

# Free-range Chicken Farming Trainer Manual

*There is also a version in  
Melanesian Pidgin available*

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# Contents

<b>1</b>	<b>Welcome</b>	<b>3</b>
<b>2</b>	<b>Acknowledgements</b>	<b>3</b>
<b>Part I: Introduction to the Free-range Chicken Farming Trainer Manual Step-by-Step Guide</b>		
<hr/>		
<b>3</b>	<b>Introduction</b>	<b>7</b>
3.1	Purpose and overview of the training manual	7
3.2	How to use the training manual	8
3.3	Some necessary background of the concept	10
3.4	Tips of how to make your training course successful	13
<b>Part II: The Training Course Step-by-Step</b>		
<hr/>		
<b>4</b>	<b>The Training Course Step-by-Step - First part</b>	<b>17</b>
4.1	Training course preparations - First part	17
4.2	Training course schedule - First part	17
4.3	Training course lesson plan - First Part	19
<b>5</b>	<b>The Training Course Step-by-Step - Second Part</b>	<b>46</b>
5.1	Training course preparation - Second part	46
5.2	Training course schedule - Second part	47
5.3	Training course lesson plan - Second part	48
<b>Part III: The Follow-up Training Course Step-by-Step</b>		
<hr/>		
<b>6</b>	<b>The Training Course Step-by-Step - Follow up Training Course</b>	<b>95</b>
6.1	Follow-up course Preparations	95
6.2	Follow-up course Schedule	95
6.3	Follow-up course lesson plan	96
<b>Part VI: Helpful Training Course Material and Documents</b>		
<hr/>		
<b>7</b>	<b>Devotions</b>	<b>113</b>
<b>8</b>	<b>Checking, Test, Evaluation Form and Certificate</b>	<b>119</b>
8.1	Repetition questions	119
8.2	Test papers - First and Second Part	121, 123
8.3	Evaluation Form	125
8.4	Certificate	127
<b>9</b>	<b>Helpful information about free-range chicken farming</b>	<b>129</b>
9.1	Addresses	129
9.2	Useful Websites in PNG	129
9.3	Literature	130
<b>10</b>	<b>Check lists and tool kit for needed material</b>	<b>131</b>
10.1	Tool Kit	131
10.2	Check list for material training course part 1	132
10.3	Check list for material training course part 2	133
10.4	Check list for material follow-up training course	134
<b>11</b>	<b>Other useful materials</b>	<b>135</b>
11.1	Survey form for extension visit follow-up training course	135
11.2	Test answers	136
11.3	HIV/Aids leaflet and background information	137
	Free-range chicken Manual evaluation form	137

## 1 Welcome

This step-by-step manual for trainers or course leaders can help you to implement and manage a training course in free-range or village chicken farming. You won't need to do a lot of additional background reading but if possible attend a training course put on by the Salvation Army Agricultural Program or any other organization that has been conducting training courses based on this manual.

We would like very much to hear about your experiences with using this training manual. We have therefore included an evaluation form at the end of the manual and would be very grateful if you would complete it and return it to us at the address on the form. Your comments will help us to improve the next edition of the manual.

God bless!

## 2 Acknowledgements

The author would like to express his appreciation and thanks to all those who helped to make this training manual a reality. First I would like to thank the training course teachers (John Hagen, Janet Nehaya, Anis Libada, Sekom Kogedu and Moses Naewa) of the Salvation Army Agricultural Development Program for their input and the field-testing of the draft manual. They provided many insights, which helped to improve the training manual. I also thank livestock staff of the National Agricultural Research Institute of PNG (NARI) at Labu (Dr. Pika Kuhun, Andrew Thomas and Monika Mazi), consultants from the Australian Contribution to the National Agricultural Research System (ACNARS), an AusAID funded program (Rob Shelton, Dr. Alan Quartermain, Dr. Ian Grant and Sue Philpott) for their assistance. The Salvation Army HIV/Aids team provided the lesson about HIV/Aids and Elisabeth Cox helped me with the lesson about gender awareness.

I especially would like to thank the ACNARS Outreach and Liaison Adviser Rob Shelton and Dr. David Askin for their wholehearted support, encouragement and their crucial contribution to the manual.

The excellent design of the book is the work of the SIL design and layout team. It was an exciting experience to work with them. Jo Anne Totome did an excellent job. Thank you so much.

Last, but certainly not least, we would like to thank PNG Incentive Fund for their financial support of the Agricultural Development Program of the Salvation Army since 2000.

**Dedicated to the memory of my beloved father,  
Raymond Muntwiller, who died in 2003**

**Donations (in connection with his funeral) made it possible to  
print the 1st edition**

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# PART I

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# Introduction to the Free- range Chicken Farming Trainer Manual Step-by-Step Guide

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Purpose and overview of the training manual

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How to use the training manual

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Some necessary background of the concept

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How to make your training course successful for the farmers: Some important points

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## 3 Introduction

### 3.1 Purpose and overview of the training manual

#### Who is the manual for?

This manual is for agricultural extension workers and development workers who want to conduct training courses about free-range chicken farming. The manual shows how to facilitate each lesson/activity but also provides background information about free-range chicken farming in PNG and other third world countries. Once you have become familiar with the sequence of the lessons, you will depend less on the manual and develop lessons in a way that better suits the particular needs of you and your course participants.

#### Why use the manual?

How often have you heard agricultural extension workers say “those farmers are stupid because they did not do what I told them to do”? They tried, but because they did not involve the farmers fully in the process of adapting the new ideas to fit the farmers’ particular needs the farmers did not understand the ideas and therefore did not use them. The training course outline in this manual aims to help you to enable farmers to work out what they want to do, how they should implement the lessons and techniques they learn and how to make sure they will continue to use them in the future.

If you take the time now to read the manual carefully and see how straight forward the approach is and follow the instructions it will save you a lot of time and failures in the future.

#### What does the manual try to achieve?

The free-range chicken farming manual seeks to help the agricultural extension workers and development workers to:

- Make farmers successful in the management and breeding of free-range chickens
- Make sure that farmers get to know the important aspects of small scale free-range chicken farming
- Encourage farmers to understand development issues such as making a successful business, food security, human nutrition, soil fertility, HIV/Aids and gender awareness.

It does this by:

- Providing a training course schedule, step-by-step lesson plans and background information about free-range chicken farming and other development issues.
- Empowering the farmers to set up and manage a small breeding centre for free-range chickens.
- Helping you, the trainer or course leader, to understand that before farmers will adopt and adapt a new idea and work hard at keeping it going, they need to understand it and see why it is important to them and their future.



## How the manual is organized?

The manual has 23 lessons with many practical activities. The first 6 lessons help you to take the farmers through the first part of the training course helping him/her to establish a small breeding centre for free-range chickens. Lessons 7 to 13 take the farmers through the second part of the training course showing them how to manage the animals. Lessons 14 to 17 involve other issues such as sustainable and integrated farming practices, HIV/Aids and gender awareness. Lessons 18 to 21 are designed for follow-up/monitoring training which is conducted about 9-12 months after the initial training course.

Each lesson contains suggestions for both teaching and farmer activities. Instruction on how to facilitate each lesson are provided under the following headings:

- Goal and purpose of the lesson or what the farmer will learn
- Time to allow for the lesson
- Materials needed
- How to do the lesson
- Background teaching notes
- Education tips
- Photos

Most lessons require the use of tools such as a black board, free-range chickens, hammers, saws, etc, as there is little classroom teaching involved.

### ***3.2 How to use the training manual***

The training course manual is an outline and guide to help you to conduct a village-based training course in free-range chicken farming. You will need to make adjustments to the training course details depending on what you have available for the course. The Salvation Army agricultural development team had the luxury of being able to contribute food, tea and coffee for the course participants. Participants only had to pay for the livestock and had to contribute some food and firewood and our team offered the teaching for free.

We believe that the training course can also be done in a cheaper and simpler way. Food is not needed, as not many people eat lunch in rural area of PNG. If it is planned to provide food during the workshop the participants at their cost can organize this. Participants can pay the teachers/facilitators by giving them food, coffee for sales or in some other way. Each participant can be given responsibility to supply any materials needed such as nails, tools, tyre strips etc. The only real challenge is to find the livestock needed for the farmers and to transport them to the village. Chapter 9.1 gives a list of addresses where suitable livestock could be obtained in PNG at reasonable prices.



## Prepare before you start

Before you begin working with a farmer group you must:

- Read through the entire manual carefully and make sure you understand the approach used and the purpose of each lesson.
- Breed a few free-range chickens yourself so that you have practical experience with looking after them and know what you are talking about.
- Gather all the materials needed for the activities such as those listed in chapter 10.2.
- If you hand out some free-range chickens to the farmers, make sure that the farmers contribute money to cover at least part of the cost of the chickens so that they will own the livestock they receive.
- Make sure the farmers are aware you are coming; inform them as early as possible.

## Make your own toolkit

Chapter 10.1 provides guidelines to help you to prepare a set of your own tools that you will need to conduct the training course. Please remember these lists are provided as a guide only.

The toolkit must be adjusted depending on the building customs in the village (how to build chicken housing) and the local vegetation and environment (availability of wood, building materials, etc.).

## Select who and how many participants will be in the group

Generally, when using participatory and practical learning/teaching methods the group should have less than 20 participants. It is important that married participants are encouraged to take part as couples. In the PNG context women usually take care of the animals and therefore their participation in the training course is extremely important.

Experience taught us that we should work with farmers from only one village at a time. When only a couple of farmers from a village take part in a training course they tend to treat the information about free-range chicken farming as secret and do not make it openly available to others in their village when they return home. Because of this unwillingness to share information jealousy may arise in the village and affect the farmer's efforts. If participants from 50% or more of the families living in a village take part in the training course the information will be hard to keep secret. There is also a high risk of stealing if only one or two farmers from a village are looking after chickens. Therefore we strongly recommend teaching farmers from only one village in each course so there are enough people in the village with the chickens and the skills to look after them.

## Preparation visit

At least one preparation visit to the village must happen before the training course is conducted to make sure participants are aware of the commitment they must make. The following issues need to be addressed at the preparation meeting with the village/ participants:

- Contribution (Course fee)

- Place to hold the course
- Food for participants
- Accommodation for the course leaders
- Participants need to organize themselves to be ready for the training course. Some of the questions they need to answer before the course include:
  - Who will take care of the participants' children?
  - Who will get food from the gardens and prepare it for the participants?
- Where will the demonstration chicken shelter and fence be built?
- Commitments that must be made by the participants before they take part in the course include an agreement to: -
  - Attend, with spouse, for the full 6 days
  - Provide food and firewood
  - Provide material to build the demonstration chicken shelter during the course
  - Provide material to build a nest box and brooder by each participant

### **Should I follow the lessons in order?**

The manual is divided into 21 lessons and each lesson is divided into teaching and activities. Be sure you follow the lessons in order since each lesson equips the farmers with what they need for the next lesson and to become successful chicken farmers. You can, however, extend the training course and add additional lesson, if you wish.

### **How much time does the training course take?**

The training course is designed in two parts. The first part takes about three days; the second part will take another three days. However, if the farmers have little building material available to build the chicken shed in the first part of the training course you will have to add one or two more days.

## **3.3 Some necessary background**

### **Background**

Motivated by the love of God the agricultural team of the Salvation Army is helping remote communities and farmers to improve their nutrition by helping them to produce more protein enriched food that they can eat. The team is mainly active in the Eastern Highlands Province of PNG.

Health surveys done by the Salvation Army Health staff revealed moderate to severe malnutrition among up to 67% of children below 5 years within the program areas. Therefore the agricultural team focuses on increasing the protein availability for the rural population in the targeted program areas.

Since 1998 the agricultural team has conducted over 30 one-week training courses mainly in rabbit farming, muskovi duck raising and free-range chicken farming. Regular follow up of the involved farmers with training days and extension visits contributes to the

success of the program.

The Salvation Army Development Services also developed village based short courses on other themes such as Village Leadership Training, Primary Health and Sanitation Training, Toilet building, Sewing, Surveying for water supply, Village Birth Attendant, First Aid and Literacy. Hopefully, training course manuals covering the above subjects will be available in the future as well.

### **Issues that are important throughout the course**

Gender, HIV/AIDS, environmental, spiritual and getting money are important issues for everyone.

Gender questions and environmental effects are a part of many of the lesson outlines and a special lesson on each topic is included towards the end of the training course.

Earning money is an issue in all villages. Except for some of the health and literacy related courses that the Salvation Army is conducting, all courses have the potential to earn money. All training courses are linked to Christian values and devotions are part of each training course.

We strongly encourage course leaders to transfer “awareness” and information about each of these important issues.

### **Spiritual Well-Being**

Spiritual well being is important for the Salvation Army. Our approach is that life consists of body, soul and spirit. To develop our lives and our environment we need to address all three levels. We believe that people need the guidance and help of God to develop their lives, communities and environment in a way that God’s creation is honored. We also believe that devotional times in the morning are essential to the well-being of the participants and the success of the training course. We encourage course leader to prepare devotional thoughts or to ask the pastors in the village or some participants to share a bible message with the participants each morning. Chapter 7 gives you some ideas about 6 devotional themes related to the course.

### **Teaching Notes**

Teaching notes give you further background information about the content of the lesson. Under each teaching note there is some space where you can put your own comments, experiences and other ideas to help you with the lesson and its content.

### **Education Tips**

All adults want to make sense of their world, find meaning and be effective at what they value and like doing. This is what makes them want to learn. The “education tips” are designed to be a practical, immediately usable resource for the course leaders. The education tips will help you to be more effective in your teaching so the participants will want to continue to learn. The “education tips” are strategies and examples that can be used to increase adults desire to learn. (Wlodkowski R.J., 1999). All the “education tips” included were practiced in our training courses and proved to be very helpful.

## Overview of learning styles and training principles

Based on observations it seems that the majority of PNG nationals and Melanesians learn in a different way to most westerns. PNG nationals tend to learn by watching others doing something, e.g. dancing and then doing it themselves (active learning). Learning often involves a group and there are no formal lessons.

The way westerns learn is usually formal, is based on theory learned from books and includes reading, listening and writing. Most of the formal education carried out in PNG is done this western way and most of us are familiar with this system. Consequently, since this system was used to teach us, we tend to use the method we are used to when we teach. However, if we want to be more effective in our teaching it is important that we use a style that our trainees are used to. The teaching methods we use must therefore be similar to the teaching methods used in the village while they became adults. They are more likely to remember and use the lessons if they are taught in this way as it matches their cultural upbringing that is so important to them.

We have tried to use a PNG cultural teaching styles as much as possible in our manual. However, we are sure that some of the lessons can still be improved to match culturally adapted teaching methods. Here are some of the principles that guided us when we designed our training manual (Rempel Robin, SIL, 1990).

- Lectures and note taking (passive learning) should be a very small part of the lesson.
- Make your lessons as interesting as possible by using many pictures and examples, comparisons, word pictures and questions to keep the participants actively thinking and involved. It is best to have at least one example, story, drama, or picture to illustrate every point made in the presentation.
- Demonstrations, drama, drawing pictures, singing, discussions, games, question and answer, hands-on practice and other means of active participation should be a very important part of each lesson.
- Start each training course by showing what you hope the participants will achieve by the end of the course. (Use photos, demonstration product or make a visit to a farmer who has already implemented what the participants will learn)
- Use real materials (animals, plants, etc.) and situations whenever possible.
- Provide plenty of time for questions and clearing up ideas that participants are not clear about. If no questions come up from the participants after a lesson it often means that they are so confused they aren't sure what questions to ask. Asking them questions about the lesson will often give you an idea if they have understood and learnt what you have been trying to teach.
- Try to keep a relaxed, open and light (humorous) atmosphere throughout the training course. Make the training fun.
- Revision of each of the lessons and later follow up visits and training are key elements

in successful training.

- It takes a lot more work to prepare an active learning teaching lesson than it does to prepare a passive learning lecture. Remember that. Prepare for it (Sanders, A. 1988).

### 3.4 Tips for a successful training course for the farmers

Some important points to remember are: -

- Be motivated by the love of God yourself and therefore be committed to the farmers and your work
- Live, eat, sleep and story with the farmers in the village during the course at least. The relationship you establish with the participants will have a large impact on how well they will accept new knowledge, skills, techniques and attitudes
- Use PNG village-adapted livestock and training methods
- Ask for commitments by the farmers before the course starts. (We ask each of the farmers to pay a course fee equivalent to the cost of the livestock we provide in the training course)
- Ensure regular follow-up training days and extension visits

## Education tip

### **Practice what you preach, before you preach.**

It is not good enough to be a trainer only... You must be a doer as well. This means that if you are teaching people about something and you really want them to learn, then you must have practical, first hand experience of what you are teaching.

1. If you want to teach people about gardens- first take a look at your own garden. Have you got examples, ways of doing things that will be useful for other farmers?
2. If you want to teach people about chicken farming- take a look at your own chickens. If you haven't got any, and haven't kept ducks before, then don't try and start teaching others.
3. Experience is what really counts when teaching adults and young people. They want to trust you, and trust develops from the stories you are able to tell about your own experiences.
4. People will see that as you hold the animals you have experience- you are confident with them, holding even big strong animals easily and carefully.
5. So, practice what you preach, before your preach!



# PART II

## The Training Course

### Step-By-Step

#### **Training Course Step-by-Step - First part**

Training course preparations - First part

Training course schedule - First part

Training course lesson plan - First part

#### **The Training Course Step-by-Step - Second part**

Training course preparations - Second part

Training course schedule - Second part

Training course lesson plan - Second part







## 4 The Training Course Step by Step - First Part

The training course is divided into two parts. Both the first and the second parts of the training course should take three days each. Make sure that the participants understand that the training course has two separate parts. It is a good idea to tell the participants what they will learn in both parts of the training right at the start.

### 4.1 Training course preparations - First part

You or the participants must organize the following materials needed by the participants before you can start the first part of the training course:

\* Nails

\* Hinges made from old tyres

Other materials mentioned as needed for lessons such as white or black board, name tags, chicken booklets, markers, etc. are regarded as very helpful but they are not essential for a successful training course. All materials we found helpful are listed in each lesson and summarized in chapter 10.2, page 131.



*Packing of training course material: Nails and old tyre band hinges*



*John is writing the training course schedule on an open stock feed bag*

### 4.2 Training course schedule - First part

You will find the training course schedule for the second part of the training course in chapter 5.2, page 47 in this book.

