

Disease and Health

This unit can be used at any stage of the course; there are some key links from this unit to others such as Family and Demographic Change, Education for All, Technology and the Economic Divide, Tradition, Culture and Language, Urbanisation and Water. Where possible the activities have been designed with the three forms of assessment in mind. There are several opportunities to **complete either portfolio or project work** as well as prepare students for the external written paper. **Possible portfolio and project activities are highlighted in red.**

A variety of activities is suggested ranging from individual through pair to group work. Students will be required to complete research outside the classroom. This scheme of work is intended as a guide not a prescriptive document and should be used as such. There are ideas for lessons and links to resources and websites provided. Resources and web links should be changed where appropriate to accommodate and support students' own experiences.

Learning outcomes (Knowledge and Skills)	Syllabus assessment objectives	Teacher notes and lesson ideas	Resource links and suggestions for extension work	Internet Resources
<p>3 lessons</p> <p>Know what infant mortality rate (IMR) and life expectancy (LE) are and their global distribution.</p> <p>Know how IMR and LE vary within one country e.g. urban compared to rural - example of India given.</p> <p>Explain why there are differences in IMR and LE rates both globally and within countries (IMR - health care of children, water supply, and health of mother; LE health care, diet, environment, AIDS etc).</p>	<p>A1 A2 B4 B5 B6</p>	<p>Interpretation of choropleth (shading) maps of IMR and LE at global and national scale (where possible). These could be given without a title first (Mystery Maps) so that students can speculate about what the pattern might show. Description and explanation of the maps.</p> <p>Identify enquiry questions for the topic using the 5W technique (who, what, why, when, where) and encourage the use of 'how' to form questions. e.g. <i>Where are the IM rates the highest and why? How do governments try to reduce IMR? Should non government organisations have a role in reducing IMR?</i></p> <p>The questions can be returned to at the end of the topic for an assessment of learning.</p> <p>Discussion and debate.</p> <p>Synthesis of factors affecting IMF and LE e.g. concept mapping/ mind mapping.</p>	<p>Mystery maps</p> <p>Extension work Construction of choropleth maps (world IMR spread sheet data) Recognise weaknesses of this technique</p> <p>Comparison of IMR and LE rates within a more and less developed country e.g. IMR in UK and India e.g. LE in UK and India</p>	<p>http://www.bbc.co.uk/scotland/education/int/geog/health/development/social/life_expectancy/index.shtml</p> <p>Example of India and variation in life expectancy between states http://www.indiatogether.org/health/inf/files/life.htm and also infant mortality- http://www.indiatogether.org/photo/2003/inf-mortal.htm</p> <p>Example of UK variations in infant mortality http://news.bbc.co.uk/1/hi/health/4850986.stm</p>

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<p>3-4 lessons Know the major health problems in the world today e.g. diseases such as cancer, heart disease, malaria, cholera, AIDS and malnutrition, obesity.</p> <p>Know the pattern of distribution of a selection of these health problems.</p> <p>Explain the pattern of world health problems (causes and also reasons for difference in distribution e.g. developing world vs. developed; 'wealthy vs. poor' diseases).</p> <p>Evaluate the effectiveness of policies and actions to improve the health issues/disease and reflect personally on this.</p>	<p>A2 B5 B6 B8</p>	<p>Brainstorming in pairs or groups. Discussion to determine prior knowledge Map interpretation and explanation of patterns of one disease e.g. AIDS to model type of response to students.</p> <p>Possible portfolio activity (if not using Health and Disease for project work): Group work activity to research and present one world health issue (distribution, causes, socio-economic impact, methods to reduce the problems). Students make notes during the other presentations to ensure a complete set of information. Internet research using the resources listed in the next column.</p> <p>Investigate policies to combat disease and educate individuals in particular countries. Evaluate the effectiveness of government initiatives and international organisations e.g. World Health Organisation from a national, local and personal perspective.</p> <p>Possible project work (if not using Health and Disease for portfolio) Create an advertising campaign to educate fellow citizens about how to avoid the problems of a chosen health issue (the end result could be a poster/TV advert/radio advert etc).</p>	<p>Group work instruction and resources</p>	<p>http://www.bbc.co.uk/scotland/education/int/geog/health/health/index.shtml An excellent resource with an interactive map to look at cholera, cancer, malaria and coronary heart disease</p> <p>World Health Organisation WHO http://www.who.int/dietphysicalactivity/publications/facts/obesity/en/</p> <p>Malri's story: facing obesity (Kenya) http://www.who.int/features/2005/chronic_diseases/en/</p> <p>WHO Child health site http://www.who.int/topics/child_health/en/index.html</p> <p>WHO diet and physical activity campaign http://www.who.int/dietphysicalactivity/en/index.html</p> <p>Population Research Bureau statistics including report on malnutrition http://www.prb.org/Publications/Datasheets/2007/2007WorldPopulationDataSheet.aspx</p>

