

HEALTH

ELEMENTARY LEVEL

Lesson Plan: For the elementary classroom

Rationale

On April 19, 1995, Free The Children was born. To celebrate our sixteenth anniversary, each April we go back to our roots to put the focus on some of the issues that fueled Free The Children in the beginning. Free from poverty and exploitation, free from disease and thirst. These four freedoms are the inspiration for our Adopt a Village model, a model which we feel creates the basis for change in the international communities we work in.

This lesson plan was created to provide educators with a comprehensive lesson on the purpose and inner workings of the health pillar from Free The Children's Adopt a Village model. With this knowledge students will learn the value of their participation in Free The Children programming and understand the contribution they have made to free global communities from disease. With this knowledge we encourage students to exercise their freedom to act by taking part in Free The Children's Five Days for Freedom campaign through dynamic fundraisers and awareness raising events.

This lesson is organized into four parts—orientation, core, conclusion and extension activities—and is followed by Blackline Masters and an assessment rubric. At the conclusion of this lesson, students will participate in Free The Children's Five Days for Freedom campaign as an engaging outlet for action.

Thank you for your ongoing contribution to Free The Children and the global community.

Details

- **Grade level:** elementary
- **Themes:** health, poverty, education, clean water, sanitation and freedom
- **Estimated time:** 195 minutes
- **Learning goals**
 - Students will:
 - Formulate and share opinions on global issues and problems.
 - Demonstrate research skills by compiling information from a variety of print and electronic resources.
 - Participate in active group work and class discussions.
 - Communicate effectively in written, oral and artistic forms.
 - Further develop the ability to think critically.
 - Raise awareness about an important global issue.
- **Resources required**
 - Writing materials
 - Drawing materials
 - Blank paper
 - Projector and screen
 - Blackboard, white board or chart paper



- Freedom Fest Guide, Freedom 101 and Five Days for Freedom Action Guide
- Blackline Master 1 (B.L.M.1) and Blackline Master 2 (B.L.M.2)
- **Assessment**
 - Appendix 1: Assessment Rubric for Student Work

Free From Disease: Accessing Medical Care Activity

Orientation Activity

- **Purpose:** The purpose of this activity is for students to develop an appreciation for the medical care they have access to in their country as they learn about medical care issues around the world through a mapping scenario.
- **Instructional method(s):** class discussion, independent activity
- **Differentiated instruction:**
 - Simplified: Create one map as a class.
 - Advanced: Use a geographical map of the neighbourhood and have students measure the distance of their route and calculate accurate times for their different means of travel.
- **Curriculum connections:** Grades 5 – 8, The Arts, Language Arts, Mathematics, Science and Technology and Social Studies.
- **Estimated time:** 1 hour
- **Steps:**
 1. Distribute blank pieces of paper and drawing utensils to each student.
 2. Ask students to imagine that they are at home and they have fallen ill with a very high fever and need to visit the doctor. Ask students to outline the way they would get from their house to the hospital, what they would need and who would help them.
 3. When this is complete, ask students to draw this route on their blank piece of paper. Ask them to make their map as realistic as possible and include the following items: their house, the nearest hospital and obstacles along the route (e.g.: houses, traffic lights, shopping malls etc.). Students must also include items they would need along this route (e.g.: car, medication etc.).
 4. After students have drawn in all of these items they must take a coloured marker and draw their route from their house to the hospital.
 5. When their route is complete, ask students to indicate what type of transportation they will use to get there, who will help them get there and how much time all of this will take. Ask students to record this information on a legend in their map.
 6. Ask students to share their maps in groups of four and compare their estimated travel time.
 7. When students have finished comparing, ask them to again look at their maps and take the following items out of their route:
 - Their vehicle
 - Public transit
 - Their parent or guardian who is helping them
 - MoneyAfter they do so, they must re-evaluate the time it will take to get to the hospital, without the above resources and add this information to their legend.
 8. Now ask students to imagine that their hospital has been moved to the next city and they still do not have the above resources. Prompt a discussion using the following suggested questions:
 - How would you get to the hospital?
 - How long would this take you?
 - Being sick, do you think you would be able to make this journey?
 - Without money, how would you access the proper medication needed to alleviate your sickness?
 - If you were unable to make it to the hospital for medical treatment, what could happen to you?
 9. Tell students that the purpose of this map activity was to allow them to experience what it feels like and looks like to not be able to easily access medical care in their own community. Explain to students that around the world there are people who experience these types of problems. There are many people who do not receive



necessary medical treatment because they do not have access to a doctor or cannot afford health care.

