



# Quality Diets for Better Health: Growing Future Clubs Curriculum

Adapted from People in Need and the International Potato Center by:  
Emma Waugh, MPHc; Emily Faerber, PhD MPH RD; Amy Webb Girard, PhD of the  
Rollins School of Public Health at Emory University

## **A Manual for Health Extension Workers**

Adapted by Clement Kubuga, PhD, University of Development Studies (2022)

December 2022



GENDER Impact  
Platform



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DOI: 10.4160/cip.2023.11.001

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#### **Citation:**

People in Need, International Potato Center. 2023 *Quality Diets for Better Health: Growing Future Clubs Curriculum*. Lima, Peru: International Potato Center. 62 p. DOI: 10.4160/cip.2023.11.001

December 2023

CIP also thanks all donors and organizations that globally support its work through their contributions to the CGIAR Trust Fund: [www.cgiar.org/funders](http://www.cgiar.org/funders)



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## Acknowledgements for the Revised Manual

We would like to express our appreciation to Mr. Gabriel L.K. Sowley, Ms. Victoria Awuni, Mr. Yakubu Adams, Ms. Victoria Ndebugre, the Kunayilli, Zamashegu, Nagboo, Bongbini and Langantire communities for their support in our qualitative work on infant feeding.

For the immense contribution during the training modules' testing/demonstration, we are grateful to the Nutritional Sciences Department of the University for Development Studies, Dr. Clement K. Kubuga, Fuseina, Ms. Siham Yussif, Ms. Asanatu Ibrahim, Mr. Ahmed B.S Kamaldeen, Ms. Mahama Rashida, Mr. Abdulai Arimeyaw and Mr. Ngisah Eliasu Aminu. We are equally grateful to the staff of the Ghana Health Service (GHS) from Tolon, Central Gonja and Chereponi District Health Directorates.

A special thanks to Patricia S. Amadu, Adishetu Adams, Mumuni Brian Briamah, Abdul-Rauf M. Sherif, Logochura Anuse Nancy, Iddrisu N. Murthala, Aloara Richard, Emanuela Akwulpwa, Haruna Yushawu, Jacob Atsyor, Dubik Kingsley, Sambian Yaw Dapaa, Abdulai Haadi, Kwame Munofie Emmanuel, and Abobase J. Wesono, the Ghana Health Service arm of Northern, Savannah, and North East regions as well as their respective districts health directorates (Gushegu, Saboba, Chereponi, East Mamprusi, West and North Gonja districts) in their roles in the validation of the training modules.

This work was carried out under the CGIAR GENDER Impact Platform, which is grateful for the support of CGIAR Trust Fund contributors: [www.cgiar.org/funders](http://www.cgiar.org/funders).

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## Instructions for Using this Manual

This manual has been adapted from the original manual developed for use in Ethiopia, known as the Healthy Living Clubs Curriculum for the Quality Diets for Better Health project. This manual will serve the needs of Nutrition officers for Ghana Health Service (GHS) at the regional, district and sub-district levels to aid them as they train Community Health Officers (CHOs) to facilitate Growing Future Clubs (GFCs). *Note: in some locations, CHOs may not be available, and it will be the Community Health Nurse (CHNs) that will be trained.*

**GHS Nutrition Officers should convene CHOs monthly, 2-5 days before the GFC is scheduled to occur.** Each training session should include the relevant information from the section CHO Training: Opening Monthly Training session and the appropriate GFC session. A member of the GFC should be designated as the person responsible for convening the other GFC members to gather.

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

**Session Goal:** The main focus of the GFC session.

**Who's in Attendance:** Who should attend each GFC session. In most cases, this will be both the woman and the man who are parents/caregivers of a child under five years of age. In some instances, other influencers like mother-in-laws and mothers (i.e. grandmothers) will also be invited.

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

**Materials Needed:** What is needed for the GFC session. Be sure that CHO know how to use all materials. **CHOs are responsible for bringing all the necessary items to the GFC, but there may also be a member of the GFC that is guarding some materials for monthly use by the GFC.**

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

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

**SESSION OPENING & GOALS RECAP (15 MINUTES):** Instructions for opening the GFC session. **As participants arrive, their presence should be recorded by scanning individual identification badges. If the badge is missing, record the complete name and gender of the individual.** At the end of each session participants choose a new behavior or a couple of new behaviors to practice until the next session. Session openings include a discussion of the goals they selected during the previous session. Participants break up into pairs/trios of families to discuss how their goal went.

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

**GOAL SETTING (10 MINUTES):** This is when families decide which new behavior they will try over the next month. Each session has 1-5 feeding goals for families to choose from. Families are issued with a Goal Card at the second session and bring it with them to each session afterward. At each session, they circle which feeding goal they have chosen. The goal card helps remind them to practice the new behavior at home.

**MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION (10 MINUTES):** At the end of each session, go over one more time the:

- Session catch phrase
- Overall GFC message (such as: **It takes a family to feed a child well**). *GFC members Should be encouraged to make the message into a short song at EACH GFC session.*
- Communicate instructions for the next session (who should attend, what to bring, etc.)

Additional technical nutrition information for each GFC session can be found in **Appendix I: Technical Nutrition Information for CHOs by GFC Session**. The Audio stories are provided in English in Appendix II and the printed tools (Goal Card, Northern Start Diet Card, and the Counseling Card) are provided in Appendix IV.

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

## Guidelines for CHO Monthly Training Sessions

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

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

- Overview of the GROWING Project.
  - Four-and-a-half-year project funded by Global Affairs Canada and implemented by the International Potato Center, CARE and government agencies like Ghana Health Services.
  - Goals: Introduce new or promote existing nutritious foods, especially orange-fleshed sweetpotato, pawpaw, moringa, amaranth and a legume and improve the household diet and feeding practices of young children, especially those under 2 years of age, women and families.
  - This will be accomplished through a variety of agriculture and nutrition activities as part of Growing Futures Clubs.
  
- Overview of Growing Futures Clubs (GFCs).
  - GFCs are groups of approximately 30 families, prioritizing those children under two years; then those with children under 5 years of age.
  - GFC members will attend nine education sessions focusing on nutrition and agriculture.
    - The main message of all GFCs is: **A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.**
    - Mothers and fathers are invited to all GFC sessions and grandmothers are invited to a few of the sessions.
  - Each GFC session should include an opening, activity, goal setting exercise and a conclusion. It should last between 60-90 minutes.
  - ***CHOs will use several materials to help them facilitate GFCs; they will be taught how to use these for each session. One of the first tools they will use is the healthy baby toolkit. Show CHOs how to use the toolkit and counseling card.***
  
- Roles and responsibilities of the CHO.
  - They are not teachers, but facilitators. Their goal isn't to tell people what to do.
  - **CHOs will spend around 10 hours per month facilitating GFCs, as they will be responsible for two GFCs per month.**
    - Monthly training (4 hours)
    - Preparation for each GFC (setting up the space, materials, etc.) (15 min)
    - Capturing participation in the GFC by women and men (10 min)
    - Facilitating each GFC (1.5 hours)
    - Clean-up and post-session debrief using tools with GHS and GROWING staff and clean up (20 min)

- CHOs will receive tools to do their jobs, support to conduct the session, and a transport subsidy if needed to reach the GFC.
- An existing Community Health Volunteer (CHV) or a member of the GFC, will be responsible for contacting the GFC members to come to the session.
- GHS Nutrition Officers and the CIP nutritionist are there to support the CHOs and CHVs will occasionally attend GFCs in a supportive role. They will take note of what’s happening during the session and provide feedback to the CHOs. They are not judging or ranking the CHOs, but trying to help them improve their skills.
  - GHS Nutrition Officers are a resource for CHOs. They can answer more difficult nutrition or agriculture questions that CHOs have. Encourage CHOs to ask questions of you.
  - Share phone numbers with one another if the CHO or CHV has a phone and is comfortable sharing their phone number.

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

- Ask about how the previous GFC went.
  - Which parts did participants seem to enjoy the most or least?
  - Which messages were confusing or difficult for participants to understand?
  - Were participants engaged? Did men and women and grandmothers talk?
  - Did you experience any problems with the demos, tools, etc.?
  - What part(s) do you think could be changed? Improved?
  - How did you feel facilitating the group?
- Tips for Teaching Adults—Adults learn best if:
  - They know why it is important for them to learn the new ideas.
  - They can see how the ideas they are learning are useful in their daily lives.
  - Learners are able to “learn-by-doing”
  - Learners feel that what they are learning is worthwhile and important.
  - Facilitators recognize that adults have a lot of experience from their own lives that will influence how they think and also can be beneficial in furthering learning points.
  - Facilitators must also recognize that adults are responsible for their own decisions and treat them with respect.
- Tips for Effective Facilitation:
  - Don’t use facial expressions or comments that could make participants feel judged.
  - Sit/bend down to the same level as participants when talking.
  - Sit in a circle with participants.
  - Don’t be in a hurry when answering/asking questions.
  - Use responses and gestures that show you are interested in what participants have to say. (ex: “That was an interesting question” leaning in, eye contact as appropriate)
  - Praise and thank participants who make an effort

- Ask open questions that cannot be answered with only a “yes” or “no” answer
  - Make suggestions not commands (Have you considered....? Could you....? What about trying...?)
  - Rephrase what participants say to show that you are listening and that you understand what they are saying.
- Review the information for next GFC session.
    - Review nutrition information and recommendations related to the GFC. See **Appendix I: Technical Nutrition Information for CHOs by GFC Session** for more guidance on what information to go over with CHOs.
    - Take participants through the session schedule like it was a real GFC. Giving the CHOs practice as “GFC participants” will help them be better facilitators.
    - Remind them of the materials they will need for the GFC.
    - Brainstorm with CHOs on ideas to keep men engaged.

