

# GOOD HEALTH & WELL-BEING

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EDUCATIONAL RESOURCE FOR TEACHERS AND FACILITATORS



**CONCERN**  
worldwide

# GOOD HEALTH AND WELL-BEING

## EDUCATIONAL RESOURCE



Good health and wellbeing is vital for all people, no matter where they live. In Ireland if we are unwell we can access medical and health services. In many areas of the world, particularly in developing countries, this is not always the case. Goal 3 of the Sustainable Development Goals aims to ensure that all people, at every stage of life, can live healthy lives.

### DID YOU KNOW:

By 2030 all members of the United Nations agreed to work toward:

- Ending the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water borne diseases, and other communicable diseases.
- Ending preventable deaths of newborns and children under 5 years of age.



### WHAT IS HEALTH?

According to the World Health Organisation health is defined as; *a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity*. There are many different types of illnesses and diseases which can affect a person in the short term (such as the flu) or long term (such as cystic fibrosis or HIV). In wealthy countries, most people can access medicines that they need in order to manage, cure or prevent any illnesses. However, this is not possible for many communities in developing countries. This can lead to long term physical consequences, impact mental health or lead to death. It can also drive families into poverty if a member of the family cannot work.



### WHAT IS WELLBEING?

Wellbeing is a state of being comfortable, healthy or happy. It comes from a combination of factors such as physical health, emotions, feeling secure or safe and leading a life where a person can feel satisfied. Wellbeing is important for people everywhere as a lack of wellbeing can lead to physical and mental illness. Poverty, hunger, gender inequality and disaster can have a negative impact on well-being which, if not addressed, may cause long term problems for a person



#### Discussion points

- What things do you need to be healthy both mentally and physically?
- How can your health be affected by your environment and emotions? Can you think of any examples.

Ratna Begum is receiving regular ANC check up by Community health worker Shahida (in white apron) and Ranu (in purple apron) at Badda Tinsed Slum, Shadhinota Soroni, Badda, Gulsan, Dhaka. Munia Hoque / Concern Worldwide/August 2017

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## TEACHER/ FACILITATOR ACTIVITY 1

### Global statistics



Use this activity to explore the differences in health and wellbeing in Ireland compared to other countries around the world.

#### NEED:

- Students in groups of no more than four
- A3/4 paper and pens (Or alternatively, you may wish to use black paper and coloured chalk to create more of a visual impact)
- Access to computers/the internet/statistics already printed off for each group if this is not available

#### INSTRUCTIONS

1. Ask students in their groups to research the same statistics on health for country that Concern work in (Some examples are on page 8). A useful website to use may be the WHO (World Health Organisation) site. You may wish to designate each group a country – find out where we work on our website: <https://www.concern.net/where-we-work>.
2. Ask each group to create an infographic (or visual poster) to compare the statistics on A3/4 paper.
3. You may wish to ask each group to present their findings to other students or make a visual display.



### Health in Ireland



- Life expectancy: Men – 79.6, Women 83.4
- Infant mortality rate (under the age of one) – 3.3% (3 out of every 1000 births)
- Main causes of deaths: Heart diseases, Lung diseases, Cancers, Accidents and Suicide
- Malnutrition: 4%
- Obesity: 23%
- Spending on healthcare: €18.4 billion

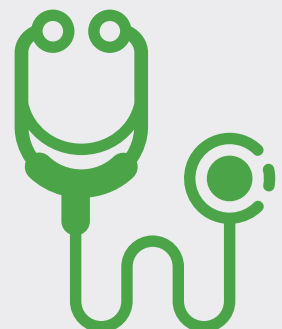
### DEBRIEF

- Discuss the Irish stats – was anything surprising or unexpected?
- Discuss the findings from the other countries – again, was there anything surprising?
- Ask the students to consider why they think there are differences?
- How does health impact on other aspects of life? Which other SDGs may health impact on?
- How do you think health and poverty are related?

## EVERY WOMAN EVERY CHILD: STRIVE, THRIVE AND TRANSFORM

In 2010 the United Nations launched a global movement called **Every Woman Every Child** that seeks to put pressure on governments, corporations and civil society to address major health issues facing women, children and adolescents around the world.

Healthy women and children create healthy societies. When adolescents realize their rights to health, well-being, education and full and equal participation in society, they are equipped to attain their full potential as adults.



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## TEACHER/ FACILITATOR ACTIVITY 2

### It's all linked together



Use this activity to allow students to reflect on the consequences of climate change on health and wellbeing around the world.

