

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.