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SCOUTING AND NUTRITION



Part 3:

Nutrition Education & Action



SCOUTING AND NUTRITION

CONTENTS

There are 3 booklets in this series on nutrition, each one forming a part of a whole.

- PART 1. : UNDERSTANDING NUTRITION
- PART 2. : NUTRITION SURVEY AND DIAGNOSIS
- PART 3. : NUTRITION EDUCATION AND ACTION

<u>PART 3.</u>	: <u>NUTRITION EDUCATION AND ACTION</u>	
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PURPOSE OF THE BOOKLETS

People themselves in any community, with a little training and support, can understand the need for good nutrition and can take action to attain it.

The Scouts - boys, girls and young adults, are part of the people. These are things that they can do themselves, they can influence their families and, through them, their community. We as Scoutleaders, in partnership with health authorities, can help them.

THESE BOOKLETS PROVIDE SCOUT LEADERS WITH :

- an understanding of nutrition and of the problem of malnutrition,
- descriptions of techniques for improving nutrition,
- ideas for action by Scouts.
- . they can help them and their Scouts both to increase their initiative in approaching nutrition problems, and to help their families and the community to plan, organize and implement nutrition projects,
- . they can provide a basis for courses in nutrition for Scouts and leaders.
they can provide a tool for a literacy programme based on nutrition.

SCOUTING AND NUTRITION

INTRODUCTION

Food is a basic element for life. Nutrition is the process of utilizing the food we eat to build our bodies and minds and to keep healthy. Good nutrition means both that we have enough food to eat, and that there is an adequate balance in our diet. When the quantity of food is inadequate, we find starvation. When the diet is badly balanced, we find malnutrition. (In this booklet the word "malnutrition" means both not enough food and unbalanced diet.)

Quantity is as, or more, important than balance for someone struggling to survive. Malnutrition may leave a permanent mark on a person's health; it lowers resistance to disease and saps the body's energy; it is the constant companion of dire poverty. It can lead to permanent mental retardation and stunted physical growth.

It is the children who suffer most; 40% of the children in the world suffer from some form of malnutrition; 3 in every 10 children die before they are 5 years old from causes related to malnutrition; 250,000 children go blind each year because of not enough Vitamin A. These are facts.

Why is this so ? It is generally the result of many interrelated factors both inside and outside the family and community. There may be a shortage of land; agricultural methods may be out of date; floods or droughts may have destroyed the crop; income may be too low, or prices too high...

Another cause of malnutrition is the lack of understanding by the people themselves. Much malnutrition can be cured or prevented through actions taken by the community itself with a little training and support. Scouts can do these things too, for they are also members of that community. They can introduce ideas, initiate action, develop awareness. They can work with the people and with the health and agricultural officers towards a better life for all.

This booklet will give you some ideas. We hope it will motivate you and your Scouts to take action and to be an "Agent for Development".

Scouts should :

- practise good nutrition themselves,
- help their own families improve their nutrition,
- initiate community education action

PART 3. NUTRITION EDUCATION AND ACTION

A. NUTRITION EDUCATION

1. PRINCIPLES OF LEARNING AND TEACHING

In a community a diagnosis of malnutrition may have identified several blocks on the food-path, such as a shortage of food production, bad village hygiene, or bad child-feeding habits. In this chapter we take as an example the block of bad child-feeding habits, and have assumed that a Nutrition Education Diagnosis identified these habits as a possible subject for a nutrition education programme. This example, therefore, is to show how it is possible to help mothers learn improved child-feeding habits.

Every mother must learn how she should feed her children. Otherwise, even if they are cured of malnutrition, they will soon become malnourished again. The mothers may learn individually or in groups. And everyone should teach others whenever they can.

DO THE THINGS OURSELVES THAT WE TEACH OTHER PEOPLE TO DO

KNOW FIRST WHAT WE TEACH

MOTHERS NEED TO KNOW WHY THEY SHOULD CHANGE THEIR BEHAVIOUR, AS WELL AS HOW.

For instance, it is not enough if a mother only knows about protein foods. What does matter is that she adds groundnuts or dried skim milk to her child's porridge. However she is unlikely to do this, if she does not know why.