### Training course Schedule – First part

Time	First Day	Second Day	Third Day
8.00 – 8.30	Devotion	Devotion	Devotion
8.30 – 10.00	<b>Lesson 1</b> Welcome, roll call, introduction to the training course, breaking the ice, getting to know each other.	<b>Practical 1</b> Group builds an example of a chicken shelter	<b>Practical 2</b> Each farmer builds his own chicken nest box and brooder
10.00 – 10.30	Tea-break	Tea-break	Tea-break
10.30 – 12.00	<b>Lesson 2</b> Introduction to free-range chicken farming	<b>Practical 1</b> Building chicken shelter continued	<b>Practical 2</b> Building chicken nest box and brooder continued
12.00 – 13.00	Lunch	Lunch	Lunch
13.00 – 14.15	<b>Lesson 3</b> How to start a small business with chicken	<b>Practical 1</b> Finish building a chicken shelter	<b>Practical 2</b> Finish chicken nest box brooder building
14.15 – 14.45	Break	Break	Break
14.45 – 16.00	<b>Lesson 4</b> How to build a chicken shelter	<b>Lesson 5</b> Building a nest box and brooder	<b>Lesson 6</b> Revision and test

### Teaching notes

#### Making a course schedule sheet

Get a new stock feed bag. Cut the bag open on the side and on the bottom so that it forms a large sheet.

Use a permanent marker and write the training course schedule on the cleanest side of the opened out bag. Now you can roll or fold the opened out bag with the training course schedule on it and you can use it for many more training courses in free-range chicken farming. Make it before the training course as part of your preparation.

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### 4.3 Training course lesson plan - First part

#### Lesson 1: Opening of the training course



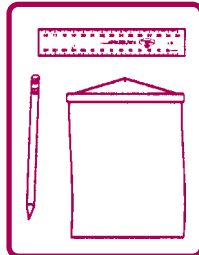
##### Goal and Purpose

- To get to know the participants, to introduce yourself to them and help them to relax
- To explain the aim and purpose of the training course
- To explain and clarify what the participants need to provide, what you expect them to do, what you will provide and what they can expect you to do for them
- To give the participants an idea of what they will learn during the course



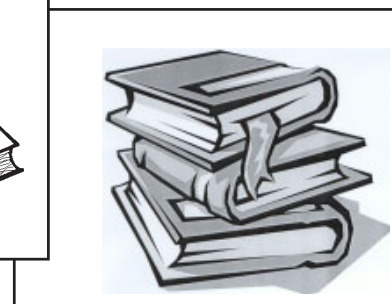
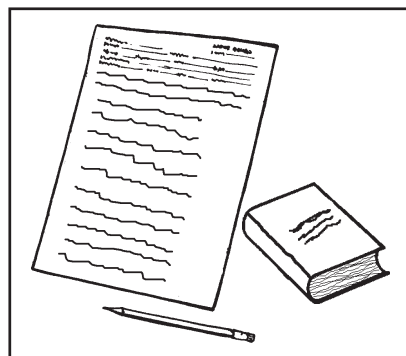
##### Time

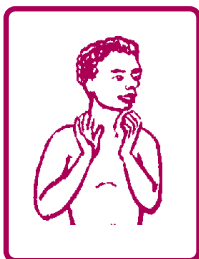
- 1-2 hours



##### Materials

- List of participants names
- Name tags for participants and trainers
- Booklets about chicken farming, exercise booklets and pens for the participants
- Roll of sticky tape
- Prepared training course schedule (see 4.2, page 17)





## What to do

### 1. Opening devotional

Training courses are opened and closed with a prayer and a short devotion. PNG people are well aware of the spiritual world and it is part of their belief system.

### 2. Roll call

Make sure that all the participants who were enrolled for the training are present. Use your list with the names of the participants to check them.

### 3. Introduction of yourself and other teachers

Make sure that you and other training course teachers are introduced properly. This is important for the participants to establish a feeling of trust and closeness. It is only when the participants trust you that they will accept new ideas that you are wanting to teach them. Tell the participants about

- Where you come from
- About your family
- About your work and experience
- About your own farm or animals
- About why you like conducting this training course for them

Each of the members of your team (course leaders) should do this.

### 4. Participant Introductions

Ask each of the participants to come to the front to introduce themselves, giving their name and saying a little about themselves. It is important that each participant speaks out in front of the group. This will give them the self-confidence to speak up later during the course and they will be less afraid to ask questions. It also helps to make the participants comfortable and happy to talk with you and the other teachers. It helps the participants to think of themselves as part of the team as they learn together.



*Participant introducing herself in front of the group*

*Give each of the participants an exercise book, a pen, a name tag and the booklet about free-range chicken farming.*

*Write the following questions on the blackboard or whatever you have to write on and ask each participant to come to the front and answer them in front of the group:*

- Where do you come from?
- Are you married and do you have kids? Tell the group a little about your family.
- What is your favorite food?
- What kind of animals do you look after now?
- Why are you interested in looking after chickens?

## 5. The training course goals

Write the training course goals on the white/black board or have them ready on a stock feed bag (see 4.2, page 17). Try to get the participants to tell you as many of the goals as they can, first, before you put your list up. The goals of the chicken training course are learning the following:

- How to build a chicken house
- How to feed chickens
- How to breed chickens
- How can you improve your breeding with artificial eggs
- How to build a nest box and brooder

As well :

- Each trainee will make their own chicken house and fence using bush material
- Each trainee will make their own nest box and brooder
- Each trainee will make a drinker for their chickens
- Each trainee who passes the test at the end of the training course will be given a certificate and some chickens for breeding

## 6. The training course schedule

The training course schedule (see 4.2, page 17) prepared at home on the stock bag is shown and explained to the participants. **Make sure that the participants understand that the training course has two parts.** In the first one they build a shelter, the nest and brooder boxes. Before the second one can take place each participant must have completed his or her own chicken house with a fence around it, nest and brooder boxes. Once all the participants have finished this “home work”, the chicken are given out (second part of the training course). How soon the second part takes place depends on how quickly the participants finish their “home work”.



Training course schedule is explained to the participants

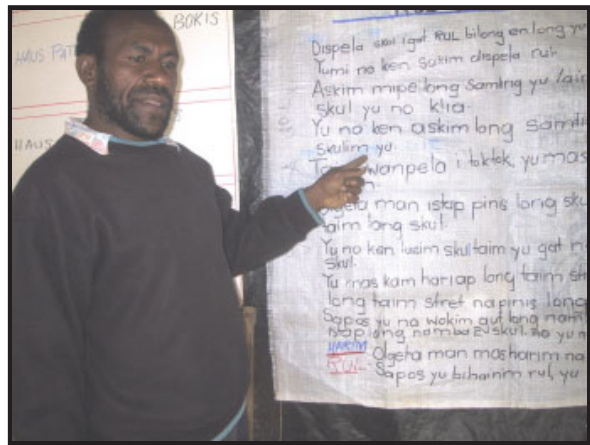
## 7. Training course rules

Having training course rules helps participants to know what is expected of them. Here are some rules we found helpful. You should write the rules on the white/black board or have them ready on a stock feed bag (see 4.2, page 17) and explain them carefully to the participants.

- **Husband and wife shall attend the course.** If a participant is married their husband or wife must attend the course also. Men are the ones who usually attend such training courses. Ask the following questions: Who looks after the kids? Who looks after the pigs? Who looks after the garden? Usually women! This is the reason that all married participants must bring their husband or wife with them as the women are the ones who are most likely to do most of the work of looking after the chickens. You should welcome women specially and praise them for attending the course.



- **All questions are allowed.** Any one can ask questions whenever they like: Make it a rule that all questions are allowed and that no question will be treated as bad or silly. Encourage participants to ask questions. Participants will learn more if they ask questions. After the training course is finished the teachers will leave and won't be there to answer any questions. Remember: You do not need to know everything! If you do not know the answer, ask the participants to see if any of them know the answer or if they know anyone who might know. If you cannot find an answer ask the participants to wait until you come back and have found out about it.
- **Listen to each other.** Talking between the teachers and the participants is very important. However, talking between the participants is important too. The more we listen to each other the more we will learn from the training course. It is easy to learn if there is respect between the participants. This will mean that they feel happy, that they all listen carefully to each other and that no-one acts as though he is boss and knows everything.
- **Attendance is compulsory.** Make it a rule that attendance at all sessions is compulsory for all participants. It is only if the participants attend all the sessions that we can be sure that they will have all of the knowledge and skills at the end of the course so they can be successful chicken farmers.
- **Do your "homework".** Participants that do not meet the training course goals receive no livestock or certificate. It is extremely important that the participants have built a proper chicken shelter with a fence, nesting box, brooder and drinker for themselves, as without this infrastructure/equipment in place, the participant cannot be a successful chicken farmer. Therefore, if the participant has not done what we asked him to do we will not give him any livestock and he will not get a certificate at the end of the course.



*Training course rules on a stock feed bag are explained to course participants*

### Teaching notes

When you have finished showing the participants the content of the training course ask them the following question:

- Is there anything else you think you need to learn about free-range chicken farming?

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## Education tip

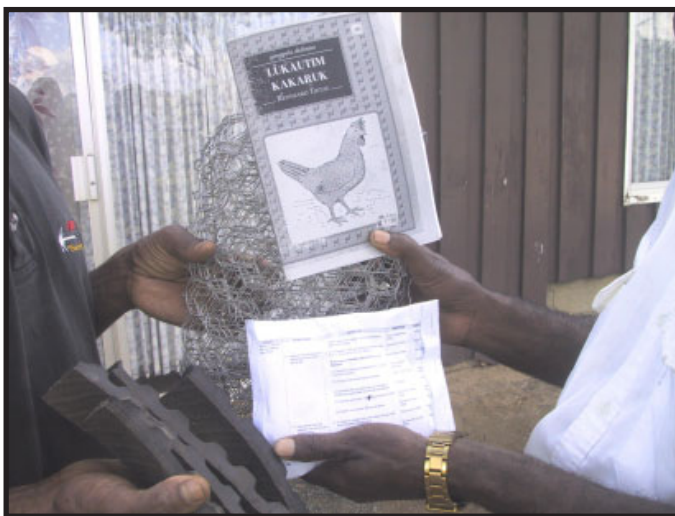
### **Introducing yourself to the participants and sharing some of your experiences with them**

Introduce yourself at your first meeting with a group and share a few things about yourself such as where you are from, something about your family, why you are conducting the course and then welcome them. This shouldn't take more than a couple of minutes. It is important to give the participants a chance to introduce themselves as well. This emphasizes your interest in them as people and helps them to see you as a person like them. It also helps to make them more comfortable so they are not so nervous about what may happen in the course.

As a course leader I often tell the participants the story of how I became involved with rearing chicken and how excited I was when we had the first chickens in our backyard. I still remember when our first chicks hatched and how excited my whole family was. We put the little fellow in a small box, put lots of cloth into it and put a lamp right above its head.

Trainers must be familiar with the material they are teaching about! For example if they are going to teach about chicken farming, then they should, at some stage or other have been successful chicken farmers. If ducks or rabbits, then the same applies. They should, at some stage at least, have been successful ducks or rabbit farmers. Otherwise we are no better than sellers of theories.

Introducing themselves is a common courtesy that many course leaders forget to do.



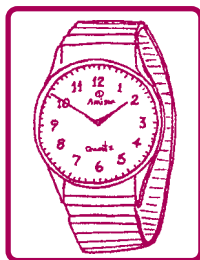
*Name tags, booklets about chicken farming, exercise books and pens that we give to participants at the start of the training course*

## Lesson 2: Introduction to free-range chicken farming



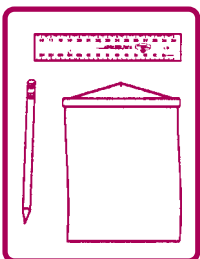
### Goal and Purpose

- To learn what kinds of chickens are available in PNG.
- To learn where chickens can be raised.
- To learn why free-range chickens are suitable for PNG villages.



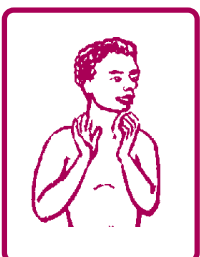
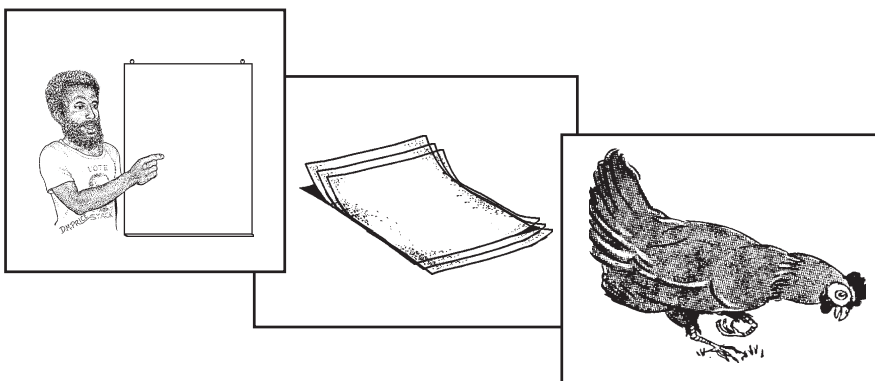
### Time

- 1 hour



### Materials

- Black board or white board
- Butcher paper
- Chalk or white board markers, markers
- If available, take a few different chickens (broiler, Australorp, layers, native chicken) with you into the village. Show them the differences between the different chickens.



### What to do

#### 1. What kinds of chickens are found in PNG?

*Give the participant an overview of the kinds of chickens available in PNG. If possible take some different kinds of chickens to the course site and show them the different kinds there are (broiler, Australorp, layers, native chicken). On the next page is a table summarizing the differences:*





Name of chicken breed	Good points	Poor points	Photo
Broiler (Can be purchased as one day old by Farmset, CLTC Hagen, Zenag, EBC 6-mile farm Lae, etc.)	<ul style="list-style-type: none"> <li>➤ Grows very fast</li> <li>➤ Heavy chicken</li> <li>➤ Soft meat</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does need stock feed to grow</li> <li>➤ Doesn't lay eggs</li> <li>➤ Does not get broody</li> <li>➤ Is getting sick easily if not kept properly</li> </ul>	
Layers ( Usually white or brown, can be purchased at Zenag, CLTC in Hagen or at EBC 6-mile farm near Lae) e.g of layer breed: Leghorn	<ul style="list-style-type: none"> <li>➤ Grows slow</li> <li>➤ Lays more than 200 eggs per year if fed properly</li> <li>➤ Lays large eggs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Light chicken with very little meat</li> <li>➤ Does need stock feed to grow and lay eggs</li> <li>➤ Does not get broody</li> <li>➤ Is getting sick easily if not kept properly</li> </ul>	
Double purpose chicken (Australorp, Rhode Island Red)	<ul style="list-style-type: none"> <li>➤ Grows slow</li> <li>➤ Is bigger than a layer but lighter than a broiler</li> <li>➤ Usually 100-200 eggs per year</li> <li>➤ Does well under free range condition with some additional food</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sometimes does not get broody very easily</li> </ul>	
Native Chicken (Naked neck, etc.)	<ul style="list-style-type: none"> <li>➤ Grows slow</li> <li>➤ Is very well adapted to free range and to PNG village situation</li> <li>➤ Get broody very well</li> <li>➤ Is not getting sick very easily</li> <li>➤ Can escape natural enemies such as dogs, pigs, etc</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grows very slow</li> <li>➤ Very light chicken with little meat</li> <li>➤ Egg production is less than 100 eggs per year and only very small eggs</li> <li>➤ Difficult to control and manage</li> </ul>	

Table 1: Different types of chickens found in PNG

## 2. What is a good place to free-range chickens?

Split the participants into two groups. Ask each group to discuss the following question: *What are the things that a place needs before it is good to raise free-range chickens there? They should write a list of "all the things that a place needs before it is good to raise free-range chickens" on a sheet of butchers paper or on a black board. Give them about 10 minutes to do this activity.*

*Then each group presents their list. Discuss their lists and see if they have mentioned all the points listed below?*

- Needs to be close to the living house so you can look after the chickens easily
- Needs some shade (if chickens stay a long time in the sun, they may get stressed by the heat)
- Needs fresh green grass for the chickens to eat and where they can find insects
- Needs to be away from pigs and dogs (pigs and dogs often kill and eat small chickens)
- Needs to be a place where eagles do not fly very often (You can protect the chicks from eagles by having them underneath some low, spreading trees)
- Needs to be near a place where they have some fresh water
- Needs to be a place that is not too dry, sunny or covered with kunai grass



**3. Why are free-range chickens suitable for PNG villages?**

*Ask the participants the following question: Why do you think free-range chickens are suitable for PNG villages? Write their answers on the white board and discuss them. See if they have mentioned all the points listed below?*

Free-range chickens are suitable for the village because:

- They can look after themselves very well and do not need a lot of care
- They are excellent at hatching eggs and taking care of chicks
- They are good at finding their own food
- They can live and breed when they are only getting village food
- They are not getting sick very easily

**Teaching notes**

It is important that you talk freely with the participants about free-range chicken farming. See education tip next page.

Have some free-range chickens with you, put them on the table and let the participants look closely at them and touch them. It is easier for people to talk about an animal if they can see it, feel it and touch it.

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# Education tip

## Respect

For learning to take place there must be respect between the teacher and the participants. People are not only willing but also ready and eager to learn when they feel respected. What creates this feeling of respect?

**First: Trust between the participants and teacher.**

The participants need to trust that they will get what they need from the course and that the teacher is a good teacher and knows what he is talking about.

This makes the participants feel happy and comfortable. It is therefore important for you, the teacher, to show by your actions and words that you know what you are talking about and are a good teacher. You can show this by using good written materials (hand out booklets on village chicken farming) and by the words you use and how you say them in your introduction.



**Second: Make sure the participants know the goals of the course.** It is important for the participants to know what is expected of them and what they can expect of you and the training course. If you ask them what they would like to get from the course and if there is something they would like to add to the course it will show them that suggestions they make will be listened to and that it is possible to change the course goals and objectives.

**Third: Begin with simple, clear and easy tasks or activities before talking about harder and more complicated issues.**

**Fourth: Acknowledge every contribution from the participants especially at the beginning of the course.** For example say thank you for questions or contributions from participants before you give the feedback.

**Fifth: Have group rules and participation guidelines that tell participants how they should behave.** All groups have rules about the way its members should behave. By saying these rules and talking about them with the participants at the beginning of the course you will help to make sure that people know what is expected of them and you will build an atmosphere of respect.



