

Introduction and Breastfeeding

Leader Mother Flipchart

Module 1 of 6



Acknowledgements

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Credits

Several illustrations within the lesson text were adapted from *Where There is No Artist*, by Petra Röhr-Rouendaal, ITDG Publishing (October 1, 1997).

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Lesson 1: Care Group Introduction

Our Community (Picture 1.1)



? What do you see in these pictures?

Our Community

- This program is your program. With your experience, talents, and time we can work together to bring improved health in your community.
- The group of people at the front is the Community Development Committee. They help to manage this program. They have selected each one of you to be a part of the program.
- This symbol stands for USAID, a group within the United States government. They have given this community funding for ___ years to help us to train Leader Mother and Promoters in your the communities. This training will give you the knowledge that you need to succeed.
- This symbol stands for Food for the Hungry (FH).
- FH is a Christian organization motivated by the teachings of Jesus to help others. We have been working in Mozambique for ___ years. We do our work by helping leaders, families and churches to overcome spiritual and physical poverty.

Our Community (Picture 1.1)



Program Focus (Picture 1.2)



? What do you see in these pictures?

- The program focuses on improving the nutrition of pregnant and lactating mothers and the nutrition of their children under age two.
- It gives mothers, pregnant women, and other caregivers information to stay healthy and well nourished.
- When mothers are healthy, their children are more likely to be healthy too.
- The training not only teaches mothers how to be strong during and after pregnancy, but gives information about caring for children during the first two years of life.
- Infants and children under the age of two are most vulnerable to sickness, malnutrition and death. Children who live beyond age two are much more likely to live a full life.
- Many children die in our villages before age two. If children are strong in the first two years, they are more likely to be healthy for many years in the future.

? What are some of the health problems that you see among pregnant women and children under age two?

? Do you think it's possible that these things could change?

? What are some things that you have changed in your life?

Just as we **have seen** changes in our own lives, we can **also expect changes** when we work together.

Program Focus (Picture 1.2)



Program Objectives (Picture 1.3)



? What do you see in these pictures?

- In this picture, you see two women, who have made different choices about feeding and caring for their children. These choices have impacted their health and the health of their children.
- Mary¹ has made healthy choices. The other woman has made different choices. Her health and those of her family has suffered from these choices. We will be learning from the mother on the left. Her name is Mary.
- From Mary, will learn how to:
 - Stay healthy when pregnant or breastfeeding so that our breasts are full.
 - How to provide and care for children from 0-23 months.
 - How to prevent child illnesses like malnutrition, diarrhea and malaria, diagnose these problems, and treat them.
 - How to keep our water, food, and homes clean so that our families will be healthy.
- The second woman's name is Ruth². This woman will be learning with us as we go.
- By the changes that she makes in her life, we will learn how to make healthy changes too.

¹ Throughout the flipcharts, Mary will be the model mother.

² Ruth will be the mother who is learning throughout the modules. She doesn't always use good care techniques, but she often seeks guidance from Mary when she has problems.

Program Objectives (Picture 1.3)



Care Groups (Picture 1.4)

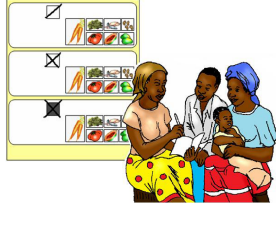


? What do you see in these pictures?

- The teacher is called a Promoter.
 - She is sharing messages with Leader Mothers.
 - The group of Leader Mothers is called a care group.
- Each Leader Mother will visit ten of her neighbors with children under 2 years of age.
 - She visits with each family once every two weeks.
 - She shares the messages she has learned from the Promoter.
 - She shares everyone in the home.
 - In this picture we see the husband and mother-in-law are listening.
- She asks the families about health problems and concerns.
- She works with the Promoters and the Community Development Committee to solve problems.
- For two years, you will be trained to share messages with your neighbors.
 - After two years, you will be ready to work without the help of Food for the Hungry.
 - You will be well known in the community.
 - You will be ready to lead the program on your own.



Activity:

 Probe	 Inform	Practice and Coachin g	 Request	 Examine
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Care Groups (Picture 1.4)



Lesson 2: Educational Methods

Ask and Show (Picture 2.1)



? What do you see in these pictures?

- To help everyone remember the skills for teaching, we will use one word to help you remember. The word is "ASPIRE"³ Each letter in this word stands for something that we must remember to do when teaching others.
- The first image represents ASK.
 - Most lessons begin with a story about Ruth. Read the story on the back of the first page of the lesson, showing the image to the family. Then ASK the mother (and family) about their current practices.
 - For example, "Mother B doesn't know how many times to breastfeed. Are you breastfeeding your child? How many times do you breastfeed your infant?"
 - You should listen to the questions that I use with you during each lesson. Use the same questions when you meet with your neighbors.
- The second image stands for SHOW.
 - When you see this picture you will SHOW the mother (and family) the next page of the flipchart. The second page usually is a picture of Mary.
 - Ask the mother (and family) what they see in each picture. For example, "What is the mother in this picture doing?"
 - Then explain what this picture means for the health program in our community.
 - Everything that you should say is written on the back of the flipchart picture.

