

Food Behaviour and Nutrition

Module code: PHFS04N



TUTORIAL LETTER 103/2011

Tutorial letter 103: Assignment 3
DUE DATE 15 October 2011

READ THIS LETTER CAREFULLY

It contains important information on the Portfolio of Module 4

University of South Africa
Programme Household Food Security
College of Agriculture and Environmental Sciences

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INTRODUCTION

Dear student,

The purpose of the module in this programme is to strengthen and build your capacity to become knowledgeable in the areas of food and nutrition, food behaviour, diet diversity and other related resource issues in the community. It is very important that you learn the relevant communication, facilitation and community development skills you need to link food security with nutritional health issues. You are also expected to act as a resource person for the community around food security and nutrition and as a reference person for environmental health. The module is designed give you enough background information to assess the diet diversity and its use to ensure sustainability in the access to food and to support the households to become more food secure particularly using household gardens.

You will find specific information regarding the portfolio, instructions in this tutorial letter and the evidence sheets to be provided.

1. IN WHAT SEQUENCE SHOULD THE MODULES AND PORTFOLIO ACTIVITIES BE DONE?

The Household Food Security Programme is offered over a period of 12 months. You cannot choose to complete modules randomly but have to complete the modules in sequence, starting with Module 1 and ending with Module 6. The portfolio activities also flow from the one module to the other to simulate a community and household food security process.

- Modules 1, 2 and 3 will be offered during the first six months of this programme.
- Modules 4, 5 and 6 will be offered during the second six months of the programme.

The portfolio activities are an integrated combination of the workbook activities, discussions sessions and theory in assignments. The portfolio activities for each unit and the integrated activities are the total and final assessment of the learning in this module.

We want to thank you for having patience with the programme which at present is being offered as a pilot programme resulting in you being exposed to periods of delay and periods of testing and evaluation. Modules 4 and 6 need to be completed by the end of October 2011 in order for your marks to be finalised in time.

2. WHERE TO FIND THE PORTFOLIO ACTIVITIES

The module consists of four units. The Unit 4 - Take Action is an integrated assessment of the three first units. The units are linked by the portfolio which combines what you have learned from studying the guide, doing the workbook activities, discussions and practicing activities.

The portfolio should be worked on from the start as soon as the unit and related content have been read and discussed and the workbook activities have been done. The assignments can be done after each unit has been completed. Please note the assignments contribute less marks towards your final mark. Therefore the portfolio activities are extremely important and to be successful in each of the modules you need to get good marks for these tasks.

You should have received the following items as part of your study pack:

- **Study Guide**
- **Workbook**
- **Tutorial Letter 101**
- **Tutorial Letter 103 and Portfolio Evidence sheets**

3. COMMUNICATING WITH THE HOUSEHOLD FOOD SECURITY PROGRAMME OFFICE AT UNISA

The HFS Programme Office is at the College of Agriculture and Environmental Sciences, UNISA Florida Campus, Johannesburg.

From time to time you may need to contact the HFS Programme Office. For example, if you have not received any of the items that should be in your study pack you contact your HFS promoter. If you want to confirm information on your registration, student records and general administrative questions, you can contact one of the following persons at Unisa between 9h00-15h00 on weekdays.

Mr Lutendo Phidza
 Telephone: 011- 471 3092
 E-mail: lphidza@unisa.ac.za
 Cell: 0715964213

or

Mrs. Annamarie Koekemoer
 Telephone 011-471 2143
 E-mail: tkoekea@unisa.ac.za

Send an SMS message or call.

4. WHAT SUPPORT WILL YOU RECEIVE?

We do not expect you to do the portfolio tasks without support. Your HFS promoter will support you in completing the portfolio. If you fail the portfolio you will receive a chance to

resubmit once. You will not be writing an examination therefore the marking of the portfolio will be carried out strictly according to an assessment matrix.

With the support from the HFS tutor you should be have

- Developed a deep and strengthened understanding of the concepts and content of the module;
- Received feedback on the learning activities completed in your workbook;
- Received appropriate support on assessment activities such as assignments;
- Worked in small groups on specified group activities that encourage lively discussion around common challenges and difficulties;
- Reflected on the context in which household food security facilitators are operating and identify what is working, what is not, and what they can do to improve their interactions with households;
- Discussed any emerging issues of concern that are relevant to the module;
- Gathered evaluative feedback from your peers and HFS tutor about their experience of the module activities and discussions.

5. HOW MUCH DO THE PORTFOLIO TASKS CONTRIBUTE TO THE FINAL ASSESSMENT?

Before you continue with your learning journey you will want to know what assessment activities you will be involved in, how these are organized, what is expected of you and what support you can expect from your promoter. In this section you will find answers to questions you may have about the assessment of the portfolio.

Care has been taken to create a variety of innovative portfolio assessment activities that integrate theory and practice. The overall purpose of portfolio assessment is to establish how you are progressing as facilitators who demonstrate characteristics such as intellectual imagination, personal initiative, spirit of selflessness, courageous perseverance and achievement excellence. You will be required to demonstrate **four types of competences** in the assessment of the portfolio.

