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TRAINING EXERCISES

IN

NUTRITION

FOR

SCOUT

LEADERS



TRAINING EXERCISES

IN NUTRITION

INTRODUCTION

HEALTH AUTHORITIES ARE YOUR PARTNER AND YOUR RESOURCE

This booklet contains a series of exercises, based on the booklets "Scouting and Nutrition", Parts 1, 2, 3. These exercises are designed to be used during training courses and workshops for Scout leaders.

They are not in any order, though, of course, understanding the problem logically comes before designing projects to solve that problem. Nor are they comprehensive. The person responsible for the training course will need to work out a logical programme on the subject of nutrition according to needs and circumstances and these exercises may be introduced accordingly. Such a programme may start with a presentation on the subject by an outside speaker, followed by group discussions. Films, slides, as a debate, may be introduced. It may be possible to arrange some practical work at the nearby clinic. It is also important to learn how to design a nutrition project; indeed the programme might conclude with each participant designing, as an exercise only, his own nutrition project which he feels he could carry out in practice with his own Scout troop after the training.

By using these exercises the Scoutleader will become more familiar not only with the question of nutrition and malnutrition, but also with the booklets on which these exercises are based ("Scouting and Nutrition"). This, it is hoped, will be just the beginning of an educational and developmental process; for he will be in a position to turn the booklet into a valuable tool so that he should be able to work with health personnel to:

1. organise a nutrition training course for other Scoutleaders
2. organise a nutrition training course for the Scouts
3. help the Scouts initiate nutrition projects in their communities.

EXERCISES

- | | |
|---|---|
| 1. The food-path and malnutrition. | 5. Radio Broadcast for a Scout Nutrition Programme. |
| 2. A Road-to-Health Chart/Weight-for-Age Graph. | 6. Budgeting your Way to better Nutrition. |
| 3. Making a Nutrition Education Diagnosis. | 7. The Nutrition Game. |
| 4. Role Play: Vegetables or Cash Crops. | 8. Designing Nutrition Posters. |

EXERCISE 1THE FOOD-PATH AND MALNUTRITION (60 min.)INTRODUCTION

Look at the chart of the food-path on the next page carefully and make sure you all understand it. It is made up of a number of 'processes'. (see Part 1)

Any block on the foodpath can contribute to malnutrition. An effective nutrition programme must be concerned with everything that contributes to malnutrition, otherwise it will not be completely effective. This is why community health care requires an 'integrated approach'.

INSTRUCTIONS (in small groups)

Discuss the chart and the meaning of an 'integrated approach'.

