



# NUTRITION FOR HEALTH

## EMBRACING OUR NAMIBIAN FOOD SYSTEMS

### FACILITATORS' MANUAL

## Extract: ALL EXERCISES



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# 3. INTERACTIVE SESSIONS AND EXERCISES

## FIRST DAY – PART 1: NUTRITION AND MALNUTRITION

### INTRODUCTION: NUTRITION QUIZ (EXERCISE 1)



This exercise serves to break the ice, get conversations started, touch on some key nutrition-related aspects, and it gives facilitators a first impression of participant's level of understanding and their already existing experiences. To a certain degree, it also allows insights into initial group dynamics and may show facilitators if there are any 'difficult characters' in this group.

By facilitating this very first group exercise very skilfully, an atmosphere of listening and respecting one another's viewpoints and personal experiences starts being cultivated.



#### RESOURCES NEEDED:

Sufficient space



Make sure there is enough space for people to stand along an invisible imaginary line on the floor. Explain that one end of the line represents 'Yes' and the other represents 'No'.

Tell the group that you will read out a few short statements, and that you will ask everyone to 'vote with their feet' (all at the same time), so that they will position themselves according to what they know or believe to be true at this point in time, depending on each statement.

Read the statements below aloud. Pause after each one, for people to position themselves between 'yes' and 'no', emphasizing that there is also lots of space in the middle for "I don't know" or "I am in the middle", and that "mostly yes" or "mostly no" are also valid options.

After people have positioned themselves to a statement, ask a few people to share why they stand where they stand. Deliberately choose people from different places along the spectrum to share their views. Hereby make sure that everyone listens when someone speaks. Ask everyone to understand *'where that person and his/her view is coming from'*.

Be cautious to avoid debate-style discussions where people would start arguing and try to convince each other. If necessary, remind people that this exercise is just about noticing where we are in our understanding of nutrition as we begin this workshop journey.

At the end of few people's brief sharing after each statement, you may provide a very short (1-2 sentences only!) answer or comment, to possibly rectify existing assumptions that may otherwise be too misleading. Yet, keep in mind that this exercise is not about in-depth explanations or providing substantial input (this will come later, and you can and should refer to the fact that more and detailed information is still going to come later).

This particular exercise here merely serves the purpose of making people a bit more curious and to get us started by finding out where we all are in our learning journey about nutrition.

Here are the statements for you to read, together with some helpful notes about what aspects could be expected to come up or what you would want to listen for.

QUESTIONS / STATEMENTS:	KEY ASPECTS TO LISTEN FOR / COMMENTS:
1) <b>A well-balanced diet and healthy eating can prevent some diseases and even assist treatment.</b>	<i>YES – healthy eating habits (= a ‘balanced diet’) have significant proven health benefits as it strengthens your immune system, and it can help with treatment and recovery from a wide variety of diseases.</i>
2) <b>Malnutrition only happens when people don’t have enough to eat.</b>  OR  3) <b>Most Namibians eat healthy enough. Only those who are poor have nutrition-related problems.</b>	<i>NO – over-nutrition (eating too much and being overweight or even obese) is also a form of malnutrition, with high risk of Diabetes, high blood pressure, liver/kidney failures, heart diseases, arthritis etc., which shorten people’s lifespan and increases medical costs for individuals and society.</i>  <i>There is also what is called “hidden hunger” = (Micro-nutrient Deficiency) whereby the food that one eats doesn’t contain all the nutrients needed.</i>  OR <i>NO – 1,5 million (58%) Namibians are food insecure (FAO 2022), so they cannot afford healthy eating habits, while Namibians in general like sweets, snacks, and over-consume meat, fat (e.g. cooking oil), sugar and salt, while not eating enough fresh fruits and vegetables.</i>
4) <b>Even a bit of smoking and alcohol during pregnancy is a risk to the baby’s health.</b>	<i>YES, babies in the tummy may have deformities, can be born early/ prematurely, and their body/brain will be less developed, with effects lasting for a lifetime.</i>
5) <b>It is good to give babies thin mahangu or maize porridge after the first 2-3 months.</b>	<i>NO – exclusive breastfeeding for 6 months! After that, babies should receive complementary feeding while breastfeeding continues until 2+ years of age.</i>
6) <b>Meat is the best and only source of protein.</b>	<i>NO – besides eggs, milk, yogurt, and cheese there are also beans, lentils, groundnuts (incl. peanuts), tofu etc.</i>
7) <b>Some of the food that I eat comes from my own garden or field.</b>	<i>Great, way to go! Encourage participants to do more.</i>
8) <b>I know how to preserve and conserve food.</b>	<i>Important to see how many participants have such a knowledge already, when we come to this part later.</i>
9) <b>I have a compost at home.</b>	<i>Interesting to see – more info will also be shared.</i>
10) <b>Namibia is easily able to feed its own people in the next ten years.</b>	<i>NO – Namibia still has a long way to go, with over 60% of our food in 2021 having to be imported.</i>
11) <b>How many teaspoons of sugar do you usually put into your tea?</b>  <u>NOTE:</u> this slightly changes instructions for this last question!	<b>Adapted INSTRUCTIONS here:</b>  <b>Instead of the ‘Yes’ - ‘No’ line, ask participants to imagine a line of numbers on the floor, with ‘0’ (zero) on one end and ‘6’ (six) on the other end. Or ask participants to indicate the number by showing with fingers on their hand.</b>  <i>Share with participants that you will get to the issue of sugar in drinks and food later in more details.</i>

When listening to the answers, start with the ‘wrong’ answers and end with the ‘right’ ones for each question.

This helps participants learn from each other.

Ensure not to enter long discussions but rather refer to future sessions that will cover these topics in more detail.

## SLIDE 2.7. - ROAD TO HEALTH: OURSELVES AND OUR CHILDREN

This slide serves to spark critical thinking. Facilitate a brainstorming on: *'How can we turn around current trends and overcome over-nutrition-related challenges in Namibia for us and for future generations?'*

Write *"Ourselves"* and *"Our Children"* on 2 flipcharts and ask participants to suggest what we can do. Writing any valuable suggestions on the respective flipcharts, and add from your perspective what may be helpful for the group, for instance:

- ◇ ***Ourselves:*** Change eating habits (less sweets, more veggies/fruits), introduce sugar tax
- ◇ ***Our Children:*** Breastfeeding, promote and role-model drinking water, mix juice with water, no (or hardly any) cooldrinks, eat the whole fruit, limited screen time, more active play outside

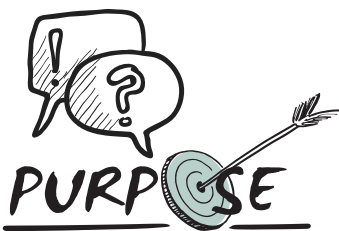


### Key Messages:

Show the image: 'You are what you eat' and let the difference between the images sink in.

Brainstorm on healthier eating habits for firstly 'ourselves' and secondly 'our children'

## SUGAR AND ME (EXERCISE 2)



This exercise will provide participants with a direct sensory experience, aimed to challenge (in a positive way) their habits of sweetening of hot beverages, as well as consumption of sweet beverages (cool drinks), sweets and sweet stuff (= added sugar) in general.

It is meant to provide a healthy reality check regarding what we think is 'necessary' (out of habit) versus what our taste buds actually find 'sweet enough'.



### RESOURCES NEEDED:

- 6 x 1-liter bottles (marked A, B, C, D, E, F) filled with Rooibos tea, each one with a different sugar level (randomly across the differently marked bottles)
- 1 cup per participant to taste the teas from the different bottles
- Water for people to sip on in between the teas with different sugar levels
- Print-out of rating scale (per person) → See **Worksheet 1** (p. 79)



## ADVANCE PREPARATIONS (MADE BEFOREHAND):

Make sure you prepared the 6 x half liter bottles a day in advance as follows:

6 x half liter of boiled water with 5 bags Rooibos tea bags per 1 liter of water.

Mark the bottles with letters from A to F and place them in a random order in front of you, as you start filling them with sugar. Write down how much sugar you added into which bottle (e.g. C = 1 teaspoon; A = 2 teaspoons; F = 3 teaspoons etc.).

