



Responsibility for Health

Age: Secondary

Level: A2-B1

Knowledge or Attitude and Action: Knowledge

Standard for Learning Outcome: Student encounters their responsibility for positive personal health choices.

Learning Outcome: S.D1.S2.LO2 Identify personal responsibility for health in their community

Standard for Global Skill: Student acquires the skills to be a creative citizen.

Global Skill: S.D3.S3.LO3 Demonstrate an ability to self-evaluate

Sustainable Development Goal: 3 Good Health and Well-Being

Part 1 (15 mins)

- A.** Ask students if they have heard of diabetes and what they know about it. Tell them to look at the chart with statistics on diabetes for ten countries. Have them rank them by the number of diabetics in the country. Then have students rank them by the percentage of the population with diabetes. Point out that some of the percentages are the same in more than one country. In that case, they should give the same ranking number to all the countries. For example, in three countries, the percentage of the population is 10.4%, so they should give those three countries the same ranking. (Brazil, Germany, and India are all tied for fourth place, so they should number them all 4.)

Answer Key: Bangladesh: 10; 6

Brazil: 5; 5

China: 1; 6

Egypt: 9; 2

Germany: 8; 5

India: 2; 5

Indonesia: 7; 7

Mexico: 6; 3

Pakistan: 4; 1

USA: 3; 4

After checking the answers, if the students' country is on the list, ask if they think diabetes is a big problem in their country, according to the statistics. If their country is not on the list, ask them to find out how many cases of diabetes there are and what percentage of the population is diabetic.

- B.** Explain that a *risk factor* is a condition that leads to a health problem. Ask if students know any of the risk factors for diabetes. Then go over the information in the infographic and explain any new vocabulary. If necessary, go through the items in the activity to check that students understand the sentences before asking them to complete the activity.

Answer Key: 1. F 2. T 3. F 4. T 5. T 6. F

After checking the answers, emphasize that diabetes is not a problem just for individuals or families, but also for society in general. It can be very expensive for families. In countries with public health systems, it can be expensive for those systems. In countries that have public assistance programs, it can be expensive for those programs if a lot of people with diabetes can't work. Diabetes affects the economies of countries with a high percentage of cases.

- C.** Ask students to think of how they can be personally responsible for preventing diabetes.

Part 2 (10 mins)

- A.** Tell students that they are going to hear a presentation about a disease that is a common problem around the world. Explain that the slides are not in the correct order of the presentation and that they have to listen and number them in the order they are mentioned. Play the audio and give students a few minutes to number the slides. Then play it again so they can check their answers.

Audioscript

Haley: Our presentation is about cardiovascular disease. Cardiovascular disease means heart disease, and it is the number one cause of death in the world. Most people who die from cardiovascular disease die from a heart attack or a stroke. Look at this slide. A heart attack happens when the heart suddenly doesn't have enough blood. A stroke happens when the brain suddenly doesn't have enough blood. Dan?

Dan: This slide shows risk factors for heart disease. The main risk factor is obesity – that means being very overweight. Related to this are the risk factors of an unhealthy diet with a lot of sugar and fat, not getting enough exercise, and smoking.



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People with diabetes or high blood pressure also have a high risk of getting heart disease. Heart disease is more common in people over the age of 50. Haley?

Haley: Low and middle income countries and communities have more deaths from heart disease. Why? Well, first, some countries and communities with less money don't have the best health care systems. People can't see a doctor very often, so they don't know if they have heart disease. Second, in some cases healthy food is more expensive or not available, so people can't buy what they need. Third, in countries where education is expensive and people can't go to school or college, they might not get much information about diet and exercise and dangerous things like smoking. Over to you, Dan.

Dan: So ... how can we keep our hearts healthy? There are things that everyone can do to stop heart disease. First, don't smoke! Tobacco kills people. Second, eat healthy food like fruits, vegetables, and chicken. Third, try to exercise every day. You can walk, run, or play a sport. Finally, go to a doctor for a check-up every year. Heart disease usually affects older people—but healthy actions now help you when you are older.

Answer Key: a. 3 b. 1 c. 4 d. 2

- B.** Ask students to discuss the questions in pairs. Then elicit their answers.

Answer Key: Suggested answers

- 1.** Don't smoke. Eat healthy food. Exercise every day. Get regular medical check-ups.
- 2.** Governments can improve health care systems. Businesses can make healthy food cheaper. Community groups can start programs that give information about diet, exercise, and healthy habits.

Part 3 (25 mins)

- A.** Put students into pairs. Elicit ideas of diseases that are common in the students' country and make a list on the board. Explain that they should choose one disease and research the disease in their country. Go over the questions and make sure students understand what kinds of information they should look for. For question 3, review the meaning of *risk factors*. For question 4, explain that some health problems may affect people of different ages, genders, workplaces, and communities differently. Assign two sections of the notes to each student in a pair and encourage them to write down any additional information they think is important or interesting.
- B.** Give the pairs time to organize their notes for a presentation about the disease they chose. Tell them they can refer to their notes during their presentations, but they should speak in complete sentences and give as much information as possible. Suggest students to prepare a slide show or a handout to go with their presentation. They can look back at the slides in Part 2 for ideas on how to organize and format their information. They can give their presentations to the whole class or in groups, depending on time and class size.

Extension

- A.** Explain that good health is not only important for everyone personally, but is also for the community and the country as a whole. Tell students to take a few minutes to read the questions and complete the charts.
- B.** Put students into groups. Ask them to share their ideas about personal and community health. At the end of the discussion, summarize the issue by saying: *A healthy community is more productive and has a better economy, and its people are happier. We are all part of a community, and our personal health affects our community's health.*