- Information gathering for evidence or research competencies
- Project management competencies
- Communication and facilitation competencies
- Subject specific competencies

How to the portfolio contribute to the final assessment mark? Read the table below:

Type of assessment	Memoranda	Contribution to final assessment
Assignments 1 & 2 TUT101	TUT 201 and 202	30%
Portfolio TUT103 (Assignment 3)	Scale	60%
Workbook TUT104 (Assignment 4)	Scale	10%
TOTAL		100%

As you can see from the above allocation of marks, you will be assessed on a continuous basis through the assignments, workbook, the items you include in your portfolio and the integrated project. All four types of assessment are **compulsory**. You cannot for example, submit only the portfolio and get 50% for it, or submit only the assignments and project. In order to successfully complete the programme, you need to get at least 50% for each one of the four types of assessment. You will get one opportunity to improve on the portfolio activities.

This assessment strategy provides you with many opportunities to track your progress through the programme and your tutor will give you regular feedback. We see assessment as an essential part of the learning process in which you play an active role. Therefore the assessment does not only depend on assignment activities.

Successful completion of the assessment activities will ultimately result in a Programme in Household Food Security Certificate. **You will note that the portfolio for each module, contributes 60% to the final overall assessment, which means that you need to put a lot of effort into compiling it.**

6. WHAT IS A PORTFOLIO?

A portfolio is essentially a **collection of evidence** of the learning you achieved as you worked through the module. The term comes from fine art and graphic design where students collect samples of their work. Your portfolio will demonstrate your growth as a HFS facilitator in your community and will provide evidence of your skills, knowledge, and understanding.

What to include in my portfolio

- Self assessment activities
- Documents you prepare to complete assessment activities, e.g. interview schedules, and other planning documents for working with households
- Reports of your work with households
- Relevant photographs
- Various forms of feedback/evidence from peers, colleagues, mentors, and the larger community
- Letters of reference and commendation
- Any other item you think demonstrates your proficiency as facilitator
- Self-reflection. Structured reflection on items included in the portfolio

The portfolio is a method that assists you in becoming a reflective practitioner. Reflection assists you in discovering yourself as a learner and being aware of how learning takes place. Each person's portfolio serves as display of individual goals, growth and achievement, as well as a testimony to acquired knowledge, professional and personal attributes and contribution.

Evidence does not speak for itself. Therefore, any volume of material, no matter how impressive or vast, needs interpretation through a reflection process. Right from the start decide how you want to organize and present your portfolio so that it comes across as a coherent (**clearly understandable**) reflection of what you have learned. Guidelines are included in the Tutorial Letter 103 during the Workshop sessions.

Assessment criteria

Taken as a whole, your portfolio should offer to a person who has not been involved in the module, a snapshot of the learning and development that has taken place. To this end, the **core** of your portfolio should include at least ONE item from each unit in the module. The icon for a portfolio in your Study Guide indicates which activities in Unit 4 are portfolio activities for the module.

The criteria for assessing the portfolio are listed in the table below.

Criteria for assessing the portfolio	
Criteria	Mark allocation
Completeness. The portfolio comprises items from the prescribed categories	25%
Reflection on items included in the portfolio. 2.1 Description of purpose, group, method used and evidence 2.2 Explanation: Why was the evidence included? What does the evidence demonstrate about the development of pertinent knowledge and skills? 2.3 Description of how you will use what you have learned in practice?	50%
Presentation 3.1 Logically ordered 3.2 Easily accessible. Use is made of contents page, headings and simple numbering system that make it easy to navigate a way through.	25%

Self-assessment

Once you have completed your portfolio, you need to assess yourself against the criteria outlined above using the rating scale given below.

Lecturer/Promoter assessment

Your tutor also evaluates the completed portfolio and will take into consideration your assessment before deciding on a final mark.

Assessment rating scale

Exemplary 5	Good 4	Competent 3	Not yet competentv2	Re-do 1
100% - 75%	74% - 60%	59% - 50%	49% - 40%	39% or less
All the criteria have been met and some exceeded. The portfolio reflects a facilitator who has engaged fully and critically with the module and has been able to demonstrate both depth and breadth of understanding but also innovation in practical application.	All the criteria have been met. The portfolio is reflects a facilitator who has engaged fully and critically with the programme and has been able to demonstrate some depth and breadth of understanding linked to practical application.	All the criteria have been met. The portfolio reflects a facilitator who has engaged meaningfully with the programme and has been able to link the learning to practical application.	Not all the criteria have been met. Small changes need to be effected and the portfolio re-submitted.	Few or none of the criteria have been met. Following the portfolio presentation and assessment process, the portfolio should be completely re-worked and then re-submitted for evaluation.

8. PLAGIARISM

Plagiarism is the act of taking words, ideas and thoughts of others and passing them off as your own. It is a form of theft, which involves a number of dishonest academic activities.

The *Disciplinary Code for Students* (2004) is given to all students at registration. Students are advised to study the Code, especially Sections 2.1.13 and 2.1.4 (2004:3-4). Kindly read the University's *Policy on Copyright Infringement and Plagiarism* as well.

9. HOW TO PLAN THE LEARNING SESSION

9.1 Preparation for the learning session

Purpose of the workshop

To support the food care givers of households to assess the vulnerability of households members to food insecurity, assess the variety of food types eaten, compare the diet with diverse types of food for good nutrition and identify those foods that could be planted in the home garden to supplement the diet.

Portfolio outcome 1: Assess the vulnerability of households members to food insecurity.

