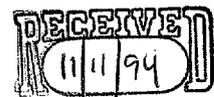


PN-ABZ-783



CIH1

## **MATERNAL AND FAMILY PLANNING RELATED CURRICULUM**

1. General Nutrition
2. Tetanus and safe delivery
3. Immunization
4. Family Planning and Birth Spacing
5. Colostrum and breast feeding

**CHILD PROJECT  
CARE-BANGLADESH**

## GENERAL NUTRITION

### 1. General Nutrition:

The people of our country are very poor. That is why their capacity of buying most of the costly food is less. Prices of food items like fish, meat, egg, milk are very high. Therefore, the poor people can not afford to buy and eat these food.

But this is not correct that costly food means good food. Numerous fruits, vegetables grow in the natural environment of our country. From this locally available, cheap plant origin food also we can get enough vitamins. In our country, there are enough vitamins. These vegetables and fruits are cheap in price, but have sufficient nutritious values. Nutrition level of these food items is high, but as the people do not know it, they don't eat these items, these easily available food, cheap in price but rich in nutritious values, are enough to meet the nutrition demand of our body.

### 2. What is nutrition:

Whatever is eaten by human being or any other animal to live on is called food. Food is taken not only to respond to taste or hunger. The sole purpose of is that, after digestion the food elements are transferred through circulation to each & every corner of the human body to promote growths & repair & protect body from infection & infestation. In a specific system food is digested & assimilated in the body from which useful elements are transferred to all the cells of the body, which is responsible for growth repair & maintenance & to produce energy. This essence of food is known as nutrition.

### 3. Relationship of child health with nutrition and appropriate quantity of food and children of four categories of health:

There is a particular relationship between child's good health and intake of nutritious food. Health of the child depends mainly on 2 factors.

- a) Quality of food
- b) Quantity of food according to need

#### **Children of 4 categories of health**

- 1) Healthy and strong babies - those babies who take all kinds of food in appropriate quantities.
- 2) Unhealthy and weak babies - those babies who do not take all kinds of food in appropriate quantities.

- 3) Children suffering from kwashiorkor - those children whose body is swollen due to deficiency of food containing protein and are subject to threat of death.
- 4) Children suffering from Marasmus - those children who become bony due to deficiency of strength food.

4. Names of three type of nutritious food:

Three types of food are needed according to the demand of nutrition in our body such as

- a) Food generating strength (for strength) - rice, bread, potato, oil, molasses, sweet.
- b) Food ensuring repair and growth promoting (for recovery of the decay of the body and for growth) - fish, meat, pulses, milk, egg, seed of bean.
- c) Disease preventable food (to prevent the body against diseases) - all kinds of vegetables and fruits.

5. What is nutritious food and how to prepare nutritious food:

The food from which we get strength for doing normal work is known as nutritious food. That is, the food which helps in the recovery of decay, growth and which increases disease prevention power of the body.

**Preparation of nutritious food**

Before preparation of food each day, it has to be noticed whether three types of food are included in the menu. Thus the food items should contain any one food from the group of food that generate strength in the body, any one from the group of food that recover decay and promote growth and one from the group of food that increase disease preventive capacity. Such as--

- Rice - strength generating
- Pulses - decay recovering and growth promoting
- Vegetables - disease preventive

If rice, lentil and vegetables are cooked together with oil, nutritious khichuri is prepared.

6. Nutritious food at low price:

We are to remember that costly food does not always mean nutritious food. The strength or calorie present in rice is also present in bread. Again like big fish or meat, small fish or pulses also contains high protein price of small fish is relatively cheaper and this type of fish is easily available. That is why we can make it a must to include any type of small fish in our daily menu. Lentils and bean seeds are very nutritious food and helpful for the recovery of daily decay and growth. If we keep pulses or bean seeds in our daily menu, we can get required nutrition from these and we do not need milk or meat. Similarly, the seasonal fruits of our country like guava, amlaki, amra, plum, jambura, banana, papaya, coconut etc. contain much more vitamins than the costly fruits such as apple, orange, grape etc. pumpkin, tomato and all kinds of green vegetables contain enough vitamin (vitamin-A) which is very essential for human body, particularly essential for preventing night blindness of the children.

7. Source of nutritious food:

Not necessarily that nutritious food have to be consumed by always buying at high prices. Everybody can not afford to buy costly food. But arrangement can be made to get nutritious food free of cost by growing vegetables in the unused areas around the house or by growing various items through collective efforts of a group. For this, we need to have desire, intelligence and render some services. By maintaining small poultry, we can get egg and meat. This could meet the demand for nutritious food. On the other hand, this is economically also beneficial, this will give us great self-satisfaction.

8. Nutritious food of equal value for inclusion in daily menu:

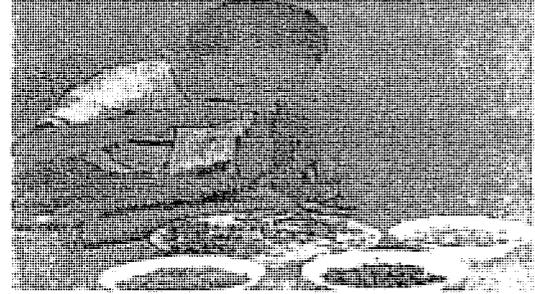
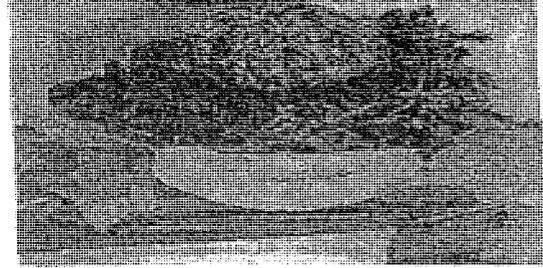
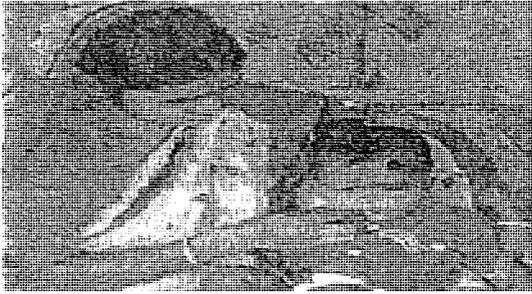
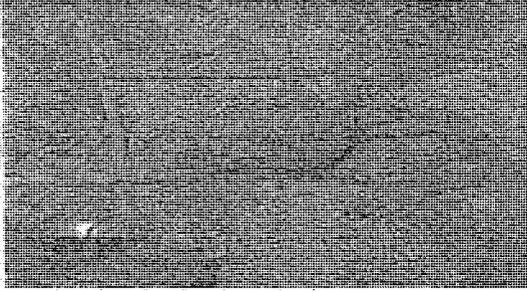
| Costly                         | Cheap                              |
|--------------------------------|------------------------------------|
| Loaf, fine rice, biscuit, etc. | Bread, normal rice, potato         |
| Milk, big fish, meat, egg      | Lentil, small fish, bean seed, nut |
| Grape, apple, orange, banana   | Guava, tomato, papaya              |
| Ghee, butter                   | Oil                                |

