isten & learn...participating activities...discuss & decide...desire, needs & problems...action tria
als & objectives...try something...facilation & demonstration...pretesting...develop & use...list
learn...participating activities...discuss & decide...desire, need ls... goa
objectives...try something...facilation & demonstration...pret listen &

PROMOTING POWERFUL PEOPLE

A Process for Change

Peace Corps

Information Collection and Exchange

This publication was produced by the Peace Corps Center for Field Assistance and Applied Research. It is distributed through the Information Collection and Exchange (ICE). For further information or additional copies, please contact ICE and refer to the ICE catalog number that appears on the publication.

Information about ICE publications and service is available through:

Peace Corps
Center for Field Assistance and Applied Research
Information Collection and Exchange
1111 20th Street NW - Fifth Floor
Washington, D.C. 20526

Add your experience to the ICE Resource Center. Send your materials to us so that we can share them with other development workers. Your technical insights serve as the basis for the generation of ICE manuals, reprints, and training materials. They also ensure that ICE is providing the most up-to-date, innovative problem-solving techniques and information available to you and your fellow development workers.

Promoting Powerful People:

A Process for Change

Peace Corps

March 2000

Information Collection and Exchange

Publication No. T0104

Contents

Acknowledgments vi

Section I
How to Use this Manual 1

Section II
Training Sessions: Listen and Observe 11

Introduction 13

Overview Session: Promoting Powerful People:
A Process for Change 15

Session 1. What Do We Need to Learn from the Community? ... 50

Session 2. Asking Questions 59

Session 3. Body Language 71

Session 4. Community Mapping 80

Session 5. Observation 84

Session 6. The Market Survey and the
Food Availability Calendar 93

Session 7. Participatory Seasonal Analysis 97

Session 8. Participatory Sorting and Ranking 103

Session 9. The Informal Interview 108

Session 10. The Informal Interview:
Practice in the Community 115

Section III
Training Sessions: Discuss and Decide 119

Introduction 121

Session 1. Introduction to Discuss and Decide
and Selecting Target Groups 123

Session 2. Identifying a Priority Desire, Need, or
Problem and Selecting an Appropriate Action
or Solution at the Community Level 131

Session 3. Identifying a Priority Issue and Selecting an Appropriate Action or Solution at the District, Regional, or National Level 137

Session 4. Working with Community Members to Conduct Action Trials 144

Session 5. Defining Goals, Objectives, and Milestones 151

Session 6. Selecting Communication Channels and Nonformal Education Techniques 157

Session 7. Planning for How You Will Listen and Observe Once You Have Tried Something 165

Session 8. Working with Community Members to Develop an Action Plan 172

Section IV
Training Sessions: Try Something 179

Introduction 181

Session 1. Counseling 183

Session 2. Demonstrations and Skills Training 194

Session 3. Facilitating a Group Discussion 205

Session 4. Selecting and Using Print Materials 215

Session 5. Adapting Print Materials 225

Session 6. Developing and Using Locally Recorded Materials 230

Session 7. Producing and Broadcasting Local Radio Materials 246

Session 8. Folk Media: Drama 249

Session 9. Pretesting Educational Materials 259

Session 10. Pretesting Educational Materials: Practice in the Community 267

Section V
Training Sessions: Once You Have Tried Something, Listen and Observe Again 271

Introduction 273

Session 1. Once You Have Tried Something, Listen and Observe Again 274

Session 2: Pre-Service Training Summary Session: The Volunteer Listen and Observe Action Plan 276

Section VI
Appendices 279

Group Dynamics Exercises 281

Bibliography 287

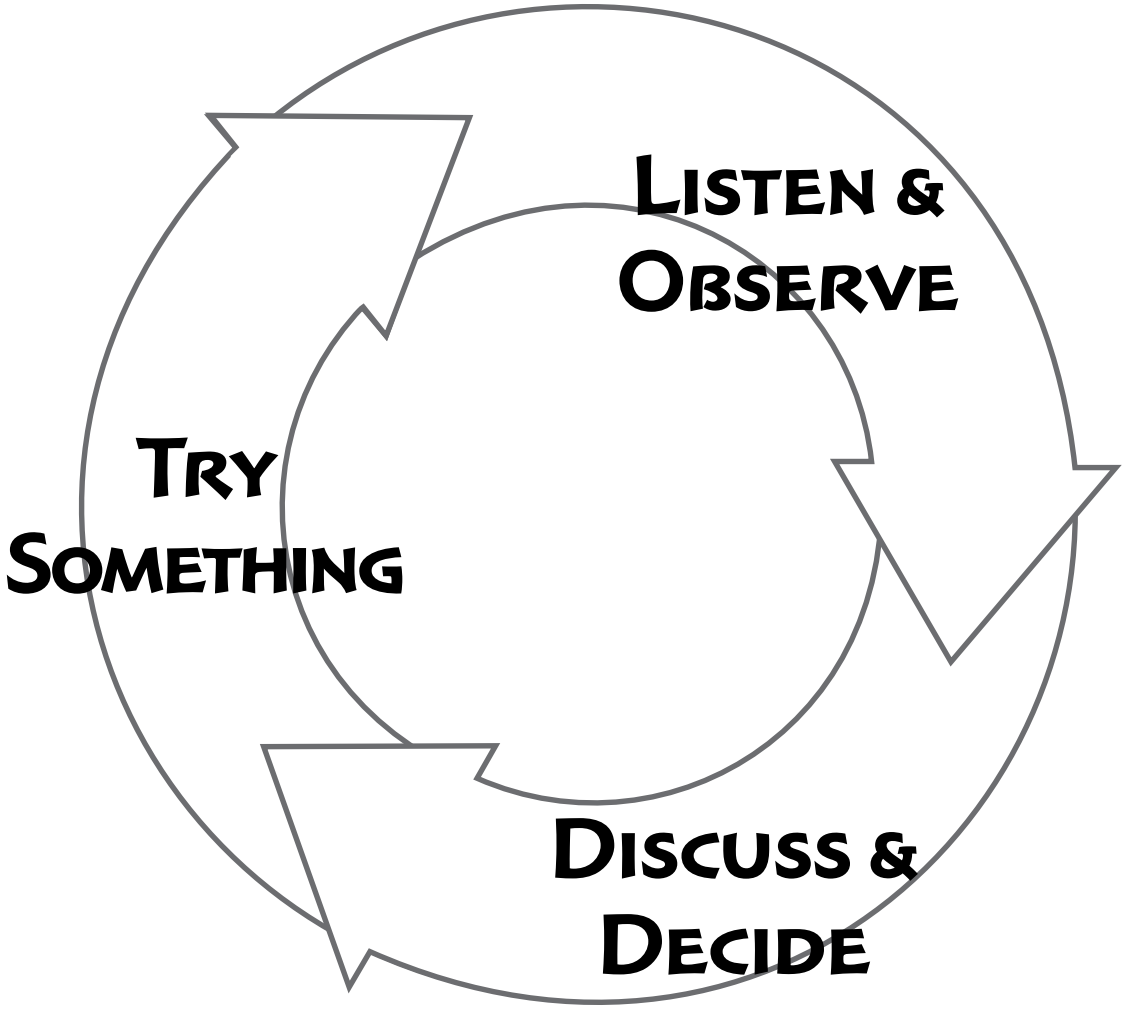
ACKNOWLEDGMENTS

Promoting Powerful People was originally developed by the Peace Corps and the Academy for Educational Development (AED) under the auspices of the Nutrition Communication Project in 1995. Design of the final report was supported by the Health Communications and Marketing for Child Survival Project (HEALTHCOM II). The projects were funded by the United States Agency for International Development (USAID), Office of Health and Nutrition, and implemented by the AED under contract DAN-5113-Z-00-7031-00 (Project 936-5113) with Vitamin A funds and contract DPE-5984-Z-00-9018-00. Elizabeth Mills Booth of USAID was the principal author.

After four years of field testing, this revised edition was produced by the Peace Corps. It incorporates lessons learned from the field as well as recent innovative work at the Peace Corps in gender and development, Participatory Analysis for Community Action (PACA) and other participatory methodologies, Community Content-based Instruction, and strength-based approaches to development.

The Peace Corps acknowledges the contributions of all staff and Volunteers who participated in this effort.

Section I
How to Use This Manual



A Process for Change

Section I: How to Use this Manual

Why Was this Manual Designed the Way It Is?

Before designing ***Promoting Powerful People***, a needs assessment was conducted with Peace Corps trainers and Returned Peace Corps Volunteers (RPCVs). The following three technical areas were reported as the most important for Volunteer effectiveness:

1. **Listen to the community and help the community identify what needs to be taught.** Commonly called a "community analysis" or "family study," the most frequently used analysis method being taught was the knowledge, attitude, practice (KAP) survey. However, both trainers and Volunteers expressed the need to learn other methods.

2. **Skills to enable face-to-face communication, training, and nonformal education.** The trainers emphasized that the Volunteer training should be conducted in the same way we expect Volunteers to act in their sites.

3. **Technical background and information (both formal and traditional) of the specific country in which the training is being conducted.**

Promoting Powerful People responds to those needs and concerns. It teaches Volunteers a process that helps people help themselves. It focuses on the skills that Volunteers need to learn and need to communicate with community members. The trainer models with his/her own training style the way Volunteers should act in their sites. The training sessions are flexible and can be easily adapted to each country.

WHO CAN USE THIS MANUAL?

Everyone! Although the manual uses nutrition as an example, trainers in agriculture, water and sanitation, health, community development, and other sectors also can use this manual as the core of their training design. Most sessions can be applied with little or no adaptation. If some adaptation is necessary, suggestions about how to do it are included.

WHY SHOULD I USE THIS TRAINING MANUAL?

"Promoting Powerful People" teaches Volunteers a process that helps people help themselves.

The basic philosophy of the Peace Corps is to help people help themselves. Participation is a key to community development. The role of the Volunteer, therefore, is to help community members identify their own desires, needs, and problems, and together work to make changes.

This training provides Volunteers with a process that helps people help themselves. This simple process is effective when applied to an activity, such as a training or counseling session; or a project, such as organizing community gardens, building latrines or water systems, or increasing immunization coverage.

The training teaches the following skills needed to carry out the process of helping people help themselves: How to

- Listen and observe in the community to understand the community's strengths, desires, needs, and problems.
- Discuss and decide with community members what solutions and actions they will take to change their reality.
- Communicate effectively (counseling, training, facilitating group discussions) with community members.
- Develop and use print, folk media, and locally recorded materials.
- Assess the results of the community's project by listening and observing again.

What Is This Process for Change?

The training sessions are organized around the following four steps:

Step 1. Listen and observe. In this step, Volunteers work with their counterparts and other community members to understand what people do in their daily lives.

These sessions teach Trainees how to identify what they need to learn from the community. They also teach skills, such as using or observing appropriate body language, observation, asking questions, participatory techniques, and informal interviews, which will help them gather and understand this information.

Step 2. Discuss and decide. Next, the Volunteers and their counterparts use the information they have gathered to select a target group or groups. They then discuss and decide with those community members what situations they would like to change, and what actions they will take to work toward those changes.

These sessions teach Trainees how to work with their counterparts and other community members to select target groups; identify assets in the community and a priority need, desire, or problem; select appropriate actions; define goals and objectives; select communication channels and nonformal education techniques; and develop an action plan and timeline.

Step 3. Try something. In this step, Trainees learn how to develop and use various communication channels (interpersonal, print, locally recorded materials, and drama) effectively. They also learn how to pretest print and locally recorded materials with community members. This training prepares Volunteers to work with their counterparts and other community members to try activities that promote and support the actions they select.

Step 4. Assess the results by returning to Step 1. Finally Volunteers and counterparts learn how to use the listening and observing techniques in Step 1 to assess the results of the community's work

The process is a continuous circle. Once Volunteers, their counterparts, and other community members have tried something, they will once again listen and observe. This time, however, they will listen and observe to understand what they did that was successful and what was not. They can then discuss and decide what they need to try next to be more effective in reaching their goals and objectives.

…Volunteers and counterparts learn how to use the listening and observing techniques… to assess the results of the community's work.

WHAT SHOULD I DO DURING EACH SESSION?

Each session outline includes the following information:

SECTION TITLE

SESSION NUMBER

OVERVIEW

A brief description of the session and how it relates to the overall training. Suggestions on how to adapt the training to other sectors.

OBJECTIVES

Statement of what the Trainee will be able to do after completing the session.

TIME

The total time needed for the session.

MATERIALS

Human, print, and other resources needed to conduct the session. Handouts for each session immediately follow the session outline.

VOCABULARY

Important vocabulary used during the session. This helps coordinate technical training with language training. Vocabulary critical to the session can be introduced and practiced in language training.

DELIVERY

ACTIVITY

Each of the discrete parts of the lesson are numbered and described.

The final activity in each session is called *Process, Generalization, and Session Evaluation.* These activities generally are the same for each session and should be conducted as follows:

Process. Ask the Trainees what they have learned. Specifically, ask questions concerning the objectives of the session. If a community activity was included, ask how they felt during the activity and how they think the community members felt.

Generalization. Discuss the following:

- What did you learn from this session?
- What more general meaning does this have for you?
- How will you use what you've learned by working with the community?

[The Overview is] a brief description of the session and how it relates to the overall training.

Session Evaluation. Ask the Trainees to evaluate the session and give suggestions about how to improve it in the future. Ask questions such as the following:

- What is your general impression of this training session?
- What did you specifically like about it?
- Were there aspects you could not follow? do?
- How useful do you think it will be in your work?
- What suggestions do you have to improve this session the next time?
- What could the trainer do differently to make this session more effective?

Make notes and leave them for future trainers. Additional suggestions for this final activity are included in some of the sessions.

In some cases, Community Assignment will be part of the final activity. You will ask the Trainees to practice the skills they learned during the training session with community members. At the beginning of the subsequent session, you should process, generalize, and evaluate their experiences before beginning a new topic. The Community Assignment is described in detail in each session that includes one.

Make notes and leave them for future trainers.

TRAINER'S NOTES

Notes include alternative procedures, scheduling considerations, other related training sessions and resources, and other suggestions. Some simply leave space for the trainer to make her/his own notes.

I Do Not Have Enough Time to Do All the Sessions in This Manual. Which Sessions Should I Use?

Pre-Service Training

All of the training sessions outlined in this manual would take approximately 85 hours to complete. Each activity within the methodology section has an estimation of time required.

If you do not have time to use all the sessions during Pre-Service Training, review the contents and select those sessions that are most relevant to your group of Trainees and that complement what other trainers are doing. You probably will want to select the majority of your sessions from **Listen and Observe** and **Discuss and Decide**, since these are the skills Volunteers would first use when they arrive at their sites. However, because Pre-Service Training should demonstrate all steps in the process, select some sessions in each step so that Trainees can experience the entire process during Pre-Service Training.

All of the training sessions outlined in this manual would take approximately 85 hours to complete.

Some ways to shorten this training during Pre-Service Training are the following:

1. Conduct the **Introductory Session** to introduce the process and skills the Trainees will learn. (2 hours, 30 minutes)
2. Select sessions from **Listen and Observe** that complement what other trainers are teaching. For example, if other trainers already are teaching Rural Rapid Appraisal (RRA), or The Kinship, Education, Economics, Politics, Religion / Recreation, Associations, and Health System (KEEPRAH) as a model for conducting a community analysis, select sessions that complement those techniques. Use that information to make the decisions during **Discuss and Decide.** (Time depends on the sessions you select.)
3. Conduct all or most of the **Discuss and Decide** sessions. (approximately 16 hours)
4. Conduct the session on Counseling in **Try Something**. If time allows, select other sessions that are most relevant to your group of Trainees. (Time depends on the sessions you select.)
5. Adapt and conduct one or two sessions in **Once You Have Tried Something, Listen and Observe Again**. (approximately 3 hours)
6. Conduct the **Pre-Service Training Summary Session** during which the Trainees develop their **Listen and Observe** Action Plan, a description of what they will do to learn about their communities during their first months at their sites. (approximately 3 hours)

Since this manual focuses on the skills Volunteers need to learn and with which they need to communicate with community members, you and the other trainers still will need to develop sessions concerning the host–country setting, technical background, and the role of the Volunteer in the community.

In-Service Training

Many sessions, particularly those in the step **Try Something**, are appropriate for In-Service Training. After some months, the Volunteers will have improved their language skills, listened and observed in their communities, and have a better understanding of their communities' desires and needs.

Handouts for each session are provided in this manual, immediately following the session plan in which they are introduced.

What Other Training Materials Do I Need?

Handouts for each session are provided in this manual, immediately following the session plan in which they are introduced. Some of them use nutrition as an example. If you are training Volunteers in sectors other than nutrition, you also may be able to use these handouts. During the training session, Trainees may be asked to give examples of how to apply what the handout discusses to their technical area.

Technical information on maternal-child nutrition is available in the handout, *Variety is More than the Spice of Life: Basic Maternal-Child Nutrition* in Section II, Training Session *Promoting Powerful People: A Process for Change.* If you are using this manual to train Volunteers in other sectors, you will need to identify local materials and / or develop your own handouts to provide appropriate technical background.

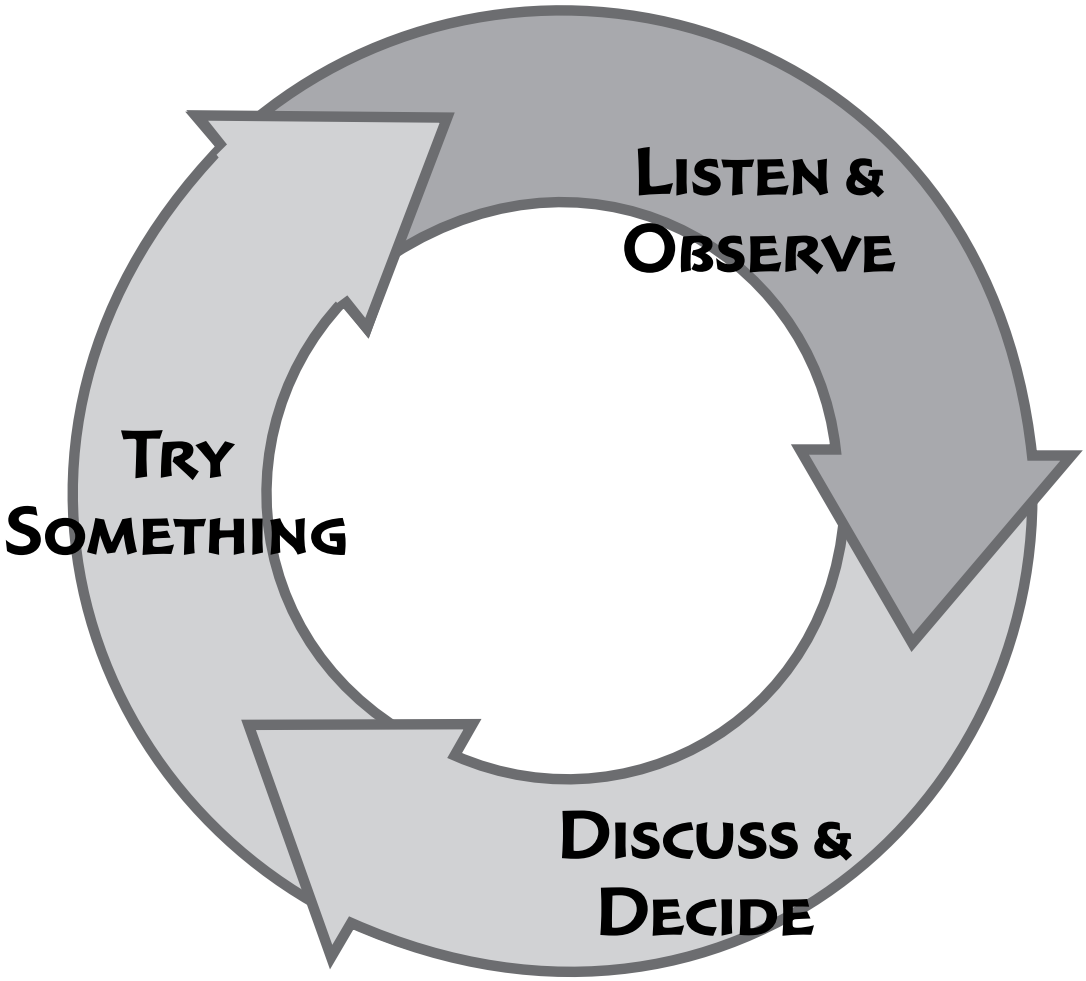
Who Should I Involve in My Training Sessions?

The materials section in each session lists resource people. These include language and cross-cultural trainers, experienced Volunteers, and community members in or near the training site.

Since the transfer of skills to Volunteer counterparts is a major Peace Corps goal, counterparts could be involved in training sessions as much as possible. If it isn't possible to include them in all of Pre-Service Training, you might at least invite them to participate in the *Pre-Service Training Summary Session: The Volunteer Listen and Observe Action Plan*. During this session, the Trainees and their counterparts develop a plan of what they will do during the Volunteers' first months at their site.

Counterparts may be invited to participate in the In-Service Training sessions. This would provide an excellent opportunity for Volunteers and counterparts to learn skills and develop plans together.

Section II
Listen and Observe



A Process for Change

SECTION II: LISTEN AND OBSERVE

INTRODUCTION

After the Introductory Session, the sessions in **Listen and Observe** teach Trainees how to identify what they need to learn from the community and then teach skills for gathering information. Those skills include the following:

- Demonstrating appropriate body language
- Observation techniques
- Questioning techniques
- Participatory techniques
- Informal interviewing techniques

As mentioned in the introduction, if other trainers already are introducing participatory appraisals such as Participatory Analysis for Community Action (PACA), Participatory Rural Appraisal (PRA) or Rural Rapid Appraisal (RRA), and community analysis such as the Kinship, Education, Economics, Politics, Religion, Association, and Health (KEEPRA) model, you may not need to use all these sessions. Select the sessions that complement the techniques introduced by others and integrate those learnings into the sessions you present.

Trainer's Notes: Many sessions in this guide ask you and the Trainees to give feedback. Feedback is information given to individuals about the quality of their work. Good feedback reinforces what people do well or correctly and, at the same time, gives them specific suggestions about what they can do to improve their knowledge or skills in the future. It is a very important skill for you and the Trainees to learn.

Before the first session in which the Trainees will be giving feedback (Session 2, Activity 3 or Session 3, Activity 3), distribute the handout, *How to Give Effective Feedback.* At the time indicated in the session methodology, discuss the handout. Observe the Trainees giving each other feedback, and give them feedback on how well they did.

Feedback is information given to individuals about the quality of their work.

Session Plan

Section II: Training Sessions
Promoting Powerful People: A Process for Change

Overview

This session introduces a Process for Change. The trainer uses the design of the training as an example of how to apply the process. Trainees then practice using the process in a simulation.

Note to Trainers in Sectors Other than Nutrition: Understanding the steps of the Process for Change is important for all Volunteers. To adapt this session, substitute your sector's technical content in Section II of the Trainees' Needs Assessment. The rest of the session is appropriate to Trainees in all sectors and requires no adaptation.

Objectives

By the end of the session, Trainees will be able to:

1. Describe at least three advantages of two-way communication.
2. List the steps of the Process for Change and explain why each step is important.

Time

2 hours, 15 minutes

Materials

- Flip chart paper and markers
- Results of the Trainees' Needs Assessment (distributed, collected, and collated prior to session)
- Handouts:
  - Needs Assessment
  - *Promoting Powerful People: A Process for Change*. (Distribute this handout before the session. Ask the Trainees to read it and record any comments or questions they want to discuss.)

- *Variety is More than the Spice of Life: Basic Maternal-Child Nutrition* or other background information in the Trainees' specific technical area.

VOCABULARY

Listen, observe, discuss, decide, try, process, change, participation, target group, communication, message

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: COMMUNICATION NEEDS TO BE TWO-WAY TO BE EFFECTIVE

Time: 30 minutes

Most of us remember this game from our childhood. It is an excellent exercise to demonstrate how information is distorted when communication is only one-way.

Ask the Trainees to stand in a circle with enough space between them so that the person on either side cannot hear what is whispered. Begin the message and whisper it to the person next to you. Continuing in the same direction, the listener whispers it to the next person and so on until the person on the other side of you receives the message. The last listener writes the message on the board or flip chart paper.

Use this suggestion as an example of the level of complexity of the message you should transmit: "They say there are 483 people trapped in a cave in _____ (name of a place in your country). At least 1,000 people are trying to provide medicine, machinery, and help. They say that the people weren't trapped accidentally. It was really a kidnapping, because some of the people who are trapped have a lot of money."

Perform this exercise again. During the second exercise, let the listener ask one or two questions. When the last listener writes the message on the board or flip chart paper, note how much closer this second message is to the original message (the one you initiated) than the message recorded from the first exercise.

Discuss what happened when the communication was one-way and two-way. How did the Trainees feel when the communication was one-way? How did they feel when the communication was two-way? What did they learn when the communication was one-way and two-way? How much clearer was the message when the communication was two-way?

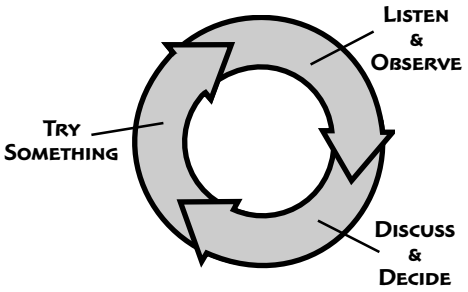
Generalize from the experience. Ask and discuss:

- What did you learn from all of this?
- What more general meaning does this have for you?
- How can/will you use what you have learned in working with the community?

ACTIVITY 2: INTRODUCTION TO THE PROCESS FOR CHANGE

Time: 30 minutes

Introduce the process by drawing it on flip chart paper. Ask the Trainees to discuss each step and its importance.



Emphasize the following:

1. The process creates a dialogue with community members that involves the Trainees in helping the community help themselves.
2. The process can be applied to an activity, such as a group discussion, a demonstration, a training session, or the design of simple print materials. The process also can be applied to a project, such as a community fair, school gardening project, or baby-weighing project. The Volunteer can use this same process with every activity of any size to ensure that a dialogue with the community is created and that community members are actively involved in identifying and solving their own problems. Ask the Trainees to discuss the examples provided in the handout.
3. Before Volunteers can *discuss and decide*, they need to do a great deal of listening and observing, which is particularly important in the first three to four months when Volunteers are learning the language and becoming part of the community. In fact, the Volunteer's job during the first three to four months is to listen, observe, and learn. This training teaches the Trainees the skills needed to listen and observe appropriately.

Explain how you have used and are going to use the steps of this process in designing, implementing, and evaluating their training. Explain the results of the Trainees' Needs Assessment and list at least five ways you used the results when designing the training. Explain that during each session you will listen to and observe what goes well and also determine what you need to do differently next time to improve or enhance the session. At the end of each session, ask the Trainees again for their opinions on how they think you can improve the session for future training.

ACTIVITY 3: PRACTICE THE PROCESS

Time: 1 hour

Explain that the groups will perform a simple exercise in which they apply the Process of Change. The objective of the exercise is to apply the entire process; what the groups choose to discuss and decide and try are not as important as practicing all parts of the process.

Divide the Trainees into two groups: women and men. Tell them that you want them to use the process to improve communication between the male and female Trainees. The first step is to listen to and observe the problems men and women have when they communicate. Give the groups a few minutes to discuss the questions they will ask each other regarding the communication problems men and women have. (Examples: What do men like about the way women communicate and why? What don't men like and why?)

Ask the Trainees to come back together in one group and sit together in a circle. Give each group 10 minutes to ask their questions. (20 minutes)

Divide the Trainees again into their two groups. Have each group (men and women) meet and discuss what they have learned. Have them select one action they could take that might improve the communication between the male and female Trainees. (15 minutes)

Bring both groups together again in a circle. Have one group explain the action it would use, then *discuss and decide* with the other group what they think of it and how they might execute this action. (20 minutes)

ACTIVITY 4: PROCESS, GENERALIZATION, SESSION EVALUATION, AND COMMUNITY ASSIGNMENT

Time: 15 minutes

Community Assignment. Ask the Trainees to try the actions they selected for the next three to four days and observe how this affects the communication between male and female Trainees. At the beginning of a follow-up session, spend 20 minutes having the groups sit together and listen to each other evaluate how effective the action was and what they might do differently in the future to improve it. Discuss and summarize how the process was carried out in this exercise.

Distribute the technical handout *Variety is More than the Spice of Life: Basic Maternal-Child Nutrition* and/or other background technical documents and ask the Trainees to read them. Explain that those documents contain the basic technical information they will use during their work; the Trainees should keep them as references for their work in the community. Ask them to bring those documents to the next session.

TRAINER'S NOTES

Review, revise, and adapt the Trainees' Needs Assessment to make it appropriate for your particular setting and training needs. When the Trainees arrive at the training site, ask them to complete the needs assessment. Select the training sessions you use according to the needs of this specific group of Trainees.

In countries where *Promoting Powerful People* training has been conducted and Volunteers have had an opportunity to apply the Process for Change, substitute a panel discussion of activities and projects they have carried out using the process.

Introductory Session
Trainee Needs Assessment

Please take a few minutes to complete the following questionnaire. Your answers will help us design the training sessions based on your experience and needs.

Trainee Name: _____

I. Your Hopes and Fears

1. Briefly describe what you hope to learn during this Peace Corps training.

2. Briefly describe what you hope to be able to do after you have finished this training.

3. What are your fears about this training or about being a Peace Corps Volunteer?

II. YOUR EXPERIENCE IN COMMUNITY NUTRITION

1. What three "food groups" do people need to grow, function, and remain healthy? Give an example of each one.

Food Group	Example
a.	
b.	
c.	

2. What can deficiencies in vitamin A, iron, and iodine cause?
   - Vitamin A:
   - Iron:
   - Iodine:

3. What foods are good sources of vitamin A, iron, and iodine?
   - Vitamin A:
   - Iron:
   - Iodine:

4. Which people are most at risk for nutritional deficits? Check all that apply.

   a. _____ Men
   b. _____ Young children
   c. _____ Teenagers
   d. _____ Pregnant women
   e. _____ Breastfeeding women
   f. _____ Old people
   g. _____ Everyone in the community

5. Match the following terms with their definitions.

_____ Wasting a. Child is abnormally short compared to other children in the country. This results from poor nutrition over a relatively long period of time.

_____ Stunting b. Child does not receive enough protein frequently because breastfeeding was stopped too soon and/or the child was not fed enough protein. The most common sign is swollen feet and legs, called edema.

_____ Marasmus c. Child does not weigh enough in relation to his/her height. This results from poor feeding during weaning or when weight lost during an illness was not regained.

_____ Kwashiorkor d. Child does not receive enough food. Signs include: elbows and knees larger than the rest of the limbs; easy to see ribs; skin hanging in folds and wrinkles over the buttocks; a head or hands and feet that seem too big relative to the rest of the body; an old and wrinkled appearance; and an abnormally quiet demeanor.

6. Babies who are fed only breast milk are less likely to get sick from which of the following? Check only one.

a. _____ Diarrhea

b. _____ Acute respiratory infections, such as pneumonia

c. _____ Allergies

d. _____ All of the above

e. _____ None of the above

7. At what age should a mother begin giving other foods and fluids to a baby? Check only one.

a. _____ One to two months

b. _____ Two to three months

c. _____ Four to six months

d. _____ It depends on the baby

8. By what age should a child be eating all of the foods prepared for the rest of the family? Check only one.

a. _____ Six months

b. _____ One year

c. _____ Two years

d. _____ It depends on the child

9. How often should a young child eat every day? Check only one.

   a. _____ Two times
   b. _____ Three times
   c. _____ Four times
   d. _____ Five times
   e. _____ It depends on the child

10. What should the mother do when the child has diarrhea or measles? Check all that apply.

    a. _____ Stop feeding the child
    b. _____ Give the same foods the child always eats
    c. _____ Offer food more frequently
    d. _____ Give only soft foods
    e. _____ Give extra foods rich in vitamin A

11. What should the mother do after the diarrhea or measles episode? Check all that apply.

    a. _____ Give the child an extra serving each day for one week
    b. _____ Give the same foods the child always eats
    c. _____ Offer food more frequently
    d. _____ Give only soft foods
    e. _____ Give extra foods rich in vitamin A

12. How much weight should a pregnant woman gain? Check only one.

    a. _____ 15–20 pounds
    b. _____ 20–24 pounds
    c. _____ 25–28 pounds
    d. _____ More than 30 pounds

13. What happens if a woman does not gain enough weight? Check only one.

    a. _____ She often will feel exhausted.
    b. _____ She will be less productive in her work.
    c. _____ She will deliver a low-birth-weight baby.
    d. _____ All of the above.

III. YOUR COMMUNICATION SKILLS

1. Have you ever learned about or performed any of the following? If so, mark the appropriate column.

Skills	Know About It	Have Done It
Participant observation		
Structured observation		
Market survey		
Informal interviews		
Surveys		
Participatory seasonal analysis		
Community mapping		
Participatory sorting and ranking		
Selecting target groups		
Identifying nutritional problems		
Defining objectives		
Selecting communication channels		
Selecting nonformal education techniques		
Action trials		
Developing an action or work plan		
Developing a timeline		
Counseling		
Demonstrations		
Training		
Facilitating a group discussion		
Selecting and using simple print materials		
Adapting print materials		
Drama		
Developing radio materials		
Producing radio materials		
Pretesting print and radio materials		

2. Write two examples of an open-ended question.

   a.

   b.

3. Write two examples of a closed-ended question.

   a.

   b.

Introductory Session Answer Sheet for Trainees' Needs Assessment

II. Your Experience in Community Nutrition

1. What three food groups do people need to grow, function, and remain healthy? Give an example each one.

Food Group	Examples
a. Calories	Cereals, fats and oils, starchy vegetables (potatoes, cassava) and sweets
b. Protein	Peas, beans, nuts, milk, eggs, fish, meat
c. Vitamins and Minerals (vitamin A, iron, and iodine)	Most sour fruits, dark green and orange vegetables, animal liver

2. What can deficiencies in vitamin A, iron, and iodine cause?

Vitamin A: Blindness or partial blindness; increase in risk of infant mortality from measles, diarrhea, and other childhood diseases.

Iron: Anemia, weakness, and decreased productivity; severely iron-deficient women are more susceptible to death.

Iodine: Goiter, lowered mental development and performance, apathy, and lethargy; in pregnant women, increased risk of stillborn births and infant deaths.

3. What foods are good sources of vitamin A, iron, and iodine?

Vitamin A: Dark green, leafy vegetables such as spinach, greens, and amaranth; dark orange fruits and vegetables such as carrots, yellow sweet potatoes, pumpkin, mangos, and papaya; and red palm oil. Animal sources include liver, whole milk, eggs, and butter. Breast milk is an excellent source of vitamin A for infants.

Iron: Animal products—meat, fish, poultry, and eggs—are especially good sources, and liver is probably the best of all. Some plant sources also provide iron, among them leafy green vegetables, potatoes, dried fruit, and enriched bread and cereal products. People can get the greatest benefit from the iron in those foods by adding some source of ascorbic acid to the meal. Orange juice, for example, helps the body absorb the iron more effectively.

Iodine: Good natural sources of iodine include such seafood as cod, shrimp, lobster, clams, flounder, and oysters. Other foods may be good or fair sources, depending on the amount of iodine in soils, feed, fertilizer, etc. Those foods include seeds and nuts, such as sunflower seeds and peanuts; eggs; and some fruits and vegetables, such as pineapple and greens.

4. Which people are most at risk for nutritional deficits?

   Answers: b. Young children
   c. Pregnant women
   e. Breastfeeding women

5. Match the following terms with their definitions.

   Answers: Wasting = c; Stunting = a; Marasmus = d; and Kwashiorkor = b.

6. Babies who are fed only breast milk are less likely to get sick from:

   Answer: d. Diarrhea, Acute Respiratory Infections, and Allergies.

7. At what age should a mother begin giving other foods and fluids to a baby?

   Answer: b. Two to three months

8. By what age should a child be eating all of the foods prepared for the rest of the family?

   Answer: b. One year

9. How often should a young child eat every day?

   Answer: d. Five times

10. What should the mother do when the child has diarrhea or measles?

    Answers: b. Give the same foods the child always eats
    c. Offer food more frequently
    e. Give extra foods rich in vitamin A

11. What should the mother do after the diarrhea or measles episode?

    Answers: a. Give the child an extra serving each day for one week
    b. Give the same foods the child always eats
    c. Offer food more frequently
    e. Give extra foods rich in vitamin A

12. How much weight should a pregnant woman gain?

    Answer: c. 25–28 pounds

13. What happens if a woman does not gain enough weight?

    Answer: d. She will often feel exhausted, she will be less productive in her work, and she will deliver a low-birth-weight baby.

Promoting Powerful People: A Process for Change

The basic philosophy of the Peace Corps is to help people help themselves. Participation is a key to community development. As a Volunteer, your job is to help community members learn how to identify and solve their own problems.

This training will teach you a simple process that helps people help themselves. You can apply this process to an activity, such as a training or counseling session. You can also apply the process to a project, such as organizing community gardens, building latrines or water systems, or increasing immunization coverage. This process creates a dialogue with community members and involves them in helping them help themselves.

Listen and Observe. Work with your counterpart and other community members to listen and observe what people are doing about a certain situation and why.

Discuss and Decide. You and your counterpart use the information gathered by listening and observing in the community to select a target group. You then discuss the situation and decide with those community members what actions they will take to improve or change the situation.

Try Something. Work with your counterpart and other community members to try activities that promote and support the actions they selected.

As you can see, the process is a continuous circle. After you, your counterpart, and other community members have tried something, you all will again listen and observe. This time, however, you will listen and observe to understand what was and was not successful in what you did. You can then use that information to discuss and decide what you need to try next to be more effective in reaching your goals and objectives.

The skills you will learn during this training will help you to carry out each step in this process. The training is designed to give you experience in all steps of the process so you can then apply them in your work.

Example of Using this Process for a Project

Nancy was a Volunteer assigned to work in a clinic to improve the nutritional status of her community. Her counterpart was Sarah, the clinic nurse. When she arrived in her community, Nancy and Sarah spent the first several months *listening and observing* to understand what the nutritional status of the people was and what community resources existed to help improve the nutritional deficiencies. They reviewed clinic records, talked with local leaders, and visited mothers in their homes. Performing those activities together helped them develop a good team relationship built on mutual respect and trust. Talking every day to Sarah and other people in the community also helped improve Nancy's language skills.

Nancy and Sarah found that several children and adults in the community had vitamin A deficiency. They also found that there was an active women's club that was interested in improving their children's health. They decided to work with this group to carry out the next step of the process—*discuss and decide*. Nancy and Sarah held several meetings with the women's club where they discussed the vitamin A deficiency and some possible steps the group could take to improve the intake of vitamin A. The club members decided that they would work to promote the use of green-leafy vegetables in children's weaning foods. They tried several new recipes in action trials and found two recipes that were the easiest to make and most acceptable to both the women and

their children. They then worked together to develop an action plan of what steps they would take to promote those new recipes throughout the community.

Nancy, Sarah, and the members of the women's club then *tried something* by carrying out their action plan. First, Nancy and Sarah taught the club members how to give effective counseling sessions. They also worked with the club members to develop a short, locally recorded program that promoted the new recipes and explained why mothers should give them to their children. As part of one meeting, they pretested pictures of babies with the club members and asked the women to select the best one to use during their promotional activities.

During the next month, the women's club members visited all mothers of young children in the community and counseled them on how to make the new weaning recipes. After each visit, they left the picture of the happy, healthy baby with each mother to remind her to make the new foods. The locally recorded program was played daily over the town's loudspeaker.

After all mothers in the community were visited, Nancy, Sarah, and the members of the women's club *listened and observed* to understand what had been successful in what they had tried, and what they needed to do to be more effective in promoting the new weaning foods. They visited mothers in their homes and asked them to prepare one of the new recipes. They talked with the mothers about their experience with the new foods, problems they had encountered, and other suggestions they had based on their experience. They also talked with several local leaders about how they perceived the club's work. They found that the community was generally enthusiastic about the new recipes and the active role the women's club was taking in promoting children's health. About half the women in the community were using the new recipes and the others wanted to try it, but "hadn't had time." The mothers who had tried the new recipes said that one of them took much longer to make than the other. Many mothers hadn't heard the loudspeaker announcements because they were working in the fields during the times they were played.

Reflecting on what they learned, Nancy, Sarah, and the club members discussed what they had done that was successful and decided to continue their promotion. However, this time they decided they would focus more on the recipe that took the least amount of time. They also decided to play the loudspeaker announcements in the evening when mothers were at home. They developed a new action plan and continued with the process.

EXAMPLE OF APPLYING THE PROCESS TO AN ACTIVITY

When Nancy and Sarah developed the training on giving an effective counseling session for members of the women's club, they first observed how the club members communicated with each other. They asked the members if any of them had ever received training in how to counsel or communicate with community members; two of them had. When they gave the training session, they discussed and decided with the group why this training was important and what the group would learn. During the training, the participants tried doing counseling sessions several times in role plays. During each role play, the other club members listened and observed. After each role play, they discussed and decided what each woman was doing well and what she could do better the next time to improve her counseling session.

Variety Is More than the Spice of Life
Basic Maternal-Child Nutrition

Table of Contents

I. Elements of a Good Diet: Variety Is More than the Spice of Life

II. Getting Enough Carbohydrates, Fats, and Proteins

- A. Carbohydrates
- B. Fats
- C. Proteins

III. Some Vital Micronutrients: Vitamin A, Iron, and Iodine

- A. Vitamin A
- B. Iron
- C. Iodine

IV. Nutrition for Women

- A. Women and Anemia
- B. Nutrition for Pregnant Women
- C. Nutrition for Breastfeeding Women

V. Infant and Child Nutrition

- A. Types of Malnutrition
- B. Breast Milk, the Best Milk
- C. Weaning Infants
- D. Feeding Sick Children
- E. Growth Monitoring

VI. Summary: Key Nutritional Actions to Improve Women's and Children's Nutrition

- A. Actions to Improve Women's Nutrition During Pregnancy and Breastfeeding
- B. Actions to Improve Infant's and Children's Nutrition

Appendix: Some Important Vitamins and Minerals

I. ELEMENTS OF A GOOD DIET: VARIETY IS MORE THAN THE SPICE OF LIFE

People need to eat a variety of foods to stay healthy. Macronutrients provide energy (measured in units called calories) to fuel and maintain the body. Micronutrients fill other functions that are vital to health and well-being (see Appendix).

One way to group the nutrients is according to their main function in the body.

Nutrient	Primary Function	Some Examples of Food Sources	Ways to Remember
Carbohydrate Fat	Provide energy	Grains, fats / oils, starchy vegetables (potatoes, cassava), sweets	Force Food Burning fire Color yellow
Protein	Promote growth in children Repair tissues	Peas, beans, nuts, milk, eggs, fish, meat	Construction Food Growing child Color red
Vitamins Minerals*	Protect from illness	Most sour fruits, dark green and orange vegetables, animal liver	Protection Food Umbrella or roof Color green

* Although people need to get a number of vitamins and minerals from their diet, this handbook focuses on vitamin A, iron, and iodine because these are among the most problematic in many developing countries of the world.

Just as people keep reserves of grain for future need, the human body actually stores some nutrients. Fat is one obvious way that the body stores energy. Certain vitamins and minerals also circulate in the bloodstream and are stored in different organs, such as the liver, bones, skin, eyes, teeth, and hair. However, the body is not able to store protein nor many kinds of vitamins, and these must be constantly provided through the diet.

When the supply of Force Foods (carbohydrates and fat) is not adequate, the body uses whatever else is being eaten for energy. As the supply runs out, the body " shuts down" in an effort to protect the most vital organs, including the heart and brain. People notice the lack of energy first, feeling weak and tired; eventually they may not be able to perform even the most simple task because all available energy in the body is being used to keep the heart beating, the body temperature stable, and other bodily functions operating.

II. GETTING ENOUGH CARBOHYDRATES, FATS, AND PROTEIN

Carbohydrates, fats, and protein provide the fuel and " building materials" the body needs to run and maintain itself. In general, people need the following amounts of fuel:

- About 1600 calories for elderly people and inactive women
- About 2200 calories for children, adolescent girls, active women, and nonactive men
- About 2800 calories for adolescent boys, active men, and very active women

Sixty percent of those calories should come from carbohydrates, 25 to 30 percent from fat, and the rest from protein.

A. CARBOHYDRATES

Both starches (complex carbohydrate) and sugar (simple carbohydrate) can provide energy. Starches, especially grains (rice, wheat, millet, rye, and corn) and root vegetables (cassava, potatoes) are tremendously important in the diets of many people in developing countries. In fact, as much as 80 percent of the calories consumed by many of these people come from carbohydrate sources.

Sugars, such as sucrose and fructose, are appealing to many people, but they do not supply vitamins or minerals, only energy. Starches, on the other hand, are usually found in foods that also provide vitamins, minerals, fiber, and sometimes protein. A diet that provides a good variety of grains, fruits, and vegetables has a number of nutritional benefits.

On the other hand, a diet composed of carbohydrate and little else—that is very low in protein, for example—leaves people at risk for health problems such as infectious disease. In a community in which 80 percent of calories come from a staple carbohydrate such as rice, it will be important to encourage people to increase their intake of other foods—especially protein.

B. FATS

The most vital function of fat is as a store of energy for the body. When fat is released from fat cells for fuel, it "spares" protein for growth and the repair of tissues. But fat is important for other reasons: It makes food more appealing and satisfying, keeps skin looking healthy, protects and " cushions" vital organs, and helps to regulate blood pressure, sexual development, and the central nervous system.

