

# ACTIVITY 2:

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

**AIM:** Young people have an understanding of the terms health, health systems, and universal health-care and explore how these concepts are linked to the overarching idea of a child's right to health.

### Preparation:

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

### Facilitator materials and resources:

- Activity 2 presentation
- [myfreebingocards.com](https://myfreebingocards.com) or [Bingo Baker](#)

### Participant materials:

- Bingo card (one per young person)

### 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 the best possible health 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. This puts children's rights at risk.

In the last few years, the effects of the COVID-19 pandemic have stretched health services around the globe. This has had a direct impact 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.

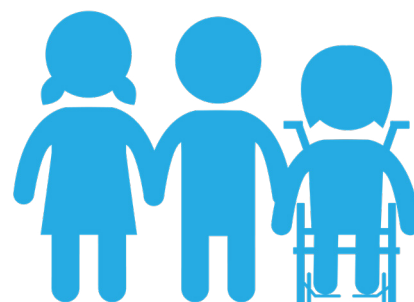




## PART 1: HEALTH SYSTEM DEFINITIONS

**1.** Using the activity 2 presentation, ask young people to share what they already know about the terms health, health systems, and universal health coverage. 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 young people that their right to the best possible health doesn't mean they have the right to never be ill – some illnesses aren't preventable. 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, condition or disability they have as best they can.





## PART 2: 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 young people to look at the list and ask 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](https://myfreebingocards.com) or [Bingo Baker](https://bingobaker.com). To create a paper game, print the bingo card in your resource pack, one for each young person, 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: Make it more challenging for older young people 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 3: 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 young people make the connection that we need strong health systems to make sure everyone's looked after (Universal Health Coverage) and children everywhere are able to realise their right to the best possible health.