Add sugar [recommended before you add the liquid] to the 6 bottles as follows:

1st bottle = 2.5 teaspoons, equals half teaspoon ( $\pm$  5 grams) per 200ml (normal cup size)

2nd bottle = 5 teaspoons, equals 1 teaspoon ( $\pm$  10 grams) per 200ml (normal cup size)

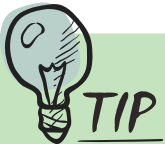
3rd bottle = 7.5 teaspoons, equals 1.5 teaspoons ( $\pm$  15 grams) per 200ml (normal cup size)

4th bottle = 10 teaspoons, equals 2 teaspoons ( $\pm$  20 grams) per 200ml (normal cup size)

5th bottle = 12.5 teaspoons, equals 2.5 teaspoons ( $\pm$  25 grams) per 200ml (normal cup size)

6th bottle = 15 teaspoons, equals 3 teaspoons ( $\pm$  30 grams) per 200ml (normal cup size)

**NOTE:** It makes a difference whether we use a leveled or a heaped teaspoon of sugar, as a level teaspoon holds 4 grams, while a heaped teaspoon holds 7.5 grams of sugar.



Only fill the tea into the half liter (500 mL) bottles once it has cooled down to lukewarm temperatures, as hot water/tea will damage the bottle and micro-plastic may dissolve in the tea.

## INSTRUCTIONS:

**45 MINUTES**

Ask participants to join you in a blind tasting of tea, because we Namibians are quite famous for loving our tea really sweet. So, let's find out "How sweet is sweet enough?"



Make sure you **announce** that **anyone with Diabetes should NOT participate in this exercise but should rather act as observers**. They can assist in the counting at the end.

Give everyone a cup, a pen, and a cut out blank rating scale (-> Worksheet 1). Tell them that you will now give them tea to taste with 6 different types of sweeteners, equaling 1 to 6 spoons of sugar per cup.

Have your bottles (A-F) clearly marked and inform participants that the sweetness level of the bottles has been randomly selected, and that they should each now taste and then guess how many spoons of sugar (per 200ml cup) are in each bottle by writing the estimated number of teaspoons (1 - 6) under the fields in the table marked A-F. Participants should make their choices privately without talking with each other. Tell them they can always taste again (have a second or third sip) from a bottle they already drank from, if they are not sure.

After everyone has completed their rating scale, ask participants to keep it as they sit down again in the circle. Now ask them by 'show of fingers' how many sugar spoons were in bottle A, B, C, D, E, and F, according to their rating scale. Notice how it is fairly easy for people to differentiate between 1, 2 and 3 spoons of sugar, but as from 4-5 spoons it tends to become more difficult to taste the difference. This means the number of fingers that people put in the air may be different for those bottles with 4, 5 and 6 spoons of sugar.

Let people share some feedback about how they liked it and what they learned from it.

Use this opportunity to ask how many people usually put more than 3 spoons of sugar or know someone who does. Encourage them to stop at maximal 3 spoons (preferably less), firstly for health reasons but secondly for economic reasons, because reducing sugar in tea may enable some households to cut their sugar budget at least into half and really save money.

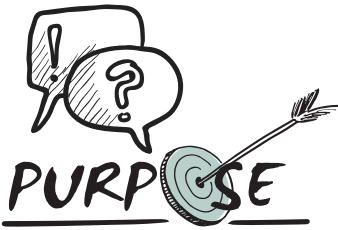
**For comparison:** The WHO's recommendation of added sugar per day is 25-50g maximum! Small children under 2 years of age should not be given any added sugar at all.



Allow for additional comments and reflections before moving to the next session.



## FOOD GROUPS (EXERCISE 3)



This exercise serves as a conversation starter around healthy eating, in form of a variety of food in the right proportions, by making people familiar with the concept of food groups in an interactive and engaging manner. It also aims to increase awareness of where we can get enough nutrients, such as protein (e.g. through plant-based sources) or micro-nutrients (= minerals and vitamins, through vegetables and fruits) and which foods to reduce/avoid.

### Key Messages:

Caution against consuming too much processed food, sugars, and some oils and fats.

Encourage consumption of products that are local, indigenous, natural, organic and as unprocessed as possible.

**Healthy Diet** = balanced, with a variety of food that is consumed in moderation.



### RESOURCES NEEDED:

80+ of the 126 **food item cards** from different food groups. (See p. 81 - 82).

4 Baskets with signs (plus pegs) for each of the food groups + 6 plates

Water (symbolic), either 1 x 5L bottle or several smaller water containers

Facilitator's Fact Sheet – Food Groups (Exercise 3). (See p. 81 - 82).

### 60 MINUTES



Start by asking participants how the lunch was and if it was 'lekker'?

Ask, if it was also healthy? ...and if so, why? ...or why not?

Explain that one determining factor for a healthy meal and what we call a balanced diet has to do with so-called 'food groups', which we are going to explore now.

Facilitate a **brief brainstorming** around what type of food groups/categories they know.

After listening and discussing, mention that there are different ways to categorize food into groups, and that is one of the most common ways, which is also used in the 'Food and Nutrition Guidelines of Namibia' (MoHSS, 2000 - [www.nafsan.org/resources](http://www.nafsan.org/resources)).

- Place the 4 big baskets on the ground, one for each food group with the name attached to each basket with a peg:
  - Cereals / staple foods
  - Vegetables and Fruits
  - Proteins from animal- and plant-sources (e.g. beans)
  - Fats, Oils and Sugars

+ **Water** = just a reminder, as it is key to healthy living - yet it is of course not a 'food group'
- Randomly hand out well-mixed laminated food item cards, about 3-4 per participant.

- Invite participants (all at the same time) to place each of their food items into the basket to which they think this food item belongs to. This should take about 3-5 minutes.
- Once all food items are placed into the baskets, have everyone sit down again while you go through the foods in the 4 different baskets one by one to verify if all the items are in the correct 'food groups' to which they belong. This may take ± 10 minutes.
- Now, ask for 6 (2 x 3) volunteers and give them each an empty plate which they can fill with suitable food items of their choice, according to the following instructions:

The first 3 volunteers shall put a typical meal on their plates, meaning something that is representative of what they usually eat on a day-to-day basis.

The other 3 shall (at the same time) put together an ideal meal, meaning a meal that they would like to have and which they think would be most healthy for them.

- Once all 6 volunteers are done (3 x typical and 3 x ideal), ask them to present to the group:

Start with the 'typical meals' and discuss briefly and see if the rest of the group would also agree that this represents a typical day-to-day meal for them.

Next up are the 'ideal meals'. Notice the food choices they made and highlight the variety (= food from different food groups) that is present on these 'ideal' plates.

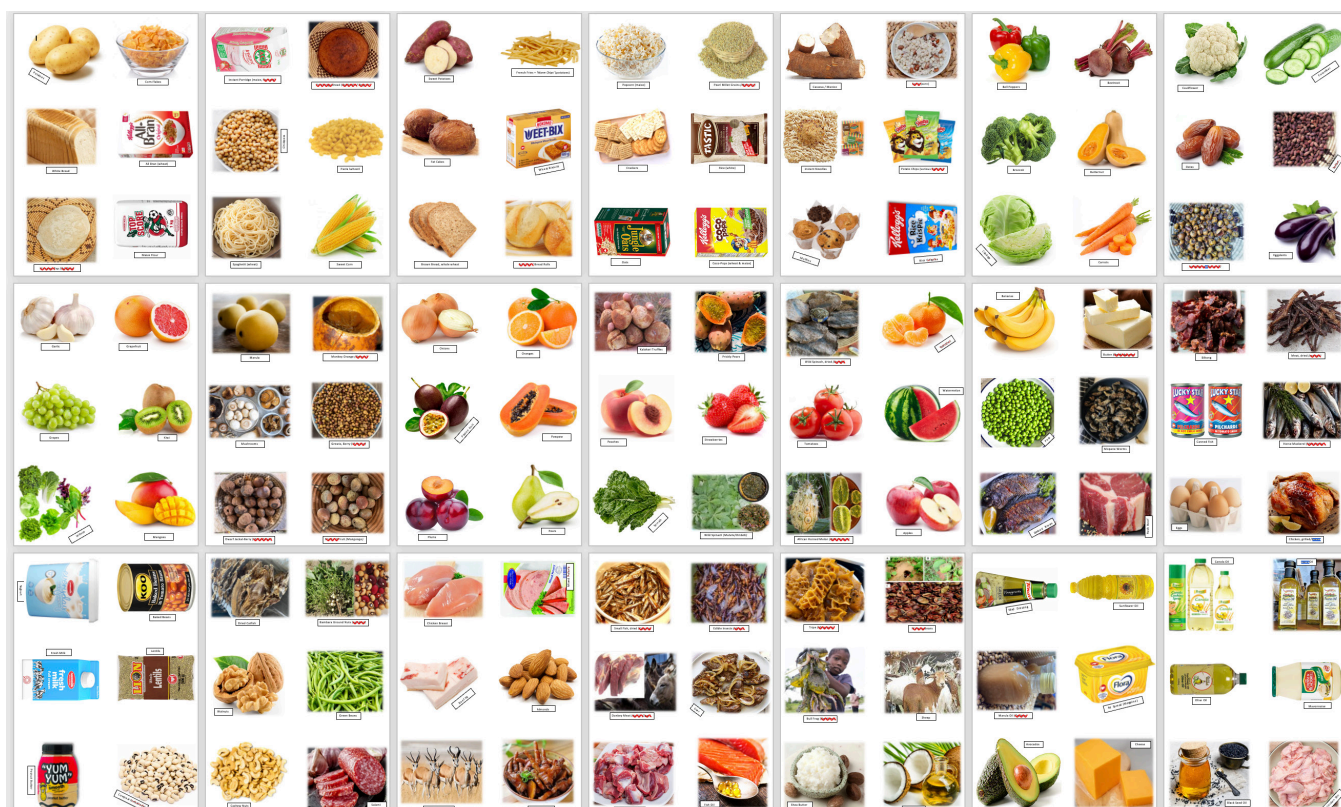
- Finally reflect with the group why they think these 3 plates represent an 'ideal meal'. Use this as a transition into the next session, which will provide more information on the different food groups and why they are important.

