



Working with children and young people – A community approach to understanding and valuing breastfeeding and early nutrition

Keywords: Infant feeding, breastfeeding, nutrition, early years, children, young people

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1. Summary

Breastfeeding is a global public health issue, with key health benefits to mother and baby. Breastfeeding rates in Scotland are low within an embedded formula feeding culture. The promotion, protection and support for breastfeeding is therefore acutely important and should involve all age groups.

This project was designed to increase knowledge of breastfeeding among young people living in an area of North Ayrshire where breastfeeding rates were critically low; only 17% of women are exclusively breastfeeding at 6-8 weeks compared to the Scottish average of 26.8%.

The aims of the project were that:

1. Children, young people and communities have increased knowledge and are able to make healthy and informed choices about feeding babies
2. Children, young people and communities have a better understanding about the barriers to breastfeeding and why community support is important.

This was to be achieved by engaging with children and young people, increasing their awareness of and normalising breastfeeding. The introduction of healthy weaning foods was also a topic for discussion.

The project plan included development and delivery of short interactive learning sessions within children and young people, to spread the learning from the project across the wider community.

Sessions relating to breastfeeding were presented to 1188 pupils across early years, primary and secondary settings. A further session was delivered to staff in the early years centre.

Based on the findings, it is clear that attitudes to breastfeeding are mixed, and amenable to change. The session of 50 minutes duration delivered to children and young people resulted in more positive attitudes. This could result in a move to negative to ambivalent to positive, but the project has shown that changes are possible, with minimal time and at low cost.

The results of this project will be made widely available and funding sought to enable further delivery and ongoing review and refinement of sessions.

2. Background

North Ayrshire has a formula feeding culture with critically low breastfeeding rates across the locality. Only 17% of women are exclusively breastfeeding at 6-8 weeks compared to the Scottish average of 26.8%. Within the target area of this project women report that breastfeeding is not visible in their community. Anecdotal reports from mums engaging with breastfeeding support in Ayrshire have previously shown that women can feel that if they choose to breastfeed they may be isolated by family, friends and their community. They particularly worry about breastfeeding in public, as they feel that breastfeeding is unseen and unsupported.

North Ayrshire is an area of high deprivation and multiple health issues. For example, levels of obesity are also higher than the Scottish average, 12.3% of Primary 1 children classed as obese compared to the Scottish average of 9.8%. The link between breastfeeding and obesity is developing and so this one area of concern may be addressed with increased breastfeeding and timely introduction of healthy weaning foods.

Alison Ross is Depute Head Teacher of Glencairn Primary, Stevenston, where this project was delivered. Alison is aware that the general health of people in Stevenston is poor and recognises that the school has a duty to improve the health and wellbeing of children and their families. The school already had partnerships with the local child healthy weight programme and staff trained to deliver the Weigh to Go weight management programme to adults.

The school had also previously offered a baby weaning class which was successful, and believed that they could have a positive impact on breastfeeding through educating the children and 'normalising' breastfeeding within the community. They welcomed the support from this project to help make this happen.

The secondary school involved with the project, St Matthews Academy, is a six-year denominational school created in 2007 to serve primarily, but not exclusively, the Catholic community of North Ayrshire, the role is approximately 1300 young people. Between 45 and 50% of the pupils live in an area recognized as within the top 20% most deprived datazones. St Matthews had been involved for a few years with NHS and Breastfeeding Network (BfN). Delivery of a parenting course with a targeted group of young people in 4th Year who were not sitting National 5 exams had promoted breastfeeding and discussed early weaning. The feedback from the young people had been very positive and this helped inform the development of the programme. The school therefore seemed an ideal partner for this project.

3. The Project

Project Development and Aims

The project was created in partnership with NHS Ayrshire & Arran, North Ayrshire Health and Social Care Partnership, North Ayrshire Council and The Breastfeeding Network (BfN).

The main aims of the project were that:

3. Children, young people and communities have increased knowledge and are able to make healthy and informed choices about feeding babies
4. Children, young people and communities have a better understanding about the barriers to breastfeeding and why community support is important.

This was to be achieved by engaging with children and young people, increasing their awareness of and normalising breastfeeding. The introduction of healthy weaning foods was also a topic for discussion.

The project plan included development and delivery of short interactive learning sessions within children and young people, to spread the learning from the project across the wider community.

The planned activities and related activities are detailed in the table below:

Aim one	
What will we do	How will we know we have achieved it
Develop and deliver classroom sessions about infant feeding to children and young people at Glencairn Primary School/Early Years and St Matthews Academy	Children/young people have increased knowledge about breastfeeding, bottle feeding and weaning
Provide training and resources to teachers and staff Develop and deliver sessions for parents and wider community	Staff feel more confident to deliver classroom sessions on infant feeding Staff, parents and wider community have increased knowledge about infant feeding and weaning
Work with children and young people to develop a peer led learning resource about feeding babies	Children, young people and communities have an increased understanding about how breastfeeding and healthy first foods can impact on obesity and long term health
Aim two	
Deliver classroom sessions about barriers to breastfeeding and the Breastfeeding Happily Here (BHH) scheme	More children, young people and the wider community know about the BHH scheme and why it's important – they were asked during the sessions, most did know and those who didn't were not
Work with the school and the wider community to identify community venues that could join the scheme Distribute scheme materials to local community venues	The number of local venues that sign up to the scheme Local businesses and venues have an increased understanding of how they can support breastfeeding families
Spread awareness of the scheme and the law and why it's important and measure this	Children, young people and communities are more aware of the Breastfeeding etc. Act (2005) – done through discussion on BHH

The staff training activity in aim one was undertaken with staff in the Early Years Centre and not with school staff. This was due to other demands on teacher's availability and time constraints of the project. There were also various other demands, such as exams timetables, when the programme was taking place. This had an impact on both training time availability and the development of a peer led learning resource. It was originally intended that the pupils in S5 would develop and deliver a session to staff and parents, to raise awareness with them. However, due to time constraints this session had to be cancelled by the school. This will be considered in future programmes, when longer term planning around the school year, especially relating to exam time, is essential.

In relation to the first activity under aim two; raising awareness of the BFHH scheme, it became apparent that the majority of pupils were already aware of the scheme. The pupils could identify the name, logo and the scheme's purpose, naming places locally where they had seen the logo. Discussion did take place around the scheme for those who hadn't heard of it but it wasn't given as much attention as had originally been planned as the pupils were able to discuss it themselves. Due to time constraints staff did not have the ability to do more work with the children to prepare them for signing up premises and for the children to go out into the community and do this. It is hoped that this could be built in to future work with the schools as part of our next steps.

The Breastfeeding etc. (Scotland) Act 2005 was discussed by asking the pupils whether mums could breastfeed in premises that didn't have the BFHH sticker. There were mixed views on this topic and this resulted in good discussions. The pupils were made aware of the Act, ensuring that they understood that women have the right to breastfeed in public places, and that people should not present barriers or attempt to stop women from feeding in public.

Application was made online through the West of Scotland Research Ethics Committee and response was received that this project did not require ethical approval. Project staff of course operated in an ethical manner and took into account matters such as data protection, ensuring that no photographs or information relating to pupils was gathered without prior consent being received. All IOWA data was anonymous and no student information was shared with the project team.

Project delivery

Following a session delivered by the Breastfeeding Network as part of S4's Skills Academy in St Matthews Academy, the Head of Guidance, Mr Alan Coyle, was keen for the project to be rolled out to the whole school. Initially sessions were devised and delivered to S5 as part of PSE with three pilot sessions being produced:

- How Breastfeeding Works
- Attitudes to Breastfeeding
- Breastfeeding and the Environment.

Due to the success of the sessions relating to 'How Breastfeeding Works' and 'Attitudes to Breastfeeding', the project team decided to focus on these sessions and

put 'Breastfeeding and the Environment' on hold for consideration in future programmes.

Furthermore, due to a topic which explored 'Food for Life', being undertaken by S2 as part of Home Economics, the BfN were approached to deliver this to other small groups of pupils who had chosen to focus on Early Years as part of their curriculum. A session was devised to discuss feeding babies from birth to toddlerhood. S1, S2 and S3 received these sessions as part of their Science and PSE classes, depending school timetable and project staff availability. The Science session focused on 'How Breastfeeding Works' and in PSE the session explored 'Attitudes to Breastfeeding' as it was felt this matched the curriculum outcomes for these subjects.

