2006

Foundations Health: Learner Book Milestones 4-9

Center for International Education School of Education University of Massachusetts, Amherst

Follow this and additional works at: https://scholarworks.umass.edu/cie_learningforlife

Part of the Health and Physical Education Commons, and the International and Comparative Education Commons

This Facilitator Book is brought to you for free and open access by the Center for International Education at ScholarWorks@UMass Amherst. It has been accepted for inclusion in Learning for Life by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.
Learning for Life

Foundations Program

Health

Milestones 4-9

English

Learner Book 2006
REACH is a USAID-funded program implemented by Management Sciences for Health (MSH) under contract EEE-C-00-03-00015-00. Partners include The Academy for Educational Development (AED); Health and Development Services (HANDS); JHPIEGO; Technical Assistance, Inc. (TAI); and the University of Massachusetts/Amherst.

Learning for Life is managed by the University of Massachusetts/Amherst and in conjunction with the International Rescue Committee implemented in 12 USAID priority provinces in Afghanistan.

The views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development of the United States Government.

Produced for the Afghanistan Learning for Life Project, funded under the USAID financed REACH Project, by the Center for International Education, School of Education, University of Massachusetts. For further information see: www.umass.edu/cie, or contact cie@educ.umass.edu
MILESTONE 4: FIRST AID

Activity 1: Accident Prevention

<table>
<thead>
<tr>
<th>Accidents that have happened to me or my family</th>
<th>How the accidents could have been prevented</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Things I can do to make my home and family safer and prevent accidents:

… in the kitchen

…in the bathroom

…in the bedroom

…in the garden

…in the fields

…other places
Milestone 4  
Activity 2: What to do for cuts

Little Marzia was playing outside with her brothers; they were making small houses out of mud and stones. Marzia saw a stone in the ground that she wanted to use and she began to dig it out. But Marzia didn’t see the old razor blade sticking out of the ground, and when she reached for the stone her thumb was cut by the razor. Marzia cried out and ran into the house, blood dripping from her thumb. If you were Marzia’s mother, what would you do?

<table>
<thead>
<tr>
<th>What to do for cuts</th>
<th>Draw pictures of what to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stop the bleeding by putting a cloth on the cut and holding it tightly until the bleeding stops.</td>
<td></td>
</tr>
<tr>
<td>2. Wash the cut area with fresh water and soap to remove any dirt from in or around the cut skin.</td>
<td></td>
</tr>
<tr>
<td>3. Dry the skin with a clean cloth.</td>
<td></td>
</tr>
<tr>
<td>4. Cover the wound with a clean cloth and bandage.</td>
<td></td>
</tr>
</tbody>
</table>

*Do NOT put dirt or plants/herbs on the cut.*

For cuts, the important rules are to first stop the bleeding, and then to make sure the cut is cleaned and *stays* clean so it can heal properly.
Milestone 4
Activity 3: What to do for burns

As Fatima was cooking dinner, her little son Abdul came in the kitchen and stood by her as she cooked. He was tired, and had only learned to walk a few weeks earlier. He held onto Fatima’s shawl as she worked. But when Fatima removed a pot from the fire and turned to put it on the floor, little Abdul lost his balance and fell towards the oven. Fatima grabbed him quickly, but his hand had fallen in the oven and gotten burned. Abdul was screaming. What should Fatima do?

What to do for burns:
1. Hold the burned area in cool clean water for several minutes to stop the burning.
2. Cover the area with a loose clean cloth.
3. Do not put anything on the burn except for a clean cloth.
4. Do not break blisters.
5. If the burn is very severe and deep, go to a health center for help.

For burns, the important rules are to first cool the skin, and then to make sure the burn is kept clean and covered so it can heal properly.
Activity 4: Burn prevention

How I can prevent burns in my house and my community:
Milestone 4
Activity 5: Our Skin

Our Wonderful Skin

If we have to keep something precious, what kind of box or container do we use? One that does not allow water or dirt to get through, and protects it from heat and cold. Our skin plays this role too – even though our skin is very thin, it protects our body in many ways. (Can you list these?)

However, the skin much more than a container! It is flexible, and can bend and stretch as our body moves (Try this out, observing your skin). When the weather turns hot, tiny holes on the skin give out drops of sweat, and this cools our body. The colour in the skin also protects us from the harsh rays of the sun.

If you look very closely at your skin carefully, what do you see? Make a drawing.

The skin acts as a base on which grows hair, which also protects us. (Again, can you say how?) On the soles of our feet and in the palms of our hands, the skin is somewhat different. Why do you think this is so? How does it help?

The skin is also very sensitive. It can feel the slightest sensation of heat or cold, of something soft or sharp, smooth or abrasive. Often this warns us and we move in time, before we can get hurt or burned. (Can you give examples of this?) It is because of the skin getting hurt that we say Ai! or OW! when we get cut or burned.

When we do get hurt, the skin heals itself fast. This closes the injury and allows it to heal too.

Truly, our skin is a wonderful thing – it not only makes us look good, it also helps us feel good and stay healthy too!

When we are injured, the steps we take for first aid are because of the skin and the blood. When the skin is injured, then it cannot protect the body. A cut in the skin is like an open door in the body which germs can enter.

Principles of First Aid:

1. Stop the bleeding
2. Clean the injured areas
3. Keep open wounds and burns clean and covered
What could happen if we DON’T stop the bleeding. Why?

What could happen if we DON’T clean the injured areas. Why?

What could happen if we DON’T keep open wounds and burns covered. Why?
Milestone 4
Activity 6: Blood and Infection

The River in Our Body

Hundreds of years ago, people thought that the body was like a bag filled with liquid—a sack of skin filled with blood. But then a Muslim scientist, al-Nafis, nearly 1000 years ago, discovered that the blood in our body does not slosh around like water in a jug. He discovered that the blood in our body is contained in neat, organized, soft, narrow pipes called veins. The blood flows in these veins the way water flows in a pipe, and the beating of our heart is the pump that makes the blood move through the veins.

We can see these veins—look at the back of your hand, or under your wrist or on the inner part of your elbows and you see the thin dark lines—these are the small veins filled with blood. Some of the veins deep in the body near the heart are much larger than these, as big as your fingers, full of flowing blood. But the veins then branch out in our body, like branches on a tree, getting smaller and smaller until in our skin only the very smallest veins carry blood.

What does blood do for the body, and why does it flow in these veins? First, we must answer this question: What are the most basic things that a human body needs at all times in order to live? We need:

- water
- food
- air

All parts of our body need these things all the time: our hands, our eyes, our liver, our knees, they all need food, water and oxygen. How do we get these things? By breathing, eating and drinking. But then how does the oxygen, and food and water get to all parts of our body? Our feet need oxygen too!

It is the blood that carries these things all over our body. Our blood is like a river carrying boats which deliver things to people all over the country. Our blood carries food, water and oxygen to all parts of our body. This is why blood is so important. Our body is constantly making new blood to replace any blood we lose. But if we lose too much blood too fast, our body will die.

When we are injured or cut, veins are cut in our skin are cut and the blood comes out of our body. If germs get in the cut, then the blood in the veins in the skin picks up the germs and carries them through the body and this is what can make us sick. But blood is also what carries medicine around the body to make us well again.

Blood is the quiet hidden part of our body that keeps us alive!

1. Why is blood so important to our body?

2. How can the germs going in one small cut in the skin make the whole body sick?
Signs of infection - Danger Signs that mean extra medical help is needed:

1. The injury becomes red, with red lines coming out from the injury.
2. The injury feels hot and painful and swollen.
3. The injury starts to have white or yellow fluid coming from it.
4. The injured person has a fever.

What should we do if there are these Danger Signs of infection?

Where will I go if I need extra medical help?
Milestone 4
Activity 7: What should we do when accidents happen? \( \rightarrow \) Bites

- **Dog bites**: Wash the bite with soap and water. But do not cover the bitten area. Go to a clinic for help.

- **Snake bites**: Try not to move the bitten area. Hold it still, and go to a clinic for help.

- **Scorpion bites**: Put the bitten area in cool water. Medicine such as paracetamol or ibuprofen can be taken for the pain. Go to a clinic for help.

In all of these cases, extra medical help is needed and the bitten person should be taken to a health facility.
Zaher and his sister were coming back from school when Hafiza noticed that the zardaloo were ripe and ready to eat. She asked Zaher to climb the tree and get some for her. Zaher climbed up and began picking fruits and tossing them down to Hafiza as she laughed happily. But suddenly Zaher slipped on the branch, and Hafiza screamed as Zaher fell to the ground. Luckily, the tree was small and he didn’t fall far. He sat up slowly, holding his arm. He wanted to be strong in front of his sister and he told her he was fine. But by the time they reached their home, Zaher’s arm had become very swollen, and was starting to turn dark blue at the place where it hurt the most. When his mother told him to get water from the well, he could not make his hand work properly. His father told him he’d be fine, but that night, Zaher’s arm hurt so badly he couldn’t sleep. The next morning his hand and arm were feeling numb, and his arm had turned even darker black and blue. By the next day, the pain was not less and still his hand would not work properly. Zaher’s parents decided they should take him to the clinic. At the clinic they said his arm might be broken. They sent Zaher to the hospital where he got an X-ray. The doctor said it was definitely broken. He put a plaster cast on Zaher’s arm and told him to come back in 6 weeks to have it taken off. The doctor said that if they had not come for treatment, Zaher’s arm might have healed crookedly and be painful for the rest of his life.

What are the signs of a broken bone?

What should we do if we think a bone might be broken?

**What to do for possible broken bones:**

1. Put the limb in cold water if possible.
2. Use cloth to tie a piece of wood against to the limb so that it cannot move.
3. Get extra medical help right away.
Milestone 4
Activity 9: What to do when there’s an accident – head injuries

Wahida’s husband Hayat was walking home with his friend Samir. They were walking along a mountain path talking, when they heard some noise on the cliff above them. As they turned to look, a stone came rolling down the cliff and hit Hayat in the head. Samir tried to catch his friend as he fell to the ground. Slowly Hayat sat up and assured Samir he was ok. Samir helped him stand and they walked home slowly. Hayat walked slower and slower as they reached his house. He said he couldn’t see very well. At home he told his wife what happened. She made him lie down and gave him some tea, but he said he felt nauseous, and he tried to throw up. As his wife looked at him worriedly, she noticed that his eyes looked different, funny, as if they didn’t match. She talked to him about his day, but he was having trouble communicating clearly, and seemed to have forgotten what he did that day. Wahida’s brother came over to check on him, and became worried about him; he agreed that Hayat’s eyes didn’t look right. He and Wahida decided if he wasn’t better by morning they would take him to the clinic. The next morning, Hayat could barely answer their questions, and his eyes were not better. Wahida’s brother talked to his friend who had a jeep. They took Hayat to the clinic, but the clinic nurse immediately sent them on to the hospital. After several days treatment at the hospital, Hayat returned to normal and he and his family returned home.

