weight and channel of children on the Child Health Card
- To overcome any difficulties participants may have with plotting weight and channel

### Process

1. Trainer hands out one Plotting the Weight and Channel Practice Sheet to each participant. (A copy of the practice sheet is shown on page x.) Each health volunteer is given a triangle.
2. Trainer divides participants into small groups to work together to mark the five examples below on the practice sheet.

A child born on November 3, 1994.  
The date of the GMP is August 1996.  
The child's weight is 9.5 kg

A child born on February 19, 1995.  
The date of the GMP is August 1996.  
The child's weight is 9.8 kg

A child born on September 8, 1994.  
The date of the GMP is August 1996.  
The child's weight is 8.5 kg

A child born on January 21, 1996.  
The date of the GMP is August 1996.  
The child's weight is 4.2 kg

A child born on May 9, 1995.  
The date of the GMP is August 1996.  
The child's weight is 7.0 kg.

3. When groups have finished, trainer hands out answer sheets to participants so that they may check their answers. (*A copy of the Plotting the Weight and Channel Answer Sheet is shown on page x.*)
4. To reinforce the exercise, trainer asks some participants to demonstrate how they arrived at their answers on the Child Growth Card Visual Aid.

5. Trainer asks participants to discuss any difficulties they had with the exercise. Trainer reminds participants of the importance of correctly plotting a child's channel because that tells the health status of a child. It is in this way that we know if a child is malnourished. Trainer encourages health volunteers to practice plotting channels at home.

 **Materials**

- Plotting the Weight and Channel Practice Sheet (one per participant)
- Plotting the Weight and Channel Answer Sheet (one per participant)
- Triangle rulers (one per health volunteer)
- Child Growth Card Visual Aid

## Exercise 26: Using the Information

🕒 Time - 20 minutes

### Objectives

- To be able to analyze the data learned from plotting a child's weight and channel on the Child Health Card
- To understand the need to convey the information learned from the plotting to a child's parents

### Process

1. Trainer asks participants to read aloud the points on Flip Chart O.

**Flip Chart O**  
**Using the Information**

**What happens after you have plotted the weight of a child?**

**Plotting a child's weight is one of the most important aspects of the Growth Monitoring Program because it tells us the health status of a child.**

**We already know that each channel shows the health and growth of a child:**

**When a child is in Channel A, he/she is healthy and growing well.**  
**When a child is in Channel B, he/she is mildly malnourished.**  
**When a child is in Channel C, he/she is severely malnourished.**  
**When a child is in Channel D, he/she is very severely malnourished.**

**If you cannot remember the above information, check it again at the bottom corner of the Child Health Card to make sure that you are giving the correct information to mothers.**

**Once you have found out in which channel a child is located, you must explain to the mother how healthy or weak the child is. It is important to speak to the mother in a way that does not make her worried or upset.**

2. Trainer asks participants to copy Flip Chart O into their notebooks.

### 📖 Materials

- Flip chart stand with prepared Flip Chart O

## Exercise 27: Counseling Mothers

⌚ Time - 20 minutes

### Objectives

- To know what to say to mothers after analyzing the health status of a child

### Process

1. Trainer asks participants the four question listed below, and writes their answers on the white board:

What do you say to the mother if a child is in Channel A?

What do you say to the mother if a child is in Channel B?

What do you say to the mother if a child is in Channel C?

What do you say to the mother if a child is in Channel D?

2. Trainer reviews the meaning of each channel by asking participants to read aloud again the points on Flip Chart L (*refer to page x*).

3. Trainer asks participants to read aloud Flip Chart P.

#### **Flip Chart P** **Counseling Mothers**

**If a child is in Channel A, congratulate the mother and tell her that her child is growing well. Tell her to keep up the good work, and remind her to bring her child to be weighed again in two months. Remind her to bring her Child Health Card.**

**If a child is in Channel B, tell the mother that her child is growing but that he/she is still slightly malnourished and may become sick easily. Advise the mother to feed the child more nutritious foods and more meals each day. Remind the mother to bring her child to be weighed again in two months and to bring her Child Health Card.**

**If a child is in Channel C, tell the mother that her child is seriously malnourished and needs help from the family and the health volunteer. Tell the mother that a special program will be started to help her child regain his/her health. Remind the mother to bring her child to be weighed again in two months and to bring her Child Health Card.**

**If a child is in Channel D, tell the mother that her child is very seriously malnourished and sick. Her child needs special care from family and the health volunteer. Tell the mother that a special program will be started to help her child regain his/her health. Remind the mother to bring her child to be weighed again in two months and to bring her Child Health Card.**

