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Strengthening Partnerships, Results, and Innovations in Nutrition Globally

Nigeria: Complementary Feeding and Food Demonstration Training

Facilitator's Guide

OCTOBER 2016

About SPRING
The Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project is a six-year USAID-funded cooperative agreement to strengthen global and country efforts to scale up high-impact nutrition practices and policies and improve maternal and child nutrition outcomes. The project is managed by JSI Research & Training Institute, Inc., with partners Helen Keller International, The Manoff Group, Save the Children, and the International Food Policy Research Institute.

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We have helped create what we hope is a useful curriculum for projects, civil society organizations, and community volunteers in Nigeria. While this curriculum has been adapted for use in Cross River and Akwa Ibom states, we hope this will serve as a guide for further adaptations to different state and community contexts in the future.

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Contents

Abbreviations and Acronyms

EED	environmental enteric dysfunction
JSI	JSI Research & Training Institute, Inc.
SPRING	Strengthening Partnerships, Results, and Innovations in Nutrition Globally project
USAID	United States Agency for International Development
WASH	water, sanitation, and hygiene
WHO	World Health Organization

Introduction to the Complementary Feeding Training Package

This facilitator's guide is the first component in a training package on food demonstrations for complementary feeding that includes—

- Nigeria: Food Demonstration Training Facilitator's Guide
- Nigeria: Complementary Feeding Manual
- Nigeria: Food Demonstration Manual
- Nigeria: Complementary Food Demonstration Training Handouts
- Nigeria: Complementary Food Demonstration PowerPoint Slides
- Nigeria: Food Demonstration Recipe Cards.

All materials related to the *Nigeria Complementary Feeding Training Package* may be found on the SPRING website: https://www.spring-nutrition.org/countries/nigeria.

Note: For guidance on how to roll out a complementary feeding training, please see the *WINNN Complementary Feeding Training Strategy*. For more information, contact Dr. Liman Mohammed, National Programme Manager-WINNN at mohammed.liman@savethechildren.org.

Session 1: Introduction to the Food Demonstration Training

Session Objectives

By the end of the session, participants will be able to—

- identify the other participants in the training
- apply group norms that will be followed during the training
- familiarize themselves with the manuals that will be used during the training.

Time: 60 minutes

Materials

- Name tags, name tents, and markers
- Pen for each participant
- Blank paper for each participant.

Flipcharts

1. Instructions for Group Activity
2. Years of Experience (title only)
3. Group Norms (title only).

PowerPoints

1. Session Title
2. Goal and Objectives
3. Manual Questions
4. Pre-Test Questions.

Handouts

1. *Complementary Feeding Manual*
2. *Food Demonstration Manual* and *Food Demonstration Recipe Cards.*

Trainer Preparation

Before the Session

Facilitator should make sure that the following flipcharts remain available and posted at the start of each day of the workshop; they will be referred to on a regular basis throughout the duration of the workshop:

- Year of Experience[1]
- Group Norms.

[1] Throughout this manual, you will see references to flipcharts and PowerPoint presentations. If you cannot obtain a projector, you can create flipcharts of the information that appear on the slides. If you have a limited amount of flipchart paper, some of the flipcharts can be reduced or eliminated. This particular one, "Years of Experience," is nice to have but not mandatory.

Learning Activities Summary

Title	Type	Time
1. Welcome Remarks and Introductions	Lecturette and group activity	15
2. Group Norms	Interactive lecturette	5
3. Pre-Test	Individual exercise	25
4. Introductions to the Manual	Interactive lecturette	15

Learning Activities

Name Tag and Tent

As participants enter the training room, one facilitator should greet each one and ask him/her to make a name tag to wear and a name tent for his/her seat. Make sure they use a marker so the writing can be seen easily by the facilitators.

Welcome Remarks and Introductions – Lecturette and Group Activity – 15 minutes

Welcome

Start the workshop by welcoming participants and introducing yourself and the other facilitators. Tell participants that if they have any administrative questions, concerns with the venue, or problems, to please let the workshop administrator (introduce him/her) know so that s/he can help solve the problem or guide them in the right direction.

Introductions

Tell participants that we will now spend a little time introducing ourselves. We will go around the room and each one of us will address what is written on this flipchart.

Display the poster Instructions for Group Activity.

1. Name
2. Title
3. Place of work
4. Years of experience working in nutrition
5. What skills or experience do you bring to the workshop?
6. Your favourite activity other than work.

Note: As participants introduce one another, the facilitator should write on **Flipchart 1: Years of Experience** the number of years of nutrition experience for each participant. Facilitators should also take note of the responses to question 5 regarding the special skills and knowledge that participants are bringing to the training.

Summarize this activity by telling the participants the total number of years of experience represented in the room.

Tell participants that each of them has particular skills and experiences that should be shared with the others during the workshop.

The facilitator should highlight a couple of the skills and experiences that were mentioned during the presentations.

Group Norms – Interactive Lecturette – 5 minutes

Display flipchart **Group Norms**. Tell the participants it will be helpful if we can establish some "ground rules" for working together effectively and without distractions.

Ask the participants to propose rules or guidelines for the training.

For each norm that is proposed, check if there is consensus; then note the norm on the flipchart. Seek clarification (if needed) to reach group consensus. However, do not spend more than 5 minutes generating this list or reaching consensus. These rules should include:

- Wear name tags every day.
- Do not sit in the same place every day.
- Start trying to name everyone in the room.
- Listen carefully to everyone's ideas.
- Turn mobile phones on silent or off.

When the list is complete, post the sheet near the entrance/exit door where it can be seen easily and referred to as needed during the workshop.

Ask the participants if they have any questions.

Goal and Objectives – Large Group Discussion – 5 minutes

Ask participants why they came to the workshop. Some may not know why they came and some may not know in any detail what the workshop is about.

Display Slide 2: Goal and Objectives. Have one participant read the goal. Have another participant read the first objective. Have other participants read each of the remaining objectives. After all of them have been read, ask the participants if they have any questions about the goal and objectives for this workshop.

Goal: Participants will understand how to provide complementary food to children ages 6 to 24 months.

Objectives:

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

1. Describe recommended feeding practices through the first two years of life and demonstrate use of possible counseling discussion points and technical materials.
2. Describe various aspects of appropriate complementary feeding for children ages 6 to 24 months.
3. Explain optimal complementary feeding practices and how to complement breastmilk with family foods.
4. Give practical help to a mother, father, or caregiver in preparing complementary foods for a baby over 6 months using foods available in the home or community.
5. Demonstrate appropriate counseling skills to convey key complementary feeding messages and help mothers, caregivers, family, and community members adopt optimal complementary feeding behaviours.
6. Demonstrate hygienic and appropriate complementary food preparation for mothers and caregivers using locally available foods.

Pre-Test – Individual Exercise – 20 minutes

Tell participants that they will now take a pre-workshop test. This exercise will assess how much knowledge they already have on the subject. At the end of the training, there will be a post-test. Comparing the two results will show us how much a participant learned during the training.

Display Slide 3: Pre-test.[2] Ask participants to answer the pre-test questions on a blank sheet of paper, number the questions, and put their name on the page.

