



Quality Diets for Better Health Healthy Living Clubs

Revised Curriculum Guide for 2021

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Adjustments to HLC Curriculum for 2021 Batch

#	HLC Session Topics	From Prior sessions	Session Catchphrases / Message of the Day	Activities & Tools	Who Should Attend
1	HLC Intro <ul style="list-style-type: none"> •COVID safety, •Introduction of topics to be covered •OFSP •Vitamin A 	(Sessions 6&7)	<i>An orange food a day for good sight, healthy skin, and protection from illness!</i>	<ul style="list-style-type: none"> • Discuss COVID-19 safety measures • Introduce: <ul style="list-style-type: none"> →Dietary Diversity Wheel → Vitamin A → OFSP •Tasting of Orange Fleshed Sweetpotatoes and Leaves 	Mothers & Fathers
2	Complementary Feeding – Texture, Frequency & Volume Reinforce: <ul style="list-style-type: none"> •dietary diversity 	(Sessions 3&4)	<i>At least 3 meals a day: one for growth, one for strength, and one for intelligence. Enrich your porridge to enrich your child.</i>	<ul style="list-style-type: none"> • Introduce Toolkit* • Consistency demonstration •Audio story on complementary feeding • Discuss: <ul style="list-style-type: none"> →feeding thick, enriched porridge →frequency & volume of food for children 6-24 months →Encourage eating but do not force feed •Reinforce: <ul style="list-style-type: none"> →Dietary Diversity Wheel 	Mothers & Fathers
3	Responsive Feeding and reinforcement of messages Reinforce: <ul style="list-style-type: none"> •dietary diversity •feeding thick porridge •Toolkit use 	(Session 5)	<i>Feeding times are times of learning and love.</i>	<ul style="list-style-type: none"> • (If possible) demonstration for responsive feeding • Audio story on feeding a sick child Discuss: <ul style="list-style-type: none"> → responsive feeding →feeding sick children Reinforce: <ul style="list-style-type: none"> • Toolkit* • Thick, enriched porridge 	Mothers & Fathers
4	Maternal Nutrition, Exclusive Breastfeeding, & Graduation	(Sessions 2&8)	<i>Mothers' milk is a baby's food, water, and medicine. It is all a baby needs up to 6 months.</i>	<ul style="list-style-type: none"> •Audio story on maternal nutrition (8) 	•Mothers & Fathers

*Note: everything written in red relates to the feeding toolkits.

Session 1: HLC Introduction, Safety during COVID-19, OFSP

Technical Information for HDAs:

- Remind HDAs of some important things to remember when facilitating groups.
 - Don't use facial expressions or comments that could make participants feel embarrassed or ridiculed.
 - Show interest in what participants are saying (ex: That was an interesting question). Use responses/gestures to show interest (leaning in, eye contact as appropriate).
 - Praise/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 you were listening.

Session Goals:

- Introduce participants to the Healthy Living Club and the main topics to be covered.
- Introduce participants to the goal message of the HLC: ***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.***
- Make participants feel welcome and involved.
- Discuss meeting dynamics that will be in place to reduce possible transmission of COVID-19.

Session Message of the Day:

An orange food a day for good sight, healthy skin, and protection from illness!

Who is in Attendance: Mothers and Fathers *from 15 households*

- *up to 30 participants per HLC session*

Specific Objectives: By the end of the session, participants will:

1. Be able to explain the purpose of the HLCs.
2. Know that the whole family needs to be involved to feed a child well. Each family member has a unique role to play in ensuring children are fed well.
3. Know additional hygiene and distance protocols to use at home and in public to reduce transmission of COVID-19.
4. Be able to describe six food groups and how each benefit the body.
5. Be able to name benefits of vitamin A, for children and adults.
6. Be able to identify three foods that have vitamin A.
7. Identify one feasible strategy to improve their child's diet diversity.
8. Be introduced to recipes using orange fleshed sweetpotatoes and sweetpotato leaves.

Materials Needed:

- Hand washing station with soap, water
- Dietary Diversity Wheels, one for each family and one for the HDA (16 in total)
- Serving tools
- Gloves for the person serving the food to wear
- Waste container and materials for cleaning up afterwards.