*Chicken shelter with shade nearby*



## Lesson 3: Can a free-range chicken rearing business be successful?



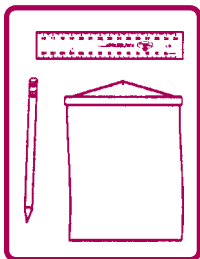
### Goal and Purpose

- To learn what looking after free-range chicken will give you
- To learn what needs to be done for a chicken farmer to be successful
- To learn how many free-range chicken a farmer can look after
- To decide who will do the work needed to rear free-range chicken successfully
- To understand the problems that you will face in your chicken farming business



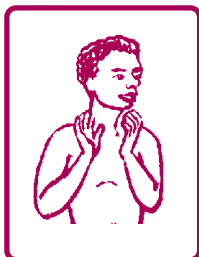
### Time

- 1 hour



### Materials

- Black or white board
- Chalk or white board marker
- A free-range chicken



### What to do

#### 1. What kind of benefits do you get from farming free-range chicken?

*Split the participants into two groups. Ask each group to discuss the following question: What kind of benefits can you get from farming free-range chicken? They should write a list of all the benefits they expect to get on a sheet of butchers paper or on a black board. Give them about 10 –15 minutes to do this activity.*

*Then each group presents their list. The instructor draws a line down the center of the white board or a black board to divide it into two halves and writes **Benefits** on one side and **Work that must be done** on the other. Write the answers from the group on the **Benefits** side and discuss the answers. See if they have mentioned all the points listed below?*

Benefits	Work that must be done
<ul style="list-style-type: none"> <li>• Chicken lay eggs and the chicken and the egg can be eaten.</li> <li>• They are good to eat.</li> <li>• They will help to feed your family and keep them strong and healthy</li> <li>• They are easy to raise and free-range chicken are good brooders and need less care than broilers or layers.</li> <li>• They are strong birds and do not get sick very easily.</li> <li>• They can be sold for a good price</li> <li>• They produce manure for your garden</li> </ul>	

Table 2: Benefits of free-range chicken farming

**2. What work must a chicken farmer do?**

Ask the participants to go back into the same two groups. Ask each group to discuss the following question: *What kind of work must be done to be a good free-range chicken farmer? They should write a list of all the work they need to do on a piece of butchers paper under a heading “Work that must be done”. Give them about 10 –15 minutes to do this activity.*

Ask each group to talk about their list. Write the answers from the participants in the “Work that must be done” column and discuss the answers. See if they have mentioned all points listed below?

Benefits	Work that must be done
	<ul style="list-style-type: none"> <li>• Chicken need feeding twice a day. Chicken are always hungry like pigs. <i>Are you ready to cook food for your chicken twice a day?</i></li> <li>• They must have fresh water at all times. <i>If chicken don't have fresh water the get sick and they will have worms.</i></li> <li>• You must have a wantok who will look after your chickens when you go away.</li> <li>• You must have a good chicken shelter and a strong fence to keep them save at night.</li> <li>• You must clean out the chicken shelter and the brooder as soon as they are dirty</li> <li>• You must learn how to look after free range chickens by:             <ul style="list-style-type: none"> <li>○ Reading about chicken farming,</li> <li>○ Talking to other people with experience in free-range chicken farming</li> <li>○ Carefully watching your animals</li> <li>○ Working together with other chicken farmers</li> </ul> </li> </ul>

Table 3: Work that a chicken farmer must do



**3. How many free-range chicken should you keep?**

Ask at least 5 participants the following question: How many free-range chickens would you like to keep?

Most of the participants will give you a high number (5 or more). These participants would like to be “bigmen”, would like to be famous and would like to have a big business. That is fine, but there are problems and they need to be careful. Rearing a lot of chickens in the village setting would mean lots of work each day.

Tell the participants that it is best if they start with only a few chickens so they can learn all of the things that need to be done for them. If they are successful in rearing a small number then they can increase the number up to 10 chickens or more. To look after more than 10 chickens is difficult if you do not have access to proper stock feed.

**4. Who must do the different jobs to raise the chickens?**

Draw the following table on the white board. Ask the participants: ” Who will do which kind of work involved in free-range chicken farming?”

Put an X in to the different boxes

Work	Husband	Wife	Children	Others
Building and maintaining a good chicken shelter and a strong fence	X			
Cooking food for the chicks and chickens				
Feeding the chickens twice a day				
Giving the chickens fresh water every day				
Cleaning out the chicken shelter and the brooder as soon as they are dirty				
Letting the chickens out of the shelter in the morning and shutting them in the evening				
Checking on the eggs				
Watching the chickens to see if they are OK				

When the table is filled in, discuss the results with the participants.

Make sure that the participants understand that looking after free-range chickens is a family business and everyone in the family needs to help with the work if the business is to be successful.

**5. What are the biggest problems you will face in your chicken business?**

Discuss the biggest problems you are likely to face in chicken farming with the participants. These problems will include: -

**Stealing – What can be done to prevent stealing?**

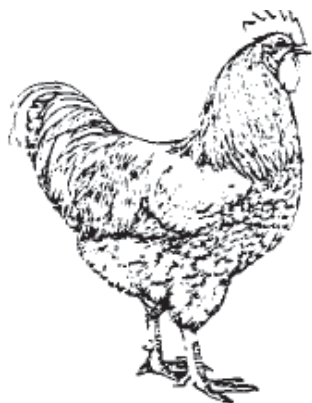
Stealing is a big problem in many PNG villages. Young people who smoke Marijuana are very hungry and may steal the chicken to eat them. Ask the participants the following questions:

How can they prevent stealing in the village? Discuss their ideas.

Make sure that the ideas suggested do not include shutting the chickens in all day as they will not be able to find food for themselves. If they lock them in the shelter/fenced area, the free-range chickens will not do well.



Free-range chickens are like pigs, they need to be able to move around a lot to find the food they need to grow and breed well.



Ask the participants to raise this problem in a village/community meeting so that everyone in the village is aware of the problem and can help in finding a solution.

Here another suggestion how the farmers could address stealing of livestock: Different kinds of live fences, some with thorns, some that provide food, for people, or firewood. The live fences would hide animals behind, making it difficult for thieves to come in easily and hard to run out from quickly.

**Poor feeding – What can be done to feed chicks properly?**

Young chicks need to be fed properly with sweet potato or corn, greens and some protein such as beans. Feed them with some stock feed if possible. If they are not fed properly the free -range baby chicks will not grow well and the weight of the female chicken is likely to be below 1kg (rooster below 2kg). If the female chickens are too small they will either not lay any eggs or the eggs will be small and chicks will not hatch from these eggs.

Grown up chickens eat just about everything. It is not hard for them to find enough food for themselves as long as they are let out of the fenced area for as long as possible each day so they can roam around. Just lock them in at night!

**Wet and cold baby chicks – How can you protect chicks from getting wet and cold?**

Make sure that your chicks do not get wet from rain, or from a leaking or bad drinker. If you live in a place that is a bit cold any wet chicks will get cold and die.

**Natural enemies - How can you protect chicks from their natural enemies?**

Small chicks have many enemies. You must protect them from:

Dogs, cats, rats, snakes, tarangau, and big roosters which will sometimes kill young chicks

**Teaching notes**

It is important that the course leader talks with the group and does not simply lecture to them.

This is the time when the course leader talks about the advantages and the difficulties of chicken farming. Participants need to understand that to look after animals is hard work and requires work by the whole family.

We put this lesson right at the beginning of the training course because we believe that the participants at a free-range chicken workshop want to keep chickens for a purpose. We believe their main purpose is to make a small business to use the chickens to fulfill social obligations and to improve their living standard. They expect to get some sort of profit from the business in the end.

Lesson 3 is usually the end of the first training day. If you have not done it yet you will need to advise the participants to bring timber, kunai (grass) and other building material for the second training day to construct the duck shelter and the fence.

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## Education tip

### Showing respect for what participants know

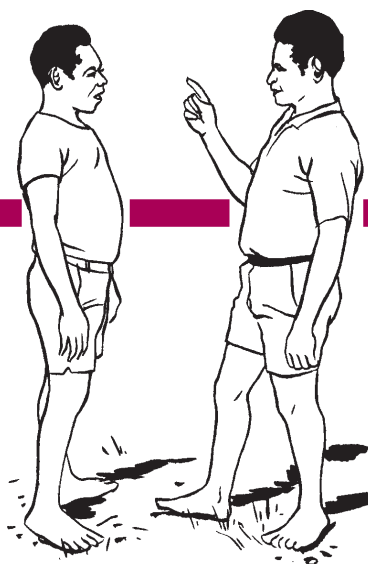
Adults are not like children. They already know many things, have had many experiences, and know what they want to learn more about. You must find out what they know by asking questions, listening to their answers and respecting their knowledge.

It is important to give participants the chance to say what they know and what extra knowledge they need. For example, the course content/schedule can be shown to learners with the question: "What else do you feel you need to learn about free-range chicken farming?" This approach respects the participant and invites them to analyze, make suggestions, add some other topics or even say, "I know about that already and it could be left out".

In Lesson 3 we suggest asking the participants about the benefits of chicken farming and what work needs to be done for it to be successful. We believe that the participants already know most of the points listed in table 2 so ask them and use their answers to fill in the table. If they do not include any of the points you have on your list you can ask them if they think these other points are important, and if they agree, add them to the table. This is how they learn new things.

Most of the lessons in this manual for trainers use the idea of asking the participants what they already know and then giving them any extra information they need as well. We have had many lessons in which participants become very excited about what they are learning using this process.

A practical guide is: "Don't ever do what the learner can do, let them do it and show you; don't ever tell the learner what they already know, let them tell you."

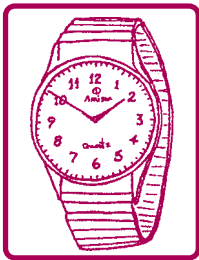


## Lesson 4: How to build a chicken shelter



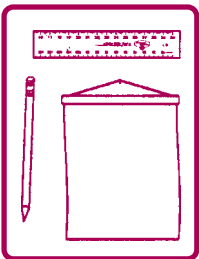
### Goal and Purpose

- To learn why chickens need a shelter
- To learn what kind of shelter chickens need
- To learn what the natural enemies of the chickens are
- To build an example of a fenced chicken shelter with the help of all the participants.



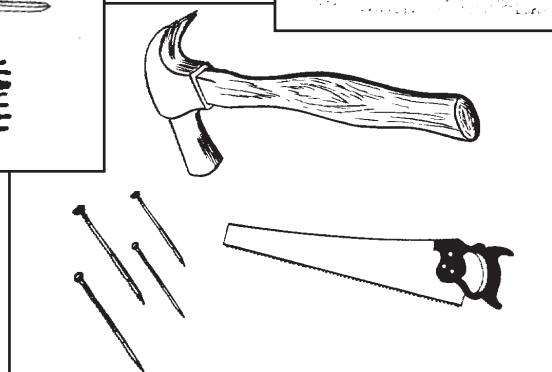
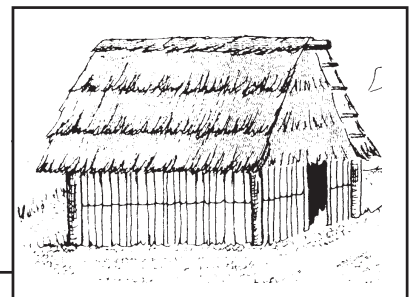
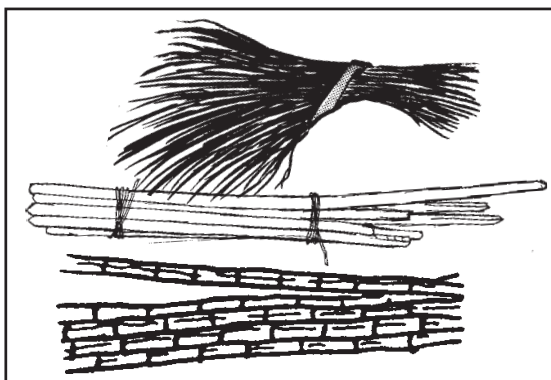
### Time

- 60 minutes teaching & 1 day of practical



### Materials

- Timber
- Grass, Kunai
- Bamboo
- Pitpit
- Nails





## What to do

### 1. Why do chickens need a shelter

Split the participants into two groups. Ask each group to discuss the following question: Why do the free-range chickens need a shelter? They should write a list of reasons "Why do the free-range chickens a shelter" on a sheet of butchers paper or on a black board. Give them about 10-15 minutes to do this activity.

Then each group presents their list. Discuss their lists and see if they have mentioned all the points listed below?

- To keep them safe from enemies when they are sleeping at night
- To protect them from disturbances when they are sitting on the eggs
- To protect the chickens from thieves
- To protect the young chicks from getting lost
- To protect them from cold, wet or dirty ground which may make them sick. Because chickens sleep and do not move at night the house provides a dry sleeping place for them
- To protect them from too much sun (Strong sunlight is usually to hot for chickens)
- To provide a place where you can collect their eggs as they usually lay them in the morning. You can collect them at lunch.

### 2. What are the chicken's enemies?

Young chicks, especially, have many enemies. You must protect them carefully.

Ask the participants the following questions: What are the chicken's enemies? Write the answers from the participants on the white board and discuss the answers. See if they have mentioned all the points listed below?

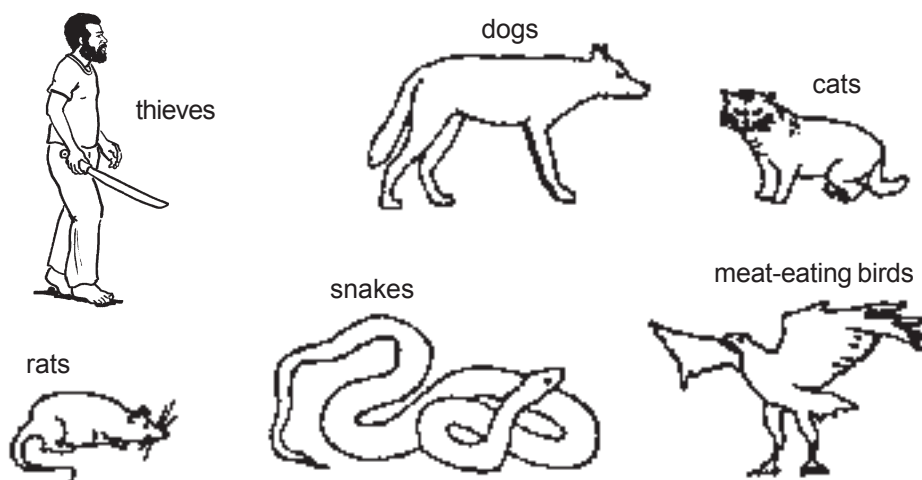
Dogs, cats, pigs

Rats, snakes

Tarangau

Thieves

Big roosters sometimes kill young chicks



Enemies of chickens

### 3. What kind of shelter do chickens need?

Before the participants can build a chicken shelter they must ask themselves: How many free-range chickens should I raise?

Ask the participants: How many free-range chickens would you like to keep?

The chicken shelter we suggest in this training manual is big enough for 12-15 adult free-range chickens.

*We suggest the each participant starts with a flock of 3 chickens (1 rooster and 2 hens). If they look after their initial breeding stock well they can increase their flock to 6 chickens (1 rooster and 5 hens) A breeding flock of 6 chickens will lay 10-15 eggs each week.*

*Remember: Look at the lesson on where chickens can be raised. (Lesson 2, page 25)*

### 4. Building a chicken shelter

*Before you go to the site where the shelter is to be built, tell the participants about the size of the chicken shelter and the materials they will need. (If you do this lesson at the end of day 1, you can ask the participants to bring the material needed to build the shelter and fence with them the next day).*

#### Information about a chicken shelter

**Size:** 5 chickens need about 1 square meter (1 meter by 1 meter) of space. Therefore, we suggest you build a shelter 4 square meters in size (2 meters by 2 meters) which is enough for 12-15 chickens. **Important to note: Chicken shelters in the highlands of PNG are usually built on the ground while chicken shelters in the lowlands of PNG are built on posts.**

#### Materials and parts.

**Roof:** In the highlands, participants will use grass (kunai) to cover the roof, in the lowlands farmers may use sago or palm leaves

**Window:** An opening to allow some light and air is helpful

**Doors:** Doors are usually made out of timber. We supply the participants with a couple rubber strips cut from old tyres for door hinges

**Fence:** In the Highlands, the participants use pitpit or small sticks from young trees to build a fence.

**Litter:** Put dry grass or coffee husks as a litter on the floor of the shelter.



make a shelter frame

#### Building a chicken shelter

The participants choose one of the participants from their group. The chosen participant should show where he/she wants the chicken shelter to be built. At this place the entire group under the instruction of the course leaders will start to build a chicken shelter with a fence.

Ask the participants: Is this a good place to build a chicken shelter with a fence? Discuss the good and bad points about the place chosen using the points raised in the lesson on “What is a good place to raise chickens? (Lesson 2, page 25)”

- Using the materials brought by the participants



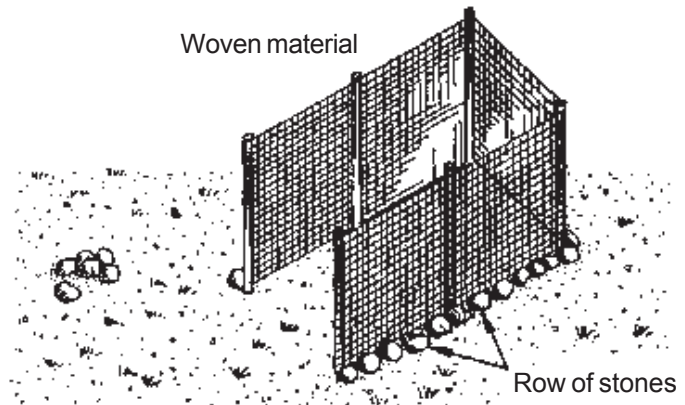
- Make the walls out of bamboo, pitpit or palm leaves. Cut a small window in the wall so that the chickens have light and fresh air.
- If you build your shelter on the ground make sure to keep animals such as dogs or pigs from digging under the walls of the shelter:
  1. Bury the bottom of the wall in the ground so that dogs and other enemies cannot dig under it.
  2. Put a row of stones around the bottom of the wall on the outside to make it stronger.
- Use kunai or palm leaves to make a good roof. Make sure that rain running from the roof does not fall into the fenced area, as it will soon get very muddy for the chickens. Make good drainage for the run-off water from the roof.



*Bamboo wall with window*



*Bottom of wall buried and strengthened with timber to protect from dogs or other natural enemies*



*Or the bottom of wall buried and protected with a ring of stones*

- Build a door and use rubber strips cut from old tyres as hinges.



*Door with tyre hinges*



*Good roofing is important to keep the chicken house dry*



- You can put some dry coffee husks or dry grass on the floor of the shelter so that all the chickens have a dry place. The chickens do not like it when their shelter is wet. The litter must to be taken out as soon as it gets too dirty or wet. The wet or dirty coffee husk or grass make a good manure for your garden.
- Make a high fence of woven bamboo, pitpit, palm leaves or other materials. Never try to put too many chickens in a fenced shelter. If the place is too crowded, it will quickly become wet and dirty and your chickens may get sick.
- You can also use chicken wire for the fence. However, wire costs a lot of money.
- You must build another shelter or run for all the young ducks when they leave the mother hen as they do not do well if kept in the same place as the adult chickens. If you do not want to build another shelter you must sell or eat them.



