# **ALIVE AND WELL**

Every child has the right to be "alive at five" – to have their basic needs met, including the right to food, water and healthcare. The learning activities on this poster are designed to engage young people with the issues of hunger and malnutrition, and how they affect children's health and well-being. The poster can be used in Health and Social Studies to explore curriculum concepts such as: food and nutrition, hunger and malnutrition, health, water and sanitation, healthy communities and environments. Schools or groups doing the 40 Hour Famine, or other social action, can use this poster to raise awareness and encourage meaningful participation.

Find a digital version of this poster and related resources at: www.worldvision.org.nz/learn/alive-and-well

Order World Vision global education resources at: **www.worldvision.org.nz/educationshop** 

World Vision

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## Learning activities

The poster photos plus an enlarged version of these pages are available at: www.worldvision.org.nz/learn/alive-and-well

If you only have one poster, photocopy the back pages first. Cut out the photos and the captions from the poster front. Photocopy or print page 3 for your reference. Print enlarged versions of the photo cards (pp.9-14), topic cards (pp.5-8), global facts (p.4) and photo captions (p.3). Cut these out.

- A. Be their eyes: Don't show any of the photos beforehand. Choose one or two photos for articulate students to describe to the rest of the class. Students draw what they think the picture is about. You may need to prompt with questions such as: What do you see happening in the photo? What or who is the subject of the photo? Describe the objects, people and animals shown in the photo. Describe the environment shown in the photo.
- **B.** Themes and titles: Use one set of poster photos per group or for the whole class. Look at all 13 photos and brainstorm a theme or title to describe them. Sort the photos into groups that belong together and choose a title for each group. Try using different sorting criteria and discuss. Possible criteria: food (1, 2, 3, 4); water (5, 6); hygiene (7, 8); health/sickness (9, 10, 11, 12, 13). Note: Students can put aside any photos that don't fit their criteria.
- **C. Inquiry focus**: Use the photos to develop an inquiry focus. List students' questions about the images and what is happening. Keep adding questions as you use the photos and learn more through the captions and information pages.
- **D. Question time**: Students choose a photo and write down any questions they have about the place, the people who live there or what is happening. Use the photo captions and poster information to find answers. Write down any new questions. Discuss other places they could look for answers and allow time for students to do this.
- **E. Be the photographer**: Students choose one photo and imagine they are the photographer. Describe what they were trying to communicate through this photo. Share their description with others.
- F. One more photo: Students imagine they are the photographer and they have been asked to take one more photo for the 'Alive and Well' poster. Plan what scene they would photograph and then draw it. Students could act out the scene and take a photo of it.
- **G. Global facts**: Discuss what each global fact means by asking: Who? Where? When? How many? What? Why? Students choose a global fact to illustrate with an appropriate graphic or graph. Do these help to communicate the information? How else could they communicate the same fact effectively? (Fact 7: Reassure students that healthy children don't die from diarrhoea or diarrhoea illnesses. Left untreated, malnourished children are much more at risk.)
- H. Facts match: Use the global facts, topic cards and/or photo cards prepared from the instructions in italics above. Remove the numbers and give each student a global fact, topic card or photo card. Students find and match the photos with the right information.
- I. **Reflection**: Students choose one photo, quote, story or fact that they found most interesting or surprising. Write their reflections in a thought bubble then share these in pairs/groups or in a display.
- J. Action: Investigate different opportunities for related social action or fundraising such as: the 40 Hour Famine www.famine.org.nz (hunger); or Smiles gifts www.worldvision.org.nz/smiles (health items such as mosquito nets, toilets, clean water; wells, immunisation, market gardens, stocking a medical clinic, etc.).

## **Station activities**

These activities could be set up as stations or choose some for individuals, groups or the class to do. Use the poster resources listed. Some have a New Zealand focus that requires extra resources and information about your area or about the students.

