



Quality Diets for Better Health: Healthy Living Clubs Curriculum

**A Manual for Health Extension Workers and PIN Community
Facilitators (Toolkit)**

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Instructions for Using this Manual

This manual is written for PIN Community Facilitators and Health Extension Workers (HEWs) to aid them as they train Health Development Army volunteers (HDAs) to facilitate Healthy Living Clubs (HLCs).

PIN Community Facilitators and/or HEWs should convene HDAs monthly, 2-5 days before the HLC is scheduled to occur. Each training session should include the relevant information from the section HDA Training: Opening Monthly Training session and the appropriate HLC session.

Each HLC session is broken up into several parts as described below:

Session Goal: The main focus of the HLC session.

Who's in Attendance: Who should attend each HLC session.

Specific Objectives: Exact items that will be covered during the HLC session.

Materials Needed: What is needed for the HLC session. Be sure that HDAs know how to use all materials. **PIN Community Facilitators are responsible for bringing all the necessary items to the HLC.**

Session Catch Phrase: Each session will have a catch phrase to help participants remember the main message from the HLC. Emphasize this catch phrase to HDAs

Session Schedule: The general outline the HLC session will follow. You should go through the session schedule as close to how it will happen during the real HLC as possible. This should be a practice version of the HLC where HDAs are participants. This will help HDAs remember what happens in the sessions.

SESSION OPENING & GOALS RECAP (15 MINUTES): Instructions for opening the HLC session. At the end of each session participants choose a new behavior to practice until the next session. Session openings include a discussion of the goals they selected during the previous session. Participants break up into pairs/trios of families to discuss how their goal went.

ACTIVITY (30-50 MINUTES): The main part of the HLC will be an activity to engage participants and provide an opportunity to discuss and / or practice a new skill or behavior. When reviewing an HLC session at monthly HDA trainings, you should facilitate the activity and let HDAs take part as HLC participants.

GOAL SETTING (10 MINUTES): This is when families decide which new behavior they will try over the next month. Each session has 1-4 feeding goals for families to choose from. Families then take home a goal card where they circle which feeding goal they have chosen. The goal card helps remind them to practice the new behavior at home.

MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (10 MINUTES): At the end of each session, recap:

- Session catch phrase
- Overall HLC message (It takes a family to feed a child well)
- Communicate instructions for the next session (who should attend, what to bring, etc.)

Additional technical nutrition information for each HLC session can be found in **Appendix I: Technical Nutrition Information for HDAs by HLC Session.**

During training, give HDAs ample time to ask questions. If possible, you should follow up with HDAs by phone or in person 10-15 minutes before the HLC to ensure that they remember what the session is about, key messages, how to use all materials and anything else they need to review.

HDA Training—Opening Monthly Training Sessions

Below are guidelines for the monthly training sessions with HDAs. These are meant to be a guide for how to conduct these trainings and can be adjusted as you need. Make sure these points are covered, but you can change the order, add additional information, or present it in a different way than what is recommended to meet the needs of your HDAs.

The following information should be covered during your first meeting with HDAs:

- Overview of the Quality Diets Better Health Project.
 - Four-year project funded by the European Union and implemented by the International Potato Center, People in Need and Emory University.
 - Goals: Introduce orange fleshed sweetpotato and improve the diets and health of children under 2, women and families.
 - This will be accomplished through a variety of agriculture and nutrition activities including Healthy Living Clubs.
- Overview of Healthy Living Clubs (HLCs).
 - HLCs are groups of approximately 30 families, most with children under two years.
 - HLC members will attend eight education sessions focusing on nutrition and agriculture.
 - The main message of all HLCs is: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
 - Mothers and fathers are invited to all HLC sessions and grandmothers are invited to a few of the sessions.
 - Each HLC session should include an opening, activity, goal setting exercise and a conclusion. It should last between 60-90 minutes.
 - ***HDAs will use several materials to help them facilitate HLCs; they will be taught how to use these for each session. One of the first tools they will use is the healthy baby toolkit. Show HDAs how to use the toolkit and counseling card.***
- Roles and responsibilities of the HDA.
 - They are not teachers, but facilitators. Their goal isn't to tell people what to do.
 - HDAs will spend around 4 hours per month on HLCs
 - Monthly training (2 hours)
 - Preparation for HLC (setting up the space, materials, etc.) (15 min)
 - Facilitating the HLC (1.5 hours)
 - Post-session debrief with HEW/PIN staff and clean up (15 min)
 - HDAs are volunteers and will not be paid. Be very upfront about whatever incentives they will receive.
- Roles and Responsibilities of PIN Community Facilitators/HEWs
 - PIN Community Facilitators/HEWs are there to support the HDAs and will attend HLCs in a supportive role. They will take note of what's happening during the session and

provide feedback to the HDAs. They are not judging or ranking the HDAs, but trying to help them improve their skills.

- PIN Community Facilitators/HEWs are a resource for HDAs. They can answer more difficult nutrition or agriculture questions that HDAs have. Encourage HDAs to ask questions of you.
- Share phone numbers with one another if the HDA has a phone and is comfortable sharing their phone number.

The following information should be discussed during all meetings with HDAs. Do not lecture or tell these things to HDAs. Instead, ask them to draw on their past experience and facilitate a discussion about these topics.

- Ask about how the previous HLC went.
 - Which parts did participants seem to enjoy the most or least?
 - Which messages were confusing or difficult for participants to understand?
 - Were participants engaged? Did men and women and grandmothers talk?
 - Did you experience any problems with the demos, tools, etc.?
 - What part(s) do you think could be changed? Improved?
 - How did you feel facilitating the group?
- Tips for Teaching Adults—Adults learn best if:
 - They know why it is important for them to learn the new ideas.
 - They can see how the ideas they are learning are useful in their daily lives.
 - Learners are able to “learn-by-doing”
 - Learners feel that what they are learning is worthwhile and important.
 - Facilitators recognize that adults have a lot of experience from their own lives that will influence how they think and also can be beneficial in furthering learning points. Facilitators must also recognize that adults are responsible for their own decisions and treat them with respect.
- Tips for Effective Facilitation:
 - Don’t use facial expressions or comments that could make participants feel judged.
 - Sit/bend down to the same level as participants when talking.
 - Sit in a circle with participants.
 - Don’t be in a hurry when answering/asking questions.
 - Use responses and gestures that show you are interested in what participants have to say. (ex: “That was an interesting question” leaning in, eye contact as appropriate)
 - Praise and thank participants who make an effort
 - Ask open questions that cannot be answered with only a “yes” or “no” answer
 - Make suggestions not commands (Have you considered....? Could you....? What about trying...?)
 - Rephrase what participants say to show that you are listening and that you understand what they are saying.

- Review the information for next HLC session.
 - Review nutrition information and recommendations related to the HLC. See **Appendix I: Technical Nutrition Information for HDAs by HLC Session** for more guidance on what information to go over with HDAs.
 - Take participants through the session schedule like it was a real HLC. Giving the HDAs practice as “HLC participants” will help them be better facilitators.
 - Remind them of the materials they will need for the HLC
 - Brainstorm with HDAs on ideas to keep men engaged.

Curriculum Overview

#	HLC	Session Goal	Activities & Tools	Who Should Attend
1	Agriculture and HLC Introduction (Dec)	Introduce participants to the Healthy Living Club, begin developing positive group dynamics, and motivate continued participation.	<ul style="list-style-type: none"> Develop a group song 	<ul style="list-style-type: none"> Mothers Fathers
2	Maternal Nutrition for Exclusive Breastfeeding (Dec)	<p>Discuss the importance of maternal nutrition during lactation and its implications for baby and the family; address mothers' and grandmothers' concerns and perceived barriers of exclusive breastfeeding</p> <p><i>Toolkit bowls and counseling cards distributed</i></p>	<ul style="list-style-type: none"> Develop Group Song Audio Story Counseling Card 	<ul style="list-style-type: none"> Mothers Fathers Grandmothers
3	Complementary Feeding— Texture (Jan)	<p>Discuss the importance of feeding thick, enriched porridge for children 6-23 months.</p> <p><i>Toolkit spoons distributed to families with ≥5.0-month-old infants</i></p>	<ul style="list-style-type: none"> Diet Diversity Wheel (1 per family) Consistency Demonstration and Taste Testing Toolkit Spoons 	<ul style="list-style-type: none"> Mothers Fathers
4	Complementary Feeding—Frequency and Volume (Feb)	<p>Discuss the importance of meal frequency and volume for children 6-23 months.</p> <p><i>Toolkit spoons distributed to families with ≥5.0-month-old infants who have not yet received one.</i></p>	<ul style="list-style-type: none"> Audio Story Meal Frequency & Amount Supplemental Page (on back of Dietary Diversity Wheel) 	<ul style="list-style-type: none"> Mothers Fathers Grandmothers
5	Responsive Feeding and Feeding During Illness (March)	<p>Introduce parents to the idea of responsive feeding, provide them with responsive feeding strategies and discuss appropriate feeding of children during and after illness.</p> <p><i>Toolkit spoons distributed to families with ≥5.0-month-old infants who have not yet received one.</i></p>	<ul style="list-style-type: none"> Audio Story Responsive Feeding Practice 	<ul style="list-style-type: none"> Mothers Fathers Grandmothers
6	Vitamin A and Orange fleshed sweetpotatoes for the Family (April)	Identify the benefits of vitamin A and introduce participants to ways to prepare and the taste of orange fleshed sweet potato	<ul style="list-style-type: none"> Diet Diversity Wheel 	<ul style="list-style-type: none"> Mothers Fathers

		<i>Toolkit spoons distributed to families with ≥ 5.0-month-old infants who have not yet received one.</i>	<ul style="list-style-type: none"> Cooking Demonstration with Orange Fleshed Sweetpotatoes and Leaves 	
7	Orange Fleshed Sweetpotato Recipes for Complementary Feeding & Dietary Diversity (May)	Reinforce vitamin A messages, with a particular emphasis on children and dietary diversity <i>Toolkit spoons distributed to families with ≥ 5.0-month-old infants who have not yet received one.</i>	<ul style="list-style-type: none"> Dietary Diversity Wheel Cooking Demonstration with Orange Fleshed Sweetpotatoes and Leaves 	<ul style="list-style-type: none"> Mothers Fathers Grandmothers (if desired)
8	Complementary Feeding as Children Age and Maternal Nutrition (June)	Describe complementary feeding practices for older children and maternal nutrition during pregnancy <i>Toolkit spoons distributed to families with ≥ 5.0-month-old infants who have not yet received one.</i>	<ul style="list-style-type: none"> Audio Story Meal Frequency & Amount Supplemental Page (on back of Dietary Diversity Wheel) 	<ul style="list-style-type: none"> Mothers Fathers
9	Graduation	Congratulate families on completing the HLC and encourage parents to continue practicing new behaviors as children age, new children are born.	<ul style="list-style-type: none"> Graduation Ceremony 	<ul style="list-style-type: none"> Mothers Fathers Grandmothers (if desired) Other Community Leaders (HDAs, HEWs, Kebele Officials, Ministry of Health Staff)

Session 2: Maternal Nutrition for Exclusive Breastfeeding

Session Goal:

Discuss the importance of maternal nutrition during lactation and its implications for baby and the family

Who's in Attendance:

Mothers, Fathers, Grandmothers

Specific Objectives:

By the end of the session, participants will:

1. Be able to explain why mothers need extra/special food while lactating
2. Know one action specific to their family role (mother, father, grandmother) that they can do to support exclusive breastfeeding for their child.