Tell participants that they should read the instructions carefully. This test is designed to capture their knowledge, so it is important that they complete it individually.

Tell participants that they have 15 minutes to complete the test. They should mark as many of the questions as they can *True* or *False*. Answers are below in italics.

1. Good nutrition is essential to children, adults, and the elderly.
   True
2. Young girls need special attention regarding good nutrition.
   True
3. The nutritional status of a pregnant woman has nothing to do with the nutritional status of her newborn baby.
   False
4. All pregnant women should eat one extra nutritious meal and snacks daily.
   True
5. Breastfeeding mothers do not need to eat extra meals to adequately breastfeed their babies.
   False
6. On hot days, babies can hardly survive on breastmilk alone.
   False
7. Complementary foods are better introduced from the age of 4–5 months.
   False
8. At 6 months, the first foods the baby takes should have the texture of breastmilk so that he can swallow them easily.
   False
9. A 7-month-old baby should be fed meals and snacks 3–4 times a day.
   False
10. Meat, eggs, and fish can cause abdominal pains if given to babies 9–12 months old.
    False
11. Good complementary food should consist of items from all the food groups available in the country.
    True
12. Water from wells is always clean and safe.
    False
13. Adding groundnut or soya beans to local pap increases its energy content.
    True
14. Breastmilk is not safe for children 20–24 months old.
    False
15. Food demonstrations can only be done by health providers.
    False

[2] If you can, it would be better to print these questions as a handout.

Note: At the end of the 15 minutes, collect the test. These tests will have to be graded and the scores recorded to be used at the end of the training to track the participants' learning.

Introduction to the Manuals – Scavenger Hunt – Interactive Lecturette – 15 minutes

Tell participants that we will now take a quick look at the two manuals we will be using during the training.

Distribute a copy of each manual to the participants.

Tell participants to form pairs and look through the manuals to become familiar with them. As they go through the manuals in pairs, they should answer the following questions on a piece of paper:

Display Slide 4: Manual Questions[3] (Click only once in the PowerPoint; subsequent clicks reveal answers.)

a) What are the titles of the manuals?
    a. *Complementary Feeding Manual*
    b. *Food Demonstration Manual*

b) How many sections can you identify in the *Complementary Feeding Manual*?
    a. Eight sections (nine if you count the "*Complementary Feeding Manual* introduction")

c) What are the two main topics addressed in the *Food Demonstration Manual*?
    a. Demonstrations
    b. Complementary feeding

d) Which recipe is the most delicious?
    a. Depends on your taste!

Give the participants a couple of minutes to look for the answers.

Review the exercise by asking the participants for their answers.

Click on the slide again to review the answer. Repeat until all questions are addressed.

Ask the participants if they have any questions.

Tell participants that we are going to refer to these manuals as we go through the rest of the workshop.

Thank them for their time and move on to the next item on the agenda.

[3] If you can, it would be better to print these questions as a handout.

Session 2: Complementary Feeding

Session Objectives

By the end of the session participants will be able to—

- define complementary feeding
- explain the different diets for children, according to their age
- name the different food groups.

Time: 90 minutes

Materials

- Flipchart paper
- Markers.

Flipcharts

1. Staples
2. Legumes
3. Vitamin A-rich fruits and vegetables
4. Animal source foods
5. Oil and fat.

PowerPoints

1. Session Title
2. Definition of Complementary Feeding
3. Energy Needs in Children
4. Food Groups
5. Nutritional Needs Questions
6. What is AFATVAH?
7. Session Review Questions.

Handouts *Complementary Feeding Manual* (if not already distributed)

Trainer Preparation

Before the Session

Facilitator should prepare:

- The five flipcharts for the exercise in Activity 2
- Post the five flipcharts with the titles covered.

Learning Activities Summary

Title	Type	Time
1. What is Complementary Feeding?	Interactive lecturette	15
2. Types of Locally Available Foods	Group activity	30
3. Nutrition in Children	Interactive lecturette	30
4. Recommended Complementary Feeding Practices	Interactive lecturette	10
5. Session Summary	Interactive lecturette	5

Learning Activities

What is Complementary Feeding? – Interactive Lecturette – 15 minutes

Tell participants to look at the title of the session, Complementary Feeding.

Ask participants if they have heard of "complementary feeding" before. What does it mean?

Take several anwers from the participants and write them on a flipchart.

Display Slide 2: Definition of Complementary Feeding

> **Complementary feeding** means giving foods in addition to breastmilk. Complementary feeding should begin when an infant is 6 months old because breastmilk alone is no longer sufficient to meet his or her nutritional needs.

Compare the participants' definitions to see which one is the closest to the definition on the slide.

Tell participants that for the purposes of this training, we will use the definiton that is displayed on the slide.

Ask participants if nutrition needs vary according to an infant's age.

Participants should answer "yes."

Display Slide 3: Energy Needs in Children (one click only)

- Breastmilk supplies all a child's energy needs.
  - **from 0 up to 6 months**
- Breastmilk continues to supply about half a child's energy needs; the other half must be met with complementary foods.
  - **from 6 up to 12 months**
- Breastmilk continues to supply about one-third of a child's energy needs; the remainder must be filled with complementary foods.
  - **from 12 up to 24 months.**

Ask participants if they know the age range for the descriptions that are displayed.

After the participants' suggestions, click on the slide again to reveal the correct answers.

Types of Locally Available Foods – Group Activity – 30 minutes

Tell participants that we will now talk about types of locally available foods. However, first we need to determine their groups.

Display Slide 4: Food Groups

How many food groups are there? **Five.**

The groups are 1) staples 2) legumes 3) vitamin A-rich fruits and vegetables 4) animal-source foods, and 5) oil and fat.

Set Up the Exercise

Tell participants that we will now do a quick exercise to list examples for each food group.

Show the participants the five flipcharts[4] that are hanging around the room. Tell the participant closest to each chart to unfold it so others can see the title. They will notice that there is one flipchart per food group.

Tell the participants to count off by 5 (i.e., I, 2, 3, 4, 5). Remind them not to forget their number. Assign each flipchart a number and have the people with that number go to that flipchart.

Explain that their task is to write down as many local examples as they can think of for their assigned food group. Tell them to appoint someone who will present the group's answers

Tell participants that they will have five minutes to write them down.

Process the Exercise

When the five minutes are up, request that all except the presenters take their seats.

Start by having the presenter of the group read:

1. the name of their food group
2. their examples of foods in that group.

Ask participants the following questions:

- Do you agree with the examples listed?
- Do some of these examples belong on other flipcharts? (If so, have the presenter move the example to the correct chart.)
- Can you think of more examples that could be added?

Repeat the process described above for each group.

Summarize this activity by telling participants that we were able to produce an extensive list of local food examples for each food group. Tell them that these charts will remain on the wall so they can look at them during the breaks or at the end of the day.

Ask participants if they have any questions.

Nutrition in Children – Interactive Lecturette – 30 minutes

Tell participants that the nutritional needs of infants vary according to their age.

Remind them that earlier we looked at the energy needs of children of different age ranges.