## Curriculum Overview

#	GFC	Session Goal	Activities & Tools	Who Should Attend
1	Agriculture and GFC Introduction	Introduce participants to the Growing Futures Club, the crops that will be promoted, and begin developing positive group dynamics, and motivate continued participation.	<ul style="list-style-type: none"> <li>• Develop a group song</li> <li>• Slide of crops to be promoted</li> <li>• Slide of key advocates: the Annans and Adesina (Boosting nutrition boosts the economy)</li> </ul>	<ul style="list-style-type: none"> <li>• Mothers</li> <li>• Fathers</li> </ul>
2	Maternal Nutrition for Exclusive Breastfeeding	<p>Discuss the importance of maternal nutrition during lactation and its implications for baby and the family; address mothers' and grandmothers' concerns and perceived barriers of exclusive breastfeeding</p> <p><i>Toolkit bowls and counseling cards distributed</i></p>	<ul style="list-style-type: none"> <li>• Develop Group Song</li> <li>• Audio Story</li> <li>• Goal Card (1 per family) plus marker pen</li> <li>• Counseling Card</li> <li>• Healthy Baby Toolkit Bowls</li> </ul>	<ul style="list-style-type: none"> <li>• Mothers</li> <li>• Fathers</li> <li>• Grandmothers</li> </ul>
3	Complementary Feeding: Texture and diversity	<p>Discuss the importance of feeding thick, enriched porridge for children 6-23 months.</p> <p><i>Toolkit spoons distributed to families with ≥5.0-month-old infants</i></p>	<ul style="list-style-type: none"> <li>• Northern Star Diet Card for Diet Diversity (1 per family)</li> <li>• Consistency Demonstration and Taste Testing</li> <li>• Counseling Card</li> <li>• Toolkit Spoons</li> </ul>	<ul style="list-style-type: none"> <li>• Mothers</li> <li>• Fathers</li> </ul>
4	Complementary Feeding— Frequency and Volume	<p>Discuss the importance of meal frequency and volume for children 6-23 months.</p> <p><i>Toolkit spoons distributed to families with ≥5.0-month-old infants who have not yet received one.</i></p>	<ul style="list-style-type: none"> <li>• Audio Story</li> <li>• Counseling Card: Meal Frequency &amp; Amount using Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>• Mothers</li> <li>• Fathers</li> <li>• Grandmothers</li> </ul>

5	Responsive Feeding and Feeding the Sick Child	Introduce parents to the idea of responsive feeding, provide them with responsive feeding strategies and discuss appropriate feeding of children during and after illness.	<ul style="list-style-type: none"> <li>• Audio Story</li> <li>• Responsive Feeding Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Mothers</li> <li>• Fathers</li> <li>• Grandmothers</li> </ul>
		<i>Toolkit spoons distributed to families with ≥5.0-month-old infants who have not yet received one.</i>		
6	Vitamin A and Orange-fleshed sweetpotatoes (OFSP) for the Family	Identify the benefits of vitamin A and introduce participants to ways to prepare and consume orange-fleshed sweetpotato	<ul style="list-style-type: none"> <li>• Northern Star Diet Card</li> <li>• Cooking Demonstration with Orange-fleshed Sweetpotatoes and Leaves Or with targeted foods</li> </ul>	<ul style="list-style-type: none"> <li>• Mothers</li> <li>• Fathers</li> </ul>
		<i>Toolkit spoons distributed to families with ≥5.0-month-old infants who have not yet received one.</i>		
7	Legumes and OFSP for Complementary Feeding and Diet Diversity	Reinforce vitamin A messages, with a particular emphasis on children and dietary diversity. Discuss protein and the importance of legumes	<ul style="list-style-type: none"> <li>• Star diet card</li> <li>• Cooking Demonstration with Orange-fleshed Sweetpotatoes and Leaves, legumes and other targeted foods</li> </ul>	<ul style="list-style-type: none"> <li>• Mothers</li> <li>• Fathers</li> <li>• Grandmothers (if desired)</li> </ul>
		<i>Toolkit spoons distributed to families with ≥5.0-month-old infants who have not yet received one.</i>		
8	Calcium and Moringa and Amaranth; Vitamin C and Pawpaw	Introduce the concept of eating diverse diets. Discuss the value of moringa and amaranth as good sources of calcium and pawpaw as a source of vitamin C and vitamin A. <i>Toolkit spoons distributed to families with ≥5.0-month-old infants who have not yet received one.</i>	<ul style="list-style-type: none"> <li>• Northern Star Diet Card</li> <li>• Cooking demonstrations with moringa/amaranth leaves and pawpaw Or with targeted foods</li> </ul>	<ul style="list-style-type: none"> <li>• Mothers</li> <li>• Fathers</li> </ul>
9	Complementary Feeding as Children Age and Maternal Nutrition	Describe complementary feeding practices for older children and maternal nutrition during pregnancy	<ul style="list-style-type: none"> <li>• Counseling Card</li> <li>• Northern Star Diet Card</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Mothers</li> <li>• Fathers</li> </ul>

		<i>Toolkit spoons distributed to families with ≥5.0-month-old infants who have not yet received one.</i>	<ul style="list-style-type: none"> <li>• Counseling Card: Meal Frequency &amp; Amount</li> </ul>	
10	Graduation	Congratulate families on completing the GFC and encourage parents to continue practicing new behaviors as children age, new children are born. <i>This may be postponed if other activities are introduced to the Club.</i>	<ul style="list-style-type: none"> <li>• Graduation Ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• Mothers</li> <li>• Fathers</li> <li>• Grandmothers (if desired)</li> <li>• Other Community Leaders (CHVs, CHOs, Ghana Health Service Staff)</li> </ul>

# Session 1: Agriculture and GFC Introduction

## **Technical Information for CHOs**

- Remind CHOs of some important things to remember when facilitating groups.
  - Don't use facial expressions or comments that could make participants feel ridiculed.
  - Show interest in what participants are saying (ex: That was an interesting question). Use responses/gestures to show interest (leaning in, eye contact as appropriate)
  - Praise/thank participants who make an effort
  - Ask open questions that cannot be answered with only a "yes" or "no" answer
  - Make suggestions not commands (Have you considered....? Could you....? What about trying...?)
  - Rephrase what participants say to show you were listening.
- Agriculture Information

**Session Goal:** Introduce participants to the Growing Futures Club (GFC) nutrition component, make them feel welcome and begin developing positive group dynamics. See that they understand why we are discussing agriculture and nutrition at the same time.

**Who's in Attendance:** Mothers, Fathers

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

1. Be able to explain the purpose of the GFCs
2. Know that **All** the family needs to be involved to feed a child well. and that each family member has a unique role to play in ensuring children are fed well.
3. Agriculture objectives and crops that will be promoted

## **Materials Needed:**

1. Materials needed for agriculture activities, including pictures of GROWING logo and each crop
2. Recorder (to record group song)

**Session Catch Phrase: Growing Nutritious Foods, Growing Futures! Boosting Nutrition Boosts the Economy!**

## **Schedule:**

### **SESSION OPENING**

1. Welcome participants to the session. If it doesn't happen automatically, ask participants to sit in a big circle so that everyone can see each other. The CHO should be a part of that circle as well.
2. Ask husbands to introduce their wives and children. Ask wives (or husbands if wives are uncomfortable speaking) to tell the group one new thing their child can do or one thing their child really likes.
3. Explain the purpose of the Growing Futures Clubs.
  - a. A child is part of his/her mother and his/her father, they are part of a family. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.

- b. Growing Futures Clubs are for mothers, fathers, and sometimes grandmothers to come together to hear about child feeding and the roles each family member plays in child feeding, learn about agriculture practices, practice their skills, ask questions, and set goals for their family.
- 4. Explain the CHO role.
  - a. The CHO is not their teacher but is a facilitator whose job is to guide the group through a series of activities and tools to facilitate learning.
  - b. The best way to learn is to practice. The sessions are meant to be interactive and give participants a chance to practice new skills.
  - c. They have received some additional training from Nutrition officers in the Ghana Health Service and from the International Potato Center, but are not experts. They can answer some questions, but more importantly can find out the answers to any questions.
- 5. Discuss group ground rules. Rules should include:
  - a. Be respectful of all participants and their ideas. Try not to talk when others are talking. The facilitator can help ensure that everyone has the opportunity to talk.
  - b. There are no dumb or silly questions. Everyone is here to learn, and we should support one another in that task.
- 6. Remind participants that GFCs are all about child feeding, agriculture, learning about nutritious foods like orange-fleshed sweetpotatoes, moringa, pawpaw, amaranth, groundnut and soybean and the roles each family member plays in child feeding. Create a short group song including some of these themes that can be sung at the start/end of every session.
  - a. Encourage participants to shout out ideas. Help facilitate the flow of ideas. Try to create a fun environment.
  - b. Use example created during CHO training if participants are having a hard time coming up with a song.
  - c. Record the song so you can remember it for future sessions.

## ACTIVITY

- 7. Agriculture activities.

We are promoting nutritious foods that will help close the “holes” in our diet so that we are getting all the vitamins and minerals we need to be healthy. We will be providing access to cuttings of vines of orange-fleshed sweetpotato (OFSP) for you to plant. These are famous for providing vitamin A and also gives energy and many other nutrients as well.

Moringa—a rich source of calcium.

Pawpaw- a vitamin C champion.. and it also, like OFSP, has vitamin A.

We will discuss the importance of each one of these important micronutrients in your diet—vitamin A, vitamin C and calcium (Ca)—so that you stay healthy.

We will discuss the very important role of crops like soybean and groundnut which provide body building proteins and fat for the diet...

We will speak of how one needs to eat not just sell eggs and meats to get some nutrients that only come from these types of foods.

If a young child is not fed well, they will not be able to develop their brain to its full potential. As stated by the President Adesina of the African Development Bank:

“Poorly fed people lead to poorly performing economies. Africa and Asia lose 11% of their GNP every year due to poor nutrition. The evidence is clear: **boosting nutrition boosts the economy.**”

### CHALLENGE

8. **Challenge: What are the challenges with growing the proposed crops?** What goal could families set to address these challenges so these crops can be successfully grown? When is the best time of year to grow these crops for you?
9. Ask participants to recap what was discussed during the session. Give participants a chance to ask questions and answer any questions that you can. If there are questions you cannot answer, discuss them with the GHS nutrition officer at a later date. Remind them of the session catchphrase: Growing Nutritious Foods, Growing Futures! Boosting Nutrition Boosts the Economy!
10. Conclude the session. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.

### MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION

11. Tell them when the next session is and invite mothers, fathers and grandmothers.

## Session 2: Maternal Nutrition for Exclusive Breastfeeding

(See Appendix I and audio story in Appendix II)

### Session Goal:

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

### Who's in Attendance:

Mothers, Fathers, Grandmothers

### Specific Objectives:

By the end of the session, participants will:

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

### Materials Needed:

- Audio Story File
- Mp3 player or CHO phone/tablet
- Extra batteries/speakers as needed
- Session 2 Goal Cards & Markers (one per family)
- Session 2 Quality Standard Checklist
- Feeding bowls (30, one per family)

### Session Catch Phrase:

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

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### *Session Schedule*

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### SESSION OPENING (35 MINUTES)

1. Welcome participants. Have participants to sit in a big circle so that everyone can see each other. The CHO should be a part of that circle as well.
2. Ask husbands to introduce their wives and children. Ask wives (or husbands if wives are uncomfortable speaking) to tell the group one new thing their child can do or one thing their child really likes.
3. Explain the purpose of the Growing Futures Clubs: for mothers, fathers, and grandmothers to come together to learn about child nutrition, practice new skills, ask questions and set goals for the family.

