Bhanchhin Aama Activities Integration Guide
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IMPORTANT NOTES

This document will help integrate activities at individual, household and community level through the Bhanchhin Aama integration campaign. However, any existing Suaahara manuals must be referred to as the main guidelines on implementation of activities and related technical issues.

This document provides guidelines but the users must think creatively, based on the local realities and available resources, and should adapt the guidelines to best suit the local context and resources.

As part of the integration push, activities are recommended to be linked/ integrated e.g. during times of day/week celebrations, household messaging can be linked to the day/week celebrations. Award recipients, competition winners can be linked to the radio program or highlighted through local media.

The use of education and communication materials which have the logo of Bhanchhin Aama.

Ensure that Suaahara materials used for beneficiaries are branded as per the Bhanchhin Aama branding guidelines.
If the materials available are not branded with Bhanchhin Aama mnemonic/slogan, contact the SBCC team.
Individual and Community Engagement

Households are themselves the producers of their own health but supportive communities, effective client-oriented services, and an enabling environment are the key issues. Evidence from SBCC programs consistently shows that practices are more likely to be adopted and sustained if they are compatible with one’s current lifestyle and values, advantageous compared to one’s current practices, and not too hard to achieve. They are also more likely to be adopted if the benefits of the practice can be observed within one’s social network; individuals must see that others who have adopted the practice are benefitted in concrete ways.

Evidence from Nepal and global experience shows that communication programs are more effective when the following concepts are considered:

Focus on aspirations (people’s wants and hopes) if we want to change their behaviors.

Suaahara conducted comprehensive formative research, identified a common aspiration that individuals shared [to help their children do well in school and eventually lead them and their families to a better life] and incorporated this aspiration into the campaign profile, messages and activities.

It is easier to change “small” behaviors. It is difficult to change "big" behaviors. It is better to work with families and communities to identify small, do-able actions that will change things for the better.

Use a multi-channel approach to maximize reach. If we want to change practices, we need to work at all levels, i.e., reach each person through as many channels as possible. The use of cross-cutting, multi-channel communication approaches that integrate interpersonal communication, support groups and mass media are critical to creating behavior change. Suaahara works at all levels of influence by working closely with individuals, households, mothers groups, local media and students.

People are influenced by behaviors of those around them. People are more likely to change if they think that others around them are practicing the new behavior. An effective method to influence individual and community actions is by using ‘positive deviance’ role models - or having people who have overcome the same barriers to practice the new behavior share their stories. Highlighting individuals and families following good nutritional practices and marking milestones such as introducing the Ideal Family publicly in Mothers Group Meetings and community events is an effective way to highlight and reinforce positive deviance.

Counseling is not enough. Communities must be mobilized to bring about lasting change.

Solutions must be local. Use a consultative approach and design customized solutions that acknowledge local barriers, challenges and opportunities.

Entertainment and Education can break barriers and initiate discussion. Entertainment-education activities that use an entertaining medium such as a theatre or folk songs to communicate educational information are very effective mediums for creating behavior change.
Gaun Gaun Ma Aama – Local Bhanchhin Aamas

‘Gaun Aama’ will serve as a Bhanchhin Aama local spokesperson and inspiration for the rest of the community to adopt ideal integrated nutritional practices. As a spokesperson she will pass important information on to community members through home visits when possible and through participation in community events. This will give each community an authentic local voice that will add credibility and increase the possibility of long-term behavior change.

Identifying a ‘Gaun Aama’ figure for every Village Development Committee (VDC) will facilitate proper integration between the field and the larger communications campaign to maximize the impact of both and give a consistent message through multiple channels.

‘Gaun Gaun Ma Aama’ is an important part of the messaging strategy of the Suaahara Project. Identifying an influential and credible local Bhanchhin Aama (Gaun Aama) in every community is essential to disseminate and reinforce key messages and promote behaviors of this campaign.

Objectives:

• Behavior change is more likely if the source of information is from within the community especially through an influential person.
• Increases motivation to change: people see that a member of their own community has made positive changes that reinforces the fact that it can be done.
• Adds credibility to behavior change messages: the benefits of adopting good nutritional practices are seen by the community first-hand.
• Gives the community a platform to ask questions and share concerns and challenges.

Methods:

Selection of a Gaun Aama

1. Suaahara’s district team (District office and Partner NGO (PNGO) will identify a credible, elderly mother (mother-in-law who will be the ‘Gaun Aama’ for the community (VDC).
   a. ‘Gaun Aama’ can be a representative from the Health Mothers’ Group, or another influential woman in the village who displays good integrated nutritional and family health practices.
   b. The District team can help to identify, with active participation of the local Health Mothers’ Group, an elderly mother-in-law from the community who is largely perceived to be credible, progressive and influential.

2. Consider holding a public ceremony (can be part of any local event, meeting such as the Health Mother’s Group monthly meeting) in which the community Gaun Aama is officially appointed by the community leaders as an agent of change in the community, which could generate media coverage. During the initiation ceremony, the Gaun Aamas can be presented with a certificate. She could also make a guest appearance on the
presented with a certificate. She could also make a guest appearance on the Bhanchhin Aama radio show or another related local radio program and community events.

3. Women from disadvantaged and deprived group should be prioritized during the selection of Gaun Aama.

Gaun Aama involvement in Bhanchhin Aama integration activities

1. Involve the ‘Gaun Aama’ in the district-specific activities/events locally [including home visits, competitions, etc.]. The district team is to coordinate the details of the program [date, venue and key messages]. Healthy Mothers’ Group members can be invited to attend/ participate in events as well.

2. A pre-event meeting is recommended to brief ‘Gaun Aama’ on key messages and the role she is expected to play. The district team should schedule the meeting accordingly and work with the field supervisors to coach the ‘Gaun Aama’ on the messages.

3. Interact with and coach the ‘Gaun Aama’ regularly, providing information and messages she can share with the women and households in her community. Inform her of the links between good nutrition in the 1000 days and a good start in life, highlighting the links between nutrition and educational aspirations.

4. Involve ‘Gaun Aama’ in key activities and events taking place in the area. For example, the ‘Gaun Aama’ can accompany, when possible, the team that conducts home visits.

5. Conduct practice dialogs and key message deliveries with the ‘Gaun Aama’ before events and household visits.
Bhanchhin Aama Integration in Individual Level Activities
One-on-One Interaction and Home Visits with 1000-day Mothers

Objectives:
• 1000-day mothers need additional support in the concerned matters during the 1000-day period.
• One-on-one interactions, such as during home visits, allows for detailed dissemination of critical information and opportunities to listen to and address 1000-day mothers’ concerns and challenges.