Materials Needed:

- Audio Story File
- Mp3 player or HDA phone
- Extra batteries/speakers as needed
- Session 2 Goal Cards & Marker
- Session 2 Quality Standard Checklist
- Feeding bowls (30, one per family) and counseling cards (30, one per family)

Session Catch Phrase:

Mothers' milk is baby's food, water and medicine. It is all a baby needs up to 6 months.

Session Schedule

SESSION OPENING (35 MINUTES)

1. Welcome participants. Have participants to sit in a big circle so that everyone can see each other. The HDA should be a part of that circle as well.
2. Ask husbands to introduce their wives and children. Ask wives (or husbands if wives are uncomfortable speaking) to tell the group one new thing their child can do or one thing their child really likes.
3. Explain the purpose of the Healthy Living Clubs: for mothers, fathers, and grandmothers to come together to learn about child nutrition, practice new skills, ask questions and set goals for the family.
 - a. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.

4. Explain the HDA role. Introduce the PIN Community Facilitator/HEW.
5. Set group ground rules. Give participants the chance to come up with their own rules / group guidelines. Rules should include at a minimum:
 - a. Be respectful of all participants and their ideas. Try not to talk when others are talking.
 - b. There are no dumb or silly questions. Everyone is here to learn and we should support one another in that task.
6. **Group Song (15 minutes):** Create a group song about: child feeding, agriculture, orange sweet potatoes and the roles each family member plays in child feeding to sing at the start of every HLC.
 - a. Create a fun environment and encourage all participants to actively shout out ideas.
 - b. Record the song so you can remember it for future sessions. Play it back to the participants so they can hear it and enjoy it.
7. Introduce the session topic: families' roles in exclusive breastfeeding.

ACTIVITY: AUDIO STORY (35 MINUTES)

1. Introduce and play the audio story.
2. Mothers, fathers and grandmothers split up into small groups each of fathers only, mothers only, and grandmothers only.
3. Groups discuss the following questions:
 - a. What should the characters do next? Why?
 - b. What do they agree with?
 - c. What did they find strange?
 - d. What questions do they have?
 - e. How are the characters and the actions they take different or similar to their own experience?
4. Move between groups and listen to what people are saying.
5. As one group, ask participants to summarize the story and their discussion. Make sure the following points are discussed:
 - a. Mothers need extra food while breastfeeding so they have the strength and energy to exclusively breastfeed their children.
 - b. Children should be given only breastmilk for six months. It is their food, water and medicine for the first six months.
 - c. A mother cares for a child with her breastmilk, but every family member plays a role in helping mothers to exclusively breastfeed.
6. Discuss: What is the role of a father/mother/grandmother in ensuring a mother is able to give only breastmilk for the first 6 months?
 - a. If no women will volunteer, share yourself what you heard them discussing.
 - b. Examples: (from A& T Small Doable Actions)
 - i. **Mothers:** Try to eat two extra meals or snacks every day. Share the benefits of exclusive breastfeeding with family members that believe infants need more than breastmilk
 - ii. **Fathers:** Bring home extra food for his wife, talk with family members about committing to breastmilk only for the baby's first 6 months, help his wife with child care and household chores so she can take time to breastfeed babies

- iii. **Grandmothers:** Help with child care and chores so the mother can take time to breastfeed; refrain from giving water or other liquids or foods to babies under 6 months; talk with family members, about committing to breast milk only for the baby's first 6 months.
- 7. Introduce the bowl as a tool to help mothers remember to eat the extra food they need to have the energy to exclusively breastfeed. Use the counseling card to help explain the bowl.
 - a. Emphasize that the bowl is for mothers to take two additional meals each day (those in addition to the meals she usually takes when not breastfeeding).
 - b. Explain the symbols and that once the baby reaches 6 months, then the family can use the bowl to feed the baby.
- 8. Give each family one bowl and one counseling card and review how to use bowl / card.

GOAL SETTING (10 MINUTES)

- 9. Explain goal setting. Each family should pick one feeding goal **in addition to using the toolkit** that will be their goal for the following month. They may try more than one, but they should pick one in particular to attempt.
- 10. Have families discuss and pick one goal to practice for the next month. **All families should use the toolkit and then select an additional goal.**
 - a. **Mothers try to eat two extra meals every day using the bowl as a guide.**
 - b. Mothers share the benefits of exclusive breastfeeding with a family member who is uncertain of her decision to exclusively breastfeed.
 - c. Father brings home extra food for his wife 3 times over the next month.
 - d. Fathers or Grandmothers help out with one family chore to give the mother more time to breastfeed.
- 11. Give each family a goal card. Have them circle the goal they want to practice for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back at the next session.

MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (10 MINUTES)

- 12. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase.
- 13. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
- 14. Tell them when the next session is and that it is for mothers and fathers. There will be a taste demonstration for children so they should bring **the toolkit** bowl provided during this session and a spoon for children to eat from. Thank participants for coming.

Session 3: Complementary Feeding—Texture

Session Goal:

Discuss the importance of feeding thick, enriched porridge for children 6-23 months.

Who's in Attendance:

Mothers, Fathers

Specific Objectives:

By the end of the session, participants will:

1. Be able to explain the need to feed children thick porridges because of their small stomachs.
2. Know what an enriched porridge is and be able to prepare an enriched porridge with thick texture for their children.
3. Identify one action mothers and one action fathers can take to support feeding children thick, enriched porridge.

Materials Needed:

- Diet Diversity Wheels, one for each family
- 3 bags of premeasured flour with pictorial instructions for how much water to add to each to make a thin, medium, and thick porridge.
 - Enough thick porridge needs to be prepared so that all participants can try it if desired.
- 2 feeding bowls + 1 large bowl (for preparing thick porridge)
- 3 feeding spoons
- 1 coffee cup or other standardized measuring cup
- 4L of Clean/Bottled Drinking Water + Water for Handwashing
- Soap
- Mixing Utensil
- Supplies to heat water with (pot, pot stand, firewood, fire starter...)
 - **Begin heating water before the session begins.**
- 4-5 locally available ingredients to enrich porridge with (examples include avocado, orange fleshed sweetpotatoes pulses, dark green leaves, milk)
- Waste container and materials for cleaning up afterwards.
- Session 3 Goal Cards & Marker
- Session 3 Quality Standard Checklist
- **10 Feeding bowls (Extra in case participants don't bring theirs.)**
 - ****These bowls are not for participants. Be sure they are returned.**
- **32 Toolkit Spoons to distribute to participants whose children are >5.0 months**

Session Catch Phrase:

Thick and enriched porridge for enriched children. To enrich your children, feed them thick, enriched porridge beginning at 6 months!

Session Schedule

BEFORE SESSION STARTS: Begin heating water for texture demonstration.

SESSION OPENING & GOALS RECAP (15 MINUTES)

1. Welcome participants and tell them the session will be about the texture of food and enriching porridge. [Add catchphrase]
2. Sing group song. Play recorded song if necessary.
3. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
4. Have families split up into pairs or trios and discuss how their previous feeding goal went.
5. Bring group together and ask for 1-3 families to share how their feeding goal went.
 - a. If no one will talk emphasize that no one is perfect and that it was probably difficult to accomplish the goal. Share your own story about your goal and emphasize what was difficult for you. Ask again if anyone would like to share.
 - b. When families share, be sure to complement something they did well.

ACTIVITY: DEMONSTRATION AND PRACTICE (50 MINUTES)

6. Explain that a child's stomach is small and will fill up quickly. Because a child's body and mind are growing very rapidly, it is important that they have enough of the right foods.
 - a. If you go to the market and fill up a bag with [useless item] your bag will be full, but you won't have what you need. You can't get what you need because your bag is full and you won't be able to carry it. When you feed your children food that runs/pours/looks like water (thin foods) you are filling their stomach up with [useless item] and their body won't have what it needs. A child's stomach is very small and gets full quickly. You should make sure that what goes in their stomach includes the nutrients that they need.
7. **Consistency Demonstration**
 - a. Ask participants what foods they normally put in porridge for children.
 - b. Mix together the 3 containers of premeasured flour with the specified amount of water. (thin, medium, and thick)
 - c. Use the **slotted** spoon to show how the porridges are different. Use the shopping bag metaphor to explain that the thin porridge will fill up an infant's stomach with [useless item], not the energy and vitamins they need. The middle porridge is better, but still has a lot of [useless item] and won't provide all the energy/vitamins the infant needs.
 - d. Pass each porridge around and have participants look at the different consistencies. Ask participants not to eat the porridge or feed it to their children yet.
8. Pass out the dietary diversity wheel, 1 per family. Explain that different foods provide different benefits for children's bodies so it is important they eat different kinds of food. Ask if anyone knows what kinds of benefits certain foods provide. Explain what each group is for.
9. Explain that enriching porridge means: Adding one special ingredient that is good for their bodies and mind. Brainstorm potential enriching foods.
 - a. Examples include: lentils, beans, banana, gomen, meat/powdered meat, eggs, milk, boiled orange fleshed sweetpotato or avocado.

