



MAMANIEVA:

GRANDMOTHERS FOR IMPROVED NUTRITION: A CURRICULUM

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GRANDMOTHER
PROJECT CHANGE THROUGH CULTURE

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Table of Contents

Facilitator Introduction	1
Letter to the Facilitator	1
Background	2
Curriculum Layout.....	6
Overview of Curriculum	8
Orientation	10
Session 1: Overview & Introduction	13
Session 2: Roles of Grandmothers	16
Session 3: Linkages between good food and good health:1	21
Session 4: Diet During Pregnancy	29
Session 5: Iron & Folic Acid Supplementation	35
Session 6: Early Initiation of Breastfeeding/ Pre-lacteals	45
Session 7: Exclusive Breastfeeding.....	52
Session 8: Complementary Feeding: Part 1.....	59
Session 9: Complementary Feeding: Part 2.....	66
Session 10: Linkages between good food and good health:2	71
Session 11: Hygiene.....	81
Appendix A: Monitoring and Evaluation Tool.....	87
Appendix B: Examples.....	89
Example Songs	89
Example Seasonal Maps	91
Example Ten Seed Method.....	93
Example Recipes	95
Appendix C: Visual Aids	99
Portrait of a Grandmother.....	99
Timeline of a Woman	101
Go, Glow, Grow/ Food Groups	104
Iron Picture Cards.....	108
Comparing 2 Children	111
Hidden Malnutrition	113

FACILITATOR INTRODUCTION

Dear *Mamanieva Project Facilitator*,

Thank you so much for your involvement in the *Mamanieva* Project. You are the critical piece of this project and we cannot succeed without your involvement. You are the one who will engage with the communities and who will provide a safe environment for discussion. This curriculum is written for use in communities in rural Sierra Leone, but can be adapted for use in other communities

I, a Master of Public Health Candidate at Emory University in Atlanta, GA, with the guidance of my advisor, Amy Webb-Girard, PhD wrote this curriculum in hopes of improving the nutritional status of under 5 populations in Sierra Leone. I have been involved with this project since April 2014 and worked closely with the pilot program in Bum Chiefdom, living in the community for 10 weeks in 2014. This curriculum combines technical information presented in an exciting way. I was able to observe over 15 sessions and see this method in practice. I have faith in this program and am honored to be a part of it.

This curriculum is not a step-by-step guide, but an outline that can be adapted to the needs of your community. There may be topics that are brought up by your participants and it is important to address them, even if they aren't included in this particular curriculum.

This curriculum is the culmination of many months of work and would not have been possible without a team behind me. I want to thank World Vision/Germany for allowing me to be a part of this program and for providing me with support. I wouldn't have been able to write this without World Vision/Sierra Leone staff, especially Allieu Bangura, my field supervisor, David Bangatoma, Bum ADP manager, and the two field staff, Joseph Simba and Alice Senesie, who allowed me to tag along to the implementation sites. Many thanks to Dr. Judi Aubel, whose philosophy is the driving force behind this program and without whom this project would not exist. And lastly, Dr. Amy Webb-Girard, who provided me with endless support at every step in this process, who introduced me to this project, and without whom, I never would have written this curriculum.

Good luck facilitator and I wish you the best with this curriculum!

Sincerely,

Wilma Mui

Background

World Vision/Sierra Leone in partnership with World Vision/Germany, The Grandmother Project (GMP), and two members of Emory University have created and piloted the *Mamanieva* project. The *Mamanieva* Project is a participatory program that focuses on grandmothers as agents of change. A grandmother, as defined by The Grandmother Project, includes biological grandmothers (actually having grandchildren) as well as senior women in a community.

The pilot program, implemented in 16 villages located in the Bum Chiefdom (Bonthe District), from 2013-2016, tested out this approach. Baseline survey data and observation helped to form this curriculum that targets Maternal and Child Nutrition. While we haven't completed a midline or endline survey to track our progress, the sessions have been inspiring with engagement from the grandmothers, grandmother leaders, women, and the communities as a whole.

Undernutrition

Undernutrition is a global issue, but Sierra Leone has been especially vulnerable. As of 2012, Sierra Leone was ranked 177 out of 187 countries on the Human Development Index, which measures development by combining indicators of life expectancy, education, and income (United Nations Development Programme 2012). The life expectancy is 48 years, and Sierra Leone is ranked first in under five mortality rates (UNICEF. 2008). Since 1990, the under-five mortality rate has decreased by 10%, but this is not enough and it is behind many similar countries. Nutrition wise, 36% of children under the age of five are stunted, 21% are underweight, and 10% are wasted.

A qualitative and quantitative formative study that explored the current knowledge and practices was done to inform the topics that are included in this curriculum.

Grandmothers, Women with children <24 months, and Men with children <24 months

were surveyed and gaps in practice and knowledge were identified. As a result, we focused our sessions on the pertinent information that was needed by the community.

Why Grandmothers?

Grandmothers are an important part of the family structure & community and they have many years of knowledge and experience to share. Grandmothers are the keepers of traditions and care for the children while the younger women are working outside the home. When it comes to maternal and child health and nutrition issues, men have little knowledge and involvement, often deferring to the elder women. Studies have shown that grandmothers have a strong influence on maternal and child health practices within a family, which means that the previous practice of focusing on the mother-child pairing may not invoke lasting change within a community.

The GMP focuses on involving grandmothers in the change process through five steps(The Grandmother Project 2014):

- 1) Analyzing the role and influence of grandmothers and other actors on women's and children's well being
- 2) Recognizing and validating cultural resources or assets, including knowledge, tools, and roles of grandmothers
- 3) Dialogue with grandmothers to seek consensus on problems and solutions that build on "traditional" values, roles, and practices and that incorporate priority "modern" practices
- 4) Strengthen the confidence and capacity of grandmother leaders to promote improved practices within grandmother groups, within families, and within the community at large
- 5) Evaluate results and ongoing learning.

These steps are the key to this program's success.

Participatory Education & Empowerment

The goal of this project is to engage grandmothers and mothers in a conversation about maternal and child nutrition and not to teach at them. Participatory methods, especially adult participatory education is grounded in the fact that:

- 1) Adults are independent and self-directed
- 2) Adults bring life experiences and knowledge to learning experiences
- 3) Adults value learning that integrates with the demands of everyday life (practical)
- 4) Adults are more interested in immediate, problem-centered approaches
- 5) Adults are internally motivated (Kaufman 2003)

This goes beyond learning material by memorization and recitation. It is essential that knowledge is **shared** and is a **process**. The following curriculum encourages conversation and creates a **dialogue** within a community that involves you, the facilitator and all the participants. This dialogue works to **empower** grandmothers and others to make informed choices that can affect the nutritional status and the health of mothers and children.

Empowerment is defined as:

*“an **intentional** ongoing process centered in the local community, involving **mutual respect, critical reflection, caring, and group participation**, through which people lacking an equal share of valued resources gain greater access to and control over those resources.” (Perkins and Zimmerman 1995)*

The components of mutual respect, reflection, caring, and group participation are at the core of this curriculum and it relies on you, the facilitator in order to achieve these goals.

Working with your communities

Mamanieva utilizes an approach that is not used by many organizations and you may meet resistance to it in the beginning. It is a different format than many people are used to and this format encourages participation and there is **NO “teacher”**. Many programs will provide participants with materials such as gardening supplies, seeds, or food supplements, but that is not the point of *Mamanieva*. We may leave some resources that allow grandmothers to share their knowledge, but they will not be getting material goods as incentives for their participation.

There is a FAQ section in the appendix that will provide you with resources to address potential problems with this method.

Curriculum Layout

Each of the sessions will have the following format:

Session Goal: The goal of the session

Specific Objectives: The list of objectives that should be achieved by the end of the session

Materials Needed: List of materials needed for the session.

Schedule: The rundown of the activities and the time breakdown

Technical Information: The information that the you, the facilitator, should know going into a session

Activity #:Title

Aim of Activity: The goal of this activity







Materials Needed: The materials needed for the activity

Facilitator Instructions: The instructions for you! Make sure you read through these and clarify anything with your supervisor. The items in *italics* are suggestions for saying things aloud. You don't have to say them exactly.

FACILITATOR INTRODUCTION

Symbols

These symbols are integrated throughout the curriculum

	This means an important point for you, the facilitator. You should take note of this symbol when it occurs.
	This means a new activity
	Prayer time. Depending on your community, this will be with the Islamic prayer, Christian prayer, or both
	Singing!
	Review
	Wrap up and any last questions

Orientation

Overview of Curriculum:

Session	Session Goal	Time Needed	Materials Needed
Orientation	Introduce the Program and Begin to form relationships	15 min	- M&E Form - Pen
Session 1: Overview and Exploration of Topics	Create a relationship with the grandmothers and to provide an overview of the program	40 min	- M&E Form - Pen - Flip Chart Paper - Pictures from Appendix
Session 2: Roles of Grandmothers in the Community	Identify all the roles that the grandmothers play within the family, within the community, and within the culture as a whole	90 min	- M&E Form - Pen - Flip Chart Paper - Markers -
Session 3: Linkages between good food and good health- Part 1	Identify the components of a diverse diet and why a diverse diet is important for health	85 min	- M&E form - Pen - Flip Chart Paper - Markers - Pens - Food Pictures - Tape
Session 4: Diet during pregnancy	Discuss the importance of increasing food and nutrient intake during pregnancy	75 min	- M&E Form - Pen
Session 5: Iron and Folic Acid supplementation during pregnancy	Discuss the importance of IFA tabs during pregnancy	90 min	- M&E Form - Pen
Session 6: Early Initiation of Breastfeeding/Pre-lacteals	To explore the importance of early initiation of breastfeeding and the potential negative effects of pre-lacteals	80 min	- M&E Form - Pen - Picture Cards

Orientation

Session 7: Exclusive Breastfeeding	To demonstrate the importance of exclusive breastfeeding and to illustrate how nutritional needs are met with breastmilk	95 min	<ul style="list-style-type: none"> - M&E Form - Pen - Paper - Markers - Bag or Hat
Session 8: Complementary Feeding- Part 1	To stress the importance of the proper timing, consistency, and components of complementary feeding	85 min	<ul style="list-style-type: none"> - M&E Form - Pen - Clean Water - Powdered staple (corn, flour, rice, etc)
Session 9: Complementary Feeding-Part 2	To think of the different ways to make complementary foods	95 min	<ul style="list-style-type: none"> - M&E Form - Pen - Clean Water - Ingredients for Paps - Cooking items - 10 seeds - Flip Chart paper - Markers
Session 10: Linkages between good food and good health- Part 2	Illustrate the importance of food and how it can affect health	95 min	<ul style="list-style-type: none"> - M&E Form - Pens - Picture Cards
Session 11: Hygiene	Discuss the importance of good hygiene practices	50 min	<ul style="list-style-type: none"> - M&E Form - Pens - Glitter - Soap - Water

Introducing Participants to the Program

Session Goal: *Introduce the Program and begin to form relationships*



Specific Objectives:

1. By the end of the session, participants will be able to explain the purpose of the program
2. By the end of the session, participants will have identified topics that they want to address

Materials Needed

- M & E Form
- Pen

Schedule

1. Prayer (5 min)
2. Introduction (10 min)

Technical Information

Background information on the *Mamanieva* project and World Vision.

Facilitator Instructions

- 1) Gather all of the grandmothers in a space where they can sit in a circle and see everyone else in the group. Invite mothers to attend, but remember that this program is focused on the grandmothers. If men want to attend, they are welcome to, but please discourage their participation and commentary as this may detract from the participation of the females. You may want to discourage having all the children attend the sessions, but we recognize that this may be difficult, in which case, we could employ techniques discussed in the FAQ section
- 2) Welcome the community to the program, say: *We'd like to welcome everyone to the Mamanieva project! We are excited to get to know you and to participate together in fun activities and discussions. Lets start off with a prayer. Can someone lead us in prayer?*



Note: Depending on the religious makeup of the community, make sure you have the Islamic prayer, Christian prayer, or both.

- 3) Explain the program and World Vision, say: *I want to tell you about this program and ourselves. We are a World Vision program based in [ADP]. My name is [name] and I am originally from [city/town/village]. This is my partner [name of partner] and s/he is from [city/town/village].*

Go around in a circle and ask everyone to say her name.

The Mamanieva program is happening in [number] of villages in this area.

Ask, *What does Mamanieva mean?*

It means: *“For our grandmothers” in Mende and this program is for grandmothers, with grandmothers, and can’t be done without grandmothers.*

Ask, *Who has heard about World Vision before?*

If someone has said yes, then ask them what they’ve heard.

Ask, *Who has heard about the Mamanieva program?*

If yes, then ask how they heard about it and what they’ve heard about it

Say, *For the most part, we will be talking about the role of grandmothers in the care, health and nutrition of pregnant women, breastfeeding women, babies, and young children. You have all been through this and have so much knowledge to share with each other, the younger generations, and us. What do you want to talk about?*

****Make note of what is said here. If there is something that the participants want to talk about, then you can integrate it into a future session.**

- 4) Emphasize respect, say: *There is value in everything that is said and it is important that we all share our knowledge. This isn’t school; there are no right answers and no test. This is an open discussion and we should respect what each other has to say, no matter what.*



- 5) Encourage sharing of ideas, but not personal information, say: *We hope that you will take these ideas home and discuss them further with each other and with other people in the community. But, I ask that you keep other peoples' stories and beliefs private. This is a safe space and what is said here will stay among us.*
- 6) Highlight ownership over the program, say: *Lastly, I want to say that we are learning from each other. I am not a teacher, in fact, I don't know a lot of things and want to learn from you.*
- 7) Clarify any misconceptions, say: *Does anyone have any questions for us now?*

Great! Let's get started with our first activity!!!



Session Goal: *Create a relationship with the grandmothers and to provide an overview of the program*

Specific Objectives:

1. By the end of the session, each participant will know the praise song for grandmothers
2. By the end of the session, each participant will describe different qualities of a grandmother

Materials Needed

- M & E Form
- Pen
- Flip Chart Paper
- Pictures from Appendix C

Schedule

1. Portrait of a grandmother (20 min)
2. Song of Praise (15 min)
3. Wrap up (5 min)

Technical Information

None



Activity 1: Portrait of a grandmother

Supplies Needed:

- Flip Chart Paper
- Markers
- Pens

Aim of Activity: To illustrate the qualities of what an ideal grandmother looks like

Facilitator Instructions

- 1) If the participants aren't sitting in a circle, please invite them to resituate themselves, so that they can see each other and you
- 2) We want to know more about the grandmothers. Explain the activity to the participants, say: *Today we are going to talk about the*

grandmothers and everything that they do for us and for our children.

- 3) Have the participants break into groups of 6 people, making sure that there is a mix of grandmothers and mothers. Give each group paper and markers. Once the groups have the materials, show them the picture found in Appendix C, Figures 1 and 2. Say, *This is a picture of a grandmother. Think about her heart, head, and arms. The heart represents the qualities of a grandmother, her personality. The arms represent the skills that she possesses. The head represents her knowledge. Let us draw pictures of write words about what knowledge, skills, and personality a grandmother has.*

****** If there isn't a literate person on the team, float around and help with writing qualities if they don't know how to illustrate it.

- 4) Once every team has a picture, ask each team to describe what they've drawn. Thank them for sharing.
- 5) Now use analogies to describe Grandmothers. Say, *A grandmother is like a tree, because she takes care of all those under her. What else is a grandmother like?*

Examples A grandmother is like a bank because she keeps our traditions safe

- 6) Thank all the teams for their participation and drawings!



Activity 2: Song of Praise for Grandmothers

Supplies Needed: None

Aim of Activity: To create a song of praise for the grandmothers that will be used in following sessions

Facilitator Instructions

- 1) Have everyone stand up!
- 2) Go around the circle and have everyone introduce herself and tell us how many children and/or grandchildren they have
- 3) Explain the activity, say: *As we can all see, we are all similar, with*



children and/or grandchildren. Grandmothers are important members of the household, they are the holders of traditions, they take care of the children, and they have lots of experience. We are now going to create a song of praise for grandmothers to remind ourselves how important they are to us.

- 4) In Appendix B, there is an example of a praise song if your group is having trouble with one. But, we want this to come from each group, so this is only a guide and we want each praise song to be unique.
- 5) Encourage the women to shout out ideas and have someone pull it all together. This is a high-energy activity; encourage everyone to clap and dance.
- 6) Explain that this song will kick off each session, say: *That is a great song of praise. Lets repeat it, so we all remember the words to the song. We will be singing this song at the beginning of each session to remind us how great grandmothers are and how important they are in our lives.*
- 7) Record this song and transcribe it when you return to base, so that you can prompt them if they forget it the next session
- 8) Conclusion, say: *Thank you for your participation and energy in making up this song! I hope that you had fun with this activity. You may sit down now.*

Wrap Up

Facilitator Instructions

- 1) Thank everyone for attending and for participating in the activities
- 2) Ask, *Does anyone have any questions or comments?*
- 3) Be excited for this program, say: *That was just day 1 of us being together for the Mamanieva project. There are many more fun activities ahead of us as we begin to get to know each other and to share experiences from our lives*
- 4) Let them know when the next session will be.





