



OUR NEIGHBOURHOOD

THE IDEA

The health and safety of everyone in the community can get better when:

- people in the community understand better what the community health and safety problems are, and how they are caused.
- people communicate with one another, and discuss what they can do to make their lives better.
- people take action to improve community health and safety.

Children are important members of the community, and there are many things they can do to make their neighbourhood a healthier and safer place. They can:

- find out what helps or prevents children from growing up safe and healthy.
- find out about health care resources and services in the community.
- think of ways of helping families in the community to improve the health and safety of their children.
- take direct action to improve community health and welfare.
- pass on ideas about good health and safety to their own families, and to younger children.

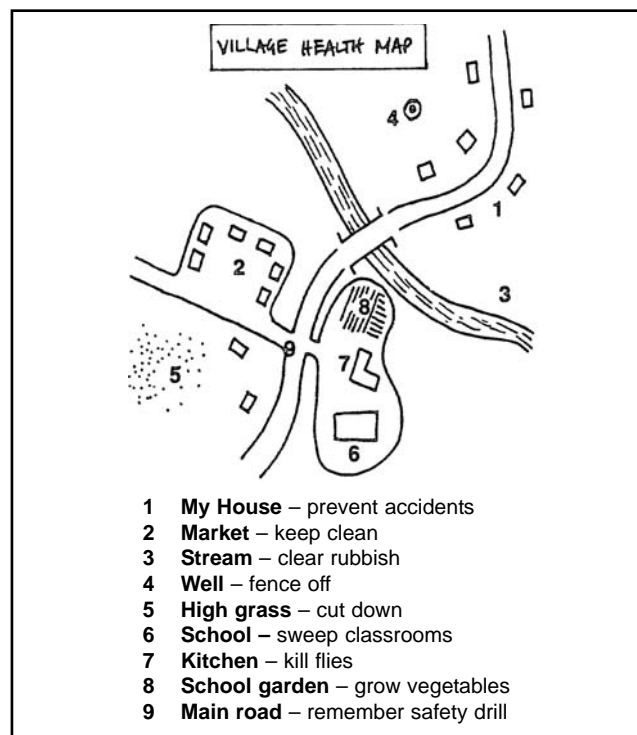
Children can join together in groups such as 'Health Scouts' to make the community healthier.

Activities

Mapping the community

In order to show ways to help make the

community a healthier and safer place, the children can make a 'health needs' map of their neighbourhood, using copies of maps or making their own. They can identify places where accidents might happen, or which might be a source of disease.



Where and how these activities have been used

This sheet emphasises how important it is for Child-to-Child activities to be based on important skills needed for finding out about people and places, such as making and reading maps; learning about people and how they live together; understanding about customs within society; learning how to talk with people and find out information from them; learning how to record this information.

In Zambia and Uganda schools decide to be Child-to-Child schools and the cleanliness established in them makes a good starting point for improving the hygiene and health practices of the whole community.

This sheet is very important in establishing links between health education and the community where knowledge should be applied. It also helps the child to become aware of the structure, problems and resources of the community and especially what can be done. At the same time the child is gaining surveying and mathematical skills and learning to relate these to real-life situations.

Children can mark on the map things like:

- Places where animals and insects that spread diseases live.
- Places where accidents can easily happen to young children.
- Places where water is collected, and where food is bought and sold, which need to be kept clean and clear of animals.
- Places where rubbish is dumped.
- Places where latrines have been built.

They can also show on the map where there is a clinic and/or a health worker.



Identify health and safety needs

Find out more about the health of babies and young children in the community.

- How many of the children, how many of their brothers and sisters, have been fully immunised? Talk about immunisation. What does it mean? Why is it needed? Who does it? Where? Make an immunisation record chart for children in the group (see Activity Sheet 6.4 **Immunisation**).
- How many children, or others in their families, have been sick with measles,

diarrhoea, or pneumonia during the past year? (see Activity Sheets 6.4 **Immunisation**, 6.1 **Caring for Children with Diarrhoea** and 6.7 **Coughs, Colds, Pneumonia (A.R.I.)**).

- What are the other most common illnesses among children in the neighbourhood?
- What are the most common accidents among children? Where do they happen – at home? at school? on the road? (see Activity Sheet 4.1 **Preventing accidents**, and Sheet 4.2 **Road safety**).

Identify health services and other resources

On their map, the children will have marked the health clinic, if there is one. They can visit the nearest clinic or hospital and find out, for example:

- the times it is open.
- if there are special times for children under five years of age.
- if there are special times for immunisation.

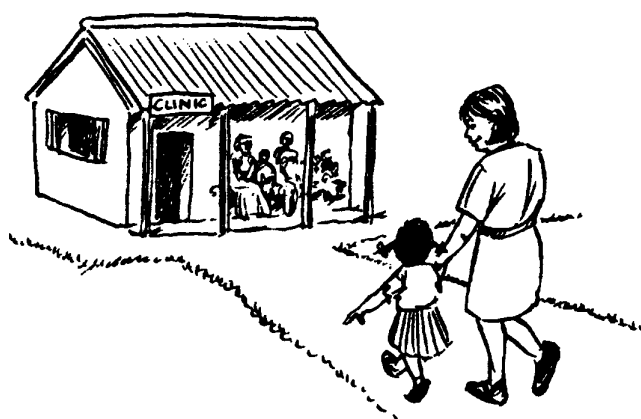
Look at one of the health record cards, and ask the health worker to talk about the most difficult health problems in the community.