Dietary fat is a concentrated energy source, providing more than twice the calories per gram as carbohydrate and protein. In communities in which Force Food consumption is low and calorie intake is marginal, adding a little fat to the diet is a good recommendation because it provides good caloric benefit. Unless getting more calories into the diet is a top nutritional priority, people should try to get most of their fat intake in unsaturated fat, which is generally from plant sources—for example, from olive oil and corn oil. Fat in and from animals (including butter, lard, and suet) tends to be predominantly saturated fat, which has been linked to cardiovascular disease. Coconut oil, palm oil, and palm kernel oil also contain predominantly saturated fat. For a woman who consumes 1800 calories to get about 25 percent of them in fat, she would have to consume about 50 grams of fat, equivalent to approximately 3.5 tablespoons of oil or butter.

C. PROTEIN

Protein also supplies calories. Unless a person is not consuming enough Force Food, the body uses the protein for building and maintaining body structures rather than for energy. All the proteins in the body and in food are made up of building blocks called amino acids. The body is able to make all but nine of the 20 amino acids; those nine essential amino acids must be provided in the foods eaten each day.

Protein is found in many different kinds of food—meat, milk, grains, and vegetables. Animal foods provide a great deal of protein, and the protein contains all nine of the essential amino acids. Grains and vegetables have less protein, and the protein is usually lacking at least one of the essential amino acids. But that does not mean that people have to eat animal foods to get all the protein they need. If a food that lacks one amino acid is eaten with another that lacks a different amino acid, the protein of those foods complement one another. A meal of rice and beans or pea soup and cornbread, for example, is a good amino acid / protein source.

People do not need large amounts of protein each day to stay healthy, only around 10 percent to 18 percent of calories. For a woman who consumes 1800 calories a day, this is about 55 grams of protein, equivalent to approximately four ounces of meat, a cup of milk, two slices of bread, and two ounces of rice.

III. SOME VITAL MICRONUTRIENTS: VITAMIN A, IRON, AND IODINE

The Appendix lists the major vitamins and minerals that are considered important or essential for human health. In many rural areas of the world, low intakes of vitamin A and the minerals iron and iodine are the most serious micronutrient deficiencies.

A. VITAMIN A

Vitamin A plays an important role in vision, cell differentiation, bone growth, and resistance to infection. Vitamin A helps protect the body's surface areas, such as the skin, mouth, intestinal system, and respiratory tract from germs. It is particularly important to protect children from severe consequences of diseases such as diarrhea, measles, and acute respiratory illnesses.

A deficiency of vitamin A also can lead to night blindness (xerophthalmia) and, with prolonged deficiency, to gradual destruction of the eye and permanent blindness. Adults can usually recognize night blindness in themselves when they cannot see well at dusk or night time and bump into things as they are walking around. In children, night blindness is harder to detect, but an observant mother or health worker can suspect night blindness when a child displays the following behaviors:

- Ceases to play after sunset
- Sits quietly in a corner away from playmates
- Repeatedly bumps into objects

Night blindness can be both prevented and cured by eating enough vitamin A-rich foods. In countries where vitamin A deficiency is common (Bangladesh, Benin, Brazil, Burkina Faso, Chad, Ethiopia, Ghana, Guatemala, Haiti, India, Indonesia, Kiribati, Malawi, Mali, Mauritania, Micronesia, Nepal, Niger, Nigeria, the Philippines, Sri Lanka, the Sudan, Tanzania, Viet Nam, Yemen, and Zambia), you will find that people may have a name for night blindness. Existence and common recognition of a local word for night blindness is a good marker of a past or present vitamin A deficiency problem. You can determine whether there is a local term for night blindness by asking 10 to 15 people if they know a word or phrase that describes the inability to see at dusk or twilight.

The most common cause of vitamin A deficiency is inadequate consumption of foods rich in vitamin A. However, there are two other causes of vitamin A deficiency:

When people are ill, their bodies typically do not absorb as much vitamin A, even though they eat vitamin A-rich foods. Therefore, when people, especially children, are sick, they need to eat an extra serving of a vitamin A-rich food each day.

When people do not eat enough fat, oils, or protein foods, they cannot absorb and utilize plant vitamin A. People need to eat a variety of these foods to ensure that they absorb the vitamin A they are eating.

Children between six months and six years of age are at greatest risk for vitamin A deficiency because their nutritional demands are high, their consumption of vitamin A-rich foods may be limited, and illnesses such as diarrhea deplete their bodies' vitamin A reserve.

Increasing consumption of vitamin A-rich foods is considered the safest, most sustainable long-term measure to prevent vitamin A deficiency.

However, in some countries where vitamin A deficiency is a common problem, government and other health care programs are distributing vitamin A capsules or liquids once every six months to children between the ages of one and five years and to mothers in the first months after delivery.

The best sources of vitamin A are animal products such as liver, whole milk, eggs, and butter. Breast milk is an excellent source of vitamin A for infants. Animal sources of vitamin A can be used directly by the body.

Plants also are important sources of vitamin A. Plants contain beta-carotene, nutrients that can be converted by the body into vitamin A. The best plant sources of vitamin A are dark green, leafy vegetables, dark orange fruits and vegetables, and red palm oil. Examples of vitamin A-rich plant foods include spinach, greens, amaranth, carrots, yellow sweet potato, pumpkin, ripe mango, papaya, baobab leaves, basil leaves, cassava leaves, cow pea leaves, kale, red palm oil, red pepper, red pimento, and red sorrel.

The chart, Daily Vitamin A Requirements, shows how much vitamin A-rich food women and children should eat to prevent vitamin A deficiency:

Daily Vitamin A Requirements (amounts are approximate)

Age Group	**Foods Sources (examples)**			
Children	**Breastfeeding**	**Carrots**	**or Mango**	**or DGLV***
• 0-5 months	Exclusive breastfeeding			
• 6-11 months	Breastfeeding	1/3 cup	1/4 cup	1/4 cup
• 12-34 months		1/2 cup	1/3 cup	1/3 cup
• 4-6 years		3/4 cup	1/2 cup	1/2 cup
Pregnant women		2 cups	1 cup	1 cup
Lactating women		3 cups	1 1/2 cups	1 1/2 cups

* DGLV = dark green, leafy vegetables

Source: *Vital Nutrients: Supporting Life, Health, and Productivity through Iron, Iodine, and Vitamin A Nutrition*

(Adapted from Rosen DS: *Conducting a Qualitative Assessment of Vitamin A Deficiency, A Field Guide for Program Managers.* Helen Keller International, 1992.)

B. IRON

The mineral iron must be supplied regularly in the diet. If food sources of iron or supplements are not adequate, iron deficiency anemia may result. A person with iron deficiency will be tired and may have trouble performing his / her work. It is also believed that iron deficiency may impair the immune system, making people more susceptible to infectious disease. Iron deficiency causes children to become listless, apathetic, and irritable, and it may affect their ability to learn. Deficiency in this mineral can take a tremendous toll on a community's well-being and productivity with few obvious signs.

As with vitamin A, the most common cause of iron deficiency is a lack of foods in the diet that have adequate amounts of the nutrient. However, small amounts of iron are regularly lost in stools and urine, and greater amounts through menstruation. People who have lost or donated blood may also have a deficiency of iron, at least until the supply is replenished from food.

Breastfed infants generally are not iron-deficient, at least until about six or seven months of age. Throughout the growing years of childhood and adolescence, however, both boys and girls are at risk for iron deficiency. When adolescent girls begin to menstruate, their risk increases further. Women in their reproductive years—especially when they are menstruating, pregnant, or breastfeeding—are much more likely than men to have iron deficiency.

A few good food sources of iron include animal products. Meat, fish, poultry, and eggs are especially good sources; liver is the best of all. However, some plant sources also provide iron, among them leafy green vegetables, dried fruit, and enriched bread and cereal products. People can get the greatest benefit from the iron in these foods by adding some source of ascorbic acid to the meal. Oranges, for example, help the body absorb iron more effectively. Tea, on the other hand, can interfere with absorption.

The table, Recommended Intake of Iron, indicates how much iron (in milligrams) children, men, and women need to get each day, depending on sex, age, and how much of the diet is provided by animal foods. Because the iron in animal foods is absorbed so effectively by the body, the iron requirements are shaped by the proportion of calories they provide.

Recommended Intake of Iron (according to type of diet)

Absorbed Iron	10 % of Required Intake (mg)	Animal Foods below 10 % of Calories (mg)	Animal Foods with 10–25 % of Calories (mg)	Animal Foods over 25 % of Calories (mg)
Infants 0-4 months	0.5	*	*	*
5-12 months	1.0	10	7	5
Children 1-12 years	1.0	10	7	5
Boys 13-16 years	1.8	18	12	9
Girls 13-16 years	2.4	24	18	12
Menstruating women	2.8	28	19	14
Men / nonmenstruating women	.9	9	6	5

* Breastfeeding assumed to be adequate. (From FAO / WHO Expert Group Report: Requirements of Ascorbic Acid, Vitamin D, Vitamin B12, Folate, and Iron. WHO Tech Rep Serv, No. 452. Geneva: World Health Organization.)

The recommended amounts of iron can be gotten from the diet in a variety of foods. For example, an average 60-gram serving of calf liver provides nearly 10 miligrams; a 90-gram portion of cooked chicken, nearly two miligrams; a 50-gram egg, about one miligram; and three slices (70 grams) of bread, 1.7 miligrams.

C. IODINE

Iodine is a component of a hormone produced by the thyroid gland and, therefore, is important to metabolic functions of the body. The problems caused by iodine deficiency range from swelling of the thyroid gland, called goiter, to severe cretinism with mental retardation.

Although many animal and plant foods provide iodine, the amount of iodine depends to a great extent on the environment. For example, sources of iodine are common around the seashore, in seafood, and in coastal soils. Therefore, the diets of people who live near the sea and who eat a good amount of seafood are unlikely to be deficient in iodine. Plants grown in these regions and the animals that feed on them also tend to be high in iodine.

In inland communities, iodine is less likely to be found in the soils, so the foods produced in those regions will be low in iodine. In mountainous areas, such as those in parts of South America, lack of dietary iodine can pose serious health problems. Food processing and cooking practices can decrease the amount of iodine available from food sources; and when people have diarrhea, extra iodine can be lost from the body in stools.

In regions in which little iodine occurs naturally, iodized salt can be an important source of the mineral. Good, natural sources of iodine include such seafood as cod, shrimp, lobster, clams, flounder, and oysters. Other foods may be good or fair sources, depending on the amount of iodine in soils, feed, and fertilizer. Those foods include seeds and nuts, such as sunflower seeds and peanuts; eggs; and some fruits and vegetables, such as pineapple and greens.

In regions with little naturally occurring iodine, everyone may be at risk for deficiencies. However, growing children and pregnant and breastfeeding women have special needs. The demands of the developing fetus and of breast milk production may produce iodine deficiency in a mother.

The amount of iodine-rich food that people should eat each day is somewhat difficult to estimate. The amount depends in part on how much iodine they are getting from all sources, including from their drinking water. Only small amounts of the mineral are needed to avoid deficiency. It is estimated that adults should get about 150 micrograms from various sources; that is what a person would get in about two grams of iodized salt. Pregnant and breastfeeding women need 25 to 50 micrograms more. A breastfeeding infant is unlikely to have iodine deficiency unless its mother is severely deficient. After weaning, however, children need to be assured of good dietary sources, about 90 micrograms a day.

IV. NUTRITION FOR WOMEN

A. WOMEN AND ANEMIA

When women do not get enough Force Foods (carbohydrates and fat) and their calorie intake is too low, it is usually fairly obvious because they look thin. But other kinds of food deficiencies are often harder to spot. For example, women often feel run down and tired because they do not eat enough foods with iron and suffer from anemia. Women are more prone to anemia because they regularly lose blood through the menstrual cycle, and their diets tend to be more limited than men's. Men, women, and children also may suffer from intestinal parasites, which cause blood loss and anemia.

B. NUTRITION FOR PREGNANT WOMEN

For her child to develop well, a woman needs to gain about 25 to 28 pounds (11 to 12.5 kilograms) during her nine months of pregnancy. She should gain the weight gradually and steadily. If her weight increases or decreases suddenly, she should see a doctor. During the first three months, she should expect to gain about two to five pounds (one to two kilograms). During the last six months of pregnancy, she needs to gain about one pound (a bit less than .5 kilogram) each week, so that by nine months, she has gained about 22 pounds (11 kilograms).

The baby accounts for only a small portion of the weight gained during pregnancy.

	Weight	Where the weight goes
	3.3 kg	Baby
	0.7 kg	Placenta
	1.0 kg	Uterus
	4.0 kg	Blood and fluids
	2.0 kg	Changes in getting the body ready for breastfeeding
Total:	11 kg	

A pregnant woman's body will protect her fetus at her expense. This means that whatever protective nutrients are stored in the woman's body or are consumed as food will be used first to develop the growing fetus. Her body will use whatever is left over for her own growth and health. This can be a problem because many pregnant women do not eat enough food or get enough variety in their diet to meet their own needs. For example, pregnant women who suffer from night blindness are not eating an adequate amount of vitamin A-rich foods. Their bodies are beginning to drain down their stores of the nutrient, beginning with the amount needed by the eyes. In some African countries, many rural people know that night blindness occurs among pregnant women, but consider it a normal symptom of pregnancy that vanishes after birth. In fact, it is something that could be prevented by eating more foods with vitamin A!

Only during the last two or three months of pregnancy does a baby gain enough weight to be healthy at birth. Many rural women cut down on eating during the last few months of pregnancy, thinking this will prevent a difficult delivery. However, if a woman is undernourished, she is will be weak and will be more apt to have problems at delivery.

A woman who is too thin at the start of her pregnancy, who continues to be very active, or who does not gain enough weight during her pregnancy may experience the following:

- Often feel exhausted
- Be less productive in her work
- Deliver a low-birth-weight infant who might not survive or who will be sickly

It is crucial, therefore, that a woman gain enough weight and build up her nutrient stores before and during her pregnancy. If she is physically active during her pregnancy, she will need to eat more to gain the recommended weight, since physical activity uses up the energy she has stored from eating.

Women can have enough nutrients for both themselves and their unborn babies by consuming sufficient calories and a variety of Force, Protection, and Construction Foods during pregnancy. If a pregnant woman regularly eats small quantities of a variety of foods—dark green, leafy vegetables, fruit, peanuts, and beans—she will stay healthy, her unborn child will grow, and her breast milk will flow well. While it helps to eat slightly more food each day, quality is more important than quantity.

C. NUTRITION FOR BREASTFEEDING WOMEN

Most new mothers make enough breast milk without eating special foods. Women will remain healthier if they continue to eat as they should during pregnancy, adding small quantities of milk, peanuts, or fruit to their normal intake of Force Foods (carbohydrates and fat). An extra portion of Force Food will help ensure a good flow of breast milk, as well as the woman's health. Breastfeeding women should also drink extra liquids to help the milk flow.

V. INFANT AND CHILD NUTRITION

Child malnutrition is a major health problem worldwide because infants and very young children are particularly susceptible to nutritional problems. A child has special needs for the energy and nutrients provided by food because, in addition to needing nutritious foods the way adults do—for daily activities and fighting off illness—a child is also growing rapidly, physically and mentally. Children who do not receive enough Force, Construction, and Protection Foods will be smaller and less intelligent than other children. A child who is severely malnourished for a long time may, if given better food, catch up in physical growth, but he or she is less likely to catch up in mental development.

A. TYPES OF MALNUTRITION

The following four types of malnutrition are those that are most common in children between the ages of six and 18 months.

Wasting. Children who are wasting become very lean in relation to their length. This abnormal thinness is most common in children older than six months of age who are breastfed but do not receive other foods, or who have lost weight during an illness such as diarrhea and do not eat enough to regain. For this reason, it is important to give extra nourishing food to sick children.

When measuring children and plotting their growth on growth charts, children whose weight is below average for their height are wasted. Those whose weight is below average for their age are at risk for coming wasted.

Stunting. This abnormal shortness is generally not apparent until children become eight to 10 months of age because the condition results from general poor nutrition over a relatively long time. It is hard to recognize stunting when a whole village is poorly nourished, and all the children of the same age are about the same height. However, these children often will be much shorter than children of the same age in other areas of the same country.

When measuring children and plotting their growth on growth charts, children whose height is below average for their age are at risk of becoming stunted. Only weighing children during growth monitoring sessions will not identify stunting because stunted children often have a normal weight for their age.

Marasmus. This condition is marked by severe wasting that results from the child not receiving enough food in general. It often occurs in the first year of life when an infant is weaned early and is fed foods that are not appropriate complements to breast milk (such as over-diluted, starchy staple foods). Children who suffer frequently from diarrhea are at risk for becoming marasmic because they do not eat enough to fight the illness. Marasmic children often have some or all of the following physical conditions: elbows

and knees that are larger than the rest of the limbs; ribs that are easy to see; skin that hangs in folds and wrinkles over the buttocks; thighs that are straight from buttocks to knees and without the folds of fat that healthy children have; a head or hands and feet that seem too big for the rest of the body; and an old, wrinkled appearance. Children with marasmus tend to be very quiet.

Kwashiorkor: Kwashiorkor results from a deficiency in protein. The name *kwashiorkor* comes from Ghana and refers to the illness of the child that is taken off the breast when a younger sibling is born. Children under two years of age who are taken off the breast and not given Construction Foods (protein) may get kwashiorkor. The most telling symptom is swollen feet and legs, or edema. You can identify edema by gently pressing the child's swollen hand or foot and seeing whether the indentation remains briefly. Children may also develop a swollen face, a swollen abdomen and enlarged liver, reddish hair all over or in patches, and dry, cracked skin that flakes off. Children with kwashiorkor tend to be quiet, listless, and noninteractive. Kwashiorkor should be treated as an emergency, because children easily die if this condition is not corrected. It may take months of proper feeding for a child with kwashiorkor to recuperate.

Although it is important to be aware of these serious conditions, it is unusual to see children with extreme forms of malnutrition. This is because these children are weak and have insufficient stores of nutrients causing them to be more likely to die from diarrhea and other infectious diseases than well-nourished children.

B. BREAST MILK, THE BEST MILK

Exclusive breastfeeding refers to feeding an infant only breast milk, without giving any additional liquids or foods such as sugar water, herbal teas, juices, or baby formula. Exclusive breastfeeding is the best way to feed young infants. Breast milk contains **all the liquid and nutrients that infants need for the first six months of life**, even in very hot weather.

Besides containing all the *nutrients* infants need to grow, breast milk also provides *antibodies* and other components that protect the child against disease. Infants who are fed only breast milk are less likely to get sick from diarrhea, acute respiratory infections such as pneumonia and allergies, and a number of other diseases. Putting a newborn to the breast immediately after birth (preferably within the first hour of life) ensures that she or he receives *colostrum*, the thick, yellowish first milk especially rich in protein, vitamin A, and disease-fighting antibodies. Several other reasons why immediate breastfeeding is good for infants and mothers are as follows:

- It helps the newborn pass meconium, the black, liquid stools left from pregnancy
- It prevents a new mother's breasts from becoming engorged
- It helps bring on the contractions that expel the placenta from the mother's uterus and reduces bleeding

Infants who are given sugar water, herbal teas, juices, or other liquids at birth, may not suck as hard on the breast, and the mother's milk supply will decrease, making it hard for her to provide all the liquid and nutrients her baby needs. Also, young infants fed other liquids or foods besides breast milk are at greatly increased risk for infections caused by dirty water, foods, utensils, or containers. Exclusive breastfeeding until six months of age prevents these infections. Young infants do not need the extra nutrients provided by other foods. Breast milk alone is both the best food and best liquid for them.

HOW CAN MOTHERS BREASTFEED SUCCESSFULLY?

The more a child suckles, the more milk a mother produces. Mothers need to nurse frequently and on demand—that is, whenever the infant is hungry. It is not unusual for infants to go through periods of wanting to nurse every hour or so. If a mother tries to feed her infant according to a schedule, especially if she spaces the feedings too far apart, her baby may become hungry and fussy between feedings. And because it is the infant's suckling that stimulates the production of breast milk, the mother's breasts will produce less and less milk, making it even more difficult to keep the infant satisfied.

Many mothers believe that they cannot produce enough milk to breastfeed and start feeding their infants other products too early and unnecessarily. If mothers give their babies bottles, the children will be suckling less and the mothers will actually produce less milk. When a mother believes she has insufficient milk, she actually needs to breastfeed *more frequently* to produce *more milk*, instead of giving supplements or powdered milk.

C. WEANING INFANTS

By around *six months of age*, infants need a small quantity of food in addition to breast milk. The mother should give breast milk when the baby wants it, but also begin to offer a little porridge made from the local staples. In some countries, mothers wean their children with watery porridge. Porridge can be made more nutritious by cooking it with milk (breast milk, cow's milk, or goat's milk) and enriching it with a little oil or sugar. A small amount will give the baby a lot of energy to grow. If the porridge is made with water, milk can be added after it is prepared. The porridge should be thick, and fed from a clean cup or bowl with a clean spoon. At first, the infant should get two or three small spoonfuls of porridge twice a day.

Within a couple of weeks, a variety of other available foods should be added to make the porridge even more healthy. Good foods to add are peas or beans such as pounded peanuts or soybeans and / or animal foods such as fish and / or vegetables. Oil or sugar should be added whenever possible. The chart, Some Ideas for a Healthy Porridge, shows how porridge was made better in one African country by adding some Construction (protein) and Protection (vitamins and minerals) Foods:

Some Ideas for a Healthy Porridge

Millet	+	breast milk	+	oil or sugar	+	pounded ground nuts	+	squash
		(Force)		(Construction)		(Protection)		
		Good		**Better**		**Best**		

Infants may need a few weeks to get accustomed to eating the new porridge mixes. Expect the younger baby to eat about three to six spoonfuls of thick mixed porridge at least three times a day, in addition to being breastfed. Mothers may continue to feed their infants this thick porridge well into the first year of life, gradually increasing the quantity and adding other foods.

An important note: Porridge must be as fresh and clean as possible, because babies catch infections and become ill easily. Feed the baby with a clean spoon from a clean cup or bowl.

When infants are around *eight months old*, they can begin to eat soft fruit and cooked, mashed vegetables. Again, mothers should be sure that the fruits and vegetables are clean. A cooked, mashed egg yolk is also a very good food for babies learning to eat adult foods. Babies' stomachs are small, so they cannot eat a lot of food at one time; feeding some kind of good food five or six times a day helps them grow. Parents should try to make sure that children eat as much of the "sauce foods" as they do of the staple food at any one meal to ensure variety and full protection from illness.

By the time infants are about *one year old*, they should be able to eat all foods being prepared for the rest of the family. Fish or meat should be cut into small pieces and all the bones taken out. Seeds and pits might also need to be removed from vegetables if these are not completely softened by the cooking. A small portion should be taken out of the pot before any strong seasoning or hot pepper is added. Extra oil or sauce can be added and mashed into the food to make it softer. Small pieces of fruit or other foods should be offered between meals. As children get older and begin to eat more adult foods, it is important that they continue getting Protection and Construction, as well as Force Foods.

Young children need special attention when they are eating. Their appetites may change from day to day. Some days they will need extra help and attention to eat enough to grow, *especially when they are ill*. This sometimes takes a lot of insistence, and some mothers simply do not have the time to do it. Then other family members, including older siblings, can help the younger children to eat. Even if young children are able to feed themselves, they need to be supervised as they eat to ensure that they get all the nutrients they need. The easiest way to supervise children when they are eating is to feed them from their own separate bowl or calabash. This makes it easy for the busy mother or caretaker to know how much the child is eating, and the child does not have to fight with other children for food.

D. FEEDING SICK CHILDREN

Diarrhea is by far the most common health concern of mothers with young children. It is also one of the most common causes of malnutrition and infant deaths around the world. Children with diarrhea may reject food, or their caretakers may not understand the importance of feeding them while and after they are sick.

Even when suffering from watery or bloody stools, a child can absorb the nutrients from most foods. The child's body will use these nutrients to fight the illness, gain weight, and grow. Usually, the amount of stool lost will not increase when the child is fed. Children with diarrhea who are breastfeeding will actually lose less stool and will recover faster.

- If a child is dehydrated, rehydration is the first priority: Get liquids into him / her.
- A sick child needs special foods with extra energy and nutrients to fight the illness.
- As children get better, they need extra foods to speed up the return to health.
- Sick children should get the same Force Foods, such as porridge and soft foods, that they get when they are healthy. More encouragement and smaller, more frequent feedings may be needed if a child does not want to eat.
- It is especially important for children with diarrhea to be fed with a clean spoon and cup or bowl because they can easily catch other illnesses.
- For one week after the diarrhea goes away, children need at least one extra meal a day to build up lost stores and protect their bodies.

The following examples of common, easily digested foods are especially good for children with diarrhea:

- Breast milk (or animal milk when used as a mix for infant foods such as porridge)
- Rice mixed with vegetables
- Enriched porridge
- Mashed fruit (especially ripe bananas)
- Eggs
- Coconut water

Avoid giving children carbonated drinks during diarrhea because they can aggravate the diarrhea.

E. GROWTH MONITORING

Most countries in the world have growth monitoring programs and activities in which young children are weighed (and sometimes measured, as well) every month. Their growth is noted down on a "growth monitoring chart;" most countries use a standardized chart developed by UNICEF. Monthly weighing allows the health worker and the mother to understand if the child is gaining weight as she/he should be and to identify children who are losing weight because of their diet or frequent illnesses. The health worker then helps the mother identify exactly what she should do to help the child gain more weight and "catch up" to where she/he should be on the growth monitoring chart. The following describes a sample procedure for weighing children.

Begin to observe possible places where the scale can hang as soon as you walk toward the household. Be selective about where you place the scale. It is best to measure outdoors during daylight hours. If it is cold or raining, or if too many people congregate and interfere with the measurements, it may be more comfortable to weigh a child indoors. Make sure there is adequate light.

CONTROL THE CHILD

When you weigh, you must control the child. The strength and mobility of even very young children should not be underestimated. Be firm yet gentle with children. Your own sense of calm and self confidence will be felt by the mother and the child. When a child has contact with the weighing pants, you must hold and control the child so the child will not trip or fall. Never leave a child alone with the scales. Always have physical contact with the child except when you must let go of a child for a few seconds while taking the weight.

COPING WITH STRESS

Since weighing requires touching and handling children, normal stress levels for this type of work are high.

Explain the weighing procedure to the mother and, to a limited extent, the child, to help minimize possible resistance, fears, or discomfort they may feel. You must determine if the child or mother is under so much stress that the weighing must stop. Remember, young children often are uncooperative; they tend to cry, scream, and kick, and sometimes bite. If a child is under severe stress and is crying excessively try to calm the child or return the child to the mother for a moment before proceeding with the weighing.

Do not weigh a child in any of the following situations:

a. The mother refuses

b. The child is too sick or too distressed

c. The child is physically deformed, which will interfere with or give an incorrect measurement

RECORDING MEASUREMENTS AND BEING CAREFUL

Record the measurements in pencil. If you make an error, completely erase the error and rewrite the correct numbers. Keep objects out of your hands and pencils out of your mouth, hair, or breast pocket when you weigh and measure so that neither the child nor you will get hurt due to carelessness. When you are not using a pencil, place it in your equipment pack or pencil case. Make sure you do not have long fingernails. Remove interfering rings and watches before you weigh and measure. Do not smoke when you are in a household or when you weigh.

STRIVE FOR IMPROVEMENT

You can be an expert measurer if you strive for improvement and follow every step of every procedure the same way every time. The quality and speed of your measurements will improve with practice. You may be working with a partner to form a team. If so, you will be responsible for not only your own work, but also for the quality of work of your team.

You will be required to weigh many children. Do not take these procedures for granted even though they may seem simple and repetitious. It is easy to make errors when you are not careful. Do not omit any steps. Concentrate on what you are doing as you perform the following steps:

1. **Measurer or Assistant.** Hang the scale from a tree branch, ceiling beam, tripod, or pole held by two people. You may need a piece of rope to hang the scale at eye level. Ask the mother to undress the child.
2. **Measurer.** Attach a pair of the empty weighing pants, infant sling, or basket to the hook of the scale and adjust the scale to zero; then remove it from the scale.
3. **Measurer.** Have the mother hold the child. Put your arms through the leg holes of the pants. Grasp the child's feet and pull the legs through the holes. Make certain the strap of the pants is in front of the child.
4. **Measurer.** Attach the strap of the pants to the hook of the scale. Do not carry the child by the strap only. Gently lower the child and allow the child to hang freely.
5. **Assistant.** Stand behind and to one side of the measurer ready to record the measurement. Have the child's growth chart ready.
6. **Measurer and Assistant.** Check the child's position. Make sure the child is hanging freely and not touching anything. Repeat any steps as necessary.
7. **Measurer.** Hold the scale and read the weight to the nearest 0.1 kg. Call out the measurement when the child is still and the scale needle is stationary. Even children who are very active, which causes the needle to wobble greatly, will become still long enough to take a reading. Wait for the needle to stop moving.
8. **Assistant.** Immediately record the measurement on the growth chart and show it to the measurer.
9. **Measurer.** As the assistant records the measurement, hold the child in one arm and gently lift the child by the body. Do not lift the child by the strap of the weighing pants. Release the strap from the hook of the scale with your free hand.
10. **Measurer.** Check the recorded measurement on the growth chart for accuracy and legibility. Instruct the assistant to erase and correct any errors.

* If the assistant is untrained (for example, the mother), then weight should be taken by one person only, the trained measurer, who should also record the measurement on the questionnaire.

Adapted from "Improving Young Child Feeding During Diarrhoea," Marcia Griffeths et al, The Weaning Project, Manoff International for Pritech, Management Sciences for Health, June, 1988.

VI. SUMMARY: KEY NUTRITIONAL ACTIONS TO IMPROVE WOMEN'S AND CHILDREN'S NUTRITION

(Adapted from Facts for Life, A Communication Challenge, UNICEF, WHO, and UNESCO, 1991.)

A. ACTIONS TO IMPROVE WOMEN'S NUTRITION DURING PREGNANCY AND BREASTFEEDING

A pregnant woman should take the following actions:

- **Action 1. Eat more food than she normally eats.**
  - Increase the amount of food she eats each day.
  - Eat at least one extra serving each day of a Construction Food (protein), a Force Food (carbohydrate and / or fat), and a Protection Food (a food rich in vitamins and minerals).
  - Be weighed as soon as she knows she is pregnant. It is important that she gain weight every month during pregnancy and that she gain a total of 20 to 33 pounds (10 to 12 kilograms).
- **Action 2. Eat a variety of foods from all three major food groups each day.**

B. ACTIONS TO IMPROVE INFANT'S AND CHILDREN'S NUTRITION

Mothers should take the following action:

- **Action 1. Give only breast milk to infants until they are six months old. Bottle-feeding can lead to serious illness and even death.**
  - Start breastfeeding as soon after birth as possible.
  - Feed her infant only breast milk for the first four to six months.
  - Continue to breastfeed into the second year of the child's life, if possible.

Parents should take the following action:

- **Action 2. Monitor the child's weight and weight gain.**
  - Weigh their child every month from the time it is born until it is three years of age.
  - Take a child who does not gain weight for two months to a health worker to determine the cause of the problem and take action. The action would depend on whether the child is failing to gain because of illness, poor food, or lack of attention (see the following key actions).
- **Action 3. Begin to feed the child other foods in addition to breast milk when he or she is between four and six months of age.**
  - Breastfeed before giving other foods at first, to ensure a good supply of breast milk.
  - Add boiled, peeled, and mashed vegetables to a young child's gruel or other weaning food at least once a day.
  - Give the child a good variety of foods.
  - Begin feeding the infant food prepared for the rest of the family when he or she is about eight months old. Mash the vegetables, fish, or meat well before feeding it to the child.

- **Action 4. Feed a child under three years of age five or six times a day.** A child's energy needs, for its size, are greater than an adult's, but its stomach is smaller, so it cannot eat much at one meal.
  - Give the child snacks of whatever is available in the home.
  - Enrich the child's gruel or porridge with mashed vegetables and a little oil or fat.
  - Between meals, give a child dried foods or fresh snacks—for instance, fruits, bread, patties, biscuits, nuts, coconut, or bananas.

    Note: Feed the child foods that have not been standing for several hours. These foods become highly contaminated. If it is not possible to feed a child freshly cooked, fresh, or dried food five or six times a day, remember that breast milk is always clean and free from germs.

- **Action 5. Add a small amount of mashed vegetables and extra fat or oil—for instance, butter, ghee, crushed nuts, or vegetable, soya, coconut, corn, or ground nut oil—to the family's usual food before feeding it to a child under three years of age.** The family's normal food needs to be enriched to meet the special energy needs of a growing child.

- **Action 6: Feed a child at least one vitamin A-rich animal or plant food, for example, small bits of liver or red and orange fruits and vegetables, every day.**
  - Provide vitamin A-rich food to a child who has had diarrhea or measles; these illnesses cause vitamin A to be lost from the child's body. And breastfeed the child more often.
  - Give a child who cannot see well at dusk or at night more red and orange fruits and vegetables, or dark green leaf sauce. If possible, give the child three small pieces of liver at least once a week until he or she can see well at night. **Take the child to the health center.**

- **Action 7: Feed a child who has been ill extra meals for at least a week after the illness subsides so he or she can catch up on the growth lost during the illness. The child is not fully recovered until she/he is at least the same weight as when the illness began. A sick child, especially if she/he has diarrhea or measles, will have little appetite. And less of whatever food the child does manage to eat is absorbed into the body. If this happens several times a year, the child will become malnourished.**
  - Encourage a child who is ill to take food and drink. This can be very difficult if the child does not want to eat, so offer the child favorite foods (usually soft, sweet foods) a little at a time and as often as possible.
  - Give a child who has diarrhea plenty to drink. If the child is still being breastfed, breastfeed more often. Give oral rehydration solution to a child who has diarrhea for more than one day.
  - Take the child to a health worker or clinic if illness and poor appetite persist for more than a few days.

  It is also important to protect a child's growth by preventing illness.
  - Get the child fully immunized before the age of one year.
  - Give breast milk only for the first four to six months, then introduce other foods and continue to breastfeed.
  - Always use latrines and keep hands, food, and kitchens clean.

- **Action 8: Help a child under two years of age to eat, especially when the child is ill.** Children need to have people talk, play, and show love to them. This is essential for a child's physical, mental, and emotional growth. Children need a close, sensitive, and caring relationship with the adult or adults who care for them. They need stimulation. Lack of attention makes a child unhappy. A neglected child loses interest in life, has less appetite, and may fail to grow normally in mind and body.
  - Supervise a young child while she / he eats. If the child is not eating well, help him / her eat. Watch to see if the child finishes his or her portions, and give more food if the child is still hungry. If there are many children in the family, or if the mother does not have time to help the child to eat, other family members, including older siblings, should take responsibility for ensuring that the child is eating enough and the right kinds of foods each day.
  - Talk, sing, or play with the child to encourage eating. Urge the child to eat " just one more bite." It sometimes helps to hold the child.

Appendix
Some Important Vitamins and Minerals

Some Vitamin	Food Sources	Body Function
A (beta carotene)	Dark green, orange, yellow, red vegetables and fruits (pumpkin, carrots, spinach, greens); fortified milk products	Vital for vision, bone growth, maintenance of lining of lungs, bladder, eyelids, sinus passages
D	Fortified milk; fatty fish; eggs	Helps bone growth
E	Vegetable oils (soybean, corn, safflower); margarine; nuts; whole grains; leafy, green vegetables	Maintains, protects cell membranes from damage
K	Leafy, green vegetables; broccoli; cauliflower; dairy products	Helps blood clotting
Thiamine (B1)	Pork; whole grain / enriched grain products; greens; dried beans	Helps convert food energy into body energy; supports normal appetite, nervous system function
Riboflavin (B1)	Dairy products; eggs; dark green vegetables; enriched breads / cereals; beef, lamb, chicken; salmon, tuna	Helps convert food energy into body energy; promotes healthy skin, normal vision
Niacin (B3)	Poultry, meat, eggs, fish; enriched breads / grains; nuts; dried beans	Helps convert food energy into body energy; promotes health of skin, nerves
Pyridoxine (B6)	Whole grain breads / cereals, oats; fish, pork; peanuts, walnuts	Helps body use protein and form antibodies, red blood cells
B12	Poultry; eggs; milk (found almost exclusively in animal foods)	Helps build body cells
C	Citrus fruits, melons, strawberries, tomatoes, potatoes, dark green vegetables	Helps body form connective tissue (bones, arteries), absorb iron, use protein, vitamins, minerals
Folic acid	Leafy, green vegetables; dried peas / beans; cauliflower; broccoli; oranges; corn; green peas; whole wheat bread	Helps build body cells, manufacture protein

APPENDIX
SOME IMPORTANT VITAMINS AND MINERALS

Some Minerals	Food Sources	Body Function
Potassium	Milk; cantaloupe, bananas, oranges; beans / peas, lima beans; dried fruit; potatoes	Maintains heartbeat, helps in transmission of nerve impulses, contraction of muscles
Calcium	Milk products; leafy, green vegetables; dried beans / peas	Forms foundation of bones, teeth; regulates heartbeat, transmission of nerve impulses; helps blood clotting
Phosphorus	Milk products; meat, poultry, fish; cereal; peas, beans	Forms foundation of bones, teeth; helps build body cells
Magnesium	Green leaves; nuts; cereals, grains; seafood	Helps body manufacture protein, convert food energy to body energy; relaxes muscles; helps teeth resist decay; transmission of nerve impulses
Iron	Meat, eggs, poultry, fish; dried beans; fortified breads / cereals	As component of all body cells / protein, transports oxygen in blood
Iodine	Seafood; iodized salt; milk products	Component of hormone that regulates body energy expenditure
Fluoride	Tea; fluoridated water; fish	Helps teeth resist decay
Sodium	Table salt, salt added to processed foods	Regulates body fluid; helps in transmission of nerve impulses, contraction of muscles
Zinc	Milk; meat, poultry, fish; whole grain breads / cereals	Helps normal growth processes, maintains body tissues, assists in insulin production, maintains normal sense of taste

Session Plan

Section II: Session 1
What Do We Need to Learn from the Community?

Overview

This session introduces the first step of the Process for Change, **Listen and Observe**. Trainees begin to identify what information they will need to gather from the community to live and work effectively there, and where they might listen and observe to gather this information.

Note to Trainers in Sectors Other than Nutrition: Identifying what they need to learn from the community is important for all Volunteers. However, you will need to adapt the handout and Activity 2 to your specific technical area.

Objectives

By the end of the session, Trainees will be able to :

1. List at least five aspects of community life that the Volunteer, his / her counterparts, and other community members need to explore to develop their activities and projects within the community.
2. List the information they need to gather from the community to make these decisions.

Time

2 hours

Materials

- Flip chart paper and markers
- Handouts:
  - *Variety is More than the Spice of Life: Basic Maternal-Child Nutrition* (in previous Session: *Promoting Powerful People: A Process for Change*) and / or other background technical handouts

– *What We Need to Learn about Nutrition from the Community*

VOCABULARY words...

Identify, solution, action, needs, resources, community, counterpart, nutrition, pregnancy, names of different types of foods, weight, weaning, vitamin

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION

Time: 30 minutes

Refer to the drawing of the process for change. Explain that this session is the introduction to the first step of the process. The subsequent sessions will teach them the skills they need to listen and observe in the community.

Explain that listening and observing will help the Volunteer, his / her counterparts, and other community members gather essential information needed to make decisions about community action.

Topic 1. What resources, beyond people, such as roads, buildings, water, available land, institutions, and so on, exist in the community?

Topic 2. What are the best ways to communicate with people? What methods are already in use? What communication channels (interpersonal, mass media, print, and folk media) and educational techniques exist for men, women, girls, and boys?

Topic 3. Where are the most effective places to conduct promotion activities? Where do men and women, boys and girls spend their time? When during the day or week is the best time for activities for men, women, girls, and boys?

Topic 4. What is important to the men and the women, the boys and the girls of the community? What are the principal desires, needs and problems of each group?

Topic 5. With whom do my counterpart and I need to work (individuals, community groups, and agencies) to improve or change the situation, to contribute to solving the problems in a way that builds on and strengthens community resources and current activities?

Explain that Volunteers are most successful when they help the community identify their own needs and then identify solutions or actions to change the situation. Many Volunteers arrive at their site with a set idea about what the problem is and what they are

going to do about it. Frequently their idea of a priority problem is very different from that of the community. Volunteers then feel frustrated because the community resists working on something it does not see as important.

Explain that the Trainees will need to be very flexible when they arrive at their site. Although this training focuses on nutrition, they may find that the community members perceive other areas as more important. Volunteers should work with the men and women, boys and girls to change or improve the situations they find unacceptable. As they work on their own priorities, the community will gain skills and confidence in changing their situation. Meanwhile, the Volunteer can raise consciousness of nutrition issues. They can then build nutrition activities on top of successes in other areas, after they have gained the confidence of the community.

Emphasize that no matter what the groups within the community define as their priority, the Volunteers can use the same process and skills they learn in this training to help community members help themselves regarding whatever change they desire.

Ask for and answer questions.

ACTIVITY 2: WHAT WE NEED TO LEARN ABOUT NUTRITION FROM THE COMMUNITY (SMALL GROUP WORK)

Time: 45 minutes

Explain that in this session the Trainees will begin to list the information they and their counterparts will need to gather from the men and women of the community in order to jointly make decisions on activities in the community.

Divide the Trainees into three groups and assign each the topics listed below. Ask each group to generate a list of questions they would need to ask or information they would need to gather to understand the current situation. Have them write their ideas on flip chart paper divided into two columns: Type of Information Needed and Source of Information.

GROUP A

Topic 1. What is important to the men and women, boys and girls of the community? What are the principal needs, desires, or problems of each group in the community?

Topic 2. With whom (individuals, community groups, and agencies) do my counterpart and I need to work to identify their needs or desires and do it in a way that builds on and strengthens community resources and activities?

GROUP B

Topic 3. Which solution or action do we need to promote? More specifically—

- Which solution or action should we promote to improve women's nutrition?
- Which solution or action should we promote to improve children's nutrition?

Ask this group to refer to the section, "Recommendations for Nutritional Actions that Can Improve Women's and Children's Nutrition" in *Variety is More than the Spice of Life: Basic Maternal-Child Nutrition*.

GROUP C

Topic 4. Where are the most effective places to conduct promotional activities?

Topic 5. What are the best ways to communicate with people? What communication channels (interpersonal, mass media, print, and folk media) and educational techniques should we use?

ACTIVITY 3: WHAT WE NEED TO LEARN ABOUT NUTRITION FROM THE COMMUNITY HANDOUT

Time: 30 minutes

Distribute the handout *What We Need to Learn About Nutrition from the Community* and ask the Trainees to read it. In their groups, have them compare these questions with the ones they developed and add to their lists any questions they have not considered. Have each group make a flip chart showing their lists, and ask one member to type these up for distribution. Ask them to bring the list of questions to all future sessions so they can use it as a guide to what they should listen for and observe in the community during the training.

Explain that in addition to learning how the community operates in general, we need to learn more about current health practices and beliefs. The handout outlines 11 important issues for health. Divide the Trainees into groups, one group per handout topic. Consider how, where, and with whom you can gather this information. Relate it to the earlier charts. There must be at least two methods per question.

ACTIVITY 4: PROCESS, GENERALIZATION, AND SESSION EVALUATION

Time: 15 minutes

Explain that in the next several sessions, the Trainees will learn skills to help them gather the information from the community. Describe the sessions you have selected to teach these skills.

Emphasize that the activities they will perform in the next sessions are the same as those they should do when they first arrive in their sites.

Ask for and answer questions.

TRAINER'S NOTES

What We Need to Learn About Nutrition from the Community

Topic A: Nutrition During Pregnancy

What nutritional information is known and acted on in the community?

1. How much weight do women think they should gain during pregnancy and why?
2. What foods do people believe are "good" and "bad" for pregnant women and why (benefits and disadvantages)?
3. What foods do pregnant women actually eat and why?
   Note specifically:
   - Construction foods (protein)
   - Force foods (carbohydrates and fats)
   - Protection foods (vitamins and minerals, especially iron)
4. How much (more or less than normal) food do people believe is good for pregnant women and why?
5. Do women go to the clinic for prenatal care when they think they are pregnant? Why or why not?

Topic B: Monitoring Growth

1. How do people perceive a healthy child's growth? What signs do they look for that indicate the child is or is not "growing well"?
2. Do mothers take their children to be weighed each month? Why or why not?
3. What happens when they take children to be weighed? Does the health worker give them advice about what to do? Do they understand what the health worker tells them about the results? Do they act on that advice?

Topic C: Breastfeeding

1. When (how soon after birth) do mothers begin breastfeeding? Why (benefits and disadvantages)? Do they give anything else to the baby to eat after it is born and / or during the first days? Why (benefits and disadvantages)?
2. Do mothers exclusively breastfeed (give only breast milk and do not give water, juice, or any other liquids) to their babies? If so, for how long and why?
3. Do any parents bottlefeed their children? Why do they begin to introduce bottles (advantages and disadvantages, both social and medical)? What does it cost them to bottlefeed?
4. How long do mothers breastfeed their children after they have begun giving them other foods?
5. What do parents perceive are the benefits of giving only breast milk for the first four to six months and for continuing breastfeeding until the child is at least two-years old? What are the disadvantages?

TOPIC D: WEANING

1. At what age do parents begin giving other foods to children and why? What foods do they give?
2. What foods are considered "good" and "bad" for infants and why?
3. Which force, construction, and protection foods are already in their diets? Do infants receive all three types of food every day? Is there any variety from meal to meal, day to day?
4. What foods are available and affordable?
5. What is the position of various family members in terms of the order and quality of the food that they eat? Who eats "first" and "last"? Who gets the largest servings?