Lesson: General Nutrition

|                      | Objectives   | Subject  | Training method   | Duration   | Training materials  |
|----------------------|--|--|---|------------|---|
| 1.<br>a)             | <p>At the end of this lesson all participants should be able to say:</p> <p>What is nutrition.</p>   | <p>See the following chapters described in the hand-out.</p> <p>1. Introduction.<br/>2. What is nutrition.</p>                                       | <p>After exchange of greetings and introduction with the mothers present ask them what is the first thing that a man need for his survival. Encourage the mothers to mention various other necessities of food besides its need to help us to survive. Also ask whether the entire portion of the food that we consume is needed for our body. Based on their comments, help their in understanding main value of the food and its relationship with nutrition. Assist the mothers in expressing their clear views about nutrition and malnutrition by showing the picture of a healthy child and that of a child suffering from malnutrition from the flip chart "Field worker guide". Inspire all the mothers to take part in the discussions. Ensure that at the end of the discussions, the mothers get a concrete idea about nutrition.</p>  | 10 minutes | Picture of a healthy child and a child suffering from malnutrition from the flip chart "Field worker guide"                   |
| 2.<br>a)<br>b)<br>c) | <p>At the end of this lesson all participants should be able to mention three types of malnutrition conditions of the child:</p> <p>Malnutrished and weak baby.<br/>Child suffering from kwashiorkor<br/>Child suffering from marasmus</p> | <p>See the following chapters described in the hand-out.</p> <p>3. Relationship of child health with nutrition and appropriate quantity of food.</p> | <p>At first fix the pictures of the children suffering from three types of malnutrition in the flannel graph and then ask the mothers whether they are familiar with these type of children. Encourage the mothers to speak about these type of children based on their experience. Assist in the discussion on the three type of conditions of malnutrition of the child and their causes by observing the pictures in the flannel graph. Inspire the mothers to participate in the discussion and provide necessary assistance during discussion. Make it sure that at the end of discussion, the mothers can mention about three conditions of malnutrition. Help in holding the discussion with emphasis on the fact that these conditions are the result of malnutrition alone. Now fix the picture of a healthy baby in the flannel graph and ask the mothers which type of baby do they desire. Motivate the mothers by mentioning that the children suffering from three type of malnutrition is shown to the pictures in the flannel graph can be transformed into the healthy baby of other picture in the flannel graph by giving nutritious food. If demanded by the mothers, the matter may be discussed in the subsequent part of the lesson.</p> | 10 minutes | <p>Pictures of 3 type of malnourished children in the flannel graph.</p> <p>Picture of healthy baby in the flannel graph.</p> |

| Objectives  | Subject   | Training method  | Duration          | Training materials                                  |
|---|---|--|-------------------|---|
| <p>3. At the end of this lesson all participants should be able to mention about the names of these type of food according to the need of human body:</p> <p>a) Strength generating food.</p> <p>b) Food for recovery of decay and for growth.</p> <p>c) Disease preventive food.</p> | <p>See the following chapters described in the hand-out.</p> <p>4. Three types of nutritious food.</p> <p>5. What is nutritious food and preparation of nutrition food.</p> <p>6. Nutritious food at low price.</p> | <p>- Discussion<br/>- Use of Flannel Graph<br/>- Demonstration of samples</p> <p>Assist mothers to discuss three parts of the wheel on the flannel graph and ineffectiveness of the wheel (whole thing) without one part. Use pieces of different food items of the flannel graph to make the mothers understand the three types of need for food in the human body and based on this need - requirement for three types of food item.</p> <p>Help mothers to discuss which food item should be included in the list of which type of food. Request three mothers to demonstrate with the help of flannel graph which food item should be included in what type of food and is doing so give importance to all the three types of food based on the needs of a human body. Assist the mothers in such a manner that all the three mothers can demonstrate on the flannel graph samples of nutritious diet with the different combination of different type of food items. While preparing samples of nutritious diet by mothers motivate them to include special food items like small fish, dal, beans etc. Ensure that mothers themselves are able to state that all the three type of food are equally important and each type of food is going to fulfill specific type of need for human body and this concept is like the importance of each of the three parts of a wheel for the effectiveness of the wheel (whole thing). At the end of the session make sure that mothers are able to state - how nutritious food are to be prepared with the mixture of all three types of food items and food items that are easily available and also low at cost. While discussing about preparing nutritious food with the mixture of all three types of food - samples of food items like rice, dal, vegetables, tiny fish could be used instead of a flannel graph.</p> | <p>30 minutes</p> | <p>Picture of three type of food flannel graph.</p> |

# পুষ্টি শিক্ষা সম্প্রচার অভিযান



সুস্থ মা ও  
শিশুর জন্ম

"APPROPRIATE NUTRITION AT APPROPRIATE AGE IS ESSENTIAL TO MAINTAIN,  
PROMOTE GROWTH AND REPAIR OF HUMAN HEALTH"

# **TETANUS AND SAFE DELIVERY**

## **USERS' NOTES**

1. FE/FTs will use this module at field level.
2. In the layout of this module two rules are followed i.e. some of things are written in the boxes while some are outside. The things in the boxes are mainly the information/messages related to tetanus, safe delivery and communication and the instructions for FE/FTs are written outside the boxes.
3. Whole information of this module are not to be used at a time for a group session or an individual counselling. Rather they are to be used according to the field situation/needs or as necessary case by case. In this regard, FE/FTs will take appropriate decisions.
4. Tasks that are mentioned in the 1st and last boxes are to be followed in each visit. To make each visit effective, tasks of these two boxes should be done jointly with HA/FWA (Health Assistants/Family Welfare Assistants).

## **CONTENTS ASSEMBLED IN THIS MODULE.**

1. Tasks to be done jointly with HA/FWA prior to home visit.
2. "Code of conduct with" villagers.
3. Few possible reasons of not taking TT vaccine.
4. Causes, symptoms and severity of tetanus for mothers and children.
5. Prevention of tetanus.
6. Some key and some supplementary information related to safe delivery.
7. Rules to be followed for group Health education.
8. Things to be discussed/reviewed with HA/FWA after a field visit.

## TETANUS AND SAFE DELIVERY

- Take 5-10 minutes' time to discuss the following matters with HA/FWA prior to field visit starts.

- a) How many houses to be visited on that very day.
- b) How many target mothers and children to be addressed on the day.
- c) Whether the HA is carrying women and children registers, vaccination cards, ORS, VAC, Flip chart, flash card (couple registration book and family planning materials in case of FWA).
- d) At least one group Health education session to be conducted.
- e) Suitable place to be selected for Health education session.
- f) Barriers to safe delivery and TT immunization and key messages.

- Remember the followings to motivate the pregnant women.

- Ensure the matters to be remembered and followed by the HAS/FWAs all the time.

- a) At the beginning try to assess the knowledge levels of mothers about the causes, symptoms of tetanus, importance of TT immunization, information of safe delivery and safe delivery.
- b) Don't think mothers are completely ignorant.
- c) Facilitate to let the mothers know only that which is not known to them. Give attention to mothers' interest/ eagerness.
- d) Don't impose anything (ready made messages).
- e) Listen to their problems and be sympathetic to them.
- f) Try to know more about the problems related to this topic and give the appropriate/necessary message/information.
- g) Facilitate to let them understand in their way (use day to day local language).
- h) Put attention to immediate environment.
- i) Use your own judgement.