*Chicken house on posts for the lowlands of PNG*

**Teaching notes**

**1. General**

Night housing for chickens in the lowlands is best to be built up off the ground on stilts to allow good air and cooling. The floor can be made of straight sticks or split bamboostrips laid side by side with about 2cm of space in between. The floor would be a meter of the ground and a ladder may be needed which can be remove after the chickens are shut at night.

**2. Practical**

The participants will build a chicken shelter with a fence. This usually takes a full day for the group to finish. Late in the afternoon of the second day of the training course we usually start to show how to build a nest box and a brooder. Again participants need to be reminded to take the needed building material to the following training day to be able to construct their nest box and brooder.

**3. Home work**

Each participant has to build his or her own shelter and fence after the first part of the training course. They must finish this work if they want to come to the second part of the training course.

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# Education tip

## Doing and thinking

Teachers know that adults learn most by doing things themselves rather than only by being told how to do things. After they have done something, then is the time for them to think about what they have done and to see if there are other ways they could try to improve what they have done. In many third world countries and especially in PNG most people learn by copying and doing.

Classroom teaching where a teacher stands in front of the class and only talks or where the class is asked to read about things in books, is a western idea of learning. If you use this method of teaching in a rural area in PNG, people find it hard to understand what you are trying to teach them also find it hard to actually do what you have told them, afterwards.

Therefore our training course always has lots of practical parts in it where people learn by doing. If you can think of even more practical lessons to include in the course we would like to encourage you. It must be a process: first, doing – then thinking about what you have done – then seeing if there may be a better way of doing it – working out the best way and then actually doing the task in the new way.



It is good to show the participants some pictures of different kinds of chicken shelters (see below). They may try some of the other ways and will see that there is more than one way to build the shelter. We found most participants put a lot of effort into their work and were very proud of the shelter they had built.



*Different examples of good chicken shelters and fences*

## Lesson 5: Building a nest box and a brooder



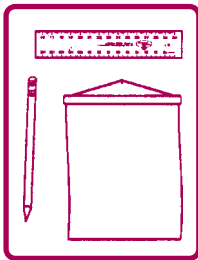
### Goal and Purpose

- To learn why chicken need a nest box
- To learn how to build a nest box
- To learn why young chicks need a brooder
- To learn how to build a brooder



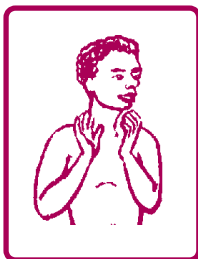
### Time

- 30 minutes & ½ day of practical



### Materials

- Example of a nest box already built
- Timber
- Bamboo
- Nails



### What to do

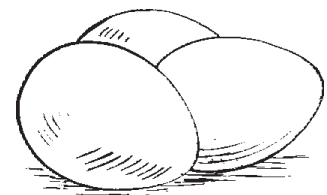
#### 1. Why do hens need a nest box?

*Ask the participants the following question: Why do you think hens need a nest box? Write the answers from the participants on the white board and discuss the answers. See if they have mentioned all the points listed below?*

- Hens are less likely to break their eggs
- Hens prefer a dark, quiet, protected place to lay their eggs and a nest box provides these conditions.

#### 2. How many nest boxes do you need?

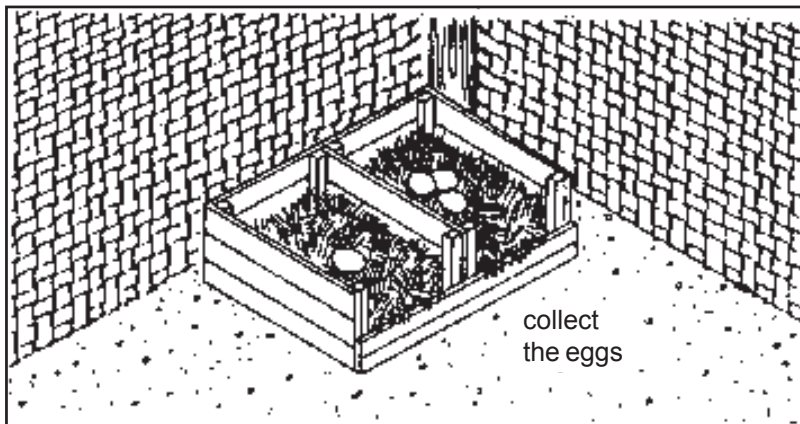
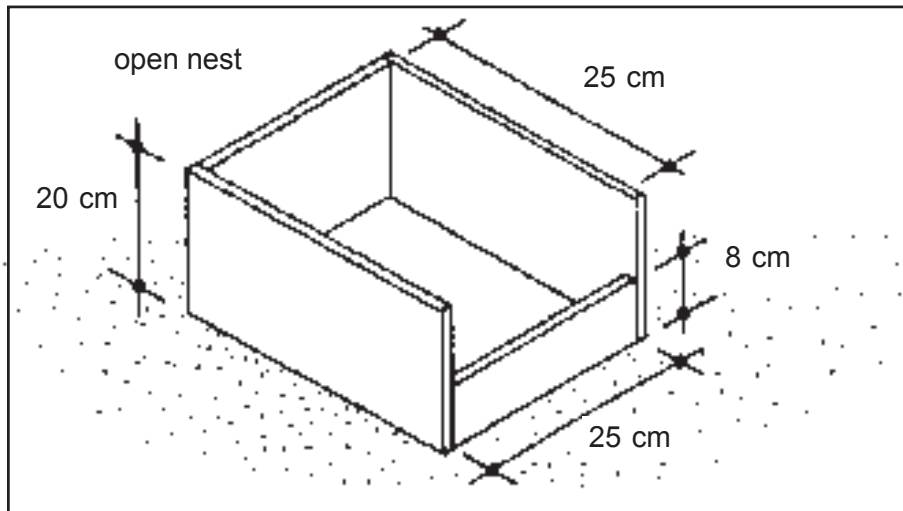
Each breeding hen needs her own nest box. If two hens have to share a nest box, many eggs will be broken as they will start to fight over the nest box, the eggs and the chicks that hatch out.



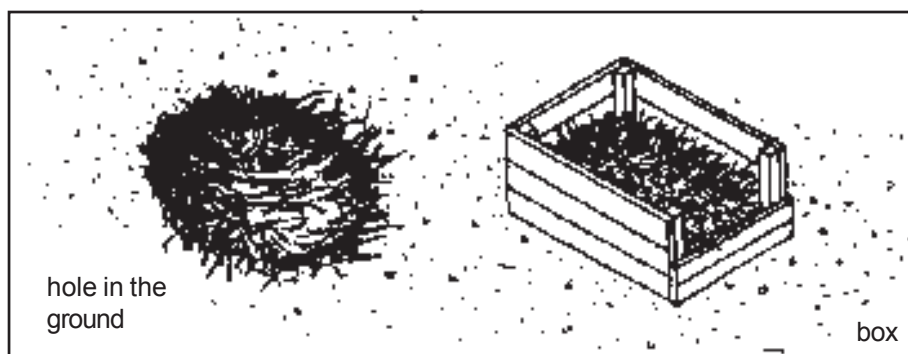
#### 3. How to build a nest box?

There are many different types of nest boxes. Some are just a hole into the ground but a good nest box is about 25 cm wide, 25 cm long and, if it has a roof, from 20 to 25 cm high.

If nest boxes are built too large then two hens can fit in easily and you will get broken eggs and fighting. If a nest box is built too small then the hen may not use it as there is not enough room for them to be comfortable in it.



*Drawing and model of a nest box*



#### 4. Why do chickens need a brooder?

Ask the participants the following questions: Why do you think young chicks need a brooder? Write the answers from the participants on the white board and discuss the answers. See if they have mentioned all the points listed below?

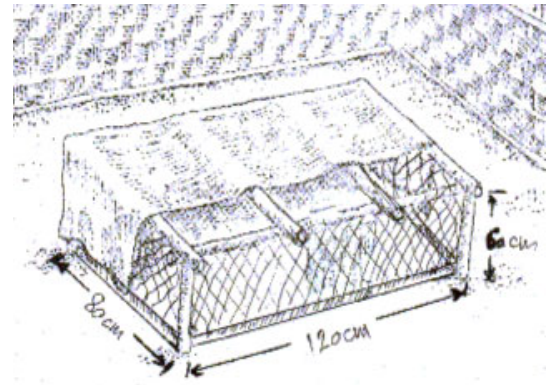
- To protect the young chicks from enemies such as roosters, tarangau, pigs, dogs, snakes
- To keep them warm
- As a place where they can be fed special food, such as stock feed, without adult chickens stealing it.

**5. How to build a brooder?**

The best place to put your brooder would be in the house near the fireplace. It is usually a warm place and as you cook, food and water is near the young chicks and their hens.

We suggest that participants build a fenced box. Size: 80 cm by 120 cm and 60 cm high. Use bamboo or chicken wire to make the fence around the box.

In the highlands put some timber across the top so that you can cover the box with a sheet of cloth at night, when it is cold.



*Drawing of a brooder*

**Teaching Notes**

**1. Background**

Small chicks need special care. It is best to raise the chicks away from the rest of the flock as quite often roosters and other hens will peck at and may kill young chicks as they come out of the nest. The young chicks also need a warm place and some special high protein food, such as stock feed, for at least 3-6 weeks.

**2. Practical**

Each participant must build a nest box and brooder. This usually takes almost a full day for the group to finish. If the participants have all the building materials ready it will take less time. When they have finished we usually ask the participants to display their nest boxes and brooder so we can see which nest box and brooder is the best. The winner is given a small prize.

We usually continue by going over the main points we have covered in the day and give a test if the nest boxes and brooders are finished in time.

**3. Home work**

If the participants did not finish building the nest box or the brooder they are asked to finish them after the first part of the training course. Before participants can take part in the second part of the course they must have finished making a nest box and brooder.

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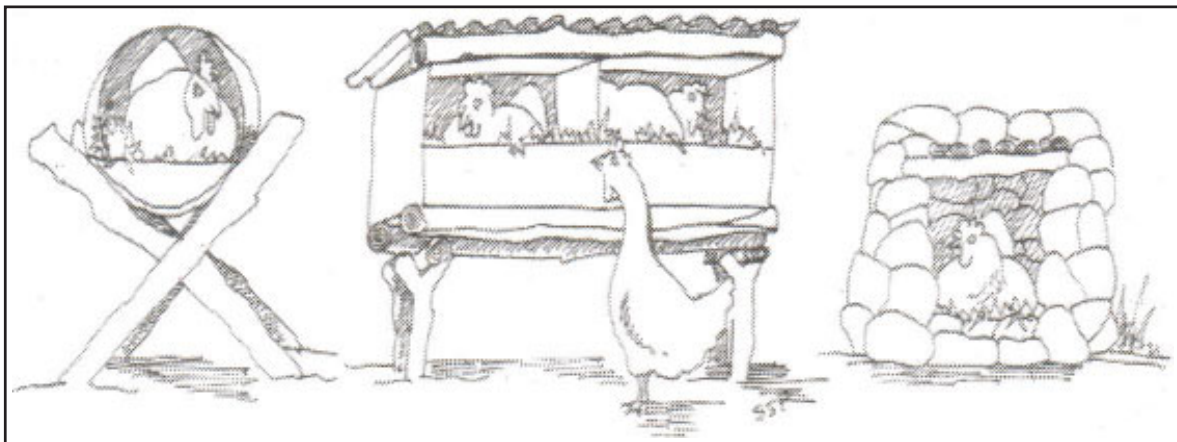
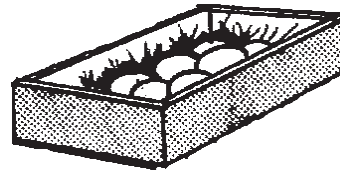
## Education tip

### Provide Positive Feedback

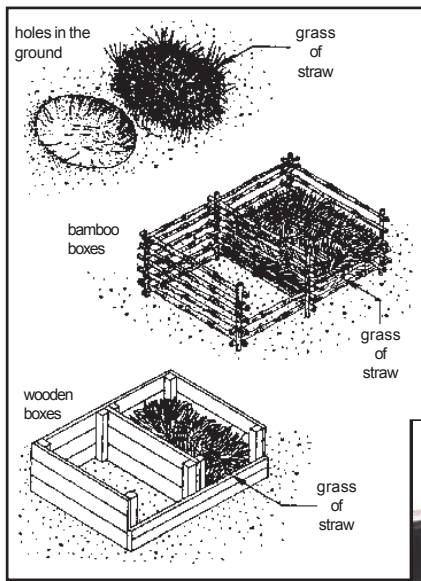
Feedback is information that the participants are given about the quality of their work. Positive feedback is probably the most powerful tool that a course leader and other learners can use to make the participants excited about doing the work. Effective feedback must be:

- **Specific:** Your feedback could be “your brooder or nest box is exactly the right size”.
- **Constructive:** Your feedback could be “your nest box is made out of bush material only. This is excellent as it will save you costs for nails or timber that you would need to purchase otherwise”.
- **Prompt:** In general it is best to give feedback straight away as the situation demands it.
- **Positive:** Positive feedback highlights the improvement and progress rather than focusing on the mistakes

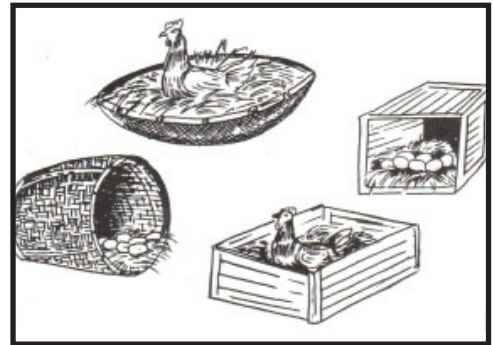
We usually make a display of the nest boxes and brooders build by the participants. We then ask an outsider to decide which is the best nest box and brooder and give the makers of these a small prize. We discuss the nest boxes and brooders with all the participants and give positive feedback to them about the quality of their work and the effort they have put into building them.







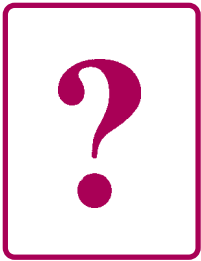
*Different styles of nest boxes*



*Different styles of brooders*



## Lesson 6: Repetition and test



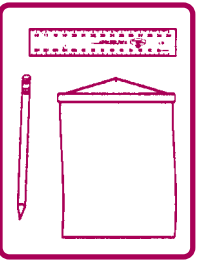
### Purpose

- To go over what they have learned in the last 3 days and to test the knowledge the participants have gained.



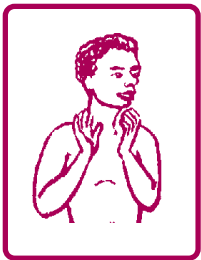
### Time

- 90 minutes



### Materials

- Questions (see chapter 8.1, page 119)
- Multiple-choice test paper (see chapter 8.2 page 121)



### What to do

#### 1. Repetition questions

Split the participants into two groups and make a competition. Each group has to select a speaker. Ask the first group a question and give them a short time to discuss the answer. The speaker for the first group will give the answer (make sure that the speaker is not acting by himself he needs to consult with the others first). If the answer is right the group gets a point. If the answer is wrong, the second group gets a chance to answer the question. If their answer is right they will receive the point. Now the second group gets the next questions. The group with most points is the winner. See examples of questions that can be used in chapter 8.1, page 119

#### 2. Multiple-choice test

Use the multiple-choice test in chapter 8.2, page 121

Carefully explain to the participants how the test works and use the first question in the test as an example. Only one answer is correct.

Always ask the participants if all of them can read. You will have some participants in your group who cannot read. Take them aside and do the test with them orally.

Collect all the test papers and mark them. Give the test paper with the mark back to the participants. Go through the test paper with all of them and highlight the correct answers. This is another way of going over what has been taught in the course with the participants.

## Teaching Notes

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## Education tip

### Reinforcement

Reinforcement means repeating the facts, skills and attitudes in different and interesting ways until they are learned. The repetition and test in this lesson are two ways of reinforcing what they have learned.

Our goal as course leaders is to make sure that the participants know what we have tried to teach them and that they can do the work with confidence. It also helps us as course leaders to measure how well the participants have understood and are able to use the course content. When you, as course leader, see fear, confusion, and uncertainty you may find you have not made sure that the participants know what you have given them first before you go onto the next task and that you have not reinforced what they have been learning enough. There is a saying that says: Do it a thousand times and you have learned it.



*Course leader is doing the test orally with a participant who cannot read*

## 5 The Training Course Step by Step - Second Part

Before the second part of the training course can be conducted two things need to be finished. They are: -

1. Participants must have made their chicken shelter, fence, nest box and brooder. As soon as they have finished this task they should tell you and you can start to prepare the second part of the training course.
2. You must get the livestock ready to give to the participants. This can be quite hard to do as there are not many places where you can buy improved free-range chicken. Chapter 9.1 gives you some addresses of people or organisations who can help supply chickens. You should have organized the chickens before you run a training course. Don't start a course without being sure that you will be able to supply chickens to the participants.

### 5.1 Training course preparations - Second part

You or the participants must get the following animals before you can start the second part of the training course:

- Free-range chickens to give to the participants (we give to each participant one rooster and two hens)



*Chickens being loaded on the vehicle to be carried out to the village*

## 5.2 Training course schedule - Second part

The second part of the free-range chicken training course can be completed in two days, however, we usually add 4 additional lessons (lesson 9, 13,14 and 15) to the training course. These lessons are not essential for chicken farmers but help them to live better lives and should be included if possible.

### Training course schedule - Second part

Time	Third Day	Fourth Day	Fifth Day
8.00 – 8.30	Devotion	Devotion	Devotion
8.30 – 10.00	<b>Lesson 7</b> Welcome; roll call; introduction; inspection of chicken houses, nest boxes and brooders	<b>Lesson 10</b> How to make and use clay-eggs	<b>Lesson 14</b> Integrated farming
10.00 – 10.30		Tea-break	Tea-break
10.30 – 12.00		<b>Lesson 11</b> Breeding with chickens	<b>Lesson 15</b> Gender
12.00 – 13.00	Lunch	Lunch	Lunch
13.00 – 14.15	<b>Lesson 8</b> How to feed chickens	<b>Lesson 12</b> Health and disease prevention	<b>Lesson 16</b> Revision and test
14.15 – 14.45	Break	Break	Break
14.45 - 16.00	<b>Lesson 9</b> Human nutrition  At the end of the day we give the chickens for breeding to participants	<b>Lesson 13</b> HIV/Aids	<b>Lesson 17</b> Presentation of certificates and farewell



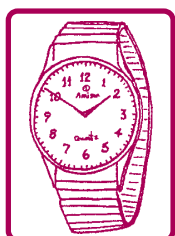
## 5.3 Training course lesson plan - Second part

### Lesson 7: Introduction to second part of training course



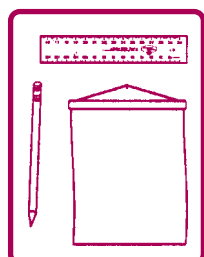
#### Goal and Purpose

- To look at and talk about the chicken shelters, waterers, nest boxes and brooders of the participants



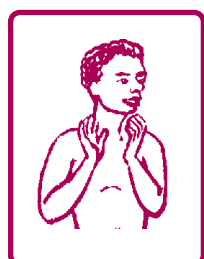
#### Time

- 30 minutes for the opening and half a day visiting the participants' chicken shelters



#### Materials

- Training course schedule



#### What to do

##### 1. Devotion and prayer

Training courses are opened and closed with a prayer. PNG people are well aware of the spiritual world and it is part of their belief.

