



Types of foods and amounts to be fed from 6 to 9 months

Questions

- What do you see in the picture?
- How should you feed your 6-month-old?
- What foods do you have at home that you could feed your baby?

Key Messages

- Continue breastfeeding your baby whenever he or she wants, day and night.
- Breastmilk continues to be very important for your baby. Breastfeed until your baby is two years or older.
- Start to give soft food (porridge, mashed banana or mashed potato, family foods) at 6 months of age, 2 to 3 times a day.
- Start with 2-3 tablespoons per feed.
- Add breastmilk or other animal milk to prepared food.
- Food should be thick enough so that it does not run off the spoon.
- Be patient and actively encourage your baby to eat.
- Do not use feeding bottles to feed your baby. Feeding bottles are very difficult to clean and may make your baby sick with diarrhoea.

FANSER

Nutrition Volunteer
Orientation Flipchart

AUGUST 2021

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Lessons, stories, and activities in the **Facilitation Guide for Training Nutrition Volunteers (NVs)** are meant to complement the information provided in **Nutrition Volunteers training participants material**.

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¹ Accessed 21 August 2013 from http://www.caregroupinfo.org/blog/wp-content/uploads/2012/06/2011_BUR_Mod_-1_LPlan_ENG.docx

LESSON 1: INTRODUCTION TO CARE GROUPS



MATERIALS:

- Attendance Registers for Nutrition Volunteers
- Care Group Orientation Nutrition Volunteer Flipchart for the promoter and each Nutrition Volunteer



GAME:

Getting to know you



ATTENDANCE

STORY:

Healthy Children (Picture 1.1)

The old woman says, “Of all my children, your father was the strongest child. My other children were often sick and lacked energy. I was pregnant with your father when the FANSER project began. Because of the FANSER project, the community made changes that helped children to grow. Children were born healthy and were sick less often. Children grew taller and stronger than those born before the project. Today, children do not struggle, but are healthy and strong in the first years of life.”



ASK:

- What problems existed when the old woman was having children? How did it change?
- Are children in your community healthy? Why or why not?
- How would life be different if all children were healthier and stronger?

Let us compare your ideas with the messages on the following pages.

STORY: HEALTHY CHILDREN

Picture 1.1



Of all my children, your father was the strongest child.



I was pregnant with your father when the FANSER Project began.



Today, children do not struggle, but are healthy and strong in the first years of life.

FANSER GOALS



SHOW:

What do you see in these pictures (Picture 1.2)?

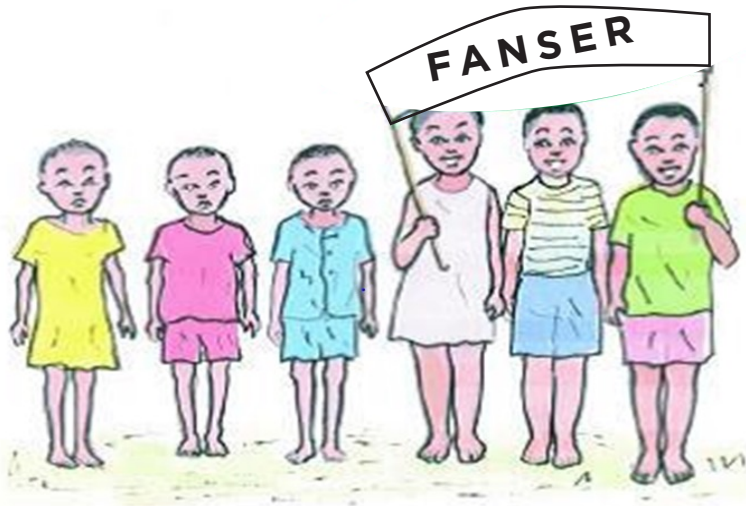
EXPLAIN:

- **Children will grow smart.**
 - Caregivers will be able to prepare healthy foods for their children to grow smart.
 - Healthy foods allow the brain to grow and develop.
- **Children will be strong.**
 - Caregivers will be able to prepare healthy foods to strengthen their bones and muscles.
 - Children will have more energy and strength.
- **Children will be healthy.**
 - Mothers will have good nutrition and health while pregnant and give birth to healthy infants.
 - Caregivers will be able to diagnose illness and get help quickly.
 - Caregivers will be able to help their children when they are sick to overcome the illness.
 - Caregivers will keep water, food and bodies clean to prevent illness.