TOPIC E: FEEDING FIVE TO SIX TIMES A DAY

1. How many times a day do most parents currently feed their child and why?
2. How many times do they believe a child should be fed and why?
3. What constraints and problems do parents perceive in feeding their child five to six times a day (mother is in the field working, baby is asleep, etc.)? What solutions can they find to overcome these constraints (ask an older sibling or other family member to feed the baby, wait until the baby wakes up, etc.)?
4. What "snack foods" (foods that have not been contaminated by standing for several hours such as fruits, bread, patties, biscuits, nuts, coconut, bananas) are easily available that the parents might feed the baby between meals?

TOPIC F: ADDING FAT OR OIL TO CHILDREN'S FOOD

1. What sources of fat are readily available in the community for children?
2. Do parents currently provide children with foods high in fat, or add fat or oil to children's foods? Why or why not?
3. What problems or barriers do parents have to doing this and what solutions do they suggest for overcoming or solving those problems or barriers?

TOPIC G: VITAMIN A

1. Is vitamin A deficiency a problem in the country or community where you are working?
2. Are there local words / vocabulary for the inability to see at dusk or twilight (night blindness)? Do many people know and use them?
3. What vitamin A-rich foods are found in the community and during what times of the year?
4. Which of these foods do people consider to be "good" and "bad" for young children and why?
5. What ideas do community members have for increasing vitamin A-rich food in young children's diets each day?
6. Which of these foods do some young children already eat? How much and how often do they eat them?

7. Does the government or other agency distribute vitamin A capsules? If so, do mothers seek these capsules? Why or why not?

Topic H: Feeding During and After Illness

1. What do parents consider to be a healthy child and an unhealthy child? What signs do they look for and why?
2. How do parents feed their child when she/he is ill and why? What foods and how much of them do they give and why? What liquids and how much of them do they give and why?
3. What do they do and/or think they should do if the child does not want to eat when she/he is ill and why?
4. What problems do they have when they offer the child the food she/he likes (usually soft, sweet foods) a little at a time and as often as possible and what solutions can they find to solve those problems?
5. What signs do parents look for in their child that makes them take the child to the health center? What do they do when the child loses his/her appetite for several days and why?
6. What signs do parents look for that tell them that their child has completely recovered from the illness? Is regained weight one of them?
7. How do parents feed their child after the illness is over and why (increase the amount, change the types of foods)?
8. Do parents complete their child's immunization schedule? Why or why not?

Topic I: Supervising or Helping the Child to Eat

1. How and where do young children eat and why?
2. Does anyone supervise how much and what the young child eats? Why or why not? Who is it?
3. Does anyone help the young child to eat if he is not eating well? Why or why not? Who is it? How do they do it (hold the child, talk, sing, bribe, threaten)?
4. Does the child have his/her own bowl? If not, who else is eating from the pot?
5. Who decides when the child should stop eating—the child or someone else?
6. What problems do mothers have in supervising and/or helping a young child to eat at each meal and what solutions do they suggest to solve those problems?
7. If the mother is too busy or is not at home during all the meals, who else could supervise or help be responsible for making sure the young child eats enough and eats a variety of foods?

Topic J: Iron and Iodine

1. To what extent do people connect extreme tiredness with lack of iron-rich foods?
2. What iron-rich foods are available locally, at what cost?

3. What age and sex groups are most likely to eat these foods? Are there any culturally based beliefs or taboos that prevent young adolescent girls, and / or pregnant or breastfeeding mothers from eating any of these foods?
4. Are iron and folate tablets available at the community clinic?
5. Do pregnant women receive iron and folate tablets?

Topic K: Iodized Salt

1. Given the geographical locations and sources of foods for the community, how likely is iodine deficiency?
2. If there are good natural sources of iodine-rich foods, who in the family is likely to eat them? Are there reasons growing children and pregnant or breastfeeding women could not eat them?
3. Is iodized salt available in the community?
4. How much does non-iodized salt cost?
5. How much does iodized salt cost?
6. Do families buy and use iodiozed salt?

SESSION PLAN

SECTION II: SESSION 2
ASKING QUESTIONS

OVERVIEW

Knowing how to ask questions is one of the most important skills a Volunteer can learn. The questions Volunteers ask and how they ask them will determine how much and what they are able to learn about and communicate with community members.

In the **Asking Questions** session, the Trainees learn the differences among open-ended, closed-ended, and leading questions. They practice using open and closed-ended questions. They also learn about and practice four probing techniques that will help them understand more completely the culture and community in which they are living.

Note to Trainers in Sectors Other than Nutrition: Knowing how to ask questions is important to all Volunteers. Adapt the Community Practice assignment to make it relevant to your specific training area.

OBJECTIVES

By the end of the session, the Trainees will be able to:

1. Give at least two examples each of open-ended, closed-ended, and leading questions.
2. Demonstrate and explain at least three probing techniques.
3. Give appropriate and useful feedback to each other.

TIME

3 hours

MATERIALS

- Flip chart paper and markers
- Handouts:
  - *Asking Questions.* Distribute the handout before the session. Ask Trainees to read it and record comments and questions they want to discuss. They should complete the "Asking Questions Worksheet" so you can discuss it during the session.
  - *How to Give Effective Feedback Section*
  - *Asking Questions Observation Checklist*

STAFF

Cross-cultural trainer to discuss cultural factors related to asking questions in the country in which your training is being conducted. Historical factors might make people wary of direct questions. There may be a preferred question style.

RESOURCES

Gender and Development Training Manual, Booklet 4 (ICE no. M0054).

VOCABULARY

words...

Why, what, who, when, where, tell me more about, explain more about, suppose that, opinion

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO OPEN-ENDED, CLOSED-ENDED, AND LEADING QUESTIONS

Time: 15 minutes

Ask the Trainees to give definitions of open-ended, closed-ended, and leading questions. Write their words on flip chart paper. Ask the Trainees to give examples of each type of question in English and in the language in which they will be working.

Emphasize that they should try to use more open-ended than closed-ended questions to understand what people do and why. They may start with a closed-ended question, but should then ask an open-ended question to further explore and understand the reasons why community members act or believe the way they do.

Emphasize that they should not ask any leading questions. Leading questions do not allow community members to tell what they really think and know. They encourage community members to say that they agree with the Volunteer, even if they don't!

Ask the cross-cultural trainer to discuss cultural factors related to asking questions in the country in which your training is being conducted. Ask him / her to discuss why community members might tell Volunteers what they think the Volunteers want to hear and what Volunteers can do to change this conduct.

ACTIVITY 2: IDENTIFYING AND WRITING OPEN-ENDED AND CLOSED-ENDED QUESTIONS

Time: 30 minutes

Review the "Asking Questions Worksheet" in the handout. Decide if each question is open-ended, closed-ended, or leading.

Ask each Trainee to read one of his / her examples of open-ended and closed-ended questions. The group should decide whether she / he has phrased it correctly. The Trainees should correct their questions if necessary.

Discuss sharing the handout with counterparts after they develop a good relationship since counterparts may not be familiar with these questioning and probing techniques. Volunteers and counterparts can both use these techniques to learn from each other and from other community members.

ACTIVITY 3: PRACTICE ASKING QUESTIONS

Time: 45 minutes

Ask the Trainees to make an observation checklist with the following columns on a piece of paper.

Number of Open-Ended Questions	Number of Closed-Ended Questions	Number of Leading Questions

Divide the Trainees into small groups of four participants each. If counterparts are present at the training, have two Volunteer-counterpart pairs work together. Each group defines the topic they will talk about. One person in each group asks questions, one answers, and two observe.

- The person asking questions will practice learning from one of the people in the group using more open-ended questions than closed-ended questions. If the person asking questions

finds him/herself asking a closed-ended question, she/he should ask an open-ended question to obtain more information. She/he should ask no leading questions!

- The observers will decide if each question is an open-ended, closed-ended, or leading question, then complete the observation checklist by placing a mark in the appropriate column each time the person asks a question.

Teach the Trainees how to give good feedback. Before starting the practice, discuss the idea of giving and accepting feedback. Write on a flip chart the purpose of feedback: Feedback is given to reinforce what is appropriate and to suggest how to change what is inappropriate. To be useful, feedback must be:

- **Specific.** Describe exactly what the person did well and what she/he could do better next time. Describes behaviors you observed. If it is not clear why someone did something, ask them to explain.
- **Constructive.** Describe in positive terms what the person could do better next time. Say, "Try …" instead of "Don't do..."
- **Pleasant.** Always give feedback in a setting and manner that does not embarrass the other person. Remember, you are working together to improve his/her knowledge and skills.

Distribute the handout *How to Give Effective Feedback* for their reference.

After five minutes stop the activity. The observers should give feedback to the person asking questions on how well she/he used open-ended and closed-ended questions.

Rotate roles until each person in the group has practiced asking questions.

ACTIVITY 4: PROBING TECHNIQUES

Time: 15 minutes

Ask the Trainees to list and define the four probing techniques discussed in their handout and write them on flip chart paper.

Discuss why probing techniques are important.

ACTIVITY 5: PRACTICE USING PROBING TECHNIQUES

Time: 45 minutes

Review the "Asking Questions Observation Checklist" in the handout. Divide the Trainees into small groups of four participants each. If counterparts are present at the training, have two Volunteer-counterpart pairs work together. Each group defines the topics they will discuss. As in the previous exercise, one person in each group asks questions, one answers the questions, and two observe.

- The person asking questions should try to use all four probing techniques discussed. She / he should continue to practice using open-ended questions. She / he should ask no leading questions.
- The observers should complete the "Asking Questions Observation Checklist" by recording all actions observed on the list. They also should make sure to record each time the person being observed asks an open-ended, closed-ended, and leading question.

After five minutes, ask the observers to give feedback to the person asking questions on how well she / he used the probing techniques and open-ended questions.

Rotate roles until each person in the group has practiced using the probing techniques.

ACTIVITY 6: PROCESS, GENERALIZATION, SESSION EVALUATION, AND COMMUNITY PRACTICE ASSIGNMENT

Time: 30 minutes

Review the practice sessions with some questions, such as

1. What types of questions provided the most information?
2. What were some of the difficulties in formulating good questions?
3. In what ways might you prepare yourself for asking questions prior to an interview?

Assign pairs of Volunteers to review the questions they developed and those provided on the *What We Need to Learn About Nutrition from the Community* handout. Each pair of Volunteers should work on one topic only. Their task is to take these questions and see how they might need to be adapted for use in an interview. After about 10 minutes, ask each pair to share one revised question with the full group.

Community Practice. Ask the Trainees to practice using open-ended and closed-ended questions and the four probing techniques in their homes this evening. After they have practiced, they should review the checklist and record in their diaries what they did well and what they need to work on. At the beginning of the following session, discuss and help them process their experiences.

TRAINER'S NOTES

ASKING QUESTIONS

Knowing how to ask questions is one of the most important skills a Volunteer can learn. It is also an important area in which to get good cultural information. Some question forms may be more acceptable than others; some may be offensive. The questions you ask and how you ask them will determine what and how much you are able to learn from and communicate with community members. You will be able to learn and communicate just about anything if you ask the right questions in the right way! Some types of questions you will be asking include the following:

- **Experience/behavior** questions help you find out about what a person does or has done. They help you to obtain descriptions of experiences, behaviors, actions, and activities that would have been observable if you had been present. Example: If you were pregnant, what would I see you eating?
- **Opinion/value** questions help you understand people's goals, intentions, desires, and values. Examples: What do you think about …? What do you believe about…? What would you like to see happen? What is your opinion of…? What do people in the community think about...?
- **Feeling questions** help you understand emotional responses to a person's experiences and thoughts. Example: How do you feel about the way your baby is eating?
- **Knowledge questions** help you find out what factual information the person knows. Examples: What foods are good for young children? What should a woman eat when she is pregnant?
- **Sensory questions** help you determine what is seen, heard, touched, tasted, and smelled. Example: How does this new weaning food taste to you?
- **Background/demographic** questions help you understand the person with whom you are speaking in relation to other people. Examples: a person's age, education, occupation, place of birth, and relatives in the village.

I. WAYS TO ASK QUESTIONS

Three ways to ask questions are closed-ended, open-ended, and leading.

Closed-ended questions generally are answered with a "yes" or "no" or with another one-word answer. Below are examples of closed-ended questions:

- How many children do you have?
- How much do these beans cost?
- What did you give your child to eat today?
- How old was your baby when you stopped breastfeeding?

Open-ended questions allow people to talk more about what they think, do, and feel. They typically begin with the words why, how, and what, or phrases such as: Tell me about …, Explain to me …, and Describe.… Open-ended questions have no right or wrong answer; they invite people to describe their own life experiences. Here are some examples of open-ended questions:

- Why do you think greens are bad for your baby?

- What foods do you think are good foods for your baby?
- Tell me more about what women should not eat when they are pregnant.

Leading questions do just what they sound like they do—they lead people to give the answers that they think you want them to give. Leading questions begin with phrases such as: Don't you think that …, Don't you agree that …, Isn't it right that …, and, I think …—what do you think? The following are examples of leading questions:

- Don't you think that women should eat more meat when they are pregnant?
- Don't you agree that women should breastfeed until the baby is two years old?
- Isn't it right that babies should eat several times a day?

You need to use both closed-ended and open-ended questions to learn from and communicate with the community. However, try to use more open-ended than closed-ended questions to understand what people do and why. You may start with a closed-ended question, but use an open-ended one to explore further and understand the reasons why community members act or believe the way that they do.

Don't use any leading questions. Leading questions do not allow community members to tell you what they really think and know. They encourage community members to say that they agree with you even if they don't.

II. EXPLORING PEOPLE'S ANSWERS—PROBING TECHNIQUES

When you begin talking with community members, you will find that you need to further explore what they are saying. People will not to tell you everything at once. This is particularly true if this is the first time you have talked with the person about what she / he does and how she / he thinks and feels.

The questions you ask and the probing techniques you use will depend on what the person has already told you. To explore a person's answers, you need to really listen to what she / he is saying to you.

Several probing techniques you can use to explore a person's answers are as follows:

- Remain silent for a few moments. In some cultures, people do not speak as quickly or readily as many Americans do. The person may be wondering why you want to know this information. She / he may be considering the different things she / he could tell you about it. Remaining silent will give the person time to think about what she / he wants to say.
- Repeat the person's words as a question. Suppose the mother says to you, "I think bananas would improve my child's diarrhea." Ask back, "Do you think bananas would help your child's diarrhea?"
- Ask the person to place him / herself in the position of somebody else. For example, ask: "Suppose a woman is pregnant; what foods do you think she should eat?" "Suppose a child has diarrhea; what foods do you think he should not eat?" "Suppose a person could buy anything she wanted for her child to eat; what would she buy?" This technique is especially useful if you see that the person is uncomfortable talking about his / her own experience; it may be culturally inappropriate to discuss some topics about oneself.
- Ask the person to explain further. Ask questions or make statements such as: "What do you mean by that?" "Tell me more about that." "I'm not sure I understand what you mean." "You started to say something about …—tell me more about it." "You mentioned something about.…" This technique will help the person explain more completely.

ASKING QUESTIONS WORKSHEET

Decide if each question is an open-ended, closed-ended, or leading question and write your answer in the blank.

_____ How long did you breastfeed your last child?

_____ Don't you think that everyone knows that children should be breastfed for two years?

_____ Why do you think these foods are bad for young children?

_____ How much weight do you think a woman should gain when she is pregnant?

_____ Explain more about how a woman should eat when she is pregnant.

_____ At what age do you think you should begin giving other foods to your baby?

_____ Isn't it true that most mothers give their babies teas to drink?

_____ Tell me about what happened when you gave your child the new weaning food.

_____ What problems did you have when you tried to feed your child six times a day?

_____ How many times a day do you feed your child?

_____ Why do you think that some mothers don't like to give green leafy vegetables to their infants?

Write three closed-ended questions.

1.

2.

3.

Write three open-ended questions.

1.

2.

3.

Asking Questions Observation Checklist

Place a mark in the "Number of Times" column for the appropriate row each time you observe the particular probing technique:

Exploring Technique	Number of Times
The questioner remains silent a few moments to give the other person time to think	_____
The questioner repeats the other person's words as a question	_____
The questioner asks the person to place him / herself in the place of somebody else	_____
The questioner asks the other person to explain further using questions such as: – What do you mean by that? – Tell me more about that. – I'm not sure I understand what you mean. – You started to say something about … —tell me more about it – You mentioned something about….	_____

Place a mark in the appropriate column each time the questioner asks a question. Decide whether it is an open-ended, closed-ended, or leading question.

Number of Open-Ended Questions	Number of Closed-Ended Questions	Number of Leading Questions

ASKING QUESTIONS WORKSHEET

Decide if each question is an open-ended, closed-ended, or leading question, and write your answer in the blank.

Closed-ended

How long did you breastfeed your last child?

Leading

Don't you think that everyone knows that children should be breastfed for two years?

Open-ended

Why do you think these foods are bad for young children?

Closed-ended

How much weight do you think a woman should gain when she is pregnant?

Open-ended

Explain more about how a woman should eat when she is pregnant?

Closed-ended

At what age do you think you should begin giving other foods to your baby?

Leading

Isn't it true that most mothers give their babies teas to drink?

Open-ended

Tell me about what happened when you gave your child the new weaning food.

Open-ended

What problems did you have when you tried to feed your child six times a day?

Closed-ended

How many times a day do you feed your child?

Open-ended

Why do you think some mothers don't like to give green leafy vegetables to their infants?

How to Give Effective Feedback

Feedback is information given to individuals about the quality of their work. Good feedback reinforces what people are doing well or correctly and, at the same time, gives them specific suggestions about what they can do to improve their knowledge or skills in the future. Knowing how to give effective feedback is an important skill for you to learn and use in your work.

To be effective, feedback should be—

- **Specific.** Describe exactly what the person did well and what she / he could do better next time. Describes behaviors you observed. If it is not clear why someone did something, ask them to explain.
- **Constructive.** Describe in positive terms what the person could do better next time. Say, "Try …" instead of "Don't do..."
- **Pleasant.** Always give feedback in a setting and manner that does not embarrass the other person. Remember, you are working together to improve his / her knowledge and skills.

Individual feedback also depends on the person's current level of knowledge or skills. Beginners should be given verbal approval for any improvement, even if it is just a small step toward achieving the final goal. Praise them for doing something right, no matter how small.

You will practice giving feedback many times during this training. In each case, you will observe another Trainee practicing the skills you are learning during the training session. You will be given a checklist of the actions the Trainee should take when practicing those skills. While you are observing, place a mark beside each action you observe him / her taking. When the Trainee has finished, you will give him / her feedback, in the following way, on how well she / he did:

- First, praise the person for the specific actions that she / he did well—the actions you observed the person taking and marked on the checklist.
- Then, give suggestions to the person about the specific actions that she / he can do better next time—the actions you did not observe the person taking and did not mark on the checklist.

Be positive in both your praise and your advice. The person you observe should record the actions she / he performed well and what she / he plans to do better next time she / he practices the skill.

When and how to provide feedback is culturally based. The way feedback will be given during training is an acceptable American style. In your host culture, it may be very inappropriate even to praise someone publicly, let alone criticize or correct their behavior in any way. Often criticism must go through a third party, not direct confrontation. Make it a high priority to learn about these issues in the culture where you will be working. Learn how and when praise and correction may be offered: by whom, what types of phrases, and in what setting.

SESSION PLAN

SECTION II: SESSION 3
BODY LANGUAGE

OVERVIEW

Communication is both verbal and nonverbal. While Trainees may have very limited verbal facilities at first, they can quickly learn appropriate body language. How Volunteers greet people, sit, stand, and move, and the type of eye contact they make, will affect how community members accept, talk, and listen to them. Appropriate body language needs to be learned in each culture.

In this session, Trainees work with cross-cultural and language trainers to define what is appropriate body language in the specific settings in their communities.

Note to Trainers in Sectors Other than Nutrition: Appropriate body language is important for all Volunteers. This session can be used without adaptation.

OBJECTIVES

By the end of the session the Trainees will be able to:

1. Demonstrate or describe how to do the following in both informal (people's home or a party) and formal (the office or a meeting) settings:
   - Dress appropriately for the setting where they will be working.
   - Greet people (enter and leave a person's home, an office, a meeting).
   - Sit and stand.
   - Make appropriate eye contact.
2. Provide other body language cues that are important in the specific country and culture where the training is being conducted.

TIME

2 hours, 15 minutes

STAFF

Cross-cultural coordinator and host–country national (HCN) staff

MATERIALS

- Flip chart paper, markers
- Handout: *My Body Language*

PREPARATION

Propose to the cross-cultural coordinator that she / he lead a session on perceptions, which should proceed this session. Sessions that explore cultural influences on perception are found in the ***Gender and Development Training Manual, Booklet 3: Skills Training*** (ICE no. M0054), and in the ***Culture Matters Trainer's Guide***, sections 3.5–3.6 (ICE no. T0103).

VOCABULARY

Sit, stand, greet, eye contact, body language, typical words for greeting and departing in informal and formal settings

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: DEMONSTRATION OF ENTERING AND LEAVING A HOME

Time: 10 minutes

Ask the language and cross-cultural trainers or experienced Volunteers to act out a role play of the correct way to enter, greet, stand, talk, and leave a family's home. If the Trainees' language skills are low, the trainers should only greet and say good-bye in the country's language and use English for the rest of the conversation. The family members should include both men and women, boys and girls, if they would possibly all be part of such a visit.

ACTIVITY 2: DISCUSSION

Time: 20 minutes

Discuss what the Trainees observed and have the language and cross-cultural trainer explain correct body language in more detail, paying specific attention to the differences in body language based on sex, age, and other important cultural cues. For example, how you greet older people compared to children or teenagers. If counterparts are present, ask them to take a major role in this discussion. Distribute the handout, *My Body Language*. As a group, complete Section I, "My Body Language in an Informal Setting," of the handout.

ACTIVITY 3: PRACTICE

Time: 30 minutes

Before starting the practice, remind the Trainees about giving and accepting feedback. Ask them what the purpose of feedback is: Feedback is given to reinforce what is appropriate and to suggest how to change what is inappropriate. Ask how to make feedback useful. It must be:

- **Specific.** Describe exactly what the person did well and what she/he could do better next time. Describes behaviors you observed. If it is not clear why someone did something, ask them to explain.
- **Constructive.** Describe in positive terms what the person could do better next time. Say, "Try …" instead of "Don't do..."
- **Pleasant.** Always give feedback in a setting and manner that does not embarrass the other person. Remember, you are working together to improve his/her knowledge and skills.

Divide the Trainees into small groups, ensuring that each group includes a language or cross-cultural trainer. (The number of groups depends on the number of language and cross-cultural trainers.) Ask each group to practice entering and leaving a family's home. The language and cross-cultural trainers will play the role of the mother or father. If counterparts are present, ask them to play these roles. Other Trainees in the group can play the roles of other family members. One person in each group should practice entering and leaving the family's home, and another person should observe the role play and, following the guidelines the group has defined in "My Body Language in an Informal Setting," observe how well the Trainee is using appropriate body language.

After the role play, the observer and language and cross-cultural trainer or counterparts should give feedback to the Trainee on his/her body language during the role play.

Rotate roles until all the Trainees have practiced entering and leaving a home.

ACTIVITY 4: DEMONSTRATION OF ENTERING AND LEAVING A FORMAL SETTING

(Office, meeting, or visit to a formal or informal leader, such as village chief, mayor, or traditional healer)

Time: 10 minutes

This activity is the same as Activity 1, but it is conducted in a formal setting. The setting will depend on where the majority of Trainees will be working. For example, if they will be working at the community level, demonstrate the body language they should use with village chiefs, mayors, or other local leaders. If they will be working at district or regional levels, demonstrate appropriate body language in an office setting.

ACTIVITY 5: DISCUSSION

Time: 20 minutes

Discuss what the Trainees observed and have the language and cross-cultural trainer explain appropriate body language in more detail, paying specific attention to the differences in body language based on sex, age, and other important cultural cues.

As a group, complete Section II, "My Body Language in a Formal Setting," of the handout *My Body Language*.

ACTIVITY 6: PRACTICE

Time: 30 minutes

This activity is the same as Activity 3 but is conducted in a formal setting.

ACTIVITY 7: PROCESS, GENERALIZATION, SESSION EVALUATION, AND COMMUNITY PRACTICE ASSIGNMENT

Time: 15 minutes

Community Practice: Ask the Trainees to work in pairs and practice entering and leaving an informal setting during the evening. For example, the Trainees can practice by visiting each other's families. As one person in the pair enters and leaves the informal settings, the other can observe, keeping in mind what

the group defined on the *My Body Language* handout. After leaving the home, the observer should give feedback to the other Trainee.

At the beginning of the following session, have the Trainees process and generalize about their experience.

TRAINER'S NOTES

This session could also be part of an early language training session if there is insufficient time to teach it during technical training. However, do not skip it. Inappropriate body language and missing other important cultural cues can get Volunteers off to a bad start with their counterparts and other community members.

My Body Language

Body language is an important part of communication. How you greet people, sit, stand, and move, and the type of eye contact you make, will affect how people in the community accept you and what they will tell you about themselves. What is considered appropriate body language is different in each culture. In this exercise you will work as a group to define some guidelines on how you should dress, sit, stand, and move, and the type of eye contact you should make, while you are learning from and communicating with community members. For more thoughts on this topic, you should refer to ***Culture Matters: The Peace Corps Cross-Cultural Workbook*** (ICE no. T0087), chapter 3 .

I. My Body Language in an Informal Setting

1. Describe how you will dress when you go into an informal setting.

2. Describe how you will enter a home or compound.

3. Describe how you will greet the various family members (in what order, what words you will use, and so on).

4. Describe where and how you will sit in the family home.

5. Describe the type of eye contact you will make when talking with different family members.

6. Describe how you will say good-bye when you leave a family's home or compound (in what order, what words, and gestures you will use to each family member).

7. Describe other important body language you will demonstrate when you visit families in their homes or compounds.

II. My Body Language in a Formal Setting

1. Describe the formal setting for which this body language is appropriate (such as an office, meeting, or a formal leader's home).

2. Describe how you will dress when you go into a formal setting.

3. Describe how you will enter the formal setting.

4. Describe how you will greet the people you find in the formal setting (in what order, what words and gestures you will use).

5. Describe where and how you will sit in the formal setting.

6. Describe the type of eye contact you will make when you talk with people in the formal setting.

7. Describe how you will say good-bye when you leave a formal setting (in what order you will speak to those assembled, what words and gestures you will use, and so on).

8. Describe other important body language you will demonstrate when working in a formal setting.

Other notes on body language in this culture:

Session Plan

Section II: Session 4
Community Mapping

Overview

Many trainers we interviewed during the development of this guide said Volunteers found it difficult to get started in the community; "It's easier for them to sit in their rooms and read!"

Community mapping is an easy exercise that will introduce Trainees to using observation skills to learn about their community. During their walking tour of the community, Volunteers will observe and be observed by a wide variety of community members. They will begin to use observation to understand how the community is organized.

This session on community mapping is a good way for Volunteers to "get their feet wet" in the community before they begin doing more structured observation.

Note to Trainers from Sectors Other than Nutrition: This exercise is appropriate for all Volunteers without adaptation.

Objectives

By the end of the session Trainees will be able to:

1. Draw a map of the site where the training is being conducted.
2. State two ways the physical layout of the community might affect the way community members act or function.

Time

2 hours

Materials

Flip chart paper and markers

PREPARATION

Consider different ways of grouping the Trainees to do the mapping: by gender groups, with a child or an adult from the community, and so on. Each of these groups will produce different kinds of maps and good discussion about different perceptions and use of community space and services can be generated.

RESOURCES

Gender and Development Training Manual, Booklets 5 and 8 (ICE no. M0054) discusses different ways to conduct community mapping exercises. ***Culture Matters: The Peace Corps Cross-Cultural Workbook*** (ICE no. T0087) discusses observation techniques, and the importance of observation in Chapter 1: "Understanding Culture."

VOCABULARY

Health center, town center, school, police station, well, bridge, house, church, mosque, other local terms for significant structures they will find in the site

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO THE WALKING TOUR

Time: 15 minutes

Explain to the Trainees that they are to take a walking tour of the site. If possible, they should ask a child of their host family to accompany them. Even if the Trainees' language skills are very basic at this point, children can help explain how the community is organized, where various leaders live, and where important community centers such as schools and health centers are located. This will also give Trainees practice using the language in a nonthreatening situation.

Ask the Trainees to make a map of the community creating symbols to indicate features of the community. If counterparts are present at the training, ask the Volunteer to work with his/her counterpart to develop a map.

Ask for and answer any questions concerning the symbols.

Activity 2: Walking Tour

Time: 1 hour

During this time, the Trainees will walk through the community and develop their maps.

Activity 3: Process, Generalization, and Session Evaluation

Time: 45 minutes

Process: Ask the Trainees how the exercise made them feel and why.

- Ask them to discuss what reactions they had from the community members while they performed the exercise.
- Ask the Trainees to share and compare their maps.
- Ask them to discuss how the physical layout might affect the way different community members act or function. Include the following:
  - How far from their homes are services, such as wells, clinics, and schools?
  - Who lives in the center of town compared with who lives on the edge of town?
  - Why did the town grow and develop the way it did and what might happen in the future?

Generalization. Emphasize that the Trainees should take walking tours several times as soon as they arrive in their site as a way of getting to know the community. This simple exercise can be an effective way of breaking the ice with community members, giving them a chance to see the Volunteer and get to know him/her in a nonthreatening way. It also establishes the tone of the first months—Volunteers need to demonstrate that they are open to learning about and from the community. Also emphasize that they should take walking tours with their counterparts and other community members. Such an activity gives the counterpart and community members the opportunity to share what they know about the community and to introduce the Volunteer to other people. Taking walking tours with several community members will help the Volunteer understand various people's perspectives about the community.

TRAINER'S NOTES

You may want to divide this session into two separate days. Conduct Activity 1 at the end of a session and ask the Trainees to develop the map during the late afternoon and evening when children are out of school. Conduct Activities 2 and 3 at the beginning of a second session.

Session Plan

Section II: Session 5
Observation

Overview

The ability to observe is one of the most important skills that Volunteers can have to learn about the culture and community in which they will be living. The Observation session introduces Trainees to unstructured observation, particularly participant observation. Participant observation enables Trainees to integrate themselves into the culture. By actually doing an activity with community members, Volunteers can better understand exactly what community members do and why.

The Observation session also introduces the Trainees to several structured observation techniques that will be useful in their community work—performance, duration, frequency, and products observation, as well as action trials.

Note to Trainers in Sectors Other than Nutrition: Learning how to observe and to use observation to understand the community is important for all Volunteers. Adapt the session objectives and what the Trainees observe to your specific technical area.

Objectives

By the end of the session Trainees will be able to:

1. Describe the differences between structured and unstructured observations.
2. Perform participant observation and describe exactly what they will observe in the families where they are living.
3. Describe how to conduct performance, duration, frequency, and products observation, as well as Action Trials.

Time

Two 1 hour, 30 minute sessions, 2–3 days apart

MATERIALS

- Flip chart paper and markers
- Handout: *How to Use Observation to Learn about Your Community*. Distribute the handout before the session. Ask Trainees to read it and record observations and questions they want to discuss.

PREPARATION

Prior to this session, discuss the possibility of coordinating this session with the cross-cultural one on perceptions, and the difference between making judgements and stating facts.

RESOURCES

Gender and Development Training Manual, Booklet 4: Skills Training (ICE no. M0054) has a session on observation.

Culture Matters: The Peace Corps Cross-Cultural Workbook discusses observation techniques, and the importance of observation in Chapter 1: Understanding Culture (ICE no. T0087).

VOCABULARY

Participant, performance, duration, frequency, products observation; action trials; words related to eating and meal times, looking, listening

DELIVERY

Explain the purpose and objectives of the session.

DAY ONE (1 hour, 30 minutes)

ACTIVITY 1: INTRODUCTION TO USING OBSERVATION TO LEARN ABOUT THE COMMUNITY

Time: 30 minutes

Discuss each section of the handout including unstructured and structured observation; participant observation; performance, duration, frequency, products observation; and action trials.

ACTIVITY 2: DECIDE WHAT TO OBSERVE (SMALL GROUP WORK)

Time: 30 minutes

Divide the Trainees into small groups. If counterparts are present during the training, assign three Volunteer-counterpart pairs to work together.

Ask them to look at the "What We Need to Learn from the Community" list (from Session 1) and to decide exactly what they will observe during the participant observation they will conduct during the next two to three days.

ACTIVITY 3: DECIDE WHAT TO OBSERVE (SMALL GROUP REPORTS)

Time: 30 minutes

Ask each group to share their discussion and decisions with the rest of the participants. Compare the similarities and differences among the groups.

Explain that in this session and subsequent sessions they will learn new skills and use these skills to learn from community members. They will use this information in the next step of the process—**Discuss and Decide**. Therefore, the Trainees should begin keeping a diary. One section of the diary should describe the skill or technique they used and what they learned about using that skill. In another section they should record what they learned from the community.

Tell the Trainees the date of the second session. Remind them that they are to keep a diary of their observations. Remind them to be careful which adjectives they use and to be very concrete in their descriptions.

DAY TWO (1 hour, 30 minutes)

ACTIVITY 1: HOW DID IT GO? (LARGE GROUP WORK)

Tme: 10 minutes

Ask the Trainees to discuss their experiences. How did they feel when they were doing the observation? When they were recording their detailed notes?

ACTIVITY 2: WHAT DID WE LEARN? (SMALL GROUP WORK)

Time: 30 minutes

Ask the Trainees to go back into their same small groups from the first day of this session. Each Trainee-counterpart pair should read his/her notes to the group. The group should do the following:

1. Decide whether the Trainee's notes are concrete or whether she/he is using adjectives that are too general, vague, or value-laden. If so, ask the Trainee to describe what she/he observed more concretely and have him/her edit his/her notes appropriately.
2. Begin to develop a list of "How and What Family Members Eat and Why" by summarizing the most important points on flip chart paper.

ACTIVITY 3: WHAT DID WE LEARN (LARGE GROUP WORK)

Time: 30 minutes

Ask each group to share the results of their observations with the rest of the participants. Discuss similarities and differences among the groups. Keep the results visible by taping the flip chart papers on the wall. You will add information in later sessions.

ACTIVITY 4: PROCESS, GENERALIZATION, SESSION EVALUATION, AND COMMUNITY PRACTICE ASSIGNMENT

Time: 20 minutes

Process and generalize. Ask Trainees to reflect on their learning by observation, using questions such as:

1. What are some of the difficulties encountered when describing observations?
2. How can you balance your tendency to assign meaning or make judgements based on your culture?
3. How can you remember clearly what you observe if taking notes at the time is culturally inappropriate?
4. How do you anticipate using good observation skills in your work?

Community Practice. Ask the Trainees to continue their participant observation each day and to add key points to the "How and What Family Members Eat and Why" flip chart paper. Use the results during the **Discuss and Decide** sessions to identify a priority problem and select an appropriate solution or action.

TRAINER'S NOTES

How to Use Observation to Learn About Your Community

Observation means watching or noticing by using all five senses: seeing, touching, tasting, hearing, and smelling. One person cannot observe everything, especially not at the same time. Not only are our observations limited, they are colored by our culture, upbringing, and personal experience.

Because it is impossible to observe everything at the same time, and because we put our own interpretations on what we observe, observation can be used as a reliable source of information only when our observations are focused and systematic. Focused means that our observations are directed at what we want to know, learn, and understand. Systematic means that the observations follow a fixed plan, so that things are observed in a thorough, efficient, and unbiased way. Observation is a skill that must be learned.

Observation is one of the most important ways for Volunteers to learn about the culture and community in which they are living. It has the advantage of providing first-hand information. It also enables you to become discovery-oriented to find out what is actually happening. When you are still learning the language, your observations will be particularly important because you may not be able to talk in as much detail as you would like about what people say they do, know, or believe. Later on, observation will help you focus on specific nutritional actions and compare what people say they do with what they actually do in their daily lives.

Observation can give you qualitative and quantitative information. Qualitative information helps you discover, explore, describe, and understand what people do about their own and their family's nutrition. It provides depth and detail. Quantitative information helps you understand how frequently, how long, and with what intensity people do certain actions. We generally use open or unstructured observation to obtain qualitative information and structured observation to obtain quantitative information.

Open or Unstructured Observation

Open or unstructured observations are not organized in a complete or detailed way. This method allows for a good deal of flexibility, the only restriction being that the observations should be focused and systematic. Open observation is particularly useful when you first arrive at your site. It will help you understand what people do in relation to their physical and cultural context. For example, observing families preparing and eating meals will teach you a lot about nutrition within its physical and cultural context. As you learn more of the language, you can begin to talk with people about the reasons why they do what they do.

As a Volunteer living in a community, generally you will be doing what is called "participant observation." In participant observation, the observer shares the life and activities of the people in the community. Through participation, you will share and experience preparing food, feeding children, sharing family meals, and other nutrition-related actions. Participant observation will help you get an insider's view of what is happening. You can consider almost everything you do with community members as an opportunity to conduct "participant observation" and to learn about the culture and community in which you live. Indeed, your job during the first few months at your site is just that—learning about the culture and the community through participant observation and other questioning and listening skills you will learn in future sessions.

To make your observations focused and systematic, you first need to decide what you are going to observe; you then need to record what you have observed for later reference. In fact, the difference between participant observation and casual observation is the recording of what is observed. Don't trust your memory! Keep a daily

diary of what you observe in relation to nutrition. In this diary, record exactly what you observe about how and what men and women and boys and girls in your community eat. This diary also will be a useful reference for other Volunteers who come to your site after you leave. They can compare what you observed with what they are observing.

There is only one important rule about making observations and taking notes: Beware of adjectives! For example, instead of writing, "They served the child a large portion of beans and the child could not eat it all," think and write, "They served the child about one cup of beans; the child ate only about one-half of them." "Large" is a very relative term. How you perceive "small," "dirty," "poor," and other such adjectives is based on your life experiences and values; your perception will change the longer you are in the village and consciously try to be less judgemental. Be concrete in your descriptions.

Tip for Recording Your Observations: While you are writing, think, "If someone else read this, would they be able to visualize exactly what I observed?"

STRUCTURED OBSERVATION

Observations are described as structured when an observation list that contains a fixed number of points to notice is used, and when this list is applied in a predetermined number of situations, or with a predetermined number of people. Structured observations generally provide quantitative information. Perform structured observations only after you have done quite a bit of unstructured observation so you can understand exactly what you want to measure.

SEVERAL TYPES OF STRUCTURED OBSERVATIONS ARE AS FOLLOWS:

Performance Observation. Use this type of observation to understand if a person is performing a certain action or skill in the correct way. Use performance observation when you conduct skills training sessions. After you decide what you want people to learn during the training session, break the skills down into a series of measurable, observable steps. Then observe or have the participants observe each other performing the skills and record the number of steps they have performed correctly. You will practice developing and applying performance checklists in future sessions.

Duration Recording. Use duration recording to understand how long a person is performing a certain action or skill. For example, how long an infant breastfeeds at each breast is important to ensure that a mother produces enough breast milk. However, many mothers use their breasts as pacifiers. As soon as the baby stops crying, they take the child off the breast. This can cause the mother to produce less and less milk as time goes by. You might (discretely) observe how long mothers in your village breastfeed at one sitting.

You might also record how long mothers have to wait to weigh their children at growth monitoring sessions. If mothers have to wait a long time, they might not return for future sessions. If appropriate, at some time, you might use the information you have collected to talk with the clinic staff about how to make the wait shorter or how to provide educational activities as mothers wait. The following is an example of an observation sheet for duration observation.

HOW LONG DO MOTHERS HAVE TO WAIT?
DURATION OBSERVATION OF GROWTH MONITORING SESSION

	Time Arrived	Time Left	Total Duration
Mother 1	7:55	8:15	20 minutes
Mother 2	7:55	8:30	35 minutes
Mother 3	8:02	8:57	51 minutes
Mother 4	8:05	9:15	70 minutes

Frequency Observation. This type of observation will help you understand how often (if at all) people are doing a certain nutritional action. In this case, you simply count the number of times a certain action occurs during a designated time. For example, you might count how many times a woman breastfeeds in a day, how many times a clinic worker praises a mother during a growth monitoring session, or how many spoonfuls of weaning food a child eats. The following example shows how a Volunteer used an observation sheet for frequency observation.

HOW MUCH WEANING FOOD IS BABY EATING?
FREQUENCY OBSERVATION

Day	Number of Spoonfuls
1	6
2	7
3	8
4	6
5	6

Products Observation. In this case, you simply count the number of "products" or effects of certain nutritional actions. For example, to understand whether mothers in your village are exclusively breastfeeding, you might visit each home and count the number of homes where you observe bottles, nipples, or powdered milk. You would then know whether mixed feeding is an issue in your village because you would know exactly how many women are bottlefeeding.

Growth Monitoring. Based on this type of "products observation," for example, you might observe the effects of weaning and breastfeeding behaviors by measuring the weight of the children.

Action Trials. After you have worked with community members to identify a priority nutritional problem and select an appropriate nutritional solution or action, you will need to discuss and adapt that solution or action with community members in Action Trials. In Action Trials, you ask a few selected mothers to try out a nutritional action. For example, you might ask a few mothers to add a green leafy vegetable to the rice or stew that they feed their young children each day. First, you would teach the mothers how to prepare the food and ask them to feed this to their young children for several days. Next, you would visit them, observe them making the food, and discuss with them what advantages and disadvantages they perceive in preparing and serving this food, what problems they have had, how they resolved them, and what suggestions they have for teaching this to other mothers.

Action trials are very important because they are another way to involve community members in identifying and solving their own problems. Before you try something and begin promoting any new nutritional action, you will need to use Action Trials to discuss that action with community members and decide how it will be adapted to meet their needs. You will learn how to conduct Action Trials in another session.

No matter how well your counterpart knows the community, there will be situations when she/he also can benefit in using observation, especially one of the structured observation techniques, to see the community in new ways. For example, your counterpart may not have observed how many spoonfuls of food young children eat, how long mothers have to wait at growth monitoring sessions, or how well people are performing a certain skill. Share this handout with your counterpart. Discuss ways you can use observation to learn more about what community members do. Include a discussion about where it is appropriate to observe and whether or not it is wise to take notes during observation periods. Using techniques together and discussing what you each observed and have learned is very important. It will help you identify where you are imposing your own cultural judgement on what you see. Remember, this is a process where you and your counterpart are learning from each other.

SESSION PLAN

SECTION II: SESSION 6
THE MARKET SURVEY AND THE FOODS AVAILABILITY CALENDAR

OVERVIEW

To understand why people eat the way they do, Volunteers need to understand what foods are available, at what times of the year, and at what price. Volunteers can work with their counterparts and other community members to conduct market surveys to gather this information and to develop a Foods Availability Calendar specifically for their site.

Note to Trainers in Sectors Other than Nutrition: You may omit this session from your training. However, you might want to adapt the idea of Volunteers observing a specific activity or action of importance to their work and mapping its seasonality with their counterparts.

OBJECTIVES

By the end of the session Trainees will be able to:

1. Conduct a market survey.
2. Use the information gathered to develop a Foods Availability Calendar.

TIME

2 hours, 30 minutes

MATERIALS

Flip chart paper and markers

VOCABULARY

Names of common foods, numbers, "how much does this cost" and other bargaining terms, months of the year

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO THE MARKET SURVEY

Time: 15 minutes

Divide the Trainees into pairs and ask them to visit the market in the site where the training is being conducted. If counterparts are present at the training, assign the Trainee to work with his/her counterpart.

Ask them to (1) observe and record all the foods being sold in the market, (2) find out and record the price of each of these foods, and (3) if their language skills are sufficient, determine which months of the year those foods are available and at what price. Ask them to organize that information in the following way:

MARKET SURVEY FORM

Village:_____ Date:_____

Food Item	Price per Quantity	Months Available

Other Comments:

ACTIVITY 2: VISIT TO THE MARKET

Time: 1 hour

Ask the Trainees to visit a local market and make a list of all the available foods, the months they are available, and their prices.

ACTIVITY 3: FOODS AVAILABILITY CALENDAR

Time: 1 hour

Ask the Trainees their impressions of their visit: what happened, how did they feel, what problems did they have?

Ask the Trainees to name the foods they observed and the prices they were quoted. Write the foods and their prices on flip chart paper as indicated below.

Food Item	Price per Quantity	Months Available 1 2 3 4 5 6 7 8 9 10 11 12
Rice	20¢ / lb	_____
Squash	15¢ / lb	_____

Ask the Trainees what they learned about in which months these foods are available. Make a line on the flip chart paper under the corresponding months. Discuss how much and why the price fluctuates during these different months.

Discuss the nutritional benefits of each food.

Discuss how the price of foods might be a factor in the family nutrition.

Explain to the Trainees that they should conduct the market survey with their counterparts several times a year to develop their own Foods Availability Calendar. This is a simple activity that can help develop a good Volunteer / counterpart relationship, because the counterpart can take the lead in teaching the Volunteer about what foods are available, during what months, and at what prices. This activity can help build a team spirit of mutual learning and trust. They may also want to do this with groups within the community. The calendar can include a number of related items that men and women can describe and discuss, such as weather patterns, periods of illness, and so on.

ACTIVITY 4: PROCESS, GENERALIZATION, SESSION EVALUATION, AND COMMUNITY PRACTICE ASSIGNMENT

Time: 15 minutes

Community Practice. Ask the Trainees to observe and record what foods are available in the homes where they are living. At the beginning of the following session, ask the Trainees to report their findings, and mark the numbers down on the Foods Availability Calendar. Discuss why some foods might not be present (price, food taboos, etc.).