Methods:
1. Refer to existing guidelines for details on conducting home-visits.
2. Schedule a follow-up visit within two months of the home-visit to monitor progress and address any challenges that have come in the way of successful implementation of demonstrated behaviors and integrated nutritional practices so that the 1000 days families are sure about what is the next thing they need to do.
3. Work with the ‘Gaun Aama’ of the village/community as identified through the ‘Gaun Gaun Ma Aama’ model above and:
   a. Ask ‘Gaun Aama’ to share her experiences including the challenges faced and how she overcame them to ensure that she and her child got adequate nutrition.
   b. ‘Gaun Aama’ can highlight the benefits of adopting healthy nutritional practices for the child and the family as a whole, increasing the motivation to make the necessary changes. Incite small doable actions.
4. Use supplementary materials such as pictorial charts and discussion cards during the visit to make the learning more engaging and improve recall of the information and:
   a. Take relevant IEC materials, ideally pictorial representations of key messages, to leave behind with the subject for easy reference.
   b. Talk to 1000 days mothers, the family heads and other members of the family during home visits.
   c. Record key insights from the visit in the field book including current nutritional practices, the identified small do-able actions, perceived barriers to change and follow-up date.
Using Home Visits to strengthen and reinforce the message of Key Day Celebrations

1. In order to revive the messages and increase their influence, Regular home visits and one-on-one interaction to give messages should be integrated with the ongoing activities such as:

   a. Upcoming events (national as well as international day celebrations, song contests, exhibition of locally available nutritious delicacies). Home visits are an excellent tool to build momentum for an upcoming Key Day Celebration.

2. Conduct a series of home visits in the week leading up to the occasion, informing people about any upcoming activities or events and giving them targeted messages related to upcoming day celebrations, such as World Egg Day or Hand Washing Day.

3. A follow-up visit can be scheduled immediately after the Key Day Celebration.

*Note: After a household visit, a follow-up visit must be made within two months to measure progress and address any barriers that come up for the individual/family to implement good nutritional practices.*
Home Visits for Nutrition Demonstration to 1000-Day Mothers

Objectives:
To improve the nutritional value (quality) of meals fed to children between the ages of 7 months and 2 years by teaching mothers about nutritious feeding, complementary nutrition and responsive feeding

Methods:
Conduct cooking demonstrations within the home for 1000-day mothers, teaching them to make meals more nutritious and cooking them in a way that is age-appropriate for the child. Refer to Suaahara recipe books for recipe specifics.
1. Use steps of GALIDRAA counseling to engage household members.
2. Explain the purpose of the visit, which is to introduce the mother to nutritional practices that will significantly improve the health and wellbeing of their child; inform the participant that topics for today’s visit include:
   a. How to select nutritious foods that are child-appropriate and readily available in their homes and local area.
   b. A cooking demonstration that shows the mother how to prepare the food to suit their child’s age.
   c. A brief orientation on Responsive Feeding, which will help the development of their child as the child will be more interested in eating if responsive feeding is used.
3. Ask about current nutritional practices including frequency of meals and ingredients commonly consumed by adults and children; take note of current practices as well as barriers to adopting these nutritional habits [barriers could include availability of ingredients, food preferences within the household, cultural practices or beliefs, etc.].
4. Highlight the importance of proper nutrition in ensuring that a child is healthy and developing optimally as the cooking demonstration is in progress.

Cooking Demonstration/ Exhibition of cooking recipe
1. Ask the mother what she feeds the child and ask for her permission to observe the ingredients they have in the kitchen and kitchen garden, which could add to the child’s food for a nutritional boost [examples could be beans, vegetables, egg and meat].
2. To describe complementary foods and their nutritional benefits to the child.
3. Pick one or two ingredients from what is available in the house (or suggest adding an ingredient from the kitchen garden or chicken coop if there is one) and demonstrate how to clean, cut and prepare the food to be ready for consumption by the child. As well as participate the male members of the family in preparing food.
4. Ask what else the family eats on a regular basis [which might not be in the home on that day] and what else is usually available; from those ingredients, recommend in brief another few ingredients that could be added to the child’s meal to make it more nutritious.
5. Ask ‘Gaun Aama’ to share her experience and knowledge of what she adds to child’s meals and how she makes them more nutritious and tasty.

6. Once the food is cooked, explain the concept of Responsive Feeding and its benefits to a child’s development. Explain the basic principles of Responsive Feeding and encourage mothers to use this approach when feeding.

7. Spend a few minutes discussing any challenges or barriers the mother anticipates and help to resolve them.

8. Have a general discussion with the mother on good nutritional practices and the Key Behaviors to improve the baby’s and mother’s health. If ‘Gaun Aama’ is present, ask for her support to emphasize this.

9. When appropriate, leave behind IEC materials; for example, printed materials with pictorial demonstrations of complementary foods or guides for responsive feeding, recipe booklets, etc.

**Methods:**

1. Use the home visit guideline and other relevant guidelines for details on how to conduct a home visit and communicate effectively with the participant/s.

2. The district team is to plan and coordinate the logistics, including informing and coordinating with ‘Gaun Aama’.
   a. Provide details of the date/s, time/s and number of households to be visited.
   b. Schedule a preliminary meeting with ‘Gaun Aama’ to inform her of the theme/topic of discussion for the visit/s and discuss what she would like to share with the women during the visit/s.

3. Refer to the recipe book beforehand for a recipe that is appropriate for your region.
   a. Identify the ingredients required for your demonstration.
   b. Also identify substitute ingredients in case some ingredients are not available.

4. After the home-visit, record the findings and insights and schedule a date for a follow-up visit.

**To add to the impact of any Suaahara activities taking place on World Food Day:**

- Conduct a series of cooking demonstrations in individual households during the week/month of World Food Day.
- Inform each individual mother or household that this is part of a larger celebration for World Food Day.
- Tell them about any community event/s taking place on the day and ask them to attend.
- Give them the date, time and venue of the World Food Day event.
Bhanchhin Aama Integration in Family/Household Level Activities
Engaging the Family/Household of 1000-day Mothers

Objectives:

• Household/s should support 1000-day mothers in implementing the best practices recommended by Suaahara
• Families need to understand that good maternal health is essential for the health and wellbeing of the child
• Influencing families to adopt good nutritional practices will eventually create lasting change in the community

Methods:

1. Refer to existing guidelines for details on conducting home-visits.
2. Ensure that the communication highlights the benefits to the child when communicating ideal maternal and child integrated nutritional practices to household/s and families of 1000 days mothers. If the results are focused on the child, it helps gain acceptance from the whole family.
3. To participate the husbands in all the activities in order to implement the practices of behavior change which are recommended by Suaahara because they have the main role in it.
4. Understand and help resolve barriers to adopting the new practices. Home visits are ideal times to engage with the families of 1000-day mothers and educate them on the Key Integrated Nutritional Behaviors.
5. Engage the household by making it more interactive and fun through games and demonstrations.
6. Use the existing guides for effectively engaging with the family members.
Key Life Events

Key Life Events vary from community to community and often include celebrations for milestones in life. Key Life Events with particular importance to Suaahara include: Pregnancy, Naming Ceremony and Rice Feeding Ceremony.

Objectives:

• To add importance to these key life events and highlight their importance for the 1000-day mother and child.
• To ensure that the information shared during 1000-day home visits reaches a wider audience, invite members from the local community including the Health Mothers Group.

Methods:

When visiting homes with children soon-to-be-born or up to 2 years of age:

1. Find out when the ceremony for the Key Life Event is scheduled and plan accordingly.
2. Develop activities around these days with a Bhanchhin Aama theme that incorporates campaign elements, such as flyers, posters and other materials.
3. Schedule a visit to the home in coordination with the local Health Mother’s Group on that date, taking informational materials and locally available food items (from homestead gardens) to present to the family as a gift for the good health and life of their child.
4. Give age-specific information on feeding and nutritional practices, and provide Bhanchhin Aama branded materials.
5. Schedule a follow-up visit to the home for monitoring progress, taking informational materials to present to the family as a gift to improve the health and life of their child.