ASK: Are these goals important to you? Why or why not?

FANSER GOALS

Picture 1.2



Children will grow smart.



Children will be strong.



Children will be healthy.

REACHING MOTHERS AND CHILDREN



SHOW:

What do you see in these pictures (Picture 1.3)?

EXPLAIN:

- **To help children grow, we will share messages with pregnant and lactating women, caregivers with children less than 24 months.**
 - Like a bird that protects her eggs in a nest, infants and children need protection and special care in the first two years of life.
 - During the first two years children are most vulnerable to sickness and death.
 - Healthy two-year-olds are more likely to grow up into healthy adults.
- **For the next four years, FANSER staff will continue training Nutrition Volunteers with skills to help children grow smart, healthy and strong.**
 - After four years, you will be well known in the community for the work you have done.
 - You will be able to see a change in children's cleverness, health and strength.
- **By continuing to train others, even after the project is over, you will be able to share these life-changing skills with others in your community and region.**

REACHING MOTHERS AND CHILDREN

Picture 1.3



To help children grow, we will share messages with pregnant mothers and caregivers with children less than 24 months.



For several years to come, government of the republic of Zambia staff and partner organization staff will train Nutrition Volunteers with skills to help children grow smart, health and strong.

FANSER PARTNERS



SHOW:

What do you see in these pictures (Picture 1.4)?

EXPLAIN:

- **This project is *your* project. You are the ones who will help children to grow smart, healthy and strong.**
 - With your experience, talents, and time we will be able to see changes.
 - Local leaders, community health workers or the Neighborhood Health Committee and your health promoter will support you with their wisdom and advice when problems arise.
- **There are several other organizations helping you to reach your goal including:** Ministry of Health, Ministry of Agriculture, Ministry of Community Development and Social Services, Ministry of Water development, Sanitation and Environmental Protection, Ministry of Fisheries and Livestock, BMZ/GIZ, National Food and Nutrition Commission-NFNC, Catholic Relief Services-CRS, Care International, Dioceses of Mansa and Chipata and Action Africa Help.
 - All of these organizations are working with you to help children to grow smart, healthy and strong.
 - Together they will provide training and advice for the next four years so that you will have the skills and knowledge to improve child growth.

FANSER PARTNERS

Picture 1.4



LESSON 2: TEACHING TECHNIQUES



MATERIALS:

- Two copies of the role play at the end of this lesson
- Nutrition Volunteer Care Group Orientation Flipchart
- Session 1: Smart, Healthy and Strong (one copy for each Nutrition Volunteer)



GAME:

Making Eyeglasses



ATTENDANCE

STORY:

Teaching for Change (Picture 2.1)

The great granddaughter says, “How did the community change?” The grandmother explains, “The community selected Nutrition Volunteers. I was chosen as a Nutrition Volunteer. I met with a promoter and learned new things. Then I began to share messages with my neighbors. I told stories and asked questions about my neighbor’s lives. I encouraged my neighbors to try new things. I also made changes at home.”



ASK:

- How did the Nutrition Volunteer help the women change?
- How do these things help others to change?
- Do you think you can teach this way?

Let us compare your ideas with the messages on the following pages.

STORY: TEACHING FOR CHANGE

Picture 2.1



How did the community change?



I told stories and asked questions.



I encouraged my neighbors to try new things.



I made changes at home.

ASK AND SHOW



SHOW:

What do you see in these pictures (Picture 2.2)?

EXPLAIN:

- **The word ASPIRE will remind you what to do.**
 - Each letter in ASPIRE represents one step that will help you to be a good teacher.
- **A in ASPIRE stands for ASK.**
 - We should remember to ASK WRA/PLW/caregiver about the practices that they are doing related to the lesson.
 - This will help us to know what to teach.
 - If we are teaching about hand washing, we can ask each WRA/PLW/caregiver, “how often do you wash your hands?”
- **S stands for Show.**
 - Each lesson will have a lesson in a lesson booklet and many lessons will have accompanying flipchart Charts.
 - We ask what they know about the lesson or show them the flipchart page and ask them to describe what they see.
 - Then we explain the lesson plan and the meaning of the pictures.
 - Each picture is explained on the back of the flipchart and in the lesson plan.
 - The main points are also written on the picture page.