Session Goal: *Identify all the roles that grandmothers play within the family, within the community, and within the culture as a whole*

Specific Objectives:

1. By the end of the session, the group will have identified the roles of a grandmother
2. By the end of the session, each participant will be able to identify key points in a woman's life
3. By the end of the session, the grandmothers will have shared a story about their grandmothers with the younger women
4. By the end of the session, the young women will have shared a story about their grandmothers with the group

Materials Needed

- M & E Form
- Pen
- Flip Chart Paper
- Markers
- Pens

Schedule

1. Prayer (5 min)
2. Song of Praise (5 min)
3. Timeline of a Woman (35 min)
4. Roles (20 min)
5. Tell me a story (20 min)
6. Wrap up (5 min)

Technical Information

Opening Prayer

Supplies Needed: None

Facilitator Instructions

- 1) Welcome them back to the session, say: *Good morning! I am happy to see you again. Before we get started with the session, let us begin with a prayer. Will someone lead us in prayer?*





Activity 1: Song of Praise for Grandmothers

Supplies Needed:

- Copy of Song from Session 1

Aim of Activity: To begin the session with energy and to remind the grandmothers about how much they are appreciated

Facilitator Instructions

- 1) Have the participants stand up and sing the song of praise developed in the first session.
- 2) If they don't remember it, refer to the written copy that you have to prompt them.
- 3) Conclusion, say: *Thank you for singing that wonderful song! Now we're ready to start the session.*

Activity 2: Timeline of a woman



Supplies Needed:

- Flip Chart paper
- Pictures from Appendix C

Aim of Activity: Create a timeline that traces the important times of a woman's life

Facilitator Instructions

- 1) If the participants aren't sitting in a circle, please invite them to move themselves around, so that they can see each other and you.
- 2) Ask the participants to think about how they got to where they are today. To think about the big events in their lives.
- 3) As they are thinking about this, prepare the big piece of paper to create a timeline of their lives. We don't need to place ages on it because it will be different for each person, but we are looking for the chronology of events. There are two options for the starting point, being a fetus in mother's womb or at birth. The good thing

about having the starting point before birth is that it can lead into the discussion about diet in the later sessions. In Appendix C, figures 3-8 are a series of pictures that depict the different life stages that you can place on the chart.

- 4) Explain the activity, say: *Now that we've had sometime to think, we are going to chart out what happens in the life of a woman in [village name]. Let's begin with, where are you now?*
- 5) As the participants yell out events, ask them where it should be placed on the timeline. Bring extra paper, just in case they say something that we haven't accounted for.
- 6) Conclusion, say: *Thank you for your participation in making this timeline.*

Activity 3: Roles



Supplies Needed: None

Aim of Activity: To flush out the many roles that grandmothers play within a family and community

Facilitator Instructions

- 1) Now that we've explored the timeline of a woman, let's talk more about the roles that the grandmothers play at each of these stages
- 2) Use the timeline that was created as a talking point and pull in the analogies from the first session.
- 3) Establish what it means to be a grandmother, ask: *In our village here, when does a woman become a grandmother?*
- 4) As the participants answer, look for a range of answers from when her child has a child to when a woman can no longer have children to an older woman who gives advice.

If they need help, ask:

What if a woman doesn't have children? OR

When did you know you were a grandmother?

- 5) We start with the timeline, asking what role a grandmother plays at each point of a woman's life.

What does she do when a baby is born?

What does she do when a child is ready for school?

What does she do when a girl gets married?

- 6) We continue onto what role does a grandmother play in the household, ask:

What are the jobs of a grandmother?

What does she do at home?

Who should listen to the grandmothers?

- 7) When you feel that this has been saturated, go onto what a grandmother's role is in the community, ask:

What do grandmothers do in the community?

Who goes to a grandmother for advice?

- 8) Summarize what has been said. Ask, *Does anyone have anything else to add to this list?*

- 9) Conclusion, say: *Thank you for your participation in discussing grandmother's role*

Activity 4: Tell me a Story

Supplies Needed: None

Aim of Activity: To have the grandmothers and mothers share a story of how grandmothers influence their lives

Facilitator Instructions

- 1) Now that they participants have talked about the role of grandmothers, lets get people to open up with a story. Have the participants pair off. If possible, have it be a grandmother-mother pairing.



Session 3: Linkages between good food and good health: Part 1

- 2) Explain the activity, say: *Grandmothers play such an important role within our families and in the community. I want each person to tell her partner a story about her grandmother or any influential “grandmother” in your life. Grandmothers, think back to when you were a child or a young girl and how your grandmother has helped you.*
- 3) Allow time for discussion. Bring the group back together and ask if anyone wants to share a story with the whole group.
- 4) Conclusion, say: *Thank you for sharing your stories with each other*

Wrap Up

Facilitator Instructions



- 1) Thank everyone for attending and for participating in the activities
- 2) Be excited for this program, say: *That was interesting to hear about all the roles that a grandmother plays. It was wonderful for all of you to share your stories with us.*
- 3) Let them know when the next session will be.

Session 3: Linkages between good food and good health: Part 1

Session Goal: *To identify the components of a diverse diet and why a diverse diet is important for health.*



Specific Objectives:

1. By the end of the session, the participants will have created a physical seasonal map that illustrates the availability of food in the area
2. By the end of the session, the participants will be able to correctly identify the food groups and give examples of foods from each one
3. By the end of the session, the participants will be able to explain why a diversified diet is necessary
4. By the end of the session, the participants will be able to give an example of a complete meal, which incorporates items from the four food groups

Materials Needed

- M & E Form
- Pen
- Flip Chart Paper
- Markers
- Pens
- Food Pictures
- Tape

Schedule

1. Prayer (5 min)
2. Song of Praise (5 min)
3. Review of previous session (5 min)
4. Seasonal Mapping (25 min)
5. Match the Food to the Food Group (25 min)
6. Suit Model (15 min)
7. Wrap up (5 min)

Technical Information

For this session, you need to have knowledge of what foods are locally available during which times.

You will also need to know the different food groups, main, go, glow, grow foods.

Main foods are the base of the meal; often are cereals, grains, starchy vegetables. Examples are rice, cassava root, ngari, millet, corn, and potatoes. These foods are forms of carbohydrates that break down into sugars to give some energy. They aren't high in nutrients, but since they serve as the base of many meals, we classify them in this category. These are filling foods that can contribute to malnutrition because they provide the calories that are needed, but they don't have much else. If an individual only ate these items, they would feel full, but it's not providing the body with what it needs.

Go foods are foods that give you energy. We like to tell people that these are the foods that allow their children to run around. These include fats, fat rich foods, and sugar and some examples are oils, nuts, coconut, sugar, and honey. These are more energy dense than the main foods.

Glow foods are the foods that are known as the protective helpers and contain many of the crucial vitamins and minerals. These foods contain compounds important to maintaining a healthy body and include fruits and vegetables as well as animal products. Some examples are potato leaves, pineapples, mangoes, cassava leaves, and garden eggs. These glow foods provide that healthy glow in the skin and hair and boost up immunity. These are the foods that can help prevent illness or shorten the duration of illnesses.

Grow foods are the ones that help build bodies and proteins. These foods provide the building blocks that are needed for growth. Some examples are beans, peas, groundnuts, chicken, fish, and beef. These foods are essential in adequate growth and provide long lasting energy, as opposed to the short bursts provided by the go and main foods.

It is important to have a good mix of these foods in a diet. There needs to be a balance between all the components because the body is a complex machine that needs different types of foods to run correctly. While we understand that it may not be possible to have all the components in one meal, the components should be consumed throughout a day and it shouldn't be dominated by one of the groups.



Opening Prayer

Supplies Needed: None

Facilitator Instructions

- 1) Welcome them back to the session, say: *Good morning! I am happy to see you again. Before we get started with the session, let us begin with a prayer. Will someone lead us in prayer?*



Activity 1: Song of Praise for Grandmothers

Supplies Needed:

- Copy of Song from Session 1

Aim of Activity: To begin the session with energy and to remind the grandmothers about how much they are appreciated

Facilitator Instructions

- 1) Have the participants stand up and sing the song of praise developed in the first session.
- 2) If they don't remember it, refer to the written copy that you have to prompt them.
- 3) Conclusion, say: *Thank you for singing that wonderful song! Now we're ready to start the session.*



Activity 2: Review previous session

Supplies Needed: None

Aim of Activity: To review the session on the role of grandmothers and to clarify any questions the participants may have up to this point

Facilitator Instructions

- 1) We will begin each session with a debrief of the previous session
- 2) Explain the activity, say: *We will now talk about what we discussed last week. Can anyone tell me what we talked about when we last got together?*

**** This first one is brief, but expect the following ones to be longer**



Activity 3: Seasonal Mapping



Supplies Needed:

- Flip Chart Paper
- Markers

Aim of Activity: To create a seasonal map in order to discover the seasonality of the foods that are locally available.

Facilitator Instructions

- 1) If the participants aren't sitting in a circle, please invite them to resituate themselves, so that they can see each other and you
- 2) In this session, we will discuss the importance of good food and how it contributes to good health. This first activity will discuss the availability of food in Sierra Leone at various points of the year.
- 3) Explain the activity, say: *Here in Salone, we have two distinct seasons, rainy season and dry season. We ourselves don't have farms and we have small gardens, but we aren't experts in agriculture like you are. We want to ask you to help us create a calendar that tells us what crops are grown when and when different foods are available.*
- 4) You will have paper available to create this calendar. This will be a useful tool in future sessions because you will know what is grown in the village and what can be purchased from the market. There are two examples in Appendix B for your reference.
- 5) Have the participants draw a calendar. They will identify which months are rainy and which are dry. Include the various agricultural practices: weeding, seeding, harvest, etc. Then have the participants name the crops and fruits themselves and place those on the calendar. Make sure that they name a variety of things: bananas, mangoes, pineapples, cassava, cassava leaves, potato leaves, pumpkin, beans etc. If the activity is going well, we can add things like fresh fish vs. dried fish. If the women are quiet, you can ask some questions such as :

When are groundnuts available? In the dry season or the rainy season? In the beginning, middle, or end of that season?

How about the trees?

When are there plantains? Bananas?

For the crops that are grown in the dry season, do you water it?

- 6) Once you have a calendar that is filled out, say: *Thank you for your participation, now we have this great calendar that illustrates what is here during the different seasons.*



Activity 4: Match the food to the food group

Supplies Needed:

- Flip Chart Paper
- Tape
- Pictures of food (Appendix C)

Aim of Activity: The aim of this activity is to match the food with what it does for the body through identification of food groups.

Facilitator Instructions

- 1) Now that we have a seasonal calendar, we are going to talk about that food and how we can group them into categories
- 2) Explain the different groups, say: *There are many different types of food and they all do something different to the body. We can group these foods into four different categories. There are*

Main foods: *Foods that are the base of the meal; often are cereals, grains, starchy vegetables*

Examples: Rice, cassava root, ngari, millet, corn, potatoes

Go foods: *Foods that give you energy, that allows you to run around. These include fats, fat rich foods, and sugar*

Examples: Oil, nuts, coconut, sugar, honey

Glow foods: *Protective helpers/ Vitamins and minerals. These foods contain compounds important to maintaining a healthy body and include fruits and vegetables as well as animal products.*

Session 3: Linkages between good food and good health: Part 1

Examples: Potato leaves, pineapples, mangoes, cassava leaves, garden eggs

Grow foods: Body Builders and proteins. These foods provide the building blocks that are needed for growth.

Examples: Beans, peas, groundnuts, chicken, fish, beef

- 3) In this activity, we will give each of the grandmothers a picture of the food. We will have a poster or a piece of cloth with all the different food groups on it with pictures describing what that group of foods does for the body.
 - 4) Describe the activity, say: *You see this paper with all the different groups on it? We're going to hand you a food and you will tell us where it goes! We want each of you to show everyone your picture and to tell us what it is that you're holding on to. Then, we want you to come up to this poster and put the food where it belongs. We want you to try to do this by yourself, but if you need help, you can ask your fellow grandmothers which group it should go in*
 - 5) Ask them why they put their food in a particular category. There isn't always a clear answer because some foods can fall into two categories (example: groundnuts are both a go food and a grow food or avocados aka pia are both go and glow).
- Discuss any disagreements that happen in the group and clarify misconceptions.
- 6) Explain that while all these foods are important, you should balance how much you intake. While you need go foods such as oil and sugar, they should not eat too much of them. But, they should eat many glow foods (fruits and vegetables).
 - 7) Clarify the concept, ask: *I know this was a challenging activity, does anyone have any questions? Is there a food that you're wondering about that isn't on here?*
 - 8) Once that is all clear, say: *Thank you for your participation! That was fun and now I know where all the foods go on the chart.*



Activity 5: Suit Model

Supplies Needed: None

Aim of Activity: To describe the importance of including all the different food groups

Facilitator Instructions

- 1) We discussed the different food groups and what the food does to the body. Now, we will move on to why we need a variety of food in the diet
- 2) To start off, ask: *What would you wear to go to a wedding or a baptism?*
- 3) Hopefully they will say a complete suit: a skirt, a shirt, a headscarf, and shoes. We want to draw a link between having a complete outfit and nutrition.
- 4) Explain the link, say: *Your outfit wouldn't be complete without one part and nutrition is very much the same thing. We talked about the four groups and we know that your body needs all of them. Just like you wouldn't go out without a complete suit, you can't have a complete meal without all the parts.*
- 5) We will discuss a complete meal. Ask: *Can you describe a meal with all the parts?*
- 6) Here, we are looking for them to name all the components of a complete meal. An example of this would be rice with potato leaves and fish cooked with palm oil. For this activity, you can just follow the formula of having at least one component from the main, go, glow, and grow groups.
- 7) Discuss which components may be difficult to access; for example, fish is cheaper and more plentiful during the rainy season. Emphasize that if it is possible, then a complete meal is great, but we don't always have all the parts. Having all the parts once a day is enough. Even then, once a week is better than not having it at all.

- 8) Ask, *What could we do to make sure that we have a complete meal?*

Have the participants brainstorm ways to access the different types of food.

- 9) Say, *It is difficult to have a complete meal all the time. Let us try to have a complete meal once a day.*

- 10) Clarify the concept, ask: *Does anyone have any questions? Is there a meal that you aren't sure is complete? We as a group can discuss that.*

Wrap Up



Facilitator Instructions

- 1) Thank everyone for attending and for participating in the activities, say: *Thank you for all your participation in creating the map and for sharing your knowledge with us.*

Ask, *Does anyone have any questions from the session today?*

Great, we have a challenge for you. Between now and our next session, try and cook a complete meal.

Does anyone have any questions from what we've talked about in the past few sessions?

- 2) Let them know when the next session will be.

Session Goal: *Discuss the importance of increasing food and nutrient intake during pregnancy.*



Specific Objectives:

1. By the end of the session, participants will recognize and be able to dispel myths regarding food consumption while pregnant
2. By the end of the session, participants will be able to explain why it is important to increase food consumption during pregnancy
3. By the end of the session, participants will be able to link a mother's food consumption with the affects it will have on fetal growth
4. By the end of the session, participants will be able to identify food sources that are great for pregnant women
5. By the end of the session, participants will be able to identify solutions in providing pregnant women with more food

Materials Needed

- M & E Form
- Pen

Schedule

1. Prayer (5 min)
2. Song of Praise (5 min)
3. Review of previous session (5 min)
4. Facing Myths (20 min)
5. Eating for Two (20 min)
6. Strong Mom, Strong Baby (15 min)
7. Wrap up (5 min)

Technical Information

Pregnant women need to eat more during pregnancy to keep up energy stores and because they are the source of nutrients for a fetus. It isn't simply a matter of eating more, but eating nutrient packed foods. If possible, it would be great for her to get some animal sources of proteins because this will give her needed iron or fish with bones as a source of calcium.

We have heard that women are scared to eat too much during pregnancy because they don't want big babies. As a result, we don't say big babies, instead we say strong babies.

The recommendation is that women eat about 500 grams more, which is roughly a bowl more, depending on the size of the bowl. This is needed for the pregnant woman and it prepares her body for breastfeeding the child after he or she is born.

Opening Prayer

Supplies Needed: None



Facilitator Instructions

- 1) Welcome them back to the session, say: *Good morning! I am happy to see you again. Before we get started with the session, let us begin with a prayer. Will someone lead us in prayer?*

Activity 1: Song of Praise for Grandmothers

Supplies Needed:

- Copy of Song from Session 1

Aim of Activity: To begin the session with energy and to remind the grandmothers about how much they are appreciated

Facilitator Instructions

- 1) Have the participants stand up and sing the song of praise developed in the first session.
- 2) If they don't remember it, refer to the written copy that you have to prompt them.
- 3) Conclusion, say: *Thank you for singing that wonderful song! Now we're ready to start the session.*

Activity 2: Review previous session

Supplies Needed: None

Aim of Activity: To review the session on the role of grandmothers and to clarify any questions the participants may have up to this point



Facilitator Instructions

- 1) We will begin each session with a debrief of the previous session
- 2) Explain the activity, say: *We will now talk about what we discussed last week. Can anyone tell me what we talked about when we last got together?*

Did anyone attempt the challenge to cook a complete meal?

Was it easy or difficult?

What did you cook?

- 3) Great! Thank you so much for trying that out. Ask, *Does anyone have any questions before we continue on to today's discussion?*

Activity 3: Facing Myths

Supplies Needed: None

Aim of Activity: To discuss the practices involved with diet and behavior during pregnancy.