Portfolio outcome 2: Identify the problems of vulnerable households to ensure more food and better nutrition to its members.

Portfolio outcome 3: Assess the variety of food types eaten from the diverse food groups and those nutritious foods missing from the diet

Portfolio outcome 4: Identify those foods that are accessible in different seasons and those that can be planted in a home garden.

Portfolio outcome 5: Develop a plan with activities to take action to make the community aware of nutrition and to enable households to provide more nutritious food regularly to the household.

The messages flowing from the above objectives will most likely link with the outcomes of the households' discussion, debriefing and learning to take home.

Time: 8 hours or 2 half days 4 hours each

Assumed knowledge:

It is assumed the care givers know

- the causes and effects of their vulnerability and
- why the households are at risk and
- what they normally eat and
- whether there is enough food for the families.

Anticipated situations:

- Information may not be released due to cultural differences and feelings of inferiority
- Language may be a barrier
- Households members may be resistant to changes in diet and food behaviour
- Opinion leaders or strong personalities may dominate the session.

Solutions:

- Select a promoter of the same culture or invite an assistant that can speak the language.
- Be informed on cultural food behaviour and select examples and illustrations that is culturally appropriate.
- Give dominating participants special tasks that will occupy them for the purpose of the activities.
- Allow enough time for discussion and reflection after each activity rather than wasting time on activity instructions and detail.

Materials:

- Prepare flip charts and surveys ready for use.
- Large sheets of flip chart for groups activities.
- Coloured pens or pencils or pieces of paper and glue

Preparation:

- The promoter and or a few lead students should consult with the households to attend the learning session.
- Find before the learning session an appropriate venue.
- Provide households with an idea what the learning session will be about.
- May have handouts ready for each household
- If funds are available prepare for a snack.

Baseline survey:

It is important that you have done a baseline survey in a previous portfolio (Module 2) or before you start with this learning session. You will then be able to measure learning and change towards better nutrition at the end of the programme. The baseline survey is best conducted on an occasion a week or more before the learning session and use as a meeting / visit opportunity with households to extend an invitation for the learning sessions (see Module 2 questionnaire is included with Module 2 Portfolio Sheets).

If you need to do the baselines survey before the learning session. Then you will need 90 minutes with 3 to 4 interviewers (peers) and 10-15 interviewees (households). The results will assist you and the promoters to assess whether there is progress towards food security and more adequate and nutritious diets.

You need to use during the learning sessions

- the schedule or schedules given
- the Portfolio Activities in you Take Action unit of the study guide
- the materials listed above
- In advance prepared sheets as indicated and empty sheets to report.
- study the Portfolio Sheets to note what you have to report

9.2 Schedule for Learning Plan 1: Food Behaviour and Nutrition

Time	Introduction	Responsible person
15 minutes	Welcome and opening words	
10 minutes	Who's who?	
5 minutes	The purpose of the day What does it mean for you?	
60 minutes	Story- telling and discover the why are we food insecure, vulnerable and at nutritional risk as households? Discussion of households	Portfolio activity 4.1
60 minutes	What is the causes and effects of food insecurity? Problem tree	Portfolio activity 4.2
20 minutes	Break	
15 minutes	What did we eat yesterday? What do we usually eat and when?	Portfolio activity 4.3.a
30 minutes	Analysing the food variety and diversity of the local diet?	Portfolio activity 4.3.b
30 minutes	What foods are available in different seasons?	Portfolio activity 4.4
30 minutes	Do we have a vision and a household food plan?	Portfolio activity 4.5
10 minutes	Questions and comments	
5 minutes	Open invitation from households for facilitator to visit?	
10 minutes	Closure	

Note: You may have two learning sessions. Set two schedules and do the after break items a following day. The decision will depend on the time the households have available and the costs.

9.3 Facilitation of activities in the learning session

This is a summary of a set of learning activities, which Nokufika Mahamba and the HFS team of students facilitated with a household group in the Eastern Cape during the pilot phase of the Programme in Household Food Security. Find out how can use the different participatory tools to encourage households to link the different participatory tools with how you can stimulate participation to assess and analyze their food insecurity within their own household context, use group learning to identify action which could lead to behaviour change.

Each Portfolio Activity cannot stand on its own in the learning session. You have to weave or link into the learning sessions as part of a learning process. Therefore activity will have to be linked after one another as if a series of activities with discovery of information, learning and messages to form a learning session ending with planned action.

Facilitating Portfolio activity 4.1

Understanding the terms and concepts relating to malnutrition

Use the instructions in the Take Action part of the study guide for Portfolio activity 4.1 to do this activity during your learning session. It is important that you and the participants become comfortable in using the terms and concepts related to food security to assess household risk and vulnerability to food insecurity and malnutrition, as well as rank the risks and vulnerabilities.

Here are some guidelines to facilitate activity 4.1.

- Start your introduction by linking it to the previous activity and let the discussion flow logically from one activity to the next activity
- Introduce the first activity by mentioning the purpose and what the learning outcome is expected to be.
- Introduce the first set of terms by asking the participants questions and using the probing questions in Unit 4 Take Action :
 - What is a household? What is a community? What is the nature of the relationships in a household and a community?
 - What is food? What plants or animals do know that are eaten as food? What does food do to people? Agree on a description in their own words and language.
 - What is security? What would food security be? Agree on a description in their own words or language.
 - What is food insecurity? Agree on a description in their own words or language.
 - What is hunger? What is poverty? Agree on a description in their own words or language.