ASK AND SHOW

Picture 2.2

ASPIRE

The word **ASPIRE**, will remind you what to do.



A in ASPIRE stands for **ASK**.



S in ASPIRE stands for **SHOW**.

PROBE AND INFORM



SHOW:

What do you see in these pictures (Picture 2.3)?

EXPLAIN:

- **P and I are the next steps in ASPIRE.**
- **P in ASPIRE stands for PROBE.**
 - After you taught the lesson and shown pictures, ask about obstacles that may prevent the families from trying the new practice.
 - For example, “Is there anything that might make it difficult for you to cover your food to keep out the flies?”
 - Listen to the concerns that the WRA/PLW/caregivers mention.
- **I in ASPIRE stands for INFORM.**
 - Suggest ways that the WRA/PLW/caregivers can overcome the problems that they mention.
 - For example, “You said that you need to purchase fabric to cover your pots. Could you use reeds to weave a lid instead?”

PROBE AND INFORM

Picture 2.3

ASPIRE

P and **I** are the next steps in ASPIRE.



P in ASPIRE stands for **PROBE**.



I in ASPIRE stands for **INFORM**.

REQUEST AND EXAMINE



SHOW:

What do you see in these pictures (Picture 2.4)?

EXPLAIN:

- **R and E are the last two steps in ASPIRE.**
- **R in ASPIRE stands for REQUEST.**
 - Ask the WRA/PLW/Caregiver if they would like to commit to trying the new practice.
 - For example, “We learned about covering foods. What will you commit to do now?”
 - Ask the WRA/PLW/Caregiver to say out loud what s/he has decided to do.
 - It is his/her choice; we will not force WRA/PLW/Caregiver to change.
- **E in ASPIRE stands for EXAMINE.**
 - Ask the WRA/PLW/Caregiver about the commitments that they made at the last meeting.
 - Have they done the things that they committed to?
 - For example, “At our last meeting, you said you would go to the clinic. Did you go?”

ASK: How do you think these steps will help you to be a good teacher?

REQUEST AND EXAMINE

Picture 2.4

ASPIRE

R and **E** are the last two steps in ASPIRE.



R in ASPIRE stands for **REQUEST**.



E in ASPIRE stands for **EXAMINE**.

LESSON 3: NUTRITION VOLUNTEER RESPONSIBILITIES



MATERIALS:

- One extra copy of the role play
- Nutrition Volunteer Care Group Orientation guide
- IYCF counselling/action card



GAME:

Hello Hello



ATTENDANCE

STORY:

A Family That Brought Change (Picture 3.1)

The old lady says, “I remember when I was chosen to be a Nutrition Volunteer. My husband was so proud. He said, ‘In our community, the sound of crying is often heard. Children are always sick and struggle to survive. Soon our community will be filled with laughter. Children will be healthy and strong. I am so proud that you were chosen to bring change.’”



ASK:

- Why was the old lady’s husband proud of his wife?
- What does your family think of you working as a Nutrition Volunteer?

Let us compare your ideas with the messages on the following pages.

STORY: A FAMILY THAT BROUGHT CHANGE

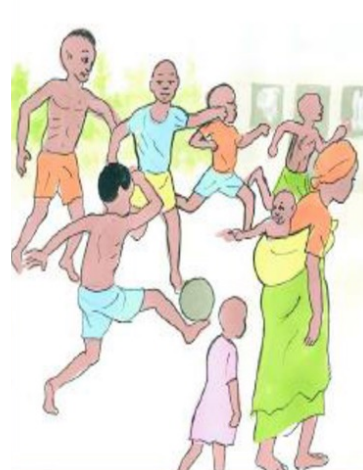
Picture 3.1



My husband was so proud when I was chosen.



In our community the sound of crying is often heard.



Soon our community will be filled with laughter.