- a. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
4. Explain the CHO role. Introduce the GHS Nutrition Officer/CHO.
5. Set group ground rules. Give participants the chance to come up with their own rules / group guidelines. Rules should include at a minimum:
  - a. Be respectful of all participants and their ideas. Try not to talk when others are talking.
  - b. There are no dumb or silly questions. Everyone is here to learn and we should support one another in that task.
6. **Group Song (15 minutes):** Create a group song about: child feeding, agriculture, orange-fleshed sweetpotatoes and the roles each family member plays in child feeding to sing at the start of every GFC.
  - a. Create a fun environment and encourage all participants to actively shout out ideas.
  - b. Record the song so you can remember it for future sessions. Play it back to the participants so they can hear it and enjoy it.
7. Introduce the session topic: families' roles in exclusive breastfeeding: **Mothers' milk is baby's food, water and medicine. It is all a baby needs up to 6 months.**

#### ACTIVITY: AUDIO STORY (35 MINUTES)

1. Introduce and play the audio story.
2. Mothers, fathers and grandmothers split up into small groups each of fathers only, mothers only, and grandmothers only.
3. Groups discuss the following questions:
  - a. What should the characters do next? Why?
  - b. What do they agree with?
  - c. What did they find strange?
  - d. What questions do they have?
  - e. How are the characters and the actions they take different or similar to their own experience?
4. Move between groups and listen to what people are saying.
5. As one group, ask participants to summarize the story and their discussion. Make sure the following points are discussed:
  - a. Mothers need extra food while breastfeeding so they have the strength and energy to exclusively breastfeed their children.
  - b. Children should be given only breastmilk for six months. It is their food, water and medicine for the first six months. Introducing other liquids may damage the gut, meaning that the child will not be able to absorb food well in the future.
  - c. The first yellowish milk is particularly rich in nutrients and helps the baby to fight diseases, do not discard it, give it to the baby.
  - d. A mother cares for a child with her breastmilk, but every family member plays a role in helping mothers to exclusively breastfeed.
6. Discuss: What is the role of a father/mother/grandmother in ensuring a mother is able to give only breastmilk for the first 6 months?
  - a. If no women will volunteer, share yourself what you heard them discussing.

- i. **Mothers:** Try to eat two extra meals or snacks every day when lactating. Share the benefits of exclusive breastfeeding with family members that believe infants need more than breastmilk
  - ii. **Fathers:** Bring home extra food for his wife, talk with family members about committing to breastmilk only for the baby's first 6 months, help his wife with child care and household chores so she can take time to breastfeed babies
  - iii. **Grandmothers:** Help with child care and chores so the mother can take time to breastfeed; refrain from giving water or other liquids or foods to babies under 6 months—even if it is the tradition in your community; talk with family members, about committing to breast milk only for the baby's first 6 months.
7. Introduce the bowl as a tool to help mothers remember to eat the extra food they need to have the energy to exclusively breastfeed. Use the counseling card to help explain the bowl.
  - a. Emphasize that the bowl is for mothers to take two additional meals each day (those in addition to the meals she usually takes when not breastfeeding).
  - b. Explain the symbols and that once the baby reaches 6 months, then the family can use the bowl to feed the baby.
8. Give each family one bowl and one goal card and review how to use bowl using the counseling card.

#### GOAL SETTING (10 MINUTES)

9. Explain goal setting. **Each family should pick one feeding goal in addition to using the toolkit that will be their goal for the following month.** They may try more than one, but they should pick one in particular to attempt.
10. Have families discuss and pick one goal to practice for the next month. All families should use the toolkit and then select an additional goal.
  - a. Mothers try to eat two extra meals every day using the bowl as a guide.
  - b. Mothers share the benefits of exclusive breastfeeding with a family member who is uncertain of her decision to exclusively breastfeed.
  - c. Father brings home extra food for his wife 3 times over the next month.
  - d. Fathers or Grandmothers help out with one family chore to give the mother more time to breastfeed or if not breastfeeding, help out with another activity to reduce her workload.
11. Give each family a goal card. Have them circle the goal they want to practice for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back at the next session.

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

12. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase: **Mothers' milk is baby's food, water and medicine. It is all a baby needs up to 6 months.**
13. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
14. Tell them when the next session is and that it is for mothers and fathers. There will be a taste demonstration for children so they should bring the toolkit bowl provided during this session. Thank participants for coming.

## Session 3: Complementary Feeding—Texture and Diversity

(See Appendix I)

### Session Goal:

Discuss the importance of feeding thick, enriched porridge for children 6-23 months. Also mention that enriched porridges can be enjoyed by the entire family and everyone's health can benefit.

### Who's in Attendance:

Mothers, Fathers

### Specific Objectives:

By the end of the session, participants will:

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

### Materials Needed:

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

## Session Catch Phrase:

**Thick and enriched porridge for healthy children. To keep children healthy, feed them thick, enriched porridge beginning at 6 months.**

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### Session Schedule

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**BEFORE SESSION STARTS:** Begin heating water for texture demonstration.

#### SESSION OPENING & GOALS RECAP (15 MINUTES)

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

#### ACTIVITY: DEMONSTRATION AND PRACTICE (50 MINUTES)

6. Explain that a child's stomach is small and will fill up quickly. Because a child's body and mind are growing very rapidly, it is important that they have enough of the right foods.
  - a. If you go to the market and fill up a bag with a [useless item—*suggest something found in the local market--*], your bag will be full, but you won't have what you need. You can't get what you need because your bag is full and you won't be able to carry it. When you feed your children food that runs/pours/looks like water (thin foods) you are filling their stomach up with a useless item and their body won't have what it needs. A child's stomach is very small and gets full quickly. You should make sure that what goes in their stomach includes the nutrients that they need.
7. **Consistency Demonstration**
  - a. Ask participants what foods they normally put in porridge for children.
  - b. Mix together the 3 containers of premeasured flour with the specified amount of water. (thin, medium, and thick) **[Figure out in advance how much water is needed for each consistency.]**
  - c. Use the slotted spoon to show how the porridges are different. Use the shopping bag metaphor to explain that the thin porridge will fill up an infant's stomach with [useless item], not the energy and vitamins they need. The middle porridge is better, but still has a lot of [useless item] and won't provide all the energy and vitamins the infant needs.

- d. Pass each porridge around and have participants look at the different consistencies. Ask participants not to eat the porridge or feed it to their children yet.
8. Pass out the star diet card, 1 per family. Explain that different foods provide different benefits for children's bodies so it is important they eat different kinds of food. Ask if anyone knows what kinds of benefits certain foods provide. Explain what each group is for.
9. Explain that enriching porridge means: Adding at least one special ingredient that is good for their bodies and mind. Two or three additions are even better. Brainstorm potential enriching foods.
  - a. Examples include: lentils, beans, banana, moringa, pawpaw, pounded *amani* (powdered anchovies), eggs, milk, boiled orange-fleshed sweetpotato or avocado.
10. Demonstrate proper handwashing practices. Encourage all participants to wash their hands with soap before preparing food and feeding children.
11. Ask participant with children >6 months of age if they would be willing to try the thick porridge; ask families with those less than 6 months if the adults want to try the porridge.
12. Have all families wash their hands with soap and water.
13. Distribute slotted spoons. Have participants use the toolkit bowl and spoon to try the food
14. Pass out porridge to those who are willing to try it. Have each family choose 1-2 available enriching ingredient to add to their porridge.
  - a. Encourage families that their children will be able to handle the thicker porridge. Remind families that children need to practice how to eat, just like they have to practice learning how to walk.
  - b. Encourage participants to talk to their child while they are feeding their children.
  - c. Encourage fathers to feed children as well.
  - d. Walk around and help any participants that are having trouble.
15. Split participants into small groups of mothers only and fathers only. Have each group discuss different actions they could take to ensure that children are fed thick, enriched porridge. Give participants 10 minutes for discussion.
16. Have the group come back together. Ask one member from each group to share what they discussed. Allow for 10 minutes of discussion.
  - a. If no women volunteer to talk, summarize what you heard them discuss.

### GOAL SETTING (10 MINUTES)

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

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

Ask participants to recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase: **Thick and enriched porridge for healthy children. To keep children healthy, feed them thick, enriched porridge beginning at 6 months.**

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

## Session 4: Complementary Feeding—Frequency and Amount

(See Appendices I and Appendix II for the audio story)

### Session Goal:

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

### Who's in Attendance:

Mothers, Fathers, Grandmothers

### Specific Objectives:

By the end of the session participants will:

1. Know how often children 6-11 months should be fed.
2. Know the amount children 6-11 months should be fed at each meal.
3. Commit to trying one new action to improve meal frequency/volume for their child.

### Materials Needed:

- Audio Story File
- Mp3 player or other device with story loaded
- Batteries/Speakers if Necessary
- Counseling Card –Back side with Meal Frequency & Amount
- Session 4 Goal Cards & Markers
- Session 4 Quality Standard Checklist
- ***Toolkit Spoons: Distribute to families with children 5-6 months who have not yet received one. Do not give to families that have already received one.***

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

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### Session Schedule

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#### SESSION OPENING & GOALS RECAP (15 MINUTES)

Welcome participants and tell them the session will be about how much and when to feed children: **For infants, three meals a day: one for growth, one for strength and one for intelligence.**

- Sing group song. Play recorded song if necessary.
- Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
- Have families split up into pairs or trios and discuss how their previous feeding goal went.
- Bring group together and ask for 1-3 families to share how their previous feeding goal went.

- a. If no one will talk emphasize that no one is perfect and that it was probably difficult to accomplish their goal. Share your own story about your goal and emphasize what was difficult for you. Ask again if anyone would like to share.
- b. When families share, be sure to complement something they did well.

### ACTIVITY: AUDIO STORY (35 MINUTES)

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

### GOAL SETTING (10 MINUTES)

- Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
  - a. Fathers – bring home special foods for moms and / or babies > 6 months at least once per week
  - b. Feed child 6-11 months of age 3 meals a day, every day. Feed a child 12-23 months of age 4 meals a day, every day.
  - c. Give child a snack, such as boiled orange-fleshed sweetpotato or a piece of fruit, every morning or/and afternoon in between the meals.
  - d. Slowly increase the amount of food served to a child 6-11 months at each meal so that children are eating the right amount.
  - e. Give only breastmilk until child is 6 months of age
- Each family should use their goal card. Have them circle the behavior they have chosen as their goal for the next month. **Encourage them to hang up the card in their houses or somewhere they can see it often.** Ask them to bring the card back to the next session.

## MESSAGE RECAP, CONCLUSION, AND INSTRUCTIONS FOR NEXT SESSION

Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase: **Three meals a day: one for growth, one for strength and one for intelligence.**

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

## Session 5: Responsive Feeding and Feeding the Sick Child

( See Appendix I and Appendix II for the audio story)

### Session Goal:

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

### Who's in Attendance:

Mothers, Fathers, Grandmothers

### Specific Objectives:

By the end of the session, participants will

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

### Materials Needed:

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

***FOR THE DEMONSTRATION AND PRACTICE ACTIVITY (25 MINUTES)- DO REQUEST MOTHERS/CAREGIVERS TO COME ALONG WITH PORRIDGE FOR THE DEMONSTRATION OF RESPONSIVE FEEDING OR DISCUSS WITH MOTHERS TO AGREE FOR ONE OF THEM TO PREPARE PORRIDGE DURING THE SESSION FOR THE DEMONSTRATION.***

## Session Catch Phrase:

**Feeding times are times of learning and love.**

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### *Session Schedule*

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**BEFORE SESSION STARTS:** Begin heating water for feeding demonstration.