³ This word should be changed into four or five words that begin with the same letter in the local language. It will help mothers to remember the process. An example using F in English is as follows: FIND out what the mother believes. Use the FLIPCHART to explain. How does the mother FEEL about these practices? FIND a solution to the problems that she mentioned. FOLLOW up with a request for a commitment. FILL out the Model Family poster if new practices have been completed. Choose a letter and local words that Leader Mothers can easily remember.

Ask and Show (Picture 2.1)





Probe and Inform (Picture 2.2)



? What do you see in these pictures?

- The first image represents PROBE.
 - After you have shown them all four pages of the lesson, ask the family about obstacles that may prevent them for trying the new practice.
 - For example, "What do you think about this suggestion? Is there anything that might make it difficult for you to breastfeed on demand day and night?"
 - Be sure to listen to the concerns that the family mentions.
- The second image represents INFORM.
 - Suggest ways that the caregivers can overcome the problems and concerns that they mention. Encourage change.
 - For example, "You mentioned that your mother-in-law may disapprove of breastfeeding day and night. Could you talk with her about this? Is there someone else who could try to convince her?"

Probe and Inform (Picture 2.2)



Request and Examine (Picture 2.3)



? What do you see in these pictures?

- The first image represents REQUEST.
 - Ask the mother (and family) if they would like to commit to this healthy practice.
 - For example, "We learned about breastfeeding on demand day and night. Would you like to commit to this new practice today?"
 - Ask the mother to make a verbal commitment. Remember it is her choice whether she wants to commit or not.
- The next image represents EXAMINE.
 - Go back to the last lesson. Review the main practices that you discussed. Ask the mother (and family) if they have been doing these practices.
 - For example, "Let's review the last lesson. Have you been to the health clinic to receive your iron and vitamin A supplement? Have you added nutrient rich foods to your diet? Have you been eating an extra portion each day?"



Activity:

		Practice and Coaching		
Probe	Inform		Request	Examine

Request and Examine (Picture 2.3)



Lesson 3: Maternal Nutrition

Frightened of delivery (Picture 3.1)



? What do you see in these pictures?

Ruth is 27 years old and pregnant. She has two children and is getting ready for her third child. She has not been feeling well during this pregnancy. Today, she has a headache. Her body is aching. She has eaten less for the last few months because she is frightened of having a difficult delivery. She hopes this will make the infant easier to deliver. She wonders if there is something that she could do help her pregnancy go well. Her other children were very small and are often sick. The labor was very long for both of her children. She wishes that she knew how to make her children healthier.

? How would you describe this mother's pregnancy? Is it going well? What are some of the problems that Ruth faces?

? What are the things that pregnant mothers should eat to make sure that they are healthy during pregnancy and lactation? Should they eat more or less?

We will compare your practices with Mary's practices.

Frightened of Delivery (Picture 3.1)



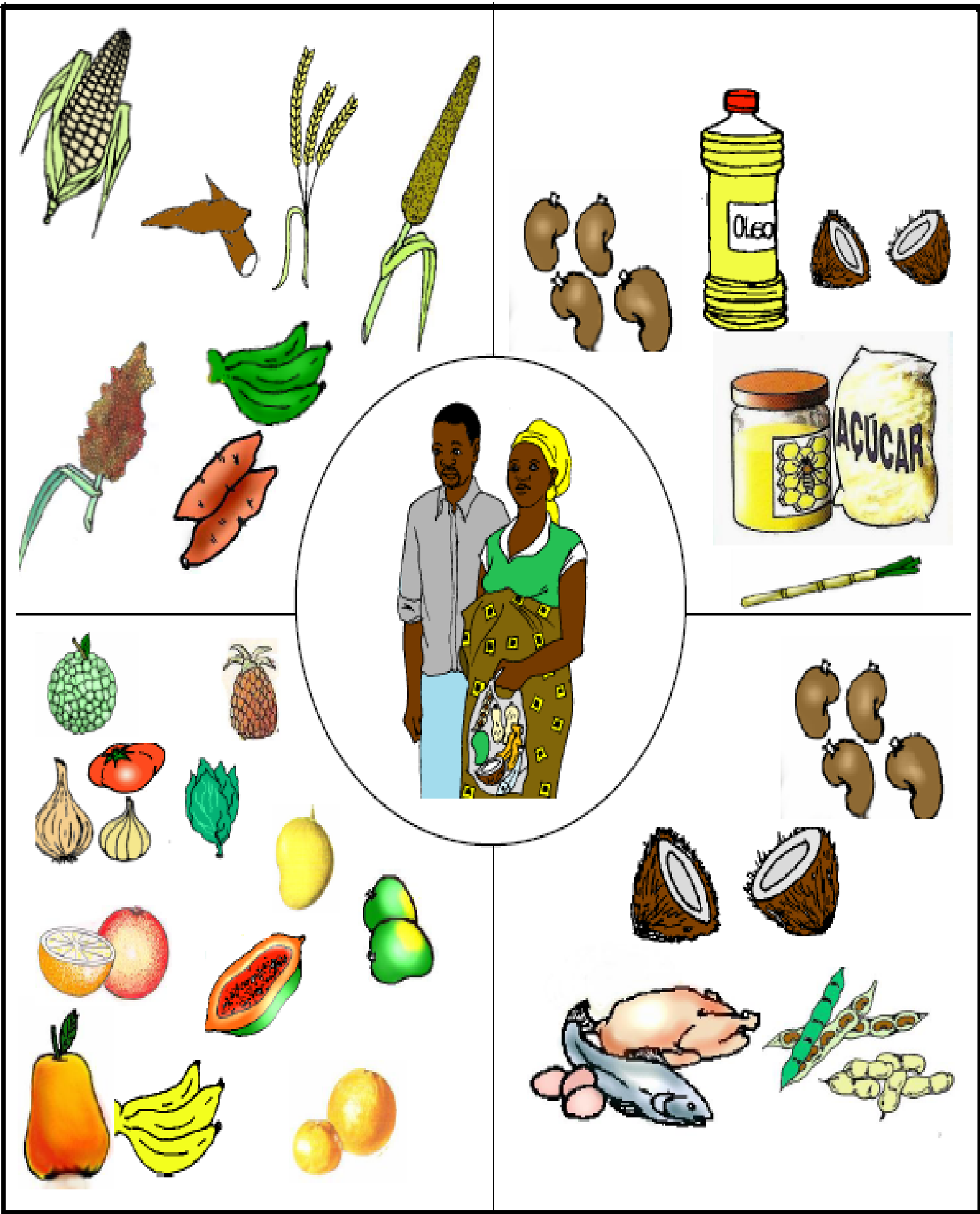
Increased Feeding (Picture 3.2)



