

UNIT 3: MOVING FORWARD THROUGH COMMUNITY ACTION

Unit Overview:

In this Unit students will:

- Examine the characteristics of “communities”;
- Consider how community services can be designed to address the health needs of families with children under five;
- Become familiar with the concept of community partnerships and recognize the importance of community participation in solving problems and sustaining health;
- Investigate what can be achieved by community partnerships — especially in countries with extremely limited resources.

Lesson 1: In Lesson 1 students first consider what a community is, and then propose a spectrum of health services for families and young children in an ideal community. Finally, they create a map of their ideal community, showing the location of the services.

Lesson 2: In this lesson students investigate successful community health programs in Afghanistan, Niger, and Egypt and become aware of the ways these three very different countries have improved the health of mothers, infants, and young children.

National Standards Unit 3

ENGLISH LANGUAGE ARTS — Grades K-12

Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

MATHEMATICS

Mathematics Standards — Grades 9-12

Standard 9: Connections

In Grades 9-12 all students should recognize and apply mathematics in contexts outside of mathematics.

HISTORY/SOCIAL STUDIES/GEOGRAPHY

World History Standards — Grades 5-12

Era 9: The 20th Century Since 1945 — Promises and Paradoxes:

Students understand the search for community, stability, and peace in an interdependent world.

Social Studies Standards — Grades K-12

Strand III: People, Places, and Environments

Strand IX: Global Connections

Strand X: Civic Practices and Ideals

Geography Standards — Grades K–12

The Geographically Informed person knows and understands

The World in Spatial Terms

Standard 1: how to use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective

Places and Regions

Standard 4: the physical and human characteristics of places

Human Systems

Standard 8: the characteristics, distribution, and complexity of Earth’s cultural mosaic

Standard 11: the patterns and networks of economic interdependence on the Earth’s surface

Standard 13: how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface

Environment and Society

Standard 14: how human actions modify the physical environment

Standard 16: the changes that occur in the meaning, use, distribution, and importance of resources

SCIENCE

Science Content Standards — Grades 9–12

Content Standard F: Science in Personal and Social Perspectives

Students should develop an understanding of

Personal and community health

Science and technology in local, national, and global challenges

HEALTH

Health Education Standards — Grades 9–12

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

UNIT 3:

Lesson 1: Communities Meet the Health Needs of Children and Families

Suggested Class Time: 45 Minutes

Objectives:

- Define community;
- Design health services for families and young children in an ideal community.

Session Plan:

- Opening Activity: 10 minutes
- Group Activity: 35 minutes

Vocabulary:

Community

Materials Needed:

- Copies of Handout 7 for the entire class
- Newsprint and colored markers

Opening Activity: What Is a Community?

Directions

1. Have the following written on the board when students enter the classroom: Which of the following fits the definition of a community?
 - a. this class?
 - b. chess club or athletic team?
 - c. our school?
 - d. your neighborhood?
 - e. athletic team?
 - f. social networking website?
 - g. a political organization?

2. From the preceding discussion, derive the following definitions of “community”:
 - a group of people with a common interest, background, or purpose. (*a, b, e, f, g*)
 - a group of people living in the same locality and under the same government. (*c, d* and *f*— if a social networking web site is considered a “locality” and “government” extends to rules of conduct on the site.)
3. Point out that individuals may belong to several communities at the same time; some are temporary (*people evacuated to a shelter during a natural disaster*) and some are lifelong (*a faith-based organization*).
4. Expand the definitions to include this one from UNICEF’s *The State of the World’s Children 2008* (<http://www.unicef.org/sowc08/youth/informed.php#answer8>): “A ‘community’ often refers to a group of people who share the same geographical area, language and heritage. As far as health is concerned, members of a community may also experience the same deprivations in their rights to quality health care, nutrition, safe water and sanitation.”
5. Briefly discuss what responsibilities members of a community have for the children in that community.

Group Activity: Mapping an Ideal Community for Families and Children Under Five

Directions

1. Divide the class into small groups and distribute Handout 7, poster paper, and markers to each group.
2. Ask each group to create a rough map of either an urban community or a rural community. Following the directions on Handout 8, students will block out areas on their maps for the following (as applicable): residential housing, business district, schools, parks, and farms (for the rural areas).
3. Then have students brainstorm a list of community health services that would make this community ideal for young children and families. Students can then locate and label these services on their maps. Finally, they should draw public transportation routes that connect families with health services.
4. As students create their maps, suggest any services they may have overlooked — hospitals, clinics, locations for parenting classes, day care, pre-schools, etc.
5. Display the groups’ maps and have students circulate and comment on how their community design is ideal for families and children under five.

HANDOUT 7

Mapping an Ideal Community

Directions: Follow your teacher's directions for designing an ideal community for families and young children. Choose an urban community or a rural community.

1. Start with an outline of the community (a circle, square, or other shape).
2. Now identify areas for the following:
 - housing
 - faithbased organizations and congregations
 - businesses
 - government offices — community center, post office, police station, early childhood education center, library
 - schools
 - parks
 - farms (for rural areas).
3. Brainstorm and create a list of community health services for families and young children under the age of five.
4. Locate these health services on your maps. As you make decisions, consider the following questions: Do the health services belong in the business district? Should they be located near schools? In residential areas? Should there be one large health center or several smaller ones?
5. Finally, add public transportation routes that would help connect families with these services.

UNIT 3:

Lesson 2: Community Health Programs in Action for Child Survival

Suggested Class Time: 60 minutes

Objectives:

- Recognize the role families play in providing health care for young children;
- Become aware of how community health workers can improve child survival;
- Investigate community programs in Egypt, Afghanistan, and Niger.