- Then start visiting houses.
- Call the mothers.
- Greet them and ask their well beings.
- Introduce you with them.
- Ask whether there is any pregnant women or 0-1 children in the house.
- If any, ask them whether they are immunized or not.
- If not, ask them the reasons.

Reasons of not being vaccinated may be as follows.

- a) Causes, symptoms and severity of six diseases specially tetanus not known.
- b) Need of TT vaccine and its benefits not known.
- c) Date and place of vaccination not known.
- d) What are the precautions to be taken for safe delivery not known.
- e) Don't like to be vaccinated going to others house.

- If the children and mothers are not vaccinated due to reasons above, give the following information to them.

### **Primary information:**

1. Tetanus is a deadly disease.
2. Thousands of women are dying after giving birth to children and hundreds of thousands of children are dying due to tetanus each year in Bangladesh.
3. If immunized by TT timely, both mothers and children are free from the danger of this disease.

### **Causes of tetanus:**

1. Faces/dung passed by beasts containing the germs of tetanus which are living in the soil.
2. From the soil it enters into human body through wounds and causes tetanus.
3. If the ambilical cord of the new borns are cut by an unsterile blades, scissors or knives.
4. If the cut navel of the baby is covered by cow dung etc. or dirty cloths, s/he gets tetanus.
5. If the cut navel of the new born is covered by cloth all the time, it cannot get dried which may cause tetanus.

### **Causes of tetanus for mothers:**

1. If the mothers are not immunized by TT during their pregnancy.
2. If the place/room of delivery is unsafe and unhygienic, mothers may be attacked by tetanus.
3. If the unsterile blade, knife, scissor, hands or dirty bed, cloths are used at the time of delivery mothers may get tetanus.

### **Severity:**

Tetanus results into death.

- During discussion on the above, use the EPI flip chart or the poster called "Proshobkale Ma O Shishur Dhonustonkar hote pare".
- Ensure active participation of mothers.
- Encourage the mothers to discuss in the light of their experience.
- Use the local name of Tetanus.
- After this, hold discussion on prevention of tetanus.

### Prevention of tetanus:

- a) All the pregnant women should take 2 doses of TT vaccine between 4 and 8 months of pregnancy.
- b) At the time of delivery clean and healthy cloths, beds, place/ room should be used for mothers.
- c) After the birth of baby, umbilical cord should be cut by sterile blade and tied with sterile thread.
- d) Child should be given 3 doses of DPT vaccines starting from 6 weeks of his/her age. Interval between 2 doses should be not more than one month.
- e) All women of age between 15-45 should vaccinated by TT as below;

|          |                            |
|----------|----------------------------|
| 1st dose | at 15 year of age.         |
| 2nd dose | after 1 month of 1st dose. |
| 3rd dose | after 6 month of 2nd dose. |
| 4th dose | after 1 year of 3rd dose.  |
| 5th dose | after 1 year of 4th dose.  |

- Hold discussion on safe delivery during joint visit with FWA (for FEs and female FTs).
- FE/FTs can also hold discussion with mothers on safe delivery during joint visit with HA if situation permits.
- 6 key information related to safe delivery and some supplementary information are given below.
- Present these information to mothers using easy/local language and in an understandable way.

## SAFE DELIVERY

### Key information:

1. The risk of child birth can be drastically reduced by going to the nearest health worker for regular check-ups during pregnancy.
2. A trained person should assist at every birth.
3. To reduce the dangers of pregnancy and child birth, all families should know the warning signs.
4. All women need more food during pregnancy. All pregnant women need more rest.
5. Spacing pregnancies at least three years apart, and avoiding pregnancies below the age of 18 or above the age of 35, drastically reduces the dangers of child bearing.
6. Family planning gives couples the choice of when to begin having children, how many to have, how far apart to have them, and when to stop.

- Then inform the mothers about the places where TT vaccine, services of safe deliver and necessary advises are available.
- Inform the mothers about the dates, places, time etc. of satellite clinics and outreach sessions.
- Mothers those who are not at all interested to get vaccine going to others house; provide them with the addresses of nearby health center or hospital. But you must try to motivate them for going to outreach sites or satellite clinics. Take necessary help of local leaders in this respect.
- To discuss the each information, let FWA/HA play the main/key role and you assist them as necessary.
- Exert to follow the points below for making any group education session effective.

1. Ascertain the topic and messages you are going to discuss on considering the local situation/needs.
2. Accumulate all the mothers and let them sit at a place. You also sit on the same level.
3. Greet them and ask their well beings
4. Explain the objective of the session.
5. Ensure everyone's participation in the session. Take time to discuss the mothers concerns.
6. Try make every discussion acceptable to them.
7. Compliment the mother on the positive things she does.
8. You talk less rather encourage mothers to talk.
9. Don't rush, take necessary time to discuss everything clearly.
10. Give the message/information correctly and completely.
11. Be sure taking feedbacks that all have understood messages and took positive decisions.
12. Thank all for their participation.

- Let HA/FWA play key roles in organizing and conducting any group health session. You provide assistance as necessary.
- Hold discussion with HA/FWA on the followings after completion of home visit.

1. Whether all the target children registered or not.
2. Check if all the information recorded correctly in the register.
3. Whether there was any mistake in connection with communication knowledge, behavior or messages.
4. Any other important issue.

- In case of any mistake provide them with necessary advice.
- Thank HA/FWA before departing from the field.

# IMMUNIZATION

1. Introduction:

In Bangladesh thousands of children die every year from 6 deadly diseases. For children under one year of age, these diseases cause serious morbidity. By timely immunization, we can very easily save our children from these 6 deadly diseases.

2. Name of 6 deadly diseases:

- 1) Tetanus
- 2) Measles
- 3) Tuberculosis
- 4) Whooping cough
- 5) Diphtheria and
- 6) Polio (Poliomyelitis)

3. Who should be immunized:

- 1) All children of 0-1 year of age
- 2) All women of 15-45 years of age
- 3) All pregnant women

4. Information related to vaccines:

- 1) Name of the vaccine (Name of the vaccine which will be given)
- 2) Name of the disease (The disease against which vaccine is to be given)
- 3) Age (Vaccine is to be given from which age upto which age)
- 4) Number of doses (How many doses of each vaccine is to be given)
- 5) Interval (Time gap between two doses of vaccine)

| Name of the vaccine                 | Name of the disease   | Age                                    | Dose | Interval  |
|-------------------------------------|---|--|------|---|
| DPT vaccine                         | Diphtheria, Whooping cough, Tetanus                         | From 6 week to 12 weeks                | 3    | After every one month                                   |
| Measles vaccine                     | Measles   | Within 9-12 months                     | 1    | -   |
| Polio vaccine<br>Oral Polio vaccine | Polio (Poliomyelitis or a disease giving rise to paralysis) | From 6 weeks complete within 12 months | 4    | After every one month & 4th dose with measles           |
| BCG vaccine                         | Tuberculosis  | Within 0-12 months                     | 1    | -   |
| TT vaccine<br>(Tetanus Toxoid)      | Tetanus   | Women aged between 15-45 years         | 2    | After every one month. Then once during each pregnancy. |

16

It is to be remembered that if all the doses of all the vaccine for mother or children are not taken timely and at correct interval, the vaccine would not work.

