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CARE GROUP MODULE 2

**Child Health and Integrate Community Case
Management Volunteer Flipcharts**

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MODULE 2

Acknowledgements	i
Lesson 1: Diarrhea: Transmission, ORS and Danger Signs.....	1
Lesson 2: Malaria: Transmission and Impact.....	9
Lesson 3: Malaria Danger Signs, Care and Treatment	17
Lesson 4: Malaria Prevention: ITNS, IPTS and Indoor Spraying	26
Lesson 5: Pneumonia Prevention	34
Lesson 6: Importance of Clinical Services	42
Lesson 7: Complementary Feeding for Children 6-23 Months	49
Lesson 8: Hygiene and Food Preparation.....	58
Lesson 9: Proper Feeding of Sick Children.....	65
Lesson 10: Recipes for Child Feeding	73
Lesson 11: Benefits of Home Food Production.....	80
Beneficiary Register: Module 2.....	88

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Lessons, stories, and activities in the *Child Health and Integrated Community Case Management Lesson Plan* complement the information provided in *Child Health and Integrated Community Case Management Flipchart*.

LESSON 1: DIARRHEA: TRANSMISSION, ORS AND DANGER SIGNS

Materials:

- Attendance Registers
- Piece of cloth to use as a blindfold
- A plastic bag with a small hole near the bottom*
- A container of water to fill the bag*



1. Game: Germ in the Circle



2. Attendance and Troubleshooting

3. Story Deng has Diarrhea (Picture 1.1)

Deng had diarrhea yesterday. Today the diarrhea continues. Achol doesn't give him much water because she wants the diarrhea to stop. Deng becomes weaker and weaker. Soon he is too weak to squat and just lies on the ground without moving. Achol says to her mother-in-law, "What should I do? The diarrhea is killing him!"

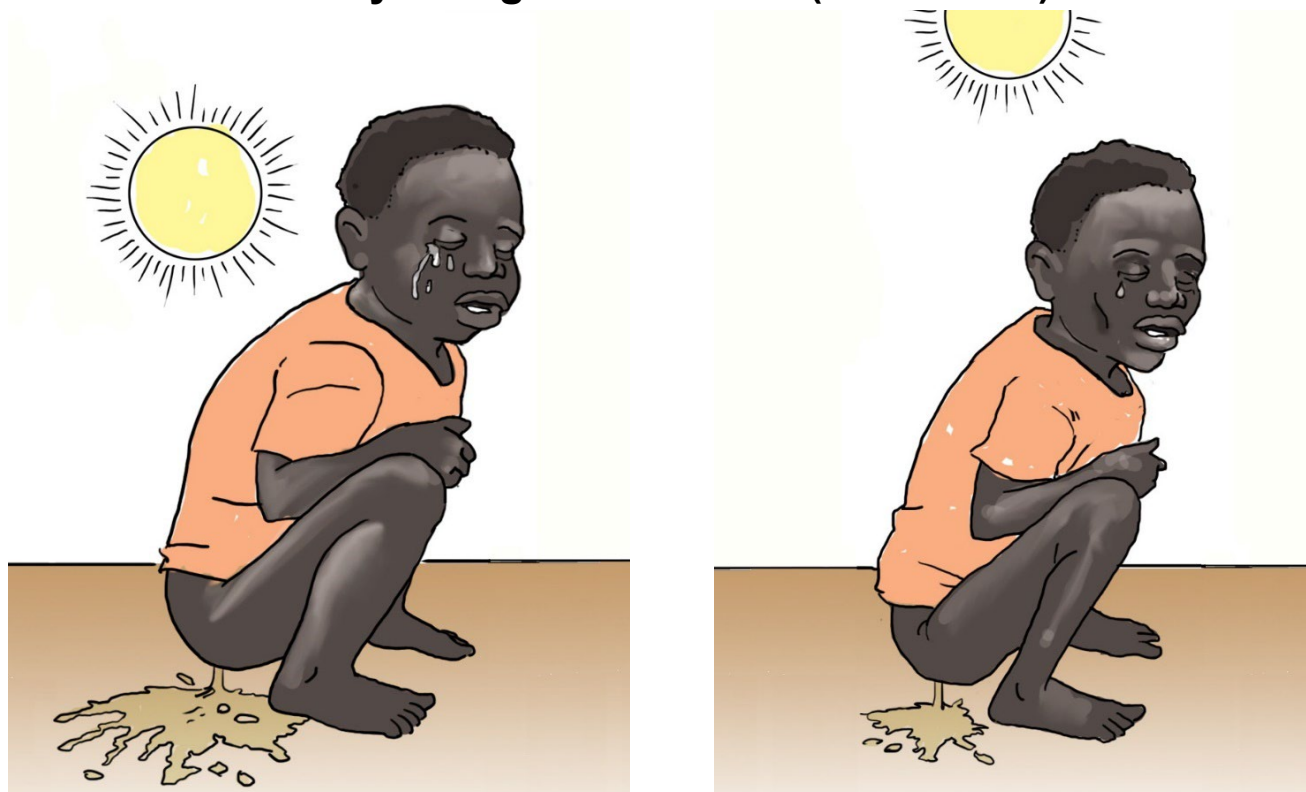


4. Ask about Current Practices

- ? Why is the child so weak?
- ? What did Achol do to stop the diarrhea? Was this a good or bad practice?
- ? When your child last had diarrhea, what did you to help them recover?

Let's compare your ideas with the messages on the following pages.

Story: Deng has Diarrhea (Picture 1.1)



Deng had runny diarrhea yesterday. Today the diarrhea continues. Achol doesn't give him much water because she wants the diarrhea to stop. Deng becomes weaker and weaker.



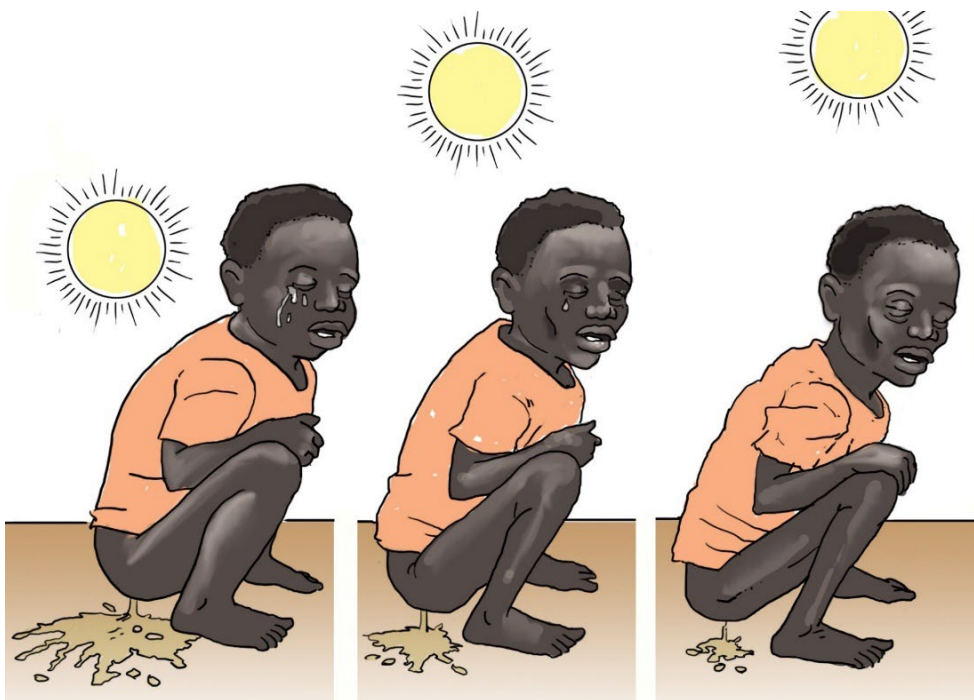
Soon he is too weak to squat and just lies on the ground without moving. Achol says to her mother-in-law, "What should I do? The diarrhea is killing him!"



5. Share the Meaning of Each Picture: Diarrhea Defined (Picture 1.2)

- ? What do you think these pictures mean?
- A child who has watery feces three times or more in one day has diarrhea.
 - A child loses water every time he has diarrhea.
 - Like a tree without rain, the body slowly loses strength and life.
 - His skin is shriveled and dry.
 - His eyes are sunken.
 - His body does not have enough water to form tears.
 - If the liquids are not replaced, he will quickly die.
 - Mix one packet of ORS with four 250ml metal cups of boiled or chlorinated water.
 - Stir until the powder disappears.
 - Unpurified water will make the diarrhea worse.
 - Every time child has diarrhea, offer ORS to replace the liquids that have been lost.
 - Offer about 1/3 of the 250 ml metal cup (just under half) to the child every time they have a loose stool.
 - Offer more if the child is still thirsty.
- ? How much ORS should be given to children younger than six months of age?
- None. Only offer breast milk!
 - If the diarrhea lasts for more than three days, or the child shows signs of dehydration, go immediately to the health center.

Diarrhea Defined (Picture 1.2)



A child who has watery feces three times or more in one day has diarrhea.



Mix one packet of ORS with four 250ml metal cups of boiled or chlorinated water.



Every time the child has diarrhea, offer ORS to replace the liquids that have been lost.



6. Share the Meaning of Each Picture: Practices That Cause Diarrhea (Picture 1.3)

- ? What do you think these pictures mean?
- Defecating in the open air.
 - Feces have germs which cause sickness.
 - Put feces in a latrine or cover it with soil.
 - Eating unwashed vegetables, greens and fruit.
 - Germs on foods make us sick when we eat them.
 - Not washing hands after defecating or before preparing and eating food.
 - Feces on our hands contaminate everything we touch.
 - Germs on hands contaminate the foods we make.
 - Germs on foods we eat cause sickness.
 - Only soap kills germs and washes off feces on hands.
 - Drinking water straight from a river or well.
 - Water must be boiled or cleaned with chlorine before drinking.
 - River or well water has germs which cause sickness.
 - Letting flies land on food.
 - Flies land on feces. Feces and other germs stick to their legs and feet.
 - Feces and germs on their legs and feet contaminate foods.
 - Cover foods to keep flies away.
- ? If these are “bad practices” what are the “good practices” that prevent diarrhea?

Practices that Cause Diarrhea (Picture 1.3)



**Defecating in
the open air**



**Eating
unwashed
vegetables,
greens and fruit**



**Drinking water straight
from a river or well**



**Not washing hands after defecating or before preparing and
eating food.**





7. Share the Meaning of Each Picture: Diarrhea Danger Signs (Picture 1.4)

? What do you think these pictures mean?

- If you see one of these signs, go immediately to the health clinic.
 - The top of the head is pressed in like a cup.
 - The eyes are sunken.
 - Pinched skin stays for more than a few seconds.
- Bloody diarrhea
 - This means the child is bleeding inside their body.
- Diarrhea for more than seven days.
 - Long-lasting diarrhea may need medication to kill the germs causing the diarrhea.



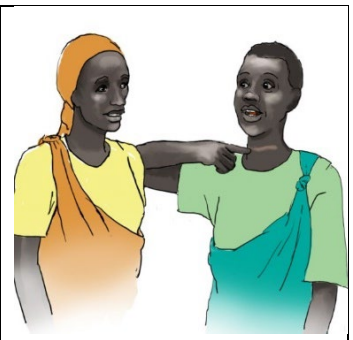
**8. Activity:
Dehydration
Demonstration**



**9. Discuss
Barriers**

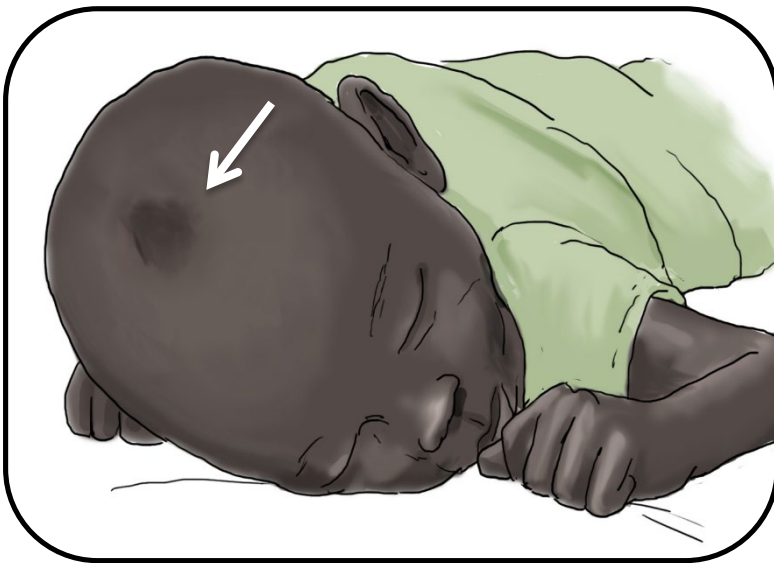


**10. Practice
and Coaching**



**11. Request
Commitments**

Diarrhea Danger Signs (Picture 1.4)



The top of the head is pressed in like a cup.

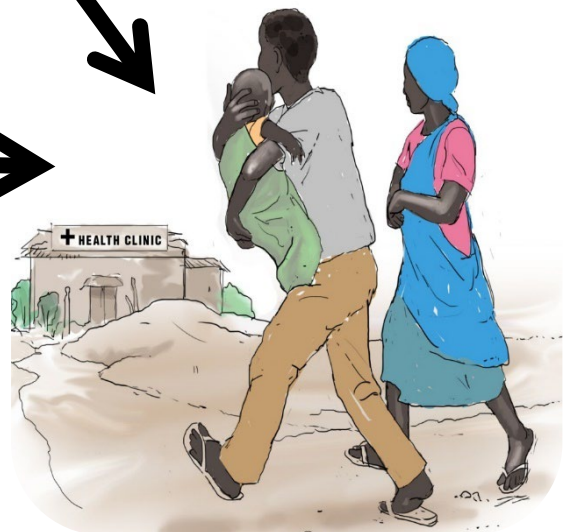


The eyes are sunken.



