

SESSION 4: RIGHT TO GOOD HEALTH - WATER AND SANITATION

Age range: 8-11 years Time: 1 hour

<p>Outline</p> <p>This session focuses on the <i>Right to good health</i> (Article 24). Learners will find out about water and sanitation in Sierra Leone, one country which struggles to ensure that everyone has access to good health, especially following the Ebola crisis of 2014-15. In role as members of a school health club in Sierra Leone, learners will think of ways to use emotive language to describe the benefits of new pit latrines and water pumps to others. The notes they create will prepare them for Session five.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To use emotive language to describe features. To develop understanding about a country where access to good health is limited. To explain ways in which communities are trying to overcome health challenges. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will use emotive language to write about the benefits of pit latrines and water pumps. Learners will use photos to find evidence to support given statements. 	
<p>Key questions</p> <ul style="list-style-type: none"> What continent is Sierra Leone in? Where have you heard about it? Which photo shows evidence of this challenge? What are the benefits of the new pit latrine and water pump? Why do you think some communities have not invested in the new pit latrines and water pumps? Why could investment in pit latrines and water pumps save communities money in the long run? 	<p>Resources</p> <ul style="list-style-type: none"> <i>Children's Rights slideshow</i>: slides 13-29 <i>Welcome to Sierra Leone</i> <i>Welcome to the UK</i> <i>Toilets and wells</i> <i>New latrines and water pumps</i> <p>Optional resources</p> <ul style="list-style-type: none"> <i>New latrines and water pumps with annotations</i> 	
<p>Curriculum links</p>		
<p>England <i>Pupils should be able to:</i></p> <p>Spoken language</p> <ul style="list-style-type: none"> Adopt, create and sustain a range of roles, responding appropriately to others in role. Speak audibly and fluently with an increasing command of Standard English. <p>Writing</p> <ul style="list-style-type: none"> Select the appropriate grammar and vocabulary (<i>in this case emotive language</i>), understanding how such choices can change and enhance meaning. Propose changes to vocabulary, grammar and punctuation to enhance effects. 	<p>Wales English: Oracy Skills: Evaluate their own and others' talk and drama activities and develop understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations.</p> <p>Writing Skills: Use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose. Use appropriate vocabulary and terminology to consider and evaluate their own work and that of others.</p>	<p>Scotland Literacy and English</p> <p>Listening and Talking When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking (LIT 2-02a).</p> <p>Writing As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel (ENG 2-30a).</p>

Activity Outline

Starter (10 min)

Welcome to Sierra Leone

- Ask learners if they have heard of the country Sierra Leone. What continent is Sierra Leone in? What and where have they heard about it? *For example, on the news.*
- Show slide 14 or ask learners to find Sierra Leone in an Atlas or use Google Earth to pretend that they are flying there from the UK then zoom in on the country's terrain and the capital city, Freetown.
- Use *Welcome to Sierra Leone* to introduce the learners to some key facts about the country and compare these with the UK using *Welcome to the UK*.

Activity 4.1 (20 min)

What are the challenges?

- Use slide 17 to remind the learners about Article 24 of the UN Convention on the Rights of the Child: You have the right to good health.
- Explain that learners will be focusing on this right and exploring why some countries find it hard to make sure that everyone has access to good health. Learners will also discover what some communities are doing to achieve this right for all.
- Divide the learners into groups of about four. Give each group a copy of *Toilets and wells*. Using slides 18-29, introduce the challenges posed by these toilets and wells. It is important to explain to your learners that poor water and sanitation facilities in Sierra Leone are the result of many years of conflict and a lack of funding to make improvements. After reading each challenge, ask the learners to find evidence in the photos to illustrate this challenge. You may like to refer to the notes below each slide to inform the discussion.

Activity 4.2 (25 min)

What are the solutions?

- Note that this activity enables learners to gather ideas for a speech they will write in the next session.
- Using slides 30 and 31, read the case study about a school in Sierra Leone which has set up a Health Club to persuade members of the whole community to adopt more hygienic practices and to invest in pit latrines and water pumps. These will combat the challenges of water wells and open toilets.

- Explain to the class that they will role play being members of the school Health Club. Tell them to imagine they have been asked to take part in a Community Awareness event, where they will have to give a speech to persuade members of the community to invest in pit latrines and water pumps.
- Using slides 34 and 35, show learners photos of a new pit latrine and water pump and use the slide notes to explain the benefits of these new investments.
- Explain the need to consider what objections from the community might be, such as “We’ve always done it this way” or “We don’t have any funds.”
- Give pairs of learners both pages of: *New latrines and pumps*.
- Ask learners to work together to annotate the photo on the worksheet with phrases or sentences to describe the benefits. They can use the set of photos of the old style toilets and wells to remind them of the problems these new latrines and water pumps will solve.
- For each phrase or sentence they write, ask learners to use emotive language to describe that feature. For example, ‘This **magnificent** new pit latrine is built a safe distance from the river and people’s homes’. Use slide 36 to show learners examples of emotive language they could use.

