KUPITITSA PATSOGOLO KADYETSEDWE KOYENELA KA ANA

PROMOTING IMPROVED INFANT AND YOUNG CHILD FEEDING

FACILITATOR'S BOOK

English Version

FICA

Federal Ministry of Food, Agriculture and Consumer Protection

Acknowledgements

The facilitator's book is aimed at Malawian Community Nutrition Facilitators (CNF) and is a tool to promote improved Infant and Young Child Feeding in Malawi. The recommendations on Infant and Young Child Feeding presented in the book were developed, field-tested and refined in two districts (Mzimba and Kasungu) by teams of officers from the Ministry of Agriculture and Food Security, and the Ministry of Health, Malawi, and the Food and Agriculture Organization of the United Nations (FAO). National master trainers, district level and extension staff from the Ministry of Agriculture and Food Security, and Ministry of Health, were actively involved in Trials of Improved Practices (TIPs) on Infant and Young Child Feeding and facilitated the testing of nutrition recommendations and recipes in communities.

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until he or
s two years
ge or older

Session 1

Sambani mmanja mwanu ndi sopo ndiponso msambikeni mwana mmanjanso ndi sopo musanayambe kudya chakudya nthawi zonse

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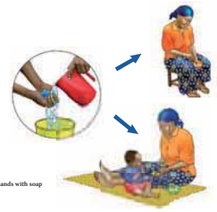

Wash hands and baby's hands with soap and water before eating

Session 1

Sambani mmanja ndi sopo mukachoka ku chimbudzi kapena mukasintha thewela la mwana

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ash hands with soap and water after using the
let or cleaning baby's bottom

Session 1

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Keep cooked food hot!

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Keep food and water covered!

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strength

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Feed your child a
variety of foods

Session 3

Seasonal Food Availability Calendar

FOOD GROUP	TYPE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
STAPLES	MAIZE			•	••	••	••	••	••	••	•	•	
	BIRIM PONDWA				•	•	•	ANAL ABLE ONLY IN NEW VILLAGES					
	SWEET POTATOES				••	••	••	•					
	CASSAVA	••	••	••	•								
FRUITS AND NUTS	GROUNDNUTS				•	••	••	••	••	•	•		
	BEANS				•	••	••	••	••	•			
	SOYA				•	••	••	••	•				
VEGETABLES	GREEN LEAFY VEG	••	••	••	••	••	••	••	••	•			
	PUMPKIN		•	••	••	••	••	•					
ANIMAL SOURCE FOODS	FISH	CONSUMED 1-2 TIMES A WEEK											
	EGG												
	MEAT, MILK	RARELY CONSUMED, MEAT CONSUMED MOSTLY AT CHRISTMAS											
FRUITS	BANANA	CONSUMED IN LIMITED QUANTITIES ALL YEAR ROUND											
	MANGO	•										••	••
	PAPAYA							••	••	••	•	•	
	GUAVA			••	••	•							
OILS	COOKING OIL	LIMITED CONSUMPTION: 100ML BUT 1 - 2 POCKETS KAPWESE											

not available | inadequate | adequate

Session 4

Idyani zakudya za magulu kapena za kasintha-sintha tsiku ndi tsiku

12

Eat a
variety of
foods every
day

Session 5

Ndiwo zamasamba zimateteza thupi ku matenda ndi kupeleka thanzi

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Vegetables help keep
children healthy and
prevent illness

Session 5

Mpatseni mwana zakudya zotolatola zopatsa thanzi

14

Give nutritious snacks to your child

Session 6

Phala la mwana likhale lotsira ufa wa nyemba, wa soya kapena nsinjiro tsiku ndi tsiku

15

dd beans or soya or groundnuts
your child's porridge every day

Session 7

Dyetsani ana zakudya zochokera ku nyama tsiku ndi tsiku kuti akule ndi thanzi

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Foods from
animals help
children gain
weight, grow
strong and lively.

Give it every day

Session 8

tilizani kuyamwitsa ndi kudyetsa mwana pafupi pafupi pamene a kudwala

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When you child is sick, continue feeding and
breastfeeding to maintain child's strength and appetite

Session 8

Zizindikiro zoopysa zopangi tsa mwana kumutengera ku chipatala

18

Danger signs: when the child
needs to go to the health facility
immediately

Counseling Cards to be used: 1, 2, 3, 4

Continue breastfeeding

Preparation

Soap, ash, water in a jar or basin, model of tippy tap

Food storage containers and cups with covers

Introduction
Welcome the mothers
Self introduction of participants

Activity
Tell this story to the mothers: Mai X decided to wean her baby at 7 months and at 9 months the baby was admitted at the hospital and at 11 months the baby got in the hospital again.

Ask
What do you think the lesson is about?

Explain
It is on continuation of breastfeeding.

Go to counseling card 1 and ask mothers what they can see in the picture.

Ask
Are you still breastfeeding? Please raise your hand if you are still breastfeeding.

Listen
a) All mothers should be continuing breastfeeding up to 2 years of age.
Congratulations. It is very good that you are continuing to breastfeed.

b) Some mothers are not breastfeeding. All mothers should be continuing breastfeeding up to 2 years of age even if they are pregnant again. Feed your baby using both breasts at each feeding. Mothers should drink more water and other fluids (maheu) to increase their breast milk supply.

Ask
How many times to you feed your child soft food? How much do you give each time?

Discuss
Why is it important to continue breastfeeding the baby until he or she is 2 years of age or more?

Recommend
All mothers should continue breastfeeding until 2 years of age or more, even when they are pregnant. Breastfeeding protects the baby against diarrhoea and other infections and gives the baby a healthy start in life. Your baby will be more satisfied and less fussy.

Agree
Encourage mothers who have stopped breastfeeding to restart breastfeeding. Ask if the group would like to adopt this idea as their first policy and to encourage others to do this.

Evaluate
Ask one mother to explain one exciting lesson she has learnt in the session. Ask mother A to choose another mother to explain what she has also learnt. Tell the story from the beginning again and explain the dangers of weaning the baby before the age of 2.

Conclude
Highlight the key message on card 1 "Continue to breastfeed your baby until he or she is two years or older."

Go to counseling cards 2.

Yamwitsani mwana wanu mkaka wa mmawere mpaka atakwanitsa zaka ziwiri kapena kupyola apo

Continue to breastfeed your baby until he or she is two years of age or older

Go to counseling card 2 and 3 and ask mothers what they can see in the picture.

Handwashing

Ask What do you think the lesson is about?

Explain The lesson is on the need to wash hands with soap under running water before feeding the baby and after using the toilet and cleaning baby's bottom.

Activity Ask 4 mothers to volunteer and to pair up in groups of 2. Provide them with soap, water, cup and basin. Ask each team to demonstrate how they wash their hands and those of the baby while others watches on. Ask mothers what they learnt from the hand washing demonstration.

Ask When do you wash your hands?

Listen

a) All mothers wash their hands with soap before contact with food and before feeding the child. Congratulations. It is very good that you are washing your hands with soap.

b) Mothers do not wash their hands with soap before food and before feeding the child. All mothers should wash their hands with soap and rinse their hands under running water. Water alone will not get rid of all the dirt.

Ask When do you wash your child's hands?

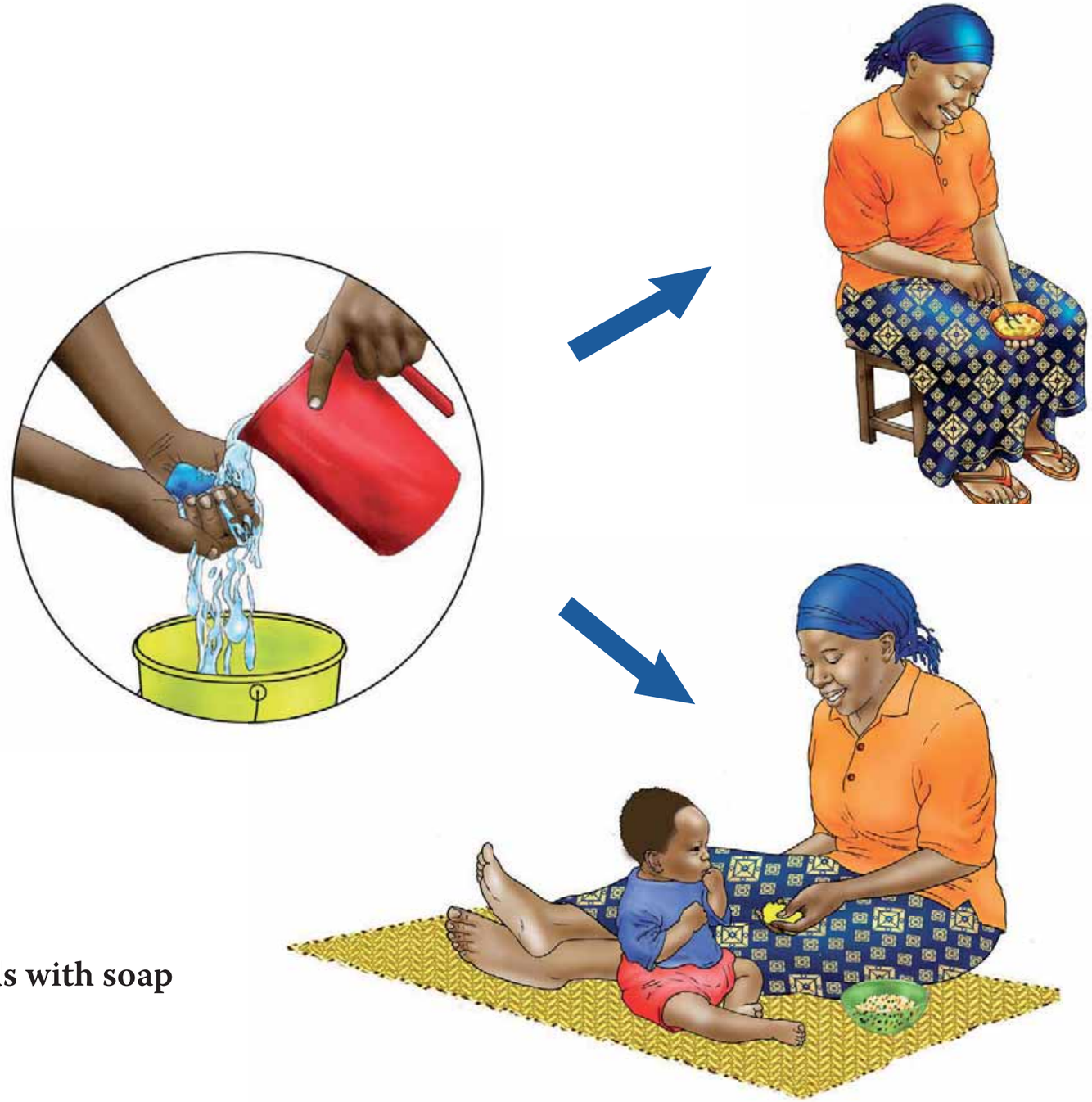
Listen

a) All mothers wash their child's hands with soap before feeding the child. Congratulations. It is very good that you are washing your child's hands with soap.

b) Mothers do not wash their child's hands with soap before feeding the child.. All mothers should wash their child's hands before feeding the child.