A targeted group of S4 pupils were reached as part of the school's Skills Academy which some students participate in whilst other pupils are taking National 5 exams. This session looked at child development from pregnancy to weaning and beyond.

All the sessions are outlined in more detail below and session plans are included as appendices providing a full overview of each. These were changed as required, depending on pupil knowledge, needs, and to encourage interaction and engagement. Sessions were delivered in a fun, interactive way, engaging pupils in their learning through games and discussions. While the session plans were there as a guide, all sessions were very much pupil led.

At all points during the programme the project staff liaised with the schools and staff and linked with various subject areas, the project even delivered to a history class at very short notice on 'The History of Breastfeeding'.

Attendance and Content

The numbers of students who attended each session are:

- Approx 890 St Matthews Academy
- Approx 298 Glencairn Primary School and Early Years Centre

Every class in Glencairn Primary had a session delivered; this was ten classes in total across primary one to primary seven. Every registration class in St Matthew's Academy received a session from S1-S5. The S6 PSE teacher presented the Hollie McNish DVD and discussed attitudes to breastfeeding as part of a lesson, he felt confident in being able to do this following his attendance at one of the Skills Academy sessions.

Glencairn Early Years Centre

The input for the Early Years Centre was that of a 'station' as part of the children's 'open play' session. During this time the children had free play, choosing where they wanted to play from a variety of stations. The Breastfeeding awareness session being one of the sessions, based in the 'home corner'. A jigsaw (Whose Baby?) was left out on the table and children would approach the School Peer Supporter to play the game. Through matching up pictures of Mums and Babies from across the

animal kingdom discussion would start about the names of baby animals, how they are cared for and where they get their milk. All of the animals were mammals and this would lead nicely into what makes a mammal a mammal. Plastic animal figures of mums and baby were also used as a prop for discussion, children were excited to choose these out of the bag and match them up with their mum.

The discussion was child-led, with some children choosing to come to play and leaving before the end, some staying for the duration and some not coming over at all. The aim was to start the conversation about where mammals get their milk and that we as humans are mammals.

Glencairn Early Years Staff Session

Glencairn Early Years Centre Staff were invited to attend a Breastfeeding Awareness Session after school hours. The staff members were enthusiastic, with a good number of staff in attendance. The staff received First Milk Matters Training which highlights the importance of human milk for human babies and contains statistics of breastfeeding in the Early Years Centre's local community.

The session used a presentation to cover the following topics:

- Local information
- Why breastfeeding is important
- Breastfeeding in context
- Protecting breastfeeding
- What's in a feed
- How breastfeeding works
- Supporting breastfeeding.

Glencairn Primary 1-4

This session on How Mammals Feed Their Young was a more detailed discussion of some of the key points covered for the Early Years children (Appendix 1). The children took part in a discussion with the facilitator in a more structured format but focusing on similar ideas around matching baby animals with their mum, naming baby animals and finding out interesting facts about mammals and their milk. For example the children were fascinated that Whale milk is the consistency of toothpaste so it doesn't dissolve in the water!



Glencairn Primary 5-7

The upper school session looked more specifically at human babies and how they are cared for, including feeding. The session 'How Breastmilk Works' (Appendix 2) looked at the different needs of a human baby at different stages of their first 2 years, also asking the children to think about how often a baby would need fed and how breastmilk is more than food for a baby- it's breakfast, lunch, dinner, snacks, drinks, comfort, medicine and everything in between! The breastmilk demo is also included in this session and a great way for children to see the "ingredients" in breastmilk in an engaging and interactive way.



S2, S3, S5

How Breastfeeding Works

The aim of this session (Appendix 3) was simply to get young people talking about breastfeeding. The sessions started with a group discussion which was prompted by cue cards. This allowed the young people to discuss, in a safe environment, their own feelings and views on the subject of breastfeeding and to explore their knowledge about the subject. There were often 'myths' raised which were then questioned and discussed further, following discussion the myths were dispelled and the class were aware of the facts. Sometimes groups would have lengthy debates with their peers which was fantastic and interesting to hear, talking about breastfeeding in school was new to them and to staff.

St Matthews Academy (S1, S2, S3, S5) Attitudes to breastfeeding

The alternate classes in these years took part in the session attitudes to breastfeeding. This session begins by showing the Hollie McNish video 'Embarrassed' which is used to provoke reactions from those watching it around views and attitudes, this started the conversation for group work where they were given images to view and discuss (Appendix 4). This session was particularly useful and effective in generating discussion and debate. The pupils specifically identified the formula feeding culture that we have and also raised the question of why companies and society promote sales of formula when breastmilk is available for free.

St Matthews Academy (S2)
Food for Life

As with other sessions we used group discussion and cue cards as prompts. This gave us a good idea of what the pupils already knew about infant feeding and what they wanted to know more about during the session. Props were used to discuss baby's tummy size, as well as nappies to show 'what goes in must come out'. This session made use of the breastmilk demo, healthy weaning foods were explored, and included discussion on what are appropriate foods for babies and what foods should be avoided (Appendix 5).

St Matthews Skills Academy (S4)

This was a longer session that ran for an hour and a half (Appendix 6). This targeted group of pupils were taking part in the programme as they were not taking National 5 exams. This six week Skills Academy programme looks at various life skills from work experience to parenting. Prior to our session the pupils had been learning about caring for babies and children, during our time with the pupils we looked at a wide range of topics chosen by the pupils, which included:

- Infant feeding
- Milestones (when baby will sit up)
- Who looks after mum and baby at different stages
- Safe sleep for baby

Throughout the session the importance of bonding with baby was reinforced, and ensured the importance of breastfeeding was a large part of this discussion.

It is clear from the session plans contained, there was a range of talking points for the different sessions, all allowing the pupils to explore their values, attitudes and knowledge. The sessions aimed to encourage and facilitate learning from within the group through debate and discussion, using a mix of activities to generate engagement. The key for all sessions was to be flexible, agenda matching with the pupils and tailoring input as needed.

4. Impact

Glencairn Primary School

The project worker delivering the session, and in some cases the Health Improvement Officer tasked with producing the evaluation, used a variety of tools to prompt discussion. Photographs and video were utilised to capture feedback on various sessions delivered within the primary school.

Pupils were asked:

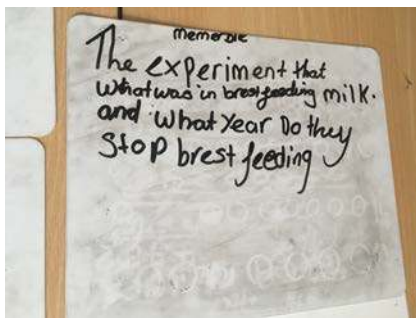
- Did you learn anything new?
- Was there anything else you would have liked to learn?
- Things I enjoyed...

- Things I didn't enjoy...

Did you learn anything new?

Pupils gave a lot of examples about the things they had learned, the main ones being:

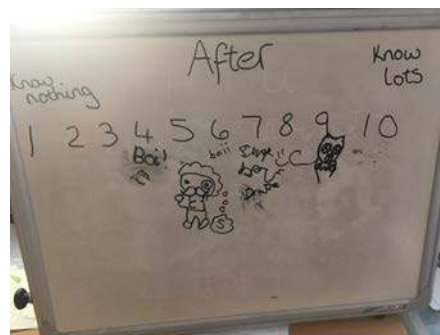
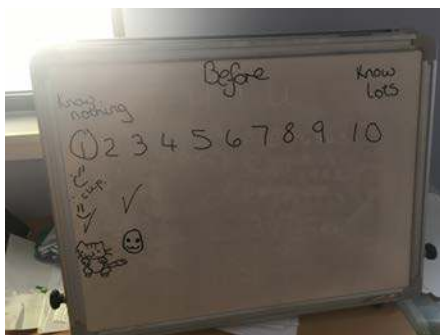
- How breastmilk is made
- What was in breastmilk, all the ingredients
- Babies can be breastfed for longer than I thought
- That breastmilk always changes
- A lot of pupils simply replied 'everything!'



"I found out about all the fat in breastmilk to help them develop stronger muscles and bones to have a stronger body"

The majority of pupils who took part seemed to enjoy the interaction and group activities that were part of the sessions.