10. Demonstrate proper handwashing practices. Encourage all participants to wash their hands with soap before preparing food and feeding children.
11. Ask participant with children >6 months if they would be willing to try the thick porridge; ask families with those less than 6 months if the adults want to try the porridge.
12. Have all families wash their hands with soap and water.
13. **Distribute spoons. Have participants use the toolkit bowl and spoon to try the food**
14. Pass out porridge to those who are willing to try it. Have each family choose 1-2 available enriching ingredient to add to their porridge.
 - a. Encourage families that their children will be able to handle the thicker porridge. Remind families that children need to practice how to eat, just like they have to practice learning how to walk.
 - b. Encourage participants to talk to their child while they are feeding their children.
 - c. Encourage fathers to feed children as well.
 - d. Walk around and help any participants that are having trouble.
15. Split participants into small groups of mothers only and fathers only. Have each group discuss different actions they could take to ensure that children are fed thick, enriched porridge. Give participants 10 minutes for discussion.
16. Have the group come back together. Ask one member from each group to share what they discussed. Allow for 10 minutes of discussion.
 - a. If no women volunteer to talk, summarize what you heard them discuss.

GOAL SETTING (10 MINUTES)

15. Explain each feeding goal and have families discuss and pick one goal to practice for the next month. **All families should use the toolkit and then select an additional goal.**
 - a. **Use the spoon to test consistency of the child's meal at least once a day.**
 - b. Mothers with children < 6 months, give only breastmilk every day and night.
 - c. Mothers enrich their child's porridge with a special food 5 times per week.
 - d. Mothers feed thick porridge that doesn't drip off a spoon to their children each time it is served.
 - e. Fathers bring home a special food item for his wife to use in their child's food once per week.
17. Give each family a goal card and have them circle the behavior they have chosen as their goal for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back at the next session.

MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (15 MINUTES)

18. Ask participants to recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase.
19. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
20. Tell participants when the next session is. Invite mothers, fathers and grandmothers. **Remind them to bring their toolkit bowls, spoons and counseling cards.** Thank participants for coming.

Session 4: Complementary Feeding—Frequency and Volume

Session Goal:

Discuss the importance of meal frequency and volume for children 6-23 months.

Who's in Attendance:

Mothers, Fathers, Grandmothers

Specific Objectives:

By the end of the session participants will:

1. Know how often children 6-12 months should be fed.
2. Know the amount children 6-12 months should be fed at each meal.
3. Commit to trying one new action to improve meal frequency/volume for their child.

Materials Needed:

- Audio Story File
- Mp3 player
- Batteries/Speakers if Necessary
- Meal Frequency & Amount Supplemental Page (On back of Dietary Diversity Wheel) (NON TOOLKIT ONLY)
- Session 4 Goal Cards & Marker
- Session 4 Quality Standard Checklist
- ***Toolkit Spoons: Distribute to families with children 5-6 months who have not yet received one. Do not give to families that have already received one.***

Session Catch Phrase: Three meals a day: one for growth, one for strength and one for intelligence

Session Schedule

SESSION OPENING & GOALS RECAP (15 MINUTES)

1. Welcome participants and tell them the session will be about how much and when to feed children.
2. Sing group song. Play recorded song if necessary.
3. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
4. Have families split up into pairs or trios and discuss how their previous feeding goal went.
5. Bring group together and ask for 1-3 families to share how their previous feeding goal went.
 - a. If no one will talk emphasize that no one is perfect and that it was probably difficult to accomplish their goal. Share your own story about your goal and emphasize what was difficult for you. Ask again if anyone would like to share.
 - b. When families share, be sure to complement something they did well.

ACTIVITY: AUDIO STORY (35 MINUTES)

6. Play the audio story.
7. Mothers, fathers and grandmothers split up into small groups each of fathers only, mothers only, and grandmothers only.
8. Groups discuss the following questions:
 - a. What should the characters do next? Why?
 - b. What do they agree with?
 - c. What did they find strange?
 - d. What questions do they have?
 - e. How are the characters and the actions they take different or similar to their own experience?
9. Move between groups and listen to what people are saying.
10. As one group, ask participants to summarize the story and their discussion. Make sure the following
 - a. Children should be fed frequently because their stomachs are small and they cannot hold that much food at once.
 - b. As their stomachs grow, the amount of food they are fed at each meal should increase.
 - c. Infants even as young as 6 months can eat pureed, mashed and soft foods from the family pot.
11. Explain the Meal Frequency & Amount Supplemental Page (on the back of the dietary diversity wheel) (NON TOOLKIT)
12. Use the counseling card and bowl to explain meal frequency and amount recommendations.

GOAL SETTING (10 MINUTES)

13. Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
 - a. Fathers – bring home special foods for moms and / or babies > 6 months at least once per week
 - b. Feed child 6-12 months of age 3 meals a day, every day.
 - c. Give child a snack, such as boiled orange fleshed sweetpotato, every morning or afternoon.
 - d. Slowly increase the amount of food served to a child 6-12 months at each meal so that children are eating the right amount.
 - e. Give only breastmilk until child is 6 months of age
14. Give each family a goal card and have them circle the behavior they have chosen as their goal for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back at the next session.

MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION

15. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase.

16. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
17. Tell them when the next session is and that it is for mothers, fathers and grandmothers. They should bring *toolkit bowls/spoons* to feed their children with during the next session. Thank participants for coming.

Session 5: Responsive Feeding and Feeding During Illness

Session Goal:

Introduce parents to the idea of responsive feeding, provide them with responsive feeding strategies and discuss appropriate feeding of children during and after illness.

Who's in Attendance:

Mothers, Fathers, Grandmothers

Specific Objectives:

By the end of the session, participants will

1. Know three strategies for responsive feeding.
2. Practice one of the three responsive feeding strategies.
3. Know how to feed children during and after illness.
4. Commit to practicing one of the responsive feeding strategies over the next month.

Materials Needed:

- Audio Story File
- Mp3 player
- Batteries/Speakers if Necessary
- Premeasured flour with pictorial instructions for how much water to add to make a thick porridge.
- 1large bowl (for preparing thick porridge)
- 1 coffee cup or other standardized measuring cup
- 4L of Clean/Bottled Drinking Water + Water for Hand Washing
- Soap
- Mixing Utensil
- Supplies to heat water with (pot, pot stand, firewood, fire starter...)
- 4-5 locally available ingredients to enrich porridge with (examples include avocado, orange fleshed sweetpotatoes pulses, dark green leaves, milk)
- Waste container and materials for cleaning up afterwards.
- **10 Feeding bowls and spoons (Extra in case participants don't bring theirs.)**
 - ****These bowls are not for participants. Be sure they are returned.**
- **32 Toolkit Spoons to distribute to participants whose children are >5.0 months**
- Session 5 Goal Cards & Marker
- Session 5 Quality Standard Checklist
- ***Toolkit Spoons: Distribute to families with children 5-6 months who have not yet received one. Do not give to families that have already received one.***

Session Catch Phrase:

Feeding times are times of learning and love

Session Schedule

BEFORE SESSION STARTS: Begin heating water for feeding demonstration.

SESSION OPENING & GOALS RECAP (15 MINUTES)

1. Welcome participants and tell them that the session will be about encouraging children to eat and feeding while a child is sick.
2. Sing group song. Play recorded song if necessary.
3. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
4. Have families split up into pairs or trios and discuss how their previous feeding goal went.
5. Bring group together and ask for 1-3 families to share how their feeding goal went.
 - a. If no one will talk emphasize that no one is perfect and that it was probably difficult to complete the goal. Share your own story about your goal and emphasize what was difficult for you. Ask again if anyone would like to share.
 - b. When families share, be sure to complement something they did well.

ACTIVITY: AUDIO STORY (35 MINUTES)

6. Play the audio story.
7. Mothers, fathers and grandmothers split up into small groups each of fathers only, mothers only, and grandmothers only.
8. Groups discuss the following questions:
 - a. What should the characters do next? Why?
 - b. What do they agree with?
 - c. What did they find strange?
 - d. What questions do they have?
 - e. How are the characters and the actions they take different or similar to their own experience?
9. Move between groups and listen to what people are saying.
10. As one group, ask participants to summarize the story and their discussion. Make sure the following points are discussed:
 - a. It is important to breastfeed more and/or giving more food/liquids (for children >6 months) while children are sick and following sickness to help fight the illness, reduce weight loss and recover quickly.
 - b. Give foods that are easy to eat, such as thick porridge. Prepare foods in a way that will encourage children to eat.
 - c. Take the baby to the nearest health facility for treatment if he/she is seriously sick, has sores in the mouth, or if the sickness gets worse.

ACTIVITY: DEMONSTRATION AND PRACTICE (25 MINUTES)

11. Ask participants what they do to encourage children to eat? Explain:
 - a. Feeding times are times of learning and love.

- b. Learning to eat takes practice, just like learning to walk or do other things. Children aren't going to be good at eating at first. They need their family's love and patience to help them learn this skill.
 - c. Feeding time is a great time for fathers, grandmothers and grandfathers to bond with the baby
- 12. Explain the concept of responsive feeding and the following strategies for encouraging children to eat:
 - a. Talking or playing with children and maintaining eye-to-eye contact during feeding are some ways to encourage them to eat more.
 - b. Children are easily distracted and can easily be distracted from feeding. Feed children away from distracting objects, noises, or situations.
- 13. Demonstrate proper handwashing practices and encourage families to wash their hands before feeding children.
- 14. Distribute a small portion of prepared porridge to each family member. Have them practice feeding their child using responsive feeding strategies. Each family member should feed a little of the food to the child. Allow 15 minutes for families to practice these skills.
- 15. Bring the group back together to discuss.
 - a. What strategies did they try? Did it seem to help?
 - b. What was challenging? If participants had difficulty, assure them that it might just take time and practice to get more comfortable with feeding.

GOAL SETTING (10 MINUTES)

- 16. Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
 - a. Minimize distractions during feeding every day. Feed in a quiet place, away from large groups of people or where a lot of activities are taking place.
 - b. Make eye contact with the child while feeding at every meal.
 - c. Talk or play with children while feeding at every meal.
- 17. Give each family a goal card and have them circle the behavior they have chosen as their goal for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back at the next session.

MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (10 MINUTES)

- 18. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase.
- 19. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
- 20. Tell them when the next session is and that it is for mothers and fathers. Thank participants for coming.

