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# HEALTH

## SECONDARY LEVEL

### Exploring Disease

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#### Orientation Activity

- **Purpose:** The purpose of this activity is for students to learn about health issues around the world and the prevalence of disease in the global community.
- **Instructional method(s):** class discussion, partner work
- **Differentiated instruction:**
  - Simplified: Pairs choose one country to focus on for the data analysis activity and report their findings to the class.
  - Advanced: Pairs present their findings in a written report.
- **Curriculum connections:** Canadian and World Studies, English, Health and Physical Education, Mathematics, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour
- **Steps:**
  1. Write the word “Disease” on the board. Ask students the following suggested questions to prompt discussion:
    - What causes disease? What are the mechanisms by which diseases spread?
    - What is the difference between contagious diseases (those you get from others) and non-contagious diseases (like cancer)? Name several types of each.
    - Do students know of anyone who has a condition or disease? What is the disease or condition? How did they get it? Is there any cure for it or medicine to treat it?
    - Is disease different in different parts of the world? How?
  2. When this discussion is complete, read the following statistics to the students:
    - Each year, approximately 9.2 million children under the age of five die from often preventable diseases.
    - 12.2 million children in sub-Saharan Africa have lost one or both parents to AIDS.
    - In India, lack of health care has brought the average life expectancy down to just 53.2 years.
    - A child born in a developing country is over 13 times more likely to die by the age of five than a child born in an industrialized country.
  3. Ask students to describe how these statistics made them feel.
  4. Divide the class into pairs and distribute B.L.M.2 and B.L.M.3 to each pair.
  5. Explain to students that Free The Children works in seven marginalized countries around the world, these countries are: China, Ecuador, Haiti, India, Kenya, Sierra Leone and Sri Lanka. Explain that these countries were selected because of their struggles with issues such as disease, exploitation, thirst and poverty.
  6. Distribute B.L.M.2 and ask students to colour in and label these seven countries.
  7. Introduce the idea of looking at numbers, graphs and charts as evidence to support or refute a position on a topic.



8. Distribute B.L.M.3. and explain that in this worksheet they will find a data chart outlining different indicators for those seven countries. Allow them the opportunity to look over the chart and ask any questions they may have regarding the data and what it means.
9. Ask pairs to discuss the different indicators together so that they can gain an understanding of what they mean.
10. Following this discussion, ask the pairs to analyze the chart and identify the following:
  - Visible effects of disease in each country.
  - The areas of most need in each country.
  - Possible solutions to the country's struggle with disease.
11. Have each pair compile their theories and hold a class discussion around students' correlations and findings.
12. Before concluding this activity ensure students are aware there are people around the world who do not have access to medical care and that this is detrimental to their life. Encourage them to develop an appreciation for the medical care in their country and an understanding of how fortunate they are to have access to doctors, medical centres and hospitals.

# World Map

