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Amalima



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Healthy Harvest

An Adapted Illustrated Guide for
Amalima Community Trainers



MODULE 1: Nutrition

Acknowledgements

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FOOD GROUPS AND NUTRIENTS

Aim



To help participants know and be able to communicate the role of food in the body and identify the food groups of various foods.

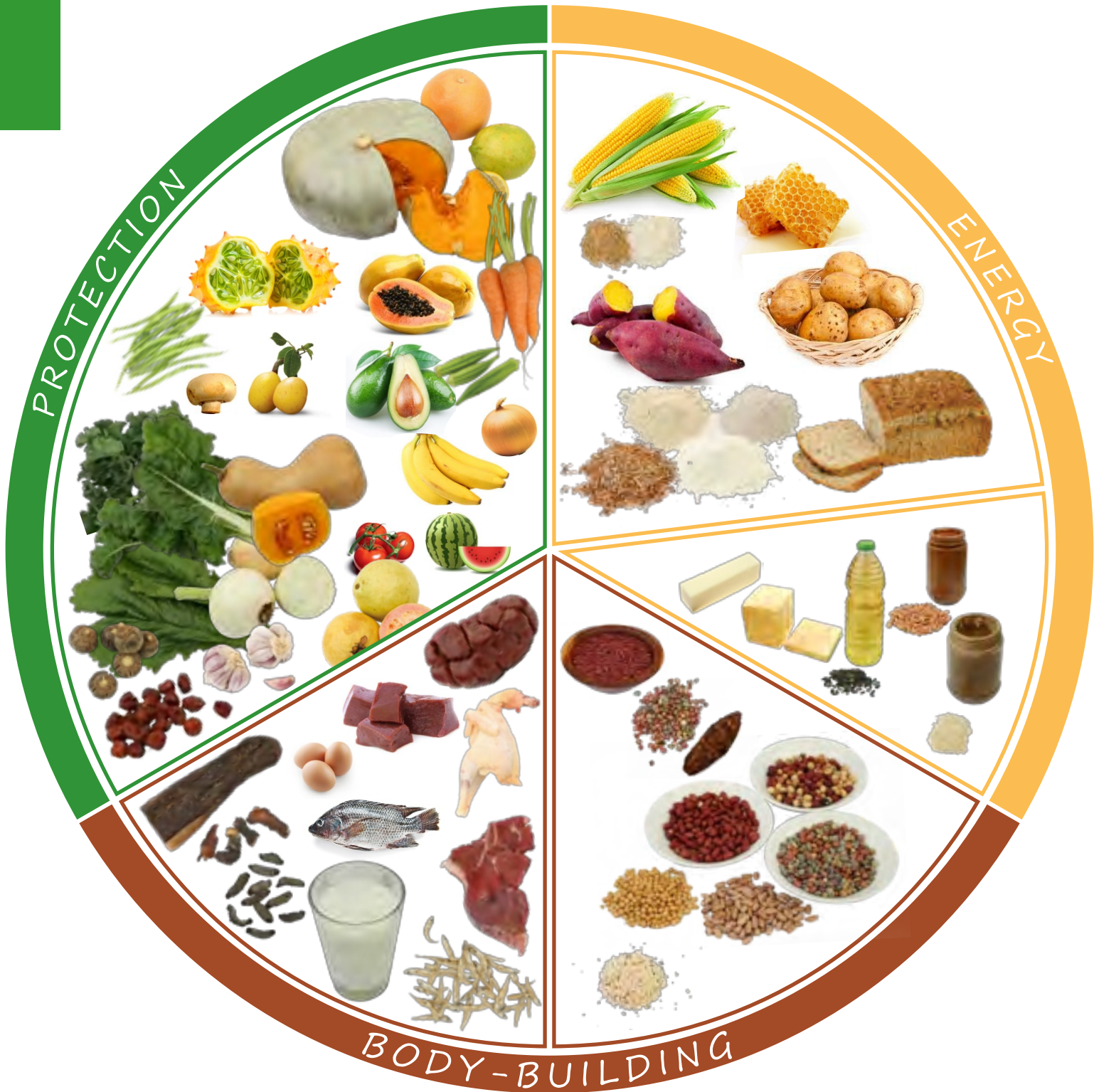
Facilitator's notes



- ✍ Food is necessary for our bodies to function proper and for us to have good health.
- ✍ The taste of food gives us pleasure and makes us feel happy and contented.
- ✍ Eating brings families and friends together.
- ✍ Thus food is good for our bodies, minds and our communities.



Picture 1: FOOD GROUPS





Discussion

Time: 30 minutes

What you should have: 1.) your Amalima Healthy Harvest flip charts, 2.) markers, 3.) pens, 4.) notebooks and 5.) food flash cards.