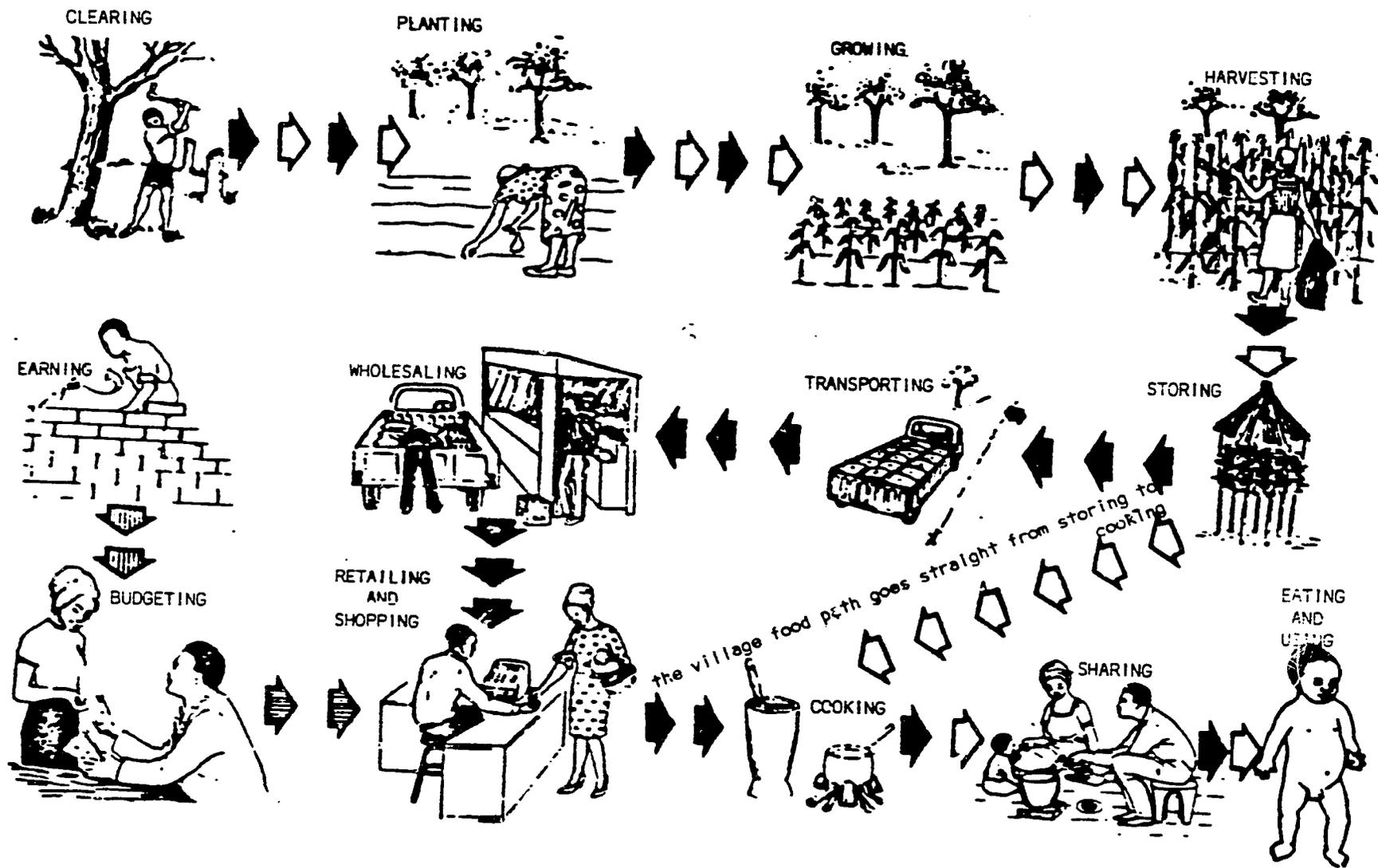
For each process in the chart you should list one or more blocks that could contribute to malnutrition in a community. Show how it contributes.

For each block you should list the action necessary to overcome it.

EXAMPLE

Food-path process	Food-path block	How does this block contribute to malnutrition ?	Action to remove block
1. Clearing	Unsystematic clearing has caused erosion	Leads to loss of soil fertility and less food production	Study problem of erosion. Initiate reforestation programme

THE FOOD PATH IN PICTURES



EXERCISE 2A ROAD-TO-HEALTH-CHART/WEIGHT-FOR-AGE GRAPH (60 min.)INTRODUCTION

On page 6 & 7 you will find a weight-for-age graph and a road-to-health chart, (see also Part 2). Discuss the importance of the weight-age relationship in children and how the Road-to-Health chart can be used.

There are two lines drawn on the road-to-health chart. The upper line represents the growth (weight-for-age) line for a healthy child. The lower line represents the growth (weight-for-age) line for a child who is malnourished.

By making a dot for the weight/age of the child each month and joining them up, you have the child's own growth line. If the line falls below the upper healthy growth line, you know he is not as healthy as he should be. If it reaches the lower line, he is in danger of malnutrition. If every mother had a Road-to-Health Chart for each child, Scouts would make regular visits to weigh the child and fill in the chart, they could then see if the child was growing normally or was in danger of malnutrition. If a child is in danger of malnutrition, the Scouts could warn the medical authorities and could help them take preventive action.

INSTRUCTIONS (in small groups)

- The following is a list of weights/ages for 3 children, Uma, Sanjoy and Hari. Mark each of them on the same Road-to-Health chart (for purpose of comparison) and describe briefly the health of each child.