TRAINER'S NOTES

The organization of this session will depend on the number of Trainees and the number and size of the markets available in the site where the training is being conducted. The important thing in this exercise is that each Trainee has the opportunity to observe, begin to ask questions, and to organize the information she/he gathers so that it will help him/her understand more about his/her community and to make decisions about nutritional recommendations. You also may want to involve local girls and/or adolescents in this exercise, using them as guides and sources of information.

REFERENCES

Gender and Development Training Manual, Booklets 3 and 8 (ICE no. M0054).

SESSION PLAN

SECTION II: SESSION 7
PARTICIPATORY SEASONAL ANALYSIS

OVERVIEW

The Participatory Seasonal Analysis is a technique developed as a part of the Rapid but Relaxed Participatory Rural Appraisal (PRA), and more recently, Participatory Analysis for Community Action (PACA). The Volunteer and his / her counterpart can use this technique to involve community members in completing the Foods Availability Calendar. The factual information regarding available foods will be complemented by the community members' perceptions concerning those foods.

To conduct the Participatory Seasonal Analysis, the Volunteer and his / her counterpart identify several key people within the community and ask those persons to help them understand what foods are available and when—using seeds, stones, sticks, chalk, or paper to help visualize their availability. During the process, they use their questioning and probing skills to understand more about community members' perceptions concerning these foods.

Note to Trainers in Sectors Other than Nutrition: This technique originally was developed to help people understand how community members perceive the agricultural cycle. It can be adapted to understand agriculture, health, nutrition, or any other condition that varies seasonally. For example, it might be used to understand how people perceive seasonal cycles of disease and illness, water availability and shortages, and cooperative or other market activities. The objective is to involve community members in analyzing their own realities and, at the same time, help Volunteers and their counterparts understand how community members perceive the relationships between a series of activities and their daily lives.

OBJECTIVE

After the session, the Trainees will be able to explain the steps of a Participatory Seasonal Analysis.

TIME

2 hours, 15 minutes

MATERIALS

- Flip chart paper and markers
- Handout: *Participatory Seasonal Analysis.*

PREPARATION

Distribute the handout before the session. Ask the Trainees to read it and record comments and questions they want to discuss.

RESOURCES

Gender and Development Training Manual, Booklets 5 and 8 (ICE no. M0054).

VOCABULARY

Participatory, seasonal, analysis, season, month, year, day, activity, work, available, key informant, festival, harvest, planting

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO THE PARTICIPATORY SEASONAL ANALYSIS

Time: 30 minutes

Ask the Trainees to discuss the advantages and disadvantages of this type of technique.

Ask Trainees to list and describe each step.

Ask for and answer questions.

Discuss sharing the handout with counterparts after they have developed a good relationship since counterparts may not be familiar with this technique. They also may not be accustomed to asking open-ended questions and using the probing techniques. Volunteers should ask counterparts to help with their first Participatory Seasonal Analysis. Afterward, they should talk about the experience, what they have learned, and what they

might do differently the next time they perform a Participatory Seasonal Analysis. Remind Trainees that this is a process in which they and their counterparts learn from each other.

ACTIVITY 2: CONDUCT A PARTICIPATORY SEASONAL ANALYSIS

Time: 1 hour

Conduct a Participatory Seasonal Analysis with one to four people from the village where the training is being conducted. These should be people who are accustomed to talking with Volunteers and will not be intimidated by performing this exercise in front of the entire group. Ask the Trainees to observe the process.

ACTIVITY 3: SUMMARIZE THE INFORMATION GATHERED

Time: 30 minutes

Ask the Trainees to summarize the information they gathered during the Participatory Seasonal Analysis on the Foods Availability Calendar. Record on flip chart paper the knowledge and beliefs concerning specific foods. You will use this information in a later session.

ACTIVITY 4: PROCESS, GENERALIZATION, SESSION EVALUATION, AND COMMUNITY PRACTICE ASSIGNMENT

Time: 15 minutes

Community Practice. Ask the Trainees to work in pairs to perform a Participatory Seasonal Analysis with one of the Trainee's families. If counterparts are present at the training, ask each Volunteer to work with his/her counterpart. Give them a specific time to do the exercise (for example, during a weekend). The goal is to allow them to practice using this technique in a nonthreatening setting shortly after they have observed it. Later, use the first part of a session or have a separate meeting to discuss their experiences and to summarize the information they gather on the Foods Availability Calendar. It is important that they have sufficient time to process and generalize about their experiences.

TRAINER'S NOTES

Make sure the Trainees summarize their information on the Foods Availability Calendar and "What We Need to Learn about Nutrition from the Community." You will need this information for the sessions in **Discuss and Decide**.

Participatory Seasonal Analysis

The Participatory Seasonal Analysis is a technique developed as a part of the Rapid but Relaxed Participatory Rural Appraisal (PRA), and more recently, Participatory Analysis for Community Action (PACA). It can be used to understand agricultural, health, nutrition, or any other condition which varies seasonally, and the relationship between factors. All of the participatory techniques share a common philosophy: (1) the role of the teacher and learner are reversed — community members teach the person who is facilitating the activity, and (2) rapport with community members is essential. This rapport requires that the Volunteer has respect for community members and an interest in what they know, say, and show. It helps to establish a partnership between development worker and community. It also requires patience—no rushing and no interrupting.

Use the Participatory Seasonal Analysis to involve community members in completing the Foods Availability Calendar. The factual information about the foods that are available during specific months will be complemented by the community members' perceptions concerning those foods.

To conduct the Participatory Seasonal Analysis, you and your counterparts need to identify several key persons within the community and ask them to help you understand what foods are available and when. Use seeds, stones, sticks, chalk, or paper to help visualize their availability. During the process, you will use your questioning and probing skills to understand more about community members' perceptions.

You can also use this technique to understand timelines and trends. For example, you might ask older people to show you what they ate when they were children in comparison to what is available now.

How to Conduct a Participatory Seasonal Analysis

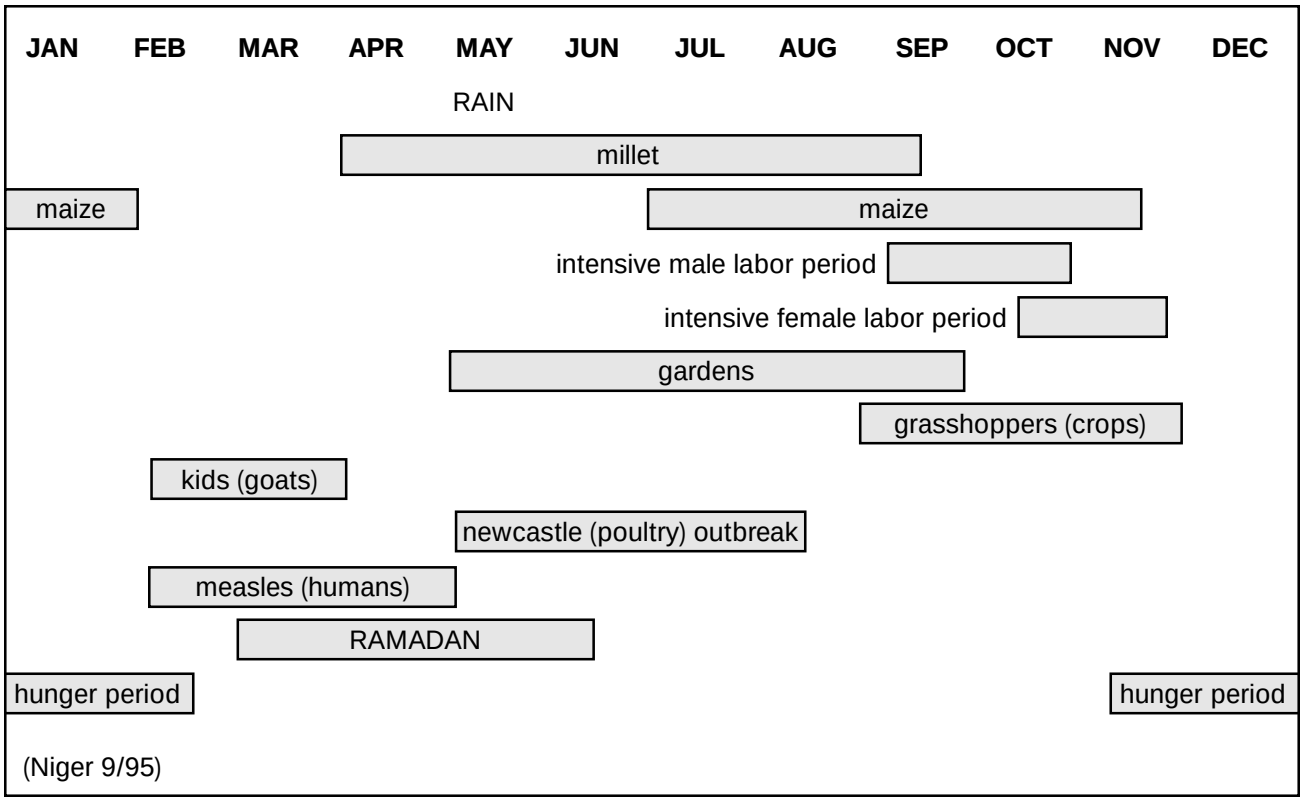
1. Decide who you hope will share their knowledge (for example, women, men, children, leaders). It may be useful to have different groups do this activity and then compare and analyze their results.
2. Find one or more persons who are able and willing to share their perceptions with you. These persons, often called "key informants," are particularly knowledgeable and are people with whom the Volunteer develops an ongoing relationship of information exchange and discussion. Key informants can provide information about themselves and other people. Be careful that selected people represent different subgroups represented in the community. General characteristics of good key informants include: (1) their views and knowledge reflect those of a larger group of people, and (2) they like to communicate and exchange information. Get to know various people in your community before selecting key informants; be careful when choosing them.
3. Find a suitable place with enough space so you will not be interrupted by a lot of people.
4. Ask when their year starts and the names of the divisions of the year. These might be months, but they could also be seasons or some other divisions. Eighteen months or several seasons show patterns more clearly than 12 months.
5. Mark the units on the ground or floor with a line, stones, or chalk.
6. Ask the participants to mark important times of the year, such as festivals, harvest, planting, or the hungry season, with stones, seeds, fruits, lengths of stick, chalk, drawing on the ground, or whatever is available.

7. Ask the participants to mark when common foods and foods you are specifically interested in (for example, foods high in vitamin A) are available.
8. Discuss, probe, encourage, debate.
9. Record information on paper and share it with the key informant to make sure you have recorded accurately.

TIPS	
Dos	**Don'ts**
Let them do it!	Don't impose your calendar.
Discuss, encourage, think.	Don't lecture. Listen and learn.
The only rule is that there are no rules. Let the community members make their own calendar.	

On the following page is an example of an agricultural seasonal calendar developed with community members in an African setting. Note that the calendar shows the relationship between seasons, crops, labor, animals, diseases and health, and cultural events.

Agricultural Seasonal Calendar



(Niger 9/95)

Session Plan

Section II: Session 8
Participatory Sorting and Ranking

Overview

Participatory Sorting and Ranking is another Rapid but Relaxed Participatory Rural Appraisal (PRA) technique. Volunteers and their counterparts can use this technique to understand how community members group different foods and their preferences within each group. They can also use their questioning and probing skills to understand more about the benefits community members perceive each food to have.

Notes to Trainers in Sectors Other than Nutrition: Participatory Sorting and Ranking was originally developed to be applied to agriculture. However, it can be used to understand how community members group and rank anything—food, agricultural materials (seeds, fertilizers, and so on), illnesses, firewood, latrines, water pumps. The list is almost endless. Simply adapt the topic of the sorting and ranking exercise (Activity 2) to make this session appropriate for your technical area.

Objective

By the end of the session the Trainees will be able to describe the steps used to conduct a Participatory Sorting and Ranking exercise.

Time

2 hours, 15 minutes

Materials

- Flip chart paper and markers
- Handout: *How to Do Participatory Sorting and Ranking*.

Preparation

Distribute the handout before the session. Ask the Trainees to read it and record any comments and questions they want to discuss.

Vocabulary

Sort, rank, participatory, best, worst, important

Delivery

Explain the purpose and objectives of the session.

Activity 1: Introduction to Participatory Sorting and Ranking

Time: 30 minutes

Discuss the advantages and disadvantages of using this technique. Discuss each step and answer questions.

Explain that Trainees may share the handout with counterparts after they have developed a good relationship. This can help the counterpart learn more about the technique. Volunteers should ask counterparts to help with their first Participatory Sorting and Ranking. Afterward, talk about the experience, what they have learned, and what they might do differently the next time they perform this type of exercise. Volunteers should be reminded that this is a process where they and their counterparts learn from each other.

Activity 2: Participatory Sorting and Ranking Demonstration

Time: 1 hour

Demonstrate a Participatory Sorting and Ranking exercise with one to four people from the village where the training is being conducted. These should be people who are used to talking with Volunteers and will not be intimidated by performing this exercise in front of the entire group. Have the Trainees observe the process. Alternatively, you can do the demonstration using members of the training group. Allow them to sort and rank items of interest to them.

ACTIVITY 3: SUMMARIZE THE INFORMATION GATHERED

Time: 30 minutes

Ask the Trainees what they learned from the participants. Summarize the information you have gathered on flip chart paper and keep it in the session room. You will use this information in a later session.

ACTIVITY 4: PROCESS, GENERALIZATION, SESSION EVALUATION, AND COMMUNITY PRACTICE ASSIGNMENT

Time: 15 minutes

Community Practice Assignment. Ask the Trainees to work in pairs to perform a Participatory Sorting and Ranking exercise with one of the Trainee's families or someone else in the community with whom they have developed rapport. If counterparts are present at the training, ask the Volunteer and his / her counterpart to work together. Give them time to do it (for example, an afternoon, evening, weekend). The goal is to allow them to practice using this technique in a nonthreatening setting shortly after they have observed it. Afterwards, use the first part of a session or have a separate meeting to discuss their experience, process, and generalize and to summarize the information they gathered. It is very important that you give them time to process and get feedback on their experiences.

TRAINER'S NOTES

If you have never conducted a Participatory Sorting and Ranking exercise, it can be a lot of fun as well as being an excellent technique to learn from community members. Practice using this technique before training begins so you can model it correctly for the Trainees.

REFERENCES

Gender and Development Training Manual, Booklets 5 and 8 (ICE no. M0054).

How to Do Participatory Sorting and Ranking

Participatory Sorting and Ranking is a technique developed as a part of the Rapid but Relaxed Participatory Rural Appraisal (PRA). Use it to understand how community members group and rank almost anything—food, agricultural materials (seeds, fertilizers, and so on), illnesses, firewood, what they want to talk about in a group discussion. The list is almost endless. All of the PRA techniques share a common philosophy: (1) the role of the teacher and learner are reversed; community members teach the person who is facilitating the analysis, and (2) rapport with community members is essential. This rapport requires that the Volunteer have respect for community members and interest in what they know, say, and show. It also requires patience—not rushing and not interrupting.

You and your counterpart can use this technique to understand how community members group different foods and the preferences they have within each group. Then, use your questioning and probing skills to understand more about the benefits community members perceive each food to have.

As in the Participatory Seasonal Analysis, you and your counterpart need to identify several key informants within the community and ask them to help you with this exercise.

How to Conduct Participatory Sorting and Ranking

1. Decide what you want sorted and ranked (trees, types of seeds, fuel types, illnesses, and so on). This handout uses food for examples.
2. Find one or several people (key informants) who are able and willing to share their ideas and perceptions with you.
3. Find a suitable place with enough space so you will not be interrupted by a lot of people.
4. Ask the participants to sort or group a number of items and use your questioning skills to understand why they are grouping them this way. Examples: Ask them to list the foods that are good or bad for babies, pregnant women, or women to eat. Use your questioning skills to understand why they think these foods are good or bad. This will give you the criteria to rank each food within the group.
5. Ask the participants to rank or score, on the basis of their criteria, the items in each group. For example, participants might say that some foods are bad for children because they believe they cause diarrhea. In this case, your criteria would be whether the “bad” foods are more or less likely to cause diarrhea.

   When participants rank items, they decide which one is best, next best, and so on through the worst. An easy way to rank items is to use the actual objects and have participants physically place them in their own ranking order. For example, ask participants to place different foods in order of best, next best, and so on.

   - Other scoring methods are possible: each person has three votes for their three choices, or they rate each one on a scale of one to ten.
   - Use your questioning skills to understand why they ranked or scored the items the way they did. What makes this item better or worse than the others?

6. Ask other questions such as: "If you could have only one, which would you have?" "Why?"; "How many or much would you like to have each day or week?"; or "How many or much do you actually have each day or week?" "Why?"
7. Discuss, probe, encourage, debate.
8. Record the information on paper and share it with the key informants to verify it is what they said.

TIPS	
Dos	**Don'ts**
Ask questions to understand why participants sort and rank items the way they do.	Tell participants how you think they should rank the items.
Follow up (probe) on points of interest.	Don't lecture. Listen and learn!
Try the same exercise with different types of people—men, women, children.	

For example, have boys and girls or women and men do the same exercise in separate groups. Then have them compare and discuss their lists. They might find they have different frames of reference or different needs based on their tasks.

You might ask participants to rank items without sorting them. For example, you might want to explore how community members rank foods rich in vitamin A. You could bring the vitamin A foods available in the community to the group and ask them to rank the foods on the basis of several criteria, such as: Which are best / worst for children to eat? Which ones are most / least available or easiest / hardest for families to obtain / purchase? Which ones do children like / dislike? Which ones can children eat most / least of?

Session Plan

Section II: Session 9
The Informal Interview

Overview

In the **Informal Interview** session, Trainees learn the differences and similarities between the informal interview, a survey, and the process used to perform both. They develop an informal interview guide that they can use when learning from community members. They then practice informal interviewing through role playing.

Note to Trainers in Sectors Other than Nutrition: The informal interview is a useful way for all Volunteers to learn about their community. To adapt this session, simply ask the Trainees to develop interview guides relevant to your technical area.

Objectives

By the end of the session, the Trainees will be able to:

1. Describe an informal interview and a survey.
2. Use an observation checklist to describe and demonstrate the steps of an interview.
3. Explain the informal interview guides they have developed.

Time

3 hours

Materials

- Flip chart paper and markers
- Handouts:
  - *The Informal Interview and the Survey*
  - *Informal Interview Observation Checklist*

PREPARATION

Distribute the handout before the session. Ask the Trainees to read it and record any comments and questions they want to discuss.

STAFF

Cross-cultural / language trainers and / or experienced Volunteers

RESOURCES

The Gender and Development Training Manual, Booklet 4 (ICE no. M0054).

VOCABULARY

Interview, informal, survey, quantitative, qualitative, conversation, beliefs, knowledge, practices, questions, behavior, activities, thoughts

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO THE INFORMAL INTERVIEW AND THE SURVEY

Time: 30 minutes

Ask the Trainees for definitions of the informal interview and survey and write these on flip chart paper. Discuss the differences and similarities. Explain that in the next two sessions you will teach them how to conduct an informal interview.

Ask the Trainees to list and discuss the steps involved in conducting an interview.

Review and discuss the checklist and adapt it to your setting (adding culturally appropriate actions).

Discuss the use of informal interviews with counterparts. Depending on the Volunteer's assignment, his / her counterpart may have experience in conducting surveys or informal interviews. If so, the counterpart can help the Volunteer improve his / her skills in using these techniques. If the counterpart does not have experience with these techniques, share the handout with him / her. Volunteers should ask their counterparts to accompany them during an informal interview to observe how it is done and to give the Volunteer feedback. She / he will have important

insights on body language, the way questions are asked, and what people are telling the Volunteer. Volunteers and counterparts should alternate conducting informal interviews and giving each other feedback until both feel comfortable doing them on their own. Remember, this is a process in which Volunteers and counterparts learn from each other and from their experiences.

ACTIVITY 2: DEVELOP AN INTERVIEW GUIDE (SMALL GROUP WORK)

Time: 30 minutes

Divide the participants into groups and have them work together to develop the interview guides they will use during the role plays and community practice. If counterparts are present at the training, ask a number of Volunteer–counterpart pairs to work together. The number of groups and the type of interview guides developed will depend on the technical area and who is interviewed (community members, formal leaders, and/or informal leaders). Suggestions for different interview guides they could develop include health center staff, mayor or other formal leader, informal community leader, midwife, or mothers of young children. Each guide should contain a maximum of five or six questions.

ACTIVITY 3: REVIEW THE INTERVIEW GUIDES (LARGE GROUP WORK)

Time: 30 minutes

Ask the groups to share their interview guides. Examine the similar and different questions. Refine the guides so they can be used during the following role play and in the community practice.

ACTIVITY 4: DEMONSTRATION OF AN INTERVIEW

Time: 30 minutes

Ask two language trainers, cross-cultural trainers, and/or experienced Volunteers to perform a short role play (five to 10 minutes) to demonstrate the correct way to conduct an interview using one of the guides just developed. They need not ask all questions in the guide; the idea is for the Trainees to observe all the steps of the interview process. Ask the Trainees to observe and complete the *Informal Interview Observation Checklist* by recording the actions the person playing the role of the Volunteer takes during the interview.

After the role play, remind the Trainees how to give good feedback. Ask the Trainees to give feedback to the person playing the Volunteer on how well she / he conducted the interview.

ACTIVITY 5: ROLE PLAYS OF AN INFORMAL INTERVIEW

Time: 45 minutes

Divide the Trainees into small groups. Assign one experienced Volunteer, cross-cultural, or language trainer to play the role of the community member in each group. If counterparts are present at the training, assign the Volunteer–counterpart pair to the same group. The counterpart may play the role of the community member in some of the interviews; however, it is important that she / he also has an opportunity to practice conducting an informal interview.

Ask the Trainees to practice conducting an informal interview. The other members of the group will observe and complete the *Informal Interview Observation Checklist*. After each role play, they should give feedback to the person conducting the interview on what she / he did well and what specific actions she / he can do better next time to improve.

Rotate until everyone has conducted at least one or, optimally, two interviews. They need not ask all questions in the interview guide. It is more important that they practice all of the steps of the interview process. The more practice they can get before they go into the community, the more self-confidence they will have in their interviewing skills.

ACTIVITY 6: PROCESS, GENERALIZATION, SESSION EVALUATION, AND COMMUNITY PRACTICE ASSIGNMENT

Time: 15 minutes

Community Practice Assignment. If there is time between this and the next session, ask Trainees to practice conducting an informal interview in their homes with family members. Ask them to work in pairs—one Trainee conducting the interview, and the other observing the interview, completing the *Informal Interview Observation Checklist*, and giving feedback. Again, the more practice Trainees have conducting informal interviews during the training, the more self-confidence they will develop, and the more likely they will conduct informal interviews in their site.

TRAINER'S NOTES

The interview guide and role play should be written and conducted in the language in which the Trainees will be working. In the next session, they will apply these skills in the community and use that language. Therefore, they should begin to use their language skills during the role play.

In this exercise and all Community Practice Assignments involving a checklist, work with the cross-cultural trainer to assess whether the checklist should be visible during the observation or if the observer should complete it immediately following.

The Informal Interview and the Survey

The informal interview is a conversation between two people on a particular subject. In an informal interview, sometimes called an in-depth interview, use open-ended questions and probing techniques to understand people's beliefs, knowledge, and practices in great detail. Two types of informal interviews are as follows:

Open: Identify the subject (for example, what foods are good for young children to eat) and allow the other person to speak freely about his opinions, experiences, and views related to that subject. Use probing techniques to help the other person elaborate and explain his or her opinions completely.

Structured: Prepare a guide to the questions you want to discuss with the other person. This ensures that everyone you talk with answers the same questions.

The survey is a research technique for obtaining quantitative information that can be projected onto a larger population group. In surveys, you use a previously designed and tested questionnaire. The questionnaire generally contains more closed-ended questions than open-ended ones.

Follow the same procedure, described below, for both informal interviews and surveys:

Introduction. Greet the other person in a culturally appropriate way, introduce yourself, and ask the person's name.

Motivation. Motivate the person to talk with you and give his or her opinions. Explain the purpose of the visit and the importance of any opinions or information that she/he might provide. Explain that the information is confidential and will not be used for any other purposes. Help him/her feel at ease by mentioning the names of acquaintances with whom you have talked (but not what they told you). Ask if the person has time to talk with you right now. If not, ask when you could come back.

Conduct the Interview. Conduct the interview in an atmosphere of trust. Use the person's name frequently (if appropriate in the culture in which you are working) and treat him/her with respect and genuine friendship. You should not disagree with or discuss the person's views, but, rather, accept them. Remember, you are there to learn from that person! In an informal interview, use as many open-ended questions as you can. If you find yourself asking a closed-ended question, use an open-ended one or a probing technique to find out more. Don't ask any leading questions.

End the Interview. Thank the person for his/her collaboration and help. Repeat how important his/her opinion is and how much you have learned. If possible, give him/her practical examples of how the information gathered will be used.

The attached *Informal Interview Observation Checklist* will help you conduct an informal interview. Review it before and after each interview to help improve your skills. Use this checklist to train others to conduct an interview, too.

Informal Interview Observation Checklist

- [ ] Greet the person and introduce self in a culturally appropriate way.
- [ ] Inquire about the person's personal well being, family, and so on.
- [ ] Ask if the person is free to talk; explain the purpose of the visit.
- [ ] Set up an alternate time if the person is too busy to talk at the moment.
- [ ] Offer to participate in any activity that may be going on or starting up (for example, cooking or weeding a garden).
- [ ] Use appropriate body language (sit or stand appropriately).
- [ ] Demonstrate appropriate eye contact.
- [ ] Ask more open-ended questions than closed ones.
- [ ] Ask no leading questions.
- [ ] Remain silent for a few moments to give the other person time to think.
- [ ] Repeat the other person's words as a question.
- [ ] Ask the person to talk about other people's experience rather than his/her own if it appears that the person is uncomfortable talking about his/her own experience.
- [ ] Ask the other person to explain further. Ask questions such as: "What do you mean by that?" "Tell me more about that." "I'm not sure I understand what you mean." "You started to say something about …—tell me more about it". "You mentioned something about…."
- [ ] Do not stay too long.
- [ ] Use culturally appropriate body language and salutations to leave (do not leave abruptly).
- [ ] Thank the person for his/her time and help.

Session Plan

Section II: Session 10
The Informal Interview: Practice in the Community

Overview

In this session, the Trainees practice conducting informal interviews with community members using the interview guides they developed in Session 9.

Note to Trainers in Sectors other Than Nutrition: Knowing how to conduct interviews with community members is an important skill for all Trainees. This session can be applied without adaptation.

Objectives

By the end of the session the Trainees will be able to:

1. Describe an informal interview and a survey.
2. Using an observation checklist, describe and demonstrate the steps of an interview.
3. Explain the informal interview guides they have developed.

Time

3 hours

Materials

- Flip chart paper and markers
- Interview guides

Vocabulary

Key words from the interview guides developed

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: REVIEW THE INTERVIEW PROCESS

Time: 15 minutes

Ask Trainees to review the purpose and steps of informal interviews. If Trainees have already practiced in their homes, review their checklists and give feedback.

ACTIVITY 2: PRACTICE IN THE COMMUNITY

Time: 1 hour, 30 minutes

Ask the Trainees to work in pairs and conduct informal interviews in the community using the guides they developed in Session 9. If counterparts are present at the training, ask Volunteers to work with their counterparts. One person in each pair should observe the interview, complete the *Informal Interview Observation Checklist*, and give feedback.

ACTIVITY 3: SUMMARIZE THE INFORMATION GATHERED

Time: 1 hour

Ask the Trainees to discuss how well they did with their informal interviews. Review the checklists and give specific feedback on what the Trainees did well and on what they need to do better next time.

Ask the Trainees to discuss what new information they learned from the interview and record this information on flip chart paper. Save this information to use for making decisions during later sessions in **Discuss and Decide**.

ACTIVITY 4: PROCESS, GENERALIZATION, AND SESSION EVALUATION

Time: 15 minutes

Ask Trainees to generalize some of their learnings with questions such as:

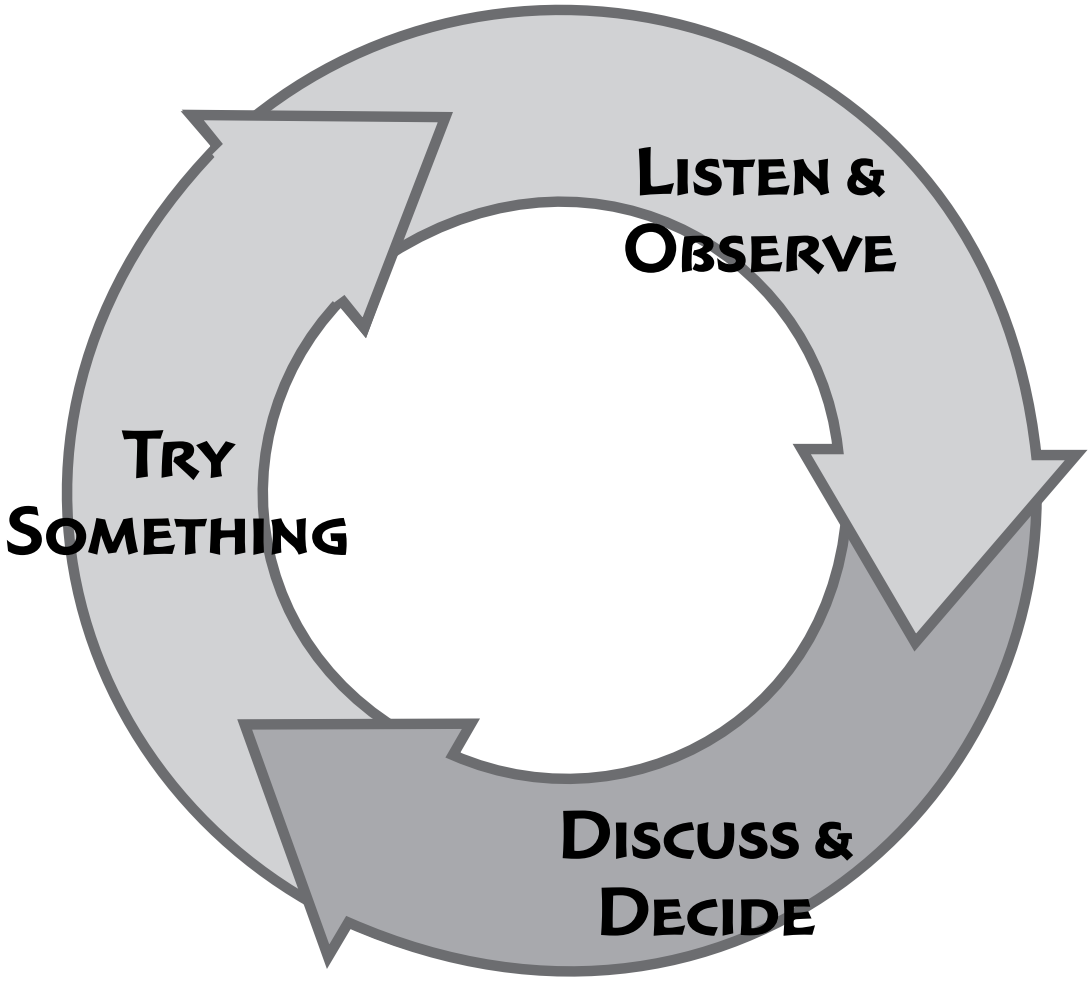
1. What is valuable about informal interviews?
2. What helped you get information easily?
3. What, if any difficulties did you have with interviews? How can you overcome them?

TRAINER'S NOTES

If some of the Trainees are to talk with formal leaders, such as mayors or clinic staff, they probably will need to visit them in advance to set up a time for the interview.

Section III

Discuss and Decide



A Process for Change

Section III
Discuss and Decide

Introduction

The **Discuss and Decide** sessions teach Trainees how to work with their counterparts to select a target group and then to work with those community members to identify their desires, needs, and problems and what actions they will take to change a specific situation. The sessions include how to do the following:

- Select target groups
- Identify a priority situation to change and determine appropriate action
- Define goals and objectives
- Select communication channels and nonformal education techniques
- Develop an Action Plan and timeline

Trainer's Notes: At the beginning of each session, remind the Trainees that the decisions the training group makes during the training sessions are not the final decisions that the Trainees will work on in their community. They will need to discuss and decide with their counterparts and other people in their community to make these decisions in their sites. The training sessions will take them through

the process of making these decisions so they can apply the process in their work.

Trainers are encouraged to incorporate sessions from Section IV **Try Something** into Section III **Discuss and Decide**. As early as Section III, Session 2, facilitation skills become relevant to the Volunteers' ability to successfully manage the **Discuss and Decide** process. The **Discuss and Decide** sessions become an opportune time to train Section IV, Session 3 on facilitating a group discussion. Trainers may find other similar opportunities to blend Sections III and IV.

RESOURCE

The New Project Design and Management Workshop Training Manual (ICE no. T0107)

Session Plan

Section III: Session 1
Introduction to Discuss and Decide and Selecting Target Groups

Overview

This session introduces how Volunteers will discuss and decide with community members what is important to them. It then teaches how to work with counterparts to select target groups.

Note to Trainers in Sectors Other than Nutrition: Knowing how to work with counterparts to select target groups is important for all Volunteers. You can use this session without adaptation.

Objectives

By the end of the session the Trainees will be able to:

1. List what they will discuss and decide with their counterparts and other community members.
2. Define and explain primary and secondary target groups.
3. Explain the importance of working with local leaders from the beginning of their community work.

Time

1 hour, 45 minutes

Materials

- Flip chart paper and markers
- Flip chart papers containing the *Food Availability Calendar, How and What do Women and Children Eat and Why,* and other information

that the Trainees have gathered from the community during earlier sessions.

- The Trainees' diaries with information they have gathered from the community.
- Handout: *Discuss and Decide Worksheet*. This handout will be used during all the sessions in Section III.

VOCABULARY

Target group, primary, secondary, community leaders, education, age, role model, informal leaders, influence, status, factors

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO DISCUSS AND DECIDE

Time: 15 minutes

Draw or refer back to the drawing of the process for change. Explain that the previous sessions focused on the first step of the process—listen and observe. The following sessions will teach them the skills they need to discuss and decide.

Distribute the *Discuss and Decide Worksheet* and ask a Trainee to read the decisions the group will be making; these are outlined in the worksheet. Discuss any questions on the decisions.

ACTIVITY 2: INTRODUCTION TO TARGET GROUPS

Time: 45 minutes

Explain that people in every community are different, but frequently educational materials and projects treat them as if they are all the same. The Trainees and their counterparts will be more effective in their work if they understand the differences among people and tailor their messages, nonformal education techniques, and activities to the specific needs of each group.

Primary Groups

Write this definition of primary group on flip chart paper: Primary groups are those people who will actually do the nutrition action we are promoting.

Explain that the primary audience for many nutrition activities are pregnant women or mothers of young children. Explain that the primary audience categories may be too broad. Trainees will find that there are different kinds of mothers in the community. Ask the Trainees for ideas about factors or background influences

that might make mothers different from each other and that might affect whether they will try or continue doing the nutrition action.

Write the following factors on the flip chart paper under primary groups:

- Level of education
- Degree of wealth
- Language
- Single mothers or two-parent families
- Age
- Number of children
- Child at risk or sick frequently
- Status in the community (opinion leaders)
- Rank of wife in polygamous cultures (first, second, third)

Discuss the effect each of these factors might have on whether these mothers will try something new.

Explain that there are no right or wrong answers. They will want to find individuals or groups of people in their community who are open and willing to try something new and select them as their first primary group. Emphasize that they should always work in partnership with their own community's human resources.

Secondary Groups

Write this definition of secondary groups on flip chart paper: Secondary groups are those people who most influence the primary group.

Ask the Trainees to list who the secondary groups might be and discuss why each one might be important. Include the following:

- Fathers
- Grandparents
- Formal leaders
- Informal leaders
- Midwives
- School teachers
- Health workers and other community development workers
- Other wives of the same spouse
- Religious leaders
- Women's leaders (ostracism by peer group is a powerful force)

Ask the Trainees to brainstorm ways that secondary groups might influence the primary group. Include the following:

- Giving permission or "blessing" to try a new action
- Being role models of the action
- Providing information
- Rewarding people for taking the action
- Training people in new skills
- Providing physical or emotional support

Emphasize that the Trainees frequently will need to work with members of the secondary group before they can begin working with the primary group. Discuss examples of when this might be the case for each of the secondary groups.

Ask for and answer questions concerning selection of target groups.

ACTIVITY 3: SELECT THE TARGET GROUPS FOR THE PRE-SERVICE TRAINING SESSIONS

Time: 30 minutes

Ask the Trainees to review the information they gathered in the community about local leaders and resources and to select the primary and secondary groups they will work with during this training. Facilitate the discussion. After they have reached consensus, have them complete Section I of the *Discuss and Decide Worksheet*. Remind them that they would make this decision at their site with their counterparts and the community members. Ask them to bring the worksheet with them to the next seven training sessions.

ACTIVITY 4: PROCESS, GENERALIZATION, AND SESSION EVALUATION

Time: 15 minutes

It is very important to model the correct way to facilitate a discussion in this and other sessions. Review Section IV, **Try Something**, Session 3 for guidelines on facilitating a group discussion. You may wish to train facilitation skills as an immediate follow-up to this session.

Trainer's Notes

Discuss and Decide Worksheet

Work with your counterparts, local leaders, and other community members to decide the following:

I. Who are our target groups?

- Primary Group:

- Secondary Group:

II. What is the priority desire, need, or problem of this target group?

III. What is the action or solution that the community wants to pursue?
(What barriers do people have in taking this action or solution? What benefits do they perceive in taking this action or solution?)

IV. What are the community's goal and objectives?

- Goal:

- Objectives:

SECTION III: DISCUSS AND DECIDE

V. What communication channels are available for use in reaching the target groups?

- Primary Group:

- Secondary Group:

VI. What nonformal education techniques are familiar to our community that we can use?

VII. When and where will our promotion activities take place?

VIII. What will we do to listen and observe how effective we were in reaching our goal and objectives once we have tried something?

IX. What is our Action Plan?

Action Plan

Activity	Resource Needs	Responsible Persons	Date Completed

X. What is our Timeline?

Session Plan

Section III: Session 2
Identifying a Priority Desire, Need, or Problem and Selecting an Appropriate Action or Solution at the Community Level

Overview

This session is designed for Volunteers working at the community level. It teaches them how to work with their counterpart, local leaders, and other community members to make these decisions. Session 3 describes a methodology to make these decisions for Volunteers working at the district, regional, or national level.

Note to Trainers in Sectors Other than Nutrition: Knowing how to work with counterparts and community members to identify a priority desire, need, or problem and select an appropriate action or solution is important for all Volunteers working at the community level. Adapt the decisions to be made to your specific technical area.

Objectives

By the end of the session Trainees will be able to describe how to work with community members to identify a priority problem and select an appropriate solution or action.

Time

2 hours, 30 minutes

Materials

- Flip chart paper and markers
- Handouts:
  - *Variety is More than the Spice of Life: Basic Maternal-Child Nutrition* and / or other technical documents.
  - *Identifying a Priority Desire, Need, or Problem and Selecting an Appropriate Action or Solution at the Community Level*
  - *Discuss and Decide Worksheet*
- Flip chart papers containing the *Food Availability Calendar, How and What do Women and Children Eat and Why*, and other information that the Trainees have gathered from the community during earlier sessions.
- Trainees' diaries with the information they have gathered from the community.
- Community members of the target group the Trainees selected in Session 1.

Preparation

Distribute the handout *Identifying a Priority Desire, Need, or Problem and Selecting an Appropriate Action or Solution at the Community Level* before the session. Ask the Trainees to read it and record questions and comments they want to discuss.

Vocabulary

Priority, solution, action, appropriate, decision, involvement, investment, agreement, facilitator, discussion, information, definition, organize, ideas, benefits, disadvantages, problems, behavior, activity

Delivery

Explain the purpose and objectives of the session.

Activity 1: Introduction to Identifying a Priority Desire, Need, or Problem and Selecting an Appropriate Action or Solution

Time: 30 minutes

Ask the Trainees to discuss why it is important to involve community members in identifying a priority desire, need, or problem and selecting an appropriate solution or action.

Ask the Trainees to describe what they and their counterparts need to do to involve the community members in these decisions. Discuss the process in detail. Discuss how the methods learned by Volunteers in Section II, **Listen and Observe** can be used to inform the process of identifying a priority issue. Discuss why it important to help community members select one priority issue to work on.

Activity 2: Practice—Working with Community Members

Time: 1 hour

Facilitate a meeting with community members who are representatives of the target group the Trainees selected; model how to identify a priority issue and select an appropriate action or solution. Model ways that information gathered through such activities as surveys, a Foods Availability Calendar, or informal interviews can be used to inform the process. You probably will not come to any final decisions during this first meeting, but try to model as much of the process as possible.

Activity 3: Summarize the Practice Session

Time: 45 minutes

Ask the Trainees, "If no decisions were made in this meeting, what would the Volunteer and his / her counterpart need to do next?"

Ask the Trainees to define, on the basis of the priority issue and appropriate action or solution they will work on during this training, what they learned from community members in this session. Facilitate their discussion. After they have reached consensus, ask them to complete Sections II and III of the *Discuss and Decide Worksheet*.

Emphasize that the Trainees and their counterparts will assist community members in making these decisions during several meetings to gain a true consensus about the issue and action on which they will focus. Because of the time constraints of the training, they have to move forward much more quickly than they will in their real community work.

Activity 4: Process, Generalization, and Session Evaluation

Time: 15 minutes

Ask Trainees to reflect on the process of identifying an issue to work on as a community. Use questions, such as:

1. What are some ways you as Volunteers can gain entry into the community and gain the confidence of the community?
2. What are critical steps in learning about the communities resources and needs?
3. What are some important considerations in working with the community to determine an issue they wish to work on?

TRAINER'S NOTES

It is very important that you demonstrate the correct way to facilitate such a meeting. Review Section IV, **Try Something**, Session 3 for guidelines on how to facilitate a group discussion.

Identifying a Priority Desire, Need, or Problem and Selecting an Appropriate Action or Solution at the Community Level

After you and your counterparts select your target groups, you will need to work with these community members to identify a priority issue and select an appropriate action or solution to work on that issue. Working with community members to define their own needs and solutions will ensure that you (and your counterparts) are not imposing your solutions and ideas. How you involve those community members will depend on some of the issues you identified while you were listening and observing in the community and on the target groups you selected to work with.

To involve community members in identifying issues and selecting appropriate actions, do the following:

1. Meet with members of your primary and secondary target groups, either individually or as a group. For example, you and your counterparts may decide that your primary target group is mothers of children under five years of age and your secondary target group is health center staff and midwives. You determined that there is an active mothers club in your community and decided to work with that group. In such a situation, you may want to meet first with the clinic staff and midwives, then arrange a meeting between them and the mothers club to further discuss and decide what issue they will focus on and actions they will promote.

   The roles for you and your counterpart in these meetings are as facilitators for the discussion. You will not be making the decisions, but, rather, providing information on which the community members can make decisions and helping them organize their ideas.

2. Share with the group the information you have gathered and work together to define a priority issue they will focus on. Encourage the group to focus on one issue at a time. Focusing on only one issue is sometimes difficult to do; it is hard to select one when there is so much to do. Remind them that they can apply the lessons learned from this experience to other priority issues in the future.

3. Solicit their ideas first, then share with the group other actions to address the issue. Group members may be unfamiliar with some of the potential solutions. For example, the women in the mothers club may decide that they want to focus on improving their children's health. However, they may not know about some of the ways to do this, such as:

   - Mothers need to monitor their children's growth and weight gain
   - Children should eat at least five times every day to grow
   - Vitamin A is very important, as is knowing the foods that are rich in this vitamin
   - Children need to be helped to eat when they are sick

   Share with them the information you have gathered in the community about the resources they have that might best help them work on the issue they have identified.

Facilitate the discussion to help them select the action they will undertake. Encourage them to work on one action at a time. This is sometimes difficult to do; it is hard for people to select one action. Emphasize that working on even one action can be very complex. Focusing on one or two actions will make their work manageable. Community members can use the lessons learned from this experience to promote another action in the future.

When community members are selecting an action, ask them to consider the following:

- Which action can have the most immediate impact on the issue?
- Which action is the easiest to do? Which one is the least complex? Which one has the least cost to people in terms of time, energy, money, and status?
- Which action gives the most immediate and visible benefits?
- Which action is most similar to what people are already doing? Which one fits best into their current beliefs and practices?
- Which action is already a priority of other individuals, agencies, and organizations in the community?

You may need to meet with community members several times to help them to select an action. Be careful not to push the group to make a decision before the participants are ready. At the same time, help them organize their ideas, solutions, and actions.

4. Ask community members to determine why people in the community should take this action. What benefits will people perceive by doing it? People will try something new only if they believe that the results will be better for them than what they are presently doing. Therefore, they need to understand why they should take action.

   However, why you think they should do something and why they think they should do something may be completely different. For example, you and your counterpart may think that mothers should feed their children soft foods during diarrhea episodes because it will increase nutrient absorption; however, mothers may believe that they should feed their children soft foods during diarrhea episodes because the stomach is weakened by diarrhea and other foods will make the diarrhea worse.

   Only community members can determine what benefits people will perceive with taking the new action. Ask them to discuss and decide what benefits other community members will be able to observe if they take action.

5. If the action is a *project or activity*, such as constructing a health center, starting a community garden, or beginning a well-baby program, work with community members to develop a goal and objectives, as well as an Action Plan and Timeline to implement them. In other sessions, you will learn how to work with community members to develop these.

6. If the action is a behavior that people need to do every day, such as providing an improved weaning food, increasing the amount of food that children eat, or feeding children differently during diarrhea episodes, ask the community members to help you and your counterparts conduct Action Trials. You will learn how to conduct Action Trials in another session.