Discussion guide



- Start the discussion by explaining that you are going to talk about the function of food in the body.
- Explain that food does 3 things in our bodies:
 - 1 Provides energy
 - 2 Builds the body
 - 3 Provides protection from diseases.
- As such, we can classify foods according to what they do for us in our bodies .i.e **Energy Giving Foods, Body Building Foods, and Protective Foods.**

Turn flip chart.
Show Picture
1.

Ask the group
to name the
foods.



3





Facilitator's notes

- ✎ **Energy Giving Foods** - maize, millet, sorghum, wheat, rice, sweet potatoes, yams, cassava, potatoes as well as, fats and oils such as vegetable oil, butter, margarine, animal fat, groundnuts, peanut butter, sunflower seeds, and soya beans.
- ✎ **Body Building Foods** - cowpeas, sugar beans, kidney beans, groundnuts, peanut butter including animal products such as beef, goat, sheep, pork, chicken, duck, guinea fowl, insects (amacimbi, izinhlwa, inswabanda etc) and fish.
- ✎ **Protective Foods** - vegetables and fruits, wild-harvested fruit and vegetables e.g. onions, tomatoes, carrots, pumpkins, oranges, snort apples, wild berries and monkey orange fruit etc.



- Hold up some of the flash cards one at a time.
- Ask the group which kind of food is shown on the card.
- Ask whether the food shown is bough, grown, or collected from the wild.
- Ask which food group they think the food shown belongs to.





Discussion

Time: 30 minutes



Explain to the group that they can use their knowledge of food groups to plan healthy and balance meals.

Discussion guide



- It is recommended that people should eat foods from all the food groups daily e.g. porridge with peanut butter in the morning, isitshwala with bean stew for lunch, and isitshwala samabele with vegetables and meat for supper.
- Show **Picture 2**. Ask the group what they think about that meal.
- After exhausting the responses, tell them that the meal has no body building foods and is lacking in variety.
- Show **Picture 3**. Ask the group what they think about that meal.
- When the group has finished commenting, tell them that the meal is very nutritious and is an example of a balanced meal.
- Ask the group to use the flash cards to make examples of balanced meals of their own.



Picture 2: BALANCED MEALS



Picture 3: BALANCED MEALS



2

MALNUTRITION IN OUR COMMUNITIES

Aim



To help participants understand why people become malnourished and which members of the family are most at risk from malnutrition.



Facilitator's notes

- Malnutrition is a health problem that affects people as a result of not getting the right kind of diet for the needs of our bodies. In children it can lead to poor growth, serious health problems and even death.
- Children are more commonly and seriously affected than adults because they need more nutritious food to grow well. Also, they have small stomachs and cannot take in large amounts of food at one time.
- Pregnant and lactating women as well as the elderly are also very susceptible to malnutrition.



Discussion:

Time: 30 minutes

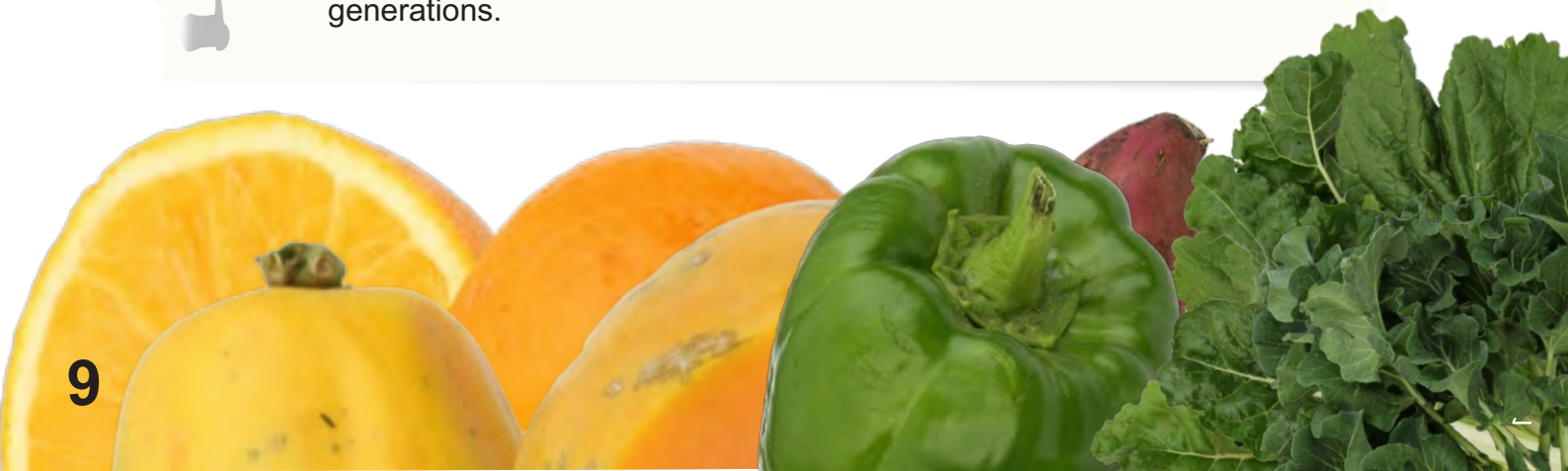


You can see the signs of malnutrition by considering a child's age and then looking at their height and weight.