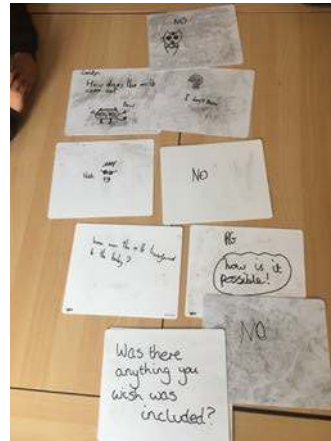
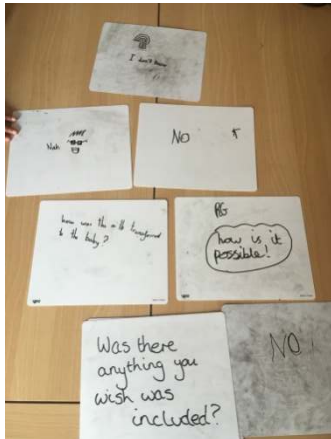
One session allowed time to use a ruler before and after the session to gauge any increase in knowledge, the boards show that at the beginning of the session all the pupils marked themselves against one, the lowest score, indicating they didn't know anything about the topic. After the session there is a visible shift with some pupils marking their symbols against eight and nine.



Was there anything else you would have liked to learn?

There was less response to this question. Interestingly, one pupil stated that they would like to know why babies have breastmilk instead of 'normal milk?'

Some pupils wanted to know 'how is it possible?' and 'how does the milk come out?'



Things I enjoyed

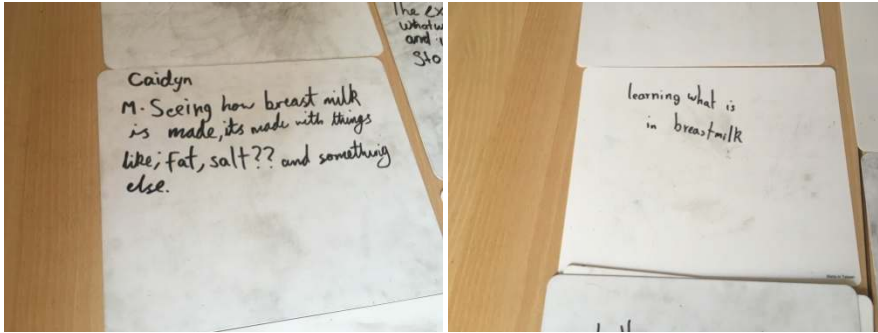
The 'Breastmilk demonstration', utilising a range of household products to represent what is in breastmilk, seemed to be something the pupils really enjoyed, along with opportunities for group work. Pupils listed the following things as what they enjoyed:

- Doing the worksheet/timetable (the times you eat and drink through the day)
- Working together in groups
- The experiment putting things in the bowl to 'make breastmilk'

"I enjoyed the worksheet"

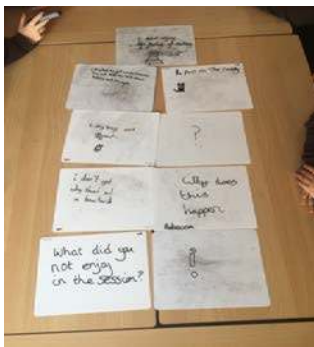
"I enjoyed when Amy showed us what is in breastmilk"

"I really enjoyed learning about how breastmilk works. I enjoyed making the breastmilk. I enjoyed ALL OF IT"



Things I didn't enjoy

Some pupils didn't enjoy the topic of breastfeeding at all, stating that they didn't like talking about breastfeeding and one pupil saying it was 'a bit disturbing' and one saying 'it was weird' based on the comments gathered however, many more pupils found things to enjoy than not.



Two pupils at Glencairn agreed to speaking on video about the session they took part in. The first pupil said it was good that the school and the law make sure that babies have the right to be breastfed. They made reference to the Breastfeed Happily Here scheme and acknowledged that it can be hard for mums to breastfeed.

The second pupil stated that they found the session fun and educating and used the breastmilk experiment of making 'breastmilk' in a bowl as an example. However, they went on to say that they thought the pupils are a bit young to be learning about breastfeeding.



IMG_1254.MOV



IMG_1253.MOV

The Primary 7 pupils at Glencairn Primary and a number of sessions at St Matthews received The IOWA Infant Feeding Attitude Scale (De La Mora et al, 1999) to measure attitudes towards infant feeding before and after sessions. This accredited

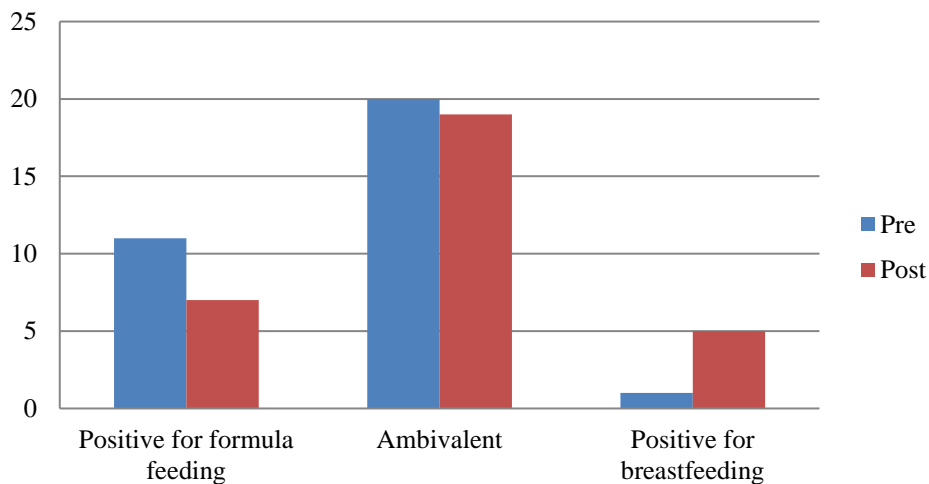
scale sets out both positive and negative statements to breastfeeding and responses are scored against whether people are positive towards formula feeding, ambivalent or positive towards breastfeeding using the following system. As can be seen from the information that follows some of the statements are reverse scored, giving a total score.

- A score of less than 50 is positive towards formula feeding
- A score of 51-64 is ambivalent
- A score of 65 or above is positive towards breastfeeding.

As can be seen from the table and graph below, the level of pupils who were ambivalent slightly dropped after the session, there was a larger drop in those who were positive towards formula feeding and an increase in those who were positive towards breastfeeding.

	Pre	Post
Pro formula feeding	11	7
Ambivalent	20	19
Pr breast feeding	1	5
TOTAL	32	31

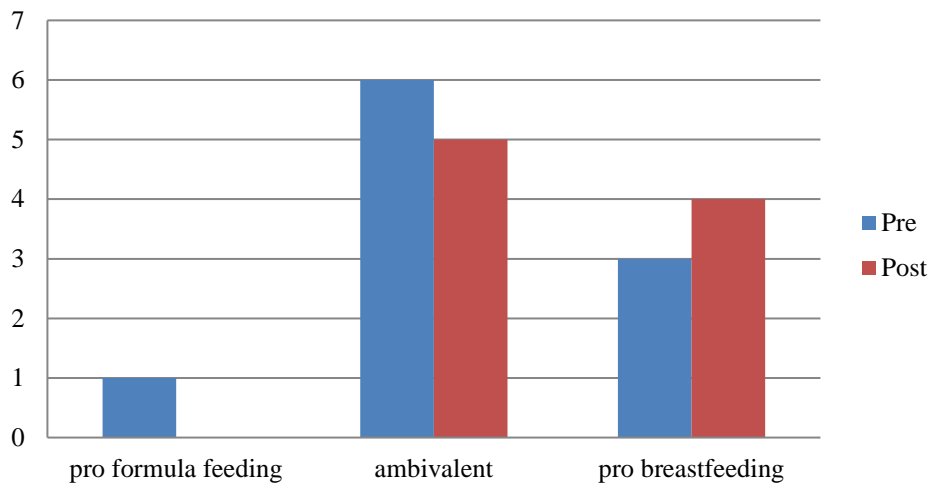
Glencairn P7 pre and post IOWA



Glencairn Early Years Staff

A total of 10 staff members attended the after school session, all staff completed a pre training IOWA form and 9 completed the post training IOWA form. The table and chart below show the comparison from before and after the session.