Go to counseling card 3.

Sambani mmanja mwanu ndi sopo ndiponso msambikeni mwana mmanjanso ndi sopo musanayambe kudya chakudya nthawi zonse



Wash hands and baby's hands with soap and water before eating

Handwashing

Ask

Why is it important to wash your hands after using the toilet?

a) Dirt or contamination from animal or human feces can easily get on your hands and will cause diarrhea and other illnesses for you and/or your baby.
Congratulations. It is very good that you are washing your hands with soap after using the toilet.

b) Mothers do not know why they should wash their hands with soap after using the toilet. All mothers should wash their hands with soap and rinse their hands under running water. Water alone will not get rid of all the dirt.

Ask

Why is it important to wash your hands after cleaning baby's bottom?

a) Dirt or contamination from animal or human feces can easily get on your hands and will cause diarrhea and other illnesses for you and/or your baby.
Congratulations. It is very good that you are washing your hands with soap after using the toilet.

b) Mothers do not know why they should wash their hands with soap after cleaning baby's bottom. All mothers should wash their hands with soap and rinse their hands under running water. Water alone will not get rid of all the dirt.

Discuss

Why is it important you wash your hands and your child's hands before contact with food and feeding your child as well as after using the toilet and cleaning baby's bottom?

Recommend

Dirt or contamination from animal or human feces can easily get on your hands and will cause diarrhea and other illnesses for you and/or your baby. Young children's hands can also get dirty or contaminated and give them diarrhea.

Discuss

How can you improve your practice? What is the best possible ways through which you can wash hands in the home?

Agree

Mothers agree on a few ways they will try to improve on washing their hands and their child's hands and practice hand washing with them.

Evaluate

Ask mothers to mention times when they need to wash hands. Now tell the following story and the second time, ask mothers to stop facilitator every time they feel the character should wash hands and why wash hands at that time.
"Mrs. X gets up early. She goes to the toilet * then she feeds the baby. She cleans the baby and washes herself. She prepares breakfast for the family. She goes to the field to work. Once she makes a break and stops work * to feed the baby again. At midday she cleans the baby again and * feeds it. Then she prepares a meal for her other children.

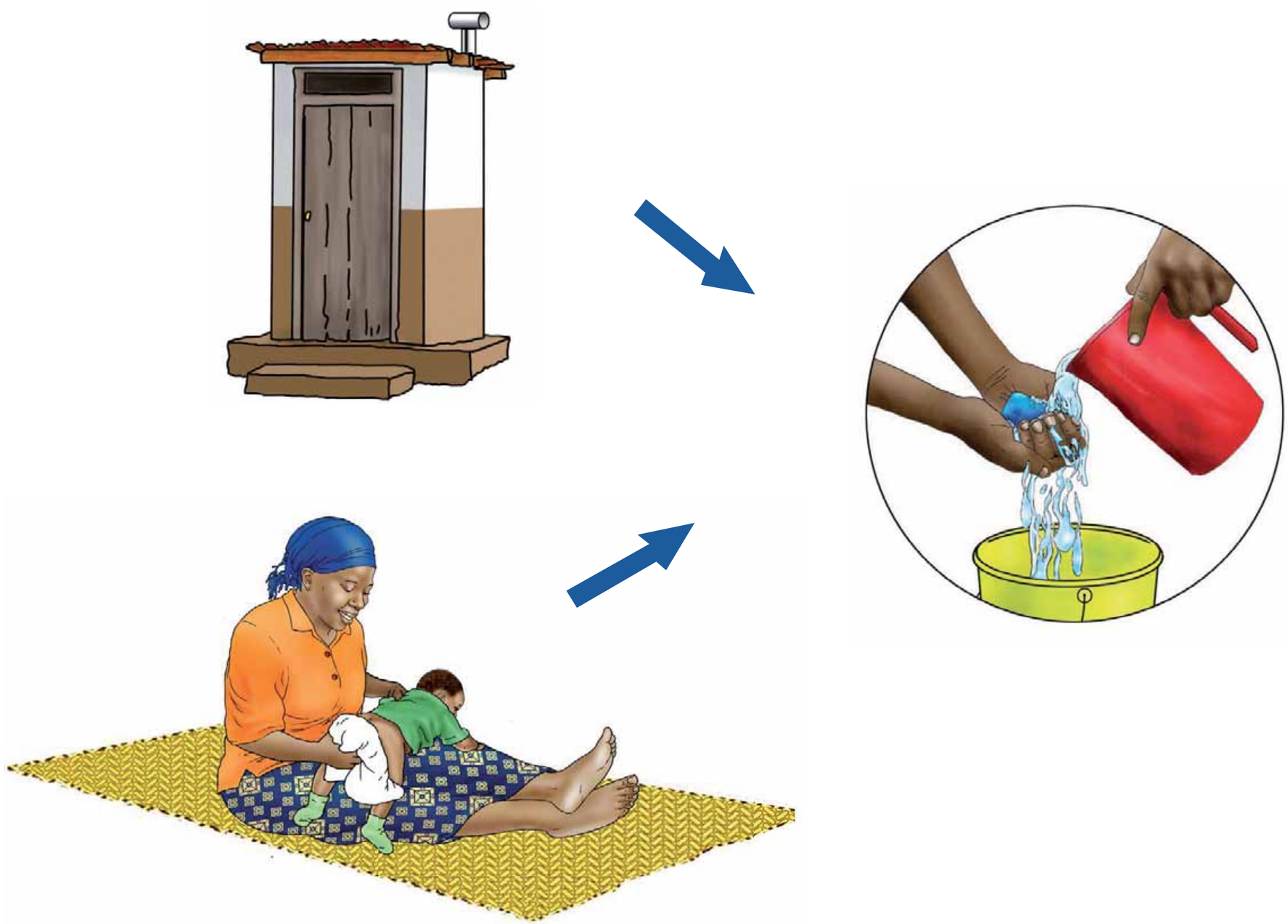
Conclude

Highlight the key messages on cards 2 and 3:

- Wash hands always when preparing baby's food
- Wash hands and those of baby when feeding the baby
- Wash hands after using the toilet
- Wash hands after cleaning baby's bottom.

Go to counseling card 4.

Sambani mmanja ndi sopo mukachoka ku chimbudzi kapena mukasintha thewela la mwana



Wash hands with soap and water after using the toilet or cleaning baby's bottom

Food safety

Activity

Facilitator tells a story of mother Y who prepared porridge in the morning for the baby, she left the porridge in the kitchen without covering and left for the farm. At midday she comes home and feeds the bay the cold and uncovered porridge.

Ask

What do you think the lesson is about?

Ask

- Ask mothers to explain how they store food and water at home.
- Facilitator ask mothers to explain the rationale of the story.
- Ask mothers if the case of mother Y sounds familiar.

Go to counseling card 4 and ask mothers what they can see in the picture.

Explain

Facilitator explains to mothers the need to keep the food warm and to keep the water and food covered;

Evaluate

- Ask mothers in their group to discuss the reasons for keeping the food covered and hot, and to cover the water.
- Ask group by group to say what they discussed and he/she records on flip chart.

Conclude

Highlight the key message on card 4:

- Keep cooked food hot!
- Keep food and water covered!

For next time:

- Facilitator explains that in the next session there will be a cooking demonstration.
- Facilitator discusses what is needed for cooking a meal together.
- Discuss with mothers what each should bring (a cup, a small bowl for the child, tablespoon, ingredients).