Facilitator Instructions

- 1) Introduce the topic for the day, say *We are now going to talk about pregnant women*
- 2) In order to do this, we are going to have an agree/disagree activity. Draw a line in the sand to denote two sides, agree and disagree. Explain that you will be saying some statements and if the participants agree, then they will stand on one side of the line and those who disagree, stand on the other side. THERE IS NO MIDDLE GROUND. Tell the participants that we aren't looking for a right answer, but we want to know what they think, so choose a side based on what they truly believe.
- 3) Ask, *Does everyone understand this activity? Let's do a couple for practice ones:*
 - a. *I am a grandmother*
 - b. *I live in [village name]*

Great! Now, let's get started.
- 4) The topic is diet during pregnancy, so feel free to add ones that are issues in your community. Remember, there is NO right answer in this activity. After the sides are chosen, ask one person from each



side why they chose that side. Here are some suggested statements with facts below it for your reference:

- Women shouldn't eat main foods, like rice, while pregnant
Fact: There is no basis for this,
- Women should eat less during pregnancy
Fact: Women should eat more! The demands on their body is higher
- Women should eat more groundnuts during pregnancy
Fact: Groundnuts are a good sources of protein and a good snack
- Women should not eat grow foods during pregnancy
Fact: Women should eat more grow foods! They are important sources of nutrients for the mother and the child
- Women shouldn't eat cassava during pregnancy
Fact: Many people believe that cassava will make the baby bigger, it isn't true. They should eat more cassava leaves too
- Women should eat eggs during pregnancy
Fact: Eggs are great for pregnant women! Encourage them to eat eggs if they're available. They are a valuable source of needed nutrients.
- Women don't need to drink water throughout the day while pregnant
Fact: Water is important. While everyone can get dehydrated, pregnant women need to be more conscious of this.
- Women should work the same amount during pregnancy as they do when not pregnant
Fact: They need more rest and should not be working as much as when they aren't pregnant

5) Thank the participants for sharing their ideas.



Activity 4: Eating for Two

Supplies Needed:

Aim of Activity: To demonstrate the need for a pregnant woman to consume more calories

Facilitator Instructions

- 1) Now that we've discussed some of the beliefs, let's focus in on one of them: The fact that women need to eat more during pregnancy
- 2) Ask, *Should pregnant women eat more food during pregnancy?*
Hopefully the participants will say yes, especially since it was discussed in the previous activity. If they say no, ask them why!
- 3) Have the participants share their stories about what they did while they were pregnant.
- 4) Once everyone has shared their stories, move onto what happens when a pregnant woman eats more. Highlight the positive aspects that the women have told in their stories. These include
 - Strong baby (not big baby there is a fear of bigger babies)
 - Healthy Baby
 - Prepares her body for breastfeeding
- 5) Ask, *How much more should they be eating? How do we ensure that women eat more?*
 - Eating about a bowl more a day (500 grams)
 - Snacking
 - Giving them more food
 - Encourage them to eat more
- 6) This leads into the next activity of what they should be eating.

Activity 5: Strong Mom, Strong Baby



Supplies Needed: None

Aim of Activity: To determine what foods women should eat during pregnancy

Facilitator Instructions

- 1) We now move into what a pregnant woman should be consuming.
Say, We know that pregnant women should eat more in order to stay healthy and to have a strong and healthy baby, but what should she be eating?

Session 5: Iron and Folic Acid Supplementation During Pregnancy

- 2) Have the participants name the things that they think that pregnant women should be eating. Follow up with why these foods are good for pregnant women. Ask them to link it back to the previous session and to identify which food group these foods belong to (Go, Glow, Grow!).
- 3) Then ask what things that they shouldn't be eating and why not. We want to understand the reasons why foods are not being consumed during pregnancy.
- 4) There are additional requirements for pregnant women and she should be eating nutritious foods. Here is a list that includes locally available foods that are good for pregnant women:
 - Groundnuts/ groundnut paste
 - Cassava leaves
 - Crain crain
 - Potato leaf
 - Okra
 - Orange sweet potatoes (yams)
 - Pumpkin
 - Fish
 - Chicken
 - Meat
 - Eggs
 - Mangoes
 - Bananas
 - Garden Eggs
 - Benni
 - Beans
 - Piya
- 5) Thank everyone for talking about a pregnant women's diet. Have a grandmother recap the food advice that she would give a pregnant woman.

Wrap Up



Facilitator Instructions

- 1) Thank everyone for attending and for participating in the activities, say: *Thank you for all your participation and for sharing your knowledge with us.*

Ask, Does anyone have any questions from the session today?

Does anyone have any questions from what we've talked about in the past few sessions?

- 2) Let them know when the next session will be.

Session 5: Iron and Folic Acid Supplementation During Pregnancy

Session Goal: *Discuss the importance of IFA tabs during pregnancy*

Specific Objectives:



1. By the end of the session, grandmothers will share their experiences of pregnancy with the young mothers
2. By the end of the session, young mothers will share their experiences of pregnancy with the grandmothers
3. By the end of the session, grandmothers and young mothers will discuss the importance of iron and the believed and actual dietary sources of iron
4. By the end of the session, grandmothers and young mothers will discuss their beliefs about real and perceived side effects of IFA tabs and how to manage them
5. By the end of the session, grandmothers will develop solutions to common problems that may come with encouraging women to take blood medicine or attend clinic

Materials Needed

- M & E Form
- Pen

Schedule

1. Prayer (5 min)
2. Song of Praise (5 min)
3. Review of previous session (5 min)
4. Comparing Experiences (20 min)
5. Blood medicine dialogue (10 min)
6. Evaluating Beliefs about Blood Medicine (20 min)
7. Food Sources of Iron (20 min)
8. Wrap up (5 min)

Technical Information

Iron and Folic Acid are important components in a pregnancy and they should be taken during pregnancy. The IFA pills, also called blood medicine, should be distributed during antenatal clinic visits. Iron is an important component for blood and anemia, lack of blood, can be dangerous for women during childbirth.

Session 5: Iron and Folic Acid Supplementation During Pregnancy

Opening Prayer

Supplies Needed: None



Facilitator Instructions

- 1) Welcome them back to the session, say: *Good morning! I am happy to see you again. Before we get started with the session, let us begin with a prayer. Will someone lead us in prayer?*

Activity 1: Song of Praise for Grandmothers

Supplies Needed:

- Copy of Song from Session 1

Aim of Activity: To begin the session with energy and to remind the grandmothers about how much they are appreciated

Facilitator Instructions

- 1) Have the participants stand up and sing the song of praise developed in the first session.
- 2) If they don't remember it, refer to the written copy that you have to prompt them.
- 3) Conclusion, say: *Thank you for singing that wonderful song! Now we're ready to start the session.*

Activity 2: Review previous session

Supplies Needed: None

Aim of Activity: To review the session on the role of grandmothers and to clarify any questions the participants may have up to this point

Facilitator Instructions

- 1) We will begin each session with a debrief of the previous session
- 2) Explain the activity, say: *We will now talk about what we discussed last week. Can anyone tell me what we talked about when we last got together?*
- 3) Great! Thank you so much. Ask, *Does anyone have any questions before we continue on to today's discussion?*



Activity 3: Comparing Experiences

Supplies Needed: None

Aim of Activity: To have the grandmothers and the young mothers share their experiences with ones another

Facilitator Instructions

- 1) In this exercise, we will have the grandmother share their experiences with pregnancy to see if it has changed at all since they were young mothers. Have the grandmothers and the young mothers break into small groups with at least one grandmother and one young mother
- 2) To begin, say: *We want to hear about the grandmother's experiences with pregnancy. Can the grandmothers in each group tell the other group members about one of your pregnancies?* Give them 5 minutes to talk
- 3) Say: *Now that we have heard about pregnancy from our grandmothers, it is now time for the young women to share their experience. Can we have the young mothers tell the other group members about their experience with pregnancy?*
- 4) Bring the group together and ask the grandmothers to share their story with the group as a whole.

****Things to probe on:**

- What care they received?
- What kinds of food they ate
- Who was there to help them?
 - What was her grandmother's role in her pregnancy?
- Did they take any medicines (traditional or western)?
- What changed while they were pregnant? (roles, responsibilities, physical)
- What was their biggest fear during pregnancy?
 - How did they manage that fear?

Once the first grandmother has shared her story, thank her for sharing with the group. Next, invite the other grandmothers to



Session 5: Iron and Folic Acid Supplementation During Pregnancy

share their stories too. Say that every pregnancy is unique, it even varies from child to child from the same woman and that we want to hear about their experiences.

- 4) Next ask one of the young mothers to share her story with the group.

****Things to probe on:**

- What care they received?
- What happens when they go to the clinic?
**** This one is different and important! We assume that the grandmothers didn't have easy or available access to a health facility***
- What kinds of food they eat or don't eat?
- Do they take any medicines (traditional or western)?
 - We're looking for IFA (Iron Folic Acid) Tabs here.
- What changed while they were pregnant? (roles, responsibilities, physical)
- What was their biggest fear during pregnancy?
 - How did they manage that fear?

Once the young mother shared her story, thank her for sharing with the group. Invite the other young mothers to share their stories.

- 5) Thank everyone for sharing with the group!

Activity 4: Blood Medicine Dialogue

Supplies Needed: None

Aim of Activity: To learn about the experiences that the participants have had with the iron and folic acid supplements

Facilitator Instructions

- 1) Introduce the topic of blood medicine (IFA tabs) to the group. Say:
Today, we are going to talk about how to make sure the mother and baby are safe during pregnancy. You mentioned in your stories that

Session 5: Iron and Folic Acid Supplementation During Pregnancy

it is important to go to the clinic during pregnancy. When you are there, the nurses will sound the belly, make sure that everything is well, and give you medicine. One of the very important medicine that they give you is the blood medicine

- 2) Now we want to hear from the participants and to learn what they have heard about the blood medicine.

Ask: What have you heard about the blood medicine? We can go around the circle and say one thing that we have heard about blood medicine.

They can say anything that they know: What it is, what it does, side effects, how often it should be taken, etc.

- 3) Thank them for sharing their knowledge and summarize everything that has been said.

Say: Thank you all for sharing what you know about blood medicines. You said that blood medicine is for...

- 4) Next, we address the potential negative effects of the IFA tabs.

Ask: We know that blood medicine is good for you and does good things for your body, but have you heard of bad things this medicine may do?



After you take the blood medicine, have any of you had bad experiences with it?

****Do not discuss them as right or wrong**

- 5) Thank everyone for sharing their knowledge.

Activity 5: Evaluating Beliefs



Supplies Needed: None

Aim of Activity: To discuss the beliefs and to clarify misconceptions about the IFA tabs

Facilitator Instructions

Session 5: Iron and Folic Acid Supplementation During Pregnancy

- 1) This is an activity that allows discussion of beliefs. We will be discussing the potential negative effects of the IFA tabs. Draw a line down the middle of the space- one side will agree with your statement, the other will disagree- make sure there is a clear difference between the two sides. Explain the activity to the participants, say: *Now that we have said a lot of things about the blood medicine, lets talk about why we think so and why not. See this line on the ground, this is the divide between agree and disagree. I will say a sentence and if you agree, then you move to this side, and if you disagree, stand on this side. This is like the activity we did last session*
- 2) Make sure that the participants remember the activity. If so, then say: *Great, lets talk about blood medicine!*
- 3) You will have to address the different ideas that have been stated. A list of common topics is listed below with the true side effects. If there is a topic that is brought up, make sure you address it too.
- 4) For each statement that causes movement, have the participants explain their decision. Ask one person from each side why they agree or disagree. Clarify the topic and discuss what could be done to manage the problem.

Positives

- *Statement: Blood medicine increases blood, which helps the baby to grow strong*

Actual: Agree! Iron is essential during pregnancy and the blood medicine helps prevent early birth and small, sick babies.

- *Statement: Blood medicine gives the mother strength during the delivery*

Actual: Agree! Taking the blood medicine will help make the birth process easier.

Negatives

Session 5: Iron and Folic Acid Supplementation During Pregnancy

- *Statement: Blood medicine smells bad*

Actual: Some people do believe that the blood medicine smells bad

Problem solving: The bad smell is over quickly. Once you take the medicine, then the smell is gone. Is not taking the medicine due to bad smell worth having a small baby or a rough birth?

- *Statement: Blood medicine makes women bleed more when they give birth*

Actual: The blood medicine itself doesn't cause more bleeding. There are other causes of bleeding, like too much hard work. The blood medicine has been used for many years and many different places, including: USA, Nigeria, Germany. Doctors know its safe and wouldn't give it to you if it causes you to bleed.

Everyone is different! Sometimes, women bleed more during delivery and its not related to taking blood medicine, it may be related to malaria or an infection. This is why it is important to give birth in a clinic, so the doctors can take care of it.

Problem solving: The medicine doesn't make it happen, but it happens. Give birth in a clinic

- *Statement: Blood medicine makes the stomach hurt and makes the woman feel sick*

Actual: The blood medicine sometimes makes the stomach hurt or might make a woman feel sick. This is normal and will typically go away after a couple weeks, but she should give her body time to get used to the medicine. It is important to eat when taking this medicine, because food might help lessen the effects

Problem Solving: Give the body time to get used to the medicine and eat food when taking the blood medicine!

- *Statement: Blood medicine makes women feel dizzy*

Actual: The blood medicine itself doesn't make people dizzy. Dizziness can come from lack of water or from not eating enough.

Session 5: Iron and Folic Acid Supplementation During Pregnancy

Problem Solving: Eat and drink lots of water throughout the day. Drink one glass of water and eat before taking the blood medicine.

- *Statement: Blood medicine makes the stool dark*

Actual: True! The blood medicine does make the stool dark for some women, but it's a good thing! It means that the body is getting enough blood. That doesn't mean that you can stop taking it though! After taking the medicine, it will go back to normal.

Problem Solving: This is a good thing! This is a sign that you are following directions and doing something good for your health. Be proud of it.

- 6) Praise their engagement in the activity and their discussion!

Activity 6: Food Sources of Iron



Supplies Needed: None

Aim of Activity: To identify food sources of iron in case there is no IFA tabs available at the clinics.

Facilitator Instructions

- 1) Now that we've discussed why it is important to take blood medicine and dispelled some wrong ideas, we move onto this problem solving activity. Sometimes, the health clinics don't always have the blood medicine in stock. This activity helps identify food sources that are rich in iron (foods that "give blood")
- 2) We're going to guide them through a discussion using a story, say: *I would like to tell you a story and I want you to help me with it.*

Scenario: *Let us say that this belly woman here (identify pregnant woman in the group), goes to the clinic early on in her pregnancy but the clinic tells her they are out of blood medicine. She comes back from the clinic and her grandmother asks her where is your blood medicine? She tells her grandmother that she asked for the*

blood medicine but they did not have any, so now I am without! Is there anything we can do? What do you do?

- 3) Open it up for discussion. Let the participants talk about solutions. If the discussion doesn't lead towards food sources, guide them there by asking what do they know that "gives blood".

Foods that are rich in iron include:

- Chicken liver
- Beef, chicken, and eggs
- Beans
- Cassava leaves
- Potato leaves
- Pumpkin
- Sesame (Benni)
- Sweet Potato

Foods that aren't actually rich in iron include:

- Dried fish
- Palm oil

Things that make it harder to absorb iron:

- Tea
- Coffee

******They can still drink these, but don't do it with the meal, drink it between meals (you can incorporate this into the snack idea).



- 4) Once we have identified the foods rich in iron, discuss how can they increase a pregnant woman's food intake and what foods should they increase? Discuss that while something like a chicken liver isn't possible every week, if the family does kill a chicken, the liver should be reserved for the pregnant woman.
- 5) Thank everyone for her participation and for helping to identify foods that are rich in iron.

Wrap Up



Facilitator Instructions

- 1) Thank everyone for attending and for participating in the activities, say: *Thank you for all your participation and for sharing your knowledge with us.*

Ask, Does anyone have any questions from the session today?

Does anyone have any questions from what we've talked about in the past few sessions?

- 2) Let them know when the next session will be.

Session Goal: *To explore the importance of Early Initiation of Breastfeeding and the potential negative effects of Pre-lacteals*



Specific Objectives:

1. By the end of the session, the grandmothers and mothers will discuss the practices surrounding childbirth
2. By the end of the session, grandmothers will know that pre-lacteals can be harmful to the child
3. By the end of the session, grandmothers will know the importance of the early milk and encourage mothers to breastfeed

Materials Needed

- M & E Form
- Pen
- Picture Cards

Schedule

1. Prayer (5 min)
2. Song of Praise (5 min)
3. Review of previous session (5 min)
4. Exploring Cultural Practices (15 min)
5. Stories of Giving Birth (10 min)
6. Dangerous Herbs (15 min)
7. Early Bird gets the Worm (20 min)
8. Wrap up (5 min)

Technical Information

In the pilot of this program, we discovered that there was a practice of pre-lacteals within the community. Pre-lacteals are defined as any non breastmilk item that enters a baby's body prior to the first breastfeed. Often times this was a tea or water. This can be a dangerous practice and could introduce pathogens into a baby's system.

The early milk, aka colostrum or gold milk (because it is precious), provides protection to the child. It strengthens the immune system to protect the baby from infection. It may be yellow or orange in color due to the carotene content that is involved. It is important to initiate breastfeeding within the first hour and not give the baby anything else, including water for the first six months.

Opening Prayer

Supplies Needed: None



Facilitator Instructions

- 1) Welcome them back to the session, say: *Good morning! I am happy to see you again. Before we get started with the session, let us begin with a prayer. Will someone lead us in prayer?*

Activity 1: Song of Praise for Grandmothers

Supplies Needed:

- Copy of Song from Session 1

Aim of Activity: To begin the session with energy and to remind the grandmothers about how much they are appreciated

Facilitator Instructions

- 1) Have the participants stand up and sing the song of praise developed in the first session.
- 2) If they don't remember it, refer to the written copy that you have to prompt them.
- 3) Conclusion, say: *Thank you for singing that wonderful song! Now we're ready to start the session.*

Activity 2: Review previous session

Supplies Needed:

- Picture Cards in Appendix

Aim of Activity: To review the session on the role of grandmothers and to clarify any questions the participants may have up to this point

Facilitator Instructions

- 1) We will begin each session with a debrief of the previous session
- 2) Explain the activity, say: *We will now talk about what we discussed last week.*

- 3) Pass out the picture cards that accompany this session. Have 2-3 grandmothers explain each card to the group. Have them discuss what is happening on each card.