Glencairn EY Staff pre and post IOWA



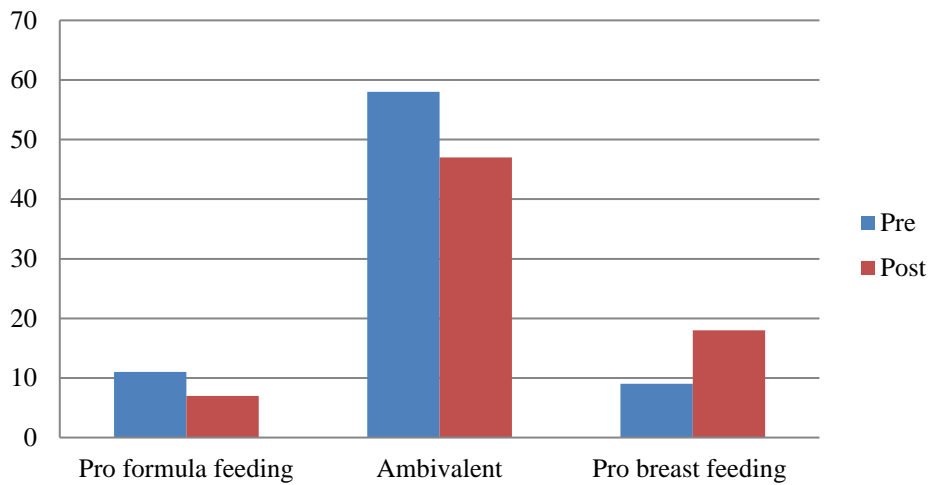
	Pre	Post
Pro formula feeding	1	0
Ambivalent	6	5
Pro breast feeding	3	4
TOTAL	10	9

St Matthews

The S5 pupils at St Matthews were all asked to complete IOWA sheets (four classes). As can be seen from the information below the majority of pupils who completed IOWA scores scored as ambivalent both before and after the sessions. There were slightly less pupils scoring ambivalent after and while at the beginning the numbers scoring pro formula feeding were higher than pro breast feeding this had changed at the end with more pupils scoring as pro breastfeeding.

	Pre	Post
Pro formula feeding	11	7
Ambivalent	58	47
Pr breast feeding	9	18
TOTAL	78	72

St Matthews S5 pre and post IOWA



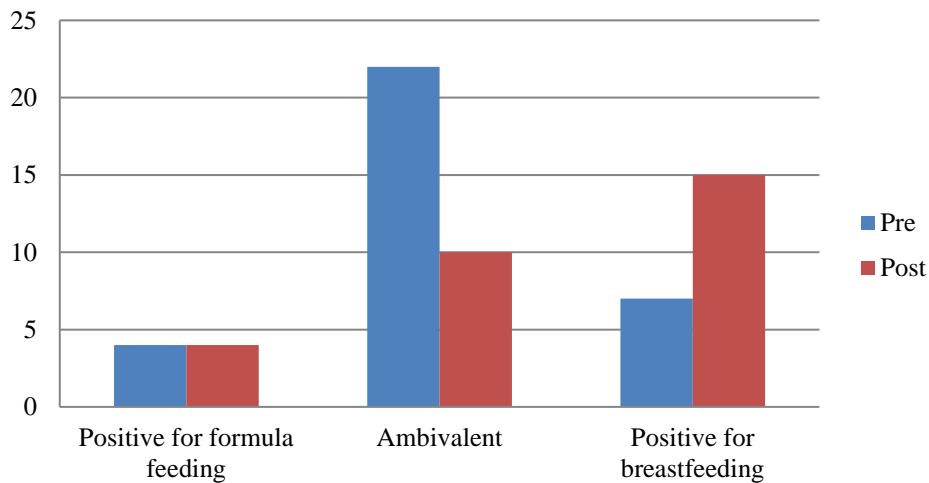
One comment was highlighted by project staff, the following quote was received by a pupil in S3 after discussions about oxytocin.

“So you feed your baby love when you breastfeed?!”

The S2 pupils received a slightly amended IOWA scale which included only three score points rather than five, as can be seen from the table and graph below there was an equal number before and after who were pro formula feeding but there was a shift from ambivalent to pro breastfeeding.

	Pre	Post
Pro formula feeding	4	4
Ambivalent	22	10
Pr breast feeding	7	15
TOTAL	33	29

St Matthews S2 pre and post IOWA



In addition to this information gained from the scales, one teacher praised the work of the project worker in engaging a group of pupils who can be challenging to work with.

“That was a challenging class and you engaged them well because you were answers questions that they wanted the answers to.”

Science teacher, St Matthews Academy

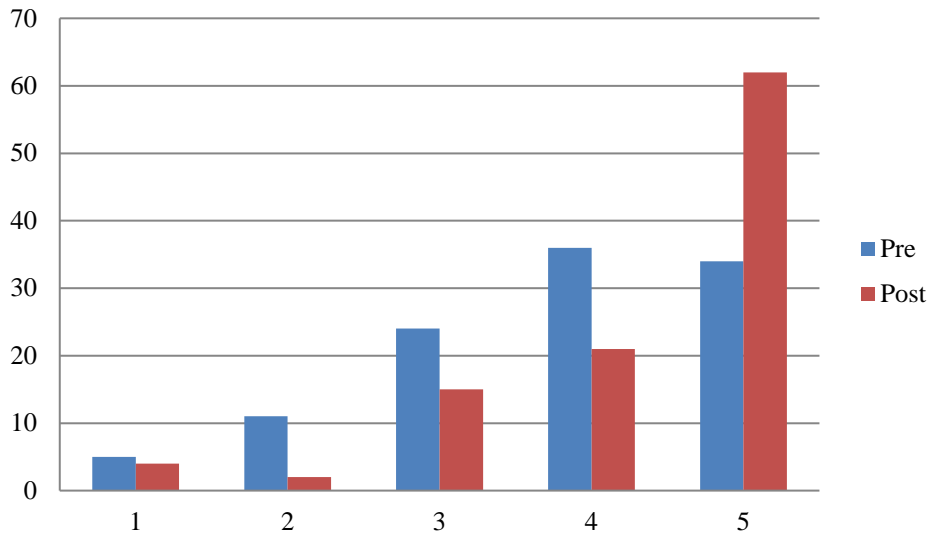
Shifts in attitudes to specific questions

Some statements showed more of a shift towards positive towards breastfeeding than others. Below are some of the statements where there was not as noticeable a shift from before to after the sessions.

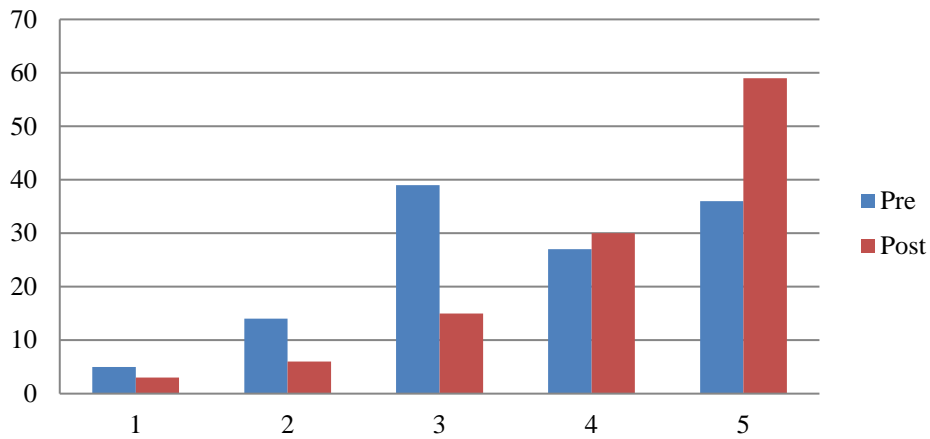
- A mother who occasionally drinks alcohol shouldn't breastfeed – project staff did discuss this during the sessions but that the pupils had quite firm beliefs in terms of mums being under the influence while in care of a child.
- The benefits of breastmilk only last while the baby is being breastfed.
- Dads feel left out if a mum breastfeeds.
- Formula feeding is the better choice if a mum plans to return to work.
- Breastmilk is cheaper than formula milk – most pupils had positive attitudes towards this before the session and therefore there was not much scope for a shift.

