



Republic of Namibia

# Food & Nutrition



A Handbook for Namibian  
Volunteer Leaders





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# Food & Nutrition

## **A Handbook for Namibian Volunteer Leaders**

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2004

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## Foreword

Young people between the ages 16 to 30 years old form a major part of Namibia's rural population and development initiatives for this age category have been realised, with special focus on those residing in the far remote areas, to curb the rural-urban migration. The Government of the Republic of Namibia (GRN), through the Technical Co-operation Programme (TCP) of the Food and Agriculture Organization of the United Nations (FAO), launched a new programme called *Rural Youth Clubs of Namibia* (RYCN), as an outreach for the Rural Youth Development Programme.

This programme has been designed and tested as a unique methodology for reaching large numbers of young people, living in even the most isolated rural villages of Namibia, with leadership development and organisational skills as well as non-formal education and training in agriculture and related areas. It has been successfully demonstrated that the new RYCN is an effective delivery mechanism enabling rural young people, primarily those who are out of school, to gain basic knowledge, skills and experiences in agriculture, nutrition, health, environment and other essential skills for living. Education and training involves practical, activity-based learning and income-generating activities. By taking this training approach to even the most remote villages, large numbers of our youth should be empowered into making economically rewarding and satisfying lives for themselves and their families in rural Namibia.

This manual is designed as a field handbook and guideline document for rural youth club leaders to enable them to employ coping strategies in nutritional activities taking into account the prevailing economic patterns in their respective communities. It was developed through participatory and experiential approaches involving the rural young people in selected communities in northern Namibia, a process that involved collaboration with other line ministries such as the Ministry of Agriculture, Water and Rural Development and the Ministry of Health and Social Services.

The production of this Handbook is indeed a milestone in our efforts towards meeting development components of the Namibia Development Plan 2 (NDP2) objectives. I am confident that it will remain a relevant and useful guiding document at field level in food and nutritional matters among the rural communities.



Hon. Nahas Angula  
Minister of Higher Education,  
Training and Employment Creation

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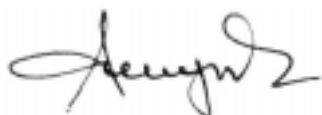
## Preface

The problems confronting Namibian youth at the beginning of the 21<sup>st</sup> century are many. Their world is changing at a rapid pace and many of the time-honoured aspects and traditional ways of life that stood their forebears in good stead are no longer relevant or reliable for many young people. At the same time, young Namibians are encountering challenges that are not only different from those which beset their elders, but which, in many instances, are in far greater magnitude than before.

For instance, HIV/AIDS was unheard of in previous generations. So was the concept of environmental inadequacies, such as socio-economic hardships in cash-based economies, awareness of interdependence on natural resources for livelihoods and indeed, the realisation that living space, and these resources, were limited. Yet, as the leaders of tomorrow, our young Namibians will be expected to meet and successfully overcome these challenges, not least of which are population and sustainable development. Health is a key issue in relation to income generation and quality of life, and in particular, adequate food security and nutrition play a vital role in the prevention of ill-health in a constantly evolving society.

The Ministry of Health and Social Services is ever supportive of programmes which involve health education in Namibia and this initiative by the Ministry of Higher Education, Training and Employment Creation is no exception. The promotion of income generation, vegetable gardening and the importance of nutrition within the MHETEC's Rural Youth Development Programme can be expected to have far-reaching positive consequences in equipping Rural Youth Club members with invaluable knowledge and skills necessary for them to meet many of the challenges ahead.

The Ministry of Health and Social Services is proud to have been considered as a collaborative partner in the development of this Food and Nutrition Handbook for Rural Youth Club Volunteer Leaders and wishes the venture, and our young Volunteers, every success.



Dr. K. Shangula  
Permanent Secretary,  
Ministry of Health and Social Services  
Chairman,  
National Food Security and Nutrition Council



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## Acknowledgements

“Food and Nutrition - A Handbook for Namibian Volunteer Leaders” is the product of collaboration between the Government of Namibia, Ministry of Higher Education, Training and Employment Creation (MHETEC) and the Food and Agriculture Organization (FAO) of the United Nations under TCP/NAM/0066 “Training Youth for Sustainable Livelihoods in Rural Namibia”.

Many individuals provided technical guidance, management support and advice during the development of these nutrition education materials. While being unable to mention everyone who contributed to this project, we are indebted to all of them. The individuals mentioned further below deserve a public expression of appreciation for their respective roles in the development of this guide.

Jane Plihal, food and nutrition curriculum development consultant to FAO (University of Minnesota, USA) did a great job in developing content and format of most lesson plans. Johanna Mahr, nutrition education consultant to FAO, was responsible for the field testing and revision of the material. Invaluable support in the development and testing of the handbook was provided by Patrick Haingura, Deputy Director, Directorate of Youth, MHETEC and Likius Haitembu, Rural Youth Officer, MHETEC, Oshana Region.

Marjorie van Wyk, of the Food & Nutrition Unit, Ministry of Health & Social Services, unstintingly provided original source materials, invaluable technical input and guidance in keeping the document focused on the needs of the Namibian target group and in line with relevant Government policies.

Technical and operational backstopping was provided by the FAO office in Namibia; Sue Benedetti (youth development consultant to FAO, Namibia); Peter Glasauer, Nutrition Education Officer, FAO Headquarters; and William Seiders, Senior Rural Youth Development Officer, FAO Headquarters.

Mel Futter, Namibian free-lance consultant made valuable contributions during many phases of the document’s development; she assisted in research and revision and made the Handbook look attractive through her great skills in editing, formatting and layout, illustration photography, and digital publishing.

We are grateful for the support of the Oshakati Multipurpose Youth Resource Centre. The Centre provided an appropriate forum for collaboration with the many Oshana Region Rural Youth Club Volunteer Leaders who gave invaluable help in providing feedback and using the materials to train rural youth during the testing phase of the handbook. We are indebted to all of them.

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# Introduction

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This Handbook has been developed as a part of the Rural Youth Development Programme of the Namibian Ministry of Higher Education, Training and Employment Creation.<sup>1</sup> This book is to enable rural youth leaders and Extension Technicians to help other young people in their villages to understand the importance of nutrition and of selecting foods which are best for health.

One of the greatest challenges faced by Namibia today is to educate the population—especially the young rural people below the age of 30 who are the majority of the Namibian population—about how to improve both the quantity and quality of the food they eat. According to the Namibian Ministry of Health and Social Services, many Namibians eat diets that are boring and do not have enough foods that give energy, vitamins and minerals. In this Handbook, the word 'diet' refers to all the food and liquids consumed by a person. An increasingly large number of Namibians eat too many foods with a lot of fat and sugar. These people are also considered malnourished because they suffer from obesity (very fat) and diet-related diseases such as diabetes, hypertension (high blood pressure) and heart disease.

In spite of poverty and a shortage of certain foods, it is still possible for Namibians to develop healthier eating habits. By learning to choose better foods, including a greater use of veld (wild) foods, our youth can change their lifestyles so that they will have more productive and enjoyable lives.

The Food & Nutrition Guidelines for Namibia<sup>2</sup> and the Food Guide Poster were used to decide what is most important to teach about food and nutrition when developing this Handbook. This Handbook is only the beginning of what can and should be developed to help Rural Youth leaders teach about food and nutrition.

After this Handbook has been used for a while and if the different learning activities presented in this guide had good results, additional learning activities should be developed to teach about many of the additional food and nutrition topics that are very important in Namibia.

## Teaching and Learning Approach

The Teaching and Learning Approach used in this book has two major characteristics: (1) activities in which participants learn by experience, and (2) an emphasis on both project skills and life skills. Each of these characteristics is described further in the paragraphs below.

**Experiential learning.** Many studies have shown that most people learn best if they are active in the learning process. That means that instead of sitting in a chair or at a desk with someone telling us about what we should learn, it is better if we:

- get involved in an activity
- think about what we did in it and decide what was useful or important to remember from the activity
- then use what we learned to perform another activity.

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<sup>1</sup> In collaboration with the Food and Agriculture Organization of the United Nations (FAO) under the Technical Co-operation Programme *Training Youth for Sustainable Livelihoods in Rural Namibia* TCP/NAM/0066(T)

<sup>2</sup> Prepared under the auspices of the National Food Security and Nutrition Council, 2000, and published by the Ministry of Health and Social Services, Windhoek, Namibia, 2000.

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The name for this learning process is “experiential learning” and this Handbook contains experiential learning activities. For each activity, information about food and nutrition is also given in such a way that youth leaders can answer questions and/or add or build on what their group members learn from the activity.

**Life Skills.** Another important characteristic of the learning activities contained in this Handbook is that the activities not only help young people to learn about food and nutrition, but also they teach them life skills. These are useful to us now and in the future as we develop ourselves personally and contribute to the development of our families and communities. Listed below are the life skills that we can expect to be developed among youth who take part in the Rural Youth Development Programme:

**Competency**

- Acquiring knowledge
- Using scientific methods
- Making career decisions
- Managing resources
- Communicating

**Contributing**

- Applying leadership skills
- Taking community action
- Volunteering
- Conserving the environment

**Coping**

- Recognising self-worth
- Relating to and working with others
- Making decisions
- Solving problems
- Dealing with change



*Both women and men should become volunteer leaders to help other young women and men to learn about how to improve their own nutrition as well as that of their families and their communities.*

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# Contents

How to Use this Book A Guide for the Volunteer Leader	1
--	---

## 1. The Function of Food 5

Activity 1.1: How Food Works Why the 4 different Food Groups are needed by the body.	7
Activity 1.2: The Importance of Variety Why the body needs a variety of foods from the 4 Food Groups	9
Activity 1.3: Find the Foods Solving a word puzzle to remember the 4 Food Groups.	13
Activity 1.4: Dancing Food Groups Creating songs and dances about food groups and their functions	17
Activity 1.5: Basic Facts about Nutrients Understanding the functions and sources of some important nutrients	19
Activity 1.6: Vitamin A Why it is important for everyone to get enough	23
Activity 1.7: Iodine Why it is important for everyone to get enough	27
Activity 1.8: Nutrition Crossword Puzzle Solving a crossword puzzle to use knowledge about nutrients.	33
Activity 1.9: Then and Now Interviews to compare food and nutrition practices in Namibia	37

## 2. The Importance of a Healthy Diet 41

Activity 2.1: The Ups and Downs of Nutrition Playing a board game to understand the results of eating habits.	43
Activity 2.2: Keeping a 3-Day Food List Recording, analysing and evaluating a list of foods	47
Activity 2.3: Planning a Balanced Diet Using knowledge of nutrition to plan balanced meals	51
Activity 2.4: A Healthy Eating Plan Using knowledge of nutrition to make a Healthy Eating Plan.	55

---

---

## Contents

Activity 2.5 Affordable Nutrition Survey	57
Finding out about available and affordable foods	
Activity 2.6: Convincing Others to Change	59
Using knowledge of nutrition in a Role Play	
Activity 2.7: What Is a Balanced Diet?	63
Creating a piece of art to express the meaning of “a balanced diet.”	
Activity 2.8: Collecting your own recipes	67
Collecting recipes to create a valuable resource for current and future use	

### 3. Food Safety 69

Activity 3.1: Safe Food for Good Nutrition	71
Handling, storing and preparing food to prevent infection	
Activity 3.2: Youth in Action!	75
Conducting a survey on food and water safety in the community and acting on the results	

### 4. Child Feeding and Growth Monitoring 79

Activity 4.1: Pregnancy	81
Good nutrition before and during pregnancy	
Activity 4.2: Breastfeeding	85
Good nutrition for the lactating mother	
Activity 4.3: Nutrition for Ages 6 Months to 2 Years	89
Introducing foods as babies grow older.	
Activity 4.4: Does the Child Get Enough Food?	93
Signs of a well-fed child and the right quantities for feeding	
Activity 4.5: Using the Child’s Growth Chart	97
Plotting and working out children’s growth	
Activity 4.6: The Signs of Malnutrition	103
Three case studies.	
Activity 4.7: Volunteering at a Clinic	107
Volunteering to work at a clinic	
Activity 4.8: Learning about Nutrition can be Fun!	109
Creating and presenting a puppet show.	
Important words and their meanings	112
Appendix 1: Food Guide Poster	113
Appendix 2: Nutrition Gameboard	115

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## How to Use This Handbook

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This book contains lessons or activities for teaching about four main food and nutrition topics:

- The Function of Food
- The Importance of a Healthy Diet
- Food Safety
- Child Growth and Monitoring

The activities for each topic are organised as follows:

- The project skills to be developed
- Identification of the life skills to be developed
- List of materials needed, if any
- Description of preparations the leader needs to make before teaching the lesson
- Step-by-step way of how to present the activity



Two Icons have been used to make your preparation and teaching easier. Icons are small pictures or symbols which are easy to see quickly, and are meant to save you time when reading your activities for preparation, or to point out important messages when presenting the activities. For instance, all activities for which you need to arrange or bring materials are clearly marked by this Materials icon so that you can immediately see that you will need to have these ready for the activity and plan your preparation.



Very important notes or messages, either for you, the leader or for your group members, are identified by this icon.

Before using this Handbook, read through all the activities and plan the order in which you will use them with your group members. To make these decisions, it would be helpful if you:

1. Find out what the youth in your village already know about food and nutrition. Encourage participants to have confidence in what they remember and have experienced, including what they have learned in school. You may be pleasantly surprised at their responses, as nutrition is included in the school curricula, from Grades 4 to 12, for the subjects Natural Science and Health, Biology, Life Science, etc.  
For your own satisfaction and to make sure that everyone enjoys the activities and gets the most benefit from them, encourage your Youth Club members to realise their self-worth, value the knowledge they already have and to share it with others during the meetings.
2. Adjust some of the activities to better serve your particular group (adjustments are expected because conditions can be different from village to village or in different regions).
3. Be flexible and creative. Teaching is also a learning experience! Find ways to keep your own interest in your responsibility fresh by keeping an open mind and looking out for opportunities to support what you need to achieve with your group members. There may be many ideas and possibilities for doing this and a few ideas are given at the end of some of the activities in the Handbook. But more can be done, for instance, ask a health worker or agricultural extension officer from your area to come and discuss or explain issues related to nutrition, including those like environmental concerns or pollution and water-supply. Perhaps you could arrange a group outing to a health facility to ask for the nutritional materials such as the Iodine for Better Health pamphlet, the Food Guide poster, etc. which they would need to take home and share with their families and community?



Paper is important for any type of teaching and learning, so your planning should include making sure that, from when you start your work with this Handbook, everyone has enough paper. It would be a good idea to tell your group members that they should have some sort of notebook or file of paper.

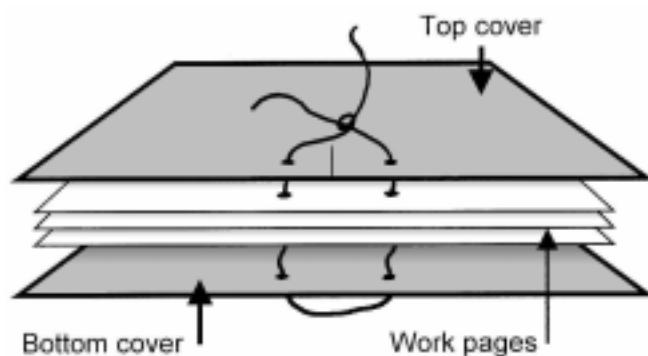
A school exercise book would be good. It may not even be necessary to buy these, as often at the end of the school year a person may have exercise books which have not been used up but still contain many open pages. If the Youth Club member is no longer at school, perhaps these can be got from younger brothers and sisters who are? Remove the used schoolwork pages by cutting along the ink margin at the side of the page. Avoid cutting or tearing the pages out in the fold, as this may make the pages loose and they may fall out of the book.

Another good source of paper is recycled computer paper, as the back of the paper is usually blank and can be put to good use. Ask around the Youth Centre office, at local businesses or other offices which may throw away computer paper. People at such places are often very helpful and will gladly keep their paper if you make the arrangement and remember to fetch the paper regularly.

Apart from paper that is needed for making things during activities, notebooks or sheets of paper may be necessary for making notes. For instance, group members can glue Handouts into their note books or onto the loose sheets of paper to keep them in a file. Exercise books or paper files are also needed for glueing or writing in recipes and other information that has been collected during activities.

**Making a file.** It is not necessary to buy an expensive file for storing handouts and information pages. It is suggested that you make such a sample file and begin by showing all your participants how it was made so that they may get their own file ready for starting their training.

1. Cut 2 pieces of strong cardboard to the right size (the sides of cardboard boxes are good for this. Beer or coldrink trays are especially useful and may be asked for at any bottle store).
2. If the cardboard is too thick to put into a paper punch or a punch is not available, use a piece of paper which is already punched to place on the cardboard and mark the holes on the left side of each sheet of board with a pencil.
3. Use the point of a sharp knife or pair of scissors to make 2 holes in each sheet of cardboard where they were marked.
4. If the board is thin enough and you have a paper punch, fold the paper lightly in half to mark the middle or measure it with a ruler to find the centre point of the left edge. Use this mark to guide the board into the punch to make the holes.
5. Cut a piece of string, wool or even thin electrical or telephone cord to a length of not less than 45 cm.
6. Thread the string/wool/cord so that each end of it goes through each hole on one sheet of board. Work the thread through the punched holes on the work sheets inside and then through the holes on the top sheet of board.
7. Tie the ends in such a way that they hold the file firmly, but can still be loosened for



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adding or removing pages.

8. Each person should write their name clearly on the front of their file and perhaps they may wish to decorate it by gluing pictures (from magazines or hand drawn ones) to make it attractive and easily identified.

You may find that your sample file becomes a useful part of your Kit, for collecting your own recipes (Activity 2.8) or keeping pictures, cuttings and notes which you find interesting and may be good ideas for future activities!

## Always Be Prepared

This is good manners for your group members, who will get frustrated and maybe lose interest if their Volunteer Leader is not ready for an activity meeting.

Read through a planned activity well ahead of the time before a meeting, so that you can tell group members at the end of an activity meeting what the next activity will be about and if and what they need to prepare or bring. By checking an activity well in advance, you can prepare everything you need for that activity. Make sure that you know the information in the Handouts, that you have enough copies of Handouts and, if you need a Workpad Poster for that activity, that it is done and ready in time for the meeting.

Be prepared to make other arrangements or to overcome problems.

Pencils are not supplied with this Handbook and Kit, so always check in advance when an activity will need your group members to bring their pencils and notebooks or files, and tell them ahead of time.

## Handouts

These are pages of information used in some activities which need to be photocopied for everyone in the group. They should be given to the group members to paste into their files or notebooks. Other Handouts are for doing puzzles or filling in information. Part of your preparation is to make sure than you have enough copies for that activity.

The Handouts you will be expected to photocopy are as follows:

- |   |   |
|---|---|
| 1.3: Food Search                            | 3.1: Food Safety                            |
| 1.5: Basic Facts about Nutrients            | 4.1: Pregnancy                              |
| 1.6: Vitamin A                              | 4.2: Breastfeeding                          |
| 1.7: Iodine (if pamphlets aren't available) | 4.3: Nutrition for Ages 6 Months to 2 Years |
| 1.8: Nutrition Crossword Puzzle             | 4.5: Growth Chart                           |

Please do not write on the backs of the Handout pages in this book. This may make marks which show when the Handouts are photocopied, and make them difficult to read.

Literacy may sometimes be a problem for some of your group members. In this case you should do your best during the activities to make sure everyone learns and understands the information.

Please do not avoid giving Handouts to those group members who can't read well. Instead, give them the information and encourage them to ask a friend or family member to read the Handouts and to help them to learn the information at home.

## Workpads

These are for making simple posters to use in some activities as learning tools. The workpads are not very big, so to make sure that they are not wasted and finished quickly. The Workpad posters which you make should be kept to use again when doing the activities with other youth groups.

It may be a good idea to make these posters in your own language, so that group

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members who have difficulty with the English words can understand the information better. The Workpad Posters you can expect to make for this training are:

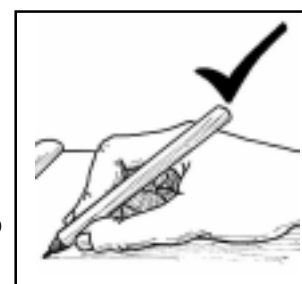
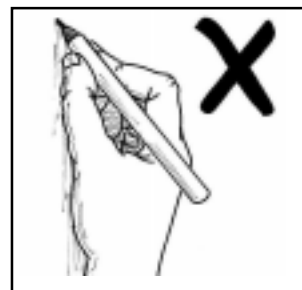
- |                           |                         |
|---------------------------|-------------------------|
| 1.1: Functions of Food    | 3.2: 6 Magic Words      |
| 2.2: 3-Day Food List      | 4.1: Pregnancy          |
| 2.3: Balanced Diet        | 4.2: Breastfeeding      |
| 2.4: Healthy Eating Plan  | 4.3: 6 months - 2 years |
| 2.5: Affordable Nutrition | 4.4: Daily Food         |

## Markers

The markers which have been supplied with your kit should last as long as possible. To help with this, ALWAYS make sure that markers are tightly closed, with the cap fitting properly, when you are not using them.

Also, avoid writing with the marker held upwards. This makes the ink run to the back of the marker and it will be too dry to write with. Instead, always try to put your Workpad on a flat surface so that you write with your marker pointed down, so that the ink comes out nicely.

It is often possible to refresh a dry marker by unscrewing it and pouring in a little spirits (about ½ a teaspoon). Stand the marker upright and give the spirits a little time to soak in before using the marker. If possible, try to do this the night *before* you are going to use the marker in a meeting.



## Definitions.

A list of words and their meanings is given on page 112 at the end of this Handbook. Most of the words are new and perhaps difficult ones that you and your group members will need to know as everyone learns about food and nutrition. Space is left open on the page so that, if it will help, you may write down the word or its meaning in your own language.

## Food Guide Posters

The Food Guide for Namibia poster is a very important part of your work in presenting this training for Rural Youth Club members. If you do not have a copy of this poster in your kit with this Handbook, try to get one from your local health facility. One has been provided as Appendix 1 on page 113 at the back of this book for you to photocopy if you are unable to get a poster. Or perhaps you can copy this poster from the Appendix and draw it to make your own poster to use in presenting activities?

## Timeframe for Activities.

Most of the activities are expected to take about 1 hour to complete. However, you may find that with some Youth groups, more time is needed, so this time of 1 hour is suggested only as a guide. Other activities in the Handbook, such as making Posters or doing surveys, will need much more time than 1 hour. The important thing is to make sure that you allow enough time in all activities for group members to complete what is needed and to learn the knowledge given in each activity.

## Own your Kit and Handbook.

Mark your Kit, Handbook and the contents clearly with your name. Always keep them clean and well looked-after and make sure that all the contents are collected and put back in the Kit bag at the end of each activity.