- K. Plumpy'nut<sup>®</sup> (#1 photo, caption, global fact, topic card, photo card)
- (a) Make Plumpy'nut<sup>®</sup> using the same ingredients or design your own mixture of nutty nutrition using other ingredients from your kitchen (nuts, grains or cereals, sugar/honey, milk powder, dried fruit, dried coconut).
- (b) Redesign the Plumpy'nut<sup>®</sup> foil packet (packet measures 5 × 10 cm). What kind of information and instructions do you want to include on it for children and mothers?
- (c) Measuring children's height and weight is the usual way to check they are growing well for their age. Make a MUAC (mid-upper arm circumference) tape using the templates listed on the pdf below. Practise taking upper arm measurements, preferably of children aged 1 to 5 years old. Why is the MUAC tape useful?

http://www.worldvision.org.nz/worldbuddies/pdfs/WVWB\_Activity\_12\_MeasuringHunger.pdf

#### L. Super food (#2 photo, caption, global fact, topic card, photo card)

- (a) The moringa tree grows easily in a range of environments and survives in drought conditions. Write the script for a radio or TV advertisement about this super food. Use the information and quotes to help you.
- (b) Watch this video about nutrition http://vimeo.com/23885323 and take notes of any interesting information you learn. Share one thing you didn't know and one thing you think is really important.

#### M. Eating better (#3 photo, caption, global fact, photo card)

- (a) Keep a diary of the food you eat for a day or a week. Compare food diaries with classmates.
- (b) Cut out or draw different types of healthy food and group them into the main food groups. Stick them onto one large chart or onto separate pages to make an album.
- (c) Describe, draw or photograph your favourite meals. Assess how healthy each one is based on information from your food chart or album.

#### N. Cereal banks (#4 photo, caption, global fact, topic card, photo card)

- (a) Growing your food can be tough. Will there be enough rain? Will the crops produce enough food for the whole year? In Mali, October– January is the cool and dry season; February–May is the hot and dry season; and June–September is the cool, rainy season. Harvesting takes place in October–November. People often run out of food during the rainy season when stored grain from the last harvest has been eaten. Create a calendar marking the seasons and the times when people can repay the cereal bank, use their own food, and borrow from the cereal bank.
- (b) Act out two scenes from different seasons one version with a cereal bank, and another version without one.

#### O. Clean water (#5 photo, caption, global fact, photo card)

- (a) Collect or take photos of water sources and features in your local environment. Add these to a map with labels that describe what each water source is and what it's used for.
- (b) On a plan of your school or home, mark all the points where you can access water. Write labels that describe what each water point is used for.
- (c) In New Zealand, we often take for granted that we have easy access to safe water. Create a poster to remind people in your community not to waste our precious water resources.

#### P. Water ways (#6 photo, caption, global fact, topic card, photo card)

- a) Identify a water problem in your school or home, perhaps having water to drink in a part of the playground. If you didn't have electricity or piped water, brainstorm ways you might solve this problem.
- b) Gravity is a great way of moving water. Construct your own gravity-fed system to water a pot plant. You'll need a container to hold the water at the top, some pipe and a basic tap. (Use an empty wine or juice cask.)

#### Q. Hygiene (#7 photo, caption, global fact, topic card, photo card)

(a) Make or design your own tippy tap to use while camping. Visit these web pages for more information: www.tippytap.org/the-tippy-tap/ Video: www.youtube.com/watch?v=P-Lk-GJtTbM\

Instructions: http://www.worldvision.org.nz/learn/make-a-tippy-tap (Source: www.connectinternational.nl)

- (b) Research and then design some hand washing instructions to use with your tippy tap. Write clear steps and illustrate them with drawings or photos. www.infectioncontrol.org.nz/handhygiene/resources.htm
- (c) Use this information to make a video or chart to show young children how to wash their hands correctly.

#### R. Soap (#8 photo, caption, global fact, topic card, photo card)

- (a) Read about how soap works. Try testing different kinds of soap (Sunlight, Solvol, bathroom, glycerin, etc.) to see which works best. Compare how good they are for dirt and for grease, on skin and on material.
- (b) Try making soap. Search for simple recipes that use soap flakes instead of starting from scratch.

