

ACTIVITY 6:

WHAT HAPPENS WHEN HEALTH SYSTEMS FAIL?

AIM: Children explore health systems around the world and consider how they might be strengthened and changed to better support children everywhere, realising their rights.

Preparation:

- Review UNICEF global healthcare stories and print copies for small groups

Facilitator materials and resources:

- Activity 6 presentation
- World map
- Mapping exercise from activity 3

Participant materials:

- Printed UNICEF global healthcare stories
- Note paper and pen
- Internet to research health issues in different places

Tips for those working in Early Years settings:

- Draw an ending to the story instead of writing
- Sing and dance to [We've all got rights](#)

Facilitator introduction

Health systems and access to these systems can look very different in countries around the world. While some countries like the UK have a healthcare system like the NHS, intended to give everyone in the UK access to the care they need, about half of the world's population goes without regular, affordable, reliable access to healthcare. In these places, children are being denied their right to the best possible health.

While the world can sometimes feel very big, and places like Ukraine, Bangladesh, China, and Peru can feel very far away from the UK, we've all learned during the COVID-19 pandemic that health systems around the world are very connected and dependent on one another. When health systems are disrupted in one place, for example, there can be knock on effects felt in many other places.

In this session, we'll expand on the activities we've done so far in exploring our own health system and the obstacles towards ensuring everyone, everywhere has access to health coverage. We'll build a broader understanding of how health systems around the world are interconnected and need to be strengthened.



PART 1: WARM-UP: REFLECTION AND JOURNAL WRITING

1. Using six sheets of blank A4 paper folded in half and stapled on the spine, invite each child to create their own reflection journal. Allow a few minutes at the start of the exercise for them to design the cover and personalise their journal.
2. Share that this week's activities will investigate what healthcare looks like in other places around the world.
3. Using the activity 6 presentation, show the reflection questions, and give the children a few minutes to reflect on their personal and global experience with the pandemic. Reassure the group that what they write in their reflection journal is private, and it doesn't have to be shared with anyone unless they choose to share it.
4. At the end of the warm-up time, consider repeating the breathing exercise from Activity 4 if talking about COVID brings up emotions for the group, or any children in the group.

PART 2: HOW DO HEALTHCARE SYSTEMS LOOK DIFFERENT AROUND THE WORLD?

1. Ask children to reflect on the local healthcare system mapping activity they completed from activity 3. Display the map completed from the community walk as a refresher. Explain that this session will mean putting your explorer hats on again and taking an expedition with UNICEF to see what healthcare and health systems look like in some other places in the world.
2. Ask children to share what they might know about healthcare in other places around the world.
3. Using the activity 6 presentation share the UNICEF stories from Nepal, Somalia, and Yemen.
4. For each of the locations and stories shared, reflect on the following questions in your journal:
 - What is the country or location shared?
 - What is a one to two sentence summary of the story?
 - How is the health system here different from the health system in my community?
 - What are the obstacles or challenges that children here face that keeps them from having their rights realised?

PART 3: WRITING A RIGHTS-RESPECTING ENDING

1. In small groups (or in plenary as a continuation of the preceding activity) have children choose one of the three country stories.
2. Explain that in each of these stories, UNICEF is working here to help fill needs where there are gaps in the health system so that children's rights are realised, but it shouldn't have to be this way. Every child has the right to have access to a strong healthcare system that supports them to achieve their best possible health.
3. For the story selected, have children consider the following two questions in their small group:
 - How could the health system in this country be strengthened or changed so that all people could have access to health coverage and that children would experience their full right to the best possible health?
 - Article 24 specifically says that it is the responsibility of richer countries to help poor countries achieve the best possible health for children. How do you think the UK helps (or should help) this country so children there (and everywhere) can realise this right?
4. Invite the children to rewrite the story in their group to have a stronger health system and a rights-respecting ending. For younger children, consider asking them to draw the new ending instead.
5. When all groups are complete, have them share their revised, rights-respecting stories.