The charts below show some of the positive shifts in attitudes against individual questions, showing increased positivity to breastfeeding (higher score).

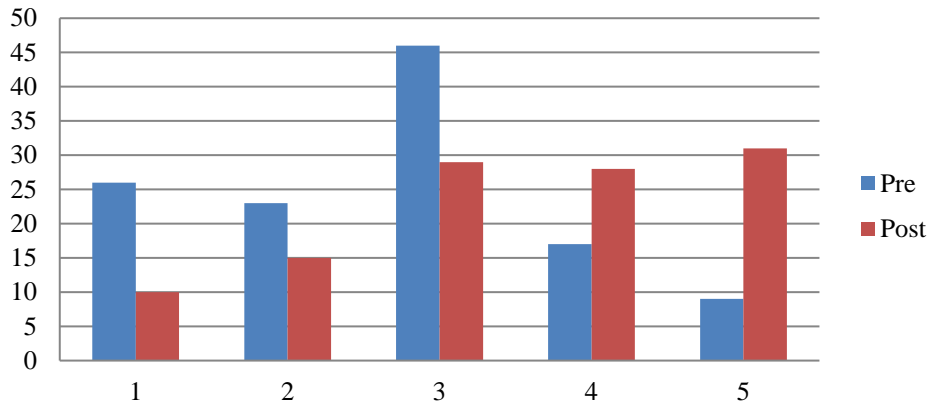
Breastfeeding increases the closeness between mum and baby (St Matts S5 and Glencairn P7)



Breastmilk is the ideal food for babies (St Matts S5, Glencairn P7 and EY Staff)

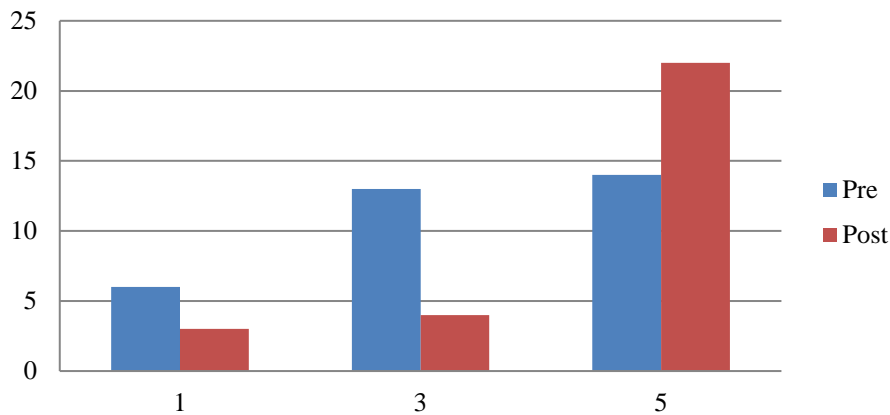


**Mums who formula feed miss one of the greatest joys of being a mum
(St Matts S5, Glencairn P7 and EY Staff)**



While most groups didn't see a large shift in terms of attitudes towards breastfeeding in public (S5 scored quite highly both pre and post), the S2 group which had a three point IOWA score sheet did see a shift in terms of this statement.

Women should not breastfeed in public areas such as restaurants (S2)



In addition to the evaluation work undertaken by project staff, another positive impact was the project gaining recognition in local and national press. The article announces that the school have been recognised as a breastfeeding friendly school and talks about the project being delivered to pupils:

<http://www.ardrossanherald.com/news/16376661.st-matthews-is-breastfeeding-friendly-school/>

<http://www.sconews.co.uk/latest-edition/56177/popes-breastfeeding-at-mass-comments-backed-in-scotland/>

Limitations

It should be noted that the use of the IOWA forms does have a number of limitations:

- In some classes there was no time to complete the post forms as it was more important to continue with the session and learning to make the most of the time available.
- Some children were seen to simply go down the sheet circling all of the same number without reading the statements they were associated with.
- The information provided through the IOWA scores is limited as the scales cut off at certain points and only shows a part of the picture, there may have been a shift towards breastfeeding that is not captured due to the range of the scales. For example, someone could have scored 52 at the beginning of the session and 62 at the end of the session but they would still be classed as ambivalent.

5. Sharing your work

A summary report of the work and its findings which will pull out the key points from this report will be shared with all stakeholders who were involved in planning the project and with the schools.

We will also produce a short one page poster/infographic to be displayed within the schools where the project took place and to present at relevant events and conferences as appropriate.

The findings of this work will be shared across all of Ayrshire through both NHS Ayrshire and Arran, local authorities and The Breastfeeding Network with the view to sharing the learning, the impact and to explore next steps with partners to begin discussions on rolling this project out to other schools across Ayrshire.

6. Next steps

It is proposed that the following action is taken following the sharing of this report:

1. Revisit with St Matthews the potential for S5 (who will now be S6) creating and delivering a learning session for their peers, teachers and parents based on what they learned, supported by staff from BFN
2. Speak to Glencairn and St Matthews about opportunities for pupils to share information on the Breastfeed Happily Here scheme with local premises who are not currently signed up to the scheme.
3. Carry out more detailed discussion with groups in the future to analyse specific elements of each of the session plans to see what is most and least beneficial and what works best.
4. Further analyse session specific IOWA scores against the session plans and identify opportunities to improve sessions against areas where shift in scores were not as apparent.
5. Use feedback to identify gaps in learning that pupils would like to have covered, for example, the biology of 'how breastfeeding works'.

6. Carry out sessions with more groups of staff to raise their awareness of the subject and improve their confidence in discussing breastfeeding.
7. Explore opportunities to carry out work to deliver on activities that were not completed as part of this round of the project due to time constraints.
8. Identify funding and opportunities to continue delivering this programme to other schools across Ayrshire and use data to identify other areas that could be targeted.
9. Identify opportunities to share learning with colleagues across Scotland through conference and events.

7. Conclusion

This programme was able to reach a large audience (approximately 1188 pupils) in a short space of time and in an area with a formula feeding culture. The project increased knowledge about making informed infant feeding choices and about the potential barriers are to breastfeeding.

From the images and discussion evidenced throughout the report it can be seen that the pupils, and staff, enjoyed the sessions and that they engaged in the learning and activities. There were some mixed attitudes in terms of the topic and whether pupils should be receiving this information, or are ready for it. However, the majority seemed to appreciate the sessions and felt that they learned a lot. Pupils seemed to particularly enjoy interactive activities such as completing worksheets on their daily food and drink intake, the breastmilk demonstration and group work, such as matching baby animals to their mums.

Some key messages appear to have been taken on board, for example what is in breastmilk and what the benefits are. A number of pupils reported that they learned 'everything' and that they enjoyed 'all of it'. The use of a confidence ruler in one of the sessions gave a visual representation of the pupil's knowledge before and after the session and showed a clear shift in knowledge from low to medium/high.

The pupils did identify an area they would like to further explore; the biology of breastfeeding. This should be addressed in further sessions.

The use of IOWA scores allowed us to monitor the shift towards more positive attitudes to breastfeeding across the groups. Whilst the shift is small, there is a general shifts towards more positive attitudes to a number of statements even if this didn't result in a positive to breastfeeding score. The programme staff will look at this in more detail how these areas could be addressed differently in future sessions. It is important to remember that most classes had a 50 minute session. More time or smaller groups may result in increased attitudinal change.

While this initial round of delivery has been evaluated to inform future sessions and for reporting to partners, the use of IOWA scores and more importantly discussion and feedback with those who attend future sessions will continue to be used to allow for continuing improvement of the sessions and how they are delivered

8. References

De La Mora, A., Russell, D. W., Dungy, C. I., Losch, M. and Dusdieker, L. (1999) The Iowa Infant Feeding Attitude Scale: Analysis of reliability and validity. Journal of Applied Social Psychology Vol.29(11), pp.2362-2380.