#### S. Mozzies (#10 photo, caption, global fact, topic card, photo card)

- (a) Mosquitoes breed in damp places, stagnant pools of water or even breed in mud. In other countries, they carry malaria, but not in New Zealand. Check for places mosquitoes might breed and make a plan to stop them.
- (b) Create a pamphlet or poster warning children in other countries about malaria and how to prevent it.

#### T. My health (#9 photo, caption, global fact, photo card)

- (a) Read Adriana's quote. Brainstorm why it might be important for your health to know how old you are.
- (b) Create a health card like Biira's. Enter your age, height, weight. Find out from your family about any major illnesses, accidents or medical treatment you have had.
- (c) Discuss: What is good health? How do we know that we're healthy? How do we measure or track health?
- (d) Find out about child health in New Zealand from: www.health.govt.nz/our-work/life-stages/child-health

#### U. Immunise (#11 photo, caption, global fact, topic card, photo card)

- (a) Find out from your family about your immunisation record and add this to the health card you made in activity T.
- (b) How does immunisation work? Act this out in a way young children will understand and not be afraid.
- (c) What immunisations do children in NZ receive and at what ages should they be immunised? Why are immunisations important? Prepare some questions about diseases and immunisation then invite a nurse to talk to you about this.

#### V. The doctor (#12 photo, caption, global fact, photo card)

- (a) Enlarge a map of your area and mark places where you can access medical help (doctor, nurse, pharmacy, first aid, ambulance, A&E, hospital, etc.). How far is it to your doctor, A&E, the hospital? Use an online map to find out the distances.
- (b) Imagine you had to travel a long distance to get healthcare or medicines. Write a list of difficulties you would face.

#### W. Alive and well (#13 photo, caption, global fact, photo card)

- (a) Brainstorm things that are important for children's good health. Group similar things to make a list of the most important ones. Make a jigsaw puzzle using clip art. Write one aspect of good health on each puzzle piece.
- (b) Draw the outline of your hand and write on it five things you've learned about children's health
- (c) How you will maintain your good health as you get older? What important things will you need to do?

#### ALIVE AND WELL POSTER

	Country	Photo captions
I	Mali	Health workers measure children's height, weight, and the diameter of their arm. They check that the children are getting enough food and that they are healthy for their age.
2	Niger	After school, Mohammadou and his sisters water their family's moringa trees in the community garden. The leaves are an excellent source of nutrition when most of your food comes from grains.
3	Timor- Leste	Nutrition co-ordinator, Alice, explains different food groups to mothers. The information helps them to prepare meals that their children will enjoy eating and that are healthy.
4	Mali	Balkina, 6, holds the millet seeds that are so important for her family's food. Millet is a grain they use every day to make porridge and bread. They need to grow enough millet to last all year.
5	Timor- Leste	Drinking and washing in the water from this tap is fun. The water is clean and safe, so the boys won't get sick drinking it. The pipe and tap protect the water so it can't get contaminated easily.
6	Mali	When there's no rain, Mougnoussi, 13, and her family can still grow vegetables. Solar-powered pumps fill tanks with borehole water. Gravity moves the water to taps and pipes for people to use.
7	Papua New Guinea	Elaine, 10, uses a tippy tap to wash her hands. It's placed outside their toilet where there's no piped water. When tipped, water flows out a small hole, enough to wash your hands.
8	Mali	Yacouba, 5, washes his hands and his face carefully with a small amount of water. His family now has some soap, which he uses to help him stay clean and prevent sickness.
9	Uganda	Biira, 3, has a health card. Health workers record her growth, nutrition and illnesses. They also track the immunisations and healthcare she receives, so they know she's healthy.
10	Mali	Christine, 7, and her family sleep under specially treated nets each night. Nets stop the family from getting bitten by mosquitoes infected with malaria. Malaria causes a fever that can be fatal.
11	Papua New Guinea	Herman, 7, gets immunised against measles. This is a disease that spreads easily, with a fever and rash. Measles can cause blindness and be potentially life-threatening.
12	Mali	When 9-year-old Djibril is sick, he goes to the health clinic where he lives. The doctor visits the clinic regularly to prescribe medicine and treatment for more serious illnesses.
13	Timor- Leste	Hunger and sickness stop children from growing properly. Safe water, good food and healthcare are vital for every child so that they reach their fifth birthday, alive and well.

