MULTI-SENSORY APPROACH TO MOTHERHOOD

TASTE OF FUSION LEARNING

JULY 2021

IN PARTNERSHIP WITH:

CO-FUNDED BY:
Educating mothers-to-be about the development of the baby’s five senses is a sensitive and playful way to prepare for the arrival of the child. This approach can strengthen the mother’s bond with her child and raise her awareness of child health issues.

It can be used in particular by midwives or nurses with future or young parents.

Please note that our aim is not to replace the more "classical" learning method but to enrich the teaching possibilities available to professionals and their audiences.
# SUMMARY

**Introduction**

- Maternity and migration: how to receive women in migration

Multisensory method well-suited for vulnerable groups

**Activities**

- A multi-sensory approach to motherhood
- Make your GIF
- My new city in clay
- Food diversification
- Forum Theatre - Digital
- Breastfeeding
MATERNITY AND MIGRATION: HOW TO RECEIVE WOMEN IN MIGRATION

Maternity is a very particular experience with a lot of challenges which women may live serenely thanks to a good support. However, many women do not find themselves in optimal conditions to live this period and are more vulnerable than others. In this case, migrant women need special care appropriate for their specific living conditions and problems from professionals. As they are subjected to chronic stress situations (they often know neither where to sleep, nor if they will eat in the evening etc.), they represent a particular group with whom professionals must adapt their posture.

The workshops proposed here are the result of a collaboration between Véronique Boulinguez (Midwife, Paris), Monika Menant (Childcare worker, Paris) and the team of the association Elan Interculturel. We propose to work with migrant women in order to offer them sufficient support for their well-being and that of their children or children to be, after noticing that they were more likely to stop breastfeeding prematurely or to have misconceptions about the quality of their breast milk. This approach is in line with the French government’s recommendations on the first 1,000 days of a baby’s life, which points out that social insecurity, stress and the mother’s environment have direct effects on the development of the baby’s brain. The aim of these workshops is therefore double:

- Pass on knowledge on maternity, especially on the development of the infant’s senses and nutritional needs.
  For example: Correct the idea that breast milk is “not nourishing enough” because of a meagre or poorly varied diet by pointing out that it is normal for milk to be composed mostly by water and that it helps to protect the infant by transmitting antibodies produced by the mother’s body against external germs.
- Encourage learning language (in this case french) for non-native speakers.

The objectives of this learning should be clear: pass on practical vocabulary to help with health monitoring ; pass on precise knowledge regarding pregnancy etc. It should be kept in mind that it can be difficult to assimilate a language simultaneously with other information.
MULTISENSORY METHOD WELL-SUITED FOR VULNERABLE GROUPS

The multisensory method offers a non-formal pedagogy other than that of the student static in front of the teacher reciting their knowledge. It helps to capture the groups’ attention, especially if the learners are under a lot of stress, have distracting thoughts or are unfamiliar with very formal teaching. The learners’ attention is easier to catch by experiencing knowledge through playful exercises that stimulate the five senses: they learn while they have fun (laughter is very effective in the learning process as it triggers emotional memory).

Special requirements:
- Listen carefully and identify which participants have the most difficulties (language barrier) and which are more receptive of the language (they will be able to help out the first ones)
- Shape a benevolent and caring environment (the learners should feel welcome) and keep a certain flexibility: do not get angry when a learner leave the room or the workshop, they often have good reasons to
- The teachers should not infantilize the learners, but consider their pervasive stress
- The advice should be adapted to the living conditions of the learners (regarding dietary diversification, there is no point in advising recipes to these women who do not have access to a kitchen, it is better to propose to buy specific items)
- Inform the learners about their rights and provide information on ressources (material assistance, social centers etc.)
ADVICE TO FACILITATE THE WORKSHOPS

- Try to “make people laugh” during the workshop (for these migrant women, it is also a temporary break from the difficulties and worries of everyday life, and it helps a lot the learning process)
- “Team building”: create a group dynamic (Break the isolation of migrant women and give them time to get to know each other and share)
- Find out from which country everyone comes and which languages they know to identify which person will be able to translate to others if they need help with the language used during the workshop
- Move back and forth between their knowledge and yours (pay attention to cultural differences)
- Provide a separate space and some persons to babysit in order to make the mothers more available during the workshop (stay flexible and let the children come if they wish)
- End the workshop with a collective recap of the topics discussed during the event
ACTIVITIES
A MULTI-SENSORY APPROACH TO MOTHERHOOD

