



NUTRITIONAL SKILLS TRAINING

THE FACILITATORS'S GUIDE

FIRST EDITION

FOREWORD

In the context of this present manual, youth peer educators trained and motivated will undertake informal or organized educational activities with their peers (those similar to themselves in age, background, or interests).

These activities scheduled for one day and half are aimed at developing young people's knowledge, attitudes, beliefs, and skills in healthy nutrition and at finally enabling them to be responsible for and to protect their own health.

SPECIFIC OBJECTIVES

- At the end of this module, every participant will be able to:
- Define the nutrients and identify their sources
- Describe the process of calculating and establishing a balanced diet
- Demonstrate the relationship between nutrition and health
- Identify the problems of malnutrition and their main causes essentially in Rwanda
- Give insight in the assessment of chronic malnutrition by making use the Body Mass index (BMI)
- Determine the effects of nutrition on reproductive health in particular, on health and socio-development in

TARGET GROUP

This manual can be used by anyone seeking to provide high training to experienced youth peer educators on issues related to nutrition basics like nutrients and their sources, composition of balanced diet, analysis of nutrition situation, analysis of different causes of malnutrition and its consequences, diagnosis chronic malnutrition using Body Mass index (BMI) among the youth and assessment of the nutrition effect on reproductive health and socio-economic development.

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UNIT 1: INTRODUCTION

INTRODUCTION

The facilitator of the training gives the welcome to the participant and ask one or a group of participants is to present the feedback on the previous day sessions.

SPECIFIC OBJECTIVES

Gain insight in what the participants think about the previous day, and how this day can be improved with their feedback.

TIME REQUIRED

10 minutes

MATERIAL REQUIRED

No material required

METHODOLOGY

Ask to one or two of the participants to give some feedback on the previous day. And ask if others can comment on the feedback.

PRE-TEST

INTRODUCTION

The facilitator introduces the trainer and tells about the topic of the module, methodology that will be used and give the pre-test. The pre-test is corrected and shown to the participants after the post-test to help them see the progress done at the beginning to the end of the training.

SPECIFIC OBJECTIVES

At the end of this session, every participant is able to:

- Present the objectives of the module in general and establish a common understanding
- Define the human nutrition

TIME REQUIRED

35 minutes

MATERIALS REQUIRED

- Flip chart
- Markers with different colours / Pens
- Notebooks / Scotch

METHODOLOGY

Ask the participants to answer the questionnaire. The results will not be discussed. This is something to work with for the further development of the content.

UNIT 2: NUTRITION

NUTRIENTS

INTRODUCTION

Food contains nutrients; they are the building block of the human body. It is the basis of the information regarding nutrition. The participants should be able to learn the different nutrients and be able to explain why they are important.

SPECIFIC OBJECTIVES

At the end of this session, every participant is able to:

- List different nutrients.
- Classify them according to their different groups

TIME REQUIRED

50 minutes

MATERIALS REQUIRED

- Flip chart
- Markers with different colours / Pens
- Notebooks / Scotch

METHODOLOGY

- The trainer prepares two questions: one the nutrients and another on their source.
- He/she divides the participants into groups according to their number.
- Every group has a head of group and a reporter who will present the discussion
- After the presentation, the flip-chart gets hung on the wall of the training room

BALANCED DIET AND ITS COMPOSITION

INTRODUCTION

A diet is not merely necessary for people who are underweight or overweight. It is necessary for everybody. Diet means nothing more than what you eat; the composition of what you eat.

SPECIFIC OBJECTIVES

At the end of this session every participant is able to:

- Demonstrate the difference between a balanced and unbalanced diet.
- Understand the value of food

TIME REQUIRED

60 minutes

MATERIALS REQUIRED

- Flip chart

- Markers with different colours / Pens
- Notebooks / Scotch

METHODOLOGY

The trainer prepares the exercises. The participants are divided into groups. Every group is asked to do the exercises. After the correction, every group compares their answers to the answers of corrected exercises. The trainees ask the questions and the trainers give the answers and synthesize.

Exercises

- The young child needs of 14 years in energy are evaluated at 1600 kcal per day. How many calories does he/she need from lipids, from proteins and carbohydrates and how many grams of each one?
- Adult person consumes 40 g of proteins, 50g of oil and 100g of carbohydrates per day. How many kcal does he/she need?

UNIT 4: RELATIONSHIP BETWEEN NUTRITION AND HEALTH

NUTRITION AND HEALTH

INTRODUCTION

Food and health are interrelated. There is no health without food. Participants should be aware of that and gain knowledge to spread that message.

