



FANSER

Health Promoter Lesson Booklet

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LESSON 1: SMART, HEALTHY AND STRONG



KEY MESSAGES:

1. Taking time to learn about mother's health and child's growth will help you raise a smart healthy and strong child
2. Fathers, mothers and other caregivers who participate in monthly lessons with the nutrition volunteer learn how to protect mother and child's health.
3. Nutrition Volunteers should work with families to schedule a time when all caregivers (father, mother, grandparents or siblings) can focus on these lessons as a family.



PLANNING:

1. NV, when you are scheduling your meeting with the household, make sure to invite the women of reproductive age (WRA), father, mother, grandmother, or other siblings who take care of the child under two.
2. Practice physical distancing. Stay at least 2 meters away from each other.
3. The meeting with the household should not exceed 1 hour.



MATERIALS:

- Cover of counselling cards
- Lesson 1: Smart, Healthy and Strong

A

ASK**INSTRUCTION TO THE COUNSELLOR:**

- Greet household members present
- Ask the questions below to learn about current beliefs within the community regarding children's health and household interest in working with the project.
- **Encourage discussion. DO NOT correct “wrong” answers. Let everyone give an opinion.**



- ASK: Are children in your community healthy? Why or why not?
- ASK: What have you heard about the project?
- ASK: Are you interested in learning new ways to improve child health in your community, and about how agriculture can support those new practices?

Encourage discussion among all caregivers in the household – mothers, fathers, grandmothers – so everyone begins to learn together about the project and understands how participating with the project can benefit the household. Practice physical distancing with the family as you talk to them. Stay at least 1 meter away from other persons.

After they respond, explain that, as a Nutrition Volunteer – like the woman in the brown dress in the picture – you are not there to tell caregivers what to do, but rather to share what you are learning about new ways of improving child health and to discuss with them. Together, you will learn about new feeding and care practices and how agriculture can support those practices. Make sure they are aware of the project, and what your role as a Nutrition Volunteer is within the project.

Remember, this will be the Nutrition Volunteer's first visit to the household as a Nutrition Volunteer. It is important to establish a good relationship and help the caregivers understand why the Nutrition Volunteer is there. Nutrition Volunteers will not be negotiating behaviour change with caregivers during this first visit.

S

SHOW AND EXPLAIN**TIPS FOR THE FACILITATOR:**

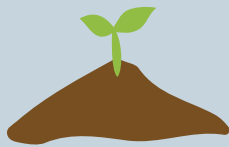
Although there are no specific images identified to use for the below questions, you can use the cover of the counselling cards once again. When asking about the breastfeeding mother, baby and father, you can point to that person in the family on the cover of the counselling cards. Or, when asking about a breastfeeding mother or pregnant woman, you can use one of the Nutrition

Volunteers as an example, if you know she is pregnant or breastfeeding. Nutrition Volunteers can also refer to people who are there in the room during a household visit.

Ask the questions below and, after the Nutrition Volunteers respond, provide the key messages after each question. Remember to allow time for Nutrition Volunteers to discuss answers to questions before providing an answer.



- ASK: Have you heard people talking about ways to increase agricultural productivity that can improve nutrition for your children and family? What have you heard?



We know that if we take care of our crops well, using improved techniques and materials, they will grow and produce well, and we will get more sacks of maize or beans per lima. It is the same idea with our children (*show cover of counselling cards again*) - we need to invest in the very best care, before and after they are born, in order to ensure that they grow up to be smart, healthy and strong. We can learn new ways to ensure they get the best start to life.

From the moment we plant seeds in the field, we take special care of our crops to make sure they grow well and are productive. We:

- Plant at the right time so the seed gets the water it needs.
- Nourish the seed with fertilizer so that its roots get a good, strong start.
- Add another fertilizer at just the right time to ensure good growth for specific plant parts, like the leaves and grain.
- Take time to weed around the growing crop, so that the crop – and not the weeds – gets the water and good nutrition from fertilizer.
- Invest in pesticide management practices to prevent pest damage and disease in our crops so they will be more productive.

We do all of these things, at the right times, so that the crop will grow and produce well, and we will get more sacks of maize or beans per lima.

It is the same idea with our children - from the moment the seed is planted, even before baby is born, we must take special care to make sure the mother is healthy and eating well so that the child will be born healthy, then take the same care for the child's health so that they grow well and are productive in school and in their future work. We must:



- Ensure pregnant mothers eat plenty of diverse food to nourish baby in her womb and help her have the time to exclusively breastfeed baby for the first six months of life.
- Nourish our young children with a variety of nutritious foods, giving different types and amounts of food at the right times, to help their brains and bodies develop well, that they grow into intelligent individuals.
- Grow a variety of foods to be able to feed our children and pregnant and lactating mothers this diverse diet.
- Use good hygiene and health care practices to prevent disease so that our children can use the good nutrition to grow well rather than to fight disease.
- Ensure pregnant mothers sleep under a mosquito net to prevent disease.

Investing in the very best care for women of reproductive age, pregnant and lactating mothers and our children, especially during the first 1,000 most critical days - from pregnancy through the first two years - will help ensure they grow up to be smart, healthy, and strong.

Like we regularly monitor the growth and productivity of our farm, we must monitor the health of our family. We must:

- Take our pregnant women to antenatal visits as soon as she is pregnant so we can make sure the baby is growing well in the womb and help her deliver in a health facility.
- Take our young children to the growth monitoring clinic every month, to know that they are continuing to grow well and will have the very best start to life.

Only if we make sure our children have the best start to life, in their mother's womb and for their first two years of life, will they be smart and strong and able to help us be an even more productive family.



- ASK: Why does a pregnant woman need to be smart, healthy and strong?
- ASK: Why does a breastfeeding mother need to be smart, healthy and strong?



A **pregnant woman** must be smart to go to ANC early and follow their recommendations; she must be strong and healthy to make a strong healthy baby, and to have a successful childbirth.



A **breastfeeding mother** needs to be smart to know the importance of exclusively breastfeeding for the first 6 months. She needs to be smart to plan meals of good foods after baby is six months old. She must be healthy and strong to make plenty of milk and continue breastfeeding while she is working at home, in the fields, and in business.

A **woman of reproductive age** needs to be smart to know the importance of good nutrition for herself and the family by having diverse diets to remain healthy as a preparing her body to have a smart, strong and healthy baby in the future.



ACTION TO PROTECT YOUR FAMILY FROM COVID-19:

- Do not touch your face, nose, or eyes, and ask family members and other to avoid touching their face, nose, or eyes.
- If you, or others, have to cough or sneeze, cover your mouth and nose with your bent elbow or use a tissue to prevent droplets from spraying. Safely dispose of used tissues after use and wash your hands for 20 seconds with soap with soap and clean running water.
- Practice physical distancing. Stay at least 2 meters away from other persons.
- Always put on a mask in public places and ensure the mask covers your mouth, nose and chin.



- ASK: Why does a baby need to be smart, healthy and strong?
- ASK: Why does father need to be smart, healthy and strong?
- ASK: Why do others who care for baby need to be smart health and strong?



Baby needs to be strong and healthy so he is more productive in future work and making income for the family when he is older. Baby needs to be smart so she can succeed in school and make her parents proud!



Father needs to be smart to plan with his wife to ensure there are good foods for baby and mom all year long and there is extra agriculture labour when his wife is pregnant and breastfeeding. He needs to be strong and healthy to do work and help with household chores so the household is peaceful, and smart to help the baby learn and grow smart too.

Others who care for baby need to be smart and never give a baby under six months, who is exclusively breastfeeding, any other foods, liquids or herbs. Mother's milk is the best food to protect and feed baby.



- ASK: Who should participate in household visits with the nutrition volunteer?

It is important for women of reproductive age, both the mother and father, and any other caregivers in the household, such as grandmothers, to participate in each visit, because all caregivers play important roles in feeding and caring for pregnant and breastfeeding mothers and young children, ensuring good hygiene practices, helping your baby to grow and develop well, and in making good decisions for your family and your farm.

P

PROBE



ASK: What do you think about these ideas? Do you agree to work with the project to learn new ways to help make sure your children and family are smart, healthy and strong? Is there anything that might prevent you from trying these new practices?

Ask Nutrition Volunteers to talk to a volunteer sitting next to them for the next five minutes. They should share any personal concerns that they have about the project. Together they should try to find solutions to these worries and problems. After five minutes, ask the Nutrition Volunteers to share what they have discussed.

POSSIBLE CONCERNS:

- Other family members (husband, mother-in-law) may not agree with the new practices and may not support the women in trying the new practices **(lack of money or taboos)**.
 - Share the messages you learned today with your husband, mother-in-law, and other family members. **Invite them to the next lesson.** When visiting your neighbour households, encourage all family members to be present during your visit so that everyone receives the same messages and can talk about, understand, and commit to try a new practice together. If additional support is needed, engage your community animator to help encourage participation of all household members.

I

INFORM



Help find solutions to any concerns they mention. Provide new information or a different perspective to help the Nutrition Volunteers (or caregivers) understand how they can move forward. Encourage other Nutrition Volunteers to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.

R

REQUEST



ASK: Based on today's teachings, what commitment will you make? Are you willing to commit to trying some simple and doable new ways of improving your and your children's health?

Ask the Nutrition Volunteers to say aloud the commitment they are making. For example:



- I commit to working with the project so my children, and my neighbours' children, grow smart, healthy and strong.
- I commit to trying a new practice each month so my children grow smart, healthy and strong.
- I commit to visiting my neighbour group members once a month to help them learn about new ways they can improve their children's health.

Congratulate the Nutrition Volunteers on joining this activity to learn more about how to have children and a family that is smart, healthy and strong and to support their neighbours in improving their children's health. Tell them you will share more information with them during the Care Group meeting next month.

Remind the Nutrition Volunteers that they should share the lesson with their neighbours during household visits in the same way that the health promoter shared it with them during the Care Group meeting.

- First, **ask** questions about the caregiver's beliefs about children's health in their community and their interest in working with the project.
- Then, use the cover of the counselling cards to **show and explain** why pregnant and breastfeeding women, baby and father need to be smart, healthy and strong.
- **Probe** to find out more about concerns the caregivers have about working with the project and help **inform** solutions to those concerns with new information or a new perspective.
- Finally, **request** a commitment from each of the caregivers – mothers, fathers, grandmothers – about their willingness to participate with the project and try new practices each month to help their children and families grow smart, healthy and strong.
- Eventually, you will also **examine** the caregiver's commitment from the previous month to see if they have done what they committed to do or what support they may need to reach their goals. This will start when households begin making specific commitments related to new practices.

E

Every month, lessons will follow this format. The format will become easier to follow with practice. Take some time now for the Nutrition Volunteers to practice giving the lesson to a partner. Encourage them and provide feedback to help them improve.

PRACTICE & COACHING



1. Let each Nutrition Volunteer go to Lesson 1: Smart, Healthy and Strong in the Nutrition Volunteer's booklet and a set of counselling cards. Ask them to share the teachings they have learned with the person sitting next to them using the handout and the cover of the counselling cards. **Practice physical distancing. Stay at least 2 meters away from other persons.**
2. They should try to teach the person next to them in the same way that the promoter used the flipchart to teach them.
3. After ten minutes, ask the Nutrition Volunteers to switch roles. The other Nutrition Volunteer will share the teachings from the handout and cover of the counselling cards.
4. The Promoter should watch, correct, and help the Nutrition Volunteers who are having trouble.
5. When everyone is finished, answer any questions that the Nutrition Volunteers have about the materials, or today's lesson.

LESSON 2: BEST START TO LIFE: WHY GOOD NUTRITION MATTERS



KEY MESSAGES:

1. From the time the baby is conceived to the second birthday is a very important time for setting a child on a positive growth path to become a smart healthy and strong adult. Having enough of the right foods during this important 1000-day period will benefit the child's health now and future.
2. Parents and family members should prioritize growing or buying the best foods for the pregnant mother and the child under two years so that they protect their child's growth during this most important 1000-day period.
3. Parents and family members should be aware of the negative consequences of not feeding the pregnant mother and child under two enough of the right foods during this most important 1000-day period.



PLANNING:

1. NV, when you are scheduling your meeting with the household, make sure to invite the father, mother, grandmother, or other siblings who take care of the child under two.
2. Practice physical distancing. Stay at least 2 meters away from other persons.
3. The meeting with the household should not exceed 1 hour.



MATERIALS:

- Prior to lesson, Health Promoters should work together to create Smart, Healthy and Strong song
- Lesson 2 Image Page
- NV Lesson booklet: Why Good Nutrition Matters
- Optional: Nutrition Action cards #1, 2

ACTIVITY:

Community volunteers created a song to emphasize the importance of good health and nutrition for smart, healthy and strong families. Health Promoters can work together prior to the lesson to create a song for the project,. Then, during the lesson, sing the Smart, Healthy and Strong song. Teach Nutrition Volunteers the song, and ask them to sing the song with you. Repeat a second time so the Nutrition Volunteers remember the song.

A

ASK

- Ask the first question to learn about caregivers' knowledge of signs of malnutrition.
- Ask the second question to encourage the women to discuss how the project might change life in the community? Encourage the women to think about how healthy children might make life easier for the parents. Would it affect their productivity, their finances, and their happiness?
- **Encourage discussion. DO NOT correct "wrong" answers. Let everyone give an opinion.**



- ASK: How do you know if children are malnourished?
- ASK: How would life be different if all children in the village were smarter, healthier and stronger?

S

SHOW AND EXPLAIN

Use Nut 2 Image Page. Ask the questions below and, after the Nutrition Volunteers respond, provide the key messages after each question. Remember to allow time for Nutrition Volunteers to discuss answers to questions before providing an answer.



Show image 1, image 2 and image 3 on image page 1.

- ASK: Which of these children do you think is malnourished?



Image 1: Marasmus

This child is malnourished. The child has not gotten enough food in the recent past so she is very thin and weak.



Image 2: Kwashiorkor

This child is malnourished. The child has not gotten enough of certain kinds of foods, like groundnuts, beans, kapenta, eggs or meat. His body is swollen and he is weak and sickly.



Image 3: Stunting



- ASK: And the third child? This child looks pretty good compared to the other two, right?
- ASK: Do you think the child is malnourished?
- ASK: Show image 4 next page. This child is the same age as the other child in the picture. Now what do you think about this child's nutritional status?



Image 4: Stunting

This child is malnourished too. The is the same age as the other child, but is short for their age – This child is stunted.

This means the child has not gotten enough feeding and care over a long period of time. The child's body and brain are not developing well compared to the other children of the same age who are getting better care.

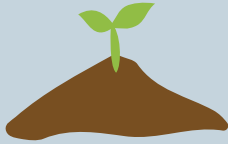


- ASK: Were you able to tell that the child is malnourished by looking at him or her?
- ASK: It was not easy, was it?

It is easy to see that the first two children in the pictures are severely malnourished. But those kinds of malnutrition are not common. The last kind of malnutrition we saw- stunting, or low height for a child's age - is hard to see, but it is common. 1 of every 2 children under age 2 – that is half of all children under 2 – in our province are stunted. This means that over a long period of time, they did not get enough nutrition and care to ensure their best growth and development for their body and brain. We do not easily see this kind of malnutrition because the child does not look as sick as the first two malnourished children we saw. Even though we may not see it, a lot of children in our communities are not getting enough nutrition to develop well.

We must take extra good care of children during the period we call the “1,000 most critical days” so that they achieve their best future. This period is the most important time to make sure that baby gets enough care and feeding to develop brain and body. The 1,000 days includes 9 months of pregnancy and first 2 years of life. The 9 months of pregnancy are so important for baby's growth and development because their brains and bodies are developing in the mother's womb. The first 2 years of life are so important because their brains and bodies are growing most rapidly during this period. During this time, we must make a big effort so the child gets the right feeding and care – enough food and the right kinds of food and to not get sick so the child can use all the good food to grow brain and body rather than to fight disease – to help his brain and body grow smart, healthy and strong.

From pregnancy to two years is our best chance to make sure that baby gets enough care and feeding to develop brain and body. If we miss this chance for body and brain development, the child cannot fully catch up later.

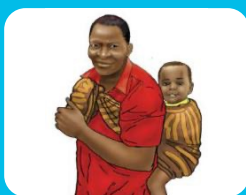


Just like with crops, if they suffer from drought, or not enough fertilizer, or too much disease early in their growth, they will never produce well. Like we make investments in fertilizer to give nutrients to our crops, or pest -management practices to prevent disease, we must also invest in good nutrition and keeping our children healthy and free from disease early in life so that they grow smart, healthy and strong and can be productive in school and in the fields.

ASK: What agriculture practices can help prevent malnutrition among your children?

There are many agriculture practices that are not only good for agricultural productivity and higher incomes but can also help to prevent malnutrition among your children. For example, crop diversification can help prevent malnutrition by making sure a variety of food is available to feed your children. Good planting, harvesting, and post -harvest handling and storage practices are important to make sure some of these foods, like groundnuts and maize, are of good quality and safe for your family to eat. Good crop storage practices help to prevent malnutrition because more food is available for a longer period of time. Small livestock production helps make sure your children get enough of the right kinds of food, especially animal source foods.

Ask the following question to Father and other caregivers:



- **ASK: Father, you play an important role in preventing malnutrition among your children. What are some things you can do to support your wife to make sure your children grow smart, healthy and strong and do not become malnourished?**

Remind the father that he plays a very important role in helping to prevent malnutrition among his children. Here are some examples of what the father can do to support his wife and make sure his children are healthy:

- Father, participate together with your wife each month during household visits with your Nutrition Volunteer to learn more about the practices you can try to ensure your child grows smart, healthy and strong.
- Father, support your wife to try the new practices that you learn from your Nutrition Volunteer. These practices will help you make sure your child gets enough feeding and care during the 1,000 most critical day period and will help prevent malnutrition.

The good news is that there are some simple ways to ensure your child grows and develops well. There are many families in our community who are successfully feeding and caring for their children with the same level of resources that you have. We will learn about these practices together in the coming months.

P

PROBE



ASK: What do you think about these ideas? Is there anything that might stop you from working with the project to make sure your children grow up to be smart, healthy and strong, and do not become malnourished?

Ask Nutrition Volunteers to talk to a volunteer sitting next to them for the next five minutes. They should share any personal concerns that they have about helping their children grow smart, healthy and strong. Together they should try to find solutions to these worries and problems. After five minutes, ask the Nutrition Volunteers to share what they have discussed.

I

INFORM



POSSIBLE CONCERNS:

Households may feel like they do not have the resources (for example, money) needed to help their children grow smart, healthy and strong.

- Remind the Nutrition Volunteers/neighbour households that there are already households in the community who are successfully feeding and caring for their children with the same level of resources they have.
- Consider joining a farmers group to learn new production practices that improve soil health and productivity.
- Also think about joining a community-based savings group, like SILC or Farmer Business School, as this is an important way to learn about saving money and managing loans to increase incomes to enhance household food security and diversity. Becoming involved in these activities can also help families improve their ability to help their children grow smart, healthy, and strong.
- Make sure your Nutrition Volunteers know who to contact or refer their households to for more information on these services, such as the local agriculture field agent, lead farmer, camp extension officer, or community-based

savings group field agent.

Help find solutions to any concerns they mention. Provide new information or a different perspective to help the Nutrition Volunteers (or caregivers) understand how they can move forward. Encourage other Nutrition Volunteers to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.

R REQUEST



ASK: Based on today's teachings, what commitment will you make? Are you willing to commit to trying new practices to make sure your children grow up to be smart, health and strong, and do not become malnourished?

Ask the Nutrition Volunteers to say aloud the commitment they are making. For example, "I commit to working with the project to make sure my children do not become malnourished."

Remind Nutrition Volunteers that, during household visits, they should also ask caregivers – mothers and fathers

– for a commitment each month. They should commit to try a new, doable practice related to today's lesson.

Perhaps this month mother commits to work with you each month to learn about new practices and father commits to participate with mother during household visits.