##### 2. Role call

Make sure that all the participants enrolled in the training course are present.

##### 3. The training course schedule

Show the participants the training course schedule that you have already prepared and explain it to them.

##### 4. Visiting the chicken shelters of the participants

Ask the participants to form into two groups or leave them as one group, depending on the size of the group. If you have ten or more participants, you will be wise to break into two groups. If



there are less than that, then people will be happier to stay in one group. Make sure that a training course leader heads each group.

The group looks at the chicken shelters, fences, nest boxes, brooders and drinkers of each of participant within the particular group. The good and bad points of the work done by each of the participants should be discussed. It is important to emphasise the good points and not to be too critical of the bad points by saying that “You could improve the “nest box” in question by doing this to it” rather than “This is no good and you must change it”! The points to think about when looking at the items include: -

- Where the shelter has been built (shade, sun)
- How the shelter has been built (strong, good roofing, window, door, etc)
- How the nest box has been made
- How the brooder has been made
- How the fence has been made (strong, holes, high enough, protect from dogs and thieves)
- How the drinker has been made
- Anything else the farmers have done to make things better for their free-range chickens.
- Highlight the good things first and be careful with faultfinding. (See education tip on the next page)

The group then decides if the participant has done enough work and deserves to be given the chickens or if they needs to make improvements to their shelter first before they are given the animals.

### Teaching Notes

From experience it helps to make sure that the participants realise how important shelter for the chickens is. We do not give the chickens straight away to any participants who have not built their chicken shelter well enough. Once they have fixed the shelter they can then be given the chickens. It will help the participant to be more careful in looking after their chickens and they are then more likely to be successful free-range chicken farmers.

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# Education tip

## Helpful fault finding

Helpful faultfinding is similar to giving feedback to people. Instead of saying the work someone has done is no good, focusing on their failures and mistakes or even saying they have done so badly they can no longer take part in the workshop, they are given the information they can use to fix what is not quite good enough. Helpful faultfinding tells them that while they have worked hard there is something that needs to be fixed because it could cause trouble later if it is not corrected. For example you could say "You have put a lot of work into building your chicken shelter but this fence is not very strong and dogs may get through it into the chicken shelter and kill all the chickens. If you want to make sure that this doesn't happen you could put some stones along the fence so that the dogs will not dig a hole under it and kill your chickens".

You could say when you are looking at a fence that is built strongly, "This fence is built so that dogs will not be able to get through it and kill the chickens". Those who have not done a good job with their fences will take note and improve theirs. This kind of praise about a job well done gives the same results as helpful fault finding without causing shame to anyone.

In general, fault finding, helpful or not, does not have to be used very often. Course leaders can fault find too often when they do not know how to use feedback properly. Make it a rule to use feedback with praise 5 times as much as you use helpful faultfinding.



*Well built chicken shelters, brooders, drinkers and nest boxes*

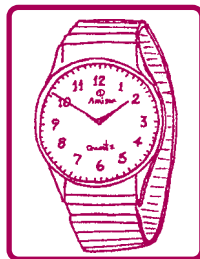


## Lesson 8: Feeding free-range chickens and distribution of livestock



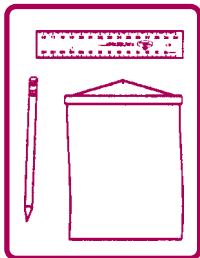
### Goal and Purpose

- To learn what foods free-range chickens can eat
- To learn about the water needs of chicken
- To learn how chickens will affect your garden



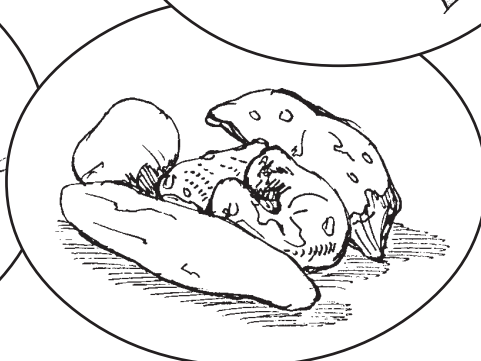
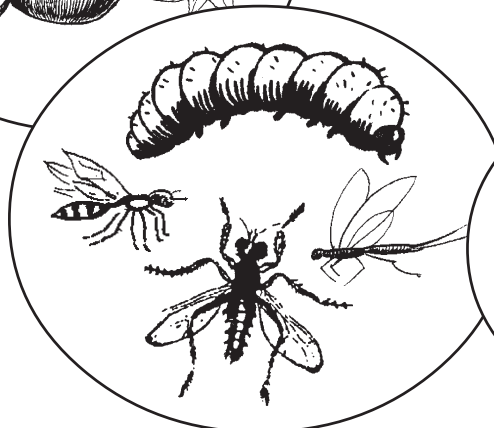
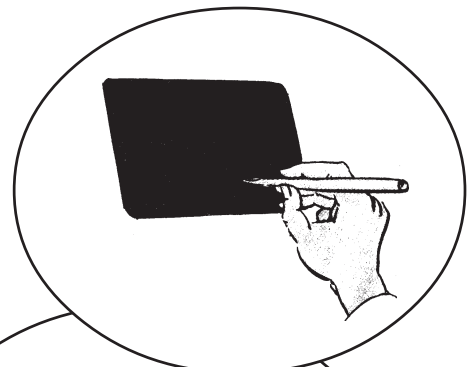
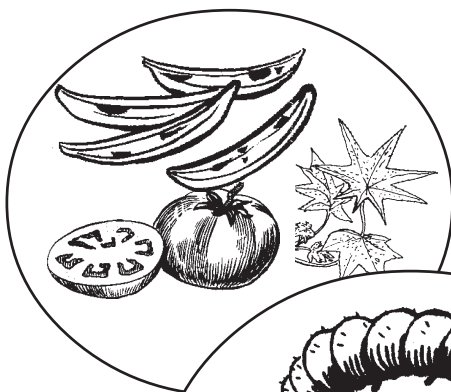
### Time

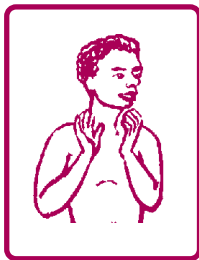
- 60 minutes



### Materials

- Black or white board
- Chalk or white board marker
- If available, some of the types of foods that chicken like such as soft greens, worms, seeds, corn, insects, sweet potatoes, overripe or damaged vegetable and fruits.





## What to do

### 1. The types of foods that can be fed to free-range chickens

Ask the participants to find foods that they think are good for free-range chickens to eat. Give them about 10-15 minutes to collect various foods from around the village. When the participants come back lay out the food they have collected on the floor and discuss the different food items. See if they have collected all the foods mentioned below.

- Insects, worms, slugs, snails
- Damaged or overripe fruit and vegetables
- Sweet potato, cassava, taro and all the starch like corn
- Seeds, grain, other types of plant material
- Materials left on the ground after harvesting crops
- Grass, weeds, roots
- Left over food from your kitchen

### Rules for feeding

Chickens need all kinds of food and will not grow well if they are fed only one kind of food.

Chickens eat just about everything however they prefer snails and worms. They use their sharp toes to dig for insects and worms. So it is not too hard for them to find enough food for themselves as long as they are let out of the fenced area and they can walk around. Grown up chickens should be let out of their fenced shelter as much as possible. Just lock them in at night!

Clean their food dish every day. Don't give them too much food or they will not be able to eat it quickly and it will go bad. If chickens have to eat bad or rotten food they will get sick and die.

### 2. What kind of food can you feed to young chicks?

Special care must be taken when feeding chicks



*Different types of chicken food is layed out on the ground and discussed with participants*

Ask the participants the following questions: "What kind of food do young chicks need?" Write the answers on the white board and discuss the answers. See if they have mentioned all the types of foods listed below?

- Cooked sweet potatoes, cassava, taro and corn (energy foods)
- Insects, worms, dried fish made into a powder, cooked beans (protein foods)
- Cooked greens
- Stock feed is the best kind of food if you can get it (protein and energy food mixed)
- Left over food from your plate



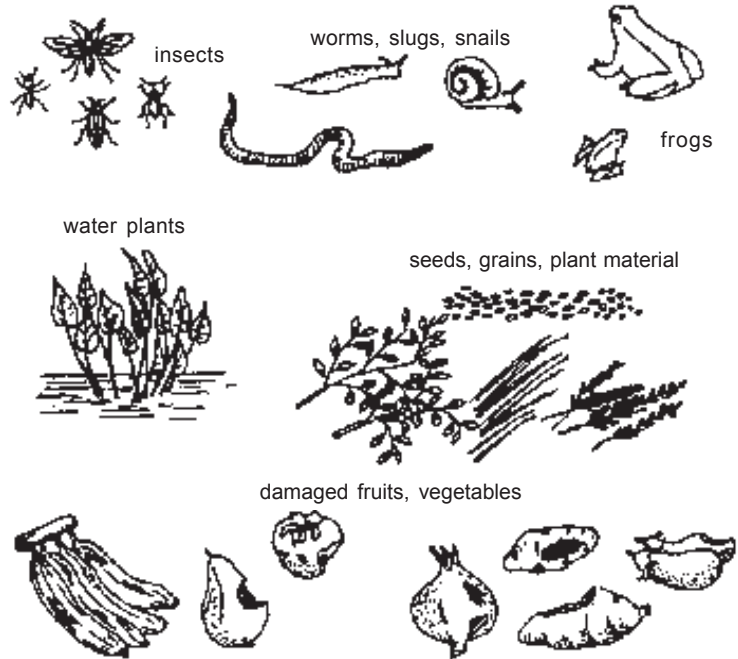
**Summarise:**

Clean the food dish every day. Don't give them too much food or they will not be able to eat it quickly and it will go bad. If chicks eat bad food they will get sick and die.

**3. Water**

Chickens need clean, fresh water every day. They should be able to get fresh water all the time.

Many young chicks die because they get wet and cold when they drink or when it rains and they are outside and they die from cold. Make a special drinker for the chicks that will stop them from getting wet.



*Good foods for chickens*



*Drinker for chicks, stones preventing chicks from falling into the drinker and getting wet and cold*



*Drinker for grown up chickens*

**4. The effect free-range chickens can have on your backyard garden**

Chickens like to eat your young plants and like to dig fresh soil so they must be kept out of your garden when the plants are young. After most plants have grown big, you can let your chickens feed between the rows as they will not cause too much damage to older plants and will help to keep weeds and pests down.

It is good to let the chickens into your garden after you have harvested your crops. The chickens will find a lot of food (insects and worms) that is very good for them which would otherwise be wasted.

### 5. Limestone

It is very important that chickens get limestone to make strong eggshells. If they are short of limestone they may start to eat their own eggs. We found farmers whose chickens were doing this.

The ways you can make sure your chickens get enough limestone are: -

- From eggshells. If you eat any eggs give the eggshells to the chickens. Put them in a tin near fireplace, let them dry out, crush them so that the birds don't learn to eat their eggs in the future.
- By giving chickens some of the white powder people use when chewing beetle nut. You can sprinkle some of this onto the chickens sweet potatoe or cassava.
- If you live close to the sea, by giving the chickens sea shells or broken coral,
- By giving the chickens ground up limestone, if there is any near where you live.
- By making sure that the chickens are able to get out of the fenced area as much as possible so that they can pick up the food they are short.

### 6. Giving the ducks out to the participants

We recommend that at this point of the training course free-range chickens are given to everyone who did a good job of finishing the taks you gave them. (chicken shelter, nest box, brooder, and fence). In our training courses we give the participants 1 male and 2 female chickens.

### Teaching Notes

Feeding is the most important lesson. Most farmers find it hard to feed their chickens properly. Therefore, it is important that you reinforce this lesson and that you check for understanding. It is important to encourage people to start with just a few animals and make sure they can look after them really well, before they try to keep lots of animals.

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## Education tip

### Making your lessons enjoyable and interesting

To make your course interesting and enjoyable for the participants they should feel: -

1. That they are happy and comfortable. You can make them feel happy and comfortable by ensuring that they do not feel shamed because they sometimes give a wrong answer, by helping them to feel they do know some answers and are not stupid, by showing them that you like them and by not appearing to be too bossy.
2. That they do know something: Make sure that you always say they have answered or done well ("That was a good question" or "Thank you for your contribution") so that the participants can see that their effort is worthwhile.
3. That they are learning interesting things: The lesson should have some parts that are new, challenging and rewarding.
4. That they can help the workshop to be better: Participants are encouraged to say what they think whenever possible. Let them go and select the feed they think is suitable for the chickens and tell why they selected the feed.
5. That they are learning information that is of use to them: The participants need to be able to use the skills, knowledge or attitudes you are giving them in the workshop to make a difference in their lives now.



*Chickens feeding on sweet potato, corn and greens*

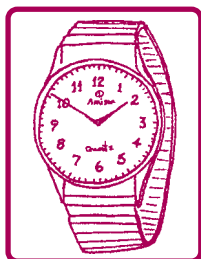


## Lesson 9: Human Nutrition



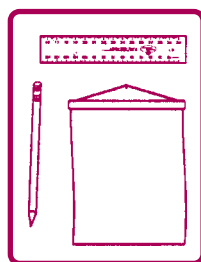
### Goal and Purpose

- To learn what the purpose of food is
- To learn how much food we need to eat each day
- To learn which foods are good for us
- To learn what we need water for



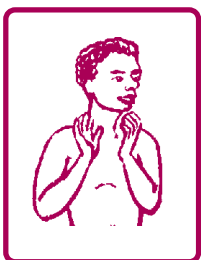
### Time

- 60 minutes



### Materials

- White board
- Different types of food



### What to do

In this lesson it is important that you make sure the participants give you most of the information about foods. People know about their food and what is good for them. Just help them to recall what they already know and add some more information about nutrition.

#### 1. What is the purpose of food?

Ask the participants "What is the purpose of food"? See if they have mentioned the purposes mentioned below.

- Food helps us to grow
- Food helps us to stay healthy and strong
- Food helps us to work
- Food helps us to enjoy life

#### 2. How much food do we need each day?

Ask the participants; How much food does a person need each day? Write the answers from the participants on the white board and discuss the answers. See if they have mentioned all the points listed below?

- Little children need small amounts of good quality food many times a day. Breast milk is best for babies.
- Young people need lots of food because they are growing
- People who work hard or are breast-feeding a baby need lots of food.
- People who play cards the whole day or are old do not need as much food as the people who work hard or are breast-feeding a baby.
- Too much food or unhealthy food is not good. Fat people have many health problems and need to be careful about the type and amount of food they eat if their health is to improve.
- We don't need much fatty food each day, indeed lamb flaps and other greasy food is not good for us

### 3. What is good, healthy food?

Most food is good for your body as long as you do not eat just one type of food. Three types of food are essential for our body: energy food, protein food and protective food.

*Ask the participants to form into three groups. Call the first group: the protein group, the second group: the energy group, and the third group: the protective group.*

*Now ask each group to go out and find foods that correspond with their group. Give them about 10 minutes to collect various foods. When the participants come back ask them to lay out the food they have collected on the floor.*

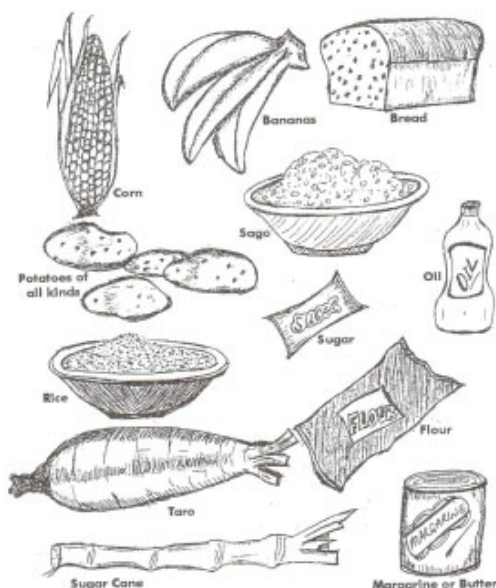
*The three groups who collected the examples of types of food in the exercise above should say how the various foods they collected are used in the body.*

Interact with the groups and see if they covered more or less what is mentioned below about each food group.

#### Energy food

Energy food is like the diesel or petrol for our body. Energy helps our body to work hard and to stay warm. Children need plenty of energy to grow and play and walk to school. Women who are pregnant or are breast-feeding babies need lots of energy.

*Look at the pile of energy foods and ask the participants to give you the names of some other foods that belong to the energy food group. Write the answers from the participants on the white board and discuss the answers. See if they have mentioned all of the foods listed below.*



- |               |                |
|---------------|----------------|
| Sweet potato  | Margarine      |
| Taro          | Flour          |
| Potato        | Corn           |
| Bread         | Cassava        |
| Coconut cream | Oil (dripping) |
| Sugar         | Rice           |
| Sago          | Breadfruit     |
| Banana        | Yam            |
| Noodles       | Pig fat        |

*Types of energy foods*

**Protein food**

Protein is like the building material when you build a house (timber, bamboo, pitpit, bricks). Protein helps to build the cells and muscles in our bodies. Because children are growing fast they need to build a lot of cells and therefore they need a lot of protein or bodybuilding food.

A child who is not given enough protein to eat is very likely to get sick and may even die. Such a child is like a house that falls down in strong wind and rain because it is not made strong enough.

Protein is also needed to repair damaged part of our body (cuts, injuries, etc.).