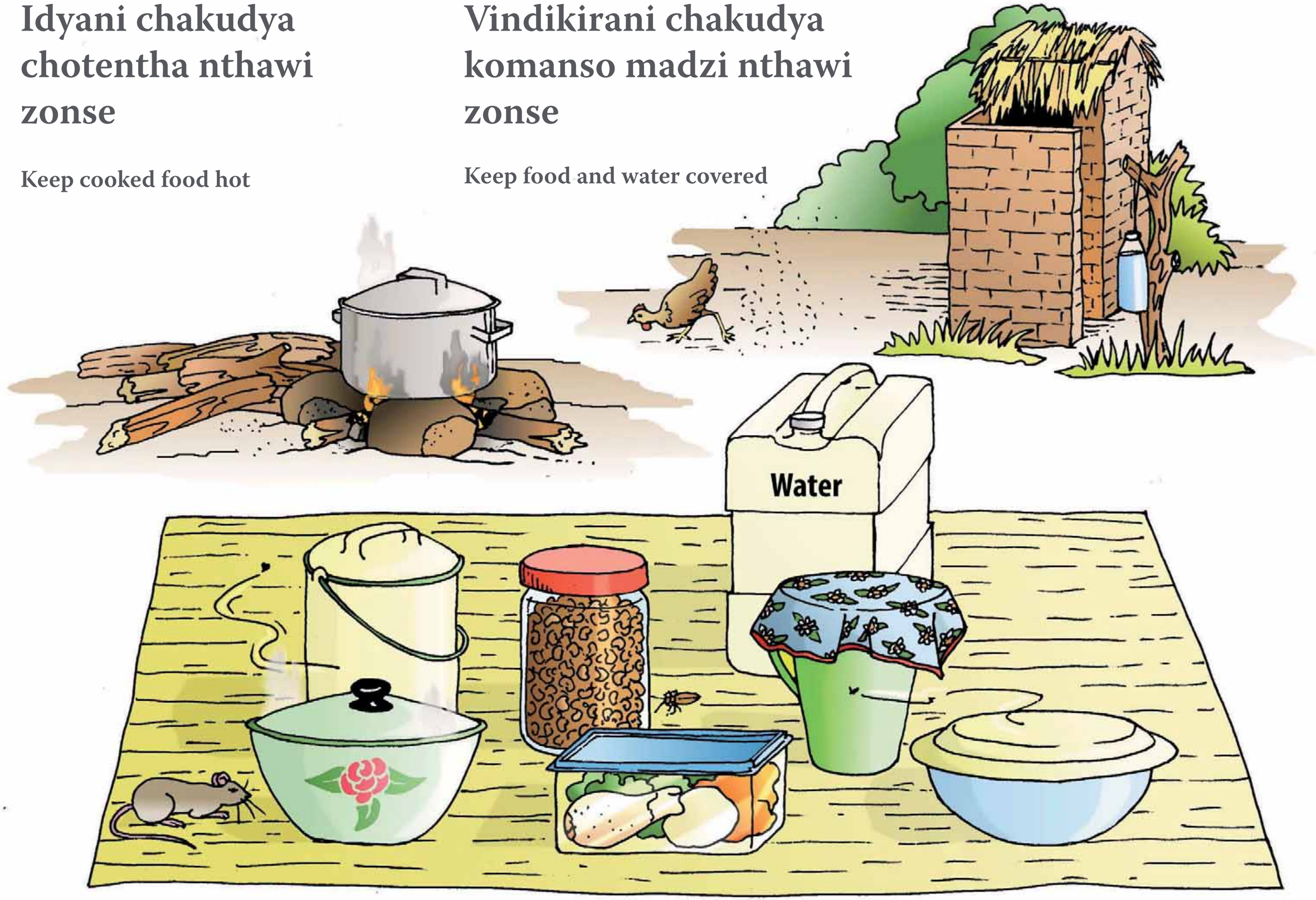
Question for the next session: What is a good way of feeding your child older than 6 months?

Idyani chakudya chotentha nthawi zonse

Keep cooked food hot

Vindikirani chakudya komanso madzi nthawi zonse

Keep food and water covered



Counseling Cards to be used: 5, 6, 7, 8

Complementary feeding at 6 months

Preparation

Cooking utensils, firewood, place to cook for cooking demonstration. Ingredients for recipes. Invite grandmothers to the session.

Introduction Welcome the mothers and grandmothers

Review Ask one mother to volunteer to review the last session and explain it to the other mothers. Assist and clarify if needed.

Activity Group the mothers per babies' age groups: 6 months, 7-8 months, 9-11 months and 12-23 months. Turn to mothers with children aged 6 months first. Always include all mothers for the discussion.

Tell the following story: Mother Y introduces foods to her baby at 8 months. The baby was usually weak and at her age she was not able to sit or crawl. Mama Y concluded that her baby had been bewitched.

Ask What do you think the lesson is about? Why do they think Mama Y's baby slowed down on his/her development milestones like sitting?

Explain The lesson is on starting complementary feeding at 6 months.

Ask (only mothers with 6 mo old children): Have you introduced complementary foods to your babies diet? Are you all breastfeeding and how often?

Explain Complementary foods are meant to complement breast milk. This means that while you introduce porridge to the baby, breastfeeding should continue.

Go to counseling card 5 and ask mothers what they can see in the picture.

Ask At what time do should you introduce complementary foods to the baby?

Listen

a) All mothers should say that they introduced complementary foods when they baby was 6 months. Congratulations. This was the right time to introduce complementary foods to your child.

b) Some mothers say that they introduced complementary foods before 6 months or later than 6 months. Timely introduction of complementary foods is important for your child so that it can grow and stay healthy.

Ask How many times to you feed your child soft food? How much do you give each time?

Listen

a) Mother feeds food 2 times/day. Mothers feed 2-3 tablespoonfuls at the beginning then increase the amount progressively. Congratulations. You are feeding your baby in a good way.

b) Mothers feed too little food. Babies at 6 months do not need a lot of food, because they should still be getting a lot of breast milk, but they need to be introduced to foods with small amounts.

Recommend Babies at 6 months do not need a lot of food because they should still be getting a lot of breast milk, but they need to be introduced to foods with small amounts until they are being fed 2 times a day, 2-3 tablespoonfuls each time. Mothers should breastfeed on demand and breastfeed first before giving other food. Introduce foods gradually and in the recommended amounts.

Agree Encourage mothers who are feeding too little food, to increase the amount of food gradually to 2-3 tablespoonfuls twice per day.

Evaluate Facilitator evaluates the mothers understanding of the lesson through the cooking demonstrations that will be done at the end of the session. Remind mothers in age group of 6 months to remember the feeding portions of their babies as they will be asked to prepare the porridge after the lesson.

Conclude Highlight the key messages on CC 5

- Start complementary feeding at 6 months.
- Feed 2-3 tablespoonfuls at each feed, twice a day.
- Continue to breastfeed even when you have introduced complementary foods.
- Always wash hands before preparing babies food and before feeding the baby.

Go to counseling card 6.

Pakatha miyezi isanu ndi umodzi yambani kumdyetsa mwana
Chakudya choonjezera

Start complementary feeding at 6 months

Complementary feeding from 7 to 8 months

Turn to mothers with children aged 7-8 months
Go to counseling card 6 and ask mothers what they can see in the picture.

Ask

How many times do you feed your 7 or 8 months old child?
And how much do you give each time?
Give the mother the standard feeding cup (250ml) so that they can show the quantity.

Listen

a) Congratulations. Mothers feed food 2-3 times per day and give 1 additional snack depending on child's appetite. Mothers increased the amount of food to ½ a cup.

b) Mothers feed 2 or fewer times. Mothers feed less than ½ a cup each time (show the cup). Discuss what the difficulties are and listen to what the mothers say.

Recommend

Discuss with the group how they can increase the frequency of feeding to 2-3 times per day. At each meal the baby should get about ½ a cup of food. 1 additional snack can be given depending on child's appetite.

Agree

Mothers agree to try to increase number of times of feeding per day to 2-3 times and increase the amount given per feed to ½ a cup each time. Depending on the child's appetite, mothers will give 1additional snack per day.

Explain

Mothers should continue to breastfeed on demand and each time the mother is about to prepare food for the baby and feed the baby, she has to wash her hands and those of the baby.

Evaluate

Facilitator evaluates the mothers understanding of the lesson through the cookery demonstrations that will be done at the end of the session. Remind mothers in age group of 7-8 months to remember the feeding portions of their babies as they will be asked to prepare the porridge after the lesson.

Conclude

Highlight the key messages on CC 6

- Increase amount of food to ½ a cup and feed 2-3 times a day.
- Continue to breastfeed on demand.
- Always wash hand before preparing babies food and before feeding the baby.

Go to counseling card 7 and ask mothers what they can see in the picture.

Turn to mothers with children aged 9-11 months first. Always include all mothers for the discussion.

Zakudya zoonjezera kwa mwana wa miyezi isanu ndi iwiri mpaka isanu ndi itatu

Complementary feeding from 7 to 8 months

Complementary feeding from 9 to 11 months

After discussing the picture on counselling card 7:

Ask What is notable difference between 7-8 months feeding and that of 9-11 months? How many times do you feed your child food? How much do you give each time?

Listen a) Congratulations. Mothers feed 3 main meals per day. Mothers feed ½ to ¾ of a cup per feed. Mothers give 1-2 additional snacks depending on child's appetite.

b) Mothers feed less than 3 main meals per day. Mothers feed less than ½ of a cup each time. Mothers give no additional snacks.

Recommend Children from 9-11 months should be fed 3 main meals per day with 2 times snacks(fruits) in between. Feed the baby ½ to ¾ standard cup (250ml).

Agree Mothers agree to increase number of main meals to 3 per day and increase the amount given per feed to ½ to ¾ of a cup each time. Depending on the child's appetite, mothers agree to give 1-2 additional snacks per day.