- Session 6 Goal Cards & Marker (from original curriculum session 6)
- Session 6 Quality Standard Checklist (from original curriculum session 6)
- Prepared food samples of OFSP roots and leaves, enough for all participants to taste test
 - We encourage preparing sample foods that use 2-5 groups listed in the table below that are locally available and inexpensive. Examples of possible items from each group is listed. (**Bolded items must be included.**)
 - To reduce potential spread of COVID, the HDA and community facilitator should walk to each seated participant and serve them the sample food

Vitamin A-Rich Vegetables	Foods from Animals	Beans/Pulses
<ul style="list-style-type: none"> • Orange-fleshed sweet potato • Orange sweet potato leaves • Dark leafy greens 	<ul style="list-style-type: none"> • Milk • Egg • Powdered meat (Kwanta) 	<ul style="list-style-type: none"> • Lentils • Chickpeas • Haricot Beans • Black eyed peas
Fruits and Vegetables	Foods like butter/oil	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 • Barley •

SESSION SCHEDULE

BEFORE SESSION STARTS

- Set mats or chairs so that there are 2 seats together per household, and each pair set at least 2 meters apart in a circle or semi-circle to encourage social distancing. The HDA should be a part of that circle as well.
- As participants arrive, have them stop to wash their hands using the soap and water provided before taking a seat.
- Ask each person attending to put on a mask or to tie a scarf of piece of cloth around their faces that covers their noses and mouths.
 - Clearly state that masks or face coverings must be worn at all times during every Healthy Living Club meeting, except when eating or drinking.

SESSION OPENING (20 minutes)

1. Thank participants for coming to the first Healthy Living Club.
2. Ask participants to introduce themselves and state one new thing their child has learned, or something the child loves to do right now.
3. Explain the purpose of the Healthy Living Clubs.
 - a) A child is part of his/her mother and his/her father, they are part of a family. Introduce the HLC 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.***

- b) Encourage the participants to repeat the goal after you. ***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.***
 - c) Healthy Living Clubs are for mothers, fathers, and even grandmothers to come together to hear about child feeding and the roles each family member plays in child feeding, practice their skills, ask questions, and set goals for their family.
 - d) Because of the COVID-19 pandemic, we must keep Healthy Living Clubs smaller
 - e) There will be 4 Healthy Living Club sessions, each focusing on different topics related to healthy living for the family, with special attention on the nutrition of mothers and young children.
4. Explain that having good nutrition is important for healthy immune systems, which is important for fighting off illnesses.
 - a. Note: Good nutrition will not prevent COVID-19, but can help the body fight the disease.
 - b. Practicing social distancing, handwashing with soap at critical times, and wearing masks are important measures for reducing the spread of COVID-19 and other diseases.
 - i. Remind participants that wearing a mask in public and regularly washing hands with soap and water are important actions each person can do to keep themselves and their families healthy.
 - c. If a woman with an infant shows symptoms of, or tests positive for COVID-19, it is recommended that she continues to breastfeed, but to wear a mask or cloth over her nose and mouth while feeding the child to reduce possible transmission of the virus.
 5. Explain the HDA role.
 - a) The HDA's job is to guide the group through a series of activities and tools to help families learn.
 - b) The best way to learn is to practice. The sessions are meant to be interactive and give participants a chance to practice new skills.
 - c) HDAs have received some additional training from the HEW and from People in Need, but are not experts. They can answer some questions, but more importantly can seek out the answers to any questions participants may have.
 6. Discuss group ground rules. Rules should include:
 - a) Be respectful of all participants and their ideas. Try not to talk when others are talking. The facilitator can help ensure that everyone has the opportunity to talk.
 - b) There are no dumb or silly questions. Everyone is here to learn, and we should support one another in that task.
 7. Remind participants that HLCs are all about child feeding, agriculture, learning about orange fleshed sweet potatoes and the roles each family member plays to ensure children grow up healthy.