[4] This is an example where having flipchart paper makes the exercise fun and is useful. If you do not have flipchart paper, the small groups could write on a sheet of paper and then present their answers verbally.

Display Slide 5: Nutritional Needs Questions

What are the nutritional needs of children 0–6 months and 6–24 months? Why?
When should iodized salt be added to a baby's diet?
What are some good sources of iron?
When should flavour enhancers be used in complementary feeding?

Discuss each question with the participants. Tell them that they can find the answers to these questions in their manual.

Note: Below are notes that the facilitator can use to discuss the questions.

What are the nutritional needs of children 0–6 months and 6–24 months? Why?

0–6 months

Infants should be breastfed within 30 minutes of birth. Exclusive breastfeeding should be practiced for the next six months—that means no water, juice, or food. Breastmilk provides infants with all the nutritional requirements for growth and development.

6–24 months

Exclusive breastfeeding will no longer be sufficient to meet all the nutritional requirements of an infant over six months, and timely, adequate complementary food should be introduced to the child.

Complementary feeding along with breastmilk is recommended for children between 6 and 24 months. It is characterized by the soft or semi-soft consistency of food, the number of times a child is fed, the quantity fed, as well as the person who feeds the child.

Complementary food is prepared in the most hygienic conditions so as to avoid contamination, which could cause the child to become sick.

When should iodised salt be added to a baby's diet?

Use iodised salt in preparing family foods, but do not add salt to the baby's meals so s/he can get used to the natural flavour of the food.

What are good sources of iron?

Good sources of iron are animal foods, such as liver, lean meats, and fish. Some vegetarian foods, such as legumes, contain iron. Plant sources, such as beans, peas, lentils, and spinach, are also a source of iron.

When should flavour enhancers be used in complementary feeding?

Flavour enhancers, including stock cubes, are not recommended in complementary foods.

Display Slide 6: What is AFATVAH? (Title only)

What is AFATVAH?

Factors to consider for complementary feeding:

A = Age of infant/young child

F = Frequency of feeding

A = Amount of foods

T = Texture (thickness/consistency)

V = Variety of foods

A = Active or responsive feeding

H = Hygiene.

Ask participants if they can answer the question, recognizing that they are unlikely to be able to do so.

After several contributions, click on the slide to reveal "Things to remember…"

Ask participants if they know what the acronym stands for. Some participants may have heard it before.

As participants contribute, click on the slide to reveal the answers.

Recommended Complementary Feeding Practices – Interactive Lecturette – 10 minutes

Tell participants to locate the Recommended Complementary Feeding Practices table in the manual.

Explain to participants that the table is divided into two main sections: Age and Recommendations.

Ask participants how many subsections are there under the Recommendations section and what are the titles?

Participants should respond **four**:

1. frequency
2. amount of food an average child will usually eat at each meal
3. texture
4. variety.

Instruct the participants to read the table. After a couple of minutes, ask them to answer the following questions:

For a child 6–9 months, how much food should be in each feeding/serving?

2 to 3 tablespoonfuls per feeding, increasing gradually to half of a 250 ml cup/bowl

For a child 9–12 months, what should the texture be like?

Finely chopped family foods and fruits and vegetables

For a child 12–24 months, what should the frequency of meals be?

3 to 4 meals, plus breastfeeding, 1 to 2 snacks may be offered.

Tell participants that they should remember to refer to this table when they need to know the frequency, amount, texture, and variety of foods to feed a child/infant.

Session Summary – Interactive Lecturette – 5 minutes

Remind participants that during this session we—

- defined complementary feeding
- explained the different diets of children according to age
- named the different food groups.

Tell participants that we will now see if we can answer the following questions.

Display Slide 7: Session Review Questions (one click to reveal questions)

1. Define complementary feeding
    a. Giving food in addition to breastmilk when an infant is 6 months old.
2. Can you give complementary food to a 4-month old infant?
    a. NO!
3. Name the five different food groups. Give examples of at least two of the foods found in your community
    a. Staples, legumes, vitamin A-rich fruits and vegetables, animal source foods, and oil and fat.
4. What factors should be considered when making complementary food?
    a. Frequency, the amount of food an average child will usually eat at each meal, texture, and variety.

Click on slide again to reveal the correct answers.

Ask participants if they have any questions on the content that was covered during this session.

After addressing their questions, thank the participants for their time and move on to the next activity on the agenda.

Session 3: Water

Session Objectives

By the end of the session participants will be able to—

- define safe water
- list methods of disinfecting water
- name waterborne diseases.

Time: 60 minutes

Materials

- Flipchart paper
- Markers.

Flipcharts

None.

PowerPoints

1. Session Title
2. What is Safe Drinking Water?
3. Storage of Safe Drinking Water
4. Household Water Disinfection
5. Household Water Disinfection Exercise
6. Household Water Disinfection: filtration through cloth
7. Household Water Disinfection: filtration through clay vessel
8. Household Water Disinfection: boiling
9. Household Water Disinfection: treatment with chlorine
10. Household Water Disinfection: solar disinfection
11. Summary.

Handouts

1. *Complementary Feeding Manual* (if not already distributed)
2. Waterborne Diseases.

Trainer Preparation

Before the Session

Facilitator should:

1. Review the PowerPoint slides.
2. Review the individual exercise for Activity 2.
3. Prepare the four water disinfection stations for the participants.

Learning Activities Summary

Title	Type	Time
1. Definition of safe drinking water	Interactive lecturette	10
2. Water-related diseases	Individual activity and discussion	15
3. Water Treatment	Group activity and interactive lecturette	30
4. Session Summary	Interactive lecturette	5

Learning Activities

Definition of safe drinking water – Interactive Lecturette – 10 minutes

Tell participants that during this session we will talk about water, its importance in our lives, methods of obtaining safe water, and the risks of using unsafe water.

Ask participants: Why is water so important in our lives?

After several contributions, summarize their answers by saying that we need water for drinking and cooking, personal hygiene, cleaning, and gardening.

Ask a participant: How much water do you think you use on an average day?

After the participant responds, say the average person needs between 20 and 40 liters a day to take care of his/her daily needs: drinking, hygiene, and cleaning.

Display Slide 2: What Is Safe Drinking Water?

> **Safe drinking water** is water free from biological, physical, and chemical contaminants.
>
> **Note:** Safe drinking water should also meet standards of acceptability, meaning the taste, odor, and appearance of the water should appeal to consumers (the people who use it).

Ask participants if they can answer the question on the slide.

After several responses from the participants, click once on the slide to reveal the definiton that we will use.

Tell participants that, at times, water may be safe to drink, but people will not do so because it does not appeal to them.

Ask participants if they would drink safe water that was a little cloudy, or had a smell, or a strange taste.

Most, if not all, participants should reply, "No."

After the participants respond, click on the slide again to reveal: "Note: water should meet standards of acceptability."

Ask participants if they have any questions on the importance of water and the definition of safe drinking water.

Storing Safe Drinking Water

Ask participants how safe drinking water can be kept from contamination.

Participants should respond that it should be transported and stored properly.

Tell participants that safe drinking water can be recontaminated during transport or storage.