When visiting homes with a pregnant woman: Give information to the family and the invited community on the need to give an extra meal consisting of nutritious foods—including animal source foods, leafy greens and orange/yellow fruits and vegetables—to the mother-to-be as well as make timely visits to the health post to ensure the health of the baby.

If the child is up to 6 months old, give the family information on providing 2 extra meals consisting of nutritious foods to lactating women as well as the importance of breastfeeding, family planning and birth spacing.

If the child is over six months, give the family information on complementary feeding for optimal development of the child. In addition to educational materials, identify other local items that could be taken as gifts to the mother.

Linking Key Life Events to Key Day Celebrations

Keep in mind any upcoming Key Day Celebrations, and make your message consistent with the theme of those events. Invite the household members to attend the event/activities planned for the day.
Ideal Family

Objective:
To create role model families in the community to bring about positive changes in the other households in the community.

Methods:
1. When visiting individual homes, record any homes that:
   a. Practice ideal integrated nutritional behaviors.
   b. Show an improvement in nutritional practices from the last home-visit.
2. Ask the community [Community Awareness Center (CAC) Group, Health Mothers’ Group members] to observe identify and highlight examples of Ideal Families within their community.
3. Ensure these are highlighted on a regular basis through community events, Health Mothers Group meetings and local media to reinforce and encourage positive role models
4. Provide a certificate of a Bhanchhin Aama Ideal family to the locally selected family that fulfills the criteria (see below) in functions that take place in the local level in the presence of maximum number of people.
5. Consider asking ‘Gaun Aama’ and local community leaders to provide ‘Bhanchhin Aama’ awards to families who practice these behaviors, rewarding them for being role models in the community for improving their children’s minds and health, which result in smart and productive community members and a better life for the child’s future.

Suggested Criteria:
The following key behaviors are suggested criteria for an Ideal Family. More ideal family criteria can be added locally.
- Has a Homestead Garden and a chicken coop
- Follows recommended breastfeeding practices
- Family practices quality meal practices
- Has a toilet at home and uses it properly
- Practices good household sanitation
- Washes hands with soap and water at critical times
- Demonstrates good caring practices within the family during the 1000-day period
- Has a good work division in the family so as to help the mother in her work.
Homestead Garden

Objective:
Introduce homestead gardens as a key tool for better family health and specifically to educate households on nutritious food choices and the role of a kitchen garden in improving nutrition.

Methods:
1. Use existing guidelines on homestead gardens.
2. Explain the purpose of the visit, which is to introduce the family to a tool that will significantly improve the health and wellbeing of their child and their families: growing and managing a homestead garden.
3. Introduce or re-emphasize the homestead garden concept to the family.
4. Describe how allocating a small space for growing simple produce can help improve the health and nutritional state of the family.
5. Emphasize the critical role of proper nutrition that can be provided through locally grown crops in the development of a healthy, smart child; highlight that proper maternal and child nutrition is a big step towards preparing their child for a good education and a good life.
6. Ask ‘Gaun Aama’ to share her experience of starting a homestead garden of her own and the benefits her family has experienced as a result.
   **Note:** If ‘Gaun Aama’ does not have a homestead garden, select a member of an ‘Ideal Family’ or a family with an existing kitchen garden from the area to accompany the

Suaahara team on the home visits.
7. Ask ‘Gaun Aama’ to emphasize the need for nurturing and growing a homestead garden as well as sharing her tips for what she grows and how she overcomes or justifies barriers such as cost and resistance from the household.
   **Option:** ‘Gaun Aama’ can invite the family member/s to come see her homestead garden to learn more about how she has successfully adopted this practice.
8. Leave a copy of the homestead gardening materials so the family has a reference to start one of their own.
9. Presence of mother in the kitchen garden/ discuss how 1000 days mothers can get help from other members of her family and mobilize it.
Preparation:

1. Schedule the home visit
   a. Inform and coordinate with ‘Gaun Aama’ for the visits.

2. Schedule a preliminary meeting with ‘Gaun Aama’ to inform her about the date/s location/s and topic of discussion for the home visit/s.
   a. If the ‘Gaun Aama’ identified for the village does not have a homestead garden yet, request support from a member of an ‘Ideal Family’ or a family with an existing kitchen garden in the area.

3. Identify an ‘Ideal Family’ (if already selected) within the locality, or identify a household with a homestead garden:
   a. Contact members of a household with a successful homestead garden.
   b. Ask for their support in teaching other members of their community about the benefits of having their own homestead garden.
   c. Enlist their help in home visits by asking them to share with others how they began their homestead garden, what benefits they now experience as a result of it and how to overcome barriers of cost and family resistance.

4. Take relevant supplementary materials, including manuals and information brochures for the family and seeds to start the homestead garden, if relevant.

5. Involve mothers as well as other focal members of the family during home visits.
Bhanchhin Aama Integration in Community Level Activities
Activities and Involvement at Health Mothers Group Meetings

Health Mothers’ Group (Swastha Aama Samuha)

Health Mothers’ Group (Swastha Aama Samuha) is an influential platform for reaching women in communities. Almost every household is represented in these groups and they play an active role in informing, educating and supporting women.

The Health Mothers’ Group monthly meetings are good opportunities to disseminate information and hold discussions about integrated nutrition issues. In addition to providing integrated nutrition related information and interventions at monthly Health Mothers’ Group meetings, special events can also be organized for the Health Mothers’ Group members. Be sure to give the Health Mothers’ Group adequate advance notice (at least two weeks) and coordinate with them to ensure all necessary arrangements are made.

Benefits of engaging Health Mothers’ Groups:

• Allows smaller group interaction compared to larger community events
• Encourages open and honest information sharing
• Promotes better learning and memory of taught materials
• Allows participant concerns to be voiced and addressed
• Allows access to an influential community group

Methods:

1. To organize an activity or intervention for the Swastha Aama Samuha members, inform the members at least two weeks before the event.
   a. Inform and get permission and support from relevant line agencies and community groups.
   b. Field supervisors should meet the relevant people to finalize the date and location for their program.

2. Use the monthly meetings to highlight cases of positive role models found in the community to reinforce positive nutritional practices and encourage others to follow.
   a. District teams can organize targeted meetings/awareness programs in consultation with Health Mothers’ Groups for local events and day celebrations as well.
Involvement of Local Schools and Child Clubs

Objectives:

• Work with schools to emphasize the Bhanchhin Aama character’s strong belief in education and that nutrition for the mother and children is the best way to increase the child’s chances for success.

• Give children a child-appropriate platform for becoming aware of issues that affect their community, and hence, becoming more aware and empowered to become part of the solution.

• Reinforce the connection between health, nutrition and education. The Bhanchhin Aama campaign will help teach students about integrated nutrition and health and the connection between integrated nutrition and education.

• Create long-term societal change by positively impacting children.

Methods:

1. Identify, contact and get relevant permission for engaging with schools and children. Build a relationship with the local schools and child clubs.

2. Inform/remind the schools/clubs at least two weeks before any proposed event date. Prior planning (at least a quarter’s (3-4 months)) notice is recommended. This gives them adequate time to get permission from relevant authorities and committees as well as adequately prepare for the event or activity.