ACTIVITY: DISCUSSION OF DIETARY DIVERSITY WHEEL AND VITAMIN A (15 MINUTES)

1. Pass out one Dietary Diversity Wheel per family.
2. Show the Dietary Diversity Wheel to the group and discuss how each food group benefits the body, especially children's bodies.
3. Explain that there are 6 main food groups and that different foods provide different benefits, so it is important they eat different kinds of food each day.
 - a. Ask if anyone knows what kinds of benefits certain foods provide. Explain what each group is for, and point out some examples from each food group in the wheel.

- b. Explain that it is important to eat from 4 or more food groups each day to have a balanced and nutritious diet.
- 4. Discussion -- vitamin A and vitamin A-rich foods.
 - a. Ask if anyone has ever heard of vitamin A. If so, ask them what have they heard?
 - b. Explain:
 - i. 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.
 - ii. Vitamin A is important for our bodies. It helps make our skin beautiful, builds blood, keeps our eyes strong. It strengthens our immune system so we can fight infection. Having a strong immune system is always important but especially during times like COVID.
 - iii. It is important that people, especially young children and pregnant and breastfeeding mothers, eat foods rich in vitamin A every day.
 - c. The orange color in orange fleshed sweetpotatoes comes from vitamin A.
 - i. What are other examples of vitamin A rich foods?
 - 1. Mangoes, carrots, pumpkin, squashes
 - a. If oranges come up: Make the point that though they are orange in color; oranges don't have vitamin A. They are sour like lemons and have other important vitamins, but no vitamin A.
 - 2. Dark green leafy vegetables also have vitamin A.
 - a. Kales, spinach, collards (Note: Pale green cabbage is **not** a dark leafy green)
 - 3. When cooking orange vegetables such as orange fleshed sweet potatoes, carrots and dark greens it is important to cook them with a bit of oil/fat because the oil / fat helps the body use the vitamin A in the food. For babies older than 6 months they can eat mashed boiled OFSP with avocado and/or breastfeed after the meal.
- 5. Share the session's message of the day. Have the participants repeat it out loud → ***An orange food a day for good sight, healthy skin, and protection from illness!***

ACTIVITY: TASTING OF PREPARED ORANGE FLESHED SWEETPOTATO DISH AND LEAF SAUCE (15 MINUTES)

- 1. Serve prepared orange fleshed sweetpotatoes. Ask participants to taste them and share their opinions of the food.
- 2. Serve participants other vitamin A-rich prepared foods for taste testing, such as the leaf sauce made from the orange fleshed sweetpotato leaves. Ask participants to taste them.
 - i. Describe how the various dishes were made while they are tasting them.
 - ii. Don't forget to mention they were cooked with a bit of oil / fat to help the body use the vitamin A.
- 3. Discuss with the group:
 - a. What did they think of the prepared food?
 - b. How many food groups were represented in the prepared dishes?
 - c. How are orange fleshed sweetpotatoes different/similar from white fleshed sweetpotatoes?
 - i. Orange fleshed sweetpotatoes have vitamin A, white sweetpotatoes do not.

- d. What are ways they can incorporate the orange fleshed sweetpotatoes into the meals their daily meals?
 - i. Discuss how to prepare orange fleshed sweetpotatoes for very young children 6 months or older (eg. mashing them, mixing with boiled egg, avocado, or some type of milk)

MESSAGE RECAP AND GOAL SETTING (10 MINUTES)

1. Ask participants to recount what was discussed during the session. Give participants a chance to ask questions and answer any questions that you can. If there are questions you cannot answer, discuss them with the PIN community facilitator at a later date.
2. Pass out goal card to each participant and explain goal setting and what each image means.
 - a. Possible goals:
 - i. All family members eat four different food groups a day for at least four days each week (excludes babies older than 6 months).
 - ii. All family members eat orange fleshed sweetpotatoes or other vitamin A-rich food on at least four days each week (excludes babies under 6 months).
 - iii. Share with two people (one family member, one neighbor) about how to prepare a dish with orange fleshed sweetpotato or sweet potato leaves.
3. 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.
4. Remind them of the session message of the day. Have them repeat it out loud with you: ***An orange food a day for good sight, healthy skin, and protection from illness!***

CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (5 MINUTES)

1. Conclude the session. Thank participants for coming and supporting each other as they work toward healthier living for their whole families.
2. Remind participants of the goal of the HLC and ask them to repeat it with you: ***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.***
3. Tell them when the next session will be and invite mothers and fathers to return.
4. Inform participants that the next session will last about 20 minutes longer, and will talk about feeding their young children.
5. Remind participants to bring their **masks** (or a cloth to tie around their nose and mouth) and **goal cards** to the next session.
6. Thank them again for coming.