**NOTE:** Depending on the questions, let participants know that more sessions with information on food preparation, food safety and food preservation will still come. There will also be discussions on how we can make sure that we will have more 'ideal meals' on our plates on a daily basis to feed ourselves and our families.

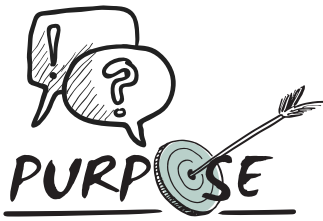


Should there be any nutrition-specific questions that you are not able to answer properly because you do not know, then write down the question. Do some research overnight and share the answer tomorrow morning after or during the first session on "Afterthoughts and Reflections".

**A complete list showing which food belongs in which food group is on pages 81-82.**



## NUTRITION CHALLENGES (EXERCISE 4)



This exercise is an opportunity for participants - at the end of the first day - to reflect on what they learned so far, and to share the real-life challenges they are facing when it comes to healthy eating and drinking. It is also an important opportunity for facilitators and the whole group to better understand existing challenges and to start brainstorming possible solutions and ways forward.

**NOTE:** Any suggestions from this exercise that may have a significant impact on Namibia as a whole, should be emailed to [info@nafsan.org](mailto:info@nafsan.org) (by facilitators), either typed up or by taking picture of the handwritten notes. In this way, helpful responses can influence future advocacy efforts towards overcoming malnutrition in Namibia in all its forms.



### RESOURCES NEEDED:

- Pens and printed questions **Worksheet 2** (p. 80), at least one per small group
- Enough space for small groups to break away and discuss



Start by highlighting that the last session focused on ideal healthy meals, yet that there are a variety of aspects that make it difficult or even impossible for everyone to live, eat and drink according to these ideal standards.

Share that the following exercise helps us to better understand these difficulties and may offer ideas as to what we can do to overcome any existing challenges.

Divide the group into small groups of 3-4 and share the worksheet with each group. You can either give one paper per group or even one paper per person, so everyone can take notes.

Briefly read the 4 questions to be discussed in small groups aloud and allocate 15 minutes for discussing these questions. Emphasize that everyone within the small groups should be given the opportunity to share their perspectives, ideas and contribute to the discussions.

After 15 minutes (walking around during this to ensure that at least most groups had enough time to discuss all 4 questions), get **everyone together in one big circle** and ask them to share what they discussed, hereby starting with the second question.

Participants' answers to the first question will be integrated in today's closing.

Listen to various responses from individuals on the second question, then move to hearing responses to the third and finally to the 4th (and last) question. Make sure people share and speak for themselves, and do not necessarily have to represent their small group.

Take note of their responses and let these influence your preparations for tomorrow. For instance, what type of examples you use or what other specific needs this group may have.

## CLOSING ROUND - DAY ONE

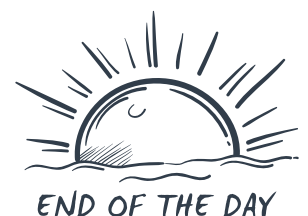
As participants sit in a circle, explain that you are going to do a closing round for today. Say, that you will start a sentence that everyone is going to complete, one after the other, going around the circle.

Any participant may hereby 'pass' in the first round (e.g. when they are not yet ready to speak or could not think of an answer yet). However, it will then be their turn to complete the sentence in a second round.

It's recommended that you lead by example and are the first to complete the sentence with your own answer/ending, before passing it on to your neighbour.

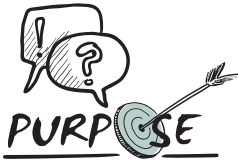
The sentence to be completed is: **"The most valuable thing I learned today was..."**

...which is also the first question from the previous 'Nutrition Challenge' exercise.





## MATERNAL NUTRITION (EXERCISE 5)



This exercise intends to show the knowledge about how to care for pregnant mothers and to highlight the need to put it into practice.

It further serves to verify any information and perceptions that exist within communities, i.e., to ensure that the correct information is provided as to what to do, what not to do, and how best to provide necessary support.



### RESOURCES NEEDED:

- Flipchart and markers to write on (optional!)
- MoHSS-Brochure: 'Nutrition during Pregnancy and Breastfeeding'



Remind everyone that our first 1,000 days start in our mother's womb from the time of conception, and that this exercise focuses on this crucial period and how to create the best possible environment for a new life to come into this world as healthy and smart as possible.

## 30 MINUTES

Divide participants into 4 small groups of  $\pm$  5-6 people in each group, for them to share their existing knowledge around maternal nutrition and support, and give them the following **instructions**:

Each group should discuss the following questions in  $\pm$  **10min**:

- ✓ *What should pregnant women consume that benefits their maternal health?*
- ✓ *What should pregnant women not consume during pregnancy and breastfeeding?*
- ✓ *How can others, such as men (fathers), do to support the mother-to-be?*

**Afterwards**, ask the groups to present their findings in full, yet one question at a time.

Have the first group share what they find **beneficial for pregnant women** in terms of nutrition, followed by the second group adding to this, then the third and then the fourth.

*Typical responses that are anticipated: enough and healthy food (which may include seemingly 'weird' food choices, yet the body often knows what it needs), lots of water, as well as supplements, such as iron and folic acids.*

The next question is about **things to avoid** during pregnancy and breastfeeding, hereby start again with one group and then let all other groups add their responses and additional input.

A typical list of tips here should include smoking, drinking, drugs, etc.



At this stage, show **Slide 5.4** to participants and afterwards you **hand out** the brochure on '**Nutrition during Pregnancy and Breastfeeding**' which provides a helpful and reliable overview in terms of information.

## SLIDE 5.4. - FETAL ALCOHOL SYNDROME (FAS) AND SMOKING

Show this slide when reflecting on answers to the 2<sup>nd</sup> question of 'Exercise 5': "What pregnant women should not consume during pregnancy..." as it shows how drinking even small amounts of alcohol can lead to Fetal Alcohol Syndrome (FAS), which includes brain damage and can cause growth problems.

### Key messages:

FAS causes permanent (non-reversible!) physical and cognitive problems for the developing baby

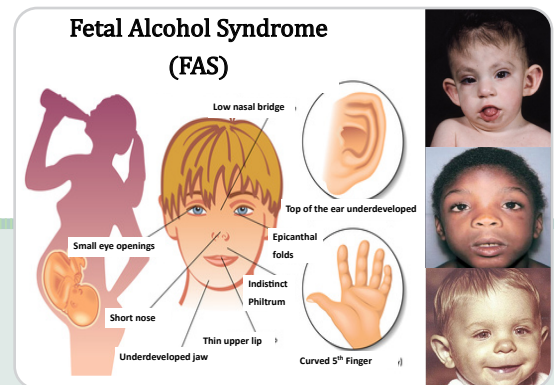
Babies with FAS may have smaller heads, delayed growth, abnormal facial features, and intellectual problems with learning and memory. It can be devastating, both for the affected child and for their family, and such babies often require specialized care.