Differentiation

Make it easier: Give learners the worksheet: *New latrines and pumps with annotations*, which reminds learners of the features of each photo that they need to comment on.

Make it harder: Ask learners to develop their ideas further by using connectives from the previous session (refer to your class working wall).

Plenary (5 min)

- Ask learners why they think communities do not already invest in the new pit latrines and water pumps. Draw out that often building and maintaining the pit latrines and water pumps is very costly and families are very poor. Many families have financial constraints and pressing needs to spend their money on, such as school fees, medicines or food. They are therefore forced to prioritise their needs (refer back to Session one). Ask learners if they would prioritise their needs in the same way. Why or why not?
- Explain to learners that prioritising investment in a pit latrine and water pump can actually save families money in the long run. A clean water source results in less illness in the family so there will be fewer medicines to buy, children will be able to attend school and the family will be fit to work.

Add the emotive words and phrases to the class working wall.

Further ideas

- Before Session five, you might like to ask learners to read and discuss some speeches by well-regarded orators such as Martin Luther King, Nelson Mandela or Winston Churchill. Learners can discuss the structure of the speech and devices such as repetitions and 'strings of three'. Ensure that learners understand that they are focusing on the features of good speech writing in relation to this unit of work, rather than the subject matter of any speeches you may introduce them to.

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Welcome to Sierra Leone

Facts about Sierra Leone

Continent: Africa

Capital: Freetown

Population: 6 million people

Official languages: English is the official language although Krio is the most widely spoken. Other major languages include Mende and Temne, 25 languages are spoken in total.

Money: Sierra Leonean Leone (SLL) (£1.00 ≈ 6511 SLL)

Highest point: Mount Bintumani in eastern Sierra Leone (1948m above sea level)

Lowest point: Approximately 56% of the land is less than 156m above sea level

Climate: Tropical climate with a wet and a dry season.

Major religion: Islam is the largest religion with significant Christian and animist minorities.

Average life expectancy: 46

GDP per capita: US\$ 410 (GDP per capita in the UK is US\$ 40,225)

Percentage of population living in extreme poverty: 53%

Data rounded to the nearest whole number (population data to the nearest million).

Data source: World Bank Open Data: <http://data.worldbank.org/> (2010-2013).



Source: [Wikimedia Commons- TUBS | CC BY-SA 3.0](#)

Did you know?

- About 62% of the population lives in rural areas and depends on farming for food and income.
- Major crops include: rice, cassava, maize and ground nuts. Cocoa, coffee and coconuts are also grown.
- Sierra Leone is also a major source of the world's diamonds, gold, titanium and bauxite.
- Sierra Leone suffered dramatic economic decline and political instability since the mid-1980s.
- Poor healthcare facilities made the challenges of Sierra Leone's Ebola epidemic which began in 2014 worse.

Welcome to the UK

Facts about the UK

Continent: Europe

Capital: London

Population: 64 million people

Official language: English (Welsh is also an official language in Wales)

Money: 1 pound (£) = 100 pence (p)

Highest point: Ben Nevis (1,344 metres above sea level)

Lowest point: Holme, Cambridgeshire (2.75 metres below sea level)

Climate: The UK has a temperate climate. The weather is often unsettled and it is possible to have many different types of weather in a single day.

Major religion: Christianity. Islam is the second largest group. Approximately 25% of people in the UK describe themselves as having no religion.

Average life expectancy: 81

GDP per capita: US\$40,225

Percentage of population living in extreme poverty: No data*

Data rounded to the nearest whole number (population data to the nearest million)

Data source: World Bank Open Data: <http://data.worldbank.org/> (2011-2013)

*No data is available because no one in the UK lives on under \$1.25 per day.



Source: Wikimedia Commons
http://commons.wikimedia.org/wiki/File:Europe_location_UK.png
By David Liuzzo

Did you know?