Think of your Handbook as YOUR valuable resource. Think of it as a living, growing document that you nurture by adding to, customising and writing your important notes in. Make this Handbook, and your responsibility as a Youth Leader, as interesting as possible!



# 1. The Function of Food

Food is important for life. To be healthy and active, we should certainly have enough food. But the foods we eat should also be safe and rich in all the nutrients our body needs. We should choose from a wide variety of foods and we should eat them regularly, throughout the day, every day of the year. Do not forget that we should also enjoy the food that we eat; it should look, smell and taste good. Without good nutrition, children and young people cannot develop their potential to the full, and adults will have difficulty in doing their best.

Food provides our bodies with what they need to:

- stay alive, be active, move and work;
- build new cells and tissues for growth;
- stay healthy and heal themselves;
- prevent and fight infections.

This section of your Handbook provides 9 activities that can be used to help your Youth Club members to learn about the basic functions of foods and the importance of getting enough of all the nutrients in a person's diet.





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## Activity 1.1: How Food Works

Project skill: To understand the 4 different Food Groups and their functions in the body

Life skills: Recognising self-worth  
Working with others



Food Guide Posters  
Your Workpad Poster for this activity  
Food Group Cards

Preparation: Make your Workpad poster by taking one sheet of your Workpad and writing "Functions of Food" across the top of the page with your marker. Then underneath this, write down the KEY WORDS as shown on the right:

*If you think it is a good idea, rather write these key words in your own language, so that group members may understand them better.*

*You may make your poster more attractive by drawing pictures or cutting them from magazines to best show these key words and glue them next to each point. For instance, you may have a picture of a smiling mouth to show healthy teeth, or draw a picture of someone running or playing soccer to show energy.*

Save this Workpad poster to use again when doing this activity with other youth groups.

Food Group Cards. Take 4 pieces of paper or cardboard and using your marker, write the name of each food group on a different piece: 1. Cereals, 2. Fruit and Vegetables, 3. Meat, Fish, Milk and Beans, 4. Fats and Sugars  
Save these in your Kit to use again.



### Functions of Food

- growth & development
- muscles,
- bones and teeth
- energy
- healthy bodies
- fighting disease
- good brains
- healthy organs

---

## Introduction

1. Explain to your group members that in this Activity everyone will learn to understand the 4 different Food Groups and why a variety of foods are needed by the body.

## Experience

2. Display the Food Guide poster and ask everyone to sit where they can all see it clearly.
3. Explain that, even though they may not think so, all the group members already have knowledge about why food is so important for our bodies. This knowledge has come from their family members, (parents, grandparents, other relatives) as well as what they have learned in school.

4. Encourage your participants to remember and share what they have learned by naming the things that foods do for the body. Answers to expect are:
  - Growth and development
  - Develop strong muscles, bones and teeth;
  - Keep our bodies warm and give us energy;
  - Keep our bodies healthy by helping our immune systems to prevent or fight disease;
  - Repair or healing of injuries.
  - Helps our brains to grow and function properly
  - Development and proper working of our organs: heart, kidneys, lungs, liver, etc.
5. Point to the picture on the Food Guide poster and explain that all foods fall into these 4 basic groups. Ask if anyone can name these, which are: 1. Cereals, 2. Fruit and Vegetables, 3. Meat, Fish, Milk and Beans, 4. Fats and Sugars

## Process

6. Put up your Workpad poster next to the Food Guide poster.
7. Ask your participants to form 4 groups and give each group one of the Food Group cards.
8. Explain that each group has 5 minutes to think about the list of KEYWORDS on your Workpad poster, discuss among themselves and then tell the other groups which of the functions of food on the body are given by the Food Group on their Food Group card.



*It is important that everyone should understand that group members should not be interrupted or corrected by the others, but let everyone finish their explanations.*

## Apply

9. When everyone has finished, have them all come together again as one large group.
10. Have your participants look at the Food Guide Poster again. Explain that:
  - the biggest group, Grains, contains the nutrients which provide energy and warm our bodies and should be eaten in larger quantities;
  - Fruit and vegetables provide many vitamins and minerals to help our immune systems;
  - Proteins from meat, dairy foods, seeds, nuts, etc help to build our muscles;
  - Fats and sugars are concentrated sources of energy, so should be eaten in much smaller quantities. Fats and oils especially give a lot of energy (more than double that of sugars). For those people who need more energy (for instance, if they are undernourished or are doing heavy physical work) fats, oils and sugar can be useful sources of energy.

However, for people who are already overweight (fat) too much fat, oil and sugar can make their situation worse and lead to serious overweight, which is not only uncomfortable, but makes a person less active and affects the heart and blood circulation.



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## Activity 1.2: The Importance of Variety

**Project skill:** To understand why a variety of different foods from the 4 Food Groups foods are needed by the body.

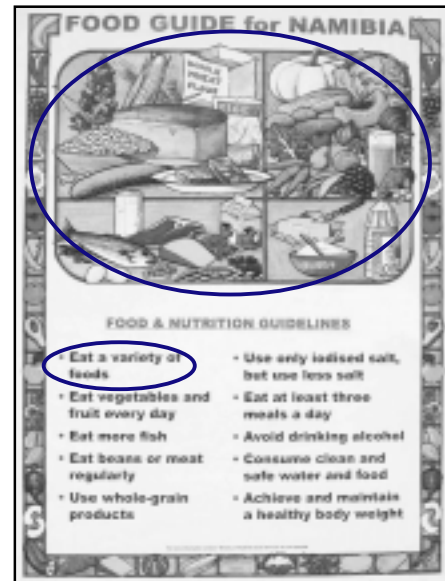
**Life skills:** Recognising self-worth  
Working with others



Food Guide Posters  
Food Group Cards from the previous activity

**Preparation:** This preparation should be discussed and explained at the end of the meeting for the previous activity.

Divide your participants into pairs or small groups of 3 or 4 people. Explain that in preparation for this activity, they should work together to name traditional and veld foods and try to list each food into the Food Group to which it belongs.



### Introduction

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1. Explain to your group members that in this Activity everyone will build on what they have already learned about the functions of food in order to understand why a variety of foods from the 4 Food Groups are needed by the body.

### Experience

2. Display the Food Guide poster and ask everyone to sit where they can all see it clearly.
3. Divide your group members into 4 smaller groups and give each group one of the Food Group Cards that you made for the previous activity.
4. Explain that the groups have about 5 minutes to think about and remember what they learned in that activity about the Functions of the 4 Food Groups, and that each group will be asked to present the function of their Food Group to the rest of the group members.
5. When the groups are ready, let somebody from each group have a turn to tell everybody what their Food Group is and explain the functions of this Food Group.
6. Before moving on to the next step, make sure that the information presented is understood properly by reading out the information given in Step 10 of the last activity.
7. Point out the guideline: *"Eat a Variety of Foods"* on the Food Guide poster and ask someone from among your group members:  
"Can you explain why these 4 main Food Groups are important for so many things?"
8. After the first person has had a chance to give their explanation, encourage the group to discuss the question and give their responses.

Responses to expect are:

- These 4 Groups contain many different things call nutrients, and each nutrient has a different job within the body.

## Activity 1.2: The Importance of Variety

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- Some nutrients need to be combined with other ones before they can work properly.
- Some foods contain a few different nutrients and not all foods contain the same ones. This is why it is important for us to eat a variety of different foods from all 4 Food Groups, to make sure that our bodies get the right kinds of nourishment to help them to work properly.

*Listen to the explanations and help the person by correcting or explaining points which they have not understood.*

### Process

9. Ask the pairs or teams to now take turns to describe their lists of traditional and veld foods to the rest of the group members and explain which Food Group to which each food belongs.

Encourage the presenters to refer to the Food Guide picture on the Poster if they think this will help them to get their explanations right.

10. Let everyone discuss the presentations and encourage all group members to think about how their traditional or local foods can help to ensure that someone gets enough of a variety of foods from the 4 Food Groups.

Explain that everyone will learn more about planning to use Traditional and local foods for Healthy Eating in later Activities.

### Apply

11. End the activity with a discussion about sharing knowledge. Encourage the discussion by asking questions such as:
  - Do you think it is important that people are encouraged to discover their own knowledge (for example, what they have learned at school or elsewhere about the Food Groups and the need for a variety of foods)?
  - How do you think you have benefited by from this activity?
  - Do you think that sharing knowledge and working together is a good way to help others?
  - Why do you think so?
  - What problems did you have with learning in this way and how do you think they can be solved?
  - What have you learned from this activity?

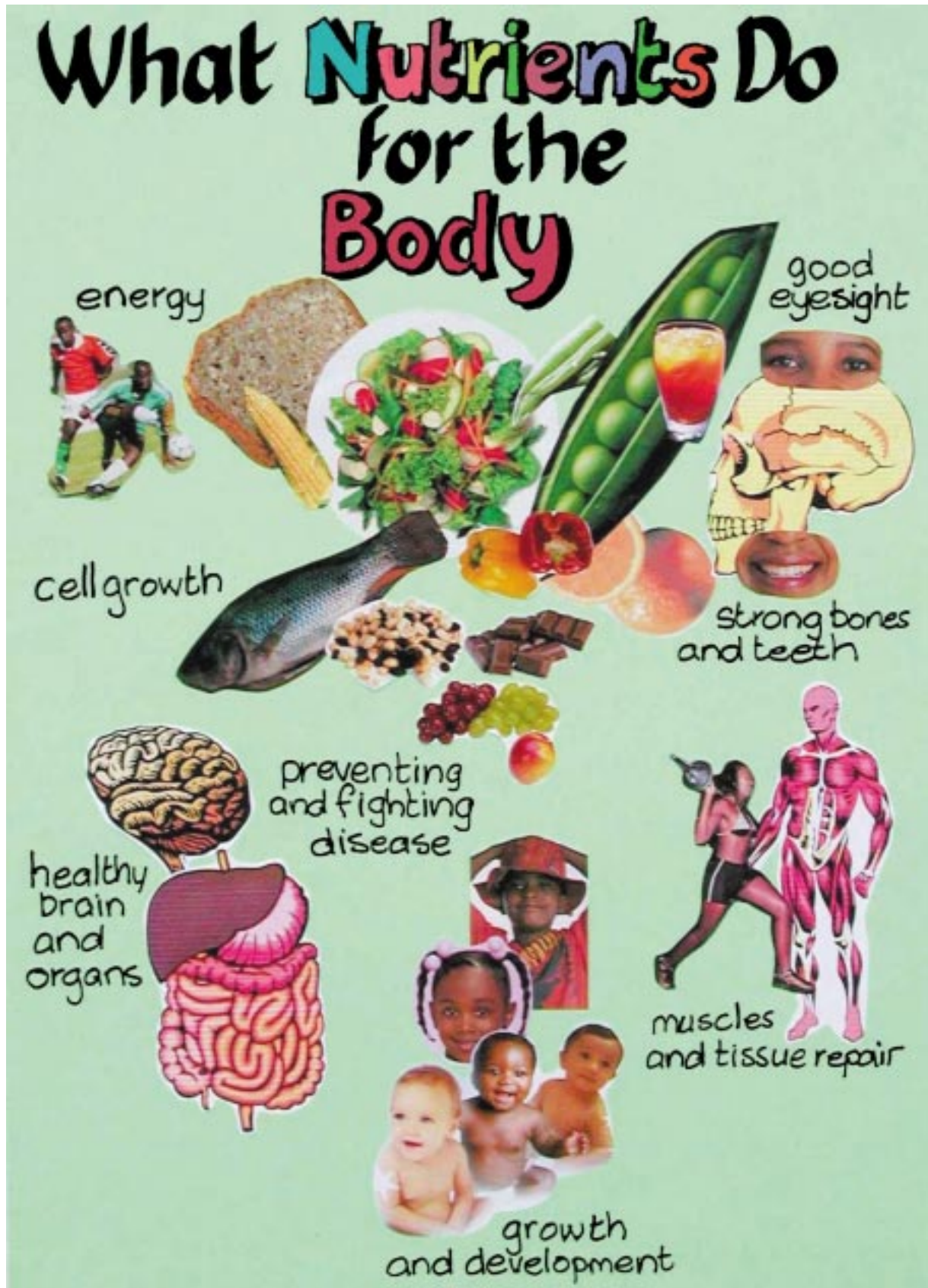
### Other activities

Try to encourage suggestions for other activities which may help your Youth Club members to understand the Food Groups, their functions and the need to eat a variety of foods.

For example, they may enjoy working together to make posters showing foods from the 4 Food Groups and what they do for the body. Posters such as the one on the next page can be made from a piece of flat box cardboard with drawings and magazine pictures glued on it. Foods such as noodles, rice and seeds, as well as food labels from tins, packets or boxes can also be glued onto the poster to make it attractive.



*Remember to tell your group members that when they use old food containers or other pieces of rubbish for making artwork, they should ALWAYS make sure that these items are properly cleaned before working with them.*





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## Activity 1.3: Find the Foods

Project skill: Solving a word puzzle to remember the words and foods of the 4 Food Groups.

Life skills: Communicating  
Working with others  
Recognising self-worth



Pencils  
Copies of the Find the Foods Handout

Preparation: Ask everyone to bring pencils for use in this activity.

Make enough copies of the Find the Foods Handout so that each group may have one.

### Introduction

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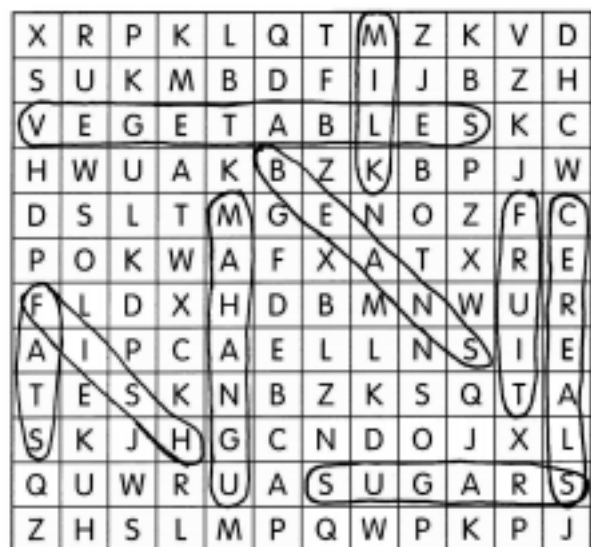
1. Explain that group members will solve a word puzzle to remember the words and foods in the 4 Food Groups.

### Experience

2. Ask the youth to form small groups of 2 or 3, depending on how many copies of the Find the Foods handout you have.
3. Hold up a copy of Find the Foods handout and read aloud the two paragraphs above the puzzle. Show them one example of how the words can be found in the puzzle (horizontally, vertically or diagonally) by drawing a line around it.
4. Give a copy of the Find the Foods handout to each group. If you think it might be helpful, explain the directions again and ask if they have any questions.

### Process

5. Let everyone go ahead and find the hidden words, drawing a line around each word.
6. Move among the groups and help any that are having difficulty understanding what they should do, but do not solve the puzzle for them.



*The completed Food Search puzzle should look like the example shown on the right*



## Activity 1.3: Food Group Search

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7. When all the groups have completed the activity, ask everyone to come together again as a whole group.

### Apply

8. Guide a discussion by asking the following questions:
  - What did you learn from this activity?
  - Describe how you communicated with each other as you did this activity.
  - Could you have improved the way you communicated?
  - How can you use what you have learned from this activity?



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## Handout: Find the Foods

This activity is to learn some nutrition vocabulary words in a fun and easy way. The activity also helps us to learn how to communicate with others in a team as we work to solve the puzzle.

Directions: The 4 Food Groups are very important for our bodies to grow and function properly. The names of those Food Groups and some foods are listed below the puzzle, and these have been hidden in the puzzle. Work together in your groups to find those 9 words. The words can be horizontal, vertical or diagonal.

When you find a word, draw a line around it.

X	R	P	K	L	Q	T	M	Z	K	V	D
S	U	K	M	B	D	F	I	J	B	Z	H
V	E	G	E	T	A	B	L	E	S	K	C
H	W	U	A	K	B	Z	K	B	P	J	W
D	S	L	T	M	G	E	N	O	Z	F	C
P	O	K	W	A	F	X	A	T	X	R	E
F	L	D	X	H	D	B	M	N	W	U	R
A	I	P	C	A	E	L	L	N	S	I	E
T	E	S	K	N	B	Z	K	S	Q	T	A
S	K	J	H	G	C	N	D	O	J	X	L
Q	U	W	R	U	A	S	U	G	A	R	S
Z	H	S	L	M	P	Q	W	P	K	P	J

*Draw a line around each of the following words in the squares above:*

VEGETABLES

FATS

CEREALS

MAHANGU

BEANS

FISH

FRUIT

MILK

SUGARS



---

## Activity 1.4: Dancing Food Groups

**Project skills:** Remembering what was learned in previous activities

Using new knowledge to create songs and dances about food groups and their functions

**Life skills:** Acquiring knowledge.

Communicating.

Working with others.

### Introduction

---

1. Explain to your group members that in this activity they will remember what they have learned in previous activities and use this knowledge to create songs and dances about food groups and their functions.

### Experience

2. Ask your group members to form groups of 3 - 6 people.
3. Explain that each group should create a song and dance which would help others to learn about the food groups and their functions.
4. Let the groups find a quiet place, where the other groups can't hear them, to create a song and practice it with their dance.  
  
Give the groups about 15 minutes to practice.
5. Ask the groups to come back and let each group have a turn to perform their song and dance for the others. How can you use what you have learned from this activity?

### Process

6. Let everyone come together to form one large group.
7. Lead a discussion about the performances by asking the following questions:
  - Was it difficult or easy for you to make a song and dance about food groups and their functions?
  - Did you remember the information you learned about these topics?
  - What information did you choose to use in your song and which information did you leave out? Why?
  - What did you learn from that activity?
  - How did creating a song and dance help you learn about nutrition?

### Apply

8. End the activity with a discussion about using these songs and dances at a community or public meeting to help others to learn about nutrition and the 4 Food Groups. Ask questions to guide this discussion.

## Activity 1.4: Dancing Food Groups

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- What examples do you know of ways in which songs and dances tell people messages?  
(Radio and TV advertising, community theatre for HIV/AIDS, etc)
- How could our songs and dances help our community?
- Where does our community have public meetings so that we could ask to show what we have learned during the meeting?
- Who would be good to ask to learn about such meetings?
- Would it be a good idea to sing our songs after church on Sunday?
- Should we talk to the pastor or church elders?





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## Activity 1.5: Basic Facts about Nutrients

**Project skill:** Understanding the functions of some important nutrients in the body and learning about their food sources.

**Life skill:** Acquiring knowledge.



Copies of the Basic Facts about Nutrients Handout.

Examples or pictures of food sources for each of the nutrients listed on the form.

Your Workpad Poster from Activity 1.1

**Preparation:** Find at least 2 actual examples or pictures of a good food source of each nutrient listed on the form. If possible, include examples of foods that are grown locally or found in the veld or bush. Place the foods and/or pictures on a surface or table so that the group can see them.

Make copies of the Basic Facts Handout.

Make sure you have read and understand this Handout before you present this activity.

### Functions of Food

- growth & development
- muscles,
- bones and teeth
- energy
- healthy bodies
- fighting disease
- good brains
- healthy organs

*If it was not possible to make enough copies of the Basic Facts Handout for everyone to have a copy, then read the information out slowly, point by point, and let everyone write the information in their note books at the end of the activity.*

### Introduction

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1. Put up your Workpad Poster from Activity 1.1 and read out the points for the "Functions of Food".

Explain to your group members that this activity is to help them to understand the functions of some important nutrients the body and learning about their food sources.

### Experience

2. Tell your group members that they are going to start this activity by playing a warm-up game about the functions of nutrients in protecting the body.
3. Ask everyone to form into 3 groups:
  - Group A: Germs Make People Sick  
This group should plan ways to make a lot of noise and "attack" group B during the game.
  - Group B: Healthy People  
Ask this group to think of ways to show that they are happy, healthy and relaxed, when group A tries to attack them during the game.
  - Group C: Protective Nutrients  
This group needs to think about how, as important nutrients, they will protect group B from the attack by group A.
4. Give the Groups a chance to practice and then let them play the game for 5 - 10 minutes.
5. Ask the group everyone to discuss and explain what they think they understood from the game about how nutrients can fight disease and keep our bodies healthy.

## Activity 1.5: Basic Facts about Nutrients

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6. Remind everyone that, although nutrients protect the body, this is not their only function. Explain that it is important for our bodies get the right nutrients to make sure that ALL their functions in the body are provided for.

### Process

7. Let everyone come together in one large group and give out copies of the Basic Facts about Nutrients Handout.
8. Read through the Handout, carefully going through the information on each nutrient. As you go through the Handout, encourage your group members to think about and discuss the information by asking questions, such as:
  - Does anyone know why protein is important to the body?
  - What foods are good sources of vitamin A?
  - Do you know of wild veld foods that might be good sources of iron?
9. As you talk about the sources of each nutrient, hold up the examples or pictures of food sources that you have collected for that nutrient. Keep encouraging group members to share whatever they know about the nutrient functions and food sources.
10. Explain that Vitamin A, niacin, iodine and iron are being emphasised because many Namibians do not get enough of these vitamins and minerals; therefore many are suffering from malnutrition and even deficiency diseases (a 'deficiency disease' is not caused by a germ, but happens when the body does not get enough of a certain nutrient).

### Apply

9. End this activity with a discussion on what your group members have learned. Lead the discussion by asking the following questions:
  - Did you know most of these facts before we began this activity?
  - Did any of these facts surprise you?
  - What did you learn from playing the game?
  - How do you think that playing such games helps with learning? Why?
  - Can you think of better ideas for learning games?
  - Why is it important to learn these basic facts about nutrients?
  - What could happen if people don't know these basic facts?
  - How will you use your new knowledge about the nutrients needed by our bodies?
  - What happens to the body if we do not eat enough vitamins and minerals?
  - What do you think is the general function of Vitamins in our body?
  - What is the function of Iron in the body?
  - What local foods are good sources of iron?
  - What happens to your body if you do not eat enough Iron?
10. Explain that everyone will be using these Handouts in future activities, and that the information is very important. If there are some people who have difficulty reading their Handouts, let them ask a friend or family member to help them to read the information again and to help them to understand it before future activities.