? What do you see in these pictures?

- Pregnant women should eat one extra meal (or snack) each day to add strength and health to their body. Mothers are encouraged to add up to nine kilograms each pregnancy.
- If the mother is healthy, the infant will be healthy and strong too. This will help labor to go well. If the mother and infant are weak, labor may be difficult and they may have difficulty surviving the birth.
- Pregnant and lactating mothers need to eat a variety of foods from different food groups each week.
- These include **meats and animal products** (chicken, eggs, fish), **plants** (fruits and vegetables), and **grains, staples and oils**.
- Ruth's husband knows that if his wife eats well, she will gain weight, and the infant will gain weight too. He wants his wife and his child to be strong for birth.
- Our bodies are made of many different parts (like eyes, ears, tongue, skin, organs, blood, and saliva).
- God has given us many different foods to keep each of our body parts strong.
- For example, eyes need certain nutrients that are different from the needs of the bones. Skin needs to be durable and soft, which is not the same as toenails and fingernails.
- By eating a many different colors and types of foods, we can be certain that we give each part some of the nutrients that it needs.

Increased Feeding (Picture 3.2)



Iron (Picture 3.3)



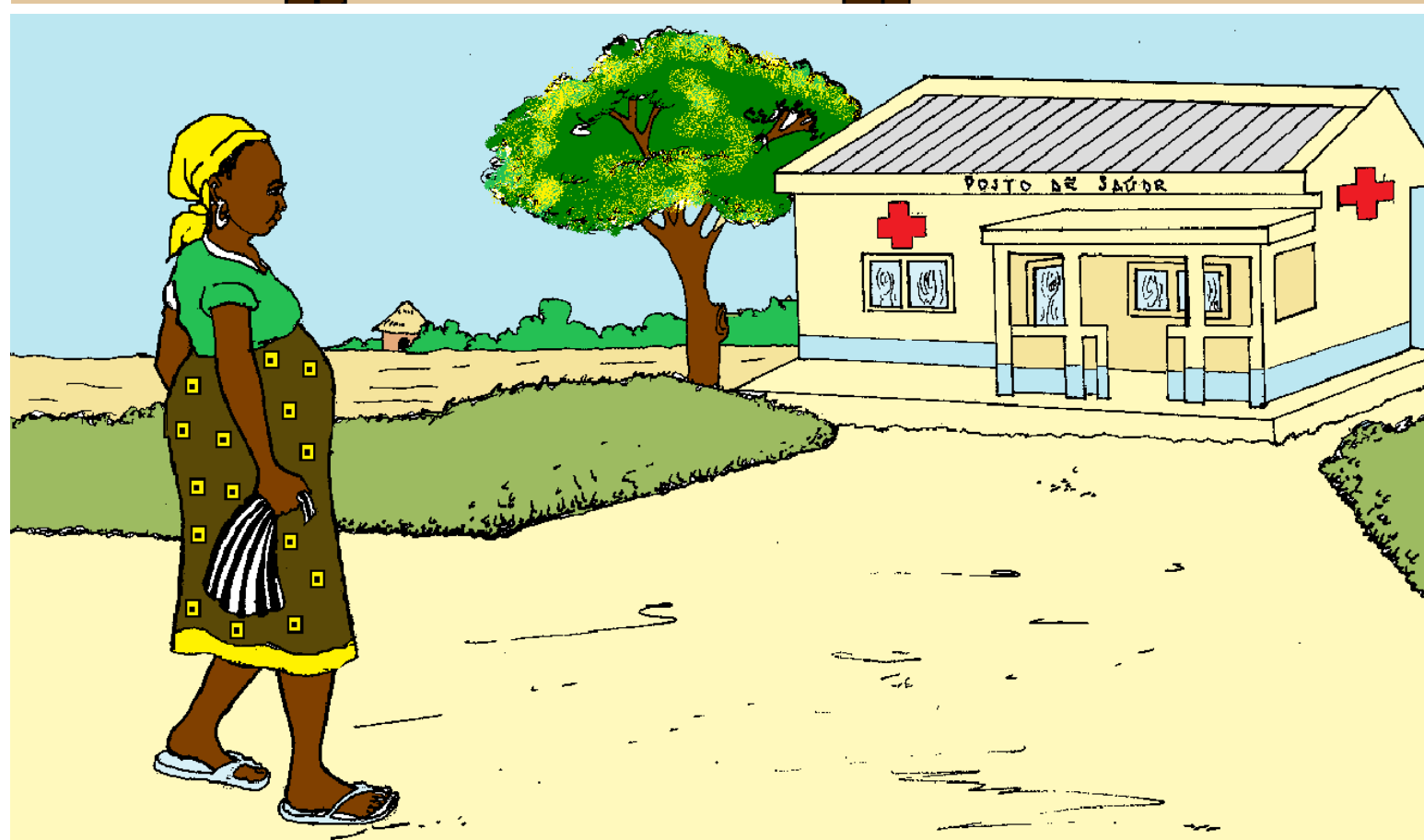
? What do you see in these pictures?