4. After discussing the points, trainer asks participants to copy the information in Flip Chart P into their notebooks.

 **Materials**

- Flip chart stand with prepared Flip Chart P and L
- White board and markers

**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 1: Counseling Mothers

⌚ Time - 30 minutes

### Objectives

- To practice discussing children's health status with mothers
- To increase participant skill and comfort level with counseling mothers

### Process

1. Trainer explains that the group will now practice counseling mothers so that they can learn how to discuss children's health status with mothers.
2. Trainer asks a health volunteer to come to the front of the room to act as a mother. Trainer explains that the trainer will play the role of a health volunteer. The health volunteer (played by the trainer) must tell the mother (played by the health volunteer) that her child is in Channel D.

Example of dialogue:

*Thank you for coming to the weighing today. Your child is very seriously malnourished and sick. Your child needs special care from the family and the health volunteers, who are going to start a special program to help your child regain her health. It is very important to bring your child to be weighed again in two months. Next time, please remember to bring you daughter's Child Health Card.*

3. After the role play, trainer asks for comments or questions.
4. Trainer divides participants into groups of four for the next role-playing exercise. Each person is instructed to play the role of a mother and of a health volunteer. While two members of a group are role playing, the other two should observe and make comments at the end. Participants are instructed to refer to their notebooks if they are unsure what to say.

### 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 28: The GMP Roster Book

⌚ Time - 10 minutes

### Objectives

- To know the purpose of the GMP Roster Book
- To know how to fill out the Roster Book

### Process

1. Trainer asks participants to read aloud the points on Flip Chart Q.

**Flip Chart Q**  
**What is a GMP Roster Book?**

**The GMP Roster Book is a book for each health volunteer to keep the list of all children under three years old for whom they are responsible. The list includes information about each child's weight and channel.**

**After the weighings, each health volunteer will record into the GMP Roster Book from the Weighing Slip the weight and channel of each child for whom they are responsible.**

2. Trainer asks participants to copy Flip Chart Q into their notebooks.
3. Trainer displays a GMP Roster Book Visual Aid which has been copied onto flip chart paper. (*A copy of the GMP Roster Book is shown on page x.*)
4. Trainer hands out one copy of the GMP Roster Book to each participant.
5. Trainer explains to participants how to fill out the roster book, showing where each column is located on the large copy of the roster book.

Column 1 - write the household number.

Column 2 - write the child's name. Each household has three lines, write the names of all of the children under three years on these lines.

Column 3 - write the mother's name.

Column 4 - put a tick in the column indicating the sex of the child.

Column 5 - write the date of birth of the child.

Column 6 - write the child's weight at birth (if available).


Column 7 - write the number and the date of each weighing of the Growth Monitoring Program in the correct column. Below this column, write the weight and channel of each child.

6. Trainer explains that the GMP Roster Book contains enough columns for monitoring a child's growth over the course of a year (six GMPs). At the end of a year, a new page must be added to the book in order to continue with the GMP.

 **Materials**

- Flip chart stand with prepared Flip Chart Q
- GMP Roster Books (one per participant)
- GMP Roster Book Visual Aid

## Exercise 29: Making a GMP Roster Book

 **Time - 15 minutes**

### **Objectives**

- For health volunteers to learn how to draw their own Roster Books

### **Process**


1. Trainer asks participants to divide into smaller groups.
2. Trainer hands out examples of a completed GMP Roster Book to each group.
3. Trainer hands out blank books to each health volunteer.
4. Trainer asks each health volunteer to make their own GMP Roster Book using the completed book as a model. Other participants may assist with this exercise or take a short break.

### **Materials**

- Completed GMP Roster Books (one per group)
- Blank books (one per health volunteer)

### **Helpful Hints**

## Exercise 30: Using the GMP Roster Book

 Time - 10 minutes

### Objectives

- To understand how the GMP Roster Book is used in the Growth Monitoring Program

### Process

1. Trainer asks participants to read aloud Flip Chart R.

**Flip Chart R**  
**Points to Note About the GMP Roster Book**

- a) When you go home this evening, copy the names of all the children under three years old for whom you are responsible from the Household Registration Book into your GMP Roster Book.
- b) After each weighing every two months, you will record the new weight and channel of each child under three years old for whom you are responsible.
- c) The GMP Roster Book will be used to follow the health and growth of children under three. After a period of time, we will be able to see how the children are growing by looking into this book.
- d) When new children are born into the area for which you are responsible, enter their names into the GMP Roster Book. Health volunteers should visit families at home to tell them about the GMP and to give them a Child Health Card.