9. Financial report

Item	Detail	Budget	Actual
Staff Costs (<i>detail number of staff and number of hours allocated to project</i>)	180 hours of staff time for one peer supporter	1900	1968
Travel Costs (<i>detail travel for staff and for participants, including travel to two QNIS workshops</i>)	travel expenses for travel to and from schools, to attend meetings and to attend QNIS workshops for peer supporter and manager (for QNIS workshops only)	700	575
Venue Costs (<i>include hire costs for rooms</i>)		0	0
Other (<i>materials, postage, evaluation etc</i>)	Resources for schools work such as flipcharts, mammal toys, breast milk demo ingredients etc Admin materials such as paper, ink, postage etc	2345	797
Total		£4945	£3340

Appendix one

How Mammals Feed Their Young P1-4



Time	Teaching and learning	Pupil Engagement/ Learning Outcome	Resources
Intro/Name Game 10 mins	<p>Who we are, where we are from, we are going to talk about how mammals feed their young.</p> <p>Name game, going round the class asks their name and favourite animal. Do you have any pets?</p> <p>Introduce cat toy. Does anyone know what a young cat is called? What are the kittens doing? They are having their breakfast/lunch/dinner/a wee drink from their mum's teats; they are drinking her milk that her body makes especially for them! Isn't that amazing?!</p> <p>Has anyone ever seen a cat or other animals feeding their young?</p>	<p>A time to introduce the topic, get the pupils excited to talk about their favourite animals.</p> <p>Bring in some interesting facts about the animals mentioned.</p> <p>Do they have any babies in their family?</p>	<p>Cat Toy and Kittens</p>
Introduce Topic of Mammals 10 mins	<p>On whiteboard/flipchart write "Mammals, Reptiles, Amphibians" as headings.</p> <p>Can you name any of these animals? What category do humans belong to? Today we are going to talk a little bit about Mammals. Do we know what makes a Mammal a mammal?</p> <p>Hot blooded Fur/hair on their body Give birth to live young (no eggs)</p>	<p>I am learning about where living things come from and about how they grow, develop and nurtured. HWB 0-50a / HWB 1-50a</p> <p>I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a / HWB 1-51a</p>	

	<p>Mammary glands, which gives them the ability to produce milk for their young. (refer back to Cat and Kittens toy)</p>		
<p>Matching Mum and Infant 15mins</p>	<p>Give each group a set of Mum Picture Cards and Infant Name Cards.</p> <p>As a group match the animal infant name to their Mum.</p> <p>For bonus points, do you know the female name of each animal?</p> <p>Cow- Calf Human- Baby Dolphin (Cow)- Pup/Calf Whale (Cow)- Calf Bat (Female)- Pup Cheetah - Cub Deer (Doe)- Fawn Horse (Dam)- Foal Kangaroo (Does, Flyers or Jills)- Joey Elephant (Cow)- Calf Goat (Doe)- Kid Fox (Vixen)- Kit Rabbit (Doe) - Kitten</p>	<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b / HWB 1-47b</p>	<p>Mum Picture Cards x 6 packs</p> <p>Infant Name Cards x 6 packs</p>
<p>Fun Facts Quiz 10mins</p>	<p>Each group is given a toy animal and their young.</p> <p>I am going to tell you some interesting facts about these mammals if your group think I am talking about your animal raise it above your head.</p>	<p>I am beginning to understand that nutrition needs change at different stages of life. For example the role of breastfeeding in nutrition. HWB 1-32a</p>	<p>Toy Mammals x 6</p>

	<ul style="list-style-type: none"> - My milk is like toothpaste and my young drinks 150 gallons per day. (Whale) - My young roll their tongue into a straw to drink my milk. (Dolphin) - I can feed and fly at the same time. (Bat) - I feed my young my milk for up to ten years! (Elephant) - I feed my young in my pouch for 7-10months. (Kangaroo) - My body produces milk containing anti bodies to fight off any germs my young may come into contact with, it changes with my young to be exactly what he/she needs at that stage. (Human) 		
<p>Evaluation</p> <p>5mins</p>	<p>Thank you for your participation today. Did anyone have any questions?</p> <p>Was there anything you wish we had talked about that we didn't?</p> <p>Which parts did you find interesting?</p> <p>What wasn't that interesting?</p>	<p>Pupils complete evaluation.</p>	<p>Evaluations</p>

Appendix two How Breastmilk Works



Time	Teaching and learning	Pupil Engagement/ Learning Outcome	Resources
Intro/Name Game 10 mins	<p>Who we are, where we are from, we are going to talk about looking after babies.</p> <p>Name game, going round the class ask their name and if they know why they were called their name.</p> <p>Ask the question does anybody have any babies in their family?</p> <p>What do they need to be looked after? Warmth, clothing, love, fed, etc</p>	<p>A time to introduce the topic, get the pupils excited to talk about babies.</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others HWB 2-44b</p>	Whiteboard and pens
Feeding Baby 15 mins	<p>How are babies fed?</p> <p>What do babies need at, Newborn- Only breast milk, milk is breakfast lunch and dinner, snacks and drinks. Show cherry, Brussels sprout, plum and egg. Tiny tummies don't take much to fill and don't take long to digest so baby needs fed very often, around 12 times in 24hours. Colostrum, some mums choose to give the first feed as it contains colostrum which is like a mini vaccination for baby. 6months- Start to introduce solid food, this is called weaning. No salt, sugar or honey. Softer foods to begin. Milk is still baby's main source of nutrition until 1 year. 1 year- Mostly eating solid food three</p>	<p>I am learning about where living things come from and about how they grow, develop and nurtured. HWB 0-50a / HWB 1-50a</p> <p>I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a / HWB 1-51a</p> <p>I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition. HWB132a</p> <p>I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. HWB 2-2a</p>	Large Baby Pictures x 4

	<p>times per day, still has milk but may not feed as often. 2 years and beyond- Can continue to breastfeed for as long as mum and baby want to. WHO recommends 2 and beyond.</p> <p>Holding up the Large Baby Pictures to illustrate ages.</p>		
<p>How does breastfeeding work? 15mins</p>	<p>Give out paper with timeline.</p> <p>Ask the class to have a think about everything they had to eat and drink yesterday, what was it, how often?</p> <p>Breastmilk is baby's breakfast, lunch, dinner, snacks and drinks. Supply and demand.</p> <p>Show picture of Prolactin Response. Baby sends signals to mum how much milk to produce the more baby feeds the more milk mum produces.</p>	<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b / HWB 1-47b</p>	<p>Prolactin Response posters x 5</p>
<p>What is in breast milk? 20mins</p>	<p>Gather the class around a table at the front to help with the Breast Milk demo.</p> <p>Pupils pick ingredients out and put in the bowl.</p> <p>See breast milk demo script.</p>	<p>I am beginning to understand that nut needs change at different stages of l example the role of breastfeeding in nutrition. HWB 1-32a</p>	<p>Breast Milk Demo</p>
<p>Evaluation 5mins</p>	<p>Thank you for your participation today. Did anyone have any questions?</p> <p>Was there anything you wish we had talked about that we didn't?</p>	<p>Pupils complete evaluation.</p>	<p>Evaluations/post its</p>

	<p>Which parts did you find interesting?</p> <p>What wasn't that interesting?</p>		
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Appendix three How Breastfeeding Works



Time	Teaching and learning	Pupil Engagement	Resources
Intro 5 mins	<p>Who we are, where we are from, we are going to talk about breastfeeding and how it works.</p> <p>Will also be some fun and games along the way and we are going to ask you to join in a LOT so this isn't just about us standing at the front. Please ask any questions as we go along or you can ask one of us at the end. There is also paper here and if you have a question that you don't want to ask out loud you can write it down and we will try and answer them for you at the end.</p>	<p>Let pupils know what the session will cover</p>	<p>None</p>
Which Milk 10 mins	<p>Split the group into 2/4 groups depending on numbers.</p> <p>Hand out the Which Milk flipchart paper, ask pupils to decide which milk (breastmilk or formula) each of the statements refer to.</p> <p>Facilitator discusses with each group as they are working and also facilitates a whole class discussion at the end.</p> <p>Open to questions.</p>	<p>Pupils work together as a team to decide their answers.</p> <p>Pupils discuss their own thoughts.</p> <p>Pupils debate their opinions.</p> <p>Facilitator can help if any inaccuracies/myths etc come up by offering correct information</p>	<p>Which Milk Flipchart paper x 4</p> <p>Which Milk statements x 4</p>
Breast Milk Demo 15mins	<p>Set up the breast milk demo resources on a table at the front. Ask pupils to gather round/sitting in semi circle on chairs around the table, whichever suits.</p> <p>Explain that we now know a bit more</p>	<p>Pupils take it in turns to put ingredients into the bowl</p> <p>May be followed up with What's in the nappy if time allows/to further engage. What goes in must come out.</p>	<p>Breast milk demo kit</p> <p>Breast milk demo script</p> <p>Breast milk/ formula building blocks po</p>