The signs of a serious head injury: trouble seeing properly, nausea and vomiting, changes in the eyes or eyes not looking the same (not matching), trouble talking or communicating or remembering

In the situation of a serious head injury, there is no treatment except to go to a hospital for extra help.
Milestone 4
Activity 10: Danger Signs – Making Decisions and Getting Extra Medical Help

Danger signs of infection are:

Danger signs of blood loss are:

Danger signs of broken bones are:

My plan of what to do if I see that an injured person has danger signs and needs extra medical help:
Milestone 4
Activity 11: Diarrhea

Two diarrhea stories

• How do both stories start?

• How does each story end?

• Which one has a better ending? Why?

• What is the difference between the two stories that explains the difference in the endings of the stories?

Review of the stories:
Both children have diarrhea. However, the one who is not given extra things to drink becomes weak and is at a great risk of dying. The one who has plenty to drink stays healthy and survives the diarrhea episode. Having plenty to drink will not stop the diarrhea immediately. But it will keep your children strong and they will survive. Increasing fluids is the best course of action for all types of diarrhea.

“The next time my child has diarrhea, I will...”
**Milestone 4**  
**Activity 12: Making ORS at home for people (especially children) with diarrhea or vomiting**

**Recipe to make one liter ORS at home:**

1. Boil water and let it cool.
2. In a clean container, pour 5 glasses of the cool boiled water.
3. Add 6 musht-e-kuchek sugar.

4. Add 2 pinches of salt.

5. Stir well, and give to the sick person to drink slowly from a clean glass, or by spoon for small children.

**Q: How do I measure the Salt and Sugar?**  
To measure the salt, use a pinch between three fingers.  
To measure the sugar, use **musht-e-kuchek**

- Do not use too much salt. This can be dangerous for small children. The solution should taste no saltier than tears.

**Q. How do I feed the solution to a child?**

- Give it slowly, preferably with a teaspoon to small children. Older children can drink from a cup, drinking slowly.

**Q. What if the child vomits?**

If the child vomits, wait for ten minutes and then begin again. Continue to try to feed the drink to the child slowly, small sips at a time.
Milestone 4
Activity 13: How do we get diarrhea and how can we prevent it?
MILESTONE 5 – BIRTH SPACING

Activity 1: What is the safe age to have a baby?

- A woman is not physically ready to begin bearing children until she is about 18 years of age. Before age 18, the girl is still growing and if she gets pregnant, then her body as well as the baby are ‘competing’ for the same food, and the baby and the girl both become weak.

- Babies born to mothers who are too young are much more likely to die in the first year of life.

- Some life-threatening problems of pregnancy are more common among young girls who are pregnant.

- Mothers who are over age 18 are more mature, physically stronger and more able to be a good mother to their children. They have stopped growing, and so they can concentrate on the growth of their children.

Why do women have children before age 18?
Milestone 5
Activity 2: Risks of pregnancy after age 35, and having more than 4 children

- Having more than four children increases the health risks of pregnancy and childbirth. Especially if the previous births have not been spaced more than two years apart, a woman’s body easily can become exhausted. There is an increased risk of serious health problems such as anemia (“thin blood”) and hemorrhage (heavy loss of blood).

- The risk of giving birth to babies with disabilities, or with low birth weight, also increases after four pregnancies and after the mother reaches the age of 35.

Why do women in Afghanistan have many children?
Milestone 5
Activity 3 – Birth Spacing survey

<table>
<thead>
<tr>
<th>Names of my children</th>
<th>Their Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many of my children were spaced more than 2 years apart?

How many of my children were spaced less than 2 years apart?

1. **Question**: What is good about having children close together?

2. **Question**: What is bad or difficult about having children close together?

3. **Question**: How much choice do we have about this?
Milestone 5  
Activity 4 – Advantages of Birth Spacing

Comparing Nasima and Razia:

a. Describe Nasima’s appearance and Razia’s appearance. What are some possible reasons for the differences between how they look?

b. How old is Nasima’s son?

c. How old is Razia’s little girl? How old is her baby boy?

d. Which woman has done birth spacing, and how do you know?

e. If you could choose to be Nasima or Razia, which one would you want to be? Why? Whose life looks like it would be easier? Why?

Reasons for Having Birth Spacing of 2 Years Between Children

• Health reasons for the mother: A mother’s body needs two years to recover fully from pregnancy and childbirth. When there are many small children, then woman becomes tired and has little time to care for herself or her children as well. Anemia is common among mothers with closely spaced pregnancies, as the body does not get adequate time to replenish the nutrients lost during pregnancy and childbirth. An anemic mother gets tired easily and is at risk of frequent illness.

• Health reasons for the new baby and children: The risk of dying among
newborns and infants, born at close birth intervals, is high. Other children under 5 are also at increased risk of dying. One of the greatest threats to the health and growth of a child under the age of two is the birth of a new baby. Breastfeeding stops too suddenly, and the mother has less time to prepare the special foods a young child needs.

- Reasons given by the Koran:

Koran (Sure 2:233) has the following message about breastfeeding, birth spacing and stress on the mother:

“And the mothers breastfeed their children during two complete years; this is valid for those, who wants to complete the breastfeeding. And the one, to whom the child was born, has the obligation to take care for their food and clothing in a generous way. No soul should carry more burdens than it is able to carry. No harm should be done to a mother because of her child, and the one, to whom the child was born, not because of his child.” The Hadith: “I hate the one who makes the mother of a baby tired !”

Look at the picture of the family with children that are at least 2 years apart. How does having space between the children make everyone’s lives better?
Milestone 5  
Activity 6 - How to Do Birth Spacing – Family Planning

- There are many safe and acceptable ways of avoiding pregnancy. Family planning services can give couples the knowledge and the means to plan when to begin having children, how far apart to have them, and when to stop. Couples should ask advice about the most suitable means of family planning from the nearest trained health worker or clinic. Family planning is the responsibility of men as well as women.

Pill for Birth Spacing
- Effective for birth spacing.
- Taken same time every night before going to bed.
- Some women will have mild headache, irregular bleeding, weight gain, stomach ache, or mood changes.
- Safe for almost all women.
- Can be used by women at any age.

Injections for Birth Spacing
- Safe and very effective.
- One injection gives 3 months protection.
- After stopping the injection, women can become pregnant again after four months.
- Bleeding changes are probable. These may be light spotting, irregular bleeding or no menses. All these are normal with the injections.
- Mild head ache or slight weight gain can occur
- Other people will not know she is using the injection unless she tells them.
- It is safe during breastfeeding, if begun at least one and a half months after delivery
- Can be used by women at any age.

Condoms
- No side effects
- Somewhat effective for birth spacing as commonly used. Effective if used correctly every time.
- Easy to use
- Condoms can prevent AIDS and other diseases transmitted by sex
IUD ("Loop")

- Safe and very effective.
- May be used up to 10 years – can be removed at any time and women can become pregnant again.
- Menstrual periods may be heavier and longer. Mild pain can occur for a short time after starting.
- Good method for breastfeeding mothers. May be started at 6 weeks (40 days) or more after delivery.
- A skilled midwife or a doctor is needed to insert the IUD.

Exclusive Breastfeeding for Birth Spacing

- Breastfeeding is effective for birth spacing up to 6 months after delivery if the mother has no menstruation and is exclusively breastfeeding.
- For longer birth spacing she should start another method (such as injection or IUD) within 6 months or when she starts any supplemental feedings for her baby.

Question: If we want to do family planning, where and how do we get these things?
Misunderstandings and Questions About Family Planning Methods

**Myth:** Women who have never been pregnant should not use contraception.

**Reality:** Contraceptives may be safely given to delay the first pregnancy, such as for newly married women who want to finish schooling. Contraceptives do not cause infertility. Pills are often a good choice. Condoms, with the husband’s cooperation for correct and consistent use, can be moderately effective. Injectables may also be used, understanding pregnancy will be delayed about 4 months longer than after stopping other methods.

**Myth:** Women who work hard should not use the IUD

**Reality:** The IUD is not expelled more often by women who work hard. The chance of the IUD coming out is the same for women who work hard and for those doing light physical work.

**Myth:** IUDs (“loop” or Copper T) should not be given to women who had 6 or more pregnancies

**Reality:** The IUD is a good method for women with 6 or more pregnancies. The cavity of the uterus (womb) is suitable to retain the IUD and there need be no special concern about the IUD coming out. IUDs are expelled after about 3% of all insertions; therefore, all women should check for expulsion during the first 1-3 months. If expulsion occurs, another Copper T may be inserted without any time gap. If a woman has two expulsions, another method may be advised. The copper T is especially suitable for women with many children who need a highly effective long term method.

**Myth:** Breastfeeding women should wait until they have menstrual bleeding before starting injectable contraceptives

**Reality:** Breastfeeding women should start injectables before the first menses. This is the best way to avoid the risk of early pregnancy and births spaced too closely. She may start at any time between 6 weeks and 6 months after delivery so long as the woman is fully breastfeeding and has no menses. She should use contraception as soon as she begins additional feedings.

**Myth:** Injectable contraception decreases breast milk.
**Reality:** Injectable contraception is a good choice for breastfeeding women. There is no decrease of breast milk. Injectables should be started between 6 weeks to 6 months after delivery for breastfeeding women. Starting at 6 weeks to 3 months may be helpful for reducing bleeding side effects and concerns about amenorrhea.

**Myth:** Injectable contraceptives cause infertility and should only be used by women who have more than 4-6 children and are over 35 years of age.

**Reality:** Injectable contraceptives are completely reversible and may be used by women with any number of children and at any age. The absence of menstrual bleeding is not a sign of infertility—it is normal while using the injection. After stopping injections, women without bleeding become pregnant just as quickly as those who had bleeding. There is an average 4 month delay before pregnancy (until the hormone levels in the body drop) after stopping injections.
Milestone 5
Activity 9: Our Monthly Cycle

Activity 10: Personal Hygiene
MILESTONE 6 – MANAGING PREGNANCY
Activity 1: What happens during pregnancy?

Pictures of the development of a baby in the first 2 months:

How a baby develops over 9 months:

Months 1-3
An egg becomes fertilized when a sperm penetrates it. For the first 2 months, it looks like a tadpole. The skin is transparent pink.
At about four weeks, the heart begins to beat. Tiny limbs appear, ankles and wrists are formed, and fingers and toes develop.
During the first three months, all major body organs and systems are formed but not completely developed. This is a critical period for development of the heart, nerves, upper and lower limbs, eyes and ears, teeth and most organs.

Months 4-6
The fetus moves, kicks, swallows, and can hear the mother’s voice. It begins to wake and sleep at regular intervals. The skin changes from a transparent pink to a wrinkled red, and is covered with soft, fine hair.