- Pregnant women should go to the clinic for a check-up as soon as they know they are pregnant. The health worker will let you know how often you should return.
- The health worker gives pregnant women iron pills.
- Iron helps to make the woman's blood strong. When iron is low, women are tired and have less energy.
- Pregnant women should also add meat to their meals to increase iron. Liver is the best food that a woman can eat to increase iron. Cooking in an iron pot is also helpful.

? Why do you think it is important for a pregnant or lactating woman to have strong blood?

- Mothers provide nutrients and blood to the infant to help it survive.
- Pregnant women will lose a lot of blood at birth, so women need to make sure that their blood is strong before going into labor.
- If a mother has very weak blood and loses too much blood at birth, she may not survive.
- Lactating mothers give a lot of nutrients in their breastmilk to infants. The mother needs to have strong blood so that she can give the infant all of the nutrients it needs to grow.

Iron (Picture 3.3)



Iodine (Picture 3.4)



? What do you see in these pictures?

- Pregnant and lactating mothers need more iodine than other women.
- Iodine is needed for the development of an infant's brain. Children whose mother's included iodine in their meals will do well in school. If there is not enough iodine, children may be very slow (not very smart) and have trouble in school.
- Mothers with low iodine may miscarry or have still births.
- When iodine is very low, women develop a lump on their neck, or goiter. Even if a pregnant or lactating woman does not have goiter, she still needs to add more iodine to her diet.
- Using iodized salt is a good source of iodine. Although it is a little more expensive, it can be used in small quantities and added to the family foods.
- Mothers can also eat small pieces of salt water fish or other salt water animals.

Iodine (Picture 3.4)



Lesson 4: Anemia Prevention

Feeling Dizzy (Picture 4.1)



? What do you see in these pictures?

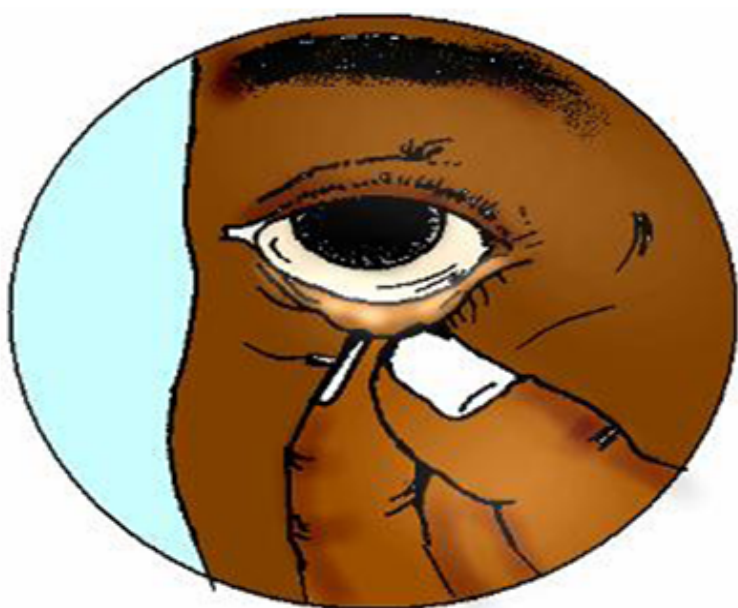
It has been two weeks since we last visited with Mary and Ruth. It is the morning, and time to work in the fields. Mary has eaten her porridge with milk, and was on her way to work, when she saw Ruth sitting on the ground. She stopped to find out what was wrong.