Ask participants if they can list some of the ways that safe drinking water can be recontaminated during transport or storage. Below is a list:

Peoples' dirty hands, insects, and animals, and dirty collection or transport containers

Tell participants that to reduce the risk of recontamination of safe drinking water, the following are recommended:

Display Slide 3: Storage of Safe Drinking Water

1. Each household should have at least two clean water collecting containers of 10–20 litres each, plus enough clean water storage containers to ensure there is always water in the house.
2. Water collection and storage containers should have narrow necks and/or covers, or other safe means of storage, drawing, and handling. Narrow-neck designs or capped containers are used to ensure that people's hands do not enter the water container and contaminate the water.

Ask participants if they have any questions.

After addressing their questions, move on to the next activity.

Water-Related Diseases – Individual Activity and Discussion Activity – 15 minutes

Ask participants what would happen if we used water that is not safe to drink.

Participants should answer that we would run the risk of becoming ill.

Tell participants that they will now do a quick exercise to identify waterborne illnesses or conditions that contribute to them.

Distribute Handout 1: Waterborne Diseases

Ask the participants to read the instructions carefully. They have five minutes to complete the exercise.

Remind them that this is an individual exercise.

Review the exercise

Note: The facilitator can use the copy of the exercise with the answers located at the end of this session to facilitate the review.

After five minutes, call time.

Tell the participants that to process this exercise we will do the following:

1. A volunteer reads the definition.
2. The volunteer then shares the term they selected for the definition.
3. All participants say whether they agree or disagree with the selection.

Repeat the steps until all the definitions and terms are matched.

Ask participants if they have any questions.

After addressing their questions, move on to the next activity.

Water Treatment – Group Activity and Interactive Lecturette – 30 minutes

Tell participants that now that we have discussed the diseases that could occur when unsafe water is used, we will talk about methods to make water safer.

Ask participants if they know of any methods to treat water in their homes.

Write the participants' contributions on a flipchart.

Display Slide 4: Household Water Disinfection

1. Filtration
2. Boiling
3. Treatment with chlorine
4. Solar disinfection.

Compare the participants' list to the one on the slide.

Group Demonstrations

Tell participant that we will discuss each of the disinfection methods in more detail.

Explain we will break into four groups, with each group demonstrating the proper way to disinfect the water according to its assigned method.

Complete the following steps to prepare the demonstrations:

1. Divide participants into four groups.
2. Assign a group to each station.

Stations

Filtration through Cloth (or filtration through clay vessel)

- Place a thin white cotton cloth over the opening of a jar or vessel.
- Pour water obtained from sources such as wells or streams through the cloth and let the water trickle into the jar or vessel below.
- Filtered water must then be boiled to make it safer.
- This process is ideal for filtering raw water containing impurities, such as plant debris, insects, dust particles, or coarse mud particles.
- This process is not suitable for very unclear water.

Filtration by Boiling

- Fill a clean container or pan with water.
- Place the container or pan over a heat source and boil the water in the pan until big bubbles appear.
- After boiling, the water should be stored in a clean and covered container, and handled carefully (no utensils should be brought in contact with the water, to minimise the risk of recontamination).

Treatment with Chlorine[5]

- Follow the instructions as directed on the product label of dilute sodium hypochlorite.
- Stir, and wait 30 minutes before drinking.

Solar Disinfection

- Fill 75cl–1 litre plastic bottle with clear water.
- Shake the bottles to oxygenate (enrich with oxygen).
- Place the bottles on a roof or rack for six hours (if sunny) or two days (if cloudy).
- Afterward, the water from the bottles can be consumed directly.

[5] Aqua tab can also be used.

Display Slide 5: Household Water Disinfection Exercise

1. Use the materials provided to prepare a demonstration for the entire class on how to effectively disinfect drinking water using the method assigned to your group.
2. Write down the steps in the order of how you do them.
3. After rehearsing the steps your team has developed, present the process of disinfecting drinking water and properly storing the clean water to the class, using instructions and demonstrations together.
4. At the end of your demonstration, be prepared to name one waterborne disease.
5. Also, be prepared to present one way that households in your community can improve current water disinfection and storage practices.

Tell participants that they can locate treatment instructions in their manuals.

Tell the groups that they have 15 minutes to prepare their demonstrations.

At the end of the 15 minutes, call time and tell the participants that we are now going to start the demonstrations.

Have one of the groups conduct their presentation. As the group does their presentation, make sure they cover the following points:

1. Group properly presents how to effectively disinfect water using the assigned method.
2. Name one waterborne disease.
3. Identify one way households in their community can improve water quality and storage at home.

Use the information on **slides 6–10: Household Water Disinfection: [Method]** as reference, as needed. Repeat the process until each group has given its demonstration.

Ask participants if they have any questions on the disinfection methods that were presented.

After addressing their questions, move on to the next activity.

Session Summary – Interactive Lecturette – 5 minutes

Remind participants that during this session we—

- defined safe water
- listed methods of disinfecting water
- named waterborne diseases.

Tell participants that we can summarize this session by saying:

Display Slide 11: Summary (one click to reveal questions)

- Clean and safe water is essential for a healthy life and development.
- After collecting water, the water should be made safe at home by boiling, filtering, or treating with chlorine (or an aqua tab).
- Impure water can cause diseases such as diarrhoea and cholera and can also lead to death. Although water may look clean, it is often dirty. To ensure the water is safe for drinking, one of the above methods should always be used for drinking and cooking.

Ask participants if they have any questions on the content covered during this session.

After addressing their questions, thank them for their time and move on to the next activity on the agenda.

Waterborne Diseases
(Facilitator Copy)

Instructions: Write the name of the waterborne disease next to its definition. You will find the diseases listed at the bottom of the page.

Cholera	Acute bacterial infection of the intestinal tract. It causes severe attacks of diarrhoea, which without treatment, can quickly lead to acute dehydration and death.
Undernutrition	Mounting evidence suggests that poor water, sanitation, and hygiene (WASH) conditions, including contaminated water, can contribute to this condition through three main pathways: diarrhoea, intestinal worm infections, and environmental enteric dysfunction (EED).[6] EED is the chronic damage to the intestinal lining caused by continuous consumption of high bacteria loads.
Diarrhoea	Caused by a variety of micro-organisms, including viruses, bacteria, and protozoans. Diarrhoea causes a person to lose both water and electrolytes, which leads to dehydration and, in some cases, death. Ingestion of food or water contaminated with excreta is the main cause of this type of childhood disease.
Intestinal worms	People become infected with intestinal parasites (also known as helminths) through contact with soil that has been contaminated with faeces from an infected person, or by eating contaminated food.
Arsenicosis	Long-term exposure to low concentrations of arsenic in drinking water causes painful skin keratosis (hardened lesions) and can result in cancers of the skin, lungs, bladder, and kidney.
Typhoid fever	Bacterial infection caused by ingesting contaminated food or water. Symptoms are characterized by headaches, nausea, and loss of appetite.
Guinea-worm disease	People contract the disease (also known as dracunculiasis) when drinking water contaminated with the Dracunculus larvae. The larvae mature into large (up to a metre long) adult worms and leave the body after about a year, causing debilitating ulcers.

