

**LESSON FOCUS:
UNICEF: Kenyan drought**

Key stage	KS4 (Year 10)
Key concepts	1.2b
Key processes	2.1b, 2.2c
Range and content	3a, 3f
Curriculum opportunities	41, 4b, 4c

PLTS: Team workers, reflective learners, effective participants, creative thinkers

FUNCTIONAL SKILLS:

Literacy - speaking and listening within team, and acting as spokesperson

RESOURCES:

- Resource A - Timeline
- Resource B - Info sheet
- Resource C - UNICEF teams
- Resource D - Dealing with drought
- A3 paper
- Board markers
- Blu-Tack

OBJECTIVES:

- I will find out about UNICEF's history.
- I will explore UNICEF's current aims.

OUTCOMES:

- I will work in a team to decide how to respond to a recent drought in Kenya.
- I will understand how different UNICEF teams work together in emergencies.

Overview

Do your Year 10 students understand how UK life compares to that in developing countries? Invite them to take on the role of UNICEF workers through exploring the plight of Kenyan children in the aftermath of the drought.

Keywords

Aid, child, convention, drought, education, emergency, global, health, Kenya, nutrition, organisation, poverty, rights, rights of the child, sanitation, sustainability, UN, UNICEF, water

UNICEF: Kenyan drought

Introduction (5 minutes)

- Share lesson objectives and outcomes.

Starter (10 minutes)

Resources:

- Resources A and B

Instructions:

- Explain UNICEF's history and current aims, using resource A. Ask students to write a brief paragraph summarising UNICEF's importance.
- Give out resource B to small groups.
- Ask a spokesperson from each group to feedback on why UNICEF's work in countries such as Kenya is valuable.

Main (30 minutes)

Resources:

- Resources B, C, D (optional), board markers and A3 paper

Instructions:

Activity 1 (5 minutes)

- Explain that the class is going to represent the UNICEF office in Africa. All UNICEF colleagues must work together to respond to the Kenyan drought.
- Put students into three teams (Water and Sanitation team, Health and Nutrition team, and Education team).
- Allocate relevant resource C cards (resource D will support certain students), plus board markers and A3 paper.

Activity 2 (25 minutes)

- Explain that each group will attend an Emergency Response meeting at the end of the lesson.
- Ask the class to follow the instructions on resource C: each UNICEF team must bring to the meeting their ideas for short-term and long-term solutions to the Kenyan drought (in line with the CRC).
- Ask teams to create A3 paper overviews of their propositions.

UNICEF: Kenyan drought

Plenary (15 minutes)

Resources:

A3 paper propositions and Blu-Tack

Instructions:

- Chair the Emergency Response meeting: welcome all UNICEF colleagues.
- Ask a spokesperson(s) from each group to justify their proposed solutions.
- Invite volunteers to comment on which suggestions were most and least useful.

Examples of good responses:

- 'Kayla's Education team had some really practical ideas. Inviting parents to schools to show them how to use purifying tablets could save a lot of lives. It wouldn't matter if children got a few days behind with their schooling.'
- 'I was confused by the Health and Nutrition team's idea to give every child a clean glass. Glass is expensive and difficult to transport, plus there's no point having a glass if it's empty.'

