A client-centered approach to nutrition education uses methods such as group discussions and hands-on activities to engage participants in learning. This template was developed as a guide to help plan, conduct, and evaluate client-centered nutrition education sessions. It includes a snapshot of general information and two steps:

**Step 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.

**Step 2: Session Outline**
The second section outlines the key parts of the session. The nutrition educator will use this outline to lead the session.

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**Snapshot of Group Session**

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>CCNE: Amamantar en público: en cualquier momento, en cualquier lugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed by</td>
<td>Cristina García, R.D, L.D.</td>
</tr>
<tr>
<td>Date Developed</td>
<td>6/2010</td>
</tr>
<tr>
<td>Approved by</td>
<td>State WIC NE Section</td>
</tr>
<tr>
<td>NE Code</td>
<td>BF-000-36</td>
</tr>
<tr>
<td>Class Description</td>
<td>This class uses group discussion and a visual aid. The facilitator acts as a discussion guide, encouraging clients to share their knowledge and expertise on breastfeeding in public. The center-page photo with question &quot;How many people are enjoying a healthy lunch?&quot; within the pamphlet, Anytime, Anyplace - Breastfeeding in Public is used to spark the conversation.</td>
</tr>
</tbody>
</table>

**Participants**

- Infant
- Child
- Breastfeeding
- Postpartum
- Pregnant
- General
- Other

**Type of Learning Activity**

- Hands-on activity
- Discussion
- Physical activity
- Learning booths/stations
- Role Playing (skits)
- Other

**Notes**

This lesson was developed in conjunction with the development of the pamphlet, "Anytime, Anyplace. Breastfeeding in Public" Stock no. 13-179 and 13-179a
**Lesson Title**

CCNE: Amamantar en público: en cualquier momento, en cualquier lugar (BF-000-36)

### Instructions

<table>
<thead>
<tr>
<th>Learning Objective(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>State what the clients will gain from the session.</td>
<td><em>By the end of the session participants will:</em></td>
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<tr>
<td></td>
<td>- Give and receive breastfeeding support for providing the ideal nutrition to their babies when they are on-the-go.</td>
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<td></td>
<td>- Share strategies/tips for breastfeeding in public.</td>
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<td></td>
<td>- Increase confidence to breastfeed in public.</td>
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</tbody>
</table>

### Key Content Points

What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.

1. Se puede amamantar en cualquier momento y en cualquier lugar.
2. Se puede amamantar en público con confianza. La mayoría de las mamás ya amamantan en público y ni siquiera llaman la atención.
3. La ley de Texas protege su derecho de amamantar en público.

### Materials

List what you will need for the session (i.e., visual aids, handouts, activity supplies). Attach supplemental materials.

- Pamphlet: Anytime, Anyplace - Breastfeeding in Public (enough copies for the entire class)  
  Stock no. 13-179 and 13-179a

- License to Breastfeed pocket-sized cards  
  Stock no. 13-06-10830 and 13-06-18030a

- Board and markers or chalk

### Resources

Review current information. Sources may include WIC resources or reliable internet sites like WIC Works.

Review the pamphlet: Anytime, Anyplace - Breastfeeding in Public. Refer to other WIC breastfeeding resources at your agency, as needed, to become confident to facilitate the class.

Visit [www.breastmilkcounts.com](http://www.breastmilkcounts.com) for more information.

### Class Flow & Set Up

Consider the flow of the session & room set-up. Make note of any additional preparation that may be needed.

Arrange chairs in a way that allows for a group discussion - like a circle or horse shoe. Leave room for baby carriers and strollers. Plan to sit with the group.

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.

This class uses a visual aid to spark discussion. The facilitator acts as a guide, encouraging clients to share their knowledge and expertise on breastfeeding in public. Pregnant moms can participate by sharing what they have seen, heard, or plan on doing once their baby arrives.
Introduction

Create a respectful and accepting learning environment by doing several of the following:

- Welcome participants
- Introduce yourself
- Review agenda
- Explore ground rules
- Make announcements
- Hand out name tags

Notes

Ejemplo: "Bienvenidas. Mi nombre es ______. Hoy vamos a platicar sobre cómo amamantar en público. Antes de empezar, quisiera repasar algunos anuncios y reglas básicas..."

Piense en mostrar las reglas o información básica de la clase en un rotafolio (estos podrían incluir la libertad de hablar, el respeto a la opinión de los demás, el turno para hablar una por una, la confidencialidad, etc.).

Icebreaker

Anchor the topic to the participants’ lives by prompting them to think about how the topic relates to them. This should be an easy question or activity likely to bring out positive but brief comments and can be done as a group or partners.

Question/Activity

Pida que las participantes se presenten por su nombre y que digan el nombre y la edad de su bebé y cómo se sintieron al amamantar al bebé o tenerlo en sus brazos por primera vez.

Si están embarazadas, pregúntele sobre una esperanza que tienen para cuando llegue el bebé.

Activities

Key content points the learners need to know

1. Se puede amamantar en cualquier momento y en cualquier lugar.
2. Se puede amamantar en público con confianza. La mayoría de las mamás ya amamantan en público y ni siquiera llaman la atención.
3. La ley de Texas protege su derecho de amamantar en público.

For each learning activity, list any instructions that are needed for the facilitator and participant and three to five open-ended discussion questions. Keep in mind that the activities should enable participants to meet the learning objectives.

- Pass out copies of the pamphlet, Anytime, Anyplace - Breastfeeding in Public, to everyone in the group.
- Ask them to open the pamphlet to the center page/photo.
- Read the title on the photograph, "¿Cuántas personas están disfrutando de un almuerzo saludable?"
- Give them a little time to digest the title and image.
- Ask a volunteer to share his/her observations. (If the baby nursing is NOT counted as one of the people enjoying a healthy lunch, ask for another volunteer).
- Let the class have a 15-20 minute conversation.

Continued on next page
• Possible discussion questions:
  o ¿Cuántas personas no notaron que el bebé estaba lactando la primera vez que vieron la foto?
  o ¿Han intentado amamantar en público? O ¿Piensan amamantar a su bebé mientras estén fuera de casa?
  o ¿Qué hacían o que hacen para prepararse para salir?
  o ¿Cuáles cosas deben buscar cuando están fuera de la casa y tienen que alimentar a su bebé?
  o ¿Cómo se sentían o se sienten al poder darle la mejor nutrición a su bebé esté donde esté?
  o ¿Qué obstáculos interfieren con la lactancia materna en público? ¿Qué consejos tienen para superar estos obstáculos?
  o ¿Qué pueden hacer para ayudar a otras mamás que amamantan para que puedan amamantar en público con confianza?

• Pass out the License to Breastfeeding pocket-sized cards to everyone in the group and explain how they can use them.

Review & Evaluation

Invite the participants to summarize the key points of the session and share how they will use what they learned in the future. List a question/activity to prompt this. Consider listing one community resource that is available for clients who want to learn more.

Question/Activity

Review the key concepts discussed during the class. If you wrote these down on a white board as the class progressed, you could refer to the white board.

Then ask:
  • "¿Qué fue lo más útil que aprendieron en la clase?"
  • "¿Cómo piensan usar en el futuro lo que aprendieron hoy?"

You could also ask participants to write down on a piece of paper what they learned and how it will be useful to them.

Community Resource (optional)

Personal Review of Session (afterward)

Take a few moments to evaluate the class for yourself.

• What went well?
• What did not go as well?
• What will you do the same way the next time you give this class?
• What will you change?

Supplemental Information