Uma

<u>Age in months</u>	<u>Weight (kg)</u>
12	10.0
14	11.0
16	11.6
18	12.0
20	12.5

Sanjoy

<u>Age in months</u>	<u>Weight (kg)</u>
18	8.5
20	9.3
22	10.1
24	11.1
26	13.0

Hari

<u>Age in months</u>	<u>Weight (kg)</u>
12	5.0
14	4.8
16	5.2
18	4.9
20	5.1

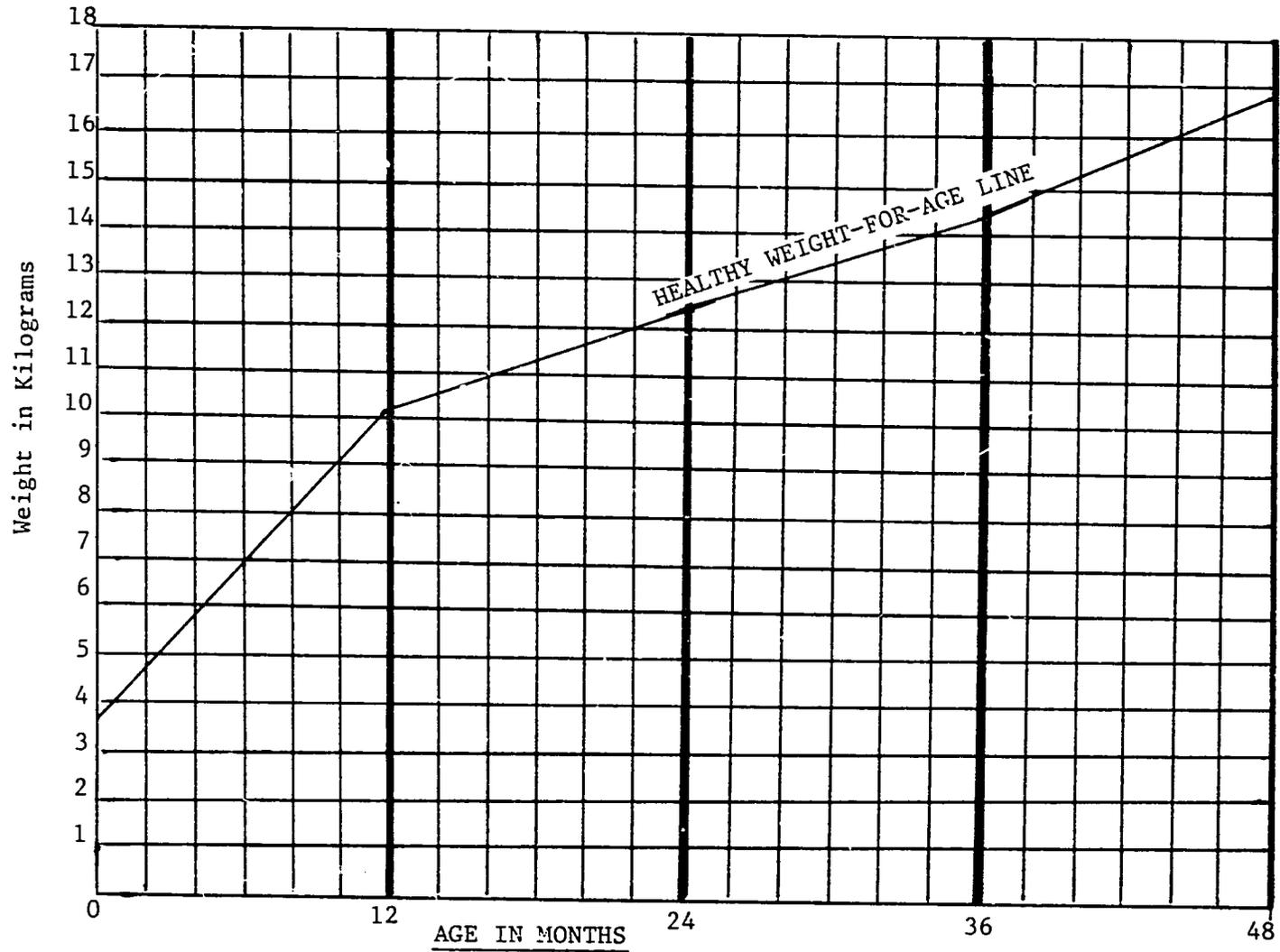
2. You are making a nutrition survey of children in a village, using a "weight-for-age" graph. Make a dot on the chart for each child under 5 years old in the village according to his weight and age; you can discover what percentage of children in the village are under-weight and therefore in danger of malnutrition.