OBJECTIVES

- To raise awareness among pregnant immigrant women (and/or those with young children) about the sensory development of the foetus and the newborn through a multi-sensory pedagogy
- To learn how the baby’s five senses are developed in utero
- Stimulate the learning of the French language through the multi-sensory method
- Reinforce learning through the five senses

MATERIAL

- Drawings or pictures of babies in the womb who are attentive to internal and external stimuli
- Board (or a large sheet of paper to hang on the wall)
- Markers
- Visual perception: images of optical illusions
- Perception of touch: a bag with materials and objects of different textures (e.g., metal office supplies, a fruit, a small porcelain figure, pumice paper, cotton etc.)
- Olfactory perception: bottles each containing a different smell (you can use the "smell lottery" game, or create your own opaque, covered jars with fragrant contents: coffee, citrus, lavender, mint, chocolate, spices, perfume, etc.)
- Taste perception: preparations with various flavours: sour (lemon juice), sweet (candy), salty (crisps) and bitter (grapefruit juice)
- Auditory perception: a loudspeaker, computer, or mobile phone with different types of sounds stored on it (sea waves, thunder, a baby’s laughter, the sound of rain, a cat purring - avoid sounds that are too stressful). There are many websites where you can download sound effects for free or you can find them directly on YouTube (create a playlist of sound effects to keep them ready).
• Invite participants to sit in a circle
• Ask them to introduce themselves one by one (first name and culture of origin)
• Write each participant’s name on the board
• Explain to the participants that you are going to introduce them to images, textures, smells, sounds and tastes (by sensory category) whose name, origin, or nature they will have to guess afterwards.

**Step 1: Smell**
Stimulate the sense of smell by inviting participants to smell each bottle while closing their eyes
• As you walk by each participant, ask them to guess the different smells in each bottle.
• One of the facilitators writes the name of the smell guessed by each participant on the board
• After stimulating the sense of smell, one of the midwives explains at what point in the life of the baby in utero the sense of smell is developed.
Step 2: Taste
Stimulate the taste by inviting the participants to taste one of the preparations while closing their eyes.

- A step that should not be missed at the very beginning: find out about the participants’ food allergies and intolerances!
- Then, one by one, ask them to guess the ingredients you are letting them taste.
- To go further, you can ask them what the flavour of the different preparations is (sweet, salty, sour, bitter)
- One of the facilitators writes the name of the taste guessed by each participant on the board.
- After stimulating the taste, one of the midwives explains at what moment in the life of the baby in utero the taste is developed.
- This can also be an opportunity to discuss nutrition during pregnancy and dietary contraindications for pregnant women.

Knowledge about the smell for babies:
Smell is one of the first senses to develop (probably after the sense of touch). The fetus memorises the smell of its mother’s amniotic fluid. At birth, this smell will guide it to the breast because the areola of the breast (the round surface surrounding the nipple) has a similar smell. Good to know: A mother who eats a lot of curry will have an amniotic fluid that smells like curry, this has no negative impact on the health of the child.
Knowledge for the baby’s taste:
From the third month, taste appears functional in the fetus. During pregnancy, the foetus swallows amniotic fluid, which is constantly being reformed. The mother’s diversified diet is likely to modify the taste: this is how the foetus discovers flavours. It distinguishes the 4 flavours very early on: sweet, salty, bitter, and acidic, with an attraction for sweetness.
At this time, do not hesitate to prevent the mother from consuming alcohol, tobacco, and medication. The foetus is very sensitive to these, and this can affect its development.

**Step 3: Hearing**
Stimulate the hearing by inviting participants to listen to different sounds
- Ask the group to guess the nature of each sound you play
- One of the facilitators writes the name of the sound each participant guesses on the board
- After stimulating hearing, one of the midwives explains at what point in the baby’s life in utero hearing is developed.
- You can also make a link between music and the baby’s well-being
Knowledge about baby's hearing:
From the fifth month, hearing develops. Various sounds reach the foetus, such as internal sounds: the mother’s heartbeat, digestive sounds. The foetus also picks up external sounds: voices and environmental noises that are transformed by the presence of the fluid. The parents’ voices become familiar to the baby, and loud, dry noises can startle him.
You can encourage listening to quiet music to calm the child when he is agitated.