Pinched skin stays for more than a few seconds.

If you see one of these signs, go immediately to the health clinic.



LESSON 2: MALARIA: TRANSMISSION AND IMPACT

Materials:

- Attendance Registers



1. Game: The Two Mosquitoes



2. Attendance and Troubleshooting

3. Story: Deng Has a Fever (Picture 2.1)

Deng is not feeling well. Achol uses the back of her hand to compare the warmth of Deng's forehead to her own. His skin is very warm. Is fever serious? Achol can't remember. She asks her husband to look on the Model Family Poster. "Fever is a danger sign!" he says pointing to the poster. "We must go the health clinic without waiting another minute!"

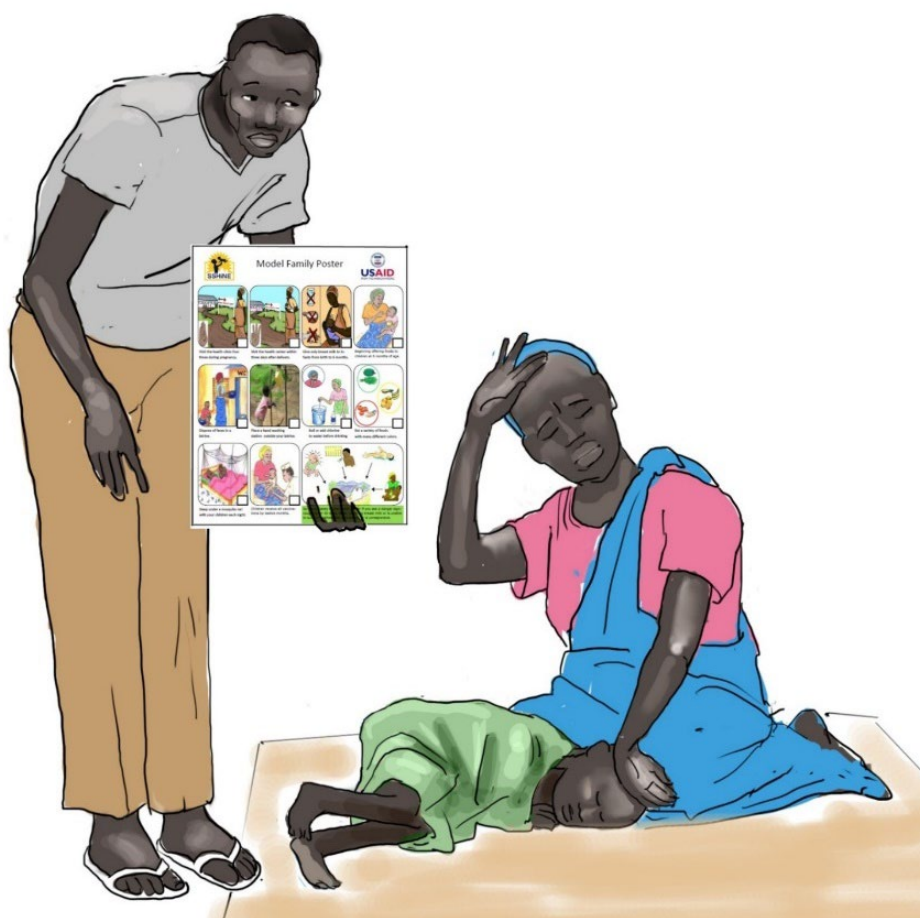


4. Ask about Current Practices

- ? What causes fever?
- ? Is fever a serious disease/sickness for children? Why?
- ? What did you do the last time your child had fever?

Let's compare your ideas with the messages on the following pages.

Story: Deng Has a Fever (Picture 2.1)



Deng is not feeling well. Achol uses the back of her hand to compare the warmth of Deng's forehead to her own.

His skin is very warm. Is fever serious? Achol can't remember.

She asks her husband to look on the Model Family Poster.

"Fever is a danger sign!" he says pointing to the poster.

"We must go the health clinic without waiting another minute!"





5. Share the Meaning of Each Picture: Malaria Transmission (Picture 2.2)

? What do you think these pictures mean?

- Mosquitoes breed in standing water.
 - Rainy season brings mosquitoes.
 - The mosquito lays hundreds of eggs in water.
 - Hundreds of new mosquitoes are born each week during rainy season.
- Fever is often the first sign of malaria.
 - Mosquitoes carry the sickness malaria.
 - Mosquitoes give malaria when they bite.
 - This child is suffering from malaria.
- Mosquitoes pick up the sickness from someone who is already sick with malaria. They carry the sickness to others.
 - Mosquitoes that carry malaria are active at night and when the sun is low in the sky.
 - The mosquito takes blood from the sick child.
 - After one week, the mosquito carries malaria to a new house.
 - The mosquito carries the sickness to others.

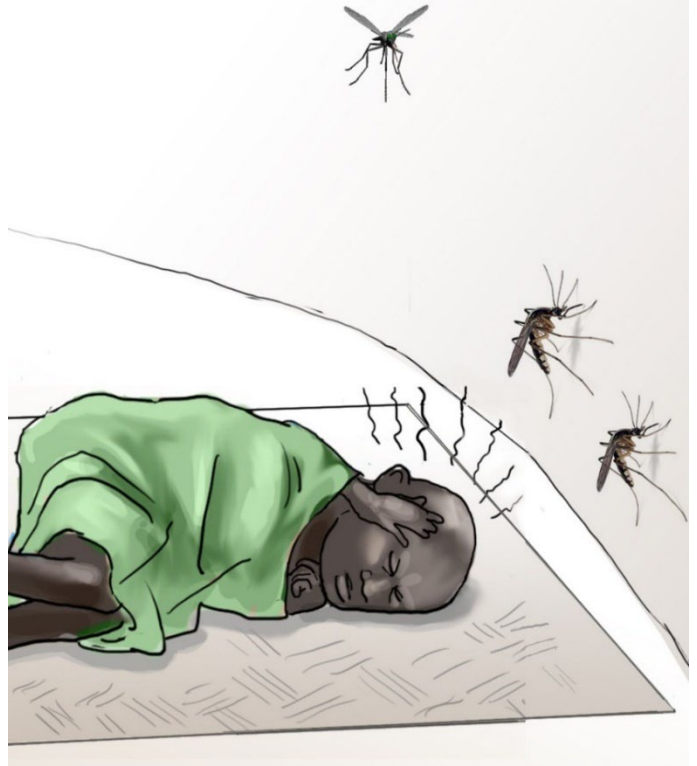
? How can you stop malaria from affecting your family?

- Making sure that everyone sleeps under a mosquito net each night.

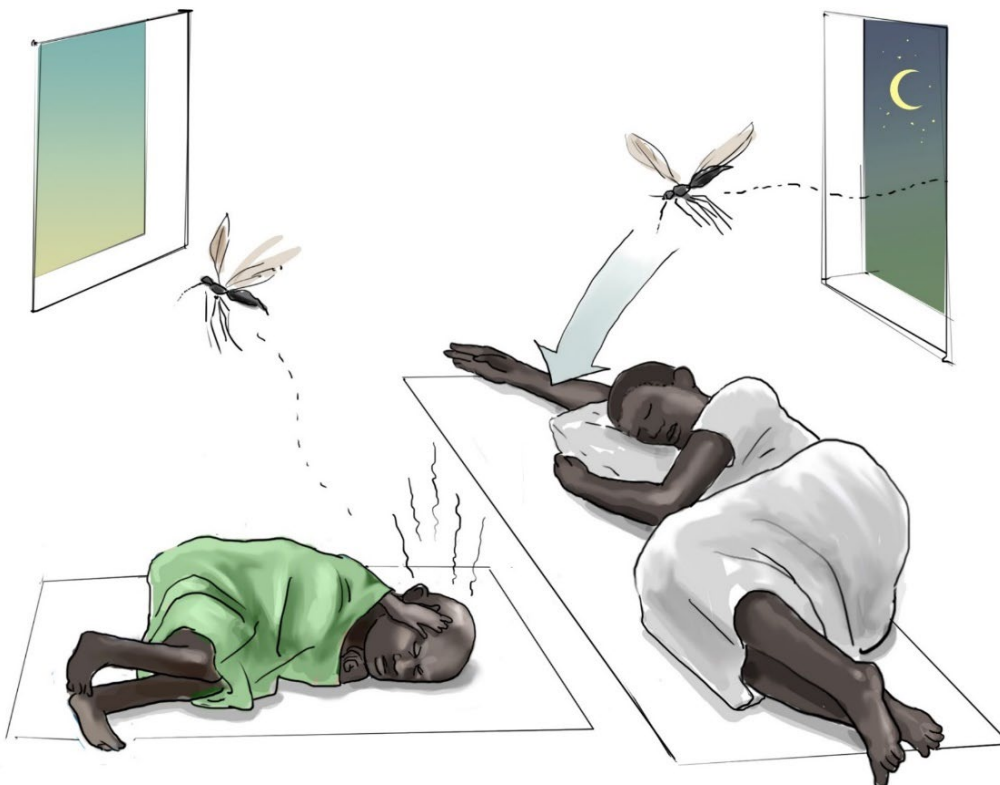
Malaria Transmission (Picture 2.2)



Mosquitoes breed in standing water.



Fever is often the first sign of malaria.



Mosquitoes pick up the sickness from someone who is already sick with malaria. They carry the sickness to others.



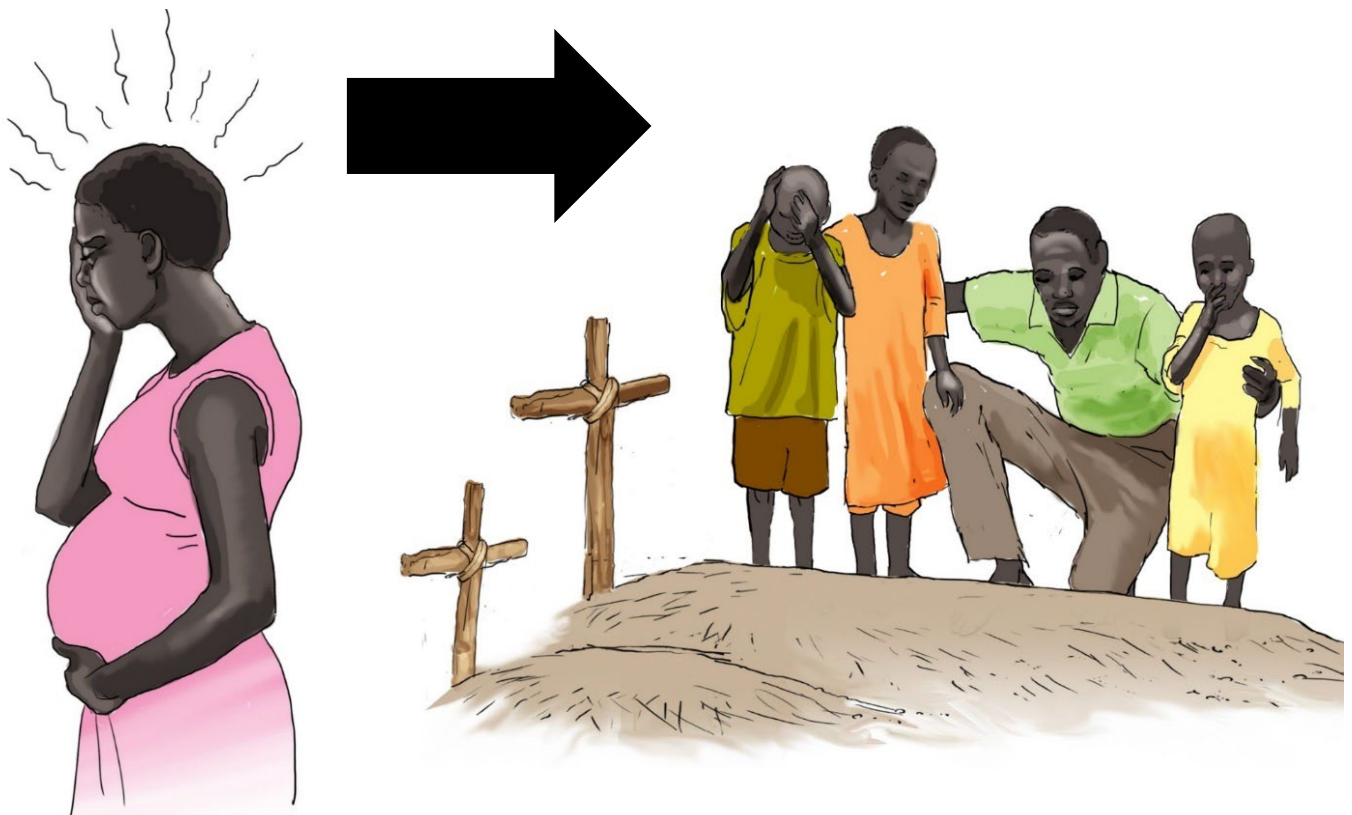
6. Share the Meaning of Each Picture: Impact of Malaria: Children and Pregnant Women (Picture 2.3)

- ? What do you think these pictures mean?
- Untreated malaria can kill an infant in one or two days. If the child has fever, go immediately to the clinic.
 - Children's bodies are not able to fight malaria.
 - They develop severe malaria quickly.
 - These parents waited before taking the child to the clinic.
 - The child died.
 - In pregnancy, malaria causes weak blood. It increases the risk of the mother dying in childbirth.
 - Weak blood (anemia) makes women very weak.
 - It increases the length of labor and bleeding during delivery.
 - If a woman loses too much blood, she will not survive.
 - Weak blood can cause still birth, miscarriage, and low birth weight of the baby.
 - This mother died with her child during delivery.
- ? Do you know mothers who have struggled with malaria during pregnancy? Tell me about their story.
- ? How can a pregnant woman avoid malaria?
- Sleep under mosquito net each night.
 - Seeking early treatment for malaria in pregnancy protects pregnant women and your unborn child from the dangerous impacts of malaria
 - Visit the health center for malaria treatment to keep malaria away during pregnancy.