TEACHING NUTRITION VOLUNTEERS AND MOTHER GROUPS



SHOW:

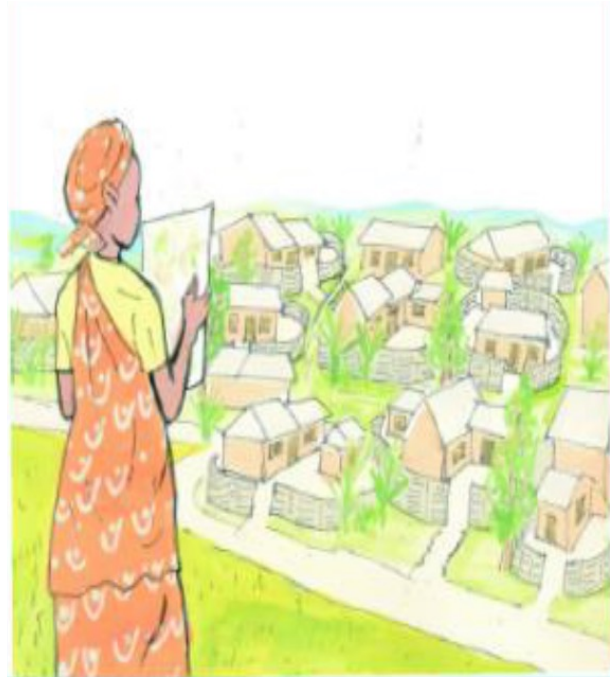
What do you see in these pictures (Picture 3.2)?

EXPLAIN:

- **Nutrition Volunteers will learn a new lesson every month and share it with their neighbors.**
 - Nutrition Volunteers will meet in the care group with the Promoter every month.
 - Every month Nutrition Volunteers will learn a new lesson.
 - Nutrition Volunteers will share the messages with their neighbor groups (8-12 women).
- **Each month, the Nutrition Volunteer will share one lesson in each home.**
 - Once a month the Nutrition Volunteer will share the new lesson at each home.
 - During each household visit, Nutrition Volunteers will encourage other family members in the household to participate in the lesson.

TEACHING NUTRITION VOLUNTEERS AND MOTHER GROUPS

Picture 3.2



Nutrition Volunteers will learn a new lesson every month and share it with their neighbors.



The Nutrition Volunteer will visit each mother in her group and encourage all members of the household to participate in the new lesson.

ASKING ABOUT THE FAMILY'S HEALTH



SHOW:

What do you see in these pictures (Picture 3.3)?

EXPLAIN:

- **Ask about the health of the family.**
 - At the start of each lesson, the Nutrition Volunteer will ask each household about the health of a WRA and child's health by checking the under 5 card of any child under 24 months.
 - She will refer families to the health center to treat illnesses if the child has poor health.
 - She will take questions to the Nutrition Volunteer Care Group.
 - Nutrition Volunteers will listen for births, deaths and new pregnancies for women in the group and their children under 24 months.
- **Report to health center and Link households to other community services.**
 - The promoter will share this information with the local clinics, Ministry of Health and FANSER project staff.
 - This will help the clinics to understand the health needs of the families in the community.
 - This information will also help the Nutrition Volunteer Care Group to understand the needs of the families in the community.

ASKING ABOUT THE FAMILY'S HEALTH

Picture 3.3



Ask about the health of the family.



The Nutrition Volunteer will record any referrals made to the clinic or other community services.

SHARING MESSAGES FROM THE IYCF FLIPCHART



SHOW:

What do you see in these pictures (Picture 3.4)?

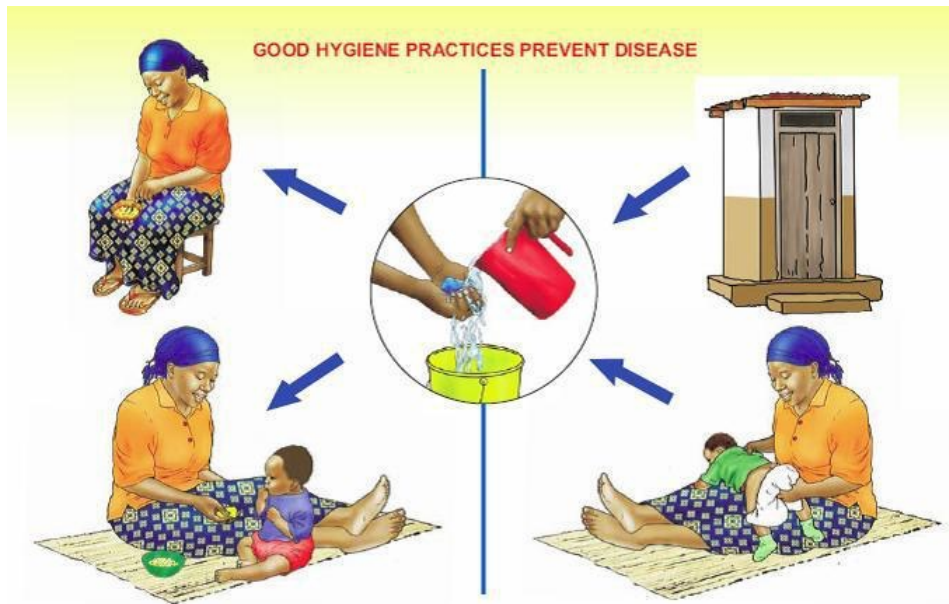
EXPLAIN:

- **The IYCF Flipchart contains messages to improve the health of infants and young children.**
 - Each page has a picture with captions on the front and important points on the back.
 - The IYCF Flipchart has messages on sanitation, feeding practices, nutrition for mother and child, growth monitoring and many more.
- **The Nutrition Volunteer will use the IYCF Flipchart to complement lessons each month.**
 - The Nutrition Volunteer will receive a twopage lesson plan to guide her in the use of the flipchart.
 - The flipchart will help mothers to better understand the lesson.
 - The flipchart will also interest others in the household and encourage discussion.

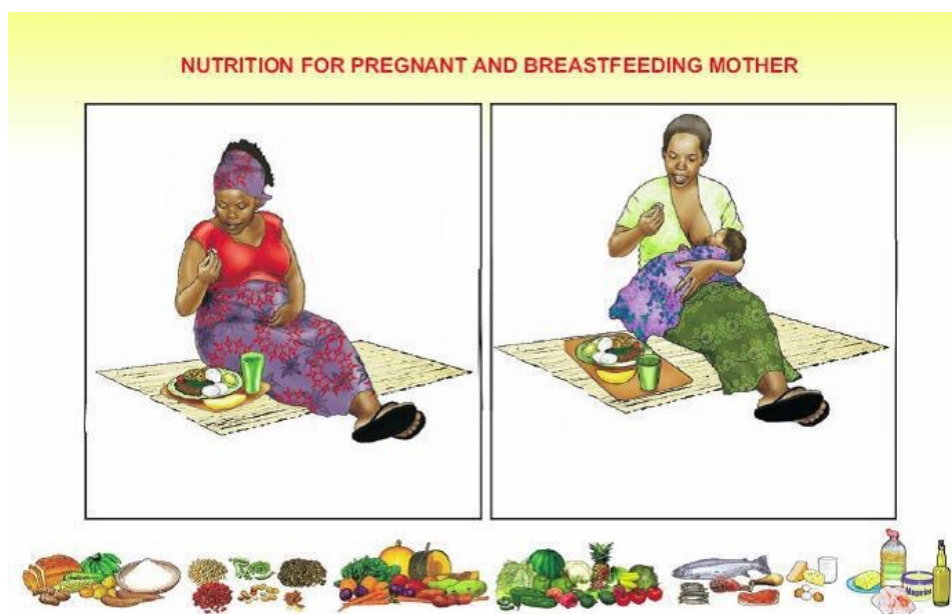
SHARING MESSAGES FROM THE IYCF FLIPCHART

Picture 3.4

The IYCF counselling card has many lessons.



This lesson covers good hygiene practices to prevent disease.



This lesson covers nutrition for pregnant and breastfeeding mothers.

LESSON 4: I CAN CHANGE!



MATERIALS:

- Several strips of fabric to use as blindfolds
- A rope with five knots, or five rocks
- Care Groups Orientation Nutrition Volunteer Flipchart



GAME:

Blindfold Walk



ATTENDANCE

STORY:

Local Story of Change (Picture 4.1)

When Martha's husband passed away, Martha went into hardships. She did not have any form of income. Her children were still young and could not help her in the fields. She had moved away from her home village. Sometimes her in-laws helped her, but they were busy and had other responsibilities. Her neighbors wondered how she managed to survive with such little help and no close family.

Despite all this, she was not disheartened and she decided to start weaving baskets. She tried to sell them so as to earn a living for her family. But even then, it was not at all easy because it was difficult for her to find buyers. And when she was lucky to come across a potential buyer, they offered too little money. She could barely afford salt. One day, she met some people from Lusaka who were in the area to attend a family ceremony. They were pleased by her courage and they decided that they would start buying all the baskets that she could weave. After that, Martha organized an association so as to be able to weave many baskets. As a result, today she has overcome poverty.