## Handout: Basic Facts about Nutrients

Nutrient	Functions	Good Sources
<b>Protein</b>	Helps us to grow, develop and repair muscles and tissues. Some protein foods such as milk and eggs give us strong bones and teeth.	Marula nuts, eefulwa, ground nuts, pumpkin or Inara seeds, mopane worms, beef, pork, goat, fish, chicken, eggs, dried beans, peas, mielies and lentils, cheese, omaere and yoghurt.
<b>Carbohydrates</b>	Provide energy for the body. There are three kinds of carbohydrates: sugar, starch, and fibre.	Mahangu, sorghum, brown bread, rice, macaroni and other noodles, mieliemeal, sugar, honey.
<b>Fats</b>	Provide energy for the body and carry certain vitamins through the body.	Marula nut, ground nut, butter, margarine, cooking oil, seeds.
<b>Vitamin A</b>	Needed for healthy eyesight and to prevent night blindness. (xerophthalmia).	Egg yolks, liver, butter, omaere, yoghurt. Deep yellow or orange fruits and vegetables, dark green vegetables: ombidi, pumpkin, butternut, carrots, spinach, rape, broccoli, paw-paw.
<b>Iodine (mineral)</b>	Iodine is for the thyroid gland (in the neck area), which regulates growth and many body functions. A lack of iodine can lead to an enlargement of the thyroid gland called a goitre.	Iodised salt, seafood and foods which are grown in soil that contains iodine.
<b>Iron (mineral)</b>	Iron helps the body to make red blood cells, which carry oxygen from the lungs to cells throughout the body. A lack of iron can lead to the disease called anaemia.	Mopane worms, beef, goat, pork, dark green leafy vegetables such as spinach and ombidi, brown bread, beans.
<b>Niacin (vitamin)</b>	Helps the body to get energy from other nutrients and helps keep the skin and nervous system healthy. A lack of niacin leads to pellagra.	Whole grain cereals, meats and seeds: Brown bread, groundnuts, pumpkin and Inara seeds, sorghum, mahangu, meat, and chicken.
<b>Water</b>	Water carries nutrients in the body and waste products from the cells and helps control body temperature. When the body does not have enough water, this can cause dehydration (drying out)	Water, milk, fruit juice, soups, tea and vegetables with high water content such as lettuce, apples and potatoes.

*Not all of the vitamins and minerals needed by the body have been mentioned in this list. The ones given here have special mention because many Namibians do not always get enough of these in their diets.*



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## Activity 1.6: Vitamin A

Project skill: Learning about why it is important for everyone to get enough Vitamin A

Life skills: Acquiring knowledge



Basic Facts about Nutrients Handouts from the previous Activity  
Handouts: Vitamin A

Preparation: Make enough copies of the Vitamin A Handout for everyone in the group.

Make sure you have read and understand the Vitamin A Handout before you present this activity.

Remind everyone to bring their Basic Facts about Nutrition Handouts from the previous Activity, and ask them to make sure that they try to read through and remember the information on Vitamin A from that Handout.

### Introduction

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1. Explain to your group members that this Activity is for everyone to learn more about why it is important for everyone to get enough Vitamin A.

### Experience

2. Let your group members review what they learned about Vitamin A in the last Activity by asking the following questions:
  - What are the functions of Vitamin A?
  - What are the food sources of Vitamin A?

### Process

3. Give out the Vitamin A Handouts for this Activity.
4. Ask someone to read the information on the Handout to the rest of the members.

*If there is difficulty with finding someone who can or wants to read, then you as Leader should read this out to everyone.*

Make sure that everyone in the group understands the facts about Vitamin A before going to the next step.

### Apply

5. Let the youth members have a discussion around the following questions:
  - Is there enough of a variety of food sources of Vitamin A available in our community?
  - Are there enough different local food sources to provide Vitamin A through the year? Name these sources and in what season they are available.



## 1.6: Vitamin A

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- What can we do to avoid getting Vitamin A Deficiency?  
*(Eat Vitamin A-rich foods and take children to the clinic to receive Vitamin A capsules).*
- Why should we avoid getting Vitamin A deficiency?  
*(Blindness, poor eyesight and eye problems prevent children from learning, cause accidents and make it difficult for a person to work and earn a living. Having a lot of infections affects our health and makes it hard to work. Dry skin can be painful and give germs a place to cause infections).*

### 6. End this Activity by asking these questions:

- What have you learned from this Activity?
- Do you think that you can use the knowledge you gained in this activity to help members of your family and community?
- How would you do this?
- Do you think that there is enough information available for communities to learn about and understand the importance of Vitamin A? If "Yes", explain. If "No" what do you think can be done?



*These are some good food sources of Vitamin A*

## Handout: Vitamin A

### Who needs Vitamin A?

- Everybody needs Vitamin A.
- Women who breastfeed especially need Vitamin A to help them to stay healthy and to pass on Vitamin A to their children through breastmilk.
- Young children need Vitamin A to help them to grow, develop normally and stay healthy.

### Vitamin A helps our health in many ways:

- It helps our bodies to fight many infections or diseases such as diarrhoea, measles, colds, coughs and malaria.
- When young children receive the Vitamin A that they need, they have a better chance to survive an infection.
- Young children have a special need for Vitamin A, because they are growing rapidly. Pregnant women need Vitamin A to help the growth of their unborn child.
- Vitamin A is important for the eyes, because it protects them and keeps them strong.

### Vitamin A Deficiency (VAD):

- All the Vitamin A that we need must come from what we eat. The body can store extra Vitamin A so that there is a reserve for times of need. When the store of Vitamin A in the body is low, and we do not eat enough food sources, that is when we have Vitamin A deficiency.
- This deficiency can also be caused when we have diarrhoea or poor nutrition with not enough food sources of Vitamin A in the diet.
- When there is Vitamin A deficiency, many infections are more serious. Children can get more serious sicknesses and some can even die.
- Vitamin A deficiency will make it hard for a person to see in poor light or at night, or even make the person blind.
- It is important to avoid VAD by eating foods that are rich in Vitamin A and to make sure to take children to the clinic to receive Vitamin A capsules.

### Vitamin A supplements:

- Young children and women who do not eat enough foods that have Vitamin A can be given the vitamin like medicine. This is called Vitamin A Supplementation.

### Who is most at risk of VAD?

- Babies who are not breastfed, babies and children up to 5 years of age and pregnant or breastfeeding women are most at risk of VAD.
- Children with measles, diarrhoea and malnutrition are especially at risk of VAD.

### There are two 2 kinds of food sources of Vitamin A:

1. Animal: liver, egg yolks, whole milk, animal butter and whole small fish. These sources are better because their Vitamin A is easily absorbed by the body.
2. Vegetable: orange or dark yellow fruits and vegetables (carrots, pumpkin, marula fruit, mango and paw paw) dark green leafy vegetables.

Breastmilk is also very rich in Vitamin A, especially the first milk (colostrum).



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## Activity 1.7: Iodine

**Project skill:** Learning about why it is important for everyone to get enough Iodine in the diet

**Life skills:** Acquiring knowledge  
Making decisions  
Solving problems  
Using scientific methods



Basic Facts about Nutrients Handouts from Activity 1.4  
Your copies of the pamphlet Iodine for better Health *OR* copies of the Iodine Handout  
Your Iodine Testing Kit

A small amount of Iodised salt

*If possible, also try to get some other salt which is NOT Iodised, either from a shop or if you have a salt pan somewhere in your area.*

A teaspoon & and a saucer or clean plastic bottle lid (2 lids if you can get 2 kinds of salt)

A needle or pin for opening Iodine test containers.

**Preparation:** Get the materials needed for this activity.

Go to the clinic and try to get enough copies of the Iodine for better Health pamphlet for everyone in the group *OR* make copies of the Iodine Handout supplied with this activity.

*If these are difficult to get, then make sure that everyone gives your Kit copies back after the Activity so that you can use them again when doing this Activity with other groups.*

Remind everyone to bring their Basic Facts about Nutrients Handouts from Activity 1.4, and ask them to make sure that they try to read through and remember the information on Iodine from that Handout.



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### Introduction

1. Explain to your group that in this Activity, they will learn about why it is important that everyone gets enough Iodine in the diet

### Experience

2. Let your group members explain what they already may know about why Iodine is important. If you have already conducted *Activity 1.5: Basic Facts about Nutrients*, encourage everyone to explain what they learned about Iodine in that activity.

Help these explanations by asking the following questions:

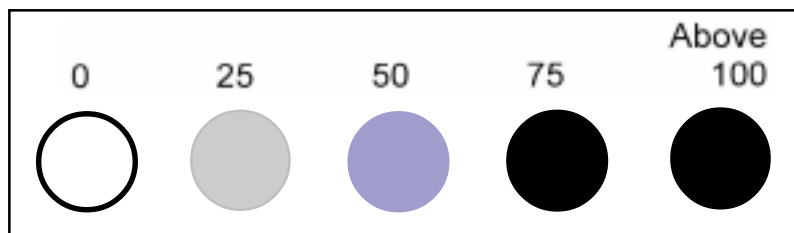
- Iodine is important for the functions of what gland in the body?
- What are the food sources of Iodine?

## Process

3. Give out the Iodine for Better Health pamphlets for this Activity. If you do not have enough for everybody, let members form small groups so that they may share the copies from your Kit.
4. Ask someone from the group to read the information in the pamphlet to the rest of the members.  
*If there is difficulty with finding someone who can or wants to read, then you as Leader should read this out to everyone.*
5. Make sure that everyone in the group understands the facts about Iodine in the pamphlet before going to the next step.

### Iodine Testing

6. Ask everyone to gather around so that they can see the testing clearly.
7. Place 2 teaspoonfuls of Iodised Salt into the plastic lid or container. Spread it flat.  
*If you also managed to get some Uniodised salt, put 2 teaspoonfuls of that into the second plastic lid or container.*
  - Take one of the small plastic bottles (ampoules) of testing fluid from the Iodine Testing Kit.
  - Shake the bottle or ampoule well before you use it.
  - Open the seal of the bottle (ampoule) by pushing the needle or pin into it.
  - Carefully squeeze the bottle until one drop of testing fluid falls onto the salt.
  - If you have Uniodised salt, do the same to this.
8. Look on the side of the Iodine Testing Kit box and you will see a row of dots and numbers that looks like this:



9. Pass the Iodine Testing Kit box around so that all the group members can see the row of dots. Explain to everyone that:
  - The colour of the first, white dot (0) means that the salt would have no iodine in it
  - The second, pale (25) shows that the salt has some iodine in it, but not enough
  - The middle, darker blue dot (50) has the right amount of iodine in it. The Namibian Government has made a law that all salt for human consumption must be iodised and should have 50 parts of iodine per million.
  - The 2 very dark dots (75 and 100) have a very large amount of iodine.



10. Explain to your members that this way of testing is used by healthworkers and other professionals to see if the salt which people eat has enough iodine.
11. Now let everyone look at the salt which you have tested to see what colour it has become and if it has enough iodine in it.



***Always close the bottle and Iodine Testing Kit box well after use and keep it stored in your kit bag to keep it cool. This way it will last longer.***

## Apply

12. Let the group members refer to their pamphlets or Handouts and have a discussion around the following questions:
  - Who needs iodine?
  - What is the function of iodine in the body?
  - Do you know someone in your family or community who has goitre?
  - There are not enough food sources of Iodine in Namibia, so what should people do to make sure they get enough iodine?
  - What happens if people have Iodine Deficiency Disorder (IDD)?
  - When should Iodised Salt be added to food?
  - How should Iodised Salt be stored?
13. End this Activity by asking these questions:
  - What have you learned from this Activity?
  - Do you think that you can use this knowledge to help members of your family and community?
  - How would you do this?

*Make sure to eat only Iodised Salt, but avoid eating too much salt.*

Picture adapted from *Food & Nutrition Guidelines for Namibia*, courtesy of the Ministry of Health and Social Services





## Handout: Iodine for Better Health

### What is iodine?

Iodine is a mineral that is very important for the production of hormones. These hormones control the normal growth and development of the body.

### Where is iodine found?

Iodine is mainly found in sea water, soil and sea products such as fish.

### Who needs iodine?

Everybody needs iodine.

### Why does everybody need iodine?

Lack of iodine in food causes a group of disorders that we call Iodine Deficiency Disorders (IDD).

1. Lack of iodine can lead to:
  - goitre (swelling of the neck gland)
2. In pregnant women, lack of iodine can lead to:
  - Improper development of the baby
  - Miscarriages (losing the baby before it is developed and ready to be born)
  - Stillbirths (babies born dead)
3. In children, lack of iodine can lead to:
  - Mental retardation
  - Failing to grow properly
  - Poor progress at school
4. In adults, lack of iodine can lead to:
  - Infertility
  - Impotence in men
  - Heart failure
  - Loss of sensation in legs

### How can we prevent iodine deficiency disorders?

We can prevent iodine deficiency disorders by using only iodised salt. Namibia's soil and water are poor in iodine and do not always supply enough for our needs. That is why Namibia produces and imports its own iodised salt.

### How should we use and store iodised salt?

Remember:

- Iodine dissolves easily in liquids
- Iodine evaporates easily
- Iodine is destroyed easily by heat and during cooking

### Storage:

Always keep iodised salt in a closed and dry container, so that the iodine in the salt will be preserved.

### Usage:

Add iodised salt to food on the table or when it is nearly cooked to avoid destroying the iodine.



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## Activity 1.8: Nutrition Crossword Puzzle

**Project skill:** Solving a crossword puzzle to use knowledge about nutrients learned in previous activities.

**Life skills:** Recognising self-worth  
Communicating  
Working with others  
Making decisions  
Solving problems



Pencils.  
Copies of the Nutrition Crossword Puzzle.

**Preparation:** Make enough copies of the Nutrition Crossword Puzzle so that each group may have one.

Ask everyone to bring pencils for use in this activity.

### Introduction

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1. Explain to everyone that in this activity they will use knowledge they have learned in previous activities to solve a crossword puzzle by using knowledge about nutrients.

### Experience

2. Have your group members form themselves into smaller groups of 3 - 4 people.  
*If there are some people who have difficulty with reading and writing, try to make sure that each small group has a least one member who has enough skills to be able to help the others.*
3. Give a copy of the Nutrition Crossword Puzzle to each group.

Explain that the numbers in the squares of the crossword puzzle match with the numbered clues that are listed for the Across and Down words.

*If you think it would be helpful, read clue number 1 and ask the participants what they think the word is. When they have identified the correct word, show them how to fill in the squares if they haven't done a crossword puzzle before, but do not give them any more answers.*

### Process

4. Ask the groups to continue with the puzzle until it is completed.  
Move among the groups, helping those who might be having difficulty.

## Apply

5. When everyone has completed the puzzle, ask the following discussion questions:

- What did you learn from this activity?
- Did the activity help you to remember more about the basic nutrients?
- Were there any words you had difficulty thinking of?
- Were some words easy for you to think of?
- Why do you think some words are easy to think of and other words are harder to think of?
- How can you use what you learned from doing this crossword puzzle?

### Answers to the puzzle

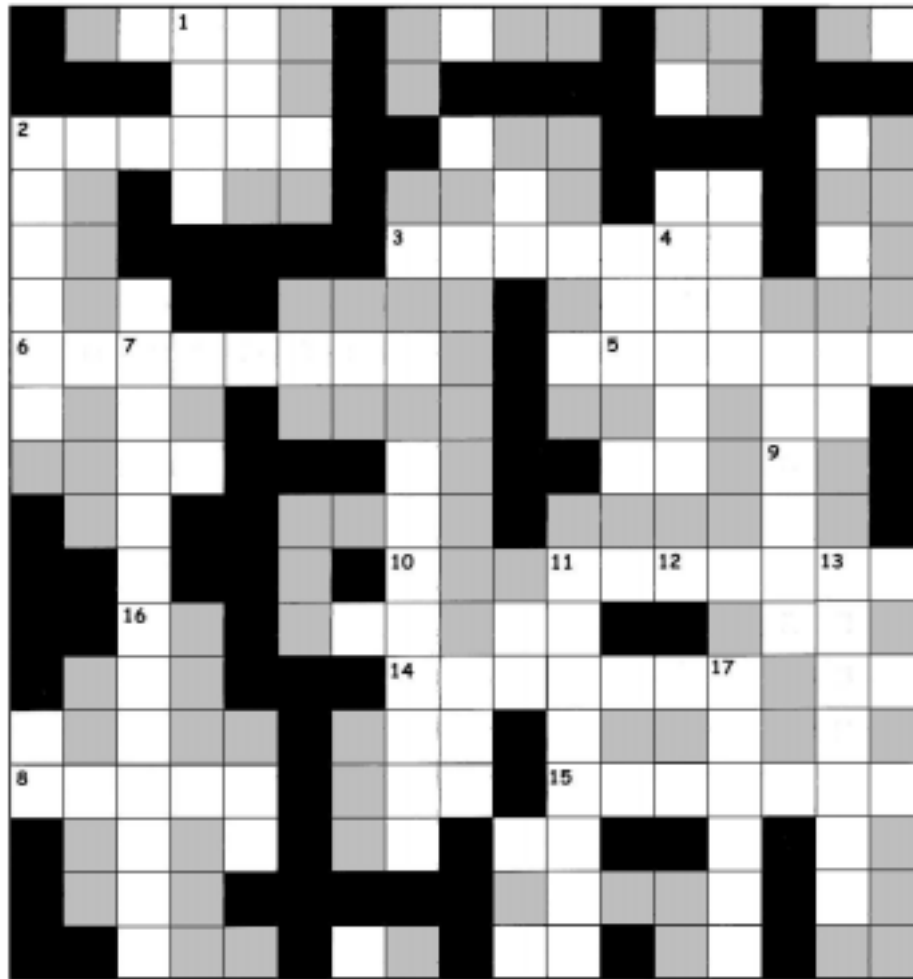
Across: 2 = goitre; 3 = thyroid; 5 = iodine; 6 = Namibia; 12 = water; 8 = eyes; 14 = protein; 15 = mahangu;

Down: 1 = fats; 2 = green; 4 = iron; 7 = marula; 9 = nuts; 10 = mopani; 11 = vitamins; 13 = energy; 16 = anaemia; 17 = niacin





## Handout: Crossword Puzzle



### Across

2. A deficiency disease caused by a lack of iodine.
3. An enlargement of the \_\_\_\_\_ gland is caused by iodine deficiency.
5. Iodised salt is a good source of \_\_\_\_\_.
6. Sorghum is a good source of carbohydrates in which country?
8. Vitamin A helps keep the \_\_\_\_\_ to stay healthy.
12. The nutrient needed to control body temperature.
14. Most meats and beans are a good source of this nutrient.
15. A good source of carbohydrates.

### Down

1. The body needs \_\_\_\_\_ to provide energy for the body and carry certain vitamins through the body.
2. Dark \_\_\_\_\_ vegetables are a good source of Vitamin A.
4. \_\_\_\_\_ helps the body to make red blood cells to carry oxygen from the lungs to cells throughout the body.
7. A good source of protein is the \_\_\_\_\_ nut.
9. \_\_\_\_\_ are good sources of protein and fats.
10. \_\_\_\_\_ worms are a good source of protein and iron.
13. Carbohydrates are the body's most important source of \_\_\_\_\_.
16. A deficiency disease caused by a lack of iron in the blood.
17. A lack of this nutrient leads to the disease called pellagra



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## Activity 1.9: Then and Now

This activity will take 2 group meetings to complete.

**Project skill:** Compare the food and nutrition practices in Namibia today with the practices in the past.

**Life skills:** Acquiring knowledge.  
Communicating.  
Relating to and working with others.



Paper and pencils for group members to write their interview questions.

**Preparation:** Tell all the group members that they will need to bring paper and pencils for this activity.

### Introduction

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1. Explain to your group members that in this activity they will compare the food and nutrition practices in Namibia today with the practices in the past.

### Experience

2. Tell everybody that this activity will give them a chance to learn about what the food and nutrition situation was like in Namibia 20, 30 or maybe even 40 years ago.

Explain that once they learn about the past, group members will be able to compare it with how things are today.

They can expect to learn:

- what is the same,
- what is different and
- why these similarities and differences might exist.



3. Ask each person to think of an elderly person living in the area. The person could be a relative, neighbour or even someone the young person does not know very well.

Explain that group members should work in pairs and will ask the elders if they may interview them about the food and nutrition situation when they (the elderly person) were young.

## Activity 1.9: Then and Now

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4. Lead a discussion for the group members to develop ideas for how to explain to the elders the reasons for wanting to talk to them. Important points to remember are:
  - They should introduce themselves politely.
  - The interviewers should explain to the older person what they are doing and why they need this food and nutrition information. It is very important that the elder person understands what is needed and trusts the young people who are doing the interview.
  - The interviewers should ask permission to write down the information and explain that this is necessary to help them to remember the information correctly.
  - It is important to thank the elders for sharing some of their knowledge and history.
5. Help your group members to develop the questions that should be asked in the interview. Some examples are:
  - Where did you live as a young child? As a young adult?
  - When you were a young child, what foods did you eat most often?
  - When you were a child, did your family grow a garden? If so, what did it grow?
  - Was there more food available to you than now? Less? Why do you think that was so?
  - Were there any times when you were very hungry because you did not have enough food? Tell me/us more about this.
  - Please tell me what you usually eat and drink during a day.
  - How does this differ from what you usually ate and drank when you were younger?
  - Do you think the food situation in Namibia is better now than it was in the past? If so, how? Or, how is it worse?
  - Do you think people were healthier in the past than they are now? If so, why? Or, how are they healthier now?
  - What do you think are some reasons why the food situation has changed over the past years—if it has changed?
  - What changes would you like to see in what Namibians are eating now?



*Encourage group members to develop their own questions and explain that it is better to plan their questions in ways that do not suggest to the people they are interviewing that some answers are better than others. Explain that this is because it is important to learn from what our elders have to say, so in this activity there are no “right” or “wrong” answers, just interesting ones.*

### Process

6. Have your group members divide into pairs and give them 10 minutes to practice a 5 minute Role Play of a young person interviewing an elderly person.
7. After each Role Play has been presented, ask everyone to describe what went well in the interview and what could be improved.

Ask if they feel they want to do more Role Playing before they do their actual interviews.

8. Explain that each pair of members will be asked to report on his or her interview at the next group meeting.

## Apply

### After the interviews

9. At the next meeting, let each pair of group members work through their interview, one question at a time, and ask members to report what they learned from the elders.
10. To end this activity, ask the following questions to summarise and apply what was learned:
  - What are the main or most important things we learned from our interviews about food and nutrition today and in the past?
  - What did you learn about conducting interviews?
  - If you could do the interview again, what would you do the same? What would you do differently?
  - How does the current food and nutrition situation in Namibia compare with the situation in times past? What is the same? What is different?
  - What do you think are these reasons for these similarities and differences?
  - Overall, do you think the current situation is better or worse than it was in the past?
  - Did you learn any ideas about how we could improve our current food and nutrition situation? What could we do?
  - Would you like to use your interviewing skills to interview other people about certain topics? If so, what topics? What types of people would you interview about each of those topics? What would you want to learn from these interviews?