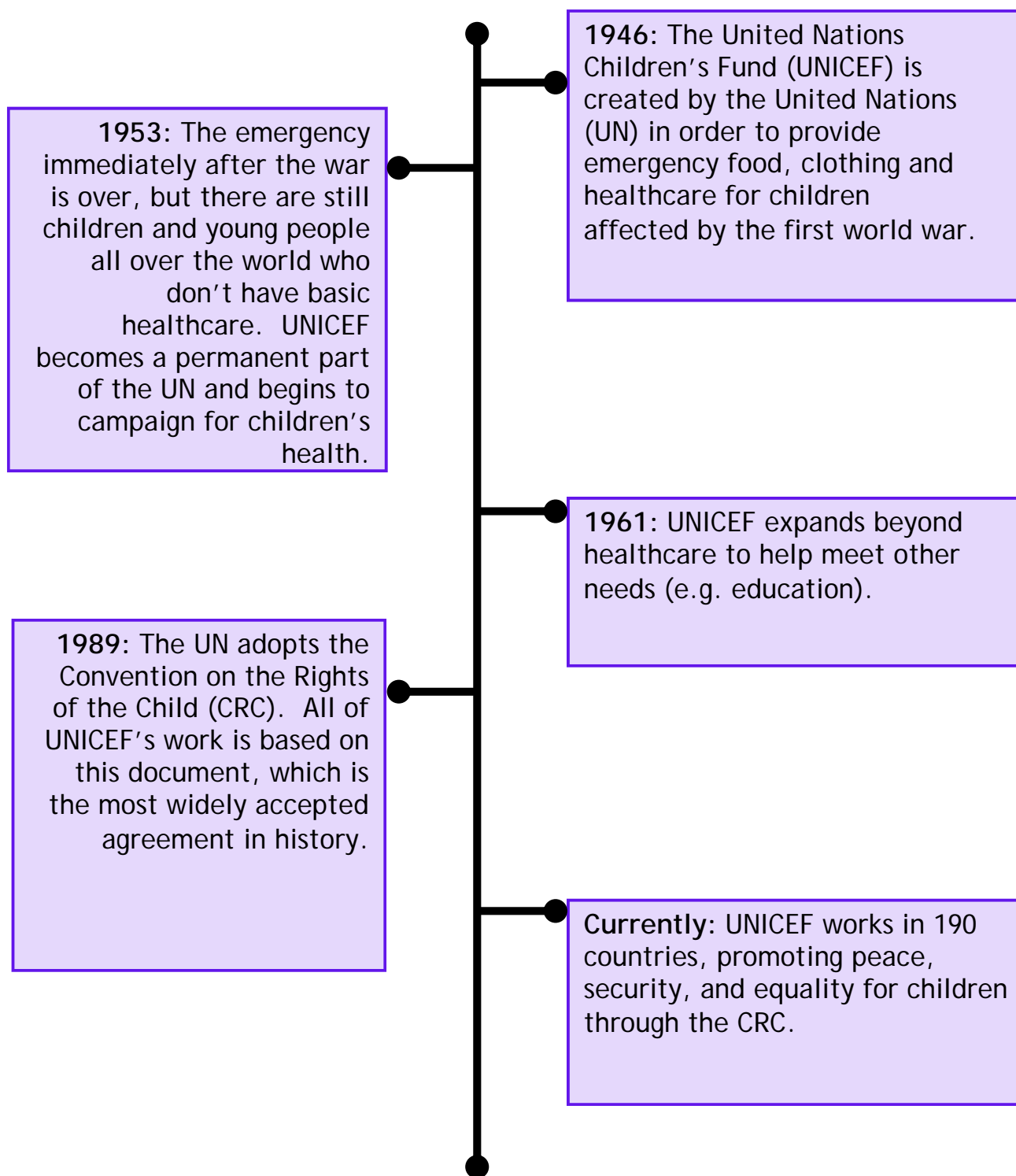
Attainment

Level 1	I can ask questions about taking action.
Level 2	I can explain why it is unfair that some children do not get as many rights as others.
Level 3	I can recognise that UNICEF develops and protects children's rights.
Level 4	I can make informed contributions to UNICEF team discussions.
Level 5	I can weigh up other students' propositions.
Level 6	I can present a persuasive argument for the solutions that my UNICEF team has proposed.
Level 7	I can suggest alternative courses of action for other UNICEF teams.
Level 8	I can evaluate the worth of UNICEF in relation to international governments.
Exceptional performance	I can take a leading role in raising money for UNICEF outside of this lesson.

Recommended links

- www.oxfam.org.uk/oxfam_in_action/emergencies/east_africa.html
- www.unicef.org.uk
- www.unicef.org/infobycountry/kenya.html
- www.tagd.org.uk

RESOURCE A



NOTE

UNICEF used to stand for United Nations International Children's Emergency Fund. The name was shortened because UNICEF is now present in non-emergency situations as well.

RESOURCE B

How UNICEF helps

By signing the Convention on the Rights of the Child (CRC), a government promises that children will have rights. However, for many children this is not a reality.

- Every three seconds a child dies due to extreme poverty.
- Over a billion children do not have access to adequate food, clean water, healthcare, shelter or education.
- Many children worldwide experience exploitation and discrimination.

Children suffer from the consequences of adults' decisions; it is adults who start wars and borrow money from abroad, and children do not decide who receives financial aid or medical treatment. UNICEF thus believes that the world needs a 'wake-up call'. UNICEF works with many partners (including governments and other UN agencies). Its aim is to help children whose needs are not being met.

In emergencies, UNICEF's work is especially important. In the past century, about 20,000,000 children have been forced to flee their homes due to war, earthquakes, or drought. It is in these situations that children become extremely vulnerable to disease, violence and malnutrition.

Case study: Kenya



Kenya: statistics	
Infant mortality rate	8.1%
Under-5 mortality rate	21%
Life expectancy	54 years
Adult literacy rate	74%
School attendance	76%

UNICEF: Kenyan drought

RESOURCE C

HEALTH AND NUTRITION

IN NORMAL CIRCUMSTANCES:

Families need to grow their own food so rely on rainfall for the crops to grow. Due to a lack of variety in diet, children from poor families are often malnourished which weakens their immune systems. It is difficult for doctors and health workers to keep track of the people from nomadic or mobile communities. Health centres are few and far between. People often walk miles to see a health worker, and even then treatment can be limited as medicines are rarely available.

IN DROUGHT:



Families have to move near the few remaining water supplies. There is not enough clean water for everyone. Without water, the crops die, which leaves families without food. Cattle also die which means that there is no milk or food, and little money. Children's immune systems are weak, and without enough food and water there is a serious risk of illnesses such as measles and diarrhoea. Many children suffer from malnutrition and some die of starvation.