Ask them to explain more about immunisation. Find out what accidents happen most often in the neighbourhood.

In any community there are often other people with different kinds of health knowledge. For example, some people know how to make herb teas, some women help at childbirth, someone may have been trained in first aid for accidents, several people may be trained health workers, some may be clinic or hospital sisters, medical assistants and so forth.

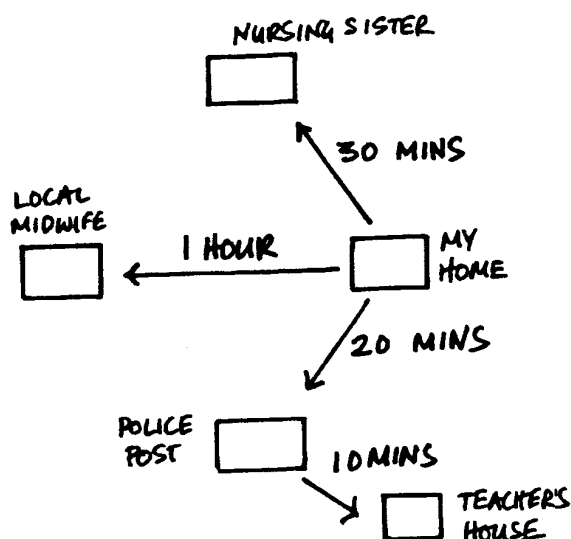
WHO HAS BEEN IMMUNISED						
NAMES	BCG	DPT			POLIO	MEASLES
		1	2	3	1 2 3 4	
1. ANDERSON	✓	✓	✓	✓	✓	✓
2. KAMALA	✓	✓			✓	
3. ZOOM	✓					✓
4. JAMES	✓					✓
5. PADMA	✓	✓			✓	

BCG - PROTECTS AGAINST TUBERCULOSIS
DPT - 3 DOSES - PROTECTS AGAINST DIPHTHERIA WHOOPING COUGH & TETANUS
POLIO - 4 DOSES - PROTECTS AGAINST BLD
MEASLES - PROTECTS AGAINST MEASLES



Children can:

- Find out and make a list of all the people in the neighbourhood who may have special health knowledge; where they can be found; what their special health knowledge is; and who to go to with a particular health problem.
- Find out about local medicines. What plants are used? Who knows how to make up the medicine? When is it used? Grandparents and older people in the community may know about traditional medicines.
- Discuss what to do in case of an accident or bad illness, especially at night. Who is the best person to go to? Is there an ambulance service? Where is the nearest police post? What is the best thing to do in case of an emergency? Make a 'health service' map of the community. The map can be very simple, but making it can link in very well with maths and geography lessons. Mark where to go for help, and when and where special clinics are held.



What can children do?

Children can take action themselves to help their families to improve their general health and safety. Many ideas for ways in which children can help have been suggested in other Activity Sheets (Activity Sheets 6.4 **Immunisation**, 3.3 **Children's Faeces and Hygiene**, 3.4 **Clean, Safe Water** and 4.1 **Preventing Accidents**, for example).

At school

Children can tell other children about health problems and resources. They can try to make their school a healthier and safer place by passing the message about things like:

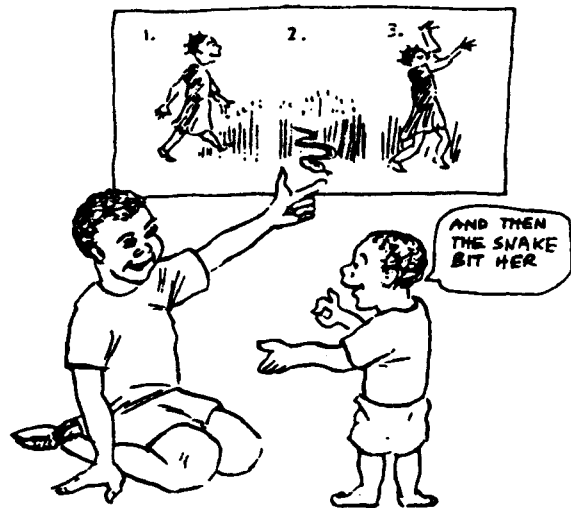
- using latrines and practising good hygiene.
- playing safely and preventing accidents.
- keeping the school and playground free of places where mosquitoes can breed.

Children can pass the health and safety messages to other children in the school in many different ways:

- Write books or reading cards for younger children.
- Draw posters and help younger ones to talk about them.
- Make up health games to play with smaller children.
- Make plays and puppet shows, songs and dances.
- Organise the children into teams to compete in cleaning-up activities.
- Organise school health committees to monitor the health and hygiene in a school.