## 2. The Importance of a Healthy Diet

Many Namibians have come to understand the word *Diet* to mean the kind of foods that people eat for slimming or losing weight, but the word really means all the foods and beverages (drinks/liquids) any person consumes, even those who are not slimming. So a good diet means a Healthy Eating Plan and healthy and balanced nutrition means eating the right type of foods in the right quantities to keep healthy, keep fit, and enjoy life.

For our nutritional well-being we need to have a variety of nutritious, safe and acceptable foods that meet the dietary needs of all members of the household every day throughout the year.

This section of your Handbook includes 8 activities that will help your group members to understand the meaning and importance of having a healthy diet and a Healthy Eating Plan.





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## Activity 2.1: The Ups and Downs of Nutrition

Project skill: Understanding the results of both healthy and unhealthy eating habits.

Life skill: Acquiring Knowledge  
Developing communication skills.  
Working with others.



Copies of the game The Ups and Downs of Nutrition, dice and players' markers or pieces (seeds, stones, etc.) for playing the game.

Food Guide for Namibia poster.

Copies of the Basic Facts about Nutrition Handout

Preparation: Check to make sure that you have all the dices and enough seeds or stones to use as marker pieces ready for playing the games.

Put up the Food Guide for Namibia poster where everyone can see it.



### Introduction

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1. Tell your Youth Club members that they will be playing a game called The Ups and Downs of Nutrition in order to understand healthy and unhealthy eating habits and what the results are of these habits.

### Experience

2. Read aloud from How the Game Works.

First read about the purpose of the game and show your group members the Food Guide poster. Tell the members that the game is to help them to better understand the Healthy Eating messages of the poster.

3. Read out the steps or rules for playing the game and show everyone each step as you read about it.

Make sure that everyone understands the game before they start playing.



*You might want to display the game board while you or a group member demonstrates each step. If the group is not too big, you could place the game board on the ground or floor so that everyone can see you, or someone else demonstrate the steps.*

4. Ask your members to form groups of 2 to 6 people.

*The game may be played by up to 6 people, but this may make it a bit crowded, so if you have enough games, it would be better to have no more than 4 players per group.*

### Process

5. Give each group a game board, a dice and marker pieces for each person. Tell the groups that they may begin playing the game.

6. Move among the groups and help those who may have problems with how to play the game.
7. After all the groups have finished the game (or when you feel it is time to end the playing), ask everyone to come together as a large group.

## Apply

8. Ask the following questions to summarise the nutrition messages in the game:
  - What did you learn from this game?
  - What Healthy Eating habits did you learn from this game?
  - What did you learn about the results of unhealthy eating habits?
  - Does playing the game help you to remember or better understand the Guideline messages on the Food Guide poster?
  - What nutrition messages did you not understand?
  - Who can explain these to help the other group member/s to understand?  
*If it will help, use the Basic Facts about Nutrients Handout to help with this.*
  - How can you use what you have learned from this game?
  - Would you like to play this game again sometime?
  - How can you use what you have learned from this game to help friends, family or community members to learn about Healthy Eating?

### **Nutrition messages in the Ups and Downs of Nutrition game**

1. Eating a balanced diet gives a lot of healthy energy.
2. Eating a variety of foods keeps you fit and healthy.
3. Eating the same food everyday can make a person feel tired.
4. Eating breakfast helps a person's brain and helps them to do well in school.
5. Drinking milk gives you strong bones and teeth.
6. Eat a balanced meal and be a winner!
7. A person who does not eat enough fresh fruit can catch colds and other infections.
8. Eat three meals a day and feel good all day.
9. Not eating whole grain products can cause the deficiency disease called pellagra.
10. Goitre is one of the results of not eating iodised salt.
11. Eating a lot of sugars, fats and oils make a person fat and unhealthy.
12. Eating fish makes a person feel strong.
13. Germs from poor food hygiene can cause diarrhoea.
14. Drinking a lot of liquid is good for the body's functions.
15. Drinking beer/alcohol is not good nutrition.
16. Eating a lot of sweets or sugars is not good for the body.
17. Too much salt can cause heart pains from high blood pressure

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# How to Play The Ups And Downs Game

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This is a simple and easy game to play. It may be played by 2 to 6 players.

## Why should we play this game?

This game is to help players understand the results of both healthy and unhealthy eating habits. It will help us to learn how to make good and wise choices about food.

## Directions for Playing the Game

### 1. Setting Up the Game

- Each player chooses a seed, stone, etc as their marker piece.
- Place the game board so that all the players can easily move their stones from square to square.
- Look at the game board. The squares are numbered from 1 to 100. When a player throws the dice, his or her marker (stones or seeds, etc) should move across the board following the numbers.
- The game numbers start at square number 1, which is in the bottom left corner of the board. Arrows on the board will help to show the way to the next row of numbers to be followed.
- When a player's marker gets onto a square with a ladder, this is a good eating habit. This means that the player can move his or her marker up to the top of the ladder, which helps them to have a better chance of being a winner!
- When a player's marker gets onto a square with a slide, this is an unhealthy eating habit. This means that the player must move his or her marker down the slide and will slow down the player's chances of being a winner.

### 2. Playing the Game

- Before starting the game, players' markers should NOT be on the board.
- To find out which player will start the game, each player takes a turn to throw the dice. The player who gets the highest number on the dice gets to start the game.
- This starting player should throw the dice again and then move his or her marker, counting the number of squares according to the number shown on the dice. Counting should start from square number 1. For example, if the player's dice shows 5, the marker should move to square number 5 on the board.
- When a player has moved their marker by counting the squares, that person's turn is over until all the players in their group have thrown their dice and moved their markers. More than one marker may be on the same square at the same time.
- When a player's marker ends its move on a picture square at the bottom of a ladder, that marker must climb up to the picture square at the top of the ladder. For example, if a player's move ends on square number 8, the player should move up to square number 31. Notice that the pictures on these two squares are related.



*The player should say out loud the picture message at the bottom of the ladder and also the picture message at the top of the ladder.*



- When a player's marker ends its move on a picture square at the top of a slide, that marker must move down to the picture square at the bottom of the slide. For example, if a player's move ends on square number 46, it must move down the slide to square number 25. Again, the pictures are related.

*The player should say out loud the picture message at the top of the slide and also the picture message at the bottom of the slide.*



It is important that players should read out these messages on the squares so that everyone can understand the good results of Healthy Eating habits OR the poor results of unhealthy eating habits.

*When a player has difficulty reading these messages, other players may read it for them.*

A player's turn is over when they have finished moving their marker by:

- Moving up a ladder or down a slide
- Counting out the squares.

### 3. Winning the Game

The first player to reach square number 100 wins the game. A player can get there in 2 ways:

- By getting the right count of squares to end on 100. If the count would take a player past number 100, he or she should not move, but try again in their next turn until the dice shows the right number.
- When a player's move ends on square number 80. By eating a balanced meal which contains foods from all 4 Food Groups, the player can move his or her marker up to square number 100 and become a winner!





## Activity 2.2: Keeping a 3-Day Food List

This activity will take 2 group meetings to complete.

**Project skills:** Record (write down) all the foods and liquids (beverages) consumed over a three-day period of time.

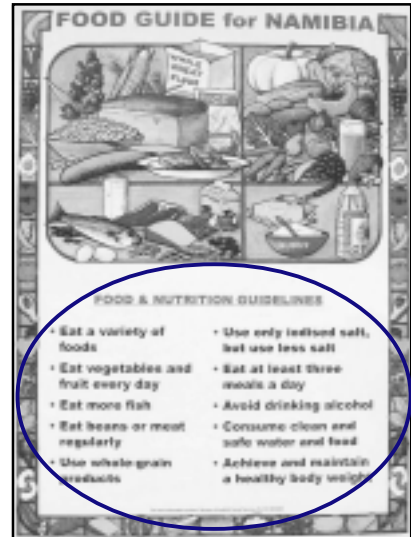
Analyse each 3-Day Food List for the ways in which it does and does not match the guidelines on the Food Guide poster.

Decide how to improve one's eating habits.

**Life skills:** Managing resources.  
Making decisions.  
Solving problems.  
Working with others  
Communicating



The Food Guide for Namibia poster.  
Members' Basic Facts about Nutrition Handouts from Activity 1.4.  
Workpad poster for this activity.  
Paper and pencils



**Preparation:** Put up the Food Guide for Namibia Poster where everyone can see it clearly.

Ask group members to bring the "Basic Facts" Handouts from Activity 4, and paper and pencils for working.

Make a Workpad poster chart that looks like this:

DAY	Cereals	Fruits and Vegetables	Meat, beans, milk, etc	Fats, Oils & Sugars	Liquids
1					
2					
3					

### Introduction

1. Begin by explaining to everyone that in this activity they will keep a record of all the foods and liquids (beverages) that they eat and drink over 3 days. Then they will look at each 3-Day Food List to find ways in which it does and does not match the guidelines on the Food Guide poster and decide how to improve their eating habits.

### Experience

2. Explain to your group members that you would like them to make a list of all the foods and liquids they eat and drink over the next three days.
3. Encourage everyone to keep their lists as completely as possible. Explain that this activity is for *learning purposes*, and no one else will look at their food list or judge them on what they are eating and drinking.
4. Ask everyone to bring their Food Lists to the next group meeting.

## Process

5. At the next group meeting, display the Food Guide poster for the group.
6. Review the following “Food & Nutrition Guidelines” on the Food Guide poster with the group members:
  - Eat a variety of Foods
  - Eat vegetables and fruit every day
  - Eat more fish
  - Use whole grain products
  - Use only iodised salt, but use less salt
  - Eat at least three meals a day
  - Avoid drinking alcohol
7. Remind everyone that we should have foods from the 4 Food Groups every day. Let the group members refer to the picture on the Food Guide Poster and ask them to describe these Food Groups and the types of food they contain:
  - One group contains Cereals such as brown bread, mahangu, sorghum, rice, noodles and cereal.
  - The second group contains fruits and vegetables.
  - The third group is made up of meat, fish, eggs, milk, beans, nuts, mopane worms and similar foods.
  - The fourth group is made up of sugar and fats such as oil, butter, and margarine. It is good to encourage them to think of other foods that belong in each group.
8. Put up your Workpad poster chart for this activity to help them use it as a guide for the following step.
9. Ask everyone to look at their 3-Day Food Lists to find out how well their eating habits match the Food Guide. The following steps might be helpful in guiding them through this:
  - Ask the group members to look at their list of foods and beverages for Day 1.
  - Ask them to count up the number of foods and drinks (beverages) they had that day from each of the four food groups. If they had the same food or liquid more than once during the day, tell them to count it each time as foods from a particular Food Group.
  - Suggest that they draw a chart on their paper something like the one on your Workpad poster, but with the counted food marked in.

A completed chart may look something like this:

Day	Cereals	Fruits & Vegetables	Meat, beans, milk, etc	Fats, oils & sugars	Liquids
1	✓✓✓	✓	✓✓	✓✓	✓✓✓✓
2	✓✓✓✓	✓✓	✓✓	✓	✓✓✓
3	✓✓✓		✓✓		✓✓✓

## Apply

10. Let your group members look at your Workpad chart and think about the following questions:
- Did you have at least one food from each group each day?
  - Did you have at least 3 portions or servings from the whole grain group each day (for example, mahangu, bread, rice, pasta, cereal)? *Point out that this food group should supply the largest part of the diet, so a person should eat more from this group than from the others.*
  - Did you have at least two fruits each day?
  - Did you have at least three vegetables each day?
  - Did you have portions or servings of food from the beans, meat, nuts and milk (protein) group each day?
  - Did you have small amounts of sugar and fats each day? *Explain that, while a person can go without sugar, if he or she did not have fats or oils, that person would soon have problems.*
  - Based on what you learned from this, how could you improve your diet so that it would include a bigger variety of foods, especially from the grains group and the fruits and vegetables group?



*Some members might want to talk about what they ate and what they did not eat and may be willing to share this information for group discussion. However, don't insist that everyone shows their numbers to the whole group because some of them might be embarrassed by not having a balanced diet, especially if money for food is short in the family.*

11. Ask the group to think about and discuss the following questions:
- Did you eat foods rich in Vitamin A, niacin, iodine, and iron every day?
  - If you did not have each of these nutrients each day, can you think of what you could add to your diet so that you would get these nutrients each day?
12. Ask each person to decide on three goals they have for improving their diets or Eating Plans in the next few weeks.  
Ask if anyone would like to talk about his or her goals, but don't insist on this, as they might want to have more time to decide on what goals are most important and realistic for them.
13. Explain that in Activity 2.4 you will ask the group members how well they did in achieving their goals for a healthier diet. In this activity, they will also be using their 3-Day Food Lists and charts again, so they should keep these lists and any new Food Lists they wish to make at home.





## Activity 2.3: Planning a Balanced Meal

**Project skill:** Using knowledge of nutrition to plan balanced meals

**Life skills:** Solving problems  
Managing resources  
Working with others.



Food Guide Poster  
Workpad and Marker  
Pencils and paper

**Preparation:** Ask your group members to bring paper and pens or pencils for this activity.

Using your Workpad and a pencil, turn the Pad sideways and draw the following table:



Meal	Food Groups
1. Sorghum or Somp and dried beans, with Spinach or Rape, and butter, oil, cream or cooked fat	4
2. Mealiepap and Soya "meat", e.g. Imana or Toppers, cooked with Carrot and cabbage.	3
3. Bread (including mahangu bread) and meat, fish or chicken	2
4. Mahangu, yoghurt or cultured milk, little sugar or honey	3
5. Noodles, cheese and Spinach	3
6. Rice, fish (fresh tinned or dried) and fried onion leaves	4

When you have finished drafting this table in pencil so that all the information fits neatly, go over it with your marker and then rub out all the pencil, so that your table is now neat and will be seen clearly.

Keep this Poster so that you can use it again for other times when you do this Activity with other Youth Groups.

### Introduction

1. Explain to everyone that in this activity they will be using knowledge of nutrition learned in previous activities to plan for Healthy Eating and balanced meals.

### Experience

2. Display the Food Guide poster for easy reference by your participants.
3. Ask someone in the group to use what they have learned in previous activities to explain to everyone how good nutrition works.

**Expected explanation:**

Good nutrition combines different foods from the Food Groups in our meals so that the body gets all the right nutrients it needs in order to function properly.

*Encourage input from other group members to help if the person giving the explanation gets stuck or has difficulty.*

4. Put up your Workpad poster to display your table of meals, but cover up the column showing the Food Groups.
5. Now work down the list, discussing each meal and asking the group to name how many food Groups each one contains.
6. When you have worked through the list, uncover the Food Groups column so that everyone can see if they were right about the number of Food Groups in each meal.
7. Remind everyone that variety is very important to make sure that a person gets enough of the right nutrients. Point out that even though a meal may contain all 4 Food Groups, there may be something which may be added to the meal to make sure that it contains more nutrients.
8. Work through the list of meals on your Table again, this time asking for ideas for what may be added to increase the variety or the number of food groups in each meal.

Some examples are:

1 Sorghum or Samp and dry beans, with Spinach or Rape, and butter, oil, cream or cooked fat.

- Could include a fruit or fruit juice.

2 Mealiepap and Soya "meat", e.g. Imana or Toppers, cooked with Carrot and cabbage.

- Some butter or fat may be added. Perhaps also a fruit?

3 Bread (including mahangu bread) and meat, fish or chicken

- Add cooked or raw vegetables (salad). Spinach, tomato, lettuce, etc.

4 Mahangu, yoghurt or cultured milk, little sugar or honey

- Add apple, pear, banana or guava

5 Noodles, cheese and Spinach

- Add a tomato

6 Rice, fish (fresh tinned or dried) and fried onion leaves

- Serve with a cup of Rooibos tea.

9. The importance of snacks

Explain that, while it is important that a meal is as balanced as possible, it is not always possible to have ALL Food Groups, or enough nutrients, in one single meal. Therefore it is more realistic to devise a Healthy Eating Plan or diet which tries to supply these important nutrients over 1 day.

Snacks are a good way of helping with this, especially for children, the elderly, those who work in the fields or bush for long hours, or when it is too hot to eat one big meal, etc. Snacks are small meals which, although not complete in themselves, can help to add to the daily nutrients needed by the body as well as prevent hunger.



10. Ask your group members to think of some ideas for good snacks (especially if they have favourites that they enjoy at home!).

Some ideas are:

- Yoghurt or cultured milk with fruit or sprinkled with chopped seeds or nuts (pumpkin seeds, Inara pips, etc);
- Biltong or dried fish;
- Nuts or seeds on their own;
- Fruit (embe, jakkalsbessie/ omwandi, paw paw, etc)
- Bread with peanut butter or marmite;
- A raw carrot;
- A glass of milk or yoghurt;
- Bread soaked in milk or soup.
- Wild sedge bulbs(omahenge, intsikane, uintjies)



## Process

11. Making a Healthy Eating Plan

Divide everyone into small working groups of 3 or 4 people.

Point out the Guidelines on the Food Guide poster.

12. Explain that each group should use these Guidelines as reference to make a Healthy Eating Plan for 3 days, which consists of 3 meals with snacks in between. When making these plans, they should also be able to explain how many Food Groups they have in the Healthy Eating Plan for each day.

*Point out that this part of the activity is to get creative ideas for planning a diet with good, balanced meals without spending lots of money. Everyone should understand that we need to get over the idea of "poor man's food" or that good nutrition is only for rich people. So the challenge for all the groups is that their Eating Plans should contain traditional or veld foods or others which are easily available or cheap to buy.*

*Encourage everyone to include their own favourite dishes from home so that these ideas may be shared with everybody later.*

13. Give all your groups about 10 minutes to discuss and draw up their Healthy Eating Plans (also known as menus).
14. Have each group present their Healthy Eating Plan to the other groups by reading out what they have chosen for meals and snacks for each day, as well as the Food Groups which they contain.

## Apply

15. Have everyone come together to form one large group again.

16. Review the Activity by leading a discussion on what they have learned. Encourage this discussion by asking questions, which may include the following:
- What have you learned from this activity about planning balanced meals and making Healthy Eating Plans?
  - How can making and using a Healthy Eating Plan help and encourage people to have better eating habits?
  - How can planning help people to have more affordable nutrition?
  - What problems did you have during this activity?
  - How can these problems be solved?
  - How could we benefit from learning about and trying some of the traditional foods eaten by people of other Namibian cultures?
  - How do you think Namibian nutritional health could be improved by trying different traditional foods?

Try to find out if any participants still have problems understanding how Food Groups and nutrients are important, and help them to understand the information. Other participants may also help with this.

17. Ask your group members to keep the Eating Plans or menus that they have worked on in this activity. Explain that these will be needed for the next activity.



*A balanced meal is one which contains food from all the Food Groups.  
A Healthy Eating Plan is a way of making sure to have a variety of foods  
from all the Food Groups during the course of one day.*

Information for this activity was adapted from *Facts about HIV and AIDS, Caring for Someone with AIDS* and *How to Make a Kitchen Garden*, © M. Futter

## Activity 2.4: A Healthy Eating Plan

Project skill: Using knowledge of nutrition to make a Healthy Eating Plan.

Life skills: Managing resources  
Working with others



Food Guide for Namibia Poster  
Workpad and Marker  
Pencils and paper  
3-Day Food Lists from Activity 2.2  
Healthy Eating Plans from Activity 2.3



Preparation: Ask your group members to bring paper and pens or pencils for this activity.

Ask everyone to bring their 3-Day Food Lists from Activity 2.2 and their Healthy Eating Plans and menus from Activity 2.3

Using your Workpad, pencil and marker, turn the Pad sideways and draw the following chart:

	Day 1.	Day 2.	Day 3.
<b>Breakfast</b>			
<b>Snack</b>			
<b>Lunch</b>			
<b>Snack</b>			
<b>Dinner</b>			
<b>Drinks</b>			

### Introduction

1. Explain to your group members that in this activity they will be using their food lists and knowledge of nutrition that they learned in the previous 2 activities to make new Healthy Eating Plans, which build in foods they normally eat or which are locally available.

### Experience

2. Ask everyone to form the same small groups of 3 or 4 people that worked together on Eating Plans or menus in the previous activity.
3. Explain that each group should take out the 3-Day Food Lists and Eating Plans that were made before, and point out that:

## Activity 2.4: A Healthy Eating Plan

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- Each small group should make 1 Healthy Eating Plan using all the meals and foods from the 3-day Food Lists of the members in their group.
- That the new Healthy Eating Plans should also include snacks.

### Process

4. Put up the Food Guide Poster and your Workpad chart.
5. Explain that:
  - Group members may use the Food Guide Posters as reference when making their Healthy Eating plans.
  - Each group's Healthy Eating Plan should be drawn out like your Workpad example, with the foods for each day written into the Plan.
6. Give all the groups about 30 minutes to work on their Healthy Eating Plans. During this time, move among the groups and offer help and guidance.

### Apply

7. When the groups have finished making their Healthy Eating Plans, let each group have a turn to read this out and explain it to everybody else.

Encourage comment, discussion, suggestions and input from all the Youth Club members at the end of each presentation.

A finished Healthy Eating Plan, or 3-day Menu, may look something like this:

	Day 1.	Day 2.	Day 3.
<b>Breakfast</b>	Jungle oats with milk and sugar	Bread, egg and tea	Palm fruit and pumpkin
<b>Snack</b>	Banana or pawpaw	Guava	Embe
<b>Lunch</b>	Beans with sorghum and spinach	Porridge with wild spinach	Rice and meat
<b>Snack</b>	Oshikundu	Marual nuts with omaere / yoghurt	Omaere
<b>Dinner</b>	Mieliemeel with fish and tomato	Porridge with mopani worms and cabbage	Sorghum with chicken, with carrots and onion
<b>Drinks</b>	Milk, water	Fruit juice	Tea

8. End the activity by encouraging a discussion. Guide the discussion by asking questions such as:
  - Do you think making a Healthy Eating Plan is a good way to develop healthy eating habits? Why?
  - How do you think it would help family and community members to learn how to good nutrition which contains a variety of foods from all 4 Food Groups?
  - What are good ideas for ways in which you could help your community to learn about the importance of Nutrition and of Healthy Eating Plans?

Information for this Activity adapted from "Facts about HIV/AIDS" and "Caring for Someone with AIDS" © M. Futter

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## Activity 2.5 Affordable Nutrition Survey

This activity can be done over several weeks, including school holidays.

**Project skill:** Understanding of the kinds of foods which are easily available and affordable within the community.

**Life skills:** Acquiring knowledge.  
Communicating.  
Working with others.  
Solving problems



Food Guide Poster  
Workpad and Marker  
Pencils and paper

**Preparation:** Ask your group members to bring paper and pens or pencils for this activity.

Using your Workpad and marker, make a poster like the one on the right:

Homegrown Food	Veld Food	Bought Food

### Introduction

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1. Explain that the reason for this Survey activity is to get a better understanding of the kinds of foods which are available within the community.