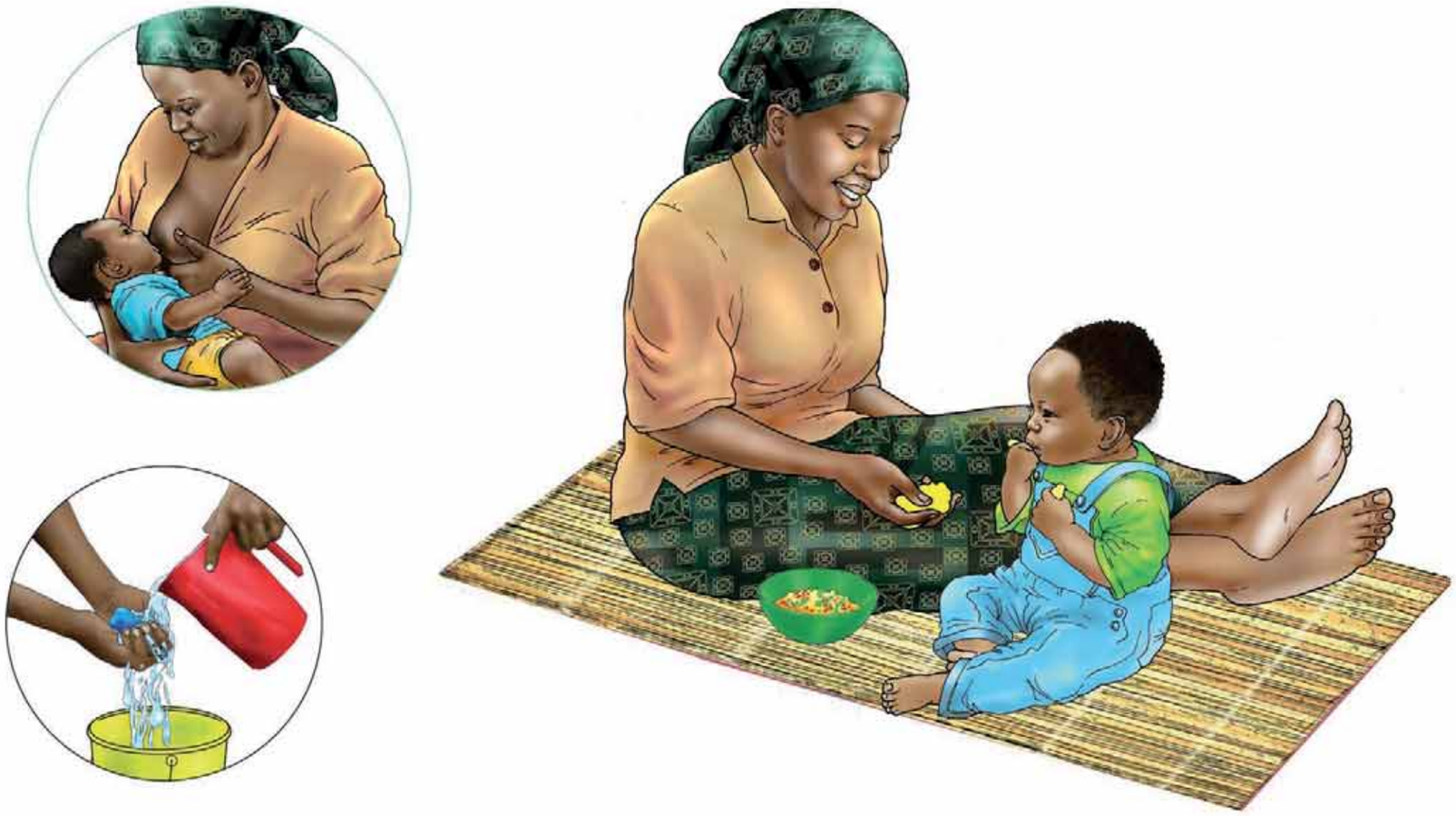
Evaluate Facilitator evaluates the mothers understanding of the lesson through the cooking demonstrations that will be done at the end of the session. Remind mothers in age group of 9-11 months to remember the feeding portions of their babies as they will be asked to prepare the porridge after the lesson.

Conclude Highlight the key messages on counselling cards 7

- Wash hands before preparing baby's meal. Wash hands and those of the baby when feeding the baby.
- Give baby ½ to ¾ standard cup (250ml) of food 3 times per day.
- Give nutritious snacks in between main meals at least 1 time a day.
- Continue to breastfeed the baby on demand.

Go to counseling card 8 and ask mothers what they can see in the picture. Turn to mothers with children aged 12-23 months first. Always include all mothers for the discussion.

Zakudya zoonjezere kwa mwana wa miyezi isanu ndi inayi mpaka khumi ndi umodzi



Complementary feeding from 9 to 11 months

Complementary feeding from 12 to 23 months

After discussing the picture on counselling card 8:

Ask How many times do you feed your child food? How much do you give each time?

Listen a) Congratulations. Mothers feed 3 main meals per day. Mothers feed ¾ to 1¼ of a cup (250ml)per feed. Mothers give 1-2 additional snacks depending on child's appetite.

b) Mothers feed less than 3 main meals per day. Mothers feed less than ¾ of a cup each time. Mothers give no additional snacks.

Recommend During this period you should give 3 main meals per day. At each meal the baby should get about a ¾ to 1¼ of a cup (250ml) each time. This helps your baby grow. Depending on the child's appetite, 1-2 additional snacks can be given.

Agree Mothers agree to increase number of main meals to 3 per day and increase the amount given per feed to ¾ to 1¼ of a cup each time. Depending on the child's appetite, mothers agree to give 1-2 additional snacks per day.

Evaluate Evaluation to be done through cooking demonstration.

Conclude Ask one mother of a baby aged 6 months to explain the quantities of the food for her baby and frequency of feeding her baby.

- Comment on the response.
- Facilitator asks the mother who has just responded to ask one mother from age group 7-8 months to explain the quantities of the food for her baby and frequency of feeding her baby.
- Comment on the response.
- The mother who has just responded (7-8 months) asks any mother of 9-11 months to explain the quantities of the food for her baby and frequency of feeding her baby.
- Comment on the response.
- The mother who has just responded (9-11 months) asks any mother of 12-23 months to explain the quantities of the food for her baby and frequency of feeding her baby.
- Comment on the response.

Go to counseling card 9 and ask mothers what they can see in the picture.

Zakudya zoonjezera kwa mwana wa miyezi khumi ndi iwiri mpaka makumi awiri ndi mphambu zitatu

Complementary feeding from 12 to 23 months

Not watery, thicker porridge gives more strength

After discussing the picture on counselling card 9:

Ask How thick should the porridge be?

Listen

a) Thick porridge that stays on a spoon. ☺ Congratulations. Not watery, but thicker porridge gives more strength to your child.

b) Runny, watery porridge. ☹ Avoid giving watery, thin porridge – it will not help your baby grow and your baby will feel hungry.

Ask What foods should be added to the porridge?

Listen

a) Mothers give thick porridge enriched with different foods like groundnut flour or mashed or pounded vegetables. ☺ Congratulations. Thick mgaiwa porridge satisfies the baby.

b) Mothers give liquid porridge. Mothers do not enrich the porridge with legumes or vegetables or eggs. ☹ Porridge that is too thin will not help your baby grow and will not prevent hunger. Use whole corn flour (mgaiwa) and enrich the porridge with groundnut flour, vegetables and animal source foods. Feed mashed fruits like paw-paw, banana or avocado as snacks.

Recommend Mothers give watery porridge. Mothers do not enrich the porridge with different ingredients. Porridge that is too thin will not help your baby grow and will not prevent hunger. Use whole corn flour (mgaiwa) and enrich the porridge with groundnut flour and mashed vegetables. Or you can feed mashed fruits like paw-paw, banana, or avocado. Introduce the baby to new foods gradually.

Agree Mothers agree to feed thick porridge using mgaiwa flour or to enrich the porridge with foods other than maize and try to give mashed fresh fruit.

Evaluate Go to the counseling cards per age group. All the groups should participate in discussing all cards, but the appropriate small group should take the lead for each card.

- Explain that the cards give a good idea of how often the child should eat and how much.
- Look at the card 5 "Start complementary feeding at 6 months" and go through the symbols one by one (the breastfeeding mother, the cup/spoons, the child's bowl, the pictures of the house and sun, the food at the bottom, the way the mother is sitting). Rather than explaining them, ask the group to say what they see and then say what each picture means. They will soon pick up the idea. Do the same exercise for the other age groups.
- For each picture ask "Do mothers usually give this amount? More? Less?"
- Introduce the measuring cup and spoon in the pictures and match them with real ones.
- Discuss what would happen if we increased the amount given. Agree to try it out, observe the babies and report back next time.
- Ask mothers to describe the right consistency of a porridge.
- Make correction or give clarification where necessary and praise the mothers at the end!

Conclude Before starting the cooking demonstration, ask each age group to make a brief summary of what was learnt on this session.

Start the cooking demonstration:

Recipes for cooking demonstration:

Maize porridge with groundnut and green leafy vegetables

Irish potato porridge with vegetables and eggs

Note for next session - Husbands and other family members should be invited to come to the next session to review the Seasonal food availability calendar and Malawi 6 FG

Question for next week: How can we have more different foods? How can we eat better in the hungry season?

Phala la kasakaniza ndinso lolimba limapereka thanzi kwa ana

Not watery, thicker porridge gives more strength

Counseling Cards to be used: 10,11

Feed your child a variety of foods

Preparation

Empty seasonal food availability calendar and set of food cards.

Invite husbands to the session.

Introduction Welcome mothers and husbands.

Review Ask one mother to volunteer to review the last session and explain it to the other mothers. Assist and clarify if needed.

After discussing the picture on counselling card 10:

Ask What do you think the lesson is about?

Explain The lesson is on the Malawi 6 food groups and seasonal food availability calendar.

Ask Which foods can you see in each food group? (Ask food group by food group.)

Explain Comment on the responses and correct the mothers if necessary.

Ask Which other foods for each food group do you know which are not on the picture?

Ask Which foods from the section of the Malawi 6 food group picture are often in baby's meals? Which ones are rarely in baby's meal and why?

Explain

You need:
"Starchy food + Legume-Nut or Animal Source Food + Green Leafy Vegetables + Little oil".
In addition, caregivers are encouraged to give:

- Mashed fresh fruit (as snacks).
- Other non-leafy vegetables, e.g. pumpkin, tomatoes, carrots, etc. in addition to green leafy vegetables;
- Complementary feeding dishes with foods of animal origin at least 2-3x/wk.

Activity

1) One mother at a time decides the previous supper of the family. As one mother finishes explaining what she had prepared for the family, ask mothers to analyze the food their friend is mentioning, for example if a woman explains that she had Nsima, small fish and bonongwe (to which she added groundnuts flour) and ripe banana, let the mothers break down the meal and mention what food belongs to which group.

2) Then ask the next mother to mention the composition of her supper, do the same process until 5 mothers are sampled and have their meals analyzed.

3) Facilitator comments on the exercise.

Explain Now, we know that we have to give a variety of food to our babies. We are now going to learn how to give different types of food all year round.

Go to counseling card 11 and ask mothers what they can see in the picture.

Mwana adyetsedwe Zakudya za magulu kapena za kasintha-sintha

Feed your child a variety of foods

Seasonal Food Availability Calendar

After discussing the picture on counseling card 11:

Activity

Ask the group to tell which foods from the 6 food groups they are growing in their village.

Stick pictures or write the name of the cited food in the appropriate column e.g. Maize picture in the staples, beans picture in the cereal etc like on counseling card 11.

Choose symbols to depict for example stars to say if the food item is either:

- adequate **
- not adequate *
- or not available

Ask community to indicate when 1st food on chart is available or not & complete the chart.

Repeat for all foods N.B: For the animal source food group write how often they are consumed (average) e.g. chicken or meat only at Christmas, fish only once a week, eggs twice a week. Your seasonal food availability calendar should look more or less like the one on the counseling card 11.