- What is malnutrition? Which malnutrition disease do they know about? Agree on a description in their own words or language.
- Compare their descriptions with the descriptions you have written from the study guide on **FLIP CHART 1**.

	FLIP CHART 1
Household	They can be related or unrelated but together they stay under one roof and contribute to the household finances, share the household chores and usually use the same basket of resources and sit round the same hearth for at least one meal a day or sleep at least two to three nights a week under one roof.
Community	A group of individuals and households staying in one locality, sharing resources and services interact with each other and form relationships for specific purposes or form social networks.
Food	Food is any animal or plant product which people regard as biologically, socially and culturally acceptable and provides nutrients to the human body.
Security	Security is the result of measures put in place, or things we do, to prevent and protect us from shocks and stresses.
Food security	Exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. <ul style="list-style-type: none"> ● Occurs when everyone can afford to purchase and is able to access nutritious and safe food that they enjoy eating ● Means everyone can access food in a way that does not compromise human dignity ● Means food is grown and accessed in ways that are environmentally sound and socially just ● Means you can feel confident about the food you are eating and that you will have enough ● Is about sharing and celebrating your food
Food insecurity	<ul style="list-style-type: none"> ● <i>is when you can't access foods that you enjoy and the need for you and your family to be healthy</i> ● <i>is not having sufficient and safe food for future generations</i> ● <i>is feeling stressed about whether you have enough food or about where your next meal is coming from</i> ● <i>is worrying about the safety of your food and about what is in it</i> ● <i>(IFRC & RCS, 2006)</i> ● <i>can be chronic or temporary</i>
Nutritional security	Includes three aspects of the household namely, the daily food intake, the care practices, the clean water and household environment
Malnutrition	Malnutrition is a condition of the body which does occurs when it does not receive enough nutrients and live in a healthy environment. Malnutrition can be under nutrition or over nutrition
Cause	A cause is what allows certain situations, pressures and events to change and something else to be effected. <i>If this happens then.....</i>
Effect	An effect is the result of changes due to certain situations, pressures and events which caused things to happen. <i>But why is this happening.....</i>

At this point or any other when the discussion does not flow, then ask them to tell stories. This will help to put them at ease by asking them if they know of any cultural stories or real stories (even own but don't have to use their own names) on topics about the struggles of the poor and hungry about not having food, money, food insecurity and malnutrition. Ask questions what, why, so what happened and what then or what now, if necessary to keep the stories going.

- Introduce more terms and use the probing questions in Unit 4 Take Action the following questions: What is then a risk? What is vulnerability? What is hazard? What is a shock?
 - What is a hazard? (a hazard is from the natural environment). Which hazards do they experience and when? Do they have any control over hazards? Agree on a description in their own words or language.
 - What is a shock? (a shock is the effect the hazard has on humans and the consequences for their lives). Do they have any control over shocks? Which shocks do they experience and when? Agree on a description in their own words or language.
 - What is a risk? What circumstances or situations put households at risk of becoming malnourished? Agree on a description in their own words or language.
 - What is vulnerability? What characteristic of households makes them vulnerable to malnutrition and make them more at risk? and causes it and effects being healthy and active? Agree on a description in their own words or language.
 - What is a disaster?
- Compare the descriptions of the participants with the descriptions on Flip Chart 2.

FLIP CHART 2	
Disaster	A serious disruption of society, with widespread human, material and environmental losses which exceed (or is more) than the ability of society, household or individual to cope using only its own resources. <i>A disaster risk has two elements: Hazard and vulnerability.</i>
Hazard	Hazards are extreme natural events with certain degree of having serious consequences or results.
Shock	Sudden events because of a hazard or risk that impact on livelihood security.
Stresses	Long-term trends, that impact negatively on livelihoods and brings hardship over time.
Risk	A risk is the chance that something (usually something bad) or dangers will happen because of something else (a hazard or a shock), and the chance that it will lead to a loss if one cannot cope.
Vulnerability	Vulnerability is looking at how prone or sensitive individuals or households are to being able to cope with certain (adverse) damaging events or shocks that may happen to them. <i>Defenselessness of people involved, insecurity and exposure to risk, shock and stress and difficulty in coping with them. Vulnerability has two sides: An external side of risks, shocks and stress to which an individual or household is subjected to and an internal side which is defenselessness, meaning a lack of means by people to cope with damaging loss.</i>

- Ask the participants to write on two flip charts 1) the risks poor and hungry household households face to be food insecure.
- Allow the participants to mark only those risks that effect their household using coloured pencils or on the floor stones. Count the scores for each risk. Rank the risks with the most scores to those with less.
- Do the same for vulnerabilities. List the 2) vulnerabilities of the households that allow them to be more sensitive to these risks to be food insecure and malnourished. Count the score for the vulnerabilities for households in this group and rank the vulnerabilities.



A group discussing and ranking the risks and vulnerabilities

- Discuss whether certain vulnerabilities are related to certain risks and whether some of these risks can be avoided and how?

You can now link the discussion and results of Portfolio Activity 4.1 to the next Portfolio Activity 4.2. In the next activity they will use this information to define the problem of food insecurity and malnutrition and use the above discussions on questions to analyze the cause or threats and the effects or consequences of food insecurity.