	Global Facts		
I	Malnutrition is an underlying cause in about 35 per cent of all deaths of children under the age of 5 years worldwide.		
2	Globally, about 178 million children are too short for their age (stunted) compared to child growth standards. Stunting indicates chronic malnutrition. One in every three children in developing countries is stunted.		
3	It would only cost NZ\$14.2 billion a year to save 1.1 million children's lives and prevent stunting (poor growth) in 150 million children. This is less than the NZ\$16.4 billion that people in the US spend on potato and corn chips each year.		
4	Global agriculture produces more food per person than it did 30 years ago; enough to provide the food needs for every person on the planet, despite the 70 per cent population increase over this time.		
5	Each year, access to clean water and good sanitation could prevent 1.4 million child deaths from diarrhoea and 860,000 child deaths from malnutrition.		
6	It takes I litre of water to produce I calorie (4.2 kilojoules) of food energy. It takes 2000 to 5000 litres of water to grow the average daily food requirements for one person.		
7	Diarrhoea is one of the four main causes of death in children under 5 years of age. Globally, I 5 per cent of all under-5 child deaths are caused by diarrhoea.		
8	45 per cent of diarrhoea illnesses can be avoided by washing hands with soap.		
9	Globally, children who are poorly nourished suffer up to 160 days of illness each year.		
10	Half of the world's population is at risk of malaria. Nearly 90 per cent of all malaria deaths occur in Africa where it causes one in every five deaths in children.		
11	Immunisation saves millions of lives. Since 2007, it has helped reduce child measles deaths by 74 per cent globally. There are still 22 million children who aren't protected from disease by routine immunisation.		
12	In 2010, almost 21,000 children under 5 years of age died every day; 7.6 million children in total. Many died from treatable and preventable causes such as pneumonia, diarrhoea and malaria.		
13	The number of under-5 child deaths worldwide has decreased by 36 per cent, from more than 12 million deaths in 1990 to 7.6 million in 2010.		

Sources: United Nations, UN World Health Organisation, UN Development Programme, UN Food & Agriculture Organisation, UNICEF State of the World's Children, World Vision International.

#### **PLUMPY'NUT®**

When children suffer from a severe lack of food, one thing they may be able to eat is Plumpy'nut<sup>®</sup>. Plumpy'nut<sup>®</sup> contains peanut paste, skimmed milk powder, sugar and vegetable oil enriched with vitamins and minerals. Plumpy'nut<sup>®</sup> is sealed in a foil packet so children can eat it straight from the packet. It looks and tastes like sweet, slightly milky peanut butter. It doesn't need to be mixed with water or cooked. The packets can be kept for up to two years without refrigeration.





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- One packet of Plumpy'nut<sup>®</sup> weighs 92 grams and provides 2100 kilojoules (500 calories) of energy.
- One packet costs about 60 cents, although this differs in every country. It costs about \$70 for two months' treatment of Plumpy'nut<sup>®</sup> for a child with severe malnutrition. They need to eat two to three packets a day.

#### **MIRACLE TREES**

Moringa trees are sometimes called "miracle trees". They are drought-resistant and grow in a variety of poor soils. The leaves, seeds, roots and bark are all used for different household purposes. Best of all, the leaves have a sweet taste and are highly nutritious. To eat the leaves you can either:

- Dry the leaves, crush them into a powder and then sprinkle this in food.
- Use freshly picked leaves in a sauce to mix with food.

One tablespoon of moringa leaf powder per serving of food provides all the protein and nutrients missing from an all-grain diet.



#### **HOW A CEREAL BANK WORKS**



The cereal bank is stocked with grain supplied by the government, by an aid organisation like World Vision or by families who have surplus grain to sell. The best time to stock grain is harvest time when the price of grain is low.



