

SESSION 6: RIGHT TO GOOD HEALTH - OUR SCHOOL HEALTH CLUB

Age range: 8-11 years Time: 1 hour

Outline <p>Learners will consider which good hygiene practices in Sierra Leone could also be applied to their own school (such as careful hand washing). They will then set up a real or imagined school health club to promote these messages in a way that will persuade others in the school community to adopt them.</p>		
Learning objectives <ul style="list-style-type: none"> To apply knowledge about sanitation, water and good hygiene practices to their own school environment. To present a persuasive message in either spoken or written form to a wider audience. 	Learning outcomes <ul style="list-style-type: none"> Learners will devise good hygiene messages for their own school. Learners will present these messages in a persuasive way to the rest of the school community in either spoken or written form. 	
Key questions <ul style="list-style-type: none"> What is the purpose of our health club? Why do we think that good hygiene is important? Are there any good hygiene practices that are particularly important? Why? Are there any good hygiene practices that the school does not do very well? What can we do about this? How will we present our messages in a persuasive way? 	Resources <ul style="list-style-type: none"> <i>Children's Rights Slideshow</i>: slides 37-42 Large sheets of paper (one per group of four learners) Post-it notes Poster-making equipment 	
Curriculum links		
England <i>Pupils should be able to:</i> Spoken language <ul style="list-style-type: none"> Give well-structured descriptions and explanations for different purposes. Speak audibly and fluently with an increasing command of Standard English. Writing <ul style="list-style-type: none"> Identify audience for and purpose of their writing. Select the appropriate grammar and vocabulary (<i>persuasive language and connectives</i>), understanding how such choices can change and enhance meaning. 	Wales English: Oracy Skills: Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener. Writing Range: Writing for a range of purposes. Writing in a range of forms. Writing in response to a wide range of stimuli: visual, audio and written.	Scotland Literacy and English Listening and Talking I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently (LIT 2-10a). Writing I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence (LIT 2-29a).

Activity Outline

Starter (5 min)

The Health Club

- Remind learners of their role in Session five as school health club members (slide 38). Ask learners why they think good hygiene is important in their own school as well as in Sierra Leone. Suggest that they form their own version of a school health club to promote good hygiene messages.
- Give learners a few minutes to think of a name for their own school's health club.

Activity 6.1 (15 min)

Good hygiene messages

- Remind learners that the communities they learnt about in Sierra Leone needed to adopt good water and sanitation practices in order to stop the spread of diseases such as cholera and Ebola. You may need to remind learners that good sanitation means having facilities for disposing of waste safely, in particular waste from toilets, and encouraging hygienic practises such as hand washing. Learners may also need reminding that cholera is a bacterial infection caused by drinking dirty or contaminated water. It is infectious and can lead to dehydration and death.
- Explain that although cholera is not present in the UK, good hygiene stops other illnesses such as colds, 'flu and stomach bugs from spreading so easily.
- Divide learners into groups of four and give each group a large sheet of paper and some post-it notes. Show slide 39 and then ask groups to discuss and make a note of what good hygiene practices should be adopted when using the toilet.
- Ask each group to share their ideas with the rest of the class. These might include:
 - Use toilets carefully to avoid peeing on the floor.
 - Put used toilet paper in the toilet and remember to flush it away.
 - Wash hands thoroughly after going to the toilet and before eating food.
 - Keep soap dispensers full and remember to use soap.
 - Ensure there is a sufficient supply of towels to dry hands after washing.
 - Throw used paper towels in a bin.
- As a class, ask learners to discuss:
 - Are there any good hygiene practices that are particularly important? Why?
 - Are there any good hygiene practices that the school does not do well? What can the club do about this?

- Finally, ask learners if there are any other water or sanitation messages they think are important for members of their school community to know. For example, children could be reminded to wash their water bottles and re-fill them daily.

Differentiation

Make it easier: Work with a group to scaffold their thinking with further key questions such as: *What should you remember to do after you have used the toilet?*

Activity 6.2 (30 min)

Taking action

- Show learners the two video clips about hand washing in Sierra Leone (follow links on slides 40 and 41). The first shows a health worker singing a hygiene song with some young children. The second is a demonstration of how to wash hands effectively. You might like to point out that this kind of hand washing was particularly important during the Ebola crisis of 2014-5.
- Show slide 42. In their groups, ask learners to focus on one of the good hygiene messages the class discussed in 6.2. Ask learners how they can convey this message to others in their school community. Ideas could include:
 - Creating a poster to display in toilets or class rooms.
 - Performing a demonstration of correct hand washing to other classes or in an assembly.
 - Creating a short role-play to perform to other classes or in an assembly.
- Ask learners how they will present their message in a persuasive way. Encourage learners to refer to persuasive and emotive language from the class phrase bank.
- Ask learners to work in their groups to create their presentation of a good hygiene message.

Plenary (10 min)

- Allow each group time to share their message with the rest of the class. Invite learners to comment on each other's work, particularly messages that they feel have been presented in a very persuasive way.
- Ask learners to identify which children's right their messages are supporting (*the right to good health, Article 24 of the UN Convention of the Rights of the Child*). Discuss who has responsibility to ensure this right is met in their own school (*the responsibility is shared between the learners, the teachers and other adults working in the school, cleaners, the local authority and the UK government*).
- If possible, provide opportunities for learners to share their messages with the wider school community.

Further ideas

- Find out more about how poor water and sanitation facilities in Sierra Leone – the result of many years of civil war and a consistent lack of funding by the government into infrastructure – led to the rapid and far-reaching spread of Ebola in 2014 by using the Oxfam resource, ‘Ebola: Behind the headlines’:
www.oxfam.org.uk/education/resources/ebola
- Learn more about Oxfam’s approach to WASH (Water, Sanitation and Hygiene Promotion) at: www.policy-practice.oxfam.org.uk/our-work/water-health-education/wash.
- Suggest that learners use their persuasive writing skills to write a letter to their English MP, Scottish MEP or Welsh AM asking them to support funding for WASH projects.
- Participate in Oxfam’s Water Week. www.oxfam.org.uk/education/resources/water-week

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