In other words, now that Youth Club members have learned about good nutrition, is it possible to put this knowledge into practice? Are there enough of the right kinds of locally available foods so that group members and people in the community can have a balanced diet, with a variety of foods from all 4 Food Groups?

### Experience

2. Explain that the foods they should list in this Survey should be home-grown food (vegetables, fruit, meat, milk, etc), veld or bush food (fish, ombidi, mopane worms, embe, uintjies, etc) or foods which can be bought cheaply in shops, dried beans, lentils, onions, pilchards, etc.)
3. Let everybody form working teams or pairs.  
*When doing this, let the members chose who they want to work with, or to put groups/pairs together according to those who live close to each other or are even from the same family, so that it is easier for them to work together.*
4. Put up your Workpad Poster to show how the working teams or pairs could list these foods by making 3 columns in order write the available foods under each heading.
5. Point out that:
  - A lot of information can be got by thinking about what they eat in their own homes or from getting ideas from family.
  - The list of Bought foods can be made by going to local shops and checking prices and then listing these items in the column.
  - Friends and family members are good sources of information on foods that are available in different seasons of the year, so discussion is important for remembering and listing all the foods.
  - "Affordable" does not just mean food that is cheap to buy, but also means those foods which do not cost money, such as veld food or homegrown food (fruit,

## Activity 2.5: Affordable Nutrition Survey

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vegetables, meat, etc). In other words, foods that *save* people money.

- “Affordable nutrition” means being able to get foods that have the right quality. That is, foods which are nutrient rich, to make sure that people can have a balanced diet if they have a Healthy Eating Plan.

### Process

6. Set a date for when the Survey should be finished and plan the meeting when all the teams will present their Surveys.
7. Let everyone have a discussion and share ideas about how they may go about doing their Surveys. This is also a good chance for them to talk about any problems they may have about doing their surveys and get advice from other group members about how to solve them.

### Apply

8. When the groups next meet, let each group or team present their Survey to the rest of the Youth Club members.
9. Explain that the purpose of doing a Survey is not just to collect data or information for an empty reason, but that a Survey is done so that we can plan to take positive action based on the information which has been collected.
10. Let all the teams or groups come together to form 1 large group and ask them to discuss and give their opinions on the following:
  - Based on what you learned by doing your Surveys, do you think there are positive ways for people to improve their nutrition according to the Guidelines on the Food Guide Poster? Explain.
  - Do you think families could improve nutritional quality by having better knowledge? Explain.
  - Many Namibian families are struggling and have little or no money. What can be done to help them to improve their nutrition in:
    - (a) rural communities where they could perhaps grow things but can’t always get to shops or to buy from them
    - (b) urban areas where it is not easy to get veld foods and there is little or no money to spend in shops?
11. Encourage discussion about finding positive solutions for:
  - Poor nutrition caused by lack of knowledge about Healthy Eating Plans and balanced meals.
  - Poor nutrition resulting from beliefs that expensive food is better than cheap, local food.
  - What we can do as Youth Club members and as a society to make sure people do not go hungry and to overcome malnourishment in Namibia.





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## Activity 2.6: Convincing Others to Change

**Project skill:** Using knowledge of nutrition to convince others to change their eating habits.

**Life skills:** Communicating.  
Relating to and working with others.  
Solving problems.  
Applying leadership skills.

### Introduction

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1. Explain to your group members that this activity will involve them in Role Playing situations where one person will use his or her knowledge of nutrition to convince another person with unhealthy eating habits to change.

### Experience

2. Explain that each Role Play will last only about 5 minutes. After each Role Play, the presenters will be asked questions and then everyone in the group will be asked to discuss the situation that was just acted out.
3. Ask for three volunteers to take part in the first Role Play. Give each person one of the following roles:
  - An 8-year old boy who does not want to eat breakfast because he does not like the food being served (a bowl of porridge, an orange, and a glass of milk).
  - A 16-year old girl who does not want to eat breakfast because she thinks that she will get fat if she does.
  - A parent who has prepared the breakfast and understands that it is very important for everyone to eat a good breakfast.

The parent should show his or her understanding of the importance of a good breakfast by trying to convince the children to eat their breakfast. The parent should try to convince the children without threatening them with punishment or bribing them with treats or other rewards.

Encourage everyone to do their best to play the role assigned to them, but let them know that they can have fun as they do this.

### First Role Play

#### Process

4. When they are ready, help the three actors to arrange themselves in front of the group. Ask them to go ahead and play their roles.
5. At the end of the Role Playing (or when it seems that the actors are just repeating themselves rather than introducing new information), say that the role playing is finished.  
  
Point out that it is now time for the actors to stop being the people in the Role Play and go back to being themselves.



## Activity 2.6: Convincing Others to Change

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6. Ask the actors the following questions:
  - How did you feel when you were playing your role?
  - Have you ever behaved like that in your real life?

Ask the actors who were playing the 2 children:

- Were you a little bit or totally convinced to eat breakfast by the person playing the parent?
- In what ways was the parent convincing?
- In what ways was the parent not convincing?

Ask the person who played the part of the parent:

- Did you feel confident with your understanding of nutrition?
- Is there additional information you needed?

## Apply

Ask the following questions for the whole group to discuss:

- How common do you think it is for a parent or other caregiver to try to convince children that it is important to eat breakfast?
- Has anything like this happened in your family?
- How convincing was the “parent?” What did the “parent” say that was most convincing? Least convincing?
- If you were in the parent’s role, what would you have said in order to convince the children to eat breakfast?
- Why might some people not eat breakfast even if they are told about the benefits of doing so?
- What ideas do you have for helping them change their attitudes and behaviour?

## Second Role Play

### Process

7. Ask for 2 volunteers and give each one of the following roles:
  - A very fat (obese) person who eats a lot of fried foods and a lot of sweets.
  - A friend who wants to convince the fat person to eat less fats and sugar and change to better eating habits.

The friend should use his or her understanding of nutrition to try to convince the overweight person to cut down on how much fat and sugar he or she eats every day.

The friend should be sensitive to the feelings of the overweight person.

8. When they are ready, help the two actors arrange themselves in front of the group and begin their Role Play.
9. After three to five minutes, end the Role Play Point and ask each actor the following questions:
  - How did you feel playing your part?
  - Have you ever felt like that before in your real life?

Ask the person who played the part of the fat person:

- Do you think your friend was convincing about needing to eat less fat and sugar?

Ask the person who role played the friend:

- Did you feel confident with your understanding of nutrition?
- Is there additional information you needed?

## Apply

10. Ask the following questions for the whole group to discuss:

- How common do you think it is for a friend to try to convince a person to change his or her diet so that it contains less fat and sugar? Explain.
- Did you believe the "friend"? What did the "friend" say that was most convincing? Least convincing?
- If you were in the friend's role, what would you have said to convince the fat person to change his or her eating patterns?



- Apart from eating too much fat and sugar, what do you think are some other reasons why people are overweight?
- Why do you think some overweight people do not want to change their eating habits?
- What ideas do you have for helping them change their attitudes and habits or behaviour?
- What is the value of using role playing as a way of sharing knowledge?
- When might you want to use role playing again?

11. End this activity by asking your group members to think of other role playing situations that would involve trying to get others to change their eating habits.

Discuss what the roles would be and encourage the group to think of questions that are important to discuss regarding each situation.





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## Activity 2.7: What Is a Balanced Diet?

This activity will take 3 group meetings to complete.

**Project skill:** Create a piece of art that expresses the meaning of “a balanced diet” or Healthy Eating Plan.

**Life skills:** Communicating.  
Relating to others.  
Taking community action.



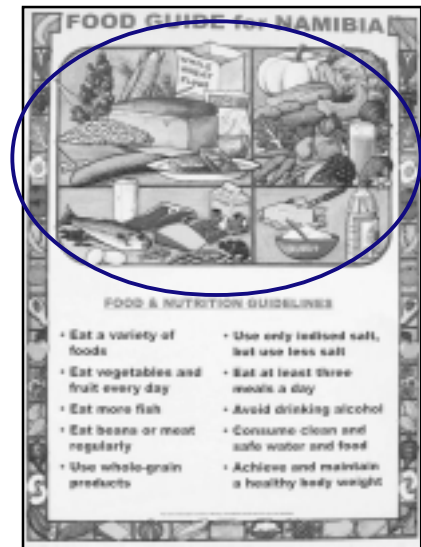
Food Guide for Namibia Poster  
Workpad and marker

The piece of art you have made as a sample  
Large and small pieces of cardboard, wire,  
string, magazine pictures, glue, etc needed  
to make art pieces.

**Preparation:** Make a sample piece of art to give group members an idea of what can be done.

Collect any materials that you think may be useful for group members to use in this activity.

Tell your group members well in advance that they are going to make a piece of art and encourage them to collect materials which may be useful for this (see Step 3 below).



### Introduction

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1. Explain to your Youth Club members that this activity will give them the chance to be creative by making a piece of art. Tell them that the piece of art should show their understanding of what “a balanced diet” or Healthy Eating Plan means.

### Experience

2. Let everyone look again at the Food Guide poster and remind them that the main picture or Food Guide shows the 4 Food Groups which contain all the nutrients needed for a “balanced diet”.
  - Point out that you have displayed the poster to remind them of good nutritional information and to help them think of ideas for their project.
  - Explain that they should not copy this poster, but rather think of their own ideas for making a piece of art which would best explain the message.
3. Suggest different ways in which they could make their pieces—for example, drawings, collages made from magazines and newspapers pictures and sculptures using recycled materials.
  - Explain that they should think about using materials such as stones, twigs from trees, thorns, old wire, empty cans and bottles, and other items they find lying around the village.
4. Show the youth the piece of art you have created and explain how it shows what “a balanced diet” means to you.

## Activity 2.7: What is a Balanced Diet?

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- Point out that they do not have to copy your example and that everyone should use their own ideas.
  - Explain that their pieces of art can look funny and strange or they can look realistic.
5. Tell everyone that they should bring their pieces of art to the next group meeting and that each person will be asked to describe what he or she was saying in their art.

### Process

6. At the meeting, give everyone time to display their work where everyone can see it clearly.
7. Ask group members to describe how his or her artwork shows their understanding of “a balanced diet”.
8. When everyone has done this, ask discussion questions such as the following:

- What did you learn from this activity?
- As you listened to each person explain what he or she thinks “a balanced diet” is, did you hear some ideas repeated from person to person? That is, were there any similarities in what members think about “a balanced diet?” If so, what were they?

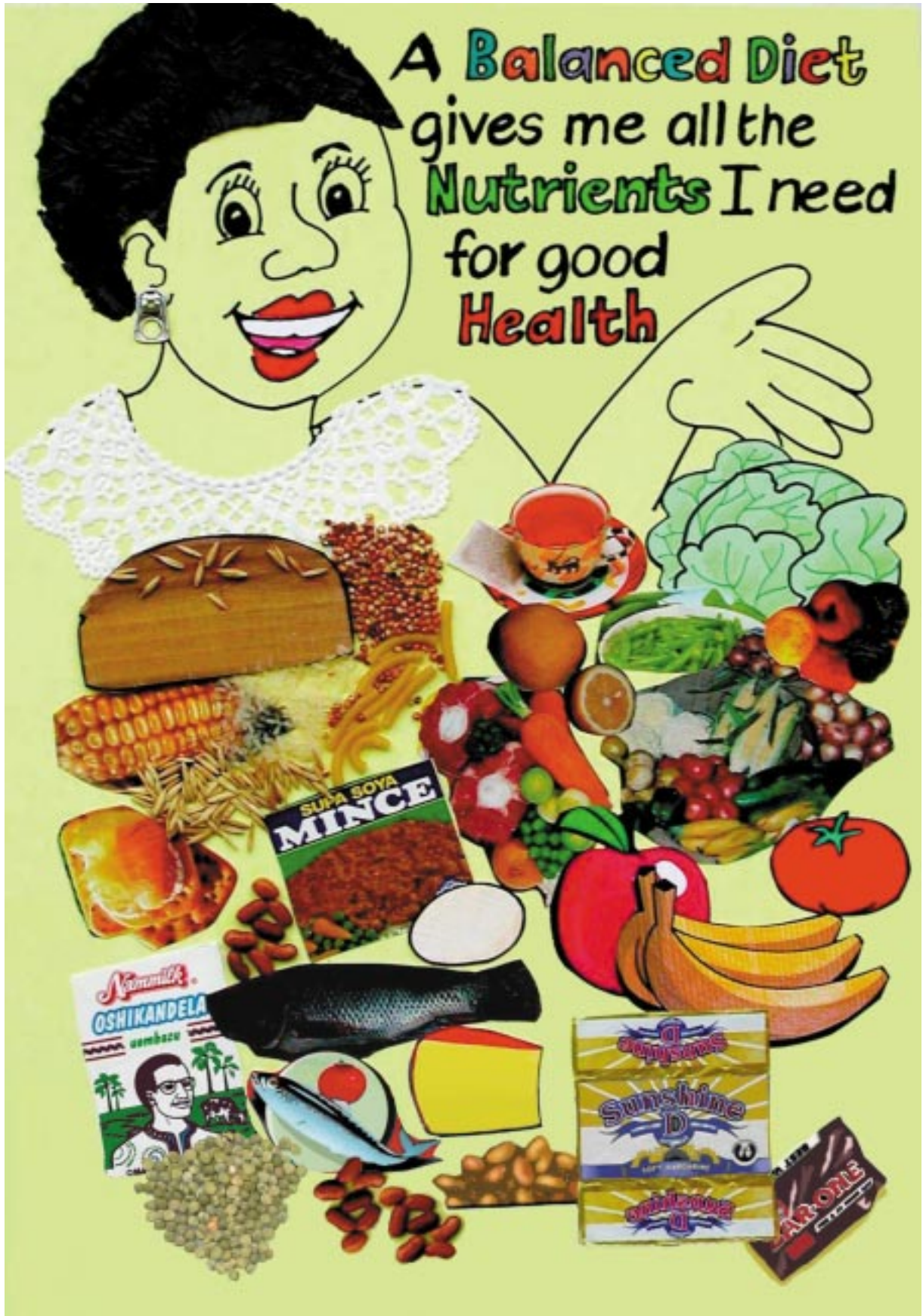
*Use your marker to list these ideas on a page of your Workpad so all group members can see them. Save the Workpad lists that you made during this activity to use again and refer to during future activities, or to get ideas for new and future activities.*

- Were there any ideas that were different from all the others? If so, what were they? (Make a separate list of these unique ideas.)
  - Using all these ideas about what “a balanced diet” means, summarise these ideas into a description or definition of “a balanced diet.” Write it on your Workpad.
9. Encourage your group members to put up their art pieces in a public space somewhere in the village (for example, a shop, a clinic, the school, a community building). Suggest that they:
- Get permission to set up the display from the owner or manager of the building,
  - Discuss the date of their display or exhibition,
  - Make a name card to place by each piece of art to identify the person who made it,
  - Write their meaning of “a balanced diet” on a large piece of paper or cardboard and place that next to the art pieces so that people who see the display may understand it.

### Apply

10. At a future group meeting, ask the youth if they got comments about their art display and what these were.  
Discuss the importance of sharing their knowledge with their families and community.









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## Activity 2.8: Collecting Your Own Recipes

This activity will take 2 group meetings to complete.

**Project skill:** Collecting recipes to create a valuable resource for current and future use

**Life skills:** Acquiring knowledge  
Working with others  
Solving problems  
Managing resources



What is needed for collecting recipes: notebooks, files, pens or pencils, etc  
Your own recipe file or collection

**Preparation:** Tell your participants in advance that they will need notebooks, files, pens or pencils, etc

If you haven't already started a recipe collection of your own, try to have a few collected by the time you are going to present this activity.

### Introduction

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1. Explain to your group members that it is important that anyone who is to work with or share knowledge with others about nutrition should have good resources to use as reference.
  - Tell the group that this activity is about investigating, researching and collecting different recipes to make themselves such a resource.

### Experience

2. Lead a discussion by asking: Why do you think collecting recipes would be of value to you and what are the benefits? Guide the discussion to encourage the following expected responses:
  - To make it easier to make a Healthy Eating Plan by learning how to combine foods;
  - To help with getting a good variety of foods in the diet by learning different ways to try different foods;
  - To learn to serve foods in interesting, appetising ways;
  - To learn more about cooking;
  - To collect and save traditional and other knowledge so that it can be of use.
3. Show your group the recipes that you have collected so far and explain that they may write or paste their recipes in a school exercise book, on the backs of recycled paper in their file, etc.  
They should keep their recipe files in a safe envelope or other place so that they do not get lost or damaged.

### Process

4. Point out that good recipes should not include fancy, expensive ingredients and should also make use of good, locally available or traditional foods.

## Activity 2.8: Collecting Your Own Recipes

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- Explain that creativity is important when some foods are not available and that they may also try to find recipes which they can change to include traditional foods or substitute one ingredient for another, for instance, replacing bought meat with dried fish.
5. End this part of the activity by leading a discussion to share ideas about where to find good recipes. Ideas are:
- Asking family members for the recipe of your favourite dish. If necessary, have the person make it while you write down what is done, the quantities, etc.
  - Asking friends or relatives to contribute a delicious recipe;
  - Collecting recipes from magazines (Drum, True Love, You, etc). If magazines are not easily available, group members should think about going to see shopkeepers and asking them for the old magazines which would otherwise be thrown away. (These would also be good to collect as resources for other activities, such as making posters).
  - Many food containers have good recipes, such as the side of flour packets, the back of labels on tins, etc.

### Apply

6. After some weeks, (when you think there has been enough time to collect recipes) let the group member bring a dish or make a dish in a meeting from one of the recipes they have collected. Remind them of the importance of Food Safety when preparing their food.
- Let each person present their dish and describe the ingredients that were used to make it.
  - Have everyone discuss how many food groups the dish has in it and if necessary, what could be added, perhaps as another dish, to the meal to make it a balanced meal.
  - Let each group member then share this recipe with other group members.

*Perhaps a good idea would be to make this Activity the last one, to celebrate the end of training a group of Rural Youth Cub members!*



### 3. Food Safety

Food safety is about handling, storing and preparing food to prevent infection and help to make sure that our food keeps enough nutrients for us to have a healthy diet. Unsafe food and water means that it has been exposed to dirt and germs, or may even be rotten, which can cause infections or diseases such as diarrhoea, meningitis, etc.

These diseases can make people very sick or even be life threatening. When people are sick, they are weak and would have difficulty working or concentrating at school. Some of these infections also make it difficult for our bodies to absorb the nutrients they need to get healthy. Unsafe or stale foods also deteriorate and be of poor quality, which means they lose nutrients and so we do not get enough of what we need for a healthy diet. So unsafe food can also lead to poor nutrition.

This section has 2 activities to help Rural Youth Club members to learn about Food Safety and think of ways to promote Food and Water Safety messages in their communities.





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## Activity 3.1: Safe Food for Good Nutrition

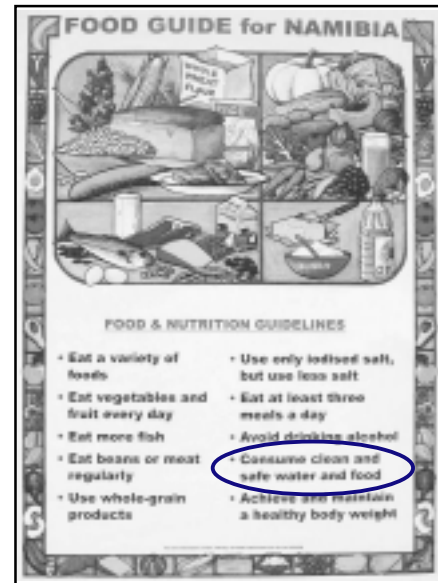
**Project skill:** To understand the importance of safe food and water for good nutrition and preventing diseases

**Life skills:** Recognising self-worth  
Working with others



Food Guide Poster  
Food Safety Handouts

**Preparation:** Make enough copies of the Food Safety Handout so that all group members may have one.



### Introduction

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1. Point to the guideline on the **Food Guide** poster: **“Consume clean and safe water and food”** and explain to everyone that this activity is to help them to understand the importance of safe food and water for good nutrition.

Explain that “Healthy Food” doesn’t just mean that which is good for a balanced diet, but that this also means foods which are in good condition and safe to eat.

### Experience

2. Explain that, even though they may not think so, everyone in this meeting already has some knowledge about why it is so important that we should have clean and safe food and water. Point out that the knowledge they have has come from their family members, (parents, grandparents, other relatives) as well as what they have learned in school or from other educational materials.
3. Encourage a discussion in which your group members remember and share what they have learned by naming the important things they know about safe food and water.
4. Explain to your group members that clean and safe food are very important because the organisms which contaminate foods and water not only cause diseases such as diarrhoea, meningitis, etc., but they also destroy valuable nutrients in the food. Therefore when learning about nutrition, it is also very important to also learn about safe storage and handling of food.
5. Give copies of the Food Safety Handout to all your group members.

*If it was not possible to make enough copies of the Food Safety Handout for everyone to have a copy, let everyone write the information in their note books at the end of the activity.*

6. Work through the information on the Handout, point by point, with the group members.

## Process

7. Let the group have a general discussion on Food Safety. Try to encourage everyone's ideas by asking questions such as:
  - What other things can we do to prevent contamination of our water?  
*Have separate water sources for livestock, prevent human and animal faeces from contaminating drinking water.*
  - What other things can we do to prevent contamination of food?  
*Bury or dispose of household waste in bags and bins (decaying food particles in litter attract flies, which can carry the disease to our food) use pit latrines, wash the udders of livestock before milking, keeping milking pails clean and properly stored.*
  - What can we do to avoid buying old food?  
*Check the "sell by" dates on containers; choose fresh, healthy-looking foods.*
  - Why do you think we should cook or reheat food properly?  
*Heat from cooking can destroy germs.*

## Apply

8. End this activity by letting your group member review what they have learnt by having a discussion. Guide the review by asking questions such as:
  - What did you learn in this activity?
  - What did you like about this activity?
  - Do you think this knowledge will help you to tell others in your community about the importance of Food Safety?
  - Do you have ideas for other activities which could be done about Food Safety?





## Handout: Food Safety

Clean and safe food are very important to prevent germs from getting into foods and water. Such germs not only cause diseases, but they also destroy valuable nutrients in the food.