Session 2: Complementary Feeding – Texture, Frequency and Volume

Session Goals:

- Discuss the importance of feeding thick, enriched porridge for children 6-23 months.
- Discuss the importance of meal frequency and volume for children 6-23 months.
- Introduce parents to the idea of responsive feeding.

Session Message of the Day:

At least 3 meals a day: one for growth, one for strength and one for intelligence. Enrich your porridge to enrich your child.

Who is 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 smaller 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.
4. Identify how often children 6-24 months should be fed.
5. Demonstrate the amount children 6-24 months should be fed at each meal.
6. Commit to trying one new action to improve meal frequency/volume for their child.
7. **Become familiar with the feeding Toolkits***

Materials Needed:

- 4L of Clean/Bottled Drinking Water
- 3 bags of premeasured flour with pictorial instructions for how much water to add to each to make a thin, medium, and thick porridge.
- 1 coffee cup or other standardized measuring cup to
- Mixing Utensil
- Cooked and mashed orange fleshed sweetpotato
- 2-3 other seasonally available foods such as avocado, mashed beans, mashed banana, or mashed boiled egg
- Supplies to heat water (pot, pot stand, firewood, fire starter...)
 - **Heat the water before the session begins.**
- Dietary Diversity Wheel
- Audio story file on Complementary Feeding
- MP3 player
- Batteries/Speakers if necessary
- Water for Handwashing

- Soap
- Waste container and materials for cleaning up after session
- Goal Cards & Marker (originally marked for Sessions 3 & 5)
- Quality Standard Checklists (originally marked for Sessions 3 & 5)
- Feeding bowls (18 - one per family + 3 for demonstration)
- Toolkit spoons (18 - one per family + 3 for demonstration)
- Counseling cards (16 - one per family + one for demonstration)

SESSION SCHEDULE

BEFORE SESSION STARTS

- Heat water for texture demonstration
- Prepare 3 bowls of porridge with the premeasured flour and the specified amount of water for a thin, medium, and thick porridge.
- Have foods ready and prepared to add to the porridge to demonstrate enriching the porridge including mashed OFSP. Other foods that may be seasonally available like avocado, mashed beans, mashed banana, mashed boiled egg)
- Set pairs of mats or chairs at least 2 meters apart in a circle or semi-circle so each family sits together but social distancing is encouraged between different families. The HDA should be a part of that circle as well.
- As participants arrive, have them stop to wash their hands using the soap and water provided, before taking a seat.
- Remind participants to wear their mask or a cloth covering over their nose and mouth throughout the session and whenever they are in public.

SESSION OPENING (5 MINUTES)

1. Welcome participants. Remind participants of the HLC goal. Have them repeat it after you: ***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.***
2. Have participants discuss how their feeding goals from the last session went.
 - a. If no one is ready to speak, emphasize that no one is perfect and that it may have been difficult to accomplish the goals. Share your own story about your goal and emphasize what was difficult for you. Ask again if anyone would like to share.
 - b. When individuals share, be sure to complement something they did well.
3. Tell them this session will be about how to feed children that are older than 6 months, including the texture of food, enriching porridge, and giving the right amounts of food.

State session message of the day and have them repeat it after you: ***At least 3 meals a day: one for growth, one for strength and one for intelligence. Enrich your porridge to enrich your child.***

ACTIVITY: DEMONSTRATION AND FEEDING BOWL INTRODUCTION (30 MINUTES)

1. Explain that a child's stomach is smaller than an adults 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 smaller than yours and gets full quickly. You should make sure that what goes in their stomach includes the nutrition that they need for health, strength, and intelligence.