Ruth said that she had some tea early in the morning. Then she was on her way to the field to begin working, but she had to stop and rest. Mary noticed that Ruth was breathing very fast, and it seemed she could not get her breath. Ruth said that she felt dizzy and was having fever.

? What do you think is the cause of this illness?

- Mary thinks that Ruth has low iron (a nutrient our bodies need). She examines her symptoms.
- Ruth's lips and tongue are very pale. The inside of her eyelids and fingernails are also very pale. These are signs of low iron.
- Women with low iron are frequently tired, and lack energy. In severe cases, women with low levels of this nutrient have trouble catching her breath and the heart rate increases.

Feeling Dizzy (Picture 4.1)



Mosquito Net (Picture 4.2)



? What do you see in these pictures?

- Mary explains that all pregnant and lactating mothers should sleep under a mosquito net each night. Mosquitoes are most active at dusk and dawn.
- By sleeping under a net, mothers can prevent malaria which is spread by mosquitoes.
- Malaria reduces the level of the nutrient iron in a woman's body. This weakens her blood giving her less energy and strength.
- When a woman is sick with malaria, it also prevents nutrients from getting to the infant.
- Sleeping under a net each night will prevent malaria and help to maintain the levels of iron in pregnant and lactating women.

Mosquito Net (Picture 4.2)



Malaria Treatment (Picture 4.3)



? What do you see in these pictures?

- Mary tells Ruth that all pregnant women should go to the clinic to get tested for malaria at the first symptoms of malaria.
- Signs of malaria may include headache, dizziness, and fever.
- She should take all of the necessary pills so that if she has malaria, she can get rid of this illness immediately.
- Malaria reduces the level of the nutrient iron in the body. Iron is needed for a healthy blood to support pregnancy, delivery and the infant's needs.

Malaria Treatment (Picture 4.3)



Foods rich with Iron (Picture 4.4)



? What do you see in these pictures?

- Pregnant women should eat foods with lots of iron.
- Beans, lentils, green leafy vegetables, and meat are all high in iron. Try to add small amounts of these foods to your meals each day.
- Even if a mother takes an iron pill or uses an iron cooking pot, she should continue to eat iron rich foods each day or as often as possible.
- When you eat foods high in iron, eat them with citrus fruits. Citrus foods include lemon, oranges, limes, and grapefruit. Tomatoes, potatoes, papaya and red and green sweet peppers also increase iron absorption.
- Pregnant women should not drink tea, cocoa, or coffee or other caffeinated drinks with meals. These drinks reduce iron absorption in the body.
- If possible, avoid all caffeinated drinks while pregnant and lactating. If you feel that you must have these drinks, wait at least one hour before or after eating a meal before drinking.



Activity:

		Practice and Coachin g		
Probe	Inform		Request	Examine

Foods rich with Iron (Picture 4.4)



Lesson 5: Early Initiation of Breastfeeding

Breast or Bottle (Picture 5.1)



? What do you see in these pictures?

Ruth gave birth today to a boy. The birth was long and difficult. Ruth has named him Hardship. After the baby's cord was cut and he was cleaned, they wrapped him in a blanket and took him into another room to feed. Ruth's mother reminded Ruth her that she had been sick during her pregnancy and this had made her milk sour. "We must use a bottle him." her mother-in law said. Ruth continued to lose blood.

? What did you feed your infant at birth? What is the best practice for the care of infant in the first few hours of life?

Let's compare what your practices with Mary.

She also gave birth this morning to a girl child. Her name is Of Great Worth.

Breast or Bottle (Picture 5.1)



Immediate breastfeeding (Picture 5.2)



