

ACTIVITY 2:

A RIGHT TO THE BEST POSSIBLE HEALTH AND THE SYSTEMS THAT SUPPORT IT

AIM: Children have an understanding of the terms health and health systems and explore how these concepts are linked to the overarching idea of a child's right to the best possible health.

Preparation:

- Prepare printed bingo cards and a bowl of cut-out words for calling, or set up a virtual bingo game if children have access to laptops or tablets

Facilitator materials and resources:

- Activity 2 presentation
- myfreebingocards.com or [Bingo Baker](#)
- Paddington movie clip – [Aunt Lucy](#)

Participant materials:

- Bingo card (one per child)
- Bingo words cut out

Tips for those working in Early Years settings:

- Cut and colour "Let's look after each other" tags – like Paddington's "Please look after this bear" tag
- Watch together: The [BBC Get Well Soon series](#) on healthcare for children, [BBC Topsy and Tim Hospital Visit](#), or [BBC JoJo & Gran Gran: It's Time to Play Hospitals](#)

Facilitator introduction

Article 24 tells us that every child around the world has a right to the best possible health, no matter who they are or where they come from. The right to healthcare is also a fundamental human right for all people – including children and adults (Universal Declaration of Human Rights, Article 25). Yet many people around the world don't have access to the healthcare they need, or strong health systems to support them, putting children's rights at risk.

In the last few years, the impacts of the COVID-19 pandemic have stretched health services around the globe and have had a direct effect on children's right to healthcare. For example, we know that more than 228 million people – who are mostly children – have missed their routine immunisations due to constraints on health systems caused by the pandemic. This is 25 times the number of people who live in London and four times as many people as live in the whole of the UK. That's just one of the reasons why efforts to strengthen health systems have never been more important for children's lives and futures.

This activity introduces the concepts of health and health systems, which may not be common terms to children, by building on their existing understanding of the components of health systems that are more familiar to them.

A health system is everything and everyone that supports our healthcare, working together. That includes all the health workers (doctors, nurses, surgeons, hospital workers), good leadership and management, enough funding, the right medicines, and equipment – delivered to the right people in the right places – strong community systems and good data and data systems for decision-making.



© P&Co Ltd/SC 2022

PART 1: WARM UP

1. Introduce the session by sharing from the story of Paddington (or showing the movie clip of [Paddington in the train station](#)). Explain that when Aunt Lucy sent Paddington to London, she hung a tag around his neck with the words, “Please look after this bear. Thank you”. Aunt Lucy was hopeful that when Paddington arrived in London, a family would find him and give him the help that he needed.
2. In this activity we’re going to look at health systems. While we have our own families, carers, and friends who look after us, health systems are one of the ways that children are looked after and cared for so they can experience their right to the best possible health. By learning about health systems in OutRight and how we can help make them better for children around the world, we’re looking out for one another.
3. Create, colour, and cut out your own tags with the words “Let’s look after each other” on one side – like Paddington’s “Please look after this bear” tag. On the back, write the words of CRC Article 24.

PART 2: HEALTH SYSTEM DEFINITIONS

1. Using the activity 2 presentation, ask children to share what they already know about the terms health and health systems. Then share the common definition of each of these terms, linking them back to a child's right to the best possible health.
2. To have good health, all the different parts of the healthcare systems that look after us must be strong and must work together so that everyone – including every child – around the world is looked after. Remind children that their right to the best possible health doesn't mean they have the right to not be ill. Some illness can't be prevented. But it does mean children have the right to be protected against preventable illnesses, and get the care they need to live with any unpreventable illness or disability as best they can.

PART 3: HEALTH SYSTEMS BINGO

1. Show the 'health systems' word cloud in the activity 2 presentation. Explain that each of the words on the list is related to healthcare and a child's right to the best possible health. This game will help your group become more familiar with the words you'll be using to talk about the importance of health systems during your OutRight sessions. Invite the children to look at the list and call out if there are any words that aren't familiar to them. Can someone else in the group define it or give an example? If the word is unknown to the whole group, give a definition or examples. A list of definitions is included in the presentation notes.
2. Play a game of word bingo using the health systems terms list below. If you have access to tablets or laptops, you can create a virtual game using a free website like myfreebingocards.com or [Bingo Baker](https://bingobaker.com). To create a paper game, print the bingo card in your resource pack, one for each child, and ask them to create their own card by randomly filling in the squares with the list words – they can cut out and stick the squares from page 2 of the sheet. Use the function of the website to 'call' the game or print and cut out a list of the terms for the caller to draw from a bowl. Tip: Mix it up for older children by playing different bingo patterns, or calling out the definitions rather than the terms.
3. To emphasise comprehension, ask the winner of each game to define each term as they read back their winning bingo row.

PART 4: MAKING THE LINKS BETWEEN HEALTH SYSTEMS AND A CHILD'S RIGHT TO THE BEST POSSIBLE HEALTH

1. Using the activity 2 presentation, guide the group through each of the additional key articles, asking, "Now that you know more about strong health systems and health coverage, how do you think this article relates to ensuring a child's right to the best possible health?"
2. Finish the activity by tying everything you've learned together, helping children make the connection that we need strong health systems to make sure everyone is looked after and children everywhere are able to realise their right to the best possible health.