Facilitating Portfolio Activity 4.2

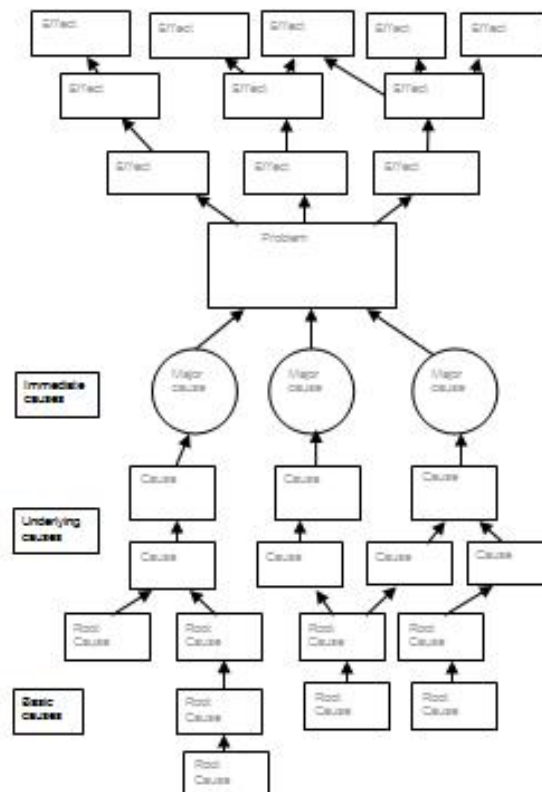
A causal analysis of food insecurity and malnutrition using a problem tree

Use the instructions in the Take Action part of the study guide for Portfolio activity 4.2 to do this activity during your learning session. Here are some guidelines to facilitate Portfolio Activity 4.2.

The previous discussion food insecurity and malnutrition will have laid a foundation for building the problem tree using the discussion on their own situations.

Please follow the instructions in the Take Action part for this activity. The below are notes to assist you in facilitating the problem tree activity.

The HFS facilitator must ensure that they know the conceptual framework for food security and malnutrition. You must also be comfortable with what is the immediate causes, underlying causes and basic causes of food insecurity and malnutrition. Each card should lead from a root cause which is usually in the local environment or on the macro level, the other causes comes usually form the community or household to become the major direct cause usually affecting the person or household members nutritional health directly.



Framework for building a food insecurity and malnutrition problem tree

You will notice that the shape of building the problem tree more or less resembles the shape of conceptual framework. This only gives you an as HFS facilitator a guideline

of building the tree. The problem malnutrition will have some direct effects on the person and which will have further effects to the households, the community and the different natural, social, economic and financial and human affects.

- Involve the participants in building up the problem tree. You can draw the outline of the tree on a large piece of paper before the learning session.
- Make sure you have all the materials ready. Draw the shape of a tree on a large piece of paper or the floor or sand.
- You need a lot of small pieces of paper or cards, coloured pens or crayons and prestik.
- The participants may not be able to write enough cards to fill the framework of the tree. The ones they think of may the most important they have been sensitized to in the previous portfolio activity.



Household food security and malnutrition problem tree

- You may have a few labels as examples, select more uncommon ones to give them the opportunity to write their own. See the instructions in the unit Take Action.
- Use the brain storming questions from the previous discussion and stories what, why, now what, and so what to help the participants come up with causes and effects of hunger and food insecurity. The answers are written on small cards.
- You may ask probing questions if they struggle to write labels or in telling you what to write. Please do not give them the answers or write the labels on their behalf.
- The participants can sort the cards into:
 - Causes (roots of the tree)
 - Effects (branches and leaves)
 - Main problem (tree trunk)

- It is empowering for the household to participate in the analysis of their own food insecurity problems. They have to find the causes and effects of food insecurity that impact on their day-to-day lives.



- You can ask the participants which of the problems result in the biggest risks and makes the households most vulnerable.
- The participants can rank the problems by placing a dot on the respective cards.
- The completed problem tree belongs to the household group.

At the end of the lesson the participants share what they have learned. Discuss these questions:

- What do you need to solve your hunger and food insecurity problems?
- What can you do in your household to solve your hunger and food insecurity problems?
- What can your community do to solve your hunger and food insecurity problems?

Help the participants to see that actions are needed at different levels that can help to alleviate poverty, hunger and food insecurity. Also lead the discussion to identify those causes they can address and which will already make a difference. Some of their own suggestions may be to plant or buy nutritious food.

The next portfolio activities will assist to assess the food security issues to address food insecure and malnutrition issues. The focus is on the food that is available and accessible which they use and eat.

The following Portfolio activities do not need any additional information at this point. Promoters can contact me if necessary.

Facilitating Portfolio Activity 4.3

Assessing diet diversity and food variety

Use the instructions in the Take Action part of the study guide for Portfolio activity 4.3 to do this activity during your learning session. Here are some guidelines to facilitate Portfolio activity 4.3.

The sections of these activity aim to assess and analyze food intake and dietary behaviours so as to ensure a diet more adequate in nutrients.

Facilitating Portfolio Activity 4.4

Assessing diet diversity and food variety

Use the instructions in the Take Action part of the study guide for Portfolio activity 4.4 to do this activity during your learning session. Here are some guidelines to facilitate Portfolio activity 4.4.