Session Plan

Section III: Session 3
Identifying a Priority Issue and Selecting an Appropriate Action or Solution at the District, Regional, or National Level

Overview

This session is designed for Volunteers who work at the district, regional, or national level. It teaches them how to use the information gathered from the community and work with their counterparts and a local interdisciplinary team to identify a priority issue and an action or solution at those levels.

Note to Trainers in Sectors Other than Nutrition: This session is important to all Volunteers working at the district, regional, or national level. To adapt this session, select an interdisciplinary team appropriate for your technical area.

Objectives

By the end of the session Trainees will be able to:

1. Use technical information, such as *Variety is More than the Spice of Life: Basic Maternal-Child Nutrition* and information gathered from the community, to work with an interdisciplinary group to identify a priority problem in the group's district, region, or country.
2. Select an appropriate action to work toward changing that situation.

Time

2 hours, 15 minutes

Materials

- Flip chart paper and markers
- Handouts:
  - *Variety is More than the Spice of Life: Basic Maternal-Child Nutrition* from the Introductory Session or other technical background documents.
  - *Identifying a Priority Issue and Selecting an Appropriate Action or Solution at the District, Regional, or National Level.*
  - *Selecting a Priority Action* and *Discuss and Decide* worksheets.
- Flip chart papers containing the *Food Availability Calendar, How and What do Women and Children Eat and Why*, and other information that the Trainees have gathered from the community during earlier sessions
- The Trainees' diaries with the information they have gathered from the community

Preparation

1. Distribute the handout *Identifying a Priority Issue and Selecting an Appropriate Action or Solution at the District, Regional, or National Level* before the session. Ask the Trainees and the interdisciplinary team members to read it and record questions and comments they want to discuss.

2. Assemble a host-country interdisciplinary team. This team should include at least one member of each of the following groups:

   - Counterparts
   - Technical experts, such as a nutritionist
   - Social researchers, such as anthropologists or sociologists who have conducted research at the district, regional, or national level
   - Service providers in the area where you are working, such as community development workers, nurses, educators
   - Community leaders, formal or informal

Vocabulary

Benefits, priority, similar, disadvantages, promoting, choosing, problems, collaboration, impact, results

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: IDENTIFY A PRIORITY ISSUE

Time: 1 hour

Ask one or two of the Trainees to summarize and explain the information they gathered from the community for the group and the local interdisciplinary team.

Using that information as a basis for their decisions, ask the local interdisciplinary team to work with the Trainees to identify the priority nutritional issues in the community where the training is being conducted. Facilitate the discussion with the objective of selecting one issue to focus on during the rest of the training. Write that issue on flip chart paper. Ask the Trainees to complete Section II of the *Discuss and Decide Worksheet*.

ACTIVITY 2: SELECT AN APPROPRIATE ACTION OR SOLUTION

Time: 1 hour

Explain that the Trainees will now need to work with the interdisciplinary team to select an appropriate action that will work toward changing the situation or resolving this problem. Selecting an appropriate action is difficult because of the many actions the Volunteer and his/her counterparts could promote. Most community workers (and Volunteers), faced with the enormous need to improve people's lives, will want to do everything at once. However, experience shows that community workers will be more successful in their work if they focus on one or two key actions. They can use the experience of promoting this action to improve their communication skills. It is especially important during training and during the first year at their site that Volunteers focus on one or two key actions and use that experience to develop their skills (and those of their community members, local leaders, and counterparts) in organizing and supporting the community to change or improve their situation. They will find that promoting even one action is much more complex and difficult than they think.

Ask one of the Trainees to read the criteria for selecting an action from the *Selecting a Priority Action Worksheet*.

Ask the interdisciplinary team and the Trainees to list the potential actions they might suggest and write them on flip chart paper. Number them and use the handout to analyze each one. Facilitate the discussion with the objective of selecting one action based on the results. When the group has reached consensus, ask the Trainees to complete Section III of the *Discuss and Decide Worksheet*.

ACTIVITY 3: PROCESS, GENERALIZATION, AND SESSION EVALUATION

Time: 15 minutes

Process this session with several questions. Use questions that allow participants to appreciate the difficulty of the work they have just done but are sensitive to direct criticism of individuals. Sample questions:

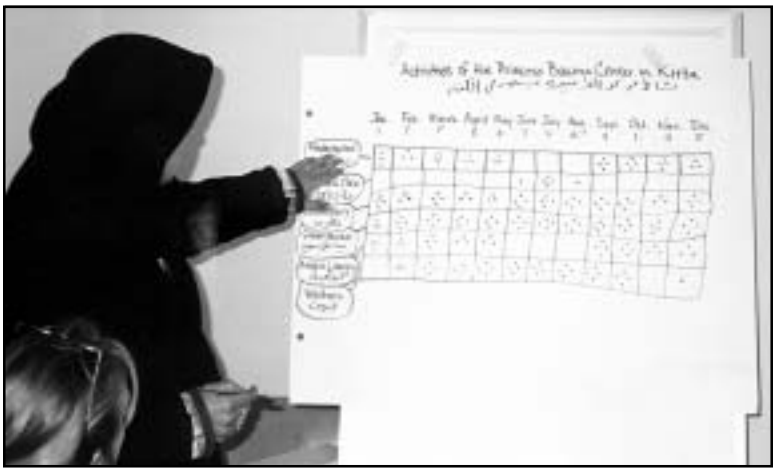
1. What is the new perspective you gained during this session?
2. What are some of the challenges in trying to decide on action other people should take?
3. What is something you learned that will be useful in your work?

TRAINER'S NOTES

This session may be a relatively difficult one for both you and the Trainees for several reasons:

- Many technical experts are used to selecting actions without considering the questions posed on the *Selecting a Priority Action Worksheet*. This is the reason so many development programs are not successful. "Experts" in the capital recommend actions without first listening, observing, and learning from the community. They select actions that simply are not feasible for people to do, or go against cultural beliefs and practices. In this session, you may actually be training the technical expert and other members of the interdisciplinary team to listen to the community when selecting a nutrition action. You will, therefore, need to be careful when selecting your technical expert and other members of your team. Select people who seem to be open to using the information you have gathered from the community to identify a priority issue and select an appropriate action.
- It is hard to select one action when there are so many desires, needs, and problems and so much to do. Emphasize that, at least during this training, the Trainees need to focus on one action. After they have gone through the entire process focusing on one action, they will realize how complex their work can be. Focusing on one or two actions makes their work manageable.
- Trainees (and the technical experts) will want to include their own perspective and biases to answer the questions on the worksheet. Emphasize that they constantly need to refer to the information they have gathered from the community. That information must drive the decision-making process. This approach will ensure that the community is participating in the process and that the Volunteers and their counterparts are responding to community needs and cultural mores.

- Making such decisions is hard work. Monitor the group's energy and take breaks or do a group dynamic exercise (preferably physical), if necessary. You may want to break the session into two parts; however, the interdisciplinary team needs to be present during both parts.



Identifying a Priority Issue and Selecting an Appropriate Action or Solution at the District, Regional, or National Level

It is important to do this work in collaboration with an interdisciplinary team. In addition to you and your counterparts, this team should include at least one member of each of the following groups:

1. Technical experts in the area in which you are working, such as a nutritionist, agronomist, epidemiologist, or physician
2. Social researchers, such as anthropologists or sociologists who have conducted research at the district, regional, or national level
3. Service providers in the area where you are working, such as community development workers, nurses, and educators
4. Community leaders, formal or informal

Each of these types of people will have a different perspective and provide an important contribution to the process.

List a maximum of five possible actions (those that can help address the issue you selected) on a sheet of paper and number them. Use the information you gathered from the community to answer the questions on the worksheet for each action. Select the action that has the most number of "yes" responses. In some cases, you will discover the following:

- The answer is not a simple "yes" or "no"; it is "sometimes" and "for some people."
- You don't have enough information to answer the questions and need to gather more from the community.
- People have different opinions in discussing these questions. An active (and sometimes heated) discussion is normal and is actually an important part of the process. Allow enough time to discuss everyone's opinions.

The worksheet is simply a tool to help you ask the right questions when you are selecting an action or solution. Just remember—as much as possible, to answer the questions, use the information you gathered from the community, not your own opinion.

Selecting a Priority Action Worksheet

Question	Action				
	1	2	3	4	5
Can this action have a relatively immediate impact on the issue you selected?					
Is this action similar to what people are already doing?					
Is this action relatively easy to do (not complex)?					
Does this action fit in with existing cultural beliefs about foods and nutrition?					
Does this action have a low cost in terms of money, time, energy, and / or status?					
Does this action have positive results or benefits that can be perceived by the person who will be performing it?					
Is this action clearly addressing a priority of community leaders and organizations?					
Total Yes:					
Total No:					

Session Plan

Section III: Session 4

Working with Community Members to Conduct Action Trials

Overview

Action Trials are another effective way to involve community members in identifying their desires, needs, and problems, and working toward changing their situation. During these trials, the Volunteers and their counterparts work with members of their target groups to develop, test, and adapt the action to community members' needs and resources. Action Trials can be done either individually or with a group.

Note to Trainers in Sectors Other than Nutrition: Knowing how to do Action Trials that involve community members in the development and adaptation of an action to be promoted can be an important technique for all Volunteers to learn. Adapt the Action Trial to your specific technical area.

Objectives

By the end of the session Trainees will be able to:

1. Explain the steps of an Action Trial.
2. Describe the two ways that an Action Trial can be conducted—individually or in a group.
3. Explain and apply the *Action Trial Checklist*.

Time

2 hours, 30 minutes

MATERIALS

- Flip chart paper and markers
- Handouts:
  - *Variety is More than the Spice of Life: Basic Maternal-Child Nutrition* and / or other technical background information.
  - *How to Work with Community Members to Conduct Action Trials*. Distribute the handout before the session. Ask the Trainees to read it and record questions and comments they would like to discuss.
  - *Action Trial Checklist* and *Discuss and Decide* worksheets.
- Flip chart papers containing the *Food Availability Calendar, How and What do Women and Children Eat and Why*, and other information that the Trainees gathered from the community during earlier sessions
- Trainees' diaries with the information they gathered from the community

PREPARATION

Invite community members of the target groups selected by Trainees to participate in this session

VOCABULARY

Priority, solution, action, appropriate, involve, develop, test, discuss, decide, target group, collaboration, individual, group session, action, recommendation, trial

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO ACTION TRIALS

Time: 30 minutes

Ask Trainees to describe an Action Trial and to include the following in their descriptions:

- Why is it important?
- When should it be done?
- Who should be involved?

Ask Trainees to discuss each step of the process and how they apply the steps to a group and an individual.

Ask community members if they have ever participated in Action Trials before. If so, have them describe them.

Ask for and answer questions.

Activity 2: Demonstration of an Action Trial

Time: 1 hour

Demonstrate an Action Trial on a specific nutrition action (adding oil, making a new weaning food) with two to five members of the selected target audience and ask the Trainees to observe and apply the Action Trial Checklist.

Activity 3: Summarize the Results of the Action Trial

Time: 45 minutes

Ask the Trainees to compare and discuss the results of their checklists and to give you feedback on how you conducted the Action Trial.

Ask the Trainees and community members to summarize the results of the Action Trial and to decide what changes they would make in the action / recommendation based on the trial. Facilitate the discussion. After they reach consensus, have them add their decisions to Sections II and III of the *Discuss and Decide Worksheet*.

Emphasize that the Trainees and their counterparts will help community members make these decisions during several Action Trials to gain a true consensus about the changes needed to make them appropriate to community members' needs. Because of the time constraints of the training, they have to move forward much more quickly than they will in their real community work.

Activity 4: Process, Generalization, Session Evaluation, and Community Practice Assignment

Time: 15 minutes

If counterparts are not involved in the training, discuss sharing the handouts with counterparts after Volunteers have developed a good relationship with them. Ask Volunteers to work with counterparts to develop an Action Trial using all the steps outlined in this handout. Have them observe each other and give each other feedback about what they did well and what they need to do better the next time.

Ask how Volunteers might handle counterparts' resistance. Discuss opportunities to use this technique to help identify what

the Volunteer will do for a secondary project. Encourage Volunteers to share their experiences with their counterparts and to ask for help by having counterparts observe as the Volunteer facilitates with community members. Counterparts should be asked for feedback so the process is one of learning together and learning from one another.

Community Practice Assignment. Ask the Trainees to work in pairs and conduct the same trial with their family members. If counterparts are present at the training, ask Volunteers to work with their counterparts. One person in each pair acts as the observer, completes the checklist, and gives feedback to the other on what she / he is doing well and what she / he needs to do better next time. Give them a specific amount of time (for example, two or three days) to organize and conduct the Action Trial. At the beginning of the appropriate session, discuss their experiences, compare the checklists, and give feedback. It is important to give the Trainees sufficient time to process and generalize about this experience.

TRAINER'S NOTES

Carefully consider who from the community will be involved in this session. They can be involved more than simply as a demonstration group. They might also do the community practice assignment and return for the processing session.

HOW TO WORK WITH COMMUNITY MEMBERS TO CONDUCT ACTION TRIALS

The Action Trial is a way to actively involve community members in the development and adaptation of a solution, action, or recommendation. In these trials, you and your counterparts work with community members to develop the new solution or action and ask them to try taking the action for several days. You will then discuss and decide with them what changes need to be made in the action to make it easier for other community members to adapt.

Use the following Action Trial steps to develop, test, discuss, and decide any nutrition, health, or agriculture action or recommendation with community members:

1. Identify several people who are members of your primary target group and are able and willing to share their perceptions with you. For example, if the nutrition recommendation is for a new weaning food recipe, identify several mothers of young children who would be able and willing to share their perceptions with you.
2. Explain the purpose of the trial to the person and ask for their collaboration.
3. Ask the person what they are presently doing concerning the action.
4. Discuss the new recommendation or action with them. Ask them to help you try out the recommendation or action.

   Ask about their immediate reaction. Are they willing to try? If they are willing, what convinced them? What do they like? If they are not willing, what don't they like? Could there be a problem with other family or homestead members disagreeing? What would they say?
5. Demonstrate the action and ask them to try it with you. Help them successfully complete the action at least once. Observe and record the questions or changes they suggest.
6. Ask about the following:
   - What benefits or advantages do they anticipate from taking the new action? (Did they like it? Why? What exactly did they like about it?)
   - What disadvantages do they expect from the new action? (What exactly did they not like about it? Does it take too much time? Energy? Cost too much? Go against food taboos?)
   - What suggestions do they have to make the action easier to do?
   - Would they continue to recommend the recipe or action? Why or why not?
   - How would they teach or talk to another person about the action? Ask them to show you how they would teach another person.
7. Make changes in the recommendation or action on the basis of the person's suggestions.

The Action Trial can be done in two ways—with individuals or in a group session.

Group Session. Identify two to five members of your target group and ask them to help you take the new action during a group session. Arrange to hold the group discussion in a neutral place where there will not be many distractions. You also need to provide the food you will need (for example, leafy green vegetables).

However, arrange to use the other materials (for example, pots and pans) that your target group would typically use. Take all the steps during the group session.

Individually. Visit each person in his / her home. During the first visit take Steps 1 to 5. Then, ask the person to try to do the action for a period of time, usually two to three days. Visit the person again at the end of the time and ask him / her to do the action for you. Observe and record the changes and questions she / he has, then ask the questions listed in Step 6 above.

Whether you do the Action Trial with individuals or in a group session depends on the action or recommendation that the community members select. If the nutrition action is very different from what people currently are doing, you will first want to do a group trial. During this trial, the community members will develop the action that you could then ask individuals to try in their homes. The more community participation you can get in developing and refining the action or recommendation, the better.

To help do your Action Trials and to improve your skills, review the following checklist before and after you conduct each trial. Use it to train other people in conducting Action Trials.

Action Trial Checklist

- [ ] Greet the person and introduce self in a culturally appropriate way.
- [ ] Ask about the person's personal well-being, family, and so on.
- [ ] Ask if the person has a few minutes to talk. Set up an alternate time if the person is too busy to talk at the moment.
- [ ] Explain the purpose of the trial and ask for his / her collaboration.
- [ ] Ask the person what she / he is doing now concerning the nutrition action.
- [ ] Discuss the new recommendation or action with him / her. Record his / her questions and reactions.
- [ ] Demonstrate the action.
- [ ] Ask him / her to try it with you. Help him / her to successfully complete the action at least once. Observe and record any changes and questions she / he has.
- [ ] Ask the person to try the action for two to three days. Set up a time for a follow-up visit.
- [ ] Ask what benefits or advantages the person perceives with taking the new action.
- [ ] Ask what disadvantages she / he perceives with taking the new action.
- [ ] Ask what suggestions she / he has to make the action easier to do.
- [ ] Ask him / her to show you how she / he would teach another person to take the new action. Records the process and words used.
- [ ] Ask more open-ended questions than closed-ended ones.
- [ ] Use no leading questions.
- [ ] Remain silent for a few moments to give the person time to think.
- [ ] Repeat the person's words as a question.
- [ ] Ask the other person to explain further. Use questions and statements such as: "What do you mean by that?" "Tell me more about that." "I'm not sure I understand what you mean." "You started to say something about …—tell me more about it." "You mentioned something about …."
- [ ] Do not stay too long.
- [ ] Thank the person for his / her time and help.
- [ ] Use culturally appropriate body language and salutations to leave (do not leave abruptly).

Session Plan

Section III: Session 5

Defining Goals, Objectives, and Milestones

Overview

This session teaches Trainees how to help community members define goals, objectives, and milestones.

Note to Trainers in Sectors Other than Nutrition: Helping community members define their goals, objectives, and milestones is important for all Volunteers. Simply adapt the examples in the handout to your specific training area.

Objectives

By the end of the session Trainees will be able to:

1. Explain the difference between a macro (national or regional-level) and micro (community-level) plan.
2. State what information should be included in a "good" goal or objective statement.
3. State the standards for a "good" goal or objective statement.

Time

2 hours, 15 minutes

Staff

Associate Peace Corps Director (APCD) responsible for the Trainees' technical area

Materials

- Flip chart paper and markers
- Handouts:
  - *How to Get Where You're Going—Defining Goals, Objectives, and Milestones*
  - *Discuss and Decide Worksheet*

Preparation

Distribute *How to Get Where You're Going—Defining Goals, Objectives, and Milestones* handout before the session. Ask the Trainees to read it and note questions and comments they would like to discuss.

Vocabulary

Goal, objective, micro, macro, milestone, plan of action, measurable, feasible, relevant, standards, define, discussion, monitor, identify

Delivery

Explain the purpose and objectives of the session.

Activity 1: Introduction to Goals and Objectives

Time: 30 minutes

Introduce the session by noting that even though people in the community agree that a situation needs changing, they are unlikely to do anything about it unless they can agree on what action to take. After the group agrees on measurable goals and objectives, they can then start developing a plan of action to reach them.

Ask the Trainees to discuss the differences between a macro-level and micro-level goal. Ask the APCD to discuss the relationships between government's goals, the Peace Corps Project Plan goals, and the Volunteer's job descriptions.

Activity 2: Practice Writing Objectives

Time: 30 minutes

Ask the Trainees to follow the guidelines in the handout and write, individually, a community-level objective for one of the following program goals. Trainees may write their objectives on blackboards or flip chart paper so they are easier to review.

"Within five years, reduce the amount of malnutrition in children under two years of age by 50 percent."

"Within two years, reduce the number of children who demonstrate signs of vitamin A deficiency by 50 percent."

Ask each Trainee to present his / her objective and have the group decide whether it meets the standards and includes the information needed for a good objective. As a group rewrite the objective if the group decides that it needs improvement.

Ask the group to summarize what makes a good goal and objective. Some of the questions you can use to guide this discussion are listed below:

- Why is it important to state, in measurable terms, what you expect as an outcome?
- What information do you need to include in the objective?
- How do you measure a good objective and one that needs rewriting?
- What may happen if you establish a clear, measurable objective that is not feasible to achieve?

The conclusions of the discussion on what information an objective should include are as follows:

- Who is expected to do how much of what, where, and by when?

The standards for a good objective are the following:

- Measurable—based on behavior that you can observe.
- Relevant—related to the defined problem.
- Feasible—has a reasonable chance for success.

Emphasize that all objectives, whether at the national, community, activity, or training session level, should meet the standards and contain the same "who, what, how much, where, and by when" information. Only the kind of information will differ with the different levels.

Emphasize that goals and objectives must be defined with counterparts and other community members; they cannot be established just by the Volunteer. Establishing objectives without involving community members will lead to objectives that are not feasible, as well as to a great deal of frustration on the part of the Volunteer.

Ask for questions and comments.

Activity 3: Define the Goals and Objectives

Time: 1 hour

Review what the group decided in Sections I, II, and III of the *Discuss and Decide Worksheet*.

Facilitate a group discussion during which the Trainees develop the program goal for the action that they have selected to work on during the training. Make sure that the program goal meets the standards and includes the information needed for a good goal or objective. Have the Trainees write that goal in Section IV of the *Discuss and Decide Worksheet*.

Facilitate a group discussion during which the Trainees define at least three objectives that would contribute to that goal. Make sure the objectives meet the standards by including all the needed information. Have the Trainees write their objectives in Section IV of the *Discuss and Decide Worksheet*.

Select one of the objectives and facilitate a group discussion during which the Trainees define at least three milestones that would contribute to reaching that objective.

Emphasize that Volunteers and their counterparts would take the same role that you have taken when the community members are defining their goal, objectives, and milestones—facilitating the group discussions. It may take several meetings for community members to gain a real consensus about the group's goal and objectives. Due to the time constraints of the training, they have to move forward much more quickly than they will in their real community work.

Activity 4: Process, Generalization, and Session Evaluation

Time: 15 minutes

As appropriate.

Trainer's Notes

How to Get Where You're Going Defining Goals, Objectives, and Milestones

People can agree that a situation exists that needs changing and still not solve it. This can happen even if everyone agrees that something should be done. To change a situation, people first need to agree what they want to achieve and how they will achieve it—their goals and objectives.

Goals and objectives can be established at both the macro (national or regional) level or the micro (community) level.

- **Macro level:** Such goals and objectives are designed for the national level, or at least for several regions of the country. In most countries, the Ministry of Health has a national health and nutrition plan. Your APCD has worked with both the Ministry of Health and the community to translate this plan into the Peace Corps Project Plan for your country. Your job descriptions were developed according to this Project Plan.
- **Micro level:** You will be working with community members to develop goals and objectives to address specific health and nutrition issues in your community. For each issue that you and the community decide to address, you will help community members define goals and objectives to change the situation. Your role in this process is as a facilitator—helping community members define what they will do to change the specific situation they have identified.

Goals and objectives answer the following questions: Who is expected to do how much of what, where, and by when?

For example, you, your counterpart, and other community members decided that infant malnutrition is a serious problem in your site. This then becomes your goal: Reduce malnutrition of children under two years of age by 50 percent in two years.

Objectives define more specifically what needs to be done to achieve this goal. For example, many possible strategies could be used to accomplish the goal of reducing malnutrition. You might teach mothers how to prepare more nutritious weaning foods, reduce the amount of bottlefeeding, or start home gardens where families could grow more nutritious foods for their children. The following then may become your objectives:

1. Within two years, 80 percent of mothers of children between six and eight months of age will feed their children an improved weaning food each day.
2. Within two years, 80 percent of mothers of children under two years of age will not use bottles to feed their children.
3. Within two years, at least 10 families will have started a home garden.

To define an objective, you will need to facilitate group discussions with community members and help them decide the following:

1. Who is going to do the action? For example, <u>mothers of children under two years of age.</u>
2. What is the job or task that will be done, or the change expected? For example, mothers of children under two years of age <u>will not use bottles to feed their children.</u>
3. How much—quantity, quality, and/or time standards—will they apply to the objective? For example, <u>80 percent</u> of mothers of children under two years of age will not use bottles to feed their children.

4. When will this occur? For example, within two years, 80 percent of mothers of children under two years of age will not use bottles to feed their children.
5. Where will this occur? For example, within two years, 80 percent of mothers with children under two years of age, who live in the villages of San Juan and Sabana Grande, will not use bottles to feed their children.

Remember that a good objective must be:

- Measurable—based on behavior that you can observe.
- Relevant—related to the defined problem.
- Feasible—has a reasonable chance for success.

Incremental progress toward achieving objectives also should be defined so that community members can monitor the extent to which they are moving toward their goal and objectives. These are called **milestones**. As an example, let's take one of the objectives, "Within two years, 80 percent of mothers of children between the ages of six and eight months of age will feed an improved weaning food to their children each day," and develop several milestones.

1. By month two, they will have conducted a nutritional assessment to understand the amount of malnutrition of children under one year of age.
2. By month three, they will have conducted Action Trials to test various weaning foods with community mothers.
3. By month four, they will have developed an annual action plan with community members.
4. By month six, they will have made two home visits to all of the mothers who have children under one year of age to teach them the new weaning foods.
5. By month eight, they will have made a home visit to all of the children under one year of age to monitor their progress and to refine the activities based on the mothers' suggestions.
6. By month twelve, they will have conducted a follow-up nutritional assessment to understand the effects of the new weaning food on the children's nutritional status.

Your every day tasks and activities are linked to these milestones. They can help you and your community determine whether you are reaching your goals and objectives. Your pre-service and in-service training sessions will teach you the skills you need to help community members reach each milestone.

You have opportunity for creativity and flexibility in how you and the community work toward achieving the milestones. Your community will have the best ideas about how to go about the work. Your job is primarily to facilitate the community's work in identifying their goals and objectives and then to support them in implementing their milestones.

Session Plan

Section III: Session 6
Selecting Communication Channels and Nonformal Education Techniques

Overview

This session introduces the principle communication channels—interpersonal, print, mass media, and folk media—and various types of nonformal education techniques. It also teaches Trainees how to select the most appropriate channels and techniques for a specific target group.

Note to Trainers in Sectors Other than Nutrition: Selecting communication channels and nonformal education techniques that are appropriate and relevant to a specific target group is important for all Volunteers. You can use this session without adaptation.

Objectives

By the end of the session Trainees will be able to:

1. Name and give at least two examples of four basic channels of communication—interpersonal, mass media, print, and folk media.
2. Name and describe at least three nonformal education techniques.

Time

2 hours

Materials

- Handouts:
  - *Selecting Nonformal Education Techniques*
  - *Discuss and Decide Worksheet*

Preparation

Distribute the *Selecting Nonformal Education Techniques* handout before the session. Ask the Trainees to read it and note questions and comments they would like to discuss.

Vocabulary

Interpersonal, mass media, print materials, folk media, demonstration, training, role play, lecture, counseling, communication channel, education, select, involve, motivate, increase, support, help, networking, organization

Delivery

Explain the purpose and objectives of the session.

Activity 1: Introduction to Selecting Communication Channels

Time: 30 minutes

Write "Communication Channels" and "Sources of Information" on flip chart paper. Ask the Trainees to name examples they observed in the community; write them on the flip chart paper.

Explain that these sources of information generally are divided into the following four areas or "channels":

1. Interpersonal (any face-to-face contact)
2. Print (posters, bulletins, flyers)
3. Mass media (radio, television, and loudspeakers)
4. Folk media (dance, drama, puppets)

Ask the Trainees to group their listed sources of information under each of these channels.

Emphasize that people learn best and are more likely to try a new action when they hear the same message several times through several different sources of information. To promote their nutrition action effectively, trainers will need to repeat the message many times through several channels.

Take two minutes to brainstorm how these types of communication channels are used in the United States to educate Americans about proper nutrition and the food pyramid. Try to find as many examples as possible. Focus on children as a target group. Observe how many different ways and times the message is repeated.

Explain that the channels they select will depend on their target group. For example, print materials would not be effective if the target group is not literate.

Ask Trainees for examples of potentially effective communication channels for each of the following:

- Literate men
- Illiterate men
- Schoolchildren
- Teenagers
- Literate women
- Illiterate women

Discuss the differences among the channels they might use to communicate with each group; why there would be such differences.

ACTIVITY 2: SELECT THE COMMUNICATION CHANNELS FOR THE PRE-SERVICE TRAINING SESSIONS

Time: 30 minutes

Ask Trainees to select communication channels they would use for the target groups they selected. Facilitate the discussion. After the group reaches consensus, have the Trainees fill out Section V of the *Discuss and Decide Worksheet*.

ACTIVITY 3: SELECTING NONFORMAL EDUCATION TECHNIQUES

Time: 45 minutes

Write *Selecting Nonformal Education Techniques* on flip chart paper. Ask the Trainees to list as many techniques as they can and write them below the title.

Review and discuss Section I, *Types of Nonformal Education Techniques*, of the session handout. Discuss the advantages and disadvantages of each technique.

Discuss Section II, *How to Select Nonformal Education Techniques*, of the handout. Ask Trainees to fill in the final section and discuss their answers.

Discuss Section III, *Putting Education Techniques into Practice*, of the handout.

Discuss sharing the handout and working with counterparts and other community members. They already may be familiar with and have experience using some communication channels and

nonformal education techniques. Counterparts can take a leadership role in developing and implementing those techniques with which they have experience and which are appropriate to the target group. Remind Volunteers to use these opportunities to learn from working together.

Ask Trainees to select the nonformal education techniques they will use to promote the nutrition action they selected and decide when and where they would carry out these activities. Facilitate the discussion. After the group has reached a consensus, have the Trainees write their decisions in Sections VI and VII of *the Discuss and Decide Worksheet*. In future sessions, you will teach them how to do the techniques they selected.

Emphasize that this session has given them practice in how to select communication channels and nonformal education techniques. However, they will need to work with their counterparts and other community members to make these decisions in their own communities. Remind them that it might take several meetings with community members to make the decisions necessary to reach a consensus. Because of the time constraints of the training, they are having to move forward much more quickly than they will in their real community work.

ACTIVITY 4: PROCESS, GENERALIZATION, AND SESSION EVALUATION

Time: 15 minutes

As appropriate.

TRAINER'S NOTES

Selecting Nonformal Education Techniques

I. Types of Nonformal Education Techniques

Several of the nonformal education techniques that can help you in your community work are as follows:

Type	Description	Uses
Lecture	Presentation given for a subject or project.	a) Introduction of a subject to a group b) Give information c) Encourage enthusiasm
Demonstration	Presentation that shows people how to do something.	a) Show technique, procedure, or process b) Give information
Training	Activity in which people learn and practice new skills or actions.	a) Develop and evaluate new skills or actions b) Develop self-confidence in performing specific skills, actions, or tasks
Counseling	An exercise in which the counselor works with the individual or group to identify a specific situation they wish to change, try a specific solution to encourage that change, and support and reward people when the solutions are applied effectively.	a) Identify specific problems b) Develop and try specific solutions for that problem
Group Discussion	Interaction within a group in which everyone states their views on a real or simulated experience.	a) Study a question or problem b) Analyze or evaluate a specific topic
Projective	Using drama, pictures, or locally recorded materials to present and discuss real-life situations.	a) Present problems faced by the participants; these techniques can present new information, model new behaviors, and help participants stand back and look at issues in a new and different way.
Role Play	Two or more individuals are asked to respond spontaneously to a situation by acting and reacting the way each thinks that his/her "character" might act.	a) Provide the opportunity to see others' feelings, attitudes and roles b) Identify alternative solutions to a situation

Type	Description	Uses
Case Study	A description of a specific situation (written or dramatized), which is discussed by a group	a) Discuss problems within a context b) Introduce discussion of similar problems within a case study
Brainstorming	A technique used to generate a number of ideas for later discussion; to think of new solutions	a) Gather many ideas for discussion b) Trigger new ideas c) Develop spontaneous solutions to situations

II. HOW TO SELECT NONFORMAL EDUCATION TECHNIQUES

The nonformal education technique you select will depend on the following factors:

- Who is the target group?
- What are your goal and objectives?
- What do you expect them to be able to do by the end of the activity?
- How can you best involve the learners in the activity?
- Where you are going to do the activity? Be sure to build on and use local community events and gatherings to conduct your nutrition promotion activities. For example, the market might be a good place to show a new recipe and ask mothers to try it.

SECTION III: DISCUSS AND DECIDE

Look at the following objectives, which you might have, and select the possible techniques that you might use.

Objective	Type of Action Needed	Possible Techniques
Increase knowledge about good nutrition	Information	
Increase the number of parents who seek vitamin A capsules for their children every six months	Information / support	
Increase number of mothers who are exclusively breastfeeding	Information / skills / support	
Increase good training / nutrition actions	Information / support	
Motivate others to support mothers' new feeding and nutrition actions	Support from family / community	
Increase skills	Training	
Help a group organize a garden, "nutrition fair," or other nutrition promotion activity	Community organization / project planning	
Increase coordination among people, groups or organizations within the community for a nutrition project or activity	Networking / community organization	
Increase coordination among people, groups, or organizations in the community with outside sources of funding, materials, and support	Networking / community organization	

III. Putting Education Techniques into Practice

Three things to consider when using these education techniques are as follows:

- When to find people
- Where to find people
- How to involve people

When to find people. Choose the right time. Women often do the same chores, such as go to the market, at the same time each day. There are moments during the day in which mothers simply are too busy to participate in other activities. Plan an educational activity at a time that is best for those involved.

Where to find people. Choose a convenient place. Find out where your target group normally gathers—markets, schools, work places, clubs, and other group meetings. For example, you could set up displays and demonstrations at the market when mothers are gathered there. There may also be places where people gather socially or a small community building that is used for important meetings. Work with community members and counterparts to decide the easiest place to reach your target group.

How to involve people. There are many ways to involve people. First, you will involve your counterparts and other community members in deciding what communication channels and education techniques to use. You also should involve your counterparts, local leaders, and other community members in organizing the event or activity.

Some education techniques, such as skills training, role plays, and group discussions, require more participation. But even when you give a lecture or show a film, you should involve people by asking questions, asking them to do things, and asking them to summarize what they have learned and how they can apply it in their daily life.

Session Plan

Section III: Session 7
Planning for How You Will Listen and Observe Once You Have Tried Something

Overview

After the Volunteers, their counterparts, and other community members have tried something, they will once again listen and observe. This time, however, they will **listen and observe** in order to understand what they did that was successful and what was not. They can then use that information to discuss and decide with the group or community what they will try next in order to be more effective in reaching their goals and objectives.

This session discusses the various types of listening and observing that the Volunteer, his/her counterparts, and other community members can do to monitor and evaluate the process and effect of their activities.

Note to Trainers in Sectors Other than Nutrition: Learning how to plan how they will listen and observe in order to monitor and evaluate the process and effect of their activities is important for all Volunteers. Simply adapt the examples in Activity 2 to your technical area.

Objective

By the end of the session Trainees will be able to describe at least four ways they could work with their counterparts and other community members to **listen and observe** in order to understand to what degree they have achieved their goal and objectives.

Time

2 hours

MATERIALS

- Handouts:
  - *After You Have Tried Something, Listen and Observe Again!*
  - *Discuss and Decide Worksheet*
- Flip chart paper and markers

PREPARATION

Distribute the handout *After You Have Tried Something, Listen and Observe Again!* to the Trainees before the session. Ask them to read it and to note comments and questions they would like to discuss.

VOCABULARY

Effective, successful, quantity, quality, knowledge, attitudes, behavior, structure

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION

Time: 30 minutes

Draw or refer back to the drawing of the process. Explain that now the group is going to discuss and plan for how they will **listen and observe** once they have **tried something**.

Explain that what the Trainee would listen for and observe will depend of the goals and objectives they and the community members have established.

Ask the Trainees to begin to list what they would want to learn in this step. Write their ideas on flip chart paper. Be sure that they include the following:

- How effective were we? (How well did we do toward reaching our objective?)
- What was successful? (What did we do well?)
- What do we need to better next time?
- What should we do next?

Emphasize that frequently people focus on what they did wrong. The idea of this step is to first identify what they did right, reward and build on that, and then look at what they can do better next time.

Emphasize that the Volunteer and his/her counterparts should **listen and observe** no matter what size or scale the objective or activity. Remind the Trainees that you are listening and observing during and after each training session and using that information to improve the future sessions.

Ask Volunteers if they have already observed evaluation techniques or practices in place in the community. If counterparts are technical professionals (clinic nurses, nutritionists, etc.), they already may be required to do certain things to measure how well they carried out their work as a part of their job. Volunteers should be encouraged to talk with them and learn about the ways they presently evaluate their work. In some cases, counterparts and other community members may be unfamiliar with listening and observing to understand whether they have achieved their objectives and what they need to do to improve their activities in the future. Volunteers should be encouraged to help them select techniques that are simple and practical. These should be ones which appear meaningful to counterparts and other community members.

Ask the Trainees to list when they would **listen and observe**. Write their ideas on flip chart paper. Make sure they include the following:

- Every day after work
- At the end of every meeting or group session
- At regular times when carrying out a project (such as after each step or activity)
- Whenever major problems arise
- At regular times (weekly, monthly, quarterly, annually)
- After any individual activity

ACTIVITY 2: PRACTICE WITH LISTENING AND OBSERVING AFTER YOU HAVE TRIED SOMETHING

Time: 30 minutes

Ask the Trainees to give examples of what they would be watching and listening for in some or all of the following objectives. Write them on flip chart paper. Alternatively put one or two topics on each of several flip charts and post around the room. Have the Trainees work in pairs or groups at each chart. They can rotate to read each others charts.

1. 90 percent of children are exclusively breastfed.
2. 90 percent of pregnant women will eat an extra portion of protein every day while they are pregnant.

3. All clinic staff will be able to correctly weigh a child during a growth monitoring session.
4. Mothers will be able to correctly make a new weaning food.
5. All of the members of a group session will actively participate in making the group decisions.
6. Local leaders will provide seeds, ground, and support for a community vegetable garden.
7. Parents will know the date that their child should receive a vitamin A capsule.
8. All children under two-years-old will be participating in the growth monitoring session.
9. A weekly home visit to provide counseling will be made to every family with a child under one-year-old.

Summarize the answers the Trainees have given. Note that there are many ways to listen and observe depending on what you want to learn. These include:

- Reviewing clinic records and growth monitoring charts
- Observation in clinics, growth monitoring sessions, at group sessions, and in people's homes
- Informal interviews, asking questions
- Formal surveys
- Nutritional assessments

The technique selected will depend on their goal and objectives

ACTIVITY 3: PLANNING FOR LISTENING AND OBSERVING AFTER YOU HAVE TRIED SOMETHING

Time: 45 minutes

Ask the group to decide what they would listen for and observe based on the decisions they have made about target groups, goals, objectives, communication channels, and education techniques. Facilitate the discussion with the objective of defining three or four ways they would **listen and observe**. When the group has reached a consensus, ask the Trainees to write their conclusions in Section VIII of the *Discuss and Decide Worksheet*.

Emphasize that this session has given them practice in planning how to listen and observe once they have tried something. However, they will need to work with their counterpart and other community members to make these decisions in their own communities. Remind them that it might take several meetings with community members to make these decisions in order to

reach a consensus. Due to the time constraints of the training, they are having to move forward much more quickly than they will in their real community work.

Ask for and answer questions concerning this step.

ACTIVITY 4: PROCESS, GENERALIZATION, AND SESSION EVALUATION

Time: 15 minutes

As appropriate.

TRAINER'S NOTES

After You Have Tried Something, Listen and Observe Again!

The process for change is a continuous circle. After you have **tried something**, you will need to **listen and observe** again in order to understand what you have **tried** that was successful and what was not. You can then use that information to **discuss and decide** what you will try next to achieve your goal and objectives. Listening and observing can be as unstructured as asking questions or doing informal interviews and observation or as formal as doing a survey and / or nutritional assessment.

I. What to Listen for and Observe

What you will listen for and observe will depend on the goals and objectives you and the community members have established. However, in any situation, you will want to know:

- How effective were we? (How well did we do toward reaching our objective?)
- What was successful? (What did we do right / well?)
- What do we need to better next time?
- What should we do next?

Note that you first want to understand what you did well. Frequently people use this step to focus on what they did wrong. It is empowering if you and your counterparts first look at what you and the community members did right, reward and build on that, and then look at what you can do better next time.

II. When to Listen and Observe

You should listen and observe no matter what size or scale the objective or activity. These could include:

- Every day after work
- At the end of every meeting or group session
- At regular times when carrying out a project (such as after each step or activity)
- Whenever major problems arise
- At regular times (weekly, monthly, quarterly, annually)
- After any individual activity

III. Ideas on How to Listen and Observe

The following are ideas about what you and your counterparts might listen for and observe in your community.

- **Quantity or amount:** How many persons were reached, how many posters were distributed, how many home visits were made?

Session Plan

Section III: Session 8

Working with Community Members to Develop an Action Plan

Overview

This session teaches Trainees how to work with counterparts, local organizations, and / or other community leaders to develop an Action Plan and timeline for their activities.

Note to Trainers in Sectors Other than Nutrition: Learning how to work with community members to develop an Action Plan and timeline for their work is important for all Volunteers. You will need to adapt the examples in the methodology and the handout to reflect your technical area.

Objective

By the end of the session Trainees will be able to explain how they would develop an Action Plan and timeline with their counterparts and other community members.

Time

1 hour, 45 minutes

Materials

- Handouts:
  - *Working with Community Members to Develop an Action Plan and Timeline*
  - *Discuss and Decide Worksheet*
- Flip chart paper and markers

Preparation

Distribute the handout *Working with Community Members to Develop an Action Plan and Timeline* to the Trainees before the session. Ask them to read it and to note down comments and questions they would like to discuss.

Vocabulary

Action, plan, timeline, simple, practical, feasible, monitor, responsible, manageable, define, activity, assessment

Delivery

Explain the purpose and objectives of the session.

Activity 1: Introduction to Developing an Action Plan and Timeline with Your Counterparts and Other Community Members

Time: 30 minutes

Explain that developing an Action Plan is the link between the step **Discuss and Decide** and what they will actually do during the next step, **Try Something**.

Discuss each section of the handout *Developing an Action Plan and Timeline*. Ask for and answer questions.

Activity 2: Demonstration of How to Develop an Action Plan and Timeline

Time: 1 hour

Demonstrate how to develop an Action Plan and timeline by facilitating a group session with the Trainees in which they determine an Action Plan and timeline for the rest of the training.

Activity 3: Process, Generalization, and Session Evaluation

Time: 15 minutes

As a way to apply the process, ask Trainees to develop an action plan and timeline for a group meal or party they can hold within the next few days or week.

Trainer's Notes

Working with Community Members to Develop an Action Plan and Timeline

Developing an Action Plan and timeline is the link between the **Discuss and Decide** step and what you, your counterpart, and other community members will actually do during the next step, **Try Something**. To ensure that the Action Plan and timeline are carried out, you will need to involve your counterparts and/or other community members in making these decisions.

The complexity of the Action Plan and timeline will depend on whether your counterparts and/or community members are literate. In any case, keep it simple, practical, and feasible. Start with something small and easily manageable. Then build on your successes.

You have already learned how to assist community members in defining their goal, objectives, and milestones. The Action Plan takes those milestones one step further and defines exactly what will be done, by whom, and by what date. To develop your Action Plan and timeline, help community members discuss and decide each of the following:

1. What needs to be done and by when?
2. What resources do we need to do it?
3. Who will be responsible for carrying out each activity?

List each activity in order of priority. Use the chart on the next page to help organize your decisions. Review the Action Plan each week to monitor progress and make adjustments.

Action Plan

Activity	Resource Needs	Responsible Person

Date _____

SECTION III: DISCUSS AND DECIDE

ACTION PLAN HANDOUT - PAGE 3 OF 3

The second part of an Action Plan is the Timeline. It provides a good picture of the Action Plan at a glance. Begin the Timeline at the start of the project or activity. Then make a line to indicate where the activity starts and ends. Make crosses or Xes to indicate a limited activity. Lines that end with a vertical bar indicate where the activity starts and ends. Lines with arrows indicate an on-going activity.

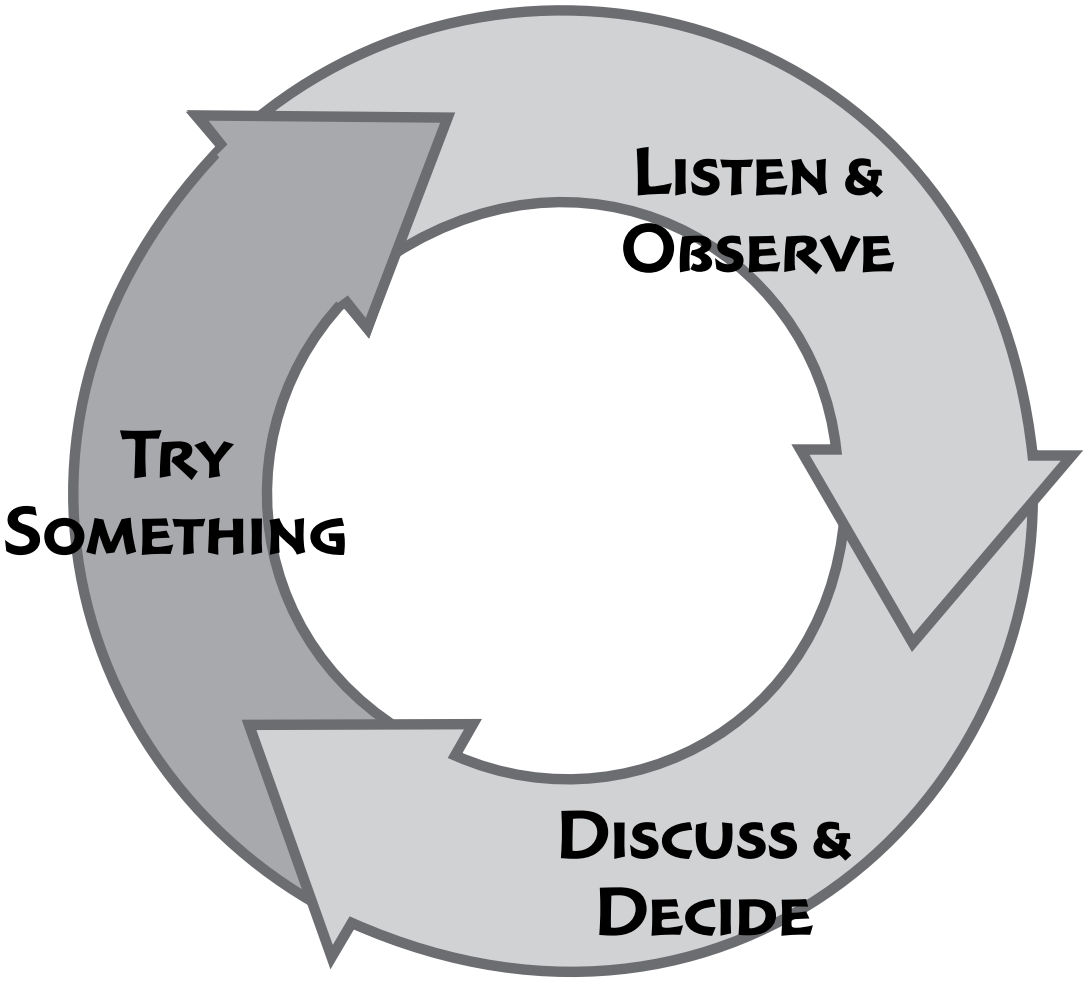
The following Timeline was developed by a Volunteer and clinic staff. Their purpose was to increase participation in growth monitoring sessions. The objective was to achieve 80 percent participation by mothers of children two years old and under.