The cereal bank opens during the lean season. This is the time before new grain crops are ready and when families are running out of stored crops. This is also when the price at the market is at its highest.

The cereal bank is restocked after harvest when the grain

restocked with grain that has

well as grain bought with the

profits made from grain sales.

been repaid by families, as

price is at its lowest. It's



Families can get grain from the cereal bank in two ways:

- Buy grain from the cereal bank at a lower cost than market price.
- 2 Take a bag of cereal now then repay it after harvest with interest. For example, if a family takes 100kg of cereal then they'll repay this with 110kg.

#### **AFRICA MARKET GARDEN**



Hydrology experts use a drilling rig to bore below ground to reach groundwater. An electric water pump sits at the bottom of the borehole, 30 metres underground. The covered borehole stops the water getting contaminated. Solar panels generate electricity for the pump.



The pump fills water tanks sitting on towers above ground. When the tap is turned on, the pressure of gravity moves water from the tanks, through pipes, to water points around the garden.



Hoses connected to these water points stretch out along the rows of plants. Small holes in the hoses slowly drip water by the roots of the plants. The ground stays moist, even on really hot days.



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#### TIPPY TAPS

A tippy tap is a simple way to wash your hands even if you don't have a water tap. There are different designs, but they all involve hanging up a water bottle.

When you tip the bottle (using a rope or wire), water comes out of a small hole in the side. You wet the soap and wash your hands without wasting water.





#### HOW DOES SOAP CLEAN?

- Water and oil don't mix together, so if you try to clean oil off your clothes or skin, often water is not enough. You need soap. Soap acts like a go-between, improving the friendship between water and oil.
- 2 Soap has molecules with one waterloving end (water soluble) and one oil-loving end (fat or oil soluble). The oil-loving end binds with the oils and 'grease' on our skin, while the water-loving end combines with water.
- The soap molecules loosen the oil or dirt from your clothes and skin.
  Then they trap the oil or dirt in the water.
- 4 When you rinse away the soap and dirty water, your clothes and skin are clean.



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#### **MOSQUITO NETS**

In many countries, mosquitos carry malaria, but the people who live there can't always afford to take anti-malaria medication or use strong insect repellent. A good way to prevent malaria is to use a mosquito net. They cost about \$4 each and last for about three to five years.

#### HOW TO USE A MOSQUITO NET

- Check that you're several metres from any open water.
- **2** Lay out your net on the ground/floor to work out where you can attach the four corners.
- 3 Tie the corners to any hooks, lights, branches, or poles. Use strong string if the net doesn't reach.
- **4** Hook or tie the sides of the net if they are sagging in towards your sleeping area.
- 5 Move all your belongings inside the net.
- 6 Once inside the net, close any openings and tuck in the edges. Make sure that there are no gaps or holes.
- 7 Place your mattress or bed away from all the edges so that no part of your skin touches the net while you sleep. Mosquitoes can still bite through the holes.



#### **IMMUNISATION**

When a serious disease gets into your body, your immune system makes antibodies to fight it.



## 2

Your body makes the antibodies to protect you, but you don't suffer from the disease.

## 3

If the actual disease ever attacks your body, your body already knows how to fight it. Your immune system responds faster and stops you from getting the disease.



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## EXTRA FOOD TO CATCH UP



PHOTO Card 2



Siradji, aged 4, suffered the most from his family's lack of food. He became malnourished and very sick. His mother took him to the clinic where the health worker weighed and immunised him. They gave his mother corn-soy blend to feed him, and treated him with medicine. His mother took Siradji to the clinic every two weeks to get weighed and have his height measured. The health worker gave them more food and taught his mother how to cook nutritious porridge. Now, Siradji is healthy, running around and playing with his younger brother.



Malnutrition is determined by weighing the children, measuring their height and the diameter of their upper arm. A health volunteer records these measurements on a colour-coded card beside the child's age. The colours show the health of the children; red for severely malnourished; yellow for moderately malnourished, and green for healthy.

