

Facilitation Guide: Feed your child to help them fight illness!

Introduction to the Activity

Time Needed	Materials Needed
45 minutes	<ul style="list-style-type: none">• Printed sick child feeding blanket for facilitation• Food card sticker for sick child feeding (1 copy per participant)

Activity Description

The facilitator shows participants a picture of a sick child's body. They point out different parts of the child's body and describe how, during illness, each part of the body is working hard to fight the illness. The facilitator describes how children need nutritious foods to help them fight illness and recover. They describe specific nutritious foods that are suitable for children during illness and recovery. The facilitator compares these nutritious foods to a thick blanket, which protects children better than a light blanket. *This activity was originally intended to be implemented in groups, but could also be done individually (i.e., home visits).*

Learning Objectives

1. Caregivers understand why it is important to feed children during illness and the two weeks recovery period.
2. Caregivers understand that some foods are more nutritious than others.
3. Caregivers can identify the type and consistency of foods they should offer baby when they are sick and during recovery.

Step 1: Guidance for facilitating the group session

- Review this facilitation guide to ensure you clearly understand all key messages and objectives.
- Arrive at the location in advance of the session to prepare the room and your materials.
- Welcome the participants to the space, introduce yourself and invite others to introduce themselves.
- Ask participants to sit in a circle and if anyone is outside of the circle, invite them to come in.



USAID
FROM THE AMERICAN PEOPLE



- Ensure everyone actively participates in the session: everyone has valuable perspectives to share.
- Actively listen to participants and invite those who do not readily speak up to participate.
- At the end of the session, thank each participant and indicate when the next session will take place.

Step 2: Instructions for facilitating the activity

Instructions: Body Section

1. Show the first section of the printed facilitation activity, which depicts the child's body.
 2. Read aloud: *We're going to learn why it's important to feed your child when they are sick and for two weeks during recovery.*
 3. Start by asking mothers what happens when their babies are sick. How do they behave? Do they have an appetite? Listen to the mother's responses.
 4. Explain to participants that many things happen in the child's body when the child is sick.
 5. Talk through each part of the body on the printed facilitation activity.
 - a. Start with one body part. As you name the body part flip the picture and read the description of what happens when the child is sick.
 - b. Emphasize that the child's body is using lots of energy to fight the illness.
 - c. Go one by one and ask participants to name another body part.
 - d. Read the descriptions of how each body part uses energy when the child is sick.
- TIP:** Don't mention danger signs or ask participants what they would do next (i.e., go to hospital).
6. Read aloud: *Your child's body works hard to fight the illness. Energy from food can help them fight!*
 7. Open the facilitation activity to show the second section which depicts the blankets.

Instructions: Blanket Section

8. Read aloud: *Let's learn about how, like a thick blanket, nutritious food can protect your children when they are sick.*
 9. Begin by describing the characteristics of a thick blanket.
 - a. For example, it keeps the child warm and protects them.
 - b. Ask participants to share some other characteristics of a thick blanket.
 - c. Read aloud: *Nutritious foods are like a thick blanket: they protect your child. Your child needs nutritious foods during times of illness.*
 10. Now describe characteristics of a light blanket.
 - a. For example, a thin blanket may let the wind and cold through or easily tear.
- TIP:** Don't use words such as "bad" to describe the light blanket.

- b. Read aloud: *Some foods are like a light blanket; they are less protective and may let the cold and wind pass through. A thick blanket is more protective.*
11. Open the facilitation activity to show the third section which depicts the foods.
12. Read the description of each food, starting with the nutritious foods.
 - a. Emphasize that children need nutritious foods to recover from illness.

TIP: Don't advise parents not to feed their children thin, liquid foods; To avoid confusion, don't use words that you've used to discuss complementary feeding.
13. Read aloud: *When your child is sick, and for 2 weeks after, during recovery, they need nutritious foods to fight their illness and recover.*

Step 3: Distribute the food card

1. Distribute a printed food sticker for each participant to take home after the end of the activity.
2. Encourage all participants to look at the sticker together and describe each picture on the sticker. Remind participants of the blankets and nutritious foods they just talked about.
3. Read aloud the purpose of the menu and why it is a sticker: *the goal is to remind caregivers of nutritious foods that they feed their sick children.*
4. Encourage participants to place the sticker somewhere in their home where they will see it when preparing food and/or when the child is sick.

Key Message Summary

Key Messages	Message to Avoid
<ul style="list-style-type: none"> A child's body works hard when they are sick and recovering from illness (2-weeks after illness). Children need energy from nutritious foods to help them fight illness and recover. Some foods are more nutritious than others, just as a thick blanket may protect a child better than a light blanket. <p>Remember: Babies under 6 months should not eat solid foods. Breastmilk is enough for them to recover and grow! When the babies are sick, breastfeed more often and encourage them to breastfeed a few minutes more than usual.</p>	<ul style="list-style-type: none"> Don't talk about danger signs. Don't ask parents what they would do if their child was sick. Don't label any foods as "bad" or advise caregivers not to feed certain foods. Don't share messages used to discuss complementary feeding.

This guide is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Breakthrough ACTION and do not necessarily reflect the views of USAID or the United States Government.