Activity	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
Conduct home visits, weighing of all children under two years of age. Develop list of all children under two years of age.	X											
Review the growth charts to assess nutritional status.	X											
Discuss with local leaders how to promote sessions	X											
Conduct group discussion at all community meetings —men's cooperative meetings, women's clubs, etc., to promote sessions.							X					
Have loudspeaker announcements the day before and the day of each session.		X	X	X	X	X	X	X	X	X	X	
Conduct growth monitoring sessions.							X	X	X	X	X	X
Compare participants with lists of children.					X	X	X	X	X	X		
Conduct visits to homes of mothers who did not participate. Conduct counseling sessions.									X	X	X	X
Listen and observe during the growth monitoring and counseling sessions.				X	X	X	X	X	X	X	X	X
Review the growth monitoring charts to evaluate nutritional status.											X	

Notes on Developing an Action Plan and Timeline with Your Counterpart: If your counterpart does not have experience in developing this kind of Action Plan and timeline, share this handout with him / her. The two of you can work together to facilitate the discussion and model how to organize the plan and timeline. Eventually, in future sessions, your counterpart or other community members should be able to facilitate the discussion. Your role then would be to support and assist the community members.

Section IV

Try Something



A Process for Change

SECTION IV
TRY SOMETHING

INTRODUCTION

These sessions teach Trainees how to work with their counterparts and other community members to promote and support the actions they selected. Trainees are taught how to develop and use various communication channels—interpersonal, print, locally recorded materials, and folk media—effectively. They are also taught how to pretest print and locally recorded materials. Select the sessions that are most relevant to your specific group of Trainees. All Trainees should be trained in the counseling and group facilitation skills since those skills are essential to the **Listen and Observe** and **Discuss and Decide** processes.

Trainees can be tasked with learning some of the methods of this session. They can then model or "train" them to other Volunteers. In that way, all content of this section can be covered, but with subgroups of Trainees paying special attention to particular methods.

These sessions also could be used during in-service training, after the Trainees have developed their language skills, listened and observed in their communities, and worked with community members to develop their Action Plans.

Trainer's Notes: In the first session you teach, draw or refer back to the drawing of the process for change. Explain that after **discussing and deciding** what they will do with community members, the next step is to **try something**. Describe the sessions you decide to teach concerning this step. Explain that you selected these sessions because of the specific needs of your training group. Emphasize that the Trainees should do the same when they are selecting educational techniques and activities for their target groups.

SESSION PLAN

SECTION IV: SESSION 1
COUNSELING

OVERVIEW

In this session, Trainees learn about and practice how to do an effective counseling session.

Notes to Trainers in Sectors Other than Nutrition: Counseling is an important skill for all Volunteers. You can use this session without adapting it. Simply organize the role play and practice sessions around your specific technical area.

OBJECTIVES

By the end of the session, Trainees will be able to:

1. Describe and demonstrate the eight steps of a counseling session.
2. Apply the *Counseling Session Observation Checklist*.

TIME

3 hours

STAFF

Cross-cultural and language trainers and / or experienced Volunteers if counterparts are not present at the training session.

MATERIALS

- Flip chart paper and markers
- Handouts:
  - *Effective Counseling*
  - *Counseling Observation Checklist*
  - *Reflecting Back Checklist*

Preparation

Distribute the handout *Effective Counseling* before the session and ask Trainees to read it and to note the questions and comments they would like to discuss.

Vocabulary

Praise, advise, counsel, reflect back, paraphrase, thank, opinion, meaning, identify, solution, respect, communication, conversation

Delivery

Explain the purpose and objectives of the session.

Remind Trainees that interpersonal communication is only one of the channels they can use to promote their nutrition action. Emphasize that to promote their nutrition action effectively, they will need to repeat the message many times through several channels.

Activity 1: Introduction to Counseling

Time: 30 minutes

Ask Trainees to list the eight steps of a counseling session. Write them on a flip chart and discuss each one.

Ask two Trainees to read the sample counseling session presented in the handout. Ask the other Trainees to apply the *Counseling Session Observation Checklist*. They will not be able to check off some of the actions because they will be hearing only the discussion and not observing it; but this activity will give them practice using the checklist before they apply it in the role plays.

Discuss what items they checked off. What specific actions did the Volunteer do well? What could she/he do better next time? Was this a good counseling session?

Activity 2: Practice with Reflecting Back

Time: 30 minutes

Explain that the Trainees have already practiced most of the skills necessary to do an effective counseling session—asking questions, using probing techniques, and giving feedback. Before they practice doing a counseling session, they will practice a new skill—reflecting back by parroting or paraphrasing.

Remind the Trainees that paraphrasing is a little more difficult to do than simply parroting, but it can be more effective because it

shows that the Trainee really understand what the other person is saying and is sympathetic to how she / he feels.

Emphasize that when they are reflecting back, they must be sure their tone of voice or body language does not indicate that they disapprove or disagree with what the person has said and that they must be very careful not to change the other person's meaning. They are not judging what the person says. They are reflecting back that they understand what she / he is telling them and, at the same time, acknowledging his / her feelings.

Ask the Trainees to brainstorm four to five "controversial" subjects—subjects about which the Trainees will have different opinions.

Divide Trainees into small groups of three people each. If counterparts are participating in the training, assign two Trainee–counterpart pairs to work together. Ask each group to select the topic(s) they will discuss—one on which at least two people in the group have different opinions. Explain that:

- One person in each group will play the role of the listener. She / he will practice reflecting back what the other person has said without changing the other person's meaning or showing in any way that she / he does not agree with what the other person is saying.
- One person in each group will play the role of the speaker. She / he will explain her opinion on the topic. The speaker can correct the listener at any time if she / he feels that the listener is not reflecting back correctly on what she / he said.
- One person (or two people) in each group will be the observer(s). She / he will use the *Reflecting Back Observation Checklist* in the handout to note how well the listener reflects back what the speaker says. Specifically, she / he will note if the listener reflects back what the speaker says without changing the meaning. She / he also will note if the listener is reflecting back in a way that is not judgmental.

Each role play should last only three to five minutes. After the role play, the observer and the speaker should give feedback to the listener on how well she / he reflected back during the role play.

Remind the Trainees how to give effective feedback.

Rotate roles until everyone has had a chance to be the speaker and the listener at least twice.

Ask the Trainees: What have you found useful about reflecting back? What was easy or difficult?

Activity 3: Demonstration of a Counseling Session

Time: 30 minutes

Ask two cross-cultural trainers, language trainers, or experienced Volunteers to demonstrate a counseling session concerning the nutrition action that the group selected. Ask Trainees to apply the *Counseling Session Observation Checklist* provided in the handout. After the role play, ask the Trainees to give feedback to the person who played the role of the Volunteer. Discuss what they learned from the observation and how they will apply it in their own counseling session.

Activity 4: Practice with Individual Counseling Sessions

Time: 1 hour, 15 minutes

Divide Trainees into groups of four. If counterparts are not present at the training session, assign one cross-cultural trainer, language trainer, or experienced Volunteer to each group to play the role of the mother in the role play. If counterparts are present at the training, assign two Volunteer–counterpart pairs to work together. One of the counterparts can then play the role of the mother; however, be sure they also have an opportunity to practice doing a counseling session.

One Trainee will play the role of the counselor and the other two will be the observers and apply the *Counseling Session Observation Checklist*. After each role play, the observers will give feedback to the "counselor" on what she / he did well and what she / he needs to do better next time. Remind the Trainees how to give good feedback.

Rotate until everyone has had a chance to be the counselor at least once. If possible, have them practice twice.

Activity 5: Process, Generalization, Session Evaluation, and Community Practice Assignment

Time: 15 minutes

Process. Emphasize that the counseling session steps follow the four steps of the communication process. Refer back to the drawing of the four-step process and ask Trainees which counseling steps pertain to which steps of the four-step change process.

Listen and Observe. Ask what the person is doing about the action you are promoting.

Discuss and Decide. Reflect back what the person told you so that she/he knows you understand what she/he said and acknowledge how she/he feels. Praise what the person currently is doing correctly. Advise what else she/he could do and why. Work together to develop a solution. Observe what is already available in the home or other setting that can help him/her do that action. Ask checking questions about what she/he understands and what she/he plans to try.

Try Something. Ask the person to try what you have decided for a period of time. Plan for a follow-up visit.

Community Practice. Ask the Trainees to work in pairs and practice doing at least one counseling session in the community. Have one Trainee do the counseling and one Trainee observe. If counterparts are present at the training, assign the Trainee to work with his/her counterpart. Counterparts may already be doing counseling sessions as a normal part of their work, however, they may be unfamiliar with all of the steps outlined in the handout. Trainees should share the handout with their counterparts, discuss which parts the counterpart already incorporates into their own sessions, and adapt the checklist if needed.

After each counseling session that the Volunteer and counterpart do together, the observer should give feedback to the counselor. Remind Trainees that this is a process in which the Volunteers and their counterparts learn from each other. Set a date for a follow-up session (it might be the next day or you might want to allow several days for this practice). Review their experiences, compare the checklists, give feedback, process, and generalize.

TRAINER'S NOTES

Try to do the role plays in the local language. Even if it goes slowly, it will help Trainees gain confidence in using the language and counseling skills before they practice in the community.

Effective Counseling

One of your principle roles as a Volunteer will be as a counselor. A good deal of your time will be spent visiting people in their homes. You can use each of these visits as an informal counseling session.

Effective counseling is a two-way communication in which the counselor and the other person work together to identify and try new solutions to the person's problems. It must be done in an environment of mutual trust and respect in which the counselor is learning from the person as much as the person is learning from the counselor.

The key to effective counseling is to build on what people are already doing correctly. Look for what the person is doing right. Praise him / her for doing it. Then advise him / her about what else she / he can do and why.

The eight steps to effective counseling are as follows:

STEP 1: Create a comfortable, safe, personal environment. Greet the person. Ask about his / her family. Ask if you can help with whatever task she / he is doing. Become part of whatever is happening in the home or other setting. If you see that this is not a good time for your visit, ask him / her when might be a better time.

STEP 2: Ask what the person is doing about the action you are promoting. Use open-ended questions and probing techniques to understand what she / he currently is doing and why.

STEP 3: Reflect back what the person told you so that she / he knows you understand what she / he said and acknowledge how she / he feels. This level of understanding is very important. People will be more likely to take your advice if they feel that you understand and are sympathetic to their feelings.

To reflect back, listen carefully to what the person tells you and parrot or paraphrase it back to him / her. Parroting is simply repeating word for word exactly what the person said. Paraphrasing is saying in your own words what the person told you. When you parrot and paraphrase, you acknowledge the person's feelings or empathize with him / her. When you reflect back, you must be sure that your tone of voice or body language does not indicate that you disapprove or disagree with what the person has said, and you must be careful that you do not change the person's meaning.

STEP 4: Praise what the person is currently doing correctly. Be very specific in your praise.

STEP 5: Advise what else she / he could do and why. Give only one message in each counseling session.

STEP 6: Work together to develop a solution. Observe what is already available in the home or other setting that can help him / her to do the action.

STEP 7: Ask checking questions about what she / he understood and what she / he plans to try.

STEP 8: Plan for a follow-up visit.

Sample Counseling Dialogue

The following example of a counseling session between a Volunteer and a mother in Central America demonstrates the eight steps.

Volunteer: Good morning, Marta. How are you today?

Marta: Good morning! I'm fine.

Volunteer: And how is little Tomas today.

Marta: He's fine too, thank God.

(Volunteer plays with Tomas for a few minutes.)

Volunteer: I see you're shelling beans. Can I help you?

Marta: Sure, thank you.

(Volunteer helps mother shell beans.)

Volunteer: So how is little Tomas eating these days?

Marta: Well, actually I'm a little worried about him. He doesn't seem to want to eat much.

Volunteer: What are you giving him to eat?

Marta: Well, I give him what we eat—a little rice, mashed beans, and, of course, tortillas.

Volunteer: In other words, you are feeding him rice, beans, and tortillas—those are all very good for Tomas. That's really good that he's eating all of those things. Do you ever give him any fruit?

Marta: Oh yes. He loves bananas and mangos.

Volunteer: How often do you give him bananas and mangos?

Marta: Oh, maybe once or twice a week.

(Volunteer observes that there are bananas and mangos in the home.)

Volunteer: You are saying that he really likes fruit. That's very good. It's very important for children to eat fruit because they protect children from illness. What else does he like to eat?

Marta: Well, that's about all we eat. I know I should give him meat, but we can't afford it.

Volunteer: Yes, I know what you mean—meat is really expensive. You know, Marta, you're giving Tomas the right foods to eat, but he needs to eat more of them every day.

Marta: What do you mean?

Volunteer: Remember how we talked about how a child needs to eat half as much as an adult every day?

Marta: Yes. It still seems hard to believe! A child is so much smaller than an adult.

Volunteer: That's right, and a child's stomach is smaller than an adult's too. That's why Tomas can't eat a lot of food at one time. In order to eat enough food every day, he needs to eat more frequently than you do. He needs to eat at least five times a day to get enough food to eat. How many times do you feed him every day?

Marta: Well, breakfast, lunch, and dinner. That's three times. Sometimes I'll give him a little fruit or a tortilla after his nap in the afternoon.

Volunteer: That's a very good idea. Giving snacks is a good way to increase the number of times a child eats every day. Fruit and tortillas are good snacks for Tomas to eat. What do you think you could do to make sure that Tomas eats five times every day?

Marta: I could give him a snack every morning and afternoon. That would be five times, wouldn't it?

Volunteer: Yes, giving him a snack every morning and afternoon would be five times. That would be very good. What problems do you think you might have in giving Tomas a snack every morning and afternoon?

Marta: Well, sometimes I go to the market or to wash clothes in the morning. I wouldn't be able to give him a snack then.

Volunteer: Do you take Tomas with you?

Marta: No. I leave him with my mother. She likes to see him as often as she can.

Volunteer: Could you ask your mother to give him a snack, too?

Marta: Sure! She'd be happy to give him a snack.

Volunteer: That's great! Do you have any other questions or doubts about feeding Tomas five times a day?

Marta: What kinds of snacks are best? I can't afford special foods.

Volunteer: Anything that you have available in your home. Fruit, tortillas, bread. The important thing is that Tomas eats at least five times every day. That will help him to eat enough food to grow.

Marta: That's good to know. I always worry that Tomas isn't eating enough. He's smaller than my sister's child was at that age.

Volunteer: I know you worry. You're a good mother and want to do the best for Tomas. So, let's hear what you've decided that you're going to try to do.

Marta: Well, I want to feed Tomas five times a day so I'm going to give him breakfast, lunch, and dinner, and in the morning and afternoon I'm going to give him a snack.

Volunteer: What are you going to give him for a snack?

Marta: Fruit, tortillas, bread—whatever I have in my house. And sometimes I might buy him a little cake!

(Marta and Volunteer laugh)

Volunteer: Marta, that's really great. Why don't you try feeding Tomas five times a day for a week and I'll come back and visit you to see how you're doing.

Marta: That would be nice. It's always nice to see you.

Volunteer: Well, I'd better go. I'm supposed to visit Anna to see her new baby.

Marta: Thanks for the visit and for helping me shell the beans.

Volunteer: You're welcome. See you next week.

Counseling Observation Checklist

1. Create a Comfortable, Safe, and Personal Environment

- ☐ Greet the person in a culturally appropriate way.
- ☐ Inquire about the person's personal well-being, family, etc.
- ☐ Ask if the person is free to talk.
- ☐ Set up an alternate time if the person is too busy to talk at the moment.
- ☐ Offer to participate in any activity that may be going on or starting up. (For example, cooking or weeding a garden).
- ☐ Use appropriate body language (sit or stand appropriately).
- ☐ Use appropriate eye contact.
- ☐ Do not criticize the person during the visit.

2. Ask Questions

- ☐ Use more open-ended questions than closed ones.
- ☐ Use no leading questions.
- ☐ Use probing techniques.

3. Reflect Back

- ☐ Reflect back what the person has said in a nonjudgmental way (without showing disagreement with what the person has said).
- ☐ Reflect back what the person has said without changing the meaning.
- ☐ Parrot or paraphrase what the person says.

4. Praise Helpful Practices

- ☐ Praise and encourage the person's helpful practices.
- ☐ Be specific about what the person has done correctly.

5. Advise What Else to Do and Why

- ☐ Advise what else the person needs to do.
- ☐ Explain why she/he needs to do it.
- ☐ Give only one message in one visit.

6. Work Together to Develop a Solution

- [ ] Ask the person to develop a solution to show how to do the action.
- [ ] Observe what is available to help him / her do the action and suggest those.

7. Ask Checking Questions

- [ ] Ask questions concerning what the person has understood.
- [ ] Ask questions concerning what the person plans to do.

8. Plan for a Follow-Up Visit

- [ ] Tell the person she / he will return for a follow-up visit
- [ ] Set up a time for the next visit.
- [ ] Use culturally appropriate body language and salutations to leave (do not leave abruptly).

Reflecting Back Observation Checklist

Action	Number of Times
The listener reflects back what the speaker said in a nonjudgmental way.	
The listener reflects back what the speaker said in a judgmental way.	
The listener reflects back what the speaker said without changing the meaning.	
The listener changes the meaning of what the speaker said.	
The listener parrots what the speaker said.	
The listener paraphrases what the speaker said.	

Session Plan

Section IV: Session 2
Demonstrations and Skills Training

Overview

This session teaches Trainees how to do demonstrations and skills training. In the first half-hour activity, the trainer introduces the basic steps and discusses how to apply those steps to a demonstration, an informal training session (with community members), and a formal training session (with professional people—teachers, clinic workers, etc.). During the second four-hour session, the Trainees practice doing skills training.

Notes to Trainers from Sectors Other than Nutrition: Knowing how to do demonstrations and skills training is important for all Volunteers. This session does not need adaptation to make it useful to your technical area.

Objectives

By the end of the session, the Trainees will be able to:

1. Describe and demonstrate the six steps of skills training.
2. Describe how they would use these steps for a demonstration, an informal training session, and a formal training session.
3. Apply the "Demonstration and Training Checklist" and give feedback to other Trainees.
4. Describe and demonstrate how to create a food dryer.

Time

4 hours, 30 minutes

MATERIALS

- Flip chart paper and markers
- Handouts:
  - *How to Do Demonstrations*
  - *Demonstration Checklist*
  - *How to Dry Fruit*
- Locally available materials with which to build simple food dryers.

PREPARATION

1. Ask the Trainees to read the handouts before the session and to note any comments or questions they would like to discuss.
2. Invite community members to participate in the demonstrations of food drying. These participants may be members of the Trainees' host families, members of a local women's or youth group, or school children. There should be at least four community members for each Trainee's demonstration.
3. Since the Trainees will be doing their demonstrations in the local language, you should arrange for the language trainers to help them with the vocabulary.

VOCABULARY

Preparation, maintenance, feedback, reinforcement, modeling, demonstration, formal / informal training session, food dryer, basket, protection, ripe, insects, ventilation, spoiled, moisture, assessment, goals, objectives, materials, follow-up

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO SKILLS TRAINING

Time: 30 minutes

Write the six steps of skills training on flip chart paper and ask the Trainees to explain each one using a simple example with which group members would be familiar, such as how to tie your shoes, or how to brush teeth. By using an example, you will be able to see how well the Trainees understand the process, and to ask and answer questions as you go along.

Remind Trainees that you have been following these steps in all of your training sessions. Discuss the importance of practice,

feedback, and assignments to teach and maintain new skills. Ask how comfortable and confident they felt with new skills after practicing them in role plays and after practicing them with community members.

Ask Trainees to explain how they would apply these steps to the following:

1. A demonstration
2. An informal training session (with a group of community members)
3. A formal training session.

Ask each Trainee to develop a 10 minute training session on food drying. Give them time (at least two days) to do all of the points under preparation including trying out the training session with a friend or counterpart. Counterparts already may be doing training and demonstrations as a normal part of their work. However, they may be unfamiliar with all of the steps described in the handout. Volunteers and counterparts should briefly discuss which parts of the process are new to the counterpart, remembering that all parts are likely to be new to the Volunteers. Remind Trainees that this is a process in which they and their counterparts learn from each other.

Tell Trainees that they will be performing this demonstration with community members, and they will need to do it in the local language. Encourage them to work with language trainers to learn the necessary vocabulary. Ask them to bring the "Training Checklist" they develop to the session. If counterparts are participating in the training, ask the Trainees and counterparts to work together to develop the training session.

BREAK

Activity 2: Practice Training

Time: 3 hours, 45 minutes

Ask each Trainee–counterpart pair to demonstrate their training session for their community member participants doing all six steps. During each session, ask two Trainees–counterparts to apply the *Training Checklist* and give feedback to the people doing the training session. Remind the Trainees how to give good feedback.

ACTIVITY 3: PROCESS, GENERALIZATION, SESSION EVALUATION, AND COMMUNITY PRACTICE ASSIGNMENT

Time: 15 minutes

Process. Emphasize that the steps to do skills training follow the steps of the process for change. Refer back to the drawing of the process and ask Trainees which training steps pertain to which steps of the process.

Listen and Observe includes the step of Preparation.

Discuss and Decide includes Instructions.

Try Something includes Modeling, Practice, and Maintenance.

Listen and Observe once you have tried something includes Feedback and Reinforcement.

Generalize from this experience. Ask Trainees to work with a partner to list at least two other examples of demonstrations or skills trainings that they could deliver in their community to address priority issues.

TRAINER'S NOTES

HOW TO DRY FRUIT

RESOURCES

The ideas for this handout were taken from ***Food From Dryland Gardens,*** now out of print (ICE no. HE 324), Pages 314-315. Refer to this text, if a copy is in your Resource Center, or to one of the following books for more detailed information:

AT032 ***Food Drying***

T0020 ***Improved Food Drying and Storage Training Manual***

AT037 ***Understanding Solar Food Dryers***

AG281 ***Fruit and Vegetable Processing***

M0010 ***Preserving Food by Drying***

Food drying is a very simple and effective way to store foods for later consumption. Drying concentrates the foods' nutrients and preserves them for times when these nutrients may not be available in fresh foods.

CREATING THE DRYER

1. Materials for the dryer should be locally available. It is important to shield the drying food from direct sunlight and exposure to bacteria, insects, and dirt. Woven baskets and mats make ideal dryers because they are well ventilated, but the stiff surfaces can also be used to shade and protect the drying food. Cloth, netting, or wood can also be used, although painted surfaces and metals other than stainless steel should be avoided.
2. The dryer surfaces should be clean and dry.
3. Elevating the drying area by placing it on legs will discourage many crawling insects from getting into the food. It is still more effective to place the legs in containers of water which would prevent the insects from crawling up the legs.
4. The dryer should be placed in a shaded area with good ventilation.

SELECTING AND PREPARING FOODS FOR DRYING

1. Produce should be dried when it is ripe. It should be washed carefully and examined for any bruising or signs of spoilage.
2. Drying time for produce is affected by many variables, including climate, amount of moisture in the food, and the size of the food. Cutting foods into too many small pieces causes nutrient loss through oxidation. However, large pieces may take longer to dry, and bacteria may grow in the moist interior of the foods after the exterior has dried. It will be necessary for you to consider these factors and to experiment with small initial batches. Turning foods over occasionally will help them to dry faster and more evenly.

HOW TO DO DEMONSTRATIONS

Volunteers often act as trainers in their communities, a role in which they teach people how to do new actions and skills. The six steps to skills training are as follows:

1. Preparation
2. Instructions
3. Modeling
4. Practice
5. Feedback and reinforcement
6. Maintenance

Each of these steps is described in more detail below, using the example of a demonstration for constructing a food dryer. This activity may be conducted with any target audience who has expressed an interest in the information. Possibilities include: Host Families, members of a local women's group, school children, members of a youth group, and so on.

STEP 1 – PREPARATION

Listen and observe. Do a needs assessment.

What do participants already know and do? What do they want and need to learn?

Decide what you want the participants to be able to know and do after the session. Establish your training goals and objectives.

Break down skills (especially complex ones) into small steps. Then make these steps into a checklist that an observer can apply to understand what specific steps the participant is doing well and what she / he needs to do next time to improve.

Prepare in advance all required materials.

Try doing the demonstration or training session with friends, counterparts, or colleagues to make sure that everything works correctly and you are comfortable with the training steps. Listen and observe what went well and what you need to do better next time.

STEP 2 – INSTRUCTIONS

Create a comfortable environment and introduce the subject.

Ask what the participants already know about making food dryers.

Ask them to discuss why they need to learn about this food preservation technique.

Step 3 – Modeling

Explain and show, slowly and carefully, each step of the construction of a simple food dryer.

Stop to answer questions and ask the participants questions.

Step 4 – Practice

Ask participants to choose the optimal place for a food dryer and to practice making one, and placing produce in it to dry.

Practicing the skill or action once greatly helps the participants to move from knowing about a skill or action to being able to do it. Practicing the skill or action several times allows them to go even further and become confident about their skill level. People who are confident about their abilities to do a new skill are more likely to use it in their everyday life. Limit the number of skills or actions you teach in each session so that the participants have enough time for repeated practice with each one.

Step 5 – Feedback and Reinforcement

Give each participant individual feedback on what she / he did well while practicing the skill (what was checked off on the checklist) and what she / he could do better next time to improve. Feedback acts as reinforcement and encourages people to try the skill again with specific ideas on what to improve.

Feedback should be specific, positive, and constructive. Don't criticize people. Catch them doing something right and praise them for it. Then you can offer a specific suggestion about what they could do better next time. Use descriptive rather than judgmental language. Support general statements with specific examples.

Step 6 – Maintenance

Maintenance is perhaps the most important part of skills training. Participants need to practice their new skill or action immediately after they learn it, before they forget what to do. Again, repeated practice will give them more confidence in the new skill. Ask the participants to make their own food dryers at their houses. You can then visit them at home to make sure the proper procedure has been followed. Ask the participants to describe what they did during the practice; give them feedback. Listen carefully to what they say and make adaptations based on their experience. These "lessons learned" can then feed into the design of the next training session or demonstration.

Demonstrations usually include only Steps 1 through 3 with one person practicing the skill and receiving feedback. At that point, you would end the demonstration by asking the audience what they learned from the demonstration and what they will do when they return home. Demonstrations are an excellent way to introduce new skills and actions and to generate interest in learning more about them. However, because they do not include repeated practice during and after the session, you cannot be sure that people will actually be able to do the new skill or action.

Both informal (with community members) and formal (with professional staff—teachers and clinic staff, for example) training sessions should include all six steps. By including all steps, you will be able to observe what participants learned and design future sessions based on that observation. In informal training, you probably

would use the Training Checklist you developed as a reference. You would review it before and after each session to see what you might have to emphasize in follow-up sessions. In formal training, however, you would usually distribute the checklist as part of the session and teach participants how to use it to give each other feedback. The checklist also will be a useful reminder for participants when they return home after the training. They can use it to practice their new skills in the professional setting.

As a Volunteer, you will have many opportunities to do demonstrations and skills trainings on a variety of different topics. Some possibilities are:

NUTRITION-RELATED DEMONSTRATION

1. You could research weaning foods in your community and do a demonstration of how to make a clean, healthy and inexpensive first food for babies. You could teach community members how to make these foods, and teach them how to do demonstrations for mothers. In this way, even after you have left the village, the demonstrations can continue.
2. You could work with your counterpart to teach village health workers about counseling their patients. In this way, health messages can be passes to community members who might live to far away or be too poor to come regularly to the clinic where the health staff works.
3. You could work with a community group to start a garden project. Garden projects are excellent for many reasons: they encourage good nutrition, and in some cases, are income generators for their gardeners. You will probably find that many people in your community know quite a bit about gardening and will be happy to share their knowledge and skills. In addition, you can refer to the following books, available through ICE:

   AG050 ***Dry Season Gardening for Improving Child Nutrition***

   AG074 ***Gardening for Better Nutrition***

   AG130 ***How to Grow More Vegetables***

   AG243 ***School Garden Manual: A Step-by-Step Handbook for Teachers and Trainers Interested in Taking a First Step Toward Agricultural Development***

Please see the ***Whole ICE Catalog*** for further resources.

NON-NUTRITION-RELATED DEMONSTRATIONS

1. You could demonstrate to your community how to build a drainage ditch at a local water source. In one community in Burkina Faso, the main village pump had very poor drainage. The water collected in puddles around the pump, and this attracted animals and mosquitoes to the area. The Volunteer explained the importance of proper drainage to the management committee of her health clinic, and together they brainstormed how the problem could be resolved. They decided to create a shallow drainage ditch, lined with rocks, which fed into a deep hole which was filled with rocks. This way, the water ran into the hole, but the animals could not wallow in it, and the mosquitoes could not breed in it. This intervention was successful for a number of reasons: it resolved the drainage problem, it did not cost any money to build, and the committee members felt a sense of investment and pride: not only did they come up with the idea for the ditch themselves, but they did all of the manual labor, and were seen by the whole village as people who

cared. Because the management committee fixed the drainage problem, people were more willing to support them in their other projects.

2. You could demonstrate how to put on a condom for the members of your community. Condoms are very effective both for preventing pregnancy and the transmission of sexually transmitted diseases, but many people in developing countries are unfamiliar with how to use them appropriately.

3. You could demonstrate how to filter water, or how to treat water with bleach or by boiling, if water purity is a problem in your area.

The following *Demonstration and Skills Training Observation Checklist* will help you design and implement effective demonstration and training sessions.

Demonstration Checklist

Before the Session

- ☐ Do a knowledge and skills assessment.
- ☐ Decide what you want the participants to know after the session.
- ☐ Decide what you want the participants to do after the session.
- ☐ Establish your goals and objectives.
- ☐ Break down skills (especially complex ones) into small steps.
- ☐ Make these steps into a checklist.
- ☐ Prepare in advance all required materials.
- ☐ Try the session with a friend, colleague, or counterpart.
- ☐ Listen and observe what went well and what you need to do better next time.
- ☐ Make changes based on what you have learned from trying it.

During the Session Instructions

- ☐ Create a comfortable environment (greet people, etc.).
- ☐ Introduce the subject.
- ☐ Ask what the participants already know about the subject.
- ☐ Tell about the skill or action.
- ☐ Ask participants to discuss why they need to be able to learn this skill or action.

Modeling

- ☐ Explain and show, slowly and carefully, each step of the skill or action.
- ☐ Answer questions.
- ☐ Ask participants questions about what they have observed.
- ☐ If time allows, do the skill or action one more time, but this time have the participants tell you what to do next.
- ☐ Or, show an inappropriate example or “how not to do it” and have the participants correct you.

Practice

- ☐ ** Ask a participant to demonstrate the new skill or action.
- ☐ * Ask each participant to practice the new skill at least twice during the session.
- ☐ * Ask the participants to establish the who, what, when, and where of the role play to resemble the real-life situations they will face later.
- ☐ * Apply the Observation Checklist that you developed and check off each step that the other participant is doing correctly. (Formal training only. This can be done by the trainer or another Trainee.)

Feedback and Reinforcement

- ☐ Give each participant feedback (praise) on the specific actions that she / he did well while practicing the skill (what was checked off on the checklist).
- ☐ Give each participant feedback about what specific action she / he could do better next time (what was not checked off on the checklist).
- ☐ Be positive in your feedback.
- ☐ Praise what the person does right before making suggestions for improvements.

Maintenance

- ☐ Ask participants to try the new skill or action in the setting in which they will normally be doing it.
- ☐ Ask questions concerning what the participants understand.
- ☐ Ask questions concerning what the participants plan to do when they return home.
- ☐ * Set a time for a follow-up session (either a group session or individual visit).

Follow-Up Session

- ☐ * Ask each participant to describe and / or demonstrate what she / he did during their practice and give him / her feedback.
- ☐ * Ask participants what problems she / he had during the practice.
- ☐ * Ask participants to develop a solution for the problem.

* Omit this action in a demonstration.

** Use only in a demonstration.

Session Plan

Section IV: Session 3
Facilitating a Group Discussion

Overview

This session introduces Trainees to the skills necessary for facilitating a group discussion and gives them practice applying those skills while creating seasonal calendars with school children.

Notes to Trainers from Sectors Other than Nutrition: Facilitating group discussions is an important skill for all Volunteers. This session needs no adaptation to make it useful to your technical area.

Objectives

By the end of the session Trainees will be able to:

1. Describe at least three facilitating skills, including questioning, paraphrasing, and summarizing.
2. Describe two ways to encourage a timid group member to participate.
3. Describe two ways to discourage a group member from dominating the discussion.
4. Describe and demonstrate the three steps of facilitating a group discussion.
5. Practice their skills while facilitating the creation of a seasonal calendar by a group of school children.
6. Apply the *Facilitating a Group Discussion Checklist* and give feedback to other Trainees on their skills.

Time

Two sessions: Activity 1 – 1 hour, 45 minutes; Activity 2 – 3 hours

MATERIALS

- Flip chart paper and markers
- Handout:
  - *How to Facilitate a Group Discussion*
  - *Facilitating a Group Discussion Checklist*
  - *Working with Women's Groups*

PREPARATION

1. Ask the Trainees to read the handout before the session and note the comments and questions they would like to discuss.
2. This activity is designed to be conducted with groups of school children, at least four students for each pair of Trainees. It will be necessary to recruit them beforehand.

VOCABULARY

Facilitate, group discussion, timid, dominant, question, paraphrase, summarize, redirect, labor, income-generating, wage-earning, weather, seasons, disease, involve, include, participate, opinion

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO FACILITATING A GROUP DISCUSSION

Time: 1 hour, 45 minutes

Review the skills needed to facilitate a group discussion. Ask for and answer questions.

Divide the Trainees into groups of three. Allow each group to select a topic of mutual interest. The choice should be open to any topic such as a current world or national issue; what they like and dislike about a hobby, sport, or other personal interest they pursue; or any other topic that will allow them some room for approximately a half hour of conversation. Spend no more than five minutes on the choice of topic. Then ask each member of the group individually to develop four or five questions related to the topic. Allow a few minutes for this work. Ultimately, each member of the group will be given 10 minutes to ask one or more of their questions of the other two group members and to try to use probing skills, paraphrasing and summarizing as the

discussion proceeds. Start the discussion period, calling time at the end of each 10–minute segment. Allow five minutes at the end of the three turns for group members to reflect on what they tried to do, or saw others doing to facilitate the discussion.

Next, briefly review the three parts of a group discussion. Write each one on flip chart paper and ask the Trainees to discuss them.

Ask for and answer questions.

Remind the Trainees that you have been using the skills needed to facilitate a group discussion in all of the training sessions. Discuss how well they believe you have used each skill.

Review the seasonal calendar idea with the Trainees.

Explain that in the next session the Trainees will practice facilitating a group discussion by creating a seasonal calendar with the groups of school children. Give them at least two days to prepare for the session.

ACTIVITY 2: PRACTICE GROUP DISCUSSION

Time: 3 hours

Divide the Trainees into pairs. One person will facilitate the discussion, while the other will be the observer, applying the checklist and giving feedback to the facilitator on what she/he did well and what she/he should do next time to improve. If counterparts are present at the training, assign a counterpart to each pair in order to observe.

Remind the Trainees how to give good feedback.

Tell the Trainees they have 30 minutes in which to create the calendar with their group, and then 20 minutes to discuss its implications.

The Trainees who are facilitating will need to combine their mastery of the seasonal calendar with their proficiency in facilitating group discussions in order to succeed with the exercise. Ask them to use the guidelines given to them in **Listen and Observe**, Section 7: "Participatory Seasonal Analysis," in order to structure the discussion.

The students should be divided into groups of boys and girls so that comparisons between the finished calendars will be richer. The categories of information to focus upon are:

1. Labor activities, both wage-earning and income-generating, as well as house work and animal raising
2. Differences in weather between seasons
3. Periods of particular susceptibility to disease
4. Food availability

Emphasize that since this is the first time they are facilitating a group discussion, the Trainees are not expected to use all of the facilitation skills. However, they should try to do all of the steps.

RESOURCES

Gender and Development Training Manual, Booklet 4 (ICE no. M0054) has helpful information about facilitating group discussions, while ***Booklets 5*** and ***8*** have suggestions for seasonal calendar activities.

TRAINER'S NOTES

Since this is the first time they have practiced facilitating a group discussion, the Trainees can practice in English. However, they should be encouraged to practice in the language in which they will be working.

This session assumes that Trainees have already been taught the questioning skills in **Listen and Observe**, Session 2.

How to Facilitate a Group Discussion

One of your roles as a Volunteer will be to facilitate group discussions to help community members identify and solve their own problems. A group discussion session provides an excellent technique for meeting the following objectives:

- Provide individuals who have common needs or problems an opportunity to share experiences and work together to identify and try solutions.
- Create a supportive group environment in which participants can encourage each other to take action to solve a problem.

Regardless of the objective of the session, the skills you use and the steps of the process are the same.

I. Facilitating Skills

Question Asking. When you are facilitating, you will need to use open-ended questions, closed-ended questions, and probing techniques to help participants talk about their experiences and identify solutions. Be careful not to use any leading questions at all, since the objective of the session is to help participants reach their own conclusions, not yours!

Paraphrasing. By paraphrasing, you demonstrate that you understand what the other person has said and help clarify ideas. The process of paraphrasing is very much like catching a ball and throwing one back. The best way to paraphrase is to listen intently to what the other is saying. If, while the other person is talking, you worry about what you are going to say next, you are not likely to hear enough of the message to paraphrase it correctly.

Summarizing. The purposes of summarizing are to: pull important ideas, facts, or information together; establish a basis for further discussion or make a transition; review progress; and/or check for clarity or agreement. Summarizing requires you to listen carefully in order to organize and present information systematically. Summarized information ensures that everyone is clear about what transpired in that portion of the discussion. Some starter phrases to help you begin a summary are:

- There seem to be some key ideas expressed here
- If I understand, you feel this way about the situation
- I think we agree on this decision—what we are saying is that we intend to

One of the most important roles of summarizing is that it gives you an opportunity to check for agreement. If people do not agree, it is better for you (and them) to know during the discussion than to find out later when what the group supposedly agreed on does not happen! One of the most common frustrations Volunteers have is that they think agreement was reached to do something, yet things do not occur as planned afterwards. In many instances, that is because participants really were not in agreement during the discussion.

Involving Everyone in the Group. In every group discussion, there will be some people who will want to talk a great deal and some who will be much more timid. Your job as facilitator is to ensure that everyone has an opportunity to discuss his/her experiences and to contribute to the decisions the group makes. Some ways to ensure that everyone participates include the following:

The dominant participant

- Avoid eye contact, or turn your body slightly away from the person.
- Call on other people by name and ask for his / her opinion.
- If necessary, politely thank the participant for his / her opinion and say that you'd like to have the ideas of other group members as well.

The timid participant

- Use eye contact to pull the timid participant into the discussion. Look directly at him / her when you ask the question.
- Observe the timid participant closely to see when she / he is ready to speak.
- Ask an easy, nonthreatening question that encourages a direct response. If the participant becomes too ill at ease, continue the discussion with other participants and come back to him / her later.

The "leader" participant

- Be aware if one of the participants of the group is considered to be an "informal leader." The other participants will frequently defer to this person and wait for him / her to make the decisions.
- Use the techniques for the timid participant mentioned above to involve other members. However, it will be important not to insult the informal leader. Frequently, if this person says that the group will do something, they really will.

Other Facilitation Skills. A number of helpful facilitation skills, some verbal and some nonverbal, include the following:

- Nodding one's head
- Picking up on the last word or two of someone else's sentence
- Repeating a sentence or part of a sentence
- Asking someone to "say more about that"
- Maintaining eye contact, open body position

II. STEPS OF A GROUP DISCUSSION

The steps of a group discussion are similar to those for a counseling session. However, in this case, your role is to help the group discuss their experiences and identify problems and solutions.

Step 1. Create a Comfortable, Personal Environment.

Arrange for the meeting in a convenient place with as few distractions as possible. Greet people. Inquire about their well–being, family, etc. Ask them to sit in a circle or semicircle to break down the teacher / student atmosphere. Wait a reasonable amount of time until most or all of the invited participants are assembled. If appropriate, use an icebreaker or group dynamic exercise to motivate the group and open up the discussion.

Step 2. Opening.

Introduce the purpose for which the group has gathered and briefly share your observations about the common problem the participants share. Ask group members what they think about the problem. Emphasize that the group is here to work together to solve the problem. The participants should feel free to say whatever is on their minds and expect to learn from and help each other. If it has not been decided before-hand, ask the group how long they would like to meet and establish, as a group, the time the meeting will end.

Step 3. Discussion.

Return to the purpose of the meeting and facilitate the discussion using all of the skills described above. Some of the topics you might discuss include the following:

- Why does this problem exist?
- What have other people done to solve the problem? What was successful? What could we learn from it?
- What new ideas does the group have?
- How can we go about trying these ideas?

It is natural for a group discussion to go in many directions. You should not worry too much if the discussion turns from the proposed topic to another one. Part of the supportive environment of the group is generated when people feel free to talk together as friends. Wait for a time and then reintroduce the topic, starting from where the group left off.

Participants may not resolve their problems in one sitting. Be careful not to push the group to make a decision before they are ready. At the same time, help participants to organize their ideas and actions. Being a facilitator is a balancing act!

Step 4. Summary and Closing.

Ask participants to summarize what they decided during the session and what they will do next. Establish a date and time for the next meeting or activity. Finally, thank them for participating.

Facilitating a Group Discussion Checklist

The following checklist will help you plan and facilitate a group discussion. You also can use it to teach other people how to plan and facilitate a group discussion.

Create a Comfortable, Safe, and Personal Environment

- ☐ Greet people. Inquire about their well-being, family, etc.
- ☐ Seat people in a circle or semicircle.
- ☐ (If appropriate) Use an icebreaker or group dynamic exercise to motivate the group.

Opening

- ☐ Introduce the purpose for which the group has gathered.
- ☐ Briefly share your observations about the common problem the participants share.
- ☐ Seek confirmation that this problem is in fact common to all.
- ☐ Emphasize that the group is here to work together to solve the problem. (The participants should feel free to say whatever is on their minds and expect to learn from and help each other.)
- ☐ If it has not been decided before hand, ask the group how long they would like to meet today and establish, as a group, the time the meeting will end.

Discussion

- ☐ Return to the purpose of the meeting and facilitate the discussion.
- ☐ Ask why this problem exists.
- ☐ Ask what other people have done to solve the problem. Ask what was successful. Ask what they could learn from it.
- ☐ Ask what new ideas the group has. Ask how they can go about trying these ideas.
- ☐ Use open-ended questions, closed-ended questions, and probing techniques to understand everyone's experience and ideas.
- ☐ Use no leading questions.
- ☐ Paraphrase to demonstrate that you understand what the other person said and helps clarify ideas.
- ☐ Summarize to pull important ideas together, clarify, and check for agreement.
- ☐ Involve everyone in the group.

- [ ] Permit the group to "stray from the topic," but then reintroduce the topic, starting from where the group left off.

SUMMARY AND CLOSING

- [ ] End the meeting on time or when the participants become restless or uncomfortable.
- [ ] Ask participants to summarize what they have learned.
- [ ] Ask participants to summarize what they have decided to do next.
- [ ] Establish a date and time for the next meeting or activity.
- [ ] Thank the group for their participation.

Working with Women's Groups

All over the world, in traditional societies, women have primary responsibility for the health of their families. Women are responsible for cooking, housework, and child care, which means that they are an obvious starting point for Volunteers hoping to make a difference in the quality of nutrition in their communities. In many sites there are pre-existing women's groups with whom Volunteers can work, but sometimes it may be necessary for Volunteers to encourage the formation of these groups. Groups should be made up of women who live close to each other and have similar time schedules and interests. In the formation of such groups, a Volunteer's role is to present the idea to women and to ask them to discuss it and think about whether or not they are interested in being part of a group.

Women's groups are a useful forum for discussions which can then be followed by actions undertaken to improve the current situation. In order for discussions to be most productive, participants should be limited to 10 or 12 women, with two "leaders" for each group. The role of "leaders" in these groups is to facilitate the expression of ideas and encourage members to put their ideas into practice.

Many of the activities described in ***Promoting Powerful People*** are well-suited for use with women's groups. ***Women Working Together*** (ICE no. WD003) is a source for other activities for groups, which include income-generating projects.