NOTE TO FACILITATOR: USING ACTION CARDS DURING THE HOUSEHOLD VISIT

During household visits, find an appropriate action card that is related to the caregivers' commitments. This month, choose action cards #1 and 2. Show each one of the cards to the caregivers, and ask them what they see in each picture. How is the picture related to today's lesson? Then, ask the caregivers to choose one card to try in the next month. Ask them to keep the action card representing their commitment separate from the other cards, to remind them of their action for the month. Encourage them to use the card to discuss the action with other members of their family. When following up with them during your next visit, ask them which card they chose and whether they were able to keep their commitment.

PRACTICE & COACHING



1. Let each Nutrition Volunteer refer to lesson II : Why Good Nutrition Matters from the Nutrition Volunteer's lesson booklet and L 2 Image Page. Ask them to share the teachings they have learned with the person sitting next to them using the handout and the image page. Practice physical distancing. Stay at least 2 meters away from other persons.
2. They should try to teach the person next to them in the same way that the promoter used the images to teach them.
3. After ten minutes, ask the Nutrition Volunteers to switch roles. The other Nutrition Volunteer will share the teachings from the handout and cover of the counselling cards.
4. The Promoter should watch, correct, and help the Nutrition Volunteers who are having trouble.
5. When everyone is finished, answer any questions that the Nutrition Volunteers have about the materials, or today's lesson.

LESSON 3: HEALTHY DIET FOR PREGNANT AND BREASTFEEDING (LACTATING) WOMEN



KEY MESSAGES:

1. Future father knows how to support his wife's health and nutrition during pregnancy and lactation.
2. Pregnant and lactating women are aware of the important aspects of how and what to eat during pregnancy and lactation.
3. Fathers provide for and support pregnant or breastfeeding partner to follow FADDUAH.
4. Pregnant and lactating women can eat all of the same foods that she ate before-there are no foods that are not allowed for pregnant women. Drinking alcohol is dangerous for the baby's growth.



PLANNING:

1. Remind Nutrition Volunteers to please invite fathers ahead of time to attend household visits. Participation of fathers is critical in this lesson. If possible, seek support from Gender Champions to spread the word and mobilize fathers to attend this month's visit ahead of time.
2. Practice physical distancing. Stay at least 2 meters away from other persons.
3. The meeting with the household should not exceed 1 hour.



MATERIALS:

- IYCF Counselling Cards #1 and #11
- Nutrition Volunteer's lesson booklet: refer to Lesson 3 Healthy Diet for Pregnant and Breastfeeding Women
- Optional: Nutrition Action cards #10, 15, 29, 32, 33, 34 and 35

A

ASK

NOTE TO FACILITATOR:

The target audience for this month's lesson are fathers. They are critical to ensuring pregnant and breastfeeding women eat a diverse, nutritious diet and are cared for while pregnant and breastfeeding, so they remain healthy and give the baby a healthy start to life. Make sure the Nutrition Volunteers understand that fathers should be present for this lesson and remind them to invite fathers to attend the household visits ahead of time. Encourage grandmothers and other family members to attend, too.

- Ask the questions below to learn about current practices and beliefs within the community regarding diets for pregnant and breastfeeding women.
- **Encourage discussion. DO NOT correct “wrong” answers. Let everyone give an opinion.**



- ASK: What do pregnant or breastfeeding women in your household eat in a typical day?
- ASK: How does this change at different times throughout the year?
- ASK: How do pregnant or breastfeeding women decide what to eat each day?
- ASK: What are pregnant or breastfeeding women not allowed to eat and why?

Today we are going to talk a bit more about a healthy diet for women who are pregnant or breastfeeding.

S

SHOW AND EXPLAIN

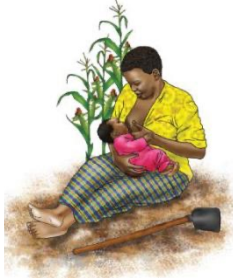
Show Counselling Card #1. Remember to allow time for caregivers to discuss answers to questions before providing an answer.



- ASK: Why does a pregnant woman need to be smart, healthy and strong?
- ASK: Why does a breastfeeding mother need to be smart, healthy and strong?



A **pregnant woman** must be smart to go for Antenatal Care (ANC) early and follow their recommendations. She must be strong and healthy to make a strong healthy baby, and to have a successful childbirth.



A **breastfeeding mother** needs to be smart to know the importance of exclusively breastfeeding for the first 6 months. She needs to be smart to plan nutrient dense foods after baby is six months old. She must be healthy and strong to make plenty of milk and continue breastfeeding while she is working at home, in the fields, and in business.



Recently, we talked about FADDAUH with children.

- ASK: Do you remember what FADDAUH stands for? Sing together the FADDAUH song.

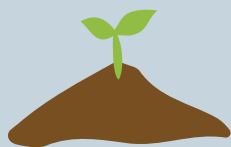
Many of the things that we discussed with FADDAUH with children also apply to a woman who is pregnant or breastfeeding. When your wife is pregnant or breastfeeding, her body needs extra food each day because she is also providing the energy and nutrition that your growing baby needs.

For pregnant or breastfeeding women, **frequency** and **amount** are very important. During her pregnancy, your wife must eat one extra small meal or snack each day. Even if she feels nauseated or does not feel hungry, she should try to eat small frequent meals or snacks so she gets enough food for the baby to develop well. She can eat all of the same foods while pregnant and breastfeeding that she ate before- there are no **foods** that are not allowed for pregnant women. Drinking alcohol is dangerous for the baby's growth.

During breastfeeding, your wife must eat two extra small meals or snacks each day. She needs to get enough food so that her body can recover from childbirth, and she will feel strong to take care of the baby and the family.

For pregnant and breastfeeding women, **diversity** or variety is also important. Your wife needs to eat a variety of locally available foods.

Even though a woman is pregnant or breastfeeding, she may still be working in the fields. Discuss the questions below with nutrition volunteers (or caregivers during the household visit) to understand how this role for pregnant and breastfeeding women might affect their diet.



- ASK: What role does a pregnant or breastfeeding woman play in the upcoming agriculture season? How might this role influence the frequency, amount, and diversity of foods that she is able to eat?
- ASK: How does this change with different agriculture seasons? How do the different agriculture seasons affect how often a pregnant or breastfeeding woman is able to eat, or the variety of foods available to her?
- ASK: How can pregnant and breastfeeding women and their families make sure they are getting the frequency, amount and diversity of foods they need even when they are working in the fields?



Show food groups across bottom of Counselling Card #1.

- ASK: Do you remember these food groups that we discussed before?
- ASK: What foods can pregnant or breastfeeding women easily find and carry with them to eat as snacks during the day? To which groups do those foods belong?
- ASK: What is the group of foods on the far right at the bottom of the card?



Density is the richness of a food. We talked about density for young children in terms of the amount of water in a food. We can also make the food denser by adding a bit of oil, margarine or ground seeds or groundnuts. You know how some firewood burns well, hot and strong for a long time, and some other wood does not give much heat or burn for a long time? That's sort of like the density of a food-how much energy it has in it.



For pregnant and breastfeeding women, active feeding is not really an issue, but **utilization** and **hygiene** are very important. To make sure your wife is able to use all the food she eats to build your growing baby, she needs to stay healthy. That's why preventing malaria is so important for pregnant and breastfeeding women, as well as for young children. Taking breaks from field work and getting plenty of rest is also important when women are pregnant or breastfeeding so she can use her energy to grow baby and produce a good supply of breastmilk.

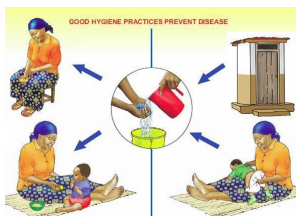


Hand washing for 20 seconds with soap is extremely important in preventing stunting in children and ill health in everyone. Did you know that the main cause of diarrhoea is eating your or other people's poop by accident when invisible amounts remain on hands if not washed properly? This happens if you and your family members do not wash your hands well with soap or ash and running water after pooping, touching a baby's poop, and before eating. If you don't use soap and running water to get all traces of poop off your hands, you may end up eating it later. Water alone does not clean off all the poop. This is especially important for pregnant and breastfeeding women and young children, so they do not get sick and baby grows and develops well. Not washing hands with soap can also expose pregnant, breastfeeding women and children to Covid-19 the new disease that has come in our society. If they touch surfaces that have the have droplets of Covid-19 and they do not wash their hands but touch their nose, eyes and mouth. They can easily get the disease.



Show Counselling Card #11.

- ASK: Let's remind ourselves, when are the most important times to wash our hands with soap and running water?



The most important times to wash our hands with soap and running water are:

- Before preparing food
- Before eating, or feeding young children
- After using the latrine
- After cleaning your baby's bottom
- After touching dirt surfaces

Remember, it is critical for fathers to participate in the visit this month. Ask the following question:



- ASK: Husband, how can you help make sure your wife stays healthy and strong while she is pregnant or breastfeeding, to help your child have the best start to life?

NOTE TO FACILITATOR:

Remember that other people, like grandmothers or elders, in the household also influence the foods pregnant and breastfeeding mothers eat and the care that they get. If these household members participate in the conversation, invite them to share how they can support healthy diets and good care for new mothers, for the health of both mother and baby!

Remind the husband that his role is very important in making sure his wife has a healthy diet and his child gets the best start to life. Here are some examples of what the husband can do to support his wife:

- Husband, you can prevent mold and aflatoxins by: planting early, avoiding contact with soil when drying, store groundnuts in shells, then when shelling before eating don't soak them. These actions will reduce aflatoxins in your food. Aflatoxins (rot/mold) are caused by a common mold and when eaten are especially harmful to the health of pregnant and breastfeeding women and their children.
- Husband, you can help make sure that even when your wife goes to the field to work, she brings a small meal or snack with her to eat.
- Husband, you can remind your wife that she needs foods from each of the different food groups: energy, body-building, and protective. You can make sure she has the resources she needs to be able to eat these different types of food every day.
- Husband, you can make sure your wife sleeps under a bed net every night to help prevent malaria so that she stays healthy and strong

while pregnant or breastfeeding.

- Husband, you can remind your wife to wash her hands with soap before touching food and after touching poop. You can provide soap for all family members, guests and yourself to wash hands before eating. You can lead by example to show that it is important for your whole family to wash hands at these key moments.
- Husband, you can remind your pregnant or breastfeeding wife to take breaks and rest when working in the field. Remember, her body is either growing your baby or producing food to feed your child – and both take a lot of energy. She must take breaks from field work so she also has the energy for this very important job.

We have learned more today about frequency, amount, diversity, density, utilization and hygiene.

P

PROBE



ACTIVITY:

FADDAUH Song

To make sure we remember these concepts, let's sing the FADDAUH song together.

What do you think about these ideas? Is there anything that might prevent you from ensuring good frequency, amount, diversity, density, utilization and hygiene to ensure a healthy diet and good nutrition for pregnant and breastfeeding mothers in your households?

Ask Nutrition Volunteers to talk to a volunteer sitting next to them for the next five minutes. They should share any personal concerns that they have about ensuring good frequency, amount, diversity, density, utilization and hygiene to ensure a healthy diet and good nutrition for pregnant and breastfeeding women in their households. Together they should try to find solutions to these worries and problems. After five minutes, ask the Nutrition Volunteers to share what they have discussed.

I

INFORM



POSSIBLE CONCERNS:

- Caregivers may be concerned about other household members not supporting good feeding practices for pregnant and breastfeeding women in the household. For example, husbands may expect to be fed larger quantities and the more

nutritious and better quality foods available to household members (e.g. the best pieces of meat, eggs, groundnuts, fish), leaving little food of lower quality available for the pregnant or breastfeeding woman.

- Encourage all household members to attend household visits conducted by Nutrition Volunteers, so that husbands, mothers-in-law, and other household members are receiving the same messages about the importance of a healthy diet and good nutrition for pregnant and breastfeeding women (in addition to young children). Remind caregivers of the importance of the 1,000 most critical days – how fast the child’s brain and body is developing even in the mother’s womb – and how a pregnant woman’s diet affects the growth and development of the baby in her womb. It is so important for her to have a healthy diet during this critical period – because her diet is helping the baby to grow and develop – so that the baby grows to be smart, healthy and strong.
- Caregivers may be concerned about pregnant and breastfeeding women eating often enough, particularly during the agricultural season when they spend a lot of time working in their fields.
 - Remind pregnant and breastfeeding women that the additional foods they should eat are small meals or snacks, such as a mango or banana, and do not have to be fully prepared meals. These small meals or snacks can be carried to the fields with them so they can eat during a break from their work. Remind fathers to encourage their wives to bring these small meals or snacks to the field with them.

Help find solutions to any concerns they mention. Provide new information or a different perspective to help the Nutrition Volunteers (or caregivers) understand how they can move forward. Encourage other Nutrition Volunteers to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.

R REQUEST



ASK: Based on today’s teachings, what commitment will you make? Are you willing to eat [one, for pregnant women, or two, for breastfeeding women] extra small meals or snacks each day while you are [pregnant or breastfeeding]? Are you willing to plan meals, together with your husband and mother -in-law, that focus on improving food diversity? Are you willing to commit to work with your Gender Animator to ensure fathers are present during

your household visits this month? What commitment are other caregivers willing to make?

Ask the caregivers to say aloud the commitment they are making. Encourage the caregivers to make specific commitments, so they can see their progress and feel a sense of accomplishment after they follow through. For example:

- Pregnant women may commit to eating an extra small meal or snack each day, while breastfeeding women commit to eating two extra small meals or snacks each day.
- Other caregivers in the household may commit to helping their pregnant or breastfeeding family member find additional foods for these extra small meals or snacks.
- Pregnant or breastfeeding women may commit to talking with their husbands and mothers-in-law about planning two days of meals, and then a week of meals, focusing just on food diversity – eating as many different food groups as you can each day.
- Husbands may commit to remind his wife to bring a small meal or snack with her to the field and to take breaks to rest when working. See above for other ideas about how husbands can support their wives to have a healthy diet when pregnant or breastfeeding.
- Volunteers may commit to working with their Gender Animator to ensure fathers participate in the household visits this month.

Explain that next month, you will check their progress on their commitments.

NOTE TO FACILITATOR: USING ACTION CARDS DURING THE HOUSEHOLD VISIT

During household visits, find an appropriate action card that is related to the caregivers' commitments, such as #10, 15, 29, 32, 33, 34 or 35. Give this card to the caregivers to remind them of their commitment for the month.

Or, if the caregivers have a hard time making a commitment, choose 3- 5 of the previously mentioned cards, show each one of the cards to the caregivers, and ask them what they see in each picture. How is the picture related to today's lesson? Then, ask each caregiver to choose one card to try in the next month. Ask them to keep the action card representing their commitment separate from the other cards, to remind them of their action for the month. Encourage them to use the card to discuss the action with other members of their

family. When following up with them during your next visit, ask them which card they chose and whether they were able to keep their commitment.

E

EXAMINE



Ask the Nutrition Volunteers about the commitments they made last month – what were their commitments? Ask them to explain the ways in which they have kept their commitments, or if they found it difficult to keep their commitments, how can you help them meet their goals? Encourage them to try any practices they committed to do but have not yet done. If they are still facing challenges, remind them of solutions that were identified during the last meeting or help them find solutions to new, unexpected challenges they are facing.

PRACTICE & COACHING



1. Let each Nutrition Volunteer go to the lesson on Healthy Diet for Pregnant and Breastfeeding Women in the Nutrition Volunteer's booklet. Nutrition Volunteers should have the set of IYCF Counselling Cards previously given to them (and, perhaps, the Action Cards). Ask them to share the teachings they have learned with the person sitting next to them using the Nutrition Volunteer's lesson booklet and IYCF Counselling Cards #1 and #11 (and Action Cards, if available).
2. They should try to teach the person next to them in the same way that the promoter used the flipchart to teach them.
3. After ten minutes, ask the Nutrition Volunteers to switch roles. The other Nutrition Volunteer will share the teachings from the handout and counselling cards.
4. The Promoter should watch, correct, and help the Nutrition Volunteers who are having trouble.
5. When everyone is finished, answer any questions that the Nutrition Volunteers have about the materials, or today's lesson.

LESSON 4: BETTER BREASTFEEDING



KEY MESSAGES:

1. Mother's breastmilk is the very best and the only food the child needs before six months.
2. It also gives the baby natural immunity (protection) against common diseases.
3. Breastmilk continues to be a very good and free source of nutritious food for the baby after 6 month
4. The more frequently a mother breastfeeds the better her milk production will be and the more her body will recover from childbirth.
5. When mother uses good breastfeeding positioning and attachment to the breast both the mother and the child are more comfortable.



PLANNING:

1. NV, when you are scheduling your meeting with the household, make sure to invite the father, mother, grandmother or other siblings who take care of the child under two.
2. Practice physical distancing. Stay at least 2 meters away from other persons.
3. Meeting with household should not exceed 1 hour.



MATERIALS:

- IYCF Counselling Cards #3, #6 and #7
- NV lesson booklet lesson: Better Breastfeeding
- Optional: Child Health Reminder Card (one copy for each Nutrition Volunteers, and copies for neighbour group members)
- Optional: Action cards #5, 12, 18

A

ASK

This month, we want to talk about one specific type of food – one that is free, very nutritious, clean and safe to feed your child, readily available and requires no preparation. What is this food? (Answer: breastmilk!)

- Ask the questions below to learn about current practices and beliefs within the community regarding breastfeeding of children under two.
- **Encourage discussion. DO NOT correct “wrong” answers. Let everyone give an opinion.**



- ASK: When do mothers in your community begin to breastfeed?
- ASK: For how long do mothers typically breastfeed their children? Until what age?
- ASK: What are the benefits of giving your baby only breastmilk for the first 6 months?
- ASK: Do people in your community have any special things they do to protect the baby's health when the baby is first born?

S

SHOW AND EXPLAIN

Show Counselling Card #3. Allow time for caregivers to discuss answers to questions before providing an answer.



- ASK: What do you see in this picture?
- ASK: What is the best food for babies in the first 6 months of life?
- ASK: At what age should complementary foods be introduced to young children?



Exclusive breastfeeding for the first six months of life is so important for your baby to have the best start to life. Breastmilk alone is the best food for your baby during the first six months – it helps your baby to grow smart, healthy and strong. The first yellowish milk that the mother produces right when the baby is born is the very best natural protection for the baby's health: it is made to be medicine and food for the baby. The baby should never take any other medicine, herbs or liquids that don't come from the mother's breast.

Babies need breastmilk from the moment they are born – and if you start breastfeeding immediately, it will help you to produce enough milk to feed your baby. For the first six months, your baby does not need any other foods or liquids – breastmilk alone provides everything your baby needs. Even during the very hot weather, breastmilk can satisfy your baby's thirst. Giving water, tea, porridge or other foods or liquids during this time can make your baby sick and is dangerous to his health and growth.

Does it sometimes seem like your baby under 6 months old is unsatisfied after breastfeeding and needs additional food? Let's see if baby follows and reaches for a shoe just as well as he follows food and water.

Find a shoe and move it around in front of baby. Does baby reach for it, just as he would reach for food or water? He probably does. This does not mean that he is hungry and wants to eat the shoe, just as it does not mean he is hungry if he reaches for food. Baby reaches for everything right now because he is learning about the world around him. Baby is not unsatisfied.

To ensure good growth, breastfeed your baby whenever he wants, in the day and night. Breastfeed your baby often, at least 8 to 12 times day and night, to help you make lots of breastmilk. Your breasts make as much milk as your baby takes – if your baby takes more, your breasts make more. If you do not breastfeed as often, your breasts make less milk.

If a breastfeeding mother falls pregnant she should continue to breastfeed, this is good for her and for her child. This does not hurt the growing baby.

NOTE TO FACILITATOR:

How do you know when a child is hungry? Crying is often a late sign of hunger. There are many early signs that show a baby wants to breastfeed:

- Restlessness
- Opening mouth and turning head from side to side
- Putting tongue in and out
- Sucking on fingers or fists

When a child is six months old, breastmilk alone no longer provides all the energy and nutrition that the child needs to grow smart, healthy and strong. Complementary foods should be introduced at this time. However, breastfeeding should continue until the child is two years old or beyond for most children. If the mother is HIV positive and the child is HIV negative, breastfeeding should continue up to 2 years and beyond.