## **NUTRITION FROM THE MORINGA TREE**

## Mariam – mother (Mali)

Mariam and other mothers with malnourished children received moringa trees. The women learned how to grow the trees and the many ways to benefit from them. Mariam made food with the moringa leaves. "I could see the difference in my daughter, Kadiatou, after two weeks."

## Bourema – grandfather (Mali)

"I never knew this moringa tree had so much power."

## Ousmane – father (Niger)

"We use the moringa leaves for eating, and we also sell them. We eat the leaves about four times a week. We mix them with peanuts. The children really like them. When they eat them, they're healthy. They don't get diarrhoea or diseases."

### Issa – father (Mali)

"I have seen the difference that the moringa tree has made. The children are well-nourished, and they have good mental development and more energy."



## EATING BETTER FOOD

#### Esther – mother (Mali)

"I like the nutrition training, because I learn about different foods. I like to make food now, because my child eats all of it."

#### Jeanette – mother (Mali)

"Before the nutrition training, Youssauf used to cry a lot. Now he eats a lot, has more energy and likes to play games."

### Soungalo (Mali) nutrition volunteer

"The nutrition training has changed our cooking habits, and as a result, my children are healthy now. Before, the children used to eat a lot, but the food had very little vitamins. Now that we have changed our cooking, the children eat food that has many vitamins. I am very happy when I see children who used to be malnourished who are now healthy."

## **FOOD TO LAST**

### Koulou (Mali)

Koulou's family grow millet, maize, peanuts and watermelon. His father has learned to manage their harvest and store up the grain (cereal) for the lean times, by keeping it in a cereal bank. He's a member of the cereal bank committee. His duty is to write down in the log book the names of the people who come to buy cereal with cash or on credit.

#### Koulou's father, Tiama, cereal bank committee member (Mali)

"Even though I could read and write, I am glad that I can increase my knowledge. I can make calculations about my crops and harvests, and how much food my family needs for the year so I can sell the rest."

#### Bakary, cereal bank committee member (Mali)

"When World Vision built the cereal bank, it removed many difficulties. For example, I may have money but there is no cereal available, and if there is cereal available then the price was too high!"





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PHOTO Card 4

## WATER THAT'S SAFE TO DRINK

PHOTO

CARD 6



### Assama (Mali) boy

Thimote's children got diarrhoea caused by drinking unsafe water from an open well. The well in the village is about 40 metres deep. "I wished that I could protect my children from diarrhoea," said Thimote. In 2006 that wish came true. World Vision drilled two boreholes in Thimote's village for the 3760 people who live there. Since Thimote's 8-year-old son, Assama, has been drinking clean water, he is much healthier. Now he can go to school and help his father with farming duties during the holidays.

#### Thimote – father (Mali)

"Assama has a lot of energy now and likes to run with his friends."

## WATER TO GROW FOOD

### Mougnoussi (Mali) 13 years old

After school, Mougnoussi helps her parents grow vegetables in a community garden. Each family pays about one dollar a month for the garden committee to buy tools and maintain the garden. The committee receives training and also helps prepare the ground as some people don't know how to garden well. Families help each other if they go away or if someone is sick. The water for the garden comes from a borehole drilled by World Vision. An underground water pump, powered by solar panels, pumps the water into a large water tank, which is then gravity-fed to the taps right next to the garden.

## Hawa - mother (Mali)

"By growing vegetables it has improved our food. My children like to eat vegetables."

## Mougnoussi (Mali) 13 years old

"I am glad that my mother is growing vegetables, because now we can eat carrots."



## HYGIENE

### **Celestine - World Vision Papua New Guinea**

"World Vision encouraged hygiene in the community and villagers learned to keep their homes clean, including their kitchen areas. They filled up tippy taps outside every toilet, ready to wash their hands each time they went."

#### Elaine's grandmother, Anastasia (Papua New Guinea)

"There's no more diarrhoea and children as young as 3 years old, are keen to use the toilets. Sometimes, when one child is going, the rest want to go too."