There is no safe amount of alcohol that a pregnant woman can consume, as any amount of alcohol can harm the developing fetus. Pregnant women must avoid drinking alcohol entirely.

**Smoking during pregnancy** also harms the baby by decreasing the amount of oxygen and nutrients it gets, reducing growth and increasing the risks of various future health problems.

Pregnant women who smoke have an increased chance of giving birth prematurely, delivering babies with low birth weight, experiencing stillbirth, and having infants who develop sudden infant death syndrome (SIDS).

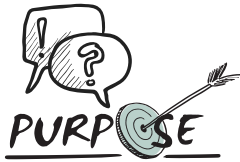
Babies born to mothers who smoked during pregnancy are at a greater risk of developing respiratory infections and asthma.



Pregnant women must avoid drinking and smoking entirely to protect their own and baby's health.

The last question, about how **men as partners** or others in a pregnant woman's social circles can **provide support**, is also an interesting and important one. It brings socio-cultural aspects to the surface as to how we can better care for and support pregnant women, including crucial gender-related aspects. This is highly relevant, as gender inequality and unhealthy gender dynamics have clear negative impacts on nutrition and food security (CARE, 2022). Therefore, it will be interesting to hear the various responses from the groups and have fruitful discussions.

## BREASTFEEDING AND COMPLEMENTARY FEEDING (EXERCISE 6)



This exercise taps into existing knowledge / practices around breastfeeding, while providing information on how young children (ideally at 6 months) should be gradually introduced to food. It further serves to verify or correct any information and perceptions that exist within communities and ensure that the correct information is being provided and that breastfeeding- and Complementary feeding practices are going to improve.

### RESOURCES NEEDED:

- Flipchart and markers to write on (optional)
- MoHSS-Brochure: 'How to Breastfeed your Baby'
- MoHSS-Brochure: 'How to Feed a Baby after 6 months'

Highlight the importance of breastfeeding during the first 1,000 days and that we will explore together how we can make sure that babies and young children indeed get the best possible start in life.

### 45 MINUTES

Ask participants to get together in pairs (the fastest way is to have everyone just turn to their neighbor, but you can also quickly let them pair up randomly), and give them the following **instructions**:

Participants to ask each other the following 3 questions for **±10min**:

- ✓ *What do you know about breastfeeding, its benefits and recommended length?*
- ✓ *What additional benefits does breastfeeding have for mothers?*
- ✓ *What are the first solid foods we should start giving our children?*

**Afterwards**, get everyone together again to share their answers. Again, focus on one question at a time, starting with the first one. Once the responses to one question are exhausted, move to answers on the next question, where you may consider adding the following...

### FIRST QUESTION ON BREASTFEEDING:

- ✓ Great convenience: works everywhere and anytime, and it saves money,
- ✓ Reduces worries and needs about hospital visits, as breast milk contains antibodies.

→ Use the upcoming two slides for providing helpful and correct information:

### BE AWARE OF 'BREASTFEEDING MYTHS'

#### 1. When I go back to work, I will have to wean my baby... = **WRONG!**

You can express milk before work and continue expressing during the day to feed the baby when you get home. Some mothers may even be able to briefly go home or have a family member bring the baby. Note: even when giving formula, it is best to continue breastfeeding whenever you are with your baby.

#### 2. Small breasts can't produce enough milk... = **WRONG!**

The milk-producing glands are roughly the same size for all women. Some breasts are larger than others mostly because of the number of fat cells in them. No matter the size of your breasts: the more your baby nurses, the more milk you will produce, as long as you drink enough water or other healthy fluids.

## SLIDE 5.5. - BENEFITS OF BREASTFEEDING

Breast milk has many benefits to both baby and mother. While breastfeeding is a personal choice, encourage mothers to exclusively breastfeed for 6 months and continue for longer, to start with the benefits for the baby.

Additionally, show a few comfortable positions for mothers when breastfeeding their babies, and highlight the need for good 'attachment' (that the breast is fully in the baby's mouth), and advise mothers to drink a lot of water or tea.



### Key Messages:

Benefits for babies: help protect against infections and diseases, reduce the risk of sudden infant death

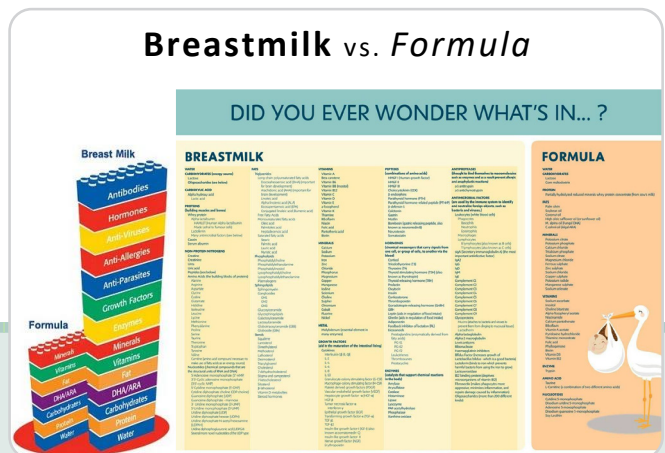
Drink water/tea + different types of breastfeeding positions: cradle hold, cross-cradle hold, side-lying

## SLIDE 5.6. - 'BREAST IS BEST' VS. FORMULA MILK

Ask for a show of hands: *Who thinks formula is as good as breast milk?*

Highlight that many key nutrients that are found in breast milk are NOT in formula milk. Emphasize that breast milk is by far the best option! This is why Namibia is taking active measures to limit marketing and advertising of breast milk substitutes (formula) as similar or better than the real and original breast milk, as a way to protect children and promote breastfeeding among mothers.

However, formula milk can be an alternative for mothers who are unable to breastfeed.



### Key Messages:

Key components only found in breast milk: antibodies, hormones, white blood cells, enzymes and more.

Breastfeeding should be promoted, and consumers must be protected from false or misleading marketing or advertising of formula milk as pretending to be as good as, or even better than the original breast milk.

In some limited cases however, the use of formula can be useful indeed. Yet, in many cases there are ways in which mothers can continue using their own milk, e.g. pumping of milk when having to go to work.

### 3. Breastfeeding makes my breasts ugly ('saggy boobs')... = **WRONG!**

The reason your breasts will naturally grow and swell with milk is because of pregnancy, whether you breastfeed or not. Pregnancy causes your breasts to stretch and change in size, and they will shrink again when you wean your baby.

Breasts also sag for **other reasons**: age, genetics, smoking, number of pregnancies, and high BMI.

**Prevention:** Since so many factors contribute to sagging, you cannot completely prevent it. However, there are some things you can do, such as **drinking plenty of water, maintaining a healthy weight, practicing a good posture, regularly exercising, massaging and not smoking nor vaping.**

*...and if you have saggy breast, wear them with confidence!*

## SECOND QUESTION ON BREASTFEEDING BENEFITS FOR MOTHERS:

- ✓ Continued breastfeeding reduces risks of **breast and ovarian cancer, high blood pressure, type-2 Diabetes, depression, and helps mothers lose weight and the uterus to heal,**
- ✓ Breastfeeding may - to a certain degree - delay the mother's next pregnancy during the first 6 months, but only if breastfeeding is done exclusively and on demand.

## THIRD QUESTION ON GIVING FIRST SOLID FOODS TO CHILDREN - 'COMPLEMENTARY FEEDING':

- ✓ Start with iron rich foods, such as iron-fortified infant cereal, such as soft porridge from millet (*mahangu*), oats, wheat, rice, maize or beans (*oshingali*),
- ✓ Mashed vegetables and fruits, e.g. sweet potatoes, pumpkin, bananas, avocados etc.,
- ✓ Mashed (and well-cooked!) meat, such as chicken, fish, beef, pork
- ✓ Slowly introduce them to 'family foods' (which the rest of the family eats) as they grow older.