Encourage HIV positive mothers to adhere to ART this reduces chances of HIV transmission through breast milk from mother to child.



Show IYCF Counselling Card #6.

- ASK: What do you see in this picture?
- ASK: How can you ensure your baby is breastfeeding well?
- ASK: How should a baby be attached to the breast?



To make sure your baby is breastfeeding well and getting all of the benefits of breastmilk, you must make sure he is attached properly to the breast. To help your baby attach well, tease the lower lip with the nipple, in order for the baby to open the mouth wide, then quickly move the baby toward the breast. The baby's mouth should cover a large part of the areola (dark area around the nipple). The baby's chin should touch the breast and both lips should be turned outwards.

Hold your baby close to the breast while breastfeeding. You know your baby is suckling well if the baby takes slow deep suckles, sometimes pausing. You may be able to see or hear your baby swallowing after one or two suckles. Suckling should be comfortable and pain free for you.



Show IYCF Counselling Card #7.

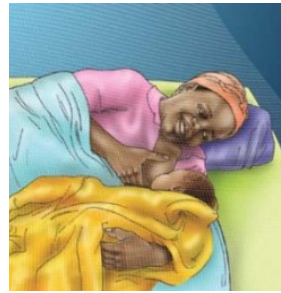
- ASK: What do you see in this picture?
- ASK: What are the benefits of good positioning of the baby at the breast during breastfeeding?

The position of your baby while breastfeeding is also important to ensure he suckles well and gets all of the benefits of breastmilk to help him grow smart, healthy and strong. Good positioning helps both you and your baby to be comfortable during breastfeeding. When your baby suckles well, it also helps you to produce a good supply of breastmilk.

When positioning your baby, remember that he should be:

- **Straight** – baby's head, back and buttocks should be in a straight line
- **Facing you** and able to look up at your face

- **Close** to you and brought to the breast
- **Supported** – the whole body should be supported, not just the head and shoulders



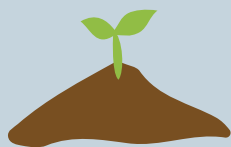
The positions shown in these pictures are all good breastfeeding positions, where baby is straight, facing you, close and supported. Let's practice some of these positions together.

You can help make sure your baby gets enough breastmilk by emptying both breasts at each feed. Allow baby to suckle as long as he wants. Also, empty one breast before offering the second breast to your baby. These practices will ensure your baby is getting enough breastmilk and also help you to produce a good supply of breastmilk.



BREASTFEEDING AND COVID-19:

- Nutrition volunteers should re-assure and support all mothers to initiate and continue to breastfeed their infants – even if they are suspected or confirmed to have COVID-19.
- In a case of suspected or confirmed Covid-19 family members, mother and others who are caring for the baby to use a medical mask when available or a cloth face covering.
- To date, the virus has not been found in amniotic fluid or breast milk, which means that the virus is not being transmitted during pregnancy or through breast milk.



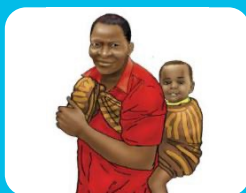
Many breastfeeding women continue to work in their fields and it can be difficult to ensure good breastfeeding practices. Discuss the below questions with nutrition volunteers (or caregivers during the household visit) to understand how this role for breastfeeding women might affect her ability to practice good breastfeeding techniques.

ASK: Now that we've discussed the importance of breastfeeding, what in your experience prevents women from being able to breastfeed exclusively?

ASK: What can men and others in the household do to support exclusive breastfeeding even during the agriculture season?

Even if you are working in the fields, it is important to take a break to breastfeed, to make sure your baby has good attachment and good position.

Be sure to engage the father during the household visit, so that he can learn with his wife and support her to have good breastfeeding practices. Ask the following question:



- **ASK: Father, how can you support your wife to breastfeed your child well, even during the busy agricultural season?**

Remind the father that his role is very important in helping his wife to use good breastfeeding practices so that his child gets the best start to life. Here are some examples of what the father can do to support his wife:

- When mother is working in the field, encourage her to take breaks so that she can breastfeed the baby appropriately, with good attachment and good position.
- Encourage the mother to exclusively breastfeed until baby is six months old, even if grandmothers try to give baby water, tea or porridge.

- Help your wife with some of her daily work, like cooking, so that she has time to breastfeed baby as often as baby needs.
- Encourage your wife to remember to wash hands for 20 seconds before holding the breast for the baby to prevent herself and the baby from getting sick from covid-19.

NOTE TO FACILITATOR: USING THE CHILD HEALTH REMINDER CARD WITH THIS LESSON

If available, use the Child Health Reminder Card with the Nutrition Volunteers (or household) to review the “Feeding Each Day” concepts for children 0 to 6 months. Remember, many breastfeeding practices apply to all children under two, since they are still breastfeeding. We will continue to use the card with lessons and will review other sections of the card over the coming months.

ACTIVITY: ROLE PLAY

Split the nutrition volunteers into two or three groups. Ask each group to create a role play based on one of the following topics (a different topic for each group):

1. The importance of exclusive breastfeeding until 6 months of age
2. How to position a baby well for optimal breastfeeding and the importance of good positioning of a baby during breastfeeding. Include the four points to remember when positioning a baby to breastfeed (straight, facing you, close, supported).
3. A mother is concerned about the amount of breastmilk her baby is getting and about her supply of breastmilk. What advice can we give the mother?

Have each group of volunteers perform their role play for the other group(s). Were any important ideas missing from the role play? Ask each group to perform their role play during a community event during the upcoming month.



PROBE



ASK: What do you think about these ideas? Is there anything that might prevent you from giving your baby the best start to life by exclusively breastfeeding until 6 months and ensuring good attachment and positioning when breastfeeding your baby?

Ask Nutrition Volunteers to talk to a volunteer sitting next to them for the next five minutes. **Let NV practice physical distancing by staying at least 2 meters away from each other.**

They should share any personal concerns that they have about exclusively breastfeeding or attachment, positioning and other optimal breastfeeding behaviours. Together they should try to find solutions to these worries and problems. After five minutes, ask the Nutrition Volunteers to share what they have discussed.

POSSIBLE CONCERNS:

- Mothers may be concerned about the time required to breastfeed as often as her baby would like. Given her other responsibilities during the day, she may feel rushed and not feel like she can take the time for long, affectionate feeding sessions and to empty both breasts.
 - Encourage husbands and other family members to participate in the lesson, or for the mother to share the information from the lesson with her family. Breastfeeding is an essential component to ensuring children grow smart, healthy and strong. Encourage other family members to help the mother, so that she can take the time she needs to frequently, adequately and affectionately breastfeed her baby.
- Some mothers may be concerned about the amount of breastmilk that they produce, and that it is not enough to meet the needs of their babies.
 - Many of the optimal breastfeeding practices that we discussed today help to ensure an adequate supply of breastmilk. Remember, your breasts make as much milk as your baby takes. If your baby takes more, your breasts make more. If you do not breastfeed as often, your breasts make less. Follow these practices to ensure your breasts make a good supply of breastmilk for your baby:
 - Start breastfeeding immediately after birth. This will help you to produce enough milk to feed your baby.
 - Breastfeed your baby often, whenever she wants during the day and night. Frequent breastfeeding – at least 8 to 12 times, day and night, for children below 6 months – helps you make lots of breastmilk.
 - Make sure your baby is attached well to the breast and positioned well; then, she will suckle well and help you to produce a good supply of breastmilk.
 - Let your baby suckle as long as she wants. Remember, the more she takes, the more breastmilk you will produce.
 - Empty both breasts during each feeding. Finish feeding your baby from one breast before giving milk from the other breast.
 - Eat a nutritious, diverse diet and an extra small meal or snack each day. Remember, as a lactating mother, you must get the nutrition and energy you need to be able to produce enough breastmilk for your baby.
- If a breastfeeding mother becomes pregnant she should continue to breastfeed. This is good for her and for her child. This does not hurt the baby growing inside.

I INFORM



Help find solutions to any concerns they mention. Provide new information or a different perspective to help the Nutrition Volunteers (or caregivers) understand how they can move forward. Encourage other Nutrition Volunteers to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.

R REQUEST



ASK: Based on today's teachings, what commitment will you make? Are you willing to say no to family members who want to give your baby under 6 months water, tea or porridge? Are you willing to take the time you need to position your baby well and allow her to suckle for as long as she would like, even if when you are working in the field? Are you willing to breastfeed your baby whenever she wants during the day and night? Are you willing to count the number of times you breastfeed your baby each day to understand how frequently she feeds? Father, what commitment will you make?

Ask the caregivers to say aloud the commitment they are making. Encourage the caregivers to make specific commitments, so they can see their progress and feel a sense of accomplishment after they follow through. For example:

- We commit to say no if family members want to give baby under 6 months old water, tea or porridge – or anything other than breastmilk.
- I commit to emptying both breasts during each feed.
- I commit to breastfeed my baby whenever she wants during the day and night.
- [For pregnant women] I commit to start breastfeeding immediately after birth to help make sure I can produce enough breastmilk to feed my baby.
- [For fathers] I commit to encourage my wife to take breaks when she is working in the field so she can breastfeed our baby well.
- [For fathers] I commit to support my wife to give our baby only breast milk, and no other foods, until baby is 6 months old, even if my mother continues to suggest giving additional food before 6 months. (See above for other ideas about how fathers can support their wives to breastfeed their children well.)

Explain that next month, you will check their progress on their commitments.

NOTE TO FACILITATOR: USING ACTION CARDS DURING THE HOUSEHOLD VISIT

During household visits, find an appropriate action card that is related to the caregivers' commitments, such as #5, 12, or 18. Give the card to the caregivers to remind them of their commitments for the month.

Or, if the caregivers have a hard time making a commitment, choose the three related cards (#5, 12 and 18), show each one of the cards to the caregivers, and ask them what they see in each picture. How is the picture related to today's lesson? Then, ask each caregiver to choose one card to try in the next month. Ask them to keep the action card representing their commitment separate from the other cards, to remind them of their action for the month. Encourage them to use the card to discuss the action with other members of their family. When following up with them during your next visit, ask them which card they chose and whether they were able to keep their commitment.

E

EXAMINE



Ask the Nutrition Volunteers about the commitments they made last month – what were their commitments? Ask them to explain the ways in which they have kept their commitments, or if they found it difficult to keep their commitments, how can you help them meet their goals? Encourage them to try any practices they committed to do but have not yet done. If they are still facing challenges, remind them of solutions that were identified during the last meeting or help them find solutions to new, unexpected challenges they are facing.

PRACTICE & COACHING



1. Let each Nutrition Volunteer go to the lesson on a Better Breastfeeding in the Nutrition volunteers booklet.. Nutrition Volunteers should have the set of IYCF Counselling Cards previously given to them (and, perhaps, the Child Health Reminder Card and/or Action Cards). Ask them to share the teachings they have learned with the person sitting next to them using the handout and IYCF Counselling Cards #3, #6 and #7 (and Child Health Reminder Card and Action Cards, if available).
2. NV practice physical distancing. By stay at least 2 meters away from each other.
3. They should try to teach the person next to them in the same way that the promoter used the flipchart to teach them.
4. After ten minutes, ask the Nutrition volunteers to switch roles. The other Nutrition Volunteer will share the teachings from the handout and counselling cards.
5. The Promoter should watch, correct, and help the Nutrition Volunteers who are having trouble.
6. When everyone is finished, answer any questions that the Nutrition Volunteers have about the materials, or today's lesson.

LESSON 5: HANDWASHING



KEY MESSAGES:

1. Keeping your hands clean, using a latrine and drinking clean water keeps you and your family healthy.
2. Washing your hands with soap after using the toilet, after cleaning the babies nappies, before preparing food and before feeding the baby and eating and after touching dirt surfaces will keep you and your family healthy.



PLANNING:

1. NV be sure to schedule this visit and lesson at a time when all household members will be home so that all members learn about how to protect themselves and the baby from illnesses
2. Practice physical distancing. Stay at least 2 meters away from other persons.
3. The meeting should not exceed 1 hour.



MATERIALS:

- If possible include, include a field agent or lead farmer in the presentation of this lesson to help make the link to improved animal housing and its benefits for good hygiene
- IYCF counselling card number 11.
- NV lesson booklet: Lesson 5: Handwashing
- Optional: child health reminder cards.
- Optional: WASH action cards #9,13,16,28, 29

A

ASK

- Ask the questions below to learn about current practices and beliefs within the community regarding handwashing.
- **Encourage discussion. DO NOT correct “wrong” answers. Let everyone give an opinion.**



- ASK: When do people in your household typically wash their hands?
- ASK: When do people in your household typically wash their hands with soap?
- ASK: When do people in your household typically wash children’s hands?
- ASK: When do farmers in your community typically wash their hands with soap? Is it different for male and female farmers?

S

SHOW AND EXPLAIN

Lead disgust exercise: Ask household member to dirty his/her hands with mud and wash hands in a dish and give the same dish to others present to wash their hands from the same dish. How do they feel about this? Probably disgusted. But this is essentially what happens if they do not have a hand washing facility, and do not wash their hands with soap or ash before eating or feeding their children. They eat dirt.



ASK: Why is it so important to wash hands with soap?

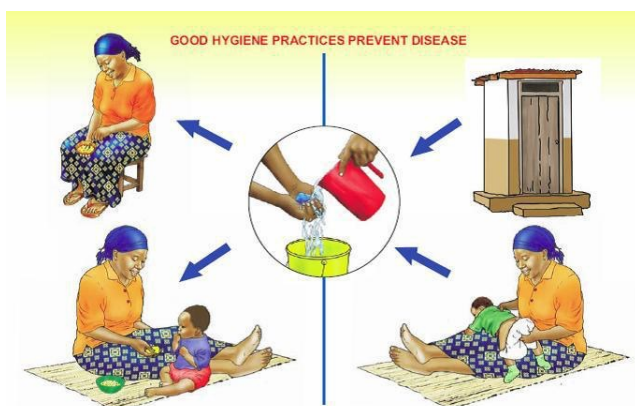
Dirty hands carry many germs that can make you and your baby sick. **They can even carry a virus such as Covid-19.** These germs can cause diarrhoea, or respiratory infections such as Covid-19. Diarrhoea is one of a leading cause of death among young children. Dirty hands, flies can contaminate food or water and spread germs. Good hygiene practices, like washing your hands with soap, are important to stop the spread of germs from dirty hands and to prevent costly disease.



Show WASH Action Card # 3. Allow time for caregivers to discuss answers to questions before providing an answer.

- ASK: What do you see in this picture?
- ASK: When are the most important times to wash hands for **20 seconds with soap** – for mothers, fathers, grandmothers, and all caregivers?
- ASK: When is it important to wash your baby's hands with soap?

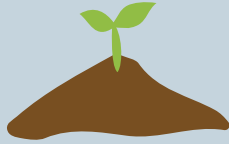
Remember, washing your hands for **20 seconds with soap** and running water at certain times is the MOST important thing you can do to prevent your family from becoming sick and to help their bodies to be able to use all the good nutrition. If your child suffers from diarrhoea, he/she will not be able to absorb all the nutrients from the food you feed him/her. The most important times for all household members to wash their hands with ash or soap are after touching poop or before touching food:



- After using the latrine
- After changing baby's nappies
- Before preparing food
- Before eating or feeding your child
- After touching dirt surfaces

In addition to your own hands, for those with small children it is also important to wash your child's hands for **20 seconds with soap** and running water before s/he eats. Washing your and your baby's hands at these times is important so that you and your baby do not eat poop. Place a tippy-tap and soap near the latrine to make it easy to wash hands every time you use the toilet or after throwing away the child's nappies or faeces. If you do not have that tippy-tap close to the latrine you will forget to wash your hands and people can think you are dirty. Remember also to wash your baby's hands frequently to prevent them from Covid-19 as these often touch their face most times.

It is also important to wash hands frequently, especially after blowing your nose, coughing or sneezing into a tissue, cleaning your home and compound, after practicing agriculture, and after handling livestock or other animals.



Good hygiene practices are important for farmers, especially after handling livestock or working with chemicals – fertilizers, pesticides or herbicides – in their fields. When you are done working in your field, be sure to wash your hands with soap so you and your children do not eat dirt or chemicals, which are not good for your health.

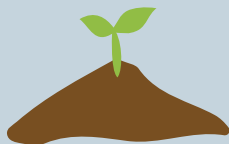


- ASK: Is washing your hands with soap different from washing your hands with just water? Why is it important to use soap?
- ASK: Why is it important to use running water when washing hands?



Washing your hands for **20 seconds with soap** is very different from washing your hands with just water because it is the ash or the soap that removes germs from your hands. Water alone does not remove the germs from your hands that can make your baby sick. Think about it, if you get oil on your hands - the oil does not come off your hands unless you use soap when washing them. Germs are like the oil - they will stay on your hands unless you use soap when you wash them.

It is important to use clean, running water when washing your and your baby's hands so that you do not re-contaminate your hands after washing them from the dirty water.



ASK: What investments do you make to prevent disease or damage in your maize?

Many people invest in pest management practices to prevent insect damage or disease in their crops. Like with maize, investments must also be made to prevent disease in your children. Investing in soap for washing hands is one of the best investments you can make to prevent costly disease in your family.

NOTE TO FACILITATOR:

Soap may be expensive for some households to buy.

ASK: What are some ideas that Sanitation Promoters and other caregivers have to get soap for handwashing? Discuss their ideas, and the following:

- Is soap used for bathing or other chores (washing clothes or dishes)? When this soap becomes small, use the remaining pieces to wash hands during the critical times discussed above.
- While it may seem expensive, a small investment in soap now can help prevent larger medical costs to treat diseases in their families or children later.



Joining a community-based savings group, like SILC, can help you make sure you have the resources you need to practice good hygiene. The money you save in your savings group can be used to purchase extra soap for hand washing.



- **ASK: What role do men and women have in Hand washing? What can you do together to help make sure your family wash hands at key times?**



Be sure to engage the men and women, so that they can practice together good hygiene behaviours. Ask the following question:

Remind them all that their role is very important in promoting handwashing in the household to prevent the family from becoming sick. Here are some examples of what the father can do to support good hygiene:

- Men and women can buy soap and make sure everyone in the household uses it at all the right times to stay healthy.



- Men and women can bring ash or soap to wash your hands before eating. Help your children use the soap to wash their hands before eating. You can be a good example for your family.
- Fathers, be sure to wash your hands with soap after working in the fields, especially after using chemicals.
- Men make sure you construct a hand washing facility such as a tippy tap for handwashing and together with the woman of the house make sure there is safe water and soap for hand washing.

P PROBE



ASK: What do you think about these ideas? Is there anything that might prevent you from using good hygiene practices, to ensure that no one in your family is eating poop and to prevent costly disease?

Ask a Health/Sanitation Promoter to talk to the person sitting next to him/her for the next five minutes. They should share any personal concerns that they have about practicing good hygiene techniques like washing hands with soap, placing a child on a clean mat to eat and play, keeping fingernails short and clean, and disposing adult and infant faeces in the latrine.

They should also discuss any barriers that might prevent fathers from supporting these practices. Together they should try to find solutions to these worries and problems. After five minutes, ask the Sanitation Promoters to share what they have discussed.

I INFORM



Help find solutions to any concerns they mention. Provide new information or a different perspective to help them understand how they can move forward. Encourage them to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.

HAND WASHING DEMONSTRATION:

Wash hands for  20 seconds following these steps



Wet your hands under running water and apply soap



Rub your palms together



Rub your fingers and palms and spaces between them



Rub your fingers and thumbs



Rub your nails and palms



Rub your thumbs in your palms



Rub your fingers in your palms

R

REQUEST



ASK: Based on today's teachings, what commitment will you make? Men, what commitment will you make? Are you willing to wash your and your child's hands with soap before preparing food, eating, or feeding your child?