Do you know the "bola"?
During our various workshops, we discovered the pregnancy bola, which is an Indonesian sound jewel. At the end of a long chain that falls to the belly, there is a ball in which there are copper balls, which will clash and produce a sound according to the movements of the pregnant woman. In addition to the protective role, it is believed to have in Indonesia, the sound of the bell is used to cradle and calm the baby in the womb. At birth, the pendant can be attached to the baby’s stroller or blanket.

Step 4: Sight
Stimulate the sense of sight by inviting participants to look at different images of optical illusions
  • Ask them to describe what they perceive. Then, in a second step, point out the flaws in our observations:

**Image 1**: Duck-rabbit. The idea of this image is to show that we stop quite naturally at the first interpretation of what we observe and that finding the different figures contained in a single image is an exercise for the brain.
**Image 2**: The cow. At first, show only the first image: what do you see? The brain doesn’t like messy and nonsensical things. Therefore, even in random tasks we manage to perceive images (example: clouds in which we perceive shapes).

- Then go back and forth between the two images to show participants that when you have the whole context, it is easier to perceive reality.

**Image 3**: Cube. Imagine the blue face at the front and then at the back of the cube. It is difficult, even unpleasant for the brain to change its viewpoint. Change always requires some effort.
- One of the facilitators writes on the board what each person has perceived to be learning new words in French.
- After stimulating sight, one of the midwives or facilitators explains when the baby's sight is developed in utero.
- If the language level of the participants allows it, you can also make them aware of the issues of points of view and biases present in our observations of reality, especially in intercultural encounters (the fact of stopping at our first impressions of a person, for example).

**Knowledge about the sense of sight for the baby:**
Vision is the less mature and less stimulated sense of the fetus. The foetus can only see from the age of seven months. In the womb, it is isolated from light by the muscles, skin, and clothes of the mother. Space is limited, and the baby can only see a few centimetres from its face. At birth, he is very attracted to colour contrasts (black/white). The areola, which has become darker during pregnancy, will help him find the breast more easily (in addition to the smell).

**Step 5: Touch**
Stimulate the touch by inviting participants to touch different textures.
- One by one, participants touch an unknown object blindly (either with their eyes closed or with the object behind their backs). When everyone has been able to touch the object, you can ask them which one they think they touched.
- To go further, invite them to name the textures of each material they touched (soft, smooth, gritty, cold, hot, soft, hard, etc.).
- One of the facilitators writes the names of the objects and the texture guessed by each participant on the board.
- After stimulating touch, one of the midwives explains at what moment in the life of the baby in utero touch is developed.
Knowledge about touch in babies:

Touch is the first and most developed sensory function to emerge. The foetus is immersed in a warm fluid, through which it perceives many sensory messages from the outside. The baby still in the womb looks for the touch of the hand on the womb if it is soft and welcoming, or sometimes, on the contrary, it can be felt to flee under the fingers. The communication between the bodies of the child and the mother is constant and direct.

The first movements of the foetus are perceived by the mother around four months of pregnancy. It can be quite unsettling for mothers to feel "inhabited" by a person moving inside their womb: take the time to do exercises to feel the baby, to note its presence and its movements to develop the mother's body awareness. The idea is that if there is no emotional connection with the child or it is difficult, you can accompany them towards a physical and sensory connection without making the mother feel guilty.

Step six: The vocabulary review

This is the time to go over all the words you have written on the board. Either you read them together and make sure that everyone remembers what it's referring to (show the object associated with each word).
Or you create a guessing game: one participant is put aside by the facilitator. The facilitator gives her a word from the list to make the rest of the group guess: she can mime the word to make the group guess it, or, if the language level allows, she can give a definition of the word that allows the group to identify it. Give a round of applause to each person who manages to guess the right word.

**Completing the exercise**
Ask participants to ask questions, share personal experiences about stimulating different senses of the baby in utero or the newborn.