Children in the Village

	Age in months	Weight (kg)		Age in months	Weight (kg)
Juan	0	3.6	Graciela	48	16.8
Andrés	6	7.5	Margarita	60	18.9
Enrique	12	5.0	Lucía	28	11.0
Pedro	12	10.0	Inés	14	9.0
Oscar	18	8.5	Martha	22	11.0
Orlando	24	12.5	Isabel	32	15.0
Arturo	36	14.6	Maria	44	15.0

3. List the main effects of malnutrition on a person.
4. In order to make a comprehensive nutrition survey of a village, what other information do you need beside the age/weight of the children under 5 years old ?
5. What steps would you take to organise your Scouts to introduce a nutrition programme in a village ?
6. What kind of activities could a comprehensive nutrition programme involve ?

"WEIGHT-FOR-AGE" GRAPH



ROAD-TO-HEALTH CHART

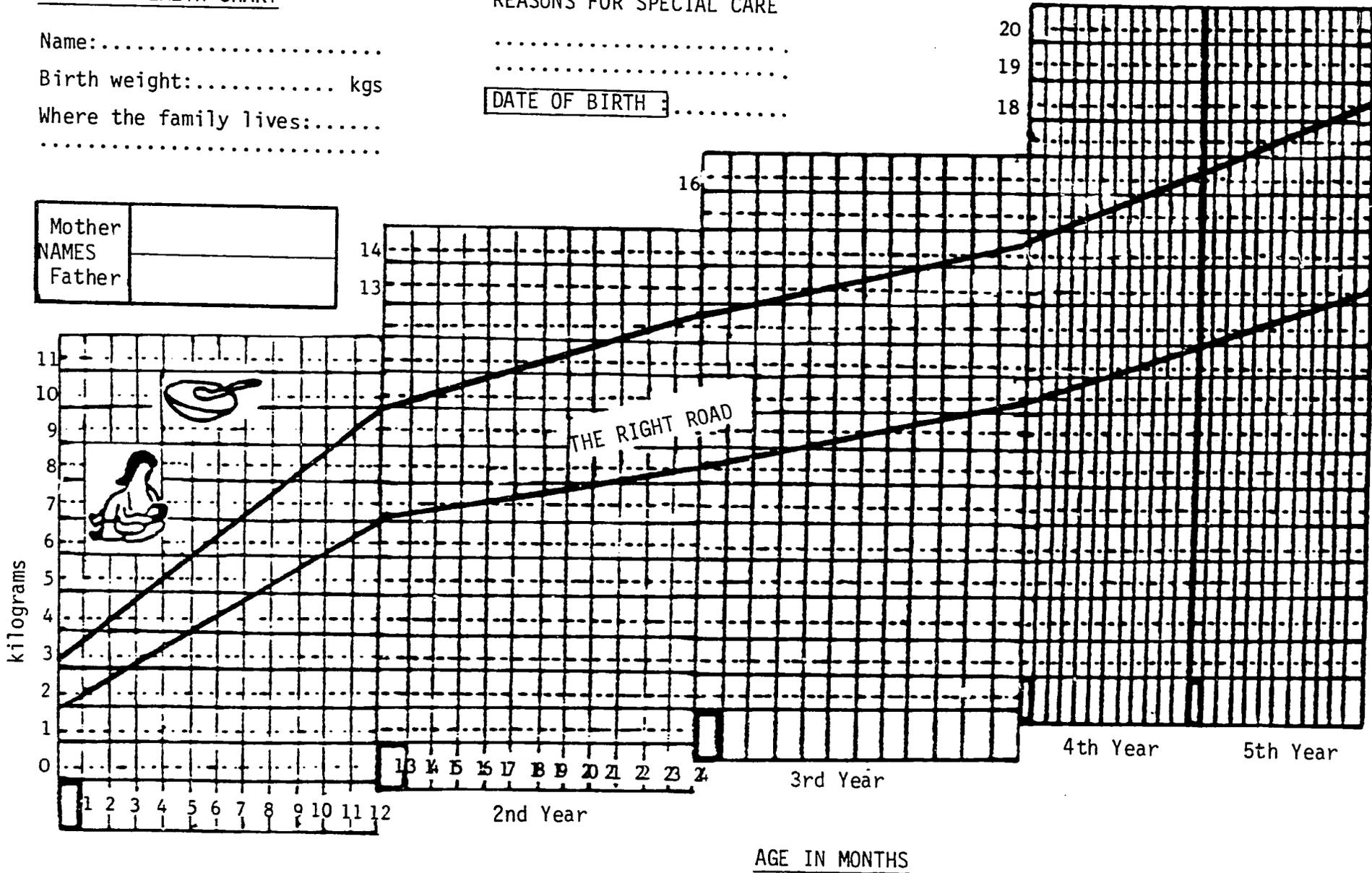
Name:.....
 Birth weight:..... kgs
 Where the family lives:.....