Ask participants to say aloud the commitment they are making. Encourage the caregivers to make specific commitments, so they can see their progress and feel a sense of accomplishment after they follow through. For example:

- I commit to wash my child's hands with soap before s/he eats to make sure s/he does not eat poop.
- I commit to bathe my child and change her into clean clothes before she eats.
- I commit to build appropriate handwashing facility for my household.
- I commit to give my wife the money she needs to purchase soap for handwashing.
- I commit to help other households to have a hand washing facility commonly used by all family members

Explain that next month, you will check progress on their commitments.

NOTE TO FACILITATOR:

Using Action Cards during the household monitoring During household visits, find an appropriate action card that is related to the participants' commitments, such as #1, 2, 3, 4, and 5. Give the card to the caregivers to remind them of their commitments for the month.

E

EXAMINE



Ask the participants about the commitments they made last month – what were their commitments? Ask them to explain the ways in which they have kept their commitments, or if they found it difficult to keep their commitments, how can you help them meet their goals? Encourage them to try any practices they committed to do but have not yet done. If they are still facing challenges, remind them of solutions that were identified during the last meeting or help them find solutions to new, unexpected challenges they are facing. Refer them to other neighbours who have been successful with this practice.

PRACTICE & COACHING



1. Each Health/Sanitation Promoter to refer to WASH Action Card # 1, 2, 3, 4, and 5: hand washing
2. They should try to teach the person next to them in the same way that the Nutrition Field Supervisor used the Action Cards to teach them. Practice physical distancing. Stay at least 1 meter away from other persons. Two meters are suggested.
3. After ten minutes, ask the Sanitation Promoters to switch roles. The other Sanitation Promoter will share the teachings from the lesson booklets and counselling card.
 - a. The Nutrition Field Supervisor should watch, correct, and help the Sanitation Promoters who are having trouble.
4. When everyone is finished, answer any questions that the Sanitation Promoters have about the materials, or today's topic.

LESSON 6: SANITATION



KEY MESSAGES:

1. Using a latrine keeps you and your family healthy
2. Using a latrine will make your living environment cleaner
3. Keeping your living environment free from animal faeces will keep your family, especially your small children, healthy.



PLANNING:

1. NV, be sure to schedule this visit and lesson at a time when all household members will be home so that all members learn about how to protect themselves and the baby from illness.



MATERIALS:

- WASH Action Cards 6, 7, 8, 9, and 10



ASK

- Ask the questions below to learn about current practices and beliefs within the community regarding sanitation or having and use of Latrine.
- **Encourage discussion. DO NOT correct “wrong” answers. Let everyone give an opinion.**



- ASK: Where do people in your household poop?
- ASK: Does your family have access to a latrine?
- ASK: Why is it important to poop in a latrine?
- ASK: What are the risks of pooping in the open?

To introduce the session: Sing together the Hygiene song.

Tell the household: Today we are going to talk more about hygiene and sanitation.

S

SHOW AND EXPLAIN

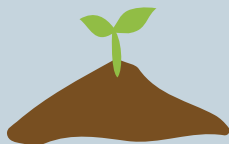
Lead disgust exercise: Ask one household member to pretend to poop and wipe, then ask them to pretend to lick their hand. How do they feel about this? Probably disgusted. This, essentially, is what happens if they do not use a latrine and instead poop in the open; they eat their own faeces through different routes.

Poop carries many germs that can make you and your family sick. These germs can cause diarrhoea or other deadly diseases such as Cholera; diarrhoea is a leading cause of death among young children. Contaminated fingers, flies, and contaminated food or water can spread germs from poop. Good hygiene practices, like using a latrine and washing your hands with ash or soap, are important to stop the spread of germs from poop and to prevent costly disease.



Show Action Cards # 6. Allow time for household members/caregivers to discuss answers to questions before providing an answer.

- ASK: What do you see in this picture?
- ASK: When is it important to use a latrine?
- ASK: How does pooping in the open affect nutrition?



ASK: What investments do you make to prevent disease or damage in your maize?

Many people invest in pest management practices to prevent insect damage or disease in their crops. Like with maize, investments must be made to prevent disease in your Family. Investing in constructing an adequate latrine is one of the best investments you can make to prevent costly disease in your family and help make sure your family lives a smart, healthy and strong life



- ASK: What else can you do to help stop the spread of germs and prevent costly disease?

After they give their ideas, show the sanitation section of the Action Cards. For each of the pictures, ask:

- ASK: What do you see in this picture?

Note: allow for responses before you give the information below.



Dispose all faeces in the latrine to help prevent your children from eating poop. This includes adult, child and infant faeces, which are all dangerous and can spread disease. Disposing faeces in the latrine, instead of out in the open, also helps to prevent flies from spreading disease, by landing on poop and then landing on your child's food. You can also make sure your baby is not eating poop by creating clean feeding and play spaces for her. This entails making sure the areas where your baby plays and eats are free from animal poop and rubbish. Even if you cannot see poop, the dirt your child plays in may have old, dried poop that has turned into dust. Sweep your yard well and place baby on a clean mat when playing and eating. Even if your baby is on a clean mat when playing, remember to wash the baby's hands with soap and running water before she eats.

Use appropriate animal housing to help make sure the area around your house, where your children play and your family eats, is clean and has no animal poop that can spread germs to your children through fingers or flies.

Even if your child plays in areas that look clean, her fingernails may still get dirty. Keeping your child's and household members fingernails short by cutting them regularly with a nail cutter or clean razor is important to help keep fingernails clean, and to prevent the child and family members from becoming sick.

After the child poops remember to dispose of faeces in the latrine not behind your house or in a refuse pit. No matter how small the child is, their poop is as dangerous to spread germs as an adult poop. In fact, children's faeces carry more germs than adult's faeces, therefore, it is important to dispose of children's faeces in the latrine.

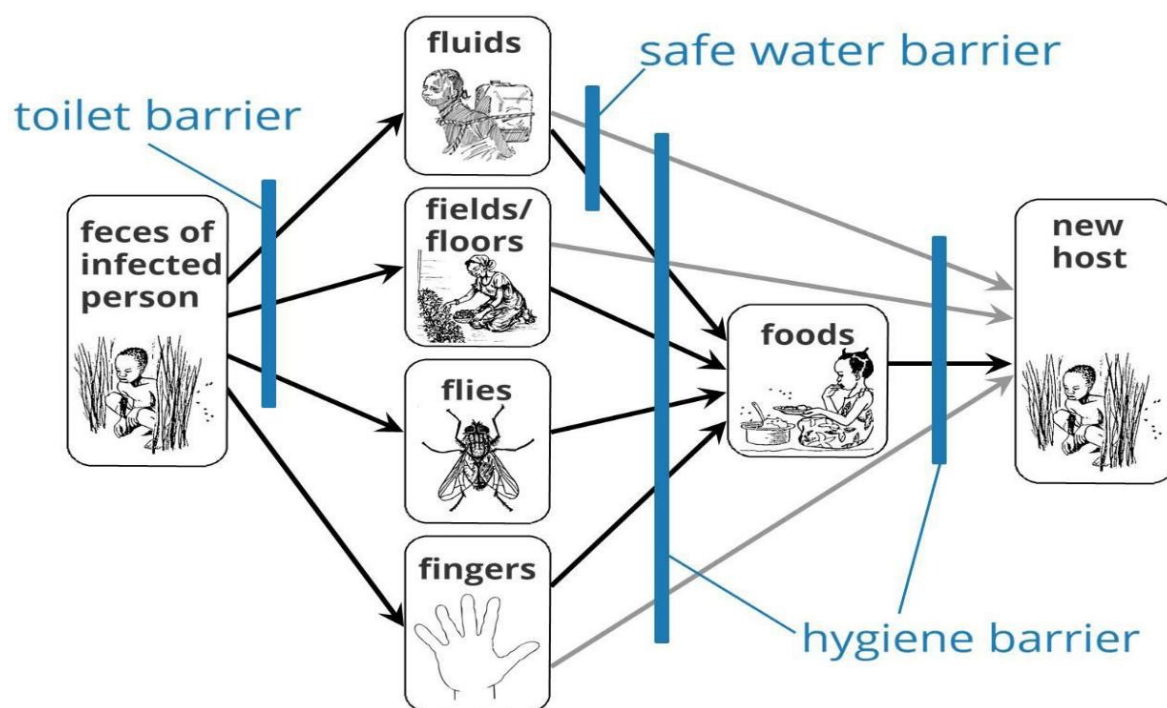


ACTION TO PROTECT YOUR FAMILY FROM COVID-19:

- Do not touch your face, nose, or eyes, and ask family members and other to avoid touching their face, nose, or eyes.
- If you, or others, have to cough or sneeze, cover your mouth and nose with your bent elbow or use a tissue to prevent droplets from spraying. Safely dispose of used tissues after use and wash your hands for 20 seconds with soap with soap and clean running water.
- Clean frequently touched surfaces with soap and water to prevent your family from contracting COVID-19.
- Practice physical distancing. Stay at least 1 meter away from other persons. Two meters are suggested.
- Ask family members to stay at home and avoid going to market, crowded places, or any public events.
- Always put on a mask in public places and ensure the mask covers your mouth, nose and chin.

If someone needs to go out to buy food, fetch water, buy medicines, or visit the health centre, avoid crowds, and practice physical distancing as much as possible.

NOTE TO FACILITATOR: DIFFERENT PATHS WE EAT FAECES (POOP) AND HOW TO PREVENT IT



Using adequate latrine to dispose of faeces will protect us from eating faeces.



Joining a community-based savings group, like SILC, can help you make sure you have the resources needed to construct an adequate latrine. The money you save in your savings group can be used to purchase a slab, or cement for constructing a strong latrine that can last your family for years.



NOTE TO FACILITATOR:

In addition to those things mentioned above, there are other important hygiene practices households can do to help stop the spread of germs and prevent costly disease. Some of these practices, which caregivers may have already mentioned, include:

- Ensure latrines are well ventilated – this helps prevent bad odours.
- A good latrine should: provide privacy, be free from unpleasant smells, have a lid, be free from vectors (e.g. flies), safe to use, have an adequate size orifice, be easy to operate and maintain, be easy to construct, not contaminate the user, protect users from bad weather, and have a hand washing facility.

A good excreta disposal system should:

- Not contaminate surface or underground water as these may drain into springs or well
- Prevent handling of fresh/raw faeces/poop.
- Be free from bad smells and unsightly conditions
- Be simple and inexpensive in construction and operation
- Not be accessible to flies, rodents or animals
- Not contaminate surface soil
- Have a floor strong enough to stand on and easy to clean
- Be deep enough to allow faeces and urine to pass through, but small enough to prevent accidents, especially for children
- Have a tight-fitting lid for the orifice to keep flies out of the pit. The handle should make it easy to remove and replace the lid.
- Have a vent pipe to remove flies and to improve the air circulation

- Have a roof made of some permanent or semi-permanent material
- Not contaminate underground water sources
- Allow for easy emptying
- Be fitted with a door for privacy and devices for children, elderly and disabled to hold on to refer to Card #8.
- **Ensure that latrines are sited at least 30m away from any water point, and at least 10m away from houses. Where the ground slopes towards the water point, the water point should be sited 50m from the latrine.**
- **Have a hand washing facility near the latrine**

Be sure to engage the men to construct an adequate latrine with a super structure to protect women and children. Ask the following question:



- ASK: Men and women what is your role in sanitation? What can you do to help make sure your family has an adequate latrine, to protect them from eating poop and prevent costly disease?



Remind the Men that their role is very important in promoting good sanitation behaviours in their households to prevent their family from becoming sick. Here are some examples of what the Men can do to support good sanitation:

- Build appropriate latrines for their households. Therefore, women and children do not have to use the bush to relieve themselves. This will keep the surrounding area around the household free of faeces, which can spread germs that can make the family sick.
- Women can help keep the latrine clean, covered and reduce odor by pouring ash in the latrine; make sure there is a handwashing facility with safe water and soap or ash near the latrine.
- Additional benefits of sanitation facilities: convenience and comfort; privacy and safety; for women and girls, avoidance of sexual harassment; less embarrassment with visitors; dignity and social status.



PROBE



ASK: What do you think about these ideas? Is there anything that might prevent you from having and using a latrine to dispose of faeces, to ensure your child does not eat poop and to prevent costly disease? How can one tell the latrine is adequate and safe to use?

Ask the Sanitation Promoters to talk to a person sitting next to them for the next five minutes. They should share any personal concerns that they have about disposing of adult and infant faeces in the latrine. They should also discuss any barriers that might prevent men or women from practicing these behaviours. Together they should try to find solutions to these worries and problems. After five minutes, ask the Sanitation Promoters to share what they have discussed.

NOTE TO FACILITATOR TO ADD:

A latrine that is adequate and of quality should have: Smooth cleanable floor, lid for the hole to prevent flies going in and out, Superstructure providing privacy, roofed structure, hand-washing station with water and soap/ash.

POSSIBLE CONCERNS:

- Households may be concerned that material for constructing an adequate latrine is expensive to buy.
 - Joining a community-based savings group, like SILC, can help you make sure you have the resources you need to build an adequate latrine. The money you save in your savings group can be used to purchase building materials like a slab, extra soap for hand washing, housing supplies for sweeping, or a toilet for your child.
 - Make sure the Sanitation Promoters know whom to contact to refer interested households to community-based savings activities or a builder/bricklayer to help them construct a latrine.
 - Mitigation: When constructing toilets, you may decide to use bricks and in this activity, people dig the ground to make bricks. Make sure you bury all pits created to protect young children and your animals from falling in. Bury the pits so that they don't become mosquitoes breeding sites that cause ill health to family and community at large.
 - Avoid cutting trees unnecessarily to build your toilet. Use your SILC savings to buy building materials (such as Iron Sheets for roofing, cement for bricks and flooring) which will not harm your natural environment.

I INFORM



Help find solutions to any concerns they mention. Provide new information or a different perspective to help the Sanitation Promoters or Households understand how they can move forward. Encourage other Sanitation Promoters to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise him/her and encourage others to consider this solution.

R REQUEST



ASK: Based on today's teachings, what commitment will you make? Men, what commitment will you make? Women are you willing to dispose of all faeces in a latrine, to help prevent you and your children from eating poop?

Ask the household members/caregivers to say aloud the commitment they are making. Encourage the Households to make specific commitments, so they can see their progress and feel a sense of accomplishment after they follow through. For example:

- I commit to dispose of my infant's faeces in the latrine.
- I commit to build an adequate latrine for my household to protect my family from deadly diseases.
- I commit to give my wife the money she needs to purchase soap for handwashing.

Explain that next month, you will check progress on their commitments.

E EXAMINE



Ask Households about the commitments they made the previous month – what were their commitments? Ask them to explain the ways in which they have kept their commitments, or if they found it difficult to keep their commitments, how can you help them meet their goals? Encourage them to try any practices they committed to do but have not yet done. If they are still facing challenges, remind them of solutions identified during the last meeting or help them find solutions to new, unexpected challenges they are facing.

PRACTICE & COACHING



1. Give each Sanitation Promotor a copy of Action card on sanitation (choose any card from card 6, 7, 8, 9 and 10)
2. They should try to teach the person next to them in the same way that the Nutrition Field Supervisor used the action cards to teach them. Practice physical distancing. Stay at least 2 meters away from other persons.
3. After ten minutes, ask the Sanitation Promoters to switch roles. The other person will share the teachings from the handouts and counselling card.
4. The Nutrition Field Supervisor should watch, correct, and help the Sanitation Promoters who are having trouble.
5. When everyone is finished, answer any questions that the Sanitation Promoters have about the materials, or today's topic.

LESSON 7: WATER HANDLING, TREATMENT AND STORAGE



KEY MESSAGES:

1. Boiling or chlorinating your drinking water will keep you and your family healthy.
2. Use clean container with narrow mouth and a tight lid.
3. Do not put leaves in water container when transporting water.
4. Use two-cup systems at point of consumption to prevent water contamination.



PLANNING:

1. NV, be sure to schedule this visit and lesson at a time when all household members will be home so that all members learn how to protect themselves and their babies from illness.
2. Practice physical distancing. Stay at least 2 meters away from other persons.
3. The meeting with household should not exceed 1 hour



MATERIALS:

- WASH Action Cards: 11, 12, 13, 14, 15, 16

A

ASK

- Ask the questions below to learn about current practices and beliefs within the community regarding water handling, storage and treatment.
- **Encourage discussion. DO NOT correct “wrong” answers. Let everyone give an opinion.**



- ASK: When do people in your household draw water?
- ASK: Who in your household collects water?
- ASK: How does your household store water?
- ASK: How do you make sure that your household water is safe to drink?
- ASK: How does water affect the health of your family?

S

SHOW AND EXPLAIN

Lead disgust exercise: Ask one household member for a glass of water. Stir it with your finger and ask them to drink it. How do they feel about this? Probably pretty disgusted. If water is not handled and stored properly, dirty hands, flies and dirt can easily contaminate it. If the household does not treat the water before drinking it, they are at risk of drinking water contaminated with diarrhoeal causing bacteria.



Show Card 11 Allow time for members to discuss answers to questions before providing an answer. Show the other cards, 12, 13, 14, 15, and 16 one after another allowing for discussion.

- ASK: What do you see in this picture?
- ASK: Why is it important to handle water safely?



WHAT TO DO:

Household should fetch water from a reliable and safe water source; use a clean bucket when drawing water; chlorinate or boil drinking water; store drinking water in clean and covered containers.

Cover containers in which water is stored - for drinking water use clean container with a narrow opening - keep water in separate containers according to intended use



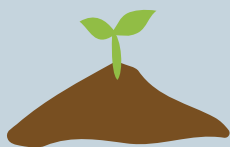
(drinking, bathing, washing plates, pans and pots and laundry).

Use clean hands and two cup method when getting water for drinking to avoid contaminating the water. (Note to Facilitator: Refer to card 11, 12, and 16)



WHAT NOT TO DO:

Do not put leaves and grass in water containers during transport, store water away from domestic animals such as dogs and chickens. Store treated crops away from household water, Do not use containers for drinking water which have been used to store agriculture chemicals. The chemical can contaminate the water and can cause illnesses or death to family members. Note to Facilitator: Refer to Card # 14.



ASK: What investments do you make to prevent disease or damage in your maize?

Many people invest in pest management practices to prevent insect damage or disease in their crops. Like with maize, investments must also be made to prevent disease in your family. Investing in chlorine for treating water is one of the best investments you can make to prevent costly disease in your family and help make sure it is smart, healthy and strong. A great low-cost option is use boil drinking water: make sure to store boiled water in a clean and narrow mouthed container and use within 24 hours or a day after boiling.

NOTE TO FACILITATOR:

Chlorine may be expensive for some households to buy.

- A small investment in chlorine now can help prevent larger medical costs to treat diseases in your family later.
- Care should be taken to avoid using any container previously used for transport of toxic materials (such as pesticides or petroleum products) as a drinking water storage container.



- ASK: What else can you do to make your drinking water safe?
- ASK: What do you see in this picture? **Show Action Card # 15 & 16 showing boiling water or water being chlorinated.**



Water can be contaminated with germs at the source, during transport or during storage and use in the home. Although water may be clear, do not assume it is safe to drink. Water that looks clear may still be contaminated with germs – which you cannot see with just your eyes – that can cause diarrhoea. Boiling or chlorinating water for you and your family will ensure the water is safe to drink. Boil and cover the water, keep it covered to keep it clean. *To chlorinate water, use the guidelines provided on the bottle or sachet you get from the health facility or shop.*



Joining a community-based savings group, like SILC, can help you access the resources you need to practice good hygiene. The money saved from savings group can be used to: purchase chlorine and a bucket with cover for storing clean water; purchase materials required to build appropriate animal housing to keep area around the house free from animal poop that can contaminate your water.



NOTE TO FACILITATOR:

In addition to those things mentioned above, there are other important hygiene practices households can do to help stop the spread of germs and prevent costly disease. Some of these practices, which caregivers may have already mentioned, include:

- Keep water in a covered container.
- The safest way to keep drinking water clean is to pour it from the storage container into the cup you will use. Do not dip cups into the container as your fingers could contaminate the water. Children's hands should never go into the water container.