Discussion guide



- Show **Picture 4**. Ask the group to comment on what they see.
- Inform them that the children shown are the same age and that 3 of them did not grow well.
- Help them identify that one is thin for his age, the other short for his age and the remaining both thin & short for his age.
- Inform the group that the period of time from conception until the child is 2 years old is when good nutrition is important so that the child grows well.
- When a woman has poor diet when she becomes pregnant it can affect the nutrition, growth and health of the her unborn baby.
- If a woman has good nutrition before getting pregnant or while she is breastfeeding, provided that she breastfeeds exclusively for 6 months; she will improve the baby's chances of growing properly.
- Show **Picture 5** and explain that good nutrition is passed through generations.



Picture 4: SIGNS OF MALNUTRITION

All these children are the same age.

well-nourished



wasting



stunting



wasting & stunting



Picture 5

Good nutrition during pregnancy leads to...



A healthy baby



Exclusive breastfeeding and...



correct complementary feeding leads to...



a healthy child who performs well at school and grows up to become...



A healthy mother who gives birth to a healthy baby





Discussion

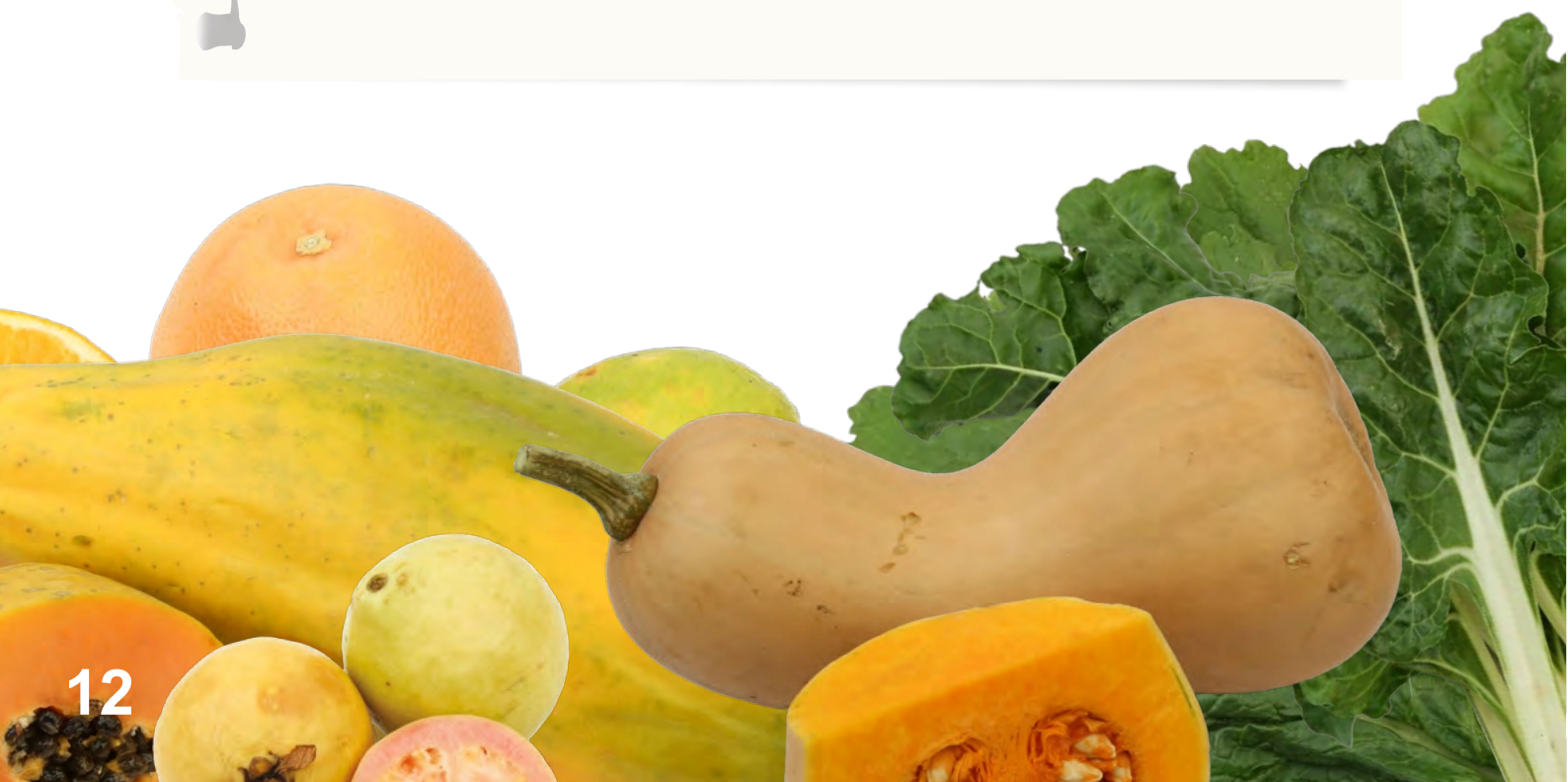
Time: 30 minutes



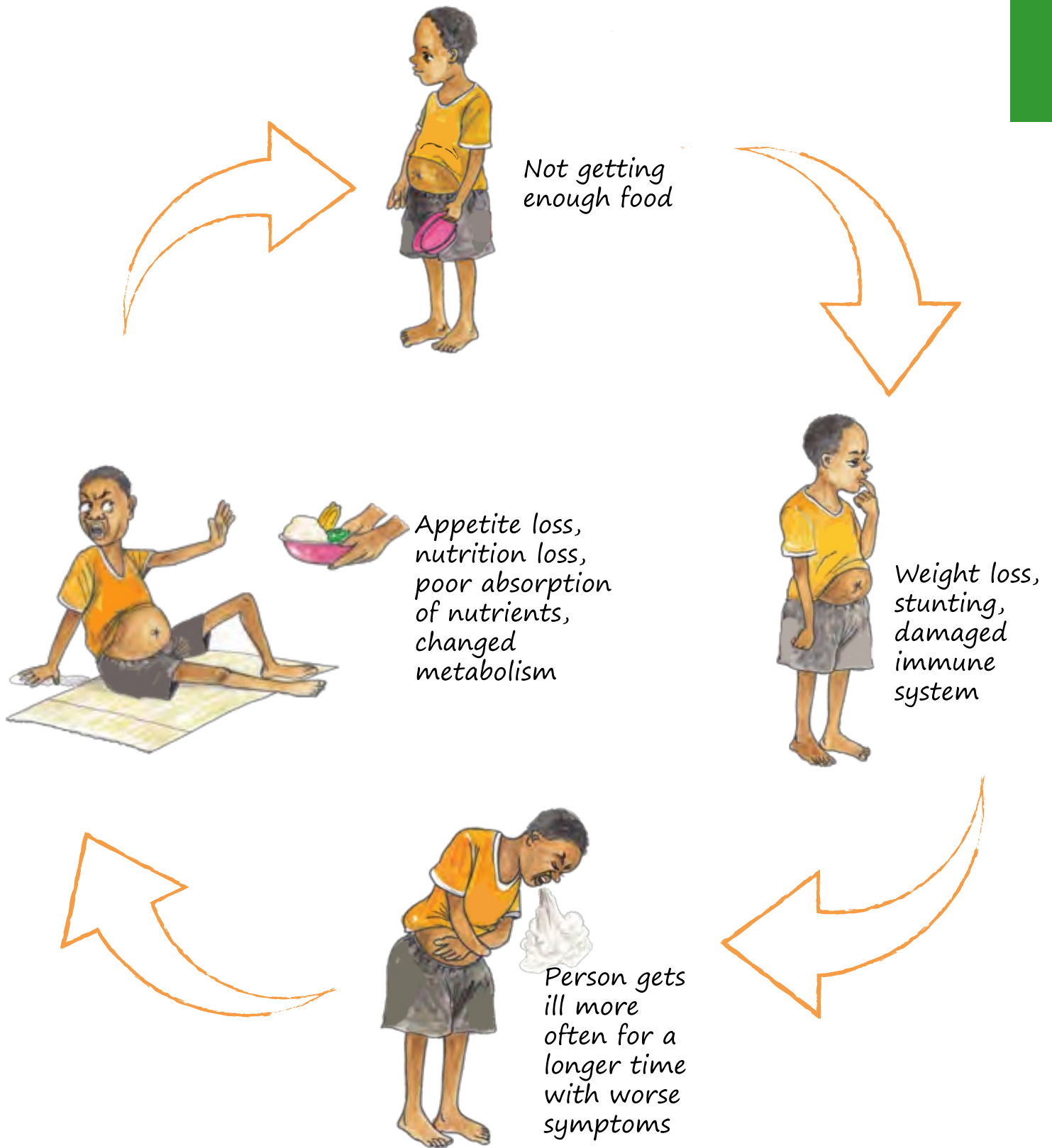
Discussion guide



- Show **Picture 6**.
- When a person does not get all the food the body needs, they lose weight and their immune system can become damaged.
- As such, malnutrition makes people more susceptible to disease.
- A malnourished person becomes ill more often for longer periods of time with worse symptoms.
- They then eat less and become more malnourished and the sickness more severe.
- It is important for people to have enough food and also to eat the types of foods (body-building foods, energy giving foods and protective foods).
- Ask participants to name the food groups giving example of each.