#### NEED:

- SDG cards
- A clear space to sit/stand in a circle
- Paper and coloured pens

#### INSTRUCTIONS

1. Bring your group into a circle and introduce the issue of climate change. Ask them if they know what this term means and how it is affecting our world. You may wish to put the climate action SDG card into the middle of the circle or an object to symbolise climate change
2. Now, break students into groups of a maximum of four. Give each group one of the following SDG cards/SDG topic area: SDG 1 Poverty, SDG 2 Hunger, SDG4 Education, SDG6 Water and Sanitation, SDG8 Economic Growth, SDG10 Reduce Inequalities, SDG16 Peace and Justice
3. Allow five to ten minutes for the young people to discuss how their topic/card links to the topic of climate change. Ask them to create a mind map with their ideas during this time.
4. Bring the group back together into the circle and ask them to share their ideas
5. Now, place the Health and wellbeing card into the circle and explain that you now would like students to consider how health and wellbeing is impacted by climate change
6. Break the students off into their groups again, and ask them to consider how health and wellbeing interacts with their topic/card, and how climate change may make these worse or add to the situation. Remember to think about physical and mental health. They should add these ideas to their mind map in a different colour. You may wish to show the students the examples above if they are struggling to think of ideas
7. Bring the group back together and discuss their ideas

### Did you know:



- Vector borne diseases such as malaria and dengue fever may occur more frequently and in more places around due to changing climates and more humidity
- Droughts may occur more frequently leading to increased risk of dehydration and sanitation issues, as well as impacting on food production, which can lead to hunger and famine
- An increase in flooding may lead to contaminated water supplies spreading diseases such as cholera
- Between 2030 and 2050, climate change is expected to cause 250 000 additional deaths each year due to malaria, malnutrition, diarrhoea and heat stress

#### EXTRA:

You may wish to ask students to write a reflection on this activity as a newspaper article or blog entry.



### DEBRIEF

- How are climate change and health related?
- How is health and wellbeing related to the other issues in the world?
- What can we do?





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## MENTAL HEALTH, WELL-BEING AND POVERTY

The causes of poor health for millions globally are rooted in political, social and economic injustices. Poverty is both a cause and a consequence of poor health.

Approximately 1.2 billion people in the world live in extreme poverty (This means that they live on less than one dollar per day). Poverty creates ill-health because it forces people to live in environments that make them sick, without decent shelter, clean water or adequate sanitation. Additionally, the environment a person is forced to live in due to poverty, conflict or disasters can have a profound negative impact on a person's mental health.



## KEY HEALTH TERMS

### **Mental health:**

A state of well-being in which a person can cope with the normal stresses of life, can work productively and is able to make a contribution their community. In this positive sense, mental health is the foundation for individual wellbeing and the effective functioning of a community.

### **Psychosocial Support:**

The term psychosocial refers to the relationship between a person's social situation on their thoughts and behaviours. Psychosocial interventions are designed to address the psychological impact of conflict on a person's behaviour, emotions and economic status.

### **Post-traumatic stress disorder (PTSD):**

PTSD is a mental health condition which is developed by people who have experienced or witnessed a traumatic event. Symptoms may include flashbacks, nightmares and severe anxiety, as well as uncontrollable thoughts about the event.

## DEBATE IT!

Use these statements to debate and explore health and wellbeing issues with your students.



- Access to healthcare is the most important SDG*
- Social media is harmful to young peoples mental health*
- Ireland is a healthy country*

The orphaned child from Six Years of War, Six Shattered Lives an illustration series to mark six years of war in Syria. Artist: Marc Corrigan/March 2017



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## TEACHER/ FACILITATOR ACTIVITY 3

### Refugee storytelling

Traumatic events can have a long term impact on people's mental health, wellbeing and physical health. Use this activity to explore the impact on conflict on health.

#### NEED:

- Students in groups of four
- Pens and paper
- The storytelling cards (you may wish to have each card visible to students to prompt them either by photocopying them or putting them on a projector).
- Props to help students get into character

#### INSTRUCTIONS

Explain to students that they are going to go on a journey using their imagination. The people they are with is their family. The story is their own, but also is the story of many people throughout the world. You are going to go through the story stage by stage thinking of the impact of this journey on a person's mind and body. Every time a section of the story is read aloud, ask the students to close their eyes.