- Throw rubbish in a pit which is a good distance away from your house to keep flies away from your living area.
- Keep animals out of living quarters, especially water storage areas (kitchens).
- Use appropriate animal housing to make sure the area around your house is clean and does not contain any animal poop, which can also spread disease.
- Practice good personal hygiene (bathing, washing clothes, washing bedding, keeping bedroom clean). Ensure latrines and kitchens are well ventilated.

Be sure to engage the men during the household visit, so that they can learn with their wife and support good household hygiene practices. Ask the following question:



- **ASK:** What is your role as a Man in water handling, storage and treatment? What can you do to help make sure your family practices good hygiene, to prevent drinking contaminated water and prevent costly disease?

Remind the Man that his role is very important in promoting good hygiene practices in his household to prevent his family from becoming sick. Here are some examples of what the Man can do to support water hygiene

- As a man you can build appropriate animal housing for your small livestock to help reduce the amount of animal poop that is around your house, spreading germs that can make your family sick.
- You can buy chlorine for the household to treat water or help your wife boil your drinking water.

P

PROBE



ASK: What do you think about these ideas? Is there anything that might prevent you from using good hygiene practices, to ensure your child does not eat poop and to prevent costly disease?

Ask a Sanitation Promotor to talk to the person sitting next to him/her for the next five minutes. They should share any personal concerns that they have about practicing good hygiene techniques like handling, storing and treating water for their households or their

neighbour. They should also discuss any barriers that might prevent men from supporting these practices. Together they should try to find solutions to these worries and problems. After five minutes, ask the Sanitation Promoters to share what they have discussed.

They should share any personal concerns that they have about exclusively breastfeeding or attachment, positioning and other optimal breastfeeding behaviours. Together they should try to find solutions to these worries and problems. After five minutes, ask the Nutrition Volunteers to share what they have discussed.

POSSIBLE CONCERNS:

- Caregivers may be concerned that chlorine is expensive or not available in their communities.
 - Remind household that they can join a community-based savings group, like SILC, which can help them access resources needed to practice good hygiene. The money saved from savings group can be used to purchase chlorine or a bucket for storing drinking water. Make sure the Sanitation Promoters know who to contact to refer interested households to community-based savings activities
 - Again, remind caregivers of the importance of investing in their children to ensure they grow up smart, healthy and strong. Encourage caregivers to look to their neighbours – how are people with similar (or lower) level of resources managing to practice good hygiene? Learn from them.
 - Inform your Sanitation Promoters if there is a SILC group or PSP or other dealers in the Community selling chlorine or buckets that have narrow mouth for storing water.



INFORM



Help find solutions to any concerns they mention. Provide new information or a different perspective to help the Households understand how they can move forward. Encourage other Sanitation Promoters to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.

R

REQUEST



ASK: Based on today's teachings, what commitment will you make? Men, what commitment will you make? Are you willing to make your water safe by boiling or chlorinating it?

Ask the Households to say aloud the commitment they are making. Encourage the Sanitation Promoters to make specific commitments, so they can see their progress and feel a sense of accomplishment after they follow through. For example:

- I commit to buy chlorine to treat my drinking water
- I commit to boil drinking water for my family every day.
- I commit to store my water in a clean narrow mouth container
- As a man I will help my wife by boiling our drinking water

Explain that next month, you will check progress on their commitments.

E

EXAMINE



Ask the Household members about the commitments they made last month – what were their commitments? Ask them to explain the ways in which they have kept their commitments, or if they found it difficult to keep their commitments, how can you help them meet their goals? Encourage them to try any practices they committed to do but have not yet done. If they are still facing challenges, remind them of solutions that were identified during the last meeting or help them find solutions to new, unexpected challenges they are facing.

PRACTICE & COACHING



1. Give each Sanitation Promotor a copy of Action Cards 12,13,14,15,16,17
2. They should try to teach the person next to them in the same way that the Health Promotor used the action cards to teach them. Practice physical distancing. Stay at least 2 meters away from other persons.
3. After ten minutes, ask the Sanitation Promoters to switch roles. The other Sanitation Promotor will share the teachings from the handouts and counselling card.
4. The Nutrition Field Supervisor should watch, correct, and help the Sanitation Promoters who are having trouble.
5. When everyone is finished, answer any questions that the Sanitation Promoters have about the materials, or today's topic.

LESSON 8: FOOD HYGIENE



KEY MESSAGES:

1. Wash hands with soap and water before preparing food, before eating food, and before feeding children.
2. Wash foods to be eaten raw with treated water, and prepare these foods on freshly washed surface with clean utensils.
3. Cover all stored food from flies and animals and store food in the cleanest and coolest location possible.
4. Construct and use dish rack to keep your utensils away from contact with dirt.



PLANNING:

1. NV, be sure to schedule this visit and lesson at a time when all household members will be home so that all members learn about.



MATERIALS:

- Action Cards # 17 and 18

A

ASK

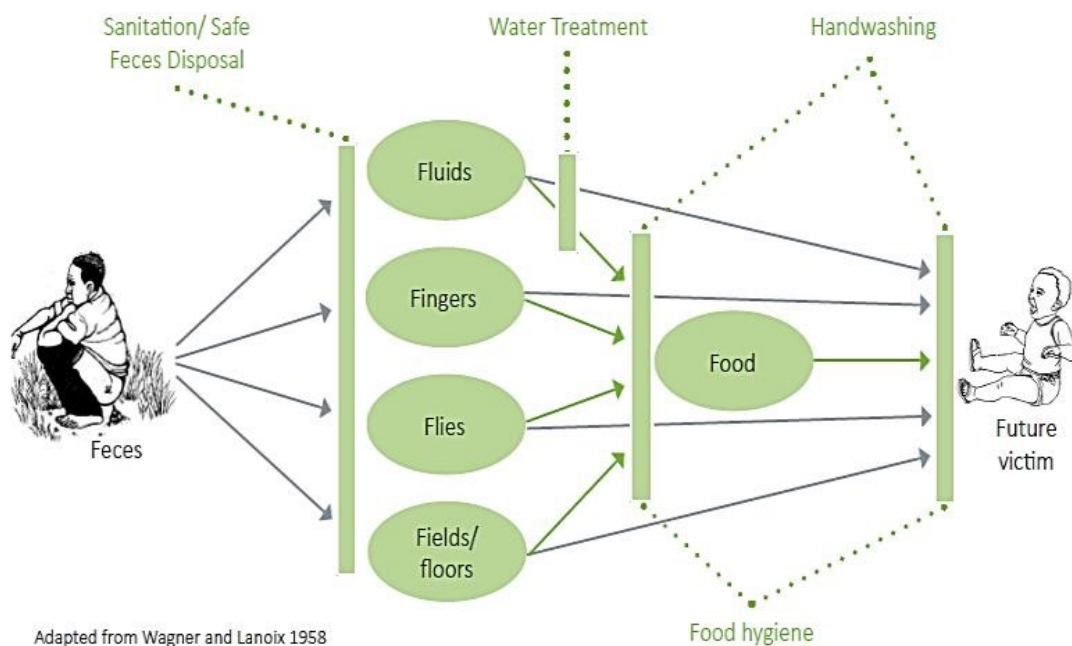
- Ask the questions below to learn about current practices and beliefs within the community regarding handwashing.
- **Encourage discussion. DO NOT correct “wrong” answers. Let everyone give an opinion.**



- ASK: How do you protect your food from getting contaminated with germs?
- ASK: How does your household store clean pots and plates?
- ASK: Who is responsible for cooking in the household?

NOTE TO FACILITATOR:

Introduce the topic by saying: Today we are going to talk about how to protect our food from exposure to germs. Remind participants of the F-diagram and ask them to identify the different routes that allows faeces/poop to contaminate the food we eat.



DISCUSS participants' answers and continue until there is an example for each “F”.

S

SHOW AND EXPLAIN

Lead disgust exercise: Ask the household for a piece of fruit or vegetable (tomato, onion, pepper etc). Pretend to use the toilet and wipe your bottom then get the tomato and give the household to eat.

How do they feel about this? Probably pretty disgusted. If they do not wash their hands before handling food or wash fruits/vegetables before eating them they are essentially transmitting poop from their hands to the food they will feed their family.



Show 17 & 18. Allow time for Sanitation Promoters to discuss answers to questions before providing an answer.

- ASK: What do you see in this picture?
- ASK: Why is food hygiene important?
- ASK: Why is it important to have a dish rack and a refuse pit?



Keeping food safe is important for the health of the family because if food is not handled properly, it can serve as a vehicle for viruses and parasites that cause diarrhoeal disease. Food can become contaminated by human or animal faeces/poop during the food chain:

- Food production (growing/raising the food)
- Preparing or cooking the food;
- Eating the food
- Storage both before and after cooking

ASK participants to give examples of how food can become contaminated in each stage of the food chain.

NOTE TO FACILITATOR:

Explain the various steps of the food chain:

The first step in the food chain is raising the vegetables, which we call PRODUCTION. This includes how we fertilize and water the vegetables in the field, and how we harvest it. What are some forms of natural fertilizers used for vegetables (animal manure?) How are vegetables contaminated during harvesting or transport?

The second step in the food chain is food preparation. Once we have the vegetable in the kitchen, we take a knife and board to prepare the vegetables. Do we wash them first? What else is on the cutting board with the vegetables, or what was there before? Is there raw meat on the same board?

When caregivers practice good hygiene, their children are less likely to fall sick from contaminated food. We can prevent food from getting contaminated in various stages:



FOOD PREPARATION:

- Cook thoroughly and reheat all left over foods until it boils.
- Wash foods being eaten raw with treated water, and prepare food on freshly washed surface with clean utensils.
- Wash hands for **20 seconds with soap and running water** before preparing food.

TO PROTECT YOUR FAMILY FROM COVID-19

- Wash and rinse raw fruits, and vegetables well with safe water before cooking and eating them.
- Clean all food preparation areas, including tables and cutting boards, with soap and clean water.
- Keep raw meat, fish, and poultry separate from other foods before cooking, to prevent spreading germs.
- Cook meat, fish, and eggs thoroughly.
- Serve food immediately after preparation.
- Feed your baby using clean hands, his or her own clean bowl and spoon, clean utensils, and clean cups.
- Prepared food should be given to the young child within 2 hours of cooking. Reheat cooked food thoroughly.



FOOD STORAGE

- Store cooked food in the coolest location possible, out of the sun and covered from flies and animals.

- Do not eat food that has not been thoroughly reheated to a boil. Never eat food that looks or smells rotten.



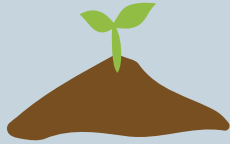
UTENSIL CARE

- Wash cooking and serving containers and utensils before using with clean running water and soap or ash.
- Dry dishes on a rack or dedicated shelf out of reach of children and animals.
- Clean frequently touched surfaces with soap and water to prevent your family from COVID-19.
- Carefully clean all pots, dishes, bowls, and utensils with soap and water, and store them in a clean, safe place.

Maintaining the environment around the house clean will protect the family from germs and viruses that cause deadly diseases.



- Ensure proper storage, collection and disposal of all types of solid waste to avoid rat/mice infestation (rats and mice only stay where they find something to feed on).
- Ensure that all possible sites for mosquito breeding are destroyed such as stagnant water, collection of water in buckets or bottles, etc.
- Keep animals out of living quarters, especially water storage areas (kitchens). Use appropriate animal housing to make sure the area around your house is clean and does not contain any animal poop, which can also spread disease.
- Practice physical distancing. Stay at least 1 meter away from other persons. Two meters are suggested.
- Stay at home and avoid going to market, crowded places, or any public events.
- Ask family members to stay at home and avoid going to market, crowded places, or any public events.
- If someone needs to go out to buy food, fetch water, buy medicines, or visit the health centre, avoid crowds, and practice physical distancing as much as possible.



ASK: What investments do you make to prevent disease or damage in your maize?

Many people invest in pest management practices to prevent insect damage or disease in their crops. Like with maize, investments must also be made to prevent disease in your family. Investing in buying a broom to clean your house and home surrounding and making a dish rack is one of the best investments you can make to prevent costly disease in your child and help make sure he will grow to be smart, healthy and strong. A great low-cost option is to make a local broom from grass, dish rack from local materials and dig a protected refuse pit.

NOTE TO FACILITATOR:

In addition to those things mentioned above, there are other important hygiene practices households can do to help stop the spread of germs and prevent costly disease. Some of these practices, which caregivers may have already mentioned, include:

- Use clean utensils and pots when boiling water for drinking and use clean utensils and clean cups when drinking water.
- Wash all utensils, cups and pots with clean, safe water and soap.
- Store dishes on dish drying racks.
- Always give freshly prepared foods to your child.
- Store food in tightly covered containers.
- Use clean utensils and pots when preparing food, and use clean utensils and clean cups when feeding your child.
- Wash all utensils, cups and pots with clean, safe water and soap.
- Store dishes on dish drying racks.



- ASK: What else can you do to help stop the spread of germs and prevent costly disease?

After they give their ideas, show the Card #17 and 18. For each of the picture, ask:

- ASK: What do you see in this picture?



Joining a community-based savings group, like SILC, can help you make sure you have the resources you need to practice good hygiene. The money you save in your savings group can be used to buy a broom and mat for a clean space for children, or the materials required to build a dish rack, cement or iron sheets for latrines and bathrooms or appropriate animal housing so the area around your house is free from animal poop.



Be sure to engage the men and women during the session, so that they can learn together and support her to have good hygiene practices. Ask the following question:



Show action card #18 and allow for discussions.

- ASK: Men and women what is your role? What can you do to help make sure your family practices good hygiene, to not eat poop and prevent costly disease?
- ASK: What can men do to make sure the household has a dishrack?
- ASK: What can women do make sure the dish rack is safe to use?
- ASK: What can men and women do to protect the environment?

Remind the Men that their role is very important in promoting good hygiene practices in their household to prevent the family from becoming sick. Here are some examples of what the Men can do to support hygienic environment:

- Men, you can build appropriate animal housing for your small livestock to help reduce the amount of animal poop that is around your house, spreading germs that can make your family sick.
- Men can build appropriate bathroom and dish rack to help their

families stay healthy and strong.

- Women can make sure the bathroom and dish rack are kept clean at all times.



PROBE



ASK: What do you think about these ideas? Is there anything that might prevent you from using a dish rack, washing your vegetables and keeping your household surroundings clean, to ensure your family does not eat poop and to prevent costly disease?

Ask Nutrition volunteers to talk to the person sitting next to them for the next five minutes. They should share any personal concerns that they have about practicing good food handling techniques like food preparation, food storage and utensil care. They should also discuss any barriers that might prevent men or women from supporting these practices. Together they should try to find solutions to these worries and problems. After five minutes, ask the Sanitation Promoters to share what they have discussed.

POSSIBLE CONCERNS:

- Caregivers may be concerned that they do not have the materials to build a drying rack.
 - Joining a community-based savings group, like SILC, can help you make sure you have the resources you need to purchase materials to build a drying rack. Households can use local materials to build a drying rack to keep plates and pots out of the reach of animals. Additionally, the money saved from savings group can be used to purchase extra soap for hand washing, play mats for children, housing supplies for sweeping, or the materials required to build appropriate animal housing. By implementing these essential WASH actions, household will ensure that children can eat and play in a clean space free of faeces and germs.
- Caregivers may be concerned about other resources required to use good hygiene practices (latrine to dispose faeces, nail cutter or clean razor to cut fingernails, etc.)
 - Again, remind caregivers of the importance of investing in their family to ensure they live a smart, healthy and strong life. Encourage caregivers to look to their neighbours – how are people with similar (or lower) level of resources managing to practice good hygiene? Learn from them.

I INFORM



Help find solutions to any concerns they mention. Provide new information or a different perspective to help the households understand how they can move forward. Encourage other to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.

R REQUEST



ASK: Based on today's teachings, what commitment will you make? Men, women, what commitment will you make? Are you willing to keep your surrounding clean? Are you willing to dispose of all faeces in a latrine and refuse in a pit, to help prevent your family from eating dirt? Are you willing to commit to placing your child on a clean mat when she eats and plays? Are you willing to build a drying rack for your plates and pots?

Ask household members to say aloud the commitment they are making. Encourage the caregivers to make specific commitments, so they can see their progress and feel a sense of accomplishment after they follow through. For example:

- I commit to dispose refuse in the pit.
- I commit to wash my hands before cooking, eating, and feeding my baby.
- I commit to wash vegetables and fruits with clean water before eating it or feeding it to my baby.
- I commit to help my wife clean the surrounding
- I commit to build appropriate animal housing to limit the animal poop around my house.
- I commit to build a drying rack for plates and pots.

Explain that next month, you will check progress on their commitments.

E

EXAMINE



Ask the households about the commitments they made last month – what were their commitments? Ask them to explain the ways in which they have kept their commitments, or if they found it difficult to keep their commitments, how can you help them meet their goals? Encourage them to try any practices they committed to do but have not yet done. If they are still facing challenges, remind them of solutions that were identified during the last meeting or help them find solutions to new, unexpected challenges they are facing.

PRACTICE & COACHING



1. Give each Sanitation Promotor refer to the WASH action cards, 17 and 18.
2. They should try to teach the person next to them in the same way that the Nutrition Field Supervisor used the flipchart to teach them. Practice physical distancing. Stay at least 1 meter away from other persons. Two meters are suggested.
3. After ten minutes, ask the Sanitation Promoters to switch roles. The other Sanitation Promotor will share the teachings from the handouts and counselling card.
4. The Nutrition Field Supervisor should watch, correct, and help the Sanitation Promoters who are having trouble.
5. When everyone is finished, answer any questions that the Sanitation Promoters have about the materials, or today's topic.

LESSON 9: FEEDING A CHILD 6-23 MONTHS- FADDAUH



KEY MESSAGES:

1. Families know the most important parts of feeding a child 6 to 23 months to make sure the food is well used by the child's body to grow.
2. Families feed children 6 to 23 months following FADDAUH: frequency, amount, diversity, density, utilization, active feeding, and hygiene.



PLANNING:

1. NV, when you are scheduling your meeting with the household, make sure to invite the father, mother, grandmother or other siblings who take care of the child under two.
2. Practice social distancing. Stay at least 2 meters away from other persons.
3. The meeting with household should not exceed 1 hour.



MATERIALS:

- IYCF Counselling Card #14
- Child Health Reminder Card
- NV lesson booklet: Feeding a Child 6-23 months – FADDAUH.
- Optional: Action cards #6, 7, 8, 9

A

ASK

- Ask the questions below.
- **Encourage discussion. DO NOT correct “wrong” answers. Let everyone give an opinion.**



- ASK: How often do you feed your child in a typical day?
- ASK: How much food do you feed your child in a typical day? How do you know how much your child eats each day?
- ASK: When you plant maize, what are some of the things you do to make sure it grows well?

Review previous messages that you have discussed with the household:

- The first 1,000 most critical days in a child's life – from pregnancy through two years – are the most important for him to grow smart, healthy and strong.
- Even if a child does not look malnourished, she may not be developing well in her brain and body. That's why it is important to use agriculture to support household health and nutrition.
- The importance of feeding your child a variety of foods.

Today we are going to talk a little more about feeding a child 6 to 23 months.

S

SHOW AND EXPLAIN

Ask the Nutrition Volunteers to look at their Child Health Reminder Card. Ask one volunteer (who has a child 6-23 months) the age of her child and help them identify the column in the “Feeding Each Day” section that matches the age of that child. Review the FADDAUH concepts for children of that age.

NOTE TO FACILITATOR:

For children 0-5 months, review the column for 0-6 months. This column was also reviewed during the Better Breastfeeding lesson.



- ASK: What do you see in this picture?

Using the Child Health Reminder Card, ask this question for each picture in the column of the child's age. Discuss each of the important points listed on the card in that column.