- **Guinea-worm disease**
- **Cholera**
- **Undernutrition**
- **Diarrhoea**
- **Typhoid fever**
- **Arsenicosis**
- **Intestinal worms**

[7] UNICEF, USAID, and WHO (2015). *Improving Nutrition Outcomes with Better Water Sanitation & Hygiene: Practical Solutions for Policies and Programmes.* http://apps.who.int/iris/bitstream/10665/193991/1/9789241565103_eng.pdf

Session 4: Sanitation and Hygiene

Session Objectives

By the end of the session participants will be able to—

- define sanitation
- list methods by which germs spread
- list hygiene rules
- list diseases caused by poor sanitation
- discuss methods of hygienic faecal disposal.

Time: 30 minutes

Materials

- Flipchart paper
- Markers
- 2 bowls
- Clean water
- Bar of soap.

Flipcharts

None

PowerPoints

1. Session Title
2. Definition of Sanitation
3. Spread of Waterborne Germs
4. Proper Handwashing
5. Tips on Hygiene.

Handouts

Complementary Feeding Manual (if not already distributed)

Trainer Preparation

Before the Session

Facilitator should:

Set up handwashing station; include a copy of the steps for the participants to follow.

Learning Activities Summary

Title	Type	Time
1. Sanitation	Interactive lecturette	5
2. Rules of Hygiene and Sanitation	Group activity and discussion	20
3. Session Summary	Interactive lecturette	5

Learning Activities

Sanitation – Interactive Lecturette – 5 minutes

Tell participants that during this session we will talk about sanitation and hygiene.

Ask participants what we mean by sanitation.

Write the participant's definition on a flipchart. After several contributions, thank the participants for their answers.

Display Slide 2: Definition of Sanitation

Sanitation generally refers to the provision of facilities and services for the safe disposal of human urine and faeces.

Note: The word "sanitation" also refers to the maintenance of hygienic conditions, through services such as garbage collection and wastewater disposal.

Compare the participants' definitions to those on the slide. Highlight any similarities.

Tell participants that for this training, we will use the definition that appears on the slide. Remind participants that they will also find this definition in the manual.

Ask participants: What are some consequences of poor sanitation?

After listening to their responses, summarize that diseases, such as cholera, diarrhoea, worms, and typhoid fever, are caused by germs present in stools.

Ask participants how these diseases could be transmitted in conditions of poor sanitation.

Display Slide 3: Spread of Waterborne Germs

Waterborne germs are spread in different ways:

1. Person to person through hands, dust, food, water, and flies.
2. Stools that get directly into water used for drinking, washing, cleaning, and bathing.

Human faeces contain millions of disease-causing organisms.

Tell participants that number 2 (above) is a major contamination source for water, households, and communities because faeces contain pathogenic organisms. The proper disposal of faeces is vital to sanitation. All faeces should be rinsed into a toilet or latrine and hands should be washed immediately.

Remind participants that proper sanitation will protect against these diseases, which can be life threating to those infected.

Ask participants if they have any questions.

After addressing their questions, move on to the next activity.

Rules of Hygiene and Sanitation – Group Activity and Discussion – 20 minutes

Tell participants that they will now do a quick exercise to identify good hygiene and sanitation practices.

Set Up the Exercise

Divide the participants into three groups.

Assign each group a flipchart (or they can write on a sheet of paper if flipchart paper is not available).

Tell the groups that in the next five minutes they should write as many good practices for hygiene and sanitation as they can think of on the flipchart.

Review the Exercise

At the end of five minutes, call time.

Tell participants to hang the chart on the wall so everyone can see it.

Tell them that we are now going to review the answers on the flipcharts.

Explain to participants that in the facilitator's notes you have good practices that you expect to be on their flipcharts. You are going to read through them, and as you do, each group should check each practice mentioned off their list. Tell participants that they cannot add a practice that is not already on the chart.

Tell them that, at the end, we will see which group has the most "correct" good practices.

Note: Below are 15 good practices that the facilitator should read and use to evaluate the flipcharts.

1. Maintain a clean environment in the home, free of soil and animal faeces, by sweeping, cleaning, and mopping.
2. Keep infants and children off of soil. Keep them out of reach of animal faeces, soil, or contaminated items that they may want to place in their mouth.
3. Throw refuse into a dust bin.
4. Burn and bury refuse.
5. Always disinfect your rooms and toilet.
6. Keep food covered at all times.
7. Wash your hands with soap or ash before and after eating.
8. Keep latrines clean and covered at all times.
9. Do not pass stool in a river, stream, or open space—or within 30 metres of one.
10. Where there is no toilet, dig and bury stool to prevent flies and contamination.
11. Wash your hands with soap or ash after going to the toilet.
12. Wash spoons, plates, and other utensils with soap, and cover in a clean rack.
13. Avoid spitting around your room and surrounding areas.
14. Take people with diarrhoea or cholera to a health clinic or hospital immediately.
15. Wash fruits and vegetables with disinfected water before eating.

Note: Once you have completed reading the list; determine the winning team by seeing who has the most correct responses.

Announce the winning team, and request that two members of that team come to the front of the room.

Tell participants that as a prize, these two participants will give a quick demonstration on the proper way to wash one's hands.

Tell participants to take their seats while you help these two volunteers set up for their demonstration.

Note: Take the two participants over to the handwashing station that should be set up. Tell them that all they need to perform the demonstration has been provided. They will also have a copy of the handwashing steps available to follow.

Tell participants that our volunteers will now describe and demonstrate the proper way to wash one's hands.

Display Slide 4: Proper Handwashing

Methodology

1. Use a clean bowl with clean water.
2. Have someone help you pour water from a bowl onto both your hands.
3. Wash your hands with soap, including fingernails and between your fingers.
4. Allow for lather to form.
5. Rinse with water into a sink or a bowl.
6. Pour out dirty water, rinsing the sink or bowl after use.
7. Allow hands to air dry. (DO NOT USE A DIRTY NAPKIN/TOWEL).

Note:

- Do not wash hands inside the bowl or bucket.
- Discard dirty water from the bowl as soon as you are done washing your hands.

After the participants have completed the demonstration, thank them.

Tell participants that they can find the steps in their *Food Demonstration Manual*.

Session Summary – Interactive Lecturette – 5 minutes

Remind participants that during this session we—

- defined sanitation
- listed methods by which germs spread
- listed hygiene rules
- listed diseases caused by poor sanitation
- discussed methods of hygienic faecal disposal.

Tell participants that the following tips summarize the lecturette:

Display Slide 5: Tips on Hygiene

1. Wash hands with soap or ash before cooking and feeding and after going to the toilet or cleaning a baby's bottom.
2. Cover foods before and after preparation to avoid contamination.
3. Avoid rats, cockroaches, and other insects.
4. Wash all utensils immediately after use to reduce the possibility of attracting rodents and insects.

Ask participants if they have any questions on the content covered during this session.

After addressing their questions, thank them for their time and move on to the next activity on the agenda.

Session 5: Food Safety

Session Objectives:

By the end of the session participants will be able to—

- explain food safety
- list the five keys to safer food.