*Look at the pile of protein foods and ask the participants to give you the names of some other foods that belong to this group. Write the answers from the participants on the white board and discuss the answers. See if they have mentioned all of the foods listed below.*

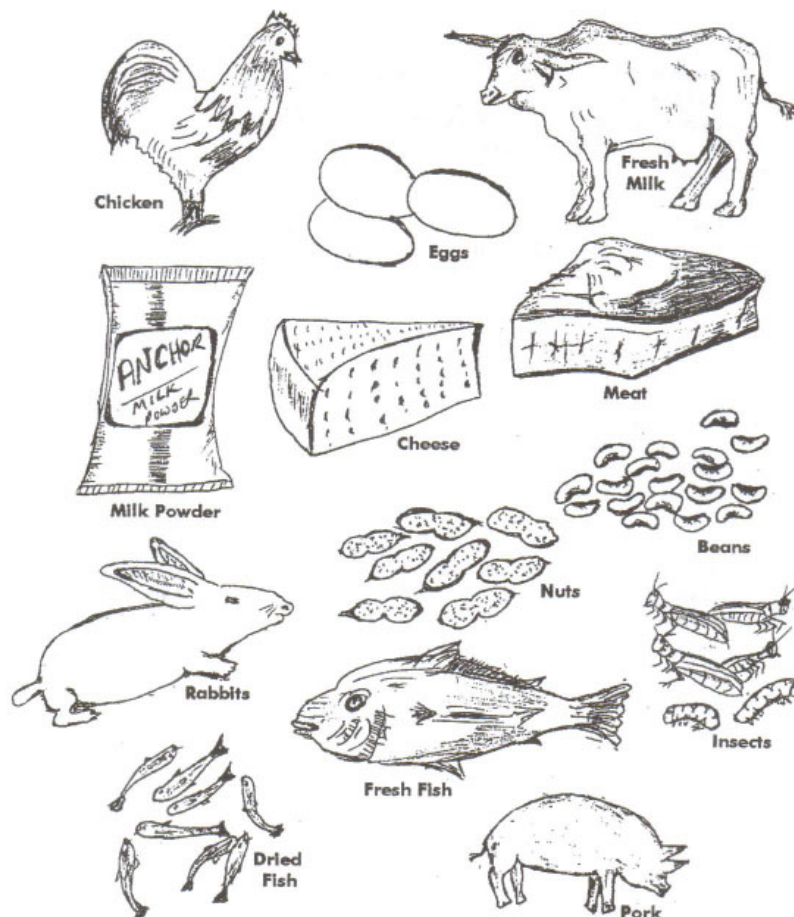
**Protein foods that come from animals**

- Milk
- Meat
- Fish
- Eggs
- Crabs, Frogs and Prawns
- Cheese

**Protein foods that come from plants**

- Beans
- Peanuts
- Nuts
- Peas
- Coconut

*Types of protein foods*





**Protective Food**

Protective foods help to stop you from getting sick. Protective nutrients in the food are called Vitamins and Minerals. Many of the protective foods help to stop us from becoming sick.

*Look at the pile of protective foods and ask the participants to name other foods that belong to the protective food group. Write the answers on the white board and discuss the answers. See if they have mentioned all the foods listed below.*

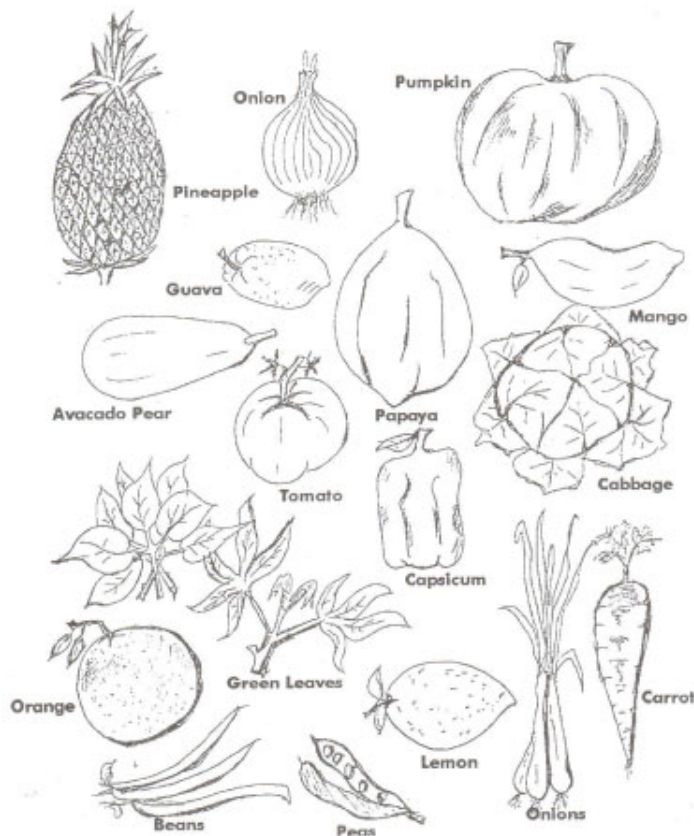
**Vegetables**

- Pumpkin tips
- Aibika
- Cabbage
- Bush greens and ferns
- Carrots
- Pumpkin
- Tomatoes

**Fruits**

- Pawpaw
- Guava
- Mango
- Mandarins and Oranges
- Lemons
- Bananas
- Pineapple

All fruits and vegetable can protect us.



*Types of protective foods*

Ask two participants to summarize what they have learned about food groups and which kind of food belongs to which group. They need to note that many foods belong to more than one group.

At the end of the lesson make sure you mention again that our bodies need many different kinds of foods so we can be sure that we are eating enough of each of the 3 main food groups to keep us from becoming sick. Children need more protein than adults but also need plenty of the other food groups as well. Only a balanced diet will keep us healthy and strong.

## Teaching Notes

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## Education tip

### **Groupwork**

Working as a group is a way of making it easier for adults to learn as well as a good way to work. What happens in the group is often what is happening every day. When people work as a group they are able to use the skills and knowledge of each group member so that together, they can do something that is better than anything any one of the group members is able to do by themselves. The group works together to find a solution to the problem they have. It can be more fun to work in a group as no one member of the group needs to know everything. Competing between groups can also add to the fun of learning.

If you want to train men and women how to do a particular job and how to practice new skills, getting them to work in small groups to try out new skills and to work out answers to question is a very good way of getting them to learn. In PNG where people are already used to working together as a group in their culture working as a group brings good results. People seldom learn by themselves and feel happy when they are sharing responsibility.

Teachers can put participants in a group with friends as it is easier for them to work with people they already know so they can gain as much as possible from the group. This makes it easier to do difficult tasks. If you, as a teacher, see a couple of the members of a group are not working well together, you should stop the trouble from affecting their learning by shifting them to different groups.

When you are deciding who should go in which group it may be best to form groups in which the members are about the same age or are either male or female. As much as possible, allow people to go in groups that they choose, but watch carefully and help one or two outsiders into groups, making sure that they are introduced to the group they are going to work in.

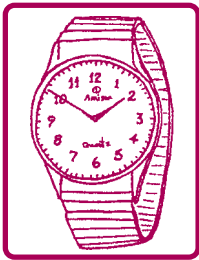


## Lesson 10: Making clay or plaster eggs



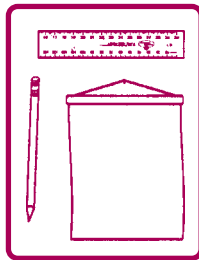
### Goal and Purpose

- To learn how make clay or plaster eggs
- To learn how to use them to help in the breeding of your chicks



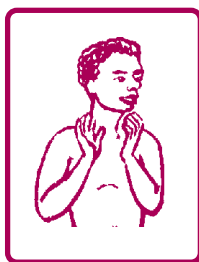
### Time

- 30 minutes classroom teaching & practical



### Materials

- Good white clay, plaster or cement
- Water



### What to do

#### 1. Why using clay or other artificial eggs?

*Explain the students the following reasons:*

Free-range chickens are used to sleeping on trees and bushes. They usually lay their eggs in very bushy areas where people or animals can't find them

Free-range chickens need to learn to lay their eggs in their nest box. Two artificial eggs made out of clay, plaster or cement. They are put into your nest box to help the your hen to lay her eggs in the same spot. She will think that the two artificial eggs in the nest box are hers as well.

#### 2. How to use your clay or artificial eggs?

1. Put the two artificial eggs into the nest box
2. Wait until the hen starts to lay her own eggs at the same place
3. Each day, remove the true egg and put it in a safe place (container with lid, empty pan with lid or any other safe storage place)
4. Wait until the hen gets broody (she will start to sleep or sit on the artificial eggs and she will make a very specific noise/sound when she is broody)

5. By this time you will have collected 10-20 real eggs from her and you will have stored them in a safe place
6. Now select the 8 biggest and best eggs (make sure that the eggs do not have any cracks and they are shiny)
7. Replace the 2 artificial eggs with the 8 real eggs and place the nest box with the hen into your brooder. Make sure your brooder is in the house where you eat so you will not forget to feed your sitting hen when you are eating.
8. You can now eat all your surplus eggs.
9. Wait 21 days until the chicks are hatching from the eggs and do not forget to feed your hen and let her go out of the house for a short time every day. (If you do not feed her well, she will go and find her own food. She then spends too much time away from the eggs and the eggs get cold and the chicks in the eggs will die.

### 3. What are the advantages of using clay eggs?

- Free-range chicken will lay their eggs in the nest box as they think that the clay eggs are their own eggs, that they must have laid there before.
- By collecting the true eggs every day and storing them in a safe place you will prevent the true eggs from getting eaten by the hen or by other chickens, rats, dogs, kids, snakes, etc. You will also prevent the eggs from getting cracks if the hen is not handling the eggs carefully.
- You will be able to eat any surplus eggs. This is good protein for your own family

### 4. Make clay eggs with the participants

- Ask each participant to make at least 2 clay eggs.
- Ask them to put the eggs at the front of the training area, for display so that everybody can see and appreciate the work of other group members

See photos on the following page 68.



## Teaching Notes

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## Education tip

### **Learning by using all our senses**

When we come across something new we find out about it by looking at it with our eyes, hearing about it with our ears, smelling it with our noses, touching it with our fingers and maybe tasting it with our tongues. After we have used our senses to get to learn all we can about it we think about it with our minds so that when we come across it again we will remember what it is. The more of our senses we use in finding out about something the better we are likely to remember it. If we only use our ears to hear about something new and do not see it with our eyes or touch it with our hands we are less likely to remember it.

Using one or more of our senses to find out about something is called learning. When you prepare a lesson we should always try to get the people we are teaching to use as many of their senses as possible.

Thus, you could either teach your participants how to make clay eggs by:

1. Simply telling them how to do it,
2. Or, better still, showing them how to make a clay egg yourself while they are watching,
3. Or, even better yet, first telling them how to do it then showing them how to do it by doing it yourself (clay egg) while they are watching and finally, get each of the participants to actually make their own clay eggs.

If you get your participants to use a combination of senses as it is shown in this learning method in # 3 above, they are much more likely to make clay eggs and know how to use them in the future than if you teach them using only the method in # 1 above.

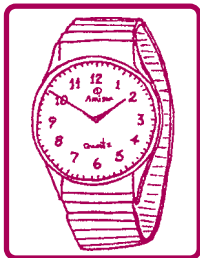


## Lesson 11: Breeding free-range chickens and raising young chicks



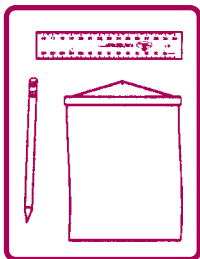
### Goal and Purpose

- To learn how to pick a good hen and rooster
- To learn when hens start to lay eggs and how to make sure the eggs are good for hatching
- To learn how to look after young chicks



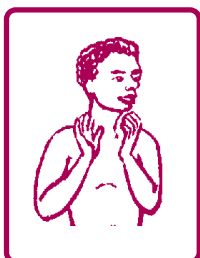
### Time

- 60 minutes



### Materials

- Black or white board
- Chalk or white board marker
- If available a good breeding hen and a good rooster



### What to do

#### 1. How can I pick a good breeding hen?

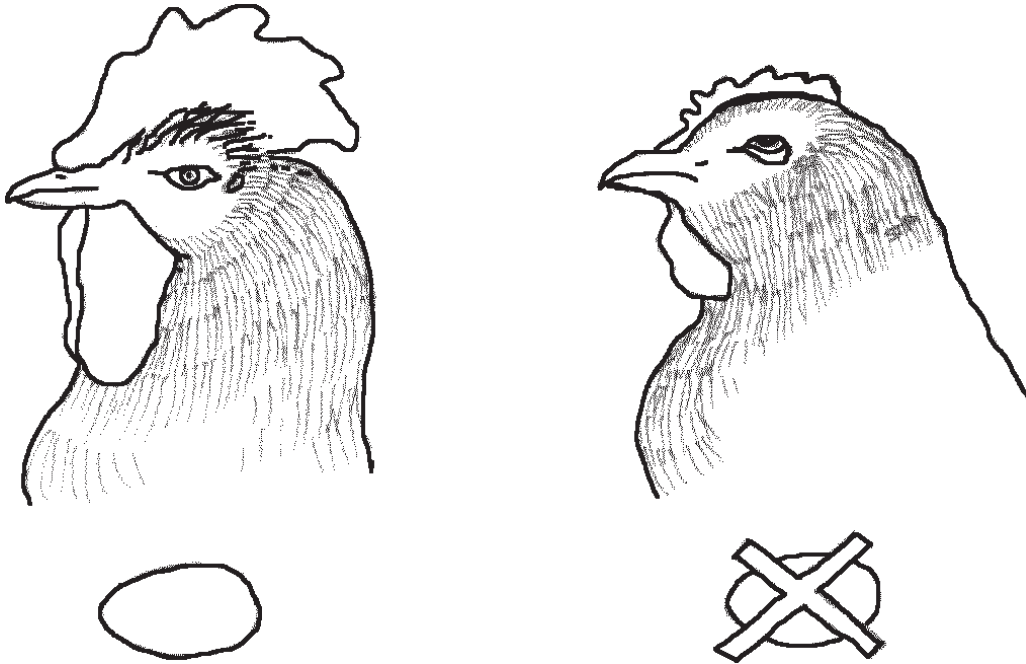
When the chickens are about 4 months old they should be grown to full size. At this time the farmers has to choose the hen and roosters he will keep for breeding and those he will eat or sell.

*Ask the participants to tell you what a good breeding hen looks like. Write the answers on the white board and discuss. See if they have mentioned all points listed below. (If possible have good, healthy male and female chickens to show the class)*

- They will be healthy and strong.
- They will be the fattest and heaviest hens in your flock (hens over 1.5Kg / roosters over 2 kg)
- Large red shiny comb and soft and smooth wattles (see drawings next page)

It is best to keep less than 10 breeding hens. If you keep more than 10 hens you will have trouble finding enough food and greens for them from your garden. Keep only one rooster (male chicken). If you keep more roosters they will fight with each other all the time and disturb the breeding hens.

Hens can be kept for about 2-3 years while roosters need to be replaced every second year.



The healthy hen on the left side with healthy and red comb lays many eggs

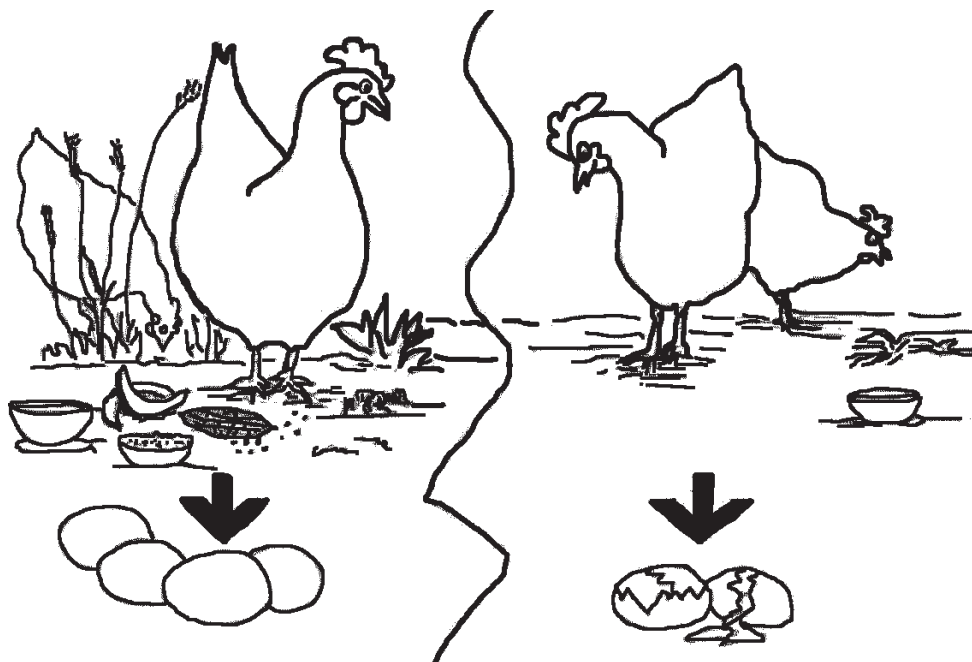
**2. When do hens start to lay eggs and what kind of eggs will hatch well?**

Hens will start to lay eggs when they are 9 – 12 months old. The first eggs a hen lays will be small and should not be used for hatching.

If your hen is not laying eggs after 12 months there is something wrong. Probably the hen is not getting enough food and she is may be short of protein. A healthy hen should weigh more than 1.5kg. If she does not start to lay eggs before she is 18 months old it is better to kill and eat her.

Only large eggs should be used for hatching as chicks hatching from smaller eggs will either die or be small and weak.

Good feeding is needed for healthy eggs





A hen will lay 10 and 20 eggs over a few weeks and then she stops laying and becomes broody and sits on her eggs. Once she stops being broody she will start laying again. There is usually a gap of about 2-3 months between each lot of eggs she lays while she is broody.

Clean the eggs with a damp cloth before you put them under the broody hen.



*Clean the eggs with a damp cloth before you put them underneath the brooding hen*



8 eggs

*Correct number of eggs for hatching underneath a brooding hen*



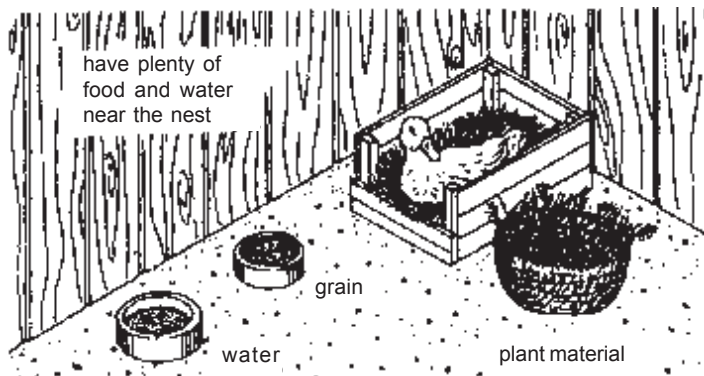
*Correct number of eggs for hatching underneath a brooding hen*



*Let chicks hatch themselves*

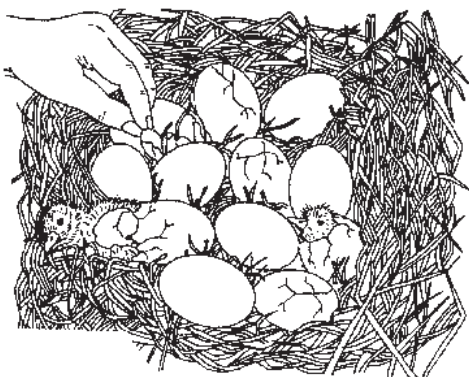
Free range chickens are usually good brooders. It takes the eggs 3 weeks (21 days) to hatch. As a rule, do not try to help the chicks to get out of the eggs. It is best to let them do the hard work of getting out of the shell themselves.