	<p>about breast milk and all of the things it can do we are now going to see what is in breast milk.</p> <p>See breast milk demo script.</p> <p>Stopping at How a feed works, explain supply and demand.</p>		
<p>Benefits 10mins</p>	<p>Split pupils into 4 groups giving flipchart paper with the headings "Mum" "Baby" and "Community" and the Benefits statements.</p> <p>Pupils decide which statement belongs under which category.</p> <p>There are also some blank cards for pupils to add their own benefits if they think of anything different.</p>	<p>Pupils work together and discuss as a</p> <p>Facilitator goes between the groups to however needed and further discussion.</p>	<p>Benefits flipchart paper with headings x</p> <p>Benefits statements x 4</p>
<p>Evaluation 5mins</p>	<p>Thank you for your participation today. Did anyone have any questions?</p> <p>Was there anything you wish we had talked about that we didn't? Space on Flipchart to write any comments.</p> <p>Which parts did you find interesting? Headings for pupils to tick.</p> <p>What wasn't that interesting? Headings for pupils to tick.</p>	<p>Pupils complete quick evaluation leaving.</p>	<p>Flipchart</p> <p>Flipchart Pens</p>
<p>Complete IOWA Sheets 5mins</p>	<p>Allow 5 minutes at the beginning and 5 minutes at the end of the session for pupils to complete IOWA Sheet.</p>	<p>Pupils complete IOWA and return to facilitator.</p>	<p>IOWA Scoring Sheets</p>

	<p>Ensure pupils are aware that there is no right or wrong answer and ask them to please read the questions and answer with their own opinion.</p> <p>This gives us an idea of what young people think about breastfeeding and if we are making an impact in our sessions.</p>		
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Appendix four Attitudes to Breastfeeding



Time	Teaching and learning	Pupil Engagement	Resources
IOWA sheets			
Intro 5 mins	<p>Who we are, where we are from, we are going to talk about breastfeeding and how it works.</p> <p>Will also be some fun and games along the way and we are going to ask you to join in a LOT so this isn't just about us standing at the front. Please ask any questions as we go along or you can ask one of us at the end. There is also paper here, and if you have a question that you don't want to ask out loud you can write it down and we will try and answer them for you at the end.</p>	Let pupils know what the session will cover	None
Group Discussion 10 mins	<p>Split the group into 3 groups. A facilitator with each group. Ask the question on the flipchart, "How do new parents decide how to feed their baby?" Through group discussion write on flipchart, - Families Has anyone in your family breastfed? Do you know if you were breastfed? - Friends Is it something you ever discuss? - Health Professionals Midwife/doctor - Information Have you ever learnt anything about breastfeeding at school? - Advertising Have you ever seen adverts for formula milk? For breastfeeding? Formula companies spend millions of pounds because they make lots of money out of FF. (From Baby Milk Action - Some manufacturers have claimed that the total advertising spend on baby milks in the UK is £5m or £6m. However, companies regularly make claims in trade journals, and</p>	<p>Pupils work together as a team to decide their answers. Pupils discuss their own thoughts. Pupils debate their opinions. Facilitator can help if any inaccuracies/myths etc come up by offering correct information.</p>	<p>Flipchart x3 Flipchart pens x 3</p>

	<p>based on these claims it seems likely that the figure is nearer £12m. At the lowest estimate of £5m the manufacturers spend £6.25 for each baby born in the UK. The government spends 9p-16p per baby on breastfeeding promotion)</p> <p>Who makes money out of bf?</p> <p>Have you ever seen an advert for bf?</p> <p>Do you know the law around advertising FM?</p> <p>Unicef did some research in 2016 that said - moderate increases in breastfeeding would translate into cost savings for the NHS of up to £50 million and tens of thousands of fewer hospital admissions and GP consultations.</p>		
Hollie McNish Video 10mins	<p>Show Hollie McNish video "Embarrassed".</p> <p>http://randomacts.channel4.com/post/144193119976/jake-dypka-x-hollie-mcnish-embarrassed-british</p>	<p>The video will lead nicely into The next group discussions.</p>	<p>Smart Board</p> <p>Laptop</p> <p>Internet Access</p>
Attitudes Images 15mins	<p>Split pupils into 3 groups of approx. 10.</p> <p>Give each group 1 attitudes image- Private Dining, Victoria's Secret Billboard, Cow Feeding Under Blanket.</p> <p>Group discussion about image.</p> <ul style="list-style-type: none"> - Is breastfeeding embarrassing - Where can a mum breastfeed in public? - What is the law in Scotland about a mum feeding her baby in a public place? - What difference can it make to a mum if she feels worried about breastfeeding her baby out and about? - Mention Breastfeed Happily Here, have you seen the sticker out and about? 	<p>Facilitator has a list of prompts for discussion and can play "devil's advocate" or get important information in to discussion.</p> <p>Pupils work together to air their views on the images.</p> <p>Notes to be taken on flipchart paper and reported back to the class if time allows.</p>	<p>Laminated Attitude Images</p> <p>Attitude images on smart board to show all at end</p> <p>Flipchart paper and Pens x 3</p>

	Report back to the full class what their group was discussing.		
Evaluation 5mins	<p>Thank you for your participation today. Did anyone have any questions?</p> <p>Was there anything you wish we had talked about that we didn't? Space on Flipchart to write any comments.</p> <p>Which parts did you find interesting? Headings for pupils to tick.</p> <p>What wasn't that interesting? Headings for pupils to tick.</p>	Pupils complete quick evaluation IOWA sheet	Evaluation Forms x 30
Complete IOWA Sheets 5mins	<p>Allow 5 minutes at the beginning and 5 minutes at the end of the session for pupils to complete IOWA Sheet.</p> <p>Ensure pupils are aware that there is no right or wrong answer and ask them to please read the questions and answer with their own opinion.</p> <p>This gives us an idea of what young people think about breastfeeding and if we are making an impact in our sessions.</p>	Pupils complete IOWA and re-facilitator.	IOWA Scoring Sheets

Appendix Five Food for Life



Activity	Outcome	Resources
Introductions – feeding babies and toddlers IOWA scale		
Name game – What is your name and why are you called that?	Ice breaker	None
Discussion about feeding babies (spin the Sippy cup)	Share own experiences and knowledge	Discussion prompts on individual pieces of paper Sippy cup (optional)
Breastmilk demo – What is in breastmilk? Discussion about ingredients of breastmilk. Use demo to explain how breastmilk is made and why it is the perfect food for babies. Ingredients in bag – young people pull out something from the bag and discuss as it is added		Breastmilk demo kit
Off to a Good Start – Page 8 difference between breastmilk and formula		
Breastmilk demo – Glasses and stages of a feed – Include tummy sizes and what's in a nappy?		3 plastic glasses and sponge Tummy size fruit – plum, cherry, egg, Brussels sprout Nappies with mint sauce, curry sauce, marmite
Any questions about feeding milk?		
Starting solid foods How do you tell when a baby is ready to start solid food? Banana challenge – what age?		Fun first foods Ready Steady toddler Building blocks (yellow leaflet)
First foods for babies (after 6 months) – fun first foods Carbohydrate, fruit and vegetables, protein, dairy – just the same as everyone else but in smaller portions		Fun first foods booklet Healthy Portion sizes for 1-4 year olds
What can't babies eat? Salt – dangerous for kidneys – need to avoid processed foods and ready meals etc Sugar – not good for teeth		Fun first foods Ready Steady Toddler

<p>and don't want them to get used to sweet foods Honey – not until after 1 year old</p>		
<p>Healthy diet – important for everyone. Vitamins - Recommendation that all children under 5 years have a vitamin with vitamin D in it. Healthy Start one way that government helps families with babies under 5 years eat healthily – vouchers for fruit/vegetables/milk and also vitamins</p>		<p>Healthy Start leaflet</p>
<p>Any questions? Anything else you want to know? Did you learn anything new today? What did you find most interesting? IOWA scale</p>		