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**TIPS FOR THE FACILITATOR**

- Do not hesitate to keep the exercise going for longer if the participant does not identify the sensory material or has difficulty doing so
- Facilitators can also play games to make the activity more dynamic and interactive
- It's okay if participants don't guess what the material is, others can help her to find it
- Write all the words on a board so that participants can visualise them better
MAKE YOUR GIF

OBJECTIVES

- Developing digital skills for newcomer women
- Helping these women to integrate tools from their phones and develop communication
- Stimulate collaborative work
- Exchange useful knowledge about breastfeeding techniques and baby nutrition

MATERIAL

- Smartphones with an application such as Boomerang or GIF Maker
- A table
- Chairs
- A board or flip chart

Arrange the chairs in a circle, place a table in the centre, put all the material in the middle of the table.

1. Invite participants to sit down
2. Write the name of the application on the board and ask participants to download it
3. Ask participants what breastfeeding positions they know.
4. Invite one of them to mime the position while the others use the application to make a GIF.
5. Show the different GIFs created to the participants.
6. Repeat for each breastfeeding posture.
7. Explain the benefits and drawbacks of the different postures.
8. Once participants are comfortable with the application, show them how to export and send the GIFs via their mobile phones.
9. Invite them to share their GIFs so that everyone has tools for future breastfeeding.
10. Send the GIFs to all participants to use the information.
You can adjust this activity to any visual information you wish to convey. For example: postures for holding the baby, for carrying him on the belly or the back, gestures for burping...
MY NEW CITY IN CLAY

OBJECTIVES

- To develop spatial references linked to the host territory for newcomer women
- Helping these women to integrate a new cultural context
- Stimulate collaborative work
- To exchange useful knowledge about the host city and the resources (including food) that are available there

MATERIAL

- Flipchart paper
- Markers
- Pencils
- Clay
- Modelling clay
- Wool
- Aluminium foil
- Wire
- Glue
- Other raw materials that you would like to offer...

- Arrange the tables in a rectangular shape to make a large table
- Put chairs around the table for the participants to sit on
- Put all the materials in the middle of the table
Ask participants to sit around the table

**Step 1: Integrate the spatial references of the host city**

- Define the points of the compass (North, South, East, West) on Flipchart paper.
- Mark a landmark that all the women know (e.g., a historical monument, a river that runs through the city, etc.).
- Ask participants to identify a place (architecture, monument, museum, neighbourhood, environment, park, etc.) they like in the host city.
- Ask the participants to represent, to recreate with the material available, the place they have identified in this city.
- Ask the participants to place on the map of the city (the flipchart) the different artistic creations that represent the places they like.
- If they cannot find the place on the map to place the object they have created, suggest that they look up the address on a geolocation device (on the internet or on an app) using the name of the place. Once the address is found on the GPS, help the participants to place the location on the flipchart paper.
- Mark a small piece of paper or cardboard with the name and address of the chosen location.
- Let the participants make the map their own and bring it to life, adding scenery (subways, cars, etc.) if they wish.

**Step 2: Identify places providing affordable food or food aid in the host city**

- Help participants to identify a place in the host town where they can eat cheaply, buy typical products, eat outside for a picnic, eat for free in community settings...
- Ask the participants to represent and recreate the place they have identified using the materials available.
- Ask the participants to place the different artistic creations that represent this place on the map of the city (on the flipchart).
- If they cannot find the place on the map to put the object they have created, ask them to look up the address on a geolocation device (on the internet or on an app) using the name of the place. Once the address is found on the GPS, help participants to place the location on the flipchart paper so that they become familiar with the spatial references given by the map.
- Mark on a small piece of paper or cardboard the name and address of the chosen place and the services offered by this place, which will help to enrich the city map.

**Completing the exercise**
- Take a photo of the result (the participants' creations placed on the city map).
- Send the photos to all participants to use the information.
- You can print the photo and distribute it to different drop-in centres so that facilitators and social workers can also use it.
OBJECTIVES

Learn and share about baby food diversification while working on numeracy skills such as:
- Calculations
- Proportions
- Weight

MATERIAL

- A comfortable space to move around and play
- Chairs (one per person)
- Tables
- A board or flip chart
- Felt pens
- Sets of cards with different ages: "1 month", "2 months", "3 months", "6 months", "1 year", "18 months" (one set per participant)
- One card with "YES" per participant
- One "NO" card per participant
- An egg, starchy food (e.g., corn, chickpeas), a banana, an apple and a more "exotic" fruit, a picture of a fish, a picture of a meat
- Fake money
- 2.2 lbs. of carrots
- A small carrot jar

To create a space of trust and to relax participants, always start with at least one icebreaker.

