

BF-000-38, CCNE: Benefits of Breastfeeding (games) /Los Beneficios de la Lactancia Materna (juegos)

A client-centered approach to nutrition education uses methods like group discussions and hands-on activities to engage participants in learning. This outline starts with a **Snapshot of the Session**, and then includes two parts:

Part 1: Planning the Nutrition Education Session - The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

Part 2: Session Outline - The second section outlines the key parts of the session. The nutrition educator uses this outline to lead the session.

Snapshot of Group Session:

CCNE Lesson title: Benefits of Breastfeeding (games)

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Date Developed: 8/2011

Approved by: State WIC NE Staff

NE Code: BF-000-38

Class Description: This lesson offers 2 options for facilitating a discussion about the benefits of breastfeeding by playing games. (These games could also be played during World Breastfeeding Month celebrations.)

Target Audience: Pregnant participants

Type of Learning Activities: Games and discussion-based lesson

Part 1: Planning the Nutrition Education Session

Lesson: BF-000-38 Benefits of Breastfeeding (Games)

| Item | Notes for Planning the Session |
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| <p>Learning Objective(s) – <i>What will the clients gain from the class?</i></p> | <p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Identify a benefit to breastfeeding they learned during the session. • Increase confidence to breastfeed. |
| <p>Key Content Points – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p> | <ol style="list-style-type: none"> 1. Breastfeeding is more than food for your baby. 2. Breastfeeding offers many healthy benefits to you and your baby. 3. Every parent wants what is best for their baby – and breastmilk is best for all babies. |
| <p>Materials – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p> | <p>Facilitators can choose to play one of the following games (each game covers the same material/content):</p> <ul style="list-style-type: none"> • BINGO game: list of bingo cards and bingo card responses for WIC staff to read aloud (attached); playing markers/beans; prizes (breastfeeding stickers, door hangers, magnets, etc) • RUMMY game: rummy cards (attached); prizes (breastfeeding stickers, door hangers, magnets, etc) |
| <p>Resources – <i>Review current WIC resources or other reliable resources like WIC Works.</i></p> | <p>Breastfeeding Facts sheet/Información sobre la lactancia materna (stock no. 13-162)</p> <p>Your local agency breastfeeding referral list</p> |
| <p>Class Flow & Set Up – <i>Consider the flow of the session & room set-up. Note any extra preparation that may be needed.</i></p> | <p>Arrange chairs and tables in a way that allows for the group to play a game. As much as possible, leave room for other family members to join in the game. Plan to sit with the group, acting as the card dealer.</p> <p>You may find it useful to set up a white board, chalkboard, or easel with paper to write down key concepts as the class progresses.</p> <p>These games could be played during World Breastfeeding Month celebrations.</p> |

Part 2: Session Outline

Lesson: BF-000-38 Benefits of Breastfeeding (Games)

| Item | Notes for Conducting the Session |
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| <p>Introduction: Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda exploring ground rules, making announcements, etc.</p> | <p>Example: “Welcome. My name is _____. Today we are going to have a conversation about the benefits of breastfeeding. But we’re also going to have some fun! We have a game planned for today’s class. Before we get started, I would like to go over some announcements and ground rules...”</p> <p>“Bienvenidos. Mi nombre es _____. Hoy vamos a platicar sobre los beneficios de la lactancia materna. ¡¡Pero también nos vamos a divertir!! Tenemos un juego planeado para la clase de hoy. Antes de empezar, quiero repasar algunos anuncios y reglas básicas...”</p> <p>Consider displaying ground rules or “basics” for the class on a flipchart – these might include: freedom to speak, respect others’ opinions, one person asking at a time, confidentiality, etc.</p> |
| <p>Icebreaker: Anchor the topic to the participants’ lives. Use a question or activity likely to bring out positive but brief comments; can be done as a group or partners.</p> | <p>Ask participants to introduce themselves by saying their name, when they are due, and to name their favorite game to play.</p> <p>Games could be anything from board games, card games, video games, game shows, etc. If mom can’t think of a game she likes to play, ask her if she knows of a game that her children or a family member likes to play.</p> |
| <p>Activities: For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to meet the learning objectives.</p> | <p>Facilitators can choose to play one of the following games. Both games review the same material, just presented in different ways depending on the game. Instructions for facilitating the games are listed below.</p> <p>Bingo game:</p> <ol style="list-style-type: none"> 1. Distribute bingo cards and playing markers/beans to the participants. 2. Using the facilitator’s playing cards, call out various benefits as they appear on the cards. 3. Prompt participants to cover each benefit with a playing marker/bean if it appears on the game card. 4. When all squares are covered (or if you have previously assigned a pattern – diamond, double bingo, corner blocks, frame, etc.) the participant with the winning card will shout, “Bingo!” 5. Ask the participant with the winning card to read each benefit back to |

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| | <p>you. This is a good opportunity to get the class involved in a discussion about why each is a benefit to breastfeeding.</p> <p>6. Award prize(s). Play again, as time permits.</p> <p>Rummy game: Can be played with up to 7 participants</p> <ol style="list-style-type: none"> 1. There are 7 “sets” of cards – each set has 3 cards with matching graphics grouping various breastfeeding benefits under one main heading. Each playing card will have a main heading and a graphic on it. 2. Deal one playing card to each of the participants. 3. Using the facilitator’s playing cards, call out each of the benefits of breastfeeding. 4. Ask the players if the benefit you are calling out would be grouped with their main heading. (If players are unsure whether a benefit is grouped with their main heading card, hold up the facilitator’s playing card as it will have the same graphic as the corresponding main heading card). 5. The player that correctly groups their main heading card with the facilitator’s playing cards first, WINS! 6. Ask the participant with the winning set of cards to read back each benefit to you. This is a good opportunity to the class involved in a discussion about why each is a benefit to breastfeeding. Continue playing until all the facilitator’s playing cards have been grouped with the main heading playing cards. 7. Award prize(s). |
| <p>Review and Evaluations: <i>Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or other resources for clients.</i></p> | <p>The facilitator can go around the room or ask for volunteers to answer:</p> <p>“Who can name a benefit of breastfeeding that we talked about during this class?”</p> <p>“What is something new or surprising that you learned about the benefits of breastfeeding?”</p> <p>“¿Quién puede nombrar un beneficio de la lactancia materna de los que ya hablamos en esta clase?”</p> <p>“¿Qué cosa nueva les sorprendió de lo que aprendieron sobre los beneficios de la lactancia materna?”</p> |

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| | <p>Go around the room or continue to encourage volunteers until all key concepts that were discussed are reviewed. If you wrote these down on a white board as the class progressed, you could refer to it.</p> |
| <p>Personal Review of Session (afterward): Take a few moments to evaluate the class. What will you change?</p> | <p>What went well?</p> <p>What did not go as well?</p> <p>What will you do the same way the next time you give this class?</p> |
| <p>Supplemental Information – Describe any attachments and include any other needed information.</p> | |