3. “Entertainment-Education”- packaging information in a way that is engaging, entertaining and child-friendly- is often the best way to get children interested and involved in an educational program.

4. Role playing, quizzes/games with prizes and dramas are some good examples of techniques that work particularly well with children.

5. IEC materials and giveaways including calendars, posters, and school supplies with a Bhanchhin Aama sticker on them.

Suggested Bhanchhin Aama themed engagement activities:

• Visible partnerships between the Bhanchhin Aama campaigns and local schools, with visits from the ‘Gaun Aama’ , posters, fliers, on the school grounds, etc.

• Inter-school contests and competitions including essay writing/art competitions/ song/ quiz contests, etc.
School-based Activities [Contests & Competitions]

Note:
• This activity module can be modified for use in a wide variety of school-based contests and competitions.
• Modify the key messages and educational materials to suit the theme or occasion, e.g., Hand Washing or World Food Day.
• These contests can be held around a particular theme to mark milestones and Key Day Celebrations such as Water Day, Sanitation Week, etc.

• Art Competitions, quizzes, poetry/song competitions, essay contests are just some examples of school-based contests that can be organized.

Why?
• Introduce children and young adults to the topic of 1000 golden days, maternal and child nutrition and why it is important for development.
• Sensitize the community to the need for proper nutrition through child-to-parent communication.
• Reinforce the link between integrated nutrition, mental development and educational aspirations.

Activity Example:
An Inter-School Quiz Competition

Preparation:
1. Contact the different local school coordinators at least two weeks before the event and brief them about the topic of the contest.
   a. Identify the children’s clubs and learn about the process of participation in time. Organize a program to inform one person from resource center and one influential secondary school teacher about the messages. After returning from the program, the respective secondary school teacher organizes another program and relates the messages to the children’s club. When the program organized for the children’s club gets over, the children prep are plays on behalf of their club. The contests can be organized on a relevant day during community level programs.
   b. Prepare the venue and relevant equipment such as microphones
   c. Identify and contact 3 judges for the event. Examples of possible judges:
      i. A local community health worker
      ii. A local leader figure (principal of the school)
      iii. The community ‘Gaun Aama’ representative
   d. After the topic is finalized, arrange a preliminary meeting with the judges to explain the concept of the quiz contest and the judging criteria.
e. Invite adults in the community to come and attend the quiz by informing them about the time, date and venue details through:
   i. Community groups
   ii. Health/volunteer networks
   iii. Local FM radio
f. The winning team can be given IEC materials such as wall calendars, nutritional chart, jigsaw puzzles, and school supplies with Bhanchhin Aama stickers, etc.

2. Ensure that the ‘Gaun Aama’ is refreshed on the key behaviors and messages, especially related to the topic.

3. Contact ‘Gaun Aama’ beforehand:
   a. Share date/venue/time/occasion for the event.
   b. Explain the activities that will take place on that day in detail.
   c. Ask for her support in getting participation and spreading the word to the community to attend the competition.
   d. Ask for her consent that she will give a brief address to the audience.
      i. Tell her about the objective behind the competition and work with her to decide what she will say to the audience on that day.
      ii. Let her know that she will be giving the prize/s to the winning team.

Methods:
1. Begin the event by welcoming the teachers, students and community members who have come to attend this inter-school quiz competition.
2. Introduce the topic to them by highlighting the importance of integrated nutrition for the community and commend the participating schools/children on taking the first step to becoming aware, responsible citizens of their community.
3. Introduce the rules of the competition and how scoring will be kept for each team.
4. Announce the names of the participating schools.
5. Begin the competition by inviting each team to announce their name and the school they represent.
6. Conduct the quiz competition based on randomly selected prepared questions.
7. Ask ‘Gaun Aama’ to:
   a. Explain the importance of proper integrated nutrition and the vital role it plays in the development and health of a child, and the links between nutrition and education. Encourage ‘Gaun Aama’ to emphasize the importance of getting a good education, which will lead to a good life, etc.
b. Present the winner with Suaahara IEC materials as well as other appropriate prizes such as stationeries (e.g., pen, pencil, notebooks, dictionaries, with Bhanchhin Aama stickers, etc.) to further his/her knowledge on the subject and enable him/her to share it with their community.

c. End by saying a few words, highlighting the need for youth to be aware of nutrition issues in their community, emphasizing the link between nutrition and performance at school and work and summarizing ideal nutritional behaviors.

8. Give nutritional charts and visual depictions/flyers of the key integrated nutritional behaviors to members of the audience.
Folk Song Competition

Objective:
Create local folk songs unique to the community to help them remember and spread the program’s messages.

Why:
Create community folk songs on various topics of integrated nutrition related to the topic of the golden 1000 days featuring the ‘Bhanchhin Aama’ couplets (some examples below).

Note: Provide the subject but let the song writers be creative to include relevant messages in the songs as they want.

Example 1
“Hamri aama k bhanchin sunnu hai
Bhanya kura manbhitra gunnu hai”

Example 2
“Bhanchhin aama sapara bani Ghar-ma aauchha khusi-koi bihani”

Example 3
“Ghaam hos ya chhaayaa
Sadhai ustai aama ko maya”
Preparation:

1. Start preparation 4-5 Weeks before the date of the Folk Song Competition Event. Seek local community assistance with the following:
   a. Invite 1000-day mothers, their households, community leaders/influencers and Health Mothers’ Group members to the folk song competition orientation program. They can advise whether to integrate this competition into the monthly Health Mothers’ Group meeting or to host a separate event.
   b. Select a date and venue to hold the orientation meeting and coordinate with all relevant committees, community groups and line agencies for the same.
   c. Identify 3 judges who are knowledgeable about the topic or influential in the community:
      i. Ask ‘Gaun Aama’ to be one of the judges.
      ii. Possible suggestions for other judges might be a Suaahara team member, a health worker/expert from the locality and a local influential person (cultural/political leader).
   d. Contact the judges and get their agreement to participate in the event.
   e. Select and organize the event venue, select date and time and organize relevant equipment (such as a microphone and a voice recorder to record the winning song/s).
   f. Communicate the date, time and venue of the event to all stakeholders and community members and invite them to attend.
   g. Spread the word about your competition through local community groups, local media and line agencies to get participation and attendance at the event.

2. Set up a preliminary meeting with the ‘Gaun Aama’.
   a. Share the date/venue/time/occasion details as well as details of what she will be asked to do on the day of the event.
   b. Seek her support in getting participation from all member of the community.

3. Distribute printed materials visually depicting ideal nutritional behaviors and choices to serve as a visual reference.
**Introductory Orientation**

**Objective:**
To introduce the Folk Song Competition and outline the guidelines for participation

**Methods:**

1. Welcome the community to the orientation program and thank them for taking the time to attend.
2. Introduce them to the Folk Song Competition.