SESSION PLAN

SECTION IV: SESSION 4
SELECTING AND USING PRINT MATERIALS

OVERVIEW

This session teaches Trainees how to select appropriate print materials. It provides a checklist that Trainees and their counterparts can use to evaluate and select print materials that already are available in their country. It also teaches Trainees how to use print materials effectively in group discussions and gives them practice doing that in role plays.

Note to Trainers in Sectors Other than Nutrition: Selecting and using print materials effectively is important for most Volunteers. You can use this session without adaptation. In Activity 2, simply select print materials that reflect your technical area.

OBJECTIVES

By the end of the session Trainees will be able to:

1. Name three ways to use print materials.
2. Name three rules for selecting a simple print material.
3. Use the *Selecting Appropriate Print Materials Checklist* to identify effective, locally available print materials.
4. Describe and demonstrate how to use a print material effectively in a group discussion.

TIME

Two Sessions: First Part – 1 hour, 30 minutes; Second Part – 3 hours

Materials

- Handouts:
  - *Selecting and Using Print Materials Effectively*
  - *Selecting Appropriate Print Materials Checklist*
- Flip chart paper and markers
- Four or five different locally-produced print materials

Preparation

Distribute the handout *Selecting and Using Print Materials Effectively* before the session. Ask the Trainees to read it and make notes concerning the comments and questions they would like to discuss.

Vocabulary

Realistic, appropriate, advertisement, pamphlet, poster, material, resource, compare, picture, message, display, group

Delivery

Explain the purpose and objectives of the session.

First Part – 1 hour, 30 minutes

Activity 1: Introduction to Selecting and Using Print Materials

Time: 15 minutes

Review Section I, "What Can You Do with Print Materials?" in the handout. On flip chart paper, write ways that materials can be used and ask Trainees to discuss them. Brainstorm new ideas and write them down as well.

Ask for and answer questions.

Review Section IV, "Selecting Print Materials," in the handout. Write down each criterion and ask Trainees to discuss them. Review the checklist.

Ask for and answer questions.

ACTIVITY 2: SELECTING PRINT MATERIALS—PRACTICE

Time: 45 minutes

Display four to five locally produced print materials. These could be educational materials, such as posters or pamphlets, prepared by the government or other local organizations, or commercial materials, such as advertisements or calendars. Select both good and bad examples. Ask Trainees to work in pairs and apply the *Selecting Appropriate Print Materials Checklist* to each one. Ask them to talk about how they might use each print material. If counterparts are present at the training, ask Volunteers to work with their counterparts. Give them 15 minutes to evaluate the materials.

Ask Trainees to share and compare their results and ideas about how they might use each material in their work.

Ask Trainees how they will apply what they just learned in their work.

ACTIVITY 3: USING PRINT MATERIALS—INTRODUCTION AND ASSIGNMENT

Time: 30 minutes

Review Section III, "How to Use Print Materials in a Group Discussion or Presentation," in the handout. Ask Trainees to discuss each point. Review the checklist.

Ask for and answer questions.

Divide Trainees into small groups of six. If counterparts are participating in the training, ask three Volunteer–counterpart pairs to work together. Ask them to develop a short group discussion using one of the print materials.

Note: Counterparts already may be using print materials in their discussions, group talks, and counseling sessions; however, they may not be familiar with all of the ideas discussed in this handout. Trainees should be encouraged to observe how counterparts use print materials and learn from what they do well.

One person in each group will facilitate the discussion using the print materials they have selected. Two people should be the observers, apply the *Using Print Materials Effectively in a Group Discussion Checklist*, and give feedback to the facilitator on what she / he did well and what she / he should do next time to improve. The rest will play the role of the participants in the group.

Give Trainees time to develop their group discussions using the selected print materials.

Second Part – 3 hours

Activity 4: Using Print Materials—Practice

Time: 2 hours, 45 minutes

Remind Trainees how to give good feedback.

Each group session should last 15 minutes and feedback about five minutes. Warn the facilitators when 10 minutes have passed so they can move into summarizing and closing the group session. This schedule will give everyone a chance to practice.

Rotate until each person in the group has practiced facilitating a group discussion.

Activity 5: Process, Generalization, Session Evaluation, and Community Practice Assignment

Time: 15 minutes

Community Practice Assignment. If time allows and Trainees' language skills are at an appropriate level, ask them to work in pairs to organize and conduct a group session using print materials with community members. Have one Trainee facilitate and the other observe and give feedback. If counterparts are present, ask the Trainee to work with his/her counterpart. Set a date for a follow-up session. Review their experiences, compare the checklists, give feedback, process, and generalize. A particularly useful application of this activity would be for the Trainees to work with groups of women to discuss nutrition issues using print materials as a visual aid. This would give Trainees valuable experience which they could use when they are at their sites working with women's groups. Distribute the handout *Working With Women's Groups* so that Trainees may use it as a resource at their sites.

Trainer's Notes

The Trainees should try to do this session in the language in which they will be working.

SELECTING AND USING PRINT MATERIALS EFFECTIVELY

To have an effect on what your target group knows and does, you will need to repeat one message many times through several channels. Print materials may be one of the communication channels you can use to communicate with your target group.

Whenever possible, use actual materials during your discussions, group talks, and counseling sessions. For example, use fruits and vegetables, rather than pictures, when discussing what vitamin A-rich foods children should eat every day. However, print materials, if carefully selected and used, can be an effective way to help people understand new information, discuss their experiences, and identify solutions to problems.

I. WHAT CAN YOU DO WITH PRINT MATERIALS?

Of the many ways to use print materials, a few of the most common include the following:

Problem Pictures. Show a picture illustrating a general problem in the community (for example, a malnourished child) as a non-threatening way to identify local problems and discuss what can be done about them. Ask the following questions:

- What do you see in this picture? What is happening here?
- What are the reasons this is happening?
- What could we do about his problem?

Comparative Pictures. Two pictures can be used to contrast desirable and undesirable conditions or harmful and beneficial practices. For example, show a picture of a mother breastfeeding and a mother bottlefeeding. This provides a way for the group or individual to analyze why a nutrition problem exists and consider specific alternatives.

Picture Story with a Gap. In this case you would show the first pictures of the story and then have the group or individual tell the end of the story with the problem solved. This involves them in understanding their problems and identifying potential solutions.

A Picture Series. Use a picture series to tell a nutrition story. For example, use pictures to tell the story of a young child who eats vitamin A-rich foods every day.

Pictures Drawn by Community Members. Drawing pictures of community nutrition problems and goals is a way that community members can express themselves and examine their perceptions, needs, and options. Drawing pictures is an effective technique with children. Tell the children a story about good nutrition. Ask the children to draw what they learned and to take the picture home and share the story with their parents.

II. SELECTING PRINT MATERIALS

Four rules to selecting effective print materials are the materials should—

1. Have one clear message

2. Be simple
3. Be realistic
4. Be appropriate for the target group

Have One Clear Message

- Each illustration should communicate one single, distinct message.

Be Simple

- Illustrations should not contain extraneous details; those details can distract the audience from the central message.
- Leave plenty of white space. White space makes the material easier to read, follow, and understand.
- If it has any text at all, use a type style and size that are easy to read. For example, italic typefaces are more difficult to read. The text should use upper and lower case letters (unless it is in Arabic). Text presented in only upper case letters is more difficult to read.
- Illustrations should use the clearest style, the best of which are—
    1. Photographs without extraneous details
    2. Complete drawings
    3. Line drawings

Be Realistic

- Use familiar images. People understand and are attracted to pictures that seem familiar to them. Expressions, clothing, buildings, and other objects should be the same as the cultural context of the audience.
- Use realistic illustrations. People and objects should be portrayed as they occur in day-to-day life. Low-literate audiences have trouble understanding maps, parts of things or people, or anatomical drawings.
- Illustrate objects in scale and in context. For example, the picture should show all of the body, rather than just the head and mouth. Low-literate audiences have trouble understanding why the head is "floating in the air."

Be Appropriate for the Target Group

- Use appropriate colors. In some cultures, colors have their own meaning. For example, in India and some parts of Asia, red is a symbol of happiness, while in some parts of Africa, it is a symbol of death.
- Use appropriate symbols. Crosses, arrows, check marks, inserts, and balloons that represent conversations and thoughts usually are not understood by people who have not been taught what they mean.

- Use a positive approach, not scare tactics. Experience shows that a fear approach leads people to deny the problem or to feel that they have no power over changing the situation.
- If the print materials include more than one picture, arrange them in the sequence that is most logical to the audience.

You will not always know if the materials you select are understandable, relevant, and appropriate to your target group. In this case, it is best to talk with some community members and ask them what they see and understand in the picture. You can then adapt the picture according to their ideas. This activity is called pretesting. You will learn how to pretest print and other materials in another session.

III. HOW TO USE PRINT MATERIALS IN A GROUP DISCUSSION OR PRESENTATION

The following information will help people understand and learn from the print materials you are using.

1. Make sure the picture is still. Tape or tack it to a wall, tree, or any other stable object. Moving it around can confuse or distract people who look at it.
2. Make sure that everyone can see it. Ask yourself:
    - Is it large enough for the whole group to see?
    - Am I standing in front of it?
    - Is anything blocking the view of anyone?
3. Show the picture while you are talking about the topic it illustrates.
    - Show it long enough for everyone to look at it.
    - Put it aside when you finish talking about the topic. If you leave it up, people might continue looking at it rather than listening to the discussion.
4. Ask what people see and understand in the picture.
5. Explain any pictures or symbols that may be unfamiliar, especially with people who are not used to learning from pictures.
6. Point to parts of the picture as you talk about them.
7. Encourage people to handle or experiment with the pictures and to make them their own.
    - Put them on display and leave them for people to talk about after the discussion.
    - Make up activities in which the learners make and use their own pictures.

The following checklists will help you and your counterparts select and use simple print materials effectively.

Selecting Appropriate Print Materials Checklist

Use this checklist to select the print materials you use in your group and individual discussions and counseling sessions. Select materials that meet most or all of the criteria on this checklist.

Clear Message

- ☐ Has one single, distinct message.

Simple

- ☐ Does not contain extraneous details.
- ☐ Leaves plenty of white space.
- ☐ Text is in block lettering (except in Arabic).
- ☐ Text uses upper- and lower-case letters (except in Arabic).
- ☐ Pictures are either photographs, complete drawings, or line drawings.

Realistic

- ☐ Uses familiar images (looks like people in your target group).
- ☐ Uses realistic illustrations (people or objects portrayed as they occur in the day-to-day life of your target group).
- ☐ Illustrates objects in scale and in context (no “floating” hands or heads!).

Appropriate for the Target Group

- ☐ Uses appropriate colors.
- ☐ Uses appropriate symbols (no or few crosses, arrows, check marks, inserts, and balloons that represent conversations and thoughts).
- ☐ Uses a positive approach, not scare tactics.
- ☐ If more than one picture, they are arranged in the sequence that is most logical to the target group.

USING PRINT MATERIALS EFFECTIVELY IN A GROUP DISCUSSION CHECKLIST

(You will notice that this is the "How to Facilitate a Group Discussion" onto which actions about how to use print materials have been added.)

CREATES A COMFORTABLE, SAFE, AND PERSONAL ENVIRONMENT

- ☐ Arrange for the meeting in a convenient place with as few distractions as possible.
- ☐ Tape or tack picture to a wall, tree, or any other stable object.
- ☐ Greet people. Inquire about their well being, family, etc.
- ☐ Seat people in a circle or semicircle.
- ☐ (If appropriate) Use an icebreaker or group dynamic exercise to motivate the group.

OPENING

- ☐ Introduce the purpose for which the group has gathered.
- ☐ Briefly share your observations about the common problem the participants share.
- ☐ Seek confirmation that this problem is in fact common to all.
- ☐ Emphasize that the group is here to work together to solve the problem. (Participants should feel free to say whatever is on their minds and expect to learn from and help each other.)
- ☐ If it has not been decided before-hand, ask the group how long they would like to meet today and establish, as a group, the time the meeting will end.

DISCUSSION

- ☐ Make sure everyone can see the print material.
- ☐ Show the picture while you are talking about the topic it illustrates.
- ☐ Ask what people see and understand in the picture.
- ☐ Explain any pictures or symbols that may be unfamiliar.
- ☐ Point to the parts of the picture as you talk about them.
- ☐ Ask why this problem exists.
- ☐ Ask what other people have done to solve the problem. Ask what was successful. Ask what they could learn from it.

- [ ] Ask what new ideas the group has. Ask how they can go about trying these ideas.
- [ ] Use open-ended questions, closed-ended questions, and probing techniques to understand everyone's experiences and ideas.
- [ ] Use no leading questions.
- [ ] Paraphrase to demonstrate that you understand what the other person said and help clarify ideas.
- [ ] Summarize to pull important ideas together, clarify, and check for agreement.
- [ ] Involve everyone in the group.
- [ ] Permit the group to "stray from the topic," but then reintroduce the topic, starting from where the group left off.

Summary and Closing

- [ ] End the meeting on time or when the participants become restless or uncomfortable.
- [ ] Ask participants to summarize what they have learned.
- [ ] Ask participants to summarize what they have decided to do next.
- [ ] Thank the group for their participation.

SESSION PLAN

SECTION IV: SESSION 5
ADAPTING PRINT MATERIALS

OVERVIEW

Print materials are one of the channels that Volunteers and their counterparts can use to communicate with their target groups. However, many print materials need to be adapted to make them appropriate, understandable, and relevant to a specific target group. Most Volunteers and their counterparts are not artists and do not know how to make print materials from scratch.

This session teaches the Trainees two techniques—tracing and sketching—that will help them adapt locally available print materials.

Notes to Trainers in Sectors Other than Nutrition: Adapting print materials to make them relevant to specific target groups can be important to all Volunteers. You can use this session without adaptation.

OBJECTIVES

By the end of the session Trainees will be able to:

1. Trace a picture using a light source.
2. Adapt a picture using tracing and sketching.

TIME

1 hour, 30 minutes

MATERIALS

- Handout: *Adapting Print Materials*
- The following materials for each Trainee:
  - Copies of two pictures (one that the Trainees will use to trace and one that the Trainees will adapt using tracing and sketching)

  - thin, white paper
  - pencil
  - eraser
  - if desired, crayons or colored pencils or markers
- Two or three of the following: ruler or straight edge, tape

PREPARATION

Distribute the handout *Adapting Print Materials* before the session. Ask the Trainees to read it and to note comments and questions they would like to discuss during the session.

VOCABULARY

Adapt, trace, sketch, pictures, materials, carbon, visual aids

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO TRACING AND SKETCHING

Time: 15 minutes

Ask the Trainees for their questions and comments concerning the handout.

ACTIVITY 2: PRACTICE WITH TRACING

Time: 30 minutes

Distribute the materials and the first picture to each Trainee. Ask Trainees to trace the picture using the technique described in the handout.

When everyone is finished, compare pictures; discuss problems, solutions, and new ideas.

ACTIVITY 3: PRACTICE WITH SKETCHING AND TRACING

Time: 30 minutes

Distribute the second picture to each Trainee and ask them to trace it, but to change it in some way by "sketching" in the new piece. If necessary, you should model the new position to give the Trainees something to sketch.

When everyone is finished, compare pictures; discuss problems and solutions.

ACTIVITY 4: PROCESS, GENERALIZATION, AND SESSION EVALUATION

Time: 15 minutes

Discuss the use of the handout. Counterparts already may know some techniques to adapt print materials and can teach Volunteers. If counterparts do not have experience with the techniques, Volunteers and counterparts can work together. Adapting print materials is an excellent activity to do as a team and learn together.

TRAINER'S NOTES

If one of the Trainees or counterparts is artistic, use this person as a resource during the session.

Adapting Print Materials

Visual aids can make new information easier to understand. Unfortunately, visual aids that fit your needs are not always available.

You can use tracing techniques to make visual aids that do not require many materials or any special skills in drawing. Magazines, books, posters, and many other materials contain photographs and drawings that can be used to make visual aids for health training and public health education.

For example, a health worker in a rural clinic may need a poster on child spacing that shows a family with two or three children who are obviously happy and healthy. The only available and suitable pictures show only larger groups of people. By using tracing techniques, the health worker can make the needed poster by combining tracings of individuals from different pictures to create a family group.

The two primary tracing techniques to be learned are simple tracing and transferring a picture using carbon. The skills that comprise the primary tracing techniques are:

1. Simple tracing
2. Tracing using a light source
3. Making your own carbon paper
4. Transferring a picture to another piece of paper using the carbon transfer technique
5. Outlining figures in black and coloring them in, using available coloring materials

Before using one of the tracing or transfer techniques that you will learn, decide which pictures to trace and how much detail to copy from those pictures to communicate your message. The amount of detail can range from only an outline of the shape of the picture to a very detailed drawing.

The basic shape of an object can communicate what it is if the object has a distinctive shape and if the group you are teaching is familiar with the object. For example, the round shape of an orange also looks like a ball. More detail is needed for people to be able to tell it is an orange. The basic outline shape of a pineapple can communicate the idea of a pineapple, if the group is familiar with pineapples.

More detail provides more information about the real object or person the tracing represents. Too much detail can be distracting. The person looking at the pictures may pay more attention to the background or details of the costumes than to the central subject.

It is important to try out your drawing with the people for whom the drawing is intended. You should choose shapes, simple drawings, or detailed drawings carefully based on the idea you want to show the groups of people you want to teach.

Evaluation

After each activity, do the following:

1. Compare your traced drawing with the original picture. Did you trace enough of the person or objects to communicate what it is? Did you copy too many details so that the drawing is cluttered and confusing or possibly distracting?

2. Show the drawing to a few people from the group with whom you plan to use it or to people with similar backgrounds and interests. Ask them what they see. If these people are confused in any way by the picture, ask them why. Make changes in the picture until it does communicate your message.

SIMPLE TRACING TECHNIQUE

1. Choose a picture from a magazine, poster, or some other source.
2. Place a piece of thin paper (paper you can see through) over the picture. Use paper clips or pins to hold the two pieces together. Do not use tape, because it may damage the original picture.
3. If you cannot see the picture through the paper, hold both pieces against a light source such as a window or an overhead projector.
4. Using a pencil, carefully trace the parts of the picture you wish to use. Use only as much detail as you think you need.
5. Finish the drawing on the thin paper by covering your pencil lines with ink, paint, crayon, or colored marking pens. Erase any pencil marks not covered by color or ink. The figures will show up better if you outline them with black and then color inside the black lines.

CARBON TRANSFER TECHNIQUE

To use the tracing technique, you need to use thin, white paper so that the picture will show through the paper. The thin paper will not last a very long time, so you may want to transfer your tracing to a thicker piece of paper, such as drawing paper. This activity explains how to transfer your tracing from one piece of paper to another.

1. Trace any picture on thin, white paper.
2. Use a piece of carbon paper or make your own, like this:

   Cover the back of your tracing with pencil lead by using the side of a soft-lead pencil. You can use a piece of charcoal from your kitchen fire, if pencils are scarce. You could also rub the pencil lead into a separate piece of paper and use it like you would use carbon paper.
3. Place the paper with carbon (bought or made) on top of a sheet of drawing paper. The carbon side should be touching the drawing paper.
4. If you are using a separate piece of carbon paper, place your tracing on top of the carbon paper.
5. Fasten the two or three pieces of paper together with paper clips or pins.
6. Trace over the lines of the drawing using a soft-lead pencil with a fairly sharp point. As you trace the lines, the pressure of the pencil will transfer the picture onto the drawing paper.
7. You can complete your drawing by using pen and ink, crayons, paint, or colored markers to color the visual aid. Remember to outline the lines in black and then to color inside the lines.
8. Erase any carbon or pencil lines that are not covered.

(This handout is adapted from ***Technical Health Training Manual***, Peace Corps ICE, Training Manual No. T0035, Session 24, Attachment 24.)

Session Plan

Section IV: Session 6
Developing and Using Locally Recorded Materials

Overview

Locally recorded materials are one of the channels that Volunteers and their counterparts can use to communicate with their target groups. They provide another way to create community participation and involve community members in solving their own problems. Locally recorded materials can be broadcast on radio stations and loudspeakers. They can be used during group discussions or counseling sessions as an effective, attractive way to introduce new information and stimulate discussion. Volunteers from different sites can share these materials as well, linking communities and creating new support networks for nutritional and other development actions.

This session teaches Trainees how to create, develop, and use locally recorded materials.

Note to Trainers in Sectors Other than Nutrition: Developing and using locally recorded materials could be an important activity for all Volunteers. To adapt this session, simply ask the Trainees to record materials concerning your technical area during Activity 2, "Practice Recording Materials".

Objectives

By the end of the session Trainees will be able to:

1. State three ways to use locally recorded materials.
2. State at least three things they can record in the community.
3. List and describe the steps of recording local materials.
4. Record local materials that are clear and understandable.

Time

2 hours, 45 minutes

MATERIALS

- Tape recorders, tapes, and batteries
- Flip chart paper and markers
- Handouts:
  - *Developing and Using Locally Recorded Materials*
  - *Selecting Radio Spots Worksheet*

PREPARATION

Distribute the handout *Developing and Using Locally Recorded Materials* before the session. Ask Trainees to read it and to note the comments and questions they would like to discuss during the session.

VOCABULARY

Spot, program, jingle, monologue, dialogue, microphone, recording, testimonial, recommendations, broadcast, loudspeaker, announcement, promote, format, plot, message, target audience, spontaneous, rehearse, background, edit, script, voice, sound effects

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO DEVELOPING LOCALLY RECORDED MATERIALS

Time: 45 minutes

Ask Trainees to find a partner with whom they will write and perform a jingle related to the ways in which locally recorded materials can be used or to what can be recorded. Both topics are described fully in the handout. Allow 10 to 15 minutes to create the jingles and then have each pair perform it.

Example: Volunteers can see success
when they put their message to the test,
On radio or broadcast,
In a group may be the best,
Sharing work will take them far,
They can create a radio star!

Ask Trainees to list what they might record in the community. Write them on flip chart paper and discuss each one. Encourage Trainees to think of other ideas not listed in the handout.

Ask Trainees to list the steps of recording local materials. Discuss each one.

Ask for and answer questions.

ACTIVITY 2: PRACTICE RECORDING MATERIALS

Time: 1 hour

Ask Trainees to practice recording materials.

First, ask them to practice recording each other. Have them practice in different places (for example, inside and outside of a building) so they will understand how to place the microphone in relation to the person they are recording. Have them listen to the recordings and determine what they need to do to make them clearer.

Then ask them to record a community member or members in their home, office, work, or other setting.

Explain that the goal is to return with a short recorded piece (30 to 60 seconds) that is clear and understandable. If you are going to visit and work with a radio station, ask the Trainees to record a 20 to 30 second testimonial of a mother who has tried the nutrition recommendation. (During the next activity of this session, the Trainees will select the best one.) When you visit the radio station during Session 7, you can use the testimonial to create an adaptation of the spot described in the handout.

ACTIVITY 3: LISTEN TO AND EVALUATE THE MATERIALS

Time: 45 minutes

Ask each Trainee to play his/her material for the group and discuss each one. What problems did they encounter and how did they resolve them? How did they feel while they were recording the material? How do they think community members felt about being recorded?

If you are going to make a spot at the radio station, ask the group to select the best testimonial.

Activity 4: Process, Generalization, and Session Evaluation

Time: 15 minutes

As appropriate.

Trainer's Notes

Developing and Using Locally Recorded Materials

To promote any action effectively, you and your counterparts need to repeat one message many times through several channels. Locally recorded materials are one of the channels that Volunteers and their counterparts can use to communicate with their target groups. They are an additional way to create community participation and involve community members in solving their own problems. As a Volunteer living and working in a community, you are in an excellent position to record local materials that promote nutrition and other development actions and recommendations.

Locally recorded materials can be used in several ways.

They can be broadcast on the radio. Radio has proved to be an effective channel to promote nutrition and other development actions and recommendations. Radio can reach many people frequently. Well-developed and well-produced radio materials can be an attractive way to teach people new information and model effective nutrition actions. As you listen to the radio in your country, you will notice that many of the materials sound the same. Community members talking about their own experiences is a simple way to make effective and attractive radio materials.

They can be broadcast on loudspeaker systems. Many villages and cities have loudspeaker systems. You can play recorded materials over the loudspeaker at appropriate times. For example, you might promote and announce the growth monitoring session or other community activity on loudspeakers. In this way, everyone within hearing will know that it is going on!

They can be used during group discussions or individual and group counseling sessions. This is a very effective way to introduce new information, model a new solution or action, and stimulate discussion.

Volunteers from different sites can share locally recorded materials. In this way, they can create a communication network among people who share similar problems and solutions.

In Africa and most of the Near East, most radio and television stations are owned by the government. In such countries, you probably will use your recorded materials locally—on loudspeakers and for individual and group sessions. However, in Latin America and Asia, many small, privately owned radio stations will work with you to broadcast your locally produced materials.

I. What Can You Record?

Almost anything might be interesting to record in the community, but the following ideas may help you think more specifically about what to record:

- Announcements concerning the date and time of an activity or program, which could be recorded by the people involved or by a local leader.
- Announcements recognizing people for doing something correctly, such as naming mothers who participated in growth monitoring sessions, the clinic nurse for doing something special, or people who contributed to a nutrition fair, school garden, or any other community activity. People like to hear their names and be recognized and rewarded for what they have done.

- Testimonials of people who tried the action you are promoting and tell about benefits they perceive. They also might discuss any problems they encountered and how they resolved them. You can use such testimonials as spots on the radio and also in counseling or group discussion sessions.
- Formal and informal leaders voicing their support of an action or activity you are promoting and encouraging community members to take part.
- Interviews with local leaders, organizers, and community members concerning an event or activity or concerning the importance of the action you are promoting. You can play the interviews over loudspeakers to demonstrate opinion leader support for activities or nutrition recommendations.
- Local drama or music on the action you are promoting, which you can use to enliven group counseling and discussion sessions, as well as broadcast on local radio stations.
- School programs on the action you are promoting, which you can broadcast or share in group sessions.
- Songs, which you and community members can write about the solution or action you are promoting. Community adults or children can sing it. You might also have a song contest and record and play all of the songs that people develop. You can broadcast songs on the radio or loudspeaker or play and teach them at group or individual sessions.

II. TYPES AND FORMATS OF RADIO MATERIALS

The following summarizes the types and formats of radio and other recorded materials that you might produce. Two additional radio formats are as follows:

1. The radio drama in which a plot develops around a central person or group of people and their relationships.
2. The magazine format—a radio program that uses a combination of the above formats and may treat several themes.

These formats are much more complicated and expensive to produce. You would use these only if a counterpart with radio experience is available to produce them.

Most recorded materials, whether a spot (30–60 seconds) or a program (5–15 minutes), have the same general structure:

Opening. Usually the same in most programs, it is music over which an announcement is made concerning the name or purpose of the material.

Content. The basic information.

Close. A summary of the content. In a series, you can use the close to invite people to listen to the next program.

III. HOW TO DEVELOP RADIO SPOTS

The following guidelines will help you develop effective radio spots:

1. Effective radio spots explain the *specific* action that people should take to solve their problem. During **Discuss and Decide**, you worked with your counterparts and other community members to select an appropriate solution or action to a specific problem. You can now use radio spots to describe that action to a wider audience. Frequently, educational radio materials simply raise awareness of the problem without giving concrete solutions. Your radio spots will have more impact if they suggest one simple action that your target audience can carry out.

2. Effective radio spots explain *why* people should do what the spot *suggests*. People will try something new only if they believe the results will be better for them than what they currently are doing. They therefore need to understand why they should do what you are asking.

3. Effective radio spots have only *one* message in each spot. Experience in using radio spots to teach demonstrates that people remember only one message in each spot. If you use more than one message in your radio spot, people will confuse them. Putting only one message in each radio spot makes it more likely that people will understand and remember that message.

4. Effective radio spots repeat the one message at least twice. Repeating the message at least twice will increase the number of times your target audience can hear it and also will make it more likely that they will remember, understand, and act on it.

5. Effective radio spots use characters and voices that your target audience trusts to give them information. People will be more likely to listen to your radio spots and do what you are suggesting if they believe in and trust the people who are talking in them. The person who talks in your radio materials is called the "source of information."

   The source of information you select will depend on your message and your target audience. It could be a real or fictional person. You could develop a fictional character who represents a trustworthy source of information, such as a Dr. Healthy, Mama Knowsbest, or Nurse Caresalot. You also could use a real person who is well-respected by your target audience—a popular actress or other well-known person. In most countries, community members talking about their own experience provide excellent sources of information for radio spots.

6. Effective radio spots use the same words and phrases as the target audience. People cannot try to do what you are suggesting if they don't understand what you are saying. Don't use technical words in your radio spots. For example, you might want to say "stomach" instead of "digestive system" or "foods that are good for your baby" instead of "nutritious foods."

   A radio spot should have the same natural, spontaneous sound of a conversation, sometimes with the imperfections of that conversation. Imagine the face of one of the people in your target audience as you are developing the spot and write to that person. Read your spot aloud several times to really hear how it will sound over the air.

7. Effective radio spots are fun to listen to. Too many radio spots are boring to listen to; they sound like a teacher giving a lecture in a classroom!

BAD, BUT TYPICAL RADIO SPOT

Music: (anything available when the message is recorded)

Male Announcer 1: Mothers, it's important to counteract the adverse nutritional effects of diarrhea. Children should be offered a nutritionally complete diet during diarrhea episodes. This diet should be formulated to maximize its digestibility and palatability. Optimal feeding will depend on the age of the child and will be determined to some extent by the child's usual feeding practices.

Male Announcer 2: This message was brought to you by the Ministry of Health.

This typical spot would make any target audience feel lectured to. It would bore, confuse, and possibly offend the audience, who probably would not really listen again to the spot the next time it was broadcast.

Your radio materials should use music, words, and sound effects in a way that make people want to listen to them. They should create a picture in people's minds. With radio, the listener can travel to new places, meet new people, look at his neighbors in new ways, and feel and see things in his imagination that he never thought of before. When you listen to good radio material, you should be able to shut your eyes and "see" who is talking, where they are, and what they are doing.

Try something different to make your spots fun to listen to—a new song, format, sound effect, jingle, or source of information—something that will make people stop and listen to your radio materials. As mentioned, using locally recorded materials, with voices of real people, is a very effective way to make your radio spots attractive and fun to listen to.

8. Effective radio spots make people feel happy, loving, or confident that they can do what the spots are asking. One of the best ways to make people want to listen to your radio materials is to make them feel something after they listen—happy, affectionate, energetic, capable of doing what you are asking. People are more likely to do something if they feel good about it.

9. Effective radio spots model people doing the action correctly and being rewarded or praised for it. Everyone likes to be praised for what they have done. Radio spots are a powerful way to show people being praised for doing the right action.

The following example of an effective spot uses local voices and an announcer to promote a nutrition action. You can adapt this spot to your own nutrition action or to any other technical area.

INFANT FEEDING SPOT

Music: (anything available when the message is recorded)

Announcer: Feeding your child five times a day can help him grow strong and healthy. Listen to the voice of experience.

Mother: *(Locally recorded and edited at the radio station)*

"I was really worried about my little Abdul. I knew he wasn't getting enough to eat. Then my sister told me that children's stomachs are smaller than adults."

"They need to eat more frequently to get enough food to grow. So I tried feeding him five times a day."

"Well, it sure worked! Just look at him—isn't he a prize!"

Announcer: The voice of experience knows that feeding your child five times a day will help him get enough food to grow strong and healthy. Try it!

The worksheet at the end of this handout can help you evaluate whether you have developed an effective radio spot.

IV. HOW TO RECORD YOUR MATERIALS

Recording in the field, rather than in a studio, requires a good "ear" for the general acoustics of the place where the recording is taking place. Too much echo in the room or the sounds of traffic, voices, or animals can distort the recording and make it hard to understand what people are saying. When you first arrive at the place where you will be recording, listen carefully to the environmental sounds. If they are too loud, try to change the place where you will be recording. When recording in an office, one of the best places to record is next to an open window to reduce the echo of the room.

Sometimes environmental sounds can be used to create an interesting, attractive effect and give the listener an image of the scene where the recording is taking place. For example, if you are interviewing a mother in her home, you might first record the sounds of children laughing and the sounds of her cooking. You, or another interviewer, could then say, "We're at the home of Mrs. _____. She's busy preparing a new food for her baby. Mrs. _____, tell us about what you're doing".

A. TIPS ON HOW TO PLACE THE MICROPHONE

The distance between the microphone and the sound you are recording will depend somewhat on your tape recorder. Generally, you should place the microphone about 9 to 12 inches away from the person's mouth. Be sure not to move it around while the person is talking. If you want only the person's voice to be heard, place the microphone inclined toward him / her.

Hold the microphone just below the person's mouth so that she / he is talking over the microphone and not directly into it. Talking directly into a microphone will create "pops" and "whistles" on certain consonants.

If an environmental sound is very loud and you don't want it to be heard on the recording, ask the person to sit in front of the sound with his / her back to it. In this way, she / he will, at least, partially protect the microphone with his / her body.

Wind often can be a problem when you are recording in the open. Good quality microphones have a wind protector (usually a piece of foam rubber). You can make a simple wind protector by covering the microphone with a thin handkerchief or other piece of material. In this case, you may need to place the microphone closer to the person than normal.

B. STEPS IN RECORDING

Step 1. Preparation

a. Before going to the place where you will be recording, practice recording with your tape recorder so that you are familiar with how close you need to hold the microphone. Be sure that you have extra batteries and tape!

b. When you arrive at the place where you will be recording, listen to the environmental sounds. Clap your hands or shout something to hear how much echo there is in the room. Set up your microphone and the person you will be recording accordingly.

c. Always ask permission from the people you will be recording.

d. Have a general conversation with the person. Explain how you will be using the recording. Tell him / her about how long you would like the recording to be. Ask if she / he has any questions.

e. Remember, the person you are recording is the star. Make him / her feel comfortable, safe, and appreciated—not defensive!

f. Test your microphone and sound levels. Ask the person to speak and record 10 to 20 seconds, listen to it, and make adjustments.

g. Mark the recording by stating briefly who or what you are recording and the date. This will help you later when you are editing, especially if you have several recordings on one tape.

Step 2. The Recording

a. Use your questioning and probing skills. Ask only open-ended questions; if you ask a closed-ended question, follow up with an open-ended one or another probing technique to allow the person to say more than just "yes" or "no". Do not use any leading questions.

b. Make your questions short.

c. Ask only one question at a time.

d. Listen, Listen, Listen to what the person is saying. His / her answer should be the basis of the next question.

e. Let the person talk. Don't interrupt.

f. Sometimes you will want to summarize what the person has said. Be sure to reflect back his / her meaning without changing or judging it.

Step 3. After the Recording

Thank the person for his / her participation and collaboration. If the person was nervous during the recording, a few comments from you about how well it went and what a nice job she / he did, will help him / her relax.

Have fun! Your materials may not sound professional at first. Even people with experience sometimes forget to hit the record button and record an entire interview on play! However, with practice, you can create high-quality, attractive, locally recorded materials.

V. HOW TO EDIT AND USE YOUR MATERIALS

A. EDITING AND USING LOCALLY RECORDED MATERIALS AT THE COMMUNITY LEVEL

If you use your materials locally—either on loudspeakers or in group and individual sessions—you could simply play the section of the recording you want people to hear. Before you play it, be sure that it is cued up; that is, that it will begin playing exactly the portion of the tape you want people to hear. Recorded materials can lose their effect if you have to spend time searching for the piece you want to use. If possible, copy the section you want to use onto another tape.

B. EDITING AND BROADCASTING LOCALLY RECORDED MATERIALS ON THE RADIO

If you are going to broadcast your materials, you will need to work with radio station personnel to edit them. Before you go to the station, have a good idea of what you want to use. Don't expect them to listen to all of the materials and help you choose. Cue up or mark in some way the sections you want to use. You probably will want to combine your recording with a local announcer to create a spot or mini-program.

If this is the first time the radio station personnel have edited local materials, the idea of using local voices may be new or strange to them. They may even feel that only professionals should talk on the radio. You should meet first with the station manager and get his / her support for trying this new format. If the station staff say they will not broadcast the spot, ask if you could produce it for Volunteers' use during group discussions. When they hear the recording, they might be more open to using it. Be patient and make the situation fun.

Always pretest your spot before it is broadcast to ensure that it is understandable, relevant, and attractive to your target group. You will learn how to pretest spots in another session.

Ask the radio station to broadcast your spots enough times for your primary target group to hear them, understand them, remember them, and to try what you are suggesting. Repetition is key to the effective use of radio. People need to hear one message many times before they can understand it, accept it, and try what you are suggesting. Think about how many times you hear and see a Pepsi or Coca Cola commercial!

Often, educational spots are broadcast just a few times. These spots will have no effect on what people know or do. Because spots are so short, they must be repeated more often for people to be able to learn from them. It is the repetition of that single message that will give your radio spots impact. Generally, to have an impact, each radio spot needs to be broadcast at least three to four times each day during the hours your target group is listening for three to four months.

Ask your target group what times they listen to the radio station that you will be working with and ask the station manager to broadcast the spot at least three to four times a day during those hours for three to four months. The station manager may not want or be able to give you that much free time, but try to get as close to this ideal as possible.

After several months, ***listen and observe*** in the community to understand whether you should continue playing the spot or develop a new one. Ask members of your target group the following questions:

- Have they heard the radio spot?
- What have they learned from the spot?
- Are they doing what the spot suggested? Why or why not?

The information you gather will help you to understand what changes you need to make in your materials, messages, and broadcast schedule. Read the following examples of the types of decisions you might make based on the information you gather from your target group.

Research Finding

- Your target group has not heard the spot because they are not listening to the radio at the time the spot is being broadcast.
- Your target group says they heard "something about health and nutrition on the radio," but they don't remember exactly what they heard.
- Your target group remembers one of your spots, but not the other.
- Your target group misunderstands the spot.
- Some members of your target group have tried what the spot suggests and like it.
- Some members of your target group tried what the spot suggests and have problems or questions.
- Most of your target group tried what the spot suggests and like it.

Changes to be Made

- Change the hour the spot is broadcast to times that your target group is listening.
- Continue playing the same spot. If possible, increase the frequency with which it is broadcast.
- Increase the broadcast frequency of the spot that your target audience does not remember. Continue playing the spot people remember, but not as frequently. Or—develop a new (more attractive) spot about the message that people do not remember.
- Develop a new spot that makes the message more clear. Pretest the spot to ensure that it is understandable to your target group.
- Develop a new spot that features testimonials about the positive experiences of those people.
- Develop a new spot that promotes solutions to the problems or answers their questions.
- Develop a new spot that reinforces what people are doing correctly.
- Develop a new spot on another action or solution.

VI. RADIO TERMINOLOGY

The following terms will help you talk in the same terms with people at the radio station when you produce your materials.

A. GENERAL RADIO TERMS

Frequency	The average number of times an audience is exposed to a specific radio material or message.
Jingle	The program slogan (frequently the reason why people should do what you are asking), usually put to music. It generally lasts five to 10 seconds.
Magazine program	A radio program, usually 15 to 30 minutes long, that uses a combination of formats and may treat several themes.
Prime time	Hours when the largest number of people are listening to the radio station. The station manager will charge the highest price for materials broadcast during these hours.
Radio drama	A series of radio programs in which a plot develops around a central person or group of persons and their relationships.

B. SCRIPT WRITING AND PRODUCTION TERMS

Cross-fade	A technique in which two different sounds or musical passages are manipulated simultaneously, one being faded in, the other faded out.
Dead air	A time of silence in which nothing is being broadcast and it seems that the radio station has been damaged or has interrupted its broadcast.
Echo	An acoustic effect that can make voices and sound effects sound like they have a small "echo" around them. Used to give emphasis to text or to create a certain mood.
Edit	To correct, add, or delete materials after they are recorded.
Fade-in	To increase the sound from zero up to normal volume.
Fade-out	To decrease the sound from normal, or whatever the present sound is, down to zero.
Fade-down	To lower the volume, but not out completely; often used like fade-under.
Fade-under	To lower the volume when other materials, usually voices, are to be given prominence.
Microphone (also called "mike")	An instrument that converts sound into electrical current so that it can be recorded. Four kinds of microphones are (1) directional, which receives sound only from directly in front of the microphone (if you talk to the side of the microphone, your voice will not be recorded clearly or at all); (2) bi-directional, which receives sound from two sides of the microphone; (3) omni-directional, which receives sound from all around the microphone; and (4) cardioid, which receives sound in an area shaped like a heart; that is, in front and to the sides of the microphone, but not below or behind it.
Musical bed	A mixture of voices and music in which the voices are in the foreground and the music in the background.
Musical curtain	The use of music to change or end scenes or moods.
Narrator (or announcer)	A neutral person (one who is not playing a specific character) who reads the script.

Open microphone	A microphone that is connected and receiving sound and/or recording. Any sound will be picked up.
Pause	A brief time, usually not more than three seconds, in which no sound is heard.
Producer	A person who coordinates the radio production and gives direction to the studio operator, actors, musicians, and announcers.
Program closing	The ending of a radio program, similar to the program opening, that usually invites people to listen to the next program and gives the time, date, and what the next program will be about.
Program opening or signature	A standardized opening that uses the same musical theme, sound effects, and voices to help the listener identify the program quickly.
Script	The format for writing radio materials; the blueprint or map that permits you to produce the radio materials efficiently.
Segue	The movement from one effect or passage to another, without any change in volume. *(pronounced say-gway)*
Splice	A technique that unites two pieces of a radio material together by cutting and taping the ends of magnetic tape.
Sound effects	Any sound, natural or artificial, occurring in a radio material that is not voice or music.
Studio	The place that contains tape recorders and other equipment necessary to produce radio materials.
Studio operator	A person who runs the equipment during radio production and editing.
Transition	The phrase, music, or sound effect that is used to separate scenes or portions of a broadcast, or that signifies the end of a scene; also can resolve the mood of one scene and set the mood for the following scene.
Up (or full)	At full volume.

SELECTING RADIO SPOTS WORKSHEET

Have someone read the radio script aloud several times and rate it on the following scale. Rate each criteria on a scale of 0 (none or not at all) to 10 (very highly). Select the spot(s) with the highest scores. Rewrite the spot if it does not score more than 80.

_____ 1. It is clear who the target group is for this spot. Who is it? What elements of the spot make it clear that this is the target audience?

_____ 2. The spot asks the target group to do a concrete action. What is it?

_____ 3. The spot tells the target group the reason why they should perform this action.

_____ 4. The spot has one message. What is it?

_____ 5. The message is repeated at least twice.

_____ 6. The spot is different from other materials you hear on the radio right now.

_____ 7. The spot uses sources of information that your target group trusts to give them information.

_____ 8. The spot makes listeners feel happy, loving, or confident that they can do what you are asking. How will the spot make your target group feel?

_____ 9. The spot shows people being rewarded or praised for doing the right action.

_____ 10. The spot uses the phrases and words that your target group uses.

Session Plan

Section IV: Session 7
Producing and Broadcasting Local Radio Materials

Overview

This session teaches Trainees how to produce and broadcast local radio materials. Radio is one channel that Volunteers and their counterparts can use to communicate and promote nutrition actions and recommendations. Radio materials (particularly spots) are an effective channel for promoting nutrition and other development actions and recommendations. Radio can reach many people frequently. When well-developed and well-produced, radio can be an attractive way to teach people new information and model effective nutrition actions.

During this session, Trainees will visit a radio station, talk with the personnel, and observe the production studios. If possible, they will produce a 30-second spot.

Objectives

By the end of the session the Trainees will be able to describe the following:

1. The target audience of the radio station.
2. The station "reach" (what area of the country it covers).
3. What are the prime times (the times of highest audience listenership).
4. What kinds of programs and spots the station produces and if they get materials from other sources.
5. What types of music the station plays.
6. How many and what type of staff the station has.
7. What type of production facilities the station has, what types of microphones it has, and how they edit tape.
8. What type of sound effects the station has.
9. What type of support the station would be willing to give for community radio materials to be produced and broadcast.

TIME

About 3 hours, depending on what you hope to do at the station and on travel time.

MATERIALS

- Radio station
- Taped materials

VOCABULARY

Frequency, prime time, radio program, radio spot, reach, target audience, echo, edit, open microphone, on-air, producer, operator, sound effects, studio, cardioid, unidirectional, multidirectional

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO THE SESSION

Time: 15 minutes

Ask Trainees to generate and make note of a list of questions they want to ask the station personnel. Write them on the flip chart paper for discussion after the visit. Make sure they include questions that correlate with the session objectives.

ACTIVITY 2: VISIT THE STATION

Time: 2 hours

Tour the station and have the Trainees ask the questions they have developed. Depending on the facilities and what you have agreed with the station manager, record or observe something being recorded in the studio. If you were able to arrange it with the station manager, record the spot you have developed.

Activity 3: Process, Generalization, and Session Evaluation

Time: 45 minutes

As appropriate.

Trainer's Notes

This session will depend on the country, the radio station, and the type of collaboration the station is willing to offer. You should visit the station before the session and talk with the radio station manager. Discuss the purpose and objectives of Sessions 6 and 7. Ask if it would be possible to produce a 30-second spot during the visit. Show him/her the copy of the spot. If it is not possible to record a spot, ask if the Trainees can record or observe something being recorded in the studio.

Don't be surprised if the station staff want to interview you or some of the Trainees on air (live!) during your visit. You may wish to prepare for this possibility by taking a few minutes with the Trainees ahead of time to brainstorm questions they may be asked and how they might answer.

SESSION PLAN

SECTION IV: SESSION 8
FOLK MEDIA: DRAMA

INTRODUCTION

Societies have been communicating important social lessons for generations through proverbs, anecdotes, stories, rituals, and dance. Yet, development workers frequently ignore traditional media in favor of relatively didactic approaches to transferring information. Just as drama and narratives add color, character, and humor to daily life, they also can infuse local relevance and enthusiasm into education programs.