10. Read the following statistics to the students:
 - Each year, approximately 9.2 million children under the age of five die from often preventable diseases.
 - 12.2 million children in sub-Saharan Africa have lost one or both parents to AIDS.
 - In India, lack of health care has brought the average life expectancy down to just 53.2 years.
 - A child born in a developing country is over 13 times more likely to die by the age of five than a child born in an industrialized country.
11. After hearing these facts ask students the following suggested questions:
 - How did these statistics make you feel?
 - Why was this activity important? What did it teach you about medical care?
12. Before concluding this activity, ensure students are aware there are people around the world who do not have access to medical care and that this is detrimental to their life. Encourage them to develop an appreciation for the medical care in their country and an understanding of how fortunate they are to have access to doctors, medical centres and hospitals.

Free from Disease: Around the World Activity

Core Activity

- **Purpose:** The purpose of this activity is for students to learn about the seven countries Free The Children works in around the world and the ways disease affects the livelihood of the people in these countries.
- **Instructional method(s):** class discussion, independent work
- **Differentiated instruction:**
 - Simplified: Choose one statistic in the statistics activity and focus on it by breaking it down and explaining it to the students.
 - Advanced: Ask students to read the story on their own and come to independent conclusions.
- **Curriculum connections:** Grades 4 – 8, Health and Physical Education Program, Language, Mathematics and Social Studies.
- **Estimated time:** 45 minutes
- **Steps:**
 1. Explain to students that Free The Children works in seven marginalized countries around the world, these countries are: China, Ecuador, Haiti, India, Kenya, Sierra Leone and Sri Lanka.
 2. Explain that these countries were selected because of their struggles with issues such as disease, exploitation, thirst and poverty.
 3. Distribute B.L.M.2 and ask students to colour in and label these seven countries.
 4. While students are working on their maps, write the following words on the board: literacy rate, child labour, under 5 growth stunting, primary school attendance, unemployment rate and poverty line.
 5. Tell students they are going to participate in a statistics demonstration, but first they must learn what the different statistics mean. Explain that all of the words on the board are development indicators. These are numerical measurements of the quality of life in a country. Run down the list of indicators and explain what each one means.

Teacher Note:

Literacy rate: the percentage of the population that can read and write.

Child labour: Percentage of children aged 5 to 14 years of age involved in child labour activities.

Under 5 growth stunting: the amount of children under age 5 who suffer from reduced growth rate

Primary school attendance: the percentage of children in the age group who attend school.

Unemployment rate: the percentage of the labour force that is without jobs.

Poverty line: is the minimum level of income deemed necessary to achieve an adequate standard of living

6. Discuss when an indicator suggests a low quality of life versus a high quality of life.
7. Begin the demonstration:

Teacher Note: Go down the list below one at a time, asking students to sit after each demonstration. At that time, ask them to write the information they learned on their map and discuss its meaning.

- Ask 2/3 of the class to stand up (in a class of 20 this is 13 students). Tell them that this is the amount of people in Haiti who do not have a formal job.
- Ask 26% of the class to stand up (in a class of 20, this is 5 students). Tell them that this is the amount of children in Kenya who are forced to work.

- Ask 15% of the class to stand up (in a class of 20, this is 3 students). Tell them that this is the amount of children under age 5 in China who suffer from stunting (reduced growth rate). This is due to inadequate nutrition.
 - Ask 83% of the class to stand up (in a class of 20, this is 17 students). Tell them that this is the amount of primary school children in India who attend school.
 - Ask 23% of the class to stand up (in a class of 20 this is 5 students). Tell them that this is the amount of people in Sri Lanka who live below the poverty line.
 - Ask 84% of the class to stand up (in a class of 20 this is 17 students). Tell them that this is the amount of people in Ecuador, age 15 and over, who are literate.
 - Ask 46% of the class to stand up (in a class of 20 this is 9 students). Tell them that this is the percentage of girls age 15 – 24 in Sierra Leone that are literate. Following this, ask 66% of the class to stand up (in a class of 20 this is 13 students). Tell them that this is the percentage of boys age 15 – 24 in Sierra Leone that are literate.
8. When this activity is complete, revisit the list of indicators and seven countries using the following suggested questions:
 - Why do these countries need to be freed from disease?
 - Why is it important that Free The Children has chosen to work in these seven countries?
 9. Ask students to formulate a list of educated guesses that indicate any correlations between the indicators and health (e.g.: when people live below the poverty line, they can't afford medical treatment; therefore they are more likely to experience poor health). Encourage students to think critically to find these relationships.
 10. When this discussion is complete gather the class together and read them the story "A Hospital Near Home" on B.L.M.1. After the completion of the story, ask students the following suggested questions:
 - What is the major dilemma(s) Alice and her family face?
 - Why was Alice's husband unable to receive proper and frequent care for this preventable disease?
 - How is Free The Children helping Alice and her family?
 11. To conclude this activity, ask students to write a reflection from Alice's point of view about how this health project will help free her family and community from disease.
 12. Students will hand in their reflections for grading.