→ See 'Background Information'

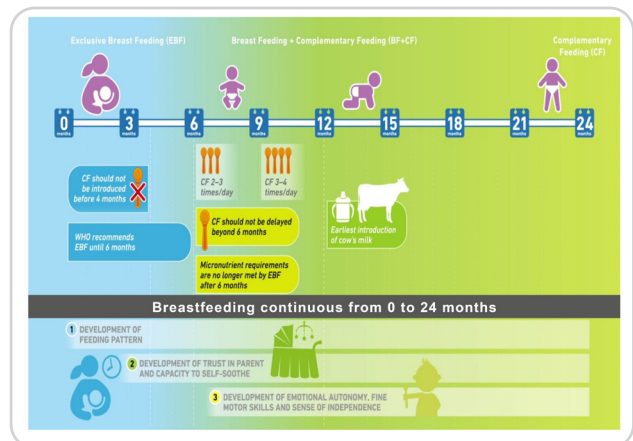
**NOTE:** It is important to introduce new foods one at a time, waiting a few days between each new food to monitor for any signs of an allergic reaction or intolerance.

## SLIDE 5.7 - COMPLEMENTARY FEEDING: TIPS AND BEST PRACTICES

Explain 'complementary feeding' as the process of "gradually feeding infants solid food in addition to breast milk."

Use the slide to show the period when complementary feeding starts, which is at 6 months. Mention that infants beyond 6 months grow much more rapidly. Therefore need solid foods with adequate essential nutrients in addition to breast milk, because breast milk alone can no longer meet all their nutritional requirements.

Remind participants of the type of foods that need to be introduced during complementary feeding and continue to highlight a few tips on complementary feeding, such as 'wait until the child is ready. Start with small amounts and increase as the child gets older. Prepare the food in hygienic way, offer a variety of food, introduce one food at a time, be patient.'



### Key Messages:

Complementary feeding should start at 6 (six) months, while some start already at four months, it should not be delayed beyond 6 (six) months.

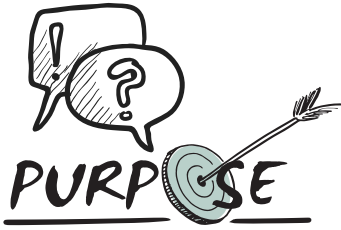
Benefits of complementary feeding: build strong immune system, support growth and proper development

Type of food to be eaten during the complementary phase (start with iron-fortified infant cereal – thin *mahangu* and oats and gradually introduce family food – mashed bananas, carrots, pumpkin, fish, chicken)

No sugar and no salt – to reduce the risk of developing health problems such as Diabetes and hypertension later on in life. It also helps to limit the child from developing a sweet tooth and salty cravings.

## SECOND DAY – PART 4: FOOD SYSTEMS AND CYCLES

### THE FOOD WE GROW (EXERCISE 7)



This session – *usually after a quick nutritious break* – aims to highlight the link between nutrition and agriculture, hereby inviting the group to take a closer look into food cycles and systems.

This exercise reconnects participants with the 4 different food groups and is meant to be a conversation starter around which foods can be grown at home and which ones have to be bought in shops. It is also meant to increase enthusiasm and awareness of the importance of gardening on community and household level, and it encourages sustainable harvesting of wild indigenous fruits.



#### RESOURCES NEEDED:

- Pre-selected food item cards (including descriptions)
- 3 Baskets with A4-signs (plus pegs to hold these signs):
  - Grow or Farm
  - Buy from Shops
  - Gather / Collect

Invite participants to remember the 4 food groups (from yesterday) and remind them of the conversation during the previous session on school gardens which help to provide a variety of healthy food for our children.

### 30 MINUTES

Ask for a show of hands who already has experiences in and around agriculture, either professionally or personally at home. This will give you as facilitators an indication as to the depth of insight around gardening among participants.

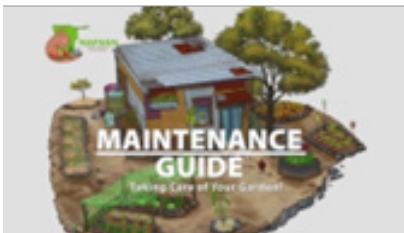
- 1) Hand out 3 food item cards to each participant, which they are already familiar with from the food group exercise the previous day.
- 2) Place 3 different baskets on the ground, hereby stating that one basket is for the foods we can 'grow' or 'farm', while the second basket is for the foods we have to 'buy' and the third basket we can 'collect' and 'gather' from the natural environment around us. Make sure the respective wording is attached with a peg to each basket.
- 3) Now ask participants to put their different food item cards into either the baskets, according to their understanding of which food category each food item belongs to. This should take all participants about 2-3 minutes.
- 4) Once everyone has placed all their cards into the baskets and sat down again, go through all three baskets, starting with the items that people think must be bought from the shops and rearrange items based on what the group easily agrees to. If there is no clear agreement, lay these items under discussion on the ground for now.
- 5) Then do the same with the other two baskets and either verify the items in there or move them into another basket if the group easily agrees. Again, put all those cards on the ground that people are arguing about.
- 6) Now use the cards on the ground to facilitate a discussion as to which foods can be grown or farmed (either at home or in shared community spaces, and even at schools) and which foods can be collected and gathered from nature? Of course, acknowledge that we often buy things from the shops, yet highlight that a lot of foods can potentially be produced or collected by ourselves, which is also the key motivational message from this exercise.

This exercise should ideally end with conversations around why and how we can grow, farm or gather our own naturally nourishing foods, instead of relying on shops that tend to sell rather unhealthy food, often processed and/or too sweet or too fatty.

Deepening questions for these discussions can include:

- ✓ What are the joys/benefits of farming and/or gardening, especially for children?
- ✓ → **When discussing this, make sure children's education will not be compromised!**
- ✓ How can we make (local/indigenous) seeds to be more accessible?

During these facilitated discussions emphasize the link between agriculture and nutrition.



Use available materials, like the **'Step-by-Step Guide'** brochures that introduce an organic permaculture approach to gardening that can be applied at home, as well as in schools, kindergartens (= ECD centers) and in community gardens.

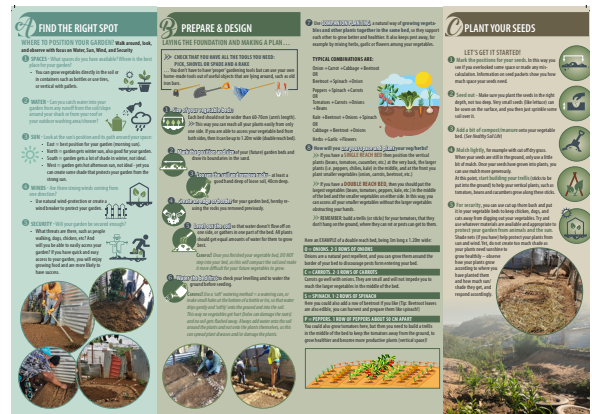


Make sure you introduce the idea of **composting**, to reduce and make good use of kitchen and garden waste, while at the same time producing fertile soil for growing plants.



If time and technical circumstances allow, you can also show these 2 short **videos** (± 5min each) that provide some practical tips on how to start and maintain one's own garden.

→ These clips are freely accessible on: [www.nafsan.org/gardening](http://www.nafsan.org/gardening)



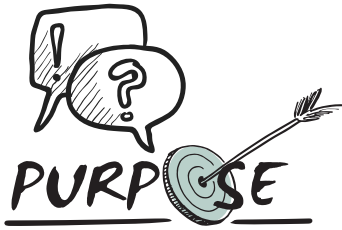
In **concluding this session**, summarize the outcomes of the discussions, hereby highlighting how home gardening brings a greater variety of food (especially vegetables and fruits) on the table, while it can also change our own and children's relationship to food. Particularly young children enjoy the process of seeing seeds grow and develop and it is a good way of teaching them to care of something so that they can reap the fruits of their work and patience later.

It further helps them to better understand and appreciate where food comes from, and that natural food is healthier (and it often also tastes better) than processed food.

Farming and gardening both strengthens our children's and our own connection to food systems, life cycles and to nature in general.

Lastly, highlight that awareness and appreciation of our indigenous foods is key, because of their great nutritional and cultural-traditional value. It is good to know for instance, which fruits can be harvested when and how, and how best we can add them to our diets (see cookbook on p. 46).

## HOW WE CONSERVE FOOD (EXERCISE 8)



This exercise helps us to explore ways in which food can be preserved and conserved, by tapping into participants' own and traditional knowledge as well as any existing practices of food preservation.



Start by mentioning that not all food that has been harvested or prepared for consumption can be fully consumed right away. Therefore, the phenomenon of 'left-overs' is as old as humanity.

This is why human beings from different cultures all over the world invented ways and methods how food can be conserved or preserved, meaning it is being kept safe in such a way that it can be consumed weeks, months or even years later.



