"As a father, I believe that all children should have access to good education and through this education they learn how to take care of their health. In order to achieve the best, they need to be fit and healthy. It enables children to maximise their potential. These are fundamental rights that every child deserves."

A Healthy Start

Subject
Science (Health), Language and Literacy

Learning Outcome:
• To determine what is considered good health.
• To find ways to practice good health.
• To explore and remind about the importance of looking after yourself.
• To develop and improve sentence structure and grammar by discussing the topic of good health.

Preparation:
• Read through and either set up the projection of the PowerPoint presentation or print out the slides (appendix 2).
• Print out the World Map (appendix 3).

Note: This lesson raises some sensitive issues, teachers should be thoughtful to the experiences and needs of their students. See appendix 1

Total Time: 60 mins
Age Range: 8-11 year olds

Image courtesy of Dabboo Ratnani
World’s Largest Lesson is a collaborative education project to support the announcement of the United Nations Global Goals for Sustainable Development. The project is living proof of the importance of Global Goal 17 “Partnerships for the Goals” and would not have been possible without the help of all of our partners working with us and with each other.

Thanks to our Founding Team:

powered By: Distributed By: Translated By:

And special thanks to those who have worked with us across the world:

Lesson plans created in collaboration with Think Global www.think-global.org.uk. Promoting learning for a just and sustainable world.
**Introduction**

Bring students together to sit as a group. Show attached PowerPoint (slides 1-3), or have copies of the slides printed out to pass around the class. Read the questions on the slides and give students a few minutes to think. Discuss each picture on the slide as a class. Emphasize that the children on the first picture slide are unhealthy (or sick) and the children on the second slide are healthy.

Ask students to think about what it means to be unhealthy or sick. Have they ever felt sick or unhealthy? Students should record answers/thoughts in a journal or on a sheet of paper to practice good grammar and sentence structure.

**Learning Activity**

Introduce the topic of good health and why it is important to us. Explain that we can take action to try to stay healthy. If we don’t take care of ourselves, we can become unhealthy and our chance of getting sick increases.

**Differentiation and Alternatives**

Have students discuss with each other the importance of having good health and what difference it makes to their lives and the lives of their families.

**Learning Activity**

Read through slides 4-8 together and talk about them with the class.

Encourage students to give input about healthy strategies. For example, ask students what types of activities they do to stay healthy. Write some of the ideas on the white board or call on pupils to come up to the board and write their idea themselves.

**Learning Activity**

Work together as a class to come up with a definition of “good health”.

- On the board or on a large piece of paper draw a large outline of a person.
- Give each student a sticky note and have them find a partner. Students should discuss with their partner 2 qualities and characteristics of good health.
- Have pupils write a complete sentence stating a quality or characteristic of good health on their sticky note and place it on the board.
- Give students a sentence starter if they need one, such as, “Good health is when…” or “_____________ is a characteristic of feeling healthy.”
- Let students attach their sticky notes to the outline of a person.
- When all sticky notes have been added, read them aloud. Use the characteristics to create a definition of what it means to be healthy. It is useful to discuss with students the importance of mental and social wellbeing as part of being healthy.
• Write up the definition for the students to see. Here is an example, as defined by the World Health Organization: “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” Or, a more child-friendly definition: “Health is the good condition of the body and mind without disease or sickness.”

Source: [http://www.who.int/about/definition/en/print.html](http://www.who.int/about/definition/en/print.html)

**Differentiation and Alternatives**

Instead of making a definition, create a bubble chart (this might be easier for younger students). Put health in the middle circle and have the characteristics or things that are associated with good health out to the side.

**Learning Activity**

Read through slides about global health problems. If you wish, choose a few specific topics to focus on.

Emphasize that lots of people suffer from the same health problems we deal with every day (cough, stomach upset, allergies, etc.). There are also many people suffering from diseases or illnesses that are more common in specific regions of the world (e.g. Malaria) and sometimes a region will see a specific outbreak of a disease (e.g. Ebola).

Some countries do not have adequate resources and medicine to fix these health problems so they often turn into something worse. Everyone needs sanitation, clean water, and basic health conditions to survive just like we do. Everyone has a right to these things.