Large numbers of hospitals close down because they do not have any water. If water sources become contaminated, many people die of diseases such as cholera.

THE CRC SAYS:

Every child has the right to life (article 6).

All children have a right to good health and good quality healthcare. All children should have clean water, nutritious food and a clean environment so that they stay healthy (article 24).

YOUR ASSIGNMENT:

As the *Health and Nutrition* team, outline UNICEF's response to health and nutrition issues arising from the drought.

Protect children from getting ill and provide emergency nutrition for babies, young children and mothers.

Work as a team to devise short-term and long-term solutions to the problems of the drought (two of each). Prepare a short presentation for the Emergency Response meeting. You need to justify your decisions.

TIP: Work with other sections of the office to get the best results from your ideas. For example, if you vaccinate children against diseases, you will need a building where lots of children can gather (e.g. a school). Ensure that any collaboration is acceptable to all parties before the Emergency Response meeting.

UNICEF: Kenyan drought

RESOURCE C

WATER AND SANITATION

IN NORMAL CIRCUMSTANCES:

Children often have to walk many miles per day to collect water for their families, and this water is not always clean. Children cannot carry as much as adults, so they sometimes make many journeys.

When walking, children face all kinds of dangers from both people and animals. In addition, dirty water carries diseases such as cholera.

IN DROUGHT:

Numerous water sources dry up, leaving many people without basic water supplies.



Families have to move nearer to the few remaining water supplies. There is not enough clean water for everyone.

The remaining water sources are often contaminated by pollutants because they are also used by animals. A lot of families do not know how to make sure that the water stays clean.

THE CRC SAYS:

Every child has the right to life (article 6).

All children have a right to good health and good quality healthcare. All children should have clean water, nutritious food and a clean environment so that they stay healthy (article 24).

YOUR ASSIGNMENT:

As the *Water and Sanitation* team, outline UNICEF's response to water and sanitation issues arising from the drought.

Supply water in an effective way, and educate appropriate people about sanitation.

Work as a team to devise short-term and long-term solutions to the problems of the drought (two of each). Prepare a short presentation for the Emergency Response meeting. You need to justify your decisions.

TIP: Work with other sections of the office to get the best results from your ideas. Could the Health and Nutrition team provide you with supplies, for example? Ensure that any collaboration is acceptable to all parties before the Emergency Response meeting.

UNICEF: Kenyan drought

RESOURCE C

EDUCATION

IN NORMAL CIRCUMSTANCES:

Primary education only recently became free in Kenya which means lots of children began school at the same time, regardless of age! As such, class sizes are very big (100 students at times). There are not enough trained teachers for the number of students.

Children often walk miles to get to school and struggle to pay for uniforms and equipment. Many children do not go to secondary school because their families cannot afford the fees.

In nomadic or mobile communities, a 'school in a box' service is provided so that teachers can travel alongside communities (carrying the education supplies on the back of a camel).

IN DROUGHT:



Adults leave their communities in order to look for water, taking their children out of school to go with them. Teachers also leave to seek water, which causes schools to close. Children in poor families have to work in order to earn money for food.

Camels die without water, so 'school in a box' schemes cease.

THE CRC SAYS:

Every child has the right to life (article 6).

All children have a right to good health and good quality healthcare. All children should have clean water, nutritious food and a clean environment so that they stay healthy (article 24).

YOUR ASSIGNMENT:

As the *Education* team, outline UNICEF's response to education issues arising from the drought.

Address children's right to education, and make sure that what they are taught in a way that is relevant to their lives.

Work as a team to devise short-term and long-term solutions to the problems of the drought (two of each). Prepare a short presentation for the Emergency Response meeting. You need to justify your decisions.

TIP: Work with other sections of the office to get the best results from your ideas. For example, could you use food and clean water as an incentive to get children to school? Ensure that any collaboration is acceptable to all parties before the Emergency Response meeting.

RESOURCE D

HEALTH AND NUTRITION

Work with Education team: use schools to distribute emergency food supplies in drought-affected communities.

Plan a campaign to vaccinate children against measles.

Set up temporary health centres until hospitals can be re-opened.

Build fast food restaurants in communities that don't have enough food.

Give cattle to families who have lost cows and goats in the drought.

Build new hospitals in drought-affected communities.

Task workers with keeping records of the percentage of people without food.

Fly ill people to the nearest hospital.

RESOURCE D

WATER AND SANITATION

Set up tanks to collect rainwater for community use.

Install water pumps in drought-affected communities.

Distribute kits for filtering water so that families can purify available water.

Work with the Education team and Health and Nutrition team to teach citizens about sanitation (how to keep water sources clean).

Provide information about cholera.

Visit communities by lorry to distribute water.

RESOURCE D

EDUCATION

Work with Health and Nutrition team to make schools the base for emergency food supplies.

Close all schools as a temporary measure.

Set up groups of travelling teachers for mobile families.

Build new playgrounds at schools to encourage students to attend.

Move all children to schools that are still open.

Send teachers to families so that children can help relatives and learn at the same time.