Months 7-9
Body growth slows down, while brain growth continues and the head grows larger during the last three months.
The baby can open and close its eyes, suck its thumb, kick, stretch, and cry.
It responds to light and sound, and prepares to be born into the world.
Activity 2: What are the qualities of a normal and healthy pregnancy? What are some things to watch out for during pregnancy? (danger signs)

<table>
<thead>
<tr>
<th>Normal and Common Aspects Of Pregnancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining weight</td>
</tr>
<tr>
<td>May have swollen hands and feet</td>
</tr>
<tr>
<td>Some nausea, especially in the morning at first</td>
</tr>
<tr>
<td>Some tiredness but not too much</td>
</tr>
<tr>
<td>Urinating more often</td>
</tr>
<tr>
<td>Constipation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things to Watch Out For During Pregnancy – Danger Signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>High fever</td>
</tr>
<tr>
<td>Paleness of the eyelids, anemia</td>
</tr>
<tr>
<td>Vaginal bleeding</td>
</tr>
<tr>
<td>Severe vomiting or stomach pain</td>
</tr>
<tr>
<td>Severe headache</td>
</tr>
<tr>
<td>Swelling of the face and legs</td>
</tr>
<tr>
<td>Not gaining weight</td>
</tr>
</tbody>
</table>

If you had any of these danger signs, where would you go for help?
Milestone 6
Activity 3: Healthy vs. Unhealthy Pregnancy

The goal of a healthy pregnancy is to have a smooth and safe delivery and a healthy mother and baby.

For a Healthy Pregnancy a Woman Needs:
Write the words of the things needed for a healthy pregnancy under each picture:

An Unhealthy Pregnancy is Caused By:
Write the words underneath the pictures:
1) Pregnant women should have enough rest.
2) Pregnant women should sit in the sun for 15 minutes every day (morning or late afternoon) to build strong bones.
3) Pregnant women should eat a great variety of nutritious foods.
4) Pregnant women should take vitamins and use iodized salt.
5) Pregnant women should use fortified flour whenever it is available.
6) Pregnant women should wear loose and comfortable clothes.
7) Pregnant women shouldn’t wear high heel shoes.
8) Pregnant women shouldn’t carry heavy loads.
9) Pregnant women shouldn’t smoke.
10) Pregnant women should only take medicines according to a doctor’s advice.
11) Pregnant women shouldn’t eat mud or other unhygienic substances that may cause infections.
12) Pregnant women should have regular prenatal check-ups by doctors or health workers.
13) Pregnant women should be vaccinated against tetanus.
11) Pregnant women should keep personal hygiene.

??????Do you do these things when you are pregnant??????
Milestone 6
Activity 4: Maternal nutrition

What kinds of Energy Foods do we have?

What kinds of Growth Foods do we have?

What kinds of Repair Foods do we have?
Milestone 6
Activity 5: High-Risk Pregnancies

Jamila just found out that she was pregnant again. This would be her seventh baby, and Farid, her last baby, was only 7 months old now. Although Jamila was very tired, and was worried about having another small baby to take care of, she knew she should be thankful for having a large family. When Jamila saw Shafiq, the midwife in her village, she told her she was pregnant again. Shafiq congratulated her, but looked worried. ‘What’s the matter?’ Jamila asked her.

‘Well, Jamila-jan, you look so tired. And you just had Farid a few months ago, and he was very small, less than 2kg when he was born. And you yourself are so thin, you must be only 40 kg. Plus, how old are you? 38 years old? These are things that mean you must be very careful during this pregnancy to take care of yourself. You have higher risks because of these things like being less than 40 kg, and having an underweight baby, and being over age 35, and especially since it is less than 2 years since your last baby. I want you to come see me every month so I can check on you. You must rest more, and eat more food, especially lots of vegetables and milk. Otherwise, this pregnancy could be very difficult and even dangerous for you. You must be careful.

And there’s one more thing, Jamila-jan. I want you to be ready, just in case you start to have problems and need to go to the hospital. Have you talked with your husband about this? Please talk to him, and you should both have a plan – how will you get to the hospital? How much money will you need? If you start to have any of the symptoms we’ve talked about before, like a fever, or bleeding, or weakness and anemia, please don’t wait – just go to the hospital so that you will be safe and your baby will be safe. You have many risks in this pregnancy, and you must be very very careful.’

Warning signs before pregnancy begins:

- an interval of less than two years since the last birth
- mother-to-be is less than 18 or more than 35 years old
- mother-to-be has had four or more previous children
- mother-to-be has had a previous baby weighting less than 2 kilograms at birth
- mother-to-be has had a previous difficult or Caesarian birth
- mother-to-be has had a previous premature birth
- mother-to-be has had a previous miscarriage, abortion or stillbirth
- mother-to-be weights less than 38 kilograms before pregnancy
- mother-to-be is less than 145 cm in height.
If you were to get pregnant right now, (or if you are pregnant) would you be a high-risk pregnancy?
Do you have any of the Warning Signs above?

If your answer is “Yes, I would have a high-risk pregnancy,” what are you going to do?
Have you talked to your family about this?

Do you know someone who has a high-risk pregnancy? Help her understand about the risks and what she should do to be careful.

| Have a safe and healthy pregnancy! |
| Take care of yourself and your baby! |
Milestone 6  
Activity 6: Stages of Labor

Pre-Labor  
Clear or clear-colored mucus comes out of the vagina. The mucus comes from the mouth of the womb as it begins to open. There may be a little blood, which makes it look pink.  
The waters break.  
Pains (contractions) begin. At first they come every 10 to 20 minutes.

Stage 1  
After a while, the contractions become much stronger. They come every 2 to 5 minutes and last up to one minute long. During this stage the mother should not push because the mouth of the womb is not yet open. If this is a mother’s first delivery, this stage may last 10 to 20 hours. In later births, it may last from 7 to 10 hours.  
In this stage, the womb is open and the mother feels a strong need to push. When a pain comes, the mother should take a deep breath and push with all her strength.

Stage 2  
The woman should choose the most comfortable position. Most women find it easier to push the baby out when they are squatting, kneeling or sitting propped up. The baby is usually born within half an hour or an hour.

Stage 3  
After the baby is born, it is time for the placenta to come out. This usually happens without help when the womb contracts and pushes the placenta out.  
After the baby has come out and the cord has been cut, the baby should be laid on the mother’s chest to be kept warm and feel safe. The mother should feed the baby her first breastmilk as soon as possible.
Activity 7: The do’s and don’ts of delivery, and danger signs

Write the answers to the questions below from your class discussion:

What things should we do during labor and delivery to make it safer and easier for the mother?

What things should we NOT do during a delivery because it will make delivery dangerous and harder on the mother?

**Danger signs that the mother should go to the hospital for extra medical help:**

- If labor goes for more than 24 hours (one day and night)
- If the baby does not come out after 2 hours of heavy pushing
- If the placenta does not come out after one hour
- If the woman is bleeding heavily
- If the woman has a fever

*Any of these danger signs means the woman and baby need help urgently. Help the family make a quick decision and don’t let them wait. Getting help early can make the difference between life and death.*
Milestone 6
Activity 8: The Three Delays

Shekiba’s Story:

Shekiba arrived at the health center on a donkey. She was weak. Her husband picked her up and carried her into the clinic. Shekiba had delivered a baby 12 days before. She was bleeding very heavily for the 12 days after the baby came. She rode three and a half hours on a donkey to reach the health center with her husband, brother and mother.

At the health center, the clinic staff learned that Shekiba was in shock. The clinic staff gave her an injection to stop the bleeding. A clinic staff member took her by car to the hospital in the city 2 hours away. At the hospital they gave her blood, and antibiotics for an infection.

The baby needed treatment at the hospital because it had not been able to breastfeed for most of the 12 days. The baby was dehydrated and weak. The baby was barely able to cry.

The woman survived because her husband, brother and mother brought her to the health center. It would have been better if they had brought her earlier, but they saved her life. The baby, too, would have died if they had not come to the health center.

What were the delays in helping Shekiba?

Why did Shekiba’s family members need to bring her to the health center?

What would you advise Shekiba’s family to do to help make her next pregnancy safer and healthier?
**Freshta’s Story:**

Freshta went to the clinic with her mother-in-law when she was 6 months pregnant. She was weak and tired. She had difficulty breathing. The community midwife told her she had severe anemia. The midwife advised Freshta and her mother-in-law to go to the city hospital for further treatment.

But the mother-in-law complained of financial problems. The midwife said, “You should try to find money now. If you can find money and take her for treatment now, it will be preventive and save her life.”

Freshta’s mother-in-law thought Freshta’s condition was not that serious, so she did not take Freshta to the hospital. The midwife continued to care for Freshta. The midwife told Freshta to eat foods with iron such as *sabzi* and to take iron and folic acid. The midwife continued to follow Freshta’s progress….

**Questions:**

- What difficulties does Freshta have with her pregnancy?
- What delayed Freshta’s treatment?
- What food and vitamins is Freshta eating to have a safer delivery?
- What more can Freshta do to ensure a safe delivery?

**Sima’s Story:**

Sima was brought to the hospital from one of the far districts. She almost died on her way to the hospital. Her mother said, “The baby was born at 3 am at home, but the placenta did not come out. We looked after Sima while we tried to find help. We wanted to take her to the hospital but could not find transport. In the early morning, we found a vehicle to rent and brought her to the hospital.…”

**Questions:**

- What was the delay?
- What problem in childbirth did Sima have?
- What should Sima and her family have done to prepare for emergency?
Zareena’s Story

Zareena had gotten married when she was 16. Now she was 22, and pregnant again. Two days before Zareena’s labour began, Zareena and her mother-in-law visited the midwife at her home as guests.

Zareena looked very pale and anemic. The midwife asked Zareena’s mother-in-law to take her for a check-up to the health facility, but they went home instead.

After two days, her husband came to the midwife’s house in the early morning. He told her that Zareena was in the health center, and he asked her to go there to help Zareena. It was a surprise that Zareena was going to have twins. Her first baby was born at the health center, but there was a problem and the second baby did not deliver. This health center only provided service for normal deliveries, so the clinic staff told Zareena to go to the large provincial hospital. At the provincial hospital, the staff assisted with the delivery of the second twin.

The midwife visited Zareena at the hospital to congratulate her and give her emotional support. The midwife saw that Zareena was bleeding heavily. She went to the doctors’ room and asked for help. The doctors began to check the bleeding, but they could not stop it. Soon, Zareena had lost a lot of blood, and needed an operation and extra blood. Four persons from the midwife’s family and Zareena’s husband donated blood to save Zareena.

Questions:

What were Zareena’s problems with her pregnancy?

How could Zareena and her family have helped to make her pregnancy and delivery safer?

What could the hospital have done to make the delivery safer?
Activity 9: Planning for Delivery – Making a Birth Plan – Jamila’s Plan

Jamila’s Birth Plan

How Jamila prepared for safer pregnancy and childbirth

What foods did Jamila eat?