2. Feeding bowl introduction

- a. **Introduce the bowl and slotted spoon as tools to help families feed children 6 months and older.**
 - i. **Use the counseling card to help explain the bowl.**
 - ii. **Explain the symbols and that once the baby reaches 6 months, then the family can use the bowl to feed the baby.**
 - iii. **Give each family one bowl, one slotted spoon, and one counseling card and review how to use bowl and spoon.**

3. Consistency Demonstration

- a. Ask participants what foods they normally put in porridge for children.
 - b. Show the participants the three bowls of porridge.
 - 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] or water, not the energy and vitamins they need. The middle porridge is better, but still has too much water and won't provide all the energy/vitamins the infant needs.
4. Show the group the diet diversity wheel.
 - a. Remind participants that different foods provide different benefits for children's bodies, so it is important they eat different kinds of food.
 - b. Ask who can give an example of benefits that certain foods provide. Thank those who volunteer to speak.
 5. Explain that enriching porridge means: Adding one special ingredient that is good for their bodies and mind. Brainstorm potential enriching foods.
 - a. Examples include: mashed OFSP, mashed lentils, mashed beans, mashed banana, gomen, meat/powdered meat, mashed eggs, milk, mashed avocado.
 - b. Add enriching foods to the thicker porridge or to the middle porridge to make it the right thickness.
 - c. Serve a small amount of enriched porridge to each family so they can taste the enriched porridge and feed some to their child.
 - d. Reinforce: this helps their child eat different kinds of food and nutrients.

ACTIVITY: AUDIO STORY ON COMPLEMENTARY FEEDING AND DISCUSSION (30 MINUTES)

1. Play the audio story on complementary feeding
2. Ask the group to 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?
3. Summarize the story and discussion. Make sure the following points emphasized:
 - a. Children should be fed frequently because they are growing fast.
 - 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.
 4. Discuss with the participants different actions they could take to ensure that children are fed thick, enriched porridge.
 5. Use the counseling card and bowl to explain how recommended meal frequency and amounts change as the child gets older*
 - a. Explain the markers on the bowl are guides to show how parents can gradually increase the amount of food that they feed their young child.
*(For groups where toolkits are not being introduced, use buna cups to demonstrate increasing amounts of food as children get older).
 - b. Encourage families to use their bowls and counseling cards to follow along for visual reinforcement while discussing feeding amounts.
 - c. Tell participants – use eye contact, talking and playing with baby to encourage them to eat the food in the bowl but never force a child to eat.
 - i. Explain that forcing a child to eat may cause it to choke. It is ok if the child does not eat all of the food. Encourage the baby to eat with eye contact, singing, games. If the child still refuses to eat, then give the child a brief break and try again a few minutes later.
 - d. Tell participants -- If their baby finishes the food from the bowl / buna cup they can offer more food until the baby begins to turn away.
 - i. Babies go through periods where they seem hungrier and want more food. This is because they are going through a time of rapid growth (growth spurt). They may also be hungrier and will need more food when they are recovering from sickness.
 6. Remind participants of the session message. Have them repeat after you: ***At least 3 meals a day: one for growth, one for strength and one for intelligence. Enrich your porridge to enrich your child***

MESSAGE RECAP AND GOAL SETTING (10 MINUTES)

1. Ask participants to recount what was discussed during the session. Give participants a chance to ask questions and answer any questions that you can. If there are questions you cannot answer, discuss them with the PIN community facilitator at a later date.
2. Explain each feeding goal
3. Have each participant pick one goal to practice for the next month. **All families with a toolkit should use the toolkit and then select an additional goal.**
 - a. Possible goals to choose from:
 - i. Use the spoon to test consistency of the child's meal at least once a day.
 - ii. Enrich their child's porridge with a special food 5 times per week.

- iii. Feed thick porridge that doesn't drip off a spoon to their children each time it is served.
 - iv. 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.
 - v. Make eye contact, talk or play with the child while feeding at every meal.
 - vi. Encourage fathers to bring home a special food item for his wife to use in their child's food once per week.
4. 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.
 5. Remind them of the session message and have them repeat after you: ***At least 3 meals a day: one for growth, one for strength and one for intelligence. Enrich your porridge to enrich your child***

CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (5 MINUTES)

1. Conclude the session. Thank participants for coming and supporting each other as they work toward healthier living for their whole families.
2. Remind participants of the HLC goal and have them repeat after you: ***A well-fed child can grow up strong and smart, which is good for the family and the whole community! The whole family needs to be involved to feed a child well.***
3. Tell them when the next session will be and invite them to return.
 - a. **Remind them to bring their toolkit bowls and counseling cards.**
 - b. ***For nontoolkit families ask them to bring the bowl and spoon they use to feed the child.***
4. Invite participants to bring their child to the next session so they can practice feeding with them.
5. Also remind them to bring their **masks** and **goal cards** to the next session.
6. Thank them again for coming.