**30 MINUTES**

Ask people to get together in groups of 3, and ask each other the following, for  $\pm 10$ min:

What traditional ways do you know from your culture/tradition or from your elders/parents how certain types of food can be made to last longer?

Share what types of food it is and what exactly is being done to it.

1. Have you heard of any other Namibian cultures/traditions and their ways of preserving certain foods? If so, which foods and how?
2. Are you aware of any other more modern ways of conserving/preserving food?
3. Use **Worksheet 5** (p. 85), as appropriate.

After around 10 minutes, when sharing and discussions in most groups of 3 have come to an end, get everyone together in the circle again.

Ask them to start sharing on the first and second questions, so you get a good overview of already existing traditional ways of food preservation, which in many cases is still being practiced, such as the drying of spinach or meat. List all the identified methods and the food it is being applied to on a flipchart for everyone to see and get a good overview.

If you still have time before lunch, move on to listen to answers to the last question.

Otherwise, start the last info session on 'Food Preservation, Storage and Waste Reduction', with reflections on this third question.

- Lunch break! -





## CHALLENGES, OPPORTUNITIES AND WAYS FORWARD (EXERCISE 9)

This very last session allows participants to focus and reflect on their own situations in the context of what they have learned and realized during the course of this workshop.

Divide participants into groups of 3, for final reflections on these 4 questions:



1. What was the most interesting and **important thing I have learned** in this workshop?
2. What **challenges** with regard to nutrition do I personally still face as of now, and what challenges are people in my community (or people otherwise close to me) still facing?

Think also of the challenges identified yesterday, at the end of the first day.

3. Do I see **any opportunities** now through this workshop and what has been shared?
4. What are very concrete and **practical ways forward** for me now? What should be done, what can I do and what will I do personally and/or in your family/community?

This last question is a personal commitment by individuals to take action on any level: personal, within their own family, at work, in the community, or in the nation at large.

→ HAND OUT **Worksheet 6** (p. 86) and give the small groups about 15-20 minutes to discuss.

### JOINT REFLECTIONS:



When sharing the outcomes of this exercise, start with focus on hearing answers to questions No. 2 (Challenges) and No. 3 (Opportunities).



Let the group know that answers to the first question will be shared in the **closing round** at the end of the workshop.

As for question No. 4 “*Ways Forward and Commitments*”, highlight that answers to this question can be quite personal. Yet, if anyone likes to share their commitment with the group, they can do so, knowing that other people will most likely hold you accountable to what you are committing yourself to. This is a great opportunity for making your commitments now ‘in public’, so that others can then also help you to truly follow through on them.

HAND OUT the **WORKSHOP EVALUATION FORMS** (to get participants’ feedback) **now**.

You can use *Worksheet 7* (p. 85) for this or use a specific one from your organization.

## FINAL CLOSING ROUND

Similar to what you did at the end of the first day, initiate a closing round for the workshop.

Again, you will start a sentence that everyone is going to complete, one after the other, going around the circle, with you as facilitators leading by example (= you go first!).

The sentence to be completed is:

***“The most interesting and important thing that I have learned from this workshop was...”***

...which is also the first question from the previous exercise.



# 5. ADDITIONAL FACILITATION TIPS

## PREPARATIONS

### OBJECTIVES AND EXPECTATIONS

Be conscious and clear about your own objectives and expectations, and also get a sense of the needs and expectations from those you will have your sessions with. What do they already know? What would be most helpful for them to discuss, to learn, to plan or take action on?

### TRAINING CONTENT

Familiarise yourself thoroughly with the **training content** for your session, so that you can easily answer any upcoming questions by heart, or at least that you will know where to find possible answers in cases where you do not know the answer.

### INSTRUCTIONS FOR EXERCISES

Make sure you precisely know the **instructions for exercises** you will be using. We strongly recommend that you should have experienced each exercise that you are facilitating at least once from the perspective of a participant, if possible.

### LANGUAGE AND DRESS CODE

Find out if **language** could be an issue, e.g. if everyone speaks English or the vernacular local language you would like to hold the session in. Consider that some words are not easy to be translated, so prepare well and in advance. Also ensure that your **dress code** fits the setting.

### VENUE

Ensure that the **venue is big enough** for everyone to **sit in a circle** or at least in a U-shape, as it helps with interactions and engagement when people are able to see one another. Depending on what level of interactions you want to have and the nature of the exercises you are planning to do, you might want to put any tables outside the circle of chairs or against the walls. In this way, people can interact much more freely, yet they are still able to put their personal belongings (and possibly glasses/bottles of water) on them.

### LOGISTICS

Confirm with the group that everyone knows where the toilet facilities are, and also make announcements regarding refreshments and any other logistical arrangements, as applicable.

### STATIONERY

Have all the **copies/printouts, A3-slides, flipchart paper and pens** or whatever else you might need **ready in advance**, including possible breakaway spaces for small group work.

### CATERING

**Liaise with the caterers in advance** and discuss in advance what drinks and food will be served during tea and lunch breaks. Insist on **healthy food options**, which may be new for some catering service providers, and you might have to help them come up with healthy options.

### WALK THE TALK

It's important that you **"walk the talk"** during this nutrition training. We should avoid saying one thing but doing (eating) the exact opposite. However, should all your efforts fail, and the catering provide the rather typical unhealthy options, use this as an example to reflect on how most times the food we're used to eat is not as healthy as it could be.



**TIP**

The more you prepare in advance, the less stressed you will be during the sessions.

## HOW TO DIVIDE PARTICIPANTS INTO SMALL GROUPS?



Count the total number of people, divide by the number you need to be in each group. This gives you the number of small groups necessary and this is also the number for counting off participants: 1, 2, 3, 4, 5, ... and then have all '1's, all '2's etc. go together.

As alternative, instead of the numbers, you can use vegetable and fruits:

Apples (1), Bananas (2), Carrots (3), Dates (4), Eembe 'Bird Plum' (5), Fennel (6), Guava (7) etc.

## KEY FACILITATION SKILLS

Here some useful tips for being a **good facilitator** during your sessions. These are meant for you to try out and experiment with. Please keep on practicing those skills, while reflecting on yourself through self-observations and honest feedback from others.

### GROUP DYNAMICS

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Be well aware of and pay attention to the group dynamics. Where is the attention of the group? How is your own and the group's energy level? Are participants motivated, concentrated, and participating? People become bored easily if you speak or present for long periods of time.

You can stimulate participation by asking questions, or you may suggest an energiser or a quick stretch break if you see many participants fidgeting or about to fall asleep. On the other hand, a group that is full of energy may want to delay a schedule break for a little while.

When group dynamics are not considered enough, individual energy and group moral will drop.

### DISCUSSIONS

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Make sure discussions stay relevant: Point out to the group when discussions are drifting off the topic or becoming trivial. Cut off discussions when people become weary and try to deepen discussions when repetition occurs.

### TIMEKEEPING

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Keep track of time and the schedule for the session: When quite some time was spent for discussing a specific topic, remind the group that there is only a certain time left for another interesting (possibly related) topic or exercise.

### CONTRIBUTIONS

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Use affirmation and appreciation, as this helps create and maintain an atmosphere in which participants feel comfortable and take each other seriously. Summarising or paraphrasing people's contributions is often helpful, especially in rather tensed discussions. Remember to value everyone's contributions, even and especially when someone disagrees.

### SHARING

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Help to make it safe for people to share their views and encourage them to express the feelings behind their views. Sharing feelings and personal experiences behind those emotions shows the diversity of experiences within the group and is often helpful to move from arguments towards mutual understanding. Compassionately listening to people's experiences that has led to them hold certain opinions, helps us understand 'where they are coming from' without having to agree on everything. This helps you encourage the expression of various viewpoints more deeply.

Hereby ask people to speak for and about themselves and to be specific. Do not allow participants to speculate about what others might think or feel: like, "*Some people seem to feel...*" or "*What s/he is trying to say is...*".

### DIFFICULT PARTICIPANTS

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'Dealing with difficult participants': Help and encourage everyone to participate – Do not let just 2 or 3 people monopolize the discussion. Deliberately ask for comment from others. Gender-based dynamics often play an unconscious and rather unnoticed role, i.e. men often tend to speak more than women. It is your role as facilitator to level the playing field and get everybody to participate, hereby having all voices heard.