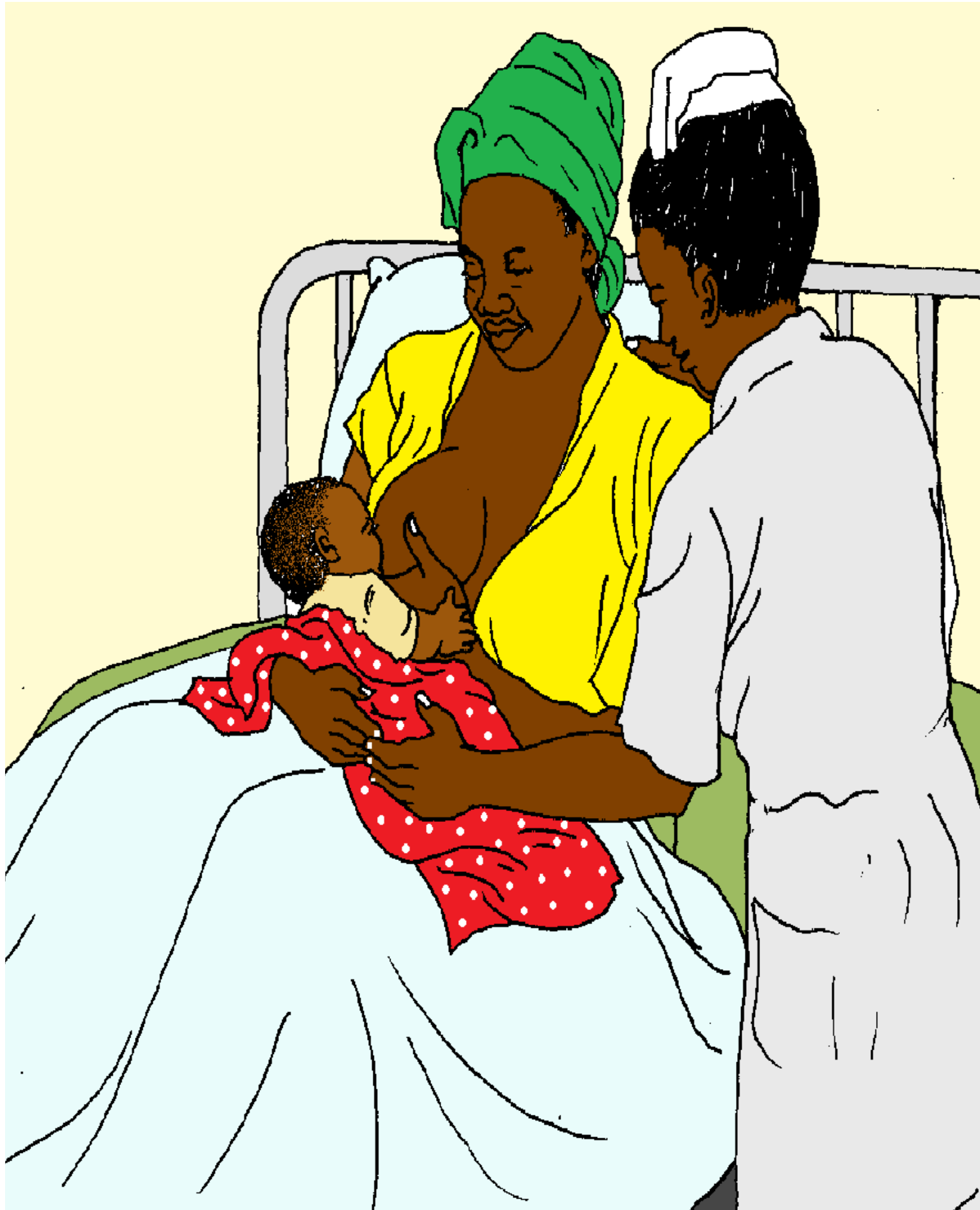
? What do you see in these pictures?

- After cutting the umbilical cord and cleaning the infant, birth attendants should place the infant onto the mother's chest.
- This helps to form a bond between mother and child and keeps the infant warm.
- Within the first hour after birth, mothers should put the infant to the breast to begin breastfeeding.
- The first yellow milk contains germ fighting agents so the infant will be protected against illness. It is like a natural vaccine to fight infant illness.
- The first yellow milk also cleans the baby's stomach (like the mother's natural butter) helping to expel the baby's first dark stool.
- Breastfeeding helps the mother's muscles to contract (or shrink) and stop bleeding after delivery.
- When the infant takes the first milk, it helps the mother's white milk to come in sooner.

? What are some of the advantages of breastfeeding?

- All women HAVE breasts; they don't need to be purchased.
- All women's breasts COME with breastmilk; the food does need to be prepared and is the perfect temperature.
- Women's breastmilk multiplies based on the infants' need. If an infant sucks many times a day, the breasts will make more milk for the infant.
- God designed women's breasts so that they can produce different kinds of milk at different times. The milk changes as the needs of the infant and child change during the first two or more years of life.

Immediate Breastfeeding (Picture 5.2)



Breast is Best (Picture 5.3)



? What do you see in these pictures?