Discuss

Ask the community to identify seasonal food availability gaps for foods, which are essential foods for a good diet.

What are the consequences of the food availability gaps?

Vicious circle:

- Poor food intake during agriculture season.
- Weak and malnourished labour force and especially babies.
- Low food production.

What does the community do to provide food for the hungry season (e.g. preserving, storing)?

Divide the participants into four groups:
1/Staples 2/ Vegetables ,Fruits 3/ Animal foods /4 Legumes.

What can we do to provide more kinds of food for that time? Ask the each group to list low cost and effective ideas (maximum 2 ideas per group).

Groups present their ideas and the participants discuss if the ideas can work and if so how to start.

Recommend

With the seasonal food availability calendar the community sees that many different nutritious foods are available at different periods of the year which can be added to the family and babies diets to increase the amount of energy, protein, fat and vitamins and minerals in the overall diet. Nutritious foods are available throughout the year in Malawi. Follow the seasonal availability calendar to make the best use of seasonal foods. Encourage children to eat a variety of vegetables and fruits that are in season. When maize supplies are low, tubers such as orange fleshed sweet potato and Irish potato can be used to make porridge for the baby. There are several strategies that household can use to improve the year round availability of food.

Agree

The community will close the gaps and agree to:

- Have a backyard/kitchen garden for vegetables.
- Have at least two fruit trees – choose trees which produce fruits during different seasons to increase year round availability.
- Grow oil seeds such as groundnut, sesame, sunflower, pumpkin and soybeans.
- Have at least two fruit trees – choose trees which produce fruits during different seasons to increase year round availability.
- Rear small animals such as chicken, goats and use the eggs and milk from thes animals to add to babies food.
- Raise other small animals for meat such as rabbits and guinea pigs.

Conclude

Facilitator recaps on the 6 food groups and explain that throughout the year a household can plan meals from the six food groups by being aware of what food is available when and finding alternatives.

For next session: Facilitator explains that during the next session there will be a cooking demonstration.

Question for next session: What kind of family meals are you preparing and how does it affect child nutrition?

Seasonal Food Availability Calendar
Ndondomeko yakapezedwe ka chakudya pa chaka

FOOD GROUP (gulu la zakudya)	TYPE (mtundu wa zakudya)	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
STAPLES (zakudya zokhutitsa)	MAIZE (chimanga)			♦	♦♦	♦♦	♦♦	♦♦	♦♦	♦♦	♦	♦	
	IRISH POTATO (mbatata ya kachewere)			♦	♦	♦	♦	AVAILABLE ONLY IN FEW VILLAGES (Imapezeka mu midzi yowelengeka)					
	SWEET POTATO (mbatata ya kholowa)				♦♦	♦♦	♦♦	♦					
	CASSAVA (chinangwa)	♦♦	♦♦	♦♦	♦								
LEGUMES AND NUTS (zakudya za gulu la nyemba	GROUNDNUTS (mtedza)				♦	♦♦	♦♦	♦♦	♦♦	♦	♦		
	BEANS (nyemba)			♦	♦	♦♦	♦♦	♦♦	♦♦	♦			
	SOYA(soya)				♦	♦♦	♦♦	♦♦	♦				
VEGETABLES (zakudya za gulu masamba)	GREEN LEAFY (masamba)	♦♦	♦♦	♦♦	♦♦	♦♦	♦♦	♦♦	♦♦	♦♦	♦		
	PUMPKIN (mawungu)		♦	♦♦	♦♦	♦♦	♦♦	♦					
ANIMAL SOURCE FOODS (gulu la nyama)	FISH (nsomba)	CONSUMED 1-2 TIMES A WEEK (Imadyedwa kamodzi kapena kawiri pa sabata)											
	EGG (mazira)												
	MEAT (nyama), MILK (mkaka)	RARELY CONSUMED. MEAT CONSUMED MOSTLY AT CHRISTMAS (Sizidyedwa kwenikweni, zimatha kudyedwa nthawi ya Khirisimisi)											
FRUITS (gulu la zipaso)	BANANA (nthochi)	CONSUMED IN LIMITED QUANTITIES ALL YEAR ROUND (Zimadyedwa mumilingo yochepela chaka chonse chanthunthu)											
	MANGO (mango)	♦										♦♦	♦♦
	PAPAYA (papaya)						♦♦	♦♦	♦♦	♦	♦		
	GUAVA (magwafa)			♦♦	♦♦	♦							
OILS (gulu la mafuta)	COOKING OIL (mafuta ophikila)	LIMITED CONSUMPTION. HHS BUY 1 -2 POCKETS K10/WEEK (Amadyedwa pang'ono. Makomo ambiri amatha kugula ti mapaketi tiwiri ta MK10 kamodzi pasabata)											

LEGEND

not available Zakudya palibiretu	♦ inadequate Zosakwanira kwenikweni	♦♦ adequate Zokwanira

Counseling Cards to be used: 12

Eat a variety of food everyday

Preparation

Cooking utensils, firewood, place to cook for cooking demonstration. Ingredients for recipes. Invite husbands and grandmothers to the session

Introduction Welcome the mothers, husbands and grandmothers.

Review Ask one mother to volunteer to review the last session and explain it to the other mothers. Assist and clarify if needed.

Activity Facilitator introduces the lesson by singing a song on six food groups. **Song:**

"Let's discuss the baby's balanced diet which is good for her/his growing up
In the morning: give whole maize porridge with groundnuts flour and ground small fish
Mid morning: give mango or banana which are well mashed
Lunch hour: give whole maize porridge added with soya flour, to give energy to the baby
Mid afternoon: give well squeezed orange juice, it will protect her/him from diseases
Supper time: give orange fleshed potatoes added with beans and avocado.
This is the meal your child will like and make him grow healthy".

Ask Please point out the main message in the song and identify the foods being mentioned

After discussing the picture on counselling card 12

Ask What do you think the lesson is about?

Explain The lesson will be about family foods and how they affect child nutrition.

Activity

1) Group mothers into 4 groups, A, B, C, D.

2) Explain to them that they have to plan a balanced meal from the six food groups taking into consideration the foods available in their area during that time of the year

- Ask group A to plan breakfast meal for whole family
- Group B to plan lunch for whole family
- Group C plan supper for whole family
- Group D plan breakfast for the whole family

3) Go round the groups and write down the meals mothers have planned

4) Ask mothers to listen to the meals planned by each group and ask mothers to point out the following groups and the nutrients found in each group:

- Staples are a source of energy
- Legumes are a source of proteins
- Fruits are a source of vitamins and minerals
- Vegetables are a source of vitamins and minerals
- Animal source foods are a source of protein, vitamins and minerals

Discuss How can you access all the food groups at low cost?

Evaluate The lesson will be evaluated through cooking demonstrations. Before cooking the facilitator will ask mothers in each group to mention the food groups that will be used for cooking in their group and how important are the meals to be cooked.

Conclude Highlight the key messages learned in this session:

- Washing hands before preparing meals prevents illnesses
- A balanced diet is the one which has at least 4 food groups, ideally all 6 food groups
- A family can easily afford a balanced diet if they are able to recognize what foods can be added to meals in each season
- Families can also keep small livestock, own vegetable garden and fruit orchard to have access to diverse food groups
- A child should be fed from the family meals which are nutritious
- Special attention should be paid to different family members nutritional needs like babies, lactating and pregnant women.

Notes for next time:

NOTE: The next lesson is on vegetables, fruits and other snacks. The lesson will have a practical on food preservation and processing at the end and the facilitator may need to organize the participation of an expert to help with the next lesson. This should be organized in advance. The facilitator should know in advance what vegetables or fruits are common in this area and should be preserved or processed. When deciding to process and preserve vegetables and fruits, consider availability, time of the year (when it is raining, drying of the vegetables and fruits will be problematic), impact of such processing on nutrient retention of the food and perishability of such foods. Also determine in advance what storage facilities will be used and what the shelf life of the processed food is. In this lesson, mothers will also be taught how to process fruits that they can instantly feed their babies.

Question for next session: Which vegetables do we grow and which vegetables can be used for the child's diet?

Start the cooking demonstration

Recipes: Choose at least two recipes out of the following:

- Fish flour Sauce (Thendo Lansomba) with nsima
- Mashed sweet potatoes with groundnut or soya flour (Futali)
- Okra (Limanda) with groundnuts (food for the sick child)
- Mashed pumpkin, sweet potato and Mtakula (Cooked maize) mixture

Idyani zakudya za magulu kapena za kasintha-sintha tsiku ndi tsiku

Eat a variety of foods every day

Counseling Cards to be used: 13,14

Vegetables help keep children healthy and prevent illness

Preparation

Vegetables and fruits for food processing,

Expert in processing and preserving fruits and vegetables.

Introduction Welcome mothers and exchange greetings.

Review Ask one mother to volunteer to review the last session and explain it to the other mothers. Assist and clarify if needed.

Activity

1) Tell a story of a family that had the following meal for supper the previous night: maize, beans, roasted groundnuts paste.

2) Ask the mothers if the meal was balanced or if it lacked some food groups.

Explain The meal lacked 2 food groups: vegetables and fruits. You will learn about them and other healthy snacks in this session.

After discussing the picture on counselling card 13

Ask What do you think you will learn in this session?

Ask Which of these vegetables on card 13 do you add to your child's porridge? Listen to the response.

Ask Do children need to eat vegetables?

Listen

a) Yes, all vegetables especially green leafy vegetables, orange-fleshed sweet potatoes, pumpkin. Congratulations. Children should be fed a variety of different vegetables.

b) Not appropriate for children, cannot chew, hurts stomach. Always try to feed your child vegetables with the porridge/nisma.

Explain Vegetables help keep babies health and prevent illness.

Discuss Which vegetables are particularly good for children?