Did Jamila take extra rest?

From the Health Center.....

How many times should Jamila visit the midwife?

When did Jamila receive the tetanus shots?

#1:

#2:

What vitamins did the midwife give Jamila to take

What did the CHW teach Jamila and her mother-in-law about danger signs?

What Jamila and her family did to plan for delivery at the hospital

What was Jamila’s plan for…

…saving money?
…transport?
…taking care of her children while she is in the hospital?
…permission to go to hospital?

Who will go to the hospital with Jamila?

Which of Jamila’s family members agreed to be a blood donor?

What did Jamila need to bring to the hospital?
Milestone 6
Activity 10: Risks in the Community for Safe Delivery

What was difficult for you during your pregnancy and childbirth. Some topics you might want to discuss are:

- Were there any danger signs? What were they?
  [You can review the danger signs listed in the Health Book.]
- Did you need anyone else to help you?
- What was not available to make the delivery safe and clean? Why?
- What did you not prepare for?
- How did you feel? Why?

Problems We Had During Pregnancy and Childbirth

What are the most common problems that women in the village community have in pregnancy and childbirth?

What do you think are the reasons for the problems that you identified?

What are ways that people solved these problems?
Milestone 6
Activity 11: Resources in the community

What kind of special respect, care and assistance did you receive during pregnancy and the delivery? Write what helped you with the pregnancy and delivery.

- What healthy foods did we eat in the summer? What healthy foods did we eat in the winter?
- What else did we do to stay healthy?
- Who helped us?
- How do the CHW, midwife and other health center staff help?
- What was there to make a safer and cleaner delivery?
- What did we do to prepare for the delivery?
- What made us feel better? Why?
- What was better for the baby?

What Helped Us

7. We all have a responsibility to make our community safe for women to have healthy pregnancies and childbirth.

What resources do we have available to help women in pregnancy and childbirth?

8. What resources are not often available to women?

Think about the resources that are not often available to us in our families. What ways can we help women in our families who are pregnant?

- Do family members discuss the birth plans with us?
- Do family members go to the hospital with us?
- Do family members recognize the danger signs?
- Do family members help us save money in case of emergency?
- More?
Think about the resources that are not often available and the problems that women have in pregnancy and delivery.

What ways can the community help pregnant women?

- Transport?
- Do community members recognize the danger signs?
- Does the community educate others about safe pregnancy and delivery?
- What can the CHW do?
- What can the health center do?
- Other ways?

What can the health shura or community shura do to help?

Review:

- Ensuring the good health of our women is more than having good health facilities that are accessible to women.
- Our families play a very strong role in safe pregnancy and delivery.
- Our community plays a very strong role in determining how safe it is to become pregnant and deliver children.
Milestone 6
Activity 12: Making Your Own Birth Plan

My Birth Plan

How I can prepare for a safer pregnancy and delivery?

Where can I get iodized salt?

Where can I get iron tablets and folic acid tablets?

What vegetables do I plan to eat in the summer months?
   In the winter months?

What foods can I eat that have iron? (Meat, beans, sabzi, raisins, dal?)

What fresh or dried fruits do I plan to eat?

How I will I find time to take rest when I need it? Who can help me with my housework?

In the Health Center…..

The name of the CHW I will go to is ____________________.

Who will go with me to the health center?

I will talk to the CHW about…

The name of the midwife is ____________________.

When will I visit her?

When will I receive the tetanus shots?
#1: at ____ months

#2: at ____ months
Which health center will I go to in case of emergency?

Where is it?

How will I get there?

These are the danger signs of pregnancy that I need to recognize:

Where will I go for medical help if I have any of these danger signs while I am pregnant?

Things I need to have ready for delivery at home….

[Use what you learned in Milestone 5 to help you]

What will I do to make the place where I will deliver my baby clean?

Where will I get a new, clean razor blade?

What do I need to keep myself and the baby clean and warm after she is born?

What kind of things do I need to have available (for example, clothes, hat, blanket)?

These are the danger signs during delivery that I need to recognize:

A plan for delivery at the hospital, if there’s an emergency…

How much money do I need to save before delivery, in case I have to go to the hospital?

How will I save this much money?

How will I travel to the hospital, if I need to go?

Who will take me there?

Who will make the decision to go to the hospital if needed?

Which of my family members can go to the hospital with me and be a blood donor?

What things do I need to bring to the hospital?

Who will take care of my children while I am having the baby?
Milestone 6
Activity 13: Communicating with your family and the health center about safe pregnancy and delivery
Milestone 6
Activity 14: What to do for a new mother

<table>
<thead>
<tr>
<th>Emotional needs of the mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support and love</td>
</tr>
<tr>
<td>• Congratulations on new baby</td>
</tr>
<tr>
<td>• Help with taking care of the baby and work around the house</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical needs of the mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lots of rest</td>
</tr>
<tr>
<td>• Lots of food and liquids</td>
</tr>
<tr>
<td>• Careful hygiene</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Danger signs for new mothers that mean she should get medical help</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bleeding</td>
</tr>
<tr>
<td>• Severe headache</td>
</tr>
<tr>
<td>• Fever</td>
</tr>
<tr>
<td>• Anemia</td>
</tr>
</tbody>
</table>
Milestone 6
Activity 15: What to do for the new baby

Cutting the cord:

What should we use to cut the cord?

How can we make sure it is clean?

Once the cord is cut, why should we NOT put dirt or herbs on the stump?

If the cut cord has pus or the skin becomes red instead of healing, the parents should call the CHW. These are signs of dangerous infection.

Breastfeeding:

Which breastmilk should we give the baby first?

Why?

Never throw out your first breastmilk!
Milestone 6
Activity 16: Common concerns and cautions about newborns

- mothers or other adults who sleep with a baby in the same bed may smash the baby when they turn on him or her;
- the habit to put ashes (sorma) onto the navel of the baby may cause infection;
- the habit to introduce liquids into the ears and nose of a baby may cause harm;
- circumcision performed in an unprofessional way and with non sterilized instruments may cause severe infections to the baby;
- the habit to keep babies for long periods of time in a room without fresh air and without exposing him or her to sunlight is not healthy for them.
Milestone 6
Activity 17: Danger signs and serious problems with newborns

Normal signs for a newborn:
- A cheesy substance covers the skin
- Mild swelling of the baby’s breasts
- Top of baby’s head is slightly swollen

Danger signs for a newborn:
- Not passing urine or feces during the first day
- Diarrhea
- Fever
- Not sucking
- Difficulty breathing
- Blueness
- Infection on the cord: pus or redness

What should we do if a newborn shows any of the danger signs?

Where will I go for medical help?
Milestone 6
Activity 18: Child Development and What Babies Need

a) Exchange your experience about newly borne babies in your family.

b) How does your family celebrate the birth of a baby? Are there any differences if the baby is a girl or a boy?

c) Exchange your experience about the growth and development of babies and infants: In which stages occur this development and what is the child learning/able to do in each stage?

The mind of a baby learns more words in its first 2 years than it will in the rest of its life. It may seem like babies are not affected by what is going on around them, but this is only because they cannot communicate with us. Never think that what is happening around a baby doesn’t matter. Every minute, a baby is learning about the new world that he/she has been born into.

*What do you want your baby to learn about the world?*

**Things a Baby Needs:**

- physical security and safety – to know she’s safe and loved
- to be comforted when she cries
- to be talked to, to learn new words and to learn how to talk (do this by talking with your baby, teach her words, tell her what you’re doing even though you think she doesn’t understand)
- stimulation of the senses:
  - Eyes: show the baby colorful objects, let her play with colorful pieces of cloth, take babies for walks and point out things like trees, animals, etc.
  - Ears: sing to the baby, make different sounds, let her play with objects that make sounds, like boxes with seeds in them, or bottles with a little bit of water in them, etc
  - Hands: give the baby things to play with that feel different, like different kinds of fabrics

**Other Ideas for Things to Do For Babies:**

Why should we do these things for a baby? How does it help them? *If you stimulate a baby’s mind in good ways, then she will grow up to be more intelligent than if you don’t do these things.*
Make sure the things you give a baby to play with are not too small, so she doesn’t try to eat them and choke on them.
Milestone 6
Activity 19: Child Development and What Children Need

<table>
<thead>
<tr>
<th>Physical needs</th>
<th>Emotional needs</th>
<th>Mental needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and water</td>
<td>Security, belonging</td>
<td>To be talked to so that they learn language</td>
</tr>
<tr>
<td>Warmth</td>
<td>Care and love</td>
<td>Senses stimulated with colors, objects, sounds, textures</td>
</tr>
<tr>
<td>Shelter and a Safe environment</td>
<td>Attention</td>
<td>To be allowed to make mistakes without severe punishment. People learn from their mistakes.</td>
</tr>
<tr>
<td>Activity, exercise</td>
<td>To be listened to</td>
<td>To be given some responsibilities</td>
</tr>
</tbody>
</table>

Some General Behaviors by Adults that Help Children Grow Up in a Healthy Way

• Understand that making mistakes is a natural part of growing up. Let children make mistakes in order to learn from them.
  Example: If a child spills a glass of tea, don’t get mad. Instead, teach her how to hold the glass carefully, and how to clean up the spill.

• Listen to children, to their questions and stories and ideas.
  Example: When a small child comes back from playing, or back from school, ask the child what they did, what they saw, etc and listen carefully to their stories.

• Give children productive work with their hands. Children learn by working and playing, using their hands.
  Example: Let children help make bread, encourage them to build and make things with different materials.

• Respect children as you would an adult. Respect children’s ability to listen and learn and understand and have ideas of their own.
  Example: Listen to children when they talk. Listen to their ideas and respond.

• Punishment should be instructional, not just painful. Teach children by talking to them and explaining reasons to them. Explain why something is good, or something is bad.
Example: If a child does something bad, first isolate him so that he cannot play with others, and he must sit and think. Then go and talk seriously with him about the mistake he made, and why it was wrong. Give consequences for bad behavior, such as not allowing him to play with his friends.

- Give children jobs and responsibilities, not as punishment but as a way to learn how to become a responsible adult.
Example: Give children (both boys and girls) responsibilities according to their abilities, such as small children can take responsibility for watering plants, older children can help with work around the house (boys too!).

What kind of adult do I want my children to grow up to be?

When a seed is planted and watered, it grows by itself. It has an inner nature given to it by God that tells it how to grow.

- Children are like seeds – they grow by themselves, according to their inner nature given by God.
- But unlike seeds, they are not just physically growing. Their minds and spirits and personalities also develop and grow over time.
  - If a rock is in the way of a growing seed, the plant will grow up crooked, thin and pale. In the same way, if a child grows up in a hard mental environment, it will grow up to be an adult with a weak and unhealthy mind and spirit, even if its body is strong.
  - A child that grows up in a healthy, helpful and respectful environment can grow up to be balanced, confident, strong, kind and helpful to others. This is like a strong and healthy plant.
  - A child that grows up in a hard environment can grow up to be mean, unconfident and selfish, and have problems. This is like a crooked plant.
Questions about the reading:

- What are some things in a child’s life that are like the rock that damaged the growing plant? What are some things in the environment of a child that cause the child to grow up in an unhealthy way, that damage the mind and spirit of the child?