Use the world map in appendix 3. After reading and discussing, have pupils work together in pairs to write on sticky notes their ideas for tackling world health problems and promoting everyone’s right to the best possible health.

Encourage students to stick these on the world map.

**Differentiation and Alternatives**

For older children, have a list of some of the global health issues (e.g. mental health, cancer, AIDS, maternal health, war, and Ebola), including the basic needs and rights for everyone such as clean water, food, and sanitation. Break students into small groups or work together as a class to focus on researching one issue. You will need to provide additional resources or access to the internet for research ([www.globaldimension.org.uk/worldslargestlesson](http://www.globaldimension.org.uk/worldslargestlesson)). Students can then come together to share information and specific ideas for promoting the right to good health for everyone, everywhere. Discuss solutions that work towards the Goals. You may wish to explore the UN Convention on the Rights of the Child (specifically Article 12 and Article 24).

**Learning Activity**

Get students to write 2 – 3 sentences (either in their journal or on a separate sheet of paper) about how they plan to stay healthy and what they want to do as a class to help global health problems. As a guide, they can use the sentences they created at the beginning of the lesson. Perhaps display these around the classroom.
Take Action for the Global Goals

As an educator, you have the power to channel students’ positive energies and help them believe they are not helpless, that change is possible, and that they can drive it. The Design for Change “I Can” School Challenge invites children to take action, make change for themselves and share it with children across the world.

Visit www.dfcworld.com to get started.

To download a Design for Change lesson pack or a simple advice pack for young people to take action themselves visit www.globalgoals.org/worldslargestlesson
For further information on the health issues discussed:

- Malaria Atlas project: [http://www.map.ox.ac.uk/](http://www.map.ox.ac.uk/)
- Mothers Matter: [https://www.tes.co.uk/teaching-resource/mothers-matter-6070865](https://www.tes.co.uk/teaching-resource/mothers-matter-6070865) This PDF outlines the problems with maternal health and includes activities for taking action.
- HIV Myths, Stigma, and Awareness (for older students): [http://globaldimension.org.uk/resources/item/2221](http://globaldimension.org.uk/resources/item/2221)

UN Convention on the Rights of the Child

- Article 24: “Children have the right to good quality health care, to clean water, nutritious food, a clean environment, so that they will stay healthy. Rich countries should help poorer countries to achieve this.” (child-friendly version)

International Covenant on Economic, Social and Cultural Rights (for both children and adults):

- Article 12: "Everyone has the right to the best possible standard of physical and mental." health (simplified)
The discussions you have with your students in this lesson need to be handled sensitively and with consideration given to students’ backgrounds and experiences. You want to make the classroom a ‘safe’ place for your students to share their ideas and even experiences. Some students may want to be excused from certain discussions and this should be respected. You may find the following sources of advice on how to approach controversial topics in the classrooms useful.

- The Historical Association’s guide to Teaching Emotive and Controversial History - [http://globaldimension.org.uk/resources/item/1522](http://globaldimension.org.uk/resources/item/1522)
- Many teachers find the Philosophy for Children techniques useful when handling discussions of this nature, you can read more here -[http://globaldimension.org.uk/news/item/13650](http://globaldimension.org.uk/news/item/13650)
A Healthy Start

Take a look at the pictures on the next few slides. What are some observations that you have? Are there any similarities or differences between the pictures?

What do you notice about these pictures?

Do these children look happy or sad? How do you think they are feeling? Would you want to feel this way?
What do you notice about these pictures?

Do these children look happy or sad?  
How do you think they are feeling?  
Would you want to feel this way?

What does it mean to be healthy?
There are lots of ways that we can keep our bodies healthy

• Exercise:
It is important that we stay active in order to keep healthy. Do something fun with your friends and laugh a little bit. There are plenty of ways we can exercise throughout the day such as playing at recess, running, or playing sports.

