

Lesson Plan Malawi Schools Health Walk

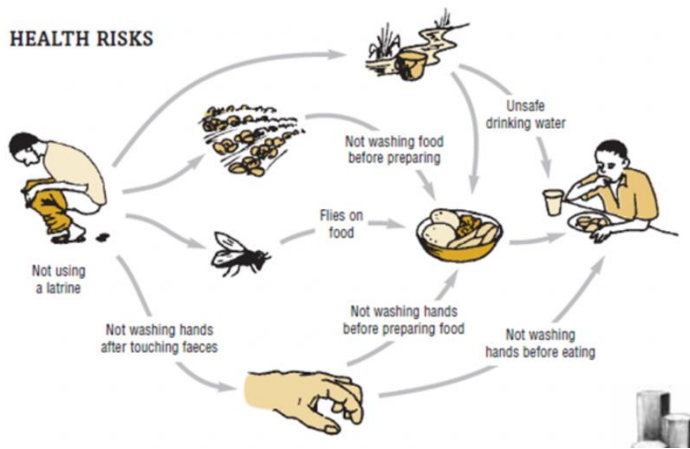


Year Group:	Date:	Number of learners:
Context: Starfish Malawi's Health and Hygiene project includes lessons taught in schools in Malawi and the UK.	Learning Objectives: To understand how poor hygiene contributes to disease and ill health	
Success criteria: I can identify places in my local area where health and hygiene is good I can identify places in my local area where health and hygiene could be improved	Global Goals for Sustainable Development: 3 Good health and wellbeing 6 Clean water and sanitation	
Technical Vocabulary: Health Hygiene Sanitation Urine Faeces	Resources: Large sheets of paper Pens/pencils	

Organisation of activity:

- Health Walk
Explain to learners that they will be going on a health walk to look at where people get water, where they go to the toilet and how they wash their hands as well as looking at areas where rubbish is placed. Divide the class into groups and send each group into a different area to look for water supplies, toilets and rubbish storage.
- Mapping facilities
Older learners: Each group should make a map showing the community and local area. As well as showing the roads, houses and community buildings, include the places where people get water. Show any latrines and areas where people go to pass urine and faeces. Show where household rubbish is placed. As learners make the map, discuss the good points and any problems with each of these places. When the maps are finished, each group should explain their map to another group as a kind of role-play by imagining they are showing visitors around. Describe the route they would take and explain what they would say. One group should imagine how they would show around the local politician and a visitor with a special interest in water and sanitation. The politician is keen to impress the visitor by pointing out how good the local situation is. The other group should then show around a visitor from a water and sanitation non-Government organisation or charity who has come offering help to improve the local situation. Afterwards discuss the key differences between the two 'visits'. Raise any points that learners in the other group did not mention.
Younger learners: Each group should make a map showing the community and local area. As well as showing the roads, houses and community buildings, include the places where people get water. Show any latrines and areas where people go to pass urine and faeces. Show where household rubbish is placed. As learners make the map, discuss the good points and any problems with each of these places. When the maps are finished, ask one person from each group to come to the front of the classroom and explain the map to the rest of the class.

Look at the diagram of health risks and discuss in relation to maps.



Plenary

Return from health walk and hold a class discussion about the positive aspects of health and hygiene in the local area, then come up with a list of improvements that could be made. Challenge the learners to suggest ways in which they could help facilitate improvements eg through their School Council, writing to local chiefs, writing to non-Government organisations who might help.

Share findings with link school, other local schools and the local community.

Evaluation