Ask them if they've tried anything new in since the last session, if any pregnant women attending clinic.

- 4) Great! Thank you so much for participating. Ask, *Does anyone have any questions before we continue on to today's discussion?*

Activity 3: Exploring Cultural Practices



Supplies Needed: None

Aim of Activity: To determine what the cultural practices are surrounding child birth

Facilitator Instructions

- 1) This session addresses the topic of giving birth and early initiation of breastfeeding. This activity is to get a feel on what the cultural practices are within the community surrounding these practices.
- 2) Here are a series of questions that we want to know more about regarding practices surrounding child birth, early initiation of breastfeeding, pre-lacteals:
 - *How do you know if a woman is about to give birth?*
 - *Is there anything that you do to prepare for the birth of the child?*
 - *What happens when a woman gives birth?*
 - *Is there a ritual?*
 - *What is given to the mother to help her recover?*
 - *Is there anything that will help her milk come?*
 - *What is given to the baby?*



****Feel free to add onto this list if other questions have risen over the course of these sessions.**

Session 6: Early Initiation of Breastfeeding/ Pre-lacteals

- 3) Follow up and probe on these questions, asking why certain practices exist. This is a discussion and there is no right or wrong. We just want to explore and learn about what is going on. If there are practices that come up that aren't recommended, make note of these and those issues can be discussed later in this session or in a following session.
- 4) Thank everyone for sharing her knowledge.

Activity 4: Stories of Giving Birth



Supplies Needed: None

Aim of Activity: To understand that practices that have changed and to obtain the barriers to giving birth in a health facility

Facilitator Instructions

- 1) We move to talking about giving birth. Ask the participants to share their story of childbirth. Ideally, if it's a mixed group, we can have a grandmother share her story and have a young mother share hers. That way, we can compare the two.

Some things we can ask include:

- Who was there with you when you gave birth?
 - Did you do anything to help the process?
 - Where were you when you gave birth?
 - What special foods or drinks did you have?
- 2) We want to know about where people are giving birth and what the barriers are to giving birth at a health facility. If the example above didn't include giving birth at a health facility ask if anyone has given birth at the hospital, ask her to share her experience with the group.
 - 3) As a group, discuss the positives and negatives of giving birth at home verses giving birth at the health facility.

- 4) Thank everyone for sharing her story and for participating in the discussion.

Activity 5: Dangerous Herbs



Supplies: None

Aim of Activity: To discourage the use of herbs and pre-lacteals

Facilitator Instructions

- 1) This activity is used to talk about pre-lacteals and herbs that may be given to newborns. This may or may not be an issue in the community that you work in. We touched upon this in activity 3, but if it wasn't brought up, ask the following probing question:

*What happens when the baby is born? What is the baby given?
What is the first thing that goes into the baby's stomach?*



If pre-lacteals and herbs were mentioned in activity 3, skip to the activity.

*** If it's not brought up, even after probing, skip this activity.

- 2) Ask, *Why do you give the baby pre lacteals or herbs?*

Let the participants talk about what their practices and the reasons behind it. While we know that pre lacteals and herbs may be harmful to the newborn, we don't want to chastise the participants. Remember it's a discussion.

Some of the reasons that we've heard are:

- Herbs cleanse the stomach
- Newborn babies need water
- It will protect the baby
- It will help the baby grow
- It's what we've always done

- 3) We want to encourage positive deviants in this issue. Ask, *Who does not give pre lacteals or herbs to the newborn baby. Why?*

Use what these women say as a positive example.

Below are ways that you can spin it without telling people that they are wrong:

- Breastmilk has water in it, so babies don't need to be given more
 - The baby's stomach doesn't need to be cleansed. It is already clean
 - Breastmilk is the best protection for a baby
 - Giving a baby water or herbs might be dangerous because the water might not be clean. It can make them sick
- 4) Ask the grandmothers and mothers to think about what they will do when a new baby comes. If they will give herbs and pre lacteals. If they say that they will not do it, ask them to make a pledge to themselves and to each other to not do it.
- 5) Thank the participants for discussing this issue with us

Activity 6: Early Bird Gets the Worm

Supplies Needed: None

Aim of Activity: To stress the importance and the desirability of the early milk or colostrum

Facilitator Instructions

- 1) This activity is to address the importance of early initiation of breastfeeding. Ask, *When is the best time to go to the market to buy vegetables or to buy fish?*
- 2) The participants will hopefully say early in the day or soon after the catch comes in. Ask, *Why?* At this point, we hope that the



response is that it will be the freshest and they will be able to get the best products.

- 3) Equate this with the early milk. Say, *The early milk is some of the best product for a baby right after it is born. Just like we go to the market early to get the best things, the baby should get the early milk. This milk protects the baby from diseases, like diarrhea. It gives the baby everything it needs and it helps the mother by slowing the bleeding.*
- 4) Clarify this analogy if needed. Ask one of the participants to tell this analogy in their own way. When she is finished ask if anyone has anything to add. If there is anything missing, make sure that you fill in the gaps.
- 5) Thank the participants for their input.

Wrap Up

Facilitator Instructions

- 1) Thank everyone for attending and for participating in the activities, say: *Thank you for all your participation and for sharing your knowledge with us.*

Ask, *Does anyone have any questions from the session today?*

Does anyone have any questions from what we've talked about in the past few sessions?

- 2) Let them know when the next session will be.





Session Goal: *To demonstrate the importance of exclusive breastfeeding and to illustrate how nutritional needs are met with breastmilk*

Specific Objectives:

1. By the end of the session, grandmothers and mothers will share what they feed a newborn child
2. By the end of the session, participants will be able to explain why exclusive breastfeeding for 6 months is good for the child
3. By the end of the session, participants will be able to identify barriers to exclusive breastfeeding and to identify solutions
4. By the end of the session, participants will be able to practice creative solutions to barriers to exclusive breastfeeding.

Materials Needed

- M & E Form
- Pen
- Paper
- Markers
- Bag or Hat

Schedule

1. Prayer (5 min)
2. Song of Praise (5 min)
3. Review of previous session (5 min)
4. Dialoguing (20 min)
5. Road Blocks (30 min)
6. Role Play (25 min)
7. Wrap up (5 min)

Technical Information

The WHO recommends that women exclusively breastfeed, that is the child only receives breastmilk and nothing else (including water), unless there are medications that a doctor deems necessary for the first six months.

There are many barriers to exclusive breastfeeding, which include difficulties with breastfeeding and women going back to work. There are also cultural beliefs like babies needing water when it is hot out that could influence exclusive breastfeeding practices.



Opening Prayer

Supplies Needed: None

Facilitator Instructions

- 1) Welcome them back to the session, say: *Good morning! I am happy to see you again. Before we get started with the session, let us begin with a prayer. Will someone lead us in prayer?*



Activity 1: Song of Praise for Grandmothers

Supplies Needed:

- Copy of Song from Session 1

Aim of Activity: To begin the session with energy and to remind the grandmothers about how much they are appreciated

Facilitator Instructions

- 1) Have the participants stand up and sing the song of praise developed in the first session.
- 2) If they don't remember it, refer to the written copy that you have to prompt them.
- 3) Conclusion, say: *Thank you for singing that wonderful song! Now we're ready to start the session.*



Activity 2: Review previous session

Supplies Needed: None

Aim of Activity: To review the session on the role of grandmothers and to clarify any questions the participants may have up to this point

Facilitator Instructions

- 1) We will begin each session with a debrief of the previous session
- 2) Explain the activity, say: *We will now talk about what we discussed last week. Did anyone give birth since our last session?*
- 3) Great! Thank you so much. Ask, *Does anyone have any questions before we continue on to today's discussion?*

Activity 3: Dialoguing



Supplies Needed: None

Aim of Activity: To discuss the current breastfeeding practices in the community

Facilitator Instructions

- 1) Introduce the activity, say, *Now that we've discussed what we talked about last week, we're going to move on to feeding a newborn baby*
- 2) Start the discussion off by asking, *How many children do you have in your house?* Let the women shout out answers for this activity. We then move down the line and ask:
 - *How many children are old enough to go to school?*
 - *How many children are old enough to walk?*
 - *How old are children when they start eating the same food as the family?*
 - *How old are children when they start eating Pap?*
- 3) Thank them for their input, say, *Great! Thank you for your participation. Now, How many women in this village have a new baby?*
- 4) Ask them what they give the baby. Be careful here, we want them to give us honest answers. We're hoping they say breastmilk, but we want to know if they do anything else. Use probes such as :
 - What if it's hot out?
 - What happens right after the women gives birth?
 - What happens when a baby continually cries?
- 5) Let's bring it back to breastfeeding, ask, *How long did you breastfeed for?*



****If they duration is less than 6 months, ask them why they stopped. Remember these and we'll address them in a later activity**

- 6) If the participants bring up the 6 months of exclusive breastfeeding, then let's explore that route. If not, say, *The doctors say that the baby should only have breastmilk for 6 months. Why do you think that is?*
- 7) Discuss that breastmilk has enough water and nutrients to keep a baby growing for 6 months! After that, they would have to add other foods in order for the baby to keep growing, but up till 6 months, the mother's milk is sufficient.
- 8) Thank everyone for sharing their knowledge

Activity 4: Road Blocks



Supplies Needed:

- Paper
- Markers

Aim of Activity: To discuss the barriers to exclusive breastfeeding and how to navigate around them

Facilitator Instructions

- 1) This activity is designed to let the participants identify barriers to exclusive breastfeeding and to identify solutions
- 2) Start with a story of [mother's name] who lives in a different village. *She gave birth to a baby boy two months ago. With her grandmother's encouragement, she started breastfeeding right away, in the first hour after she gave birth. Since then, she has been following the advice that she's been given, not giving the baby anything other than breastmilk, not even water. Today, her grandmother visited to her and saw that she was giving her baby water. When her grandmother asked what she was doing, she said...*
- 3) At this point, ask the participants what they think the mother said. Write these down on paper and fold them in half.



** We hope that they go into reasons why she isn't breastfeeding anymore, such as she just came back from the field and is tired or that she has no energy for breastfeeding. If those types of topics don't come up, lead them into that discussion by adding onto the story. Some things you could add are:

- *Her husband wants to sleep with her again*
 - *She just came back from the field and didn't feel like breastfeeding*
 - *She is losing weight and doesn't think that she can feed the baby enough*
- 4) Arrange the papers in a row, much like a roadblock. Explain that this is like when they walk to market day and there are things (like trees or a large puddle) in the way. But instead, these are the reasons that block the mother from listening to the doctor and exclusively breastfeeding for 6 months. Read them out loud and then ask, is there anything else that could block a mother from breastfeeding? If so, write these down and add them to the row.
- 5) It's time to arrange these into groups. Ask, *Are there any of these blockers that are like each other?* The groupings can be anything. Some examples might be time, lack of food for the mother, difficulties breastfeeding, etc. If the participants are having difficulty with this, help them along by asking questions. Examples are:
- *What might cause some of these blocks?*
 - *Does this cause lead to any of the other blocks?*
- 6) To help with the process, write the groupings on a piece of paper and place the road blocks under the category that the participants have identified
- 7) Ask, *Which one of these roadblocks is the biggest?*

- 8) Once it's been identified, start a discussion around that one road block. Ask, *What can we do to get over that block? Is there a way to make it smaller? To get rid of it completely? To go around it?* Have everyone talk. There is no one answer to this question.
- 9) *If there is time, then discuss the other blocks too. We want the participants to come up with strategies to overcome these blocks to exclusive breastfeeding.*
- 10) Recap all the strategies that have been proposed
- 11) Thank everyone for her participation.

Activity 5: Role Play

Supplies Needed:

- Bag or Hat

Aim of Activity: Allows the participants to practice strategies to address the barriers to exclusive breastfeeding

Facilitator Instructions

- 1) Now that strategies have been developed, it's time to practice them
- 2) Write down the scenarios and place them in one bag and write the strategies that have been developed in another.
- 3) Ask for two volunteers. Choose one from each bag, a scenario and a strategy. Share the scenario with one of the volunteers; she is the "new mother". Share the strategy with the other volunteer; she is the grandmother. Keep the different roles hidden from everyone else. Have them act out the scenario.
- 4) Repeat with other volunteers until everyone has had some practice with it.
- 5) Debrief with the participants. Ask, *how did it feel practicing the scenarios? Are you comfortable with these strategies?*
- 6) Thank everyone for participating.



Wrap Up



Facilitator Instructions

- 1) Thank everyone for attending and for participating in the activities, say: *Thank you for all your participation and for sharing your knowledge with us.*

Ask, Does anyone have any questions from the session today?

Does anyone have any questions from what we've talked about in the past few sessions?

- 2) Let them know when the next session will be.

Session Goal: *To stress the importance of the proper timing, consistency and components of complementary feeding*



Specific Objectives:

1. By the end of the session, grandmothers will know the reasons why complementary feeding begins at 6 months
2. By the end of the session, grandmothers will know the importance of continuing to breastfeed till 2 years of age
3. By the end of the session, grandmothers will know the importance of having the correct weaning food
4. By the end of the session, grandmothers will know the correct consistency of weaning foods

Materials Needed

- M & E Form
- Pen
- Clean Water
- Powdered staple (corn, flour, rice, etc)

Schedule

1. Prayer (5 min)
2. Song of Praise (5 min)
3. Review of previous session (5 min)
4. Timing (15 min)
5. Food For Thought (25 min)
6. Through Thick and Thin (25 min)
7. Wrap up (5 min)

Technical Information

Complementary foods should be introduced at six months, after the exclusive breastfeeding period. Women should continue to breastfeed for up to two years because breastmilk contains a lot of great nutrients.

Complementary foods should have the components of go, glow, grow food groups in order to provide a wide range of nutrients.

Additionally, they should be semi-solid and not too thin or too thick. Children should be fed small meals throughout the day because their stomachs are small and they need to be fed more often than adults do.

Opening Prayer

Supplies Needed: None



Facilitator Instructions

- 1) Welcome them back to the session, say: *Good morning! I am happy to see you again. Before we get started with the session, let us begin with a prayer. Will someone lead us in prayer?*

Activity 1: Song of Praise for Grandmothers

Supplies Needed:

- Copy of Song from Session 1

Aim of Activity: To begin the session with energy and to remind the grandmothers about how much they are appreciated



Facilitator Instructions

- 1) Have the participants stand up and sing the song of praise developed in the first session.
- 2) If they don't remember it, refer to the written copy that you have to prompt them.
- 3) Conclusion, say: *Thank you for singing that wonderful song! Now we're ready to start the session.*

Activity 2: Review previous session

Supplies Needed: None

Aim of Activity: To review the session on the role of grandmothers and to clarify any questions the participants may have up to this point



Facilitator Instructions

- 1) We will begin each session with a debrief of the previous session
- 2) Explain the activity, say: *We will now talk about what we discussed last week. How many women are exclusively breastfeeding?*
- 3) Great! Thank you so much. Ask, *Does anyone have any questions before we continue on to today's discussion?*

Activity 3: Timing



Supplies Needed: None

Aim of Activity: To discuss the proper time to initiate complementary feeding.

Facilitator Instructions

1) We've talked a lot about breastfeeding that past couple times, but now it's time to shift gears to complementary feeding! Since the last session was on Exclusive Breastfeeding and you completed the review, the participants should remember that the recommendation is to exclusively breastfeed for 6 months. The session is to talk about after that point.

2) Ask, *We discussed that a mother should exclusively breastfeed for 6 months, but what happens after that?*

Encourage discussion and see what the participants say. The recommendation is that she still breastfeeds up to two years, but at 6 months she should start introducing complementary foods.

3) Ask, *Why 6 months?*

6 months is the key time because after 6 months, the mother's breastmilk no longer has enough nutrients to help the baby grow big and strong. Her breastmilk is still very valuable, but the baby's body needs more

4) Ask, *What happens when a mother stops breastfeeding too soon?*

The baby might get sick! A baby's body isn't as good at fighting off sickness as adults are. Giving a baby food before 6 months of age may let the illnesses enter the baby's body. Breastmilk won't do that because it goes straight from the mother to the child.

5) Ask, *What happens when a mother waits too long to complementary feed?*

The baby doesn't get the extra help to grow. It needs to eat some things and the breastmilk to grow stronger.

- 6) Thank everyone for her participation.

Activity 4: Food For Thought



Supplies Needed: None

Aim of Activity: To discuss the components of complementary foods and how to integrate a diverse range of nutrients into a food

Facilitator Instructions

- 1) Now that we know when we should start feeding a child, what should we feed them?
- 2) We want to hear from the grandmothers on what they use as weaning foods. Ask, *Once the babies are no longer exclusively breastfeeding, what do they eat?*
- 3) The most common answer will probably be paps, so ask, *What do you put in your pap for the child? Or Tell me your recipes for pap.*
- 4) Thank the participants for sharing. Next, we're going to review the go, glow, grow model. Say, *Can someone remind us all of what the go, glow, grow model is? What are some examples of foods that are in each of the categories?*
- 5) Say, *Great! Now I'm going to tell you a story of two women and their babies. There were two women in a village, named Aissatou and Sallimatou (feel free to change the names) and they had given birth around the same time. Both women had encouraging grandmothers that supported them while they breastfed. They made sure that the lactating mothers had enough food to eat and had help with all the work. One day, when the children were around 9 months, the two mothers were talking and Aissatou noticed that her child was smaller than Sallimatou's child. Aissatou said, "I don't understand!! I'm making pap and breastfeeding my child, why is he smaller than your son". "I don't know", said Sallimatou, "I do the same thing. Every morning, I make a pap with rice, salt, fish, cassava leaf. Sometimes I make the pap with benni or groundnut paste. My boy eats so much of it!" That made Aissatou think. Her pap was mostly rice and salt with nothing extra in it. She thanked Sallimatou and*

went straight to her grandmother's house. She tells her grandmother the story and asks "Grandmother, what do I do? I didn't know I needed to put other things in the pap! Now I'm afraid that my child isn't growing correctly."