5. Possible side-effects of vaccine:

At the time of giving vaccine, each mother has to be informed about possible side-effects that may occur as a result of giving vaccines to herself and to her child. If the mother is not aware about possible side-effects and curative measures against those, then she might be worried. A family may spend money unnecessarily in treating a child from side-effects. As a result the mother may lose her faith on the vaccine and later on may not bring her child to the centre for giving remaining doses of the vaccine. Due to this the child will remain unprotected from the diseases.

- a) After giving vaccine the child may suffer from light fever and pain.
- b) The part of the body where the vaccine is given may swell or may become little bit hard.
- c) After BCG (Tuberculosis) vaccine is given, there will be ulceration at the site where the vaccine is given and this indicates that the BCG vaccine has been effective.

6. Measures which have to be taken at home to deal with side-effects of vaccine:

The mother should not be worried if fever or pain starts immediately after giving vaccine or if there is ulceration at the site where vaccine has been given. The mother herself can take care of these problems while she is at home.

If there is fever pour water on the head. Sponge the whole body with a piece of cloth soaked into cold water. Do not give hot fermentation to the swollen spot.

If there is ulceration --in case of BCG vaccination, an ulceration at the site of the vaccine is usual and nothing to be worried about it because that is normal. This is an indication that the BCG vaccine has been effective. Do not give any hot fomentation at the ulcer site. No soap, oil ointment, or any other thing can be applied over the ulcer. Keep the place open so that it gets light and air. The ulcer will heal by itself in due course of time.

7. Important information(s) related to vaccine:

- It is much easier and less costly to prevent disease before its onset than to arrange treatment of the disease after its onset. Disease prevention cost is much less than disease cure cost. Much less time is needed for this and its effectiveness is much more. Therefore save valuable lives of the children and the mothers by giving vaccines on time.

- There is almost no side-effect of the EPI vaccines. Even if in certain cases there happen to be slight side-effects due to vaccines that is definitely much less serious than the risk of these six diseases.
- It is extremely essential to give vaccines to the children suffering from malnutrition. There is no reason for not giving vaccine during light fever, loose motion or some other minor diseases.
- When a child suffering from loose motion comes to a centre to take scheduled dose, his polio vaccine should be orally administered. But in such a situation there will be no surety about the effectiveness of that dose, it has to be given only for extra assurance. In addition of this dose, the child has to be given another dose of vaccine as soon as possible. In this matter advice has to be taken from the local Health Worker.
- Refrain from giving TT to the mothers during first three months of pregnancy.
- Vaccine should be stopped or deferred if--

The child is suffering from excessive fever (Above 101 degree Fahrenheit).

The child is so sick that needs to be admitted in the hospital.

The child has experienced serious side-effect due to the previous dose of DPT vaccine.

8. Places where vaccines are given:

- a) In the Outreach Immunization Centres. In each ward, services are provided successively through 8 (eight) rural primary health care centres every month. Thus mothers and children can take vaccine on any particular day of a month (once) from a specific outreach centre near homes.
- b) In the Union Family Welfare Centres (UFWC).
- c) In the Thana Health Complex.
- d) Vaccines are given every day in all the Government Hospitals.

It should be remembered that the Health Assistants and the Family Welfare Assistants are the main workers of the Expanded programme on Immunization (EPI). Contact the Health and Family Welfare Workers in your area to have correct and detail information on immunization, such as -- where, when, on which day vaccines will be given. Through our combined efforts, lives of thousands of children will be saved and at the same time it will be possible to save our families from unnecessary trouble. We should not forget that it is the responsibility of all of us to learn about immunization programme, to take self initiative to get immunized, make others take active initiative and to make arrangement for immunization.

Lesson: Immunization

| Objectives  | Subject  | Training method   | Duration          | Training materials   |
|---|--|---|-------------------|--|
| <p>1. At the end of this lesson all participants should be able to mention:</p> <p>a) Name of 6 deadly diseases and who should be immunized for prevention from these diseases.</p>   | <p>See the following chapters described in the hand-out.</p> <ol style="list-style-type: none"> <li>1. Introduction.</li> <li>2. Names of 6 deadly diseases.</li> <li>3. Who should be immunized.</li> </ol>   | <p>After exchange of greetings and introduction open in front of the mothers the posters on 6 diseases. By showing the pictures ask the mothers one by one to describe the names of each of the diseases. Identify local names of these diseases. Now show the pictures of the diseases one by one from the EPI flip chart and ask the mothers one by one to mention name of each disease and describe symptom. Also ask them to say who should be immunized to prevent from these diseases. Help the mothers to identify and describe diseases by looking at the pictures and at the same time by comparing with their experiences. Ensure that every mother gets scope to participate in the discussions. In this way assist in holding discussion on six diseases one by one, symptoms of each of the diseases and who should be immunized to prevent these diseases. Symptoms have been described in the flip chart on six diseases. Take help from that description while the symptoms are being described.</p>  | <p>10 minutes</p> | <p>Poster on 6 diseases</p> <p>EPI Flip chart</p>                    |
| <p>2. At the end of this lesson all participants should be able to mention:</p> <ol style="list-style-type: none"> <li>a) Names of vaccines</li> <li>b) Names of diseases</li> <li>c) Age</li> <li>d) Number of doses</li> <li>e) Interval</li> </ol> | <p>See the following chapters described in the hand-out.</p> <ol style="list-style-type: none"> <li>4. Information about vaccines.               <ol style="list-style-type: none"> <li>a) Names of vaccines</li> <li>b) Names of diseases</li> <li>c) Age</li> <li>d) Number of doses</li> <li>e) Interval</li> </ol> </li> </ol> | <p>Ask the participant mothers that for preventing any child from 6 deadly diseases, how many vaccines are needed and in how many times it is possible to take all the doses of all vaccines. By using the vaccination schedule from the bottom part of the poster on 6 diseases help in holding discussions about how many vaccines are needed in which month and which vaccines are needed for a child during the period from his birth upto the age of one year. For the convenience of the participants assist them in understanding from the picture what is the number of syringes used for vaccination, how many vaccines are given on child's arm, how many on child's thigh, how many administered orally, which vaccine is for which disease etc. Test knowledge of the participant mothers through discussions and question answer. Ensure that they know particularly at what age the vaccine for measles is taken. By using vaccination schedule assist them to know about the difference of time between giving other vaccines and giving the vaccine against measles and also help them to perceive about the possibility of the dangerous situation that may arise by not</p> | <p>10 minutes</p> | <p>Vaccination schedule part in the poster on 6 deadly diseases.</p> |

