

## **Activity 1 "Health"**

\*This activity is a follow-up activity of ACTIVITY #1-MATRIX. The creation of a flyer/poster that includes hospitals, pharmacies, and other health-related centres will be designed based on previous experiences *displaced people (participants)* have encountered in the new city/country so that other people like them do not struggle with the same issues.

### **Potential action and learning outcomes**

Participants may wish to link up with local health organisations to hold talks or workshops in local schools/learning centres /their refugee camp in order to advertise the services local health institutions provide and the health problems/issues they deal with. Another potential action could be to provide local health organisations with feedback on the services participants need more and the help they need to access those services.

**Preparation:** Facilitator/Partner

**Timeframe:** 45 minutes

### **Instructions:**

1. Participants in each group are to sit together. Before commencing the tasks each member of the group needs to take time to read through all the materials provided and ensure that they not only have a clear idea of the desired result but are also able to envision how the goal may be achieved.
2. Plan tasks: ensure that everyone understands what the tasks involve and what is to be done in each.
3. Assign roles: to ensure that the entire activity proceeds smoothly and also that all aspects are captured, tasks need to be assigned e.g. who will take notes, who does the recording etc.
4. Review Activity: After this the group is required to review the entire exercise by answering the questions listed on the 'Review' sheet.

	Participatory tool/technique/activity	Activity(ies)	Questions for action
<p>The Local Community-Health</p>	<p><b>Flyer/Poster</b></p>	<p>1. As a group, participants will brainstorm</p> <ul style="list-style-type: none"> <li>a) health services located in their neighbourhood/city,</li> <li>b) how they can access these health services,</li> <li>c) what language skills (i.e. oral skills, literacy skills) they need to ask for these services,</li> <li>d) and what barriers or constraints they may face to access these services (i.e. cultural differences, lack of funding),</li> <li>e) and how are these barriers related to wider socio-political issues (i.e. Brexit, discrimination).</li> </ul>	<ul style="list-style-type: none"> <li>1. Who might you approach to solve this problem?</li> <li>2. What organisations exist within the community that might want to address the problem?</li> <li>3. What knowledge is there within your immediate community that could be used to tackle the problem?</li> <li>4. Where can you go to get more information about it?</li> </ul>
		<p>2. Once participants have written down all the information from step 1, they will have the opportunity to leave the classroom and take photographs of health services/areas within their community which will be included in a flyer/poster.</p>	
		<p>3. Once participants have taken the pictures, they will design the flyer/poster.</p> <ul style="list-style-type: none"> <li>- The poster should include the points from step 1.</li> </ul>	
		<p>4. Once the flyer/poster has been completed, participants will review it to make sure they are not missing important information/details that may make a difference.</p>	
		<p>5. Once the flyer/poster is ready, participants will share it with new members of their community or newcomers who are acquaintances of family members or friends who need health care services.</p>	

## **Review Sheet**

1. Is brainstorming a necessary step to create a flyer/poster? Why?
2. List three advantages and three potential issues of leaving the classroom to take photographs of the local health services.
3. What other information would you ask participants to include in the flyer/poster?
4. Is a 'review stage' necessary? Why?
5. If participants were not able to print out the flyer/poster, what would you suggest they do to share the information?