Session 6: Vitamin A and Orange Fleshed Sweetpotatoes for the Family

Session Goal:

Identify the benefits of eating a variety of foods, especially vitamin A rich foods and orange fleshed sweetpotato. To provide participants the opportunity to prepare and taste vitamin A rich orange fleshed sweetpotato and sweetpotato leaves

Who's in Attendance:

Mothers, Fathers

Specific Objectives:

By the end of the session participants will:

1. Be able to describe the six food groups and how each benefit the body.
2. Be able to name three benefits vitamin A.
3. Be able to identify three foods that have vitamin A.
4. Be able to prepare one dish with orange fleshed sweetpotatoes and one with sweetpotato leaves

Materials Needed:

- 4 Cups
- 4 Mixing Spoons
- 4 Large Bowls
- 4 Small Bowls
- 4 Cooking Pots
- 8 Knives
- 4 Mixing Utensils
- 4 Large Plates
- 8L Clean/Bottled Drinking Water + Water for Hand Washing
- Soap
- Supplies for Cooking (wood, pot stand, fire starter)
- Waste container and materials for cleaning up afterwards.
- Session 6 Goal Cards & Marker
- Session 6 Quality Standard Checklist
- ***Toolkit Spoons: Distribute to families with children 5-6 months who have not yet received one. Do not give to families that have already received one.***
- Ingredients: 2-5 Items from each group listed below that are locally available and inexpensive. Foods that are bold must be included.

Vitamin A Rich Foods	Foods from Animals	Beans/Pulses
<ul style="list-style-type: none"> • Orange Fleshed Sweetpotato • Orange Fleshed Sweetpotato Leaves 	<ul style="list-style-type: none"> • Milk • Egg • Powdered Meat (Kwanta) 	<ul style="list-style-type: none"> • Lentils • Chickpeas • Haricot Beans • Barley • Black Eyed Peas • Peanuts
Fruits & Vegetables	Foods Like Oil/Butter	Foods Like Enset/Enjera
<ul style="list-style-type: none"> • Avocado • Banana • Kale • Cabbage • Tomatoes • Onion • Lemon 	<ul style="list-style-type: none"> • Oil • Butter 	<ul style="list-style-type: none"> • Flour • Wheat Grains • Iodized Salt

Session Catch Phrase:

Four different foods a day! Vitamin A for the eyes and skin. Orange keeps the sickness away. An orange food a day.

Session Schedule

BEFORE SESSION STARTS: Begin boiling orange fleshed sweetpotatoes.

SESSION OPENING & GOALS RECAP (15 MINUTES)

1. Welcome participants and tell them that the session will be about vitamin A and orange fleshed sweet potato.
2. Sing group song. Play recorded song if necessary.
3. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
4. Have families split up into pairs or trios and discuss how their previous feeding goal went.
5. Bring group together and ask for 1-3 families to share how their feeding goal went.
 - a. If no one will talk emphasize that no one is perfect and that it was probably difficult to accomplish the goal. Share your own story about your goal and emphasize what was difficult for you. Ask again if anyone would like to share.
 - b. When families share, be sure to complement something they did well.

ACTIVITY: DEMONSTRATION (60 MINUTES)

1. Review the dietary diversity wheel and the benefits each food group provides for the body.
2. Ask if anyone has ever heard of vitamin A. If so, what have they heard? Explain:

- a. Vitamin A is the same vitamin that children are given at health posts twice a year. The supplement is in a capsule and squeezed into the child's mouth.
 - b. Vitamin A is important for our bodies. It helps make our skin beautiful, builds blood, keeps our eyes strong, and prevents us from becoming sick.
 - c. The orange in orange fleshed sweetpotatoes come from vitamin A.
3. Discuss: *What other orange foods can you think about that might have vitamin A?*
 - a. Examples: Mangoes, carrots, pumpkin
 - b. If oranges come up: Make the point that funnily enough, oranges don't have vitamin A. They are sour like lemons and have other important vitamins, but not vitamin A
4. Women split up into four groups. Encourage men to participate or hold the children while the women cook.
5. Demonstrate proper handwashing practices. Encourage all participants to wash their hands with soap at home before preparing and eating food.
6. Pass around boiled orange fleshed sweetpotatoes. Ask participants to taste them and feed to their children.
7. Have the groups discuss:
 - a. Do they like them?
 - b. How are they different/similar from white fleshed sweetpotatoes?
 - i. Orange fleshed sweetpotatoes have vitamin A, white sweetpotatoes do not.
8. Using the supplies provided, ask participants to create a dish they might serve to their family using the orange fleshed sweetpotatoes. Allow 20-30 minutes for them to cook.
 - a. Two groups cook with orange fleshed sweetpotato leaves in addition to orange fleshed sweetpotatoes. The other two groups will cook only with orange sweet potatoes.
 - b. Encourage questions and make it a fun environment.
 - c. Have each group come up with a name for their dish.
9. Each group presents their dish and shares the name of their dish. Explain what is in it and how they prepared it. Encourage everyone to try the dishes.
 - a. If no women want to present for their group, have one man join the group and present for them.
10. Ask participants what they think.
 - a. What did they like most/least?
 - b. Is this a dish they could make at home?
 - c. What are substitutes for some of the ingredients if they aren't available?
 - d. Would they consider making it?

GOAL SETTING (10 MINUTES)

11. Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
 - a. All family members eat four different food groups a day for at least four days each week (excludes babies < 6 mo).
 - b. All family members eat orange fleshed sweetpotatoes or other vitamin A-rich food on at least four days each week (excludes babies < 6 mo).
 - c. Mothers share with two people (one family member, one neighbor) about how to prepare a recipe with orange fleshed sweetpotato or sweet potato leaves

- d. Fathers talk to 2 neighbors / fellow farmers about why they should grow OFSP or other vitamin A rich fruits and vegetables in their gardens / farms
- 12. Give each family a goal card and have them circle the behavior they have chosen as their goal for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back at the next session.

MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (10 MINUTES)

- 13. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase.
- 14. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
- 15. Tell them when the next session is and that it is for mothers, fathers and grandmothers if they wish to come. ***Participants should bring their toolkit bowl and spoon to the next session*** Thank participants for coming.

Session 7: Orange Fleshed Sweetpotato Recipes for Complementary Feeding and Dietary Diversity

Session Goal:

Reinforce vitamin A messages, with a particular emphasis on children and dietary diversity

Who's in Attendance:

Mothers, Fathers Grandmothers (if desired)

Specific Objectives:

By the end of the session participants will:

1. Be able to name three benefits vitamin A, specifically for children.
2. Identify one feasible strategy to improve their child's diet diversity
3. Be able to describe the six food groups and how each benefit the body
4. Have prepared one dish with orange fleshed sweetpotatoes and one with sweetpotato leaves

Materials Needed:

- 4 Cups
- 4 Mixing Spoons
- 4 Large Bowls
- 4 Small Bowls
- 4 Cooking Pots
- 8 Knives
- 4 Mixing Utensils
- 4 Large Plates
- 8L Clean/Bottled Drinking Water + Water for Hand Washing
- Soap
- Supplies for Cooking (wood, pot stand, fire starter)
- Waste container and materials for cleaning up afterwards.
- Session 6 Goal Cards & Marker
- Session 6 Quality Standard Checklist
- **Toolkit Spoons: Distribute to families with children 5-6 months who have not yet received one. Do not give to families that have already received one.**
- Ingredients: 2-5 Items from each group listed below that are locally available and Inexpensive. Foods that are bold must be included.

Vitamin A Rich Foods	Foods from Animals	Beans/Pulses
<ul style="list-style-type: none">• Orange Fleshed Sweetpotato• Orange Fleshed Sweetpotato Leaves	<ul style="list-style-type: none">• Milk• Egg• Powdered Meat (Kwanta)	<ul style="list-style-type: none">• Lentils• Chickpeas• Haricot Beans• Barley• Black Eyed Peas

		<ul style="list-style-type: none"> • Peanuts
Fruits & Vegetables	Foods Like Oil/Butter	Foods Like Enset/Enjera
<ul style="list-style-type: none"> • Avocado • Banana • Kale • Cabbage • Tomatoes • Onion • Lemon 	<ul style="list-style-type: none"> • Oil • Butter 	<ul style="list-style-type: none"> • Flour • Wheat Grains • Iodized Salt

Session Catch Phrase:

Four different foods a day! Vitamin A for the eyes and skin. Orange keeps the sickness a way. An orange food a day.

Session Schedule

SESSION OPENING & GOALS RECAP (15 MINUTES)

1. Welcome participants and tell them that today's session will be on vitamin A for children, and orange fleshed sweetpotato recipes for complementary feeding.
2. Sing group song. Play recorded song if necessary.
3. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
4. Have families split up into pairs or trios and discuss how their previous feeding goal went.
5. Bring group together and ask for 1-3 families to share how their feeding goal went.
 - a. If no one will talk emphasize that no one is perfect and that it was probably difficult to accomplish the goal. Share your own story about your goal and emphasize what was difficult for you. Ask again if anyone would like to share.
 - b. When families share, be sure to complement something they did well.

ACTIVITY: DEMONSTRATION (60 MINUTES)

1. Review the dietary diversity wheel and the benefits each food group provides for the body.
2. Review discussion of vitamin A and vitamin A rich foods.
 - a. Vitamin A is the same vitamin that children are given at health posts twice a year. The supplement is in a capsule and squeezed into the child's mouth.
 - b. Vitamin A is important for our bodies. It helps make our skin beautiful, builds blood, keeps our eyes strong, and prevents us from becoming sick.
 - c. The orange in orange fleshed sweetpotatoes come from vitamin A.
 - d. Examples of vitamin A rich foods: orange fleshed sweet potatoes, mangoes, carrots, pumpkin
3. Women split up into four groups. Encourage men to participate or hold the children while the women cook.

4. Demonstrate proper handwashing practices. Encourage all participants to wash their hands with soap at home before preparing and eating food.
5. Using the supplies provided, ask participants to create a dish using the orange fleshed sweetpotatoes and/or leaves that they would feed to their children.
 - a. Remind participants about appropriate consistency, enriching porridge and meal volume
 - b. Have participants think about ways they can adapt family dishes so that they are more appropriate for children (ex: mashing vegetables)
 - c. Encourage questions and make it a fun environment.
 - d. Have each group come up with a name for their dish.
6. Each group presents their dish and shares the name of their dish. Explain what is in it and how they prepared it.
 - a. If no women want to present for their group, have one man join the group and present for them.
 - b. Ask what the special item(s) is/are that make it an enriched food.
 - c. Ask how many food groups are in the one dish
7. Encourage fathers feed one of the dishes to their child using a responsive feeding strategy they learned from a previous session.

GOAL SETTING (10 MINUTES)

8. Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
 - a. Add orange fleshed sweetpotatoes or other vitamin A rich foods into their child's meals four times per week.
 - b. Make sure children eat from 4 food groups every day or at least 4 days per week.
 - c. Fathers bring home a special food item from a different food group once per week.
9. Give each family a goal card and have them circle the behavior they have chosen as their goal for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back at the next session.

MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (10 MINUTES)

10. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase.
11. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
12. Tell them when the next session is and that it is for mothers, fathers and grandmothers if they wish to come. ***Tell families to bring their toolkit bowl, spoon and counseling card to the next session.*** Thank participants for coming.

Session 8: Complementary Feeding as Children Age and Maternal Nutrition

Session Goal:

Describe complementary feeding practices for older children and maternal nutrition during pregnancy

Who's in Attendance:

Mothers, Fathers, Grandmothers (if desired)

Specific Objectives:

By the end of the session, participants will:

1. Be able to describe how complementary feeding recommendations change as children get older
2. Be able to describe how women should change their diet during pregnancy

Materials Needed:

- Audio Story File
- Mp3 player/phone
- Batteries/Speaker as needed
- ***Toolkit Spoons: Distribute to families with children 5-6 months who have not yet received one. Do not give to families that have already received one.***

Session Schedule

SESSION OPENING & GOALS RECAP (15 MINUTES)

1. Welcome participants and tell them that the session is about feeding children as they age and nutrition for mothers when they are pregnant.
2. Sing group song. Play recorded song if necessary.
3. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
4. Have families split up into pairs or trios and discuss how their previous feeding goal.
5. Bring group together and ask for 1-3 families to share how their feeding goal went.
 - a. If no one will talk emphasize that no one is perfect and that it was probably difficult to accomplish their goal Share your own story about your goal and emphasize what was difficult for you. Ask again if anyone would like to share.
 - b. When families share, be sure to complement something they did well.

ACTIVITY: DISCUSSION (15 MINUTES)

1. Review previous meal frequency and amount recommendations

2. Explain the Meal Frequency & Amount Supplemental Page, focusing on older children (on the back of the dietary diversity wheel) (NON TOOLKIT)
3. Use the counseling card and bowl to explain meal frequency and amount recommendations.

ACTIVITY: AUDIO STORY (35 MINUTES)

4. Play the audio story.
5. Mothers, fathers and grandmothers split up into small groups each of fathers only, mothers only, and grandmothers only.
6. Groups discuss the following questions:
 - a. What should the characters do next? Why?
 - b. What do they agree with?
 - c. What did they find strange?
 - d. What questions do they have?
 - e. How are the characters and the actions they take different or similar to their own experience?
7. Move between groups and listen to what people are saying.
8. As one group, ask participants to summarize the story and their discussion. Make sure the following
 - a. It is important for pregnant women to eat 4 or more different food groups every day to ensure that their babies grow well and they have a healthy pregnancy.
 - b. Pregnant women should eat an extra meal every day for their babies.

GOAL SETTING (10 MINUTES)

9. Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
 - a. Continue with their previous goals.
 - b. Share with 1+ neighbor, friend or family member.
10. Ask participants what they liked about the HLC, what they would change, what they learned.

MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (10 MINUTES)

11. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase.
12. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
13. Tell participants when the graduation ceremony will be. Invite mothers and fathers and grandmothers. Thank participants for coming.

Session 9: Graduation

Session Goal:

Recognize families for their accomplishment of completing the HLC sessions and certify them as model families for their kebele.

Who's in Attendance:

Mothers, Fathers, Grandmothers (if desired), HDAs, HEWs, Kebele Officials, Ministry of Health Staff

Specific Objectives:

By the end of the ceremony:

1. Participants will be recognized as model families in their kebele.
2. HDAs will be recognized for their role facilitating HLCs
3. Everyone will be reminded that it takes a whole family to feed a child well.

Materials Needed:

- Certificates for each family
- Refreshments for all attendees

The graduation ceremony will be carried out a little differently in each kebele. Some general guidelines to follow include:

- This should be an enjoyable experience for HLC participants and it should make them feel accomplished. It should be a ceremony
- HDAs should also be invited and recognized for their role as facilitators of the HLCs.
- Recognize families individually. Call out each family individually and recognize them as a model family.
- Give each family a "Model Family" certificate.
- Encourage participants to continue practicing behaviors they learned during HLCs and to share them with neighbors, friends and family.
- Remind them of the overall message: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
- Provide refreshments at the ceremony. Make sure there is enough for all participants and invited guests.

Appendix I: Technical Nutrition Information for HDAs by HLC Session

Session 2: Maternal Nutrition for Exclusive Breastfeeding

- Infants only need breastmilk for the first six months of life. It is their food, water, and medicine.
- Babies tummies aren't fully developed until 6 months -- An infant under six months who is given other foods / drinks gets sick more often, does not grow as well and their brains do not develop as well as an infant who is given only breastmilk.
- Mothers should eat two extra meals per day while they are breastfeeding. This extra food gives mothers strength and energy.
- If a mom eats different types of food each day, then her breastmilk will be stronger medicine for her baby.
 - Infants can get the benefits of milk, porridge water, or traditional medicine from their mother's breastmilk. Instead of giving these to the baby, give it to mom and baby will benefit.
- Mother's milk is a gift from God. Even if a mothers feels she doesn't have enough milk, she usually does. A mother's body will make enough breastmilk for her baby, even when the mother is stressed or not able to eat well. Keeping the baby on one breast until is empty and feeding the baby frequently keeps the baby full and happy and helps mother make more milk.
- If a baby is urinating several times a day and defecating every day, then s/he is likely getting enough breastmilk, even if the baby is crying a lot.
- If you are worried about the baby's growth, ask an HEW for advice. They can measure your baby to see how well they are growing.
- Babies go through periods of rapid growth – they will grow faster at some times than at other times. When this happens, they want to nurse more often and may cry more. It does not mean they are not getting enough breastmilk – it just means they are getting ready to grow. What is important is that moms breastfeed whenever the baby begins to appear hungry.

Session 3: Complementary Feeding—Texture

- At around 6 months babies need more than breastmilk to grow and develop well.
- You know when to start giving your baby food or liquids other than breast milk when your baby is able to sit up and move his/her head on his own.
 - Complementary food should be started at 6 months. Continue to breastfeed as much as children want until 24 months or beyond.
- In order to learn how to walk, children have to practice. The same is true with eating. In order to practice chewing and swallowing, they need to have soft foods to practice on.
 - Children will not be very good at chewing/eating at first. They need time to practice. It is important for caregivers to be patient when feeding young children.
- The texture of a porridge is important.
 - If you go to the market and fill up a bag with [useless item] your bag will be full, but you won't have what you need. You can't get what you need because your bag is full and you won't be able to carry it. When you feed your children food that is thin like water or soup you are filling your child's stomach up with [useless item] and their body won't have what it

needs. A child's stomach is small and gets full quickly. You should make sure that what goes in their stomach includes the nutrients that they need.

- Thicker foods fill the baby's stomach with what it needs.
- Feeding thicker foods will also keep a baby full longer. They won't need to breastfeed as often and this can provide relief for mothers from breastfeeding.
- Foods that can stay on the spoon are thick enough for children. Even young infants just starting to complementary feed can handle this kind of food.
 - Explain that if food falls quickly through the holes in the spoon then it is too thin. They will fill a child's stomach up without giving them the energy or vitamins they need to be healthy.
- At 8 months infants can eat soft foods they can hold in their hand like banana or boiled orange fleshed sweetpotatoes
- When growing crops, we give them different types of "food" sun, water, soil etc. We must do the same thing for our bodies.
- Different types/groups of food help children's bodies in different ways. For example, foods from animals like meat, milk and eggs build up muscles and help their bodies grow strong and fight illness. Fruits and vegetables protect against illness. It is important for children to eat foods from these different groups as often as possible, so that they can get the benefits from each group.
 - Foods from Animals (Eggs, milk, meat): For strength
 - Beans/Pulses: For growth
 - Fruits and Vegetables: For preventing illness
 - Foods Like Enset, enjera: For energy
 - Foods Like Oil/Butter: To give energy
- In addition to being thick, porridge also needs to be enriched. Enriched porridge has one (or more!) special food added to it. Special foods are those from food groups outside the Enset/Enjera/white potato and Oil/Butter groups on the dietary diversity wheel. Examples include:
 - Legumes/Pulses
 - Fruits
 - Vegetables
 - Powdered meat (Kwanta) or meat
 - Eggs
 - Milk
 - Boiled orange fleshed sweetpotato and avocado are great foods to add to porridge because they are soft and rich in vitamins and energy.

Session 4: Complementary Feeding—Frequency and Volume

- Food provides the fuel for children to grow, learn and play. Without it, they will not be as active, healthy or smart as they could be. The amount of food a child eats, the number of times per day they eat, and the texture of food all impact how they grow.
 - When plants first start to grow, they need extra care and attention or else they will never be able to produce as much fruit or grow as tall as other plants. Children are the same way, without enough food and care the first two years of life they won't grow as well or be as healthy or smart as other children. In some cases, losses during these first years cannot be overcome by extra attention later on.

- To help children > 6 months learn how to eat, feed them food before switching to breastfeeding. That way they will be most hungry when food is given to them and will be more likely to practice eating, chewing and swallowing.
- A child's stomach is small and fills up quickly. Therefore they need to be fed enriched / thick porridge several times a day. As a child ages and their stomach grows, they should be fed more often and more food at each meal.
- Children 6-12 months should be fed 3 times a day and breastfed frequently; children in the older end of this range also need 1-2 snacks. Boiled orange fleshed sweetpotatoes are a safe, tasty and healthy snack for babies
- When children are just starting to learn to eat (at 6 mos) they may not be able to eat a lot of food. Parents should encourage children to eat more food and gradually increase the amount fed to them at each meal until they are able to eat **up to their mark on the toolkit bowl**.
- Never force children to eat.
- If the child does not finish the food, families should cover the food and store it for up to one hour in case the child gets hungry later. It should be eaten or discarded after 1 hour.

Session 5: Responsive Feeding and Feeding During Illness

- Learning to eat takes practice just like learning to walk. Children aren't going to be good at it at first. They need their family's love and patience to help them learn this skill. Feeding times should be periods of learning and love.
- Feeding time is a good opportunity for the whole family to bond with the child. Mothers, fathers and grandmothers can use feeding time as a special time to bond with their children / grandchildren.
- Talking with children, playing with them, and maintaining eye-to-eye contact during feeding are some ways to encourage them to eat more; doing this also helps you bond with child and helps children learn to speak!
- Children are easily distracted and can easily be distracted from eating. Feed children away from distracting objects, noises, or situations.
- Sometimes babies only want to breastfeed with mom and may not eat much food. Having grandma, dad, or an older brother or sister feed the baby may be a good way for the baby to learn to eat foods.
- Never force a child to eat. A child who is forced to eat could choke and get sick. If a child is forced to eat, s/he will not learn how to eat and can actually grow less well.
- Older infants may try to feed themselves – encourage them to do so!
- Children may be messy and take a long time to eat – that is normal and a part of learning to eat.
- Even though your baby cannot use words to tell you when s/he is hungry or when s/he is finished eating, babies use "body language" to talk to us.