Note that some people might need to be asked to not speak for too long, or less frequently. Appreciate their high motivation to participate, while making them aware that others might also have valuable contributions that the group would benefit from hearing.

### WALK YOUR TALK

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Try as much as possible to practice what you preach, meaning: 'walk your talk'!

Learning to deal with conflict and gender-related issues is an on-going learning process. Reflect and work on your own ways of dealing with any kind of tensions, conflict or gender issues yourself. Notice your own gender-blindness or gender-bias. If possible, be transparent about this with the group, so that your own learning and growth can even become useful to them.

Remember you are a role-model, during and also outside the sessions, and people see what you do and tend to hear more of *how* you say things than *what* you say. Therefore, showing them how you learn from your own mistakes and become step-by-step more gender-aware can be a great learning for everyone. Nobody is perfect!

## THE POWER AND ART OF REFLECTIONS

How to facilitate and guide the group through the various exercises is explained in detail in Chapter 4 of this manual. This section here is about how you can generally deepen people's learning experiences and make them more real and applicable through facilitated reflections.

Evaluation and reflection are critical and essential parts of every exercise. It provides a safe and productive environment to reflect on what happened within oneself and within the group by sharing experiences, expressing feelings, highlighting problems and asking additional questions which came up during an exercise. It should also provide room for mentioning possible procedural flaws, inappropriate behaviour, logistical difficulties etc.

The art of facilitated reflections is to guide the participants through this process by asking open yet specific questions with a curious and genuinely interested attitude.

This process is also about enabling participants to understand what this exercise was about, what their individual and collective learning steps have been, and to create a good transition into the next session. Even though an exercise itself might not have worked as smooth as expected, a good reflection afterwards can bring a lot of unexpected insights and extremely valuable outcomes for both the group and the facilitator. It is hereby important that people listen to each other, raise honest questions and have fruitful discussions.

### RECOMMENDATIONS FOR REFLECTIONS

- ☑ Encourage everyone who participated in the exercise to also take part in the reflections.
- ☑ Notice the atmosphere and ask how participants feel after the exercise.
- ☑ Ask participants what worked well and what did not work. Expect differing opinions.
- ☑ Focus more on people's personal experiences, insight and learning/growth process rather than on the pure outcome of an exercise.
- ☑ It is generally not useful to repeat other participants' comments, So, maybe mention this in the beginning and invite people to rather add on to what has already been said.
- ☑ Be aware of what kinds of questions you are using. Try to not use 'closed questions' which can only give you a Yes/No or other kind of one-worded answer. Rather ask 'open-ended questions' instead, such as: "What did you find easy or difficult?"
- ☑ Ensure everybody speaks only for themselves and doesn't attempt representing anyone else, for instance when people say: "What he/she is trying to say is..." – highlight that we do not know what someone else may be trying to say. What people should rather say then instead is: "What I hear him/her saying is..."
- ☑ Pay attention to non-verbal signals, like body language, blank facial expressions or silences that may either indicate lack of interest or ongoing processing of deeper experiences. Are participants asking questions? Is everyone involved? If not, try to get them involved. Alternatively, move on to the next exercise or consider taking a break.
- ☑ Ask yourself how open you yourself are to criticism? Are you receiving any, and if so, are you genuinely listening, understanding and acknowledging it? Criticisms are great opportunities for learning and growth! If you don't receive any criticisms, ask yourself: "Would people be free enough to tell me?"

### RESPONDING TO QUESTIONS

Having a group asking critical questions is a brilliant indicator for people being interested and engaged. On the other hand, it can put you as facilitator under pressure, especially if you are not a nutritionist or not that experienced with standing in front of a group. In this case it may be best to respond to one question at a time.

While a person is asking a question, maintain eye contact with that person, but as you give your answer, try also to look at the entire audience, so that no one feels left out.

If the question might not have been heard by everyone – especially with large groups – repeat (in a summary) the question. This also gives you some more time to think about an answer and ensures that you have understood the question correctly.



## ANSWERING DIFFICULT QUESTIONS

Difficult questions are those that you find really challenging, if not impossible to answer. Such questions make almost every facilitator feel nervous, although it is probably not the person's intention to make you feel this way. This person may merely be very interested and really wants to get to the bottom of things. Still, you find yourself in a pretty tight spot.

When asked a difficult question, you may feel horrible and might be tempted to refuse to answer that question, by saying: *"Answering this would take us away from our topic."*

However, people would notice that something is not right, and will most likely feel manipulated. We rather recommend you try the following:

### 1) Acknowledge the Question

Respond immediately by acknowledging the value of the question and the person who is asking it. This will also buy you some time to think about possible answers. Even seconds can make a difference in such a moment, and it's better to say something than being just silent.

An acknowledging statement could sound like this:

- ✓ *Wow, that's a good question!*
- ✓ *I was actually hoping someone would bring this up.*
- ✓ *I did not expect anyone asking such interesting question.*
- ✓ *It's great to see some people really thinking deeply about this.*

...and you can then proceed to actually answering the question, e.g. as follows:

### 2) Respond Honestly

Here are several possible options on how to respond:

**"I don't know."** – Very honest and disarming. Yet, it should only be used once, so keep it as a backup and definitely follow it up by: **".. I will find out and will let you know."** Make sure though you don't only say so, but really do this!

**"Let me try to rephrase this question..."** – Rephrasing gives you some more time to think about an answer, and it also allows you to maybe simplify the question so that it's easier for you to answer it. Just be careful that this could potentially be perceived as a way of manipulating or evading the original question.

**"How would you answer that for yourself?"** – *Even though you might think this is just a cheap trick to evade answering the question (which it indeed could be), it's a really helpful way to explore possible answers. Most people who ask truly challenging questions have already spent quite some time for themselves thinking about an answer, and it would be valuable to hear their thoughts on it. This then in turn might also give you some ideas on how to respond to it more eloquently.*

We would also have smarter and more self-confident children if we as parents and teachers actually respond to many of our children's questions in such a way. Be ensured that if a child asks you a difficult question, they usually have many possible answers already in their heads before they ask this question. Children are naturally very creative and innovative, and by listening to their own possible answers we nurture their creative thinking capacities.

**"I think we need our collective wisdom for this one. Anybody has an idea on how one could possibly answer this question?"** – Again, this opens up for many different responses, without directly showing that you do not know the answer (yet). It rather acknowledges the deep nature of the question, and it shows that you don't see yourself as the only source of wisdom in the room. Considering the various challenges around nutrition, everyone's contributions are needed to improve the situation.

***“I think this is a question that points out what could not be captured in this session, but it shows us the way for what needs to be included in our next session or a possible follow-up workshop. Thank you!”*** – You are honestly saying “I don’t know” without actually saying it. Probably your audience won’t even notice that you don’t know, because you focus on the questioner’s contribution and how we all can benefit from such an interesting question. Furthermore, if you really ‘walk the talk’ and actually include this issue in the next session, it adds real value to future sessions.

## ADDITIONAL RECOMMENDATIONS

If someone questions your facts in a way that seems fairly reasonable, don’t start arguing or becoming defensive. If that person’s point or criticism seems to be valid, say so and admit it. For instance, say: ***“That is a valuable point. I will be more aware of that. Thank you.”***

- ✓ Make sure that not only the same few people are asking all the questions or comments, but that as many people as possible bring up the questions they might have.
- ✓ Decline to answer questions that are not appropriate (too detailed or too personal) to be discussed in front of everybody. Briefly explain your reasons for not answering the question and indicate a possibility of when this person’s question could be answered, like maybe afterwards in a one-on-one discussion.
- ✓ Don’t let the questions-and-answers (Q&A) part of your session drag on for too long. You could indicate at this point that you will only be able to respond to 2-3 more questions before going into the next activity or into having a break.
- ✓ Lastly, keep in mind (= let it inform your inner attitude!) that any question or comment is in fact a contribution, even if it may not appear to be one at first sight!



# 6. WORKSHEETS FOR EXERCISES

## WORKSHEET 1 - SUGAR AND ME (EXERCISE 2): RATING SCALE

These 'Ballot Papers' are to be cut out and handed out, so each participant has one.