Make sure that there is food and water near the sitting hen. If the brooding hen has to walk a long way to find food and water the eggs may get cold while she is away and the eggs will not hatch.



*Make sure that water and food are near the brooding hen*

When all the eggs in the nest have hatched, remove the eggshells, clean the nest and put some fresh bedding material in it. Remember that these old shells can be fed to the chickens again.



*Remove the eggshell from the nest after the chicks hatch*

### 3. How to look after small chicks

Small chicks need special care. It is best to raise the young chicks away from the rest of the flock as quite often roosters and other chickens will peck at and kill very young chicks as they come out of the nest.

This is the main reason we suggest that you build the brooder mentioned in lesson 5, page 41. When the chicks have hatched, put the brooder beside the fire in your house or in another house.



*Brooder covered with bags and cloth*

Let the hen and chicks out of the brooder into the sun for a few hours every day but watch them carefully. Walking around in the sunlight will help the chicks to get strong and healthy. Remember that dogs, cats, pigs, birds, rats are all keen to eat your chicks. Remember too, that young chicks will get sick and die if they get wet and cold in the rain.

Provide stock feed or cooked food for the chicks at all times and make sure they have water as well. Otherwise many will die.

Take the mother out of the brooder after about 2-3 weeks and leave the chicks in the brooder so that you can feed them properly and keep them warm.

Cover the brooder with an old bag during cold nights especially when the mother is not with the young chicks.

After 6-8 weeks you can take the young chicks out of the brooder and put them into the chicken shelter. It is best to keep them separately from the other adult chickens until they are fully grown.



## Teaching Notes

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## Education tip

### **Clear Roles**

When you teach adults and try to get them to take part in the lesson they can sometimes try to take over the training course or decide what will be taught in the course. It is important that you and the participants know the difference between making suggestions and making decisions. The course leaders should make the decisions about what is taught in the course but should listen to suggestions made by the participants and possibly change the course content a little if the suggestions will make the course better.

There needs to be trust and respect between the course participants and the course leaders. For trust and respect to happen it is important for the leaders to spend enough time with the participants away from the class as well as in the class.

To make sure this happens we have a rule which says when we visit a village or conduct training with farmers we must stay with them for more than just a few hours. This means that you should spend at least a night with the group. Time spent talking and doing things with adult learners when you are not teaching them makes it much easier for them to

- Ask you hard questions,
- Disagree with a point you have made or
- Listen to what you have to say about something they have thought of.

Sleeping in the village and eating with the participants creates a strong relationship of trust and respect which helps to make your teaching successful. This relationship of trust and respect will help the learners to feel happier to try the new ideas, skills, techniques and attitudes that they learn about in this kind of course.

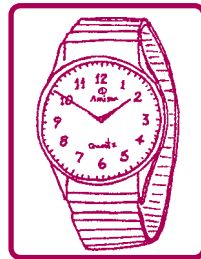


## Lesson 12: Health and disease prevention of free-range chicken



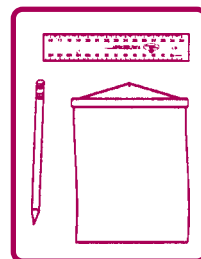
### Goal and Purpose

- To know the major diseases of chickens in PNG
- How to be able to prevent diseases among chickens



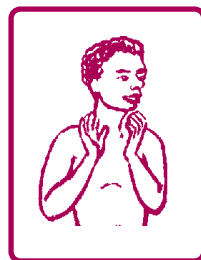
### Time

- 1 hour



### Materials

- Black or white board
- Chalk or white board marker



### What to do

#### 1. List the chicken diseases

*Split the participants into two groups. Ask each group to discuss the following question: What kind of diseases could you observe affecting free-range chickens? They should write a list of diseases on a sheet of butchers paper or on a black board. Give them about 10-15 minutes to do this activity.*

*Then each group presents their list. Discuss their lists and see if they have mentioned all the points listed below?*

- Diarrhea
- Blood in the poo
- Worms in the poo
- Generally weak and skinny chickens
- Swelling at the nose and eyes
- Paralyzed legs



## 2. Main health problems, possible causes and solutions

Main health problems	Possible causes	Possible solutions
Diarrhea as a result from coccidiosis, fowl pox, fowl cholera, internal parasites, rotten food	<ul style="list-style-type: none"> <li>➤ Poor cleanliness</li> <li>➤ No fresh and clean water</li> <li>➤ Other chickens from neighbor farmers infect your chickens</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chicken must be kept on clean floor in the chicken house all the time</li> <li>➤ Clean and fresh water every day</li> <li>➤ No rotten food</li> <li>➤ Disinfect your drinkers and feeders</li> <li>➤ Remove old litter, dirty bags and rubbish</li> <li>➤ Observe chickens at least 3 times a day and separate or kill the sick birds</li> </ul>
Blood in the pew	<ul style="list-style-type: none"> <li>➤ Coccidiosis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Get rid of damp patches and damp litter in the brooder, especially around the drinking area.</li> <li>➤ Do not over populate with chicks</li> <li>➤ Observe good hygiene all the time</li> <li>➤ Use coccidiostats (drug) in the feed during the first weeks.</li> </ul>
Worms and other parasites in the pew	<ul style="list-style-type: none"> <li>➤ Poor cleanliness</li> <li>➤ No fresh and clean water</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chicken must be kept on clean floor in the chicken house all the time</li> <li>➤ Clean and fresh water every day</li> <li>➤ Purchase worm treatment (nil-worm, or others) and follow instruction from the store Apply it every 6 months</li> </ul>
Generally weak and skinny chickens	<ul style="list-style-type: none"> <li>➤ Poor feeding</li> <li>➤ Internal parasites</li> <li>➤ Infections</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improve your feeding (maybe with a bit of stock feed)</li> <li>➤ Chicken must be kept on clean floor in the chicken house all the time</li> <li>➤ Clean and fresh water every day</li> <li>➤ Purchase worm treatment (nil-worm, or others) and follow instruction from the store. Apply it every 6 months</li> </ul>
Swelling at the nose and eyes, running nose	<ul style="list-style-type: none"> <li>➤ Fowl pox</li> </ul>	<ul style="list-style-type: none"> <li>➤ Take special care of your infected birds. Give them good food and help them to recover</li> </ul>
Paralyzed legs	<ul style="list-style-type: none"> <li>➤ Marix disease</li> </ul>	<ul style="list-style-type: none"> <li>➤ Kill the chicken and do not use it further for breeding</li> </ul>

### 3. Disease prevention

The course leader should focus on disease prevention and how to clean out the chicken house. Here some additional information how to prevent diseases:

- **Prevention:** Prevention is better and cheaper than cure. Medication is very expensive.
- **Stress:** If birds are under stress (to many chicken in the chicken house, high temperature no shade, lots of dogs and other predators around) then chicken are much more susceptible to diseases
- **Nutrition:** If birds are not fed properly and they have little protein in their diet the chickens perform very poor and are much weaker and susceptible to diseases
- **Cleanliness:** Cleanliness is top priority. This means cleaning the chicken house very day especially if they are kept on the floor. Giving fresh water every day. Cleaning and rinsing the feeder every day. Remove old litter, mouldy and damp feed, bags and rubbish
- **Sick birds:** Remove or kill sick birds from the flock.
- **Observe:** Observe chickens at least 3 times a day especially if they are very young

### Teaching notes

There are several classes of diseases which relate to organism that causes it:

Class of disease	Organism that causes the disease	Treatment
Bacterial	Fowl cholera, corysa, chronic respiratory disease and mycoplasma pullorum	Difficult to diagnose and difficult to treat. Sometimes antibiotics in the water will help
Viral	Fowl pox, infectious bronchitis, Marek's disease	
External parasites	Lice, mites, ticks, fleas	Medical sprays or powder
Internal parasites	Tapeworms, round worms	Medical such as the drug "nilworm" is put in drinking water
Protozoa	Coccidia, blackhead	Medical like coccidiostat

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## Education tip

### Revision

Whenever you give important information to course participants, regarding a new skill, you should take a few moments to see if everyone can do what you have shown them. Ask a few people who you think may not be sure about the diseases and how to prevent them. Ask them some questions. If they do not get it right, ask some of the participants to explain it again. Then check one or two participants again to see that they really know how they could prevent some of the diseases.

Not checking for understanding is one of the most common mistakes trainers make when running training courses and teaching. (I still have to remind myself to check that people know what I have been teaching them).

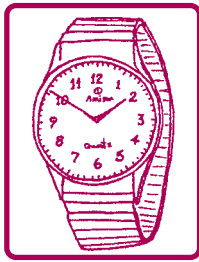


## Lesson 13: HIV/AIDS



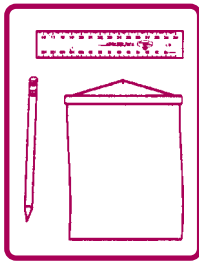
### Goal and Purpose

- To introduce participants to the basic facts about HIV/AIDS
- To teach participants how HIV/AIDS spreads.
- To teach participants how the spread of HIV/AIDS can be prevented.



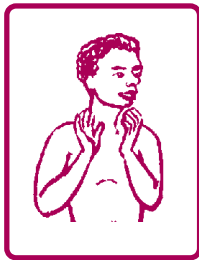
### Time

- 90 minutes



### Materials

- White board or chalk board or butcher's paper
- Handouts on HIV/AIDS (see documents attached in chapter 11.2)
- Other material is freely available at all Provincial HIV/AIDS offices or can be ordered from the Secretary of National AIDS Council (see addresses in chapter 9.1)



### What to do

It is important that you do a lot of talking with the participants in this lesson. People usually know something about HIV/AIDS but they are often not sure about it and are afraid of it. Help them to recall what they already know, correct them if their knowledge is wrong and give them some more information if necessary.

#### 1. What is HIV/AIDS?

*Ask the participants to form into groups of 5 to work out an answer to the question; What is HIV/AIDS?*

*Ask each group to report the answer they have worked out to the entire group and write the answers down on large sheets of paper. Give them about 10 minutes to come up with an answer. See if they have mentioned all points listed below?*

- HIV is the name given to the small germ (virus) that causes AIDS.
- HIV stands for;
  - H** > Human
  - I** > Immuno
  - V** > Virus

- AIDS stands for;
  - A** > acquired
  - I** > immune
  - D** > Deficiency
  - S** > Syndrome
- AIDS does not have a cure
- People can have HIV/AIDS but not show any signs of sickness for many years.
- HIV/AIDS can be spread during sex.

**2. How is HIV/AIDS spread and how can its spread be stopped?**

*Ask the participants to go back into the same groups to answer the new question above.*

*If they can write ask each group to write down on butcher's paper what they know about the transmission of HIV/AIDS. Give them about 10 minutes to write their answers.*

*Each group presents their answers to the entire group. See if they have mentioned all points listed below?*

HIV/AIDS is Transmitted	HIV/AIDS is Not transmitted
1. During sexual intercourse	1. By hand shaking
2. From sick mother to child at birth	2. By sharing a toilet
3. From tattooing needles	3. By insect bites
4. From skin piercing instruments	4. By coughing
5. In the breast milk from sick mothers to their child	5. By touching & hugging
6. From used syringes & needles	6. By sharing eating utensils, clothes, food, water, etc.

**3. How is HIV/AIDS prevented?**

*Ask the participants to go back in to the same groups and answer the question above.*

*Ask each group to write their answers down on butcher's paper. Give them about 10 minutes to finish their answers.*

*Each group then presents their findings to the entire group. See if they have mentioned all points listed below?*

- **A**bstinence (not having sexual intercourse)
- **B**e faithful to one sexual partner
- **C**ondom (using a condom each time you have sex. If both partners are faithful to each other, then condoms won't be necessary... assuming one isn't already infected...)

**4. How does HIV/AIDS affect the community**

*Ask the participants to discuss how the sickness will affect their lives in and around their community.*

*(All aspects of community life will be affected by the sickness: relationships, there will be more children without parents, less people working in gardens and produce food, less people earning money, educated people will die (loss of knowledge and experience), etc.)*



## Teaching Notes

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## Education tip

### **Use well thought out questions to create interest and revise learning**

Well thought out questions make the instructor and the participants learners together. These types of question help participants to make a connection between what he or she already knows and what is being presented. Such questions cause participants to:

- Try to work out why something happens
- Try to put ideas they have heard about into practice
- Try to check that something is true or not
- Try to see if one thing is better than another
- Try to work out how to tell someone else about what they are being taught.

The table below gives you some examples of questions that encourage participants to think carefully and thoughtfully about what they have been taught.

See next page for examples of well thought out questions.

Examples of well thought out questions
<p><b>What is another example of .....</b>?</p> <p><i>(What is another example of a good protein feed for chickens?)</i></p>
<p><b>How could ..... be used to ..... ?</b></p> <p><i>(How could chicken manure be used to help your vegetables?)</i></p>
<p><b>What could happen if.....?</b></p> <p><i>(What can happen if many roosters share the same shelter?)</i></p>
<p><b>What are the strengths and weaknesses of .....</b>?</p> <p><i>(What are the strengths and weaknesses of free-range chickens?)</i></p>
<p><b>What do you already know about .....</b>?</p> <p><i>(What do you already know about HIV/AIDS?)</i></p>
<p><b>Explain why ....., Explain how .....</b></p> <p><i>(Explain why it is important to have a fence around the chicken shelter)</i></p>
<p><b>What is the difference between .....</b>?</p> <p><i>(What is the difference between free-range chickens and broilers?)</i></p>
<p><b>How can you stop this problem .....</b>?</p> <p><i>(How can you stop hens eating their own eggs?)</i></p>
<p><b>Do you think that what has been said is right or wrong .....</b>?</p> <p><i>(Do you think that all women are made to help men?)</i></p>
<p><b>Why is it important.....?</b></p> <p><i>(Why is it important to separate chicks from the chicken flock?)</i></p>
<p><b>How does ..... affect.....?</b></p> <p><i>(How does HIV/AIDS affect the community?)</i></p>
<p><b>What do you think causes .....? Why .....</b>?</p> <p><i>(What do you think causes chicken to eat their own eggs? Why.....?)</i></p>

## Lesson 14: Integrated farming



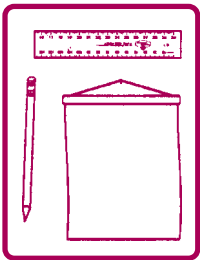
### Purpose

- To look at the garden system that was used by our grandparents
- To look at how our garden system works now
- To see if there is any way we can improve our garden system now
- To learn what integrated farming is?



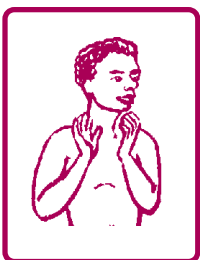
### Time

- 60 minutes



### Materials

- White or black board



### What to do

#### 1. What were gardens like in our grandparent's day?

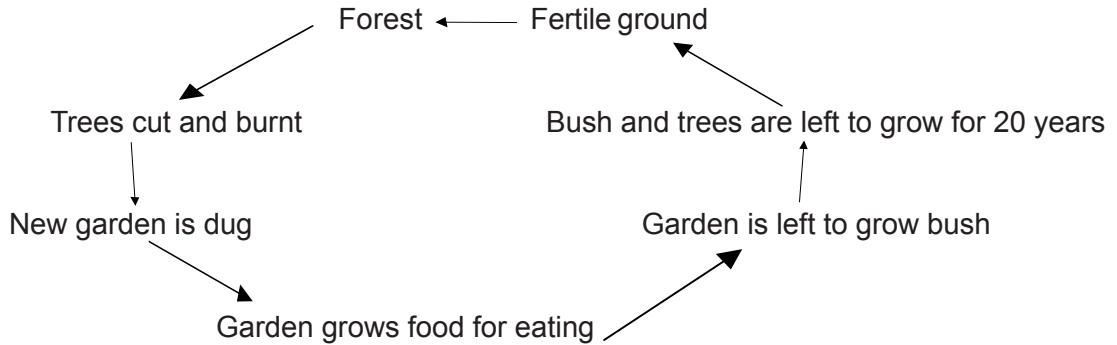
*Ask the participants the following question: What kind of gardens did our grandparents make? Let them tell stories about their grandparents. Write the answers from the participants on the white board and discuss. See if the stories they tell include the points mentioned below?*

In the days of our grandparents there was lots of ground and forest for everybody.

- Lots of fertile ground available
- There were not as many people in the village as today
- There were thick forests and trees in many places
- The ground grew good crops when the thick forests were cleared for gardens.
- There were lots of wild animals in the thick forest.
- It took a lot of hard work to cut down trees with the stone axes people had so they did not cut down much forest for gardens.

- There were no sawmills to buy the trees that were cut down for money.
- It was harder to start a bush fire as there were no matches. (Today many young people make lots of bush fires which burn bushes, young trees and forests)

**Garden system of the old days**

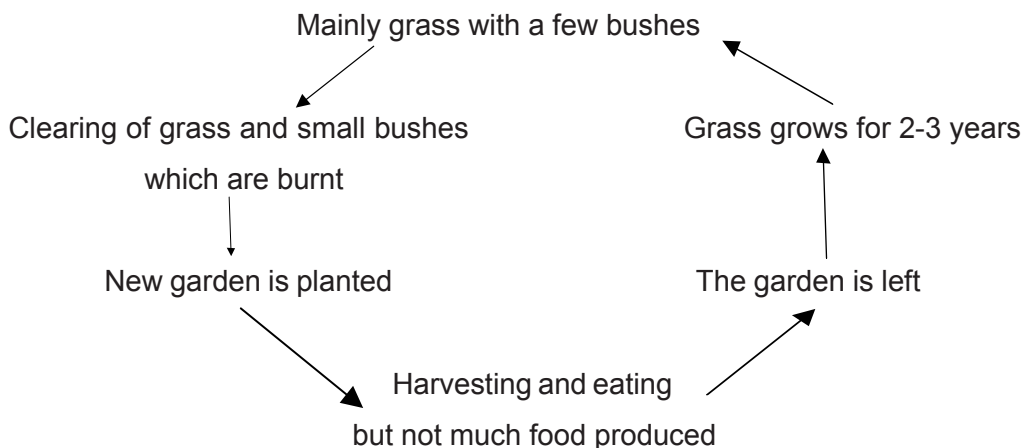


**2. What happens today in our gardening system?**

Ask the farmers what happens today to our gardens? Let them tell their stories. Write it on the white board. See if they mention some of the things below?