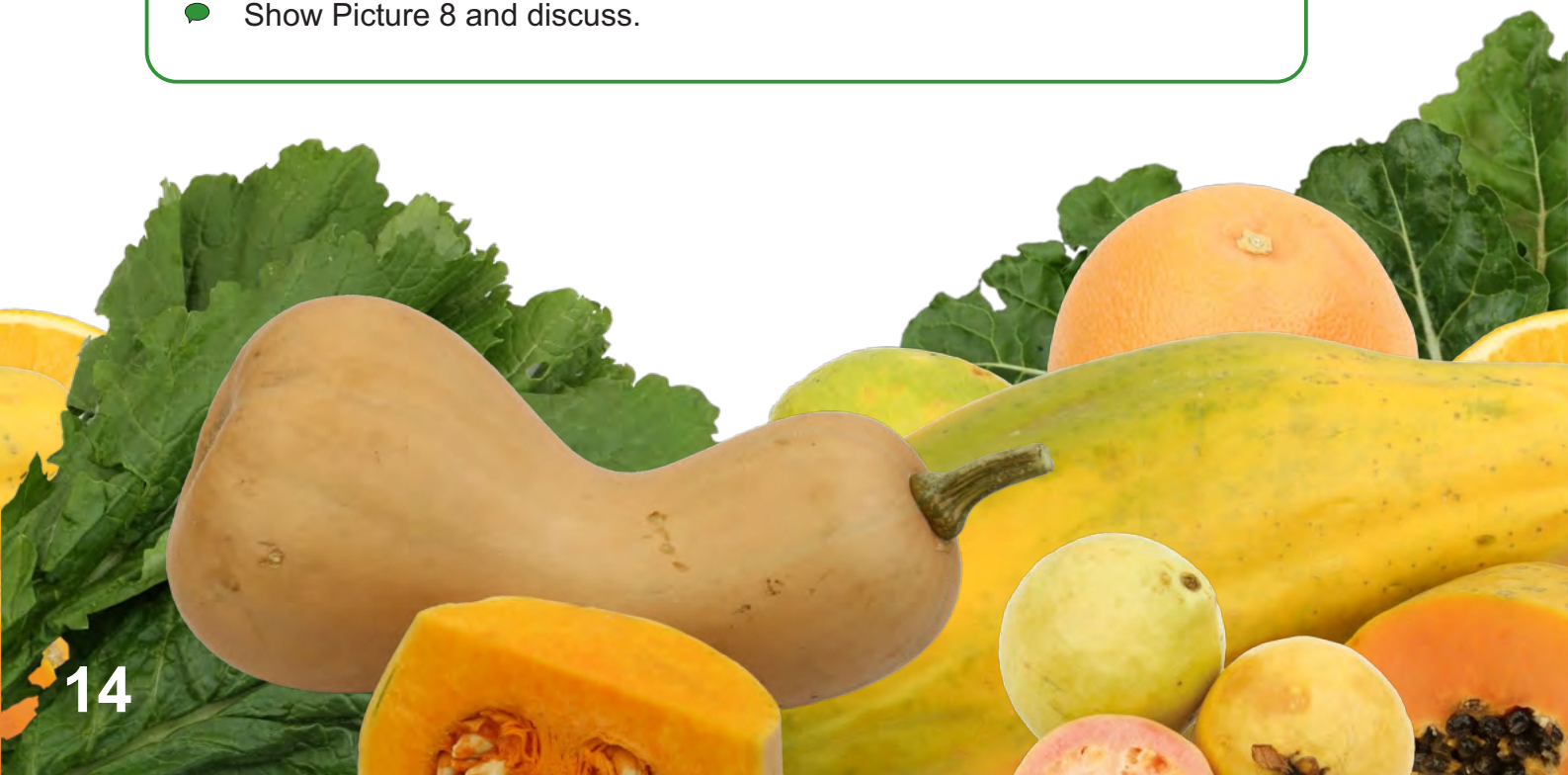
Picture 6: THE MALNUTRITION INFECTION CYCLE