Babies do not usually cry until they are very hungry and get upset. By this time, it can be difficult for them to "learn" to eat. So if we notice the other ways babies tell us they are getting hungry, it can help them learn to eat.

Hunger Cues	Fullness Cues
Bring hands to mouth and suckling	Turning head away from food / closing mouth
Opening mouth	Pushing food away
Fussiness	Relaxing arms / hands
Walk/crawl to area where they are fed	

These are just some examples. Every baby is different—what matters, is that caregivers are attentive to their baby’s “language.”

Feeding Children When they are Sick

- Breastfeed your baby more frequently when the baby is sick (especially children <6 months). It is important to feed your baby more often to help fight the illness, reduce weight loss and recover quickly.
- For children over six months: Give more food and liquids than usual. Your child needs more food and liquids when sick to make his/her body strong and able to fight the illness.
 - Give foods that are easy to eat, such as thick porridge. Prepare it in a way that will encourage them to eat.
- If the child has diarrhea, talk with your HEW about oral rehydration salts and zinc tablets
- Take the baby to the nearest health facility for treatment if he/she is seriously sick, has sores in the mouth, or if the sickness gets worse.
- When your child gets better, encourage the child to eat an extra meal of solid food each day. This will help the child to gain the lost weight and grow well again.

Session 6 & 7: Vitamin A and Orange Fleshed Sweet Potatoes

- When growing crops, we give them different types of “food” sun, water, soil etc. We must do the same thing for our bodies.
- Different types/groups of food help our bodies in different ways. For example, foods from animals like meat, milk and eggs build up our muscles and help our bodies grow strong and fight illness. Fruits and vegetables protect against illness. It is important to eat foods from at least four different groups every day, or as often as possible, so that our bodies can get the benefits from each group.
 - Foods from Animals (Eggs, milk, meat): For strength
 - Beans/Pulses: For growth
 - Fruits and Vegetables: For preventing illness
 - Foods Like Enset/Enjera: For energy
 - Foods Like Oil/Butter: To help vitamin A get in the body
- The orange color in orange fleshed sweetpotatoes (see photo, right) comes from vitamin A. Vitamin A is the same vitamin that children are given at health posts twice a year. The supplement is in a capsule and squeezed into the child’s mouth, like in this picture (right)



- Vitamin A is important for our bodies. It helps make our skin beautiful, builds blood, keeps our eyes strong, and prevents us from becoming sick.
- Other fruits and vegetables that are orange inside, such as mango, pumpkin, and carrots have vitamin A. Eggs and liver also have vitamin A.
 - Make the point that funnily enough, oranges don't have vitamin A. They are sour like lemons and have other important vitamins, but not vitamin A
- Orange fleshed sweetpotato leaves also have important vitamins for our bodies. They are similar to gomen. Other dark green, leafy foods like gomen also have vitamin A.
- Eating foods that are rich in vitamin A is a good way to help children stay healthy in between their vitamin A supplements at the health post.
- If a mom eats from the different groups of food each day, especially vitamin A rich foods, then her breastmilk will be stronger medicine for her baby.
 - Infants can get the benefits of animal milk, porridge, special foods, water, traditional medicines from their mother's breastmilk. If the baby is less than 6 months it is best to give these foods and drinks to the mom instead of the baby – then both she and the baby will benefit.
- How a food is prepared is also very important for staying healthy. Caregivers should wash hands with soap after visiting the latrine, after handling child / animal feces, before preparing food, and before feeding.

Session 8: Complementary Feeding as Children Age and Maternal Nutrition

Technical Information for HDAs

- Children 9-12 months should be fed 3 meals a day with 1-2 snacks offered and frequent breastfeeds.
 - Boiled orange fleshed sweetpotato makes an excellent snack for young children.
- Children 12-24 months should be fed 3-4 meals a day with 1-2 snacks and frequent breastfeeds.
- Use the guide on the back of the Dietary Diversity Wheel to explain complementary feeding recommendations as children age.
- As babies get older, they should learn how to feed themselves. Give babies soft, “finger foods” (solid foods that babies can pick up and hold, like a boiled sweetpotato) and let them experiment with self-feeding. They may take a long time and make a mess – but that means they are learning to eat!
- Children can start transitioning to family foods around 12 months. Some family foods may need to be modified so they can eat it better (ex: mashing up vegetables). Children should have their own plate so parents can monitor how much food they are eating.
- It is important for pregnant women to eat 4 or more different food groups every day to ensure that their babies grow well and they have a healthy pregnancy.
- Pregnant women should eat an extra meal every day for their babies.
- The toolkit bowl can be used by families to remember how much and how many times to feed children 9-12 and > 12 months of age.
- The toolkit bowl can be used by pregnant women to remember to eat one extra meal a day for her baby. Use the counseling card to help explain the bowl.
 - Emphasize that the bowl is for pregnant mothers to take an additional meal each day (ie. In addition to the meals she usually takes when not pregnant).

Appendix II: Audio Story—Maternal Nutrition for Exclusive Breastfeeding

Amare and Birtukan are a young, married couple living in Gedeo kebele. They live in a small house not far off the main road, very near Amare's mother, Imama. About a year after they were married, Birtukan received the joyous news that she was pregnant with the couple's first child. Amare was thrilled by the news, as was Imama. Amare was excited to become a father and this baby would be the first grandchild in the family. Amare had always worked hard as a day laborer on a nearby field growing coffee beans. When he heard the news that he would become a father he committed himself to working even harder so he could provide what his firstborn needed. Nine months later, Birtukan delivered a beautiful baby daughter. They named her Sanayet.

One warm and sunny day, when Sanayet was about 3 months old, Amare was on his way to the market to buy some milk for Sanayet as well as a new battery for his cell phone. Not long after heading out, he came upon his good friend, Biruk, who also happened to be his neighbor. Amare had known Biruk since they were young boys attending primary together. Biruk was a bit older than Amare, had been married longer and had three children. Biruk's youngest child, Fayo, was only a few weeks older than Sanayet. Any day was a good day to see Biruk, but today Amare was particularly happy to see him. Biruk was a cheerful man and also a wise man. He went to the city several times a year to visit his older brother and always seemed to bring home interesting and useful information that he shared with Amare. Ordinarily, Amare saw Biruk every Sunday at church, but Amare hadn't seen him this past week. He'd been meaning to pay a visit to Biruk to check if everything was alright. Now was his opportunity to do just that. Biruk was walking in the same direction as him so Amare quickened his pace to catch up with him. The two met up and exchanged pleasant greetings. Amare assumed Biruk would also be headed to the market - it was market day after all - and Biruk confirmed this. Biruk expressed his pleasure that they could walk the distance to the market together. They fell in step beside each other and joined the dozens of others walking towards the market.

Biruk enquired about Amare's health and asked about how Birtukan was faring. Amare assured him they were both doing well. He shared with Biruk about Birtukan's latest unusual food creation. Birtukan was always mixing together ingredients that seemed quite unusual when you heard them, but somehow almost always tasted great when put together into one dish. He described the meal she had prepared last night, [dish] a pairing so unusual Biruk laughed but said he'd mention it to his own wife that evening when he returned from the market.

They continued down the main road passing the school. They could hear the sounds of children running around in the schoolyard. Now it was Amare's turn to inquire after Biruk's health, and that of his family. Biruk explained how his 6 year old daughter, [Daughter's name] had been ill with fever. Biruk stayed home from church last Sunday to take his daughter to the hospital. Amare was always doting over his only child and could sympathize with concern over a sick child. Biruk assured Amare that [Daughter's name] was now ok. "She recovered very quickly and is now back in school"

Amare inquired about the well-being of Biruk's two other children. Biruk smiles broadly and tells Amare "Our baby girl is so big and always smiling; And [Son's name] just turned 3 years yesterday. He is so smart and lively. He keeps his grandmother and mother very busy looking after him. Just yesterday, he

chased the chickens around the compound and ran one right into the house. It made quite the racket trying to get out!" Both men laughed at this.

A few minutes later Amare asked, "Biruk, what brings you to the market?"

Biruk responded, "I am on a special market trip today to buy some avocado for my wife." Amare asked why he was buying avocado. He thought that Biruk's wife might be preparing a new recipe for the family.

"No," Biruk replied, "The avocados are only for her to eat. I try to bring her a special food each week and make sure she eats some extra food when we share dinner. These foods keep her strong and help our baby girl stay healthy"

Amare was confused and asked "Biruk how does your wife eating extra food help Fayo at all?"

Biruk responded, "Amare, you are forgetting that breastfeeding is a lot of work. The extra food helps my wife. It gives her strength and the energy to breastfeed"

Biruk then asks Amare what he plans to buy at the market. Among a few other things, Amare is planning on buying a new battery for his cell phone. His hasn't been working right and he wants to buy another. Biruk of course knows something interesting about cell phones and shares with Amare, "Did you know that "Merry Christmas" was the first text message ever sent?" Biruk had learned this from TV when visiting his brother in the city.

As the market came into view, Amare remembered the last item he was supposed to get, the most important item. "Oh, and I must remember to buy milk for Sanayet" he tells Biruk. Birtukan and his own mother were concerned that Birkutan was not producing enough milk to satisfy Sanayet.

"Sanayet is breastfeeding well" he explained to Biruk "but crying more than usual, even after feeding. Amare wants Sanayet to grow up strong and smart, so we feel like milk and some porridge would be good for her now."

Biruk expressed his concern over this plan, "cow's milk is not like mothers milk" he said to Amare; "Breast milk is a gift from God and it is all she needs right now; breastmilk is a child's food, water and medicine".

"Yes, mothers milk is indeed a gift from God" Amare responds "but", he continued, "some children are hungrier than others and need more than breastmilk to stay healthy."

Biruk frowned, "I do not agree with you Amare" he said, "but as a father and husband you must decide what is best for your family"

Amare continues into the market, thinking about what Biruk has told him. He is concerned that Biruk does not agree with his decision. He is confused about how to spend his money.