A MOTHER ALREADY HAS IDEAS ABOUT FEEDING HER CHILD

We have to know these ideas first before trying to change some of them. Some may be important beliefs, and it may be unwise to change them. It may be better to add to them.

For instance, if a mother thinks that her child's malnutrition is caused by witchcraft, you may persuade her to add dried skim milk to the child's porridge as a special medicine against witchcraft.

KNOWING WHAT TO DO AND UNDERSTANDING WHY IT IS BETTER, IS ONLY THE BEGINNING. DOING IS WHAT MATTERS.

To make sure a mother puts what she learns into practice, we can point out the benefits it will bring her.

For instance, we may say that if the mother wants the child to do well at school, she should give him breakfast before he goes to school.

How do we find out if they are doing what they learn ?

- By visiting their homes and seeing them do so.
- By weighing the children to see if they are gaining weight.

*LEARN TO THINK LIKE THE PEOPLE
WE ARE TRYING TO HELP*

MAKE MOTHERS INTO TEACHERS



*VISIT THE HOMES OF THE
FAMILIES YOU TEACH*

2. SEVEN STEPS TO NUTRITION EDUCATION

1. LEARN ABOUT THE PEOPLE WE HELP AND MAKE THE COMMUNITY SURVEY AND DIAGNOSIS (This takes time)
2. MAKE A NUTRITION EDUCATION PLAN (This must be done with the people. Scouts can help)

We must look both for the important blocks on the food-path and for the easiest blocks to remove.

To remove the blocks we need a nutrition education plan. This starts with a list of behaviour changes that are needed. Nutrition education will help families learn to make these changes (in this example we are concentrating on nutrition). When we have this list of behaviour changes, we can put them into a lesson plan.

EXAMPLENUTRITION EDUCATION PLAN

<u>Behaviour change wanted</u>	<u>Short name to record the lesson on the road-to-health chart</u>
1. Three or four meals should be given daily, instead of only one or two.	Feed often
2. Dried skim milk may be added to porridge, as this happens to be a good protein buy.	Dried skim milk
3. Children should be given their first porridge at four months, and not at eight or ten months.	Porridge at four months
4. Pounded groundnuts must be added to a child's porridge.	Groundnuts
5. Mothers should continue to breast-feed wherever possible.	Breast-feeding
6. Mothers should understand what the road-to-health chart is for, keep it safely, and bring it with them each time they come to a hospital or clinic.	Road-to-health chart
7. Mothers should come for immunizations and know what they are for.	Immunizations
8. Families should not spend money on fizzy drinks for children, but should buy milk instead.	No fizzy drinks
9. When children have diarrhoea, they should be given salt and sugar and water in correct proportions.	Diarrhoea
10. School children should be given breakfast and lunch.	Meals at school

In this example, we have shown only one lesson for each behaviour change we want. Important changes need several lessons.

When we have discussed and agreed to the behaviour changes that the families in the district need, we must next discuss what is to go into each lesson, and write it down.

A NUTRITION EDUCATION PLAN IS ONLY COMPLETE WHEN EVERY LESSON HAS BEEN WRITTEN OUT, COMPLETE WITH ITS LIST OF VISUAL AIDS AND THE QUESTIONS THAT WILL HELP IN EVALUATION

EXAMPLE: CONTENTS OF LESSON PLAN

1. Behaviour change needed.
2. Name of lesson.
3. "Want" to be used (see step 4).
4. Things needed (e.g. visual aids, equipment, etc. Make sure they are relevant to local conditions)
5. Ideas for the discussion of the problem (what is it, why is it caused, results, how to recognize the problem, etc.).
6. Explanation and demonstration of a solution.
7. Things that mothers can do.
8. Questions by which we can evaluate the lesson.
9. Later means of evaluation and home visit.

3. MAKE FRIENDS WITH THE PEOPLE WE HELP

Be polite and respectful. Do not be proud or get annoyed. Never make a mother a bad example in front of others. Give praise when she does well.

4. FIND PEOPLE'S WANTS AND MAKE SURE THEY ARE SERIOUS

For example, what does a mother want for her children? Base your approach on these wants. Mothers must also see how serious it is, if her child does not grow up to be healthy, clever or hard-working.

5. SHOW PEOPLE THAT THERE IS A WAY OUT OF THEIR PROBLEM, AND THAT THEY CAN HAVE WHAT THEY WANT

The way out of a problem must be possible. For instance, do not tell a mother to eat meat every day if she has no money.