First part of the activity:
- Give each participant a set of cards with different ages "1 month", "2 months", "3 months", "6 months", "1 year", "18 months".

- Ask them the following question: "When can we begin to diversify?" (Also write it on the board/paperboard). Ask the participants to answer the question by choosing one of the boards with the different ages they have available.
- After sharing their answer, you can explain that: Although the WHO recommends exclusive breastfeeding until 6 months, it can be good to start in parallel the diversification of food from 4 months.

**Second part of the activity:**
- Give each participant 2 cards, one with "YES" and one with "NO"
- Ask them the following question: What can babies eat? (Also write it on the flip chart).
- Show them a food (e.g., a banana) and invite them to vote "yes" or "no" with the cards provided
- After sharing the results among the participants, you can share your knowledge.
When you work with food during the training (carrots, apples, jars, etc.), don’t hesitate to distribute them to the participants so that they can touch it, smell it, and even eat it while doing the activity.

For more information:
https://www.ameli.fr/hauts-de-seine/assure/sante/themes/alimentation-0-3-ans/debut-diversification-alimentaire

**Part 3 of the activity:**
- Give each participant fake banknotes
- Ask the following question: "How much does a jar cost?” (Show the pot)
- Ask participants to answer using the banknotes they have
- Then ask: "How much does a carrots' lb cost?” (Show the carrots)
- Ask participants to answer using the banknotes they have available
- Invite them to compare the price, to calculate how many pots they can make with one lb of carrots, how much they can save
- You can carry on the activity with the same steps but with a small pot of apple sauce and 2.2 lbs of apples.

**Completing the exercise**
To reinforce the new knowledge acquired during the workshop, ask participants to summarise:
- All the knowledge learned during this session.
- Take a few minutes to evaluate the experience. You can ask them to express with their bodies (as if they were sculptures) a word that represents how they experienced the activity.

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**TIPS FOR THE FACILITATOR**

When you work with food during the training (carrots, apples, jars, etc.), don’t hesitate to distribute them to the participants so that they can touch it, smell it, and even eat it while doing the activity.
OBJECTIVES

- Stimulate play, body movement, oral expression, and role-playing
- To become aware of their own cultural frames of reference regarding food and child-rearing
- To learn other cultural codes concerning food and child-rearing
- To develop intercultural skills to better experience child-rearing in a new environment

MATERIAL

- A comfortable space to move around and play scenes
- Chairs

Always start with at least one icebreaker to create a trusting space between group members and to relax participants.

1. Make groups of 4.

2. Each sub-group sits separately from the other sub-group in the space.

3. Ask participants to share with their subgroup members a story about a culture shock situation related to parenting (food, rules, etc.) that they experienced in the host country: i.e., a situation in which they experienced a significant gap between their expectations, representations, knowledge, and the behaviour of others.

4. After sharing their stories, each subgroup chooses one of the stories shared among them according to its own criteria: it could be, for example, the funniest, the hardest, the most surprising one, etc.
5. Once each subgroup of participants has chosen their story, they should prepare a theatrical scene and show it to the other subgroups. To do this, they must assign roles, create a theatrical scene of this story, prepare what each role should say and how it should react.

6. They have 30 minutes to share these stories in their sub-group, select one, turn it into a drama and rehearse the scene before performing it to the whole group.

7. When the time is up, the first sub-group starts to show the prepared drama and the other participants watch it.

8. When the first drama is over, the audience (the participants of the other sub-groups) is asked to come up with ideas so that the person who has experienced culture shock can recharge and solve the difficult situation.

9. As soon as a person proposes an idea or strategy to be used, he or she is invited to take the place of the person who experienced the culture shock and to replay the theatre scene with this proposal.

10. After the play using the added proposal, the actresses and the audience give their opinion on this variant or propose another solution.

11. The above procedure is followed for all other subgroups.

Completing the exercise
To consolidate the new knowledge, ask participants to summarise:
- All the strategies identified and developed during this forum theatre experience.
- All the things they became aware of in relation to their own cultural frame of reference.
- Anything they learned about the host culture or other cultural codes.