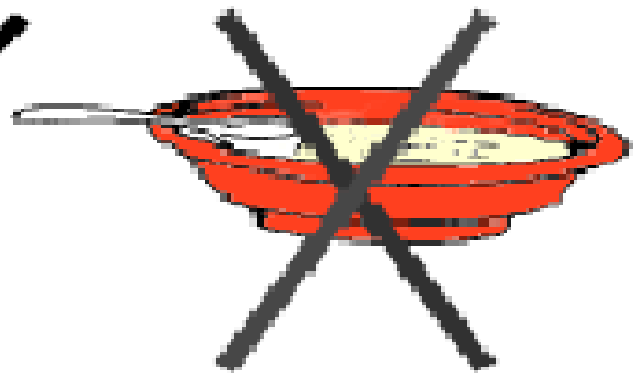
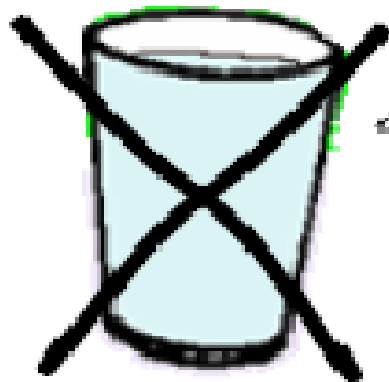
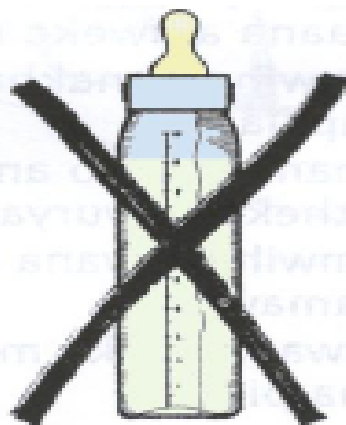
- An infant needs to be helped to have the correct position on the breast.
- The infant must have his mouth open wide, with his lips curled back, and his chin against her breast.
- If he is only sucking on the teat, it is a poor position. He will not get enough milk and the mother's breasts will become sore.
- The mother should be comfortable. The infant can lie beside her or across her front or under her arm. Just as long as the infant faces the breast and can take enough of the breast into his mouth from the position.
- Food and water will make infants sick if it is given to them before they are six months or age. Breastmilk is the only thing an infant needs.
- Infants should not be given water, or any other food or drink for the first six months of life.



Activity:

		Practice and Coachin g		
Probe	Inform		Request	Examine

Breast is Best Picture 5.3)



Lesson 6: Exclusive Breastfeeding

Family Pressure (Picture 6.1)



? What do you see in this picture?

Ruth's infant Hardship is small, but is growing a little. Ruth still feeds him with a bottle and milk powder that she buys at the market. But the milk powder is expensive, so sometimes she is not able to mix all of the suggested powder into the bottle. She would like to try to breastfeed again, but her breasts are empty. She also knows that her mother-in-law would not allow her to breastfeed. Her mother-in-law believes that Ruth's breast milk is bad. Ruth decides to go talk with Mary. Mary is always kind and helpful. She hopes that Mary might be able to give her some advice.⁴

? Why do you think Ruth's infant is small and weak? Is milk powder as nutritious as breastmilk?

? What are some ways that Ruth can talk with her mother-in-law to overcome the problems at home?

- She could ask Mary to talk with her mother-in-law.
- Ruth could ask her husband to talk with his mother.
- Mary could bring her mother-in-law over to Ruth's house and let her ask Mary questions.
- Mary could ask other elder women who support breastfeeding to talk with her mother-in-law.⁵

⁴This story emphasizes the low social acceptability of breastfeeding in Ruth's family. **Perceived social acceptability** is a behavior determinant found in Barrier Analysis. Ruth is discouraged because her mother-in-law does not want her to breastfeed. Use this story and discussion to talk about what is socially acceptable for mothers. Emphasize the people who WOULD support them exclusively breastfeeding. Help teach them ways to discuss new practices with family members who disagree.

⁵ Add other culturally appropriate responses as needed.

Family Pressure (Picture 6.1)



Exclusive Breastfeeding (Picture 6.2)



? What do you see in this picture?

- Mary has convinced Ruth that if she wants Hardship to survive she must give breastfeed him.
- Bottle fed infants often get sick because the powder does not contain the nutrients that the infant needs.
- Bottles and water also carry germs that make infants sick.
- Breastmilk is the perfect mix of nutrients for an infant and will help an infant to remain healthy. Mothers should give only breastfeed for the first six months of life.
- Even if you did not breastfeed at birth. It is not too late to start. Let your infant suck whenever the infant is interested. Offer your breast to him all through the day.
- The more you sit with him, and give him your breast, the quicker that your new milk will come.
- Your breast milk will not go sour or bad. It is always healthy for the infant. Breastfeed even if you are sick. If the infant is sick, give him your breast more often to help him recover.
- God has designed women's breast to provide milk that is always nutritious and healthy for infants and children. Even if the mother is malnourished or sick, her breastmilk is still the best food for infants and children.
- Only those with HIV should talk with a health provider to see if there are other options for their infant.⁶

⁶ Mother to Child transmission of HIV will be covered in Module 6.

Exclusive Breastfeeding (Picture 6.2)