*BE FRIENDLY, POLITE AND RESPECTFUL
TOWARDS MOTHERS*

DO NOT TEACH PEOPLE THINGS THAT ARE IMPOSSIBLE FOR THEM TO DO

6. RECORD NUTRITION EDUCATION

Keep a record of what a mother has learnt previously. Write each lesson on the Road-to-Health chart by its name or number.

7. EVALUATE NUTRITION EDUCATION

- Visit the people in their homes and see what they are doing.
- Ask the families questions.
- Weigh and measure the children.

3. PUTTING NUTRITION EDUCATION INTO PRACTICE (how do we organise the lessons ?)

WHO ? - The most senior Scouts who know their subject and can speak the local language. (especially Girl Scouts)

WHERE ? - Where the people can hear the Scouts and sit down in comfort.

HOW MANY MOTHERS ? - Small groups are better. Never more than twenty.

WHEN ? - Better before a clinic than after. Perhaps in the village on an evening. Ask the people.

HOW OFTEN ? - As often as possible.

WHAT WITH ? - By showing and practising. Not just talking. Sometimes play-acting.

<p>WHAT WE HEAR, WE FORGET; WHAT WE SEE, WE REMEMBER; WHAT WE DO, WE KNOW.</p>
--

(Chinese saying)

HOW TO HELP

Some of the things we have discussed, like the community diagnosis, are for us only, and not to be taught to the mothers.

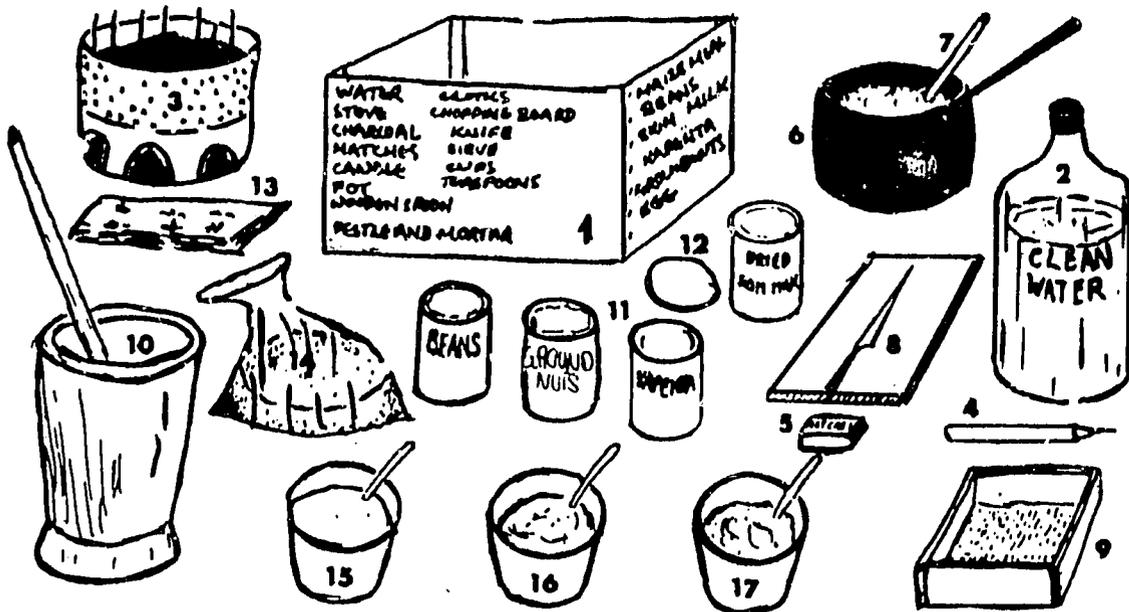
Here is a list of some of the things we might help the mothers to learn.

- (a) Growth - the Road-to-Health chart, what is a healthy child, immunizations and diseases, the role of an under-fives clinic, what happens when growth fails, the causes, symptoms and consequences of malnutrition, the importance of weighing, etc.
- (b) Foods - about body-building foods, energy foods, and protective foods; the meaning of protein, safe water, balanced diets, milk, etc.
- (c) Feeding the family - about the cost of food, budgeting and selling, cooking, breast-feeding, hygiene, etc.