Impact of Malaria: Children and Pregnant Women (Picture 2.3)



Untreated malaria can kill a child in one or two days. If the child has fever, go immediately to the clinic.



In pregnancy, malaria causes weak blood . It increases the risk of the mother and child dying in childbirth.



7. Share the Meaning of Each Picture: Impact of Malaria: Food Security (Picture 2.4)

- ? What do you think these pictures mean?
- Workers with malaria have little energy. They are not able to work long hours.
 - Anemia (weak blood) makes them weak and tired.
 - Malaria reduces a worker's productivity.
 - Frequent malaria makes life difficult. Caregivers must pay for medicine and spend time caring for sick children.
 - Treating malaria can be expensive.
 - A child may have malaria several times a year.
 - Malaria reduces the time families can work.
 - Sick family members need care while they are recovering.
- ? Do you believe that you can prevent malaria in your home? Why?
- ? What can we do to reduce malaria sickness and death?

8. Activity: Cost of Malaria	9. Discuss Barriers	10. Practice and Coaching	11. Request Commitments

Impact of Malaria: Food Security (Picture 2.4)



Workers with malaria have little energy. They are not able to work long hours.



Frequent malaria makes life difficult. Caregivers must buy medicine and spend time caring for sick children.

LESSON 3: MALARIA DANGER SIGNS, CARE AND TREATMENT

Materials:

- Attendance Registers



1. Game: The Mosquito Count



2. Attendance and Troubleshooting

3. Story: Advantages of the Mosquito Net (Picture 3.1)

Achol listened to the advice of Abuk. She and her husband saved money each week to purchase a mosquito net. The children love to sleep under a mosquito net. “It keeps off the flies,” says Deng. “I don’t have mosquito bites,” says Deng’s sister. “I don’t wake up itching,” says the daughter. “Yes,” says Achol’s husband. “And we are happy knowing you are safe from malaria.”



4. Ask about Current Practices

- ? Why did Achol and her husband buy another net?
- ? What are the advantages of sleeping under a net mentioned by the children?
- ? What are some of the advantages for YOU of sleeping under a mosquito net?

Let's compare your ideas with the messages on the following pages.

Story: Advantages of the Mosquito Net (Picture 3.1)



Achol listened to the advice of Abuk. She and her husband saved money each week to purchase a mosquito net.

The children love to sleep under a mosquito net.

“It keeps off the flies,” says Deng. “I don’t have mosquito bites,” says Deng’s sister. “I don’t wake up itching,” says the daughter.

“Yes,” says Achol’s husband.

“And we are happy knowing you are safe from malaria.”





5. Share the Meaning of Each Picture: Signs of Malaria Infection (Picture 3.2)

- ? What do you think these pictures mean?
- If you see any of these signs, immediately take the child to the clinic.
 - Fever
 - Place the back of the hand lightly on your child's forehead.
 - Put the back of your other hand on your forehead.
 - If the child's skin feels hotter than your skin, take the child to the clinic.
 - Chills, sweating or headache
 - Vomiting
 - Convulsions
 - Refusing to eat or drink
 - Take the child on the same day that you see the sign.
 - Treatment shortens the days of sickness.
 - Treatment helps the body recover.
 - Treatment prevents malaria death.
- ? Do you know children in the community who have died from malaria?
- ? How can you prevent this from happening to your children?
- Remember the signs of malaria.
 - Take the child to the clinic at the first sign of fever.
 - Make sure the child sleeps under a net each night.

Signs of Malaria Infection (Picture 3.2)



Fever

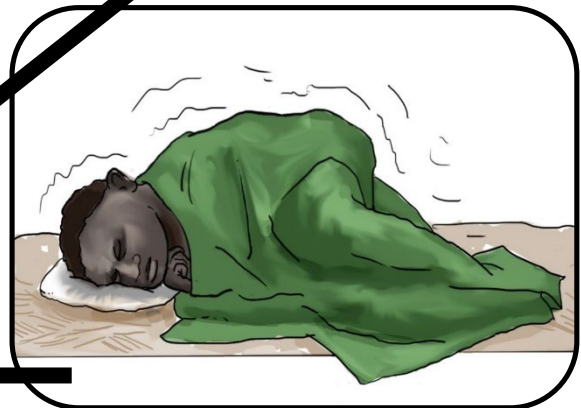


Vomiting



**Sweating and
headache**

**If you see
these signs,
immediately
take the
child to the
health**



Convulsions



**Refusing to Eat
or Drink**



6. Share the Meaning of Each Picture: Malaria Testing and Treatment (Picture 3.3)

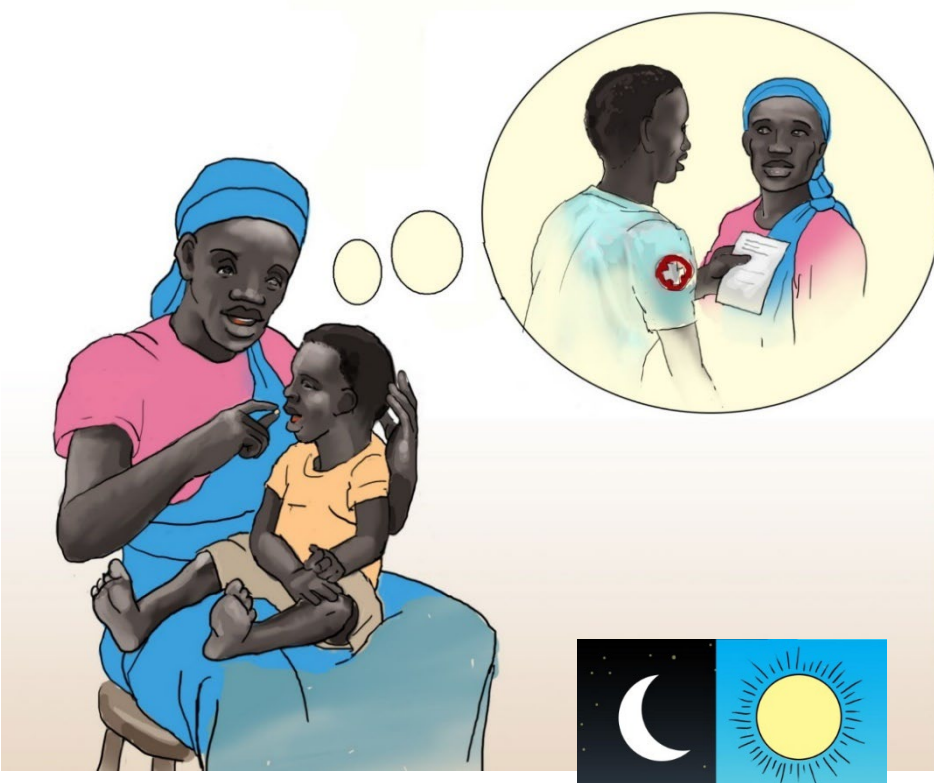
? What do you think these pictures mean?

- Malaria is diagnosed by a CHW or at a health facility with a rapid test of the blood to determine if malaria is present.
 - These tests are important to get the right treatment and recover fully.
 - A trained health care provider will provide treatment based on the test result.
- ACT¹ is the best treatment for malaria.
 - ACT cures malaria quickly.
 - Avoid paracetamol and quinine.
 - Paracetamol and quinine are not strong enough to cure malaria.
- Give all the malaria treatment, exactly as recommended by the health worker.
 - Even if the child is feeling better, continue with the malaria treatment until all of the pills are gone.
 - If you only give half of the medicine the malaria will return much stronger than before.
- Return quickly to the clinic if the fever does not go away within one day.
 - ACT acts very quickly.
 - The child may have more than one infection requiring special care.

¹ ACT stands for Artemisinin-based Combination Therapies.

Malaria Testing and Treatment (Picture 3.3)

Malaria is diagnosed by a CHW or at a health facility with a rapid test of the blood to determine if malaria is present.



ACT is the best treatment for malaria.

Give all the malaria treatment exactly as recommended by the health worker.



Even if the child feels better, give all the pills as directed by the health worker.



Return quickly to the clinic if the fever does not go away within one day.



7. Share the Meaning of Each Picture: Caring for Children with Fever (Picture 3.4)

- ? What do you think these pictures mean?
- If the child's body is too hot with fever, the child may have convulsions. Keep the child cool with a wet cloth.
 - Keeping the body cool prevents convulsions.
 - Wrap infants in a wet cloth at the first sign of fever.
 - Wrap them in a wet cloth as you carry them to the clinic.
 - Place wet towels on the head of older children.
 - Offer breast milk and more fluids than normal during illness.
 - Fever and sweating cause a child to lose a lot of water.
 - Offer fluids to replace water lost from the body.
 - Breastfeed a child more often during sickness.
 - Encourage sick children to eat and drink even if they are not hungry.
 - Sick children may not feel hungry.
 - Continue offering food and snacks to help them gain strength lost from sickness.
 - Do not force the child to eat, encourage them gently.



**8. Activity:
Emergency
Plan**



**9. Discuss
Barriers**



**10. Practice
and Coaching**



**11. Request
Commitments**

Caring for Children with Fever (Picture 3.4)



If the fever stays too long, the child may have convulsions.

Keep the child cool with a wet cloth.



Offer breast milk and more fluids than normal during illness. Encourage sick children to eat and drink even when they don't feel hungry.

LESSON 4: MALARIA PREVENTION: ITNS, IPTS AND INDOOR SPRAYING

Materials:

- Attendance Registers
- Leaves, pebbles, a small bucket of sand or other small items for the game
- Two different types of malaria nets; bring one example of each*
- A home where the group can practice hanging mosquito nets *



1. Game: The Mosquito Game



2. Attendance and Troubleshooting

3. Story: Who Sleeps Under the Net (Picture 4.1)

Achol goes to visit Abuk. Achol tells her about Deng's visit to the clinic. "Is he sleeping under a mosquito net each night?" Abuk asks. "No," says Achol. "My husband and I sleep under the net. Besides, Deng is taking malaria medication. Why does he need to sleep under a net?"



4. Ask about Current Practices

- ? Who should sleep under the net each night?
- ? What should Achol do to help her family?
- ? Who slept under a net last night in your house?

Let's compare your ideas with the messages on the following pages.

Story: Who Sleeps Under the Net (Picture 4.1)



Achol goes to visit Abuk. Achol tells her about Deng's visit to the clinic. "Is he sleeping under a mosquito net each night?" Abuk asks. "No," says Achol. "My husband and I sleep under the net. Besides, Deng is taking malaria medication. Why does he need to sleep under a net?"



5. Share the Meaning of Each Picture: Prevent Malaria with Insecticide Treated Nets (Picture 4.2)

? What do you think these pictures mean?

- Those with malaria should sleep under a net to prevent mosquitoes from carrying the sickness to others.
 - If mosquitoes can't bite a sick person, they can't spread malaria.
- An ITN prevents bites. It kills mosquitoes that land on the net.
 - Hanging a net reduces the number mosquitoes in your house and in the community.
- Fathers, mothers, pregnant women and children should all sleep under a bed net to prevent malaria.
 - If you only have one net, children under age five and pregnant women should sleep under the net together.
 - Save money to purchase more nets so that everyone can be protected.

? How can buying a mosquito net SAVE money for the future?

- If the family has less sickness, they will work more and earn more money.
- Children will be sick less and need less medication.
- Preventing malaria will save money.

Prevent Malaria with Insecticide Treated Nets (Picture 4.2)



Those with malaria should sleep under a net to prevent mosquitoes from carrying the sickness to others.

An ITN prevents bites. It kills mosquitoes that land on the net.



Fathers, mothers and children should all sleep under mosquito nets to prevent malaria.



6. Share the Meaning of Each Picture: Intermittent Preventative Treatment for Pregnant Women (Picture 4.3)

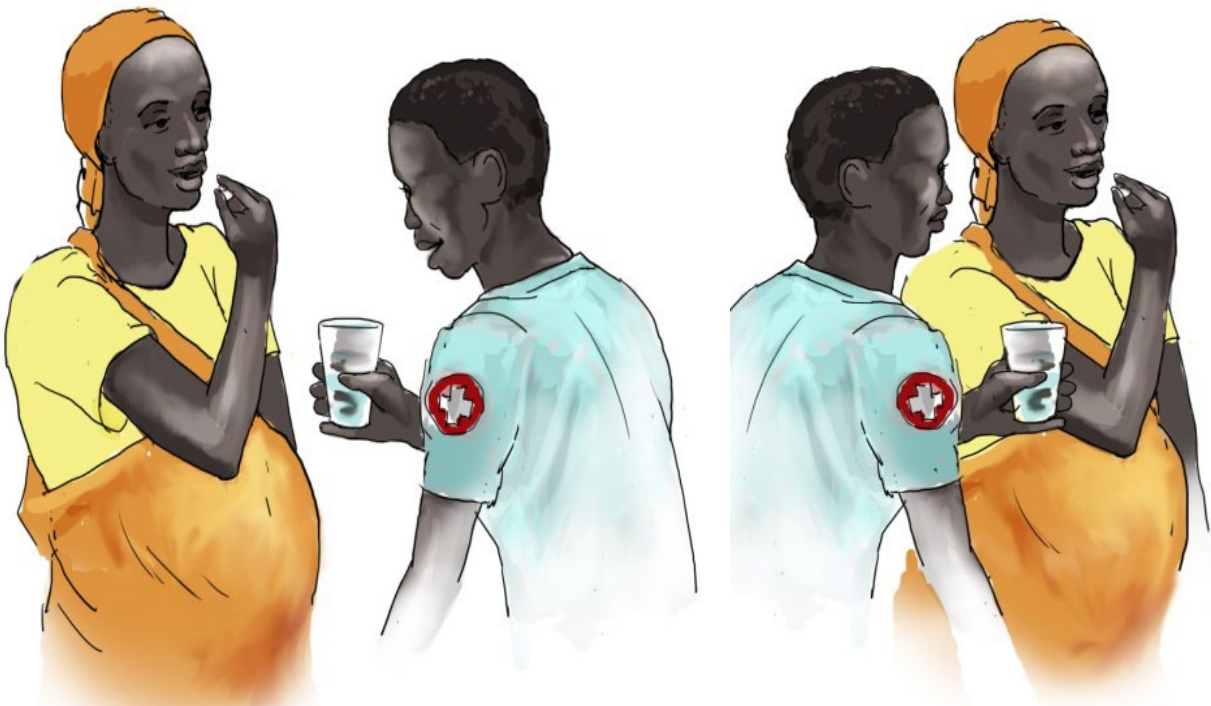
? What do you think these pictures mean?