#### **SESSION OPENING & GOALS RECAP (15 MINUTES)**

Welcome participants and tell them that the session will be about encouraging children to eat and feeding while a child is sick. Introduce key message: **Feeding times are times of learning and love.**

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

#### **ACTIVITY: AUDIO STORY (35 MINUTES)**

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

### ACTIVITY: DEMONSTRATION AND PRACTICE (25 MINUTES)

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

### GOAL SETTING (10 MINUTES)

15. Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
  - a. Minimize distractions during feeding every day. Feed in a quiet place, away from large groups of people or where a lot of activities are taking place.
  - b. Make eye contact with the child while feeding at every meal.
  - c. Talk or play with children while feeding at every meal.
  - d. Feed at least three meals a day for children 6-12 months of age and offer sick children their favourites as they recover from sickness.
16. Each family should use their goal card. Have them circle the behavior they have chosen as their goal for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back to the next session.

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

17. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase: **Feeding times are times of learning and love.**
18. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
19. Tell them when the next session is and that it is for mothers and fathers. **If you think some members of the community can bring ingredients for the next session, discuss this and arrange for this.** Thank participants for coming.

# Session 6: Vitamin A and Orange-fleshed Sweetpotatoes for the Family

## Session Goal:

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

## Who's in Attendance:

Mothers, Fathers

## Specific Objectives:

By the end of the session participants will:

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

## Materials Needed:

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

Vitamin A Rich Foods	Foods from Animals	Beans/Pulses
<ul style="list-style-type: none"> <li>• Orange-fleshed Sweetpotato</li> <li>• Pawpaw</li> <li>• Mango</li> <li>• Moringa leaves</li> <li>• African Locust bean fruit pulp (Dawadawa fruits)</li> <li>• Palm Oil</li> </ul>	Good sources of Vitamin A <ul style="list-style-type: none"> <li>• Milk</li> <li>• Egg</li> <li>• Meat</li> </ul> Other: Amani/Anchovies	<ul style="list-style-type: none"> <li>• Cowpea</li> <li>• Pigeon Pea</li> <li>• Bambara beans</li> <li>• Ground nut</li> <li>• Soybeans</li> <li>• Dawadawa</li> </ul>
Other Fruits & Vegetables	Foods Like Oil/Butter	Foods Like Maize/
<ul style="list-style-type: none"> <li>• OFSP leaves</li> <li>• Amaranth leaves</li> <li>• Tamarind Fruit</li> <li>• Banana</li> <li>• Baobab fruit</li> <li>• Cabbage</li> <li>• Tomatoes</li> <li>• Onion</li> </ul>	<ul style="list-style-type: none"> <li>• Vegetable oil</li> <li>• Peanut oil</li> <li>• Shea butter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Flour</b></li> <li>• Maize dough</li> <li>• Millet dough</li> <li>• Iodized Salt***</li> </ul>

### Session Catch Phrase:

**At least one food from four different food groups every day! Foods with Vitamin A help keep the sickness away and the eyes strong.**

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### Session Schedule

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**BEFORE SESSION STARTS:** Begin steaming orange-fleshed sweetpotatoes. Leave the skin on for maximizing nutrient retention. Steaming is better than boiling to avoid roots getting soggy.

### SESSION OPENING & GOALS RECAP (15 MINUTES)

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

### ACTIVITY: DEMONSTRATION (60 MINUTES)

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

### GOAL SETTING (10 MINUTES)

11. Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
  - a. Fathers talk to 2 neighbors / fellow farmers about why they should grow OFSP or other vitamin A rich fruits and vegetables in their gardens / farms
  - b. All family members eat four different food groups a day for at least four days each week (excludes babies < 6 months who are exclusively breastfeeding).
  - c. All family members eat orange-fleshed sweetpotatoes or other vitamin A-rich food on at least four days each week (excludes babies < 6 mo).
  - d. Mothers share with two people (one family member, one neighbor) about how to prepare a recipe with orange-fleshed sweetpotato or sweetpotato leaves
12. Each family should use their goal card. Have them circle the behavior they have chosen as their goal for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back at the next session.

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

13. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase: **At least one food from four different food groups every day! Foods with Vitamin A help keep the sickness away and the eyes strong.**
14. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
15. Tell them when the next session is and that it is for mothers, fathers and grandmothers if they wish to come. **Participants should bring their toolkit bowl and spoon to the next session** along with their Goal Cards. Thank participants for coming.

# Session 7: Legumes and Orange-fleshed Sweetpotato for Complementary Feeding and Diet Diversity

## Session Goal:

Reinforce protein, legume and Vitamin A messages, with a particular emphasis on children and dietary diversity

- Identify the benefits of eating a variety of foods, especially protein and Vitamin A rich foods (e.g. legumes, OFSP). To provide participants the opportunity to prepare and taste protein rich legumes and/or OFSP.

## Who's in Attendance:

Mothers, Fathers, Grandmothers (if desired)

## Specific Objectives:

By the end of the session participants will:

1. Be able to name three benefits each of legumes and OFSP
2. Be able to name two benefits of consuming diverse diet each day
3. Review the three top benefits of vitamin A
4. Identify one feasible strategy to improve their child's diet diversity
5. Be able to describe the four-star food groups and how each benefits the body
6. Be able to prepare one dish with cowpea or soybean or groundnut and/or OFSP—preferably together

## Materials Needed:

- 4 calabashes
- 4 ladles
- 4 Large Bowls
- 4 Small Bowls
- 4 Cooking Pots
- 8 Knives
- 4 Mixing bowls
- 4 serving bowls
- 2 buckets of clean Water for Hand Washing
- Soap
- Supplies for Cooking (coal pot, charcoal, matches)
- Waste container and materials for cleaning up afterwards.

- Session 6 Goal Cards & Markers
- Counseling Card
- Session 6 Quality Standard Checklist
- **Toolkit Spoons: Distribute to families with children 5-6 months who have not yet received one. Do not give to families that have already received one.**
- Ingredients: 2-5 Items from each group listed below that are locally available and affordable to participants. Foods that are bold must be included. Promote foods in *italics*.

Protein-Rich Foods	Foods from Animals	Legumes/Pulses
<ul style="list-style-type: none"> <li>• Meat</li> <li>• Fish</li> <li>• Egg</li> <li>• Milk/Yoghurt</li> <li>• Legumes</li> </ul>	<ul style="list-style-type: none"> <li>• Milk</li> <li>• Egg</li> <li>• Powdered anchovies</li> <li>• Meat</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cowpea</i></li> <li>• <i>Soybean</i></li> <li>• <i>Groundnut</i></li> <li>• Pigeon Pea</li> <li>• Bambara beans</li> <li>• Dawadawa</li> </ul>
Fruits & Vegetables	Foods Like Oil/Butter	Staple grains/cereals
<ul style="list-style-type: none"> <li>• <i>Pawpaw</i></li> <li>• <i>Moringa leaves</i></li> <li>• <i>OFSP &amp; OFSP leaves'</i></li> <li>• <i>Amaranth leaves</i></li> <li>• Tamarind Fruit</li> <li>• Banana</li> <li>• Mango</li> <li>• Baobab fruit</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Vegetable oil</i></li> <li>• Peanut (groundnut) oil</li> <li>• Shea butter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Maize dough</b></li> <li>• <b>Millet dough</b></li> <li>• Iodized Salt***</li> </ul>

### Session Catch Phrase:

1. Legumes are alternative body building foods! Eat legumes such as beans, groundnuts, or soybean at least thrice a week.
2. Four different food groups a day! Remember orange foods keep illness at bay.

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### Session Schedule

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### SESSION OPENING & GOALS RECAP (15 MINUTES)

1. Welcome participants and tell them that today's session will be on protein for children and cowpea or groundnut recipes for complementary feeding. Catch phrase: ***Legumes are body building foods that are much cheaper than meat! Eat legumes such as beans, groundnuts, or soybean at least thrice a week.***

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

#### ACTIVITY: DEMONSTRATION (60 MINUTES)

1. Review the Northern Star Dietary Diversity card and the benefits each food group provides for the body.
2. Discussion of protein and protein rich foods. Proteins are macronutrients that are the building blocks of our muscles and skin and enable:
  - a. Our body to function.
  - b. Children must have sufficient protein to grow well and reach their potential.
  - c. Protein rich foods include meat, fish, eggs and milk. These are expensive and do not store easily when fresh.
  - d. Legumes are excellent sources of protein that cost much less than meat and are easier to store.
  - e. Examples of legumes include cowpeas, bambara beans, groundnuts, and soybeans
  - f. Beans are low in fat and have lots of fiber, so you feel full. Groundnuts and soybeans do have fat as well as fiber and make dishes tastier.
  - g. Some legumes are easy to sell for cash. But remember to keep some at home for consumption: **Health is Wealth.**
  - h. Some people have problems with gas if they eat a lot of legumes. Initially introduce them into your diet in small quantities.
3. Brief review of discussion of vitamin A and vitamin A rich foods. Ask members of the GFC to mention key points:
  - a. Vitamin A is the same vitamin that children are given at health posts twice a year. The supplement is in a capsule and squeezed into the child's mouth.
  - b. Vitamin A is important for our bodies. It helps make our skin beautiful, builds blood, keeps our eyes strong, and prevents us from becoming sick.
  - c. The orange in orange-fleshed sweetpotatoes come from vitamin A.
  - d. Examples of vitamin A rich food: orange-fleshed sweetpotatoes, mangoes, carrots, eggs, and meat
4. Women split up into four groups. Encourage men to participate in cooking or hold the children while the women cook.

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

**In each community, use the prevailing and commonly consumed legume (cowpea, Bambara beans, soya beans, groundnut)**

### GOAL SETTING (10 MINUTES)

2. Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
  - a. Add cowpea/OFSP or other protein/Vitamin A rich food into their child's meals four times per week.
  - b. Make sure children eat from 4 food groups every day or at least 4 days per week.
  - c. Fathers bring home a special food item from a different food group once per week.
  - d. Increase the amount of food you are giving children as they get older until you are feeding the right amount (per toolkit recommendation for 6-12 month old children)
3. Each family should use their goal card. Have them circle the behavior they have chosen as their goal for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back at the next session.

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

3. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase: **Legumes are body building foods that are much cheaper than meat! Eat legumes such as beans, groundnuts, or soybean at least thrice a week.**
4. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
5. Tell them when the next session is and that it is for mothers, fathers, and grandmothers if they wish to come. **Tell families to bring their toolkit bowl, spoon, and goal card to the next session.** Thank participants for coming.

## Session 8: Calcium and Moringa and Amaranth; Vitamin C and Pawpaw

### Session Goal:

Identify the benefits of eating a variety of foods, especially calcium and vitamin C rich foods (e.g. moringa leaves, amaranth leaves, and pawpaw). To provide participants the opportunity to prepare and taste selected calcium and vitamin C rich foods (moringa and amaranth leaves/pawpaw).