Take a few minutes to evaluate the experience. You can ask participants to express with their bodies (as if they were sculptures) a word that represents how they experienced the activity.
TIPS FOR THE FACILITATOR

This activity provides a time to exchange knowledge on the subject (both on the part of the participants and the professionals), after each new proposal, to refresh the participants and help them to better live their motherhood in a new cultural space.
This workshop was prepared in collaboration with a midwife and a nursery nurse in order to raise awareness of breastfeeding and newborn nutrition among the public - isolated and precarious women, with children or pregnant.

We note that breastfeeding is quickly replaced by bottle (powdered milk) after childbirth, particularly for people in precarious situations. In cases where breastfeeding was going well and where the women and children did not encounter any difficulties related to breastfeeding (no health problems for the mother or child, no discomfort or impediments related to the logistics involved in daily breastfeeding), the cessation of breastfeeding seems to be linked to two main reasons:
1. Despite more recent research demonstrating the multiple benefits of breastfeeding, most women leave the hospital with mixed breastfeeding on medical advice.
2. Women in migrant and highly insecure situations may have experienced hunger themselves and are in stressful environments, which may increase their concern about underfeeding their babies. Thus, the bottle reassures the mother because she can see how much milk the child is taking in.

However, this strategy can carry the risk of overfeeding and deprive the child and mother of many of the benefits of breastfeeding.

This workshop aims to rehabilitate the use of breastfeeding and its benefits for the child and the mother.
OBJECTIVES

- Raising awareness among pregnant immigrant women (and/or those with young children) about newborn nutrition and breastfeeding practices through multi-sensory pedagogy
- Learning numbers and numeracy in relation to newborn feeding
- Stimulating the learning and use of the French language through the multi-sensory method
- Stimulating mutual support between participants

MATERIAL

- modelling clay
- a hazelnut, a large nut, and an egg (or other objects of these sizes)
- spoons of different types (it is best if the ml container is written on them)
- 4 sheets of paper for each team, each with a number: 2, 6, 12 and 20
- a drawing of a breast with milk drops (to be coloured in) for each person (see picture 1 in the appendix)
- coloured pencils/felt pens/paint (white, grey, beige, yellow, orange, brown, green, black)
- droppers
- bottles
- milk
- 6.6 lbs of salt dough
- a scale
- packets of nappies
- a box or picture of a milk powder box
- fake printed money
- prepare the 6.6 lbs of salt dough and create a space with table for each group
The activity comes as a competition between several teams who compete in a questionnaire or quiz with questions on the topic of breastfeeding and infant nutrition.

1) Divide the participants into groups of 4 people, each sitting at a table. These groups form teams and compete to find the right answers to the questions.

Note: The point is obviously not to assess someone on their knowledge or to favour someone who knows more about the subject than others, but to create a challenge to involve individuals and stimulate mutual support and sharing of experience within the groups. If you feel that it would be better for the participants, then refocus the activities on collaboration, without putting them in competition.

2) Various questions will be asked. Give participants plenty of time to think and consult with each other.

**Question 1: Size of the stomach**

What is the size of a baby’s stomach?
- On the 1st day?
- On the 4th day?
- After one week?

To answer, give each participant some modelling clay. With it, they make balls that are supposed to represent the size of the baby’s stomach at these different dates. The one closest to the actual size wins the point.

**Answer 1:**
- 1st day: size of a hazelnut
- 4th day: size of a large nut
- 7th day: size of an egg

Pass the hazelnuts, nuts, and eggs through each group so that participants can see and touch them, in order to appreciate the size of the stomach and therefore the amount of food the newborn needs at these different times!
Following this exercise, you can show, with the help of several different sized spoons, the amount of milk needed and the size of the stomach. This demonstration is intended to reassure mothers about the quantities needed to feed the newborn, because in the first few days a few drops are enough!
Did you know that? These very small quantities of the first milk (colostrum) are in line with the size of her stomach on the first day. All the components of the colostrum are immediately assimilated by the baby without any risk of overloading his digestive and renal functions which are still very immature (see questions 3 and 4 for more information on colostrum).

**Question 2. Frequency of feeding**

猬 How many times a day does the baby need to suckle?
- On the 1st day?
- On the 4th day?
- On the 7th day?

The participants have a series of sheets of paper on their table with the numbers: 2, 6, 12 and 20. In groups, they agree and raise the paper that corresponds to the number of feedings per day.