<p>WE SHOULD DISCUSS AND PRACTISE TEACHING THESE THINGS WITH OTHER SCOUTS FIRST. IN THIS WAY WE WILL UNDERSTAND BETTER. HEALTH PERSONNEL WILL BE ABLE TO HELP US.</p>

4. THE NUTRITION TEACHING KIT

To teach nutrition, we need the right foods and equipment. This is an example of a Nutrition Teaching Kit used in a particular area that contains everything that is needed for making a child's porridge and adding pounded protein foods to it. In an other locality the foods and utensils might be different. Remember always to adapt to local conditions.



A NUTRITION TEACHING KIT

There is a box (1) in which things are packed, a bottle of clean water (2), a charcoal stove (3), some charcoal, a piece of candle to get the charcoal lit (4), matches (5), a pot (6), a local kind of wooden spoon (7), a knife and board to chop on (8), a sieve (9), a small pestle and mortar (10), and several small tins or jars to keep pounded protein foods in (11). There is an egg (12), and a clean cloth to dry things with (13). The porridge in the pot has been made from the maize in the bag (14). The three cups of porridge have had either roasted pounded groundnuts (15), or an egg (16), or dried skim milk (17) stirred into them. If flies are a problem, take some plastic plates or clean cloth/netting to put over the food.

When using this kit, make plain porridge and pour it into the cups. Add a large spoonful of one of the protein foods to each of the cups. Show them only one new food at each lesson. Another time, make the pounded protein foods with mothers watching, so that they can learn how to do it.

Keep a kit in a box, and make a list of the things that it should contain, so that we do not forget them. If we keep a kit like this always ready, we will find that it will save us much trouble. It packs away quite small.

The Kit should also contain teaching charts, pamphlets, and a flannelgraph. Use them to explain a point. Do not give out posters or materials unless you explain what they mean. We may have other items we would like to include in the kit, such as pictures cut out of magazines and newspapers.

Kits for other kinds of nutrition teaching can easily be made.



TEACHING A GROUP HOW TO PREPARE A MEAL OF HIGH NUTRITIONAL VALUE BY USING LOCAL FOODS

B. NUTRITION ACTION

1. COMMUNITY NUTRITION ACTION

Many blocks on the food-path cannot be taken away by one family. It requires the common action of the whole community working together.

For this to happen, the local people must be involved. They must:

1. Understand that malnutrition helps cause many of their problems.
2. Realise that they can make their lives better by improving their nutrition.
3. Know that there are many things that they themselves can do.
4. Realise that everyone must help and someone must start.

There are many different kinds of projects that Scouts can do to help a community improve their nutrition.

Whatever the community project is, we should first explain the problem of malnutrition to the leaders of the community. With their support we can then discuss it with the people. And the people can discuss it among themselves.

*MALNUTRITION IS A COMMUNITY PROBLEM
AND NEEDS A COMMUNITY ANSWER.*

We can then:

- (a) start the changes in behaviour with ourselves and our families;
- (b) persuade all kinds of other people to help us fight malnutrition and to teach others;
- (c) encourage people to help in the fight against malnutrition on a voluntary basis, and to use their initiative;
- (d) persuade our Scout troop to form a "nutrition section" which can study the problem and possible solutions, learn relevant skills, and make nutrition work a major part of the Scout programme.

Improving nutrition is a long-term process, and the problem needs a long-term answer. One series of lessons may not be enough. The Scouts and the people must plan together a good long-term nutrition programme for the future. The programme should cover as many blocks on the food-path as possible. If there is no Scout troop in the community, perhaps a good way to start is to help the community establish one, and to provide adequate training and support for the leaders. Then part of the Scout programme could relate to health and nutrition.