### Who's in Attendance:

Mothers, Fathers, Grandmothers

### Specific Objectives:

By the end of the session participants will:

1. Be able to describe the four star food groups and how each benefits the body.
2. Be able to name three benefits each for calcium and vitamin C.
3. Be able to identify three foods each that have calcium and vitamin C, respectively.
4. Be able to prepare one dish each with moringa/amaranth leaves and pawpaw.

### Materials Needed:

- 4 calabashes
- 4 ladles
- 4 Large Bowls
- 4 Small Bowls
- 4 Cooking Pots
- 8 Knives
- 4 mixing bowls
- 4 large serving bowls
- 2 buckets of clean water+ Water for Hand Washing
- Soap
- Supplies for Cooking (coal pot, charcoal, match box)
- Waste container and materials for cleaning up afterwards.
- Session 6 Goal Cards & Marker
- Counseling Card
- Session 6 Quality Standard Checklist
- ***Toolkit Spoons: Distribute to families with children 5-6 months who have not yet received one. Do not give to families that have already received one.***

- Ingredients: 2-5 Items from each group listed below that are locally available and inexpensive. Foods that are bold must be included.
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Calcium Rich Foods	Foods from Animals	Legumes/Beans/Pulses
<ul style="list-style-type: none"> <li>• <b>Moringa leaves (fresh or powdered)</b></li> <li>• <b>Amaranth leaves</b></li> <li>• Milk and yoghurt</li> <li>• Okra</li> <li>• Cowpeas</li> <li>• Fish</li> </ul>	<ul style="list-style-type: none"> <li>• Anchovies</li> <li>• Beef</li> <li>• Chicken</li> <li>• Guinea fowl</li> <li>• Eggs</li> <li>• Milk</li> </ul>	<ul style="list-style-type: none"> <li>• Muskmelon seeds (Neri)</li> <li>• <b>Groundnut (Raw/paste)</b></li> <li>• <b>Cowpea (seeds &amp; flour)</b></li> <li>• Soybeans</li> <li>• Bambara beans</li> <li>• Dawadawa</li> </ul>
Vitamin C Rich Foods	Foods Like Oil/Butter	Staples – grains/cereals
<ul style="list-style-type: none"> <li>• <b>Pawpaw</b></li> <li>• Tomatoes</li> <li>• <b>OFSP roots</b></li> <li>• Tamarind fruits</li> <li>• Oranges</li> <li>• Lemons</li> <li>• Hibiscus Sabdariffa</li> <li>• Sweet Pepper</li> </ul>	<ul style="list-style-type: none"> <li>• Peanut oil</li> <li>• Shea butter oil</li> <li>• <b>Vegetable oil</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Maize flour</b></li> <li>• Millet flour</li> <li>• <b>parboiled rice</b></li> <li>• <b>Iodized Salt***</b></li> </ul>

### Session Catch Phrase:

Eat green, green like moringa and ‘aleefu’ (amaranth) for stronger bones. Eat green, green like moringa and aleefu with pawpaw for more blood”.

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### Session Schedule

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**BEFORE SESSION STARTS:** Remove fresh moringa leaves from the stalk.

#### SESSION OPENING & GOALS RECAP (15 MINUTES)

1. Welcome participants and tell them that the session will be about calcium and moringa **Four different types of foods a day! Eat dark green, eat moringa/amaranth leaves regularly for strong bones. Eat dark green leaves (Amaranth, moringa, hibiscus) with pawpaw to improve iron levels (“to have strong blood and not tire easily”).**
2. Sing group song. Play recorded song if necessary.
3. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.
4. Have families split up into pairs or trios and discuss how their previous feeding goal went.
5. Bring group together and ask for 1-3 families to share how their feeding goal went.

- a. If no one will talk emphasize that no one is perfect and that it was probably difficult to accomplish the goal. Share your own story about your goal and emphasize what was difficult for you. Ask again if anyone would like to share.
- b. When families share, be sure to complement something they did well.

**ACTIVITY: DEMONSTRATION (60 MINUTES)**

6. Review the **Northern Star Diet** and the benefits each food group provides for the body.
7. Ask if anyone has ever heard of calcium. If so, what have they heard? Explain:
  - a. **Calcium is important for our bodies. It also helps make our bones and teeth strong. It helps the muscle to contract and helps in blood clotting.**
  - b. **Examples of calcium rich foods: moringa leaves, milk, okra, amaranth leaves**
8. Discuss: What other green leafy foods can you think about that might have calcium?  
Examples: amaranth, jute and baobab leaves
9. Ask if anyone has ever heard of Vitamin C. If so, what have they heard? Explain:
  - a. **Vitamin C is important for our bodies. It helps in the absorption of iron that comes from plants. It helps in wound healing and maintaining healthy skin. It also contributes to immune defense.**
  - b. **Examples of Vitamin C rich foods: pawpaw, tamarind fruits, oranges, lemons**
10. Women split up into four groups. Encourage men to participate or hold the children while the women cook.
11. Demonstrate proper handwashing practices. Encourage all participants to wash their hands with soap at home before preparing and eating food.
12. Pass around moringa. Ask participants to describe their appearance.
13. Have the groups discuss:
  - a. Do they like them?
  - b. How are they different/similar from other green leafy vegetables?
14. Using the supplies provided, ask participants to create a dish they might serve to their family using the moringa leaves. Allow 20-30 minutes for them to cook.
  - a. Two groups cook with moringa leaves in addition to amaranth and groundnut paste for soup as well as Tuo-zaafi (hot, sticky traditional dish). The other two groups will cook only with moringa for palava sauce and tubaani (steamed black-eyed peas' pudding). Encourage questions and make it a fun environment.
  - b. Have each group come up with a name for their dish.
15. Each group presents their dish and shares the name of their dish. Explain what is in it and how they prepared it. Encourage everyone to try the dishes.
  - a. If no women want to present for their group, have one man join the group and present for them.

**Complementary Feeding**

**Using the supplies provided, ask participants to create a dish using the moringa/amaranth leaves and or pawpaw that they would feed to their children.**

16. Ask participants what they think.
  - a. What did they like most/least?
  - b. Is this a dish they could make at home?
  - c. What are substitutes for some of the ingredients if they aren't available?
  - d. Would they consider making it?

#### GOAL SETTING (10 MINUTES)

17. Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
  - a. All family members eat moringa or other calcium-rich foods for at least four days each week (excludes babies < 6 months of age).
  - b. All family members eat four different food groups a day for at least four days each week (excludes babies < 6 months of age).
  - c. Mothers share with two people (one family member, and one neighbor) how to prepare a recipe with moringa leaves
  - d. Fathers talk to 2 neighbors / fellow farmers about why they should grow moringa/pawpaw or other calcium/vitamin C rich crops in their gardens/farms
18. Each family should use their goal card. Have them circle the behavior they have chosen as their goal for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back to the next session.

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

Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase: **Eat green, green like moringa and 'aleefu' (amaranth) for stronger bones. Eat green, green like moringa and aleefu with pawpaw for more blood**".

19. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.

Tell them when the next session is and that it is for mothers, fathers and grandmothers if they wish to come. **Participants should bring their toolkit bowl and spoon and goal card to the next session.** Thank participants for coming.

# Session 9: Complementary Feeding as Children Age and Maternal Nutrition

## Session Goal:

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

## Who's in Attendance:

Mothers, Fathers, Grandmothers (if desired)

## Specific Objectives:

By the end of the session, participants will:

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

## Materials Needed:

- Healthy Baby toolkit
- Soup ladle
- ***Toolkit Spoons: Distribute to families with children 5-6 months who have not yet received one. Do not give to families that have already received one.***

## Session Catch Phrase:

**One meal extra daily for a pregnant woman helps mother & baby be strong. The toolkit can guide on amounts.**

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### *Session Schedule*

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## SESSION OPENING & GOALS RECAP (15 MINUTES)

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

### ACTIVITY: DISCUSSION (15 MINUTES)

1. Review previous meal frequency and amount recommendations
2. Using the Counseling card, explain the Meal Frequency & Amount, focusing on older children
3. Repeat using the Healthy Baby Toolkit bowl to explain meal frequency and amount recommended for consumption
  - a. As child ages, increase the amount of food fed at each meal as indicated in the baby toolkit for children 1-2 years of age.
  - b. Feed 12-24 month old children four times a day every day plus three snacks
  - c. Pregnant mothers eat one extra meal every day to give strength

### ACTIVITY: ROLE PLAY (35 MINUTES)

1. Show the Northern Star diet to group.
2. Mothers, fathers and grandmothers split up into small groups each of fathers only, mothers only, and grandmothers only.
3. Groups discuss the following questions for (15minutes):
  - a. What are the benefits of each star food group?
  - b. Why should one eat from all the star food groups each day?
  - c. What are the heddles preventing families from eating from all the food groups each day?
  - d. What are the possible ways to overcoming the stated heddles?
4. Ask for a volunteer mother to engage in a ROLE PLAY where she is advising a friend on how to feed her child that is 14 months old. Then open up to the broader group and ask if there is anything they would like to add (15 minutes).
5. Ask for volunteer father to advise a friend of his about how to support his wife during her pregnancy. Then open up to the broader group and ask if there is anything they would like to add (15 minutes).
6. Facilitator adds any additional thoughts on the staged counselling session

### GOAL SETTING (10 MINUTES)

7. Explain each feeding goal and have families discuss and pick one goal to practice for the next month.
  - a. Feed 12-24 month old children four meals a day every day
  - b. In addition to the four meals a day, give the child 12-24 months old 3 snacks a day
  - c. Pregnant mothers eat one extra meal every day to give strength
  - d. Share what you've learned with 1 or more neighbors, friends or family members
9. Each family should use their goal card. Have them circle the behavior they have chosen as their goal for the next month. Encourage them to hang up the card in their houses or somewhere they can see it often. Ask them to bring the card back at the next session.
10. Ask participants what they liked about the GFC, what they would change, what they learned.

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

11. Participants recap what was discussed. Give them a chance to ask questions. Remind them of the session catchphrase: **One meal extra daily for a pregnant woman helps mother & baby be strong. The toolkit can guide on amounts.**

12. Remind participants: A well-fed child can grow up strong and smart, which is good for the family and the whole community! All the family needs to be involved to feed a child well.

Tell participants when the graduation ceremony will be. Invite mothers and fathers and grandmothers. Thank participants for coming.

## Session 10: Graduation

### Session Goal:

Recognize families for their accomplishment of completing the GFC sessions and certify them as model families for their community/sub-district.

### Who's in Attendance:

Mothers, Fathers, Grandmothers (if desired), community stakeholders, CHOs , Ghana Health Service Staff

### Specific Objectives:

By the end of the ceremony:

1. Participants will be recognized as model families in their community/sub district.
2. CHOs will be recognized for their role facilitating GFCs
3. Everyone will be reminded that it takes a whole family to feed a child well.