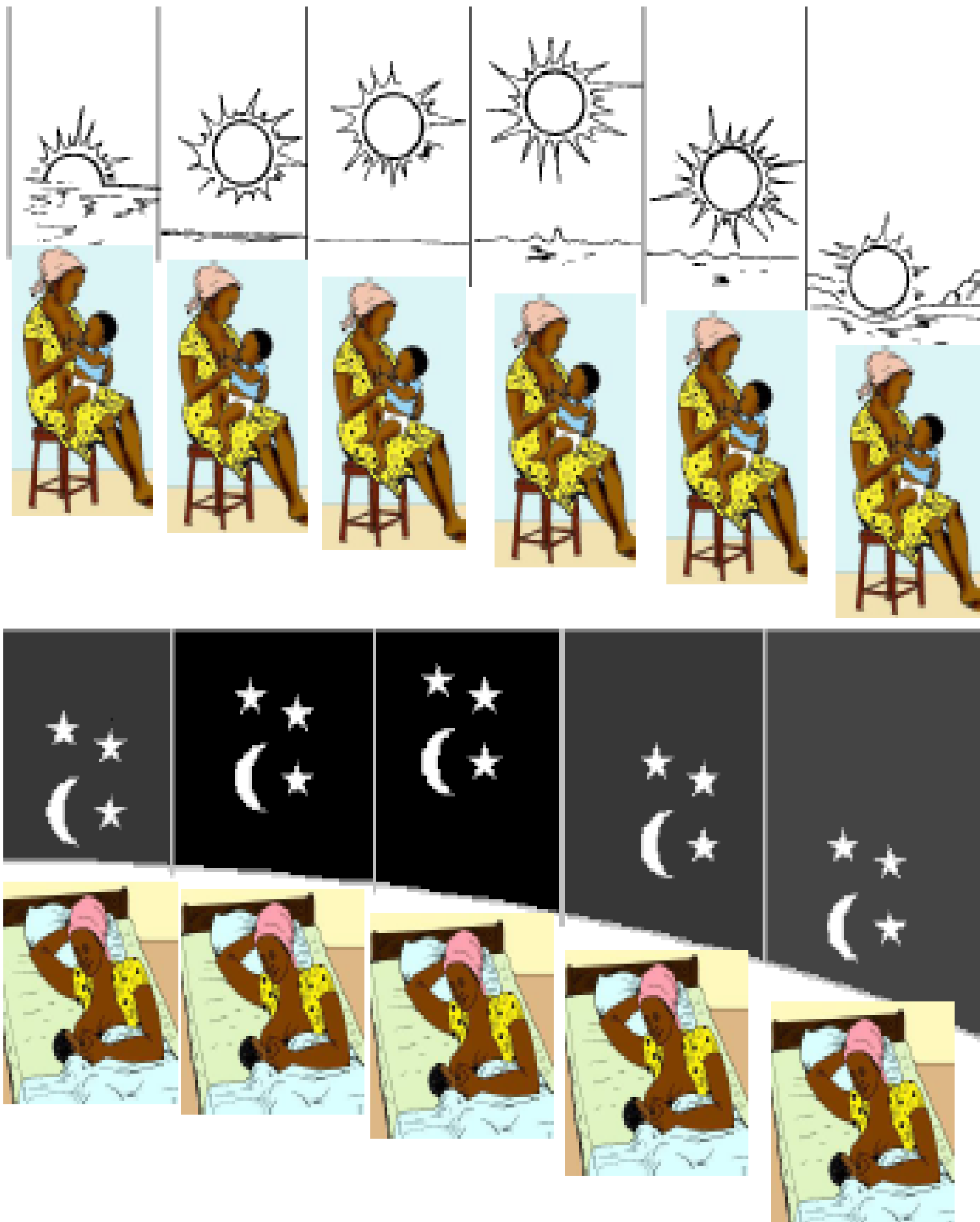
Timing (Picture 6.3)



? What do you see in this picture?

- Mothers should breastfeed from both breasts. Starting on one breast, until the infant releases. Then switching to the other breast until the infant is finished.
- Breastfeed from each breast at every feeding.
- Breastfeed whenever the child cries, begins sucking their fingers or hands, or shows that they are hungry.
- Breastfeed at least ten times a day (24 hour period) day and night to satisfy the infant's hunger and help the infant to grow strong.
- Breastmilk is the only food and liquid that an infant from birth to six months of age needs.

Timing (Picture 6.3)



Getting a vitamin A capsule (Picture 6.4)



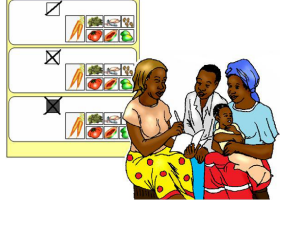
? What do you see in this picture?

- Six weeks after giving birth,⁷ mothers should go to the clinic for a vitamin A capsule.
- Vitamin A helps protect the mother from infection and keeps your eyes strong. Some of the mother's vitamin A is shared with her child through breastmilk. Vitamin A also protects the baby's eyes and helps them to grow well.
- Because the mother and infant are sharing vitamin A, breastfeeding women need to make sure that they get a vitamin A capsule from the health worker.
- The health worker can also help mothers to increase their milk production.
 - Mothers should drink a lot of fluids when they are breastfeeding.
 - Eat a variety of foods and eat an extra portion of food each day.
 - Try to be relaxed. Be confident that you can provide for your child. God has designed it this way.
 - Do not give other foods or liquids to infants under six months. The infant will suck less on the breast and the breast will produce less milk.
 - Avoid (or reduce) the amount of coffee and tea that you drink. Coffee and tea reduce the amount of liquids in your body.



Activity:

⁷ Recommendation is six weeks for non-breastfed infants and eight weeks for exclusively breastfed infants. We are using six weeks as a general recommendation.

		Practice and Coachin g		
Probe	Inform		Request	Examine

Getting a Vitamin A Capsule (Picture 6.4)