2. THE 'UNDER FIVES' CLINIC

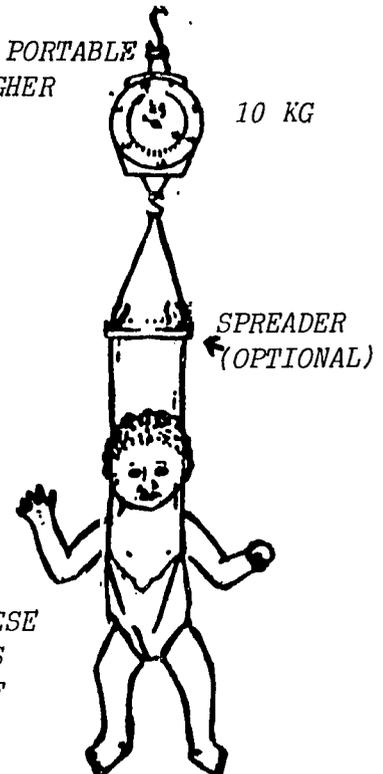
This is a special clinic for children under five. It has several functions. Generally these functions are carried out by a nurse, but there is no reason why Scouts cannot help in some of them after receiving training.

There is also no reason why some of these functions cannot be carried out by the Scouts on patrol or in their own village/settlement.

The functions of the clinic include:-

1. Immunizing the child against certain diseases.
2. Teaching the mothers how to feed and look after their families.
3. Treating sick children.
4. Keeping Health Records of the children.
5. Ensuring that the children are well-nourished and growing steadily.

"SALTER" PORTABLE
BABY WEIGHER



MAKE THESE
TROUSERS
YOURSELF

IN MANY AREAS THESE SCALES ARE NOT AVAILABLE. SCOUTS SHOULD FIND OUT WHAT WEIGHING METHODS ARE USED LOCALLY OR SHOULD INVENT A METHOD THAT IS EFFICIENT.

3. 30 NUTRITION PROJECTS FOR SCOUTS

Many of these projects depend on how much time Scouts can give to them, the training that can be given beforehand and the quality of leadership and support available. Some can be done more appropriately by girls and young women, some by boys and young men; and for others it could be either or both.

Meanwhile Scouts and Scoutleaders should begin by putting these ideas into practice in their own houses. For some projects involving the community we will need to make a survey first of all.

This booklet, "Scouting and Nutrition", explains how to do some of these projects. For others we will need to cooperate closely with the personnel from the health, agricultural or community development authorities. But the effects that these projects may have on families, on communities, and on the personal development of the Scouts will be well worth the work and care that goes into them.

REMEMBER: PLAN WITH THE PEOPLE

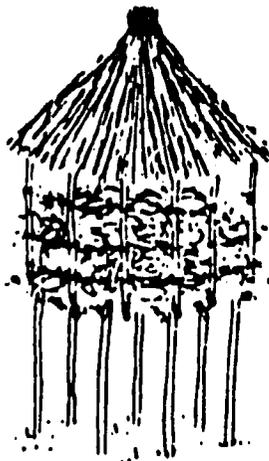
A. IN OUR TROOP

1. Establish a small farm, garden or fishpond and demonstrate improved agricultural practices.
2. Run a "Nutrition Quiz" during a meeting.
3. Start a nursery to grow fruit tree seedlings; plant an orchard.



CAN MORE PROTEIN FOODS BE PRODUCED ?

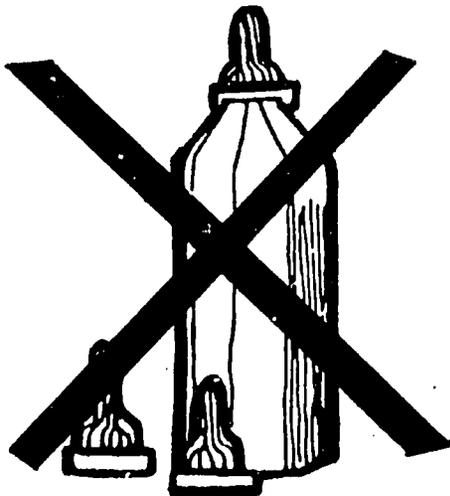
4. Learn how to make foods for young children; make a special infant food from local produce.
5. Make a survey of food consumption in the area.
6. Make a survey of food prices in the stores and see whether they are rising or falling; compare them with peoples' incomes; work out a list of "best-buys" and produce a "shopping guide". Discuss this first with the women in your community.
7. Invent a "nutrition game" for popular teaching purposes.
8. Make a "food collection"; put the foods into categories such as protein, energy, protective, best-buy. Make examples of balanced meals; make a collection of wild foods -, fruits, nuts and leaves; make a collection of "food customs" in an area.
9. Make a "farming diary" of the work done to grow food each month.
10. Develop a set of "Nutrition Teaching Kits".