SPECIFIC OBJECTIVES

At the end of this session, every participant is able to:

- Distinguish the relationship between nutrition and health

TIME REQUIRED

30 minutes

MATERIALS REQUIRED

- Flip chart
- Markers with different colours / Pens
- Notebooks / Scotch

METHODOLOGY

- Create groups of 3 to 4 people and ask them to discuss in 10 minutes how food can relate to health. Ask them to come up with examples.
- The trainer asks the participants to give the examples of needs and comments at every step.

CONSEQUENCES OF NUTRITION

INTRODUCTION

The consequences of nutrition, both too much and a lack of nutrition are discussed. What are the relationships and how can these be prevented from happening in the near future.

SPECIFIC OBJECTIVES

At the end of this session every participant is able to:

- Differentiate the stunting from the wasting and from the underweight, underweight from overweight.
- Describe some forms of nutrition deficiencies due to the lack or insufficiency of macronutrients and micronutrients.
- Assess nutritional status among the youth people using BMI parameters.

TIME REQUIRED

45 minutes

MATERIALS REQUIRED

- Flip chart
- Markers with different colours / Pens
- Notebooks / Scotch

METHODOLOGY

The trainer raises discussions and stimulates the participants to try to discover the elements describing the difference between stunting, wasting and underweight and between underweight and overweight.

Regarding the nutrition deficiencies, the trainer asks a question to the participants about the widely known deficiencies in their community. You make a list on the flip-shirt and establish a common understanding.

For the BMI, the trainer presents the table of BMI and asks to the participant to interpret the meaning of the indices. The facilitators also ask the participants to give an example of material used to measure the weight and that used for measuring the height.

The trainer gives the example of how to calculate the BMI and exercises for 10 minutes in groups.

NOTE FOR FACILITATOR

BODY MASS INDEX (BMI)

BMI is the index of a persons weight in relation to height. It is determined by dividing the weight (in kilograms-kg) by the square of height (in meters-m). It is an indicator of chronic malnutrition in adult persons.

Using the BMI formula, the result obtained enables to classify the individual either as a normal, overweight, obese or very obese person referring to the above cut-off values.

<div>BMI (Kg/m²)</div> <div>Nutrition status</div>	Cut-offs
Severe chronic energy deficiency	< 16.0
Moderate chronic energy deficiency	16.0-18.49
Normal	18.5- 24.9
Overweight	25.0- 29.9
Obese	30.0- 40.0
Very obese	> 40.0

MALNUTRITION

INTRODUCTION

Malnutrition is a common problem in African countries. Food security is lacking. The participants should know enough to educate the people in the more rural areas regarding food. Besides, they should also be able to recognise obvious signs of malnutrition.

SPECIFIC OBJECTIVES

At the end of the session, every participant is able to:

- Identify the main causes of malnutrition
- To analyse in details the causes of malnutrition particularly in Rwanda

TIME REQUIRED

50 minutes

MATERIALS REQUIRED

- Flip chart

- Markers with different colours / Pens
- Notebooks / Scotch

METHODOLOGY

The trainer asks the questions to the participants and stimulates and motivates them to answer.

- What is malnutrition?
- What kind of malnutrition is there?
- How can you recognise malnutrition?
- How can you prevent malnutrition?
- What to do when somebody is malnourished?

CONSEQUENCES OF NUTRITION

INTRODUCTION

Nutrition does not only have an influence on the person's health, but also on the reproductive health and socio-economical development.

SPECIFIC OBJECTIVES

- At the end of the session, every participant is able to: to identify some effects of nutrition on the reproductive health and socio-economic development.

TIME REQUIRED

30 minutes

MATERIALS REQUIRED

- Flip chart
- Markers with different colours / Pens
- Notebooks / Scotch

METHODOLOGY

The trainer asks the participants to be divided into groups and stimulates them to discussions. Every group is invited to present the work on flip-shirt. Thereafter, the participants are stimulated to complete the ideas given by the groups.

After the discussions the results are being discussed in the class.

Two tasks:

- Write down the effects of malnutrition on reproductive health
- Write down the effects of malnutrition on socio-economic development