| Objectives  | Subject   | Training method   | Duration          | Training materials                |
|---|---|---|-------------------|-----------------------------------|
|   |   | <p>completing all the doses of all vaccines against 6 deadly diseases in case the vaccine against measles is not given my mistake, even if all other vaccines are given. Help the mothers to know that it is possible to take all the doses of the vaccines for the child if the immunization center is visited at least 4 times. Provide necessary assistance to make participants known about TT vaccine, name of diseases, age, number of doses, interval etc. Encourage the mothers to participate in the discussion. Ensure that they know name of each vaccine, name of each disease, age, dose and interval between doses.</p>   |                   |                                   |
| <p>3. At the end of this lesson all participants should be able to describe the possible side-effects of the vaccines and what measures can be taken at home against these.</p> | <p>See the following chapters described in the hand-out.</p> <p>5. Possible side-effects of the vaccines.</p> <p>a) After vaccine has been given, the child may suffer from fever and pain.</p> <p>b) The site where vaccine has been given may swell or may become hard.</p> <p>c) After the vaccine against tuberculosis has been given there may be ulceration at the vaccine site.</p> <p>6. What measures have to be taken at home to deal with the side-effects of the vaccines. be</p> | <p>At first discuss about the mothers' experience about side-effects after vaccination through their participation and exchange of views. Also know by asking what measures do they usually take in such circumstances. Along with their views about each of the side-effect and its solution, help them to know the real solutions according to need. Ensure that at the end of discussions, all the participants possess identical view with your comments (hand-out) about home management of post vaccination difficulties i.e. the side-effects.</p> <p>Now request a mother to show, using a doll, how she would take care of her child if the child suffers from fever after giving vaccine (such as how she would pour water on the head, how she would sponge whole body with a piece of cloth soaked in cold water).</p> <p>(In this role playing sequence, any child present with his mother can also be used with proper care). At this time take necessary precautionary measures and discuss the issues with the mothers, such as taking care so that water does not enter the ears, the child's clothes are not removed from the body in the open air, dry clothes are worn by the child after toweling the child dry, toweling the head dry with a piece of dry cloth after pouring water on the child's head in drying the head in such a way that no water remains.</p> | <p>15 minutes</p> | <p>Doll and related materials</p> |

| Objectives | Subject  | Training method | Duration | Training materials |
|------------|--|-----------------|----------|--------------------|
|            | <p>1) If there is fever</p> <p>a) Pour water on the head.</p> <p>b) Sponge whole body by a piece of cloth soaked in cold water.</p> <p>2) If swelling</p> <p>a) Do not give hot fermentation / compression.</p> <p>3) If there is ulceration.</p> <p>a) Do not give hot fermentation.</p> <p>b) Do not use soap, oil or any other ointment.</p> <p>c) Keep the site (where vaccine has been given) open so that it comes into contact with sufficient light and air.</p> <p>d) After vaccine against tuberculosis has been given, ulceration in the spot is a symptom that the vaccine has been effective.</p> <p>into</p> |                 |          |                    |

| Objectives   | Subject  | Training method  | Duration          | Training materials                                 |
|--|--|--|-------------------|--|
| <p>4. At the end of this lesson all participants should be able to mention:</p> <p>a) 5 important information about vaccines.</p> <p>b) Places where vaccines are given.</p> | <p>See the following chapters described in the hand-out.</p> <p>7. 5 important information related to vaccines.</p> <p>8. Places where vaccines are given.</p> | <p>In this part of the lesson ask the following question to enable the mothers discuss and know the 5 important information about vaccines.</p> <p>-Is it convenient to provide treatment after occurrence of the disease or it is better to take measures beforehand to prevent disease, and why?</p> <p>-Which is painful, the side-effects of the vaccines or the symptoms of the disease, why?</p> <p>-Which type of children get sick easily - strong/ week - and why?</p> <p>-What should be done if the child suffers from loose motion when a vaccine is due to be given - why?</p> <p>-When should a pregnant mother be immunized- why will it not be correct to give vaccine within three months of pregnancy? (or why vaccines are not given before four months of pregnancy?).</p> <p>-For which type of problems of the child can vaccination be deferred.</p> <p>Through discussion of the answers of the above questions, ensure that the mothers know 5 important information about vaccines. Find out by questioning participant mothers to which places they usually go to get their children immunized. Show the poster of immunization centre, which helps to recognize a outreach immunization centre, and ask whether the poster is familiar to the. Encourage the mothers so that they narrate to all, the relationship of this poster with the immunization centre. Ensure that the mothers have known clearly in which outreach immunization centre vaccine will be given within one week and that they have known each issue like the day for immunization, time, place etc. Explain more elaborately what other services are provide in addition to vaccination in the immunization centres. Test the knowledge of the participants in all these matters and motivate them to avail the scope of services. Help them so that other possible places for immunization are discussed. Ensure that they have known in details particularly about outreach immunization centres. End this lesson by thanking the participants.</p> | <p>20 minutes</p> | <p>Poster on the schedule of EPI outreach site</p> |



*"PROPER INJECTION TECHNIQUE FOR TETANUS TOXOID INJECTION"*



*"PROPER INJECTION TECHNIQUE FOR DPT 1,2,3 FOR INFANTS"*

## FAMILY PLANNING AND BIRTH SPACING

1. What is a Family:

A family is composed of the husband, wife, children and other close relatives who live together.

2. What is meant by Planning:

Planning means thinking that is done beforehand with a view to accomplish a task smoothly and efficiently.

3. What is Family Planning:

Determining the size of the family and balancing with its income and by considering social condition and maternal & child health issues is called Family Planning. Contraceptive methods are used for making families well planned.

4. Nine advantages of a small family:

- The mother, father and the children remain healthy.
- Economic prosperity prevails in the family.
- All members of the family can be given nutritious food.
- Clothing can be arranged according to needs.
- It becomes easy to live in well ventilated and healthy housings.
- Good arrangements can be made for children's education.
- Peace and happiness prevails in the family.
- During illness of the children, arrangements for treatment can be made.
- Scope and time become available for extra income generation (keeping with the first 8 pictures in the flip chart titled "Why Family Planning").

5. Six disadvantages of a big family:

- The mother and the children suffer from malnutrition/lack of food.
- Food and clothings can not be arranged according to need.
- Necessary treatment can not be given in case of illness.
- The environment of the house remains dirty.
- Quarrels and hostility among children become common owing to poverty.
- It does not become possible to provide education to the children.

(In keeping similarity with picture number 9,10,11,12 of the flip chart titled "Why Family Planning").

6. What is birth spacing:

Every fertile couple desires one or more healthy babies. Before planning a baby, it is wise to consider the family's financial, health and social aspects. For these reasons, it is necessary to have a gap of at least 3-5 year between two children instead of having children frequently. This taken time between the birth of two children is known as birth spacing.

7. Appropriate age and time for mothers to conceive:

- If a mother conceives before 18 years of age, the risk of her own and baby's life increases. Mothers' bodies are not fit to bear children before 18 years of age. If a mother becomes pregnant before 18 years of age, then there is possibility that the baby would be born before completion of the full term pregnancy period (280 days) and there is fear of the baby being of low birth weight and very poor physical growth. Due to incomplete physical growth, these babies are found to have lesser ability to survive, and as a result they may die. In such cases mothers also face more risk for life.
  
- After 35 years of age the risk of mothers' life owing to pregnancy and child delivery increases again. More over, the possibility of death of the baby in womb increases considerably.

When conceived with a gap of less than two years from the last delivery, the possibility of the child's death increases (about fifty per cent). For the sake of the health of the mother and the child, parents should not take another baby unless the first baby becomes at least 2 years old. A baby born after a gap of two years or more is found to be physically and mentally well developed. If the birth spacing is less than this, the child becomes less nourished physically and mentally.

