

# ACTIVITY 7:

## HOW CAN I HELP MAKE THE WORLD'S HEALTH SYSTEMS BETTER FOR CHILDREN'S HEALTH?

**AIM:** Young people explore CRC Articles 12 and 13 and explore how they can use their own voices to advocate for stronger healthcare systems, and to help ensure children's rights are recognised.

### Preparation:

- If possible, coordinate the timing of this activity to coincide with your school or organisation's celebration of World Children's Day. Join UNICEF UK virtually on Friday 18 November to celebrate World Children's Day, you will be emailed information to get your free ticket.
- Identify potential community health leaders to invite to an assembly.

### Facilitator materials and resources:

- Activity 7 presentation
- [Health Uncovered](#) podcast

### Participant materials:

- Pen and paper

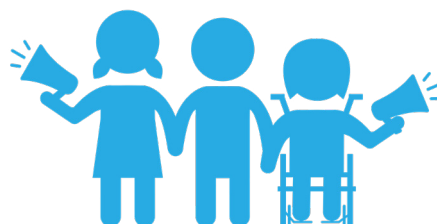
### Facilitator introduction

Making health systems stronger around the world is a big challenge, but it's a problem that we can't ignore. It's also a problem that we must all work on together – both adults and children. Richer countries must also help poorer countries achieve this.



Article 12 says: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously. Also, Article 13 tells us: Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

The voices of children and young people are just as important as the voices of adults in calling for change on important issues. In this activity we'll look at the power of young voices in calling for change to make health systems stronger, and we'll use our own voices to call on adults to ask them how they will fulfil their responsibilities to make the health systems we rely on stronger to ensure the best possible health for children.





## PART 1: WARM-UP – RHYTHM

- 1.** Explain that to begin this activity, you're going to work together to create a rhythm. Invite young people to come together in a circle.
- 2.** One young person will start the rhythm by picking a sound they can make using their body or any item available nearby (like clapping, snapping, stomping, or tapping a pencil on the desk). Invite all the young people in the circle to follow the same rhythm for a few rounds.
- 3.** Once everyone in the circle is in sync to the rhythm, invite the young person to the left of the first sound maker to introduce a new sound into the circle. Invite all the young people in the circle (besides the original sound maker) to copy the rhythm for another few rounds. The first sound maker will continue to make their original sound.
- 4.** Work your way around the full circle with each young person adding a new sound to the rhythm in their turn until every young person is contributing their own sound to the rhythm. For a variation, you (or another young person) can act as a conductor guiding the group to speed up the rhythm, go more slowly, make the sound louder, or make the sound quieter. Eventually conduct the rhythm to stop.
- 5.** Complete a quick debrief, guiding the young people to recognise that you were together able to make a beautiful sound when you each did your part.

## PART 2: MEET THE YOUTH ADVOCATES

1. Using the activity 7 presentation, ask the young people what they remember about CRC Article 12 and Article 13. Both of these articles remind young people that they have the right to use their own voices to freely share their own opinions with others, in any way that they want to as long as it doesn't harm anyone else – and adults should take these opinions seriously.
2. Briefly introduce the profiles of the youth advocates using the bios and notes in the activity 7 presentation, explaining that each of these are young people who care about health systems and healthcare rights for children and are doing what they can to strengthen health systems and advocate with adults for the best healthcare for all children.
3. In small groups, reflecting on the youth advocates presented, ask the young people to consider how each advocate is doing something very different, based on their own skills, history, and passion to help work towards a common goal of making the health system stronger in some way. Taking these ideas into account, share in your group – if you were to be a youth advocate, what issue related to health systems might you be interested in helping to change or educate people about and why? What skills do you have that might help you use your voice uniquely?
4. While strengthening health systems is a very big job and has many different parts, it's important that everyone – including children and young people – do what they can do to use their voice to help create change around this big issue. Just like it took everyone's unique sound working together to create the rhythm we made in the warm-up, it takes everyone's unique skill and voice to influence the big changes we need to see around the world to strengthen health systems.



## PART 3: CEL SPELLMAN'S PODCAST (PART 2) / INTERVIEW AN EXPERT

As a follow-on to the podcast discussion in activity 4, part 4, invite the young people to listen to another episode of Cel Spellman's [Health Uncovered](#) podcast or reflect on the episode they've previously reviewed. As they listen, ask the young people to take special note of the interview style of the podcast. How does Cel engage the guests on his show – the experts and the young people? What kinds of questions does he ask them? Do you notice any techniques he uses to talk to the young people about the health issues that might be more difficult to discuss?



## PART 4: ASSEMBLY

*If possible, complete the assembly portion of this activity in conjunction with your school or organisation's celebration of World Children's Day. Celebrate the day with us at an online event on 18 November 2022: you'll get the details by email on how to get your free ticket.*

1. In small groups, research and create a list of ideas of experts from the health system, or with links to the health system, whom you might like to interview. This could be a youth advocate, healthcare worker in your community or in a remote location (who could join via video conference), or someone in another role, like a government official working on strengthening health systems or advocating for everyone to have equitable access to healthcare.
2. After creating a list of potential interviewees, ask each group to select one of the people they'd like to invite to be the subject of an interview, and create a list of questions they might like to ask them. Remind them to reflect on the types of questions and techniques they identified in Cel Spellman's podcast.
3. Young people could be challenged to complete an interview in their small groups and present it as a video or podcasts, or your group may choose to invite one or more of the experts to participate in an assembly.
4. If you choose to hold an assembly, invite the young people to decide which experts they'll invite to participate and how they'd like to make the invitation. If more than one expert agrees, you could consider creating a panel for the assembly.
5. Engage the young people in planning the details for the assembly speaker or panel in conjunction with a celebration of World Children's Day if possible. Have the young people research the speaker(s) and put together the final list of questions that they would like the guest speaker or panel to answer. Allow young people to vote on which questions would be most important to include, and create a final list. If there are other classes or groups participating in the assembly, have each group select their own top question to ask in the assembly.
6. On the day of the assembly, invite students from each group or class to ask the question prepared by their section. Be sure that one of the questions presented covers the topic of, "What role can young people play in this important work that you do?" Young people can also be involved in running the assembly session from start to finish.

### Optional: Poster Project

In advance of World Children's Day and the healthcare worker assembly, ask young people to create posters depicting the text of the key rights and key advocacy messages linked to healthcare and health systems. Use these posters to decorate the assembly room.

## PART 5: BEFORE, DURING, AFTER, AND NOW

1. Wrap up the OutRight activities and invite young people to create a review sheet. Ask them to fold a piece of A4 paper in half and then half again (so it's in quarters) and label the four quarters Before, During, After, and Now. We'd love to see photos of your finished sheets! Please share them with us on/via Twitter (in line with your social media policy of course) mentioning [@UNICEFuk](https://twitter.com/UNICEFuk) [action](https://twitter.com/UNICEFuk).
2. In each quadrant, answer the respective question:
  - **Before:** What did you know/feel/think about health systems and health systems strengthening before the OutRight activities?
  - **During:** How did you feel about what you were learning during the activities?
  - **After:** What do you know/feel/think after learning this new information about health systems?
  - **Now:** What will you do now with this new information you've learned?