Say, Imagine you're Aissatou's grandmother, what advice would you give her? What was wrong with the pap just being rice and salt? What was Aissatou doing right?

The following points should be brought up:

- More healthy things in the pap like benni, fruit, fish, groundnut paste, pumpkin, etc.
 - Good mix of the go, glow, grow foods
 - Get the recipe from Sallimatou
 - She was still breastfeeding!
 - She was making food, it just needs a little bit more
- 6) Thank everyone for their participation in this activity.

Activity 5: Through Thick and Thin



Supplies Needed:

- Clean Water
- Powdered Staple

Aim of Activity: To demonstrate the correct consistency of the weaning food

Facilitator Instructions

- 1) This activity goes over the consistency of the complementary foods and how often the child eats. The consistency is very important because you want to have a good balance of water and the other ingredients. IF there is too much water, then the baby's body won't get enough nutrients.

- 2) In this activity, you will have a powdery ingredient (pre- made pap mix, ngari, flour, ground corn) and ½ a glass of water. Have a volunteer come up and slowly add the powder into the water and mix until they think that they have the right consistency. Ask the rest of the group to help and encourage the volunteer.

The end product should not be too watery and be thick enough to stick to the spoon. If it's too thick, we can add more water and if it's too thin, we can add more powder. It is difficult to get the right consistency, but work together to show that it can be done.

- 3) Ask for another volunteer! It's easier this time around isn't it?
- 4) Now that we know how it's supposed to look, what else can we add to it? Ask, *How can we make sure that this is a complete meal for a child? What types of ingredients can you add to it?*

Probe on the Go, Glow, Grow foods in this section.

- 5) Thank the volunteers for helping show how thick the pap should be. Next, we want to explore how often a child should be fed. Ask, *Does anyone remember how big a child's stomach is?*

******It begins as big as a pia seed, but as the child grow, the stomach grows along with it. Still, the biggest it will become is the size of a normal pia.

- 6) Ask, *what does this mean when we feed a child?*

They won't be able to eat a lot at once. It would fill up fast. That is why the pap shouldn't be too watery, that fills the child's belly with too much water.

- 7) Ask, *What can we do to make sure they get all that they need?*

There are several answers to this question:

- Feed several times throughout the day
- Make sure the pap is filled with good ingredients
- Feed until they're full, but feed again if they're hungry
- Don't force it! Their bodies can't handle it.

- 8) Thank everyone for her participation and willingness to help demonstrate.

Wrap Up



Facilitator Instructions

- 1) Thank everyone for attending and for participating in the activities, say: *Thank you for all your participation and for sharing your knowledge with us.*

Ask, Does anyone have any questions from the session today?

Does anyone have any questions from what we've talked about in the past few sessions?

Say, There are so many things we can do to make sure that our children grown up strong. For this week, you have an assignment. Before we come back for the next session, I want the grandmothers to team up with the mothers to come up with a pap recipe. The next time that we're here, we are going to make some of the recipes and test them out!

- 2) Let them know when the next session will be.

Session 9: Complementary Feeding: Part 2

Session Goal: *To think of the different ways to make complementary foods*

Specific Objectives:

1. By the end of the session, participants will have shared their recipes for complementary foods
2. By the end of the session, participants will demonstrate the understanding of the correct consistency of complementary foods
3. By the end of the session, participants will learn that children will eat a wide variety of foods

Materials Needed

- M & E Form
- Pen
- Clean Water
- Ingredients for paps
- Cooking items
- 10 seeds
- Flip Chart Paper
- Markers

Schedule

1. Prayer (5 min)
2. Song of Praise (5 min)
3. Review of previous session (5 min)
4. Recipes (30 min)
5. Taste Test (45 min)
6. Wrap up (5 min)

Technical Information

There can be many different ways to make complementary foods. The ingredients are important and many ingredients can be broken down into a digestible form for the children. The complementary foods can be sweet or savory (salty) and can be made to include all the different go, glow, grow components.

Young children are able to eat semi-solid foods and the complementary foods don't need to be runny. In fact, they should be thick enough to coat the spoons used to stir the pot. They are also willing to eat different foods and it can be adjusted to the taste of the child





Opening Prayer

Supplies Needed: None

Facilitator Instructions

- 1) Welcome them back to the session, say: *Good morning! I am happy to see you again. Before we get started with the session, let us begin with a prayer. Will someone lead us in prayer?*

Activity 1: Song of Praise for Grandmothers



Supplies Needed:

- Copy of Song from Session 1

Aim of Activity: To begin the session with energy and to remind the grandmothers about how much they are appreciated

Facilitator Instructions

- 1) Have the participants stand up and sing the song of praise developed in the first session.
- 2) If they don't remember it, refer to the written copy that you have to prompt them.
- 3) Conclusion, say: *Thank you for singing that wonderful song! Now we're ready to start the session.*

Activity 2: Review previous session



Supplies Needed: None

Aim of Activity: To review the session on the role of grandmothers and to clarify any questions the participants may have up to this point

Facilitator Instructions

- 1) We will begin each session with a debrief of the previous session
- 2) Explain the activity, say: *We will now talk about what we discussed last week. Did you come up with recipes?*
- 3) Great! Thank you so much. Ask, *Does anyone have any questions before we continue on to today's discussion?*

Activity 3: Recipes

Supplies Needed:



- 10 seeds
- Flip Chart Paper
- Markers

Aim of Activity: To discuss the possibility of different recipes and vote for the ones that will make it to the next round

- 1) Say, *Whose ready for a recipes contest? What we're going to do is have each of the teams of a grandmother and young mother come up and tell us what is in your pap. We will write it down and as a group we're going to vote for the top few recipes! I'm going to give you 5 minutes to discuss with your team and report back to me!*
- 2) Let the teams come up with their final recipe and prepare to write on the flip chart paper. Have the teams come up one by one and tell you what is in their pap. Once everyone has told you their recipe, bring the group back together.
- 3) Have each of the teams explain their pap recipe. Once everyone knows what the recipes are, and then explain that they are going to vote as a group. Place the flip chart paper on the floor. Give the group as a whole, 10 seeds or stones. These represent all the votes that they have. Have them place the 10 seeds wherever they think the best recipe is. Tell them to think about taste, how much it costs, and if it has go, glow, grow ingredients.
- 4) Once the 10 seeds have been distributed, identify the top recipes and say that we are going to try these out! (see examples in Appendix B)
- 5) Thank everyone for voting and participating.



Activity 4: Taste Test

Supplies Needed:

- Ingredients for making pap
- Clean Water

Aim of Activity: To cook and to taste the different recipes

Facilitator Instructions

- 1) This activity takes some prep on the front end. Based on the previous week's discussion, we should provide some popular and seasonal ingredients to help with this activity.

Items to consider bringing:

- Rice
 - Groundnuts/groundnut paste
 - Dried fish
 - Benni
 - Corn
 - Beans
- 2) The winners from the previous activity are the head cooks. The other women are there to help them. If there are items that we didn't bring, then ask if they have some locally. If not, we can substitute some ingredients. Say, *We are now going to cook some pap and see how that it can be both delicious and nutritious and the child will eat it up. We voted for these three recipes and now we're going to cook them as a group.*
 - 3) Have everyone help, brining clean water, helping pound ingredients, etc. Once the pap is done and cooled, then we'll feed it to a couple children (if possible) to see which one they like best. The mothers and grandmothers should try it too, to see that pap can be much tastier than rice and salt. Make sure the consistency is correct! Very important. We want to show the proper way of making things.

Session 10: Linkages between good food and good health: Part 2

- 4) Say, *As you can see, there are many different ways to make pap, there is no right way. The important thing to remember is that it has good ingredients and is the right consistency for the child.*
- 5) If you want, you can compile a recipe book with pictures to leave for the women.

Wrap Up



Facilitator Instructions

- 1) Thank everyone for attending and for participating in the activities, say: *Thank you for all your participation and for sharing your knowledge with us.*

Ask, Does anyone have any questions from the session today?

If possible, before our next session, try a new recipe that you learned today.

Does anyone have any questions from what we've talked about in the past few sessions?

- 2) Let them know when the next session will be.

Session 10: Linkages between good food and good health: Part 2

Session Goal: *To illustrate the importance of food and how it can affect health.*

Specific Objectives:



1. By the end of the session, Grandmothers will be able to share what they learned from the previous linkages session
2. By the end of the session, Grandmothers will be able to identify the link between nutritious food and a healthy child
3. By the end of the session, Grandmothers will be able to trace the feeding of a child from the womb through one year of age
4. By the end of the session, Grandmothers will be able to compare and contrast the different practices that lead to a healthy child versus a malnourished child
5. By the end of the session, Grandmothers will be able to define hidden malnutrition
6. By the end of the session, Grandmothers will be able to identify strategies to combat hidden malnutrition in their community

Materials Needed

- M & E Form
- Pen
- Picture Cards

Schedule

1. Prayer (5 min)
2. Song of Praise (5 min)
3. Review of previous session (15 min)
4. Crop Harvest Analogy (20 min)
5. Picture Card Stories (25 min)
6. Hidden Malnutrition (20 min)
7. Wrap up (5 min)

Technical Information

We will trace nutrition from womb to 1 year. We will follow the process through and discuss the missing parts.

Hidden Malnutrition includes micronutrient deficiencies and can be nutrient poor. Children may look healthy, but they may be missing important components that are crucial for continued growth and brain development.

Session 10: Linkages between good food and good health: Part 2

Opening Prayer

Supplies Needed: None



Facilitator Instructions

- 1) Welcome them back to the session, say: *Good morning! I am happy to see you again. Before we get started with the session, let us begin with a prayer. Will someone lead us in prayer?*

Activity 1: Song of Praise for Grandmothers

Supplies Needed:

- Copy of Song from Session 1

Aim of Activity: To begin the session with energy and to remind the grandmothers about how much they are appreciated

Facilitator Instructions

- 1) Have the participants stand up and sing the song of praise developed in the first session.
- 2) If they don't remember it, refer to the written copy that you have to prompt them.
- 3) Conclusion, say: *Thank you for singing that wonderful song! Now we're ready to start the session.*

Activity 2: Review previous session

Supplies Needed: None

Aim of Activity: To review the session on the role of grandmothers and to clarify any questions the participants may have up to this point

Facilitator Instructions

- 1) Begin the session with a debrief of the previous session
- 2) Explain the activity, say: *We will now talk about what we discussed last week. Can anyone tell me what we talked about when we last got together?*



Session 10: Linkages between good food and good health: Part 2

- 3) Ask, *Has anyone tried out the recipes that we talked about last time? Did the child eat it?* Ask if anyone encountered any difficulties.
- 4) We're now going to think back to several sessions ago, to the first linkages session. Ask the participants to think back to that session.
- 5) Discuss the seasonal map by showing them the map that was created the previous linkages session and ask them what they have available in the village that week. See if what they've observed matches the map that was made. If not, adjust the map to accommodate the changes.
- 6) Recap the food groups. Have a call and answer session. Choose one grandmother and have her call out a food and the rest of the grandmothers say what group it goes into.

Example:

Grandmother: Cassava

Other grandmothers: Main

Grandmother: Mango

Other grandmothers: Glow

Grandmother: Groundnuts

Other grandmothers: Go and Grow

- 7) Talk about the complete meal. Ask, *Who can give me an example of a complete meal?* Ask, *What are some challenges that you've faced this week in preparing a complete meal?* Reinforce the fact that it is okay that they don't have a complete meal every time. Discuss the challenges that they faced and strategies to overcome it (planting a more diverse range of foods, raising animals for food, etc.)
- 8) Thank them for sharing their knowledge with the group. Ask if anyone has any questions, say: *Before we continue with this topic of the importance of good food, does anyone have any questions?*



Activity 3: Crop Harvest Analogy

Supplies Needed: None

Aim of Activity: To discuss the importance of nurturing a child every step of the way, much like a crop

Facilitator Instructions

- 1) We will now discuss the importance of good nutrition at every point of a child's life by relating it to having a good crop harvest
- 2) To begin, ask: *What is needed to ensure that you have a good harvest?*
- 3) Hopefully at this point, they will mention fertile soil, fertilizer, water, sun, etc. Next, ask them why is it important to have those aspects for a good harvest
- 4) Praise them for their knowledge of good harvests, say: *Thank you so much for your participation. You've shared so much with us about what makes a good harvest*
- 5) Now we want the participants to talk more in depth about the steps involved in a good harvest. Have the participants identify one crop to focus on that is financially and culturally important to the community and that the women have a deep knowledge of (groundnuts, cassava, potato leaves, etc.). Say: *What is one crop that you all have experience growing, either in the field or in your garden?*
- 6) Once you have identified a crop have the women identify the recommended steps from before planting to the time of harvest to ensure an abundant harvest. We want all the recommended steps, even though it may not be possible (i.e. applying fertilizer is recommended, but they may not have funds to purchase fertilizer at the appropriate times). If the women aren't that forthcoming with the steps, here are some questions that will help guide the discussion:
 - How do you prepare the soil for planting the crop?

- What needs to be done before they plant?
 - Wait for the right planting period
 - Fertilize
 - Weed
 - Treat for pests
 - Water
- How should you care for the crop before the first plants appear?
- How should you care for the crop when they first emerge from the ground?
- How do you care for the plants once they have grown some and begin to flower or the crop itself begins to appear?
 - Do you need to add more fertilizer?
- How do you prevent disease in the crop?

7) Thank them for sharing their knowledge.

Summarize the following:

- How important good care of crops is, especially the role of fertile soil and fertilizer to sustain fertile soil
- Water, sun, and treatment of pests/disease are needed to ensure good growth and a productive harvest.

8) Link this to the growth of a child. Say, *Like our crops our children need just as much attention and care to ensure they are healthy. Like our crops need fertile soils and fertilizer, our children need good food and good care. Lets tell another story to illustrate this.*

Activity 4: Picture Card Stories



Supplies Needed:

- Picture Cards

Aim of Activity: To trace the need for proper nutrition from womb to one year

Facilitator Instructions

- 1) We will now tell the story of a growing child to illustrate what is needed for a child to grow up healthy
- 2) Show a picture of a poorly growing child. We begin the story of [child's name, your choice]. Say, *[Name of child] is 1 year old today. However as we can see from this picture the child is not healthy. She is smaller and weaker than other children her age in the village. [Child's name] delivery was a difficult one and the child was born smaller and weaker than other babies in the community. During her first year of life she was often sick with malaria and diarrhea. Many say the family is out of favor with God / Allah / stricken with the evil eye.*

*Note: depending on the beliefs of the community, change the last line to be culturally appropriate.

- 3) We start the discussion off one question. Ask, *Why do you think this child has poorer health than other children in the community?*
We are looking for the following:
 - Not taking good care to feed the mother during pregnancy
 - Not attending ANC
 - Not taking blood medicine
 - Giving herbs or other things to the infant
 - Not exclusively breastfeeding
 - Giving pap too early/ giving pap that is too thin or that contains only rice flour;
 - Not giving enough pap and enough diversity of foods
 - Not taking the child for care at the facility when it falls ill.
- 4) Summarize what they have said using a story. Say, *So you have told me the story of how [child's name] came to be unhealthy at 1 year of age; it started with...*

Fill in the story with the things that they've said. Don't insert anything here; just recap what they have said.

We will now discuss how to prevent this and to have a healthy child. Say, *This is a sad story but it didn't have to be. There were many opportunities for the family to do something different to prevent the child from being unhealthy now. Let's talk about how things could have been different. What could the family have done to ensure their baby was healthy / strong at delivery and to keep their child healthy in the first year of life?* We are looking for the following:

- The pregnant woman eating well, taking blood medicine, or attending ANC. If this is not mentioned, then ask, *what could the family have done during the pregnancy?*
- Exclusive breastfeeding. If not mentioned, *ask what could the family have done in the first few days after the child was born to ensure it was healthy?* OR *How could the family have fed the baby in the first months to ensure it was healthy?*
- Given thick and nutritious pap beginning at 6 months several times a day. If not mentioned then ask, *what should the family have fed [child's name] after it completed 6 months?*

Summarize what was said.

- 5) Now we move onto the next question that addresses the grandmother and community role. We are mostly looking for support and guidance in this section. Ask, *How could grandmothers and others in the community have helped the family to keep the child healthy?*
- 6) At this point, we want the participants to summarize what was said in this activity. We want a grandmother to recreate the story, so that the child is healthy. Say, *Now I would like for you to tell a new story for [child's name], one that ends with [child's name] looking not like this (point to picture of unhealthy child) but like this (put down picture of healthy child). Can someone take us through what all the family did to ensure their child was a healthy child at 1 year of age?*

- 7) Praise the GM and her new story. If she spoke on all of the points to achieve good growth, then briefly summarize those. If she did not hit on all of the points to achieve healthy growth, ask the group if there are any additional things they would like to add to the story. Continue asking for inputs until all points are covered.
- 8) Thank all the grandmothers for their participation in the activity.