Free From Disease: The Health Pillar Activity

Concluding Activity

- **Purpose:** The purpose of this activity is to educate students on Free The Children's health pillar and to learn about ways communities around the world can be freed from disease.
- **Instructional method(s):** class discussion, partner work, class presentation
- **Differentiated instruction:**
 - Simplified: Teacher demonstrates what the different projects look like prior to partner work.
 - Advanced: Students work independently on their poster.
- **Curriculum connections:** Grades 4 – 8, The Arts, Health and Physical Education Program, Language, Science and Technology and Social Studies.
- **Estimated time:** 1 hour
- **Steps:**
 1. Tell students that Free The Children works in a variety of ways to help free communities from disease. Show the class the following video to provide further information about Free The Children's Adopt A Village, Health pillar: <http://www.freethechildren.com/whatwedo/international/aav/health/>
 2. After viewing this video, ask the students to reflect on the video and identify the ways Free The Children is working to free communities from disease.
 3. Divide the class into pairs.
 4. Explain to pairs that every country and community faces different challenges whether it's prevalence of a certain disease such as HIV/AIDS, the isolation of rural communities, or the lack of nutritional food. Based on these challenges Free The Children chooses an appropriate health project that will help free the specific community from disease. Note to students that these projects are continually evolving as new technologies are developed and needs arise.
 5. Explain that each pair is going to select a health project Free The Children has implemented in one of the seven countries they work in. When they have chosen their project, pairs must work together to create a poster that shows how this health projects frees communities from disease.
 6. Allow pairs to choose one of the following health projects:
 - Nutrition programs – hot daily meals are provided in schools to ensure students get a full meal every day.
 - School gardens and farms – these gardens and farms grow various herbs, fruits and vegetables and supplement students' daily lunch at school to ensure they are receiving a nutritious meal each day.
 - First aid kits – in Kenya, health clubs are provided with first aid kits.
 - Kitchen and dining halls– by building these areas in schools students are provided with a sanitary place to eat.
 - Mobile health clinics – in Kenya, automobiles are stocked with medical supplies and ran by qualified nurses who drive around and visit communities who otherwise wouldn't have access to medical care.
 - Health education workshops – held for community members and students to provide them with education about safe and healthy practices to minimize the spread of preventable diseases. Topics covered include: personal hygiene, nutrition, mother-child health care, sanitation, common disease prevention, drug abuse, first aid, reproductive health, peer pressure/counseling, environmental hygiene and harmful cultural practices.
 - Health centres – in Kenya and India, centres have been constructed, providing community members with access to health care.



7. When pairs have completed their posters, ask them to explain their health project to the class, outlining its benefits and how it works.
8. Display completed posters around the school to educate the student body on projects that are helping to free communities around the world from disease.

Lesson Plan: Extension Activity

Extension activity: Five Days for Freedom

- **Purpose:** The purpose of this activity is to provide students with an outlet for action by engaging them in Free The Children's Five Days for Freedom campaign.
- **Instructional method(s):** class discussion
- **Differentiated instruction:**
 - Simplified: Teacher guides the students, prompting them with questions and ideas for the campaign.
 - Advanced: Allow the students to lead the discussion and determine what actions to take for the campaign.
- **Estimated time:** 25-30 minutes
- **Steps:**
 1. Ask students to reflect on all they have learned throughout the lesson.
 2. Explain to them that Free The Children's Five Days for Freedom campaign is a call to action, a tangible way that they can fundraise and raise awareness to protect children's freedoms around the world.
 3. Following this group work, further introduce the campaign by viewing the videos on the following websites:
 - Five Days For Freedom <http://www.fivedaysforfreedom.com/>
 - Free The Children's YouTube or TeacherTube channel "It's Not Charity" - <http://www.youtube.com/watch?v=ZJjSYkGi1dk&feature=relmfu> or http://www1.teachertube.com/viewVideo.php?video_id=210849&title=It_s_Not_Charity_Kenya
 4. Divide the class into small groups and distribute campaign resources to each group: Five Days for Freedom Action Guide, Freedom 101 Guide, and Freedom Fest Guide. Allow them five minutes to sort through the resources.
 5. Gather the students attention and ask them the following suggested questions about the Five Days for Freedom campaign:
 - Why is this campaign important?
 - What are the goals of this campaign?
 - How can we use this campaign to help free communities from disease?
 - How can we use the knowledge learned during the course of this lesson to support our campaign initiatives?
 - What are the steps to take to participate in this campaign?
 - What do we want to achieve by the end of the campaign?
 6. Following this discussion, have students turn to the Five Days For Freedom Action Guide and determine an action plan for their campaign.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

