

HEALTH

SECONDARY LEVEL

Lesson plan for the secondary 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:** secondary
- **Themes:** health, poverty, education, clean water, sanitation and freedom
- **Estimated time:** 210 minutes
- **Learning goals**
 - Students will:
 - Formulate and share opinions on global issues and problems.
 - Demonstrate research skills by compiling information from a wide 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 on a global issue of importance.
- **Resources required**
 - Writing materials
 - Drawing materials
 - Blank paper
 - Projector and screen



- Computers and internet
- 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

Health: Exploring Disease

Orientation Activity

- **Purpose:** The purpose of this activity is for students to learn about health issues around the world and the prevalence of disease in the global community.
- **Instructional method(s):** class discussion, partner work
- **Differentiated instruction:**
 - Simplified: Pairs choose one country to focus on for the data analysis activity and report their findings to the class.
 - Advanced: Pairs present their findings in a written report.
- **Curriculum connections:** Canadian and World Studies, English, Health and Physical Education, Mathematics, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour
- **Steps:**
 1. Write the word “Disease” on the board. Ask students the following suggested questions to prompt discussion:
 - What causes disease? What are the mechanisms by which diseases spread?
 - What is the difference between contagious diseases (those you get from others) and non-contagious diseases (like cancer)? Name several types of each.
 - Do students know of anyone who has a condition or disease? What is the disease or condition? How did they get it? Is there any cure for it or medicine to treat it?
 - Is disease different in different parts of the world? How?
 2. When this discussion is complete, 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.
 3. Ask students to describe how these statistics made them feel.
 4. Divide the class into pairs and distribute B.L.M.2 and B.L.M.3 to each pair.
 5. 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. Explain that these countries were selected because of their struggles with issues such as disease, exploitation, thirst and poverty.
 6. Distribute B.L.M.2 and ask students to colour in and label these seven countries.
 7. Introduce the idea of looking at numbers, graphs and charts as evidence to support or refute a position on a topic.
 8. Distribute B.L.M.3. and explain that in this worksheet they will find a data chart outlining different indicators for those seven countries. Allow them the opportunity to look over the chart and ask any questions they may have regarding the data and what it means.
 9. Ask pairs to discuss the different indicators together so that they can gain an understanding of what they mean.
 10. Following this discussion, ask the pairs to analyze the chart and identify the following:
 - Visible effects of disease in each country.



- The areas of most need in each country.
 - Possible solutions to the country's struggle with disease.
11. Have each pair compile their theories and hold a class discussion around students' correlations and findings.
 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.

Health: Free From Disease Activity

- **Purpose:** the purpose of this activity is for students to realize the ways people are affected by disease around the world as well as the solutions Free The Children puts in place to help combat this global problem.
- **Instructional method(s):** class discussion, group work
- **Differentiated instruction:**
 - Simplified: Groups are assigned one project and must present their findings to the rest of the class.
 - Advanced: Students work independently and choose one project on which they create a diagram and written report.
- **Curriculum connections:** Business Studies, Canadian and World Studies, English, Health and Physical Education, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour
- **Steps:**
 1. Distribute B.L.M.1 and ask students to independently read “A Hospital Near Home.” After they have finished reading, 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?
 1. Following this discussion, 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 students to reflect on the ways in which Free The Children is working to free communities from disease.
 3. 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.
 4. Divide students into groups of four.
 5. The following is a list of health projects Free The Children a health has implemented in one of the seven countries they work in. In their groups, ask students to go through the list and conduct a brainstorm around each project by answering the five W’s (who, what, when, where and why) and the impact they believe each project could have to help free a community from disease.
 - 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.

6. When this is complete, hold a class discussion around students' ideas.



Health: The Health Pillar Activity

- **Purpose:** The purpose of this activity is to educate students about Free The Children's health pillar in order to learn about ways communities around the world can be freed from disease.
- **Instructional method(s):** class discussion, partner work, class presentations
- **Differentiated instruction:**
 - Simplified: Pairs present their research findings using a medium of choice (e.g.: visual Bristol board).
 - Advanced: Students complete the project independently.
- **Curriculum connections:** Business Studies, Canadian and World Studies, English, Health and Physical Education, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour of class time followed by homework hours and scheduled presentation time.
- **Steps:**
 1. Divide the class into pairs.
 2. Explain to students that in their pairs, they will create a 10-minute PowerPoint presentation on one of the seven countries Free The Children works in and one of the health projects Free The Children implements there.
 3. Assign each pair one of the following countries: China, Ecuador, Haiti, India, Kenya, Sierra Leone and Sri Lanka.
 4. Once pairs have been assigned a country, ask them to begin researching the country, identifying any relevant health information and health needs.
 5. When this research is complete, instruct each pair to choose a type of health project (outlined in the Core activity) that is used in their selected country and explain the components of this health project, the demands for this project in their chosen country and the change this project will bring about to communities in this country.
 6. With this information, pairs must create a 10-minute PowerPoint presentation to be presented to the class.
 7. In this PowerPoint presentation students must include the following from their research:
 - Country profile.
 - Potential opportunities for health projects in the country.
 - Components of the health project they selected.
 - Change the health project will bring about to communities in this country.
 8. When PowerPoint presentations are complete, students will present them to the class.
 9. Students can be assessed on the quality of the information in their presentation.



Health: Five Days for Freedom Campaign

- **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:**
 1. Simplified: Teacher guides the students, prompting them with questions and ideas for the campaign.
 2. 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](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
- Free The Children’s “Youth Impact” video - <http://www.youtube.com/watch?v=xvArZFUUKk> or 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 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