CAN FARMERS BE TAUGHT TO MAKE
BETTER FOOD STORES THAN THIS ONE?

B. WITH THE COMMUNITY

11. Make a "nutrition survey", a "diagnosis of malnutrition", a "nutrition education diagnosis" in a community.
12. Establish a programme of visiting families who are poorly nourished.
13. Each Scout can adopt a malnourished child and help the family restore him to good health.
14. Organize classes or demonstrations in nutrition education, agriculture, food storage, hygiene, appropriate technology, cooking, etc.
15. Introduce, where possible, and with permission, nutrition education and agricultural projects for a primary school, hospital, clinic, etc. Design an appropriate lesson plan for this.
16. Help in a health clinic or on a health patrol.
17. Put on concerts or plays to get over the message of improved nutrition. Compose nutrition songs.
18. Act as interpreters in the hospital or clinic; Run a nutrition class; help to sell food there.
19. Run a "nutrition camp" in a community.
20. Establish a "nutrition depot" where food can be bought wholesale from the villages and resold, thus avoiding the big profits of the middlemen.



CAN ANYTHING BE DONE TO TAKE AWAY
THE BLOCK IN THE FOOD-PATH CAUSED
BY BOTTLE-FEEDING ?

21. Help a village improve its water supply by well-digging, irrigation, cleaning the ground around the springs, etc.

C. AT NATIONAL/STATE/DISTRICT LEVEL

22. Introduce nutrition into the programme of all Scouts and Scoutleaders. Establish a badge system for it.
23. Ask the health/agricultural authorities to run training courses on nutrition for Scouts and Scoutleaders.
24. Run a weekly nutrition broadcast on the local radio.

25. Produce booklets, brochures, posters, games, newsletters, etc., on nutrition in the local language for Scouts and their families.
26. Put on nutrition displays at shows, conferences, jamborees, etc.
27. Organize a "nutrition walk" or "flag day" to raise money.
28. Contact other groups fighting against malnutrition and exchange experiences.
29. Establish Nutrition Committees in your Scout Association at all levels to encourage nutrition activities.
30. Share your experience with your National Scout Headquarters and with the World Scout Bureau (address: c.p. 78, 1211 Geneva, Switzerland). They will tell others what you are doing. If possible send photographs with your comments. Include your name and address.

4. SAMPLE TRAINING COURSE IN NUTRITION FOR SCOUTLEADERS

(consisting of short presentations, films, discussions, exercises, case studies, practicals)

This course can be adapted for use in regular Scoutleaders' meetings, during weekends, or to suit other circumstances. It should be run in close cooperation with the Health authorities and other organisations working in nutrition.

To run an effective Scout nutrition project requires careful training and planning. This suggested course introduces this booklet 'Scouting and Nutrition', and shows how it can be used. But remember it will be only the beginning of the training. There is no end to the learning, and regular "in-service" training is important.

EXAMPLE

	<u>NUTRITION TRAINING COURSE PROGRAMME</u> (1 unit lasts approximately 3 hours)
INTRODUCTION	Registration. Establishing objectives.
UNIT 1	<ol style="list-style-type: none"> 1. Growth of a child. Road-to-Health Chart. 2. Malnutrition and its importance. 3. The age and weight of children (practical with children from hospital).
UNIT 2	<ol style="list-style-type: none"> 1. What foods are made of. 2. The food collection (practical).
UNIT 3	<ol style="list-style-type: none"> 1. More about protein. 2. Food requirements. 3. Best-buys for protein and energy giving foods.

EXAMPLE (con't)