Session 3: Responsive Feeding and Reinforcement of Messages

Session Goal:

- Provide parents with responsive feeding strategies.
- Practice responsive feeding.
- Discuss the role of responsive feeding in the care of sick children.
- Reinforce the messages on diet diversity, thick porridge, and proper toolkit use.

Session Catch Phrase / Message of the day:

Feeding times are times of learning and love. Show your children love by feeding them thick, enriched porridge starting at 6 months, even when they are sick.

Who is in Attendance:

Mothers and Fathers

Specific Objectives:

By the end of the session, participants will:

1. Be able to list three strategies for responsive feeding.
2. Practice one of the three responsive feeding strategies.
3. Be able to identify strategies for caring for a sick child

Materials Needed:

- 4L of Clean/Bottled Drinking Water + Water for Handwashing
- Soap
- Prepared porridge
 - Enough for each family to have a small amount to try feeding their child.
- Cooked and mashed orange fleshed sweet potato
- 1-2 other seasonally available food items to enrich porridge
 - May include items such as: avocado, mashed beans, mashed banana.
- Audio story file on Feeding a Sick Child
- MP3 player
- Batteries/Speakers if necessary
- Dietary Diversity Wheel
- Session Goal Cards and Marker (originally marked for Session 4)
- Session Quality Standard Checklist (originally marked for Session 4)
- Counseling card for Toolkit with Meal Frequency & Amount
- Buna cups and spoons to use for demonstration in groups that are not getting toolkits*
- ***Toolkit: Distribute to families with children 5-6 months who have not yet received one. Do not give to families that have already received one.***
- **1 toolkit bowl to use for demonstration**

SESSION SCHEDULE

BEFORE SESSION STARTS

- Set pairs of mats or chairs at least 2 meters apart in a circle or semi-circle so each family sits together but social distancing is encouraged between different families. The HDA should be a part of that circle as well.
- Set out prepared porridge.
- Have cooked and mashed orange fleshed sweetpotato ready to add to the porridge.
- Have 1-2 other items prepared and mashed to add to the porridge to demonstrate enriching the porridge.
- As participants arrive, have them stop to wash their hands using the soap and water provided before taking a seat.
- Remind participants to wear their mask or a cloth covering over their nose and mouth throughout the session and whenever they are in public.

OPENING (5 MINUTES)

1. Welcome participants and remind them of the HLC goal. Have them repeat it after you: ***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.***
2. Have participants discuss how their feeding goals from the last session went.
 - a. If no one is ready to speak, emphasize that no one is perfect and that it can be difficult to accomplish the goals. Share your own story about your goal and emphasize what was difficult for you. Ask again if anyone would like to share.
 - b. When individuals share, be sure to complement something they did well.
3. Tell them today's session will be about feeding their child with patience and love as they learn how to eat.
4. State session catch phrase and have them repeat it after you: ***Feeding times are times of learning and love. Show your children love by feeding them thick, enriched porridge starting at 6 months, even when they are sick.***

ACTIVITY: DISCUSSION OF RESPONSIVE FEEDING (15 MINUTES)

1. 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.
2. 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.

- c. Do not *force* the child to eat – this can make him/her sick and may make him/her not want to eat in the future.
3. Demonstrate proper handwashing practices. Encourage all participants to wash their hands with soap before preparing food and feeding children.