- Wash hands with soap and clean water after going to the toilet, changing babies' nappies and working with animals. Also wash hands before working with food and before eating.
- Wash all fruit and vegetables in clean water before eating and cooking. Add a teaspoon of salt to this water.
- Wash the udder of the cow or goat well before milking.
- Wash dishes and utensils (knives, spoons, etc) immediately after use and store them in a clean place where flies or dust can't get on them.
- Choose fruit and vegetables that are fresh and healthy-looking.
- Boil water and milk for at least 5 minutes. (A small glass bottle, or china cup or saucer placed in the pot will stop the milk from boiling over).
- Do not eat cracked eggs. Wipe eggs clean with a clean, damp cloth before use, cook eggs until they are no longer runny.
- Avoid buying or eating food which is old. Check the sell-by dates on food products.
- Cook or reheat food properly, but avoid overcooking, because this can destroy nutrients. Also avoid cooking food in too much water, because the nutrients get lost when they go into the water.
- Keep cooked and raw foods apart when preparing or storing them. This helps to prevent germs from moving from one to the other.
- If you do not have a fridge, do not keep cooked food for more than a few hours in cool weather. In warm weather, eat it as soon as possible. To avoid waste, rather cook smaller amounts than cooking too much food which has to then be kept too long or thrown away.
- Keep food warm only as long as really needed; otherwise let it cool as soon and fast as possible. Warmth will encourage germs to breed.
- If you have a fridge, avoid keeping cooked food or raw meat for more than 24 hours unless it is in the freezer.
- Water and food should be stored in clean, covered containers in a cool, dark place. Covered containers protect food from dust, insects or rats and coolness helps food to last longer.
- Do not keep food in open tins, which can get rusty. Rather keep the food in clean plastic containers with lids.
- Keep food storage and preparation places clean and tidy.
- Prevent human and animal faeces from getting into water.
- Keep chickens away from the home. Chicken faeces carry germs and attract flies.
- Avoid or prevent littering. This attracts flies, rats and other organisms which spread disease.

Information for this Activity adapted from "Facts about HIV/AIDS" and "Caring for Someone with AIDS" © M. Futter





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## Activity 3.2: Youth in Action!

This activity will take 2 or more group meetings to complete.

**Project skill:** Conducting a survey on food and water safety in the community and acting on the results

**Life skills:** Acquiring knowledge  
Communicating  
Working with others  
Managing resources  
Applying leadership skills  
Taking community action  
Conserving the environment



Paper and pencils for your group members to each write the interview questions.  
Your Workpad poster for this activity

**Preparation:** Make your Workpad poster by writing the words in big letters on a sheet of the paper that are shown on the right. Save this Workpad poster to use again when doing this activity with other youth groups.

Tell the youth club members that they will need to bring paper, pencils, etc.

Why?  
What?  
Who?  
How?  
Where?  
When?

### Introduction

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1. Explain to your group members that in this activity everyone will be conducting a survey on food and water safety in the community and planning action on the results.

### Experience

2. Start by leading a discussion to identify areas of concern about food or water safety in the community or village. Some examples could be:
  - Water points. Are these clean and in good condition? Are animals kept away?
  - Rubbish disposal. Does rubbish and litter just lie around or is it properly disposed of?
  - Food shops and open markets. Are these clean? Is food prepared, stored and served safely?
3. Let everyone form small teams of about 4 members and discuss how they could survey the community and identify such areas of concern. Point out that when interviewing people at these areas:
  - Team members should introduce themselves and explain why they are doing the survey.
  - They should ask permission to write down what the person says.

## Activity 3.2: Youth in Action!

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- Teams should be sensitive about the questions asked. Such questions should not make the person feel they are being accused. The questions should rather focus on positive outcomes, such as what the person feels the problems are and how the person feels they could be solved (better disposal services by the authorities, more rubbish drums, cool rooms or fridges at markets, etc).
  - The survey should be conducted in or around public areas. While it may be necessary to meet community members at their homes, questions should be about common, public areas, and not about the personal lives of people in their homes.
  - It is important to thank the person for their time and for sharing their opinions.
4. Explain that this survey is to be outcomes based. That is, teams will be identifying:
    - Areas of concern
    - The problems and possible solutions
    - Ways in which Rural Youth Club members could plan positive outcomes by taking positive action to make communities aware and get them to make changes
  5. Lead a discussion about how the teams will do their survey and what results they hope to get.
    - Explain that it does not matter if more than one team identifies the same areas, because different views offer more chances for problem solving.
    - Encourage them to set goals and objectives. This is important for planning.
  6. Discuss and decide on a date for the next meeting for the teams to present their surveys.

## Process

7. Begin this session by giving each team 10 minutes to present the results of their survey.
8. Put up your Workpad poster for this activity and explain that these are the 6 Magic Words for planning any course of action. Everyone should use these words, whether we are going to buy groceries, writing a letter to a friend or in this case, planning what can be done to solve food and water safety problems in the community. Explain that:
  - **WHY?** Means our reason for taking action: a food and water safety problem area.
  - **WHAT?** Is what kind of community or other awareness action can be taken.
  - **WHO?** Means who should the awareness be aimed at or WHO will be taking action.
  - **HOW?** Is the action going to be taken (examples: a poster campaign, writing letters to authorities or newspapers, phoning radio chat shows, etc).
  - **WHERE?** The place or places where the action will take place.
  - **WHEN?** Is the date or time in which the action should happen. This should be realistic and members should think about all that needs to be done, including getting materials or contacting necessary people.

## Apply

9. Let everyone discuss the data or information collected in their survey and think about what they could do in and around their communities to solve problems and promote Food Safety as part of their work with Nutrition.  
Ask them to think about the 6 Magic Words in planning actions. For example, if they decide on a poster campaign:
  - **WHY?** Because posters are something Youth Club members can do well and posters can be easily seen in lots of public places.
  - **WHAT?** Is the message that must be on the posters? WHAT materials are needed?
  - **HOW?** Will everyone go about making their posters and arrange for the finished ones to be displayed? HOW many posters are needed?
  - **WHO** will make them and collect the materials, WHO will put them up and WHO are the posters aimed at? WHO needs to be asked permission to put up the posters?
  - **WHERE** will the posters be put up in the community?
  - **WHEN** must the posters be finished and WHEN will the group members put them up?
10. If your group members want to have a Youth In Action Food Safety Campaign as the outcome of their survey and their recommendations, encourage them to do this as a following part of the activity.
11. Let them write down the 6 Magic Words to help them remember when planning their campaign.



*Remember to tell your group members that when they use old food containers or other pieces of rubbish for making artwork, they should ALWAYS make sure that these items are properly cleaned before working with them.*



*Community awareness is a very important part of changing attitudes and habits. This poster is an idea for what can be done by Youth Club members in their efforts for improving nutrition and Food Safety.*



## 4. Child Feeding and Growth Monitoring

Good nutrition for child growth begins with pregnancy and the development of the baby even before it is born. Poor nutrition in babies and children slows down or stops growth, weakens the body and affects the functions of the brain. Children of school age who do not get enough nutritious food are unable to concentrate at school and do not learn as well as well-nourished children.

This section of your Handbook includes 8 activities to help Rural Youth Club members to learn skills in nutrition for pregnant mothers, babies and children and detecting early signs of malnutrition in children. In addition to these activities, you as the Volunteer Leader may wish to ask a local health worker to come to one or more meetings and give your group members more information on the topics.



Resource materials for this section © Government of Namibia. Activities 4.1 - 4.3 are sourced from "Towards a Baby & Mother Friendly Nation: Guidelines for the Implementation of the Baby & Mother Friendly Initiative, 1992. Activity4.5: "How to Use the Child Growth Card to Promote Growth: A Guideline for Operational-level & Community Health Workers", 2<sup>nd</sup> Edition, 2002, Ministry of Health and Social Services





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## Activity 4.1: Pregnancy

**Project skill:** To understand that good nutrition for developing babies depends on good nutrition before and during pregnancy

**Life skills:** Recognising self-worth  
Working with others  
Solving problems  
Communicating



Food Guide Posters  
Your Workpad Poster for this activity  
Marker  
Handout: Nutrition and Care During Pregnancy



**Preparation:** Tell group members they may need pens or pencils and paper for this activity

Make enough copies of the Handout for everyone in the group.

Display the Food Guide Poster where everyone can see it.

Make your Workpad poster by taking a sheet of your Workpad and writing down the list of the KEY WORDS as shown on the right. Save this Workpad poster to use again when doing this activity with other youth groups.

*If you think it is a good idea, rather write these key words in your own language, so that group members may understand them better.*

### PREGNANCY:

1. Balanced Diet:
  - Before and during pregnancy
  - Healthy body weight
2. Rest,
3. Hygiene,
4. Clinic

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## Introduction

1. Use the points or guidelines on the Food Guide poster to explain to your group that good nutrition for small babies depends on good nutrition for mothers, both before and during pregnancy.

## Experience

2. Lead a group discussion about why a Balanced Diet or Healthy Eating Plan and good care is important for the pregnant mother and her baby. Encourage group members to talk about what they may have already learned about the topic from school, family members or other sources.

## Process

3. Put up your Workpad Poster on this topic for easy reference by the group members.

*After the end of this activity, some people in the group may wish to copy down the information from the poster in their own language.*

## Activity 4.1: Pregnancy

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4. Give out the Pregnancy Handouts for this activity. If you do not have enough, let members form small groups so that 2 to 4 people can share.
5. Read out (or let a group member read) the information to the group members. Let the everyone discuss each point, making sure that the information is understood.
6. Let the Group members review the information on Pregnancy by presenting 3 Role Plays:



- 1. Choose 2 members. Let 1 person be the worried woman who wants to become pregnant and let the other person be the healthworker who advises the woman on the importance of good nutrition and preparing herself for a healthy pregnancy.
- 2. Choose 2 members. Let 1 person be the Pregnant Mother and the other person should be the healthworker who advises the woman on the importance of nutrition and care during pregnancy. The pregnant woman wants to do the right things for her pregnancy and asks lots of questions.
- 3. Choose 2 members. Let 1 person be the husband or partner of the pregnant woman and the other person be the healthworker who explains to him about the support, nutrition and other needs for his pregnant wife. The man thinks that pregnancy is “woman’s business” and does not understand why he should be involved in the woman’s needs.

Give the presenters some time to prepare their Role Plays and let them tell everybody when they are ready to begin.

7. Let the actors each present their Role Plays.

## Apply

8. After the Role Plays, let the group members discuss what they have watched and help them to understand things they may still have problems with. Guide the discussion by asking questions such as:
  - Did the role plays help you to understand the information? If so, how? If not, why?
  - Do you think it is important for pregnant women to get support from their partners and family members? If so, why?
  - Why is Healthy Eating important for a woman who wants to get pregnant?
  - Why is Healthy Eating important for the pregnant woman?
  - In what ways does good nutrition for the pregnant woman help the developing baby?
  - Do you think you can use what you learned in this activity to help others in your family and community?
  - Would you like a healthworker to come to a future meeting to tell you more about the topic?

# Handout: Nutrition and Care During Pregnancy

## 1. Balanced Diet

- The health of a woman before she gets pregnant influences her fertility as well as the health of the baby she may later have. She should have good eating habits to make sure that she gets a balanced diet.
- A woman who hopes to get pregnant should have a healthy body weight. The newborn babies of women who are too thin or too fat face greater risks of complications than the babies of women with a normal body weight.
- A balanced diet for the pregnant woman will keep her healthy, help the strength of her uterus and develop the placenta and amniotic fluid to feed and protect the developing baby. It is also important for the growth of breasts and preparation for breastfeeding and for making body fat to provide energy after birth.
- A Healthy Eating Plan for the pregnant woman will give the developing baby all the right nutrients to prevent Deficiency Diseases and help it to develop strong muscles, eyesight, organs, bones and a good brain.
- In later pregnancy, the mother may have difficulty eating a full meal at one time. Then it is better for her to have smaller meals and snacks more often during the day.
- Every day, the pregnant woman should have:
  - 4 glasses of milk or milk products, i.e. yoghurt, omahere, fresh milk (cow or goat), otekwa (sour milk).
  - 3 portions of meat, fish, eggs, beans, etc, i.e. 1 egg in the morning, 1 piece of chicken for lunch, 1 piece of meat or fish for dinner, with omwyi (sauce, gravy).
  - 4 portions of fruit and vegetables e.g. orange, spinach, pumpkin, apple.
  - 6 portions of breads and cereals, i.e. 1 cup of soft porridge in the morning, 1 slice of bread midmorning, 1 cup of mahangu for lunch, 1 slice of bread for afternoon snack, 1 cup of mahangu for dinner, 1 slice of bread for evening snack.
  - Lots of liquids during the day, i.e. water, oshikundu, fresh fruit juice, oshinwa.
  - No alcohol.

## 2. Rest

- Even though a small amount of exercise is important, a pregnant woman should take rest during the day and see that she gets enough comfortable sleep at night.
- The woman needs to avoid heavy work and lifting heavy objects. The family members need to help her with these kinds of tasks.

## 3. Hygiene

- A pregnant woman should be clean and brush her hair and teeth every day to keep herself and her growing baby healthy.



## 4. Visit the clinic

It is important that a pregnant woman see a health worker regularly so that her health, and the development of her baby, can be monitored.



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## Activity 4.2: Breastfeeding

**Project skill:** To understand that good nutrition for babies depends on good nutrition for the lactating mother

**Life skills:** Acquiring knowledge  
Recognising self-worth  
Working with others  
Solving problems  
Communicating



Food Guide Posters  
Your Workpad "Poster" for this activity  
Marker  
Handout: Breastfeeding

**Preparation:** Tell group members they may need pens or pencils and paper for this activity

Make enough copies of the Handout for everyone in the group.

Display the Food Guide Poster where everyone can see it.

Make your Workpad poster by taking a sheet of your Workpad and writing down the list of the **KEY WORDS** as shown on the right. Save this Workpad poster to use again when doing this activity with other youth groups.

*If you think it is a good idea, rather write these key words in your own language, so that group members may understand them better.*

Save this Workpad poster to use again when doing this activity with other youth groups.



### BREASTFEEDING:

- Balanced Diet: Same as for pregnancy
- Immediately after birth
- No other food for 6 months
- As often as possible
- Clinic

---

## Introduction

1. Use the points or guidelines on the Food Guide poster to explain to your group that good nutrition for small babies depends on good nutrition for lactating mothers.

## Experience

2. Lead a group discussion about why a Balanced Diet or Healthy Eating Plan and good care is important for the mother and her new baby. Encourage group member to talk about what they may have already learned about the topic from school, family members or other sources.

## Process

3. Put up your Workpad Poster on this topic for easy reference by the group members.  
*After the end of this activity, some people in the group may wish to copy down the information from the poster in their own language.*

## Activity 4.2: Breastfeeding

---

4. Give out the Breastfeeding Handouts for this activity. If you do not have enough, let members form small groups so that 2 to 4 people can share.
5. Read out (or let a group member read) the information to the group members. Let the everyone discuss each point, making sure everyone understands the information.
6. Let the Group members review the information on Breastfeeding by presenting 2 Role Plays:

- 1. Choose 2 members. Let 1 person be the worried but proud new mother and the 2<sup>nd</sup> person should be the healthworker who advises her on the importance of breastfeeding and good nutrition.
- 2. Choose 2 members. Let 1 person be the grandmother of the new baby who doesn't understand all the new information and thinks that things were fine in her day, when mothers and babies had to just do without going to clinics. She also does not agree with all this new "nonsense" about "Food Groups" and even sleeping with the new baby or "demand feeding", which just makes the baby spoiled and "naughty".



The other person should be the healthworker or family member who explains to the grandmother about why the baby and mother should go to the clinic, why a balanced diet and demand feeding are important. She should also explain to the grandmother how she can be a big help to the new mother by showing her support and helping her.

Give the presenters some time to prepare their Role Plays and let them say when they are ready to begin.

7. When the actors are ready, let them each present their Role Plays.

## Apply

8. After the Role Plays, let the group members discuss what they have watched and help them to understand things they may still have problems with.

Guide the discussion by asking questions such as:

- Did the role plays help you to understand the information? If so, how? If not, why?
- Do you think it is important for new mothers to get support from their partners and family members? If so, why?
- Why is Healthy Eating important for a mother and her small baby?
- In what ways does good nutrition for the mother help the baby to grow?
- Do you think you can use what you learned in this activity to help others in your family and community?
- Would you like a healthworker to come to a future meeting to tell you more about the topic?



## Handout: Breastfeeding (the first 6 months)

1. The mother should continue to have a good, Balanced Diet after the baby is born. This gives her energy and is important for producing breast milk.
2. The baby should have only breastmilk from birth until about 6 months old. The average healthy woman will produce 850 ml of milk per day, which is enough for the baby's needs.
  - Do not give other drinks or food during this time as it is not necessary and may spoil the baby's appetite.
  - The baby's stomach is too small and weak to take solid food in the first 6 months.
3. Breast milk is best because:
  - It contains all the nutrients needed for the baby to grow and stay healthy.
  - It comes already prepared and at the perfect temperature.
  - It is free, so the mother will save money on bottles and expensive formula.
  - It is safe and can help to provide the baby with some immunity against infections.
  - For feeding when the mother and baby are apart, breast milk can be expressed and stored in a clean container in cool place for up to 8 hours. The milk can be stored in a fridge for 24 hours. This breastmilk can be fed to the baby in a cup or spoon.
4. The mother should breastfeed as soon as possible (within 30 minutes) after birth because:
  - It help the uterus to shrink and to stop bleeding after birth.
  - It encourages the baby to suck, which stimulates the flow and production of breast milk.
  - The first milk that comes from the mother's breasts for 2 to 3 days after birth, called colostrum, is a rich food which contains Vitamin A and prevents illness and deficiency in the first 6 months of the baby's life.
5. It is important to make sure that the baby sucks properly from the breast. The whole nipple and dark surrounding area should fit well into the baby's mouth, but avoid blocking the nose, so that the baby can breathe.
6. Mother and baby should be close at all times, even at night, as this is good for the growth and development of the baby. It also means that the baby can be breastfed when needed ("demand feeding").
7. If the baby is fed often, or the milk is expressed, this will make sure that the mother always produces milk. Her supply of milk will then not "dry up".
8. Baby's first Foods
  - At about 6 months, it is important that the baby begins to eat other foods.
  - Start with one food at a time so that the baby gets used to it.
  - Give only one small meal a day in the beginning, such as mahangu or other porridge. Add a little oil and a pinch of sugar.
  - Breast feeding should continue.
9. Personal Hygiene for both mother and baby is important to prevent infections. Also practice good Food Safety when preparing or storing food and in keeping utensils clean.



Mother and baby should make regular visits to the clinic to have their health monitored. It is very important that the baby has all immunisations.



## — Activity 4.3: Nutrition for Ages 6 Months to 2 Years

Project skill: To understand the need to introduce foods for babies as they grow older.

Life skills:     Recognising self-worth  
                  Working with others



Food Guide Posters  
Your Workpad Poster for this activity  
Marker  
Handouts: Nutrition for Ages 6 months to 2 years

Preparation: Make enough copies of the Handout for everyone in the group.

Display the Food Guide Poster where everyone can see it.

Make your Workpad poster by taking a sheet of your Workpad and writing down the list of the KEY WORDS as shown on the right. Save this Workpad poster to use again when doing this activity with other youth groups.

*If you think it is a good idea, rather write these key words in your own language, so that group members may understand them better.*

### 6 – 12 MONTHS

- Breastfeed
- Start with 1 meal a day
- Soft, mashed Foods

### 1 – 2 YEARS

- Breastfeed
- 5 or more meals a day
- Variety of foods
- Give enough food when sick
- Immunisation & Monitoring
- Hygiene & Food Safety

## Introduction

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1. Use points or guidelines on the Food Guide poster to explain to your group that Healthy Eating from the 4 Food Groups is important when introducing solid foods for babies as they grow older.

## Experience

2. Lead a group discussion about why a Balanced Diet or Healthy Eating Plan is important for the growing baby. Encourage group members to talk about what they may have already learned about the topic from school, family members or other sources.

## Process

3. Put up your Workpad Poster on this topic for easy reference by the group members.

*After the end of this activity, some people in the group may wish to copy down the information from the poster in their own language.*

### 6 to 12 Months

4. Give out the Handouts. If you do not have enough, let members form small groups so that 2 to 4 people can share.

## Activity 4.3: Nutrition for Ages 6 months to 2 years

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5. Read out (or let a group member read) the section on 6 to 12 Months to the group members. Let the group members discuss each point, making sure everyone understands the information.

Explain to your group members that foods that we give to babies from the age of about 6 months should be given in addition to (NOT in place of) breast milk. Point out that it is very important that the mother continues to breast feed, so that the baby gets all the nutrients it needs.

### 1 to 2 years

6. Read out (or let a group member read) the section on 1 to 2 years in the Handout to the group members. Let the group members discuss each point, making sure everyone understands the information.

### Apply

7. Divide the members into smaller groups.

Let them review this Activity by working in their groups to discuss and think about traditional or locally available foods that have been used in their families for feeding growing babies.

Encourage them to look at the Food Guide Poster as reference to think about the Food Groups in the traditional or local foods.

8. When all the groups are ready, let them have turns to present and share their information with the other group members.
9. End by leading a discussion based on the following questions:
  - Do you think that you learned enough from this activity? If not, why?
  - Do you think that good nutrition for babies and small children would be improved if the communities had this information? If so, how can you as Rural Youth Club members help to give them this information?
  - Are there enough foods locally available either in the veld or cheaply in shops to make good nutrition possible for these small children? If not, how could the situation be improved? (example: encouraging vegetable growing).



## Handout: Nutrition for Ages 6 months to 2 years

### 6 - 12 Months

- Breastfeeding is important and should continue, as much and as often as before.
- Feeding of solid foods should start with 1 meal a day and rapidly increase to 2 or 3 meals by the age of 7 months.
- It is important to try to include foods from all 4 Food Groups in the baby's daily Eating Plan.
- All foods should be mashed well until they are soft. Good foods to try are pumpkin, potato, banana, egg yolk (yellow). A little soup, sauce or gravy from meat dishes may be added to the mashed vegetables. Fruit juice can be added to porridge or fed to the baby with a spoon.
- At about 8 to 9 months, the baby may begin having mashed or strained adult food. Nuts and seeds, which are finely chopped or crushed, can be added to meals.

### 1 - 2 Years

- If possible, breastfeeding should continue until the age of 2 years.
- When the baby is 1 year old, it should begin to eat from the family pot, but the food should be finely mashed.
- If breastfed, the child should be having 3 meals a day by the age of 12 months, with nutritious snacks between meals (egg, banana, bread, etc). If not breastfed, the child should have 5 meals a day.
- Increase energy foods like mieliemeal and mahangu porridge, with milk, a little oil, fator butter, finely chopped nuts or sugar added.
- Add mashed green and yellow vegetables and yellow fruit, such as spinach (or wild spinach) sweet potatoes, carrots, paw paw, etc.
- Add soft, finely chopped meat, chicken, fish or liver.
- Increase meals to 5 or more a day. If breastfeeding is to be stopped, then the child should have 2 extra small meals added.
- Try to make sure that daily meals include a variety of different foods.
- Make sure that the child gets enough food when it is sick.
- Remember to give the child lots of extra liquids and ORS when it has diarrhoea.
- Practice good hygiene habits by keeping the child clean to avoid infections.
- Good Food and Water Safety habits are important.