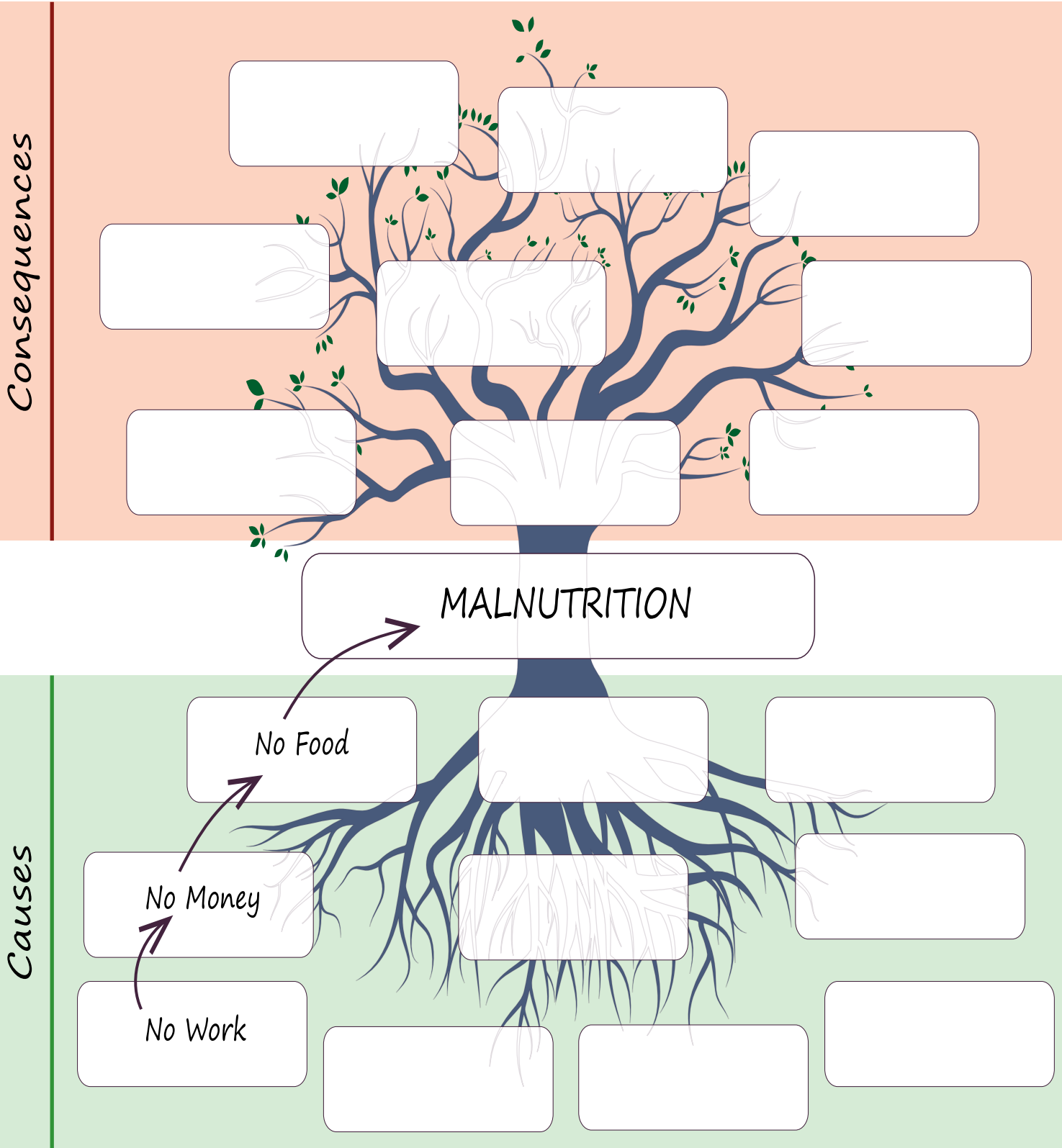


Time: 30 minutes

- Explain that in order to be able to understand the causes of malnutrition in our community we are going to use the problem tree activity.
- Show **Picture 7**. Explain that you are going to use the symbol of a tree's roots to represent the causes of malnutrition while the branches show the consequences.
- An example, "no work" leads to "no money" which causes a "lack of food" which then leads to malnutrition.
- Now we are going to do an activity which shows the causes of malnutrition in our own communities.
- Divide the participants into small groups of no more than 5 people. Give each group a piece of flip chart paper and some markers.
- Ask the groups to discuss the causes of malnutrition in their communities. They should write down what they come up with on small pieces of paper and then place accordingly on the tree they draw on the flip chart paper.
- Repeat the same exercise and do the consequences of the identified causes.
- Show Picture 8 and discuss.