- To prevent illness and death, take two (three if possible) malaria treatments during pregnancy – during the fourth and seventh month of pregnancy.
 - The pills reduce the malaria sickness in your body.
 - Take the treatment even if you do not see signs of malaria.
 - This keeps your blood and your baby healthy.
 - At four months of pregnancy, the belly begins to extend and the mother begins to feel movement inside the belly.
 - The second treatment is taken in the seventh month of pregnancy.
- If you are pregnant and see signs of malaria, go immediately to the health center for treatment.
 - Treat the illness early to hurry recovery.
 - Remember, malaria causes weak blood during pregnancy.
 - Treat sickness early to prevent illness and death.

? How can malaria pills help the family to be healthier and happier?

- Mother and infant will need less care and medication.
- Mother will be healthier during pregnancy.
- Mother and infant will survive delivery.

Intermittent Preventative Treatment for Pregnant Women (Picture 4.3)



To prevent illness and death, take two (three if possible) malaria treatments during pregnancy - during the fourth and seventh month of pregnancy.



If you are pregnant and see signs of malaria, go immediately to the health center for treatment.



7. Share the Meaning of Each Picture: Prevent Malaria: Reduce Breeding Sites (Picture 4.4)

? What do you think these pictures mean?

- Mosquitoes breed in standing water.
 - They lay eggs in the water.
 - We can reduce malaria, by reducing the places mosquitoes lay eggs.
- Dig drainage rows to disperse pools of standing water.
 - Create drainage or rock piles under Tippy Taps and around community water supplies to prevent puddles from forming.
- Empty buckets, cups, and cans. Store them upside down.
 - Put lids on buckets to keep our rain water and insects.
- Bury or burn old trash, tires and cans that trap water.
- Inside the home or yard, regularly change the water in dishes for livestock or chickens.



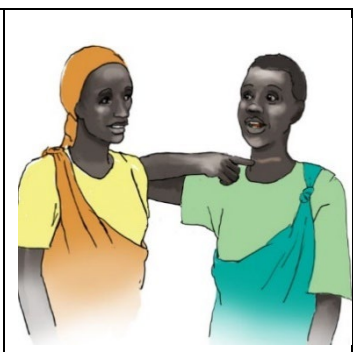
8. Activity: Net Hanging



9. Discuss Barriers



10. Practice and Coaching



11. Request Commitments

Prevent Malaria: Reduce Breeding Sites (Picture 4.4)



Mosquitoes breed in standing water.



Dig drainage rows to disperse pools of standing water.



***Empty buckets, cups and cans.
Store them upside down.***



***Bury or burn old trash, tires and
cans that trap water.***

***Inside the home or yard, regularly change the water in dishes for
livestock or chickens.***

LESSON 5: PNEUMONIA PREVENTION

Materials:

- Attendance Registers
- (Optional) Seven rocks or beans*
- (Optional) Watch or cell phone*



1. Game: Cough, Sneeze, Sniff



2. Attendance and Troubleshooting

3. Story: Something is Wrong (Picture 5.1)

The rainy season comes and Biguvu begins to cough. His nose is full of thick yellow liquid. After a few days, Barumwete notices that his chest darkens and seems to collapse every time he breaths. She quickly calls her daughter and compares the way their chests move when they breathe. “Something is wrong, she says, we must take Biguvu to the health center!”



4. Ask about Current Practices

- ? What is the danger sign that Barumwete notices?
- ? What causes this sickness?
- ? Has your child ever had this trouble? Tell us about it.

Let's compare your ideas with the messages on the following pages.

Inkuru: Something is Wrong (Picture 5.1)



The rainy season comes and Biguvu and begins to cough. His nose is full of thick yellow liquid. After a few days, Barumwete notices that his chest darkens and seems to collapse every time he breaths. She quickly calls her daughter and compares the way their chests move when they breathe. “Something is wrong, she says, we must take Biguvu to the health center!”



5. Share the Meaning of Each Picture: Pneumonia Danger Signs (Picture 5.2)

? What do you think these pictures mean?

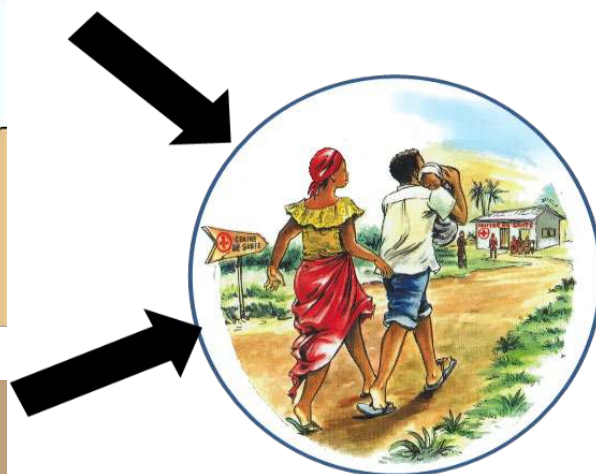
- Fast breathing is a sign of pneumonia.
 - The child breaths quickly like he has just run a race.
 - The child is not breathing as he normally does.
 - Pneumonia is a sickness in the child's chest.
- Difficulty breathing and noisy breathing are signs of severe infection.
 - The child struggles for air.
 - The child's throat makes noise every time he breathes.
- Chest in-drawing is a sign of pneumonia.
 - Look just below the child's ribs.
 - The chest sinks when the child breathes in.
 - The child's chest does not move the way it normally does.
- If you see one of these signs, go immediately to the health center.
 - Many children die when pneumonia is not treated quickly.
 - Go to the health center on the same day.
 - Do not wait for the child to recover.
 - The child needs medication to overcome pneumonia.

Pneumonia Danger Signs (Picture 5.2)



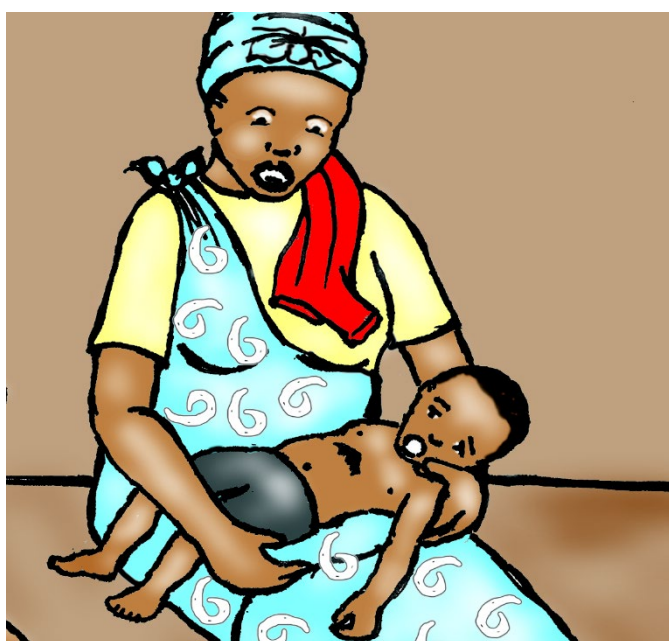
Fast breathing is a sign of pneumonia.

Difficult breathing and noisy breathing are signs of severe infection.



If you see fast breathing or chest in-drawing, go immediately to the health center.

Chest in-drawing is a sign of pneumonia





6. Share the Meaning of Each Picture: Pneumonia Prevention (Picture 5.3)

? What do you think these pictures mean?

Explain

- Wash your hands and your child's hands with soap to prevent pneumonia.
 - Soap kills germs on hands.
 - Families that wash their hands with soap have less sickness.
- Give only breast milk for the child's first six months to prevent pneumonia.
 - A child who drinks water and eats other foods before six months of age is more likely to die from pneumonia.
 - Children who are not exclusively breastfed have pneumonia more often.
 - Continue breastfeeding for two or more years.
 - If a breastfed child gets pneumonia, it will be easier for the child to recover.

? When should we wash our hands?

- Before eating
- Before preparing food
- After using the latrine
- After cleaning a child's feces

Pneumonia Prevention (Picture 5.3)



Wash your hands and your child's hands with soap to prevent pneumonia.



Give only breastfeed for the child's first six months to prevent pneumonia.



7. Share the Meaning of Each Picture: Indoor Smoke (Picture 5.4)

- ? What do you think these pictures mean?
- Cook outside or in a cooking house, separate from the house where you sleep.
 - Only sit in the cooking house while preparing food.
 - Smoke from the cooking fire stays in the room.
 - Breathing smoke causes coughing and infection.
 - Keep children away from the cooking house.
 - Children develop chest infections easier than adults.
 - Do not smoke, especially near children.
 - Tobacco causes infections in the nose, throat and chest.
 - Smoking while breastfeeding is dangerous to the child.
 - Keep children away from anyone who is smoking.
 - If you must smoke, smoke outside away from the house where you sleep.
- ? What do you think about these teachings? How can you apply them to your house?



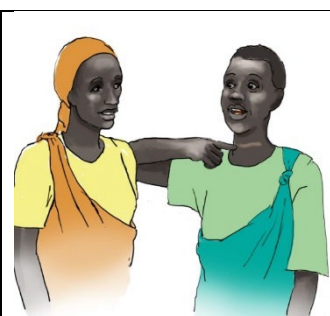
8. Activity: Fast Breathing



9. Discuss Barriers



10. Practice and Coaching



11. Request Commitments

Indoor Smoke (Picture 5.4)



Cook outside or in a cooking house separate from the house where you sleep.

Keep children away from the cooking house.



Don't smoke, especially near children.

LESSON 6: IMPORTANCE OF CLINICAL SERVICES

Materials:

- Attendance Register
- Flipchart
- Child Health Cards (for each mother)
- A Growth Chart (or three children or for each mother if available)



1. Game: Two Birds



2. Attendance and Troubleshooting



3. Ask About Current Practices

- ? What services are available at the health facility to help you know if your child is growing well?
- ? When was the last time you took your child for growth monitoring? What did you learn about your child's growth?
- ? How often do you take your child for vaccinations?

Let's compare your ideas with the messages on the following pages.



4. Share the Meaning of Each Picture: Growth Monitoring and Promotion (Picture 6.1)

- ? What do you think these pictures mean?
- Take your children two years and younger for growth monitoring each month to make sure they are growing well.
 - The health worker measures the child's height and weight.
 - The health worker will let the mother know if the child is growing well or is falling behind.
 - The health worker gives advice to help children who are falling behind.
 - Mothers, ask the health worker if you have questions about your child's growth.
- ? Should you take a sick child for growth monitoring?
- Yes. Ask the health worker for advice on helping the child recover.
 - Health workers can refer very sick children to a hospital or special clinic.
- ? How often should a 3 year old child be taken for growth monitoring?
- Take older children (ages 2-5) for growth monitoring every three months.
- ? Is monitoring of child growth commonly practiced in your locality? If not, why?

Growth Monitoring and Promotion (Picture 6.1)



Take your children younger than two years of age for growth monitoring each month to make sure they are growing well.



5. Share the Meaning of Each Picture: Understanding the Growth Chart (Picture 6.2)

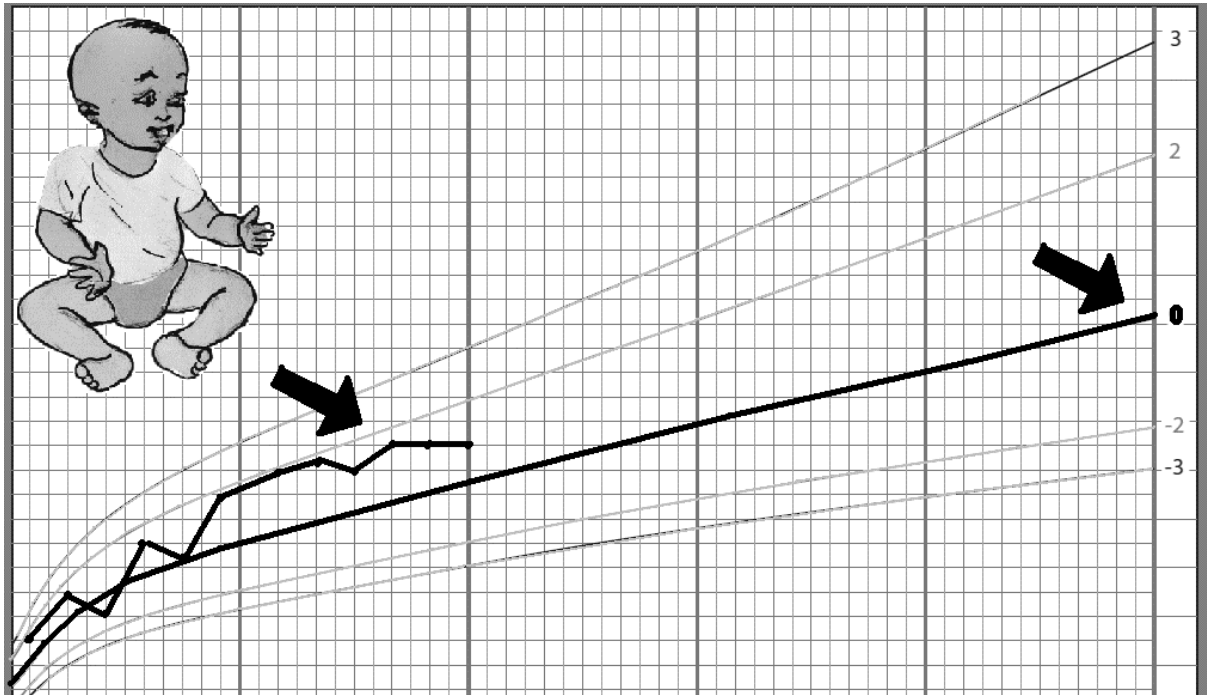
? What do you think these pictures mean?