Session Plan:

- Opening Activity: 10 minutes
- Group Activity: 50 minutes

Materials Needed:

- Copies of the *Youth Report*, Chapter 3 and Glossary
- World map or globe
- Equipment for showing videos: computer with Internet connection or TV and DVD player
- Internet Access
UNICEF Videos:
Egypt, http://www.unicef.org/sowc08/profiles/5_egypt.php
Niger, http://www.unicef.org/sowc08/profiles/3_niger.php
Afghanistan, http://www.unicef.org/sowc08/profiles/6_afghanistan.php
- Copies of Handouts 8 and 9 for the whole class.

Opening Activity: Health Care Starts at Home

Directions

1. Have the following written on the board when students enter the classroom: "Cures for the Common Cold." Elicit from students some of their home remedies for treating colds. Suggestions might include, *bed rest, lots of liquids, chicken soup, gargling with salt water, vitamin C, honey and lemon in hot liquid, a doctor visit*. Ask: How did you learn about these remedies? (Students will probably say *from family members*.)
2. Point out that in most families, parents and other primary caregivers usually make the initial diagnosis of illness, assess its severity, identify different treatment and care options, and decide whether or not to seek formal health care. In many parts of the world, community health workers save lives by assisting and educating families in health care for children.

Explain that students are going to examine the work of community health workers in three countries — Egypt, Niger, and Afghanistan.

3. Define community health workers using this information from UNICEF's *The State of the World's Children 2008*:

Community health workers are a bridge between the health-care system (hospitals and clinics) and the communities to which they belong. They have been trained in basic health care and provide their communities with information about health issues that affect them, offer preventive measures and supply simple treatments.

Community health workers advise members of their community on when they need to see a medical doctor in the health center, and they help during immunization and other public health campaigns. They are found in many countries of the world and are known by different names, including health promoters, health volunteers or village health workers. Their work is especially important in more remote and poorly connected parts of a country.

Source: UNICEF, *The State of the World's Children 2008*: <http://www.unicef.org/sowc08/youth/informed.php>

Group Activity: Investigating Community Health Initiatives in Egypt, Niger, and Afghanistan

Directions

- 1.** Divide the class into three groups: one for each country covered in Chapter 3 of the *Youth Report* — Egypt, Niger, and Afghanistan. Have students locate these countries on a world map or globe.
- 2.** Distribute Handouts 8 and 9 and review the directions. Have groups investigate answers to the questions on Handout 9 using the *Youth Report*, pages 24–26 and the videos and text at these websites:
Egypt, http://www.unicef.org/sowc08/profiles/5_egypt.php
Niger, http://www.unicef.org/sowc08/profiles/3_niger.php
Afghanistan, http://www.unicef.org/sowc08/profiles/6_afghanistan.php
- 3.** Have each group make a brief presentation about their community health projects. In preparing the presentation, groups should look at the criteria listed on Handout 9 as well as answers to the questions on Handout 8. Presentations should include information in the videos, the *Youth Report*, and web resources. Groups can present information through oral reports or PowerPoint presentations.
- 4.** Distribute additional copies of Handout 9. Ask students to take notes on each presentation. Use these reflections to stimulate a class discussion following the three group presentations.

Call to Action: Volunteer to help young children in your community.

Your time and friendship could be important in the life of a young child.

- Look for opportunities to volunteer with organizations for young children in your community.
- Check programs such as Head Start or other child-care centers; Reading is Fundamental, and other literacy programs; Big Brothers/Big Sisters; or day-care programs run by local organizations, or faith-based organizations in your community.
- Contact these organizations with your parents' and teachers' consent to find out how to volunteer.
- Then do it!

For more information about local volunteer opportunities, visit your community library or search online at: **<http://servenet.org> and www.unicefusa.org/volunteer.**

Investigating Community Health Services in Egypt, Niger, and Afghanistan

Directions: Follow your teacher's directions for using the definition below and answering the questions. Before answering the questions, fill in the name of the country assigned to your group: Egypt, Niger, or Afghanistan.

What is a community health worker?

Community health workers are a bridge between the health-care system (hospitals and clinics) and the communities to which they belong. They have been trained in basic health care and provide their communities with information about health issues that affect them, offer preventive measures and supply simple treatments.

Community health workers advise members of their community on when they need to see a medical doctor in the health center, and they help during immunization and other public health campaigns. They are found in many countries of the world and are known by different names, including health promoters, health volunteers or village health workers. Their work is especially important in more remote and poorly connected parts of a country.

Source: UNICEF, *The State of the World's Children 2008*: <http://www.unicef.org/sowc08/youth/informed.php>

Country:

1. Why are community health workers important in the country you are investigating?
2. What did you find most inspiring about their work, as described on the UNICEF website?
3. What are some specific ways community health workers are reaching out to young children and parents in the country you were assigned?
4. Could this program reach more young children and families in other communities? What might be some of the challenges?

HANDOUT 9

How Community Health Initiatives Measure Up

Directions: For group reports about community health services in Egypt, Niger, and Afghanistan, determine if the services described meet the criteria for successful community-based initiatives. Fill in the chart below with either “Yes”, “No”, or “?” in the country columns. “Yes” indicates the criterion is met; “No” means it is not met; and “?” means you need more information before answering.

Criteria for Successful Community Health Initiatives	Egypt	Niger	Afghanistan
Strong community organization and participation			
Families involved at every step			
Cooperation and coordination between local health care providers and the national health system			
Support for community health workers			
Effective ways to refer patients to hospitals and clinics			
Clearly defined government policies, with steady financial support			
Careful monitoring, supervision, and evaluation			