UNIT 4	<ol style="list-style-type: none"> 1. Visit market to buy food locally or study its price (practical). 2. "Best buy" lists prepared and studied in class.
UNIT 5	<ol style="list-style-type: none"> 1. The food-path and the causes of malnutrition. 2. The community diagnosis of malnutrition. 3. Group discussions to discuss ways in which the blocks in the food-path can be removed. Groups report.
UNIT 6	<ol style="list-style-type: none"> 1. The nutrition game. 2. Films on nutrition (as available).
UNIT 7	<ol style="list-style-type: none"> 1. Feeding children. 2. Preparing meals for young children (practical). 3. Teaching better nutrition.
UNIT 8	<ol style="list-style-type: none"> 1. Class in groups to practise teaching one another (practical).
UNIT 9	<ol style="list-style-type: none"> 1. "Brains Trust" with invited guests. Films on nutrition (as available).
UNIT 10	<ol style="list-style-type: none"> 1. Class visits an "under-fives" clinic (practical). (practise teaching mothers and filling in Road-to-Health charts).
UNIT 11	<ol style="list-style-type: none"> 1. Health project design (participants' own projects)
UNIT 12	<ol style="list-style-type: none"> 1. Groups divide and each prepares a nutrition play (practical). 2. Nutrition plays before invited audience.
EVALUATION	<p>This should be done by both participants and organizers, and should include :</p> <ol style="list-style-type: none"> 1. Evaluation of contents of course 2. Evaluation of participation of each individual 3. Planning the follow-up

5. THE NUTRITION GAME

It is sometimes possible to learn things by playing a game. Here is one that will help you to learn about the community diagnosis of malnutrition, and the health action that can be taken to improve nutrition. The game is called "Nutrition Game" and can be played by several players.

On page 19 you will see a picture of the board on which the game is played. There is a START and a GOAL, joined by a long path with a hundred numbered steps. At the START there is "much malnutrition in the district", and at the GOAL "every child is on the road-to-health". Each player chooses a district, and finds something, such as a bottle top, to stand for it. Everyone puts their districts on START, after which the players throw the dice in turn to see who shall begin. The player with the highest number begins. If two players throw an equally high number, they throw the dice again. Players then take it in turn to throw the dice and move their district the number of steps it shows. The player who gets first to the GOAL, where all his children are on the road-to-health, wins the game.

Some of the steps are joined to others further on or further back in ways that show some of the things that can make the nutrition of a district better or worse. If you land on a step which is joined like this, go forward or backward in the way shown by the arrows. For example, if your district lands on step 4, go up the path marked "much voluntary nutrition work" to step 38.

Some steps, such as steps 3 and 6, are marked with wavy lines. These are the "helps" and "hindrances" steps. When a player lands on one of these steps there is either a help, or a hindrance, to the nutrition of his district. These helps and hindrances are shown in a list on the next pages. The best way to use them is to write each of them on a card, to put the cards in a pack, writingside downwards, and to shuffle or mix the pack well. The player landing on a help or hindrance step picks up the top card of the pack, turns it over to see what it says, reads it out to the other players, and then moves his district in the way the card requires. If you have not got cards, use the list of helps and hindrances just as it is. Work down the list taking first a help and then a hindrance, as each player lands on a wavy-lined square.

The game has several other rules. As a player gets near the goal, he must throw exactly the right number to reach 100 before he wins. Players who throw a six get another turn.

It is possible to play using the figure in this booklet, but it is better to make your own board. This can be done by copying out the figures on to a large piece of cardboard or paper. The helps and hindrances cards can best be made from pieces of white cardboard, but they can be made from paper.

If you have not got a dice you may be able to make one from wood, or you can make a spinning top (see page 17).

Another way is to get six pieces of card, all exactly the same size and to write the numbers one to six on them. Put them in a tin, or box, or gourd. To use them a player puts his hand into the tin without looking, and takes out the first card he can feel. He then moves forward the number of places it says. The cards can be cut from almost any cardboard box.