ACTIVITY: FEEDING DEMONSTRATION ON RESPONSIVE FEEDING (10 MINUTES)

*If feasible include a **feeding demonstration** so that parents can see examples of responsive feeding.*

1. Prepare an enriched porridge ahead of time.
2. Tell families they will now have the opportunity to practice encouraging their children to eat
3. Describe the porridge recipe to the families.
4. Review other items that can be added to enrich the porridge based on information from the prior sessions.
5. Serve a small amount of porridge to each family.
6. Encourage families to practice different ways to encourage infants to eat (ie. eye contact, singing to the child, playing a game with the child) Encourage fathers to practice as well as mothers
7. Praise the families for their efforts.
8. Ask families what worked and did not work. Answer questions that parents have during this.

ACTIVITY: AUDIO STORY ON FEEDING WHEN CHILD IS SICK (20 MINUTES)

1. Tell the families “we will now discuss how to feed children when they are sick.”
2. Play the audio story on responsive feeding.
3. Ask the group to discuss the following questions:
 - e. What should the characters do next? Why?
 - f. What do they agree with?
 - g. What did they find strange?
 - h. What questions do they have?
 - i. How are the characters and the actions they take different or similar to their own experience?
4. Summarize the story and discussion. Make sure the following points emphasized:
 - a. It is important to breastfeed more and/or give more food/liquids (for children 6 months and older) 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. Use responsive feeding techniques to 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, cannot eat or if the sickness gets worse.

MESSAGE RECAP AND GOAL SETTING (10 MINUTES)

1. Ask participants to recount what was discussed during the session. Give participants a chance to ask questions and answer any questions that you can. If there are questions you cannot answer, discuss them with the PIN community facilitator at a later date.

2. Pass out goal cards to each participant and explain each feeding goal
3. Have each participant pick one goal to practice for the next month
 - j. Possible goals to choose from:
 - i. Encourage fathers to bring home special foods for moms and / or babies > 6 months at least once per week
 - ii. Feed child 6-12 months of age 3 meals a day, every day. Feed infants 12-24 months, 4 meals a day.
 - iii. Give infants 9-24 months a snack, such as boiled orange fleshed sweetpotato, each morning and afternoon.
 - iv. Slowly increase the amount of food served to a child 6-24 months at each meal so that children are eating the right amount.
 - v. Give only breastmilk until child is 6 months of age
 - vi. Continue giving breastmilk until the child is 24 months of age or longer
4. 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.
5. Remind them of the session catchphrase and have them repeat after you: ***Feeding times are times of learning and love. Show your children love by feeding them thick, enriched porridge starting at 6 months, even when they are sick.***

CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (5 MINUTES)

1. Conclude the session. Thank participants for coming and supporting each other as they work toward healthier living for their whole families.
2. Remind participants of the HLC goal and have them repeat after you: ***A well-fed child can grow up strong and smart, which is good for the family and the whole community! The whole family needs to be involved to feed a child well.***
3. Tell them when the next session will be and invite them to return.
4. Remind women to bring their **masks, goal cards** and **feeding toolkits** to the next session.
5. Thank them again for coming.

Session 4: Maternal Nutrition, Exclusive Breastfeeding, & Graduation

Session Goal:

1. Describe maternal nutrition during pregnancy and lactation, and its implications for the baby and the family.
2. Explain what women who have COVID should do when breastfeeding
3. Recognize families for their accomplishment of completing the HLC sessions and certify them as model families for their kebele.

Session Catch Phrase:

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

Who is in Attendance:

Mothers and Fathers

Specific Objectives:

By the end of the session, participants will:

1. Be able to describe how women should change their diet during pregnancy.
2. Be able to explain why mothers need extra/special food while breastfeeding.
3. Identify the importance of breastfeeding for children's health.
4. Understand how to protect baby during breastfeeding if mother has COVID-19.
5. Identify what mothers, fathers and mother in laws can do to support exclusive breastfeeding for the baby.
6. Be recognized for their hard work as model families promoting health and wellness in their homes and communities.