QUESTIONNAIRE TO THE PARTICIPANTS

No	Questions	Answer			Marks
1	Nutrition is the study of food nutrients and the process by which food is taken into the body and used to: produce energy, build the body, protect body from disease and help biochemical processes take place in the body	True	False		1
2	Nutrients contribute to only feed the body but not to minimize the risk of diseases.	True	False		1
3	How many macronutrients do exist? a) Vitamin, minerals and proteins b) Mineral, fats and protein c) Carbohydrates, proteins and fats	a	b	c	1
4	One of those products is rich in carbohydrate (starch). A) meat b) cereals c) fish	a	b	c	1
5	What the difference between macronutrients and micronutrients? a. Micronutrients are needed in big (large) quantities and Micronutrients in small quantities b. Macronutrients are needed in big quantities the same as macronutrients c. Micronutrients are needed in small quantities and macronutrients in big quantities	a	b	c	1
6	The water take more than 50% of the body weight reason why dehydration and vomit accelerate the death of the patient (ill person).	True	False		1
7	Kilocalories abbreviated “kcal” means the unit of energy to fuel our foods in the body	True	False		1
8	1 g of alcohol provides 7 kcal but this kind of calories is very useful to support the growth , maintenance or repair of our body	True	False		1
9	A balance diet is characterized by the presence of these nutrients in the diet. a. Vitamins, protein, fats, water, macronutrients and micronutrients in the same proportions b. Fat, vitamins, carbohydrates, water, proteins and mineral in different proportions	a	b	c	1

	c. Mineral , vitamins, carbohydrates, water, proteins in the same proportions				
10	What is Body Mass Index(BMI); a) indicator of vitamin deficiencies b) Indicator of mineral deficiencies c) Indicator of chronic malnutrition among adult persons	a	b	c	
11	Kwashiorkor is due to : a) the lack of energy b) lack of proteins c) lack of minerals	a	b	c	1
12	Marasmus or wasting is due to: a) the lack of energy b) the lack of vitamins c) the lack of minerals	a	b	c	1
13	Goitre is due to : a) the lack of lack of vitamin A b) lack of vitamin D c) lack of iodine	a	b	c	1
14	Fatigue is not a sign (symptom) of anaemia	True	False		1
15	Exposure of our body to the sunlight before 8 o'clock provides vitamin D.	True	False		1
16	Poor cognitive development is not a consequence of malnutrition on health	True	False		1
17	Protracted breastfeeding is one of the natural contraceptive method is a positive consequence of nutrition on reproductive health	True	False		1
18	The store of fats during pregnancy is not used for producing breast milk for the child	True	False		1
19	Undernutrition may delay the menstruation cycle	True	False		1
20	Improved nutrition is an important first step in developing human capital and reducing poverty	True	False		1
Total marks					20

RIGHT ANSWERS QUESTIONNAIRE FOR FACILITATOR

No	Questions	Answer			Marks
1	Nutrition is the study of food nutrients and the process by which food is taken into the body and used to: produce energy, build the body, protect body from disease and help biochemical processes take place in the body	True	False		1
2	Nutrients contribute to only feed the body but not to minimize the risk of diseases.	True	False		1
3	How many macronutrients do exist? a) Vitamin, minerals and proteins b) Mineral, fats and protein c) Carbohydrates, proteins and fats	a	b	c	1
4	One of those products is rich in carbohydrate (starch). A) meat b) cereals c) fish	a	b	c	1
5	What the difference between macronutrients and micronutrients? a. Micronutrients are needed in big (large) quantities and Micronutrients in small quantities b. Macronutrients are needed in big quantities the same as macronutrients c. Micronutrients are needed in small quantities and macronutrients in big quantities	a	b	c	1
6	The water take more than 50% of the body weight reason why dehydration and vomit accelerate the death of the patient (ill person).	True	False		1
7	Kilocalories abbreviated “kcal” means the unit of energy to fuel our foods in the body	True	False		1
8	1 g of alcohol provides 7 kcal but this kind of calories is very useful to support the growth , maintenance or repair of our body	True	False		1
9	A balance diet is characterized by the presence of these nutrients in the diet. a. Vitamins, protein, fats, water, macronutrients and micronutrients in the same proportions b. Fat, vitamins, carbohydrates, water, proteins and mineral in different proportions	a	b	c	1

	c. Mineral , vitamins, carbohydrates, water, proteins in the same proportions				
10	What is Body Mass Index(BMI); a) indicator of vitamin deficiencies b) Indicator of mineral deficiencies c) Indicator of chronic malnutrition among adult persons	a	b	c	
11	Kwashiorkor is due to : a) the lack of energy b) lack of proteins c) lack of minerals	a	b	c	1
12	Marasmus or wasting is due to: a) the lack of energy b) the lack of vitamins c) the lack of minerals	a	b	c	1
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16	Poor cognitive development is not a consequence of malnutrition on health	True	False		1
17	Protracted breastfeeding is one of the natural contraceptive method is a positive consequence of nutrition on reproductive health	True	False		1
18	The store of fats during pregnancy is not used for producing breast milk for the child	True	False		1
19	Undernutrition may delay the menstruation cycle	True	False		1
20	Improved nutrition is an important first step in developing human capital and reducing poverty	True	False		1
Total marks					20