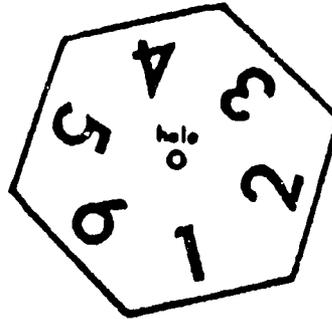
DICE AND A SPINNING TOP
FOR THE NUTRITION GAME



A DICE

IF YOU HAVE
NOT GOT A
DICE YOU CAN
MAKE THIS TOP
WHICH WORKS
EQUALLY WELL

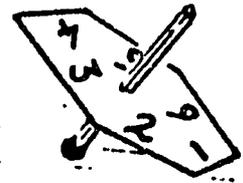
A SPINNING TOP



CUT THIS OUT AND
STICK IT ONTO CARDBOARD



MATCH
STICK



THIS PLAYER
SPIN THE TOP HAS SCORED
HARD BY ONE
TWISTING THE
MATCH STICK
IN YOUR FINGERS

SOME HINDRANCES TO NUTRITION

Scout nutrition committee fails to meet for 18 months.
GO BACK FIVE STEPS

No mechanics or spare parts to mend tractors
MISS ONE TURN

The rains stop early and crops are bad this year
GO BACK TWENTY STEPS

Disease called "pops" attacks ground-nuts
GO BACK FIVE STEPS

Mothers do not buy foods by weight
GO BACK THREE STEPS

No insecticide in the depots of the agricultural co-operative
GO BACK TEN STEPS

Monkeys steal crops in the fields
GO BACK FOUR STEPS

Lack of sanitation and clean water in the district increases diarrhoea
GO BACK FIFTEEN STEPS

Young children given beer instead of milk
GO BACK FIVE STEPS

Newcastle disease kills half the chickens in the district.
GO BACK FOUR STEPS

The father of the keenest member of the school nutrition club cannot pay for his daughter's transport to school
GO BACK ONE STEP

Training school for enrolled nurses cut from the development plan
GO BACK SIX STEPS

Fathers continue to eat the "lion's share" of the family's food
ALL MEN PLAYERS MISS ONE TURN

Producer's co-operative loses much money
MISS A TURN

Fizzy drink advertising increases
GO BACK THREE STEPS

Maize moths and weevils eat the stored maize crop
GO BACK THREE STEPS

Scouts do not grow maize in place of some of their cassava
GO BACK FIVE STEPS

Bridge across the river breaks, so
fertilizer and seeds arrive too late
for the planting season
GO BACK THREE STEPS

The population of the district grows
faster than the supply of food to
feed them
GO BACK TWELVE STEPS

No improvement in family budgeting
MISS ONE TURN

New Scout Commissioner is appointed
who is not interested in nutrition
MOVE BACKWARDS NEXT TURN

Controlled price regulations for food
ignored
GO BACK SIX STEPS

All the Scoutleaders leave the rural
areas for the towns
GO BACK TWENTY STEPS

The price of eggs is fixed too high
for many people to buy them. More eggs
are produced than people can pay for
at that price, so 20,000 eggs go bad
GO BACK THREE STEPS

Scouts do not repay loans for farm
development, so no further loans can
be made
MISS ONE TURN

SOME HELPS TO NUTRITION

Your local Scout Commissioner becomes
interested in nutrition
GO FORWARD FIVE STEPS

Scout gardens go well in the district
GO FORWARD THREE STEPS

All shops now sell food by weight
GO FORWARD SEVEN STEPS

Medical assistant training school
doubles student numbers
GO FORWARD FIVE STEPS

Seed factory opened in the country;
seed supply improves greatly
GO FORWARD SIX STEPS

Shops in the district agree to stop
selling feeding bottles, except where
a medical assistant or doctor says so
GO FORWARD THREE STEPS

New tools arrive for Scout troops
GO FORWARD THREE STEPS

More land irrigated
GO FORWARD TEN STEPS

Local Scout groups help in the under-
fives clinics
GO FORWARD SIX STEPS

People learn to look after fish
ponds after Scout demonstration
GO FORWARD SEVEN STEPS

Nutrition rehabilitation units opened
at all hospitals and health centres
GO FORWARD FOUR STEPS

Farmers paid for their crops soon
enough for them to buy seed and
fertilizer for the next season
GO FORWARD SEVEN STEPS

Marketing co-operatives under new
management and make increased profit
GO FORWARD THREE STEPS

School feeding scheme started
GO FORWARD FOUR STEPS

Nutrition clubs started in all schools
GO FORWARD THREE STEPS

Improved ways of farming become
widely used
GO FORWARD TWELVE STEPS

New primary school curriculum includes
nutrition
GO FORWARD TEN STEPS

People stop leaving the land to go to
town
GO FORWARD TWENTY STEPS

Community programme in district
GO FORWARD FOUR STEPS

Scout nutrition badge introduced
GO FORWARD SIX STEPS

Make up some other cards of helps and hindrances.

"THE COMMUNITY DEVELOPMENT SERIES"

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

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

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

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

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

THIS SET OF DOSSIERS INCLUDES:

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

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

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