Activity 5: Hidden Malnutrition



Supplies Needed

- Picture Card with Cassava disease

Aim of Activity: To demonstrate the need for good overall nutrition because we may not be able to see the affects of poor nutrition

Facilitator Instructions

- 1) We now turn again to our crops. We will use the white thread fungus disease that affects cassava to illustrate hidden malnutrition. Show the picture of the diseased cassava (Figure X in Appendix A). Ask, *How many of you know what this cassava disease is?*
- 2) Ask, *What can you tell me of this disease?* We are looking for the following
 - How common it is in Sierra Leone
 - What it does to cassava eats away at the root
 - You do not know the plant is diseased or affected until it is too late
 - We only find out when it is time to harvest
- 3) Create a link between the disease in cassava and children. Say, *Much like this fungus, some children have poor nutrition but we can't see it. They look fine on the outside but may not have enough important nutrients from food and these reduce their ability to fight*

infections, to learn and do well in school and to grow tall. Sometimes we can see that these children are sick more or are not as energetic. But sometimes it is hard to see the signs. But in time these children may do less well in school and have less ability to work hard later in life. We call this “hidden hunger” because like the white thread fungus it is not easy to see until it is too late, until the effects cannot be reversed. Ensuring our mothers eat well while pregnant and while breastfeeding, feeding our children only breastmilk for the first 6 months and feeding them good foods beginning at 6 months in addition to breastmilk all help stop the hidden hunger and ensure our children grow up tall and smart and able to work hard.

- 4) Discuss what other things we can do to prevent hidden hunger.
Ask, In addition to breastmilk, what are some of the good foods available in this community that we can give children that are 6 months and older to protect them from the hidden hunger?
 - Protein and fat rich foods fish, beans, groundnuts, avocado
 - Foods rich in micronutrients iron rich liver, cassava leaves, potato leaves, pumpkin leaves; vitamin A rich mango, papaya, pumpkin
- 5) Praise them for sharing! *Say, Excellent, thank you for sharing! What are some things that families and communities can do to make sure these foods are available for and given to children?*
 - Encourage planting these foods
 - Encourage prioritizing for pregnant, breastfeeding women and children 6-24 months.
- 6) Thank the grandmothers for their participation

Wrap Up



Facilitator Instructions

- 1) Thank everyone for attending and for participating in the activities, say: *Thank you for all your participation and for sharing your knowledge with us.*

Ask, Does anyone have any questions from the session today?

Does anyone have any questions from what we've talked about in the past few sessions?

- 2) That is all that we have scheduled. If needed, we can add more sessions to fill gaps that have been brought up.



****Note to Facilitator:** This session is titled session 11, but it can be inserted whenever you feel necessary. While there is a link between hygiene and nutrition, it can be talked about at any point.

Session Goal: *Discuss the importance of good hygiene practices*

Specific Objectives:

1. By the end of the session, the participants will know when it is absolutely necessary to wash their hands
2. By the end of the session, participants will understand the link between hygiene and nutrition
3. By the end of the session, participants will understand the importance of using soap



Materials Needed

- M & E Form
- Pen
- Glitter
- Soap
- Water

Schedule

1. Prayer (5 min)
2. Song of Praise (5 min)
3. Review of previous session (5 min)
4. Time to Wash Up! (20 min)
5. Soap! (10 min)
6. Wrap up (5 min)

Technical Information

Hygiene is an important aspect of nutrition because poor hygiene can hinder the nutrition of a household. Diarrheal disease can impact the food intake and the absorption of nutrients.

Hand washing should include the use of soap and water. The five critical times are: before eating, after using the toilet, after cleaning up after a child, before preparing food, and washing children's hands often. Children are hot beds for germs and disease transmission. It is important to make sure that every member of the family follow these practices because all it takes is one person to get everyone else ill.

Opening Prayer

Supplies Needed: None



Facilitator Instructions

- 1) Welcome them back to the session, say: *Good morning! I am happy to see you again. Before we get started with the session, let us begin with a prayer. Will someone lead us in prayer?*

Activity 1: Song of Praise for Grandmothers

Supplies Needed:

- Copy of Song from Session 1

Aim of Activity: To begin the session with energy and to remind the grandmothers about how much they are appreciated

Facilitator Instructions

- 1) Have the participants stand up and sing the song of praise developed in the first session.
- 2) If they don't remember it, refer to the written copy that you have to prompt them.
- 3) Conclusion, say: *Thank you for singing that wonderful song! Now we're ready to start the session.*

Activity 2: Review previous session

Supplies Needed: None

Aim of Activity: To review the session on the role of grandmothers and to clarify any questions the participants may have up to this point

Facilitator Instructions

- 1) We will begin each session with a debrief of the previous session
- 2) Explain the activity, say: *We will now talk about what we discussed last week. Can anyone tell me what we talked about when we last got together?*
- 3) Great! Thank you so much. Ask, *Does anyone have any questions before we continue on to today's discussion?*





Activity 3: Time to Wash Up!

Supplies Needed: None

Aim of Activity: To discuss the times when hand washing is necessary

Facilitator Instructions

- 1) We are here to discuss hygiene today! Introduce the topic, say, *Today, we are here to talk about the importance of hand washing and good hygiene. What is hygiene?*

Hygiene is defined as “Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness”

- 2) Let’s talk about one type of hygiene in particular, hand washing. Ask, *When do you wash your hands?*

The five times are:

- Before eating
- After using the toilet
- Before preparing food
- After cleaning up after children
- Keeping a child’s hands clean

- 3) Discuss barriers to hand washing, Ask, *Why might someone not wash their hands accordingly?*

Some things may be:

- No water
- Lazy
- Forget to

- 4) Depending on what is identified, discuss potential solutions. Ask, *What can we do to make sure that we all wash our hands?*

Come up with three concrete things that the participants can do to make sure that everyone is washing their hands.

- 5) Thank everyone for contributing

Activity 4: Soap!



Supplies Needed:

- Glitter
- Soap
- Water

Aim of Activity: To discuss germs and why soap is necessary

Facilitator Instructions

- 1) Now that we know when we should be washing our hands, how should we be washing our hands.
- 2) Have all the hand washing supplies out and ask someone to demonstrate hand washing technique. Don't have the soap sitting out, put it off to the side or hidden, so the participants need to ask for it,

If she asks for soap, great! If not, ask, *Is there something that you're forgetting?* SOAP!

- 3) Ask, *Why is soap important?*

We can't always see the things that make us sick and sometimes water just isn't enough.

- 4) Have one person put glitter on their hand. Ask them to go around shaking hands with each other. After a couple minutes, ask them to stop and look at their hands. The glitter is something that might make them sick. All it takes is one person to infect everyone else.
- 5) Ask someone to wash their hands with just water. The glitter won't all come off. It is necessary to use soap too!
- 6) Thank everyone for participating!

Wrap Up



Facilitator Instructions

- 1) Thank everyone for attending and for participating in the activities, say: *Thank you for all your participation and for sharing your knowledge with us.*

Ask, Does anyone have any questions from the session today?

- 2) Let them know when the next session will be.

APPENDIX A: Monitoring and Evaluation Tool

Mamanieva Monitoring Tool: To be completed after each session

Date:	Topic:
Location:	Meeting type:
Number of Grandmothers:	Number of young mothers/ women:
Number of Men:	Number of others (describe):
Facilitators:	

1. Summary of activities completed

2. Any issues or challenges raised by participants related to the topic and how they were addressed by team

3. Highlights and/or Key Story of Change / Success

APPENDIX A: Monitoring and Evaluation Tool

4. Engagement Score: _____ (on a scale of 1 to 10 with 10 being the most engaged you've experienced and 1 being the least)

What do you think contributed to the level of engagement observed?

5. Logistical or any other challenges with the meeting.

Example Songs: Session 1

Source: Drost, N. M. (2013). Mamanieva Grandmother Project: Adult Education Tools.

Example 1: Grandmother Praise Song developed by Grandchildren

English:	Mende:
Grandmother, thank you for cooking cassava and soup for us.	Ma ma bi sei oo, supui yegbei na va bi ngiya mu me nga tangei na ma.
Grandmother thank you for the rice you gave us every day when our parents were not around.	Ma ma bi sei, mbeina ba fe mu wE folo gbi nji mu bondeisia te ye na.
Grandmother, thank you for your kindness to us.	Ma ma bi sei, bi gbegbe yei nan va, mu ga ma.
Grandmother, may God help you and stay long with us.	Ma ma ngewc I gbcc bi ma, I bi lembi mumahun.
Grandmother, thank you for the sweet soup you cooked for us today.	Ma ma bi sei supu nene na va bi ngili nga mo mu va.
Grandmother, thank you for the fine cassava you gave us.	Ma ma bi sei tanga yegbe na va bi fe ni mu wE.
Grandmother, thank you for giving us food to eat.	Ma ma bi sei, mu agc va a mEhEn. Me va.
Grandmother, thank you. May God bless you.	Ma ma bi sei, ngewo I bi luba.

APPENDIX B: Examples

Example 2: Grandmother Praise Song developed by Youth

English:	Mende:
If Grandmother was not at home, how would I go? I am a suckling mother.	I NA WC MA MA I PEE IA, NGEI LII KOIMA ANGEA
I want to go and brush. If Grandmother was not at home, how would I go? I am a suckling mother.	NGA LONGO NGI LI NDOIMEI, I NA WO MA MA I PEE LA, NGA LII KOIMA A NEGEA.
I want to go to the farm. If Grandmother was not at home, how would I go? I am a suckling mother.	NDY LONG NGI LI NJOPOHUN, I NA WO MA MA I PEE LA, NGA YEALII KOIMA ANGEA.
I want to go to the trade fair. If Grandmother was not at home, how would I go? I am a suckling mother.	NYA LONG NGI LI NDOWEHUN, I NA WO MA I PEE LA, NGA LII KOIMA A ANGEA.
I want to go to the market. If Grandmother was not at home, how would I go? I am a suckling mother.	NYA LONGO NGI LI HJOPOWSWA, I NA WO MA I PEE LA, NGA YEA LII KOIMA A ANGEA.

Example 3: Grandmother Praise Song developed by Daughters

English:	Mende:
Let us thank our mothers for bringing up our children.	A MU SEIGBUA MAMANI MOA MU LENG A GBEAVA HUN
Let us thank our mothers for holding our children.	A NU SEIGBUA MAMANI MOA MU LENG A HOUVA OH
Let us thank our mothers for cleaning our children.	A MU SEIGBUA MAMAI MOA MU LENG A WAUA OH
Let us thank our mothers for feeding our children.	A MU SEIGBUA MAMANI MAO MU LENG A GOUA OH

APPENDIX B: Examples

Example Seasonal Maps: Session 3

SEASONAL CALENDAR: SENEGAL												
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Rain				X	X	X	X	X				
Hot Season			X	X	X	X				X		
Cold Season	X	X									X	X
Harvest								X	X	X		
Rice									X	X		
Mangos			X	X	X							
Corn							X	X				
Starving Season						X	X	X				
Cucumbers							X	X				

Figure B1: Seasonal Map Example Created by Author

APPENDIX B: Examples

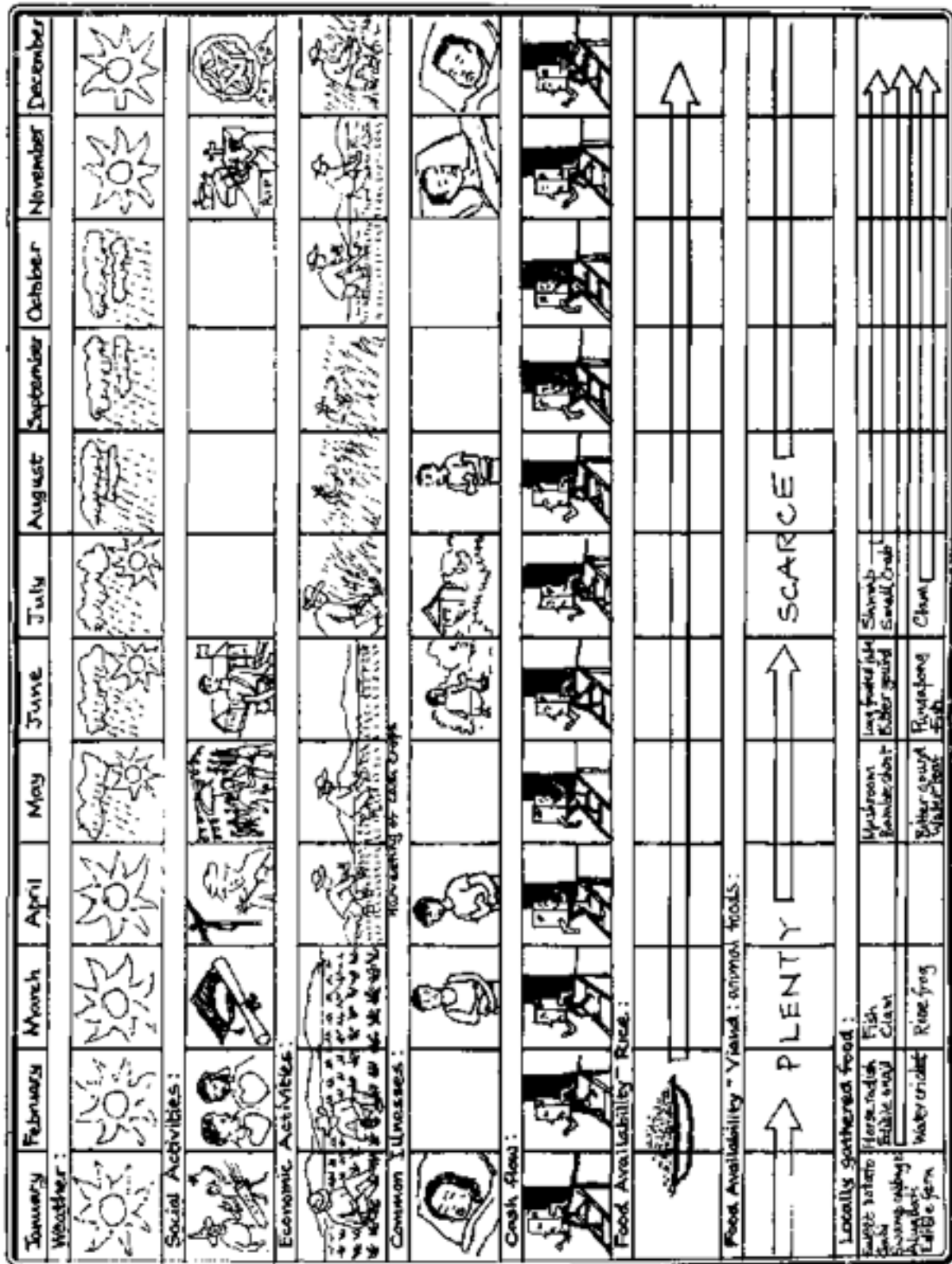


Figure B2: Seasonal Map. Source: FAO. (1993). *Guidelines for Participatory Nutrition Projects*. Rome, Italy: FAO.

Example 10 Seed: Session 9

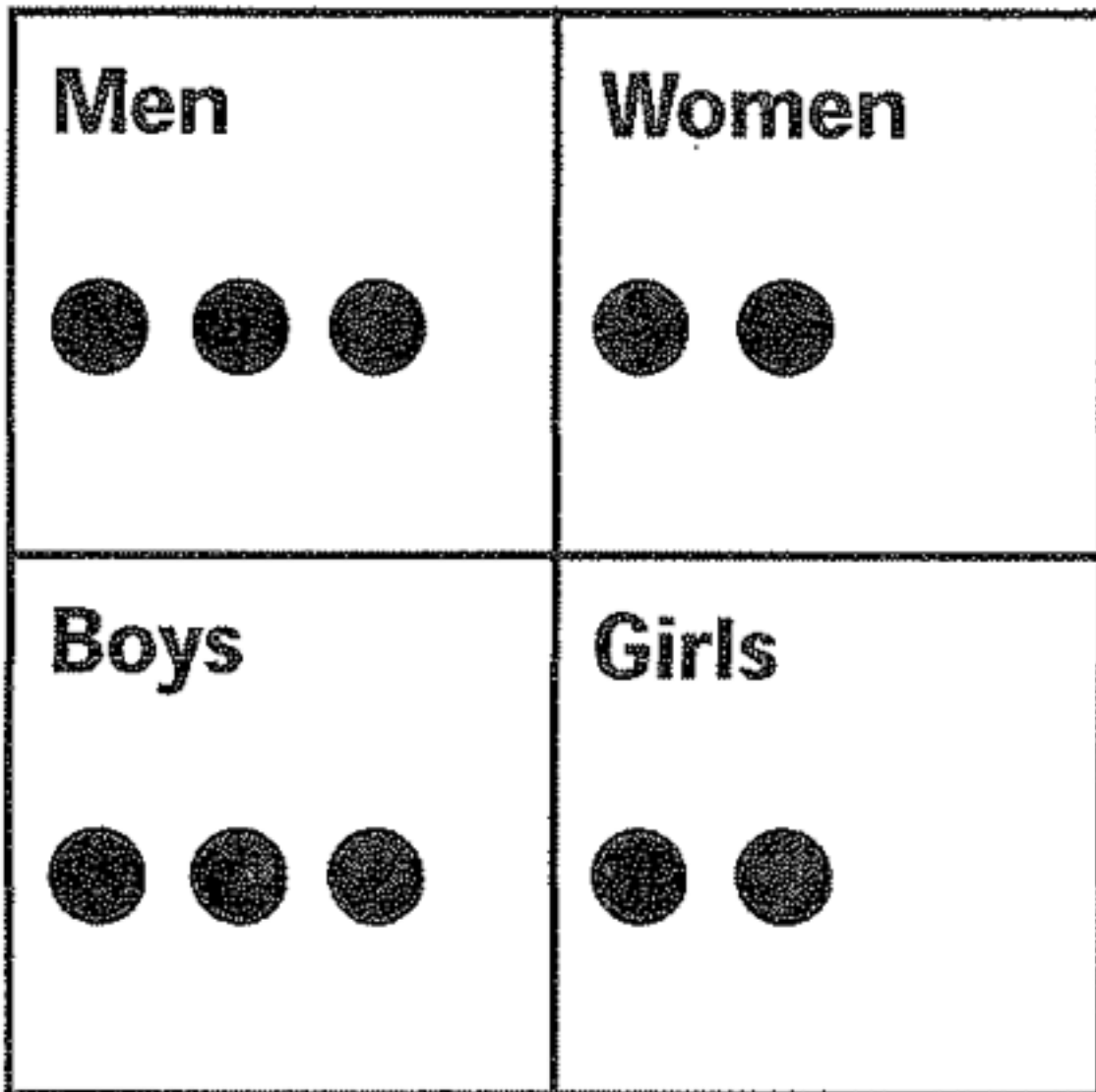


Figure B3: Ten Seed Technique that demonstrates Food Distribution within a household

Source: Jayakaran R. 2002. *The Ten Seed Technique: Learning how the*

APPENDIX B: Examples





PAP RECIPES	SEEDS
1: Rice, dried fish, Cassava leaves	
2: Corn, groundnuts, Palm oil	
3: Rice, salt	
4: Ngari, dried fish, oil	
5: Rice, Mango, sugar	

Figure B4: Ten Seed Example Created by author

Example Recipes: Session 9

Recipe 1: Cassava and groundnut porridge

Source: FAO. (2007). Improved Complementary Foods Recipe Booklet.