Facilitating Portfolio Activity 4.5

Assessing diet diversity and food variety

Use the instructions in the Take Action part of the study guide for Portfolio activity 4.5 to do this activity during your learning session. Here are some guidelines to facilitate Portfolio activity 4.5.

10 HOUSEHOLD FOOD SECURITY ACTIVITY SHEETS

The portfolio sheets are attached:

- Portfolio Activity 4.1 Understanding the terms and concepts relating to malnutrition (risk)
- Portfolio Activity 4.2 A causal analysis of food insecurity and malnutrition using a Problem tree
- Portfolio Activity 4.3 Assessing diet diversity and food variety
- Portfolio Activity 4.4 Household food security and nutritional seasonal calendar
- Portfolio Activity 4.5 Household (food security) malnutrition action plan

Student declaration

I,.....declare that all the portfolio work submitted for **PHFS04N: Food Behaviour and Nutrition** is my own and has not been copied. It has been completed with my participation and my recording of the activity and evidence provided.

Signature.....Student No.....
Date.....

Indicate whether this was a group effort: Yes.....No.....

List names of the class group members and their student numbers
.....
.....
.....

Comments:.....
.....
.....
.....
.....
.....
.....
.....

Signature of Marker/LecturerDate:

Mark	
------	--

Improved mark

Signature of Marker/LecturerDate:

Mark	
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FINAL PORTFOLIO ACTIVITY MARK SHEET – MODULE 4 PHFS04N

Portfolio Activity No	Task description	Marks allocated	Marks 1	Marks 2	Average	Final mark as %
	Learning session preparation	50				
4.1	Concepts, etc	50				
4.2	Problem tree	50				
4.3	Diet diversity	60				
4.4	Seasonal calendar	40				
4.5	Action plan	50				
Maximum marks possible		300 ÷ 3	Total marks as %			

Comments.....

Signature of Marker/Lecturer.....Date:.....

Mark	
-------------	--

Improved mark

Signature of Marker/LecturerDate:

Mark	
-------------	--

Moderator signature Date

Mark	
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Mark sheet for Portfolio Learning Sessions

Portfolio Activity No	Task description	Marks allocated	Marks 1 st submission	Marks 2nd submission	Moderator marks	Final marks as %
Learning session	Description target group	10				
	Schedule	10				
	Awareness & Invitation	5				
	Tasks	10				
	Costs	10				
	Reflection	5				
Maximum marks possible		50				

Comments.....

Signature of Marker/Lecturer.....Date:

Mark	
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Improved mark

Signature of Marker/Lecturer.....Date:

Mark	
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Module code **PHFS04N** **Portfolio:** Assignment 3

Learning session **Date**.....

Name..... **Student No**.....

HFS Promoter.....**Site**.....

Names student team and student numbers	
Name of ward/ location of group/village or suburb / indicate rural or urban	
Name of municipality Province	
Name of facilitator(s)	
Name of note-taker(s)	
Name of assistant (s)	
Tools used	
Description of area: Rural or peri-urban or urban	
Number of men	
Number of women	
Are you attaching an attendance list?	

Our schedule for learning session(s)

Venue Date.....

Time	Introduction	Responsible person

1 How did you make the households aware of the learning session and invite the household members?

.....

2 To help you prepare for the workshop make a list of the tasks to be carried out, by whom and by when? Include any other things that should be taken note of such as materials etc that might be needed.

Task	Person	By when	What to do

If you need more space attach a table after the sheets and refer to it

3 What costs did you have for the workshop?

Contributions INCOME	R	Cost of items EXPENDITURE	R

How did you overcome the obstacle of the cost?

.....

4 Are there any other problem areas that you need to address or improve?

.....

What will you do differently for the next learning session you facilitate?

.....

Mark sheet for Portfolio Activity 4.1

Understanding the terms and concepts relating to malnutrition (risk and vulnerability)

Portfolio Activity No	Task description	Marks allocated	Marks 1 st submission	Marks 2nd submission	Moderator marks	Final marks as %
4.1	Concepts Food security and malnutrition	15				
	Concepts on risks, etc	5				
	Household Risk analysis	10				
	Risk reflection	5				
	Household Vulnerability analysis	10				
	Vulnerability reflection	5				
Maximum marks possible		50				

Comments.....

Signature of Marker/Lecturer.....Date:

Mark	
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Improved mark

Signature of Marker/Lecturer.....Date:

Mark	
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Portfolio Activity 4.1**Understanding the terms and concepts relating to malnutrition (risk & vulnerability)****Description of participants**

	Participants descriptions in English
Community	
Household	
Food	
Security	
Food security	
Food insecurity	
Poverty	
Nutrition	
Malnutrition	
Cause	
Effect	

Description of participants

	Participants descriptions in English
Disaster	
Hazard	
Shock	
Risk	
Vulnerability	

Household Risk Ranking

Households risks	Score No of participants seeing as a risk	Ranking Indicate the most severe risks with highest scores

Reflection

Any other comments by households:

.....
.....
.....

What worked?

.....
.....

What will you do differently next time?

.....
.....

Household Vulnerability Ranking

Household and household member vulnerabilities	Score No of participants seeing household vulnerabilities that make them sensitive to risks	Ranking Indicate the most severe household vulnerabilities with the highest scores

Reflection

Any other comments by households:

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.....
.....