For a child less than two years old, the most damaging problem for his physical growth is the birth of another child to its mother during that time. In such a situation, the mothers breast milk for the former child stops suddenly. In addition, the mother does not get enough time to prepare extra food for the older child due to her pre occupation with the new born baby. Other than normal and regular care, the mother cannot also give the extra care and attention that the older child need whenever the child is ill. As a result, the normal physical growth and development of the child does not take place.

After any pregnancy and child birth, it takes at least two years for full recovery of health of the mother. Therefore, if the mother becomes pregnant again before elapse of two years, possibility of her physical damage increases. Particularly time is also needed for recovery of lost strength and vigor before another pregnancy occurs.

If the mother becomes pregnant again before she is fully recovered after delivery of a baby, there is the danger that the newly conceived baby may be born before completion of the duration of the pregnancy. According to opinion of doctors, a baby should be there in the mothers womb for 280 days, that is 9 months and 10 days, and that is the normal. If born before this period, the baby is immatured and weak at birth. Babies born prematurely are of much less weight. These small babies with low birth weight are found to be weaker and illnourished compared to babies with normal weight. Therefore if the birth weight is less than normal, the baby's physical growth will be less, and will be more prone to sickness and in comparison to babies with normal weight, the possibility of death within one year will be four times greater. But if a baby is born with normal weight, such risk is less.

8. Family Planning from religions perspective:

From religious perspective also, all the religions have advocated improvement of maternal and child health, and the family's economic and other financial aspects by keeping the family planned. In every religion, particularly in Islam, the responsibilities of the couples and thereby of the parents in forming planned families have been repeatedly mentioned with due emphasis.

- a) It is the special responsibility of the parent to ensure food, clothing, housing and education for the family, that is for the children. As for example it has been described in the Hadith "You give your children enough food and clothing and also give them good advice and teach them knowledge and science".
- b) It is the mother's responsibility to ensure breast-feeding of her child for at least upto two years of age. Mothers will breastfed their children upto full two years. It is the birth right of the children to have their mother's breast milk upto two years. To ensure this right, the husband shall have to ensure balanced diet for the wife and arrangement shall have to be made for care and rest of the wife. There is particular relationship between balanced diet and increase or decrease in the flow of breast milk.
- c) Mothers who are physically incapable to bearing children and giving birth, should refrain from pregnancy and she should have the sympathy of other members of the families in this regard and others in the family should share this view.
- d) It has been forbidden in Islam to marry and have babies unless the husband/father is economically solvent, that is capable of providing food and clothing to his wife and children. It has been said "Yes all young men, only those among you can marry who are capable of providing food and clothing to your wives and children" A husband in the family will be respected and will be regarded as dutiful only when he can ensure economic prosperity to the family. Without economic prosperity, the health, education, necessary clothing, appropriate healthy atmosphere of the house, recreation, formation of future life of the wife

and children nothing will be possible. That is why Islam has given special emphasis on the attainment of economic solvency, particularly in family life.

- e) According to Islamic view, it is evident that conjugal life is the centre of durable peace and security, which will consist of a healthy husband, healthy and happy wife and eye catching healthy and strong children. These well-cared children will be respectful towards their parents. This affection will in the future, grow in them a sense of responsibility towards parents. All members of the family will have confidence in each other and will be sympathetic to one another. And for all of these, financial solvency and physical well-being are essential. That will be only possible when the family is small.

It has been described in Hadith "As the parents take care of their children so will the children take care of their parents in their old age and this is the teaching of Islam. This caring is mutually related. Affection and love from one side increases the assurance of care and attention from the other side".

9. Appropriate age of mother to conceive and give birth, essential birth interval between two children, determination of the number of children and possible places of getting help and cooperation in selecting family planning method to check frequent birth of babies:

In most of the health service centres, various safe and effective family planning methods are available. The same family planning methods may not be suitable or acceptable to every body. For selecting a suitable method couples will take advice from Health and Family Planning Field Worker, a nearby Union Family Welfare centre or from a Thana Hospital.

Besides, particularly in the outreach immunization centres, regular family planning related advice and services are given side by side with services related to giving preventive vaccines. In this matter take help and cooperation from the outreach immunization centres in your locality and motivate others to take such help and cooperation. Remember that these centres are engaged at your service.

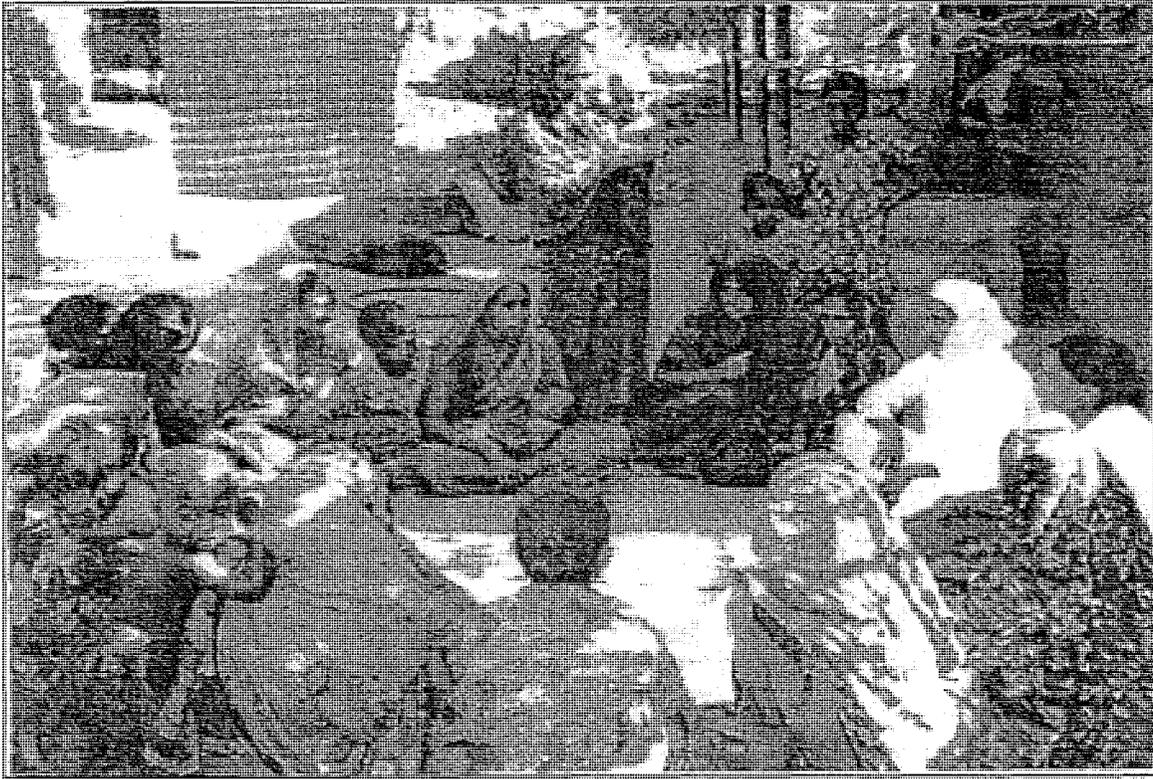
Remember that an interval of at least two years between two children and having limited number of children after 18 years of age and before 35 years of age ensures healthy and strong babies. Be conscious yourself in this matter and make others conscious.