Take the child to the clinic regularly for growth monitoring and immunisation.





## Activity 4.4: Does the Child Get Enough Food?

**Project skill:** Understanding the signs of a child who is getting enough food  
 Learning how big the child's stomach is  
 Learning how much food older babies and small children need to eat every day.

**Life skills:** Acquiring knowledge  
 Communicating  
 Working with others



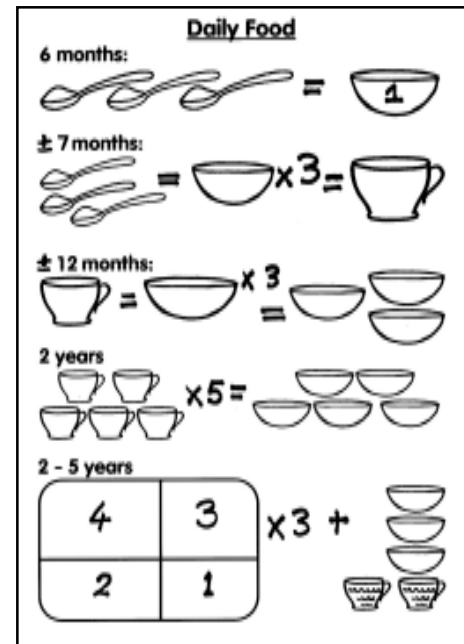
Your Workpad "Poster" for this activity  
 Marker

A tablespoon, a cup or 250 ml yoghurt tub, an opened 1 litre milk carton or plastic bottle.

Sand or gravel  
 2 cardboard Beer trays  
 Food Guide Poster

**Preparation:** Make your Workpad poster by taking a sheet of your Workpad and drawing out the poster as shown on the right

Get someone at home or a friend to help you read through and practice steps 4 to 7 of this Activity so that you understand the information well before presenting this Activity.



*Note: There is no Handout for this Activity. So advise your group members to bring pencils and paper in case they wish to make notes to remember what they have learned.*

### Introduction

1. Explain to your group that this Activity is about understanding the signs of a child who gets enough food to eat. It is also for learning how big a child's stomach is and how much food older babies and small children need to eat every day, and how the food needs of the growing child increase as the child gets older.

### Experience

2. What are the signs of a child who gets enough food?  
 Ask your group members this question and lead a discussion from which you expect the following answers:
  - Happy and enjoys playing
  - Bright-eyed and alert (notices things around him/her)
  - Grows taller
  - Grows out of clothes
  - Puts on weight, later becomes heavy to lift or carry
  - Has energy
  - Does not often get sick (colds, diarrhoea, etc) and gets better quickly)



*It is very important that your group members know and understand these signs!*

So depending on this discussion, and if you feel it is necessary, read out and discuss these points to the group.

## Process

### What is Enough Food for a Baby or Child?

3. Divide your Club members into 4 groups.  
Explain that each of the groups stands for a different age of the growing child.
  - Give the spoon to Group 1 (6 months)
  - Give the yoghurt tub or cup to Group 2 (7 months)
  - Give the 1 litre milk carton or bottle to Group 3 (12 months/1 year)
  - Let Group 4 (1 to 2 years) wait for their turnPut the cardboard beer trays where all groups can see them.  
Make sure that everybody gathers around and can see what each group is doing.
4. Ask someone from **Group 1** to hold out their hand. Ask the person with the spoon in Group 1 to scoop 3 heaped spoons of sand or gravel into the other person's hand.
  - Explain to everybody that: this is how much a baby can eat in 1 meal when it first begins to eat food at about 6 months of age. This baby should have one meal and as much breastmilk as it will drink in a day.Let the person holding the sand empty their hand into a corner of the beer tray so that everyone can see the amount of sand.
5. The person with the spoon should give it to someone in **Group 2**. While the Group 2 person holds the cup or yoghurt tub, ask the person with the spoon to scoop 9 heaped spoons of sand into the cup or tub.
  - Explain to everybody that: this is how much babies of about 7 months old can eat in 1 day. Point out that this amount of food is 3 times the amount needed by the younger baby. Each meal is the same size as before (3 heaped spoons of food per meal) but the child should now have 3 meals in the day, totalling 1 cup of food. The baby should also continue to have breastmilk.Let the person holding the sand empty their hand into a corner of the beer tray so that everyone can see the amount of sand, but make sure that the 2 heaps of sand do not touch.
6. The person with the cup or yoghurt tub should give it to someone in **Group 3**. While the Group 3 person holds the 1 litre milk carton or bottle, ask the other person with the cup or tub to scoop 3 full cups or tubs into the carton.
  - Now explain that this amount is what babies of up to 12 months can eat in 1 day. Point out that each meal is now about 1 cupful of food and this baby should have 3 meals in 1 day as well as breastmilk. (The child which does not have breastmilk should have 5 meals in a day).Let the person holding the carton of sand empty it into one side of the second beer tray so that everyone can see the amount of sand.
7. The 2 people with the cup or yoghurt tub and carton or bottle should give them to 2 people in **Group 4**. While one person from Group 4 holds the 1 litre milk carton or bottle, ask the person with the cup or tub to scoop 5 full cups into the carton.
  - Explain that this amount is the most that children of up to 2 years can eat in 1 day. This child should have about 1 cupful of food for each meal and eat 5 meals in 1 day in addition to breastmilk.

Let the person holding the carton of sand empty it into one side of the second beer tray so that everyone can see the amount of sand.

### Children older than 2 years

9. Explain to your group members that children from ages 2 to 5 years:
  - Should be able to eat all family meals.
  - The mother should be advised to give the child 3 or more extra meals between family meals.
  - By now the child will have enough teeth to be able to chew, so it is no longer necessary to mash food, but rather to chop the food in small pieces.
  - Breastfeeding would be stopped by now, so the child may become more thirsty and need liquids between meals.
  - When the mother stops breastfeeding and foods slowly replace the breastmilk in the child's diet, it is very important to make sure that foods contain enough nutrients for the child to grow and be healthy.
10. Refer to the points or guidelines on the Food Guide Poster and explain that the child should now eat according to these guidelines, just like other family members.
11. A good way to work out and remember how much the child can eat in a meal is to use the 4, 3, 2, 1 system. This is:

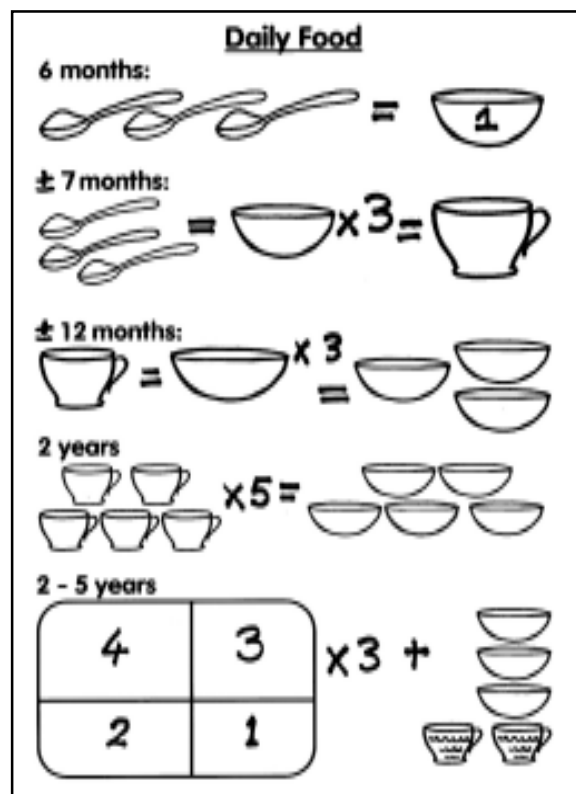
- 4 spoons from the cereals group
- 3 spoons from the fruit and vegetables group
- 2 spoons from the meat and beans group
- No more than 2 half spoons each (which makes 1 full spoon) of fats and sugars

12. Put up your Workpad Poster for this Activity where everyone can see it.

*Explain to everyone that on the poster, the cup is for measuring the meal, and the bowl means 1 meal.*

13. Using the poster as a guide, let everyone review what they learned in steps 4 to 7 of this Activity by having each of the 4 Groups explain the food quantities they demonstrated for each age group:

- Group 1 explains the food quantity for 6 months
- Group 2 explains for 7 months
- Group 3 explains for up to 12 months
- Group 4 explains for 2 years
- Ask a volunteer from the group members to explain the food quantities for 2 - 5 years



## Activity 4.4: Does the Child Get Enough Food?

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*Make sure everyone understands the information on your Workpad poster before moving on to the next step. If you think it is needed, read out the information point for each of Steps 4 to 7, pointing each one out on the poster as you do this.*

### Apply

16. Let everyone come together again in one large group.
17. Explain that:
  - not all children eat the same amounts.
  - Some children grow well on smaller amounts of food, while others of the same age need more.
  - Because all children are different, the quantities given in this Activity should therefore be seen only as a guide.
  - The best way to tell if a child is getting enough food is by the signs discussed in step 2. Read out these signs again.
  - Remind everyone of the importance of snacks between meals.
18. Let the group discuss these signs again to help them remember.
19. Lead a discussion by asking the following questions:
  - Why do you think it is important to know how much a child can eat in one meal?  
*Answer: To know how big the child's stomach is and learn how much food to give them.*
  - Why do you think it is important to know how much a child should eat in one day?  
*Answer: To try to make sure that the child gets enough food to grow and stay healthy*
  - What did you learn from this Activity?
  - What can you do to help others at home and in the community to learn from you?



Let those who wish to copy and draw the information from the Workpad Poster do this now.

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## Activity 4.5: Using the Child's Growth Chart

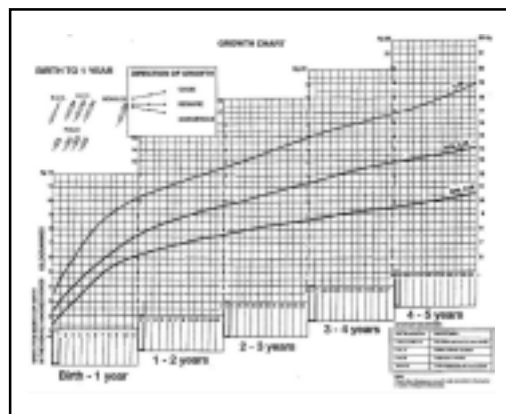
**Project skills:** Identify the information that should be recorded on the Child's Growth Chart.

Identify the types of information that is given on the Growth Chart.  
Plot children's growth on the Growth Chart and interpreting growth curves.

**Life skills:** Acquiring knowledge.  
Communicating.  
Working with others.  
Solving problems  
Making decisions.



Pencils.  
Copies of Section 2 of the Growth Chart of the Ministry of Health and Social Services as supplied at the end of this activity for photocopying.



**Preparation:** Make copies of the Growth Chart.

### Introduction

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1. Explain to everyone that this activity will help them learn the basics of how to monitor children's growth so that they can recognise early signs of malnutrition.

They will identify possible causes of the malnutrition and become aware of the ways to handle malnutrition as recommended by health workers.

### Experience

2. Ask everyone to review the signs of a child who is getting enough food as they learned in Activity 4.4:
  - Happy and enjoys playing
  - Bright-eyed and alert (notices things around him/her)
  - Grows taller
  - Grows out of clothes
  - Puts on weight, later becomes heavy to lift or carry
  - Has energy
  - Does not often get sick (colds, diarrhoea, etc) and gets better quickly
3. Ask everyone to form groups of 3 or 4 and give a Growth Chart to each group.
4. Ask your group members if any of them already know something about the Growth Chart. If so, ask where they have seen them and/or how they have used them.
5. Ask the groups of three to carefully look at the Growth Chart so that they become familiar with its different sections.
6. Lead everyone through the sections of the Growth Chart. Explain that this is the Chart that healthworkers use to record the information about the growth of a child, which is the good way of telling if a child is getting enough food and is growing well.

7. Point out that:
  - The top left corner indicates the immunisations of the child in the first year.
  - Across the form at the bottom, from left to right, are blocks showing the ages of the child as it grows in months and years.
  - The weight of the child at various ages between birth and age 5 are in the horizontal columns from the bottom to the top.
  - At the bottom right is a block marked "Important Milestones", and inside it indicates things should be able to do at around the age of various months. Now read out the small note at the bottom which says: "Check the milestones on each visit and refer to the doctor in cases of delayed milestones".
8. Let the group members briefly discuss these words by asking the questions:
  - Why do you think these Milestones are important?
  - What do you think they show about the growth of the child?
  - Why do you think that the child would need to see the doctor if it does not meet these milestones?
9. Now point out the small block at the top of the Growth Chart which is labelled: "DIRECTION OF GROWTH". Ask them to look at the 3 different lines and their directions. The lines are labelled: GOOD, BEWARE and DANGEROUS.
  - Explain that the thick lines across the page are the average growth curves.

## Process

10. Explain to your participants that you will now ask each group to plot the growth of three children on the growth chart.

Tell the group members that they will do this by making a dot as you give them the weight and age of each child and then join those dots with a line to plot the child's growth curve.

Explain that normally only one child's growth is plotted on a chart, but that they will use one chart to plot the growth of three children so that they can save paper and more easily compare the children's growth patterns.

- Hangula is 3 years (36 months) old and weighs 12 kilograms.
  - At 4 months, he weighed 5.5 kilograms
  - At 8 months, Hangula weighed 7.5 kilograms
  - When he was 1 year (12 months) old, he weighed 8.5 kilograms.
  - At 18 months (1 ½ years), he weighed 9.5 kilograms
  - At 30 months (1 ½ years) he weighed 11.5 kilograms
  - When he was 2 years (24 months) old, he weighed 10.5 kilograms.Plot Hangula's growth on the chart by placing a weight dot at each point in time when he was weighed. Join the three dots and write his name on the line.
- Julia is 2 years (24 months) old and weighs 8 kilograms.
  - At 4 months, Julia weighed 5 kilograms
  - When she was 8 months, she weighed 6.5 kilograms
  - She weighed 8 kilograms at age 1 (12 months).



At 18 months (1 ½ years) Julia still only weighed 8 kilograms

Plot Julia's growth on the chart by placing a weight dot at each point in time when she was weighed. Join the two dots and write her name on the line.

- Andries is 5 years (60 months) old and weighs 11 kilograms.

At 4 months, he weighed 7.5 kilograms

When Andries was 8 months, he weighed 10 kilograms

He weighed 11.5 kilograms at age 1 (12 months).

At 18 months (1 ½ years) Andries weighed 12.5 kilograms

He weighed 13 kilograms when he was 2 years (24 months) old,

At 2 ½ years (30 months) Andries weighed 13.5 kilograms

He weighed 14 kilograms when he was 3 years (36 months) old,

At 3 ½ years (42 months) his weight was 13 kilograms

When he was 4 years (48 months) old, he weighed 12 kilograms.

At 4 ½ years (54 months) Andries weighed 11.5 kilograms

Plot Andries's growth on the chart by placing a weight dot at each point in time when he was weighed. Join the five dots and write his name on the line.

*Check the group members' Growth Charts with the correct sample given on page 96. This sample shows the growth of three children so that you can compare their different growth curves.*

11. Remind everyone that normally, the growth of only one child would appear on one chart.

Also explain that the way the group members have marked their Growth Charts has been as an exercise only. In reality, children must be weighed much more often than what has been marked as the weights given in this exercise.

For instance, in the first 3 years of life, a child should be weighed every month. If a healthworker only weighed the child as often as what the group members have marked on their charts, it would not be possible to monitor the child's growth properly, and serious problems would not be noticed in time.

12. Explain that the next step is to interpret the growth lines for the three children. Ask questions such as:

- According to what we can see from the growth chart, which child is growing best? *Hangula.*
- How did you come to decide this? *Hangula's growth curve is climbing upwards in the same direction as the middle curve. This means he is growing well = GOOD.*
- Is it possible for a child to be growing well even if his or her weight is not following the top growth curve? *Yes.*
- Why? *Some children have a small build. If they are healthy and active, there is no reason to worry about their growth.*
- What does the growth chart show us about Julia's growth? *Julia was at a healthy weight when she was 1 year old, but she has not gained*



*weight over the past year. A horizontal growth curve means the child is not putting on weight = BEWARE.*

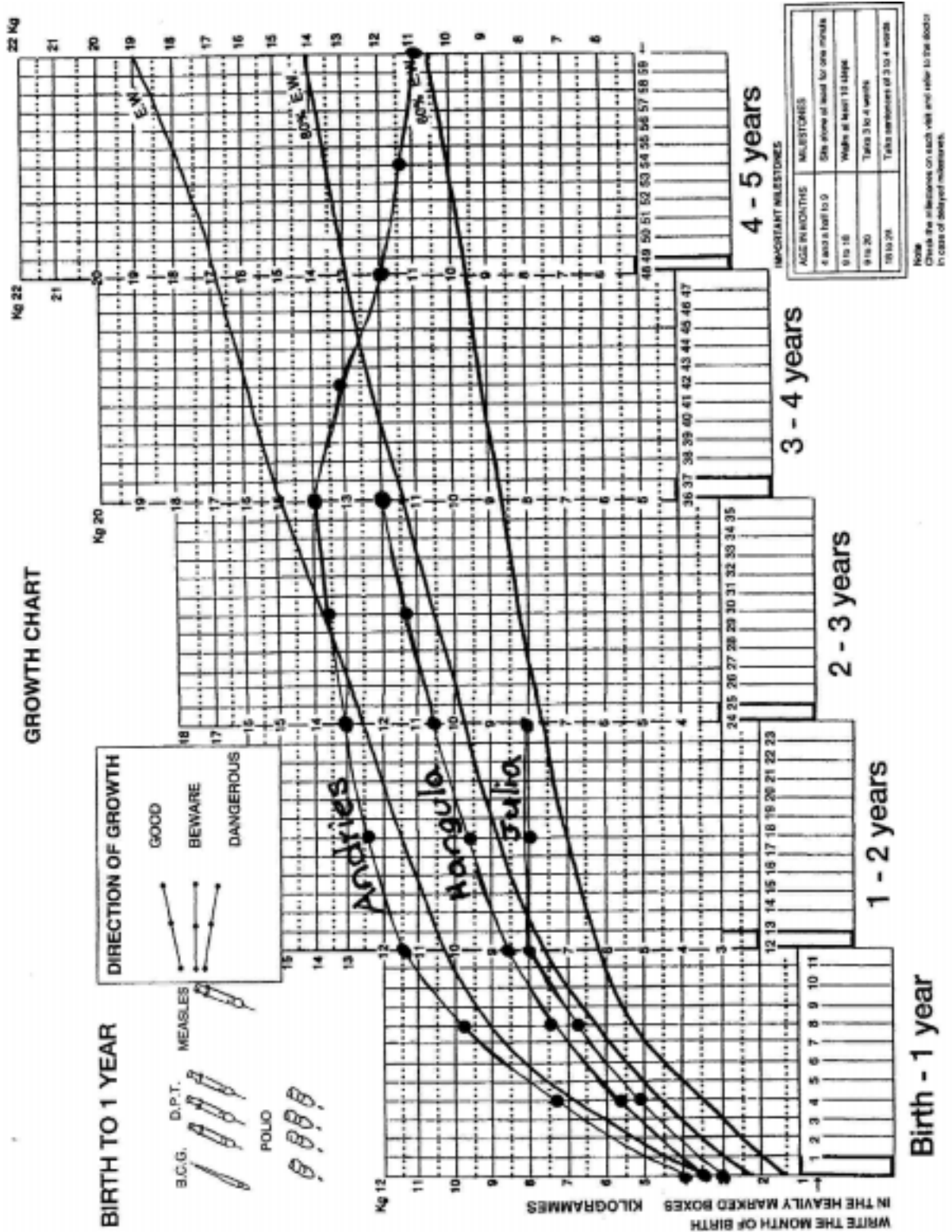
*This is serious and means that a health worker should talk with Julia's caregiver to find out what has been happening with Julia's health and then advise the caregiver about how to help Julia gain weight. The growth lines of children who are malnourished like Julia normally lie between the middle and the lower growth curve, as group members would have drawn on their charts. These children need help as soon as possible.*

- What do you think of Andries's growth?  
*Although Andries's growth over his first three years of life was quite good, he has been losing a lot of weight over the past two years. The space between the middle and lower weight lines means moderate malnutrition, but even though Andries's weight has not yet fallen below the lower growth curve, this is very serious and Andries needs to see the doctor urgently, because as we can see, his weight is falling rapidly and will soon be below the bottom weight line, where his malnutrition would be DANGEROUS.*

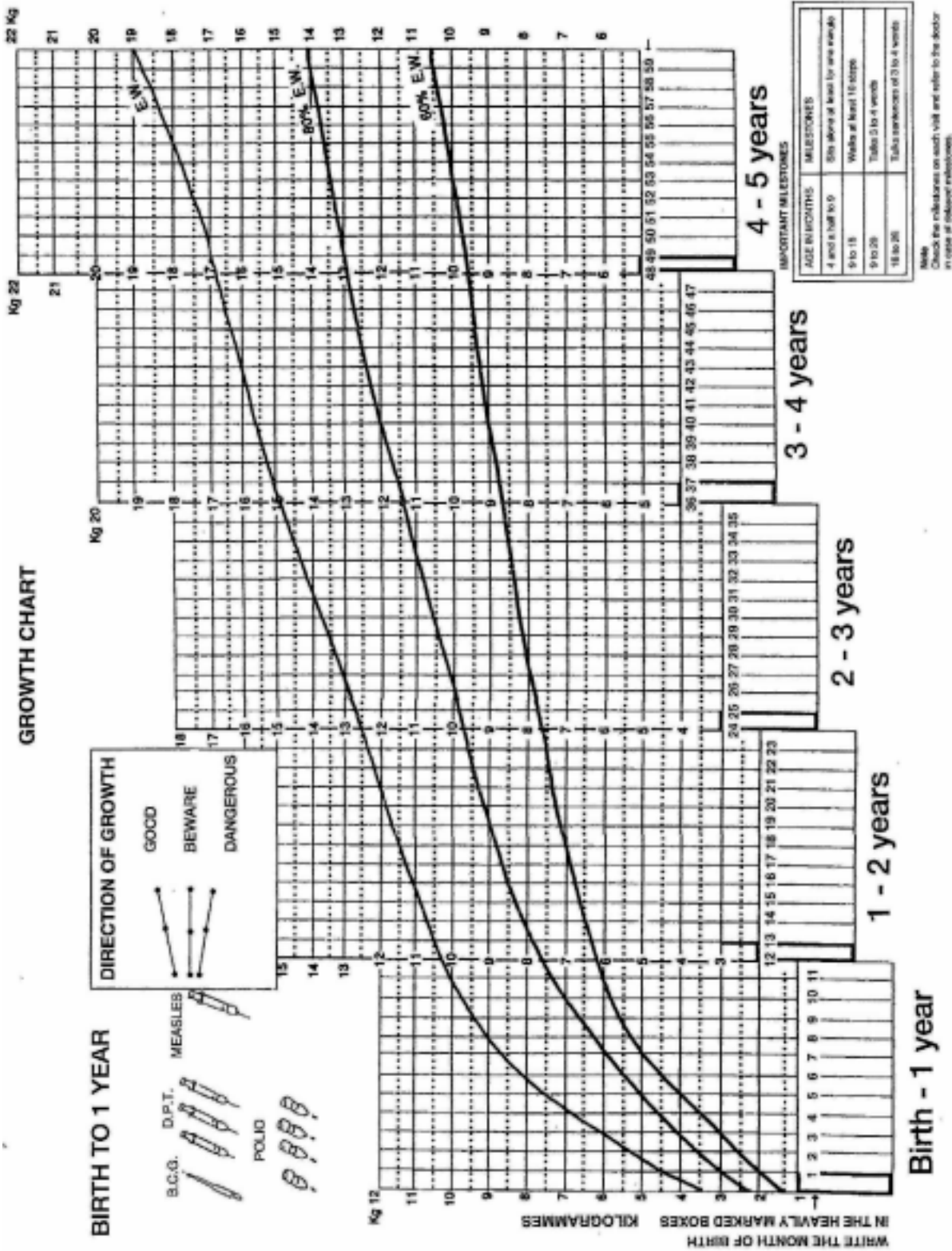
## Apply

13. Ask the following questions about what has been learned in this activity:
  - What did you learn from this activity?
  - What could happen if a child's growth is not recorded accurately and regularly?
  - What is likely to happen if caregivers and health workers don't recognise or ignore signs of moderate malnutrition in a child's growth curve? What could happen if they neglected severe malnutrition?
  - Why is it important to keep a record of a child's health problems and how they were handled?
  - How can you use what you learned in this activity?
14. Suggest that the youth talk with their family members about the importance of monitoring young children's growth by making regular visits to a health facility.
15. Ask if they would like a health worker to come to future meetings to explain more about growth monitoring and child growth.