What worked?

.....
.....

What will you do differently next time?

.....
.....

Portfolio Sheet Activity 4.2 A causal analysis of food insecurity and malnutrition using a Problem Tree

Portfolio Activity No	Task description	Marks allocated	Marks 1 st submission	Marks 2 nd submission	Moderator marks	Final marks as %
4.2	Preparation	5				
	Instructions	5				
	Problem tree	10				
	Causes	5				
	Affects	5				
	Reflection	10				
Maximum marks possible		50	Total mark as %			

Comments.....

Signature of Marker/Lecturer.....Date:

Mark	
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Improved mark

Signature of Marker/Lecturer.....Date:

Mark	
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1. Preparation for problem tree exercise - continuation of the previous activity

Your preparation for the exercise

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Instructions to households: What to do

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2. Household groups' problem tree (Redraw and add labels)

What will you do differently in future?

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3. Questions and probing questions for learning and reflection after the activity

CHART 3

Score the number of causes and effects related to food insecurity and malnutrition. Include a solution or behavior change and level of responsibility

Food insecurity	Score	Solution / Change in behavior	Responsibility
Food availability			
Food accessibility			
Food utilization			
Food stability			
Malnutrition			
Adequate nutrient in the diet - deficiency diseases			
Infections and other diseases			
Food intake			
Nutritional care			
Hygiene and healthy environment			
Service provision			
Service provision			
Service provision			

Portfolio Sheet Activity 4.3 Assessing diet diversity and food variety

Portfolio Activity No	Task description	Marks allocated	Marks 1 st submission	Marks 2 nd submission	Moderator marks	Final marks as %
4.3	24 hr meals	10				
	Summary	5				
	Diet diversity	15				
	Calculation	15				
	Log book entry/ separate page	10				
	Food eaten in general	5				
Maximum marks possible		60	Total mark as %			

Comments.....

Signature of Marker/Lecturer.....Date:

Mark	
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Improved mark

Signature of Marker/Lecturer.....Date:

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24 h recall template You need to prepare at least 5 copies per student (1 each for their 5 households).

Meal table for 24 hour recall (5 copies = 1 per household)

Respondent	Meal					
Household no	Early morning	Snack 1	Mid-day	Snack 2	Evening	Snack 3

A consolidated record of daily food consumption for a number of households

Respondent	Meal					
Household no	Early morning	Snack 1	Mid-day	Snack 2	Evening	Snack 3
	Mielie porridge, tea	Apple	Bread, margarine, jam	Nothing	Pap, spinach, chicken	Tea
1						
2						
3						
4						
5						

Summary of the % of households that consumed the listed meals the previous day

List of meals	No of persons eating meals N=15	%
Breakfast	8	
Morning snack	5	
Lunch	7	
Snack	4	
Dinner	15	
Snack	6	

Household Diet Diversity Score Sheet**Example you can use for the interview and to calculate the scores of food groups**

Household Diet Diversity Score HDDS			
Q	Food group	Examples	Yes = 1 No = 2
1	Cereals	corn/maize, rice, wheat, sorghum, millet or any other grains or foods made from these (e.g. bread, noodles, porridge, biscuits, vetkoek, scones, rusks, roti, or other grain products)	
2	White roots and tubers	white potatoes, white sweet potatoes, white cassava, <i>indigenous white roots and tubers or other foods made from roots</i>	
3	Vitamin rich vegetables and tubers	pumpkin, carrot, squash, or orange flesh sweet potato that are orange inside + <i>other locally available vitamin A rich vegetables (e.g. red sweet pepper)</i>	
4	Dark green leafy vegetables	dark green leafy vegetables, including wild forms + <i>locally available vitamin A rich leaves such as amaranth, pumpkin leaves, cowpea leaves or bean leaves, spinach and other</i>	
5	Other vegetables	other vegetables(e.g. cabbage, tomato, onion, eggplant, sushi + <i>other locally available vegetables</i>	
6	Vitamin rich fruits	ripe mango, apricot (fresh or dried), yellow peaches, ripe papaya, dried peach, and 100% fruit juice made from these + <i>other locally available vitamin A rich fruits</i>	
7	Other fruits	other fruits, apples, pears, bananas, litchis, including wild fruits and 100% fruit juice made from these	
8	Organ meat	liver, kidney, heart or other organ meats or blood-based foods	
9	Flesh meats	beef, pork, lamb, goat, rabbit, game, chicken, duck, other birds, insects	
10	Eggs	eggs from chicken, duck, guinea fowl or any other egg	
11	Fish and seafood	fresh or dried fish or shellfish	
12	Legumes, nuts and seeds	dried beans, dried peas, lentils, nuts, seeds or foods made from these (eg. healthy snacks, peanut butter)	
13	Milk and dairy products	milk, cheese, yoghurt, amazi or other milk products	
14	Oils and fats	oil, fats or butter added to food or used for cooking	
15	SWEETS	sugar, honey, sweetened soda or sweetened juice drinks, sugary foods such as chocolates, candies, cookies and cakes	
16	Spices, condiments and beverages	spices (black pepper, salt), condiments (soy sauce, hot sauce), coffee, tea, alcoholic beverages	

Household level only	Did you or anyone in your household eat anything (meal or snack) OUTSIDE the home yesterday?	
Individual level	Did you eat anything (meal or snack) OUTSIDE the home yesterday?	