Time: 60 minutes

Materials

1. Flipchart.

PowerPoints

1. Session Title
2. Definition of Food Safety
3. Hazards linked to Food Safety
4. The Five Keys to Safer Food
5. The Five Keys to Safer Food Exercise.

Handouts

Complementary Feeding Manual (if not already distributed)

Trainer Preparation

None

Learning Activities Summary

Title	Type	Time
1. Food Safety	Interactive lecturette	10
2. The Hazards Linked to Food Safety	Interactive lecturette	10
3. The Five Keys to Safer Food	Group activity and discussion	35
4. Session Summary	Interactive lecturette	5

Learning Activities

Food Safety – Interactive Lecturette – 10 minutes

Tell participants that during this session we will talk about food safety.

Ask participants: What do we mean by **food safety**?

Write the participants' definitions on a flipchart. After several contributions, thank them.

Display Slide 2: Definition of Food Safety

> **Food safety** is preparing and storing food in a safe manner that will not cause those eating it to become sick.

Compare the participants' definitions to those on the slide. Highlight any similarities between the definitions.

Ask participants: What do we mean by **foodborne diseases**?

After taking some participants' answers, the facilitator should say:

> Foodborne diseases are usually either infectious or toxic, and are caused by germs that enter the body through the ingestion of food.

Explain that "germs" include bacteria, viruses, fungi, or protozoa.

Ask participants: How can these germs be transferred to food?

After taking participants' answers, the facilitator should should say:

> Rats, mice, flies, and ants can contaminate food.

Tell participants that it is important to store food appropriately to prevent contamination or spoilage.

Ask participants if they have any questions on the definition of food safety and on the common ways that food can be contaminated.

After addressing their questions, move on to the next activity.

The Hazards Linked to Food Safety – Interactive Lecturette – 10 minutes

Remind participants that we just defined food safety and some of the ways that food can become contaminated by germs that can cause serious illness and even the death of a child.

Tell participants that, unfortunately, germs are not the only threats to food safety.

Ask participants if they can think of any other hazards linked to food safety.

Write their suggestions on a flipchart. Then display the following slide:

Display Slide 3: Hazards Linked to Food Safety

> **Biological hazards:** Relates to any mishandling of food at some point in the course of harvesting, processing, storage, preparation, and cooking, through to consumption.
>
> **Cholera:** A disease that can be transmitted through water and, in some cases, contaminated food.
>
> **Parasites:** These organisms play a major role in chronic malnutrition and, in turn, make a child susceptible to other infections. Common parasitic diseases related to food include roundworm, amoeba, giardia, trichinosis, and tape worm.
>
> **Other hazards:** Can be naturally occurring, including metal poisoning and sand.

Compare the participants' suggestions to those that appear on the slide.

Tell participants that other hazards to food can be foodborne illnesses, including salmonellosis and infections from E. coli, rotavirus, and naturally occurring toxins, such as mycotoxins (e.g., aflatoxin).

Ask participants if they understand the terms mycotoxins and aflatoxin.

Tell participants that mycotoxins are a family of toxins; aflatoxin is one type of toxin in that family. Tell participants that examples of food sources that contain naturally produced toxins are groundnuts and maize. Aflatoxins associated with groundnuts and maize are linked to liver cancer.

Tell participants that, fortunately, there are some simple guidelines that we can use to diminish the risk of food contamination.

The Five Keys to Safer Food – Group Activity and Discussion – 35 minutes

Tell participants that the World Health Organization (WHO) has created a simple process to achieve safer food.

Ask participants if they know what process you are referring to.

Participants should answer: *The Five Keys to Safer Food*.

Display Slide 4: The Five Keys to Safer Food

1. Keep food clean.
2. Separate raw and cooked foods.
3. Cook food thoroughly.
4. Keep food at safe temperatures.
5. Use safe water and other raw materials.

Tell participants that we are now going to do a group activity to expand on the five keys to safer food.

Set Up the Exercise

Tell participants that we will now do a quick exercise to list examples for each food group.

Show the participants the five flipcharts that are hanging around the room. Tell a participant closest to each chart to unfold the chart so people can see the title. Participants will notice that there is one flipchart per key.

Tell the participants to count off by 5. Remind them not to forget their number. People should gather beside the flipchart that corresponds to their number.

Each group's task is to address the question on the slide that corresponds to their group number. Ask them to appoint a presenter.

Display Slide 5: The Five Keys to Safer Food Exercise

1. Why is it important to keep clean? List four important ways to keep clean while preparing or eating food.
2. Why is it important to separate raw and cooked foods? List three important actions to separate raw and cooked foods.
3. Why is it important to cook food thoroughly? List three actions to ensure that food is cooked thoroughly.
4. Why is it important to keep food at safe temperatures? List two actions to ensure that food is stored at proper temperatures.
5. Why is it important to use safe water when cooking? List two actions to ensure safe water.

Tell participants that they will have 10 minutes to write the answers down on a flipchart or a piece of paper.

Process the Exercise

When the 10 minutes are up, ask everyone except the presenters to take their seats.

Start by having the presenter of the group read—

1. their key to safer food
2. the first question and its corresponding answer
3. the important actions/ways to ensure food safety.

Ask participants the following questions:

Do you agree with the answer to the first question?

Can you think of more examples of actions/ways that should be added?

Repeat the process described above for each of the groups.

Note: Below is the information that the facilitator should use to process the activity. Participants may suggest examples that are not listed below but are still correct.

1. **Keep clean:** *Why is it important to keep clean?* Dangerous germs are widely found in soil, water, animals, and people. These microorganisms are carried on hands, wiping cloths, and utensils, and especially cutting boards. Contact can transfer them to food and cause foodborne diseases. Therefore, it is important to take action to keep clean.

   Four important ways to keep clean while preparing or eating food:

   - Wash your hands before handling food and frequently during food preparation.
   - Wash your hands after going to the toilet.
   - Wash and sanitize all surfaces and equipment used for food preparation.
   - Protect kitchen areas and food from insects, pests, animals, and animal faeces.

2. **Separate raw and cooked foods:** *Why is it important to separate raw and cooked foods?* Raw food, especially meat, poultry, and seafood (and their juice/liquid), can contain dangerous germs which may be transferred to other foods during food preparation and storage.

   Three important actions to separate raw and cooked foods:

   - Separate raw meat, poultry, and seafood from other foods.
   - Use separate equipment and utensils, such as knives and cutting boards, for handling raw foods.
   - Store food in containers to avoid contact between raw and prepared foods.

3. **Cook thoroughly:** *Why is it important to cook food thoroughly?* Proper cooking can kill almost all dangerous germs. Cooking food at 70 degrees Celsius can help ensure food is safe for consumption.

   Three actions to ensure food is cooked thoroughly:

   - Cook food until it is no longer pink and no longer looks raw.
   - Bring foods, like soups and stews, to a boil to make sure that they have reached the proper temperature. For meat and poultry, make sure that juices are clear, not pink.
   - Reheat cooked food if it has been sitting out longer than two hours.

4. **Keep food at safe temperatures:** *Why is it important to keep foods at safe temperatures?* Germs can multiply quickly at normal household temperatures. To ensure that food remains safe, it should be kept hot until serving or reheated if it is stored for long periods of time.