Appendix III: Audio Story—Complementary Feeding

Amare and Birtukan are very proud of their first child, a beautiful daughter, Sanayet. They have enjoyed all the new responsibilities that come with becoming a parent, even though it can be exhausting at times. They love watching Sanayet grow and are impressed by all the new skills she's developed. Sanayet is six months old now and able to sit up on her own and enjoys rolling over from front to back. She likes to put everything she can get her hands on into her mouth including Birtukan's scarves. She's recently started looking at her parents when they call her name. [Add detail about Amare/Birtukan and their lives in their kebele]

Amare, Birutkan and of course Sanayet have joined their friends and neighbor, Biruk and [Biruk's wife name] for Sunday dinner. Amare has known Biruk since they were children, when they met [add detail about how they met, Biruk is ~5yrs older than Amare] although Biruk is a few years older than Amare. Biruk and [Biruk's wife] have a daughter, Fayo, who is only a month older than Sanayet as well as two older children, a 6 year old daughter [Daughter Name], and 3 year old son [Son name] who is always running around causing mischief. Biruk and [Biruk's wife name] live only a short walk down the road from Amare and Birtukan.

On this brisk Sunday afternoon, Biruk and Amare are having a pleasant conversation while their wives are preparing the meal. Standing near to the open door where they are cooking, the men can smell the rich aroma of the food wafting out. Amare breathes in deeply and smells the scent of [dish] but there's something else as well. He can't quite think of what the unidentified smell is, but he's sure it will be something good. Whenever Birtukan cooks or helps with the cooking she adds different ingredients that wouldn't seem like they go together, but then they taste delicious together. Just last week she made [dish] but then added sweet potato and sweet potato gomen. She taught his mother how to make it the very next day she liked it so much.

Putting the thoughts of the meal aside for now, Amare asks how Biruk's daughter Fayo is doing. Since she is only about a month older than Sanayet, Amare is always interested to hear how she's doing. He is excited that their daughters can grow up to be good friends, just like their fathers. Biruk tells Amare that Fayo has just started crawling. She just goes, goes, goes all the time. Amare comments before you know it she will be walking. Biruk points out that it will take some time before Fayo can walk. Learning to walk is a difficult process that takes a long time and has many intermediary steps. First she learns to crawl, and then stand, then those first, hesitant steps and eventually she will be able to walk.

Amare knew all this, but of course Biruk had something else to add, "Did you know that someone once walked all the way around the world?" It took him 11 years to do so. It was a man from Canada." Biruk was always sharing random bits of information that he learned while in the city or talking to people in the kebele.

"Wow! That is so long" responded Amare "Could you imagine walking for 11 years? That's longer than you've been married to [Biruk's wife's name]. "

Biruk continues on the conversation on the topic of learning new things, “So it might still be a while before Sanayet learns to walk, but how is she doing learning how to eat? She must be about six months now and starting to eat foods besides breast milk now.”

Amare gave him a perplexed look. Learning to eat? What was he talking about? Biruk knows a lot of things, so surely he must know that people don’t learn how to eat. Biruk explained his comment, “Just like she will have to practice crawling before she can walk, she has to practice chewing, tasting and swallowing before she becomes a competent eater. These are skills for a young baby!”

This did seem to make sense to Amare. It was an unusual way to think about it though. No one thinks about learning how to eat, but then again no one remembers being a baby and learning how to do it, or even learning how to walk for that matter.

Biruk and Amare decide to head inside and see if their meal is ready. They follow the smell of [dish] and walk in to hear their wives discussing the health extension worker, [HEW Name]. She grew up in the kebele and is well-known. Everyone in the kebele knows that she really wants to get married. There are always men interested in her, but it never seems to work out. [HEW Name] is a beautiful young woman who would make a good wife and mother. Birtukan admires how she handled Sanayet when she was at the health post last week for her [vaccine? Supplement? Add Details] Sanayet was very upset, because the injection hurt her, but [HEW name] was able to comfort her very quickly. [Biruk’s wife] comments how she’s heard that the butcher is interested in [HEW name] and wants to marry her. But she doesn’t know if she is interested in him, she seemed to be interested in someone else at least that’s what everyone else is saying.

Biruk, Amare, Birtukan and [Biruk’s wife name] continue discussing Sanayet’s visit to the health post. [HEW name] commented that Sanayet’s growth has slowed but Birtukan thinks she is perfect. This makes Biruk and [Biruk’s wife] laugh. Mother’s always think that their babies are perfect. Birtukan continues to explain that [HEW name] told them to try feeding Sanayet several times throughout the day. She has a small stomach and cannot eat all that much at once. [Biruk’s wife name] nods along, having heard similar advice for Fayo and when her other children were younger.

“Speaking of stomach’s....” Biruk begins, “mine is empty right now. Is dinner almost ready?”

Amare adds in, “Yes, we can’t wait to taste what you’re making, we could smell it all the way from outside and are eager to try it.”

[Biruk’s wife] continues stirring the pot looking to see if the food is cooked all the way through. Its not quite how she would like it, and decides to let it continue cooking for another few minutes. In the meantime, she suggests that they feed Fayo and Sanayet who seem to be getting hungry. [Biruk’s wife] pulls out the food she had just prepared for Fayo and serves it into bowls for Fayo and Sanayet.

Amare steps in and says, “Let me feed Sanayet. You did that for six months and now it is my turn. I want to share this special time with my daughter.” Biruk notes how Amare is such a good father and agrees to feed Fayo as well.

Birtukan looks at the food [Biruk’s wife] as prepared and asks for some water to add to it. Biruk asks what she is doing. Birtukan explains that the porridge is too thick. It is ok for Fayo because she is older than Sanayet, but Sanayet cannot have porridge like this. Biruk explains that Sanayet’s stomach is very

small and that if they feed her the thin porridge that drips off the spoon, she won't get the energy and vitamins she needs to be healthy. Thicker porridge will give her the energy and vitamins they need to be healthy, strong and intelligent.

Birtukan is still not convinced, and neither is Amare. Biruk also brings up the point that letting Sanayet practice chewing and swallowing in order to become a competent eater. Thin porridge won't let her practice those skills and she won't become a competent eater.

Amare turns to Biruk and says, I don't agree with you Biruk. This is how children who are Sanayet's age are fed. Biruk begins to feed Fayo. Amare and Birtukan are confused and need to decide whether or not to add water and thin out the porridge they are giving to Sanayet.

Appendix IV: Audio Story—Responsive Feeding

Welcome back to [Program Title] where we follow the lives of Birtukan, Amare, and their young daughter Sanayet who is now 7 months old. Sanayet continues to impress her parents with all the new skills she's learning. Recently, Birtukan noticed that she looks at you when you say her name. In the late morning of a brisk [season] day, Birtukan is at the health post with Genet, a dear friend and neighbor. Genet is married to Biruk, who has known Amare since they were young boys. Genet has also brought her 8-month old daughter Fayo to the health post for their check-up with Tigist, the HEW as part of routine child health days.

While waiting in line to see Tigist, the two women spend time talking and catching up. Birtukan was telling Genet about the meal she prepared last night. Birtukan comes from a family of creative cooks and is always putting together interesting dishes that sound unusual, when you hear them but always end up tasting delicious. Yesterday, she prepared shiro with bananas for her husband and mother-in-law. She even fed a little bit to Sanayet who seemed to enjoy it as well. The sweetness of the banana fit well with the spiciness of the shiro.

Although Genet had never heard of anyone eating bananas and shiro together, she's not surprised Birtukan's dish tasted nice. She's tried her fair share of creative food combinations prepared by Birtukan; the two women have been friends for sometime and have shared many meals together. She comments on the dish,

"The pulses in shiro and bananas are so different from one another; they must be in different food groups, which mean they provide different benefits for our bodies. Eating from those different groups will help Sanayet grow up strong and smart. Maybe I'll try it next time I make shiro."

Sitting on the bench in the shade outside the health post Genet gets a little cold and pulls her shawl closer around her shoulders. Ordinarily, there are so many mothers at child health days that by the time Birtukan and Genet get there, there's no room left on the benches and they have to stand. Birtukan in particular is glad they found room to sit today; her feet hurt from walking all the way to [location] for the big market they have there.

The mothers continue talking and as often happens when the two women get together, the conversation turned to gossip. Everyone in the kebele knows Tigist, the HEW wants to get married and is looking for a husband. She is young and beautiful and there are a number of men who are interested in marrying her. Genet shares the latest rumor she's heard. A man who works in the woreda health office is interested in marrying her. However, Birtukan had heard something else.

"I heard that her sister in [City] had found a nice man for Tigist to meet and she was going there next week to meet him."

Genet begins to respond, but the sound of a child crying loudly drowns her voice out. A little girl waiting with her mother had been chasing after an older child when she tripped and fell. Tigist came out from the exam room to see what all the noise was. She is wonderful with children and is quickly able to comfort the child, distracting her from her discomfort by waving [shiny object] around the girl's face. Birtukan sees this unfold and chuckles to herself, noting to Genet how easily it is for children to get distracted. Genet responds

“Yes, children are so easily distracted. I was feeding Fayo the other day and Biruk and some friends were having a loud discussion nearby. Fayo kept looking at them and making noises like she wanted to be part of the conversation as well. She barely ate a thing.”

Birtukan sympathizes with Genet knowing how difficult it can be to feed children. Sanayet has just started learning to eat and it can take a long time to feed her. She shares a tip that she’s learned to help make eating easier and faster for Sanayet, feeding her in a quiet place so she’s not distracted when eating. Genet takes note of this advice and adds that it might be difficult to find a quiet place to eat because two other children are often around when she’s feeding Fayo, often making a lot of noise on their own.

While she’s talking, Birtukan happens to look up and sees her mother-in-law walking down the road towards them. She stands up quickly and waving her arms and yelling her name. After a few calls, Imama, who had been coming from a friend’s house doing [activity] hears Birtukan, waves back and slowly walks toward them. The women all greet each other and Imama gladly takes Sanayet and hugs and kisses her grandchild. Birtukan asks Imama to stay and wait with them since they are next in line. Imama, eager to spend time with her granddaughter, gladly agrees.

Sitting close to the exam room, the women are able to hear what Tigist is telling the mother in front of them. Birtukan, Imama and Genet know [Woman’s name], but not well. They’ve seen her, her husband and their 10-month old son at church. Last Sunday, Genet had heard that [Woman’s name] son had been ill so she wasn’t particularly surprised to see them at the health post. However, she was surprised by what Tigist told [Woman’s name]. Tigist was telling [Woman’s name] that she should breastfeed and feed her son more while he is sick and right after he gets better. Birtukan also thought this was strange advice—when children are sick they have no appetite and won’t even eat a normal amount of food, and definitely not more food.