Materials Needed:

- 4L Clean/Bottled Drinking Water
- Water for Handwashing
- Soap
- Audio Story File on Maternal Nutrition (originally from Session 2)
- Mp3 player/phone
- Batteries/Speaker as needed
- Goal Cards & Marker (originally marked for Session 2)
- **1 Toolkit bowl**
- Quality Standard Checklist (originally marked for Session 2)
- Waste container and materials for cleaning up afterwards.
- Model Family certificates

SESSION SCHEDULE

BEFORE SESSION STARTS

- Set pairs of mats or chairs at least 2 meters apart in a circle or semi-circle so each family sits together but social distancing is encouraged between different families.
- As participants arrive, have them stop to wash their hands using the soap and water provided before taking a seat.
- Remind participants to wear their mask or a cloth covering over their nose and mouth throughout the session and whenever they are in public.

OPENING (10 MINUTES)

1. Welcome participants. Remind them of the HLC goal and have them repeat it after you: *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.*
2. Have participants discuss how their feeding goals from the last session 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 individuals share, be sure to complement something they did well.
3. Explain that this session is about nutrition for mothers when they are pregnant and breastfeeding, and families' roles in exclusive breastfeeding.
 - a. Remind them that at the end of this session will be a graduation ceremony
4. State session catch phrase and have participants repeat it: ***Mothers' milk is a baby's food, water, and medicine. It is all a baby needs up to 6 months.***

ACTIVITY: AUDIO STORY AND DISCUSSION (30 MINUTES)

1. Explain that breastfeeding is the best way to give nutrients to young babies, particularly those less than 6 months old.
 - a. Breastfeeding also helps babies build their immune systems to fight off sickness.
 - b. If a woman with a young baby shows symptoms of, or tests positive for COVID-19, she should continue to breastfeed, but should wear a mask or cloth over her nose and mouth while feeding the child to reduce possible transmission of the virus.
2. Play audio story on maternal nutrition.
3. Participants discuss the following questions:
 - a. Based on what they have learned in the HLC thus far, what do they think the characters should do next? Why?
 - b. How are the characters and actions they take different or similar to their own experiences?
4. Summarize the story and discussion. Make sure the following points emphasized:
 - 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.
5. 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 volunteer, share an example for each category.
 - i. Examples include:
 - ii. **Mothers:** Try to eat two extra meals or snacks every day when pregnant and breastfeeding; share the benefits of exclusive breastfeeding with family members that believe infants need more than breastmilk.
 - iii. **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 childcare and household chores so she can take time to breastfeed babies.
 - iv. **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.
 6. Explain that the feeding bowl can also be used to help mothers eat the extra food they need to have a healthy pregnancy and energy to exclusively breastfeed.
 - a. Mothers can use the toolkit while pregnant and breastfeeding to help them know how much extra food to eat each day. Show them the top line and tell them the top line is for mothers.
 - b. Tell mothers they should take **two additional** bowls of food each day during pregnancy and while breastfeeding -- up to the top line. These extra bowls are in addition to what she usually eats when not pregnant or breastfeeding.
 - i. Use the bowl to show the lines and how much women should eat.
 7. Discuss maternal nutrition highlights:
 - a. It is important for pregnant women to eat from 4 or more different food groups every day to ensure that their babies grow well, and they have a healthy pregnancy.
 - b. Women who are pregnant or breastfeeding should eat two extra meal every day for their babies.
 - c. Everyone plays a role in making sure that mothers and children are fed well.
 - d. It is important to continue breastfeeding when possible, even if the mom is sick with COVID. While breastfeeding, she should cover her nose and mouth with a scarf or cloth to reduce the possibility of infecting her baby.
 8. State session catch phrase and have participants repeat it: ***Mothers' milk is a baby's food, water, and medicine. It is all a baby needs up to 6 months.***

MESSAGE RECAP, ONGOING GOALS, AND CONCLUSION (10 MINUTES)

1. Thank participants for their hard work setting and accomplishing goals with this program.
2. Encourage participants to continue with their previous goals. And share what they have learned with 1 or more neighbor, friend, or family member.
3. Ask participants what they liked about the HLC, what they would change, what they learned.
4. Allow participants time to ask questions.

5. Remind participants of the HLC goal. Have them repeat it: **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.**
6. Transition into graduation ceremony.

GRADUATION (20 MINUTES)

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.
- HDAs should also be invited and recognized for their role as facilitators of the HLCs.
- Recognize families individually. Call out each family representative and recognize them as a model family.
- Give each participant 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 and have them say it together: **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.**