**Folk Song Competition Details**

1. Announce that Suaahara is hosting a Folk Song Competition in their village that will be an opportunity to engage with the topic of integrated nutrition in a fun way.
2. Explain the goal of the competition: the aim of the folk song competition is to create folk songs that capture the most important insights/messages of integrated nutrition.
3. Detail ‘Gaun Aama’ the guidelines for the Folk Song Competition
4. Folksongs are mainly related to *Bhanchhin Aama* and it helps in educating about the community's overall nutrition.
5. Should inspire the community and educate about things related to sample nutritional practices which are being followed. This should be relevant to the community.
6. Explain that the purpose of this educative song is to uplift and encourage their community to follow ideal integrated nutritional practices, which are important the future of their children and their community.
   a. Announce that participants will get 2 weeks to prepare and practice their song and that they will be given supplementary materials at the end of this program to help them review key messages and behaviors they might want to include in their song.
   b. Spend a few minutes discussing ideas and answering audience questions.
   c. Ask that people who would like to participate to contact Suaahara field staff and inform them to prepare a list; encourage the audience members to participate
7. Write down the names of early participants as a reference.
8. Announce the date, venue and time of the final event.
Folk Song Competition Event

1. Welcome the audience to the Folk Song Competition and ask them to give the participants big round of applause for putting in the time and effort needed to understand nutritional issues and incorporate them into a song, which will make it easy for the whole village to remember its key points.

2. Tell them that this is a big step towards committing to nutritional practices that will eventually improve the health, school performance and working lives of their children and future generations of their community.

3. Name the judges and briefly introduce each of them; explain that they will be judging the participants and the winner will be the person who has most clearly and cleverly demonstrated an understanding of this topic and its importance to the local community.

4. Invite the first participant to come forward, take the microphone and sing their song; if they like, they can give a brief introduction to their song and explain why they chose the lyrics that they did.

5. Continue in this manner until all participants have presented their songs.

6. Ask ‘Gaun Aama’ to address the gathering.
   a. Ask her to thank the participants for presenting their songs, adding that many of them wrote insightful lyrics and demonstrated a sound understanding of the integrated nutrition issue; she can commend them for showing deep caring for their children and community by participating in an effort to create better awareness and understanding of maternal and child health.
   b. Reiterate her commitment to supporting the community in improving their integrated nutritional habits to create children who have a better chance for a better future.

7. Invite the judges to announce the Top 3 winners: ask each of them to announce one name and congratulate them.

8. Ask the winner of the Best Folk Song [the person who came first] to sing the song again and teach it to the whole village. Ask her/him to sing a line and ask the audience to repeat it. Continue in this way until the whole song has been sung and learnt by the audience.

9. Recap the song’s key messages, encouraging the community to sing it and learn it as a reminder to themselves of the value of good integrated nutrition for the future of their children and community.

If possible, organize the Folk Song Competition during local fairs and festivals, engaging local communities from various VDCs.
Participatory Community Theatre

Objectives:
- Use Community Theatre as an entertaining, engaging way to learn about good integrated nutrition practices and their impact on the child’s health and life.
- Use common lifecycle events as touch-points to highlight ideal integrated nutrition practices for each age.

Why:
- Pre- and post-test data from Suaahara’s participatory community theatre events suggest that these activities not only educate about nutrition issues but also motivate audience members to make positive changes to improve their family’s nutrition status.
- To teach parents about ideal practices for each ‘lifecycle’ event in a child’s life from conception till their 2nd birthday in an engaging way.
- A quiz to ensure audience comprehension and engagement with prizes for correct answers and ‘giveaways’ for the entire audience in the form of flyers/comic books, etc.

Note: The Community Theatre module can be incorporated into existing events in the area, such as village fairs and day celebration activities.

Methods (Refer to the Participatory Community Theatre guidelines)
1. Begin by welcoming the audience to a fun and exciting event where there is drama for entertainment as well as prizes for everyone.
2. Incorporate aspirational themes as per the Suaahara formative research (e.g., education, openness to change for the better) in the performances.
3. Consider using the Bhanchhin Aama character actor (see Preparation below) and a trained health professional to discuss the major lessons and points of the drama and use the Bhanchhin Aama theme.
4. Highlight the primary reasons why maternal and child integrated nutrition issues are important for the better future of the children in the community, giving them a better chance for success in life.
   a. In particular, discuss the impact integrated nutrition has on the development and performance of children in school.
5. The Bhanchhin Aama character gives the audience a short quiz with 2-3 questions about some key behaviors associated with good integrated nutrition habits (as demonstrated by the play).
6. Allow the *Bhanchhin Aama* character to give prizes for correct answers.

7. Supplement audience answers by providing additional facts or action points for each question.

8. Take this opportunity to highlight cases of positive deviance in the community by highlighting individuals or families, demonstrating ideal integrated nutritional practices and why these practices are important for the child’s mental and physical development.

9. End with 2 or 3 clear actions that the audience can take starting today to improve their child’s mental and physical health.

10. Call the event to a close and give away supplementary and educational materials to the entire audience.

11. Play Radio Jingles from the campaign while the audience is given take-home materials.

**Preparation:**

1. Prior Preparation
   a. Identify key lifecycle events celebrated by the community in that district, e.g., Naming Ceremony, Rice Feeding Ceremony, 2nd birthday, etc. The Suaahara district team and field staff should assist with information about local lifecycle events and practices.
   b. Identify an appropriate venue and seek permission to host the Community Theatre; if there is an ongoing haat bazaar or festive fair in the area, that might be the best location to host the event and reach a large number of residents.
   c. Organize relevant equipment and materials for the event—such as a music player to play the Radio Jingles, microphones for the event if required, etc.
   d. Get community support for the event by spreading the word through women’s groups, the volunteer workers community and other community groups.

2. Work with the Theatre artistes to develop/modify the play around two central themes:
   a. A *Bhanchhin Aama* character who will play a central role and disseminate key messages. Provide the *Bhanchhin Aama* profile to the theater troupe so they understand her character.
   b. Lifecycle events in the community (as identified by the District Coordinator) and integrated nutritional behaviors that are appropriate for each milestone.
   c. Select an appropriate narrator who can introduce the event, engage with the audience after the drama and give them information about key nutritional habits; ideally, the *Bhanchhin Aama* character can play the role of the narrator and facilitator.

3. Posters/flyers can help spread the word about the upcoming event. Put these up in high-visibility locations within the village including chautaras, bazaars, government offices and health posts.
4. Use local radio to announce the event and give the time, date and location.

5. Decide beforehand on appropriate prizes for winners/participants in the quiz. These could be wall calendars, jigsaw puzzle, recipe books, comic books and other Suaahara IEC materials.

6. Prepare relevant supplementary materials beforehand. These could include nutrition charts, posters about the key integrated nutritional habits, etc.

**Suggested Supplementary Materials**

Drama is difficult to record and may only happen once. In addition to the live performance, these might help capture and increase the impact of the event:

- Video or photographic record of the performance (these videos can be screened during community gathering in villages where live performances may not be possible)
- A handout/flyer recalling the main issues
Local Fairs and Festivals

Objectives:
• Use local fairs and festivals as an ideal platform to reach out to a wider audience.
• To engage the audience through multiple Entertainment-Education methods to share nutrition and hygiene related information for sustainable behavior change.

Methods:
1. Work with relevant local organizations and stakeholders to gather details of the local fairs and festivals and explore the possibility of integrating community level activities identified for Bhanchhin Aama project integration during such occasions.
2. Invite ‘Gaun Aamas’ recognized from various communities and VDCs to the event to reinforce the Bhanchhin Aama branding and ensure greater audience participation.