### Elaine (Papua New Guinea) 10-year-old girl

"I don't feel sick anymore as I drink clean water all the time. Before I came here and when my mother was teaching in another place, I used to get sick a lot."



#### **PHOTO** Card 8



### Yacouba (Mali) 5 years old

Excited families gathered in Yacouba's village to receive much-needed soap from World Vision. Even the extreme heat did not deter them. Water and sanitation volunteers arranged the distribution, as well as teaching families correct hand washing techniques and the importance of this to reduce disease.

Before Yacouba's family received soap, they used ash. With ash they tried cleaning their hands, but could not clean their faces. Washing your face helps prevent trachoma. Trachoma is a painful form of permanent blindness. The eyelids turn inward, causing the eyelashes to scratch the cornea. This disease persists in communities without access to water and sanitation.

### Yacouba (Mali) 5 years old

"When I use soap, I feel good. When I am dirty, I don't feel well."



## TRACKING HEALTH



## Biira (Uganda)

Jetu and her husband, Aaron, have four children. Lillian is 11, Luchan is 8, Biira is 3 and Hannex is 1. Biira and her younger brother, Hannex, have both been immunised and are treated at the same health centre where they were born. The health centre has become part of their family's life. "Now, I take Biira and Hannex to the health centre for immunisation, as well as all our children for treatment there," says Jetu.

## Adrianna (Timor-Leste)

"I think I might be 10."



PHOTO

CARD 10

## **PREVENTING SICKNESS**

Zeinabou used to have a 3-year-old brother, Issakou, but he died from malaria he got from a mosquito bite. The high fever and infection invaded his vulnerable body, but help couldn't come fast enough. Zeinabou has also been ill with malaria but, thanks to World Vision, she received the healthcare she needed and mosquito nets for her whole family.

## Zeinabou's mother (Niger)

"There is a change since we got mosquito nets. When we didn't have them the mosquitoes used to bite us, but now that we have the nets, they don't. Our health is better."

## Zeinabou (Niger) 14 years old

"I was sick with malaria. I felt cold. I felt fever. I couldn't sleep because I had a headache. When I was sick, World Vision carried me to the clinic and bought medicine for me."





## IMMUNISATION

PHOTO CARD 11

## Juliet (Zambia) 5 years old

Five-year-old Juliet receives a polio vaccination and vitamin A drops. All children up to the age of 5 receive treatment through World Vision for worms and are immunised against diseases including polio (poliomyelitis),TB (tuberculosis), tetanus, measles and diphtheria. Vitamin A helps their eyesight and immune system. The children are also screened to check they're not underweight.

## **MEDICAL CARE**

### Aichatou (Niger) I 2-year-old girl

"Recently, I had malaria. My parents carried me to Goteye hospital, a town far from my village where I received good care. If only we can have a healthcare centre near our village..."

## Falilatou (Niger) I I years old

"I wish we had clean water coming through pipes, and a tap in our own home. And also I'd like to have a clinic close to our homes, so that when people are sick we can bring them quickly to the doctor."

### Jawida (Niger) I 2-year-old girl

"I wish we had a water pump close by in our neighbourhood and a clinic, so that children won't get sick anymore and mothers give birth in hospitals not at home"

## ALIVE AT 5

#### **PHOTO** Card 13



#### Anne-Marie's mother, Ambae (Papua New Guinea)

"Anne-Marie was sick and weak. She couldn't speak, and had a fever and constant diarrhoea. I was worried and scared, so I took her straight to the hospital, which was overcrowded. We were told it was cholera. Lots of people had the same sickness. She was put on a drip overnight and discharged the next morning. Doctors gave her medicine, but they didn't have a chance to tell me what caused the cholera so I don't know how or why she got it. Then World Vision came into the community.

They told us how to keep ourselves clean and to wash our hands before eating and after using the toilet. I've been practising those things with my daughter. I've followed every instruction and Anne-Marie hasn't been sick with anything since then.''

**Cholera -** an often fatal infectious epidemic disease. Bacteria cause vomiting and diarrhoea.

ALIVE AND WELL POSTER

Jawida