### Lesson: Family Planning and Birth Spacing

|    | Objectives   | Subject  | Training method  | Duration   | Training materials   |
|----|--|--|--|------------|--|
| 1. | <p>At the end of this lesson participants should be able to narrate:</p> <p>a) What is Family.</p> <p>b) What is Planning.</p> <p>c) What is meant by family planning.</p> | <p>Look at following chapters described in the hand-out.</p> <p>1. What is family.</p> <p>2. What is planning.</p> <p>3. What is meant by family planning.</p> | <p>After exchange of greetings and introduction every body is held, open the first picture (happy family) of the flip chart titled "Why Family Planning" before the participant mothers. To make them understand what is family ask them what are they watching in the picture. Through question and answer make it sure that the mothers know that the picture is a family's picture. Now, to make mothers understand what is planning, you can ask them.</p> <p>- What is meant by planning?</p> <p>- What work have you done before coming here today - Why? What preparation have you taken before coming here? On that aspects attention should be paid for determining the size of a family? (Money, Health, Society). On what aspects should one pay attention to make one's family happy and organized?</p> <p>Inspire mothers to participate and ensure that they can narrate the importance of financial situation, maternal and child health (that is every body's health in the family) and social conditions of life.</p> | 10 minutes | <p>Flip chart "Why family planning"</p> <p>(Picture of happy family)</p> |
| 2. | <p>At the end of this lesson all participants should be able to mention 9 advantages of small families.</p>  | <p>See following chapters described in the hand-out.</p> <p>4. 9 advantages of small families.</p>   | <p>Tell the participant mothers that now we will show some pictures of a family and you will say one by one what are there in the pictures. Now open in front of the mothers first 8 pictures, one by one, of the flip chart "Why Family Planning". At the time of showing each picture, take necessary time and ask mothers what is being shown in the picture. What can mothers perceive from this picture?</p> <p>Encourage all the mothers to participate in the discussion and give answers. Ensure that mothers can narrate themselves 9 advantages of small families as described in the hand out after watching the pictures and through participation in discussion. Provide necessary help to the mother in their discussions.</p>   | 10 minutes | <p>First 8 pictures of the flip chart "Why family planning"</p>          |

|    | Objectives  | Subject  | Training method   | Duration   | Training materials   |
|----|---|--|---|------------|--|
| 3. | <p>At the end of this lesson all participants should be able to narrate 6 disadvantages of big families.</p>  | <p>See following chapters described in the hand-out.</p> <p>5. 6 disadvantages of big families.</p>  | <p>Tell the mothers present that now we will see picture of another family and you will say what is there is the picture. Now open, one by one, picture numbers 9,10,11 and 12 of the flip chart "Why Family Planning" in front of the mothers to show them and request them to say what are they watching in the picture. Encourage and help the mothers to discuss about the difference between two types of family (small family and big family) allowing them necessary time. Ensure that at the end of discussion mothers can narrate themselves about 6 disadvantages of big families. They can provide a comparative explanation with the advantages of small families. Ask the mothers which family in the pictures they want to make their families look like and why. If needed, console the mothers who have many children saying that they should not have any more babies rather they should be conscious about providing their children they already have immunization against 6 diseases, and should ensure to provide them with nutrition, breast milk etc.</p> | 10 minutes | Picture number 9,10, 11,12 of the flip chart "Why Family Planning"   |
| 4. | <p>At the end of this lesson participants should be able to say:</p> <p>a) What is meant by birth spacing.</p> <p>b) What is the appropriate age and time to bear children.</p> | <p>See following chapters described in the hand-out.</p> <p>6. What is birth spacing.</p> <p>7. What is the appropriate age and time to bear children.</p> | <p>Ask the participant mothers what do they mean by birth spacing. Ask what minimum interval is needed between birth of one child and that of another. Ask upto what age of a child the mother should breast feed. Encourage mothers to say what they should do to ensure providing breast milk to their children at least upto 2 years. On this matter give hint about mothers health and children's health and to give emphasis on the relationship between birth spacing and good health of the children, help discussions by using the poster "Rice plants can produce more rice if planted with space".</p> <p>Also ask the mothers what minimum age should they have before becoming pregnant, a listen to what mothers say about what should be the minimum age at which their daughters should marry. Show the poster titled "One is not old at her twenty and no marriage before the age of twenty" and listen to what mothers say on this. Inspire mothers to discuss details on all these issues. Control the discussions in such a way</p>                          | 10 minutes | <p>The poster "Rice plants can produce more rice if planted with space; children become healthy if they are born with big gap"</p> <p>The poster "One is not old at her twenty and no marriage before the age of twenty"</p> |

| Objectives   | Subject   | Training method  | Duration          | Training materials   |
|--|---|--|-------------------|--|
|  |   | <p>that the mothers can agree with to the messages described in the hand out for the topics "What is birth spacing" and "Appropriate age and time for child bearing". For this, if needed you can refer to one or two comments (hand out). Ensure that at the end of discussion the mothers can say that</p> <ol style="list-style-type: none"> <li>1) Child bearing before the age of 18 is risky.</li> <li>2) Child bearing after the age of 35 is also risky.</li> <li>3) At least 3 years gap is essential between two children.</li> </ol>  |                   |  |
| <p>5. At the end of this lesson, participants should be able to mention at least 3 arguments in favor of family planning from religious point of view.</p> | <p>See the following chapter described in the hand-out.</p> <p>8. Family Planning from religious point of view.</p> | <p>Ask the participant mothers what is their view and what is the view of other members of their families about family planning from religious point of view. Encourage the mothers to discuss about providing food and clothing to the wives by their husbands, mothers' responsibility about giving breast milk to their children at least upto the age of two years, responsibility of the parents to their children and at a later stage, duties of the children to their parent. During discussion, if needed, encourage mothers by mentioning one or two items from the messages related to Islamic explanations on family planning described in the hand-out. Through discussions, establish the fact that no religion is against family planning. Hang in front of the mothers the two posters titled "Be dutiful to your children" and "Among you that person is good who has got daughter as the first child". Then request any two interested mothers to describe; one by one, their ideas about the two posters. Mothers should be asked to express their views about what would happen if parents having daughters go on increasing number of children with the hope of getting sons.</p> | <p>10 minutes</p> | <p>Poster "Be dutiful to your children"</p> <p>Poster "Among you he is good who has got daughter as his first child"</p> |



*"GROUP DISCUSSION CAN MOTIVATE CLIENTS TO ACCEPT F.P METHODS"*



*"A QUALITY COUNSELLING IS VITAL FOR SUCCESS OF FAMILY PLANNING"*

## COLOSTRUM, BREASTFEEDING AND SUPPLEMENTARY FOOD

1. What is initial milk:

The milk that is recreated from the breast of the mother for the first three days beginning immediately after the birth of the child, which is yellow coloured, sticky and thick, is called Colostrum. In different places Colostrum is known by different names. Such as gaba dhud, nar dhud, bish dhud etc. This milk is known as colostrum in English.