Picture 7: THE CAUSES AND CONSEQUENCES OF MALNUTRITION



Picture 8

OUTCOME

malnutrition, disability and death



IMMEDIATE CAUSES

poor diet



disease



UNDERLYING CAUSES

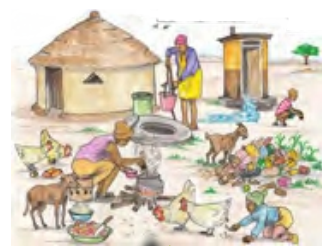
family food shortages



care and feeding practices



conditions, poor health services



BASIC CAUSES

poverty, unequal access to resources, low status and education of women, environmental stress, fluctuations in food prices, conflicts, etc.





BETTER FOOD FOR THE FAMILY









Aim



To enable participants to understand and communicate how to make nutritious meals for the whole family.



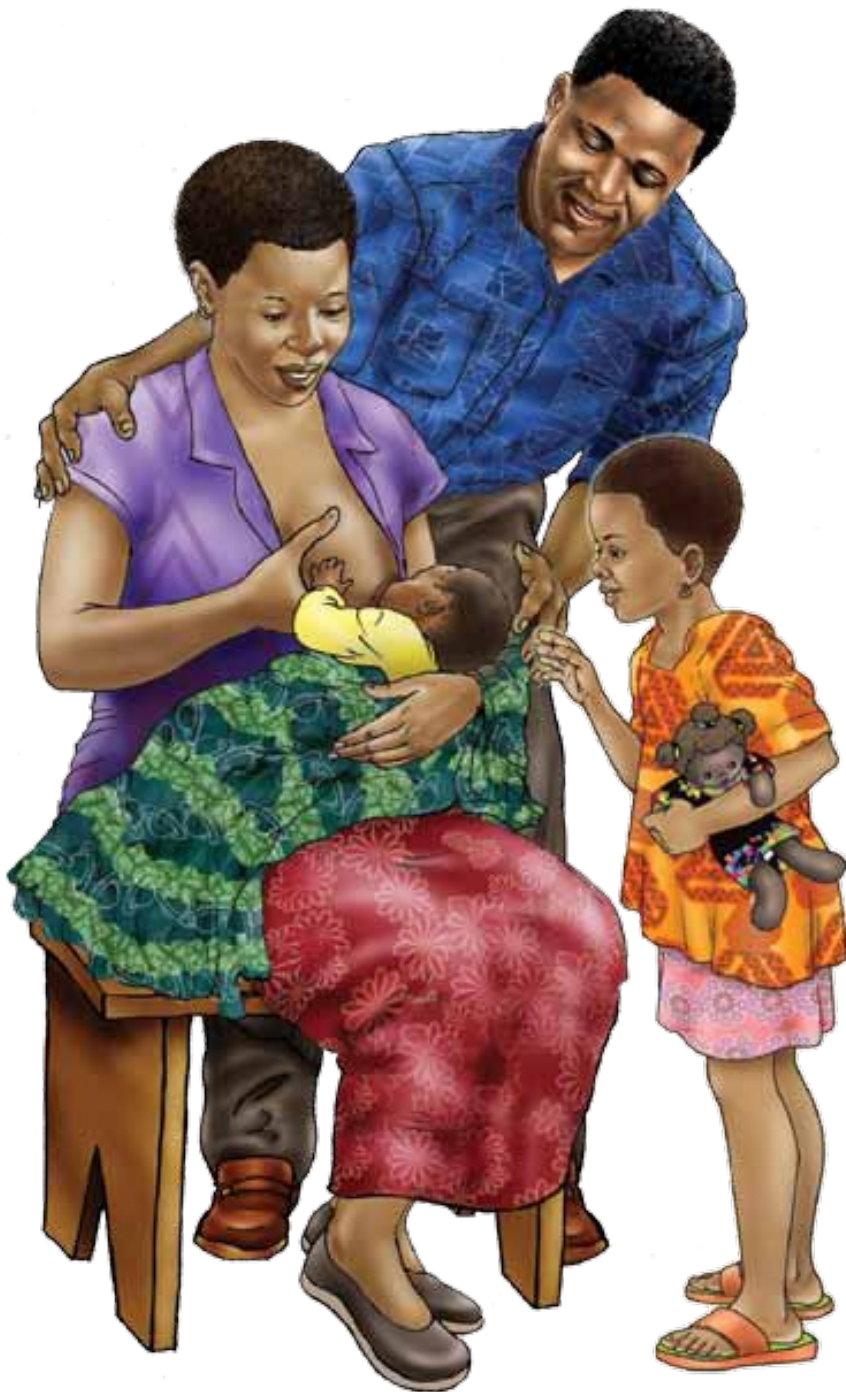
Facilitator's notes

-  Children need frequent meals because their stomachs are small and cannot take in a lot of food.
-  Women who are pregnant or breastfeeding need to have sufficient nutritious food.
-  If a woman is undernourished while pregnant she is most likely to have birth problems and her baby is likely to be too small.
-  Babies that are born too small may grow and develop slowly get sick easily, and have health problems.
-  Mothers with children under 6 months should practice exclusive breastfeeding. It does not mean a woman is lazy when she gives herself time to breast feed.
-  Husbands and other men at home can help out by being supportive and do some chores to help reduce women's workload at home. Show **Picture 9**.
-  Start giving children other food when they reach 6 months and continue to breastfeed until they reach 2 years of age. Show **Picture 10**.
-  We should try to give our families a variety of foods. Show **Picture 11**. Ask if they can identify any of the foods and which food groups do they belong to.

Picture 9: FEEDING YOUR CHILD

Breast milk has everything a child needs until they reach 6 months in age.

0 to 6 months



Picture 10

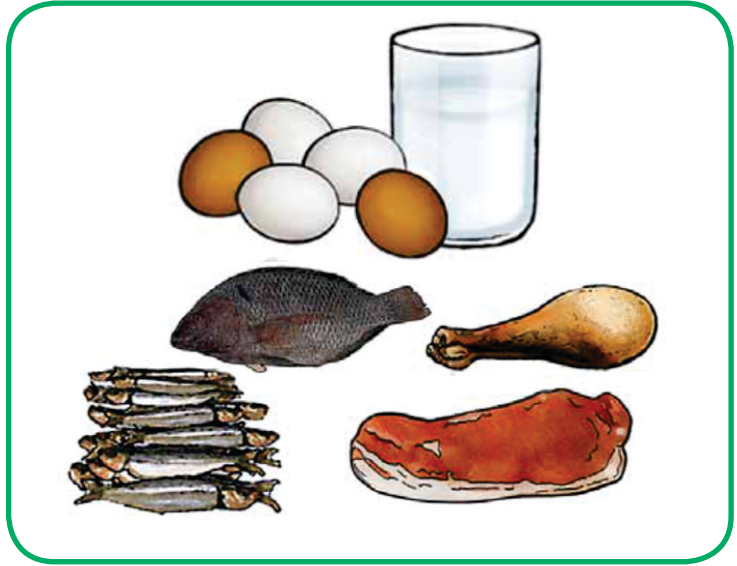
Feed your child from the family pot.
Give thick porridge enriched with either
peanut butter, baobab fruit powder etc.
Continue to breast feed.



6 to 24 months



Picture 11: GIVE YOUR FAMILY VARIETY





Time needed: 40 minutes

Materials: role play scripts (3 copies in local language)

