

Implementing “Grandmothers Voices” Sick Child Feeding Module

What is it?

This facilitated group activity emphasizes the ways in which grandmothers can support their families and create slack for their daughter/daughter-in-law when a grandchild is sick.

The module includes two components:

- (1) Facilitated reflection activity
- (2) Discussion prompts during subsequent sessions

The group reflection activity helps grandmothers reflect on their own experience and challenges as a young mother when their children was sick and what they can do as grandmothers to alleviate some of those challenges.

Duration

Initial Session: 45 minutes

Subsequent Sessions: 10-15 minutes

Materials Needed

- La voz de las abuelas facilitation guide
- Accompanying visual aid for facilitators
- Blank note cards in 3 colors

Implementation Considerations

- ✓ The activity can be integrated into ongoing programming with grandmothers and is intended to be used in a small group setting, to reinforce a norm around supporting daughters/daughters-in-law during times when the child is sick.
- ✓ This module is strengthened when implemented in tandem to existing, complimentary activities that focus on relationship building amongst grandmothers and daughters/daughters-in-laws.
- ✓ The module is intended to be introduced early in the group meeting cadence to create opportunities for peer accountability in subsequent sessions but can be introduced later in programming depending on implementation needs and constraints.
- ✓ It is important that the activity facilitator is well respected and trusted by participants given the sensitive nature of discussing family dynamics in a group setting.

Instructions: Reflection Activity

- 1 The facilitator uses the facilitation guide to lead participants through the reflection activity.
- 2 The facilitator uses prompts in the facilitation guide to help grandmothers reflect on their experience as young mothers, and how they felt when their children were sick. It appeals to the grandmothers' ability to change their daughter in law's experience, so it is different than her own.
- 3 The facilitator then asks grandmothers to consider their role as a grandmother and how they feel when their grandchild is sick.
- 4 Grandmothers then consider the role they can play to support their family when a grandchild is sick. The facilitator displays a visual tool to provide ideas of how the grandmother can help.



TIP

It is important that the grandmothers perceive that her role in the family is valued and grandmothers define the role rather than them being prescribed for her.



KEY MESSAGE

Grandmothers play an important role in supporting their family, especially when grandchildren are sick. While she may not have had support when she was a mother, she can help make life better for her daughter/daughter-in-law.

Instructions: Subsequent Sessions

- 1 The facilitator begins subsequent sessions with a brief reflection activity detailed in the facilitators guide. The reflection prompts identify whether anyone in the group had a sick grandchild since their last meeting.
- 2 For each grandmother who had a sick grandchild, the facilitator asks them what they did to support their family during that time. If no grandmothers experienced a sick child, move onto the next activity.



TIP

Don't probe what they would do if the child was sick, only probe if the child was sick



KEY MESSAGE

The activity creates a visible norm of grandmothers helping their family when a grandchild is ill. Whether a grandmother is being truthful about her actions is less important than group members perceiving that others support their families and modify their behavior as a result.

Implementing “Feeding to fight the illness!”

What is

it?

To develop confidence in mothers’ decision making and ability to support their child during periods of illness, the interactive group activity conducted build their understanding of why children need more food when sick and support caregivers to identify nutrient dense and available foods they can provide.

The activity includes three components:

- (1) Body map and blanket activity
- (2) Menu
- (3) Digital key message



Duration

45 Minutes

Materials

- Facilitation poster “Feeding to fight”
- Menu Cards (1 per participant)
- Facilitation Guide
- Key Message Card

Implementation

Considerations

- ✓ The activity is intended for use in a group setting but can also be used in a one-on-one setting such as counseling home visits or with other types of caregivers such as grandmothers.
- ✓ If integrating into existing childhood nutrition programming, It is recommended that the session is completed separately and after discussions about complimentary feeding to avoid confusion about feeding practices.

Instructions for the group activity

1 Present the first section of the facilitation poster to participants, the **body map**. Use the facilitation guide to conduct the first activity and follow the prompts and discussion questions in the guide.

2 As the facilitator describes different parts of the body to participants, they explain how each part of the body is working hard to fight the illness. Four body parts are included in the body map: brain, eyes, body and heart.



TIP

Avoid the following information:

- Danger signs of illness
- What the parent would do if their child was sick, or suggest action steps
- Specific properties of foods that you may or may not have talked about during the module



KEY MESSAGE

A child's body is working hard when they are ill. They need more energy, nutritious food, to help their body's recover.

3 The facilitator presents the next section of the facilitation poster, **blanket activity**.

4 After sharing the blanket description, the facilitator unbuttons the next section to reveal the related foods. They connect the differences in the groups of foods to the two types of blankets.



TIP

The facilitator conveys the characteristics of the blanket as they relate to the foods such as.

- Thick: keeps you warm, protects you, well made, durable
- Thin: the wind can pass through, you are still cold, it can break easily

Avoid words that characterize one as "good" or "bad" but rather one is more effective.



KEY MESSAGE

When children are sick and for the two weeks after, they need nutritious foods to help them fight the illness and recover. Some foods offer more nutrition help children recovery from illness, just like a thick blanket can protect a child better than a thin blanket.

5 After the activity is completed, the facilitator distributes a sticker menu to each participant to bring home. The menu reinforces the story and the importance of the nutritious foods during illness and during recovery.

Instructions during home visits

When a facilitator encounters a household with a sick child, they share the key messages digital document with the family to reinforce the messages from the group activity at a key moment, when the child is sick.

Monitoring Activities

Quality Criteria

Feeding to Fight Against Illness

- Community Facilitator uses facilitation blanket during group meetings.
- Community Facilitator delivers message that children need food to fight illness.
- Community Facilitator delivers message that some foods are more nutritious and appropriate for illness.
- Community Facilitator uses sick child feeding digital aid when visiting a home of a sick or recovering child.

Grandmother Voices

- Community Facilitator delivers message that Grandmothers play an important role in supporting their family when grandchildren are sick.
- Community Facilitator prompts the reflection exercise at the beginning of subsequent sessions.

Monitoring indicators:

- Percentage of households that have the menu sticker in a visible location
- Percentage of caregivers who consider nutrition as important to a child's recovery.
- Percentage of caregivers who know to feed nutritionally dense foods during illness and during recovery.
- Percentage of caregivers who recall feeding their child a nutritionally dense food during the most recent episode of illness.
- Percentage of caregivers who identify that children require increased feeding during illness and recovery.
- Percentage of caregivers who report an increased number of feedings during the most recent period of illness and recovery.
- Percentage of caregivers who report preparing additional meals/breastfeeding during the most recent period of illness and recovery.
- Grandmothers recall completing household tasks when a grandchild is sick.