Can you think of any other ways to exercise?
What does it mean to be healthy?
There are lots of ways that we can keep our bodies healthy

• Eat healthy foods
It is important to keep a balanced diet and make sure you get enough vitamins and minerals. Drinking water is important as well to stay hydrated.
The food guide pyramid recommends 40% Daily intake of bread, cereal, grain or pasta, 30% intake of fruit and vegetables, 20% intake of protein, and very small quantities of fats, oils and sugars.

What does it mean to be healthy?
There are lots of ways that we can keep our bodies healthy

• Get plenty of rest
Your body and brain need sleep to be able to function properly. Getting sleep helps you grow and keeps your immune system running properly so you don’t get sick. Without sleep, we wouldn’t be able to get anything done during the day.
What does it mean to be healthy?

There are lots of ways that we can keep our bodies healthy.

- **Take good care of your body**
  
  Take a shower or bath regularly and brush your teeth every day.
  
  Avoid putting toxic substances into your body such as alcohol, tobacco, or other drugs. These substances can be dangerous for children (and sometimes adults).

What to do if you get sick?

- **Eat well and get plenty of rest**
- **Visit the doctor**
  - The doctor can give you medicine or other tips to help you get better
- **If there is an emergency, call the emergency services**
  - Do you know what number to call or how to get their help?

Check out this website for more information and tips about how to stay healthy:

[http://kidshealth.org/kid/stay_healthy/#cat118](http://kidshealth.org/kid/stay_healthy/#cat118)
Health problems around the world

• Mental Health:
  – Our mental health impacts the way we think and interact with others and enjoy life. Depression, substance abuse, and other mental health disorders affect both high- and low-income countries.

• Cancer
  – Cancer kills more people in low- and middle-income countries than AIDS, malaria, and tuberculosis combined
  – There are many different types of cancer that can affect us, it is caused when cells change abnormally and rapidly divide and grow

Health problems around the world

• HIV/AIDS:
  – This disease lowers the body’s immune system, which increases your chance of getting an infection. Many people who are living with HIV/AIDS today don’t even know they’re HIV positive so they aren’t aware they can pass it on to others.

• Maternal health
  – A lot of women don’t have access to the proper resources to safely have children. Because of this, many women can become ill or die during childbirth, from easily preventable causes.
Health problems around the world

• **War and unrest:**
  – War and violence in certain countries can cause hospitals and other health care workers to become targets of violence
  – Living in a war zone can cause lasting psychological damage, such as post traumatic stress disorder

• **Ebola:**
  – In 2014, over 8,000 people died from ebola
  – Ebola is an infectious virus that is spread through contact of bodily fluids. If left untreated it can lead to severe dehydration and death

• **Malaria:**
  – Occurs in over 100 countries and causes an estimated 1 million deaths per year
  – It is spread when someone is bitten by a mosquito which is itself infected with malaria
  – Malaria risk can be reduced, for example through the use of medicines and mosquito nets
  – Malaria is treatable and can be cured

What will you do?

• Write about what you will do to stay healthy.
• In your journal, write 2 – 3 sentences about your ideas to help improve the global health problems
EXTENSION ACTIVITIES and RESOURCES

Kid’s Health Website:

• http://kidshealth.org/kid/stay_healthy/#cat118
• This website has lots of articles on specific subjects about staying healthy. Assign groups of students articles to read or read them together as a class.

Food Plan:

• Have students think of foods or snacks that are healthy and sound good to eat. Allow students to come up with creative names for their food.
• Create a class menu with everyone’s healthy foods. Send it home so students can have everyone’s recipes.

See what other people are doing to promote global health by reading some case studies:

• Sanitation in Uganda: http://www.sendacow.org.uk/lessonsfromafrica/resources/hygiene-gallery
• This website shows how people in Uganda use sanitation to stay healthy.
• Make a tip tap recycled hand washer: http://globaldimension.org.uk/resources/item/1982

UNICEF

• This website has audio, video, reading and activity sheets and further lesson plans on global health: http://teachunicef.org/explore/topic/health
• On water and the environment: http://teachunicef.org/explore/topic/water-and-environment
• On HIV/AIDS (for older students): http://teachunicef.org/explore/topic/hivaids