2. At the end of the discussion, trainer asks participants to copy Flip Chart R into their notebooks.

### Materials

- Flip chart stand with prepared Flip Chart S

## Exercise 31: Review of GMP Tools

⌚ Time - 7 minutes

### Objectives

- To reinforce understanding of the four tools necessary to conduct the Growth Monitoring Program

### Process

1. Trainer asks participants to identify the four tools needed to do a GMP.

2. Trainer lists each tool and writes its use on the white board.

Tool #1 - The Scale - used to weigh the child.

Tool #2 - The Weighing Slip - used to record the name and weight of the child.

Tool #3 - The Child Growth Card - used to plot the weight of the child and counsel the mother about her child.


Tool #4 - The GMP Roster Book - used to record the official weight and channel of the child.

3. Trainer informs participants of the time and place of the next trainer. Trainer thanks participants and remains available for questions or discussion about the day's training.

## Day Three

### Growth Monitoring Program Training (continued)

#### Exercise 32: Review of Day Two

 **Time - 10 minutes**

#### **Objectives**

- To refresh participants' memories of important information covered in the training

#### **Process**

1. Trainer asks the following review questions with the participants, writing their answers on the white board:  
  
What is the Growth Monitoring Program?  
What are the four goals of the GMP?  
What are the four tools for the GMP?  
What should you say to mothers whose children are in Channel A? Channel B? Channel C? Channel D?
2. If necessary, trainer directs participants to review the correct answers to these questions in their notebooks (Flip Charts B, C, D and P).

#### **Materials**

- White board and markers

## Exercise 33: Plotting Weight and Channel

⌚ Time - 20 minutes

### Objectives

- To practice plotting the weight and channel of children
- To emphasize the importance of accurate plotting

### Process

1. Trainer divides participants into groups and hands out one Plotting the Weight and Channel Practice Sheet to each participant. (A copy of the practice sheet is shown on page x.)
2. Trainer asks participants to work together to fill out the five examples below on the Weight and Channel Practice Sheet:

A child born on December 7, 1994.  
Child's weight is 11.5 kg.  
The date of the GMP is August 1996.

A child born on April 16, 1995.  
Child's weight is 10 kg.  
The date of the GMP is August 1996.

A child born on October 8, 1994.  
Child's weight is 9.5 kg.  
The date of the GMP is August 1996.

A child born on October 30, 1995.  
Child's weight is 6.2 kg.  
The date of the GMP is August 1996.

A child born on May 1, 1996.  
Child's weight is 7 kg.  
The date of the GMP is August 1996.

3. At the end of the exercise, trainer hands out the Plotting the Weight and Channel Answer Sheets to each group so that they can check to see if they have filled out the information correctly. (A copy of the answer sheet is shown on page x.)
4. Trainer reviews exercise by asking participants questions such as the following:
  - ⇒ How many participants were able to do the exercise properly?
  - ⇒ What problems did you have?
  - ⇒ What solutions did you find?

⇒ Are there further questions?

5. Trainer emphasizes again the importance of accurate plotting. If any health volunteer is still having difficulty with this task, then they should ask for help from other group members.

 **Materials**

- Plotting the Weight and Channel Practice Sheet (one per participant)
- Plotting the Weight and Channel Answer Sheet (one per group)

**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 34: Listing the GMP Tools

🕒 Time - 10 minutes

### Objectives

- To reinforce understanding of the four tools necessary for carrying out the GMP

### Process

1. Trainer asks participants to read aloud the points on Flip Chart T.

**Flip Chart T**  
**Listing the Four GMP Tools**

**GMP tools needed for weighing:**

**Tool #1** - The scale, rope and basket or trousers for the scale.  
**Tool #2** - The weighing slips, a pen and a triangle ruler.  
**Tool #3** - The Child Health Cards.  
**Tool #4** - The Roster Book

**Special points to note:**

**Health volunteers must use information from the Household Registration Book to make sure each child under three has his/her own card.**

**Before the weighing day, each health volunteer should fill out the information on the front page of the Child Health Card and make an accurate monthly calendar for each child on his/her card.**

2. At the end of the discussion, trainer asks participants to copy Flip Chart T into their notebooks.

### 📖 Materials

- Flip chart stand with prepared Flip Chart T

## Exercise 35: The Weighing Site

⌚ Time - 20 minutes

### Objectives

- To know the criteria for selecting a Weighing Site
- To know how to set up a Weighing Site

### Process

1. Trainer explains that now that the participants understand the tools needed to implement the GMP program, they must now learn how to set up a Weighing Site. The Weighing Site must be arranged so that each tool can be used correctly and easily.