- What are some things that we can do as adults to give children the space to grow up into good human beings, helpful and caring and strong?

WHY do these things?
Because if children are treated with respect and learn responsibility, they will grow up to be respectful and responsible adults.
Milestone 6
Activity 21: Advantages of Breastfeeding

Why is this woman telling her husband not to give the baby the water?

Why should we feed a baby our first breastmilk?

Why is breastfeeding important?

- Breastmilk alone is the best possible food and drink for a baby. No other food and drink is needed for about the first six months of life.

- Breastfeeding is the best food to help a baby grow strong and healthy.

- Breast milk protects the baby against illnesses, for example, diarrhea and pneumonia.

- A mother’s milk is always ready, always clean and always at the right temperature.

- Breastfeeding makes the mother and baby feel close and secure.

- Breastfeeding gives a mother protection against pregnancy for six months after giving birth – if her baby breastfeeds frequently, day and night, if the baby is not given other food and drink, and if the mother’s menstruation has not returned.
What are some common worries about breastfeeding?

Fear that there is not enough milk
- This is a common fear, especially when just starting to breastfeed, but it is almost never true.
- Feeding at night helps to increase a mother’s milk supply.
- Breasts do not have to feel full to make milk.
- Small breasts can make as much milk as big breasts.

Flat or pushed-in nipples
- Most women with flat or pushed-in nipples can breastfeed without a problem. This is because the baby suckles on the breast (most of the dark skin area), and not just the nipple.

Sore or cracked nipples
- If a woman feels pain from breastfeeding, the baby probably does not have enough of the breast in its mouth. If a baby suckles only on the nipple, it will soon become sore or cracked.

To prevent and treat a sore nipple:
- Make sure that the baby is in a good position so it can get a good mouthful of the breast.
- Do not pull your breast out of the baby’s mouth. Let the baby feed as long as it wants. If you need to stop before the baby is ready, pull down on its chin or put the tip of a clean finger in the baby’s mouth.
- At the end of a feed, rub a few drops of milk over the sore areas to make them more comfortable. Do not use soap or creams on the nipples.
- Continue to feed from both breasts. Start on the less painful breast and then give the painful one when the milk is flowing.

Responses to these concerns:

If you have difficulties breastfeeding, please talk to your CHW or a health worker at the clinic or hospital.
### Milestone 6
### Activity 22: Myths and Facts about breastfeeding

*Remember that a myth is NOT true!! It is a false idea.*

<table>
<thead>
<tr>
<th><strong>Myth 1:</strong> If a woman breastfeeds a lot, her body will begin to make less milk.</th>
<th><strong>Fact 1:</strong> A woman produces more milk when a baby nurses as much as she wants.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Myth 2:</strong> A mother only needs to nurse four to six times a day to maintain good milk supply.</td>
<td><strong>Fact 2:</strong> When a mother breastfeeds whenever the baby wants it – often 10 or more times a day – she has more milk and her baby gains more weight.</td>
</tr>
<tr>
<td><strong>Myth 3:</strong> Babies get all the milk they need in the first five to ten minutes of nursing.</td>
<td><strong>Fact 3:</strong> Not all babies take all the milk they need in the first 5 to 10 minutes.</td>
</tr>
<tr>
<td><strong>Myth 4:</strong> Mothers should space the timing of breastfeeding so that her breasts will have time to fill up.</td>
<td><strong>Fact 4:</strong> A mother’s body is always making milk. The emptier the breast, the faster the body makes milk to replace it.</td>
</tr>
<tr>
<td><strong>Myth 5:</strong> If a baby isn't gaining weight, it is because of the low quality of the mother's milk.</td>
<td><strong>Fact 5:</strong> Even women who are not healthy can make enough milk for their babies.</td>
</tr>
<tr>
<td><strong>Myth 6:</strong> A mother must drink milk to make milk.</td>
<td><strong>Fact 6:</strong> A healthy diet of vegetables, fruits, meat, beans, eggs, and breads, rice or potatoes is all that a mother needs.</td>
</tr>
<tr>
<td><strong>Myth 7:</strong> Mothers who hold their babies too much will spoil them.</td>
<td><strong>Fact 7:</strong> Babies who are held often cry fewer hours a day and show more security as they grow older.</td>
</tr>
<tr>
<td><strong>Myth 8:</strong> Some babies are allergic to their mother's milk.</td>
<td><strong>Fact 8:</strong> Mother’s milk is natural. Sometimes a baby has difficult feeding because of the food that the mother is eating. In those cases, the mother can change her diet.</td>
</tr>
</tbody>
</table>
Milestone 6  
Activity 23: Child Nutrition

Identify the types of foods shown in the picture with the woman. Which ones are Energy foods, which ones are Growth foods, which ones are Repair foods?

| Energy foods: potatoes, oil, bread, rice, wheat, sugar, honey, sweets, nuts  [general: grains, fats] |
| Growth foods: meat, eggs, dal, beans, squash, milk, yogurt, cheese, nuts  [general: meats, nuts, eggs, milk products, vegetables] |
| Repair foods: fruits such as oranges, peaches, apricots, mangos, etc, and vegetables such as tomatoes, carrots, squash, okra, cauliflower, sabzi, etc, milk, eggs  [general: fruits, vegetables] |

CHILDREN NEED ALL THREE KINDS OF FOODS EVERYDAY!
What kind of foods do I feed my family?

Food Prepared ________________ Type of Food (Energy, Growth, Repair)

When I cook, I need to include more _________________ in my meals.
Milestone 6  
Activity 24 – Iodized Salt

Iodized salt is important for children because….
MILESTONE 7, Activity 1: What Do You Know About Immunization?

Immunizations are shots or liquid given to children (and sometimes adults) in order to prevent them from getting certain diseases in the future.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Description</th>
<th>Vaccine Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLIO</td>
<td>This disease causes children to become paralyzed or to lose control over their legs. It is usually not fatal, but it causes the person to become handicapped for life. The vaccine is a liquid given in drops to small children several times.</td>
<td></td>
</tr>
<tr>
<td>DIPHTHERIA</td>
<td>This disease is an infection of the throat. It can cause children to die. The vaccine is a shot given 3 times to babies.</td>
<td></td>
</tr>
<tr>
<td>MEASLES</td>
<td>This disease is very contagious and very dangerous for small children. It causes a fever and rash and a cough and red eyes, and is often fatal, especially for small children. This disease causes more deaths than any other disease that can be prevented by disease. The vaccine is one shot given to children at least 9 months old.</td>
<td></td>
</tr>
<tr>
<td>PERTUSSIS</td>
<td>This disease causes a very severe cough in children. Sometimes they can barely breathe because they are coughing so hard. Although it is not usually fatal, it makes children very very sick for a long time. The vaccine is a shot given 3 times to babies.</td>
<td></td>
</tr>
<tr>
<td>TUBERCULOSIS</td>
<td>This disease causes fever, and sometimes a cough. But it is very dangerous and often fatal for small children and adults too. The vaccine is one shot given to babies within 1 week of being born.</td>
<td></td>
</tr>
<tr>
<td>TETANUS</td>
<td>This disease causes severe muscle spasms and is almost always fatal. This disease kills many newborn infants due to infections caused by dirt and other things being put on the umbilical cord. But this can be prevented if the MOTHER is vaccinated for tetanus at least two times before giving birth. The vaccine for children is 3 shots while they are babies.</td>
<td></td>
</tr>
</tbody>
</table>
Milestone 7, Activity 2: “What IS immunization and how does it work?”

<table>
<thead>
<tr>
<th>Immunizations, and How Our Body Is Like A Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are certain things that every country has in common: every country has a government, they have cities and villages, they have resources and rivers, they have armies for defense.</td>
</tr>
<tr>
<td>We can think of our body as a country, kind of like we did when we said blood was like a river that carried things to different places. The ‘government’ of our body is like our brain. The ‘cities and villages’ are like all the different parts of our body. The ‘resources’ are like the food and water we eat, and the air we breathe. But what is the army?</td>
</tr>
<tr>
<td>When germs get in our body, it is like an invader invading a country. When an invader comes, then the army defends the country. Our body has an army inside which fights germs. We can’t see or feel this army, because it flows in our blood, but when there is an infection we can feel the fighting going on in our body and we get a fever or pain or feel sick. If the army wins the fight, we get better. If the army loses the fight, we don’t get better and we die.</td>
</tr>
<tr>
<td>Sometimes when a country knows that it might be invaded, it asks for help from other armies to come in the country to be ready to help fight the invaders. This is what vaccines do for our body. It makes the inner army stronger or gives them special ‘weapons’ so that if and when the germs of certain diseases get in, the army is strong enough to beat them. For example, when a child receives a measles vaccine, the army is made stronger and when the measles germs enter the body, the strengthened army can fight it off easily and the child does not get sick. If the army had not been strengthened, then the army has a very hard time winning the fight against the invading germs and the child gets very sick.</td>
</tr>
<tr>
<td>When other armies come to help a country, sometimes they can’t come all at once. They have to come in phases on a specific schedule. This is the same with vaccines. Some vaccines such as for polio or for diphtheria must be given 3 times in order to make the army its maximum strength against certain diseases. If all three vaccine shots are not given, then the inner army will only be partially strengthened and may not be able to fight fully. Other diseases only need one vaccine, such as for measles and tuberculosis.</td>
</tr>
<tr>
<td>A strong country needs a good government, enough resources to take care of its people, and a strong army for defense. In the same way, by giving our children education for a sharp mind, good food and water, and immunizations to make their inner ‘armies’ strong, they will have a bright and positive future.</td>
</tr>
</tbody>
</table>
Immunization Schedule

Pregnant women should receive at least 2 tetanus shots, one month apart, before they give birth to a baby.