- There is less forest, bush and fertile ground
- There are many people living in PNG
- Some parts of the country with lots of people have few trees and forests left in them.
- New tools such as steel axes, chainsaws and sawmills make it easy to cut trees
- There are many places where there is only grass
- Gardens are used again after only a short or no break.
- The ground is less fertile and the crops produce little food.
- It is harder to find wood for fires and timber for building our houses

**Garden system today**



### 3. How can we improve our garden system?

There are a number of things that can be done to help gardens produce more food. These include: -

#### ➤ Don't burn grass and bushland

- When you burn your grass and bush land the little trees that are growing in the grass are killed. These trees are the forest of the future. These trees are needed so that there will be trees for your children to use to build houses and fences when they grow up.



*Fertile soil between yar (Casuarina) trees*

- When you burn grassland natural fertilizer is lost. It is best to make use grass and leaves that you collected from clearing the ground and then pile them in a heap or just cover them with soil when you dig the garden. The leaves will rot and form compost which is used as a natural fertilizer.

*Trees are planted at the same time as your garden*



#### ➤ Plant trees in your new garden at the same time you plant your sweet potatoes, cassava or vegetables

- Grow some Yar or other forestry seedlings in your backyard that you can plant in your garden.



- When you plant a new garden, plant some Yar or other tree seedlings in between your sweet potatoes, cassava, banana or vegetables. After two years when you move to another place to start a new garden your Yar seedling will have grown up. The yar trees will help to fertilize your old garden plot and prevent erosion and loss of the good soil.



*Yar trees seedlings in the backyard nursery*



*Yar planted with other crops in a garden*

➤ **Use animal manure**

Animal manure mixed with the soil will help you to grow strong and healthy vegetable seedlings in your nursery. Mix duck manure with good soil (1 spade of soil and 1 spade of duck manure). Animal manure can also be put straight onto your vegetable garden.

To use manure in your vegetable garden make a mixture the same as for the nursery (1 spade of soil and 1 spade of manure). Make a hole with the spade in the soil and fill it with the mixture. Plant your seed or seedling into the manure/ soil mixture.

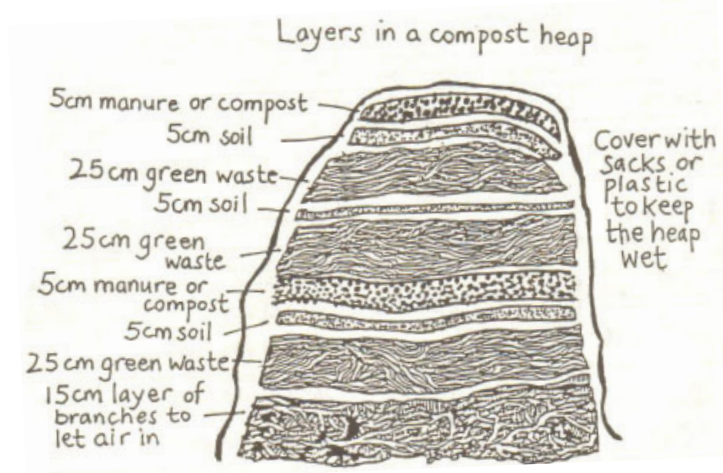


*This cabbage was purposely not given any animal manure to show the difference*

*This cabbage received rabbit manure*

➤ **Make compost**

Compost is made from all kinds of plant rubbish or waste. Once this plant waste has changed into rotted compost it is better for your garden than any fertilizer you can buy in a store.



Use the rotted compost in the same way you use animal manure as explained above.

Another way to use the plant waste is to dig a hole in the ground and fill it with all kind of plant material. Put a layer of soil on top and then plant some bananas or trees into the hole with the plant rubbish.

➤ **Use erosion control measures**

Erosion can be controlled by: -

☐ Using a Mulch

When you cover the soil with a thick layer of leaves, grass, tree branches, etc. this is called mulching. Mulching helps to:

- Reduce loss of water from the soil
- Reduce erosion (loss of fertile soil)
- Stop weeds from growing

☐ Planting Vetiver Grass Hedges

If you plant vetiver grass plants close together in a row/hedge in your garden they will stop the water from washing the good top soil away and help to stop landslides. The hedges should be planted across the slope. A vetiver grass hedge can be planted on the bank of a river to stop the water washing away the bank.

Vetiver grass hedges help to: -

- Stop the soil rolling down the hill when you dig a garden on a steep slope.
- Stop heavy rain from washing the soil from the garden into the river.
- Produce leaves for mulching your garden or kunai for your house.
- Make a fence to mark the boundary of a garden or house yard.



*Dried grass used to form a mulch*

**2. What does integrated farming mean?**

Integrated farming means growing a mixture of trees, food crops and animals on your farm where each part of the farm helps the other. For example, the animals produce animal manure which can be used to help your crops while the crops produce food for feeding your animals.

Teaching Notes

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## Education tip

### Getting quick results

Most adults do not have time to waste. They want to spend their time studying things that will help them now. They want to see results as soon as possible. Often when training courses do not produce quick results, it is hard to keep participants interested for the whole course. So make sure that each course and lesson you teach has some things that will give quick results which means that the participants can use what they are learning straight away.

In the lesson about integrated farming you can take a few Yar trees with you to the training site and plant them in the gardens you are working in. Or you can make a compost heap together. When you go back for the follow-up workshop or for an extension visit you will be able to reinforce your teaching by pointing out the Yar tree you planted or the compost that has been made in the compost heap. These are quick results.

## Lesson 15: Gender



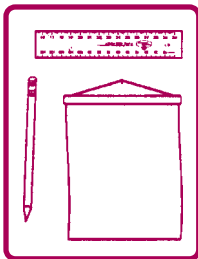
### Goal and Purpose

- To recognize the roles and responsibilities of men and women in the community
- To increase the respect for each other
- To value the contribution that men and women make to the community



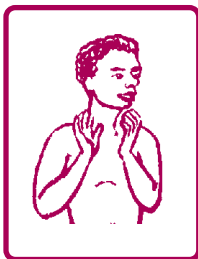
### Time

- 60 Minutes



### Materials

- White or black board



### What to do

#### 1. Role-play

Prepare a role-play with some of the participants: In the role-play a man verbally abuses a woman, and grabs her hand, pulling her through the place where the participants are gathered.

The man is not allowed to mention why he is doing it. He just needs to blame the woman.

Now ask the participants:

- What did you see?
- What happened to the woman?
- Why do you think the man was angry with the woman?

Now let the participants know why the man was angry: Because she did not feed the animals in the morning

Now ask the participants:

- Was it correct for the man to be angry with the woman?
- What other things could he have done?



**2. Make the following table on the black board or on the white board:**

Ask the participants to mention men's work, women's work and work that either person can do and fill in the table on the black board.

Men's work	Women's work	Shared work
<ul style="list-style-type: none"> <li>• Making a fence</li> <li>• . . . . .</li> </ul>	<ul style="list-style-type: none"> <li>• Breast feeding children</li> <li>• . . . . .</li> </ul>	<ul style="list-style-type: none"> <li>• Making a garden</li> <li>• . . . . .</li> </ul>

Discuss the three columns with the participants. What is the difference between the men's work and the women's work?

*Labeling something as 'women's work' usually implies that it is low status and low value and that a man would humiliate himself by doing it/sharing it. What is considered 'women's work' is judged as being of no real significance, importance or value and hardly worth talking about. It is 'nothing'! But it had better be done!*

How do we think of and look at "Women's work"?

- Women's work is usually given low status and low value
- Women's work is usually not seen, not counted and taken for granted
- Women's work is usually not noticed, as it does not need specific skills and knowledge.
- It is for some or all of these reasons that many girls are not going to school.

**3. Ask a participant with good reading skills to read the following story:**

**When women wake up, the whole world wakes up**

**A testimony by Robert Lafanama, provincial Literacy Officer, Chimbu Province, June 1994**

We all know how our mother works. I will tell you the story of what my mother does, and how I came to understand all the work she does. My story will help you to start looking and thinking of life in a way that you will also recognize and appreciate all the important things that the women in your family or in the community around you do. Women are everything! Yes women are everything! From the morning, starting from the very early morning time, my mother gets up to work, just like all women do... to make breakfast, prepare the children for school, to feed the man so that he can go out to do his daily work... after that time, when the family have gone out to school or work and she has cleaned up, she goes out into the garden to do her own work. My mother is not an educated woman. She is a village woman: a traditional woman. She doesn't know how to read and write. She doesn't know how to speak (Tok Pisin). She only knows her own language. I often say without thinking: "She doesn't know anything." However when it comes to the knowledge and skills needed to work in the garden, to grow food and make it ready for the family ... to do all of those things and much more, she is full of knowledge and skills. Everyday when we came back from work or school, everything is done and the food is always there, waiting for us. We have nothing to complain about. We can find no fault, because everything is there, ready for us. So, we can just stay quiet and eat what she has prepared. We are so used to being looked after in this way everyday that we forget about all the hard work and planning behind it. When we feel like sleeping, she doesn't sleep. She stays up making bilums. Even after I have been sleeping, or while I am enjoying my sleep and occasionally turning over in my bed, I catch a glimpse of her, and I realize that she is not sleeping. She's still sitting there making the bilum. While she is making that bilum, that's not the only thing she is doing. Often as I sleep I can hear the noise of plates and spoons. I used to think that maybe she was eating late at night, but I came to realize that was not so. It's just some of the housework that she does late at night. These are some of the things I used to think about and wonder about often, for many years, especially in the recent years. We all say that in the night everybody sleeps, but I used to see that every morning she would be up early again. While the rest of us are still sleeping and enjoying the sweetness of our sleep, she is already up again working, even if she went to bed late. My mother would always get up very early. Later she used to wake me too, because I would always hear the noise of her at work with the plates and pans. While this is going on most people in the house are still asleep. We are all still enjoying our sweet sleep, and we assume that everyone else is still sleeping. At the moment when my mother opens the door and goes outside, that's when I start to hear all of those animals come to life and begin making their noises for that day. When I was young I often used to wonder: Does my mother ever go to sleep? I used to ask my father and he would tell me... when my mother wakes up the world wakes up. For a long time I tried very hard to wake up early to find out this was true, but I found it impossible to wake up earlier than her. Later when I was older I managed and I saw that when she gets up, the first thing she would do is to open the door. Every time she opens the door, the dogs start barking and the pigs start squealing and the birds outside start to sing... all the animals get up and suddenly we start to feel that everything is coming alive. What my father told me seemed to be true! It is as though she is letting the first light of the day in and then telling the family: Here is the new day. Go ahead and enjoy it. It is always mother who does that not another member of the family. Even when there is little or no food available, she still seems to be able to cook to satisfy everyone. So when mother is in the house we feel happy and secure. We feel that the house is warm and comfortable, that everything is there and that our welfare will be looked after. We feel relaxed and secure that mama is looking after everything. Even if the house is cold in the night, she gets up and the house starts to warm up with her movement and activities. When it come to pigs... the mother will look after them. If the husband or the children try to look after them, the pigs will not like them or cooperate with them. They might want to bite them. When mama

comes to tend the pigs it's a different story. She does all the work of putting the pigs out together and bringing them back to the house every evening. The pigs see her and they smell her, and they make noises like children and they just sit there for her and cooperate. She gives them food and they take it. Mama is the only one who can do this, and that's very important. It looks like the animals also have a real relationship and close cooperation with mama. That's how I see things. And in the garden too, it's the same. Mothers do so much work there and they seem to have a special relationship with everything. It's like mothers have a relationship with the whole of nature. When mothers rise everything comes to life...she opens the door on life and all of the work for that day are started and ended by her.

I used to think that what my mother was doing was not important. When I became an adult and some years later after I had been working with some development organizations and training programs I started to see and understand what is really going on. I try to think back to all of this, or think about what is happening and then assess and analyze. From this I have started to realize that women are the backbone and foundation of everything.

#### 4. Questions to discuss the story with the participants

- Do you treat your wives in this way?
- How would you like your daughters to be treated by your son-in-laws?
- How could men improve their partnership with their wives?
- How could women improve their partnership with their men?

#### Teaching Notes

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## Education tip

### Role playing

When people are asked to act in front of the group as if they were doing something that may happen in their lives, this is called role-playing. The leader tells the actors who they are and what they are supposed to be showing. The actors then try to show how they would act if this was happening to them.

Role-playing gives learners a chance to try out new ideas, skills and attitudes that they have been told about in the lesson/ workshop. This method helps the actor and those watching to understand more about the ideas, actions and feelings that are part of the lesson and to remember what has been taught.

We think it is good to use role-playing in the gender lesson. Role-playing helps the watchers and the actors to understand more about the feelings and thoughts of another person. Sometimes it is good to stop a role-play half way through so that the whole group, actors and watchers, can think about and discuss what has happened and how the problem could be made better. Role-playing can be a way of getting people to talk in a way that could not have taken place if the role-play had not happened.



## Lesson 16: Repetition, Test and checking how the course went



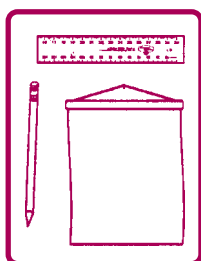
### Purpose

- To repeat what they have learned in the last 3 days and to test the knowledge gained by the participants.



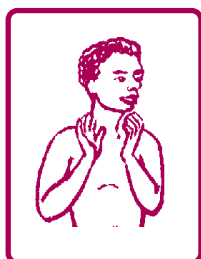
### Time

- 90 minutes



### Materials

- Repetition questions (see chapter 8, page 120)
- Multiple-choice test paper (see chapter 8, page 123)
- Evaluation form (see chapter 8, page 125)



### What to do

#### 1. Revision questions

Split the farmers into two groups. Each group selects a person to talk from their group. Ask the first group a question and give them a short time to talk between themselves and work out what they think the right answer is. The speaker then gives their answer. If the answer is right the group gets a point. If the answer is wrong, the second group gets the chance to answer the question and if their answer is right they receive the point instead. Then the second group gets a question and the same rules for answering are followed. At the end of the competition the group with most points is the winner. (See examples of questions in chapter 8, page 120)

#### 2. Test

Use the test in chapter 8, page 123 where a question is asked and a list of answers are given, only one of which is correct. The participants have to choose which answer is correct.

Explain how the participants should do the test and use the first question as an example to make sure they understand how to answer the questions.

Always ask the participants if they can read. If there are any participants who cannot read well enough take them aside and do the test with them by asking them the questions and getting them to tell you their answer.

Collect all the test papers and mark them. Hand the test paper with the mark back to the participants and go through the test paper with them, giving them the right answers. This is another way of repeating the information they have already heard in the lessons.

**3. Checking how everyone thought the course went**

This is when the course leaders and participants can look back on what they have done in the training course part 1 & 2 and find out how the participants felt about the course.

You can use the results from the check to help you improve your next training course. It is also a way for the participants to express their ideas and feelings about what they have learnt. By thanking them for their feedback and contribution you show that you respect them.

Let them know that they do not need to put their name on the check paper and that you think that what they have to say about the course is important.

See an example of a checking/evaluation form that could be used under chapter 8.3

**Teaching Notes**

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# Education tip

## Praise

For praise to be useful it is better to praise well rather than very often. Here are some ideas for using praise in lessons:

- When you praise you must mean it because you think what you are praising is really good. It should be given when the activity you are praising happens rather than later. The way you praise people should not always be the same. Praising because you really think what has been done is good is the most important thing. (Example: If someone has worked very hard at making the chicken shelter you could say “You have been very good in helping to build the chicken shelter”).
- Praise is best when it is based on one event rather than being general. (Example: You answered the test very well. Most of you had only one or two mistakes.)
- Praise is very good when it praises something that someone has done because of his or her work, knowledge or skill. (Example: The way you have made the nest box is very good. It is the right size, it is strong and you have made it completely out of bush materials.)

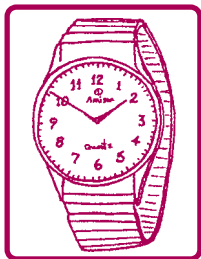


## Lesson 17: Hand out of certificates and course closing



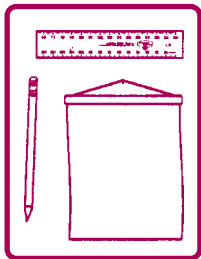
### Purpose

- To hand out the certificates
- Closing the training course



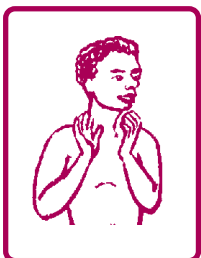
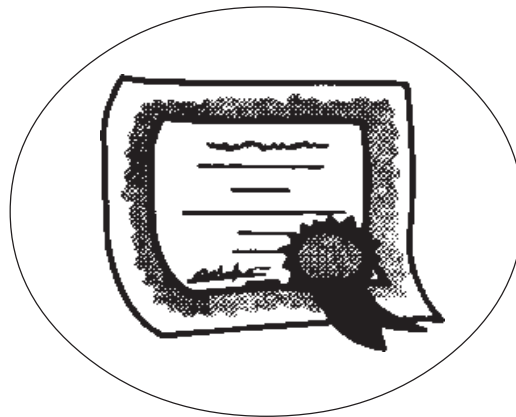
### Time

- 30 minutes



### Materials

- Certificates



### What to do

#### 1. Certificates

Hand out the certificates. (An example of a certificate can be found under chapter 8.3)

#### 2. Closing

Close the training course officially and let the participants know your feelings and that you are happy about what they have done.

Say again that the training course was only the start and that there is still a lot of hard work that the participants will have to do if they are to become successful free-range chicken farmers. Tell them that you think that they will be able to look after their new livestock well.

Tell them that you will come back to see how they have got on with looking after their chickens and that a follow-up workshop will be held about 6-12 months from now.

## Teaching Notes

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## Education tip

### Finishing the course well

Everything has a beginning and an end. If the end of a course is good the participants are more likely to remember and use what they have been taught and the participants are more likely to come to a similar course in the future. It will also help strengthen the group spirit between the participants and the instructors. The last benefit is important to us as we want to continue to work with the group in the future.

To finish the course well you could simply thank the participants for the way they worked during the course, or it could be a bigger event where certificates are given out in a small ceremony. Some ways to end the course well are as follow:

- Having a party. Everyone likes parties and participants can feel proud of what they have done as the others clap them for what they have done during the course.
- Telling participants they have done well. This can be a simple statement saying they have done well and you are happy with them or you can be more formal as you hand out certificates. The goal is to recognize anything the participants have done during the training course. The instructors or the participants or both can do this.