REASONS FOR SPECIAL CARE

.....

DATE OF BIRTH :

Mother	
NAMES	
Father	



EXERCISE 3MAKING A HEALTH EDUCATION DIAGNOSIS (60 min.)INTRODUCTION (in small groups)

Much ill-health, including malnutrition, can be prevented by health education. Scouts can help to run health-education classes in the villages and homes as well as in the schools and clinics.

But the health education has to be relevant to the people for whom it is designed. A Health Education Diagnosis is first of all necessary (see Part 2).

INSTRUCTIONS

1. Make a list of the more common things that cause ill-health in a typical community.
2. Tick each item that you feel can be remedied by health education.
3. Against each item you have ticked put an E (easy), D (difficult), VD (very difficult) to show whether you think that the item is easy/difficult/very difficult to remove by health education.
4. Against each item you have ticked describe the change of understanding that is needed, so that through the health education families can learn to make the necessary changes.
5. Against each item you have ticked, list the action that the new understanding should lead to.

Each change in understanding/action needed will become the basis of more health education classes. When you have discussed them with the families you can then design the lessons.

EXAMPLE

Things that cause ill-health	Can it be remedied by health education	E/D/VD	Change in understanding/skills needed	Action to follow
1. Impure water because well is not covered	✓	E	Understand need for pure water. Know how to protect well	The community builds a protective cover for the well

EXERCISE 4ROLE PLAY: VEGETABLES OR CASH CROPS ?

(In groups of 3 or 4)

(Village farmer, his son, his mother - with observer, if desired)

In your village there is no more available land for further cultivation. All the arable land is used for growing food and a few cashcrops (coffee especially).

All families have access to the land; they provide almost enough food for their own needs but sometimes they go hungry in the two months before harvest when there is a shortage; they do not have enough money to buy food in the town stores nearby because of the higher prices of food at this time of year.

Role 1

A village farmer

You are worried because sometimes your family is hungry because you do not have enough money to buy food, nor have you been able to store food effectively in the months before harvest. You feel you should plant more vegetable where at the moment you have some coffee trees. You feel that with better storage techniques and better access to cheap credit for fertilizers, you will be able to produce enough food, and even sell some. Other means can be found to earn money.

Role 2

The son of the village farmer

You are also worried because you are sometimes hungry. But you believe your father should grow more coffee, using some of the land being used for cassava. You feel that with the coffee prices rising, your father will be able to earn money not only to buy the extra food needed by the family but also would have some left over that could be used for other things.

Role 3

The farmer's mother

You are not sure which one to support and remain neutral. You should comment where appropriate, and support or challenge the arguments of either side.

You should argue this question out and come to a decision. Make sure the decision is meaningful.