	0-6 months	6-9 months	9-12 months	12-24 months
What foods? Diversity, Density	<input type="checkbox"/> Mikaka wa kumaweke basi <input type="checkbox"/> Osampasa mazi kapena phala 	<input type="checkbox"/> Mikaka wa kumaweke <input type="checkbox"/> Zakudya zofewa: • Phala yaikako nsinji, mikaka kapena mandanda/mazila; • Zipaso zofinyi ndi ndio zamasamba, munga vikonde/nthoci, papaya kapena kotapela. 	<input type="checkbox"/> Mikaka wa kumaweke <input type="checkbox"/> Kugaya zina mwakudya zimene haruriso mukudya, kapena kumpatiza tsututsa, tsuti muto wotha ai. <input type="checkbox"/> Phala labwino lomwe lili nazo zofunikira zonse. <input type="checkbox"/> Zakudya zochokera kuziweto ★ munga: <input type="checkbox"/> Ndiyo zamasamba ndi zipatso ★ munga: 	<input type="checkbox"/> Mikaka wa kumaweke <input type="checkbox"/> Zakudya zimene banja lonse li kudya kopanda muto nthawi ino. <input type="checkbox"/> Phala lomwe lili ndi zofunikira zonse. <input type="checkbox"/> Zakudya zochokera kuziweto ★ munga: <input type="checkbox"/> Ndiyo zamasamba ndi zipatso ★ munga: 
How much? Amount	<input type="checkbox"/> Mwana ayamwe mikaka utherehu mbali zonse ziwili zamaweke 	<input type="checkbox"/> Mwana ayamwe mikaka kumbali zonse zamaweke, parthawi imodzi yabwama 	<input type="checkbox"/> Yambani ndi masupuni yatatu akulu - akulu pa nthawi iliyonse yokonzachakudya ndipo muzipita muchulukisako pomwe mwana akukula mpaka aziya mbale yonse 	<input type="checkbox"/> Yambani ndi masupuni yatatu akulu - akulu pa nthawi iliyonse yokonzachakudya ndipo muzipita muchulukisako pomwe mwana akukula mpaka aziya mbale yonse 
How Often? Frequency	<input type="checkbox"/> Nthawi iliyonse malinga ngati mwana akufuna kuyamwa. Kasanu ndi katatu 8 kapena khumi ndi kawili 12 usiku ndi usana 	<input type="checkbox"/> Yambani mwana kasanu ndi katatu 8 kapena khumi imodzi 10 usiku ndi usana <input type="checkbox"/> Dyesani mwana katatu patsiku ndi kumpatsano kakudya kana kowonjerapo. 	<input type="checkbox"/> Yambani kasanu ndi kamodzi kapena kasanu ndi katatu patsiku imodzi usiku ndi usana. <input type="checkbox"/> Mudyeni katatu patsiku ndi kumpatsano kakudya kana kowonjerapo. 	<input type="checkbox"/> Yambani mwana wana kanai 4 kapena kasanu ndi kamodzi usiku ndi usana. <input type="checkbox"/> Mudyeni mwana katatu ndi cakupya cina capadera cing'ono kawili patsiku. 
How to feed? Active Feeding	<input type="checkbox"/> Mai akhale bwino ndipo mwana amuyike paminyendo thupi lake lonse la mwana lipenye kwa mai. <input type="checkbox"/> Onani kuti mikaka watha ku bele 	<input type="checkbox"/> Khalani ndi nthawi yoyamwitsilapo mwana. <input type="checkbox"/> Mwana mupatulilani cakudya cake pa mbala yake 	<input type="checkbox"/> Onani kuti mwana akudya cakudya conse pambale osasiyako ai. <input type="checkbox"/> Ngati mwana akunyalanyaza kudya imu, onani kuti mumudyesa pang'ono pang'ono, ndipo pemphani thandizo. 	<input type="checkbox"/> Onani kuti mwana akudya cakudya conse pambale osasiyako ai. <input type="checkbox"/> Ngati mwana akunyalanyaza kudya imu, onani kuti mumudyesa pang'ono pang'ono, ndipo pemphani thandizo. 

NOTE TO FACILITATOR:

During household visits, for each child under the age of 2 in the household, Nutrition Volunteers should only review 1 column of the Child Health Reminder Card – the column of the child's age. Discuss with the Nutrition Volunteers that they can review the remaining columns with a particular household in a few months, when the child has grown older and the information is relevant for the household.

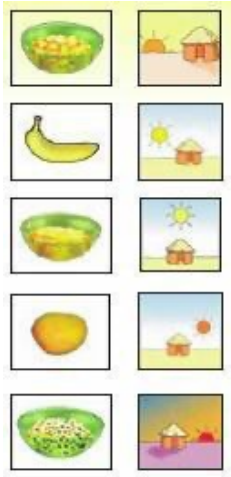
However, the Nutrition Volunteers must understand the information in the “Feeding Each Day” section for children of all ages, because they will visit households with children of different ages. After reviewing one column based on the age of a Nutrition Volunteer's child, explain this to the volunteers. Then, review the information in the other three columns. Highlight any differences in the kinds of foods, amount of food, frequency of feeding, and how to feed as the child grows older.

Please remind households with children 6 to 23 months that there are no foods that a child 6-23months cannot eat. The most important thing is making sure that the food is prepared in a way that is easy for the child to eat.



Frequency means how many times a day the child eats and breastfeeds.

- ASK: How many meals or snacks a day does this card show the child receiving?
- ASK: What times of day should he receive food?

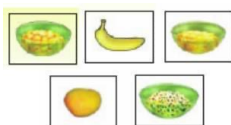


This picture shows us that the child between 9 - 12 months should be fed, either meals or snacks such as fruit, five times a day- early morning, mid-morning, midday, midafternoon, and evening. Children's stomachs are small, so we must give them small amounts of food frequently.



Amount means what quantity of food the child eats each time he eats.

- ASK: You can see that the child is being given food five times in the day, but are the bowls completely full of food or only partly full?



This child's bowls are only partially full because his stomach is still small. When he gets older, he can eat a larger amount at each meal.

Diversity means eating lots of different varieties of foods. You can see in the picture that the child is getting different kinds of food as meals and snacks. This ensures that he gets all the different kinds of foods that have different vitamins, minerals, protein and other important things for good development of the brain and body and to protect against disease.



Density means eating foods that are full of good nutrition, not thin and watery or without much vitamins or minerals. For example, see the pictures of the two spoons. The thicker one is the kind we should be feeding our children, because the very liquid is mostly water and that will not help the child grow as well. It's like using only a small amount of fertilizer for your maize instead of the full amount.



Active Feeding means making sure that the child is encouraged to eat.

- ASK: What do you see in this picture?



Here, the mother is sitting with the child and helping her to eat. She is feeding the child from a separate bowl- this way she can see how much the child has eaten, and she can keep helping the child to eat until she has eaten all the food.

- If you or others in your family are recovering from COVID-19, it is especially important to practice safe complementary feeding, starting at 6 months of age up to 24 months.
- Wash your hands, and have others wash their hands, with soap and clean running water for 20 seconds before preparing foods and before feeding your baby.
- Clean food preparation areas, including tables and cutting boards, with soap and clean water.
- If you or others have COVID-19, wear a medical mask when available or a cloth face covering when feeding the baby.

You can see there are many things to think about when feeding a child. We talked about frequency, amount, diversity and density and active feeding.



- ASK: We have learned about how we should be getting food into the child, but what happens to the food when it goes inside the child? What do you notice about how children eat when they are sick?

When children are sick they may eat less. And, their bodies cannot absorb and use the good nutrition from their food as well as they normally can. If the child has worms, the worms use up the food the child eats. It's like weeds or insects on your maize- you don't want them taking the strength from your maize.

So the child is taking in less when sick and absorbing less when sick. In addition, when a child is sick, they need more energy to fight the illness, for example when they have a fever, or cough, so they use up more of their nutrition stores. So when sick, children keep less nutrition and use more of their reserves. So we don't want them to be sick or they are not taking good advantage of the nutrition that we are working hard to give them!



When the food you and your children eat is contaminated with aflatoxin, the toxins can lead to illness that can prevent the body from using food well. Not being able to use the good nutrition from the food they eat will lead children to be malnourished and prevent them from growing smart, healthy and strong.

So in addition to FADDA we have UH - utilization and hygiene - to help make sure children take good advantage of the nutrition we give them and do not get sick.



Utilization means how well the child's body can absorb and use the nutrition obtained from food. **Hygiene** is a very important part of ensuring that children stay healthy and can use the nutrition they are fed.

- ASK: What do you see in this picture?

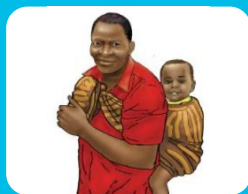


This picture shows the most important thing you can do for hygiene to make sure your child is able to get good nutrition from the food you feed her- washing your hands with soap scrubbing hands for 20 seconds and running water before touching food or feeding him.

Following these important concepts when feeding and caring for your young children will help them to grow and develop well now so that they are more productive in

school and in the fields when they are older, contributing to greater productivity for your family.

Be sure to engage the father during the household visit, so that he can learn with his wife and support her to use good complementary feeding practices. Ask the following questions:



- ASK: Who typically makes decisions about what is prepared for meals? Who decides who eats first, second, third, and last in the household?
- ASK: Father, what is your role in making sure your child gets the frequency of feeding, amount, density, and diversity of foods that he needs to grow smart, healthy and strong?

Remind the father that he plays a very important role in ensuring good feeding practices for his child, to make sure his child gets the frequency of feeding, amount, density and diversity of foods, is actively fed and has good utilization and hygiene to grow smart, healthy and strong. Here are some examples of what the father can do to support good feeding practices:

- When planning with your wife what to plant in your fields, be sure to choose diverse foods that you can feed your family.
- Father, your family can invest in small livestock production to make more diverse foods available for household consumption.
- Father, you can feed your child actively, from his own bowl, encouraging him to eat even a little more.
- Father, you can make sure you wash both your hands and your child's hands with soap before eating.
- Father, you can make sure the mother has the resources she needs to be able to prepare enough food and a large variety of foods so that your child eats well. Encourage her to serve diverse foods to the family.

NOTE TO FACILITATOR:

Remember that other people, like grandmothers or elders, in the household also influence child care and feeding practices. If these household members participate in the conversation, invite them to share how they can support good care and feeding practices, too!

ACTIVITY: FADDAUH SONG

Now to help us remember FADDAUH, let's sing a song together.

Make up a song together using the FADDAUH words. Sing a line, then have the caregivers sing the line back to you. Frequency (repeat Frequency) Amount (Amount) Diversity (Diversity) Density (Density). Active feeding (active feeding) Utilization (utilization) Hygiene (hygiene) smart and strong (smart and strong). Sing the song together again to remember it well.

Explain to the Nutrition Volunteers that they will also teach this FADDAUH song to their neighbour households during household visits to help them remember the FADDAUH concepts.

P

PROBE



ASK: What do you think about these ideas? Is there anything that might prevent you from ensuring good frequency, amount, diversity, density, active feeding, utilization and hygiene when feeding and caring for your children?

Ask Nutrition Volunteers to talk to a volunteer sitting next to them for the next five minutes. They should share any personal concerns that they have about ensuring good frequency, amount, diversity, density, active feeding, utilization and hygiene when feeding and caring for their children. Together they should try to find solutions

to these worries and problems. After five minutes, ask the Nutrition Volunteers to share what they have discussed.

POSSIBLE CONCERNS:

- Caregivers may be concerned about being able to feed their children the recommended number of times per day, particularly during the agricultural season when both mothers and fathers spend a lot of time in their fields.
- Remind caregivers that, in between bigger meals, the small meals or snacks should be foods that are easy to prepare and give to a child, such as a banana or a mango. Older siblings or grandmothers can also provide these foods to the child; mothers and fathers should not be afraid to ask for help with these tasks if they are very busy in their fields.
- Caregivers may be concerned about feeding their child from his own bowl, because it does not promote sharing, like eating from a shared plate does.
 - Remind caregivers of the importance of the first 1000 most critical days – how quickly their children's brains and bodies are growing until they are two years old. Ensuring they are getting an adequate amount of food is critical during this period, and feeding the child from his own bowl is an important way to know exactly how much he is eating. And, he does not have to compete with other family members for food during this critical period. When the child is a bit older, above two years, he can start to eat from the shared plate and begin learning the importance of sharing.

I INFORM



Help find solutions to any concerns they mention. Provide new information or a different perspective to help the Nutrition Volunteers (or caregivers) understand how they can move forward. Encourage other Nutrition Volunteers to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.



ASK: Based on today's teachings, what commitment will you make? Father, what commitment will you make? Are you willing to count the number of different foods your child eats each day, to know the diversity of foods she is eating? Are you willing to count the number of times your child eats each day, to know how often she is fed? Are you willing to feed your child from his own bowl, so you know exactly how much he eats? Are you willing to add less water to your child's porridge, so it is thicker and more dense?

Ask the Nutrition Volunteers/caregivers to say aloud the commitment they are making. Encourage the caregivers to make specific commitments, so they can see their progress and feel a sense of accomplishment after they follow through. For example:

- I commit to count the number of times my child eats each day, to know if he is fed often enough.
- I commit to feed my child from her own bowl so I know exactly how much she eats.
- I commit to wash my and my child's hands with soap before eating.

Explain that next month, you will check their progress on their commitments.

NOTE TO FACILITATOR: USING NUTRITION ACTION CARDS DURING THE HOUSEHOLD VISIT

During household visits, find an appropriate action card that is related to the caregivers' commitments, such as #6, 7, 8 or 9. Give the card to the caregivers to remind them of their commitments for the month.

Or, if the caregivers have a hard time making a commitment, choose the four related cards (#6, 7, 8, and 9), show each one of the cards to the caregivers, and ask them what they see in each picture. How is the picture related to today's lesson? Then, ask each caregiver to choose one card to try in the next month. Ask them to keep the action card representing their commitment separate from the other cards, to remind them of their action for the month. Encourage them to use the card to discuss the action with other members of their family. When following up with them during your next visit, ask them which card they chose and whether they were able to keep their commitment.

E

EXAMINE



Ask the Nutrition Volunteers about the commitments they made last month – what were their commitments? Ask them to explain the ways in which they have kept their commitments, or if they found it difficult to keep their commitments, how can you help them meet their goals? Encourage them to try any practices they committed to do but have not yet done. If they are still facing challenges, remind them of solutions that were identified during the last meeting or help them find solutions to new, unexpected challenges they are facing.

PRACTICE & COACHING



1. Let each Nutrition Volunteer go to lesson on : How Nutrition Works from the Nutrition Volunteer's lesson booklet.. Nutrition Volunteers should have the set of IYCF Counselling Cards previously given to them. Ask them to share the teachings they have learned with the person sitting next to them using the handout and IYCF Counselling Card #14, Child reminder card (and, if available, Action Cards).
2. They should try to teach the person next to them in the same way that the promoter used the flipchart to teach them.
3. After ten minutes, ask the Nutrition Volunteers to switch roles. The other Nutrition Volunteer will share the teachings from the handout and counselling cards.
4. The Promoter should watch, correct, and help the Nutrition Volunteers who are having trouble.
5. When everyone is finished, answer any questions that the Nutrition Volunteers have about the materials, or today's lesson.

LESSON 10: FOOD GROUPS AND DIVERSITY



KEY MESSAGES:

1. Eating a variety of foods is just as important as eating enough quantity of foods, especially for pregnant women and children under two as they grow in the first 1000 most critical days.
2. Families should understand which types of foods have which benefits so that they provide pregnant women and children under two the right variety of foods every day in the first 1000 days especially.
3. Pregnant and breastfeeding women should eat one star foods at every meal and two star foods at least once a day. Children 6-24 months should eat one star foods at every meal and two star foods at least once a day and continue breastfeeding.
4. Families work together to grow, find or buy a variety of foods for pregnant women and children under two.



PLANNING:

1. NV, when you are scheduling your meeting with the household, make sure to invite the father, mother, grandmother or other siblings who take care of the child under two.



MATERIALS:

- IYCF Counselling Card #16
- NV lesson booklet: Food Groups and Diversity.
- Optional: Action cards Nutrition Action cards #19-23, 25-27, 32-35
- Optional: Menu Planning Game, nutrition card game

A

ASK

- Encourage discussion by asking the questions below. Do not correct “wrong” answers. Let everyone give an opinion



- ASK: What do you feed your children in a typical day?
- ASK: Did your child eat any animal source foods yesterday?
- ASK: How many different types of fruits and vegetables did your child eat yesterday? What were they?

Today we are going to talk more about the different kinds of foods. Each kind of food is important. Together these foods give us and our babies what we need to be smart, healthy and strong.

S

SHOW AND EXPLAIN

Remember to allow time for caregivers to discuss answers to questions before providing an answer.



Show IYCF Counselling Card #16.

- ASK: Let’s review the food groups. What do you see in this picture?
- ASK: What are some other foods in each of these groups that are available in your community right now?
- ASK: Are there any types of foods that people in your community think children should not eat, why?



These foods are called **staples**. Staples include things like maize, rice, millet, plantain, cassava, sweet potatoes, and Irish potatoes. Staples **give us energy and fill us up**. Pick the best grain for your child’s food. Don’t feed them broken or mouldy grain it can make your child sick over time.



Fruits and vegetables are extremely important because they add vitamins and minerals which **protect us from disease**. We say, the more colours on the plate, the healthier the child!



Beans, peas, nuts and seeds are extremely valuable because they give us protein to **help our bodies stay strong**.



Animal source foods are extremely valuable because they **give us the best kind of protein to help our bodies stay strong**. Even though they are sometimes expensive, it's important to give a growing child some animal-source food at least a few times a week.



Oils and fats which include common cooking oils, oil seeds, margarine, palm oil, cheese and butter **improve the absorption of some vitamins and provide extra energy**. There is even more energy and nutrition in one spoon full of oil than in several mouthfuls of nshima.



Breastmilk is one of the most important foods a child can get. For the first six months, breastmilk alone is the only food and drink that the baby needs. After that, baby should continue breastfeeding till at least 2 years old, because almost no other food can give a child all the special things that breastmilk contains.

There are no foods that a child cannot eat. The important thing is making sure food is in a form that the child can eat easily. Look at examples on Action Cards 20-23.

NOTE TO FACILITATOR:

The nutrition card game can be used to explain the nutrient content of different local foods

There are many locally available foods that fall into each of these food groups that may not be included in the pictures. Ask caregivers for their ideas, but here are a few examples:



There are many kinds of fruits and vegetables that you can gather for very little or no cost. For example, juice of masau, masuku, or finely chopped lumanda, nyazongo, nyungu, and delele. These are very good for children.



There are many kinds of animal or insect foods that you can add to your children's diet for very little or no cost. For example, ground kapenta, termites, mopane worms and grasshoppers, or finely chopped rat meat. These are very good for children and they do not cost much.



Groundnuts, Bambara nuts, velvet beans, pigeon peas, cowpeas and soya all help to enrich the soil where they grow, plus they have lots of protein and fat, which your child needs. Ground and roasted seeds like mpondo, mupundu, baobab seeds, sunflower, pumpkin and squash seeds are excellent additions to your child's food. Pick the best quality groundnuts for your child's food. Don't feed them broken or mouldy groundnuts, it can make your child sick over time.

All cooking oils, margarine, palm oil, cheese and butter **improve the absorption of some vitamins and provide extra energy**. There is even more energy and nutrition in one spoon full of oil than in several mouthfuls of nshima.

Remember, we have to find ways to provide our children above 6 months some of each of the different kinds of foods: staples, fruits and vegetables, beans and seeds, animal foods, oil and breastmilk.