People often need to see examples of how recommended actions can be carried out within their family and community. Narratives and drama accomplish this by drawing on the creative potential of the population to communicate diverse messages to a variety of audiences.

Village drama is developed most successfully through an existing organization, such as a local health committee or a women's cooperative. If necessary, however, you also can create a Village Animation Team. Training members of a community group to successfully stage skits takes approximately two to three days. Keeping the skits short (three to eight minutes) allows village actors to learn the parts quickly and interchange roles with little difficulty.

PHASE I: DEVELOPING MODEL SKITS

OVERVIEW

Phase I includes four activities that teach Trainees how to develop model skits from problems or actions identified by the community.

OBJECTIVES

By the end of the session, Trainees will be able to:

1. Describe six advantages of using skits for communicating information to rural populations.
2. Work with a group of school children to carry out the six steps of developing a core scenario for village-level drama.
3. Pretest the core scenario and develop a model skit.

TIME

4 hours, 30 minutes, to learn about and create scenarios

5 hours, to pretest and finalize skits

MATERIALS

- Handouts: *Folk Media Drama, Phase I*

PREPARATION

Pairs of Trainees will be asked to work with groups of five students to develop the skits. It will be necessary to recruit students between the ages of 11 and 18 and explain to their parents what they will be doing and what the time commitment is. If Trainees are living with families they could recruit the students in their neighborhoods, but they would need to be notified well in advance.

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: REVIEW AND DISCUSS HANDOUT 1 WITH TRAINEES

Time: 30 minutes

ACTIVITY 2: CREATE CORE SCENARIOS FROM ROLE PLAYS

Time: 4 hours

Note: To develop a skit, we begin with a role play. Role plays and skits are cousins. Both are highly participatory but, because skits are rehearsed beforehand and presented in a more polished

form, they permit a sharper focus on a specific issue than role plays.

STEP 1: Discuss with Trainees and students a priority problem and solution or action that community members identified.

STEP 2: List the realistic actions that families and/or the community can take to alleviate the problem.

Note: realistic actions—

- Cost nothing or very little money.
- Are culturally appropriate.
- Require only a modest change in the way things are typically carried out.

STEP 3: Ask pairs of Trainees to work with groups of five students to develop three to eight minute role plays around one of the problems or actions identified by the community. In general, the role plays should—

- Present a villager who has a problem such as diarrhea.
- Show the villager wanting to overcome the problem but not being sure how to do so or running into an obstacle.
- Demonstrate that with the help of a friend or health worker, or through perseverance, the villager successfully overcomes the problem.

Trainer's Notes: Remind the Trainees and students that the goal of the role plays is to get "into the skin" of the people involved. Remember, the easiest way to kill a good role play or skit is to drag it out.

STEP 4: Have each group present their role play.

STEP 5: Suggest ways each role play can be strengthened by—

- Reflecting more completely on an everyday community situation.
- Enhancing the drama between the obstacle and the solution to the problem.
- Intensifying the humor by exaggerating the personalities of the characters, using props, etc.

STEP 6: Have new groups develop and perform "second draft" role plays that take into account the Trainees' suggestions.

Trainer's Notes: These "second draft" role plays should be much improved versions of the original presentations. The "second draft" role plays constitute core scenarios, which will be pretested and further developed into model skits.

Activity 3: Pretesting Core Scenarios with the Population

Time: 4+ hours

Pretesting is a key step in further developing the core scenarios into model skits.

Have each team practice and perform skits based on the core scenarios developed in Activity 1.

Trainer's Notes: At this point, the role plays evolve into skits because they are rehearsed and incorporate costumes and props as appropriate.

Set up a time and place to present the skits in front of a village audience.

Present each skit to the audience (maximum of three skits at any one time).

After each skit is performed, conduct a focus-group-type discussion with the audience. Key questions to be asked are the following:

- What lesson did this story teach us?
- Has this situation ever happened in our village?
- Do you think....acted wisely (correctly, responsible) in the situation?

Trainer's Notes: These discussions are not only a way of pretesting the core scenarios but also serve as a final check on unforeseen conditions that might prevent the actions you are promoting from being carried out by the population.

ACTIVITY 4: FINALIZING THE MODEL SKITS

Time: 1 hour

Taking comments and recommendations of the village audience from the group discussions, you can now work with the students to finalize and write the scenarios into model skits, using the following form:

Situation: In two or three sentences, describe the situation the skit presents.

Role A: Describe the personality of the person and the initial action she or he should take.

Roles B & C: Describe the personality of the second (or third) person and how they interact with the first person.

Message: If the principle message is not obvious from the scenario, include one or two sentences stating the message promoted by the skit.

Remember: It is important to balance the humor with the serious part of the skit. If the skit is only humorous, frequently the audience will not capture the main message. Skits that are just serious are usually boring.

Example: Pregnant Woman with Night Blindness

Here is an example of a skit that was used in a Niger vitamin A communication project.

Situation: A pregnant woman with night blindness returns home from a prenatal consultation where she learned what foods she must eat to be cured. She explains what she has learned to her husband.

Role A: Halima—You are a timid woman who is pregnant and has night blindness. After two months of suffering with night blindness, you have the courage to go to the dispensary. The nurse tells you to eat 50 francs (10 cents) of liver each week and eat dark green, leafy vegetables each day to cure the night blindness. You must now explain the nurse's recommendations to your husband.

Role B: Abdou—You are Halima's husband. You are a rich, miserly businessman. According to you, it is sufficient to eat rice and sauce, and night blindness is a natural consequence of pregnancy. You believe that since night blindness always disappears when the baby is born, it is not serious.

Trainer's Notes: The scenario encourages the actors to come up with their own creative solution to the problem. Halima must eventually show or convince Abdou that the nurse's recommendations make sense and can help not only her but the rest of the family.

PHASE II: TRAINING VILLAGERS TO PERFORM SKITS

OVERVIEW

In this session, Trainees will continue working with their student groups to finalize and perform the skits. At their sites, Volunteers can work with a range of different village animation groups to create other skits on different topics. Training villagers to perform skits may be one of the most exciting activities for Volunteers to carry out. Many villagers are natural actors who innately understand the goal of village drama.

OBJECTIVES

By the end of the session Trainees will be able to:

1. Coach student teams so they are able to stage and perform village drama.
2. Describe activities that will help extend the reach of village drama.

TIME

Four to five 3-hour sessions

MATERIALS

- Flip chart paper, markers
- Handout: *Next Steps, Phase II*

DELIVERY

ACTIVITY 1: PRACTICE SESSIONS

Time: Two 3-hour sessions

The goal of the training is to provide a sufficient number of practice sessions so the Student Animation Team feels comfortable performing the skits.

In some cases a project will organize a two- to three-day training workshop for three or four teams. The advantage of this approach is that by working with a number of trainers and student teams together, the group can see the same health problem addressed in a variety of ways.

ACTIVITY 2: GOING PUBLIC

Time: One or two 3-hour sessions

Arrange to perform the skits in front of an audience of 10 to 15 people. Following each performance conduct a short 10-minute discussion about the skit's principle theme and how families can overcome obstacles and successfully carry out the action that the skit is promoting.

ACTIVITY 3: NEXT STEPS

Time: 1 hour

Distribute the handout *Next Steps* to the Trainees and ask them to discuss it. Ask them to brainstorm different groups of people whom they could work with at their sites and how to approach these people. Write their ideas on flip chart paper and encourage the Trainees to take notes.

FOLK MEDIA DRAMA, PHASE I

BEST SITUATIONS

- Encourage active community participation in solutions to health problems.
- Present models from the village perspective of how new health actions can be discussed and carried out.
- Mobilize community members to take action and solve problems within their communities.

DESCRIPTION

Members of a student team act out humorous or dramatic situations that relate to health actions being promoted. They perform the skits for their friends and families.

ADVANTAGES OF SKITS

- Village skits are one of the most participatory activities you can organize in a village.
- Since skits are a traditional media in many parts of the world, the population eagerly becomes involved in the productions.
- Skits provide an excellent opportunity for the community to take initiatives and to express their own ideas.
- Since skits are often humorous, they provide a balance between education and entertainment. Humor makes people relax and helps them think and talk about an issue that might otherwise be too sensitive to bring up.
- Village skits provide models of how others feel and act in real life situations. They show how families cope with various problems and how different family members negotiate new actions.
- Skits can be performed at night, when people are free to watch.

LENGTH OF SKITS

Each skit should take no longer than three to eight minutes, followed by a discussion of similar length. Two or three skits can be presented during one session.

USEFUL MATERIALS

Providing model scenarios, developed around key messages, helps inexperienced teams get started. After a team gains experience, it will be able to develop its own scenarios.

Tips for organizing skits

- Skits provide a great way for a village health committee to demonstrate that it is actively engaged in the community's development.
- All village members, including youth, children, and village elders should be encouraged to participate.
- Performing skits in separate areas of the village encourages all members of the community to see them.
- Keep the skits short. The audience will become bored if they drag on.
- Teams should practice a skit at least five times before performing in public.

Next Steps, Phase II

The opportunities for developing a Village Animation Team are many. Depending on the amount of time the players can put into the team, the following factors may be open for discussion.

1. **Volunteer Role.** Your role is to coach and to encourage. As the group creates more original material, you will need to help them focus their skits on a few key messages.
2. **Frequency.** Experience shows that the effect of skits is greatest when they are performed at least once a week. Many teams will want to perform skits more frequently because they enjoy the recognition that they provide.
3. **Dry season activity.** It is best to plan an eight– to 12–week theater season, after which the team can rest and regroup. In many countries, village theater is performed in the dry season, when agricultural work is less demanding.
4. **Extension Activities.** Village teams can reach a larger audience by performing the skits in new settings, such as:
    - Neighboring villages
    - Markets
    - Schools (or they can train school children how to perform the skits themselves)
5. **Theater Festivals.** Regional theater festivals, which bring together three to five teams for an exchange of their best skits, generate tremendous enthusiasm for community activities. Preparations for a festival are not difficult if the festival is modeled as closely as possible to a traditional ceremony. Festivals are great for helping relaunch activities at the end of the annual rainy season. The participation of local authorities and journalists will create high visibility for your project activities. At the end of the festival, you can further motivate participants by presenting them with a diploma in recognition of "community services rendered."
6. **The Radio Connection.** Radio broadcasts of village-level drama can create widespread publicity about local problems and motivate community teams to raise the quality and intensify the schedule of their community productions. Contact the regional radio station and invite a technician to come to the village and record the village skits.

SESSION PLAN

SECTION IV: SESSION 9
PRETESTING EDUCATIONAL MATERIALS

OVERVIEW

Pretesting educational materials is another important way of listening to community members and involving them in solving their own problems. Pretests permit Volunteers and their counterparts to evaluate whether materials are appropriate for and understandable and relevant to their target group. They also enable Volunteers to make changes in those materials based on their target group's opinions.

In this session, Trainees discuss what pretests measure, adapt a sample pretest guide, and practice using the guide in role plays. In Session 10 they practice pretesting a material in the community and making changes in that material based on the results of the pretest.

Notes to Trainers in Sectors Other than Nutrition: Pretesting educational materials is important for all Volunteers. You can use these sessions as they are designed without adaptation.

OBJECTIVES

By the end of the session, Trainees will be able to:

1. List at least two reasons why materials should be pretested.
2. Name the five things that pretests measure.
3. Revise a pretest guide to make it appropriate to the target group and material they are testing.
4. Apply the pretest guide in a role play following the steps of the *How to Do a Pretest Checklist*.
5. Apply the *How to Do a Pretest Checklist* and give feedback to other Trainees.

TIME

3 hours

STAFF

Cross-cultural/language trainers or experienced Volunteers if counterparts are not present at the session

MATERIALS

- Flip chart paper and markers
- Handout: *Pretesting Educational Materials*
- Materials to be tested, which might be print or locally recorded materials the Trainees developed or print materials that already exist in the country. If you are pretesting recorded materials, the Trainees will need portable tape recorders that they can take to people's homes.

PREPARATION

Distribute the handout *Pretesting Educational Materials* before the session. Ask the Trainees to read it and to note the comments and questions they would like to discuss during the session.

The number of materials will depend on the number of Trainees. There should be at least four Trainees testing the same materials so they can practice making changes in the materials based on the pretest results in the next session.

VOCABULARY

Pretest, comprehension, attraction, acceptability, personal relevance, persuasion, strengths, weaknesses, target group, motivation, offend, significance, realistic, suggestions

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO PRETESTING

Time: 15 minutes

Ask Trainees why they should pretest materials, what materials

they should pretest, and what pretests measure. Write key words on flip chart paper.

Ask Trainees to list the steps of the pretest interview and discuss each one.

Ask for and answer questions.

ACTIVITY 2: ADAPT THE PRETEST GUIDE

Time: 30 minutes

Depending on the materials to be pretested, divide the Trainees into small groups of at least four people each and ask them to adapt the "Pretest Interview Guide" for their target group and material. If counterparts are participating in the training, assign two Volunteer–counterpart pairs to work together.

ACTIVITY 3: PRACTICE WITH THE PRETEST GUIDE IN ROLE PLAYS

Time: 2 hours

Ask the groups to practice using the pretest guide they developed in role plays. If counterparts are not present at the session, assign one cross-cultural trainer, language trainer, or experienced Volunteer to each group to play the role of the person being interviewed. If counterparts are present at the training, ask them to play the role of the person being interviewed. However, be sure that they also have a chance to practice conducting a pretest interview.

One person in the group will conduct the interview and the others will be the observers and apply the *How to Do a Pretest Checklist*. After each role play, the observers should give feedback to the "pretester" on what she/he did well and what she/he needs to do better next time.

Remind Trainees how to give good feedback.

Rotate until everyone practices pretesting in a role play at least once.

ACTIVITY 4: PROCESS, GENERALIZATION, AND SESSION EVALUATION

Time: 15 minutes

As appropriate.

TRAINER'S NOTES

This session assumes that Trainees have already learned how to ask questions, probe, and conduct an informal interview.

PRETESTING EDUCATIONAL MATERIALS

Pretesting educational materials is another important way of listening to community members and involving them in identifying and solving their own problems. Educational materials should always be pretested before they are used to ensure that they are understandable, relevant, and attractive to your target group. To pretest materials, you simply show it to representatives of your target group and ask them a series of questions about what they understand and perceive. You can then improve the materials based on their reactions. Pretesting materials will help you to do the following:

- Learn what people understand and perceive about the material.
- Identify strengths and weaknesses in materials.
- Revise and improve materials.

You can pretest any type of educational material—posters, pictures, flyers, and recorded materials. You may be surprised how many changes you might need to make in a material to make it appropriate for and understandable and relevant to the target group with whom you want to communicate!

I. WHAT CAN YOU LEARN FROM PRETESTS?

Pretesting is generally designed to provide information about the following:

Comprehension. Do people understand what the material says? Do any elements distract them or cause confusion?

Acceptability. Is there anything in the material that is offensive? Is there anything that people perceive to be false and unrealistic?

Personal Relevance. Does your target group perceive that this material is talking to / made for them or for "others"?

Persuasion. Does the material convince the target group to do what you are asking?

Attraction. Is the material interesting enough to attract and hold the attention of the target group? Do people like it?

II. HOW MANY PRETESTS DO YOU NEED TO DO?

The number of pretests you do depends on the target group of the material. If you are going to use the print or recorded materials only in your community, you probably will need to interview four to five people. Those people generally represent your target audience. However, you also might want to interview a few local leaders to make sure that nothing is offensive to them. Generally, in pretests, you will begin hearing the same information after four to five interviews. If people are having very different reactions to the material, you should do more pretests to understand why people are perceiving it differently.

If you are going to use the print or recorded materials on a larger scale—for example, in several communities, a department, or a district, or on a national scale—you will need to pretest the materials with 35 to 50 representatives of the target group from those areas. In that case, you would need to adapt the *Pretest Interview Guide* into a

formal questionnaire, select a sample, and tabulate and analyze the information just as you would a survey. Most Volunteers will not be involved in pretesting materials at this level. However, if you are, seek local counterparts or resources with experience in conducting research to help you in this process.

III. STEPS OF THE PRETEST PROCESS

To conduct a pretest, you basically follow the steps of an informal interview. You will show the print material or play the recorded material to the person and ask a series of questions about what she / he understood and perceived.

STEP 1. **Introduction.** Greet the other person in a culturally appropriate way, introduce yourself, ask the person's name.

STEP 2. **Motivation.** Motivate the person to talk with you and give his / her opinions. Explain the purpose of the visit and the importance of any opinions or information that she / he might provide. Explain that the information is confidential and will not be used for any other purposes. Help him / her feel at ease by mentioning the names of acquaintances who you have talked with. Ask if the person has time to talk with you right now. If not, ask when you could come back. Ask the person if she / he has any questions or concerns before you begin.

STEP 3. **The Interview Itself.** Show or play the material for the person and ask the questions on the *Pretest Interview Guide.* If it is a print material, allow the person to hold it and study it up close. Give him / her sufficient time to look at it before you begin asking questions.

Conduct the interview in an atmosphere of trust. Use the person's name frequently (if it is culturally appropriate) and treat him / her with respect and genuine friendship. You should not disagree with or discuss the person's views, but rather accept them. Remember, you are there to learn from that person! Use as many open-ended questions as you can. If you find yourself using a closed-ended question, use an open-ended one or a probing technique to find out more. Do not use any leading questions.

STEP 4. **End the Interview.** Thank the person for his / her collaboration and help. Repeat how important his / her opinion is and how much you have learned. If possible, give him / her practical examples of how the information being gathered will be used.

The following sample *Pretest Interview Guide* can assist you in the interview. You will need to adapt it based on the target group and the material you are testing. Be sure to ask at least one question for each area—comprehension, acceptability, personal relevance, attraction, and persuasion.

The *How to Do a Pretest Checklist* will help you conduct a pretest interview. Review it before and after you do each interview to help you improve your skills. You also can use it to train other people how to conduct a pretest interview.

PRETEST INTERVIEW GUIDE

COMPREHENSION

1. What do you think is happening in this picture / recording?
2. What is the main idea in this picture / recording?
3. Is there anything in this picture / recording that is confusing to you?
4. If you are testing a series of pictures, ask the person to "put them in order" for you.

ACCEPTABILITY

1. Does this picture / recording have anything in it that might bother or offend people you know? If yes, what?
2. Does the picture / recording have anything in it that you don't believe to be true? If yes, what?
3. Is there anything in the picture / recording that seems unrealistic to you? If yes, what?
4. Which of these phrases best describes how you feel about the picture / recording? Believable / not believable.
5. For print materials, ask questions concerning specific colors and symbols such as crosses, arrows, check marks, inserts, and balloons that represent conversations and thoughts. For radio materials, ask questions concerning specific sounds, sound effects, voices, and music.

PERSONAL RELEVANCE

Do you believe this picture / recording is meant for someone like you or for other people? If for someone like you, why? If for others, who and why?

PERSUASION

1. Is this picture / recording asking people to do something? What is it asking them to do?
2. How likely is it that people will do what it is asking? Why or why not?

ATTRACTION

1. Is there anything in this picture / recording that you particularly like? What?
2. Is there anything in this picture / recording that you particularly dislike? What?
3. What suggestions do you have for making this picture / recording better?

How to Do a Pretest Checklist

- [ ] Greet the person and introduce self in a culturally appropriate way.
- [ ] Inquire about the person's personal well-being, family, etc.
- [ ] Ask if the person is free to talk, explaining the purpose of the visit.
- [ ] Set up an alternate time if the person is too busy to talk at the moment.
- [ ] Use appropriate body language (sit or stand appropriately).
- [ ] Ask the person if she / he has any questions or concerns before you begin.
- [ ] Show or play the material to the person.
- [ ] If it is print material, give it to the person to let him / her study it.
- [ ] Use appropriate eye contact.
- [ ] Use more open-ended questions than closed ones.
- [ ] Use no leading questions.
- [ ] Remain silent a few moments to give the other person time to think.
- [ ] Repeat the other person's words as a question.
- [ ] Ask the person to talk about "other people's" experience rather than his / her own if you see the person is uncomfortable talking about his / her own experience.
- [ ] Ask the other person to explain further. Use phrases such as "What do you mean by that?" "Tell me more about that." "I'm not sure I understand what you mean." "You started to say something about...tell me more about it." "You mentioned something about ..."
- [ ] Check for comprehension of the material.
- [ ] Check for acceptability of the material.
- [ ] Check the personal relevance of the material to the target group.
- [ ] Check the persuasiveness of the material.
- [ ] Check the power of the material to attract the interest and attention of the target group.
- [ ] Use culturally appropriate body language and salutations to leave. (Do not leave abruptly.)
- [ ] Thank the person for his / her time and help.

SESSION PLAN

SECTION IV: SESSION 10
PRETESTING EDUCATIONAL MATERIALS: PRACTICE IN THE COMMUNITY

OVERVIEW

In this session Trainees practice pretesting a material with community members and making changes in that material based on their reactions.

OBJECTIVES

By the end of the session Trainees will be able to:

1. Conduct a pretest interview with community members.
2. Organize the results of a pretest and use them to make changes in the material.

TIME

2 hours, 45 minutes

MATERIALS

- Flip chart paper and markers
- Handout: *Making Changes in Your Materials After the Pretest*
- Materials to be tested
- Pretest Guide developed in the previous session

DELIVERY

Explain the purpose and objectives of the session.

Activity 1: Introduction to the Practice in the Community

Time: 10 minutes

Explain that each Trainee should conduct one pretest interview of the material with a community member who is a representative of the target group. Assign sections of the town to different Trainees so they will not be interviewing the same person or "running into each other."

Ask for and answer questions.

Activity 2: Practice in the Community

Time: 50 minutes

The actual pretest interview should take only about 15 to 20 minutes, but the allotted time gives Trainees time to find and interview someone without time pressures.

Activity 3: Decide What Changes to Make in the Material Based on Pretest Results

Time: 1 hour, 30 minutes

Ask Trainees how the pretest interviews went. How did they feel while they were doing them? What problems did they encounter and how did they resolve them? How do they think the community members felt during the pretests?

Divide Trainees into small groups depending on the material they tested. Distribute the handout. Ask each group to discuss the questions on the handout and decide what changes they would make in the material based on the results of their pretests.

Ask a representative from each group to present what the group decided to change in their materials based on the pretest results.

Activity 4: Process, Generalization, and Session Evaluation

Time: 15 minutes

As appropriate.

TRAINER'S NOTES

This session assumes that Trainees already have learned how to ask questions, probe, and conduct an informal interview.

Making Changes in Your Materials After the Pretest

Use the following questions to guide your discussions concerning the changes you should make in the materials based on the pretests. Write the changes you will make on a separate sheet of paper.

1. Was there anything in the picture / recording that people did not understand? If so, what should you do to make it clearer, more understandable?

2. Was there anything in the picture / recording that bothered or offended people? If so, take it out or change it.

3. Was there anything in the picture / recording that people did not believe to be true? If so, take it out or change it.

4. Was there anything in the picture / recording that seemed unrealistic to people? If so, take it out or change it.

5. For print materials, was there a specific color or symbol that people did not like or understand or found confusing? For radio materials, was there a specific sound, sound effect, voice, or music that people did not like or understand or found confusing? If so, take it out or change it.

6. Did people think that this picture / recording was meant for other people, not themselves? Who did they think it was made for and why? How can you change the material to make it more relevant for your target group?

7. Did people understand what the picture / recording was asking people to do? If not, how can you change it to make it clearer what the material is asking people to do?

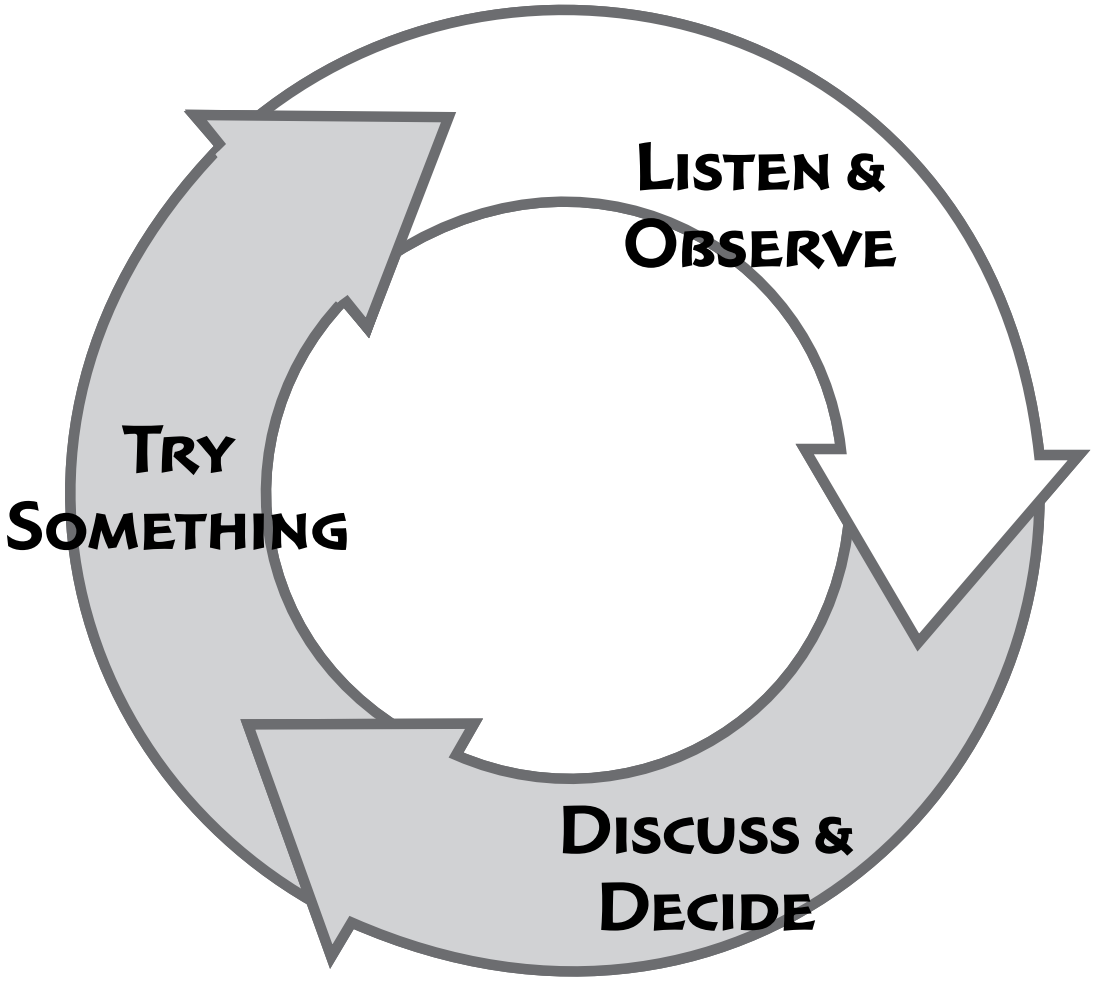
8. Was there anything in the picture / recording that people particularly liked? If so, use it in other similar materials.

9. Was there anything in the picture / recording that people particularly disliked? If so, take it out or change it.

10. What suggestions did people have to make the picture / recording better? Use as many of them as you can.

Section V

Once You Have Tried Something, Listen and Observe Again



A Process for Change

Section V: Once You Have Tried Something, Listen and Observe Again

Introduction

In **Once You Have Tried Something, Listen and Observe Again** you assess the results by returning to Step 1 – **Listen and Observe**. Finally Volunteers and counterparts learn how to use the listening and observing techniques in Step 1 to assess the results of the community's work

The process is a continuous circle. Once Volunteers, their counterparts, and other community members have tried something, they will once again listen and observe. This time, however, they will listen and observe to understand what they did that was successful and what was not. They can then discuss and decide what they need to try next to be more effective in reaching their goals and objectives.

Session Plan

Section V: Session 1
Once You Have Tried Something, Listen And Observe Again

Overview

In this session Trainees decide what they will do to listen and observe and evaluate the activities they carried out during the training. You will then need to design the training sessions necessary to conduct those activities based on the decisions they make.

Objective

By the end of the session Trainees will be able to explain the activities they will carry out to **listen and observe** in order to evaluate the activities they carried out during the training.

Time

1 hour, 30 minutes

Materials

- Flip chart paper and markers
- The *Discuss and Decide Worksheet*

Delivery

Explain the purpose and objectives of the session.

Activity 1: Introduction

Time: 15 minutes

Draw or refer back to the drawing of the process for change. Remind Trainees that once they have worked with community

members to try something, they need to **listen and observe** to understand what was successful and what they need to do next to build on their successes.

ACTIVITY 2: REVIEW SECTION VIII OF THE DISCUSS AND DECIDE WORKSHEET

Time: 1 hour

Ask Trainees to review Section VIII, "What will we do to listen and observe how effective we were in reaching our goal and objectives once we have tried something" of the *Discuss and Decide Worksheet*.

Ask them to discuss the techniques they selected and decide which of them would be feasible to try during the next two training sessions to evaluate the activities they conducted during the training. Facilitate the discussion with the purpose of arriving at consensus concerning the two activities they will carry out and the timeline for the sessions.

ACTIVITY 3: PROCESS, GENERALIZATION, AND SESSION EVALUATION

Time: 15 minutes

As appropriate.

TRAINER'S NOTES

Session Plan

Section V: Session 2
Pre-Service Training Summary Session: The Volunteer Listen and Observe Action Plan

Overview

This session ends the Pre-Service Training sessions. During this session, the trainer emphasizes that in the first several months of service, the Volunteers' "job" is to **listen and observe** and to learn as much as they can about their communities. The Trainees work with their counterparts to review and revise their lists of "What I Need to Learn from the Community" and make an action plan of exactly what they will do to gather that information during the first three to four months in their site.

Note to Trainers in Sectors Other than Nutrition: Developing a work plan is important for all Volunteers. You can use this session methodology without adaptation.

Objectives

By the end of the session each Trainee will be able to demonstrate and explain his / her Listen, Observe, and Learn Action Plan.

Time

3 hours

Staff

Trainees' counterparts. It is critical that counterparts are brought in for at least this training session so the Trainee and his / her counterpart can work together to develop their Action Plan.

MATERIALS

- Each Trainee should bring his/her list of *What I Need to Learn from the Community* from Section II, Session 1.

DELIVERY

Explain the purpose and objectives of the session.

ACTIVITY 1: INTRODUCTION TO THE SESSION

Time: 15 minutes

Draw or refer back to the drawing of the process for change.

Ask Trainees to review the steps of the process and determine why each one is important.

Emphasize that in the first several months of service, the Volunteers' job is to **listen and observe** and to learn as much as they can about their community.

ACTIVITY 2: DEVELOP THE LISTEN, OBSERVE, AND LEARN ACTION PLAN

Time: 1 hour

Ask each Trainee to work with his/her counterpart to develop a Listen, Observe, and Learn Action Plan, which will set out what they will do to learn from and about the community during the first three months the Volunteers are at their sites. They should base their plan on the Trainee's list of "What I Need to Learn from the Community."

Explain that their written plans will be given to the appropriate Associate Peace Corps Director (APCD) who can then provide follow-up and support during his/her site visits.

ACTIVITY 3: REVISE THE LISTEN AND OBSERVE ACTION PLANS

Time: 1 hour, 30 minutes

Ask the Trainee–counterpart pairs to share their work plans. Divide them into groups of three to five pairs each so there is enough time for each pair to discuss their plan in some detail. Assign a trainer to each group.

Give the Trainee–counterpart pairs time to make changes in their work plans based on the ideas they heard during the group discussion.

ACTIVITY 4: PROCESS, GENERALIZATION, AND SESSION EVALUATION

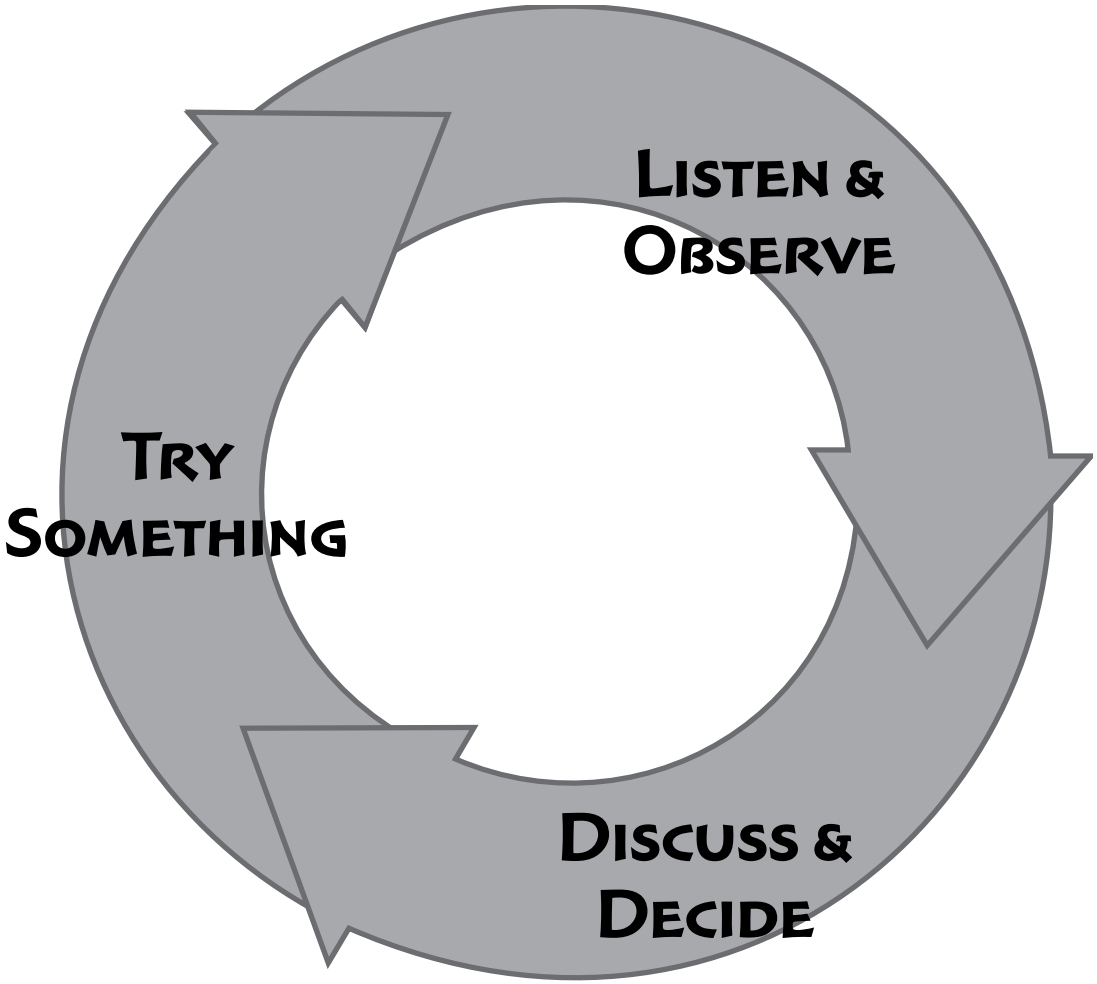
Time: 15 minutes

As appropriate.

TRAINER'S NOTES

Be sure and give the written plans to the appropriate APCD after the training so that she/he can provide follow-up support and supervision.

Section VI
Appendices



A Process for Change

SECTION VI : GROUP DYNAMICS EXERCISES

INTRODUCTION

Group dynamics exercises are an important part of training and group discussions. They are useful for speeding up, enhancing, and improving the quality of group interaction. They can be used in a variety of ways, including the following:

- At the beginning of a session to set the stage for active participation
- During a session to energize participants when the trainer/facilitator perceives that they are becoming sluggish or tired
- Between technical sessions to reach a higher level of concentration for the next activity.

The following exercises can be used by the trainer during Pre-Service Trainings and In-Service Trainings and by Volunteers during their work in the community. Of the many group dynamic exercises, some are quite complex and require a highly trained facilitator. We selected basic exercises that do not require a great deal of preparation or materials and that can be conducted in 15 minutes to one hour. Only three of these exercises require that participants are literate.

Getting To Know One Another

Cobweb

Have participants form a circle. Give one a ball of string, yarn, or cord and ask him / her to say his / her name, date of birth, type of work, expectation of the workshop, or favorite hobby, etc. When she / he finishes, she / he holds the end of the string and throws or passes the ball to another participant. The person who receives the string then presents himself, holds a portion of the string, and throws or passes the ball to another participant. The process continues until all participants are connected with the string "cobweb." The participants then disentangle the cobweb in the reverse order in which it was built. However, this time, before returning the ball of string to the one who passed it to him / her, each person tries to repeat the information that was presented by that person.

This exercise is also an excellent one for the Volunteer to use in the community to understand how people are related. Instead of telling their names, etc., the participants tell how they are related to the person they are throwing the string to. When the cobweb is untangled, the Volunteer must repeat how the people are related.

This exercise is also an excellent one for the Volunteer to use in the community to understand how people are related.

The Volunteer also might cut several lengths of different colored string. Participants could give strings to all of the people in the group with whom they are related. They could then observe the web of interrelatedness that exists between members of the group.

Fish Bowl

Divide participants into two equal size groups, forming an outer circle and inner circle, with everyone looking toward the inside. Start some music, sing, or clap and have the two circles move in opposite direction. After ten seconds, stop the music and the people from the inner circle turn around and face the partner from the outer circle. Each one tells the other about a problem and gives advice. After several minutes, the music continues and the two circles move again. This can continue until you think all participants have received advice from a number of partners.

Name Tags

The facilitator gives each participant a name tag and asks participants to fill them out and wear them. She / he then directs the participants to introduce themselves to someone in the group whom they do not know. Both persons are to exchange information about themselves for two minutes.

When time is called, the facilitator directs each participant to exchange name tags with the person she / he is talking to. She / he should then

go on to meet another participant, but this time, instead of talking about him/herself, she/he should discuss the person whose name tag she/he is wearing! (Two minutes)

When the facilitator calls time, the participants switch name tags again and find another person to talk to, talking only about the person whose name tags they are wearing.

The facilitator continues this process for as many rounds as necessary for the size of the group, so that most of the participants have met. The facilitator then tells the participants to retrieve their own name tags.

During the group discussion, each participant makes a brief statement of who they are, as in round one. Participants also may share reactions concerning the experience. How did it feel to be another person?

ICEBREAKERS

BREAKTHROUGH

Tell participants to remove breakable and valuable items such as glasses and jewelry and to split into two equal-size groups, A and B, in two lines, facing one another. Ask Group A to break through Group B. No one is allowed to talk. Usually the breakthrough occurs relatively easily. Before a second try, tell the two groups they have five to 10 minutes to plan strategy for breakthrough and the defense. With this preparation, the breakthrough is comparatively difficult.

During group discussion, the participants should process the importance of coordination and communication, which may lead to a discussion about reaching the group's goals by communicating and acting collectively.

During group discussion, the participants should process the importance of coordination and communication, which may lead to a discussion about reaching the group's goals by communicating and acting collectively.

THE HUMAN WEB

Tell participants to form a big circle facing inward and to stretch out and cross their arms in front of themselves. Then ask them to close their eyes, slowly advance toward the middle of the circle and grasp one fellow participant's hand with each of their hands. The facilitator should ensure that three hands do not join and that the hands, not wrists, are grasped. When everyone has grasped two other hands firmly, the facilitator tells the participants to open their eyes and "untangle the human web". The web may end up in a number of smaller circles of participants, sometimes intertwined. The exercise can be repeated to show different results. This icebreaker brings people together and breaks the status feeling in hierarchies.

The Mail

Participants and facilitators sit in a circle on the exact number of chairs minus one. One person stands in the middle and announces, "I have a letter for those who (for example)...are wearing black shoes...have a mustache....don't like spinach, etc. The participants who are wearing black shoes, for example, have to change chairs. The person in the middles uses the movement of people to sit on one of the empty chairs. The one who is left without a chair now stands in the middle and delivers another letter. This exercise gets people moving around and forces them to observe and discover things about fellow participants.

Streets and Avenues

The group splits into four or five groups. Each group builds rows in the form of streets by grasping hands in one direction. When the facilitator says, "avenues," the participants make a quarter turn to the left and grasp the hands of the people who are now beside them. An order for "streets" returns the group to their original position. Two participants take the role of cat and mouse. The cat has to catch the mouse. By giving orders for the formation of "streets" and "avenues," the facilitator tries to keep the cat away from the mouse. Neither are allowed to pass through a row. Everyone has to react quickly so that the cat does not catch the mouse. Participants also can take the facilitator's role. This exercise energizes group spirit and concentration.

[This exercise] is a good way to increase group energy and concentration.

Numbers

For this exercise, you will need two sets of ten 8" x 10" pieces of cardboard or paper numbered from 0 to 9. Divide 20 people into two teams. Give each team one of the sets and have each team member take one of the number cards. The facilitator says a number, for example, 827. The participants who have the number 8, the number 2, and the number 7 in each team run to the front and form the number. The team that forms the number first is awarded a point. For the team that loses the game, give them a "penance" to perform. This exercise should be performed very quickly. It is a good way to increase group energy and concentration.

Team Building

What Do We Want to Do?

The facilitator explains that a group works together most effectively if members define together and share common goals. Give each participant four cards. On two of the cards, have them write what they hope the group can achieve. On the other two, have them write

what they fear might happen and/or what they want to avoid happening. (The types of goals will vary depending on whether the activity is a training workshop, a staff meeting, or club meeting.)

Rules for Card Writing: Write only one idea per card. Use key words instead of full sentences. Write in large letters in both capital and lower case so the words can be read from a distance. Limit words to a three-line maximum.

The facilitator collects the cards, keeping the hopes and fears in two separate piles. Starting with hopes, she/he holds up each card up so that it is clearly visible to the participants and reads its contents. The facilitator never asks who wrote the card; clarification comes from group discussion. The facilitator then pins the cards on a board in front of the group. In the beginning, she/he pins the cards far apart. As she/he reads a new card, she/he asks participants if it belongs in the cluster with an existing card, or needs to be a new cluster. She/he pins associated ideas in the same cluster, according to the instructions of the group members. After all cards are on the board, the participants review the clusters and label each group. If desired, the goal clusters can be prioritized by giving participants a number of dots or pins to vote with. They can then be asked to vote for the most important goal to solve immediately, the most important topics to discuss during this meeting, etc.

[The participants] can then be asked to vote for the most important goal to solve immediately, the most important topics to discuss during this meeting, etc.

House-Tree-Dog

Divide participants into pairs. Give each pair a sheet of flip chart or other large paper and a marker or crayon. Tell them to sit at a table or on the floor, face to face, with the paper between them. The facilitator then gives the following instructions:

"Without talking, hold the marker and jointly draw a house, a tree, and a dog. (If the group is literate, have them sign their names, as well.) You are allowed to talk when everyone has finished the drawing."

After all participants complete their drawings, have each pair present their picture to the group and explain their experience in creating a common picture. If participants are literate, the facilitator can write the key words described by each person concerning the process on a flip chart. The group then discusses what went on between people based on these points.

Sharing Common Goals

For this exercise, you will need flip chart paper and markers. The facilitator asks for three volunteers. Two are asked to leave the room (or to go to an area where she/he cannot see what is happening) and one is asked to stay. The facilitator asks the first volunteer to draw anything she/he wants at the bottom of the page. After she/he has

finished, the facilitator covers what the volunteer has drawn with a page of newspaper or flip chart paper, leaving just a few of the lines of the drawing uncovered. The second volunteer is called in and asked to "complete the drawing" based on the lines that are visible. His/her drawing also is covered, except for a few lines. The third volunteer is asked to do the same. The facilitator then uncovers the three drawings. During the discussion, the group should analyze the importance of all of the team members' knowing and agreeing on shared objectives to work in a coordinated way.

SECTION VI: BIBLIOGRAPHY

Sources for parts of this training manual and recommended materials to supplement the manual are listed below.

RESOURCES AVAILABLE FROM ICE

Communication for Health and Behavior Change, A Developing Country Perspective. Graeff, Elder, and Booth; Jossey-Bass, Inc., 1993. (ICE no. HE275)

Helping Health Workers Learn. David Werner and Bill Bower; The Hesperian Foundation, 1991. (ICE no. HE061)

Learning to Listen to Mothers, Strengthening Communication Skills for Nutrition in Growth Promotion. Nutrition Communication Project; Academy for Educational Development, 1993. (ICE no. HE272)

Technical Health Training Manual (ICE no. T0035)

A Workshop Design for the Training of Trainers, WASH Technical Report No. 73. Frelick, Graeme; Water and Sanitation for Health Project and USAID; June, 1991. (ICE no. TR062)

OTHER RESOURCES

Actions Speak. International Water and Sanitation Centre; The Hague, Netherlands, 1993.

Anthropological Research, The Structure of Inquiry, Second Edition. Pelto and Pelto; Cambridge University Press, 1978.

Community-Based Initiatives to Eradicate Guinea Worm. Peace Corps and the United States Agency for International Development; 1991.

Handbook for Excellence in Focus Group Research. Mary Debus; Porter / Novelli, Academy for Educational Development, Agency for International Development, 1989.

A Handbook of Structured Experiences for Human Relations Training, Volume I. J. William Pfeiffer and John E. Jones; Pfeiffer and Company, 1981.

Introduction to the Design and Production of Educational and Promotional Radio Materials. Booth, Elizabeth Mills; Academy for Educational Development, 1992.

Joining Together, Group Theory and Group Skills. David W. and Frank P. Johnson; Prentice-Hall, 1978.

Lateral Thinking, Creativity Step by Step. Edward de Bono; Harper and Row, 1970.

VIPP, Visualization in Participatory Programs, A Manual for Facilitators and Trainers Involved in Participatory Group Events. Program Communication and Information Section, UNICEF Bangladesh, in cooperation with the Training and Staff Development Sections, UNICEF, New York, 1993.