- When the child's growth line stays above the green line marked with zero, the child is growing well.
 - The green line marks the weight of healthy children.
 - If the child's line stays close to or above the green line, the child is growing well.
 - The growth line may dip below the green line when the child is sick.
 - Mothers must act quickly to help the child gain weight after sickness.
- When the child's growth line drops below the green line marked with zero, talk to the health worker about ways to help the child improve.
 - Diarrhea and sickness may cause the child's growth to slow down or stop.
 - If the child does not gain weight for several months, his physical and mental growth will suffer.
 - Talk with a health worker to get advice to help the child recover.

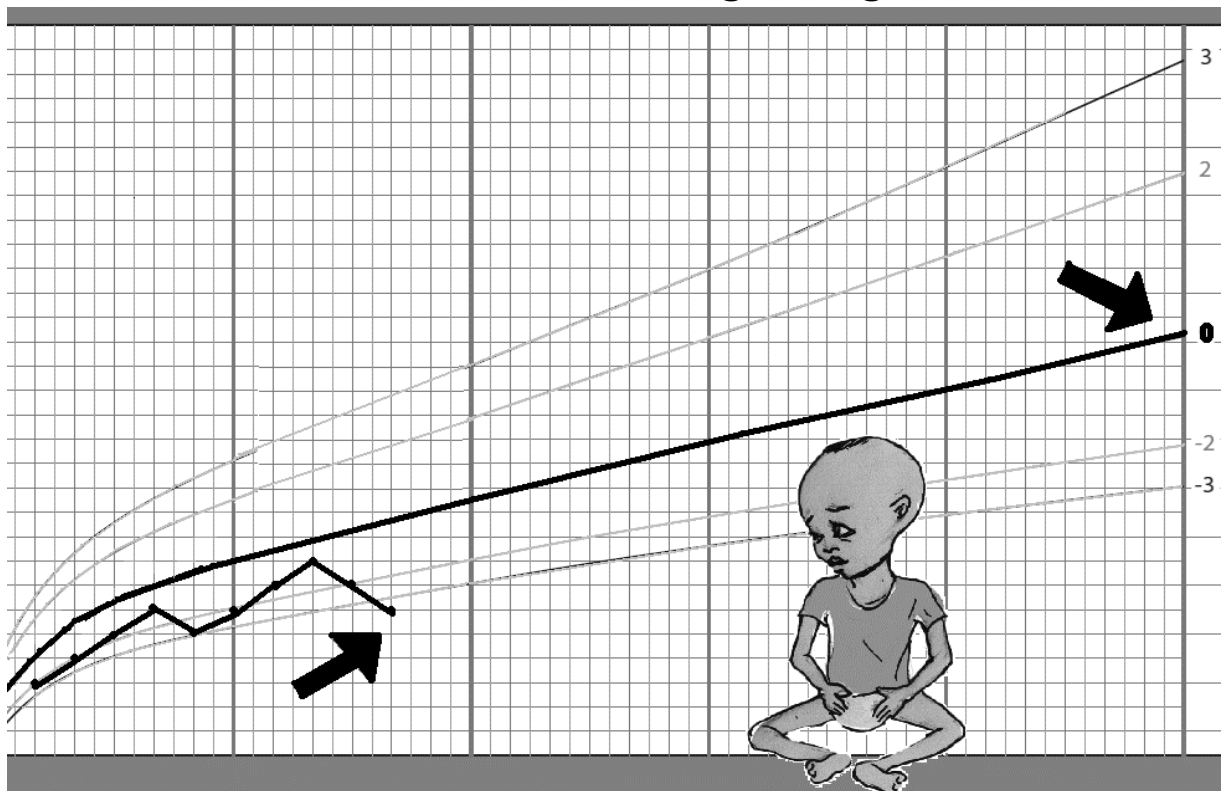
? Where do you take your child for growth monitoring?

? When was the last time your child was measured?

Understanding the Growth chart (Picture 6.2)



When the child's growth line stays above the green line marked with zero, the child is growing well.



When the child's growth line drops below the green line marked with zero, talk to the health worker about ways to help the child improve.



6. Share the Meaning of Each Picture: Child Vaccinations and Deworming (Picture 6.3)

- ? What do you think these pictures mean?
- Take your child to the health clinic for vaccinations as a newborn, at 6 weeks, 10 weeks, 14 weeks and 9 months.
 - Vaccinations protect your child from killer diseases.
 - Children who are vaccinated are sick less often.
 - Vaccinations protect children from sickness and death.
 - Beginning at 12 months of age, children should receive deworming medicine every six months.
 - A child with worms has bloated stomach or may have a stomach ache for days, poor appetite and poor growth.
 - Treating children for worms prevents malnutrition and will help children to grow well and do well in school.
 - If you are not sure if your child has been treated for worms, ask the health worker at your next visit.
- ? What are some reasons that mothers do not take their children to receive vaccinations or deworming?
- ? Does your child have all of his vaccinations? Why or why not?



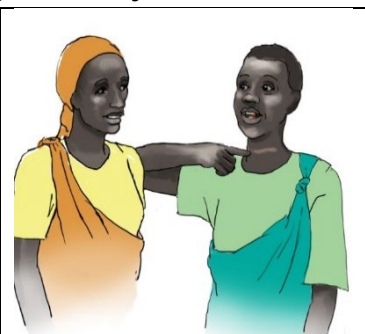
**7. Activity:
Growth Charts
and Cards**



**8. Discuss
Barriers**



**9. Practice
and Coaching**



**10. Request
Commitments**

Child Vaccinations and Deworming (Picture 6.3)



Take your child to the health clinic for vaccinations as a newborn, at 6 weeks, 10 weeks, 14 weeks and 9 months.



Beginning at 12 months of age, children should receive deworming medicine every six months.

LESSON 7: COMPLEMENTARY FEEDING FOR CHILDREN 6-23 MONTHS

Materials:

- Attendance Register
- Flipchart
- 1-2 coffee cups (cup that holds about 60 ml)
- A pot or bucket
- 1000 ml of soil (about 17 level coffee cups of soil)



1. Game: Showing Our Emotions



2. Attendance and Troubleshooting



3. Ask About Current Practices

- ? When did you begin offering your children foods and liquids?
- ? How often do you feed a child 6-8 months of age? Why?
- ? Which special foods do you offer your child to build strong bones, muscles, prevent illness and give them energy?

Let's compare your ideas with the messages on the following pages.



4. Share the Meaning of Each Picture: Consistency of Foods as Children Grow (picture 7.1)

- ? What do you think these pictures mean?
- At six months of age, offer thick porridge after breastfeeding.
 - Breast milk is the most important source of food for infants.
 - Breast milk helps protect children from sickness
 - Breast milk is better than goat's milk, cow's milk or water.
 - Breastfeed whenever the child asks for it.
 - Always breastfeed before giving food until the child is 12 months.
 - At six months, the child needs food in addition to breast milk to help the body grow.
 - Continue to breastfeed for two or more years.
 - Prepare a thick porridge with with teff, corn, wheat, oat, barley or pumpkin. Add oil after cooking.
 - Grains give the child energy.
 - Add breast milk to porridge to encourage the infant to eat.
 - At nine months of age, offer small pieces of chopped or chunky food.
 - Chunky foods help the child to learn to chew.
 - Encourage the child to pick up foods with his or her fingers.
 - Pieces should be small so they won't cause choking.
- ? What was the first food you offered to your child?
- ? At what age did you begin offering foods to your child?
- ? How did you prepare the food for your child yesterday?
- ? What foods can you prepare tomorrow to help your child learn to chew and eat with his fingers?

Consistency of Foods as Children Grow (picture 7.1)



At six months of age, offer soft foods after breastfeeding.



Prepare porridge with teff, corn, wheat, oat, barley or pumpkin. Add oil after cooking.



At nine months of age, offer small pieces of chopped or chunky food.



5. Share the Meaning of Each Picture: Quantity and Frequency of Feeding (Picture 7.2)

? What do you see in these pictures?

For Children 6-8 months:

1. Offer thick porridge three times a day after breastfeeding.
2. Offer porridge in the morning, at noon and in the evening. Feed infants slowly and patiently.
3. Encourage them to eat, but do not force them.
4. Prepare thick porridge that is thick and smooth.
5. Prepare porridge that is smooth and thick like honey.
6. Thin porridge will slip out of the child's mouth.
7. Chunky porridge may block the child's throat.
8. Soft, thick porridge stays in the mouth and provides enough food for the child.

For Children 9-11 Months:

- After breastfeeding, offer food four times a day.
 - Offer chunky porridge and finely chopped foods.
 - Always breastfeed before offering foods.
 - Offer snacks once or twice a day.
 - Snacks are foods that are eaten between hot meals.

? If the child is still hungry, offer more foods.

For Children 12-24 Months:

- For children one to two years old, offer food five times a day.
 - Offer porridge once or twice a day.
 - Offer family foods two or three times a day.

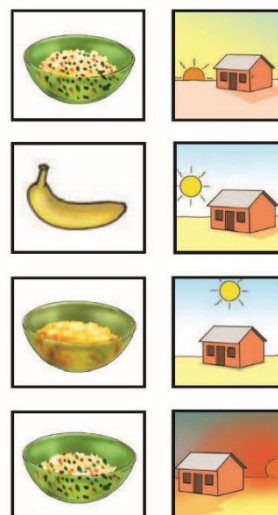
- Offer one or two snacks each day.
- Offer snacks like avocado, mango, papaya, banana, bread, or boiled potato.
- If the child is still hungry, offer more food.
- Chop or mash foods which are difficult to chew and swallow.
 - Cut meat into small pieces.
- ? Chop, pound or mash foods that might cause choking.

For all children: Feed the child from a separate cup so that you can see how much the child eats.

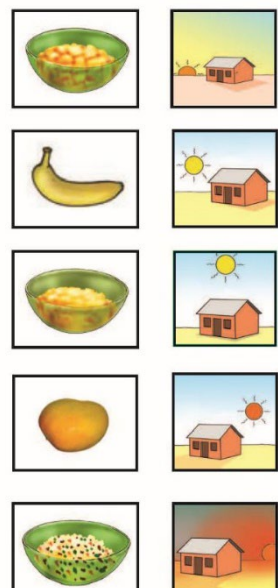
- ? How many times did you feed your child yesterday?
- ? What (snacks) foods did you give your child in between hot meals?

Quantity and Frequency of Feeding (Picture 7.2)

6-8 Months



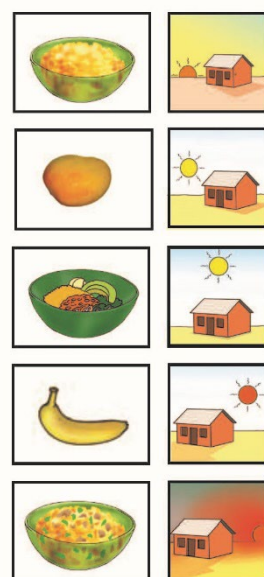
9-12 Months



12-24 Months



**Chop or mash foods
which are difficult
to chew or swallow**



For all children: Feed the child from a separate cup so that you can see how much the child eats.



6. Share the Meaning of Each Picture: Increased Food Variety (Picture 7.3)

- Add new foods to the child's porridge.
 - Plain porridge and oil gives energy to the child.
 - Adding other foods will help the child grow well.
 - Offer liver, meat, eggs, poultry and fish for strong bones and strong blood.
 - These foods are rich in iron and protein.
 - Iron helps to build strong blood.
 - Protein helps to build strong muscles and bones.
 - Add a sprinkle of iodized salt to family foods.
 - Add eggs, beans and lentils to build strong muscles and bones.
 - Pound or mash beans and lentils before adding it to porridge.
 - These foods contain protein which helps children to grow tall and strong.
 - Offer your child red, orange and deep green foods to prevent sickness.
 - Offer carrot, pumpkin, dark green leaves, mango, and papaya.
 - These foods have Vitamin A.
 - Vitamin A protects against illness.
- ?
- What other foods are needed to help children grow?
- Energy foods like butter, oil, sugar, maize and other grains.
 - Beans and lentils.
 - Fruits like watermelon and guava.

? Which of these foods can you add to your child's meal tomorrow to help your child grow?



7. Activity: A Child's Stomach



8. Discuss Barriers

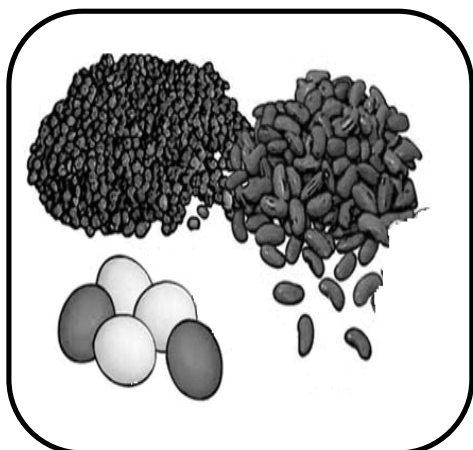


9. Practice and Coaching



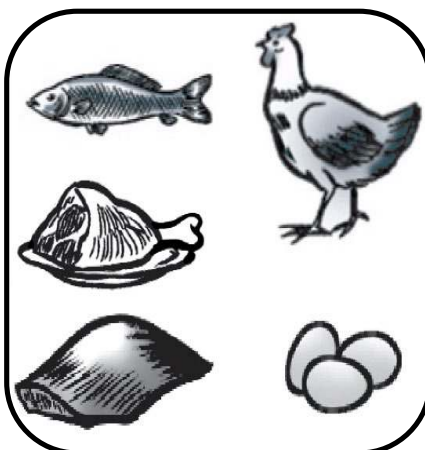
10. Request Commitments

Increased Food Variety (Picture 7.3)



Add new foods to the child's porridge.

