

Lesson Plan – UK Health Walk (litter)



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 Map of local area Extra adults to help supervise on the walk Risk assessment for going on a walk off school premises	
Organisation of activity:		
<p><u>Health Walk</u> Tell the children that they are going to go on a walk around the local area to have a look at facilities that help contribute to our health and wellbeing – ask for suggestions as to what they could be. Children may not suggest public toilets but stress that these are equally as important as bins etc. If you are covering a large area, you may want to divide the class into groups and ask each group to focus on a different geographical section. Before going on the walk, remind children to go to the toilet and wash their hands. How will they wash their hands or go to the toilet if they are out?</p> <p><u>Mapping facilities</u> Older learners: Divide the class into groups. Each group should make a map showing the community and local area. As well as showing the roads, houses and community buildings, include any public toilets. Show where there are litter bins and dog poo bins. Are there any areas where litter is regularly left? 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 health and hygiene. 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 an environmental pressure group 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.</p> <p>Younger learners: Divide the class into groups. Each group should make a map showing the community and local area. As well as showing the roads, houses and community buildings, include any public toilets. Show where there are litter bins and dog poo bins. Are there any areas where litter is regularly left? You may need to provide groups with a copy of a local map so all they have to do is mark on the facilities. As learners make the map, discuss the good points and any problems with each of these places. When the</p>		

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.

Plenary

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 councillors, writing to local newspapers. How can information from today's walk be shared with link schools?

Evaluation