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<p>1-2 lessons Be able to decide and discuss whether access to health care is a right for all.</p>	<p>A1 B6 B7 B8</p>	<p>Stimulus material to discuss and spark a debate. Possible internet research using the BBC web link provided. Organise a debate where groups of students take on for and against roles ‘Access to free healthcare is a right for all.’</p> <p>Written essay following debate identifying both sides of the argument and making a decision for themselves. e.g. ‘Access to good health care is a basic human right.’ To what extent do you agree with this statement?</p>	<p>Health Care and Human Rights</p> <p>US case study</p> <p>Extension work Investigate the differences in access to health care between countries http://news.bbc.co.uk/1/hi/world/4885714.stm</p>	<p>http://news.bbc.co.uk/1/hi/world/americas/7018057.stm article about a young boy who died through lack of access to health care</p>
<p>3 lessons Recognise and diagnose health care needs in the local area e.g. elderly population, young population.</p> <p>Speculate and consider future health care needs and possible courses of action.</p> <p>Evaluate how levels of development will determine how countries will be able to cope with the health care needs of the elderly.</p> <p>Consider own future and how to act to avoid health risks (healthy living, diet, exercise, social behaviour etc).</p>	<p>A2 A3</p>	<p>Population pyramids and/or statistics for chosen country and link to local area</p> <p>Suggest health issues and treatment needs that may arise.</p> <p>Debate on how level of development impacts on health care provision (link back to lessons on human rights and health care).</p> <p>Lifestyle diary for two weeks to record diet, exercise etc. Review current position and reflect on how to improve. Compare this to peers in class.</p>	<p>Table to record health care needs</p>	<p>An excellent site for producing country scale population pyramids for present and future. http://www.census.gov/ipc/www/db/</p> <p>A gateway into all national statistics sites http://www.census.gov/main/www/stat_int.html</p> <p>a brief site with links to the debate on elderly populations http://www.prb.org/Articles/2007/OctDCPBlurb.aspx</p> <p>Adopting a healthy lifestyle http://news.bbc.co.uk/1/hi/health/4756650.stm</p>

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<p>2-3 lessons Recognise how to adopt a healthy lifestyle and evaluate how healthy own life is. Know about some teenage health risks e.g. eating disorders, obesity, smoking, drug and alcohol abuse, STDs.</p>	<p>A3 B8</p>	<p>Newspaper article stimulus.</p> <p>Define what a 'healthy lifestyle' means.</p> <p>Make links with a school abroad and survey peers about teenage health risks there. Compare issues and comment on the differences.</p> <p>Produce a guide for teenagers on healthy living.</p>	<p>Independent newspaper March 2006</p> <p>Extension work Organise an assembly about teenage health issues for the whole school.</p>	<p>http://www.independent.co.uk/news/europe/stark-warning-on-childhood-obesity-problem-468833.html</p>
<p>1 lesson Recognise responsibility to self for healthy lifestyle.</p> <p>Know the sources of help that exist for teenagers for advice/help in staying healthy.</p>	<p>A3</p>	<p>Class discussion.</p> <p>Rating exercise to evaluate lifestyle and identify concerns.</p> <p>Identify where students would go for advice and how useful/accurate the help might be.</p> <p>NB confidentiality issues that may arise here.</p>	<p>Healthy lifestyle questionnaire</p> <p>Extension work Research the lifestyles of students in another school in a different culture.</p>	<p>Local helpines e.g. school nurse, health clinics, Samaritans</p> <p>http://www.netdoctor.co.uk/teena/gehealth/index.shtml</p> <p>http://www.youthhealthtalk.org/</p>
<p>2-3 lessons Know what health care and sports facilities are available locally and be able to rate their effectiveness in terms of quality and access.</p> <p>Make an assessment of their attitudes to the provision.</p> <p>Speculate on future changes in provision and factors that could impact on this.</p>	<p>A1 A2 A3 B4 B5 B9</p>	<p>Possible portfolio work</p> <p>Set up an enquiry into local health care and sport provision and compare it to that in area in another country.</p> <p>For example: Students identify key questions to investigate whether the provision of health and sports facilities is suitable for all, identify and collect sources of information from different perspectives, present findings, analyse data and interpret findings from different perspectives, suggest</p>	<p>Extension work. Interview a local official about the provision of health and sport. Devise a set of questions for your interview.</p>	<p>http://www.britishcouncil.org/learning-ie-school-partnerships.htm A good site to use to establish links with British schools also cluster of schools across countries.</p>

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		possible courses of action to improve conditions and evaluate these. They should add a personal reflection on the findings. Research health and sport facilities for students in a school in a different country - email, internet, questionnaire, video conference link if available.		
<p>2 lessons Know and rate how disabled people are treated in the local area.</p> <p>Evaluate provision made for disabled people from their perspective and student's own perspective.</p>	A3 B4 B5	<p>Discussion and brainstorming issues.</p> <p>Questionnaire for peers, family etc about awareness of disabled people locally and how they are looked after.</p> <p>Invite local charity/group representative to speak about provision.</p>	<p>Extension work Compare the provision for disabled people in a different culture.</p>	<p>Disabled Peoples' International – an organisation that promotes rights of disabled people worldwide http://www.dpi.org/</p>

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