Ingredients:

1 cup cassava meal
½ cup pounded roasted groundnuts
2-4 teaspoons shredded/
pounded green leafy vegetables
4 cups water
1 light two-finger pinch of salt
A little sugar to taste



Directions:

- Mix cassava flour with pounded roasted groundnuts
- Boil 3 cups of the water
- Mix the remaining cup of water with the cassava flour-pounded groundnuts mixture and make a smooth paste
- Add the paste to the boiling water and mix well until smooth
- Add the pounded vegetables and cook for 3-4 minutes
- Add a little sugar and salt to taste and serve

Recipe 2: Rice and Mango Porridge

Source: Author

Ingredients:

1 cup rice meal
1 ripe mango
1 ripe pia
3 cups water
1 tablespoon sugar/ honey
2 Tablespoon groundnut paste

APPENDIX B: Examples

Directions:

- a. Mix rice flour and water into a smooth paste
- b. Cook the rice flour and stir continuously
- c. After reaching boiling point, add the groundnut paste, cook for 15 minutes
- d. Add the mango and pia and stir well
- f. Add a little salt and sugar to taste

Recipe 3: Cassava and bean flour porridge

Source: FAO. (2007). Improved Complementary Foods Recipe Booklet.

Ingredients:

- 1 cup cassava meal
- $\frac{1}{2}$ cup bean flour
- 3 cups water
- 2 teaspoons palm oil
- 4 cups water
- 1 light two-finger pinch of salt
- A little sugar to taste

Directions:

- a. Put 3 cups water and bean flour into the pot, mix well and bring them to boil
- b. Cook the mixture for 20-25 minutes
- c. Add salt and sugar to taste
- d. Add palm oil
- e. Add the cassava flour, mix well and serve

Making Bean Flour:

1. Thoroughly dry or roast the beans on low heat
2. Pound the beans and remove as much of the outer skin as is possible
3. Continue pounding the crushed beans into flour and sieve



Recipe 4: Rice and Dried Fish Porridge with Benni

Source: Author

Ingredients:

1 cup rice meal
½ cup ground dried fish
4 cups water
2 teaspoon Palm Oil
1 Tablespoon roasted, ground Benni
1 light two-finger pinch of salt
A little sugar to taste

Directions:

- a. Mix the rice meal with the dried fish
- b. Boil the water and add the rice and dried fish mixture, cook for 15 min
- c. Add salt and sugar to taste
- d. Add palm oil
- e. Add the Benni, mix well

Recipe 5: Rice and Groundnut Porridge

Source: FAO. (2007). Improved Complementary Foods Recipe Booklet.

Ingredients:

1 cup rice meal
½ cup pounded roasted or unroasted groundnuts
2-4 teaspoons shredded/ pounded green leafy vegetables
4 cups water
1 light two-finger pinch of salt
A little sugar to taste



APPENDIX B: Examples

Directions:

- a. Mix rice flour with pounded groundnuts
- b. Add water and mix into a smooth paste
- c. Cook the rice flour-pounded groundnuts mixture and stir continuously
- d. After reaching boiling point, cook for 15 minutes
- e. Add the pounded vegetables and cook for a few minutes
- f. Add a little salt and sugar to taste

Portrait of a Grandmother: Session 1

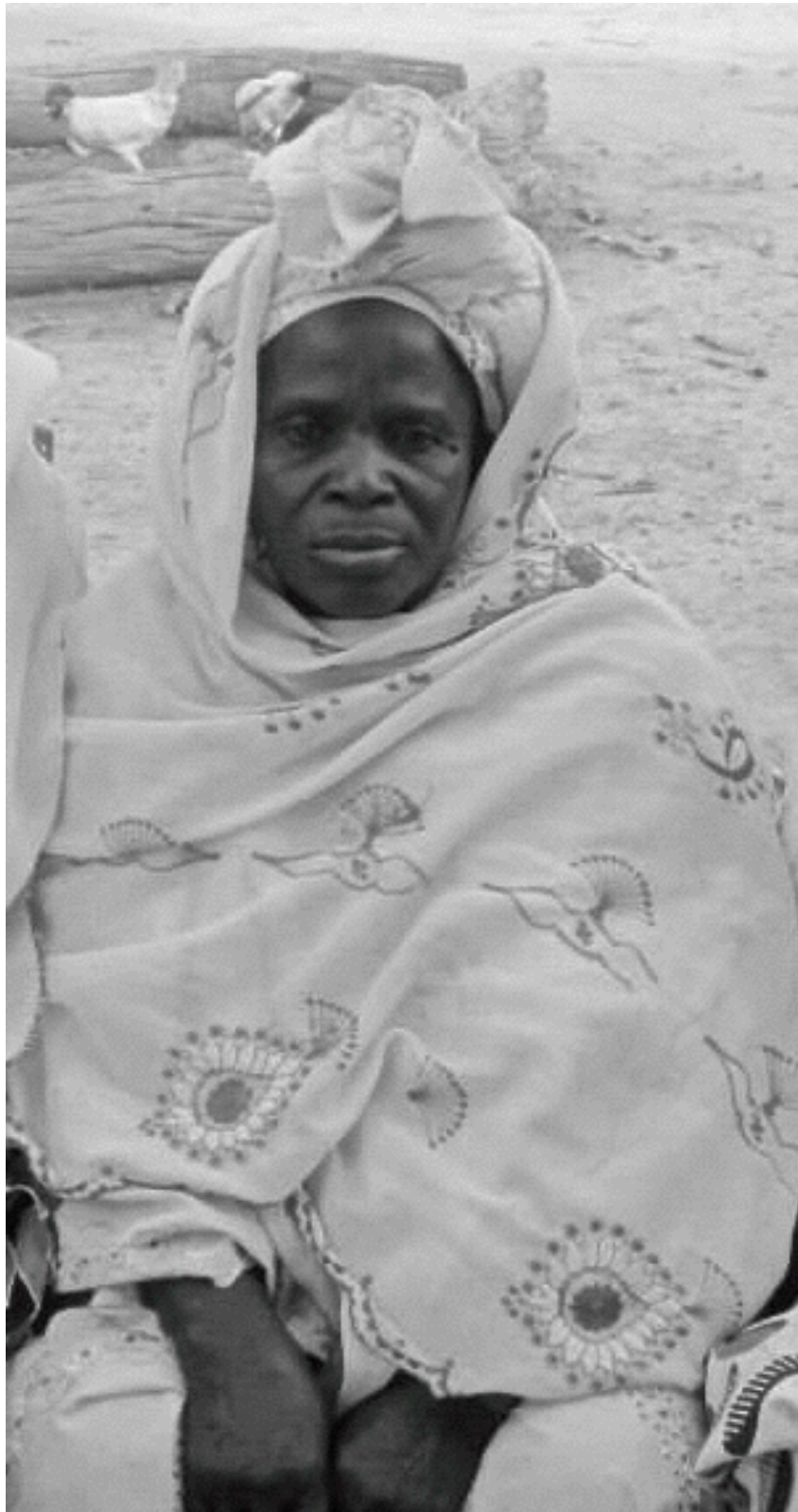


Figure C1: Portrait of a grandmother. *Photo taken by the author, 2013*



Figure C2: Portrait of a grandmother. *Photo taken by the author, 2013*

Timeline of a Woman: Session 2



Figure C3: Picture of a newborn



Figure C4: Picture of a toddler



Figure C5: Picture of a School



Figure C6: Picture of Marriage



Figure C7: Picture of a Pregnant Woman



Figure C8: Picture of Mother with Child



Figure C9: Picture of Mother with multiple children



Figure C10: Picture of Grandmother with grandchild

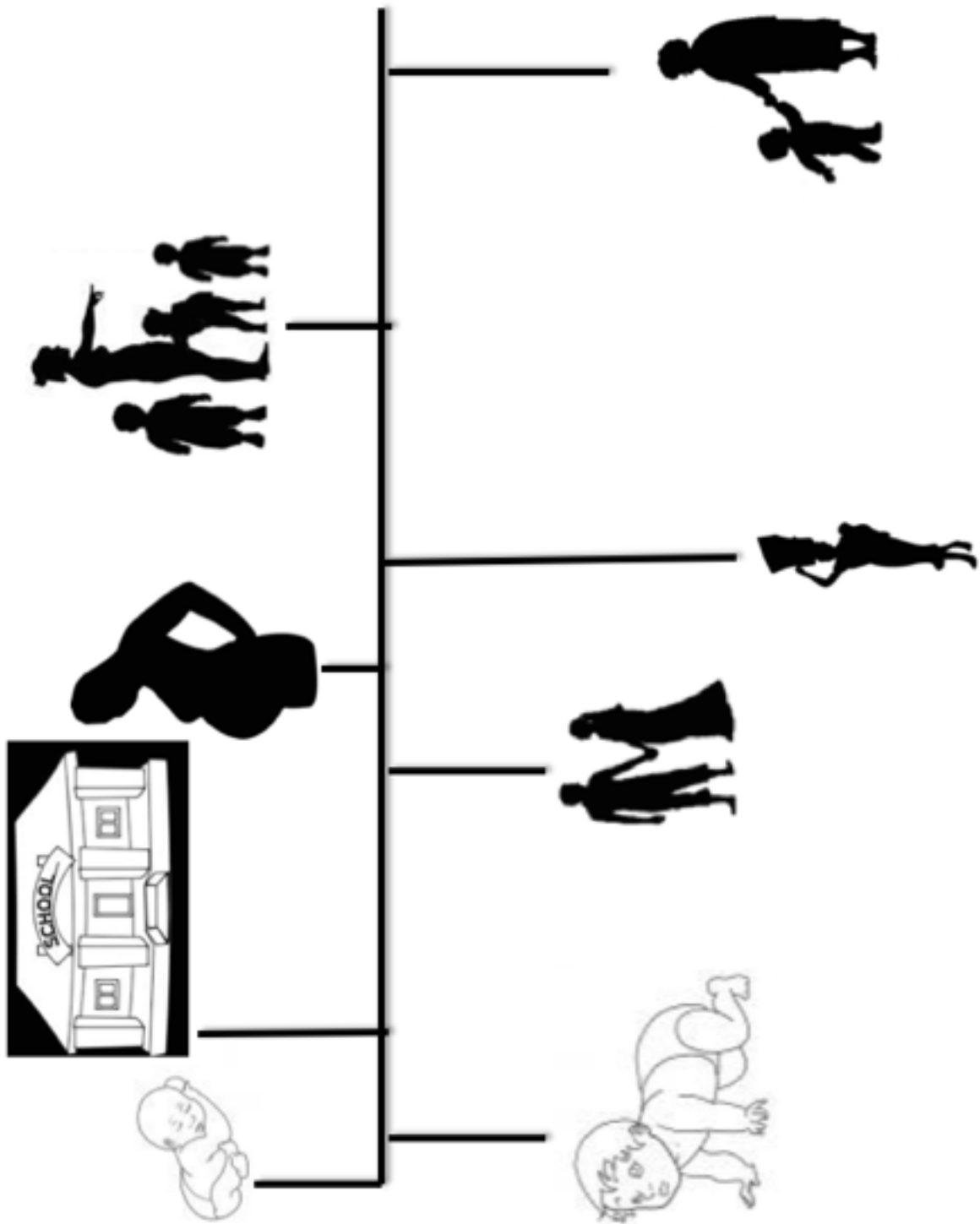


Figure C11: Example of a timeline of a woman. See Figures C3-C10 for description of life stages

Food Groups: Session 3

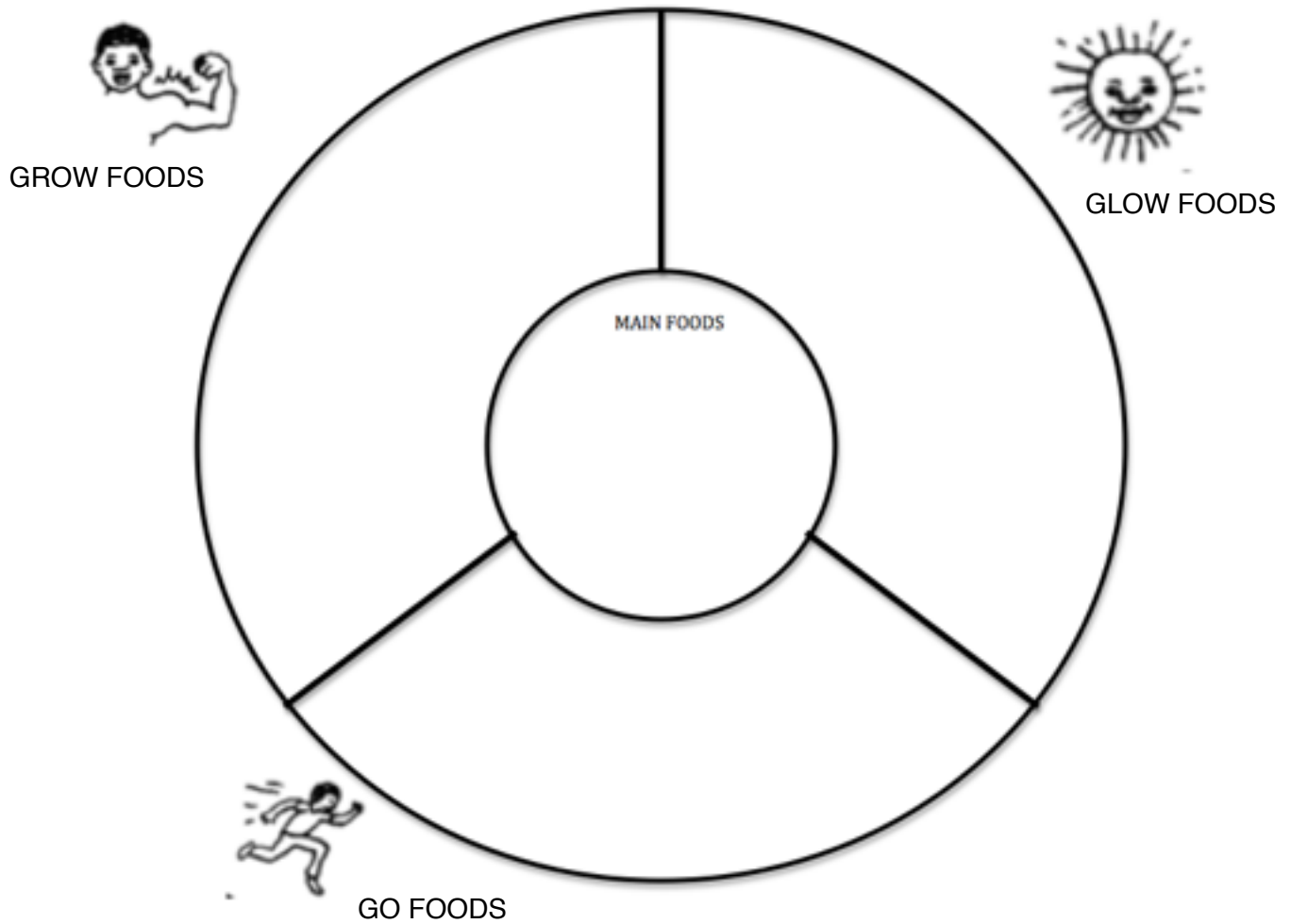


Figure C12: The Food Groups broken down into it's component parts

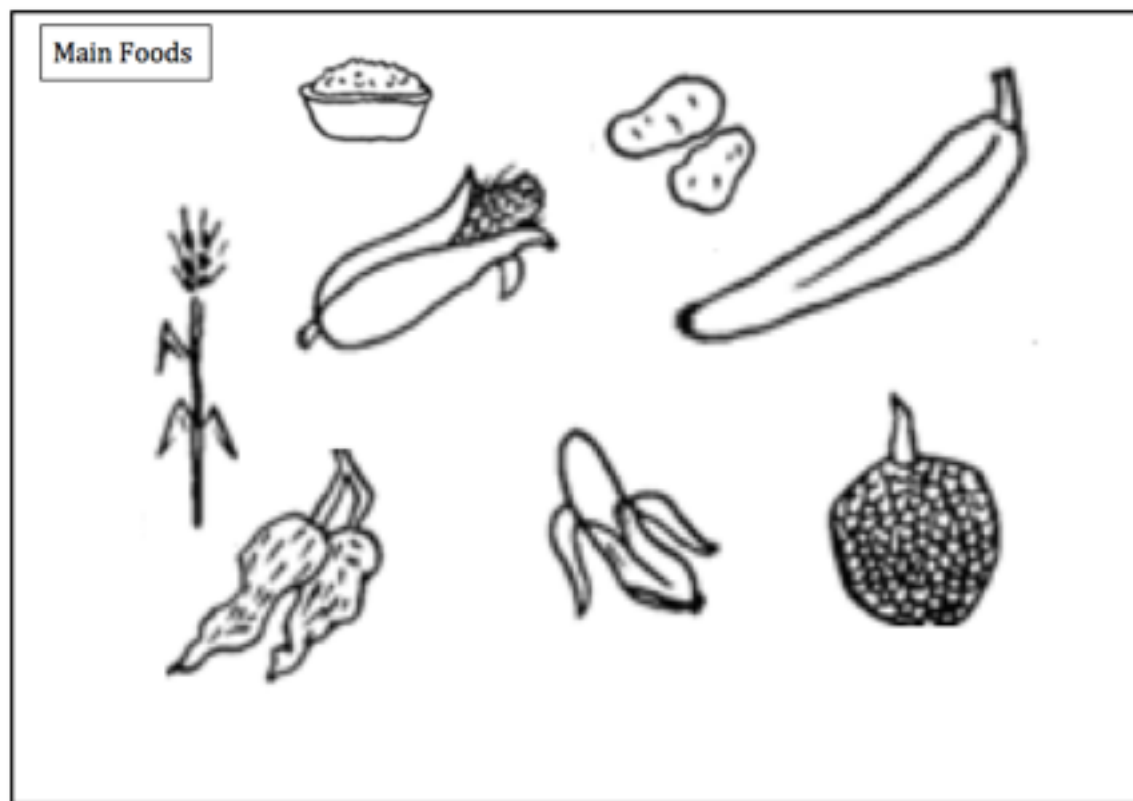


Figure C13: Main Foods. Artist: Bangcaya, Mika (2011)