ASK:

- What people in your community have you seen make great changes?
- How did they make the change?
- What would help people in this community to work together towards change?

Let us compare your ideas with the messages on the following pages.

STORY: LOCAL STORY OF CHANGE

Picture 4.1



THINKING ABOUT CHANGE



SHOW:

What do you see in these pictures (Picture 4.2)?

EXPLAIN:

- **Change is normal part of life. We all make changes.**
 - When we marry, we change the way we live.
 - When we have children, we change the way we prepare food and spend our time.
 - As the weather changes, we have to change the foods that we eat because not all foods are available throughout the year.
- **Some changes happen very quickly, such as buying soap for washing.**
- **Other changes take a long time to learn, such as learning to sew.**

ASK: What are some changes that you have already made in your life?

THINKING ABOUT CHANGE

Picture 4.2



Change is a normal part of life. We all make changes.



Some change happens quickly, such as buying soap for washing.



Other changes take a long time to learn, such as learning to sew.

THINGS THAT HELPS US TO CHANGE



SHOW:

What do you see in these pictures (Picture 4.3)?

EXPLAIN:

- **Encourage one another.**
 - Help each other to try new practices.
 - Give people hope that they can change.
 - Ask advice from others who have already tried the new practices.
- **Practice the new skill.**
 - Practice making the new type of porridge. Practice showing equal care to your children.
 - The more you practice the new skill, the easier it will be to make a long-term change.
- **Make changes in small steps.**
 - Make easy changes first.
 - Once you have success with the small things, it will help you to make bigger changes.

Once you have success with the small things, it will help you to make bigger changes.

THINGS THAT HELPS US TO CHANGE

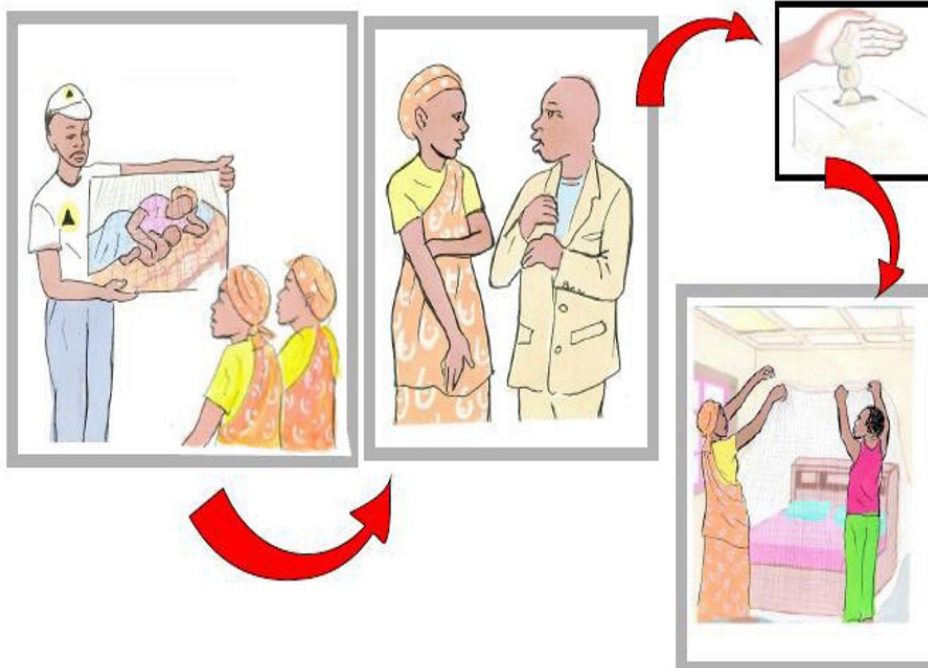
Picture 4.3



Encourage one another.



Practice the new skill.



Make changes in small steps.

BELIEVE THAT YOU CAN CHANGE



SHOW:

What do you see in these pictures (Picture 4.4)?

EXPLAIN:

- **Remember your past success.**
 - Remind yourself of positive changes that you have already seen in your life.
- **The community chose you.**
 - Your community is confident of your skills and experience.
 - They selected YOU to help them to reach the goal.
 - They believe in you.
- **Remember that you have others to help you.**
 - The neighbor groups (and care group) will help you as you make changes together.
 - We will equip you with skills and knowledge so that your children grow smart, healthy and strong.