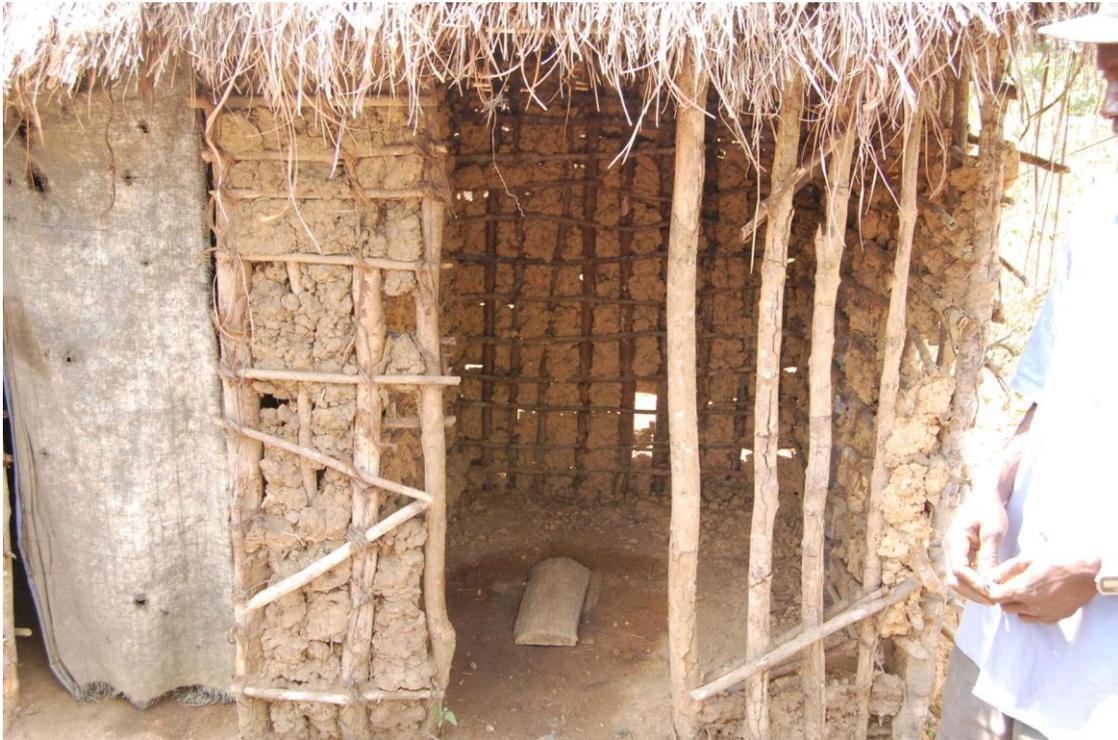
- The official name of the UK is the United Kingdom of Great Britain and Northern Ireland. The UK is made up of England, Scotland, Wales and Northern Ireland.
- The village of *Llanfairpwllgwyngyllgogerychwyrndrobwlllantysiliogogoch* in Wales has the longest official place name in the UK and one of the longest in the world.
- The world's first postage stamps appeared in England.
- Scotland has more than 790 islands, of which only 93 are usually inhabited.

Worksheet: Toilets and wells



Photo credits (all): John McLaverty, Oxfam

Worksheet: New latrines and water pumps



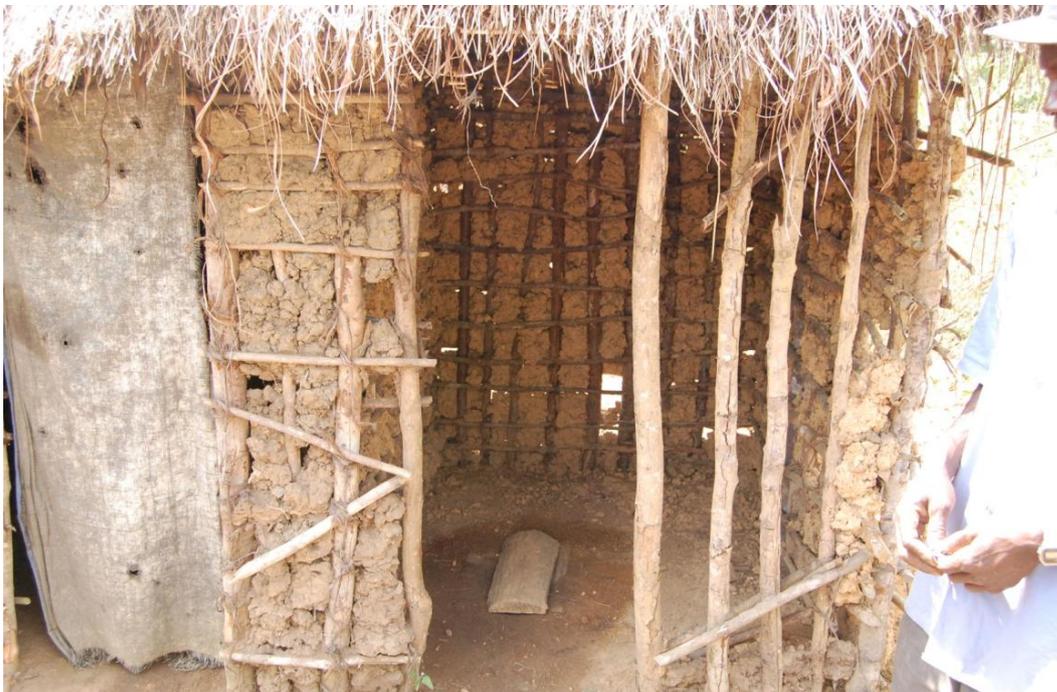
John McLaverty, Oxfam



John McLaverty, Oxfam

Worksheet: New latrines and water pumps with annotations

Safe distance from houses and water sources



John McLaverty, Oxfam

**Pit re-dug
every six
months**

**Locally sourced materials and
easy construction method**

Worksheet: New latrines and water pumps with annotations

Water pump rather than a well and bucket

Covered with concrete



John McLaverty, Oxfam

Surrounding wall

Maintenance fee