→ **Answer 2:**
After all, these figures are approximate and differ from child to child. It is important to reassure young or future mothers: when the child is hungry, it will make this clear. Also, the quantity of milk in the breast corresponds to what he needs, and will be produced as often as necessary. Nature is good!
With the numbers on the sheets, it is enough to make mothers aware of the increase in quantities from day 1 to day 7.

- Day 1: very quiet phase. The baby should be stimulated a little to suckle.
- Between 48 and 96 hours of life: many feeds (12 or more). The baby never seems full.
- 7th day: depending on each mother, but a sort of rhythm is established. On average 8 feeds. There are more feeds in the evening than in the morning.
Did you know? If the newborn is wide awake in the delivery room and actively looks for the breast, after the first two hours of life, he will then sleep a lot for about twenty hours. During the second or third night, the feedings will then accelerate during the lactation period, leaving few sleep slots for the mother; this is known as the night of java, a sleepless night for the mother. The baby never seems completely full. These numerous feeds will bring frequent drainage of the breasts, preventing them from becoming engorged. When mothers are informed of this phenomenon, which is normal and limited in time, they readily accept it. As soon as milk secretion (lactation) is abundant, the rhythm of feedings will become more frequent, although this will vary greatly from one mother to another and can range from 6 to 20 feedings per 24 hours.

It should also be noted that these are the nutritious feeds we are talking about. However, there are also suckling to reassure, for the baby’s pleasure and the sucking is not the same. Ideally, every mother would recognise what is a nutritious suckling from a suckling for pleasure. Ask your participants if they have had this experience.

**Question 3. The 1st drops**

♀ What is the name of the fluid that comes out of the breast on the first day?

This can be a speed exercise, the first group to find out wins.

→ **Answer 3:**

COLOSTRUM is the 1st liquid produced for birth, it is very important because it is rich in vitamins, it also helps to strengthen the child’s immune system, prevent jaundice, and get rid of the first stools (meconium).

**Question 4. Colostrum’s colour**

♀ What colour is colostrum?

Here you distribute a drawing of a breast with drawn drops coming out of it (picture 1 in the appendix) and coloured pencils. Each team consults and can draw one or more colours.

→ **Answer 4:**

In the end there is no loser on this question because colostrum can have very varied colours: yellow, brown, transparent, white... and whatever its colour, colostrum remains a key ingredient that must be given to the baby! Whatever its colour, its qualities remain the same. Show the multitude of colours on the drawings to the whole group to demonstrate the variety of colours.
Question 5: Amount of Colostrum
How much colostrum is there?
Here each group can use a spoon and the dropper filled with milk, to determine the amount.

Answer 5:
From a few drops per feed up to the equivalent of a teaspoon per feed, the amounts will change rapidly. On the second day each feed is the equivalent of one teaspoon to one tablespoon; on the 3rd day, the quantities are doubled compared to the day before and on the 5th day we generally reach 17 oz per 24H.

This can be an opportunity to show the quantity of milk on the 1st day by the dropper and to fill a bottle with milk.
This can be an opportunity to show the amount of milk on the first day with a dropper and to fill a 17 oz bottle to show the approximate amount of milk at the end of 5 days.

Question 6. Baby’s weight
About how much does a baby weigh at birth? And how does its weight change in the first few days?
You can pass around the 6.6 lbs of salt dough wrapped in a cloth. From hand to hand, participants can feel the weight of the newborn (most participants are surprised by the heaviness of the bundle being passed from hand to hand). And each team proposes a weight or a range (between such and such weight).

Answer 6:
A newborn baby weighs on average between 5.5 lbs and 9.4 lbs. Use the scales to weigh the salt dough, to show the group its weight. This is also an opportunity to explain the weight loss of about 8.8 oz on the 3rd day and up to 7% of the baby’s total weight: this is normal! You can take out 8.8 oz of salt dough to show how much this represents visually (it can be quite impressive, reassure them). This moment of weight loss can indeed worry the mother. However, this is completely normal and after the 4th day the milk supply increases and the baby gains weight again. Make sure you emphasise this!

Did you know that? After the 4th day, the baby should take in at least 0.8 to 1 oz per day. It is not a problem to take much more. Less than 0.8 oz/day is a good reason to reconsider breastfeeding.
Question 7. The amount of nappies
How many nappies per day should be used?
- On the 3rd day?
- On the 7th day?