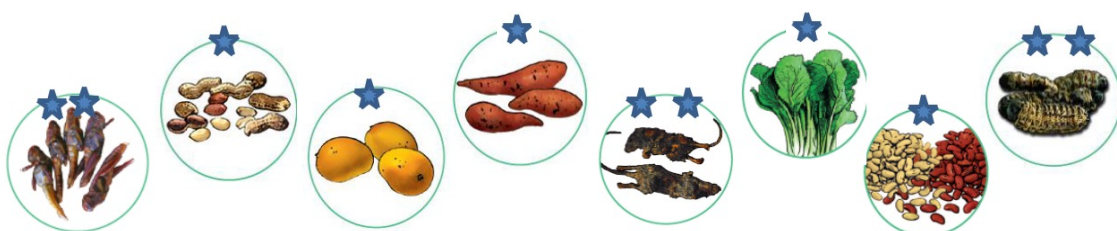


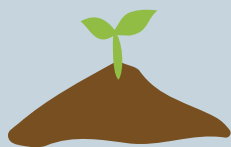
We're going to talk about ★ and ★★ foods.

- ASK: What are some examples of fruits, vegetables and legumes your children eat? These are ★ foods.
- ASK: And what are some animal foods your children eat? These are ★★ foods.
- ASK: How often should we feed children over 6 months each of these types of food?

★ foods include fruits, vegetables, and legumes – plant proteins like groundnuts and beans. We should feed children over 6 months at least one ★ food with each meal.

★★ foods include animal proteins. Remember, animal proteins give the best kind of protein for our children to grow smart, healthy and strong, even better than plant proteins. This is why they are included in a special category of their own. We should feed children over 6 months at least one ★★ food each day.





Like you invest in fertilizer for your field so your maize produces well, you must also invest in your children so that their brains and bodies develop well and they are productive in school and in the fields. Providing animal-source foods, along with nutrient-rich plant foods and grains, for your children is an important investment in them.



- ASK: During parts of the year it is especially difficult to ensure good food diversity for our children. What can we do to help make sure we can give our children ★ and ★★ foods throughout the year?

When planning together for the planting season, remember to include diverse ★ foods in your field that you can feed your family. Planting a kitchen garden also helps make ★ foods easy to get and to use in your child's meals. It is a good idea to plant a kitchen garden after the main harvest, when water levels are still high but you have more time to care for your garden.

See separate kitchen garden lessons for more information about the importance of kitchen gardens, how to make a nursery bed or how to make compost manure or natural insecticide.

NOTE TO FACILITATOR:

Remind nutrition volunteers why kitchen gardens or home gardens are important. Home gardens are an important source of food for the family. They increase the amount of food available for household consumption, and diversify the types of foods available, improving the nutritional value of the diet. If the household has access to a water source, home gardens can be cultivated year-round, providing an important source of food during the lean season. Home gardens can also help families save income, since they may not have to spend as much money on food.

When planning for harvest season, it is important to consider how much grain to store for household consumption, versus to sell. Saving enough grain and a variety of grain - including both maize and legumes such as beans or groundnuts - to feed your family diverse foods until the next harvest will ensure food security and help you save money, so you do not need to buy food later when it is more expensive.



It is also important to plan what quality of grain to store for household consumption. When you save the best grain and groundnuts for your children to eat at home, you are investing in the health of your family.

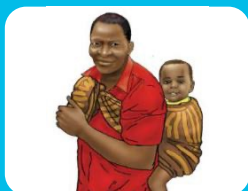
Preserving food makes different types of food available for more time throughout the year. If you dry leafy green vegetables, like pumpkin or cowpea leaves, or process soyabeans or orange sweet potatoes into flour, you can add them to your child's porridge later, after the food is no longer available fresh. See the Food Processing and Preservation 1 & 2 lessons for more information on good food processing practices.



Joining a community-based savings group, like SILC, can help you make sure you have the resources you need to feed your child * and ** foods throughout the year. SILCs offer a safe and accessible way to learn to save money for families with limited cash. Some of the money you save in your savings group can be used to purchase animal-source foods to include in your child's meals or purchase inputs for a kitchen garden.



Be sure to engage the father during the household visit, so that he can learn with his wife and support her to provide good food diversity for the family, especially young children. Discuss the below questions with Nutrition Volunteers, and remind them that they should have a similar discussion during the visits with their households:



- ASK: Who makes decisions about what food is grown, and how much is stored for family consumption?
- ASK: Who decides what is prepared for meals, and who eats first, second, third...and last in the household?
- ASK: Father, what is your role? How can you support your wife to make sure your child gets the ★ and ★★ foods she needs every day?

Discuss with volunteers who in the household is responsible for making decisions about the types of food grown, and how much is grown for household consumption versus for sale at the market. How are these decisions made? Why is it important for husbands and wives to discuss and make decisions like these together?

Discuss with the volunteers who makes decisions about what to prepare for meals, and who eats first, second, third, and last in the household. How might these decisions affect the health and nutrition of pregnant and breastfeeding women and young children in the household?

Remind the father that his role is very important in promoting good food diversity for his family, especially for his young children. Here are some examples of what the father can do to support good hygiene:

- Father, you can make a kitchen garden for the family in order to feed your child these ★ foods at each meal.
- Father, you can invest in small livestock, to help make sure there are animal source foods available to feed your family.

NOTE TO FACILITATOR: USING THE MENU PLANNING GAME WITH THIS LESSON

If available, use the Menu Planning Game to help families plan meals for their child that include a variety of ★ and ★★ foods. Remember to include the appropriate number of meals and small meals or snacks appropriate for their child's specific age. The meals and snacks for the day should include realistic ingredients that are currently available and should include at least one ★ food at each meal and at least one ★★ food in the day.



PROBE



ASK: What do you think about these ideas? Is there anything that might prevent you from providing your child with a diverse diet, including ★ and ★★ foods?

Ask Nutrition Volunteers to talk to a volunteer sitting next to them for the next five minutes. They should share any personal concerns that they have about providing diverse foods to their children. Together they should try to find solutions to these worries and problems. After five minutes, ask the Nutrition Volunteers to share what they have discussed.

POSSIBLE CONCERNS:

- The availability of different types of foods may be very low in a community, particularly during certain times of the year (e.g. lean season), making it difficult to provide a variety of foods.
 - Remind caregivers about the practices we discussed to make different types of food available for longer periods of time, including kitchen gardens and food preservation.
 - Remind the households about the foods that are found naturally around the community – these foods, in addition to those available at the market, can add variety to the diet.
- Households may feel like they do not have the money required to feed their children all the different types of foods.
 - Again, remind the caregivers of the different foods available naturally around the community, and what they can do to help make these foods available for a longer period of time (food preservation). These foods require time for gathering but have very little or no cost.
 - Remind households about any agricultural production or community-based savings activities that may be available under the project or within the community. Consider joining a farmers group to learn new production practices that improve soil health and productivity. If caregivers are involved in the agriculture activities, they will learn new ways to increase their own production of diverse foods for household consumption. Also think about joining a community-based savings group, like SILC, as this provides an important opportunity to save and plan their spending to be able to purchase food throughout the year. Through SILC group household have an opportunity to be participate in the Farmer Business schools were they learn about farming as a business.

I INFORM



Help find solutions to any concerns they mention. Provide new information or a different perspective to help the Nutrition Volunteers (or caregivers) understand how they can move forward. Encourage other Nutrition Volunteers to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.

R REQUEST



ASK: Based on today's teachings, what commitment will you make? Father, what commitment will you make? Are you willing to include at least one ★ food in each of your child's meals? Are you willing to commit to plant a kitchen garden to have more diverse foods to feed your child? Are you willing to count the number of days in one week that your child eats ★★ foods, and to then increase it by one day per week?

Ask the Nutrition Volunteers/caregivers to say aloud the commitment they are making. Encourage the caregivers to make specific commitments, so they can see their progress and feel a sense of accomplishment after they follow through. For example:

- I commit to include at least one ★ food in each of my child's meals.
- I commit to plant a kitchen garden to have more diverse foods to feed my child.
- I commit to increase the number of days in one week that my child eats ★★ foods.
- I commit to make sure my wife has the resources she needs to plant a kitchen garden, to have more diverse foods to feed our child.
- I commit to add ★★ foods to my child's porridge.

NOTE TO FACILITATOR: USING NUTRITION ACTION CARDS DURING THE HOUSEHOLD VISIT

During the household visit, use action cards #20, 21, 22, 23, 25 or 27 in a “choice” exercise. Show each one of the cards to the caregivers, and ask them what they see in each picture. How is the picture related to today’s lesson? Then, ask each caregiver to choose one card to try in the next month. Ask them to keep the action card representing their commitment separate from the other cards, to remind them of their action for the month. Encourage them to use the card to discuss the action with other members of their family. When following up with them during your next visit, ask them which card they chose and whether they were able to keep their commitment.

E

EXAMINE



Ask the Nutrition Volunteers about the commitments they made last month – what were their commitments? Ask them to explain the ways in which they have kept their commitments, or if they found it difficult to keep their commitments, how can you help them meet their goals? Encourage them to try any practices they committed to do but have not yet done. If they are still facing challenges, remind them of solutions that were identified during the last meeting or help them find solutions to new, unexpected challenges they are facing.

PRACTICE & COACHING



1. Let each Nutrition Volunteer go to lesson 6: Food Diversity from the Nutrition Volunteers . Nutrition Volunteers should have the set of IYCF Counselling Cards previously given to them. Ask them to share the teachings they have learned with the person sitting next to them using the lesson booklet and IYCF Counselling Card #16.
2. They should try to teach the person next to them in the same way that the promoter used the flipchart to teach them.
3. After ten minutes, ask the Nutrition Volunteers to switch roles. The other Nutrition Volunteer will share the teachings from the Nutrition Volunteers lesson booklet and counselling card.
4. The Promoter should watch, correct, and help the Nutrition Volunteers who are having trouble.
5. When everyone is finished, answer any questions that the Nutrition Volunteers have about the materials, or today’s lesson.

LESSON 11: FOOD PROCESSING AND PRESERVATION



KEY MESSAGES:

1. Practicing food processing and preservation allows you to have diverse foods available for your family year-round.
2. Preserve vegetables, tubers, fruits and animal source food using recommended methods and save them for use when there are less available.
3. Use recommended methods that prevent loss of nutrients such as blanching, steaming, Smoking and drying in the shade.



PLANNING:

1. NV, make sure to schedule this lesson with the household at a time when father and mother will be there as well as other household members involved in agriculture production and feeding the child.
2. If possible, include a Field Agent or Lead Farmer in the presentation of this lesson to help make the link to production and post-harvest issues discussed in farmer groups.
3. Practice social distancing. Stay at least 2 meters away from the other person.
4. The meeting with the household should not exceed 1 hour.



MATERIALS:

- NV booklet: Food Processing and Preservation
- Pumpkin leaves (or other leafy green vegetable), sweet potatoes, Mango and any type of animal source protein for drying
- Water, Pot, Firewood, Drying basket or tray, Knife, dish
- Optional: Action cards #21, 24, 32

A

ASK

- Ask the questions below to learn about current practices and beliefs within the community regarding food processing and preservation.
- **Encourage discussion. DO NOT correct “wrong” answers. Let everyone give an opinion.**



- ASK: What foods do people in your community preserve to be able to store and use later in the year?
- ASK: How do people in your community preserve those foods? What methods do they use?
- ASK: How and where do people store those foods?

Feeding your child diverse foods is one of the important feeding practices we have talked about in previous lessons. Do you remember what FADDAUH stands for? Sing together the FADDAUH song to remember the important feeding practices. Today, we will talk about different ways you can process or preserve foods to help ensure a variety of safe, nutritious foods are available to feed your children for longer periods of time. These dried foods can also provide a source of income later in the year when foods are less available and people are willing to buy

S

SHOW AND EXPLAIN

During the rainy season, there are many nutritious foods that are available to feed your children. Many of these foods, which are mostly fruits and vegetables like mangoes or pumpkin leaves, are only ripe for a short period of time and have a short storage life. They quickly go bad if not properly stored.



- ASK: What is food processing?
- ASK: What is food preservation?
- ASK: What are some benefits of food processing and preservation?

Many people dry beans, groundnuts, maize and some vegetables so more food is available for a longer period throughout the year. Different food processing and preservation methods can make food taste better, extend the life of the food so that it can be stored and eaten at a later time, and ensure foods are safe to eat even if stored for a period of time. For example, it is best to dry grain and groundnuts on a raised surface, not touching the ground to protect

from mold. Although you might be used to leaving your harvest in the field to dry or using iron sheets or mounds, all of these practices will leave moisture in the grain. This makes the grain less valuable to sell and less safe to eat.

Food processing combines different foods together to make it more attractive and enjoyable to eat. Food processing can reduce cooking time and sometimes improves the nutrient value of the food. It also ensures that the food is safe to eat.

Food preservation stops a food from spoiling and preserves it for a longer time period. Examples include dehydrating or drying, smoking, or using salt or sugar. These processes remove the water from the foods to prevent the food from rotting so they can be enjoyed at a later time. The methods can be used for short term or long term preservation. Food preservation helps to reduce food wastage during times of plenty and consume it during leaner periods.

Some food processing and preservation techniques preserve the nutrients in the food better than other methods. It is important to preserve foods so that as much of the foods' nutrients as possible can be retained, so that your child consumes those nutrients when eating the food at a later time.



Protect your food supply from Aflatoxin

The way in which we preserve and store our food can also make it safer to eat! Aflatoxins, a common fungus which can make your family sick, can be found in bad quality grains and nuts. Aflatoxin can spread after the grain is harvested. It grows in wet, hot places.

Protect groundnuts from aflatoxin by storing them in the shell. Do not shell until just before eating and eat only those full groundnuts which are not molded. Not the broken or mouldy ones which are dangerous for your health.

Protect your grain from aflatoxin by making sure the grain is fully dry and sorting the grain before storing it. When you remove the broken and molded grain before storing your grain, it can't spread through your food stores.

Use PICS bags to store your well dried grain and groundnuts that you use to prepare food each day. This will protect your food against rodents, water and aflatoxin so that your family has enough to eat during the lean season. If you don't have a PICS bag, store the groundnuts in their shells to protect them.

ACTIVITY

As a group, practice processing and preserving meat, sweet potatoes, mangos and vegetables (pumpkin leaves or other leafy greens) using smoking, salting or sugaring, smoking, blanching or steaming before drying.

NOTE TO FACILITATOR:

Blanching or steaming can be used to preserve the nutrients in many different types of vegetables, tubers and optional for fruits before drying. For the demonstration, use pumpkin leaves or other leafy green vegetables, mangoes, pumpkin and sweet potatoes since these foods are commonly available in these communities. Smoking, salting can help reserve meat, chicken, fish and other collected foods such as termites and country field mice. But remind participants that the method can be used with many different types of vegetables, tubers, cereals. However, some vegetables, fruits cannot be blanched. DO NOT blanch tomatoes, onions, moringa, peppers and okra because they will lose flavour and texture.

NOTE TO FACILITATOR:

Important concepts to highlight for ensuring dried vegetables retain as many nutrients as possible and are not contaminated while being dried:

- 1. Do not over boil!** Boiling the vegetables for too long reduces their nutrient content. Blanch or steam for 2-3 minutes only to retain the nutrients.
- 2. Dry vegetables in the shade!** Drying vegetables in the shade, rather than in the sun, helps the vegetables to retain more nutrients. In the same way as manure dried in the shade retains more nutrients to help your soil fertility, vegetables dried in the shade keep more of the vitamins and minerals to help your family remain healthy.
- 3. Keep drying racks or trays off the ground!** This helps to prevent the drying vegetables from becoming contaminated with dust or insects. It also helps to improve air circulation, which is important for the vegetables to dry thoroughly and quickly.

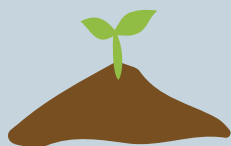


NOTE TO FACILITATOR:

To help caregivers track the amount of time they have boiled their vegetables, and help ensure they do not boil for too long, create a song about blanching and good vegetable drying practices that is exactly one minute long. Teach the song to caregivers during the lesson. Then, everyone can sing the song two or three times and know that they have boiled the vegetables for two or three minutes.



Drying vegetables (e.g. pumpkin leaves) to preserve nutrients Pumpkin leaves and other leafy green vegetables, Mangoes, sweet potatoes are only seasonally available in many areas, and are often dried to preserve them for later use. Mangoes are not commonly dried, these can be dried and be used later in the year. **Blanching** or **steaming** these tubers, vegetables before drying helps to preserve the nutrients in them when they are dried. This is a great way to preserve them for use in your child's porridge later, when they are not available fresh.



You have already invested a lot of labour and money for seed and other inputs to plant and grow your crop. Make sure your family benefits as much as possible from that investment by getting as much nutrition from what you grow as possible. These food processing and preservation techniques will help you maximize the nutrition from what you grow.

Before drying, it is important to select vegetables that are tender and fresh. The vegetables have to be cleaned and the tough parts removed. Be sure to boil or steam your leafy greens for only a short period – two to three minutes – to preserve as many of the nutrients in the leaves as possible. And, boiling or steaming for such a short period saves you time and uses less firewood!

Ingredients:

- Pumpkin leaves or other leafy green vegetable, sweet potatoes, carrots, meat or fish or mice
- Water

Instructions:

- Clean the vegetables using running water
- Cut the vegetables; do not cut too thinly to avoid excessive loss of nutrients
- Peel and slice tubers (sweet potatoes, cassava) and

clean with running water

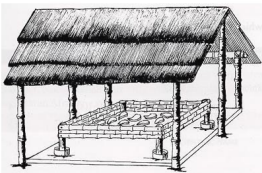
- Boil water for steaming or blanching of vegetables
- Pick method: blanching or steaming

a. Method: Blanching:

- Dip the vegetables in the boiling water.
- Boil for two to three minutes. **DO NOT over boil the vegetables.** This causes loss of nutrients.
- Remove from heat, and drain using a winnow. Do not leave vegetables standing in hot water.
- Dip sliced fruit or tuber in boiling water and remove after a few seconds.

b. Method: Steaming:

- Place vegetables in a basket.
- Place basket above the boiling water.
- Steam the vegetables for 1-3 minutes, just long enough to heat and soften them slightly.
- Turn them continuously while steaming.
- Put blanched or steamed vegetables, fruit, or tuber on a flat basket or tray.
- Dry in the shade for 3-4 days or until fully dried. Drying in the shade helps to preserve the vitamins in the food, compared to drying in full sunlight. You can also use a solar dryer if it is available. Ask your HP and NV about these. To prevent molding, ensure good air circulation for drying. Keep drying basket or tray off the ground and cover with a piece of muslin cloth to protect your food from insects and dust.
- Store dried vegetables in a cool dry place in a covered container for use at a later time.



Method: Smoking

This is a method of preservation that uses smoke to preserve the food. Smoking cooks and dries the product as well as changing the colour and flavour. Used mostly on fish and meats/Chicken. Care should be taken when selecting the wood for smoking as others are bitter and produce off flavours.

To use the smoking method, clean the meat, fish or mice. Then do sun drying and salting. Lastly, after water is removed, smoke and dry.



Remember! Keeping food free from germs or contamination is critical to keep children and other family members healthy. When people are not healthy, they cannot utilize the nutrients in the food to their full benefit.

Be sure to engage the father during the household visit, so that he can learn with his wife and support her to use good food processing and preservation practices. Ask the following question:



- ASK: Father, how can you make sure you and your wife use these good food processing and preservation practices, to make sure your child gets as much nutrition as possible from the food you grow and the animal source foods such as meat, chicken, country field mice?

Remind the father that his role is very important in promoting good food processing and preservation practices and helping his family get the best nutrition from the food they eat. Here are some examples of what the father can do to support his wife:

- Father, you can build a drying rack for your wife so that you both have a place to dry vegetables in the shade and off the ground.
- Father, you can plan with your wife to make sure your family has leafy green vegetables available for eating and for drying, to store and eat later.
- Father, you can provide your wife with a PICS bag so she can safely store the grain and nuts for the family to eat. Father, you can construct a raised platform for drying grain and groundnuts safely.

P

PROBE



ASK: What do you think about these ideas? Is there anything that might prevent you from practicing good food preservation techniques, to ensure you are preserving as many nutrients as possible for your child to eat later.