Appendix six Skills Academy



Time	Teaching and learning	Pupil Engagement	Resources
Intro 5 mins	<p>Going to chat a little bit about feeding your baby</p> <p>Then cover some information about who might support you from when you are pregnant to when your child goes to school</p> <p>Will also be some fun and games along the way and we are going to ask you to join in a LOT so this isn't just about us standing at the front. Please ask any questions as we go along or you can ask one of us at the end. There is also paper here and if you have a question that you don't want to ask out loud you can write it down and we will pass the potty later to collect them and try and answer them for you</p>	<p>Let pupils know what the session will cover</p>	<p>None</p>
Ice Breaker 5 mins	<p>Just to get to know everyone, arrange yourself alphabetically by your first name, then we will go round and you can tell us what your name is and if there is a reason you have that name e.g. from your granny, or a famous person etc</p> <p>Presenters and teacher join in</p>	<p>Pupils move to arrange themselves alphabetically</p>	<p>Space to move around</p>
Spin the Sippy Cup (Discussion Cards) 20mins	<p>Discussion cards (attached) are placed face down on the floor in the centre of the circle, in a circle with a Sippy cup in the middle.</p> <p>The facilitator asks for a volunteer to spin the</p>	<p>Pupils spin to choose the card and then are asked for their own thoughts followed by a group discussion</p> <p>Facilitator can help if any inaccuracies/myths etc come up by offering correct information</p>	<p>Discussion cards</p>

	<p>Sippy cup.</p> <p>Whatever card the cup lands pointing at is read aloud the person who spun the Sippy cup is asked for their thoughts on the statement and then a group discussion is started.</p>		
<p>Timeline of who supports you (girls only)</p> <p>15mins</p>	<p>Split into two smaller groups –</p> <p>Give role cards and role description cards and get them to pair them up (5 mins)</p> <p>Once paired ask each group in turn to say where on the timeline they might be involved and take turns to come and stick them on the flipchart. Explain three places for midwives and two places for HV</p>		<p>Timeline on a flipchart</p> <p>Person cards and descriptions for each group</p> <p>Have 1 extra midwife card</p>
<p>Breast Milk Demo (boys only)</p> <p>20min</p>	<p>Talked a bit about how people feel/think about breastfeeding now going to look at what is actually in breastmilk. Give you an opportunity to make your own breastmilk!</p> <p>The ingredients are passed round the circle and discussed one at a time with pupils bringing up each ingredient to be added to the mixture.</p> <p>How else can you feed a baby? What other milk is appropriate – only first formula milks</p>		<p>BM demo kit</p>
<p>Which Milk?</p> <p>15 minutes</p>	<p>Two small groups again - Flipchart – Breastfeeding / formula feeding at the top</p> <p>Pass out cards and get each person to say if</p>		<p>Two flipcharts and two cards</p> <p>Whole group discussion end – any surprises?</p>

	they think it should go under breastmilk or formula		
Nappy Smell Test – what goes in must come out..... 10mins	Use fruits to show size of baby's tummy and why small amounts of colostrum are enough Nappy is passed round the circle with various ingredients on it which represent how babies' poo can look and/or smell. From smelling alone, pupils guess what each ingredient is. Line up nappies in timeline order Discuss transition from meconium through to yellow poo		NCT what's in a nappy s Cherry, Brussels sprout and egg Nappies Mint sauce, curry marmite
Baby milestones 10 mins	Can you guess Willow's age? Flipchart page with timeline from new born to 2 years on it 8 milestones cards – hold up and ask when they think a baby reaches the milestone Physical and mental development of baby, lots of opportunities to practice these skills e.g. laying on the floor to practice rolling, not spending lots of time in a pram so can practice crawling etc		Flipchart page with timeli Milestones cards
Baby Sleep Challenge 15mins	Pupils are numbered "1" and "2" to be divided into two groups. (or three groups?) Each group is given a selection of the same props (a Moses basket, bumper, fitted sheet, swaddle blanket, fleece blanket, cot quilt, and teddies.) and a baby. The challenge is to get the baby changed and ready for bed, racing the other team. Safe sleep message, feet to foot, light blankets, not teddies,		Moses basket x 2 Blankets Dolls Clothes and baby gro Nappies Cotton wool Soft toys

	on back		
Evaluation 10mins	Pass a potty round the circle with a notepad and pens Pupils can ask any questions or leave any comments anonymously.		Potty Post it notes pens

Who is involved in care notes

Lots of people there to offer support – midwife, health visitor, Family nurse, consultant obstetrician

Before pregnancy

Planning a pregnancy speak to GP about health checks, think about folic acid, vitamin D and others

During pregnancy

Important to contact midwife as soon as you think/know you are pregnant. Can make a big difference to your health during pregnancy and the health of your baby

You will have a midwife who you will see during your pregnancy, **7 appointments and 2 scans**. They will give lots of support and information to make health choices for you and your baby and chat about how you can get to know your new baby and communicate with it while it is still in your tummy and when it is born.

Your midwife will talk through what will happen when you go into hospital to have your baby and the choices you have about giving birth. Antenatal classes?

Having your baby

Most babies in Ayrshire are born in hospital but you can ask to give birth at home.

You will be able to write a birth plan to tell people what you would like your birth to be like. After your baby is born you will be able to hold them in **skin to skin**, this first cuddle is really important for getting to know your new baby. Having them close and with their skin touching yours helps to calm them and let them get used to the world, it also helps regulate their temperature, heart rate and breathing and can allow them to have their first feed more easily. Most often you will just see a midwife, but a doctor called a consultant obstetrician will also be available to help if you or your baby needs it.

Leaving hospital

After your baby arrives you might be in hospital for just a few hours or a couple of days depending on how everything is going. When you come home a midwife will come and visit you most days until your baby is around 11-14 days old then your health visitor will start to visit. The midwife will be able to help give you lots of support and information about how to feed and care for your baby and also make sure you are feeling all right.

Life with a new baby

The health visitor will start to visit at 11-14 days after your baby is born and your health visitor will be there to support you until your baby starts school! Some visits they will come to your house and some (like for vaccinations) will be at your GP surgery. Your health visitor is will always be happy to chat to you about any concerns you might have about your baby. She will help make sure your baby is developing as they should e.g. growing and learning to do things.

Timeline on flipchart

Pregnancy

In the hospital

Just after your baby arrives

From a few weeks old to around 4 years old (pre-school)

From 5 years old (school age)

Baby Development timeline

On flipchart – before birth ----first few days----first few weeks-----4 months----6months----1year----2 years

Milestones

Can hear and recognise mum's voice (Before birth) – Important to talk to your baby before birth, some parents play music or read stories to their bump which can help your baby recognise your voice and be calmed by it after birth

Can recognise faces and the smell of mum and dad (first few days) – Babies can recognise the smell of their mum very quickly (and their dad as well) and that is why they are often happier being cuddled by their parents than anyone else. They can also recognise faces (they know if you show them an upside down face that it isn't right!) They can't see very far at this age, only about 20-30cm, which is just the right amount to be able to focus on the face of the person who is feeding them and get to know them!

Can copy someone and stick out their tongue (first few days) – Try it next time you see a newborn baby, if you stick your tongue out at them they will copy you!

Learn to roll over (around 4 months) – important that they get lots of chance to practice this, laying on the floor and not in a pram/car seat all the time. Also important for safety to remember they can do it for the first time – watch they don't roll off a changing table etc!

Ready to start eating solid foods as well as milk (around 6 months) – Government recommendation is only breastmilk (or formula) for the first 6 months and then start adding in other foods. Don't need to mush them, can also have foods they can pick up, like cooked carrots or broccoli.

Start to crawl (around 10 months) – Important that they have time on the floor to practice this, once they start can be time to add in stair gates or other safety measures like cupboard locks!

Can stand up and take first steps (around 1 year) – Different for all babies, but around 12months to 18 months most will learn to stand up and take some steps

Says first words (around 18 months) – Will normally have lots of sounds before this, good to have lots of 'conversations' with your baby, the more you chat to them the better. Around 18months you will start to get recognisable words and they will also understand simple things like 'point to your nose'