Hand out a pack of nappies for each team. This allows participants to handle the nappies and set aside the number of nappies needed to answer the questions.

→ Answer 7:
- About 1 to 2 nappies per day for the first few days
- Then 6 to 8 nappies a day after a week (almost after every meal)

Did you know? A well-functioning breastfeeding in the first month of the child's life corresponds to 3 or 4 nappies with abundant yellow stools and at least 4 or 5 heavy pee nappies (equivalent to 45ml in weight) per day. Warning: the absence of a stool for 24 hours should indicate to parents that they should go and have their child weighed at the Protection of Mother and Child Center (PMI)!

Question 8. The stool's colour
What colours are the stools in the first week?

Give participants coloured markers so that they can put the colour they think is right on a sheet of paper or on the nappies directly!

→ Answer 8:
The baby's stool and urine are a good indicator of an effective feed. As soon as the milk comes in, the stools change colour, the sticky, greenish, sometimes black, meconium gives way to progressively abundant, lumpy, yellow, sometimes liquid stools.

Question 9. Bottle and powdered milk
How much does a tin of milk powder cost? How long does a tin of milk powder last? And so how much money do you spend in a month on milk powder?

Show a tin of milk powder (or a picture of the tin) to make your point. Distribute fake money on each table. Each team can make their predictions and agree on the price. You can go with them to do the calculations for a month's expenditure based on the number of tins consumed.
Answer 9:
A tin of milk powder costs about 13£. So, according to our calculations, a month’s worth of milk powder will cost you 70£.

Question 10. The benefits of breastfeeding
What are the positive points of breastfeeding compared to bottle-feeding?
Here each team in turn can give proposals.
Possible answers include:
Nutritional benefits for the child and his immune system:
- Reduced incidence of breast and ovarian cancer for the mother
- Less risk of anaemia for the mother
- Provides a sense of self-confidence for the mother
- Weight loss in the mother’s hips
- The pleasure of breastfeeding, feeling your child, physical contact
- Making sure the baby gets the right amount and avoiding overfeeding the newborn
- Breastfeeding protects the child from gastrointestinal, ENT and respiratory infections
- It is free and always adapted to the child’s needs!!!!

Did you know? Exclusive breastfeeding without any other food, not even water, is possible up to 6 months. Breast milk contains all the necessary nutrients for the infant. After 6 months, it is necessary to start diversifying food intake while maintaining breastfeeding if possible until at least 2 years (WHO/UNICEF).

Beware of the group effect in these situations:
The idea here is obviously to make mothers want to breastfeed for as long as possible. But if a mother prefers bottle-feeding for whatever reason, it is also a matter of respecting her choice (Some people may not dare to say they prefer bottle-feeding, may not want to breastfeed, or may only want to do so for a limited period. It is important to remember that these women live in a society where mothers are very often criticised for their choice concerning their child, and it is quite possible that some are ashamed of not wanting to, or not being able to, breastfeed).
To balance this risk, you can also list the advantages of bottle-feeding together:
- The mother is more independent, and the bottle can be given by the other parent or relatives
- You can visualise the quantities of food ingested
- Breastfeeding is accepted or judged in different places and cultural contexts! The bottle can also allow the young mother to avoid being exposed to the remarks, looks and judgements of others.
- The bottle is easier to set up: the child does not have difficulty suckling; the mother does not have to deal with crevices and other inconveniences of breastfeeding
- Allows the second parent to be fully involved in the child’s nutrition and allows the burden to be shared
- Can also give the mother a sense of self-confidence as she learns to manage the amount of milk to give the child etc.
- Feel your child in a different way, not necessarily as physical/close (not everyone likes that)

Completing the exercise
Ask participants to share questions and personal experiences about breastfeeding.

TIPS FOR THE FACILITATOR

- Feel free to keep the exercise going for longer if you feel it is necessary for one or more of the participants.
- If the spirit of competition to win points at each stage is not there, that’s okay!
- The most important thing is the discussion between the women, that they can illustrate their answers with their personal experiences and value their knowledge.
- It is okay if some participants do not guess the answers, the others can help them to find out.
- Write all the words and numbers on a board so that participants can visualise them better.
COLOPHON

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