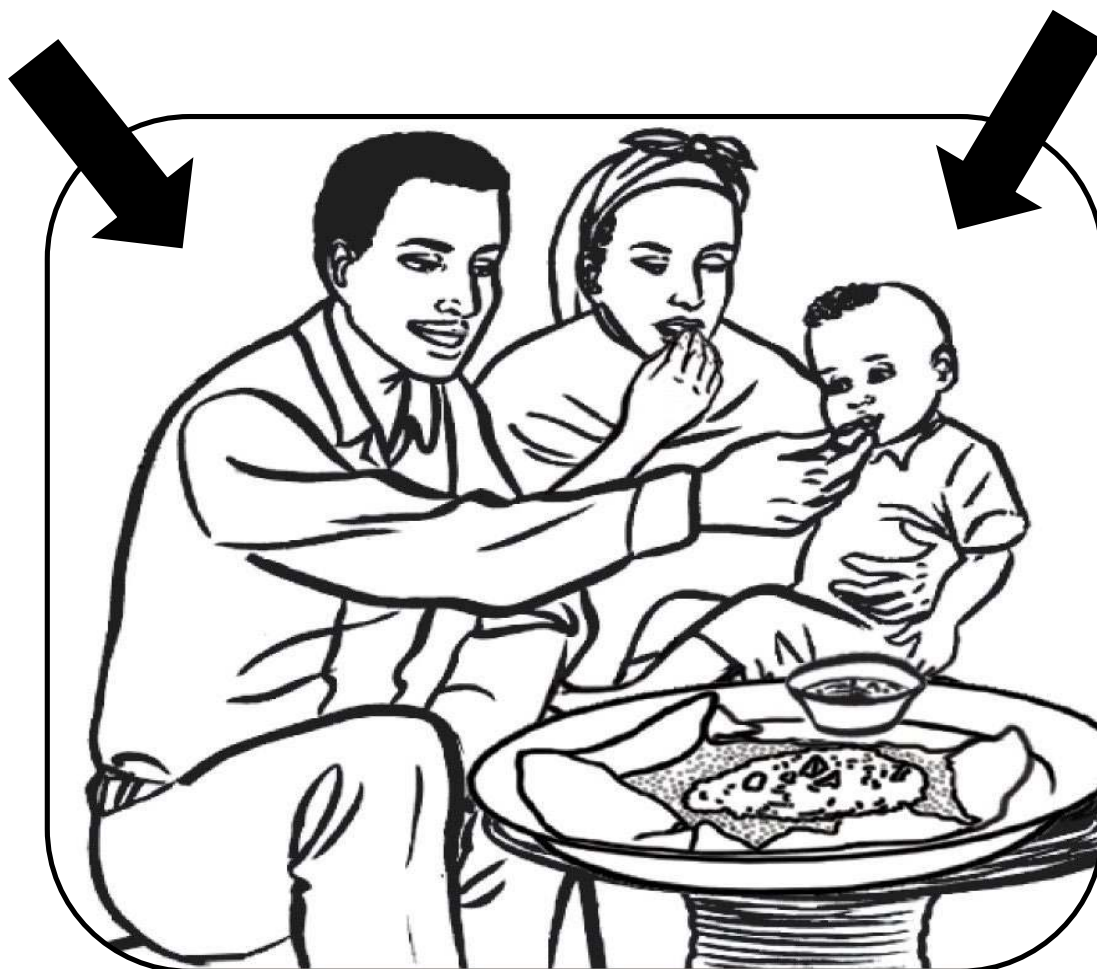
Add eggs, beans and lentils to build strong muscles and bones.



Offer liver, meat, eggs, poultry and fish for strong bones and strong blood.



Offer your child red, orange and deep green foods to prevent sickness.



LESSON 8: HYGIENE AND FOOD PREPARATION

Materials:

- Attendance Register
- Flipchart
- Fabric to use as blindfold (one for each pair)*
- A tippy Tap or basin to practice hand washing *
- Soap and water for hand washing*



1. Game: Blindfolded Pairs



2. Attendance and Troubleshooting



3. Ask About Current Practices

- ? Have you washed your hands yet today? Why or why not?
- ? What do you use to wash your hands? Soap or something else? Tell me about it.
- ? Who in your family or community supports you (or would be happy if) you washed your child's hand with soap?

Let's compare your ideas with the messages on the following pages.



4. Share the Meaning of Each Picture: Hand Washing After Cleaning Feces (Picture 8.1)

? What do you think these pictures mean?

- Wash hand with soap or ash after using the latrine.
 - Feces have germs which cause sickness.
 - Feces on hands can cause sickness to you and your children.
 - Only soap or ash kills germs on hands.
- Wash hands with soap or ash after cleaning a child's bottom.
 - Child feces also has germs which can cause sickness.
 - Feces on your hands contaminate everything that you touch.
 - Always wash with soap or ash after cleaning up feces or urine.

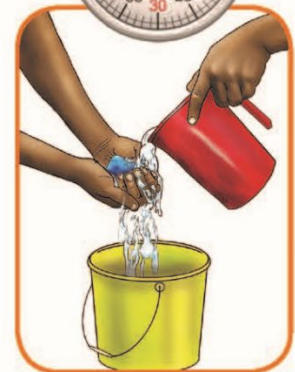
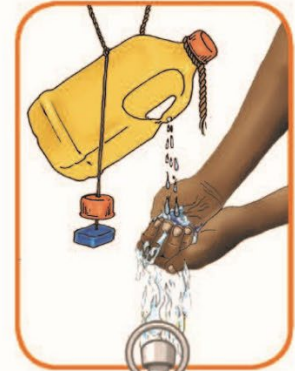
? What did you use this morning to wash your hands?

? What can mothers do to remember to wash hands after using the latrine or cleaning a child's bottom?

Hand Washing after Cleaning Feces (Picture 8.1)



Wash hands with soap or ash after using the latrine.



Wash hands with soap or ash after cleaning a child's bottom.



5. Share the Meaning of Each Picture: Preparing Family and Child Foods (Picture 8.2)

? What do you think these pictures mean?

- Wash hands with soap before preparing foods for the family.
 - Germs on hands contaminate the foods we touch.
 - Germs on hands contaminate the foods we prepare for our families to eat.
 - If you do not have soap, use ash.
- Help children to wash their hands with soap and water before eating.
 - Eating with dirty hands causes sickness.
 - Soap kills germs on hands.
 - Make sure that all family members wash with soap and water before eating.

? If a family doesn't have soap, what can be used to wash hands?

? When did you wash your hands this morning?

? What did you use to wash your hands?

Preparing Family and Child Foods (Picture 8.2)



**Wash hands
with soap
and water
before
preparing
foods for the
family.**



**Help children
to wash their
hands with
soap and
water before
eating.**



6. Share the Meaning of Each Picture: Heating, Serving and Cleaning Dishes (Picture 8.3)

? What do you think these pictures mean?

- Cook family foods and leftover foods until they are hot throughout.
 - Eat cooked foods right away.
 - Cook stored food until it boils to a maximum point before serving it.
 - As leftover foods cool, germs multiply.
 - Heat leftover meats and liquids until they are hot to the maximum point.
- Clean dishes after eating. Let them dry in the hot sun.
 - The heat from the sun helps to dry dishes quickly.
 - The heat kills germs left on the dishes.
 - Cover clean dishes to keep flies away.

7. Activity: Handwashing Song	8. Discuss Barriers	9. Practice and Coaching	10. Request Commitments

Heating, Serving and Cleaning Dishes (Picture 8.3)



Cook family foods and leftover foods until they are hot throughout.



After cooking, clean dishes and cups with soap and water.

LESSON 9: PROPER FEEDING OF SICK CHILDREN

Materials:

- Attendance Registers



1. Game: Taxi Rides



2. Attendance and Troubleshooting

3. Story: Teach Others to Help (Picture 9.1)

Karorero and Biguvu both become ill. While Karorero rests her mother-in-law feeds Biguvu. The mother-in-law explains to the grandchildren, “I have seen children lose too much weight from a very small sickness and die. To help your brother recover and be healthy, we must encourage him to eat. “I will hold him on my lap, says the oldest daughter.” The mother-in-law feeds Biguvu while singing to the child softly. Together, they help Biguvu to eat all of the food on his plate.



4. Ask About Current Practices

- ? What is Karorero’s mother-in-law doing to help Biguvu recover?
- ? Is this good advice? Why?
- ? What do you do when your child has lost his hunger?

Let’s compare your ideas with the messages on the following pages.

Story: Teach Others to Help (Picture 9.1)



Karorero and Biguvu both become ill. While Karorero rests her mother-in-law feeds Biguvu. The mother-in-law explains to the grandchildren, “I have seen children lose too much weight from a very small sickness and die. To help your brother recover and be healthy, we must encourage him to eat. “I will hold him on my lap, says the oldest daughter.” The mother-in-law feeds Biguvu while singing to the child softly. Together, they convince Biguvu to eat all of the food on his plate.



5. Share the Meaning of Each Picture: Hunger and Malnutrition (Picture 9.2)

? What do you think these pictures mean?

Explain

- During illness children lose their appetite.
 - Children may not show that they are hungry.
 - Children may not have enough energy to eat on their own.
- Encourage children to eat even when they don't seem hungry.
 - Use songs and games to encourage them to eat.
 - Offer favorite foods to encourage the child to eat.
 - Offer soups and porridges which are easy for the child to eat.
- Children who are not encouraged to eat will become malnourished.
 - Children who are not encouraged to eat will eat little.
 - The less food they eat the more sick they will become.
 - Children, who are scolded or beaten for not eating, will not grow well.
 - Children who are not helped to eat will lose weight.

? Why do some parents scold children when they don't eat?

? How does scolding and beating the child affect their growth?

- The child is frightened and discouraged.
- The child's body is stressed and more likely to become sick.
- The child eats less and loses weight.

Hunger and Malnutrition (Picture 9.2)



During illness,
children lose
their appetite.



Children who are
not encouraged will
become
malnourished.



Encourage children to
eat even when they
don't seem hungry.





6. Share the Meaning of Each Picture: Ways to Encourage Eating (Picture 9.3)

? What do you think these pictures mean?

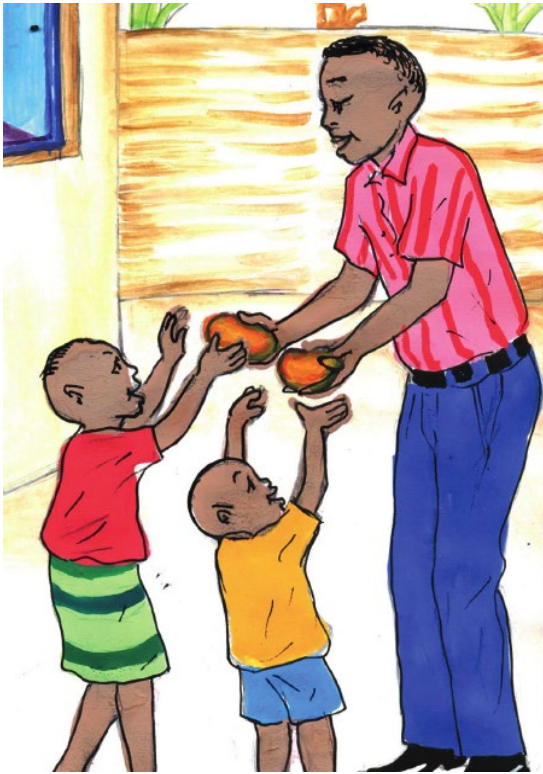
Explain

- Offer favorite foods.
 - Favorite foods encourage the child to eat.
 - Mix favorite foods with other foods to encourage eating.
- Offer thick soups, porridges and mashed foods.
 - Mashed foods and soup don't require much chewing.
 - Soup and porridge are easy for children to eat.
 - Thick soups and porridges contain more food than watery soups and porridges.
- Feed the child when others are eating.
 - Watching others eat will encourage children to eat.
 - Sitting with others will help them feel more comfortable.

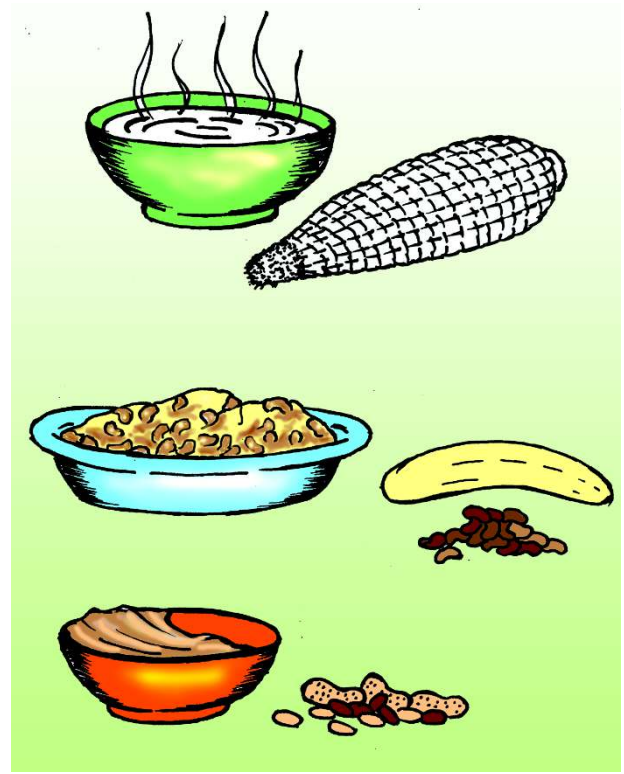
? If the mother is sick, how can she ensure that others will also take care of her children this way?