Preparation:
1. Start preparation at least a month before the scheduled local fair. This will help spread the word about Bhanchhin Aama activities being planned during the local fair and make necessary arrangements for all necessary resources (materials and volunteers) for the event.
2. Plan all activities that can be conducted during the event, such as Cooking Demonstrations, Community Theatre, Folk Song Competitions, IEC Material Stalls, Educational Games, etc.
3. Involve all relevant partners such as local NGOs, Health Mothers Groups, schools, child clubs and media to spread the word about Bhanchhin Aama activities being planned during the local fair.
4. Contact ‘Gaun Aama’ beforehand and give them details of all planned activities (some examples follow):
   a. Orient them on the date/venue/time as well as what they will be asked to speak about during each activity.
   b. Examples of their roles during the event could be:
      i. Assisting with the cooking demonstration
      ii. Encouraging both men and women to join the cooking demonstration
      iii. Sharing their experience of preparing nutritious meals for their child/children
      iv. Encouraging the men to join in the cooking as well as the community theatre
      v. Linking good nutrition to not only physical development but also mental development or in other words, ending the visit by highlighting the importance of a good education for their children and that providing children with good nutrition will help them concentrate and do well in school.
      vi. Providing families IEC materials on nutrition and ‘giveaways’ such as pencils and school notebooks for the children’s future.
5. Time the announcement of the new ‘Gaun Aama’ from various VDCs during these events.

6. Announce the activities through local/community FM radio, posters/flyers and community groups; communicate the date, venue and time to village residents beforehand.

Supplementary Materials:

- IEC materials for display and distributions.

NOTE: Refer to the subsequent pages for preparatory and implementation details including step-by-step instructions for various activities such as Cooking Demonstration, Folk Song Competition, Participatory Community Theatre etc.
Cooking Demonstration and Nutritious Feast
[For Celebrating Nutrition Week]

Objectives:
- Share information about the most nutrition-rich food choices available locally and give residents a demonstration on how to cook them.
- Give a practical experience of how to support optimal maternal and child health by ensuring pregnant mothers receive adequate nutrition.

Methods:
Select the 5 most nutritious foods available in the region [locally grown produce]. Demonstrate cooking techniques and nutrition combinations (refer to existing recipe and nutrition guidelines) for each ingredient. When the food is ready, the men serve the women first before themselves eating.

Note: This activity can also be incorporated into an existing community program, such as a village fair, to add an educational element while interacting with the community:
- Check for Day Celebration activities and other events of relevance to link this activity to.
- A Nutritious Food Stall can be put at fairs and community events to teach the community about good food choices as well as give them a demonstration on cooking and recipes.

Steps:
1. Begin by announcing that this is a community demonstration to celebrate Nutrition Week and this event will give them a taste of delicious food while teaching them some new habits that will improve the lives of their families and community.
2. Introduce the 5 nutritious locally available ingredients chosen for this demonstration, briefly explaining where they are available and their nutritional benefits.
3. Take each ingredient and demonstrate how to clean and prepare it for eating as well as ways of cooking these ingredients.
4. While the cooking demonstration is on, ask ‘Gaun Aama’ to share her tips for cooking some of these ingredients and how she combines them with other locally available ingredients to make a healthy, nutritious meal.
5. Encourage the men in the audience also to watch and learn, and give them a chance to cook some of the items as they are being demonstrated.
6. When the meal is ready, ask the participating men to serve the food to the women first before they serve themselves.
7. As the men serve, explain why it is important for mothers to be given an extra meal of nutritious foods, including animal source foods like eggs, meat or fish, when expecting a child and during the breastfeeding period.
a. Ask ‘Gaun Aama’ to tell the community why she believes in and recommends this nutritional habit, and how it contributes to a better future for children. For example, the nutritious foods go from mother to baby, bringing vitamins to the brain and body of the baby for a healthy delivery and good start in life. Without nutritious foods during this time, the baby’s brain and body might not develop to its full potential.

b. She will remind them that this is something they must adopt if they want to ensure a healthy and better future for their children and the future generation/s of this community.

8. While the audience is enjoying their meal, use flash cards to host a small quiz: hold up each flash card and ask the audience to identify whether these meals are a good or poor nutritional choice for the first 1000 days.

9. For each answer, supplement with additional information about the meals and why it is a good choice.

10. End by giving every member/family in the audience a recipe book and encouraging them to make better nutritional choices by following the recipes in the book.

NOTE: This activity can also be incorporated into an existing community program such as a village fair to add an educational element while interacting with the community.

Preparation:

1. Start preparation at least 2 weeks before Nutrition Week. This will give adequate time to get permission, spread the word and organize the required venue/materials/volunteers for your event. They can also assist with:

   a. Identifying the 5 most nutritious ingredients available locally. Seek technical advice (Suaahara, relevant government/local stakeholders) to ensure the 5 core ingredients are both nutritious and practical for the community.

   b. Identifying relevant person/s from the community to assist with the cooking demonstration.

   c. Spreading the word about the event through relevant line agencies, the volunteer workers network and community groups.

   d. Selecting the most appropriate venue, keeping in mind the type of equipment/facilities needed for the cooking demonstration and meal.
2. Contact ‘Gaun Aama’ beforehand and give her details about the activity [date/venue/time as well as what she will be asked to speak about on that day].

3. Ask ‘Gaun Aama’ to assist with the cooking demonstration.

4. Encourage the men to join in the cooking.

5. Ask ‘Gaun Aama’ to share her experience of preparing nutritious meals for her child/children.

6. Announce the activity through local/community FM radio, posters/flyers and community groups; communicate the date, venue and time to village residents beforehand.

7. Gather/Purchase the needed local ingredients [5 core ingredients as well as other ingredients to combine them with to make a complete meal].

8. Contact the local government stakeholders to inquire about current initiatives being planned by the Government of Nepal for celebrating Nutrition Week.
   a. If there are activities taking place across the country for Nutrition Week, ensure that your event and communications activities are in alignment with the Government's as well as Suaahara's other local partner organizations' programs/activities taking place during that time.
World Egg Day [For Celebrating World Egg Day]

Objectives:

• Highlight the nutritional benefits of eating eggs.
• Give the audience a demonstration of how to cook eggs and combine with other ingredients to make a nutritious meal.

Methods:

Bring the community together to give them an orientation of the nutritional value and benefits of this commonly available item. Celebrate World Egg Day by giving each member of the audience a cooked (boiled) egg to enjoy after the demonstration.

*Note: This activity can also be incorporated into an existing community program, such as a village fair, to add an educational and experiential element while interacting with the community.*

• Check for Day Celebration activities and other events of relevance.
• This activity can also be implemented as a school-based activity.

1. Begin by announcing that it is World Egg Day and the purpose of this gathering is to give them a taste of this delicious food while teaching them some new tips for including it in their meals and diet.

2. Introduce eggs as a versatile and nutritionally dense ingredient that will boost the nutritional value of meals for children and mothers in the 1000 day period.

3. Highlight the wonderful versatility of the egg: how it can be cooked in many different ways and added to existing meals for a nutritional boost.

4. In addition, they are an excellent, affordable source of high quality protein.

5. Continue to give the audience details about the nutritional value and benefits of eating eggs while the cooking demonstration begins.