   Two actions to ensure food is stored at proper temperatures:

   - Do not store food too long at room temperature after cooking. If food is stored at room temperature for more than two hours, reheat the food prior to serving.
   - When preparing soups or stews, ensure the food remains hot until serving.

5. **Use safe water:** *Why is it important to use safe water when cooking?* Water can contain germs. If dirty water is used to cook, the germs in the water can contaminate the food being prepared.

   Two actions to ensure safe water:

   - Disinfect water prior to using it for cooking (see the safe water section).
   - Wash fruits and vegetables with disinfected water, especially if eaten raw. This practice ensures that any soil and germs on the fruits and vegetables is removed.

Tell participants that through these presentations we learned about the importance of "The Five Keys to Safer Foods," along with examples of ways we can ensure food safety.

Ask participants if they have any questions on the five steps to safer food.

After addressing their questions, move on to the next activity.

Session Summary – Interactive Lecturette – 5 minutes

Remind participants that during this session we—

- defined food safety
- enumerated the five keys to safer food.

Explain that, unfortunately, many children die from diarrhoea during the period of complementary feeding because the five keys to safer food are not followed.

Summarize this session by saying that food safety is the absence of adverse health effects following food consumption.

Session 6: Food Processing and Preparation

Session Objectives

By the end of the session participants will be able to—

- explain what food processing is
- mention the various types of food processing
- differentiate between the best method of food processing for legumes and grains/cereals
- describe methods of food preparation
- identify the methods of food processing and preparation in the recipe cards.

Time: 90 minutes

Materials

- Flipchart paper
- Markers.

Flipcharts

None.

PowerPoints

1. Session Title
2. Food Processing
3. Methods of Food Preparation.

Handouts

1. *Complementary Feeding Manual* (if not already distributed)
2. *Food Demonstration Manual* and *Food Demonstration Recipe Cards.*

Trainer Preparation

Before the Session

Facilitator should:

Review the PowerPoints.

Learning Activities Summary

Title	Type	Time
1. Food Processing	Interactive lecturette	10
2. Millet vs. Soya Bean Processing	Role plays	30
3. Food Preparation	Interactive lecturette	15
4. Recipe Cards	Pairs activity and discussion	30
5. Session Summary	Interactive lecturette	5

Learning Activities

Food Processing – Interactive Lecturette – 5 minutes

Tell participants that during this session we will talk about food processing and preparation.

Ask participants what is meant by **food processing**.

Write the participants' definitions on a flipchart and thank them for their contributions.

Display Slide 2: Food Processing

> **Food Processing** is the set of methods and techniques used to transform raw ingredients into food that is edible, digestible, and contains readily available nutrients.

Compare the participants' definitions to those on the slide. Highlight any similarities.

Tell participants that food processing is a form of food preservation; for instance, when dry grains are processed into flour.

Millet vs. Soya Bean Processing – Role Plays – 30 minutes

Ask participants if all food groups require the same processing steps.

After participants answer, the facilitator should say:

> Different processing techniques are required for different food groups.

Tell participants that we will now see two role plays; one on processing millet and the other on processing soya beans.

Set Up the Role Plays

Explain that you need four volunteers for the role plays. If you do not get volunteers, call on four participants to come to the front of the room.

Note: The facilitator should complete the following steps with the four volunteers. If the millet, soya beans and utensils are available, the participants should use them; if not, they should pretend that they have the utensils.

a. Explain to participants that each pair will be acting out the steps in processing their food group.

b. Assign pairs a food group (millet or soya beans).

c. Tell participants that they have the processing steps in their copy of the *Complementary Feeding Manual*.

d. As they act out the different steps, they should describe what they are doing to all the participants.

e. Have fun—be creative in your role play!

Tell participants that our volunteers are going to conduct a role play in which they will act out and describe the steps for the food that they are processing. Recommend that they take notes, because after the role plays we will be discussing their similarities and differences.

Process the Role Plays

1. Millet Pair
    a. Have the "millet" pair do their role play.
    b. After the role play is done:

- Ask participants what steps they followed.
- Write their answers on the flipchart.
- Ask participants why it is important to do each step. For example, why do they pound the grain?

2. Soya Beans Pair
    a. Have the "soya beans" pair do their role play.
    b. After the role play is done:
    - Ask participants what steps that they followed.
    - Write their answers on the flipchart.
    - Ask participants why it is important to do each step. For example, why do they de-husk the bean?
3. Compare and Conclude
    a. Ask participants if they can identify any similarities or differences between the steps involved in processing these food groups.
    b. As the participants contribute, circle the similarties with one color marker and the differences with another color marker.
    c. To conclude the role plays, tell participants that both demonstrations show steps to follow to process the food into an edible form. Each food group has specific steps that are replicated in another food group, but also have steps that are unique to it.
    d. Ask participants if they have any questions on food processing.
    e. After addressing their questions, move on to the next activity.

Food Preparation – Interactive Lecturette – 10 minutes

Ask participants: What is the purpose of **food preparation?**

Write the participants' definitions on a flipchart. After several contributions, thank them.

Display Slide 2: Purpose of Food Preparation

> Food preparation methods are used to make food easier to consume. Not only do they kill harmful bacteria and other microorganisms and keep food safe to eat or increase its shelf life, but they also retain or increase nutrient availability.

Compare the participants' definitions to those on the slide. Highlight any similarities.

Tell participants that complementary food preparation requires using the proper food preparation techniques to achieve the appropriate texture and consistency for the age group.

Ask participants if they can list different methods/techniques used to prepare foods.

Particpants should answer, "chemical, mechanical, and cooking."

Ask participants if they can think of examples of each method.

Display Slide 3: Methods of Food Preparation

> **Chemical:** sprouting of grains and drying of fruit
>
> **Mechanical:** cutting, dicing, slicing, grating, tearing, mashing

Cooking: boiling, frying, smoking/barbecuing.

Tell participants that in the Food Preparation section of their copy of the *Complementary Feeding Manual* they will find examples and explanations of the methods.

Tell participants to read through the information in that section.

Ask participants if they have any questions on the material.

After addressing their questions, move on to the next activity.

Recipe Cards – Pairs Activity and Discussion – 30 minutes

Remind participants that during this session we discussed the processing and preparation of food, specifically the steps that need to be followed to get the most benefit out of food.

Ask participants: Do you know of any tools that could guide you step-by-step through the processing and preparation of foods?

Participants should respond: "recipes."

Tell participants that we will now do an exercise in pairs.

Instruct the participants to locate their recipe cards.

Tell participants that they will work with the person next to them to look at different recipes and identify the following:

Note: The facilitator should write the following on a flipchart:

1. Food processing procedures
2. Food preparation procedures
3. Number of recipes per age of the child.

Tell participants that they have 15 minutes to look through the recipe cards.

After the 15 minutes have passed, call time.

Facilitate a discussion on the participants' findings.

Tell participants that in the next couple of days of the training, we will be working with these recipes in great detail.