1. Read the first card pausing for each blank. Give the students around seven or eight minutes to fill in the blanks for their family. Ask them to make a note of this. Also, ask them to consider how this scenario may affect their mental and physical health
2. Repeat the above for each card, ensuring that students fill in the blanks and consider the health impacts on their family for each stage of the journey.
3. Next, give the students time to prepare a presentation of their journey. This could be acted out/ drawn/written/freeze frames or a combination of styles. They should pay particular emphasis to the health impacts of the family and how it has affected them
4. Ask the students to present to the rest of the group, giving time at the end of each presentation to discuss the impacts of health and wellbeing, and for other students to ask questions.
5. At the end of the activity, ask the students to close their eyes. Tell them to picture the family in their head at each stage of the journey giving them time to do this. Now ask them to slowly imagine walking away from the family and return to themselves.



#### DEBRIEF

- How did this activity make the students feel?
- How much impact does conflict inflict on a person's mental and physical health? Are these health issues reserved only for those who are fighting?
- How can we help people who have gone through this experience?

## SHATTERED LIVES:

Why not follow up this activity by reading real life stories of those affected by conflict. Download our 'Shattered Lives' resource which can be accessed from the following link;

<https://www.concern.net/insights/shattered-lives-protecting-civilians-war-torn-syria>



# GOOD HEALTH AND WELL-BEING

## Activity 3: Refugee storytelling

**20<sup>th</sup> September 2014**

My name is \_\_\_\_\_ I live in a city/town/village in \_\_\_\_\_ with \_\_\_\_\_

Tensions have been rising in my country for months between the government and civilians. Peaceful protests have turned into outbreaks of fighting on the street. This has led to shortages of foods, medicines and other essential things due to disruptions in delivery.

I can't go out with my friends anymore on the weekend because my parents are afraid of \_\_\_\_\_

**20<sup>th</sup> September 2015**

Outbreaks of fighting have escalated into full blown conflict, and my community are caught between the government troops and the rebels. My family are on the side of \_\_\_\_\_ because \_\_\_\_\_ But ultimately, we all just want the fighting to end.

My neighbourhood has seen little damage so far, but those not too far away have experienced houses being destroyed due to fighting. There are power outages and our school is badly damaged, but everyone still attends because \_\_\_\_\_

The cost of food and medicines has significantly increased so we must use things sparingly. The water supply has been rationed and there are fears of it being contaminated.

Despite this, people are still trying to continue as normal.

**20<sup>th</sup> September 2016**

The conflict is still on going and all sense of normality has gone. Your family decided that it was becoming too unsafe to continue living in \_\_\_\_\_ We sold our house, but got much less than it was worth.

When we left, I could pack one rucksack. In it I packed \_\_\_\_\_ I had to leave behind \_\_\_\_\_

We flew to \_\_\_\_\_ first of all, but the flights were very expensive. My father then paid a large sum of money to a man who said he could get us to \_\_\_\_\_ where we have family. We had little left for food. The journey was so scary – so many people crammed onto a small boat. A few meters off shore, it capsized. I thought I was going to drown! My \_\_\_\_\_ can't swim so I quickly grabbed them, but I didn't think I would make it to shore.

When we got to land, we felt \_\_\_\_\_ The authorities registered us and took us to a camp. I don't know what will happen next.