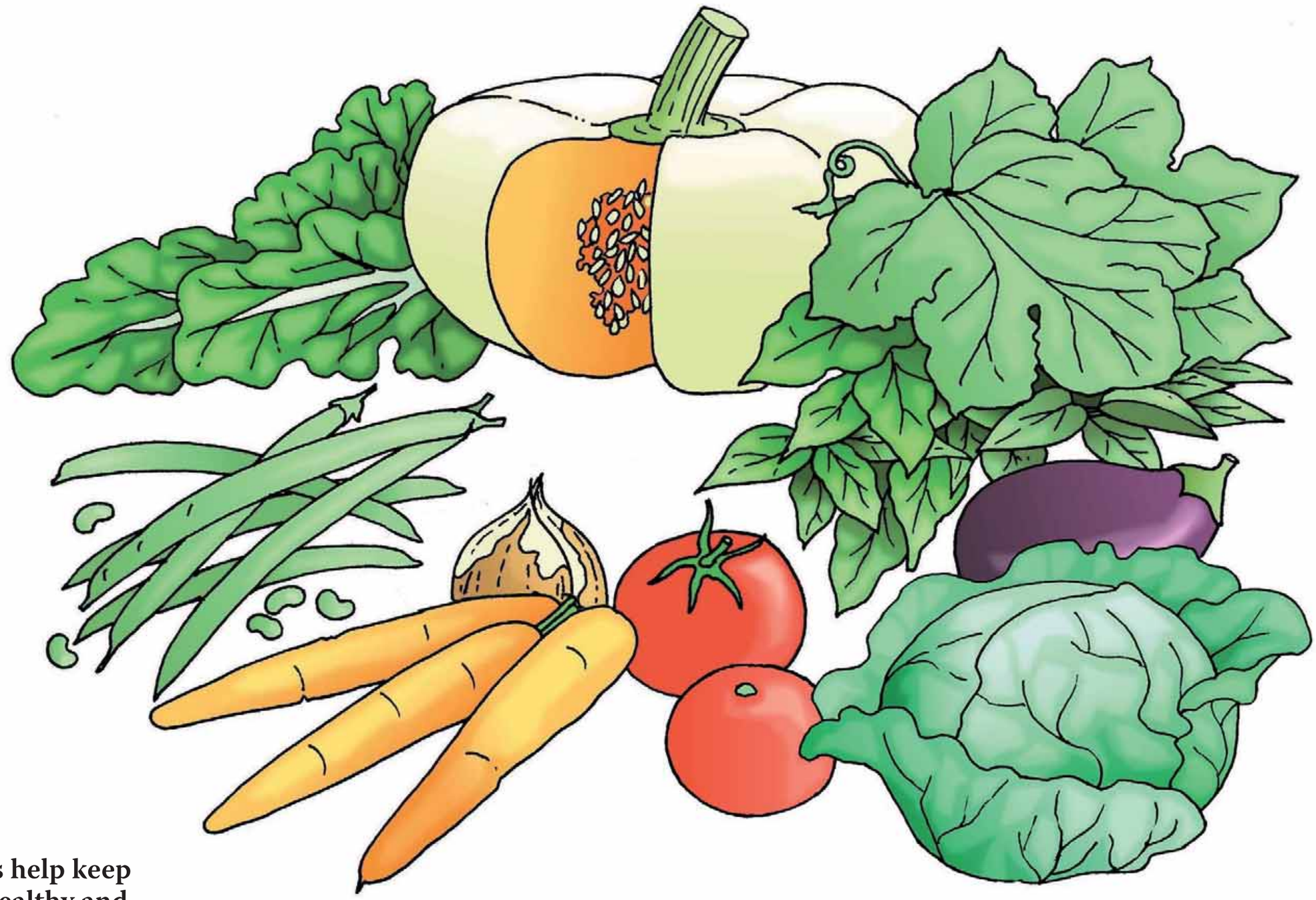
Recommend Propose ways of ensuring a yearlong access to vegetables

- Growing wider variety of vegetables.
- Sharing with friends.
- Owning a backyard garden.

Agree Encourage mothers who are already feeding a variety of vegetables to help mothers who are not. Encourage mothers to share vegetables with each other. Agree to plant some other varieties of vegetables, if possible.

Go to counseling card 14 and ask mothers what they can see in the picture.

Ndiwo zamasamba zimateteza thupi ku matenda ndi kupeleka thanzi



Vegetables help keep children healthy and prevent illness

Give nutritious snacks to your child

After discussing the picture on counselling card 14:

Ask

What kind of snacks are being eaten by the child?

- Ask mothers what snacks they feed their babies.
- Facilitator takes note of the snacks mothers feed their babies. Comment on the responses and explain that fruits, orange fleshed sweet potato, boiled pumpkin are healthy snacks for children.
- Explain that kamba, jiggies, fizzy drinks, freezes, cookies and sweets are not healthy snacks for children.
- Explain that older children (12- 23 months) can be given small pieces of fruit (banana, a piece of mango, or papaya to eat).

Ask

Do children need snacks? Which type of snacks should be given to the children?

Listen

a) Yes, children do need snacks. Congratulations. You know how to feed your child.

b) No, children do not need snacks. Children need 1-2 nutritious snacks depending on their appetite in addition to main meals every day.

Explain

Children need nutritious snacks as they grow older. This is an opportunity to add variety to your child's diet to improve their appetite and growth. Pawpaw, banana, avocado, mango and other fruits in season, orange-fleshed sweet potato, boiled pumpkin, chikondamoyo, chimimina, seeds, thobwa are good snacks.

Ask

Are there snacks that children should not eat?

Listen

a) Yes, there are snacks, which are not appropriate for children. Congratulations. You should not give jiggies or kamba, sweet tea, or fizzy drinks to your child.

b) No, there are no inappropriate snacks for children. Sugary and salty snacks and fizzy drinks are not good for children's health.

Explain

Jiggies, kamba, sweet tea, fizzy drinks, cookies and sweets are not nutritious and should not be given as snacks to the children. Children need 1-2 nutritious snacks depending on their appetite in addition to main meals every day. Nutritious snacks are fruits and vegetables like boiled pumpkin or orange-fleshed sweet potato.

Agree

Encourage mothers to share their knowledge and practices related to nutritious snacks. Discuss the possibility of growing more fruit trees in the community. Encourage mothers to avoid feeding jiggies or kamba, sweet tea or fizzy drinks to the children. Encourage mothers to feed fruits or boiled vegetables instead.

Evaluate

Carry out the following activity.

Activity

Group mothers in groups A, B, C, D to plan a whole day's meal for the following children, ensuring that the vegetables and fruits are included and or any healthy snack.

- Group A: 7 month baby.
- Group B: 9 months old baby.
- Group C: 14 months old baby.
- Group D: 22 months old baby.

Facilitator writes down the meals from each group

Ask mothers to discuss each meal planned by each group by reading the meals out loud to all mothers.

Conclude

Highlight the key messages on CC 13 and 14:

- Vegetables and fruits keep children health and prevent illness.
- Give children 1-2 snacks in a day.
- Avoid giving children junk food and unhealthy snacks like kamba, fizzy drinks.
- Start the demonstration of food processing of vegetables and fruits:
- Show how to process orange-fleshed sweet potato or pumpkin (boil and mash).
- Show how to dry green leafy vegetables (5).

Next time: There will be a cooking demonstration next time. Who can bring a little soya, groundnuts, cowpeas, beans, whole or as flour?

Question for next time: How can we use legumes in the child's diet?

Mpatseni mwana zakudya zotolatola zopatsa thanzi

Give nutritious snacks to your child

Counseling Cards to be used: 15

Legumes / Pulses

Preparation

For soya processing: Already processed soya and its products using different methods Unprocessed soya which mothers will learn to process Sprouted beans Unsprouted beans which mothers will learn how to sprout Expert for soya processing Invite grandmothers to the session.

Introduction
Welcome mothers and grandmothers

Review
Ask one mother to volunteer to review the last session and explain it to the other mothers. Assist and clarify if needed.

Go to counseling card 15 and ask mothers what they can see in the picture.

Ask
What is the lesson about?

Explain
The lesson is on the importance of pulses in your children's diet.

Ask
Do you think children should eat beans, soya or groundnuts every day?

Listen
a) Yes, all children should eat beans, soya or groundnuts every day. ☺ Congratulations. Children should be fed pounded beans or groundnuts every day. These foods are good for children and help them grow and have energy.

b) No, beans, soya or groundnuts are not appropriate for children. ☹ Always try to feed your child pounded beans or groundnut flour with the porridge/nsima. Pound the groundnuts well into flour. Cook the beans well and mash with a fork.

Ask
Do you add pounded beans, soya or groundnut flour to your child's food every day? Do most of you know how to prepare these foods for your baby?

Listen
a) One or more persons in the group know how to prepare these foods. ☺ Congratulations. You can help each other learn how to process and prepare these foods.

b) No mother knows how to prepare these foods for their children. ☹ It is important to add legumes to your child's diet. We will learn later how to process soya.

Discuss
Ask mothers to share their knowledge on processing of soya or beans or any other legume for easy consumption. Facilitator explains to mothers that their knowledge is neither right nor wrong, but an expert will clarify more and address any misconceptions there might be during the practical session.

Agree
Mothers will pay good attention in the soya processing session and will ask if they are not sure how to do it. Mothers agree to practice soya processing together.

Evaluate
Ask mothers to mention the food group to which beans and soya belong to. Ask mothers to explain what they have learnt in the lesson.

Conclude
Highlight the key message on CC 15:

- Add legumes in a child's porridge everyday.
- Legumes are important for the baby's growth and energy

For next time:

The facilitator explains that fathers will be invited to the next session and that the next session will also have a cooking demonstration. Facilitator discusses with mothers what they will need for the next session (ingredients, utensils, firewood)

Start the soya processing demonstration now with the help of an expert if needed. Instructions on soya processing can be found in the recipe book.

Start the cooking demonstration after the soya processing demonstration.

Recipes for cooking demonstration:

- Maize with groundnuts porridge (Soya beans should replace groundnuts).
- Sweet or Irish potato with groundnuts mash (Soya beans should replace groundnuts).
- Mashed sweet potatoes with soya flour (Futali).

Phala la mwana likhale lotsira ufa wa nyemba, wa soya kapena nsinjiro tsiku ndi tsiku

Add beans or soya or groundnuts in your child's porridge every day

Animal-source foods

Counseling Cards to be used: 16

Preparation

Cooking utensils for cooking demonstration Ingredients for recipes Invite all husbands, the chief and other key figures to come along to the next session

Introduction

Welcome the mothers and men and ask all participants to introduce themselves.