6. Demonstrate 2-3 ways of cooking eggs and/or incorporating them into existing meals.

7. Ask ‘Gaun Aama’ to share with the audience her tips for cooking eggs and combining them with other ingredients to make nutritious meals for young children and adults alike.
   a. Encourage her to make the connection to eating eggs and a better future for children.
   b. If possible, ask her to make the link between good nutrition and a child’s future education.

8. After the cooking demonstration is over, ‘Gaun Aama’ will invite the audience to celebrate World Egg Day by eating an egg.

9. Direct the audience members to wash their hands with soap and water at the facility provided before eating their egg.
10. ‘Gaun Aama’ can demonstrate the first hand washing as an example for others to follow:
   a. Reinforce key WASH messages including the importance of hand-washing before meals.

11. While the audience is eating, ask the members to think of some ways they can begin to incorporate this amazing ingredient into their meals at home to ensure their families, especially 1000 day mothers and children, are getting a more nutritious meal.

**Preparation:**

1. Start preparation at least two weeks before World Egg Day. This will provide adequate time to get permission, spread the word and organize the required venue/materials. They can also assist with:
   a. Specific nutritional information about eggs.
   b. Identifying relevant person/s from the community to assist with the cooking demonstration.
   c. Spreading the word about the event through relevant line agencies, the volunteer workers network and community groups.
   d. Selecting the most appropriate venue keeping in mind the type of equipment/facilities needed for the cooking demonstration and hand-washing.

2. Contact ‘Gaun Aama’ beforehand.
   a. Give her details about the event: date/venue/time/occasion/activity details.
   b. Inform her about the topic/s she will be asked to speak about on that day.
   c. Allow her to ask questions and/or share any concerns about the activity.
   d. Give her instructions for the hand washing demonstration.
   e. Ensure she understands the connection between the nutritional value of eggs and the connection between practicing good nutrition behaviors and mental and physical development (for a better future for children), and encourage her to promote this connection.

3. Announce the activity through local/community FM radio, posters/flyers and community groups; communicate the date, venue and time to village residents beforehand.

4. Decide the egg-cooking methods and recipes to be demonstrated.
   a. Boiled eggs are a safe and simple way of eating eggs.
   b. Adding vegetables to an omelet is a way to add nutritional value to a simple egg meal.
   c. Eggs can be added to other cooked items or combined with other food items to make a more complete meal.
   d. Refer to the recipe books as required.
5. Eggs can be boiled beforehand to serve at the end of the cooking demonstration, or they can be prepared on the spot while the demonstration and nutritional information is being given.

6. Arrange for hand washing facilities [water and soap] on-site to reinforce the WASH messages of hand-washing before eating.

7. Contact the local government stakeholders to inquire about current initiatives being planned by the Government of Nepal for celebrating World Egg Day.

a. If there are activities taking place across the country for World Egg Day, ensure that your event and communications activities are in alignment with the Government's as well as Suaahara's other local partner organizations' programs/activities taking place during that time.
Sanitation Orientation on Hand Washing & Safe Disposal of Child Feces
[For Celebrating Sanitation Week]

Objectives:

By the end of this activity participants will:
1. Understand the link between health and:
   a. Safe disposal of child feces
   b. Hand washing
   c. Safe drinking water
2. Identify small doable actions that they can adopt to improve their hand washing and sanitation habits.
3. Link Hand Washing and Sanitation to feeding practices.

Methods:

Give a demonstration of ideal practices for safe disposal of child feces while highlighting the importance of sanitation and hand washing for the health of the community. Different events can be planned throughout the week based on the guidelines. Three key behaviors to be demonstrated:

• Hand washing with soap and water
• Safe disposal of feces
• Proper toilet use

Note: To combine these events with a home-visit activity, conduct a series of home-visits following the community demonstration to act as a timely reminder of hand washing basics as well as address barriers people might have faced in trying to make them a part of their daily life.

Refer to existing WASH guidelines

• Dialogue with household members to identify ‘small doable actions’ to improve their sanitation practices.
• Record instances of improvement/actions to move towards ideal practices and highlight them as cases of positive deviance during community activities and through forums such as Health Mothers’ Group.
Methods:

1. Welcome everyone to the Sanitation Week community meeting.
2. Announce that on the occasion of Sanitation Week the objective of the meeting is to:
   a. Examine existing sanitation practices in the community and know the effects of these practices on the health and lives of the community.
   b. Learn some new behaviors and practices that will dramatically boost the health and wellbeing of the community.
3. Ask about current practices for child waste disposal and hand washing within households and in the community as a whole.
4. Invite ‘Gaun Aama’ to become part of this conversation by giving 2-3 examples of poor waste disposal practices in the community and share her desire and commitment to improve sanitation practices in the community.
5. Explain the negative impact of poor disposal practices: on individual, family and community health.
   a. Explain the correct/ideal method for disposal of feces.
6. Emphasize the need to wash hands with soap after handling human waste.
7. Ask ‘Gaun Aama’ to give a demonstration of ideal hand washing practice.
   a. Ask her to use Bhanchhin Aama messages where appropriate.
8. Give instructions on critical hand washing times.
9. Define a small doable action as a behavior which, when practiced consistently and correctly, will create a definite improvement in the health of their families and community. Keep in mind that such an action must be considered doable by the household, from their point of view, considering their current practice, their available resources, and their particular social context.
10. Ask the participants to identify small doable actions—alternatives to open defecation and poor feces disposal practices and occasions when they don’t currently wash hands but they could/should. For each action identified by the group, ask:
   a. Is it feasible? That is, do people feel they can do it now, given the existing resources in the house?
   b. Is it effective? Does it make a positive difference to the household and the community?
   c. Is it a building block? Is this a stepping stone that can eventually lead to ideal practice?
11. Take this opportunity to also disseminate IEC materials on WASH, nutrition and the integrated nutrition Key Behaviors.
Preparation:

1. Start preparation at least two weeks before the event.
   a. Provide details of the proposed activity
   b. Seek information from them about other activities being planned for Sanitation Week to ensure the activity is in alignment with other WASH activities in the area.
   c. They can help identify a location, get necessary permissions, organize space and equipment, and spread the word within the local community.
   d. They can also advice on the best time and location to hold the meeting/event.

2. Contact ‘Gaun Aama’ beforehand.
   a. Share date/time/venue of the events.
   b. Give details of the occasion and topic of discussion.
   c. Work with her to identify 2-3 poor feces disposal practices in the community that need to be addressed.
   d. Give her instructions for the hand washing demonstration.
   e. Ensure she understands the connection between these practices and a bright future for children, employing key messages when appropriate.

3. Work closely with the community leaders and influencers such as local health workers, local media, and local political leaders. Ideally, meet/contact them beforehand and give them the details of the events, including the objectives and activity plan. Encourage them to invite the entire community to attend the event as this information is critical to long-term community health and progress.

4. Use posters/flyers as well as local radio to announce your activity and invite residents to attend.

5. Contact the local government stakeholders to inquire about current initiatives being planned by the Government of Nepal for celebrating Sanitation Week.
   a. If there are activities taking place across the country for Sanitation Week, ensure that your event and communications activities are in alignment with the Government's as well as Suaahara's other local partner organizations' programs/activities taking place during that time.
Hand Washing Demonstration [For Celebrating World Hand Washing Day]

Objectives:
By the end of this activity participants will be able to:
• Describe the behaviors that lead to ideal hand washing practice.
• Identify small doable actions that they can take to improve their hand washing habits.
• Link hand-washing practices to maternal and child feeding behaviors such as complementary feeding.