**20<sup>th</sup> September 2017**

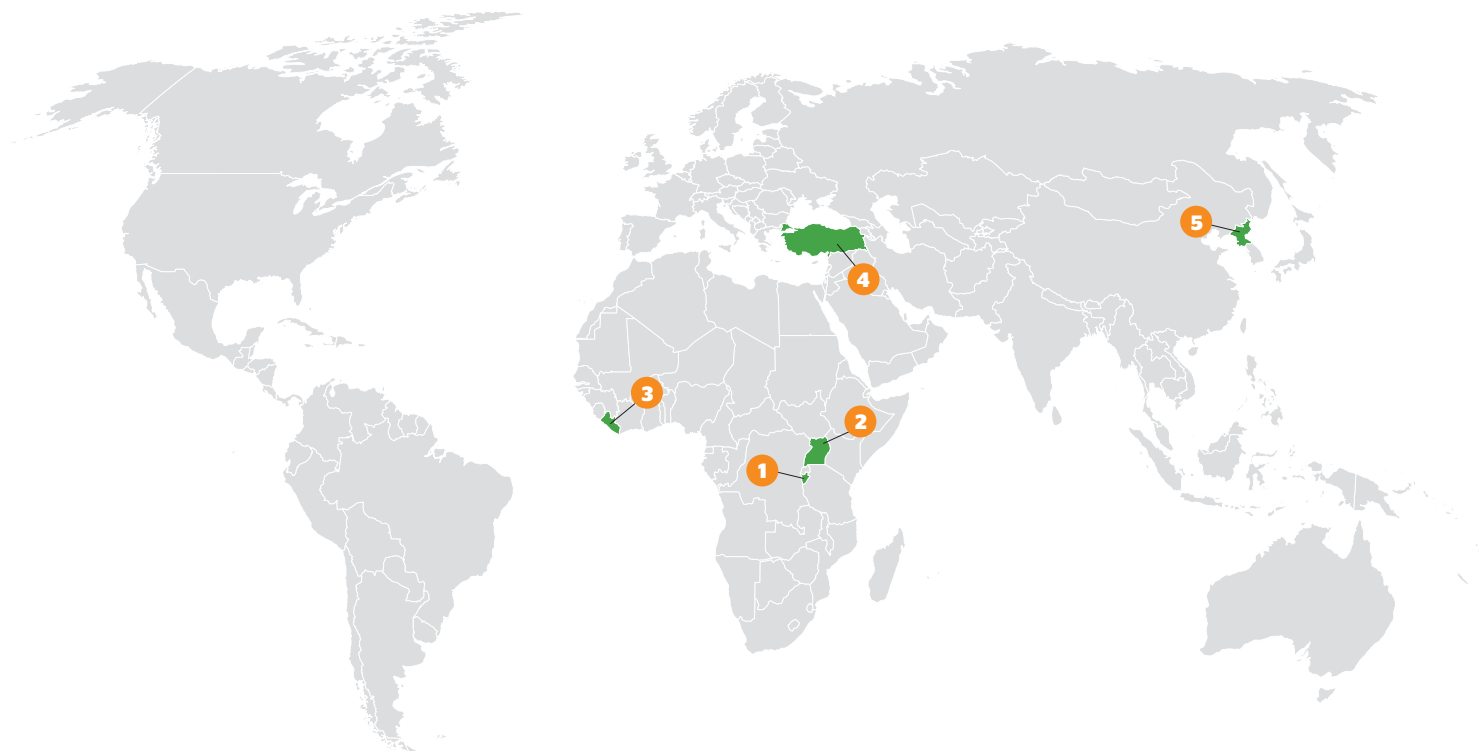
We are still living in the refugee camp one year on. It is very crowded here and more people arrive every day.

There is a limited supply of water, food is rationed and not enough toilets for everyone. My old life in \_\_\_\_\_ with my own bedroom feels like a dream. In winter it is very cold and damp, and you never seem to be able to get warm enough. I haven't been to school/work in over a year.

Many people are becoming very sick because \_\_\_\_\_ We all constantly worry about us getting sick too. I don't know what the future holds.

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1.

### BURUNDI

Concern focuses on improving access to quality healthcare in Burundi, with a particular emphasis on those people who are excluded from the health system.

2.

### UGANDA

One important goal in Uganda is to improve health and reduce death rates among mothers, infants and young children. Care groups have been set up so mothers can attend local meetings where they learn about issues such as feeding practices for children and nutrition.

3.

### LIBERIA

Concern run HIV and AIDS programmes focuses on raising awareness, prevention, testing and treatment, home-based care, social support, reducing stigma and educating through interactive initiatives.

4.

### TURKEY

Concern are working with refugees in Turkey in a number of ways, including providing activities to promote psychosocial wellbeing and resilience in children due to their experiences fleeing conflict and living as a refugee.

5.

### DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA

Concern helps provide clean drinking water supplies to communities by constructing gravity-fed and solar pumped water systems. We also help communities to build latrines, especially in institutions such as schools, kindergartens, nurseries and hospitals. Clean water and sanitation prevent illnesses such as cholera and diarrhoea.

To find out more about our projects visit <https://www.concern.net/where-we-work>

## Three top tips to take action on SDG3!

1. Talk about it! Organise an event to inform people about the link between poverty, health and inequality
2. Fundraise in your community for our health projects
3. Contact us and organise a workshop for your classes to explore the impact of health on people's lives in the countries we work in

## GET IN TOUCH!

- Contact concern to take part in a workshop: [schools@concern.net](mailto:schools@concern.net)
- Follow us on twitter @concernactive, and tweet us to tell us about any actions you have taken to work towards SDG16



Elisabeth Ntakarutimana (35) tends one of three family kitchen gardens that produce amaranth, tomatoes, onions and Chinese cabbage, all built with Concern's support. Burundi/Darren Vaughan/May 2017