Figure C14: Go Foods. Artist: Bangcaya, Mika (2011)



Figure C15: Glow Foods. Artist: Bangcaya, Mika (2011)

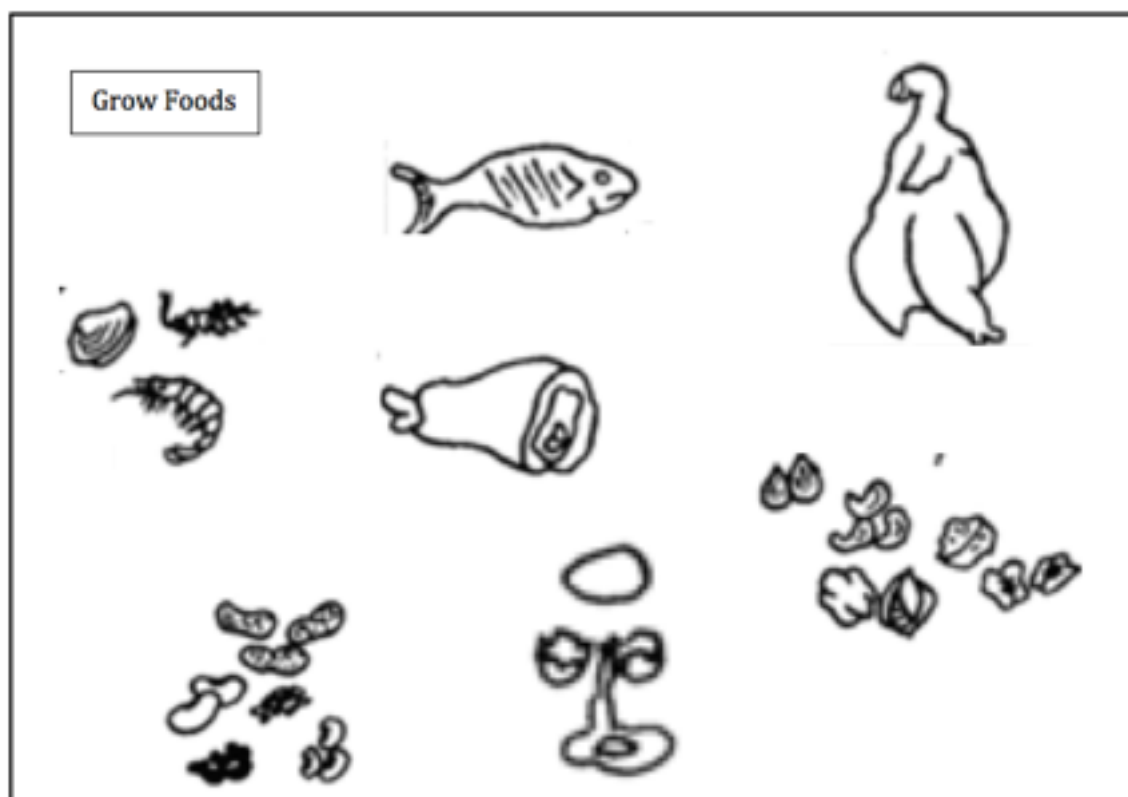


Figure C16: Grow Foods. Artist: Bangcaya, Mika (2011)



Figure C17: Go, Glow, Grow Model. Artist: Bangcaya, Mika (2011)

Iron Picture Cards: Session 6

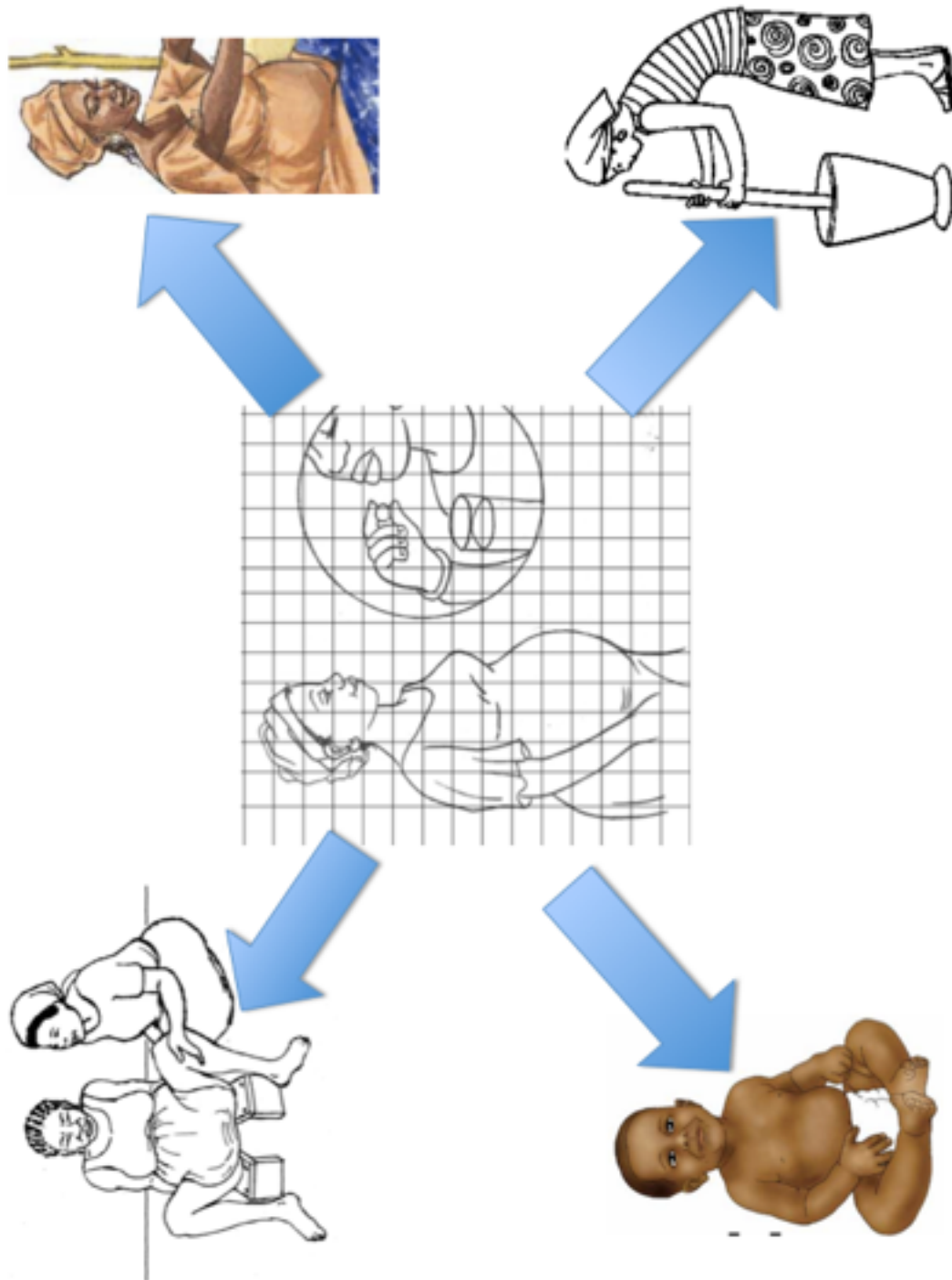


Figure C18: The positives of taking the IFA tabs: Healthy, strong baby, easy delivery, strength to do work

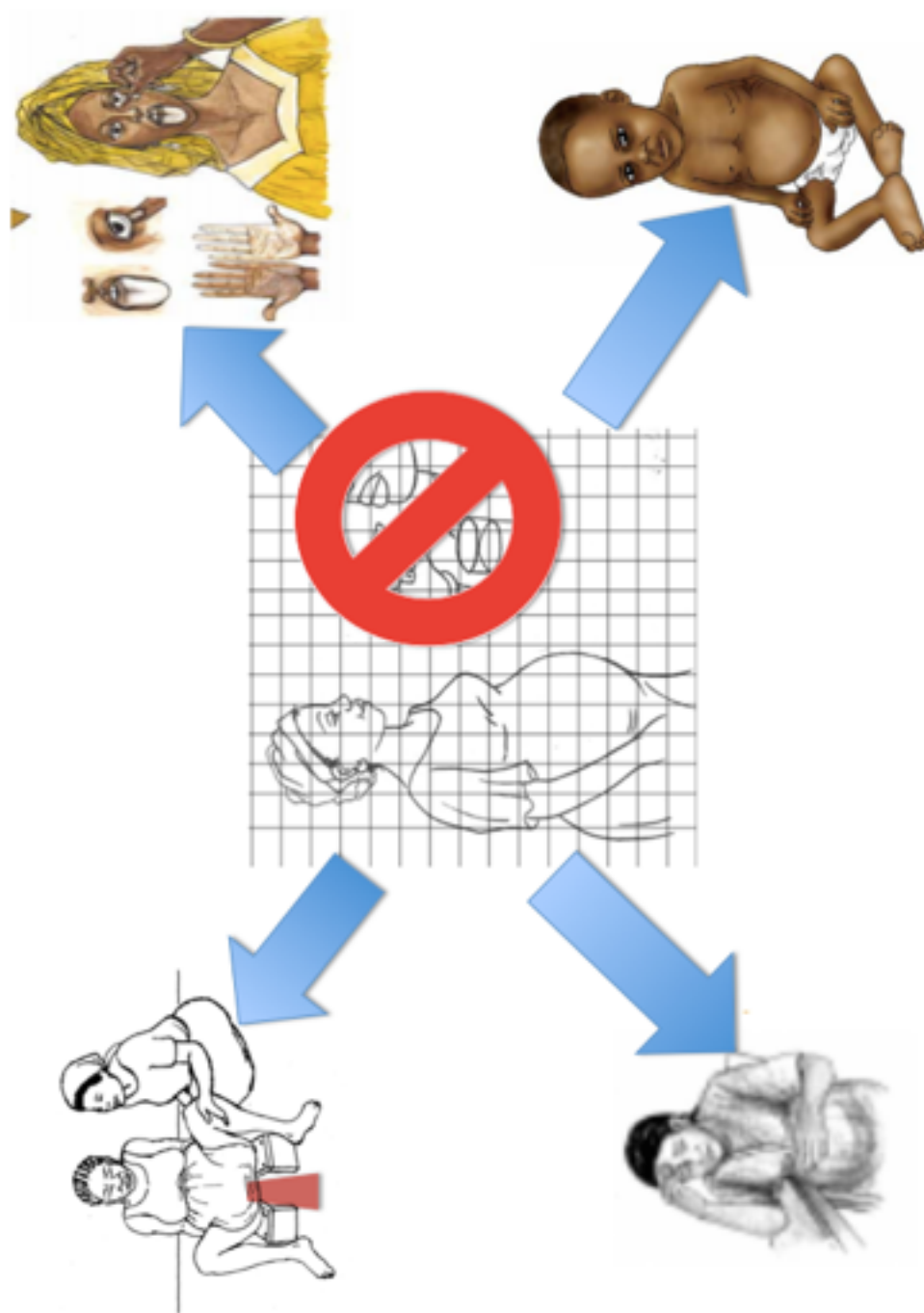


Figure C19: The consequences of not taking the IFA tabs: Fatigue, complicated pregnancy, anemia, weak baby

APPENDIX C: Visual Aids

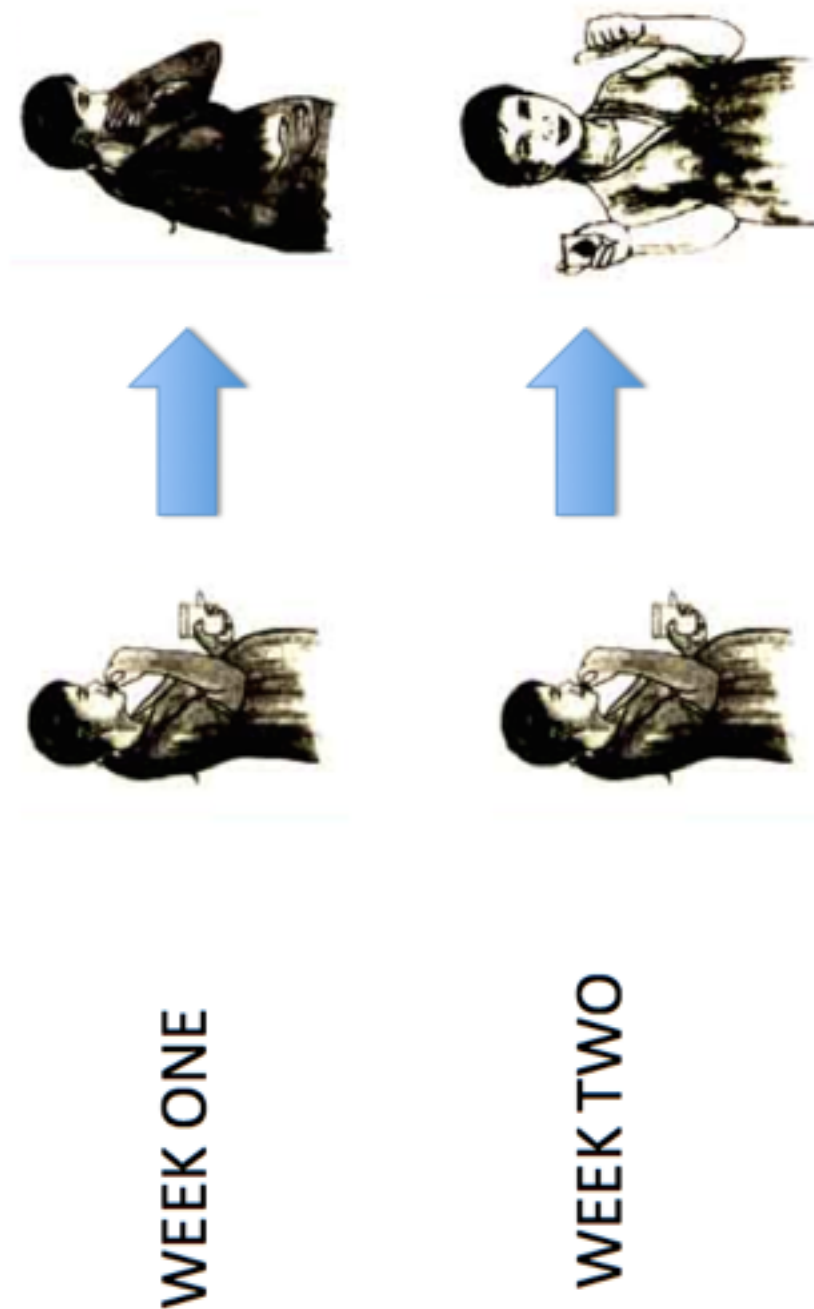


Figure C20: The body getting used to the IFA tabs. The first week may cause nausea, but as the body gets used to it, that goes away.

Compare 2 Children: Session 10



Figure C21: A Picture of a healthy one year old child.



Figure C22: A Picture of an unhealthy one year old child.

Hidden Malnutrition: Session 10



Figure C23: Cassava Root Disease. Like Hidden Malnutrition, you don't know that it is there until it is too late.