- Share these messages with others that care for children.
- Teach older siblings how to care for sick children.

Ways to Encourage Eating (Picture 9.3)



Offer favorite foods.



Offer thick soup, porridge and mashed foods.



Feed sick children when others are eating.



7. Share the Meaning of Each Picture: Additional Snacks and Breastfeeding (Picture 9.4)

? What do you think these pictures mean?

Explain

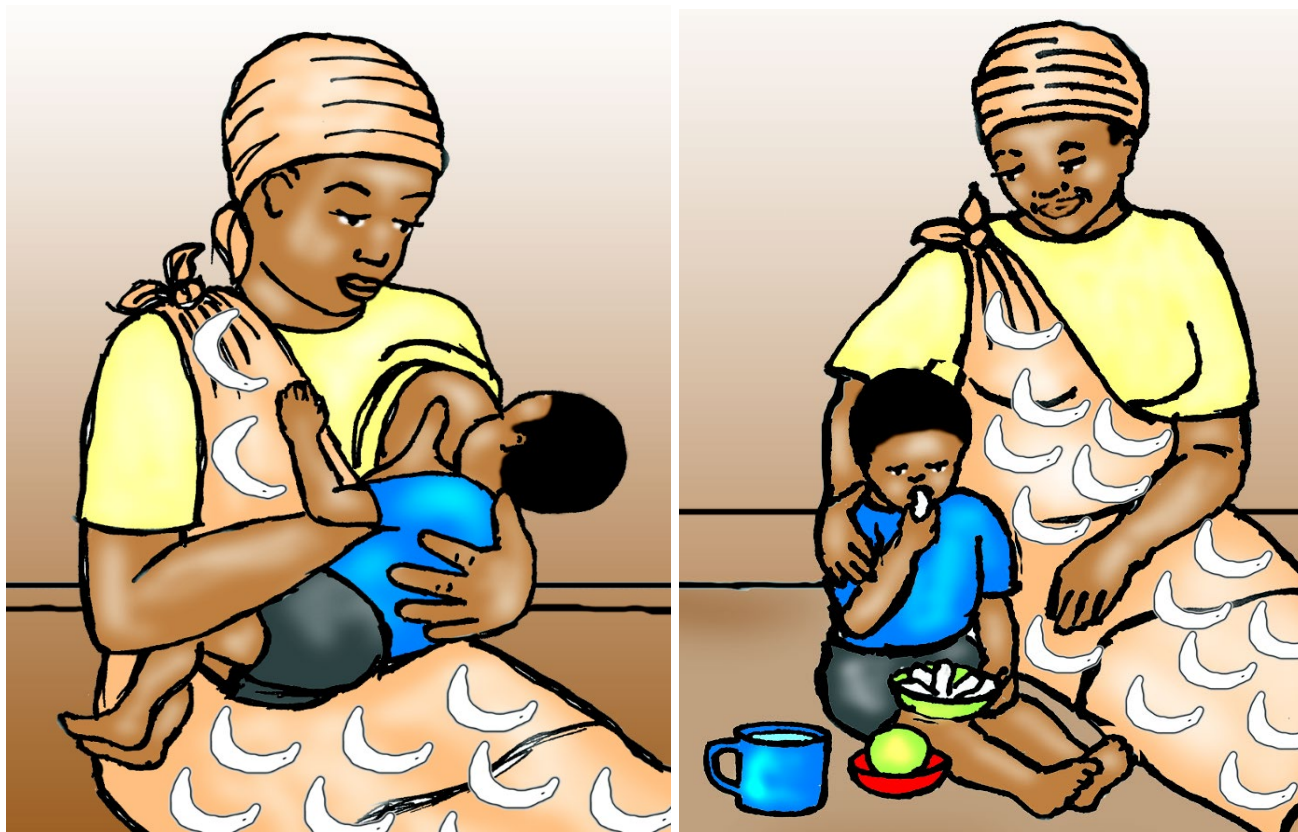
- During illness and for two weeks after a sick child recovers from the illness, breastfeed the child more often than normal.
 - Sick children often eat and drink less during illness.
 - Encourage them to breastfeed often.
 - Breast milk helps the child gain strength.
- Offer one additional snack each day to a sick child during illness and for two weeks after the child recovers.
 - Additional foods and liquids prevent malnutrition.
 - Additional foods and liquids help the child grow strong and gain weight.
 - Encourage the child to eat, do not force them.

? What types of foods should be given to help children recover?

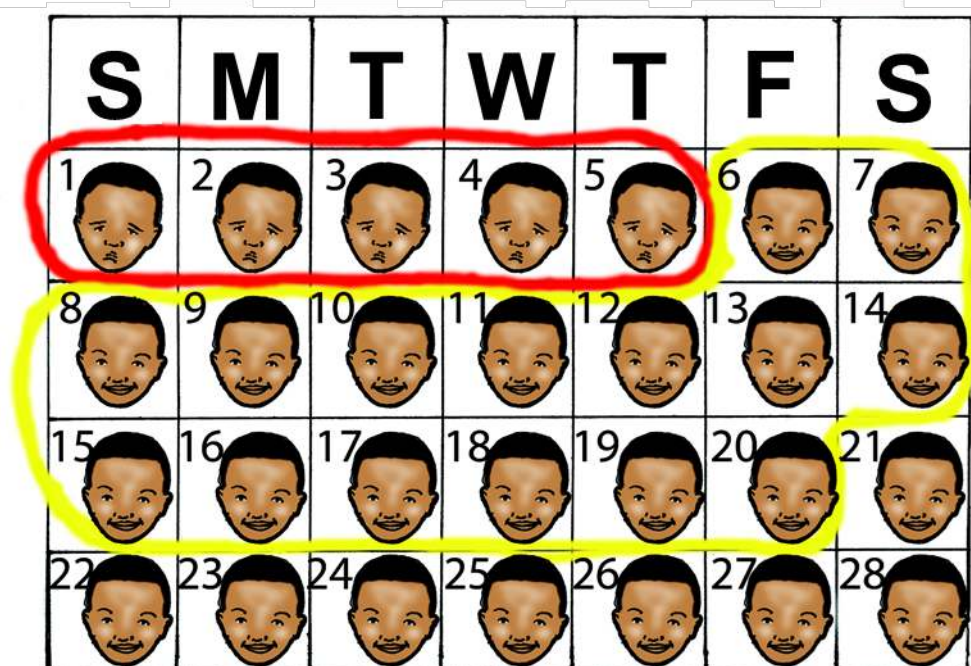
- Offer foods from each of the four food groups.
- Offer organ meats, taro and foods to prevent illness.

8. Activity: Good and Bad Practices	9. Discuss Barriers	10. Practice and Coaching	11. Request Commitments

Additional Snacks and Breastfeeding (Picture 9.4)



During illness and for two weeks after a sick child recovers from the illness...



Breastfeed the child more often than normal and offer one additional snack each day to help the child recover and gain weight lost during illness.

LESSON 10: RECIPES FOR CHILD FEEDING

Materials:

- Attendance Register
- Flipchart
- Foods for cooking (see pages that follow for list of foods)*
- Pots and pans and fire for preparing foods*
- Utensils and bowls for each mother and child to try the recipe*



1. Game: Injera Count



2. Attendance and Troubleshooting



3. Ask About Current Practices

- ? Have you been successful in preparing complementary foods that include foods from all four food groups? Tell me about it.
- ? Which food group do you find is the hardest to include in the foods each day? Why?
- ? What tips have you learned about preparing complementary foods that could help others?

Let's compare your ideas with the messages on the following pages.



4. Activity: Food Preparation

Food Demonstration Porridge for Children 6-11 Months of Age

A child 6-8 months of age can be fed with thick porridge or mashed foods, three times a day in addition to breast milk. Children 9-11 months of age can also be given lumpy and chopped foods. The following table lists food stuffs from which the complementary food can be prepared for children at 6 months of age. The following table lists food stuffs from which the complementary food can be prepared

FOOD STUFFS	AMOUNT
Barley/corn/Teff/wheat/sorghum flour	Half cup of coffee
Peas/beans/chickpeas flour	One tea spoon full
Small size carrot	One
Tomato	One
Milk	Half cup of coffee
Butter/edible oil	Two tea spoon full
Water	Three cup of coffee
Iodized salt	For a flavor
Intermediate size Banana	One

Method of preparation

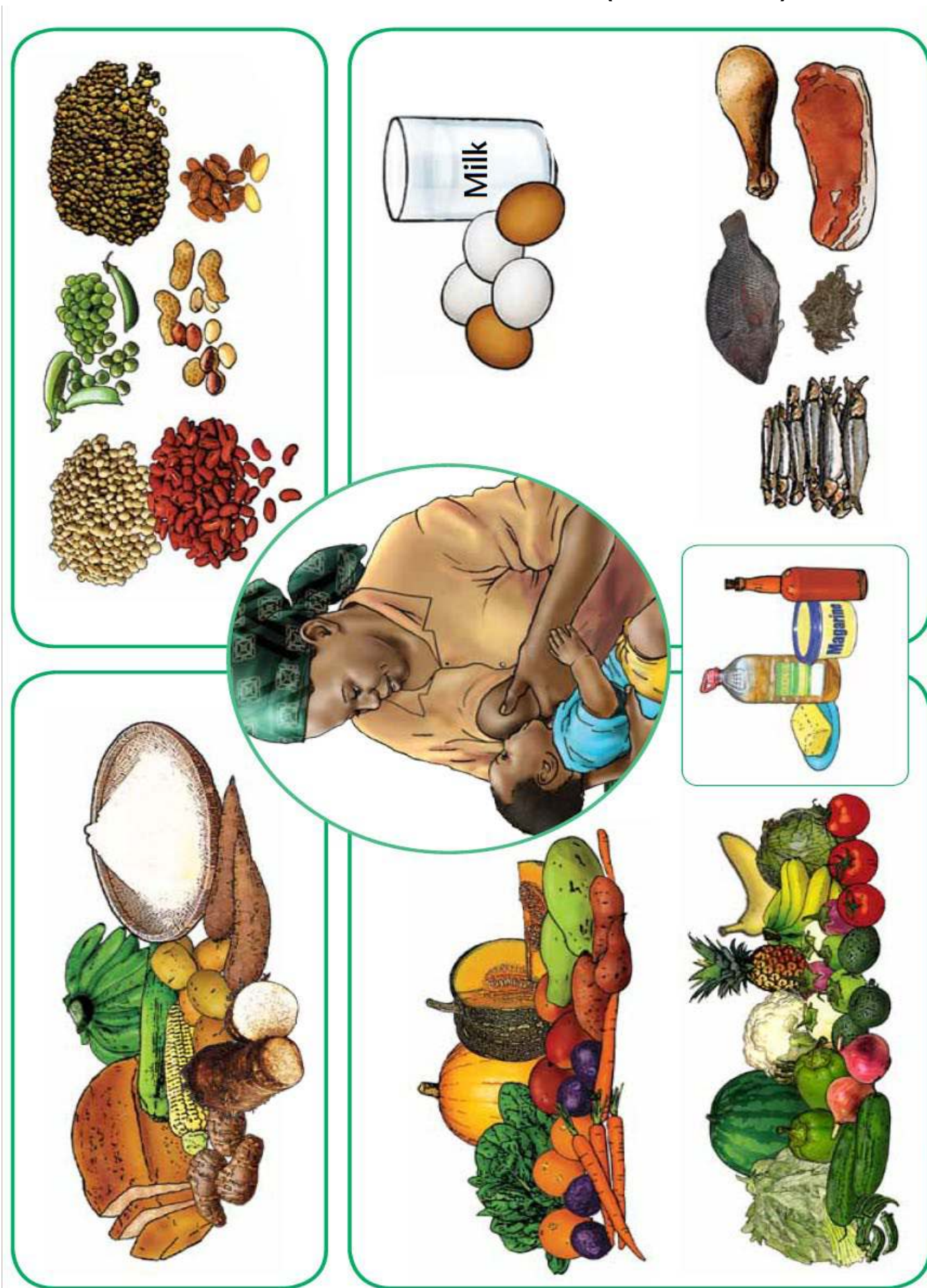
- Mix the flour of the barley or the corn with that of the peas or beans
- Add some water and milk on the mixed flour and cook it altogether
- Boil the tomato, peel it off and cut it into pieces

- Wash the carrot, peel it off, cut it into pieces, boil it and grind it
- Add the ground carrot, tomato and butter/edible oil on the porridge in the cooking pan, stir it and cook it well
- Add the iodized salt for a flavor
- Take out the pan let it cool down make it ready to be served and the child to eat and feed her/him with patience

Banana for the child's supper

- Wash the banana and peel it off
- Put the banana in clean cup and mash it using the spoon
- Spoon feed the child

Foods for Children 6-11 Months (Picture 10.1)



Preparation of Complementary Food for Children 1-2 Years

A child 12-24 months of age can be fed with family foods and finely chopped foods five times a day in addition to breast milk. The following table lists food stuffs which the complementary food can be prepared.” However, please change either the title of the thinness of the porridge so it matches the recommendations for this age group.