2. From when to start colostrum feeding:

The child should be given Colostrum immediately after birth and if possible, it should be given before the placenta is out. In fact it is the duty of each mother to breastfed her child. If colostrum is fed; the mother's difficulty related to the placenta may be solved and the placenta may be out quickly.

3. 7 causes why only breast-feeding is sufficient and sole food for the child upto the first four months of life:

- a) Mother's breast milk can meet the physical demand of the child fully upto the age of four months.
- b) Upto this period, mother's breast milk is the best and safe food for the child.
- c) During this period, breast-feeding meets the child's demand for food and drinks.
- d) Breast feeding provides sufficient water required for the child even in the hot and dry climate. No extra water or water mixed with sugar is needed to meet the thirst of the child.
- e) The child who lives on breast feeding, becomes healthy and strong.
- f) Breast feeding develops the child's disease preventive capacity.
- g) Through breast-feeding a bond of love and affection is developed between the mother and the child which is very much essential for the development of the mental faculty of the child.

4. From when should the child be given extra food side by side with breast feeding:

Providing extra food to the child side by side with breast feeding should be started soon after the child crosses the age of 4 months. After the age of 4 months, only breast feeding is not enough for the normal growth and required nutrition of the child. However, breast-feeding must be continued side by side with extra food even after the age of 4 months of the child.

5. Which three type of food should be included in the extra food for the child:

- a) For growth and recovery of decay - all kinds of fish, meat pulses, milk, egg, bean seeds.
- b) For prevention against disease - all kinds of vegetables and fruits.
- c) For strength - rice, bread, potato, oil, molasses, sweet.

Therefore, at the time of selection of food for the child, attention should be paid so that the daily food of the child contains the above three types.

6. 10 things which need to be done for giving extra food to the child:

- a) The child should be given safe, easily digestible and nutritious food.
- b) At the time of cooking, attention should be paid to preserve nutrition value of the food. Such as cutting vegetables after washing, cooking after covering with lid, cooking not too much.
- c) At the time of preparing food for the child, oil should be added.
- d) Not to give left out and stale food to the child.
- e) To always give germ free fresh food to the child.
- f) To use clean bowl and spoon positively instead of bottle while giving extra food.
- g) To continue breast feeding as long as possible even after the age of two years of the child.
- h) To give breast milk and other food to the child again and again at the time of any illness.
- i) At the initial stage, extra food should be given to the child in relatively liquid and soft form and gradually should be given food in thick and solid form.
- j) Within one year of age of the child, normal food like other members of the family should be given to the child.

Lesson: Colostrum, breastfeeding and supplementary food

| Objectives   | Subject  | Training method   | Duration          | Training materials  |
|--|--|---|-------------------|---|
| <p>1. At the end of this lesson all participants should be able to mention:</p> <p>a) What is Colostrum.</p> <p>b) From when to feed Colostrum to the child.</p>                       | <p>See the following chapters described in the hand-out.</p> <p>1. What is Colostrum.</p> <p>2. From when to feed.</p>   | <p>After exchange of greetings and introduction, open poster "Breast feeding: the best beginning for a child" in front of the mothers. Ask the mother</p> <p>-What are you watching in the picture?</p> <p>-How old is the baby being breast fed?</p> <p>-From which age of the child or from when after birth you do start breast feeding?</p> <p>Now discuss about the importance of the title of the poster in such a way that the mothers can realize that the child should be breast-fed immediate after his birth. The child's food habit will begin through breast feeding. Clarify the word 'beginning' used in poster as the beginning of food habit. Also discuss that the breast milk of the mother for the first three days after delivery is called Colostrum. Thus help the mothers to get a clear idea through participation about what is Colostrum, from when to give Colostrum to the child. Identify local names of Colostrum.</p> | <p>10 minutes</p> | <p>The poster "Breast feeding: the best beginning for a child"</p>                |
| <p>2. At the end of this lesson all participants should be able to narrate:</p> <p>a) Seven causes why should the child be only breast fed upto the first four months of his life.</p> | <p>See the following chapters described in the hand-out.</p> <p>3. Seven causes why only breast feeding is sufficient and sole food for the child upto the first four months of his life.</p> <p>1) During this period breast feeding along can meet the physical demand of the child fully.</p> | <p>Discuss with the participant mothers about what do they feed to the new born baby for the first four months of his life. Also ask know for what advantages should breast milk be the only food for the child during this period. If any lactating mother is present there, you can ask her to narrate her practical experience, and ensure that other mothers listen to the experience narrated. Guide the course of discussions of the mothers in such a way that they themselves can narrate the 7 causes described in the hand-out. While describing cause number 7, it would be better if any one among th mothers can breast feed her child and if that can be demonstrated to others.</p>  | <p>10 minutes</p> | <p>Lactating mother and her child present at the spot (For practical example)</p> |

| Objectives   | Subject   | Training method  | Duration          | Training materials   |
|--|---|--|-------------------|--|
|  | <p>2) Breast milk is the best and safe food for the child.</p> <p>3) Besides meeting the demand for food, breast feeding also meets demand for drinks.</p>  |  |                   |  |
| <p>3. At the end of this session participants will be able to narrate:</p> <p>a) When to start extra food for a child in addition to breast milk.</p> <p>b) Which three types of food are to be added while preparing extra food for child.</p> <p>c) What are the food items that are to be included in preparing extra food.</p> | <p>See the following chapters described in the hand-out.</p> <p>4) When to start extra food for a child in addition to breast milk.</p> <p>5) Which three types of food are to be added while preparing extra food for a child and what are the food items.</p> | <p>Open the poster "Keep your child healthy and strong" in front of the mothers and ask them what do they see on the poster? Listen to their opinion regarding the age of giving extra food to a child in addition to breast milk. Also ask them what type of extra food do they provide to their children. Encourage mothers to narrate their own experience in this respect. With the use of flannel graph let mothers see the three types of food and with the use of food wheel help mother to discuss the necessity of adding those to the extra food for a child. Three types of food described in the hand-out.</p> <p>a) For growth and repair<br/>b) For protection against diseases<br/>c) For strength</p> <p>and to discuss food items to be included in each type of food - use flannel graph. Instead of flannel graph samples of food items like - rice, dal, vegetables, oil in a small bottle could be used also.</p> | <p>15 minutes</p> | <p>Poster "Keep your child healthy and strong"</p> <p>Flannel graph or samples of food items.</p> <p>Rice, dal, vegetables, oil etc.</p> |
| <p>4. At the end of this lesson all the participants should be able to mention 10 things which need to be done for giving extra food to the child.</p>   | <p>See the following chapter described in the hand-out.</p> <p>6. Ten things that need to be done for giving extra food to the child.</p>   | <p>Ask various questions to the mothers, such as:</p> <p>-How do you give extra food to your children?</p> <p>-Within which time after cooking you do give extra food to the child?</p> <p>-What spices do you use in cooking extra food?</p> <p>-Is there any necessity of adding oil to the child's food? Why?</p> <p>Guide the question - answer and discussion in such a way that the mothers can narrate themselves about the 10 things needed to be done for giving extra food to the child as described in the hand-out.</p>  |                   |  |



বুকের দুধ  
শিশুর জীবনে  
শ্রেষ্ঠ সূচনা

*"BREAST FEEDING IS BEST FOR BABIES"*