Sample Growth Chart for checking work done in this activity



# Handout: Growth Chart



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## Activity 4.6: The Signs of Malnutrition

Project skill: Identify signs of malnutrition.

Life skills: Communicating.  
Working with others.  
Making decisions.  
Solving problems.



Copies of Goraseb, Nangula and Linus: Three Case Studies.  
Pencils.

Preparation: Make enough copies of Goraseb, Nangula and Linus: Three Case Studies so that every group of three members may have a copy.

Tell your youth group members that they will need to bring pencils for this activity

### Introduction

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1. Explain to everyone that in this activity they will be reading case studies (short stories) about three school-aged children and asked to identify the signs of possible malnutrition from the case studies. They will use what they have learned in previous activities and asked to suggest ways to solve the malnutrition problems.

### Experience

2. Ask your group members to explain the meaning of the word *malnutrition*. If necessary, explain that *malnutrition* is a word that describes health disorders or problems due to either not enough food energy and/or nutrients, or too much of them.
3. Explain the following to your group members:
  - All forms of malnutrition affect the body and the child's learning behaviour.
  - They may have long-term effects on the brain, or cause illness and school absences.
  - They may make children tired, irritable and unable to concentrate.
  - Even mild hunger during the school day affects attention and a child's ability to learn.
  - The health of children may seriously affect their education. Hungry children find it hard to learn.

### Process

4. Ask everyone to form groups of three and to have their pencils ready.
5. Give to each group at least one copy of Goraseb, Nangula and Linus: Three Case Studies.
6. Ask the groups to read the three case studies and underline the signs and symptoms that might indicate that the children are having problems in school because they are not receiving the proper nutrition.



*Or, rather than have all the groups look at all the case studies, you might want to give each group only one and so that they learn about the others when the other groups report.*

7. When the groups have worked through the case studies, let them come together as a whole group to discuss the signs of malnutrition that they identified in the stories. Explain to your members that only health workers who have studied nutrition have enough knowledge to be experts about nutrition.

All that everyone can do in this activity is make some guesses about signs of malnutrition and how to solve problems. Then, ask questions such as:

Let's begin with the case study about Goraseb.

- What words did you underline in this case study that tell us that Goraseb might not have a healthy diet?
- If Goraseb's mother asked you for suggestions about how Goraseb's diet could be improved, what suggestions would you make?  
*Make sure he eats breakfast and takes food with him to school to eat at lunch time.*
- What words did you underline in Nangula's case study?
- If Nangula's aunt asked you how to help Nangula improve her school performance, what suggestions would you make about Nangula's eating habits?  
*Be sure that Nangula is getting iodized salt in her diet; try to help Nangula have a more varied diet including vegetables, fruits, and more foods rich in protein.*
- Aside from giving Nangula a bigger variety of foods and being sure that she is getting iodized salt, what could help Nangula feel more energetic and attend school more regularly?  
*Perhaps the family could talk about how they could get some of their homestead work done in a different way so that Nangula would not be spending so much time during the school days working at home. For example, could Nangula do more work at home on the weekends so that she wouldn't have to do so much during school days. Could the other children do some of the work that Nangula has been asked to do?*
- Looking at Linus's story, what words did you underline?
- What seems to be Linus's most serious problem in school?  
*Not seeing well.*
- How could this problem be improved with better nutrition?  
*Making sure he gets Vitamin A capsules from the clinic. Including more foods in Linus's diet that are rich in Vitamin A, such as liver, milk, dark green and yellow vegetables and fruits.*

## Apply

8. Explain that everyone will end this activity by summarising what they have learned.

Ask your youth group members:

- What are some physical signs of malnutrition in school-aged children?  
*Tiredness, underweight, swollen throat, poor eyesight, etc.*
- What are some learning signs of malnutrition in school-aged children?  
*Lack of concentration, falling behind or not coping with school work, problems reading and writing, etc.*
- How can you use what you have learned in this activity?
- Would you like it if we could ask a healthworker to come to a meeting and tell us more about this topic?



## Goraseb, Nangula and Linus: Three Case Studies

### Case 1

Goraseb is always tired at school. He hates learning because he does not understand what the teacher is saying; he would much rather be outside, lying under a tree. Goraseb never eats before he leaves for school at seven in the morning. There is never any time because he likes to sleep late. He has a five-kilometre walk to school and he has to hurry to be sure he is not late. He drinks only water at school because he does not take anything with him to eat. By the time he gets home in the afternoon he is very hungry. However, he does not look sick or underweight and he doesn't miss school. His teacher was worried about him and suspected that he might not have proper eating habits. She thought it was worth investigating, and so she visited the family one Saturday afternoon to discuss the problem with Goraseb's mother.

### Case 2

Nangula is twelve and has lived with her aunt and uncle since her mother died four years ago. She has two sisters and her aunt has three children of her own, so the homestead is crowded and there is a lot of work to do. Nangula misses school regularly and has missed ten days in the last six weeks. Nangula's teacher thinks that Nangula is not growing properly and is underweight. Nangula's uncle says she should stay at home and help her aunt, but her aunt wants Nangula to have some schooling. There is not much variety in what Nangula eats. Mostly, her meals are mahangu and milk. When she gets to school, she looks tired and she can be irritable and aggressive with the other children. She never does her homework because she says she doesn't have time. She doesn't seem to concentrate in class. Her teacher is worried because Nangula's work is falling behind that of the other children in her class, and Nangula's throat is swollen.

### Case 3

Linus is eight years old and finds it difficult to follow the lessons in school. He is a shy child and sits at the back of the classroom of 40. He can't write the things the teacher puts on the chalkboard because he can't see them well. He is the oldest in his class. The teacher noticed he has difficulty reading and that he never writes anything in his book. He rarely plays with other children and often seems unhappy. The teacher asked a nurse from the clinic to test Linus's eyes. The nurse found that Linus couldn't see well and she asked if he ate foods like liver, milk, eggs, fruit or yellow and green vegetables, but Linus felt shy and didn't answer.



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## Activity 4.7: Volunteering at a Clinic

**Project skill:** Volunteering to work at a clinic where infants and young children are examined by health workers and given their vaccinations.

**Life skills:** Communicating.  
Making career decisions.  
Working with others.  
Volunteering.

**Preparation:** Visit your local health facility or clinic to talk with the health workers about the possibility of having youth volunteers at the clinic to help with child growth monitoring. Explain that your group members have had basic training in nutrition for pregnancy, breastfeeding and children of up to 5 years old, and have had a basic introduction to recording information on the Growth Chart.

*If you think it would help, take this Handbook to your meeting so that the health workers can see the level of training in these Activities.*

If the health workers are interested in having volunteers and are willing to give the training which volunteers will need to work with them, continue with the steps below.

### Introduction

---

1. Based on what you noticed about your group members' performance during the previous activities, encourage those who showed good understanding of the topics to volunteer at the local clinic to work with the health workers.



*When choosing volunteers, please make sure to choose group members who have done ALL the previous activities, in this section (4.1 to 4.6). This is very important knowledge that will be needed for helping at a clinic.*



### Experience

2. Take your chosen group members to the clinic and introduce them to the staff. Explain to the health workers that these are the group members who want to volunteer their time and talents to be helpful in child growth monitoring and advising mothers and caregivers on good nutrition.
3. After the volunteers have worked at the clinic a few times, talk with them about how their work is going. Also, talk with the health workers at the clinic to find out how they think the volunteers are doing. If there seem to be problems, talk with the volunteers and/or staff about how the situation might be improved. This process

of helping the volunteers and health workers to communicate better could be challenging, but most likely it will have positive outcomes for everyone.

### Process

4. At meetings of your youth group, ask the volunteers to describe their experiences to the other participants. Ask them questions such as the following:
  - What do you do at the health facility/clinic?
  - In what ways do you think you are being helpful to the clinic staff? To the adults and children who come to the clinic for medical attention?
  - What do you like best about volunteering at the clinic? What do you like the least?
  - What are you learning about growth monitoring?
  - What are you learning about how children's growth is related to nutrition and other factors in the children's lives?
  - Have you seen some success stories at the clinic—that is, children who first came to the clinic with poor nutrition and over time have begun to grow in a healthier direction because of improved nutrition?
  - Would you like to get a paying job at a health facility? If so, would you need additional education and training? Where could you get that education and training?

### Apply

5. Encourage the group members to ask the volunteers additional questions that are of interest to them.
6. Ask the whole youth group to discuss the following questions:
  - Are there other places in our community where some of us could volunteer to use our knowledge and help others?
  - Why is it important for us to volunteer in our community?

### Suggestions for other volunteer activities

It is not unusual for small children to not want to eat. This can be a problem when they are not well or even when the weather is hot, which may suppress their appetites. The problem may be worsened in families with several children or in a hospital or day-care centre when health workers or day mothers must see to the needs of a lot of children.

- An idea for the Youth Club members may wish to try is to volunteer to help and encourage children in these places to eat their food. Sometimes all that is needed is to give the child some special attention and encouragement, while other times volunteer work may include feeding those children who are too weak or sick to feed themselves.
- Another volunteer activity may be for Club Members to write or plan a children's song and dance about eating good food, as practised in Activity 1.3. When the group has practised their show very well (perhaps with advice and opinions from family members, a school teacher, etc) they may present their show to schools, day-care centres and in hospitals. It may be a good idea to first consult health workers and day mothers about what the biggest problems are when encouraging children to eat, so that these topics can be built into the story.

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## Activity 4.8: Learning about Nutrition can be Fun!

This activity may need 2 meetings to complete

**Project skill:** Knowing how to make puppets and prepare and present puppet shows that illustrate food and nutrition practices to encourages people, and especially children, to eat healthy food.

**Life skill:** Acquiring and sharing knowledge.  
Communicating.  
Working with others.



Scraps of material, paper, cardboard, plastic bags, plastic bottles, string, wool, wire, crayons, glue, etc. to make puppets.  
Workpad

**Preparation:** Collect materials to make puppets and/or ask the group members to bring materials to the meeting.

Make a sample puppet so that your participants can see how it works. Keep it safely in a packet or envelope inside your Kit for use with other youth groups when doing this activity.

Show your sample to the group at the end of another activity and tell your group members that they will be making puppets in the next meeting. That way, they will be prepared and will know what materials they want to bring.

The Puppet Pattern has been supplied at the end of this activity. If you think it may be useful, take a page of your Workpad and a marker, and copy these pattern pieces out in a bigger size. That way you have a poster to display for everyone to see clearly and use as reference when making their puppets.

### Introduction

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1. Explain to your participants that in this Activity they will make puppets and create puppet shows to encourage people, especially children, to eat healthy food.

### Experience

2. Ask everyone to form groups of three to five.
3. Ask the small groups to create a puppet show and plan the nutrition story they want to tell in their show. This way, they can plan how many puppet “actors” they need and how they should look: thin, fat, young, old, sick, healthy, boy, girl, and so on.
4. Before they start, let everyone join in a discussion about what is needed to make a good show and help people remember the messages. Some ideas for discussion are:
  - It should be interesting.
  - What’s needed to make it interesting?
  - What has been good or effective about shows, plays and stories you’ve seen in the community or on TV?
  - Do you think songs would help to make the audience understand or remember what they learn in the show?
  - Do you remember a good story told to you when you were a small child that could be changed to use for your show?

## Process

5. Let every group make their puppets. Some tips are:
  - Hair can be made by glueing on seeds, wool, string or small pieces of black plastic bag.
  - Beads, buttons, seeds and even small stones make good eyes.
  - Bright clothes may be made from pieces of plastic bag, pictures from magazines and small bits of cloth.
6. Let everyone have time to practice their shows. (You may find that this puppet making part of the activity should be the first part and presentations may have to be made at the next meeting).
7. Ask each small group to present its puppet show for the others.



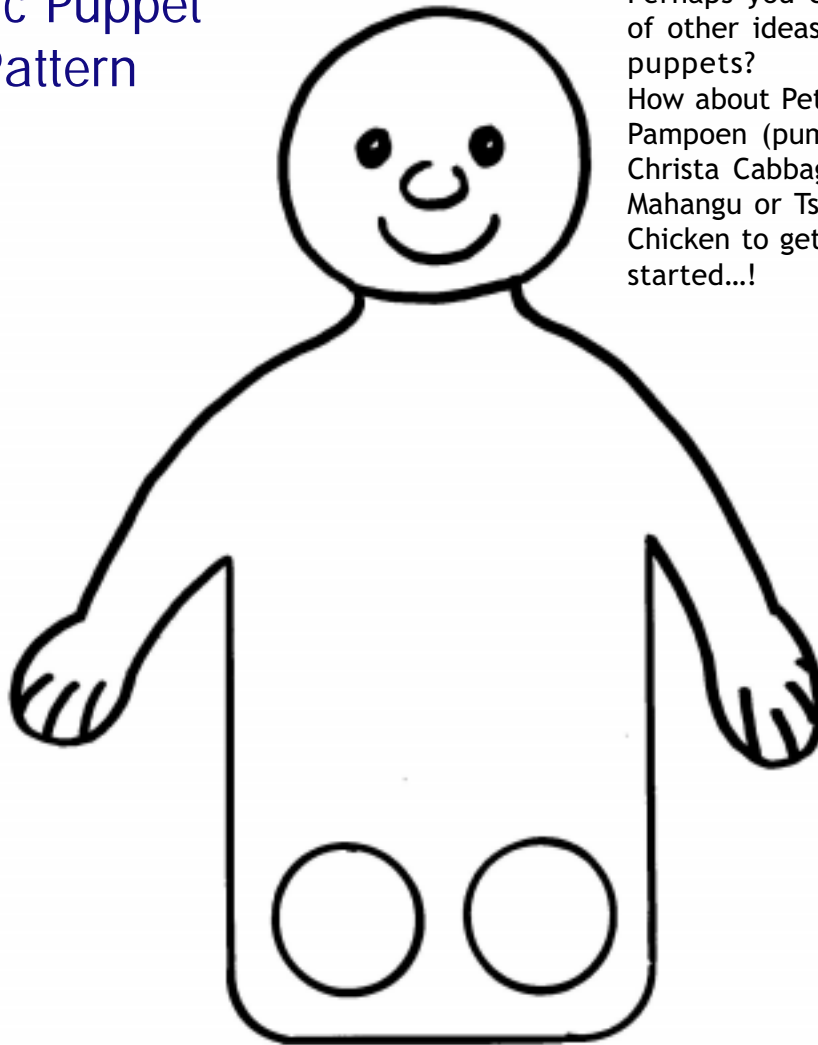
## Apply

8. When all the shows have been presented, ask the whole group to come together.

End this activity by asking the following questions:

- Do you think a puppet show is a good way to teach or pass on information to others?
- What did you learn from this activity?
- What skills did you use as you worked with others to create the puppets and the puppet show? In what other situations can you use those skills?
- How can you use what you learned in this activity in other situations?

## Basic Puppet Pattern



Perhaps you can think of other ideas for food puppets? How about Petrus Pampoen (pumpkin), Christa Cabbage, Mike Mahangu or Tshipo Chicken to get you started...!

## Some Ideas for food puppets



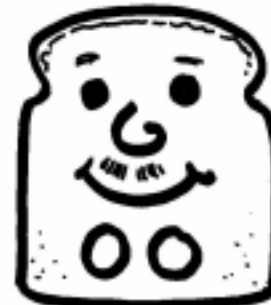
Freddie Fish



Auna Apple



Norbert Noodles



Bertus Bread



Ottlilie Orange

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## Important words and their meanings

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Analyse	To think about carefully
Audience	The people whom you want to give a message or help to learn
Collages	Pictures made by glueing other pictures or items together
Contamination	To make dirty with germs
Data	Facts and statistics
Deficiency diseases	Sickness which is caused by lack of a certain kind of nutrient
Dehydration	The "drying out "of the body when it doesn't get enough liquid to be able to work properly
Definition	A short explanation
Demand feeding	Feeding a baby when it wants to eat and not according to specific times
Deteriorate	To get worse
Interpret	To make sense of information
Key words	Important words which help us to remember facts
Lactation	When a mother produces breast milk
Life threatening	A sickness that can cause death if not treated or cured
Menu	A list of foods served for a meal or day
Malnourishment	Very poor nutrition, when the body badly needs nutrients
Monitor	To keep a close check on (the growth of a child)
Nourishment	Feeding or foods which give nutrients
Nutritious	Food with a lot of nutrients
Placenta	The sponge-like organ which gives the unborn baby blood, nutrients and oxygen and protection from disease
Potential	Promising talent
Review	To go over information again
Sources	The place (food) where nutrients come from
Supplementation	Giving additional nutrients
Utensils	Pots, pans, etc
Uterus	The womb or organ where the baby grows inside the mother



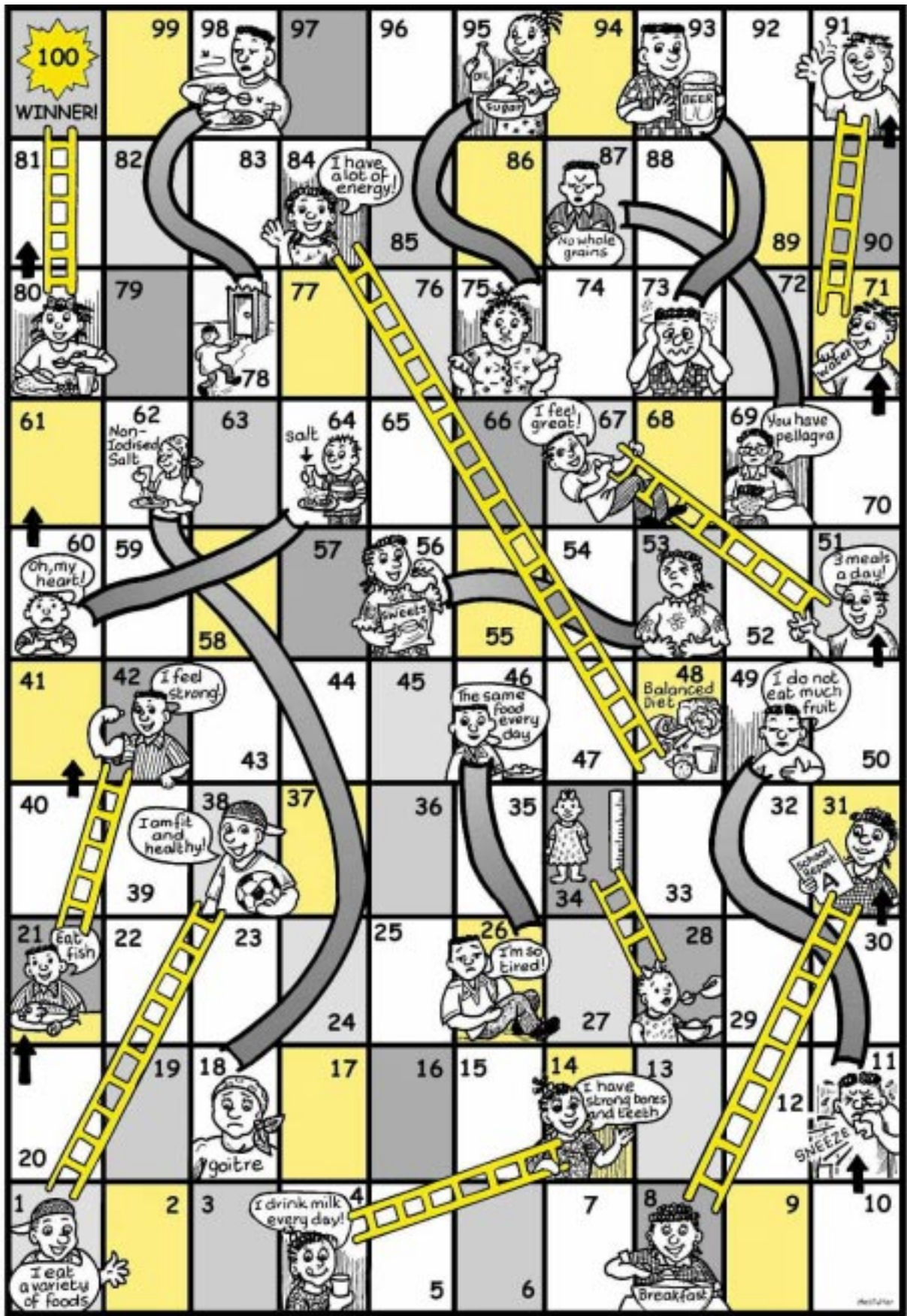
## Appendix 1: Food Guide Poster





# Appendix 2: Nutrition Gameboard

(Activity 2.1)







## **Food & Nutrition**

A Handbook for Namibian  
Volunteer Leaders

Rural Youth Development Programme,  
Directorate: Youth,  
Ministry of Higher Education, Training  
and Employment Creation, Namibia

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