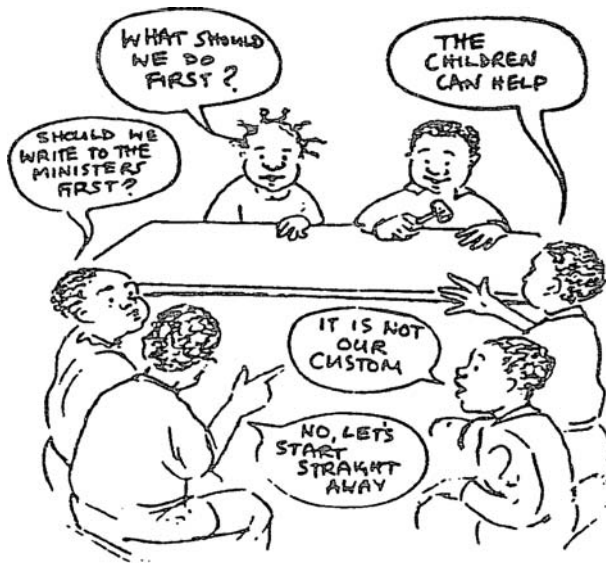
In the community

Talking about community health problems
Children can hold a council meeting to discuss community health and safety problems. They can play the parts of different people in the community, including policemen and women, older people, community workers, students and youth group members, as well as teachers and head teachers, parent/teacher associations, health workers,



council members, local government officials, farmers and agricultural officers.

They can discuss and make a list of community health and safety problems. Then they can make suggestions for ways of solving these problems. At the same meeting they can discuss who they should pass their ideas on to.



Passing the message

Children can pass the message to families and neighbours:

- Hold an open day at the school, with posters on the wall about immunisation, maps of health needs and resources, and plays about road safety and accident prevention, for example.
- Put up posters or act out plays or puppet shows in the community, e.g. around the market or community centre.

- A group of children can 'adopt' a newborn baby in the neighbourhood, and make a vaccination card to remind the mother when the baby is to be immunised. Check to see that it is done.

Another way to pass messages is for the children to visit families to spread health information, e.g. the correct time and place for the immunisation clinic. Each child can be responsible for several families.

Taking action

Children can talk with their teachers about what action they can take together to improve health and safety in the community.

Direct action might include:

- helping to clean up the source of community drinking water (Activity Sheet 3.4).
- working to make sure that each family in the neighbourhood has a latrine (Sheet 3.3).
- setting up a plan to help a child with a disability (Sheet 5.1).
- setting aside time for a road safety campaign at school, and around the neighbourhood (Sheet 4.2).
- helping all children in the school to make sure that their families have all been properly immunised (Sheet 6.3), starting with any children in the group, or in their families, who have not been immunised.
- learning some simple first aid to be used in case of an accident (Sheet 4.3).

Health Scouts

In some areas, children can form special groups of **Health Scouts**. Health Scouts can have special uniforms, songs or flags. Health workers can work with Health Scouts and devise special tests and badges to show that the children have acquired special skills. Health Scouts can work closely with health workers finding out information and spreading ideas. In some countries, special groups of 'Accident' or 'Safety Scouts' may be set up.

Each older child can be a health leader for a few households and, with the family's consent, tell the health worker where help is

ACTIVITY SHEET 3.5

CHILD-TO-CHILD TRUST

needed, or pass on information from the health worker to the household. As this raises questions of confidentiality and appropriateness it is important children should be taught how to do this. In Malvani, Mumbai, it only worked when teachers accompanied the children on home visits.

Remember: Children as a group can help the community even if there are no Health Scouts.

Follow-up

Look at the neighbourhood and the health needs map a few months later to see if there have been any changes for the better or for the worse. Have the children themselves been responsible for any of the changes, for any of the improvements? Who else has been working to make things better?

Have the children used any of the skills they have learned in any of their other lessons: using maps in geography, for example, or their knowledge of water-borne diseases in science lessons?

Make another immunisation survey of the children and their families. Have they all been correctly immunised? Is anything being done to help those who have not yet been immunised?

Review what to do and where to go for help in case of an emergency, especially at night.

If Health Scouts have been organised, ask the group to keep a record of what has been done. Examine the record regularly.

USING THIS SHEET

Teachers can introduce these activities during health, science or other suitable lessons, or during after-school activities like Young Farmers' Clubs.

Head teachers can support the teachers by setting aside time for surveys and direct action campaigns, so that children and the community understand how important these activities are.

Youth leaders and community workers can use these activities as part of a larger programme of working in the community, assisted by community health workers who can provide the necessary professional advice and support.

Children have an important role in passing the message and taking direct action, through friends and families, and through organised groups like Scouts, Guides and youth brigades. By mounting health and safety campaigns – like 'Find the Mosquito Larvae', 'Fly Catching', 'A Clean School and Playground' and 'Roads Aren't Playgrounds' – they can do a great deal to improve the health and safety of everyone in the school and community.