Children should receive a total of 5 shots by the time they are one year old:

Shot 1: Soon after birth (tuberculosis)

Shot 2: at 6 weeks old (diphtheria, pertussis, tetanus in one shot)
  - also liquid polio

Shot 3: at 10 weeks old (diphtheria, pertussis, tetanus in one shot)
  - also liquid polio

Shot 4: at 14 weeks old (diphtheria, pertussis, tetanus in one shot)
  - also liquid polio

Shot 5: at 9 months (measles)

If they receive all of these, they will be well-protected against the most dangerous diseases.
# An Immunization Card

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Date of Admission</th>
<th>Age</th>
<th>Medical History</th>
<th>Immunizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe</td>
<td>01/01/2000</td>
<td>01/01/2023</td>
<td>23</td>
<td>None</td>
<td>MMR, DTP, HepA, HepB, Polio, Hib, Pneumonia</td>
</tr>
</tbody>
</table>

**MMR**: Measles, Mumps, Rubella

**DTP**: Diphtheria, Tetanus, Pertussis

**HepA**: Hepatitis A

**HepB**: Hepatitis B

**Polio**: Poliomyelitis

**Hib**: Haemophilus influenzae type b

**Pneumonia**: Pneumococcal

**Hepatitis**: Vaccinations are important to prevent hepatitis.

---

**MMR** and **HepA** are key vaccines that protect against serious diseases.

**DTP** helps prevent diphtheria, tetanus, and whooping cough.

**Hib** is crucial for infants and young children.

**Pneumonia** vaccine is important for preventing serious lung infections.

---

In summary, vaccines are essential for protecting against these diseases.

---

**Notes**: Please consult with a healthcare provider for the latest immunization guidelines and recommendations.
Milestone 7, Activity 4: Misunderstandings about Immunization

**Myth:** It’s time for my baby’s second vaccine but he has a cold and diarrhea. I won’t take him for his shot because the vaccine won’t work, and it might make him sicker.
**Correct information:** Children who are mildly sick should still be taken for their vaccine on schedule. It will not make them sicker, and the vaccine will still work.

**Myth:** I won’t have my children vaccinated because vaccines actually make children sick. They cause fever and swelling and make the baby cry a lot.
**Correct information:** Yes, sometimes vaccines will cause a slight fever and be painful. But this is very normal and does not mean the baby is sick. After a day or two the baby will be fine.

**Myth:** I lost track of time and missed my child’s scheduled time for immunization. It’s too late and so I won’t take her to get any more shots.
**Correct information:** While the schedule is ideal, even if someone forgets or can’t take the baby on the correct date, they should still take the child as soon as they can. The parents should make sure that each child gets all 5 shots before they are 1 year old, even if the dates aren’t exact. But there must be one month between each shot.

**Myth:** The vaccination clinic is so far away that it takes too much time and I can’t take my baby there so many times. I will just wait and see if she gets sick, and then get her the vaccine if she does get sick.
**Correct information:** A vaccine is NOT a cure, it is not medicine! Once the child gets the disease, the vaccine will not work. The pain, heartache, time and cost of having a sick child will always be more than the time spent in taking the child to the clinic to get the vaccine and prevent the disease. Everyone should find the time to immunize their children.

**Myth:** There is no place in our village to get vaccinations.
**Correct information:** The government has a program so that every health clinic should give vaccines, and sometimes government health workers will come to every door to give polio vaccines. If someone doesn’t know where to go for vaccines, they should ask the local health worker (CHW or clinic) to find out where and when to take their children.

**Myth:** I have to remember all of those dates, and I can’t remember them by myself.
**Correct information:** The health worker should give the mother an immunization card for each child. This is a card that has the immunization schedule on it, and the health worker will write the dates of the next vaccine for the child as well. The parents should take special care of this card to prove that their child has been fully immunized.
Milestone 7, Activity 4, continued:  HOMEWORK – A Survey

Family: _____________________

1. Number of children in family over one year old: ______
Number of children fully immunized (5 shots): ______

2. Any reasons for incomplete immunization:

3. Did mother receive tetanus vaccines before giving birth?_______
   If not, why not?

Family: _____________________

1. Number of children in family over one year old: ______
Number of children fully immunized (5 shots): ______

2. Any reasons for incomplete immunization:

3. Did mother receive tetanus vaccines before giving birth?_______
   If not, why not?
Family: _____________________

1. Number of children in family over one year old: ______
Number of children fully immunized (5 shots): ______

2. Any reasons for incomplete immunization:

3. Did mother receive tetanus vaccines before giving birth?_______
   If not, why not?

Family: _____________________

1. Number of children in family over one year old: ______
Number of children fully immunized (5 shots): ______

2. Any reasons for incomplete immunization:

3. Did mother receive tetanus vaccines before giving birth?_______
   If not, why not?

Family: _____________________

1. Number of children in family over one year old: ______
Number of children fully immunized (5 shots): ______

2. Any reasons for incomplete immunization:

3. Did mother receive tetanus vaccines before giving birth?_______
   If not, why not?
Milestone 7, Activity 5: Results of the survey
Activity 6: Whose Responsibility Is It?

**Immunization is whose responsibility??**

Groups that are responsible for immunization:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Things we can do if a group is not meeting its responsibilities, and children are not receiving their vaccines:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Milestone 8, Activity 1: Why Do We Breathe?

Estimate of how long I can hold my breath: ____________________

How long I did hold my breath: ________________

Our bodies need air to live. When we breathe, the air goes into sacks in our body, the lungs. Blood vessels come to the lungs and pick up air. The blood carries air from the lungs to all parts of the body.

- How long can we live without food? [weeks]
- How long can we live without water? [days]
- How long can we live without air? [minutes]

So what is the most important thing for us to be able to live? Air!

When we become angry or scared, our breathing increases. But if we can think about it and make ourselves breathe more slowly and deeply, it will help us relax and keep us calm.
Milestone 8, Activity 2: What Causes Lung Problems?

Read this text to learn about lung problems. Then answer the questions below:

The Causes of Lung Problems

When someone’s lungs and breathing are normal and healthy, breathing is smooth and easy. But when the lungs become blocked or can’t hold as much air, the person’s breathing becomes more difficult. There are two main reasons that lungs may become blocked:

1. If a person smokes cigarettes, or if they work in a place that has a lot of smoke like a smoky kitchen, then over time the smoke will get inside the lungs and make it harder for that person to breathe as they get older.

2. Sometimes germs get into the lungs. When this happens and an infection starts in the lungs, the lungs become stiff and the infection takes up space in the lungs. Then the lungs can’t hold as much air as normal. This is when the person starts to have breathing difficulties. These lung infections can be very serious, especially for children. Lung infections make more small children die than any other disease.

Usually lung difficulties begin with a cough. The cough will go away by itself after a few days if it’s not serious. But if the cough does not go away and a fever begins, then it means a serious infection has begun. The person will have more and more difficulty breathing. Since breathing is so important for life, this is very dangerous and the person needs medicine right away to get better.

Use what you read in the text to answer the questions:

1. What causes breathing difficulties?

2. What causes infection in the lungs?

3. What’s the first sign of lung difficulties?

4. Why are lung infections so dangerous?

5. What is needed to get better from a serious lung infection?
Milestone 8, Activity 3: What Are Some Types of Lung Infections?

Questions about the illness:

1. What is the name of the illness?
2. What causes the illness?
3. What are the symptoms of this illness?
4. How is the illness spread to other people?
5. How is this illness treated?
6. How dangerous is this illness? What are its danger signs?
7. How can this illness be prevented? Is there a vaccine for this disease?
8. Any other important information…

Texts about the illnesses:

**Disease 1: Tuberculosis**

Tuberculosis is caused by tuberculosis germs that cause infection in the lungs. Tuberculosis begins with a cough that won’t go away. Then a fever begins, especially at night, and the person loses a lot of weight. If someone has a cough for 3 weeks, they should go get checked for TB.

When people with tuberculosis cough, the germs go out into the air. The disease is passed when someone else breathes these germs in from the air.

This is a serious disease that needs a lot of medicine. TB is often fatal for both children and adults. A person with TB must take medicine for at least 6 months, and it is very important that they take the medicine the whole time. Otherwise the disease will come back and be worse.

There are several ways to prevent tuberculosis. One is to vaccinate babies once they are born. Another is to make sure that rooms in a house get lots of sunshine and fresh air so the germs can’t stay in the room. Also, if someone is healthy and eats nutritious food, they are much less likely to get TB. Finally, when people cough they should cover their mouths with their hand or a handkerchief.

**Disease 2: Measles**

Measles is a very dangerous disease for children. It is caused by germs that cause infection in the lungs, and also a rash on the skin, fever, red eyes, diarrhea, ear infections and swelling of the brain. Measles kills 750,000 children around the world every year.

Measles cause children to cough and then other children catch the disease by breathing the germs in the air. It is very contagious.

It is not easy to treat this disease. If a child does get measles, the child should be kept in a room by himself until he is well so other children do not catch the disease. A sick child needs a lot of fluids, good food, rest and fresh air and sunshine, and medicine. Often, the child’s lung infection becomes very severe and becomes pneumonia. When this happens, the child must go to the hospital for treatment or he may die.

It is easy to prevent it with a one-shot immunization when every child is about 9 months old.
Disease 3: Pertussis

Pertussis (whooping cough) is a severe respiratory infection with attacks of repeated severe coughing. It is usually a disease caught by children. It is not usually fatal, but makes a child very sick for a long time.

Sometimes the coughing is so severe that the child has great difficulty breathing in, and often turns blue. The child must make a great effort to draw in air after an attack of coughing, and this effort produces a whooping noise. Attacks of coughing occur most commonly at night and can be brought on by breathing cold air. The severe bouts of coughing sometimes cause vomiting, which can lead to dehydration and poor nutrition. Severe coughing can continue for several weeks or as long as three months. Young children get severe infections of the lungs as a side effect of whooping cough.

The disease is passed in the air, when other children breathe the germs thrown into the air by a coughing child.

This disease can be prevented easily through immunization, by three shots given to children before they are one year old.

Disease 4: Common Cold or Flu

When people have a runny nose, a sore throat, and sometimes even a low fever, we say they have a cold or the flu. This is an infection of the nose and throat, and when the infection moves into the lungs, it can cause a cough. Sometimes people cough because mucus from the nose drips down the back of the throat. This kind of cough is not serious.

This is not a serious disease. After a week or so, the body will heal itself. There is no medicine to heal a cold. The best treatment is to rest, keep the body warm, drink a lot of fluids like fruit juice and tea (but not milk or yogurt, which can make the body produce more mucus), and eat good food. If the nose is blocked or there is a cough, the person can breathe the steam from hot water and this will often make it easier to breathe. A pichkari will not cure a cold!

This disease is common in the winter because usually people’s windows are closed and so the germs stay inside and get passed by coughing and sneezing in the air. It is also passed by contact, if the germs are on someone’s hands and they then touch food, or another person. This can be prevented by washing the hands with soap a lot. Also, keeping the body warm is very important. Especially children should wear and hat and scarf to keep the body warm. And anyone who coughs or sneezes should cover their mouth and nose, and wash their hands a lot.

Disease 5: Chronic Lung Disease

This disease causes a heavy and thick cough and difficulty breathing, especially during heavy work or exertion. This is disease is not caused by germs – it is caused by smoke. If someone has smoked a lot of cigarettes, pipes, etc then when they get older they will probably get this disease. This disease is also a problem for women who have used a wood stove that makes a lot of smoke.