Review

Ask one mother to volunteer to review the last session and explain it to the other mothers. Assist and clarify if needed.

Activity

Introduce the lesson by asking participants to take part in a game where one person (lead participant) starts a song about meat and expects the rest of the participants to sing along. The lead participant will mention a meat and others echo to agree that what is mentioned is indeed consumable meat. When the lead participant mentions a meat that is not eaten and one of the participants echoes to it, he/she is eliminated from the group. Follow this game:

- Lead participant:Nyama (meat) nyama (meat).
- All participants: Herererere nyama (yes yes its meat).
- Lead participant: Nyama ya ng'ombe (beef meat).
- All participants: Herererere nyama (yes yes its meat).
- Lead participant:nyama ya mbuzi (goat meat).
- All participants: Hererere nyama (yes yes its meat).
- Lead participant Ya nkhumba? (pork).
- All participants: (yes yes its meat).
- Lead participant: Ya galu?: (dog meat?).
- All participants: No reply or a few echo " yes, yes it's meat". Those who replied are out of the game, because dog is not meat in their community. They answered, because they got carried away with answering "yes, yes it's meat" to the other meat mentioned earlier.

Ask

What is the lesson about?

Explain

Tell the participants that they will learn about animal-source foods.

Go to counseling card 16 and ask mothers what they can see in the picture.

Ask

Which animal source foods are good for children to eat frequently? Are there animal source foods that children should not eat?

Listen

a) Fish, egg, goat or cow milk, meat (chicken, mouse, goat, beef, pork, bird, rabbit), liver or edible insects are all types of foods from animals that are good for children to eat frequently. Congratulations. Children should eat foods from animals or edible insects every day.

b) Children should not eat certain foods, for example, fish, egg, liver or insects. Always try to feed your child foods from animals.

Explain

Foods from animals help children gain weight, grow strong and lively. You should give it every day if possible.

Discuss

What are the animal source foods available in our community? How often are most of you able to add these foods to children's diet? What are the cheapest sources of animal foods in the community? How can we help each other to add animal source foods to our children's diet more frequently?

Recommend

We should help each other to be able to give animal source foods to our children daily.

Agree

Encourage mothers who are already feeding foods from animals or edible insects to the children to help mothers who are not. Community Nutrition Facilitators will contact an expert who knows how to raise livestock, create fish ponds, know how to milk goats/cows depending on the community's needs.

Evaluate

- Ask participants to explain the sources of animal-source foods in their community.
- Ask them what they can do to ensure that every day they eat animal-source foods.
- Ask them to explain how they can prepare some of the animal-source foods for their baby.

Conclude

Recap the lesson by telling the following story: A man had two gardens of maize. In one garden the maize cobs were maturing and going to drying and in the other maize field the maize was just shooting from the ground and had not even established its roots well. The farmer bought fertilizer to boost growth and applied it in the matured maize garden. He ignored the small maize, which withered away and did not grow at all. The maize, which made it, did not produce cobs themselves and the famer lost his harvest.

Ask

Husbands and mothers should interpret the story in relation to feeding their children.

Explain:

In most families the parents are given prime animal source food, although they have already reached their full potential. The young baby is given residues or just liquid soup from the animal-source food and yet it is the baby that needs to grow, be strong and reach his/her full potential. This does not mean that adults should not eat animal-source foods, but in situations where families do not have enough of the animal-source foods, prioritise your baby, ensuring that she/he eats animal source food once in a day so that she/he grows strong and healthy.

Start the cooking demonstration

Choose recipes with animal source foods for cooking demonstration

Note for next session: Inform mothers that they should bring their health cards.
The HSA will come to assist the next session.

Question for next time: What illnesses does your child have and how do you treat them?

Dyetsani ana zakudya zochokera ku nyama tsiku ndi tsiku kuti akule ndi thanzi

Foods from animals help children gain weight, grow strong and lively.

Give it every day

Counseling Cards to be used: 17

When your child is sick, continue feeding and breastfeeding to maintain child's strength and appetite

Preparation

Invite HSA to come to the session and clarify how he/she can assist you in facilitating the session

Mothers should bring the health card of their child

Introduction Welcome all mothers and exchange greetings with the group.

Go to counseling card 17 and ask mothers what they can see in the picture.

Ask What is the lesson about?

Explain The lesson is on feeding the sick child and prevention.

Ask Why it is important to continue feeding and breastfeeding the baby during illness?

Listen

a) Yes, it is important to continue feeding and breastfeeding to maintain the child's strength and appetite. Congratulations. It is very positive that you continue feeding and breastfeeding your child during illness. The child will often want to breastfeed more frequently.

b) Mothers think it is not important to continue feeding and breastfeeding during illness. Mothers stop feeding and/or breastfeeding the child during illness. It is important that you continue feeding and breastfeeding your child during illness. The child will often want to breastfeed more frequently. This will help the baby to fight sickness, recover faster and not lose weight. Offer the baby simple foods in small quantities like porridge and fruits, even if he/she does not express interest in eating. Avoid spicy of fatty foods.

Ask What do you do when your child does not want to eat normal, when it is sick?

Listen

a) Mothers take time to patiently encourage their sick child to eat. Congratulations. It is very positive that you are patient and encourage the child to eat as his/her appetite may be decreased because of the illness.

b) Mothers do not offer food at all during illness. You should offer food to your child during sickness. Assist your child by putting the food within his or her reach or by helping him or her to hold the cup or spoon. Offer verbal encouragement when the child eats something and be patient.

Ask When a baby is recovering from illness, how do you feed the baby? Do you breastfeed more often and feed the baby more food than usual?

Listen

a) Mothers are breastfeeding and feeding more than usual. The baby is replacing what he/she lost during illness. Congratulations. It is important to give your baby one additional meal of solid food each day and to continue this for the next two weeks during recovery.

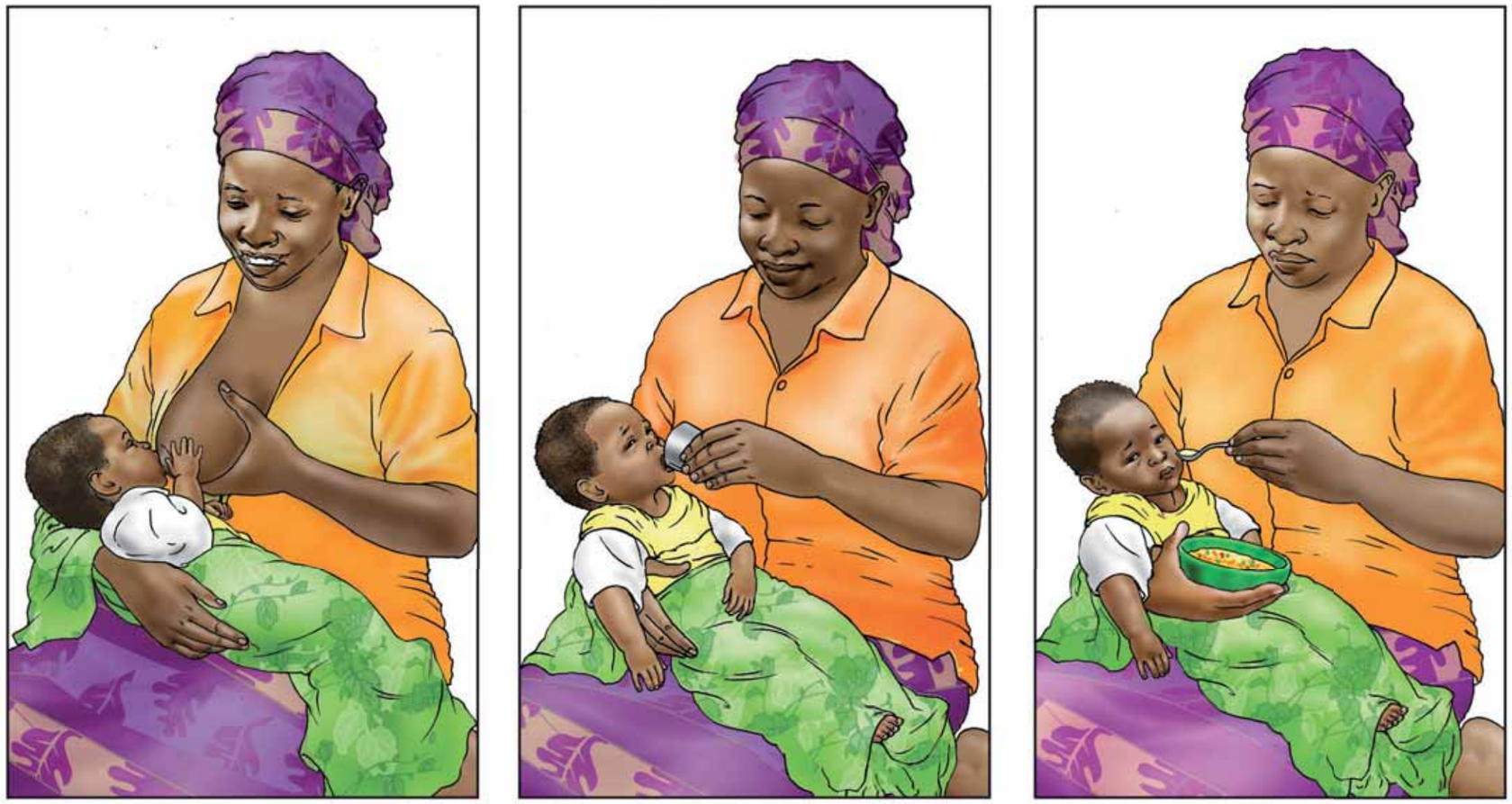
b) Mothers are not breastfeeding and feeding the child more than usual during recovery from illness. You should breastfeed and offer more food to your child than usual. This will help your child regain weight and strength lost during the illness.

Recommend Give your baby one additional meal of solid food each day during the next two weeks after your child has recovered from illness. Continue breastfeeding on demand. If the child won't eat an entire meal, begin with some special foods like groundnut flour, avocado, fish, egg and chicken added to what the child will eat. Gradually increase the amount at each feeding.

