

# UNIT 3: COMMUNITY PARTICIPATION AND CHILD SURVIVAL

## Unit Overview:

### Using the lessons in this unit students will:

- Develop a definition of “community”;
- Describe a community in which the health needs of children and families are met;
- Brainstorm ways in which they can contribute to decisions about health services in their community;
- Review UNICEF programs for child survival and development;
- Understand what UNICEF has learned from past community-based programs.

**Lesson 1:** Students will create a definition of “community.” Activities will help students to think about services communities can ideally provide to support the development of young children and their families. Finally, students will explore what UNICEF is doing to make communities stronger and more supportive of children’s needs.

**Lesson 2:** Students will read and discuss how three community programs in Afghanistan, Niger, and Egypt are working to improve the health and nutrition of young children during the first five years. Through an analysis of these case studies, students will draw conclusions about the important role of communities in maintaining the health of young children and families.

 **Tip:** While this unit was designed to be taught over two to three consecutive days, feel free to customize it to fit your specific curriculum schedule.

# 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 4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**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.

## 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 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.

## UNIT 3:

# Lesson 1: Building Strong Communities, Families, and Children — What Can We Do?

Suggested Class Time: 45 minutes

## Objectives:

- Discuss how communities are defined;
- Envision a community that meets children’s and families’ needs for health and survival;
- Create a community map indicating what services for families and children should be made available and where they should be located;
- Explore three community-based child development programs supported by UNICEF.

## Session Plan:

- What Is a Community? 10 minutes
- Building Strong Communities for Children: 35 minutes

## Materials Needed:

- Chalkboard/Newsprint/Whiteboard
- Markers

## What Is a Community?

### Directions

1. Begin the discussion by asking students if they consider this class a community. To help them decide, offer these definitions of community (1) “People who live in a particular area and share a similar language and/or religion”; (2) “People engaged in a similar work or dedicated to a particular cause.”

Ask: Why are strangers communicating over the Internet sometimes called an “online community”?

2. Brainstorm other definitions of “community.” Ask: How do people living in cities or rural areas define “community” differently?

## Building Strong Communities for Children

### Directions

1. Divide the class into small groups and distribute poster paper and markers to each group.
2. Ask students to brainstorm a list of services for an urban community that would benefit children (birth to five years old) and their families.
3. Now ask the groups to create a map of an ideal community, urban or rural. On their maps, groups should show the location of community services for families and young children (based on their brainstormed list), and locate services near public transportation, shopping and residential areas, and schools.
4. Circulate and suggest any services students may have overlooked — health care, welfare, legal services, adult education, parenting classes, child care, or pre-schools.
5. Have groups report the results of their brainstorming to the class and display their maps.

Students' suggestions for community services may include: public transportation; at least one hospital; schools; after-school programs; day care centers; services for children with disabilities; community centers; libraries; local health clinics; classes for parents of young children; free recreational opportunities — parks where children can explore safely; swimming pools, playgrounds.

 **Tip: Consider allowing more time for this activity so that groups can create a more detailed map of an ideal community.**

## UNIT 3:

# Lesson 2: A Closer Look — UNICEF's Community Programs

Suggested Class Time: 45 Minutes

## Objectives:

- Learn about ways UNICEF is helping to build strong communities in Egypt, Niger, and Afghanistan;
- Review the lessons learned about creating strong communities for children.

## Session Plan:

- Case Studies — Let's Take a Look: 25 Minutes
- What Have We Learned? 20 Minutes

## Materials Needed:

*Child Survival: A Global Challenge*

- Chapter 3, pages 24-26
- Lessons Learned, page 27

## Vocabulary

antibiotics, community health workers, community partnership, dehydration, health system, immunization, insecticide-treated bed nets (ITNs), micronutrients, Millennium Development Goals, oral rehydration salts (ORS)

 **Tip:** Definitions for these Vocabulary items are in the Glossary on page 38 of the *Youth Report*.

## Case Studies: Let's Take a Look

### Directions

1. Assign students to small groups.
2. Ask students in each group to select and discuss one of the Case Studies in Chapter 3 of the *Youth Report*, pages 24–26. Make sure each of the countries is chosen by at least one group.
3. After they locate the country they chose (Egypt, Niger, or Afghanistan) on a world map or globe, students should consider these questions:

- In what ways do local community members contribute to the success of the health program in the country you chose?
  - What did you find most interesting about the community health program you read about?
4. Ask each group to make a brief presentation to the class explaining how its case study shows successful community participation.

 **Tip: Arrange for students to view brief videos featuring the community action programs highlighted in this unit:**

**Egypt:** [www.unicef.org/sowc08/profiles/5\\_egypt.php](http://www.unicef.org/sowc08/profiles/5_egypt.php); **Niger:** [www.unicef.org/sowc08/profiles/3\\_niger.php](http://www.unicef.org/sowc08/profiles/3_niger.php); **Afghanistan:** [www.unicef.org/sowc08/profiles/6\\_afghanistan.php](http://www.unicef.org/sowc08/profiles/6_afghanistan.php).

## What Have We Learned?

### Directions

1. Ask students to read the bulleted list of lessons learned (*Youth Report*, page 27. The list is also provided below.)
2. Facilitate a discussion about why, in the students' opinion, these lessons learned are important?
3. Then ask the groups to respond to one or more of the Reflection Questions on page 27 of the *Youth Report* and discuss their responses with the whole class.

**Lessons Learned:** (from *Youth Report*, page 27)

- 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.

## Extension Activity: Advocacy

**Making a Difference:** Students can advocate for more services for children in their community by taking the following actions: writing letters advocating more services for children to local representatives, the mayor, and the editors of local newspapers; posting comments on online newspaper blogs; making posters or murals; creating and performing a skit; making a video to show on a community cable channel or to upload to **www.TeacherTube.com**.

For guidelines on taking steps to make a difference, students can visit UNICEF's Voices of Youth website: [http://www.unicef.org/voy/takeaction/takeaction\\_97.html](http://www.unicef.org/voy/takeaction/takeaction_97.html).