EXERCISE 5RADIO BROADCAST FOR A SCOUT NUTRITION PROGRAMME (60 min.)INSTRUCTIONS (in small groups)

You are members of your District Scout Health Committee and are initiating a Scout nutrition programme in the district with the assistance of the health department. The programme is directed to a number of villagers who have already been consulted and includes several aspects; e.g. food production, storage and preservation; health education classes; nutrition surveys, first aid patrols, etc. The training of the Scouts has begun, materials are being prepared and small projects planned.

One of the first elements of this programme will be a 10-minutes broadcast related to this programme, every week.

You should prepare an introductory 10-minutes script to be used as the first broadcast of the series. You may like to record it with a tape recorder.

EXERCISE 6BUDGETING YOUR WAY TO BETTER NUTRITION (60 min.)INTRODUCTION

One of the things that frequently lead to bad nutrition is bad budgeting. Sometimes luxury foods or drinks are bought when more basic foods are required. Sometimes there is no clear understanding of a 'balanced meal'.

INSTRUCTIONS

You work in a town with a monthly wage of \$100. You have to buy all your food. You have a father, grandmother and three children (ages 12, 10 and 6) who depend on you. The eldest child is about to start high school and will require an additional expenditure of \$15 monthly to pay for clothes, transport, books, lunch and fees. You therefore have to re-allocate your budget.

On the next page is a table of present monthly family expenses and a table of food prices from the nearby market and stores.

1. Make a list of the monthly purchase of food to ensure an adequate and balanced diet for the family.
2. Make a new list of monthly expenses, showing the adjustments you have made (including the high school costs and the revised food purchasing estimates.)

<u>MONTHLY FAMILY EXPENSES</u>				<u>LOCAL FOOD PRICES</u>			
	\$		\$		\$		\$
Housing	15	Food	40	1 kg rice	1	1 kg fish	1½
Medical	5	Savings	5	1 lg millet	¼	1 kg bananas	¼
Transport	4	Recreation	6	1 lt oil	2	1 l milk	½
Clothes	10	Tax	15	1 kg potatoes	¼	¼ kg tea	¼
				1 kg sugar	½	beer (x12)	5
				1 kg meat	2	1 kg greens	¼
				1 kg tomatoes	1	1 chicken	1

EXERCISE 7THE NUTRITION GAME (60 min.)INSTRUCTIONS (in groups of 4 - 6)

1. Look at the "Nutrition Game" in Part 3.
2. Play the game in your group.
3. If you have time, invent another kind of game that could be used for training purposes in the field of nutrition.

EXERCISE 8DESIGNING NUTRITION POSTERS (60 min.)INTRODUCTION

Using simple posters is one effective means of getting the message of better nutrition to the people. By putting them up in schools, clinics, clubs and other public places, as well as in family houses, they provide a permanent reminder to people of what should be done. They should be simple, perhaps a short phrase or two or three words, and the meaning should be clear.

INSTRUCTIONS (in small groups)

1. Identify 5 really important actions a person in a village or settlement should take in a field of health (e.g. washing hands before eating, growing the right kinds of food, etc.).
2. Design a series of posters to encourage the people to take these actions (rough outlines only).
3. How would you organise your Scouts to make maximum use of posters in a health programme as a means of conveying the message of better health?

"THE COMMUNITY DEVELOPMENT SERIES"

The "Community Development Series" is the title of the set of dossiers on Community Development being produced by the World Scout Bureau.

Each dossier contains materials (booklets, wall-charts, etc.) that :

- discuss the subject,
- suggest techniques and activities for Scout troops,
- provide exercises for training sessions for Scout leaders.

These dossiers are written for Scout leaders, to be used as :

- basic material in training courses, seminars and workshops,
- a manual for community development activities,
- a model for adaptation and translation into other languages.

THIS SET OF DOSSIERS INCLUDES:

1. Scouting and Community Development
2. Project Management
3. Scouting and Agriculture
4. Scouting and Health
5. Scouting and Literacy
6. Scouting and Appropriate Technology (joint production with UNICEFF)

(Some of these dossiers are already available, others shall become available in the course of this year.)

CREDIT

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