The following table lists food stuffs from which the complementary food can be prepared

NECESSARY FOOD STUFFS	AMOUNT
Barley/corn/Teff/wheat/ sorghum flour	Half cup of coffee
Kale	One leaf
Egg	One
Small sized tomato	One
Milk	Half cup of coffee
Butter/edible oil	Two tea spoon full
Water	Four cup of coffee
Iodized salt	For flavor
Ripened Papaya	Half or medium sized Papaya




Method of preparation

- Mix the flour of the barley or the corn with that of the peas or beans
- Add some water and milk on the mixed flour and cook it altogether
- Boil the tomato, peel it off and cut it into pieces
- Wash the carrot, peel it off, cut it into pieces, boil it and grind it
- Add the ground carrot, tomato and butter/edible oil on the porridge in the cooking pan, stir it and cook it well
- Add the iodized salt for a flavor
- Take out the pan; let it cool down; make it ready to be served and the child to eat and feed her/him with patience

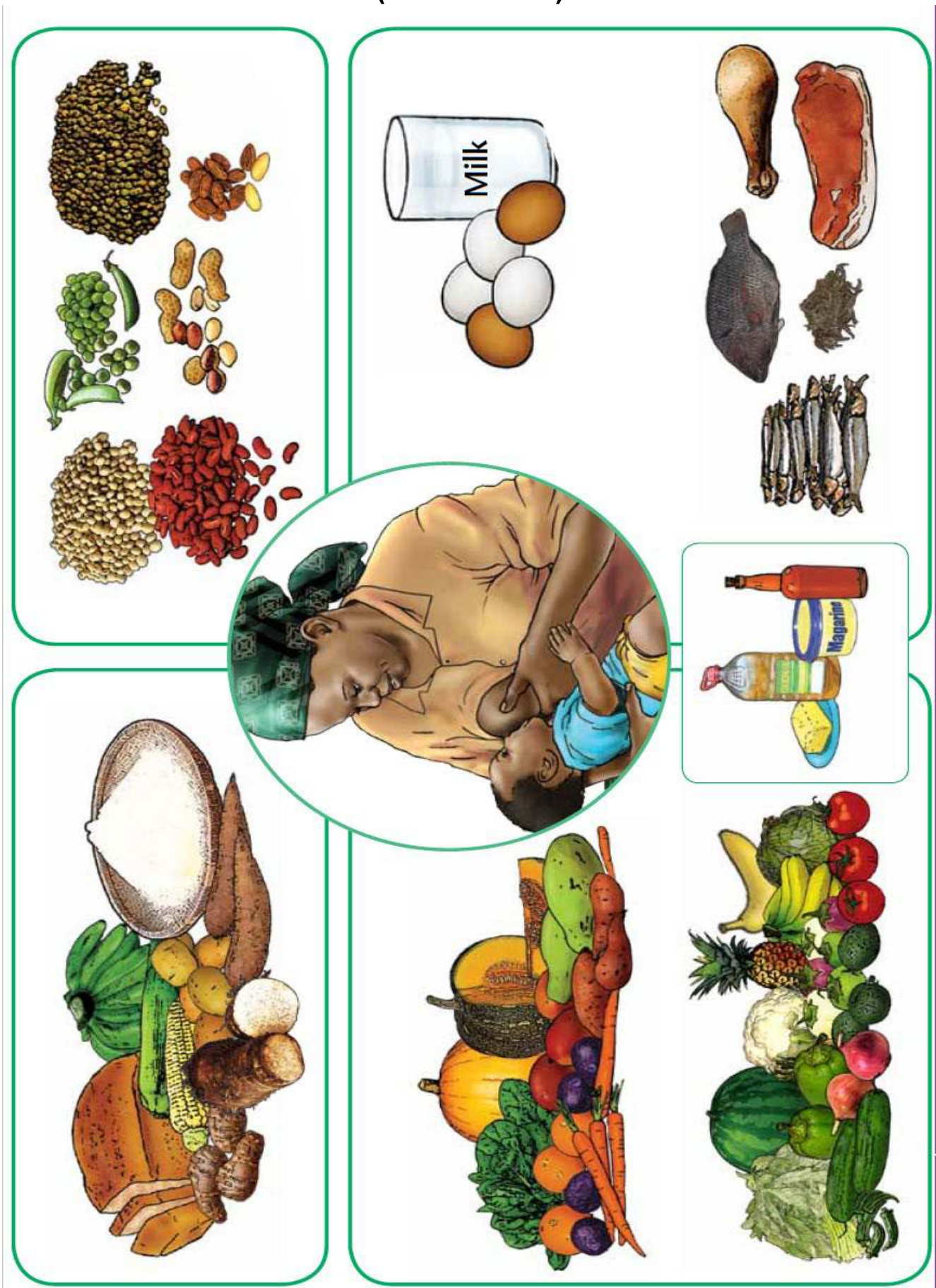
Papaya supper for the child

- Wash the papaya, cut it open, get rid of the seed, cut it into pieces and feed the child

Children's food can be prepared from food stuffs like Potatoes, "Injera", Meat and Water melon or any other locally available food resources.

		
5. Discuss Barriers	6. Practice and Coaching	7. Request Commitments

Preparation of complementary food for children 12-24 months old (Picture 10.2)



LESSON 11: BENEFITS OF HOME FOOD PRODUCTION

Materials:

- Attendance Register



1. Game: Two Birds Kitchen Gardens



2. Attendance and Troubleshooting

3. Story: Mama Muzuri's Homestead (Picture 11.1)

Each morning Mama Muzuri picks greens and vegetables to add to her family foods. Her trees give fruit for her children to eat between meals. Kitchen and garden waste is given to the animals to eat. The family breeds the animals for food and for selling in the market. All year round, they have meat and food to provide for their needs.

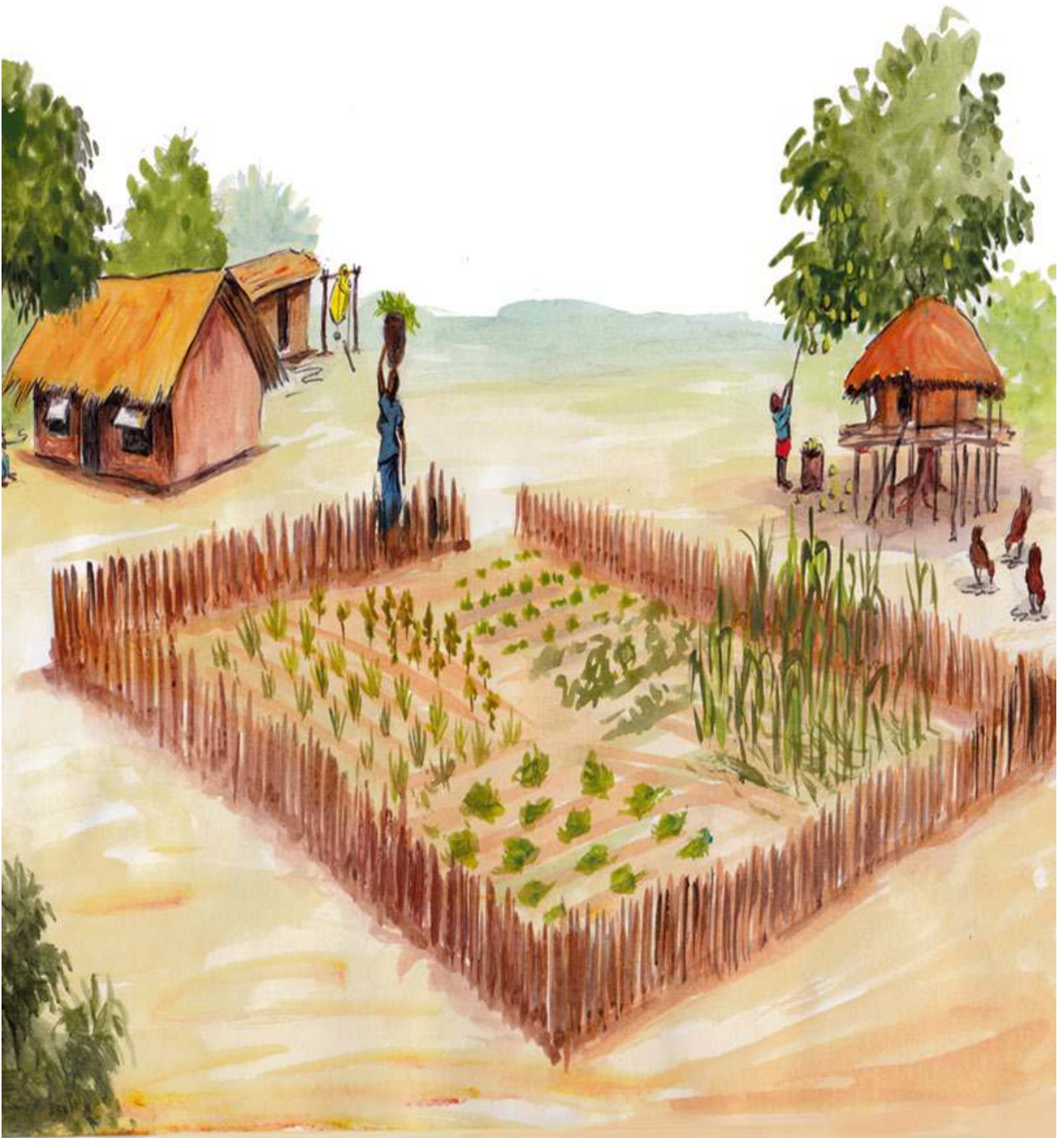


4. Ask About Current Practices

- ? What are the things in Mama Muzuri's homestead that help her feed her family?
- ? How is your homestead like Mama Muzuri's? How is it different?
- ? What could you add to your homestead to better provide for your family?

Let's compare your ideas with the messages on the following pages.

Mama Muzuri's Homestead (Picture 11.1)





5. Share the Meaning of Each Picture: Foods to Supplement Hunger (Picture 11.2)

- ? What do you think these pictures mean?
- Small animals and kitchen gardens provide food for the family all year long.
 - A small garden is easy to water and keep alive during dry season.
 - The garden is planted in stages so it provides a harvest each month.
 - Eggs and meat provide food for the family in every season.
 - Animals and animal products can be eaten when food is scarce.
 - When farmers are planting in the field, foods from the kitchen garden can be eaten at home.
 - Planting some vegetables, grains and fruit helps to supplement crops grown in the field.
 - If crops fail, vegetables, meat and eggs can be eaten.
- ? What animals do you keep now? How often do you eat the meat from these animals?
- ? What foods do you grow at home? How often do you add these foods to your family foods?

Foods to Supplement Hunger (Picture 11.2)





6. Share the Meaning of Each Picture: Foods to Prevent Malnutrition (Picture 11.3)

- ? What do you think these pictures mean?
- Families that eat fruits, vegetables and meat each week have less sickness than families who eat only grains and greens.
 - Fruits and vegetables prevent illness.
 - Foods like sweet potato, carrot, pumpkin, taro, onion greens, amaranth and pumpkin leaves are rich in vitamin A.
 - Oranges, lemons and limes are rich in Vitamin C.
 - Vitamin C helps the body absorb iron for strong blood.
 - Eggs and meat help children to build strong bones and muscles.
 - Eating meat prevents anemia in women and children.
- ? Which of these families looks like your family? Why?
- ? How can a family garden and small animals improve your family life?

Foods to Prevent Malnutrition (Picture 11.3)



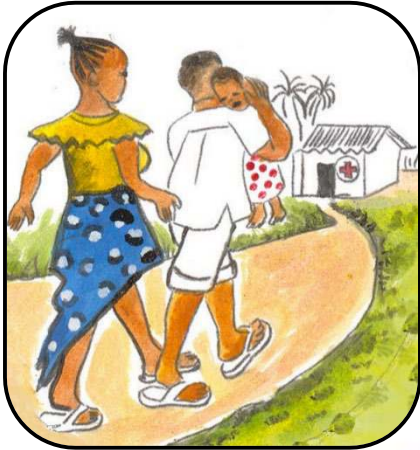


7. Share the Meaning of Each Picture: Additional Income for the Family (Picture 11.4)

- ? What do you think these pictures mean?
- Breeding small animals increases your wealth.
 - Keeping animals is like putting money in the bank.
 - When the animals give birth, you have twice as much money as you did at the start.
 - Small animals can be sold in the market when money is needed at home.
 - Sell additional animals to pay for school fees.
 - Sell additional animals to pay for medicine or health visits.
 - Sell additional animals to buy clothing and shoes.
 - Sell additional animals to add money to your savings.
- ? If you had animals to sell, what would you use the money for?

8. Activity: My Family's Needs	9. Discuss Barriers	10. Practice and Coaching	11. Request Commitments

Additional Income for the Family (Picture 11.4)



BENEFICIARY REGISTER: MODULE 2

Group #:

CGV Name:

#	Neighbor Women's Names	Date of registry in CG	Month:							Month:							Birth Partner Trained?
			Date:	Vital Events	Date:	Vital Events	# U5 MUAC Green	# U5 MUAC Yellow	# U5 MUAC Red	Date:	Vital Events	Date:	Vital Events	# U5 MUAC Green	# U5 MUAC Yellow	# U5 MUAC Red	
			Lesson #:		Lesson #:					Lesson #:		Lesson #:					
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Total Visited (add Xs)																	
Registered (add all neighbor women still in area)																	
Maternal Deaths (Add all MD/month)																	
Child Deaths (add all CDs in month)																	
Child Births (add all CBs in month)																	
Child illness (add all I)																	
Referral (add all R)																	
Children U5 MUAC scores (add total for each color)			# Green:		# Yellow:		# Red:		# Green:		# Yellow:		# Red:				

X=HH Visited, *=Attended group meeting

Vital Events: B=Birth, CD=Child Death, MD=Maternal Death, I=Child (under 5) Illness; R=Referred to CHW or Health Facility

Beneficiary Register

Group #:

CGV Name:

#	Neighbor Women's Names	Date of registry in CG	Month:							Month:							Birth Partner Trained?
			Date:	Vital Events	Date:	Vital Events	# U5 MUAC Green	# U5 MUAC Yellow	# U5 MUAC Red	Date:	Vital Events	Date:	Vital Events	# U5 MUAC Green	# U5 MUAC Yellow	# U5 MUAC Red	
			Lesson #:		Lesson #:					Lesson #:		Lesson #:					
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Total Visited (add Xs)																	
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Group #:

CGV Name:

#	Neighbor Women's Names	Date of registry in CG	Month:							Month:							Birth Partner Trained?
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			Lesson #:		Lesson #:					Lesson #:		Lesson #:					
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X=HH Visited, *=Attended group meeting

Vital Events: B=Birth, CD=Child Death, MD=Maternal Death, I=Child (under 5) Illness; R=Referred to CHW or Health Facility