### Materials Needed:

- Certificates for each family that has attended at least 7 times ***[may not be required if Club work continues on new topics]***
- Refreshments for all attendees

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

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

## Appendix I: Technical Nutrition Information for CHOs by GFC Session

### Session 2: Maternal Nutrition for Exclusive Breastfeeding

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

### Session 3: Complementary Feeding—Diversity and Texture

- At around 6 months babies need more than breastmilk to grow and develop well.
- You know when to start giving your baby food or liquids other than breast milk when your baby is able to sit up and move his/her head on his own.
  - Complementary food should be started at 6 months. Continue to breastfeed as much as children want until 24 months or beyond.
- In order to learn how to walk, children have to practice. The same is true with eating. In order to practice chewing and swallowing, they need to have soft foods to practice on.
  - Children will not be very good at chewing/eating at first. They need time to practice. It is important for caregivers to be patient when feeding young children.

- When growing crops, we give them different types of “food” sun, water, soil etc. We must do the same thing for our bodies.
- Different types/groups of food help children’s bodies in different ways. For example, foods from animals like meat, milk and eggs build up muscles and help their bodies grow strong and fight illness. Fruits and vegetables protect against illness. It is important for children to eat foods from these different groups as often as possible, so that they can get the benefits from each group.
  - Foods from Animals (Eggs, milk, meat): For strength **and building the body**
  - Beans/Pulses: For growth
  - Fruits and Vegetables: For preventing illness
  - Foods Like TZ, Banku, all types of sweetpotato: For energy
  - Foods Like Oil/Butter: To give lots and lots energy
  - Foods like orange-fleshed sweetpotato: Are called BIOFORTIFIED because they provide a large amount of a critical vitamin, in this case vitamin A and energy.
- In addition to being thick, porridge also needs to be enriched. Enriched porridge has at least one but ideally two or three special foods added to it. Special foods are those from food groups outside the energy giving types of food like TZ/Banku (Maize/millet) /white potato and Oil/Butter groups on the Northern Star Diet card. Examples of special foods include:
  - Legumes/Pulses
  - Fruits
  - Vegetables, including dark green leaves like moringa or amaranth or sweetpotato leaves
  - Dried fish - Anchovies (Amani) or meat
  - Eggs
  - Milk
  - Steamed orange-fleshed sweetpotato roots and pawpaw are great foods to add to porridge because they are soft and rich in vitamins and energy.
- The texture of a porridge is important.
  - If you go to the market and fill up a bag with [ a useless item, e.g. plastic bags] your bag will be full, but you won’t have what you need. You can’t get what you need because your bag is full and you won’t be able to carry it. When you feed your children food that is thin like water or soup you are filling your child’s stomach up with watery maize porridge and their body won’t have what it needs. A child’s stomach is small and gets full quickly. You should make sure that what goes in their stomach includes the nutrients that they need.
  - Thicker enriched porridges fill the baby’s stomach with what it needs.
- The Healthy Baby Toolkit consists of a bowl, slotted spoon, and Counseling Card. The bowl has demarcations on how much to feed a child 6-9 months of age, 9-11 months of age, and 12-24 months of age, i.e. portion size. The full bowl also indicates the extra amount a pregnant women should eat daily. The Counseling card shows the frequency of feeding and the portion size indicators in the bowl. The slotted spoon assures sufficient thickness of an enriched porridge.



- Feeding thicker foods will also keep a baby full longer. They won't need to breastfeed as often and this can provide relief for mothers from breastfeeding.
- Foods that can stay on the spoon are thick enough for children. Even young infants just starting to complementary feed can handle this kind of food.
  - Explain that if food falls quickly through the holes in the slotted spoon, then it is too thin. They will fill a child's stomach up without giving them the energy or vitamins they need to be healthy.
- At 8 months infants can eat soft foods they can hold in their hand like banana or steamed orange-fleshed sweetpotatoes
- Steaming sweetpotato roots with their skin on is best for retaining all vitamins in the sweetpotato. Sometimes when the sweetpotato is boiled too long in water, it can become watery and lose taste.

#### Session 4: Complementary Feeding—Frequency and Volume

- Food provides the fuel for children to grow, learn and play. Without it, they will not be as active, healthy or smart as they could be. The amount of food a child eats, the number of times per day they eat, the kind of food they eat, and the texture of that food all impact how they grow.
  - When plants first start to grow, they need extra care and attention or else they will never be able to produce as much fruit or grow as tall as other plants. Children are the same way, without enough food and care the first two years of life they won't grow as well or be as healthy or smart as other children. In some cases, losses during these first years cannot be overcome by extra attention later on.
- To help children > 6 months learn how to eat, feed them food before switching to breastfeeding. That way they will be most hungry when food is given to them and will be more likely to practice eating, chewing, and swallowing.
- A child's stomach is small and fills up quickly. Therefore they need to be fed enriched / thick porridge several times a day. As a child ages and their stomach grows, they should be fed more often and more food at each meal.
- Children 6-12 months should be fed 3 times a day and breastfed frequently; children in the older end of this range also need 1-2 snacks. Steamed orange-fleshed sweetpotatoes are a safe, tasty and healthy snack for babies.
- When children are just starting to learn to eat (at 6 months of age) they may not be able to eat a lot of food. Parents should encourage children to eat more food and gradually increase the amount fed to them at each meal until they are able to eat up to their mark on the Healthy Baby Toolkit bowl.
- Never force children to eat.
- If the child does not finish the food, families should cover the food and store it for up to one hour in case the child gets hungry later. It should be eaten or discarded after 1 hour. To make it safer, reheat the food after has been left for an hour. Cooked food left outside of a cooling unit like a refrigerator for more than two hours may not be safe.

#### Session 5: Responsive Feeding and Feeding the Sick Child

- Learning to eat takes practice just like learning to walk. Children aren't going to be good at it at first. They need their family's love and patience to help them learn this skill. Feeding times should be periods of learning and love.

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

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

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

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

#### Feeding Children When they are Sick

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

- When your child gets better, encourage the child to eat an extra meal of solid food each day. This will help the child to gain the lost weight and grow well again.

## Session 6 & 7: Vitamin A and Orange-fleshed Sweetpotatoes

- When growing crops, we give them different types of “food” sun, water, soil etc. We must do the same thing for our bodies.
- Different types/groups of food help our bodies in different ways. For example, foods from animals like meat, milk and eggs build up our muscles and help our bodies grow strong and fight illness. Fruits and vegetables protect against illness. It is important to eat foods from at least four different



groups every day, or as often as possible, so that our bodies can get the benefits from each group.

- Foods from Animals (Eggs, milk, meat): For strength
- Beans/Pulses: For growth
- Fruits and Vegetables: For preventing illness
- Foods Like TZ/banku<sup>1</sup>: For energy
- Foods Like Oil/Butter: To help vitamin A get in the body



- The orange color in orange fleshed sweetpotatoes (see photo) comes from beta-carotene, which the body converts into vitamin A. Vitamin A is the same vitamin that children are given at health posts twice a year. The supplement is in a capsule and squeezed into the child’s mouth, like in this picture (right)
- Vitamin A is important for our bodies. It helps make our skin beautiful, builds blood, keeps our eyes strong, and prevents us from becoming sick.
- Sweetpotato roots (all types) also have many other vitamins and minerals. They are good sources of vitamin C, E, K, several B vitamins as well as the minerals magnesium and potassium. But ONLY the orange-fleshed types have beta-carotene. Just one small root (125 grams) of orange-fleshed sweetpotato meets the daily vitamin A needs of a young child.
- Other fruits and vegetables that are orange inside, such as mango, pumpkin, dawadawa fruit pulp (African Locust bean fruit pulp), and carrots have vitamin A. Eggs and liver also have vitamin A.
  - Make the point that funnily enough, oranges don’t have vitamin A. They are sour like lemons and have other important vitamins like vitamin C, but not vitamin A.

<sup>1</sup> TZ is cooked maize or millet flour and water. Banku is fermented corn and cassava dough formed into a paste cooked by steaming. Kontomire is cocoyam leaves.

- Orange-fleshed sweetpotato leaves also have important vitamins for our bodies. They are rich in a vitamin called lutein, which also strengthens our eyesight. Sweetpotato leaves are similar to other dark green leaves such as moringa/kontomire. Other dark green, leafy foods like Hibiscus Sabdariffa or Roselle/amaranth leaves also have smaller, but significant amounts of vitamin A.
- Eating foods that are rich in vitamin A is a good way to help children stay healthy in between their vitamin A supplements at the health post. Vitamin A capsules are given every six months to a child until they reach five years of age.
- If a mom eats from the different groups of food each day, especially vitamin A rich foods, then her breastmilk will be stronger medicine for her baby.
  - Infants can get the benefits of animal milk, porridge, special foods, water, traditional medicines from their mother's breastmilk. If the baby is less than 6 months it is best to give these foods and drinks to the mom instead of the baby – then both she and the baby will benefit.
- How a food is prepared is also very important for staying healthy. Caregivers should wash hands with soap after visiting the latrine, after handling child / animal feces, before preparing food, and before feeding.

## Session 7: Legumes and Orange-fleshed Sweetpotatoes & Complementary Feeding and Diet Diversity

- Proteins, carbohydrates, and fats are called macronutrients because we need them in greater quantities in our bodies than micronutrients like vitamin A
- Proteins are found in every cell in the body. They are the essential building blocks of the body.
- Proteins are essential for building muscle and skin. They help regulate the functions in the body.
- Children need proteins to grow well. Proteins repair the body when it is damaged.
- There are many proteins found in animal sources: fish, meat, eggs, milk, cheese. These tend to be expensive and do not store long when fresh without refrigeration.
- Legumes (beans, groundnuts, soybeans) are excellent sources of protein and they usually cost much less than meat or fish. They are also easier to store than meat.
- The term legume refers to the whole plant (leaves, stems, pods). The term pulse in English refers to the edible seed of the legume plant.
- Beans are low in fat and high in fiber. Fiber slows down digestion and makes you feel full.
- Soybeans and groundnuts do have fat, which makes dishes they are added to tastier.
- Legumes also have many micronutrients, including iron and zinc.
- Legume consumption can help lower blood pressure and prevent sickness.
- Some people have problems with too much gas in their stomach after eating legumes. It is good to soak legumes in water, and remove that water before cooking if that is an issue. Also, when introducing legumes into the diet, start with small amounts and build up.
- Combining orange-fleshed sweetpotato roots with a legume provides a food that is very nutritious as the nutrients they contain complement each other.

## Session 8: Calcium and Moringa and Amaranth; Vitamin C and Pawpaw

- Calcium is a mineral that plays three major roles in the body:
  - Maintains the strength of bones
  - Supports hard teeth
  - Aids muscle movement
- Older people who have not had sufficient calcium often break their bones easily when they fall.
- Good sources of calcium in the diet are: fish, cowpeas, milk, yoghurt, cheese, okra and dark green leaves like moringa and amaranth.
- Vitamin C is essential for good growth and helps repair damaged tissues in your body
- Like vitamin A, vitamin C helps the body prevent sickness.
- Vitamin C helps the body absorb iron.
- Lack of vitamin C can lead to *scurvy*. The symptoms of scurvy include swollen joints, bleeding gums, and loose teeth.
- Good sources of Vitamin C in the diet are citrus fruits like lemons and oranges, tamarind fruits, pawpaw, sweet peppers, tomatoes and orange-fleshed sweetpotato roots.