BOTTLE	A	B	C	D	E	F
TEASPOONS OF SUGAR						



BOTTLE	A	B	C	D	E	F
TEASPOONS OF SUGAR						




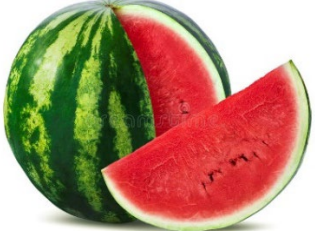


BOTTLE	A	B	C	D	E	F
TEASPOONS OF SUGAR						


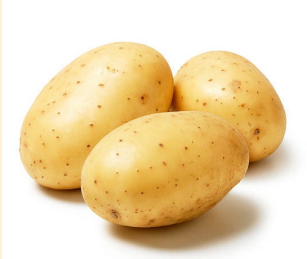






BOTTLE	A	B	C	D	E	F
TEASPOONS OF SUGAR						

**FOOD GROUPS - CHEAT LIST FOR FACILITATORS**

<p><b>Protein</b></p> 	<p><b>Staples/ Cereals</b></p> 	<p><b>Fats &amp; Oils</b></p> 	<p><b>Fruits &amp; Vegetables</b></p> 
Almonds	All Bran (= wheat)	!Nara Oil	African Horned Melon / 'Omashonywa'
Bambara Ground Nuts 'eefukwa'	Bread, white or brown	Avocados (= fruit, high in fats)	Apples
Beans, baked	Bread Rolls / 'Brötchen'	Beef Fat	Avocadoes (+ high in 'good' fats)
Beans, green (= vegetable high in protein)	Cassava/Manioc (= a starchy vegetable)	Black Seed Oil	Bananas
Beef Liver	Chickpeas (+ good source of protein)	Butter / 'Omadi Megombe'	Beans, green (+ good source of protein)
Biltong	Coco-Pops (wheat/maize)	Canola Oil	Beetroot
Cashew Nuts	Corn Flakes	Cheese (+ a protein source)	Bell Peppers: green/yellow/red
Cheese (+ contains saturated fats)	Crackers	Chicken Skin	Broccoli
Chicken Breast	Fat cakes (+ contain lots of trans-fats)	Coconut Oil	Butternut
Chicken Feet	French Fries (= potatoes) 'Warm Chips'	Fat Cakes (= lots of trans-fats)	Cabbage
Chicken Gizzards	Instant Porridge (= maize)	Fat Spread (Margarine)	Carrots
Chicken, grilled/baked	Mahangu Pap / 'Oshifima'	Fish Oil	Cauliflower
Chickpeas (= staple, high in protein)	Maize Flour	Marula Oil / 'Ondjove'	Cucumber
Cow peas / 'Omakunde'	Muffins	Mayonnaise	Dates
Edible Insects / 'Ishiwa'	Noodles, instant	Olive Oil	Dwarf Jackalberry / 'Mukushuwa'
Eggs, boiled, fried etc.	Oats (= wheat)	Peanut Butter (+ good protein source)	'Eembe' (Bird Plum)
Fish, canned, baked, dried, fried etc.	Omahangu Bread / 'Oshikwiila' / 'Ongome'	Salad Dressing	Jackalberry / 'Eenyandi'
Frog (= bullfrog) / 'Omafuma'	Pasta (= wheat) Macaroni, Spaghetti etc.	Shea Butter	Eggplants
Milk, fresh or UHT	Pearl Millet / 'Mahangu'	Sunflower Oil	Garlic
Liver, chicken, beef etc.	Peas (+ starchy vegetable with high protein content)	Avocados (= fruit, high in fats)	Grapefruit



Lentils	Popcorn (= maize)		Grapes	
Marama Beans	Potatoes		Grewia, Berry / 'Mumaka'	
Meat, fresh = Game, Beef, Sheep, Donkey etc.	Potato Chips, flavoured		Kiwi	
Meat, dried / 'Eedingu'	Rice		Kalahari Truffles	
Meat, processed = in Salami, Mixed Polony etc.	Rice Crispies		Lettuce	
Mopane Worms	Samp (= corn)		Mangoes	
<i>Peanut Butter</i> (= fat, yet high in protein)	Sweet Corn		Marula	
<i>Peas</i> (= starchy vegetable with high protein content)	Sweet Potatoes (= a starchy vegetable)		Monkey Orange / 'Omauni'	
Redskin Peanuts / 'Eembudukufwa'	Wheat Biscuits		Manketti Fruit / 'Mongongo'	
Tripe / 'Matangara'			Mushrooms (= actually a fungi)	
Walnuts (= fruit, with high protein)			Onions	
Yoghurt			Oranges (= aka Naartjies, Mandarines, or Clementines)	
				Passion Fruit
				Pawpaw
				<i>Peas</i> (high in starch & protein)
				Peaches
				Pears
				Plums
				Prickly Pears
	Spinach (cultivated or wild) 'Mutete, Ombidi, Evanda'			
	Strawberries			
	Tomatoes			
Watermelons				

You can download the complete food item images at: [www.nafsan.org/n4h](http://www.nafsan.org/n4h)

## WORKSHEET 2 - NUTRITION CHALLENGES (EXERCISE 4)

In groups of 3-4, ask each other, listen, and discuss:

1) *The most valuable thing I learned today was ...*

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2) *I personally find it really challenging to follow a balanced diet, because ...*

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3) *I find it difficult to provide a balanced diet for my children/family, because ...*

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4) *What would help me and others to eat (and drink) much healthier, is ...*

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## WORKSHEET 3 – MATERNAL NUTRITION (EXERCISE 5)

Each small group should discuss the following questions in ± 10min:

1) *What should pregnant women consume that benefits their maternal health?*

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2) *What should pregnant women not consume during pregnancy and breastfeeding?*

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3) *How can others, such as men (fathers), do to support the mother-to-be?*

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1) *What should pregnant women consume that benefits their maternal health?*

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2) *What should pregnant women not consume during pregnancy and breastfeeding?*

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3) *How can others, such as men (fathers), do to support the mother-to-be?*

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## WORKSHEET 4 - BREASTFEEDING AND COMPLEMENTARY FEEDING (EXERCISE 6)

Ask people to then ask each other the following 3 questions for ±10min:

1) *What do you know about breastfeeding, its benefits and recommended length?*

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2) *What additional benefits does breastfeeding have for mothers?*

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3) *What are the first solid foods we should start giving our children?*

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1) *What do you know about breastfeeding, its benefits and recommended length?*

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2) *What additional benefits does breastfeeding have for mothers?*

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3) *What are the first solid foods we should start giving our children?*

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## WORKSHEET 5 – FOOD CONSERVATION METHODS (EXERCISE 8)

Ask people to get together in groups of 3 ask each other the following, for ± 10min:

- 1) *What traditional ways do you know from your culture/tradition or from your elders/parents how certain types of food can be made to last longer?*

*Share what types of food it is and what exactly is being done to it.*

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- 2) *Have you heard of any other Namibian cultures/traditions and their ways of preserving certain foods? If so, which foods and how?*

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- 3) *Are you aware of any other more modern ways of conserving/preserving food?*

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- 1) *What traditional ways do you know from your culture/tradition or from your elders/parents how certain types of food can be made to last longer?*

*Share what types of food it is and what exactly is being done to it.*

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- 2) *Have you heard of any other Namibian cultures/traditions and their ways of preserving certain foods? If so, which foods and how?*

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- 3) *Are you aware of any other more modern ways of conserving/preserving food?*

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## WORKSHEET 6 – CHALLENGES, OPPORTUNITIES & WAYS FORWARD (EXERCISE 9)

1) *What was the most interesting and important thing I have learned in this workshop?*

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2) *What challenges with regard to nutrition do I personally still face as of now, and what challenges are people in my community (or people otherwise close to me) still facing?*

> *Think also of the challenges identified yesterday, at the end of the first day.*

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3) *Do I see any opportunities now through this workshop and what has been shared?*

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4) What are very concrete and **practical ways forward** for me now? What should be done, what can I do and what will I do personally and/or in your family/community?

*This last question is a personal commitment by individuals to take action on any level: personal, within their own family, at work, in the community, or in the nation at large.*

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## WORKSHEET 7 – PARTICIPANTS’ FEEDBACK AND FINAL WORKSHOP EVALUATION

**What I liked:** What was interesting, new, and/or important for me, and why?

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**What I didn’t like:** What was not so valuable for me or for the whole group, and why?

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**Recommendations:** What should we be aware of or change for future nutrition trainings?

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***Cut here** when receiving the filled in form back from participants and give the last part (My Personal Contribution) to each of them to take it home with, as a gentle and practical reminder of what they want to change in their lives.*

**My Personal Contribution:**

What can and will I (myself) change in terms nutrition, food, and healthy diets/lifestyle?

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