Session Summary – Interactive Lecturette – 5 minutes

Remind participants that during this session we—

- explained what food processing is
- mentioned the various types of food processing
- differentiated between methods of food processing for legumes and grains/cereals
- described methods of food preparation
- identified the methods of food processing and preparation in the recipe cards.

Ask participants if they have any questions on any of the content that we covered during this session.

After addressing their questions, thank the participants for their time and move on to the next item on the agenda.

Session 7: Food Demonstration

Session Objectives

By the end of the session participants will be able to—

- define "food demonstration"
- describe the purpose of food demonstration
- list the 10 steps to a successful food demonstration
- describe the stages and steps when conducting a food demonstration.

Time: 110 minutes

Materials:

- Flipchart paper
- Markers.

Flipcharts

- 10 Steps to a Successful Food Demonstration.

PowerPoints

1. Session Title
2. Definition of Food Demonstration
3. Purpose of Food Demonstration
4. Stages of Food Demonstration
5. Post-Test
6. Post-Test (continued).

Handouts

1. *Complementary Feeding Manual*
2. *Food Demonstration Manual.*

Trainer Preparation

Before the Session

Facilitator should:

Review the PowerPoints.

Prepare the flipchart: 10 Steps to a Successful Food Demonstration.

Learning Activities Summary

Title	Type	Time
1. Food Demonstration	Interactive lecturette	10
2. 10 Steps to a Successful Food Demonstration	Interactive lecturette	30
3. How to Conduct a Food Demonstration	Interactive lecturette, group work, and presentation	60
4. Session Summary	Interactive lecturette	5
5. Post-test	Individual exercise	20

Learning Activities

Food Demonstration – Interactive Lecturette – 10 minutes

Tell participants that during this session we will talk about food demonstrations. Mention that this session will set the basis for the rest of the workshop, during which they will be doing multiple demonstrations. Therefore, it is important to pay close attention.

Ask participants if anyone has done a food demonstration before.

If a participant responds that s/he has, ask him/her them to describe the experience briefly to the other participants.

or

If no one responds, say that by the end of the training everyone will have done a food demonstration.

Ask participants what we mean by **food demonstration**.

Take several suggestions from the participants. Summarize the suggestions and tell them we will use the following definition:

Display Slide 2: Definition of Food Demonstration

> **Food demonstration** is a process of conveying nutritional information to a target group through cooking and sharing nutritional tips simultaneously.

Tell participants: Now that we have defined food demonstration let us see what its purpose is.

Display Slide 3: Purpose of Food Demonstration

> 1. Convey the complementary feeding key messages for children aged 6–24 months.
> 2. Educate mothers on improved recipes.
> 3. Show mothers and health care workers the best practices or methods for preparing complementary food, with an emphasis on hygienic conditions during food preparation.

Ask participants if they have any questions on the definition or purpose of a food demonstration.

After addressing their questions, move on to the next activity.

10 Steps to a Successful Food Demonstration – Interactive Lecturette – 10 minutes

Describe the following situation to participants:

> You have been requested by your friends to show them how to prepare several of the recipes you learned and practiced at your recent food demonstration training.

Ask participants: What are you going to do to make sure your demonstration is successful and that your friends take with them the important information on the correct preparation of the food and its nutritional value?

After taking some participants' answers, the facilitator should should say:

Refer to the 10 Steps to a Successful Food Demonstration.

Place the Poster: **10 Steps to a Successful Food Demonstration** at the front of the room.

Request that a participant read the content of the poster.

Note: A copy of the poster is below for the facilitator's information.

10 Steps to a Successful Food Demonstration

1. Identify your target group—test their knowledge on the type of food in their locality and what the food does in the body.
2. Have a concise message on nutrition.
3. Be organized, confident, and courteous.
4. Use relevant recipes with available ingredients.
5. Be sure the demonstration area is clean and will capture the attention of the audience.
6. Emphasize nutrition messages throughout the demonstration.
7. Ensure active participation of the group members in the food preparation tasks.
8. Allow all participants to have a taste of the prepared food.
9. Observe good food safety and handling habits and practices.
10. Obtain feedback through questions and answers for future improvement of the food demonstration.

Tell participants that this poster will remain on the wall for the rest of the training so they will be able to refer to it.

How to Conduct a Food Demonstration – Interactive Lecturette, Group Work and Presentations – 60 minutes

Now that we have covered the 10 steps of a successful demonstration, tell participants that we will discuss how to conduct one.

The success of a good food demonstration is dependent on good communication, planning, and timeliness.

The demonstrator must possess skills that will enable her to pass information to the target group, plan the day, and keep to the allotted time for each activity in the food demonstration.

Ask participants how many stages there are in a food demonstration.

Participants should reply, "five."

Display Slide 4: Stages of a Food Demonstration

1. Planning for demonstration
2. The day before the demonstration
3. Preparation for food demonstration
4. The day of the demonstration
5. During the demonstration.

Tell the participants that we are now going to do some group work to explore the stages of food demonstration.

Set Up the Exercise

Divide participants into four groups and assign each group to a work area.

Assign each group a stage of food demonstrations.

Note: One group should get stages 2 and 3 because they are short.

Explain that each group is going to prepare a presentation on the steps in one or two of the stages of food demonstration.

Tell participants that they have flipcharts and markers at their disposal. They also have their manuals. Each group must also select a presenter or presenters.

Tell the groups that they have 20 minutes to complete their presentations.

Process the Exercise

Note: The facilitator should have a copy of the answers.

In the order of the stages of food demonstration:

1. Have the participants do their presentations.
2. Discuss the presentation for a couple of minutes, asking questions to clarify the content.

Repeat these steps for all stages.

At the end of the presentations and discussions, summarize by saying that the stages and their steps are sequential and, if followed correctly, will result in a successful food demonstration.

Ask participants if they have any questions on the stages of food demonstration.

Session Summary – Interactive Lecturette – 5 minutes

Remind participants that during this session we—

- defined "food demonstration"
- described the purpose of a food demonstration
- listed the 10 steps to a successful food demonstration
- described the stages and steps for conducting a food demonstration.

Tell participants that for the rest of this training they will be observing, practicing, and evaluating food demonstrations.

Ask participants if they have questions on any of the content that we covered during this session.

After addressing their questions, thank the participants for their time, noting that this was the last learning activity of the training.

Post-Test – Individual Exercise – 20 minutes

Tell participants that they will now take a post-workshop test. This exercise will assess how much knowledge they now have on the subject. Note that comparing the two results will show us how much a participant learned during the training.

Display Slide 5: Post-test. Ask participants to answer the post-test questions on a blank sheet of paper, number the questions, and put their name on the page.

Tell participants that they should read the instructions carefully. This test is designed to capture their knowledge, so it is important that they complete it individually.

Tell participants that they have 15 minutes to complete the test. They should mark as many of the questions as they can *True or False*.

After about 7 minutes, display **Slide 6: Post-test (continued)**.

After a total 15 minutes, ask participants to pass their test one person to the left and score the test as a group. Then pass the test back for the participant to see if they have improved. Finally, collect the tests for comparison.

Ask participants if they have any final questions about anything they have learned during the workshop. Provide your contact information if participants want to ask any follow-up questions. Thank them for their participation.

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