## Session 9: Complementary Feeding as Children Age and Maternal Nutrition

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

## Appendix II: Audio Stories

### Session 2: Audio Story--Maternal Nutrition and Exclusive Breastfeeding

#### CHARACTERS:

WUMPINI, a man about 33 years of age

NINDOO, a man about the same age as Wumpini

WUNTIYA, a woman who is married to Wumpini

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#### SYNOPSIS

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The focus of this audio drama is on maternal nutrition for exclusive breastfeeding and the benefits of exclusive breastfeeding for the infant.

Key messages to convey:

- Breastfeeding mothers should eat two extra meals every day.
- Mothers share the benefits of exclusive breastfeeding with a family member or friend who has no knowledge on exclusive breastfeeding
- Father brings home special food for mother once a week

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Wumpini on his way from the farm stopped at the community men's club shed (ataaya base). He met only Nindoo (the rest were yet to come). They exchanged greetings and engaged in a conversation which was centered on the youth not paying heed to advice nowadays. Nindoo complains about his neighbors' daughter who is constantly in one trouble or the other. He is of the view that her actions defy logic and how he sometimes blames her parents for not being vigilant concerning her behavior when she was younger.

Wumpini laughs about it as he calls his wife {Wuntiya} on phone to confirm if he should bring along baby food on his way home.

**Wumpini** > My dear! (On the phone)

**Wuntiya** > Yes dear! (On the phone)

**Wumpini** > How are you and the baby?

**Wuntiya** > We are well, but your princess has refused to eat and has been very dull the whole day!

**Wumpini** > I see. Maybe she doesn't like the food given to her. We may have to change it.

**Wuntiya** > You are right, we need to try something different! By the way, we miss you at home, please come in time. I am cooking your favorite meal.

**Wumpini** > mmmmm.....do you mean....

**Wuntiya** > Yes! Tz with Bra - Moringa soup

**Wumpini** > Please! Say no more! I will be there with the speed of light!

He drops the call and enquires about Nindoo's family

**Wumpini** > Nindoo! How is your family doing?

**Nindoo** > We are all fine by his grace.

**Wumpini** > We thank God for that! But what are you doing with pawpaw? I know you don't like pawpaw.

**Nindoo** > You are right! The pawpaw is for Amina, my wife. I try to bring her a special food each week and make sure she eats some extra food during lunch and dinner. I also ensure she eats food items from each of the four-star food groups each day. These foods keep her strong and help our baby girl (Winzooya) stay healthy. You know Winzooya is barely two months and feeds only on breastmilk.

Wunpini looks surprised and asked his friend for further explanation.

**Wumpini** > How does your wife eating extra food help Winzooya at all?"

**Nindoo** > Wunpini, you are forgetting that breastfeeding is a lot of work. The extra food helps Amina by giving her strength and the energy to breastfeed.

Before we get lost in our conversation, I hope your family is doing fine. How is your wife and baby doing?

*It was Nindoo's time to enquire about Wumpini's family.*

**Wumpini** > By the grace of God, they are both doing very well.

**Nindoo** > I see! But what is this thing I heard about Baby's refusal of food in your phone call?

**Wumpini** > Oooh! Wuntiya says the baby has been feeling dull and also refused to eat the whole afternoon. I am of the view that changing the food might make her eat.

**Nindoo** > Eei! My brother is it the same baby we named barely three months ago?

**Wumpini** > haha...yes! She the same one!

**Nindoo** > Ooh! No, no! My brother this is not right! That baby needs breast milk only. Breast milk is a gift from God and it is all the child needs right now; breastmilk is a child's food, water and medicine.

**Wumpini** > I disagree, that baby is ready to eat other foods. At three/four months, when you are eating, she shows interest in eating your food. Besides, our parents breastfed us and gave us family foods when we were that young. What has changed?

**Nindoo** > My brother, the child's gestures simply indicate that she wants to eat but not necessarily your food. The child could also be attracted to the colour of your food or even your bowl.

**Wumpini** > My good friend, this does not sound convincing to me. Even some parents give their children other baby foods such as formula.

**Nindoo** > I respect your views, but I have some reservations with them. Anyway, as a father and husband you must decide what is best for your family.

Wumpini looks worried and confused that Nindoo does not share in his view but says nothing, leaves the topic for another day conversation. He frowns, goodbyes his friend to go and check on his sick child.

## Session 4: Audio Story—Complementary Feeding: Frequency and Volume

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Wumpini, Wuntiya (Mrs. Wumpini) and their 7 month-old daughter (Asana) dropped in to visit the Nindoos who are the Wumpinis' long time family friends. When the Wumpinis arrived at the Nindoos' house, Amina (Mrs. Nindoo) was preparing an orange-fleshed sweetpotato (OFSP) enriched porridge for their 12 month-old daughter, Bintu, while Nindoo was feeding his fowls behind the house. The texture of the food became the main subject matter for discussion.

Key messages to convey:

- Enrich child's porridge with special foods (e.g. OFSP, pawpaw, legumes, meat etc.)
  - Feed child 6-12 months of age 3 meals a day plus 1 or 2 snacks if you can, every day.
  - Slowly increase the amount of food served to a child 6-12 months at each meal so that children are eating the right amount
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**Wumpini:** *Knock knock* (a knock at the Nindoo's door). Gafaara! Is anybody home?

**Amina:** (Opens door to a pleasant surprise on seeing the Wumpinis – she exclaims in excitement and greets them). Good afternoon, please come in.

**Wumpinis:** (in Unisom, they respond). Good afternoon.

**Wumpini:** How are you? Is my friend (Nindoo) in?

**Amina:** We are doing fine. As usual, your friend is with his fowls. He spends a lot of time each day feeding them. I will go and get him for you.

**Wumpini:** Never mind, I will go to him. We will leave you ladies to catch up with each other.

*The two ladies moved towards the kitchen, while Wumpini heads towards the backyard to see Nindoo.*

**Nindoo:** My good friend, you never cease to surprise us. I was thinking of coming to see you and the family tomorrow.

**Wumpini:** I had you in my thoughts the whole of yesterday, so we had to come and see you today before my head explodes (the two men laughed over it, Wumpini joins Nindoo in feeding his fowls).

**Nindoo:** How are you and the family doing? Especially my daughter – Asana.

**Wumpini:** By His grace, we are all doing fine. Asana has just started crawling, not walking yet.

**Nindoo:** I understand your anxiety; it will take some time before Asana can walk. Learning to walk is a difficult process that takes a long time and has many intermediary steps; first she learns to crawl, and then stand, then those first, hesitant steps and eventually she will be able to walk. Just like walking, she will also learn to eat.

**Wumpini:** Learn to eat too? Eating is natural and straight forward.

**Nindoo:** Hmmm, it is not as easy and straight forward as you think. At six months she starts to eat foods besides breast milk now. Just like she will have to practice crawling before she can walk, she has to practice chewing, tasting and swallowing before she becomes a competent eater. These are skills for a young baby!

**Wumpini:** Where did you learn all these from? (Wumpini looks pleasantly surprised)

**Nindoo:** I learnt these things from the community health workers and from experience. Let us go and see what the ladies are up to, I can smell something nice coming from the kitchen.

**Wumpini:** Hmmm, that food might not be for us. I saw Bintu with her favorite orange bowl matching her mum's for her. Anyway, let us go and check on them.

The two men, moved into the house to meet their wives coming out with the porridge.

*Amina begins to feed Bintu and hands over another portion of the porridge to Wintiya to feed Asana. Wintiya explains that the porridge is too thick. It is ok for Bintu because she is older than Asana, but Asana cannot have porridge like this.*

**Amina:** Let us feed the kids so that we will have some peace of mind to continue with our chat.

**Wintiya:** Amina, don't you think this porridge is too thick for Asana. It is ok for Bintu because she is older than Asana.

**Amina:** Asana and children of her age generally have small stomachs. If they feed on thin porridge that drips off the spoon, they won't get the energy and vitamins they need to be healthy. Thicker porridge will give them the energy and vitamins they need to be healthy, strong and intelligent. In feeding them, you don't have to rush them. I have been slowly increasing the amount of food served to her at each meal, which is what I have been told to do for a child as they age at from 6 to 12 months.

Wintiya is not convinced, and neither is Wumpini. Nindoo sensing that chips in with the need to feed children frequently and with enriched porridges.

**Nindoo:** Amina is right, I heard the same thing at the clinic, the last time I accompanied Amina to the antenatal clinic. The nurse even added that we should feed children 6 – 12 months of age 3 meals a day. And that we should enrich their porridges with special foods such as orange-fleshed sweetpotato—both the roots and the leaves-- pawpaw, moringa, beans and groundnuts. The interesting part was when the nurse even gave Amina a special bowl to help her choose the right amount of porridge and a spoon that helps ensure the right thickness for Bintu.

**Wumpini:** Why? With all these food items, are we going to prepare soup or what? Won't the porridge taste weird?

**Amina:** These additions of special foods really make the porridge tastier and healthier. Look at this porridge I just prepared with OFSP, Bintu likes it. Doesn't it look colourful and attractive? Amina begins to feed Bintu.

**Wintiya:** Honestly, this porridge is thick. It might hurt the Asana's stomach.

*Wunpini and Wintiya are confused and need to decide whether or not to add water and thin out the porridge they are giving to Asana.*

## Session 5: Audio Story—Responsive Feeding and Feeding the Sick Child

Sadiya (Nindoo's Second wife) carries her baby (Napari) at her back trying to get him to stop crying. He has been sick for two days. He has since been taken to the community health center in the morning and got some medication. For some reason he will still not stop crying. Sadiya laments as she sings him a lullaby. Fusiena (Nindoo's first wife) who just came back from the well, pours her water into the household's clay reservoir and comes forth to enquire about the Napari's health.

Key messages to convey:

- Minimize distractions while feeding the child. Feed in a quiet place, away from large groups of people or where a lot of activities are taking place.
  - Make eye contact with the child while feeding at every meal.
  - Talk or play with children while feeding at every meal.
  - Feed at least 3 meals a day for children 6-12 months of age and offer sick children their favourites as they recover from sickness
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**Fusiena** > My dear, how is Napari feeling now?

**Sadiya** > As you can see, he is still crying. He has been like this since we returned from the clinic. I was even hoping he would fall asleep but no! He is just crying and crying. In fact, I don't know what to do! {Sounding distressed}

**Fusiena** > Please be patient with him. You know how depressing sickness can be even for adults.

**Sadiya** > Hmmm! My dear! I am tired! Habaa!

**Fusiena** > My sister, take it easy on him. Have you given him his medication?

**Sadiya** > Yes ooooo I have! {At this point she sounds frustrated}

**Fusiena** > I see...please did you feed him too?

**Sadiya** > He refused to eat so I didn't want to force him to eat.

**Fuseina** > {calmly but confident} It's not the matter of forcing him. It's simply about encouraging him to eat frequently. My last boy (Tia) too has always been like that anytime he fell ill. However, I discovered that if I added things he liked to his porridge, he usually ate. He especially liked it better when I added some mashed orange-fleshed sweetpotato roots or pawpaw. As for the grown ones, they will eat when you give them their favorite foods. You just need to have a bit of patience with Napari.