ASK: How many of you have been able to keep the commitments that you've made so far?

ASK: How can that success help you make other commitments?

BELIEVE THAT YOU CAN CHANGE

Picture 4.4



Remember your past success.



The community chose you.



Remember that you have others to help you.

LESSON 5: WATCHING FOR CHANGE AND MONITORING GROUPS



MATERIALS:

- Three copies of the role play at the end of the lesson.
- Nutrition Volunteer Care Group Orientation Flipchart
- Nutrition Volunteer Hardcover books



GAME:

Fruit Salad



ATTENDANCE

STORY:

Watching Child Growth (Picture 5.1)

Our care group began to watch (monitor) our children's growth. We wanted to see if the changes we made were helping our children. We began attending monthly growth promotion and monitoring events to have our children weighed. The growth chart on our under 5 cards showed us that our children were growing better. Pregnant women went regularly to the clinic for check-ups. We were encouraged. Even small changes helped our children to grow. It encouraged us to keep working.



ASK:

- Why did the women decide to watch their children's growth?
- How did watching growth encourage them to continue?
- What are some other ways you can watch for change?

Let us compare your ideas with the messages on the following pages.

STORY: WATCHING CHILD GROWTH

Picture 5.1



We decided to watch for change. We took our children to be weighed and measured every month.



Pregnant women went regularly to the clinic for check-ups.



We were encouraged. Even small changes helped our children to grow.

WATCHING FOR CHANGES IN FAMILY HEALTH



SHOW:

What do you see in these pictures (Picture 5.2)?

EXPLAIN:

- **We can watch for changes in the health of the families in our neighbor groups.**
 - Changes in the number of child illnesses.
 - Changes in the height of children.
 - Changes in the strength of children.
 - Changes in the happiness and playfulness of children.
 - We can encourage our neighbor groups to look for change too.
- **We can combine the information from all Nutrition Volunteers and look for changes. In these pictures the number of children with diarrhea has decreased.**
 - MOH staff will also measure changes and share this information with us.

ASK: How will we know if the change is good?

- If sickness decreases, it will encourage us. We have made improvements.
- If height and strength do not change or start to go down, we need to keep working and make changes in our homes.

WATCHING FOR CHANGES IN FAMILY HEALTH

Picture 5.2



Watch for changes in the family's health.



We will combine information from all Nutrition Volunteers and look for changes. In these pictures the number of children with diarrhea has decreased.

WATCHING MOTHER GROUPS



SHOW:

What do you see in these pictures (Picture 5.3)?

EXPLAIN:

- **Nutrition Volunteers will work with one group of 8-12 neighbor households.**
 - If groups have fewer than 12 neighbor households, the Nutrition Volunteers can include more households in the group.
 - Groups should have no more than 12 neighbor households.
 - In order to reach our goal we must focus on pregnant mothers, women of reproductive age and mothers with children under 2 years of age.

ASK: Why are these things important?

- The child's future health is affected by his nutrition and strength in the womb and in the first two years of life.
- Small groups make it easier for Nutrition Volunteers to balance visiting neighbor households with their own household responsibilities.

WATCHING MOTHER GROUPS

Picture 5.3



Nutrition Volunteers will work with one group of 8-12 mothers.



Household will graduate from the program once they have received the package of lessons.

RECORDING AND SHARING PROGRESS



SHOW:

What do you see in these pictures (Picture 5.4)?

EXPLAIN:

- **We record visits to neighbors in the Nutrition Volunteer Hardcover.**
 - We record monthly visits and any participation on cooking demonstration and preservations
 - When we begin the kitchen garden program, we record kitchen garden demonstrations.
 - Record construction of sanitation facilities such as latrines, refuse pit, dish racks, tippy taps, and clean surroundings
 - We also record observations from our visits to households.
- **When we see change, share it with others.**
 - Share stories of change with our partners, the Ministry of Health, community health workers and the Neighborhood Health Committee and other neighbor households in the community.
 - Sharing will encourage us to continue.
- **We need to celebrate the small changes that we see every few months.**
 - It may take many years to reach our goal of all children growing smart, healthy and strong.
 - We need to celebrate the small changes to encourage us to keep going.

RECORDING AND SHARING PROGRESS

Picture 5.4



When we see change, we need to share it with others.



We need to celebrate the small changes that we see every few months.