- Free The Children Five Days for Freedom campaign – www.freethechildren.com/fivedaysforfreedom
- Free The Children “It’s Not Charity” video - <http://www.youtube.com/watch?v=ZJjSYkGi1dk&feature=relmfu> or [http://www1.teachertube.com/viewVideo.php?video_id=210849&title=It s Not Charity Kenya](http://www1.teachertube.com/viewVideo.php?video_id=210849&title=It's+Not+Charity+Kenya)
- Free The Children’s “Youth Impact” video - <http://www.youtube.com/watch?v=xvArZFUpUKk> or [http://www1.teachertube.com/viewVideo.php?video_id=210862&title=We Day Your A ctions Your Impact](http://www1.teachertube.com/viewVideo.php?video_id=210862&title=We+Day+Your+Actions+Your+Impact)
- Global Voices column archives - <http://www.thestar.com/comment/columnists/94598>
- Adopt A Village Clean Water pillar - <http://www.freethechildren.com/whatwedo/international/aav/water/>
- Adopt A Village Alternative Income pillar - <http://www.freethechildren.com/whatwedo/international/aav/altincome/>
- Adopt A Village Education pillar - <http://www.freethechildren.com/whatwedo/international/aav/education/>
- Adopt A Village Health pillar - <http://www.freethechildren.com/whatwedo/international/aav/health/>

Appendix 1

Use the below assessment rubric to evaluate students' comprehension of issues and participation in the lesson plan activities. This rubric can be used in the following activities: Disease, Free from Disease and The Health Pillar.

Assessment Rubric for Student Work

Performance Factors	Outstanding	Very Effective	Effective	Marginally Effective	Ineffective
Producing Quality Work	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.	Produces work with no quality.
Using Work Time Effectively	Always remains on task, showing exemplary adherence to boundaries and rules.	Consistently remains on task, showing respect to boundaries and rules.	Sometimes on task, showing inconsistent observance of boundaries and rules.	Sometimes on task, showing limited observance of boundaries and rules.	Not on task, showing no observance of boundaries and rules.
Knowledge of Topic	Demonstrates thorough knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates limited knowledge and understanding of concepts.	Demonstrates no knowledge and understanding of concepts.
Communicating Effectively	Expresses and organizes ideas and information with a high degree of effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with no effectiveness.
Originality	Presents or selects a fresh and original idea.	Presents or selects a somewhat original idea.	Presents a somewhat predictable response to the topic.	Presents a predictable response to the topic.	Restates topic using no original ideas.

Blackline Master 1

A Hospital Near Home

Alice Mosonik, a 40-year-old mother of nine, lives in Enelerai, Kenya. Stunningly picturesque but isolated in the hills of the Maasai Mara, her home is 10km from the nearest medical clinic, a bare-necessities outpost called the Mulot Mission. Longisa District Hospital is another 5km beyond that—a long distance to walk and an expensive trip by bus.

For years, Alice’s husband suffered from asthma. “He had to go to far off hospitals to seek treatment,” Alice explained. “This was expensive since we had to go for frequent follow-ups and collect drugs every now and then.” The chronic disease kept him from work and held the family in poverty.

In 2007, Alice’s husband died from an asthma attack. She remembers this as the worst day in her life.

One of Alice’s daughters has asthma as well. Frightened, they repeat the same process: long bus rides to reach the hospital, sacrificing household necessities for medicine, losing days of work and school for life-saving treatment.

However, soon it will be much easier. With the help of the Enelerai community and through the Adopt a Village development program, Free The Children is building the Baraka Health Resource Clinic. Now in construction, the large clinic will bring affordable medicine and services to isolated villages throughout the Mara.

“I believe if the hospital would have been as near as Baraka Clinic is, my husband would still be alive,” Alice laments. “The clinic will help the community be free of disease and hence save lives, especially for those with chronic illnesses.”

Beyond her own struggle, Alice puts in perspective the impact that the clinic will have on her community. “Maternal and child health services will also be easily accessible to mothers. Since no time is wasted to distances covered, the mothers can now dwell on other economic activities.”

Free from disease, Alice and her community have the opportunity to devote their energy to improving their lives, keeping their children in school and having agency in shaping their own future. For Alice, it means that the worst day of her life will not have to be relived with her daughter.

World Map