Agree Mothers agree to continue feeding and breastfeeding their children during illness. Mothers agree to patiently encourage their child to eat during the next episode of illness. Mothers agree to breastfeed and feed the child more than usual during recovery from illness. Mothers will try to prepare the foods the child likes best to encourage appetite.

Go to counseling card 18 and ask mothers what they can see in the picture.

Pitilizani kuyamwitsa ndi kudyetsa mwana pafupi pafupi pamene a kudwala



When your child is sick, continue feeding and breastfeeding to maintain child's strength and appetite

Danger signs of life-threatening conditions-when the child needs to go to the health facility immediately

Go to counseling card 18 and ask mothers what they can see in the picture.

Ask Which illnesses do you recognize?

Listen

- Refusal to feed.
- Vomiting and cannot keep any food down.
- Convulsions.
- Respiratory infection.
- Fever.
- Malnutrition.

Congratulations. It is very positive that you know all of the danger signs of life-threatening conditions of a child. You should take your child to the nearest health facility if he/she experiences any of these danger signs.

Mothers cannot name all of the above danger signs. It is important to know all the life-threatening conditions of a child.

Discuss At what time during the illness should they take the child to the hospital?
What are the reasons children are not taken to the health facility when it is needed?
Who can help at community level to ensure that the child is taken to the health facility?

Agree Mothers agree to stay on for a lesson of the HSA on danger signs of life-threatening conditions.

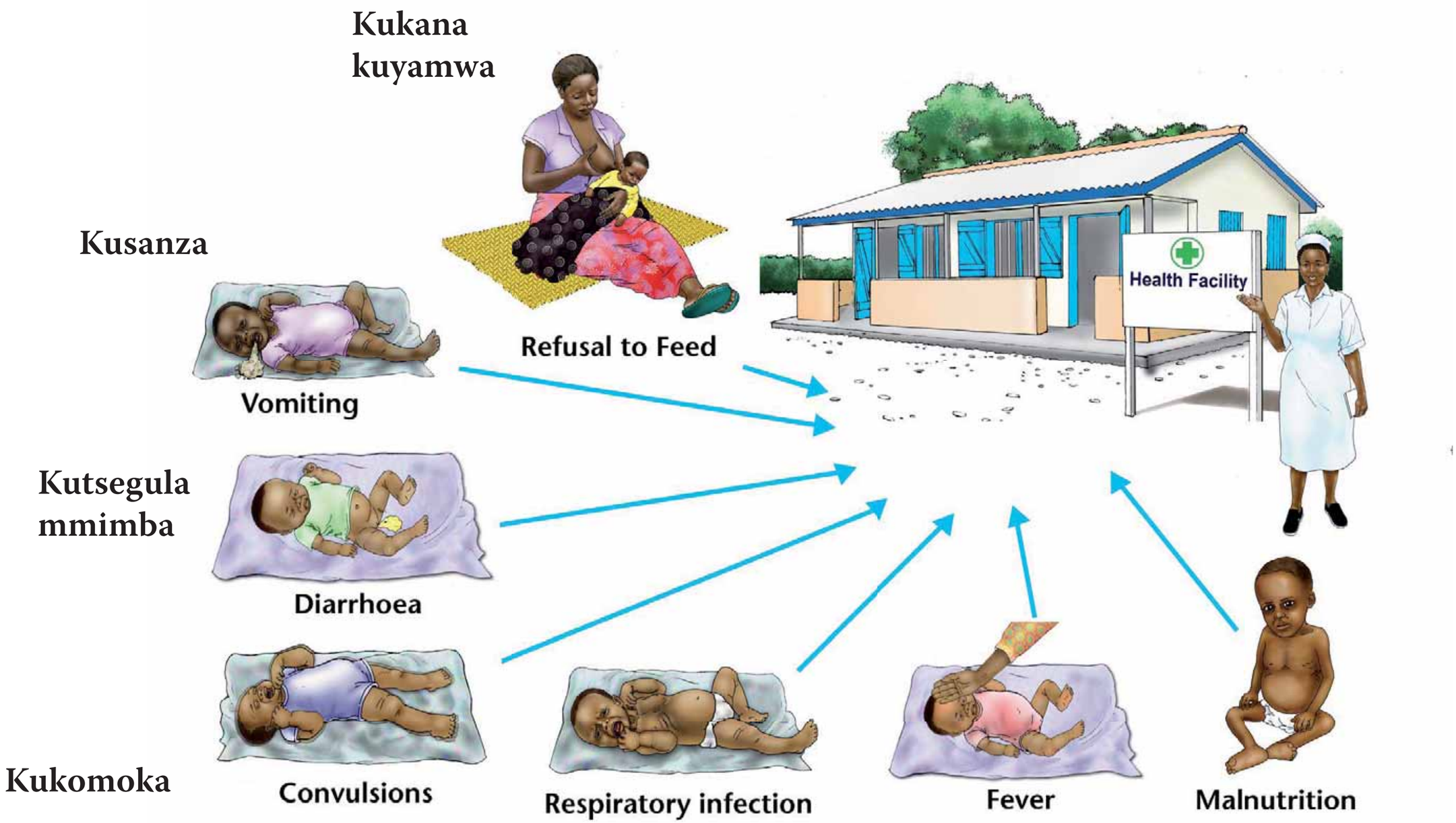
Evaluate Ask mothers to be in groups and each group plan a meal for a sick child who is 8 months old. When mothers finish their exercise, ask two mothers from each group to present their meal plan.

Conclude Highlight the key messages from the cards.

- When a child is sick, continue feeding and breastfeeding to maintain child's strength and appetite.
- When a child is sick, immediately take him/her to the nearest health facility.

Introduce the HSA to the lesson and let him/her proceed.

Zizindikiro zoopysa zopangitsa kumtengera mwana ku chipatala mwansanga



Danger signs-when the child needs to go to the health facility immediately

Kubanika

Kuzizidwa kapena kutentha thupi

Kunyentchera

Counseling Cards to be used: 1, 5, 6, 7, 8, 9, 12, 16

Review

Preparation

No cooking demonstration will be done in this session

Introduction: Welcome mothers

Go to each counseling card displayed in the picture and let the mothers explain the key messages.

Key messages to be repeated:

- Continue breastfeeding (CC 1)
- Complementary feeding per age group (CC 5-8)
- Consistency of porridge (CC 9)
- Family Foods (CC 12)
- Animal source foods (CC 16)

Discuss

Discuss with the mothers what they have learnt and adopted during the 8 sessions. Discuss with mothers how they can continue the good feeding practices and apply them for their next child. Discuss how they can teach other mothers in the village or neighboring villages the good feeding practices.

Activity:

Preparation of Graduation session

- Suggest the following activities to the mothers:
  Food displays, Role plays (maximum 10 minutes), songs on IYCF (maximum 5 minutes), and speeches (maximum 5 minutes).
- Gather ideas from mothers and split the mothers into groups.
- Ask all mothers to join up one of the groups and to prepare the activities for the graduation sessions.
- Select some husbands and grandmothers or other volunteers to assist and support the mothers. The mothers should present their ideas to the supporters and split up tasks.
- For food displays: Select 3 recipes (bulk recipes) with mothers to be presented: one porridge recipe with a legume, one porridge recipe with animal source food and one family meal recipe. Do not forget to expose fruits for the snack.
- Speeches: a husband, a grandmother and a mother can prepare a speech to talk briefly on good IYCF practices and the support needed from the community.

Agree

With the mothers to meet before the graduation sessions to practice the songs and the role plays!

Follow

The same procedure as for the community mobilization:

- Inform the community that there will be a graduation session.
- Choose date and venue.
- Do not forget to inform your supervisors.

Yamwitsani mwana wanu mkaka wa mmawere mpaka atakwanitsa zaka ziwiri kapena kupyola apo

Continue to breastfeed your baby until he or she is two years of age or older

1

Pakatha miyezi isanu ndi umodzi yambani kumdyetsa mwana Chakudya choonjezera

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Start complementary feeding at 6 months

5 6

Zakudya zoonjezera kwa mwana wa miyezi isanu ndi iwiri mpaka isanu ndi itatu

Zakudya zoonjezere kwa mwana wa miyezi isanu ndi inayi mpaka khumi ndi umodzi

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Complementary feeding from 9 to 11 months

7

Zakudya zoonjezera kwa mwana wa miyezi khumi ndi iwiri mpaka makumi awiri ndi mphambu zitatu

8

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Complementary feeding from 12 to 23 months

Phala la kasakaniza ndinso lolimba limapereka thanzi kwa ana

Not watery, thicker porridge gives more strength

9

Idyani zakudya za magulu kapena za kasintha-sintha tsiku ndi tsiku

12

Eat a variety of foods every day

Dyetsani ana zakudya zochokera ku nyama tsiku ndi tsiku kuti akule ndi thanzi

16

Foods from animals help children gain weight, grow strong and lively.

Give it every day

Counseling Cards to be used: 1, 5, 6, 7, 8, 9, 12, 16

Preparation

Invite the HSA, AEDO and community leaders, husbands and grandmothers to participate in the final session

Cooking demonstration (cooking utensils, firewood, place to cook)

Certificates of participation for each mother

Graduation ceremony:

- Welcome all the participants
- Mothers can sing the first IYCF prepared song (meanwhile the food displays group is cooking)
- The community leaders can make speeches (maximum 5 min and 3 persons)
- CNF s explain importance of good nutrition for the child and the family
- Mothers and other participants can present the first role play
- Highlighting the key message in the role play and speech of husband or grandmother
- Mothers present their second song
- Highlighting of key messages in the songs and speech of chair of the mothers
- Certificates to mothers by HSAs/AEDOs or /and other authority present
- Thank mothers for their participation in the group
- Encourage mothers to continue with good complementary feeding practices, hygiene practices and making improvements to the family diet
- Encourage mothers to teach others what they have learned
- Announce selection process for the next group starting in 4 weeks
- Chief makes the closing remarks and accepts small prize for community
- Food display –Mothers explain how they cooked the improved porridges and invite the community to taste them
- Songs and dances

Key Message: There are many things we can do in Malawi to give our children the best start possible in life