

**Training Module on**  
**How to Secure**  
**Food and Livelihoods of**  
**Communities in a Pandemic**

**What does this training cover?** This training covers the basic steps that a community leader should take to ensure the food and livelihoods security of the households in their communities.

**Who will be the trainers that give this training to community leaders?** The trainers might be skilled staff and trainers of Red Cross/Red Crescent National Societies and other civil society organizations.

**Trainees:** Community leaders.

**Learning Objectives**

At the end of this session, trainees should be able to:

1. Understand what food and livelihoods security comprises.
2. Describe what may happen in their communities in a severe pandemic influenza.
3. Explain basic preparedness steps in protecting food and livelihood security of households.
4. Describe how pandemic response is different than traditional disaster response.
5. Describe what would be the impacts of pandemic on population groups from a food and livelihoods security perspective.
6. Explain main food and livelihood security interventions in a pandemic.

**Training Methods:** Presentation and discussion, pre test, post test.

**Suggested time to conduct training session:** 60 minutes.

**Supplies and preparation needed:**

- *Pre-test, Post-tests:* A copy of the test and one pencil/pen for each participant. They will need a surface to write on. If these supplies are not available, see alternate instructions. (Annex 1).
- *Presentation:* Your prepared presentation (Annex 2)
- *Educational handout:* A summary the important information of this session (which has been adapted so local people can understand it well.) (Annex 3)

## **Opening** (10 minutes)

- **Welcome.** Greet participants in a friendly way. (People learn better when they feel comfortable.)
- **What to expect.** Tell participants the title, objectives and length of the entire training session.
- **Say who you are.** Include information about your work, and why you are here.
- **Learning well together**
  - Ask participants to **say who they are.** Ask participants to briefly mention if they have experience with disaster preparedness, food distribution or with managing volunteers.
    - IF the group is large, divide the participants in small groups and give them 5 - 10 minutes to introduce themselves among each other. Another way "quick way" is to have them say who they are and how they would like to be addressed.
  - Ask participants to give ideas for a list of **rules of behavior** for everyone during the training. (For example: one person talks at a time, turn off telephones, cover coughs and sneezes...)
  - Ask participants to be **active learners**, and to ask questions
- **Basic needs:** Tell participants where the restroom/toilet is, and other basic information.

## **Pre-test: What do we already know about food and livelihoods security** (10 minutes)

1. *Opening:* Tell participants:

- Some of you may already be familiar with what food and livelihoods security means and what would be the impacts of pandemic influenza on households.
  - However, some of you may not be familiar with how to be prepared and respond to the impacts of pandemic on food and livelihoods security of households—which is why we are here!
  - Let's take a moment and find out what you might already know. Please raise your hand if you are sure you know the answer to each question I ask. Keep your hand up until you have been counted. If you do not know the answer, do not raise your hand.
2. Ask participants each question on the pre-test form (see Annex 1), and fill out the form as directed. (Later you will compare this to the post-test scores.)

## **Presentation and Discussion (25 minutes)**

1. *Opening:* Tell the group you are going to give them more details about food and livelihoods security of households in a pandemic influenza. If your schedule is tight, ask them to save questions for the end.
2. *Presentation:* Depending on your supplies, you may want to create flipcharts, a computer presentation, or use a chalkboard to write the main points in a few words that people can read while they listen to you. If you use written words and pictures while talking, participants will better understand and remember the information. See Annex 3 for computer slides.
3. *Question and Answer Period:* Encourage participants to ask questions and discuss what they have learned in this session.

## **Post Test (15 minutes)**

1. *Opening:* Tell the group it is time for a test. The purpose of the test is to be sure that this training is successful in achieving learning objectives.

Tell them you will hand out the test, and ask everyone to work alone to fill it in. The participants will have ten minutes to complete the test. Then you will collect the tests, and go over all of the answers.

After the training, you will correct the test, and follow up if needed. If you feel you haven't done well on the test, and would like more help, please seek help with the trainer or from other participants.

If you are working with people who are not comfortable with reading and writing, you can give this test by asking for a show of hands, or getting participants to vote on each answer with stones or other small objects (goat pellets, beads, paperclips).

2. *Give the test, collect it (for correcting later), and go over all of the answers.* Ask participants to supply answers. If someone gives an incorrect answer, ask the group for help. Give as many people as possible a chance to talk. Stay away from terms like "right" and "wrong." A good ambience where every participant feels "safe" is very important.
3. *Session Closing.* Give a short summary of what has happened, and what comes next. Thank participants for coming.

**ANNEX 1: Pre-test Form**

<b>Pre-test Form to be filled out by Trainer</b>			
<b>TOPIC 1: What does food and livelihoods security mean?</b>			
Question	Number of participants who raised hand: “YES”	Number of participants who did not raise hand: “NO”	Percentage answering YES <sup>1</sup>
<b>Do you know the meaning of this word: (If YES, raise hand)</b>			
If you know three pillars of “food security” raise your hand.			
If you can name three things that would be “livelihoods” raise your hand.			
If you can name three impacts of pandemic on food and livelihoods security of households, raise your hand.			
If you can think of a way to make households have enough food during a pandemic, raise your hand.			

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<sup>1</sup> First, divide number of YES answers by total number of participants. Next, multiply your answer by 100. For example, if 10 people answer YES out of 20 total participants: 10 divided by 20 is .5. .5 times 100 =50. So, the answer is 50 percent.

## ANNEX : Post-test

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Name: \_\_\_\_\_

**1.** Define (give the meaning of) “Food Security”

**2.** Define “Livelihoods”

**3.** List what may happen in the communities in a severe pandemic influenza.

**4.** List basic preparedness steps in protecting food and livelihood security of households.

5. Describe what would be the impacts of pandemic on households from a food and livelihoods security perspective.

6. Explain main food and livelihood security interventions in a pandemic.

7. List types of typical disaster relief interventions that are not appropriate in a pandemic.