**Sadiya** > I just feel this is not the time to stress Napari with food when he is sick. He looks weak and can't handle food, much less extra food or breast milk.

**Fuseina** > You need to continue to breastfeed Napari. Breastfeeding and complementary feeding help children to fight illness to recover fast. Food provides children with the fuel to fight

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

**Sadiya** > Hmmmm...I thought I was experienced with babies and children. {Long pause}. All this information come new to me. The only thing I remember about babies is that they need a lot of sleep and rest to enable them feel better when they are sick. Which is why I was desperately trying to get him to sleep. I am also exhausted.

**Fusiena** > That too is true. Go rest a bit and in the meantime give him to me and bring his food. Make sure it is {Sadiya cuts in}

**Sadiya** > Something he likes

**Fusiena** > Exactly!

**All** > {laugh}

## Appendix III: GFC Materials List

Fill in the Total and Cost columns based on the needs of your program and local printing costs.

<b>Print Materials (GFCs)</b>					
<b>Item</b>	<b>Description</b>	<b>Uses</b>	<b>Unit</b>	<b>Total</b>	<b>Cost</b>
Northern Star Diet (A3 size)	It has four stars to remind parents to feed their children from four different food groups.	Sessions: 3, 6, 7 (Star Diet Card) 4, 8 (Supplement)	1 per GFC facilitator		
Northern Star Diet (A4 size)	It has four stars to remind parents to feed their children from four different food groups. It will serve as a cue to remind parents of the dietary diversity recommendations.	Session 3	1 per family		
Toolkit Counseling Card (A3 size)	This card includes instructions for how different groups (pregnant/lactating women, 6 to 8 months, 9 to 11 months, and 12 to 24 months) should use the toolkit.	Sessions: 2, 4, 8	1 per GFC facilitator		
Goal Cards (A3 size)	A large card with pictures representing the goal options for GFC sessions 2 through 9. Families circle the goal option they choose. It will serve as a reminder of the goal and a cue to action.	Sessions 2 through 9	1 per GFC family		
Quality Standard Checklist (A4 printing)	Checklist for GHS Nutrition Officers/CHOs to use during GFC observations. Can also be used as a guide for CHOs during the session.	Sessions 2 through 9	2 per GFC per session		
Graduation Certificates (A4)	Certificates for participants who complete the GFC sessions	Session 9	1 per family		
<b>Other Materials (GFCs)</b>					
<b>Item</b>	<b>Description</b>	<b>Uses</b>	<b>Unit</b>	<b>Total</b>	<b>Cost</b>
Audio Story Files	Entertaining audio “stories without an ending” to keep messages consistent across GFCs, engage participants and prompt discussion of optimal practices and action planning.	Sessions: 2, 3, 5	N/A		

Mp3 or Mp4 players or tablets	If the CHO doesn't have a phone, or the phone cannot play the audio stories, they will need a device to play the stories on, extra batteries (if needed). The device will need to have a speaker loud enough to play the stories at a volume where everyone can hear them. Will also be used to record the group song.	Sessions: 2, 4, 5	1 per GFC facilitator		
Speakers & Batteries	As needed for Mp3 players/audio devices for audio stories	Sessions: 2, 4, 5	1 per GFC facilitator		
Supplies for Cooking Demonstrations	This includes all necessary ingredients (including orange fleshed sweetpotatoes and leaves and other locally available ingredients) water for cooking and handwashing, cooking utensils and dishes (bowls, spoons, knives, pots, etc.) and anything needed for cooking (wood, fire starter, pot stand).	Sessions: 6, 7	1 set cooking equipment per GFC facilitator		
Supplies for Feeding Demonstrations	This includes all necessary ingredients (flour, enriching foods, other locally available ingredients), water for cooking and handwashing, cooking utensils and dishes and anything needed for cooking.	Sessions: 3, 5	Enough to serve food to all families		
Bags	Incentive for CHOs. Identify them during GFC sessions and in the community; allow them to carry materials	For CHOs	1 per GFC facilitator (CHO)		
Umbrellas	Incentive for CHOs	For CHOs	1 per GFC facilitator		
Snacks	For GFC participants. Fruit, Sobolo, water, etc. to encourage participants to come if program can afford to include	GFC sessions 1, 2, 4, 5, 6, 8	Enough for all participants		

# Appendix IV: Key Printed Tools for Northern Ghana

## Goal Card

# GOAL CARD

<p><b>SESSION 2</b> Maternal Nutrition for Exclusive Breastfeeding</p>					
<p><b>SESSION 3</b> Complementary Feeding – Texture and Diversity</p>					
<p><b>SESSION 4</b> Complementary Feeding – Frequency and Volume</p>					
<p><b>SESSION 5</b> Responsive Feeding and Feeding the Sick Child</p>					
<p><b>SESSION 6</b> Vitamin A and OFSP for the Family</p>					
<p><b>SESSION 7</b> Protein and Legumes, OFSP for Complementary Feeding and Diet Diversity</p>					
<p><b>SESSION 8</b> Calcium and Moringa, and Amaranth, Vitamin C and Pawpaw</p>					
<p><b>SESSION 9</b> Complementary Feeding as Children Age and Maternal Nutrition</p>					

## MESSAGES FOR EACH PICTURE ON THE GOAL CARD (LEFT TO RIGHT)

### Session 2 – Maternal Nutrition and Exclusive Breastfeeding

1. Breastfeeding mothers try to eat two extra meals every day.
2. Mothers share the benefits of exclusive breastfeeding with a family member who has no knowledge on exclusive breastfeeding
3. Father brings home special food for mother once a week
4. Fathers or grandmothers help out with one family chore to give the mother more time to breastfeed. (for example, a father brings home firewood for household cooking)

### Session 3 – Complementary Feeding: Texture and Diversity

1. Mothers with children <6 months old, give only breastmilk every day and night.
2. Enrich child's porridge with a special food 5 times each week.
3. At each meal feed thick food that doesn't drip off a spoon to children > 6 months old
4. Ensure children eat diverse foods, eat from the four star food groups every day.
5. Fathers bring home a special food item for your wife or child at least 6 months old at least once per week.

### Session 4 – Complementary Feeding – Frequency and Amount

1. Fathers can be actively engaged in feeding their children as well
2. Feed child 6-12 months of age 3 meals a day, every day.
3. Give child 9-12 months old a snack, such as boiled OFSP or a piece of fruit or groundnuts, every morning and afternoon.
4. Slowly increase the amount of food served to a child 6-12 months at each meal so that children are eating the right amount.
5. Mothers with children <6 months old, give only breastmilk every day and night.

### Session 5 – Responsive Feeding and Feeding the Sick Child

1. Minimize distractions while feeding the child. Feed in a quiet place, away from large groups of people or where a lot of activities are taking place.
2. Make eye contact with the child while feeding at every meal.
3. Talk or play with children while feeding at every meal.
4. Feed at least three meals a day for children 6-12 months of age and offer sick children their favourites as they recover from sickness.

### Session 6 – Vitamin A and Orange-fleshed Sweetpotato (OFSP) for the Family

1. Fathers talk to 2 fellow farmers about why they should grow and consume OFSP or other vitamin A rich fruits and vegetables in their gardens or farms
2. All family members eat four different star food groups a day for at least four days each week (except for babies < 6 months).
3. All family members eat orange-fleshed sweetpotatoes or other vitamin A-rich food at least four days each week (except for babies < 6 months).
4. Mothers share with two people (one family member, one neighbor) about how to prepare a recipe with orange-fleshed sweetpotato or sweetpotato leaves

**Session 7 – Legumes and OFSP for Complementary Feeding and Diet Diversity**

1. Add vitamin A rich foods (e.g. OFSP) and legumes into their child’s meals four times per week.
2. Feed children from at least four star food groups every day.
3. Fathers bring home a special food item once per week.
4. Slowly increase the amount of food served to a child 6-12 months at each meal so that children are eating the right amount.

**Session 8 – Calcium and Moringa and Amaranth; Vitamin C and Pawpaw**





1. All family members eat moringa or other calcium-rich foods and or vitamin C rich foods for at least four days each week (except for babies < 6 months of age)
2. All family members eat papaya or other vitamin C rich foods for at least four days each week (except for babies < 6 months of age)
3. Fathers talk to 2 fellow farmers about why they should grow moringa/pawpaw or other calcium/vitamin C rich crops in their gardens/farms
4. Mothers share with two people (one family member, one neighbor) about how to prepare a recipe with moringa and amaranth or pawpaw

**Session 9 – Complementary Feeding as Children Age and Maternal Nutrition**

1. Feed 12-24 month old children four meals a day every day
2. In addition to the four meals a day, give the child 12-24 months old 3 snacks a day
3. Pregnant mothers eat one extra meal every day to give strength
4. Share what you’ve learned with 1 or more neighbors, friends or family members

# NORTHERN STAR DIET

The Northern Star Diet Card is a grid of food images. A central circle shows a woman breastfeeding a child. The grid is divided into sections by orange lines. A red star is in the top-left, an orange star in the top-middle, a blue star in the bottom-left, and a green star in the bottom-middle. The right side has three rows, each with a red 'X' and a label: 'Soda', 'Sugar', and 'Instant Noodles'.

 	 	 Soda
		 Sugar
 	 	 Instant Noodles

# COUNSELING CARD

Eat from the four star food groups every day



## NORTHERN STAR DIET

★ Protein (eggs, milk, chicken, turkey, fish, meat)

★ Vegetables and Fruits (carrots, papaya, mango, tomatoes, etc.)

★ Grains (corn, rice, beans, lentils, etc.)

★ Dairy (milk, cheese, yogurt)

Central image: A woman breastfeeding a child.



Soda



Sugar



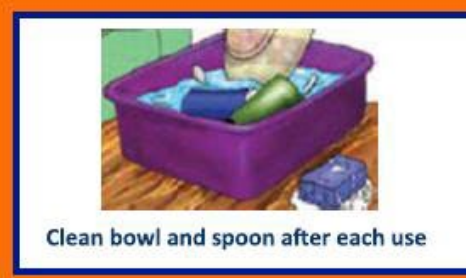
Instant Noodles



Wash hands with soap



Use clean water to prepare food



Clean bowl and spoon after each use

# HEALTHY MOTHER, HEALTHY CHILD



**Pregnant Mothers**

**Child  
6 - 8 months**

**Lactating Mothers  
0 - 6 months**

**Child  
9 - 12 months**

**Child  
1 - 2 years**



This card was originally developed by the Rollins School of Public Health at Emory University; images adapted with permission from UNICEF. Adapted by Dr. Clement K. Kubuga, Nutritional Sciences Department, University for Development Studies for Northern Ghana, with support from the One CGIAR Gender Platform and Global Affairs Canada.