Tip for the facilitator: The day before the session, find three participants to play the role of MaNdlovu, Dube and Grandmother MaMoyo.

1. Explain that you are going to do a role play about good nutrition during pregnancy and breastfeeding.
2. Introduce the role play characters. Say that MaNdlovu is 21 years old and she is seven months pregnant with her first child. Dube is her husband. MaMoyo is her mother-in-law.
3. Ask the volunteers to read and act out the script.

Script

At the beginning of the scene MaNdlovu is lying on a sleeping mat.

MaNdlovu: Oh I am so tired, my back aches. I feel as though I have no energy and I am so hungry!

Dube comes into the room.

Dube: Wife! Where is my porridge? It is getting late time for you to be in the fields.

MaNdlovu gets up slowly and begins preparing the porridge. She puts some into a bowl for her husband.

MaNdlovu: I am sorry husband but I just feel so tired and so hungry! I have an appointment to go to the clinic this morning for a check up.

She hands him the bowl. Dube eats his porridge. MaNdlovu tries to help herself to some porridge but before she gets a chance...

Dube: Well theres no time to go to the clinic. The maize needs weeding! Have you heated water for my bath? Can you go and get the water? Did you remember to wash my blue shirt? What about the porridge for mother?

MaNdlovu goes to fetch the water from the fire and comes back carrying a heavy pot filled with boiling water.

Dube: Careful! You will spill the water!

Grandmother MaMoyo comes into the room.

4. Stop the role play and ask participants whether they think that Dube is supporting his pregnant wife in having a healthy diet.
5. Divide the participants into four small groups. Ask each group to think of something that Grandmother MaMoyo should say to her son to encourage him to support his pregnant wife. Give them ten minutes to do this.
6. When they have finished, ask the volunteer who is playing Grandmother MaMoyo to read out each groups points in turn. Discuss the points after each reading. Include the following points in the discussion:
 - Dube could allow his wife to rest while he does some of the work.
 - Dube should make sure that his wife eats.