Imama, who has raised 5 children added, “When Amare and his siblings were young and they were ill, I used to add something I knew they liked to their food, some mashed banana or a pinch of sugar. They were always more willing to eat it, even when they were ill.”

Genet recognizes and respects Imama’s experience, but she’s heard that when a child is sick, you must let their stomach rest. They can’t handle food when they are sick, much less extra breast milk. Imama continues to explain, happy to share her expertise with the younger women

“Food provides children with the fuel to fight the disease. Illness can prevent children from growing well, and if children are sick often their growth will stop progressing as it should. After they recover, it is important to feed them extra to make up for the energy they lost while they were sick. Otherwise, they do not grow as strong or smart as they possibly can. “

Genet is still uncertain about the advice. Tigist has told a mother to breastfeed her child more while he is sick and in the days after he recovers. Imama thinks that this will help the child continue to grow and develop as he should. She also recommends adding something [Woman’s name] knows her child will like to his food, to encourage him to eat it. Genet doesn’t agree with this. What do you think they should do?

Appendix V: Audio Story—Nutrition During Pregnancy

Welcome back to [Program Title] where we follow the lives of Birtukan, Amare and their young daughter Sanayet. Sanayet is getting very big and is only two months away from her first birthday. Although she can't yet walk on her own, she can stand up and with her mom holding her hands has taken a few tentative steps. She loves it when her dad makes silly faces and has the most beautiful laugh. Having a baby has been a lot of work for Birtukan and Amare, but has also a great joy.

This morning, Amare is getting ready to go to the farmer training center for [Event] with his good friend and neighbor Biruk. Biruk and Genet also have a young daughter, Fayo who is only a month older than Sanayet, as well as 2 older children. While waiting for Biruk to show up, Amare is playing with Sanayet. She loves it when he puts his hands in front of his face and says "Where's papa?" And then surprises her by saying "boo" and showing his face again. As he does this, she starts laughing and waving her arms wildly in the air knocking [item] over making a loud noise.

Birtukan likes seeing Amare interact with Sanayet as a caring father. Picking up [item] that she knocked down, Birtukan comments on much of a mess Sanayet can get make. As an infant who is constantly growing and learning, she is always crawling around, picking things up and putting them in her mouth. Birtukan can't image how she'll be able to keep an eye on her once she starts walking and moving around a lot. Amare is glad their daughter is curious. That means she will grow up to be smart child. However, Birtukan adds a word of caution,

"We must be careful though, too much curiosity could be harmful. Two days ago when Genet was here, Fayo and Sanayet were playing together. I looked over and Sanayet had [Item that is often dirty] in her hand, ready to put it in her mouth. We need to make sure her hands are clean and that we don't leave dirty items around. They can make her ill!"

Amare looks surprised hearing this. He was the one that left [Item that it is often dirty] on the ground. He hadn't realized how easy it was for this to harm Sanayet. He cares deeply about her and doesn't want his actions to make her sick. Looking out the door, Birtukan sees Biruk coming down the road. She tells Amare who bids good-bye to his wife and daughter.

The two men start walking side by side up the large hill outside of Amare's home towards the farmer's training center. It's a cold day, usual for the time of year when the heavy rains come. While talking about the weather, Biruk has an interesting fact to add,

"Did you know that in some parts of the world rain is colored?"

Biruk loves learning new things and is always sharing interesting facts. He visits his brother in the city often and every time he comes back seems to have learned something new. Amare of course is quite surprised and asks Biruk to elaborate, thinking he might be playing a joke on him and not telling him the truth. Colored rain is such a ridiculous idea. Birk explains,

"No, no its true! The weatherman was talking about it on TV one day. I saw it when I was in the city visiting my brother. In some places, when there's a lot of dust or dirt in the air, it mixes with the rain and it looks like the rain coming down is red or yellow."

Having reached the top of the hill, the walk gets easier for the men and they continue more quickly to the FTC, as several donkey carts and even a few motorbikes pass them. Both men are anxious to get

there, both for the [event] but also to see [Man's name]. They have known [Man's name] since they were children. However, [man's name] went to live in [kebele name] for several years and has only just returned. The last time either father had seen [Man's name] was at [Celebration where community comes together]. As they continue walking, the two men discuss their recollections of that day. As Biruk remembers it, a group of children were playing together and decided to start chasing a goat. The goat got so frightened it climbed right up a tree. It jumped onto that low-hanging branch and just kept scrambling. And then it got so scared, it couldn't get down and it wouldn't stop bleating.

Amare, remembered things a little differently and excitedly explains,

"I don't know if it really went up the tree, I remember it more as the goat running into the bushes to hide. But, either way, it was quite an ordeal getting the goat down. "

Biruk is about to respond when his cell phone starts ringing. He picks up the phone and begins talking. Judging by his greeting and friendly tone, Amare guesses that Biruk's brother is on the phone. It also sounds like he is sharing good news with Biruk.

After a few more minutes of discussion, Biruk gets off the phone and shares some exciting news with Amare,

"That was my brother. He and his wife are going to have a child. It will be their second child. My mother will be so excited when I tell her. This baby will be her 12th grandchild. I will be going to [City] to celebrate with them in a few days. "

Amare shares his congratulations with Biruk. A new grandchild in the family is a blessing. Amare hopes he has a lot of children one day. Family is very important to him and he's enjoyed watching Sanayet grow, seeing Birtukan as a mother and his mother as a caring grandmother. Sanayet is part of his family and it takes the whole family to raise a healthy, happy child.

Biruk agrees with his friend and adds how hard it can be on a family when a new baby is ill. He continues, talking about his brother's first child was born very small and fragile. She hardly cried at all because she didn't have the energy. Everyone was so worried about her. Amare sympathizes with Biruk, he can imagine how difficult it would be if something happened to Sanayet.

Biruk adds that his brother and brother's wife will do everything they can to make sure this baby is born healthy. He adds about his experience with Genet's last pregnancy,

"When Genet was pregnant she tried to eat one extra meal almost every day to feed Fayo growing inside her. Also, I tried to make sure she ate lots of different kinds of food so that Fayo was born healthy and strong. Whenever I could, I used to bring her special items from the market, like avocado or orange fleshed sweet potato, so that she would have the energy for a safe and healthy pregnancy and delivery."

For the most part, this makes sense to Amare. A pregnant woman is eating for herself and a child, so she would need more food. But he doesn't understand why it matters what kind of food she eats. Food is food. It nourishes our bodies and gives us energy. Biruk explains,

"You are forgetting that different kinds of food help our bodies in different ways. With crops, you feed them water, sunlight, and soil. They are only able to grow with all three. Similarly, people are unable to

grow and flourish without different types of food. For example, beans and pulses can help with growth. And orange-fleshed sweetpotato is good for the eyes and protection from illness.”

Amare still seems uncertain about what Biruk has shared. He said that during pregnancy, his wife ate one extra meal per day. He also suggested that pregnant mothers should eat a variety of kinds of food to ensure their babies are born healthy and to give mothers the energy for a healthy pregnancy. Amare doesn’t agree. What do you think?

Appendix IV: HLC Materials List

<i>Print Materials (HLCs)</i>					
<u>Item</u>	<u>Description</u>	<u>Uses</u>	<u>Unit</u>	<u>Total</u>	<u>Cost</u>
Diet Diversity Wheel and Meal Frequency/Amount Supplemental Page	A letter sized piece of paper with the 6 different food groups in a wheel. It also has four checks to remind parents to feed their children from four different food groups. On the back is a pictorial guide to meal frequency and volume recommendations.	Sessions: 3, 6, 7 (Wheel) 4, 8 (Supplement)	1 per HLC	26	
Dietary Diversity Wheel Handout	A letter sized piece of paper with the 6 different food groups in a wheel. It also has four checks to remind parents to feed their children from four different food groups. It will serve as a cue to remind parents of the dietary diversity recommendations.	Session 3	1 per family	780	
Toolkit Counseling Card	This card includes instructions for how different groups (pregnant/lactating women, 6 to 8 months, 9 to 11 months, and 12 to 24 months) should use the toolkit. Only HLCs where the toolkit is distributed will receive this counseling card.	Sessions: 2, 4, 8	1 per HLC family in intervention kebeles	210	
Goal Cards	A half-page sized card with pictures representing the goal options for the HLC session. Families circle the goal option they choose. It will serve as a reminder of the goal and a cue to action.	All Sessions	1 per HLC family per session		
Quality Standard Checklist	Checklist for PIN Facilitators/HEWs to use during HLC observations. Can also be used as a guide for HDAs during the session.	All HLC Sessions	2 per HLC per session	416	
Graduation Certificates	Certificates for participants who complete the HLC sessions	Session 9	1 per family	780	
<i>Other Materials (HLCs)</i>					
<u>Item</u>	<u>Description</u>	<u>Uses</u>	<u>Unit</u>	<u>Total</u>	<u>Cost</u>
Audio Story Files	Entertaining audio “stories without an ending” to keep messages consistent across HLCs, engage participants and prompt discussion of optimal practices and action planning.	Sessions: 2, 4, 5, 8	N/A	N/A	

Mp3 players or other audio device	If the HDA doesn't have a phone, or the phone cannot play the audio stories, they will need a device to play the stories on, extra batteries (if needed). The device will need to have a speaker loud enough to play the stories at a volume where everyone can hear them. Will also be used to record the group song.	Sessions: 2, 4, 5, 8	1 per kebele	26	
Speakers & Batteries	As needed for Mp3 players/audio devices for audio stories	Sessions: 2, 4, 5, 8	As needed	As needed	
Supplies for Cooking Demonstrations	This includes all necessary ingredients (including orange fleshed sweetpotatoes and leaves and other locally available ingredients) water for cooking and handwashing, cooking utensils and dishes (bowls, spoons, knives, pots, etc.) and anything needed for cooking (wood, fire starter, pot stand).	Sessions: 6, 7	4 sets per HLC		
Supplies for Feeding Demonstrations	This includes all necessary ingredients (flour, enriching foods, other locally available ingredients), water for cooking and handwashing, cooking utensils and dishes and anything needed for cooking.	Sessions: 3, 5,	Enough to serve food to all families		
Bags	Incentive for HDAs. Identify them during HLC sessions and in the community; allow them to carry materials	For HDAs	1 per HLC	26	
Umbrellas	Incentive for HDAs	For HDAs	1 per HLC	26	
Snacks	For HLC participants. Fruit, kolo, water, etc. to encourage participants to come	HLC sessions 1, 2, 4, 5, 6, 8	Enough for all participants	Enough for all participants	