Criteria for selecting a good Weighing Site:

- \* The site should be centrally located and easily accessible.
- \* There should be places for mothers and children to sit.
- \* There should be a strong beam from which to hang the scale.
- \* The area should be comfortable, sheltered and clean.
- \* There should be a table next to the scale to record information on the Weighing Slip.
- \* There should be a table and chairs for plotting the weight and channel on the Child Health Card and for counseling mothers.

2. Trainer asks participants to read aloud Flip Chart U.

**Flip Chart U**  
**Setting Up a Weighing Site**

A Weighing Site has three areas:

- a) **The Waiting Area:** This is where the mothers and children sit when they arrive. When people arrive, health volunteers should welcome them and show them where to sit. While a mother is waiting, she can be given a Child Health Card for her child. When the health volunteer is ready to weigh the child, the mother is asked to take her child and the Child Health Card to the weighing area.
- b) **The Weighing Area:** At the weighing area, the health volunteer weighs the child and records his/her weight on the Weighing Slip. The mother then takes her child and the Child Health Card to the plotting and counseling area.
- c) **The Plotting and Counseling Area:** In this area, the second health volunteer plots the channel of the child and counsels the

**mother. This area should be away from the weighing station to avoid noise. There should be tables and chairs in this area.**


**After plotting the weight and channel of the child and counseling the mother, the second health volunteer will return the Child Health Card to the mother, reminding her to keep the card in a safe place and to bring it the next time she comes in for weighing day.**

**After the weighing, each health volunteer must enter the weights and channels of the children into the GMP Roster Book.**

 **Materials**

- Flip chart stand with prepared Flip Chart U

## Role Play 2: Working at the Weighing Site

 **Time - 20 minutes**

### **Objectives**

- To help participants feel comfortable with the activities of a Weighing Site

### **Process**

1. Trainer divides participants into two groups. Within each group, people will practice role playing as if they are working at a real Weighing Site. Some will be health volunteers and others will role play as mothers coming to the Weighing Site.
2. Each group should use the equipment in the training room to set up the waiting area, weighing area, and the plotting and counseling area. Participants should role play all of the activities conducted at the Weighing Site including weighing children, filling out the Weighing Slips, plotting on the Child Health Card and counseling the mothers.
3. Those participants not acting in a particular role play should observe the activities and write down their comments. These comments will be used for a group discussion at the end of the discussion. Observers should also check the Child Health Cards at the end of a weighing to see that they have been filled out correctly.
4. When the first group has finished their role play, the observers should now conduct their own role play. Those who acted in the first role play become the observers. After everyone has had a chance to be both an actor and an observer, the groups should return to their seats for discussion.
5. Trainer leads a discussion asking participants to comment on what they learned during the role-playing exercise.

### **Materials**

- Weighing Slips
- Child Health Cards
- Scales

## Exercise 36: Implementing the GMP

⌚ **Time - 40 minutes**

### Objectives

- To make community plans for implementing the Growth Monitoring Program

### Process

1. Trainer discusses with participants how other people in the community can help the health volunteers to implement the GMP. Some suggestions follow:

Local Community Leaders - Local leaders play an important role by helping the health volunteer inform people about the time and place of the GMP. On the weighing day, local leaders can help the health volunteers set up the site as well as assist with the weighing.

The Health Staff - The health staff's participation in the GMP is also very important as they can examine and treat sick children and help to advise the mothers.

2. Trainer asks participants to divide into community groups to plan how they will organize the weighings.
3. Trainer asks participants to write answers to the following questions:
  - ⇒ How many weighing centers do you need for each community?
  - ⇒ Which health volunteers will be working together to conduct the weighings?
  - ⇒ When and where will the weighing be held?
  - ⇒ Who will be responsible for informing the community about the weighing day? How will they inform people?
  - ⇒ Are there any special circumstances where someone should visit a family personally to inform them about weighing day?
4. Trainer thanks participants for attending the training and informs them of the date, time and place of the next training session. Trainer remains available for questions or comments about the day's training.



## Appendix A

### Warm-Up Exercises

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

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

##### Objectives

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

##### Process

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

#### Warm-Up Exercise 2: Observations

##### Objectives

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

##### Process

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

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

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

### **Objectives**

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

### **Process**

1. Trainer asks participants the following types of questions:

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

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

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

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

### **Objectives**

- To relax and entertain

### **Process**

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

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

### **Objectives**

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

### **Process**

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

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

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

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

#### **Objectives**

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

#### **Process**

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

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

#### **Objective**

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

#### **Process**

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

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

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

#### **Objectives**

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

#### **Process**

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

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

#### **Objectives**

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

#### **Process**

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