Ask Nutrition Volunteers to talk to a volunteer sitting next to them

for the next five minutes. They should share any personal concerns that they have about practicing good food preservation techniques like blanching, steaming drying vegetables in the shade and keeping them off the ground when drying. Together they should try to find solutions to these worries and problems. After five minutes, ask the Nutrition Volunteers to share what they have discussed.

POSSIBLE CONCERNS:

- Caregivers may be concerned that they do not have the materials required to practice optimal food preservation techniques.
 - Many households already dry vegetables and some fruits and tubers. A few simple practices can ensure they are getting the best nutritional value from those dried fruits, tubers and vegetables as possible, and these practices do not require materials that are expensive or difficult to get. Blanching and steaming actually require less cooking time, and therefore use less firewood. Drying baskets or trays can be simple baskets or trays made from reeds or bamboo. Use something similar to a dish-drying rack to keep the drying baskets or trays off the ground – but make sure the rack is shaded.
- Caregivers may be concerned with the amount of time it takes to dry vegetables in the shade, rather than in direct sunlight.
 - It does take longer to dry vegetables in the shade, compared to in the direct sun. However, if there is good air circulation and you turn your vegetables once in a while when they are drying, it does not take that much longer – perhaps two days instead of only one. This extra time is an investment in your child's nutrition because the vegetables dried in the shade will contain more nutrients for your child to eat.

I INFORM



Help find solutions to any concerns they mention. Provide new information or a different perspective to help the Nutrition Volunteers (or caregivers) understand how they can move forward. Encourage other Nutrition Volunteers to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.



REQUEST



ASK: Based on today's teachings, what commitment will you make? Father, what commitment will you make? Are you willing to practice blanching or steaming before drying your vegetables, rather than boiling for a long time and losing lots of nutrients in the vegetables? Are you willing to commit to dry pumpkin leaves or other vegetables so you can still feed them to your child even when they are not available fresh? Are you willing to dry your vegetables in the shade, rather than in the sun, to help preserve their nutrients?

Ask the Nutrition Volunteers/caregivers to say aloud the commitment they are making. Encourage the caregivers to make specific commitments, so they can see their progress and feel a sense of accomplishment after they follow through. For example:

- I commit to blanch my vegetables rather than boil for a long time to help preserve the nutrients when drying.
- I commit to dry different types of vegetables so I can still feed them to my child even when they are not available fresh.
- I commit to dry my vegetables in the shade rather than in full sunlight.
- I commit to keep my vegetables off the ground when drying to keep them clean and protected from dust.
- [For fathers] I commit to build a drying rack for my wife, so she can dry vegetables in the shade and off the ground.

NOTE TO FACILITATOR: USING ACTION CARDS DURING THE HOUSEHOLD VISIT

During household visits, find an appropriate action card that is related to the caregivers' commitments, such as #21, 24 & 32. Give the card to the caregivers to remind them of their commitments for the month.

Or, if the caregivers have a hard time making a commitment, choose the related cards (#21, 32 and 24), show each one of the cards to the caregivers, and ask them what they see in each picture. How is the picture related to today's lesson? Then, ask each caregiver to choose one card to try in the next month. Ask them to keep the action card representing their commitment separate from the other cards, to remind them of their action for the month. Encourage them to use the card to discuss the action with other members of their family. When following up with them during your next visit, ask them which card they chose and whether they were able to keep their commitment.

E

EXAMINE



Ask the Nutrition Volunteers about the commitments they made last month – what were their commitments? Ask them to explain the ways in which they have kept their commitments, or if they found it difficult to keep their commitments, how can you help them meet their goals? Encourage them to try any practices they committed to do but have not yet done. If they are still facing challenges, remind them of solutions that were identified during the last meeting or help them find solutions to new, unexpected challenges they are facing.

PRACTICE & COACHING



1. Let each Nutrition Volunteer refer to lesson on: Food Processing and Preservation from the Nutritio Volunteers booklet. This lesson does not require the IYCF Counselling Cards. Ask Nutrition Volunteers to share the teachings they have learned with the person sitting next to them using the handout (and Action Cards, if available).
2. They should try to teach the person next to them in the same way that the promoter used the handout and demonstration to teach them.
3. After ten minutes, ask the Nutrition Volunteers to switch roles. The other Nutrition Volunteer will share the teachings from the handout.
4. The Promoter should watch, correct, and help the Nutrition Volunteers who are having trouble.
5. When everyone is finished, answer any questions that the Nutrition Volunteers have about the materials, or today's lesson.

LESSON 12: PLANNING FOR THE GROWING SEASON: CONSIDERING NUTRITION AND CROP DIVERSIFICATION



KEY MESSAGES:

1. Taking time to learn about mother's health and child's growth will help you raise a smart healthy and strong child.
2. Fathers, mothers and other caregivers plan together to protect and promote the mother and child's health using different resources available to the household.
3. Growing diverse foods gives the family, and particularly the pregnant or nursing mother and child under two, healthier meals to help them stay strong.
4. Planning to buy tools like rippers during planting can reduce the time that fathers and mothers spend in the field, giving them time for other activities.



PLANNING:

1. NV, when you are scheduling your meeting with the household, make sure to invite the father, mother, grandmother or other siblings who take care of the child under two particularly during the busy production seasons.
2. Practice social distancing. Stay at least 2 meters away from other persons.
3. The meeting with the household should not exceed 1 hour.



MATERIALS:

- Flip chart paper and markers for the Seasonal Calendar activity
- PGS 1: Planning for Growing Season and Diversification handout for Nutrition Volunteers (one copy for each Nutrition Volunteer)
- Optional: Action cards #2, 16, 24, 31, 34, 35

ACTIVITY

Make three circles (or areas) on the ground. Each circle represents the following:

1. Households in which only maize was grown in the last agricultural season.
2. Households in which only 2-3 crops were grown in the last agricultural season.
3. Households in which more than 3 crops were grown in the last agricultural season.

Explain what each circle (or area) represents and ask the participants to select the circle that best describes their households. Ask them to move to and stand in the appropriate circle.

A

ASK

- When asking the following questions, ask for perspectives or responses from each of the “circles” of participants to understand the different types of responses between these groups.
- **Encourage discussion. DO NOT correct “wrong” answers. Let everyone give an opinion.**
- Ask the first question to learn when households typically make decisions about the types of foods to grow.
- Ask the second question to learn how participants determined foods to grow in the last agricultural season. Probe participants to understand who made these decisions within the households. Did decision-makers include men and women? Only husbands? Only wives?
- Ask the third question to learn if households think about household consumption needs versus income needs prior to planting seeds.
- Ask the fourth question to learn how households – based on the decisions about foods to grow – decide upon the inputs needed to produce this food (rippers, animals, etc.). For these last two questions, encourage participants to think about how planning and shared decision-making might make their lives easier. Would it affect food and nutrition security, their productivity, their finances, their happiness?

After asking these questions and encouraging discussion, move to the next section.



- ASK: When did your household decide upon the types of foods to grow in the last agricultural season?
- ASK: How did you determine which foods to grow in the last agricultural season?
- ASK: How did you determine which foods to grow for household consumption and for sale at markets?
- ASK: How did you determine the type and quantity of inputs to purchase to support decisions about the foods to grow?
- ASK: How would life be different if all adults in the household – men and women– together planned the foods to grow and the inputs to purchase to support the household's needs?

S SHOW AND EXPLAIN

Explain the following information and use examples to demonstrate the importance of planning for the agricultural season – both the foods to grow and the inputs required to support production.

Planning ahead for the growing season can help households/families farm more efficiently and increase household food and nutrition security. When families have limited resources, they need to plan together to think about how to meet the food, nutrition and income needs of all members of the household.

Different people in the household may have different reasons for wanting to grow certain crops. The husband might want to grow maize to sell at markets. The wife might want to grow groundnuts to support the nutritional needs of young children. It's important to think about these different needs of all family members and prioritize the crops the family needs to grow to support these needs.



- ASK: How do you decide what to plant in your fields?
- ASK: What might happen to a household that decides to grow only maize?

Provide examples of the situation a family might find itself in if they decide to grow only maize.

- If the crop fails, the family will need to use limited resources to purchase food – resources that otherwise might be used for health care and education.
- The family may need to beg for food or sell assets to purchase food.
- The family will not have sufficient quantities of diverse foods to support the nutrition needs of all household members, including the most vulnerable – pregnant and breastfeeding women and children under two.

Listen to and provide other situations, as appropriate, to emphasize the following point:

Growing the right combination of crops is essential to a household's food security. Household food security means that all people living in the household – men, women and children – can access enough food of good nutritional value for the whole year. Household nutrition security means all household members have access to the good nutrition they need – together with good hygiene and adequate health care – to live a healthy and active life.



- ASK: What crops or vegetables will your family grow this year?
- ASK: To which food groups do the crops or vegetables you plan to grow this year belong?

Diversity of production is very important. Staple crops – like maize – are important, but equally important are diverse legumes and garden foods, which add variety and nutritional value to the diet through providing foods rich in protein and other nutrients. When deciding what to plant this year, remember to include crops from each of the different food groups to make sure your family has the food you need to be active and productive, to grow and develop, and to be protected against disease. Diverse, nutritious foods

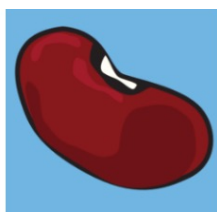
help children and pregnant women, in particular, to be healthy and strong.

Also, when staple crops are depleted, legumes and garden foods can help to supplement the food supply before the new harvest is ready. And legumes and garden foods can be cultivated or harvested for family consumption year round – with the right amount of water.

Let's review: Why are foods from each of the different groups important?

Staple foods like cereals give us energy. Fruits and vegetables add vitamins and minerals which protect us from disease. Beans, peas, nuts and seeds give us protein to help our bodies stay strong. Foods from animals give us protein to help our bodies stay strong.

It is so important for all family members – but especially children 6-23 months and pregnant or breastfeeding women – to eat foods from each of these different groups every day. When our family consumes a variety of foods from each of these food groups, they will have energy, strong bodies, and will be protected from disease, allowing your children to grow smart, healthy, and strong, and your family to be productive in business and in the fields.



When planning for foods to grow and inputs needed to help produce this food, households must first plan to grow at least enough food to meet the food needs of the household members – particularly pregnant women, young children and people living with HIV.

Alongside these household consumption needs, families can think about how to plan for the food crops that they might want to sell at markets. If households decide to grow crops to sell at markets, they should first grow food crops (like maize, groundnuts or cassava), not cash crops (like tobacco or cotton). Cash crops cannot be eaten in the event when the markets fail. Invest in your family by saving the best grains and nuts to eat at home- not the broken or molded ones. This will protect your children's health.

When households decide upon the foods to grow, think about the inputs you need to support production and where you will get these inputs. Households may consider intercropping legumes and maize. Legumes help to put nitrogen back into the soil which feeds the maize, thereby increasing soil fertility and reducing the amount of inputs required for the growing season.



- ASK: What kinds of inputs do you need to grow your food crops?
- ASK: Where will you purchase these inputs?

Probe to learn where participants purchase inputs, if any. Inputs might include seed, fertilizer, hoes, and labour.

Sometimes, households forget about the inputs they need to grow the crops they have selected. When these costs are overlooked – or when promises of subsidized seed or fertilizer are not met – the seed planted may not thrive or produce sufficient quantities of food for the household.

Households need to plan ahead and save sufficient resources in order to purchase the required inputs. In some cases, households might think about adopting less input-intensive farming techniques and practices which require fewer cash resources.

Sometimes, farmers receive fertilizer and other agricultural inputs through cooperatives, government and outgrower markets. If you rely on fertilizer from these sources, have a back-up plan in case it does not arrive on time for you to plant immediately following the first planting rains. For example, plan to use manure or purchase some fertilizer to be able to plant immediately after the first rains. Then, apply the distributed fertilizers as a top dressing later in the season.

Lastly, don't forget the importance of planning for enough labour to prepare land, plant, apply fertilizer, and weed fields. By doing these activities on-time and thoroughly, households ensure a healthy, bountiful crop at harvest time. If the household cannot provide enough labour, they need to consider how they will pay for piece work.



ACTIVITY








Demonstrate how to use a seasonal calendar as a tool to help families plan for the growing season. On flipchart paper, draw a calendar with each month. Use the calendar as you complete the activity below.

A seasonal calendar is one tool that can help you to plan for the growing season. When do you complete different activities related to crop production? In the calendar, write down what activities are done in each month throughout the year. Remember to include when seeds and inputs are purchased, planting times, weeding the fields and the different months each crop is harvested. For households with pregnant or breastfeeding women, also include when baby will be born, when mother is late in her pregnancy and breastfeeding, and when complementary feeding will begin (when baby is 6 months old) to help think about the extra labour or food that may be needed during these times.



Join a community-based savings group, like SILC, to learn more about how to plan for your income, expenses, savings and loans throughout the year and how to make a household budget to meet your family's needs. SILCs offer a safe and accessible way to learn to save money for families with limited cash.



					
January	February	March	April	May	June
					
July	August	September	October	November	December

Then think about and discuss the following questions:

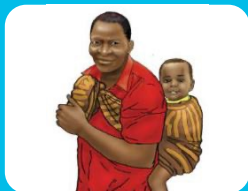
Note: The answers to these questions may be different for each Nutrition Volunteer. That's fine – this activity is simply to practice using this planning tool so that Nutrition Volunteers feel comfortable leading it during their

household visits.

- During which months is household income typically the highest? During which months is income lowest?
- During which months are expenses related to farming the highest? This might include when seeds, fertilizer or other inputs are purchased, or when you might have to pay for extra labour to help in the fields.
- During which months are other household expenses highest? This might include paying school fees, medical expenses or when you have extra expenses for festivals or holidays.
- During which months are farming expenses low? When are household expenses low?
- Based on the above questions, are there months when income is high but expenses are low? During these months, you want to save extra income so that you can use it during times when expenses are high but income is low.
- During which months are savings high?
- During which months are expenses high but income low? During these times, you want to first use the savings you may have to cover your expenses. However, you might have to think about taking out a loan to cover any additional expenses that your savings cannot cover.
- During which months might you have to think about taking out a loan?
- Consider the different roles of husband and wife related to each of the activities included in the calendar. Who is responsible for the different agricultural tasks, or for different crops and livestock? When are labour demands high for women? When are they high for men?
- How can husbands and wives help each other when labour demands are high (remember to consider other household responsibilities, like child care, too!)? What can be done, if anything, to reduce labour requirements?

Explain to Nutrition Volunteers that this activity should be done with the individual households, to help them plan for the coming growing season. During the household visit, sit down with the caregiver to discuss planning for the upcoming growing season. If possible, invite the caregiver's spouse and other family members to join the conversation. Use the seasonal calendar to help the family think about their income and expenses and to make a plan.

Be sure to engage the father during the household visit and this activity, so that he can discuss planning for the growing season together with his wife. Ask the following question:



- ASK: Father, what is your role? What can you do to help your family plan for the growing season to make sure you are food and nutrition secure?

Remind the father that his role is very important in planning for diverse, nutritious foods to grow for household consumption and for sale to help ensure household food and nutrition security. Here are some examples of what the father can do to support his family:

- Father, be sure to plan together with your wife so that you can discuss together how to meet both household consumption and market needs.
- Father, remember to think about when your pregnant wife will give birth, when your wife is breastfeeding, or when your young child begins eating complementary foods when he is 6 months old. Plan for any extra labour or food needed during these times.

P

PROBE



ASK: What do you think about these ideas? Is there anything that might prevent you from planning with your husband or wife on the types and quantities of crops you would like to grow? Is there anything that will prevent you from teaching others about the importance of planting nutritious and diverse foods for household consumption? Is there anything that might prevent you from planning for and purchasing the correct inputs for these crops?

Ask Nutrition Volunteers to talk to a volunteer sitting next to them for the next five minutes. They should share any personal concerns that they have about planting diverse and nutritious crops this season as well as providing the correct inputs for these crops. After five minutes, ask the Nutrition Volunteers to share what they have discussed.

POSSIBLE CONCERNS:

- Households may feel like they do not have the resources (for example, money) to purchase diverse seeds or the necessary inputs to meet all of their household needs.

- Remind households about any agricultural production or community-based savings activities that may be available under the project or within the community. Consider joining a farmers group to learn new production practices that improve soil health and productivity and reduce the need for some inputs.
- If caregivers are involved in a community-based savings group, like SILC, they will have opportunities to save and increase their incomes to be able to purchase a variety of seeds and inputs for the growing season.
- Remember, inputs for crops do not always need to be purchased. Adding manure, intercropping legumes and planting nitrogen fixing trees will help improve yields.
- Some families may choose to use limited financial resources for other household needs. This is okay. Discuss your household needs together with your spouse and, together, make the best decision for your family.
- Households may feel like it is the husband alone who should make decisions on crops to grow.
 - Remind households about the importance of husband and wife making decisions about crops to grow. Husband and wife may have different priorities for what to grow, for example crops to grow for market versus crops to grow for household nutrition. They should discuss together to make the best decision for the family, based on all household needs.
- Households may feel like they do not have access to diverse seeds in their community.
 - Remind households about the foods that are found naturally around the community – these foods, in addition to those available at the market, can be planted for diversity and nutrition.
 - It is okay to take small steps toward planting more diverse crops. Try planting small areas of new crops in the field and garden.

I INFORM



Help find solutions to any concerns they mention. Provide new information or a different perspective to help the Nutrition Volunteers (or caregivers) understand how they can move forward. Encourage other Nutrition Volunteers to contribute their ideas of possible solutions – encourage discussion. If someone offers a good solution to another concern, praise her and encourage others to consider this solution.

R REQUEST



ASK: Based on today's teachings, what commitment will you make? Father, what commitment will you make? Are you willing to commit to planting the types and quantities of crops you have planned with your spouse to grow this year? Are you willing to commit to growing a range of healthy and diverse foods for your family this year, and to plan in advance to make sure it happens?

Ask the caregivers to say aloud the commitments they are making. For example:

- I commit to planting one new diverse crop this year.
- I commit to planning with my spouse the types and quantities of crops to grow this year.
- I commit to growing groundnuts and beans in addition to maize this year.
- I commit to saving money to buy the correct inputs for my crops.
- I commit to informing others about the importance of planting nutritious and diverse crops.

Explain that next month, you will check their progress on their commitments.

NOTE TO FACILITATOR: USING ACTION CARDS DURING THE HOUSEHOLD VISIT

During household visits, find an appropriate action card that is related to the caregivers' commitments, such as #2, 16, 24, 31, 34, or 35. Give the card to the caregivers to remind them of their commitments for the month.

Or, if the caregivers have a hard time making a commitment, choose 3-5 of the previously mentioned cards, show each one of the cards to the caregivers, and ask them what they see in each picture. How

is the picture related to today's lesson? Then, ask each caregiver to choose one card to try in the next month. Ask them to keep the action card representing their commitment separate from the other cards, to remind them of their action for the month. Encourage them to use the card to discuss the action with other members of their family. When following up with them during your next visit, ask them which card they chose and whether they were able to keep their commitment.

E

EXAMINE



Ask the Nutrition Volunteers about the commitments they made last month – what were their commitments? Ask them to explain the ways in which they have kept their commitments, or if they found it difficult to keep their commitments, how can you help them meet their goals? Encourage them to try any practices they committed to do but have not yet done. If they are still facing challenges, remind them of solutions that were identified during the last meeting or help them find solutions to new, unexpected challenges they are facing.

PRACTICE & COACHING



1. Let each Nutrition Volunteer refer to lesson on Planning for Growing Season and Diversification from Nutrition Volunteer's booklet.
2. They should try to teach the person next to them in the same way that the promoter used the handout (and action cards, if available) to teach them.
3. After ten minutes, ask the Nutrition Volunteers to switch roles. The other Nutrition Volunteer will share the teachings from the handout. NV practice physical distancing. By stay at least 1 meter away from each other. Two meters are suggested
4. The Promoter should watch, correct, and help the Nutrition Volunteers who are having trouble.
5. When everyone is finished, answer any questions that the Nutrition Volunteers have about the materials, or today's lesson.