Methods:
Give a demonstration of ideal hand washing practice and engage the community in coming up with solutions to improve the health of their families and household through better hand washing practices.

Note: This activity can be done on World Hand Washing Day [15 October]; it can also be done as a school-level activity to educate and sensitize children to good hand-washing practices.

To combine this with a home-visit activity, conduct a series of home-visits following the community demonstration to act as a timely reminder of hand washing basics as well as address barriers people might have faced in trying to make them a part of their daily life.

1. Ask about current hand washing habits and practices within households and in the community as a whole.
2. Invite ‘Gaun Aama’ to give a demonstration of ideal hand washing practice
3. Give instructions on when and how often to wash hands.
4. Ask ‘Gaun Aama’ to share instances where she was not in the habit of washing hands before, but has now made it a part of her daily life. Re-emphasize the connection between hand-washing, health of the child and a bright future for your children.
5. Using this as a starting example, ask the participants to identify small doable actions-occasions when they don’t currently wash hands but they could/should.
6. Use this opportunity to emphasize the practice of washing hands during the critical times with soap and water especially before preparing meals, and feeding the baby.
7. Take this opportunity to also disseminate IEC materials on WASH.
Preparation:

1. Start preparation at least two weeks before the event.
   a. Provide details of your proposed activity.
   b. Seek information about other activities being planned for Hand Washing Day to ensure your activity is in alignment with other WASH activities in the area.
   c. Identify a location, get necessary permissions, organize space and equipment, and spread the word within the local community.
   d. Seek assistance in arranging for hand washing facilities at the event site, or selecting a location with hand washing facilities [soap and water].

2. Set up a preliminary meeting with ‘Gaun Aama’, informing her about:
   a. The date of the community demonstration.
   b. The steps for the hand washing demonstration she will be giving:
      i. Explain the steps to her so she knows them well.
      ii. Ask for her agreement to do the demonstration, assuring her that the Suaahara team will be there for support.
      iii. If she is not comfortable doing the demonstration, arrange for the demonstration to be done by one of the field team members.
      iv. Help her understand the connection between hand-washing, nutrition and the mental and physical development of children and encourage her to promote this connection, using Bhanchhin Aama key messages.
   c. The information she will be asked to share on her experience of making hand washing practices a part of her life.

3. Use posters/flyers as well as local radio to announce the activity details and invite residents to attend.

4. Contact the local government stakeholders to inquire about current initiatives being planned by the Government of Nepal for celebrating World Hand Washing Day.
   a. If there are activities taking place across the country for World Hand Washing Day, ensure that your event and communications activities are in alignment with the Government's as well as Suaahara's other local partner organizations' programs/activities taking place during that time.
Breastfeeding Awareness Program [For Celebrating World Breastfeeding Week]

Objectives:
• Link breastfeeding to raising smarter children with a greater chance of succeeding in life for which breastfeeding is essential.
• Use Positive role models as a tool to highlight breastfeeding and infant feeding practices and encourage others to do the same.

Methods:
1. Contact the local government stakeholders to inquire about current initiatives being planned by the Government of Nepal for celebrating Breastfeeding Awareness Week.
2. Set up a preliminary meeting with Health Mothers’ Group a month before Breastfeeding Awareness Week.
   a. Ask them to support this initiative to improve the health and lives of the women and children in their community
   b. Ask for recommendations on particularly vulnerable women within the 1000-day phase that can be visited for a breastfeeding counseling and knowledge sharing session at home. During the month, visit these women for one-on-one counseling and education.
   c. Recommend Health Mothers’ Group members to focus on breastfeeding during their meeting especially for Breastfeeding Awareness Week and encourage them to bring 1000-day mothers, particularly those who are pregnant or have children younger than one year old, to the meeting.
   d. Host a short Question and Answer session where women can raise concerns about adopting these practices and ask questions.
      i. Technical answers will be given by Suaahara representatives while ‘Gaun Aama’ will share personal experiences about how she overcomes challenges to following good nutritional practices, such as exclusive breastfeeding.
   e. Distribute relevant IEC materials highlighting the key integrated nutritional behaviors.
3. Contact ‘Gaun Aama’ well in advance of Breastfeeding Week so she is aware of the schedule for the home-visits as well as the Mothers’ Group meeting.
4. Instruct her deliver that 1000 days fathers also have important roles to play in breastfeeding.
   a. Provide details of what she will be asked to speak about and discuss the information/experiences she will be sharing with the women in her community.
Clean Drinking Water [For World Water Day]

Objectives:

By the end of this activity participants will:
1. Learn to adopt good sanitation practices for clean water.
2. Identify small doable actions that they can adopt to improve access to clean water.

Methods:

- Refer to existing WASH guidelines on clean drinking water (point of use).
- Dialogue with the community members to identify ‘small doable actions’ to improve access to clean drinking water.
- Record instances of improvement/actions to move towards ideal practices and highlight them as cases of positive role models during community activities and through forums such as Health Mothers' Group.
1. Invite ‘Gaun Aama’ to share her views on why she and her family has adopted good drinking water practices, highlighting that this is her way of ensuring her family's better health, especially the child's.
2. Host a short Question and Answer session where community members can raise concerns about adopting these practices and ask questions.
   a. Technical answers will be given by Suahara representatives while ‘Gaun Aama’ will share personal experiences about how she overcomes challenges to following good sanitation practices.
3. If an event or community activity is being planned for World Water Day, invite ‘Gaun Aama’ and the group to attend the event.
4. Distribute relevant IEC materials highlighting the clean drinking water.

Preparation:

1. Set up a preliminary meeting with relevant stakeholders such as Health Mothers’ Group, schools, local NGOs a month before the World Water Day and:
   a. Ask them to support the initiative to spread information about techniques to access clean drinking water.
   b. Organize school-based competition (essay, poem, quiz) within two weeks before, leading up to the World Water Day.
      i. Announce winners during the Day
2. Contact ‘Gaun Aama’ well in advance of so she is aware of the schedule of the program and:
   a. Provide details of what she will be asked to speak about and discuss the information/experiences she will be sharing with the community.
3. Contact the local government stakeholders to inquire about current initiatives being planned by the Government of Nepal for World Water Day and align planned activities
4. Use posters/flyers as well as local FM/radio to announce the activity details and invite community members to attend the event, if any.
Iodine Month [For Celebrating Iodine Month: February]

Objective:
Spread awareness about the role of iodine on nutrition

Methods:
- Work with relevant stakeholders such as Health Mothers Group, local NGOs, schools to drive a series of awareness building initiatives in different locations across the district to sensitize the community about the importance of iodine on nutrition and health.
- Invite local ‘Gaun Aama’ to all activities to highlight the benefits on iodine.

Contact the local government stakeholders to inquire about current initiatives being planned by the Government of Nepal for celebrating the Iodine Month.
- If there are activities taking place across the country during the Iodine Month, ensure that your event and communications activities are in alignment with the Government's as well as Suaahara's other local partner organizations' programs/activities taking place during that time.