When people breathe a lot of smoke for a long time, it damages their lungs, making their lungs stiff, and dirty inside. As a result, they cough a lot and can’t get enough air.
This disease is not contagious, since it is not caused by germs. Usually this is a disease of older adults. There is medicine that can make it easier to breathe, but nothing can cure this disease or heal the lungs.

The best prevention for this disease is to not smoke cigarettes, and to use a stove that does not produce a lot of smoke.

### Disease 6: Pneumonia

Pneumonia is a very serious lung infection. It is serious for both children and adults. It is caused by germs, and can be passed to others by coughing, but it is not as contagious as measles. The germs create an infection that fills the lungs with fluid and make them stiff so that the person cannot breathe easily.

The symptoms of pneumonia are a cough, fast breathing, and difficulty breathing. Sometimes the person may turn bluish in color because they are not getting enough air in their body. Sometimes when the person breathes, their chest pulls inward because they are trying so hard to get enough air. This is a sign of severe pneumonia that says the person must get medical help.

Pneumonia can be treated by medicine if it is recognized early enough. It is very important with pneumonia to get treatment early, because it can get worse very rapidly.

There is no vaccine for this disease. So treatment is very important. Pneumonia kills more small children than any other disease, but it CAN be treated.
Milestone 8, Activity 4: Children’s Acute Respiratory Infection

Case Study 1: Abdullah

Abdullah was 3 years old. One winter, Abdullah started coughing. He stopped playing with his brothers and sisters because he was tired, and his mother noticed he had a fever. He didn’t feel like eating, and in a few days his cough was worse. She could hear a whistling sound from his chest when he breathed, and when she looked at him lying on the bed next to his 2 year old brother, he seemed to be breathing much faster than his brother. The next day, Abdullah’s chest looked strange, being pulled in when he breathed in, the opposite of how it normally looked.

- What are the symptoms that show that something is wrong with Abdullah?
- Is Abdullah’s condition serious?
- If you were Abdullah’s mother, what would you do?

Case Study 2: Rahima

Rahima was 7 years old. One morning she went to her mother and said she felt too tired to go to school. She had a runny nose and a sore throat and a cough. A few days later she still had a cough.

- What is wrong with Rahima?
- Is Rahima’s condition serious?
- How do you know if it is serious or not?
- If you were Rahima’s mother, what would you do for Rahima?

Case Study 3: Hafiza

Hafiza was 3 months old and still being breastfed. Usually Hafiza was a very active and happy baby, but one day her mother noticed that Hafiza seemed quiet, or tired. That night, Hafiza’s mother could hear noises when Hafiza breathed, but thought that Hafiza just had a cold. In the morning, she checked on Hafiza anxiously. She noticed now that Hafiza was very listless, except that she seemed to be breathing fast. She had a fever.

- What might be wrong with Hafiza?
- Is her condition serious?
- If you were Hafiza’s mother, what would you do?
Milestone 8, Activity 5: Malaria – What Is It?

Malaria is a serious infection caused by a germ that lives part of its life in humans and part in mosquitoes. Malaria causes fever, chills, headache, and sometimes diarrhea. The risk of dying from malaria is highest in young children. Malaria also makes pregnant women anemic and causes abortion and stillbirth.

Fever is the major symptom of malaria. In the beginning of the disease, fever is present constantly, but within a few days there is often a change to cycles of fever and chills. Headache, body aches, chills, and diarrhea also occur. In children, however, typical signs of malaria may not always occur.

Malaria is spread to humans by the bite of infected mosquitoes. Malaria occurs most often during April through November, the period when mosquitoes are present; cases are most common in areas of the country in which there are many mosquitoes, such as rice-growing areas. The disease is not contagious from one person to another. It only passes when one mosquito bites a person with malaria, and then carries the germs to another person when it bites that other person.

There is no vaccine for malaria. Malaria should be treated with medicine as soon as possible and preferably within the first 24 hours of illness. This is especially important for children, who can die of untreated malaria. Treatment for malaria can be given based on the symptoms of fever, chills, and headache or body aches.

### Answer these questions about malaria from the text:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What causes malaria?</td>
<td></td>
</tr>
<tr>
<td>Where does it come from?</td>
<td></td>
</tr>
<tr>
<td>How does malaria pass from one person to another?</td>
<td></td>
</tr>
<tr>
<td>What is the major symptom of malaria?</td>
<td></td>
</tr>
<tr>
<td>What are other symptoms?</td>
<td></td>
</tr>
<tr>
<td>Would malaria be common in the desert?</td>
<td></td>
</tr>
<tr>
<td>Why not?</td>
<td></td>
</tr>
<tr>
<td>In what kind of place is malaria most common?</td>
<td></td>
</tr>
<tr>
<td>Is malaria most dangerous for men, women or children?</td>
<td></td>
</tr>
<tr>
<td>Is there a vaccine for malaria?</td>
<td></td>
</tr>
<tr>
<td>Is there medicine for malaria?</td>
<td></td>
</tr>
</tbody>
</table>
Questions about malaria from your experience:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is malaria a problem in your village?</td>
<td></td>
</tr>
<tr>
<td>Have you or anyone you know ever had malaria? What did you do?</td>
<td></td>
</tr>
</tbody>
</table>

Use this diagram to explain the cycle of mosquitoes, malaria and disease:
**Activity 6 : Preventing Malaria By Reducing Mosquitoes**

There are a number of ways that malaria can be prevented by reducing the number of mosquitoes in the environment. In a large group, analyze each method in terms of these three questions:

- Is this a possible method?
- How can the community help with this?
- Whose responsibility would this action be?

### Methods to reduce malaria by reducing mosquitoes in the environment

<table>
<thead>
<tr>
<th>Method</th>
<th>Is this a possible solution? Can this be done?</th>
<th>How and where can the community help with this? (identify specific places in the village)</th>
<th>Whose responsibility would this action be?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover standing water with soil or sand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get rid of old containers around the house and community where rain can collect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drain away water that has collected around a spring, well, or water pump.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When possible, flood rice paddies intermittently instead of continuously.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mosquitoes breed in sluggish water. To eradicate mosquitoes, remove weeds that grow on the banks of a stream, which can slow the flow of water.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ideas from the group:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 7: Prevention and Treatment of Malaria In My Home

Read the chart and answer the questions.

<table>
<thead>
<tr>
<th>Methods to reduce mosquitoes in the home:</th>
<th>Is this a possible solution? Can this be done in my home?</th>
<th>What things do we need to be able to do this?</th>
<th>Whose responsibility would this action be?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent your family from being bitten by mosquitoes by making sure all the family members should sleep under bed nets.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If there are not enough bed nets, make sure that pregnant women and children sleep under the ones that you have.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To prevent mosquitoes from getting inside the house, put screens over the windows and doors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To prevent mosquitoes from entering the rooms, cover all the cracks and holes in the walls.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ideas to reduce mosquitoes at home…</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Does my family use mosquito bednets at night?
- If not, why not?
- Does my home have screens on the windows to keep mosquitoes out?
- If not, why not?
Malaria Treatment

- A patient with malaria has chills, fever, and sweating.
- Treat malaria on the first day the symptoms appear.
- Malaria kills children very quickly

- Patients with chills, fever, and sweating should take malaria pills (Chloroquine) as soon as possible.
- Take malaria pills for three days. Patients who don’t do this will soon have malaria again.

- If a patient takes malaria pills for three days and is still not better or cured, take the patient to a nearest health facility immediately
Milestone 9, Activity 1

**What are your family’s usual eating habits?**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did your family eat for lunch yesterday?</td>
<td></td>
</tr>
<tr>
<td>What did your family eat for dinner last night? Include all the foods that everyone ate.</td>
<td></td>
</tr>
<tr>
<td>What did your family eat for breakfast today?</td>
<td></td>
</tr>
<tr>
<td>Are there some foods that only certain family members receive? What are these foods?</td>
<td></td>
</tr>
<tr>
<td>What foods do you buy from the market? (such as oil, sugar, etc)</td>
<td></td>
</tr>
<tr>
<td>What foods do you produce or grow yourself at home?</td>
<td></td>
</tr>
<tr>
<td>When you serve meat, do all the children in your family (both boys and girls) get to eat equal amounts?</td>
<td></td>
</tr>
<tr>
<td>Do you have vegetables with every meal?</td>
<td></td>
</tr>
<tr>
<td>How often does your family eat fruit?</td>
<td></td>
</tr>
</tbody>
</table>
Milestone 9, Activity 2: Our Feelings Towards Food At Home

| Name of person being interviewed: |  |
| Name of person asking the questions: |  |
| **Questions** | **Answer** |
| 1. In your house, who usually cooks the meals? |  |
| 2. Do men ever cook in your house? |  |
| 3. Are your children sometimes still hungry after meals? Do they get enough to eat? |  |
| 4. Is there usually food left over from meals? If yes, what do you do with the leftover food? |  |
| 5. Does your family usually like the food served at meals, or do they complain about the food? What do they say about the food? |  |
| 6. How do you decide or know what to serve your family for meals? |  |
| 7. What are some of your family’s favorite foods? |  |
| 8. If someone is sick in your family, what do you feed them? |  |
| 9. If a woman in your family is pregnant, what do you feed her? |  |
| 9. Do boys and girls get equal amounts of food? |  |
### My Name

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In your house, who usually cooks the meals?</td>
<td></td>
</tr>
<tr>
<td>2. Do men ever cook in your house?</td>
<td></td>
</tr>
<tr>
<td>3. Are your children sometimes still hungry after meals? Do they get enough to eat?</td>
<td></td>
</tr>
<tr>
<td>4. Is there usually food left over from meals? If yes, what do you do with the leftover food?</td>
<td></td>
</tr>
<tr>
<td>5. Does your family usually like the food served at meals, or do they complain about the food? What do they say about the food?</td>
<td></td>
</tr>
<tr>
<td>6. How do you decide or know what to serve your family for meals?</td>
<td></td>
</tr>
<tr>
<td>7. What are some of your family’s favorite foods?</td>
<td></td>
</tr>
<tr>
<td>8. If someone is sick in your family, what do you feed them?</td>
<td></td>
</tr>
<tr>
<td>9. If a woman in your family is pregnant, what do you feed her?</td>
<td></td>
</tr>
<tr>
<td>9. Do boys and girls get equal amounts of food?</td>
<td></td>
</tr>
</tbody>
</table>

*What kinds of health problems are related to food and eating?*
Milestone 9, Activity 3: How Does Food Affect Our Health?

What kinds of health problems are related to food and eating?

- Does my family have any of these food problems?

- Which of these food problems is greatest for me and my family?

<table>
<thead>
<tr>
<th>Not enough food</th>
<th>Not enough variety</th>
<th>Not good quality food</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Milestone 9, Activity 4: Why Do We Eat and Drink?

What does our body use food for?