CHART 3 Draw the chart before the workshop. Fill in from separate meal plans together with the group

Q	Food group	HH1	HH2	HH3	HH4	HH5	Total per food group
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
Total of food group scores per HH							

Read the bottom horizontal row of the table above for the HDDS for 5 households and total food eaten per group.

Calculation:

Total food group scores per HH ÷ 5 HH =average score HDDS for 5 households

You can calculate the HDDS for all households present in the learning session by adding the scores of all the households as a total. This will give you a HDDS score for all groups.

Total score for all HH ÷ total number of HH = average score for the households of the learning group.

You can also calculate the HDDS for the households of the students of the site of the promoter by using the HDDS scores of households of all the learning sessions as a total divided by the number of households for the site.

Answer the following questions:

1. Read total number of households who have eaten from each food group in the right hand vertical column. Complete the table.

Questionnaire no.	Food group	Total HH
Vitamin A	Plant based group	Vitamin A
Question 3	Vitamin a rich vegetables or tubers	
Question 4	Dark green leafy vegetables	
Question 6	Vitamin A rich fruits	
Additional	Red palm oil	
	TOTAL HH	
	Animal based group	
Question 8	Organ Meat	
Question 10	Eggs	
Question 13	Milk and milk products	
	TOTAL HH	
Iron	Animal Based	Iron
Question 8	Organ meat	
Question 9	Flesh meat	
Question 11	Fish and sea food	
TOTAL HH	TOTAL HH	

- 2 How many households ate from the different plant food groups and the animal food groups the previous 24hrs?

- Plants-based Vitamin A
- Animal based Vitamin A
- Animal-based Iron

- 3 What is your opinion on the diversity and adequacy of micro-nutrients in the diet the previous day?

.....

.....

How often are any food items eaten weekly (not only the previous 24 hours)?

Daily (Everyday)	(Weekly) Sometimes	Seldom (Hardly or never)

Portfolio Sheet Activity 4.4 Household food security and nutritional seasonal calendar

Portfolio Activity No	Task description	Marks allocated	Marks 1 st submission	Marks 2 nd submission	Moderator marks	Final marks as %
4.4	Correctness of seasonal calendar	10				
	Seasonal calendar info	10				
	Answers interpretation	10				
	Reflection	10				
Maximum marks possible		40	Total mark as %			

Comments.....

Signature of Marker/Lecturer.....Date:

Mark	
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Improved mark

Signature of Marker/Lecturer.....Date:

Mark	
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Drawing of the household's seasonal calendar

Questions and answers on the Seasonal Calendar

- How does rainfall vary over the year? (When does it rain most and when is it dry?)

.....

- At what time of the year are there food shortages?

.....

 When do people usually receive food aid?

.....

 How does income vary over the year for men and women?

- How does expenditure vary over the year for men and women?

.....

 How does water availability for human consumption vary over the year?

- When are foods in of the vegetable and fruit group?

.....

You can write for each food group the specific type of food, such as pumpkin, carrots, and orange sweet potatoes and use different colours or shapes of lines.

- When is there a shortage of yellow and green vegetables?

.....

- What solutions will be possible?

.....

Reflection on the seasonal calendar exercise

- What was good?

.....

- What was difficult?

.....

Portfolio Sheets Activity 4.5 Household (food security) malnutrition action plan

Minimum of three objectives one in each category

Portfolio Activity No	Task description	Marks allocated	Marks 1 st submission	Marks 2 nd submission	Moderator marks	Final marks as %
4.5	Appropriateness of action plans	10				
	Objective 1 /2	10				
	Objective 3/4	10				
	Objective 5	10				
	Reflection	10				
Maximum marks possible		50	Total mark as %			

Comments.....

Signature of Marker/Lecturer.....Date:

Mark	
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Improved mark

Signature of Marker/Lecturer.....Date:

Mark	
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Household food security malnutrition Action Plan:

Household Objective 1:

.....

.....

.....

Objective 1:									
<i>Activity</i>	<i>Resources needed</i>	<i>Who is responsible</i>	<i>Time Schedule</i>						
			<i>S</i>	<i>O</i>	<i>N</i>	<i>D</i>	<i>J</i>	<i>F</i>	<i>M</i>

Household Objective 2:

.....

.....

.....

Objective 2:									
<i>Activity</i>	<i>Resources needed</i>	<i>Who is responsible</i>	<i>Time Schedule</i>						
			<i>S</i>	<i>O</i>	<i>N</i>	<i>D</i>	<i>J</i>	<i>F</i>	<i>M</i>

Group / Community Objective 3:

Objective 3:									
Activity	Resources needed	Who is responsible	Time Schedule						
			S	O	N	D	J	F	M

Group / Community Objective 4:

Objective 4:									
Activity	Resources needed	Who is responsible	Time Schedule						
			S	O	N	D	J	F	M

Local Government Objective 5:

Objective 5:									
Activity	Resources needed	Who is responsible	Time Schedule						
			S	O	N	D	J	F	M

Reflection:

What is the general attitude of the households about the plans?

.....

What was the reaction towards your orientation on the next learning sessions?

.....

Are these action plans doable and can they do the activities in their yards or '4 corners' with what they have or at a minimum cost?

.....