- If someone doesn’t eat enough Energy Foods, what happens to them?
  …………………………………………………………………………………………………
  …………………………………………………………………………………………………

- If someone doesn’t eat enough Growth Foods, what happens to them?
  …………………………………………………………………………………………………
  …………………………………………………………………………………………………

- If someone doesn’t eat enough Repair Foods, what happens to them?
  …………………………………………………………………………………………………
  …………………………………………………………………………………………………

Review of types of foods, and make symbols

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Energy foods: bread, oil, potatoes, rice, sweets, etc.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Growth foods: meat, eggs, milk, cheese, yogurt</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Repair foods: fruits, vegetables</th>
</tr>
</thead>
</table>

What kind of foods do I have most often in my house?
………………………………………………………………………………………………
………………………………………………………………………………………………
### Milestone 9, Activity 5: What do we eat?

A list of the foods we eat most often in my home, and the symbol for what kind of food they are:

<table>
<thead>
<tr>
<th>Food</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### What we drink in my home:

<table>
<thead>
<tr>
<th>Drink</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Milestone 9, Activity 6: What foods do we like? – Favorite recipes

My favorite food, and how to make it:

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Type of food (Energy, Growth or Repair)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions for how to make it:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

If a child does not like vegetables, what can we do to make it taste better so they will want to eat it?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
Milestone 9, Activity 7: What we should eat: vitamins

Whenever you want to build a house, you need many different things: wood, stone, mud, sand, water, *kah*, etc. It is only when all of these things are used that the house will be strong. For example, you can build a house without *kah* in the mud, but it won’t last as long. You can build a house out of wood with no mud, but it will be leaky and cold.

Our body also needs specific things to make it grow and stay strong and healthy. These are special materials called vitamins. Vitamins are substances that are in the repair foods which our body needs to be strong and healthy. We cannot see or taste vitamins, but our body uses them to become healthy. If we don’t eat the foods that contain the vitamins we need, then our body will have problems:

**Vitamin C:** Vitamin C is found in oranges and lemons, cherries, peaches, and other sour fruits, and vegetables. Vitamin C makes our skin smooth and healthy, and helps our body heal itself from injuries. If we don’t have enough vitamin C, our gums bleed (in our mouth) and our teeth become weak, we get white patches on our skin and we bruise easily.

**Vitamin D:** Vitamin D is found in milk and yogurt and fish, and also for vitamin D we need sunshine! Vitamin D makes our bones strong. If we don’t get enough vitamin D, our bones become weak. This is a very big problem for pregnant women, and for small children. If children do not get enough vitamin D, the bones in their legs will become curved. Getting sunshine on our skin for 15 minutes every day will help us get enough vitamin D because our skin turns the sunshine into vitamin D in our body.

**Vitamin A:** Vitamin A is found in vegetables that are orange or green in color, such as carrots and pumpkin and spinach, as well as eggs. Vitamin A helps our eyes be strong and healthy. Vitamin A is VERY important for babies, otherwise they can become blind. Often vitamin A drops are is given to small children when they receive a polio vaccine. If adults don’t get enough vitamin A, our eyes will be weak and we will have trouble seeing in the dark. It can also cause dry skin and mental slowness.

Now you see why the growth and repair foods are so important! Because just like the house built without *kah*, if we do not have enough vitamins, our body will be weak, will not last as long and will have problems. *This is especially true for children as they grow up.*
The best way to make sure that your family gets enough of these important vitamins is to eat a variety of fruits and vegetables, and try to eat some fruits or vegetables every day.

### Questions about Vitamins from the text:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What part of our body does Vitamin C help?</td>
<td></td>
</tr>
<tr>
<td>What foods have vitamin C?</td>
<td></td>
</tr>
<tr>
<td>When does my family eat these foods? (How often do we eat these foods?)</td>
<td></td>
</tr>
<tr>
<td>What can happen if we don’t eat enough vitamin C?</td>
<td></td>
</tr>
<tr>
<td>What part of our body does Vitamin D help?</td>
<td></td>
</tr>
<tr>
<td>What foods have vitamin D?</td>
<td></td>
</tr>
<tr>
<td>How often does my family eat these foods?</td>
<td></td>
</tr>
<tr>
<td>What is another source of vitamin D?</td>
<td></td>
</tr>
<tr>
<td>What can happen if we don’t eat enough vitamin D?</td>
<td></td>
</tr>
<tr>
<td>What part of our body does Vitamin A help?</td>
<td></td>
</tr>
<tr>
<td>What foods have vitamin A?</td>
<td></td>
</tr>
<tr>
<td>How often does my family eat these foods?</td>
<td></td>
</tr>
<tr>
<td>What can happen if we don’t eat enough vitamin A?</td>
<td></td>
</tr>
</tbody>
</table>

*Does my family, and especially my children, eat enough fruits and vegetables to get these important vitamins?*
What should I do to make sure my family and children get enough of these vitamins?
Milestone 9, Activity 8: What Should We Eat? - Minerals

IRON: Iron helps the blood. Anemia is caused by not having enough iron. Many women have anemia because of monthly blood loss and childbirth. It is especially needed by women and young children. Iron is found in green vegetables (spinach), red meat and raisins.

CALCIUM: Calcium helps bones stay strong. It is needed especially by pregnant women, growing children and older people. Calcium is found in milk, cheese and yogurt.

IODINE: Iodine helps the brain develop. It is especially needed by pregnant women and growing children so their brains can develop. Iodine is found in iodized salt, which must be bought. Goiter is caused by not having enough iodine.
Milestone 9, Activity 9: Analyzing and preparing home meals

Example meal:

<table>
<thead>
<tr>
<th>Food at dinner</th>
<th>Type of food</th>
<th>Vitamins and minerals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>Energy</td>
<td></td>
</tr>
<tr>
<td>Chicken (made with oil and salt)</td>
<td>Growth, Energy</td>
<td>iodine</td>
</tr>
<tr>
<td><em>Lubiya</em> (Made with oil and salt)</td>
<td>Growth, Energy</td>
<td>iodine</td>
</tr>
<tr>
<td>Lemon drink (made with lemons and sugar)</td>
<td>Repair, Energy</td>
<td>Vitamin C</td>
</tr>
</tbody>
</table>

*What is missing from this meal?* Not enough Repair Foods. No fresh vegetable, only fruit juice.

One day of meals:

<table>
<thead>
<tr>
<th>Foods at breakfast</th>
<th>Type of food</th>
<th>Vitamins and minerals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foods at lunch</th>
<th>Type of food</th>
<th>Vitamins and minerals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food at dinner</td>
<td>Type of food</td>
<td>Vitamins and minerals</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now check to see if all of the healthy food things are included in the meals for the family for this day:

<table>
<thead>
<tr>
<th>Healthy things in the foods</th>
<th>Yes or no in the meals, and enough of each?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy Foods</td>
<td></td>
</tr>
<tr>
<td>Growth Foods</td>
<td></td>
</tr>
<tr>
<td>Repair Foods</td>
<td></td>
</tr>
<tr>
<td>Vitamins (A, C, D)</td>
<td></td>
</tr>
<tr>
<td>Minerals (iron, calcium, iodine)</td>
<td></td>
</tr>
</tbody>
</table>
What happens if a plant does not get water? The plant wilts. The same thing happens inside our body if we don’t drink enough water. One or two glasses a day is not enough! We should try to drink six glasses of liquid a day, and more when the weather is hot.

Even when we’re not thirsty we should drink! The water in the liquids we drink makes our brain and body work.

If we don’t drink enough liquids, we will feel tired, have a headache or feel dizzy, feel irritable, and our mind doesn’t work very well. We see this every year during Ramadan: people get tired not because they don’t eat, but because they don’t drink! So next time you feel dizzy or have a headache, first try drinking 2 glasses of water or tea. Your headache will probably go away by itself and you will feel much better!

A few minutes ago you drank two glasses of water: Think about how you felt at the beginning of class, and how you feel now since you drank the water. Do you feel more energy? Do you feel more awake?

This is the power of water in your body!

How many glasses of water or other liquids do I drink every day? ……………

Is this enough? …………………………………………………………………………………
Milestone 9, Activity 11: What do we believe about foods?

- Where do you think these beliefs came from, where did they start?

- Does this belief or tradition match what we have learned about foods and being healthy?

- Do you have experience with this yourself?

- What do you think is the correct or most healthy thing to do? Why?

For each situation given above, the most important thing to understand is that pregnant women and ill people need good food at all times. They need a variety of food including fruits and vegetables so that they get vitamins and minerals. There is no reason for anyone to not eat vegetables or fruits! Fruits and vegetables are always good and helpful for everyone.
Milestone 9, Activity 12: What Happens to the Food and Water We Drink?

The path that food takes in our body:

- Mouth
- Esophagus
- Stomach
- Small intestine
- Large Intestine
Fill in the missing parts of the digestive system
Milestone 9, Activity 13: A Healthy Digestive System

Group 1: What are the qualities of a healthy digestive system?

Group 2: What are signs that we know that our digestive system is not healthy?

Group 1: What can we do to keep our digestive system healthy?

Group 2: What are some causes of such digestive system problems?
Milestone 9, Activity 14: Worms!

What do I know about worms?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

How do people get worms?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

What are some symptoms of worms?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Why are worms bad for health?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

What can we do to prevent getting worms?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
**Milestone 9, Activity 15: A Food Calendar**

<table>
<thead>
<tr>
<th></th>
<th>Foods available in Winter</th>
<th>Foods available in Fall</th>
<th>Foods Available in Summer</th>
<th>Foods available in Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other foods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In the seasons when vegetables and fruits are not as available (like in the winter) what can we do to still make sure our family is getting enough variety and vitamins in their diet?*

-----------------------------------------------------------------------------------
-----------------------------------------------------------------------------------
-----------------------------------------------------------------------------------
-----------------------------------------------------------------------------------

*How can we preserve and store nuts, fruits and vegetables to eat in the winter?*

-----------------------------------------------------------------------------------
-----------------------------------------------------------------------------------
-----------------------------------------------------------------------------------
-----------------------------------------------------------------------------------

Milestone 9, Activity 16: Food resources – What is available for us to eat?

Question 1: What did you make for your family last night for dinner?
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

Question 2: What will you make for dinner tonight?
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

Question 3: How did you decide what to make? In other words, what determines your decisions about what food to give your family every day, anytime during the year?
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

Question 4: Now that you have learned about types of foods, vitamins, and you understand the need to eat more fruits and vegetables, where will you get the fruits and vegetables to feed your family?
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

Question 5: How much money does my family spend on food?
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

What things do we buy, and what things do we make or grow for ourselves?
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

What do we have at home now that we can use to make our meals healthier?
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

If we want to eat more fruits and vegetables, will we be able to buy them, or will we have to grow them ourselves?
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
Milestone 9, Activity 17: Health and Malnutrition in Our Community

“Is malnutrition of children in our village a problem? How can we find out?”

Why is malnutrition a problem?

What can we do about it in our community?