

Partners for Health

OVERVIEW

Students learn about the impact of today's most urgent global health issues (such as HIV/AIDS, malaria, and tuberculosis), and practical solutions to help address these issues. The activity concludes with an optional writing assignment in which students research and develop a proposal to address a particular global health issue.

INQUIRY/CRITICAL THINKING QUESTIONS

- What are some of the world's most pressing health issues?
- What are some of the root causes of global health issues?
- What can be done to improve global health?

OBJECTIVES

Students will:

- Understand the connection between poverty and poor health
- Understand how international organizations, NGOs, and local governments coordinate to address global health issues
- Learn how they can improve global health at the local level
- Understand the difference between *treating* and *preventing* global health issues

TIME REQUIRED: 1 hour

(includes assigning the writing project)

KEY ISSUES/CONCEPTS

- **Global health**
- **Interconnections**
- **International health aid organizations**

SUBJECT AREAS

- **Social Studies** (Global Studies, Economics, Civics/Government, Contemporary World Problems)
- **Science** (Life)
- **Health/Nutrition**

NATIONAL STANDARDS CONSISTENCY

- **NCSS: 3, 8, 9, 10**
- **NSES: A, C, E, F**

GRADE LEVEL: 9–11



FTF Related Reading

- Intermediate: Chapter 7 from *Global Issues and Sustainable Solutions*
- Advanced: Unit 5, Chapter 5 from *It's All Connected*

Materials/Preparation

- Handout: *Global Health Issue Cards*, make 1 copy and cut into individual cards
- Overhead: *Partners for Health Questions*
- Handout: *Essay Assignment: Advocate for a Healthy World*, 1 copy per student

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Activity

Introduction

1. Optional: Do a Sides Debate using the following prompts (see Sides Debate lesson, page 28):
 - “The U.S. government should regulate the consumption of fast food for people under the age of 18.”
 - “The U.S. government should contribute more money to international health issues, such as combating HIV/AIDS, malaria, and malnutrition.”
2. This exercise may be very difficult for students to do. The statistics are stark. It is easy to be overwhelmed by the immensity of some global health issues. It may be beneficial to start this exercise with a survey of recent initiatives aimed at improving global health. Talk about the Millennium Development Goals, Live 8, and some local non-profit organizations that are involved in helping people around the world. Emphasize that there is hope and that the students can make a difference.

Steps

1. Walk around the room and have each student randomly pick a *Global Health Issue Card*.
2. Explain to the students that each card has either a fact about the scope of a global health issue or a solution to that global health issue.
3. After everyone has picked a card, have each student read his or her card aloud, in random order.
4. Have students walk around the room and find their “partner” (the person who has the accompanying scope or solution to their global health issue).
5. Put up the overhead *Partners for Health*

Questions and instruct the pairs of students to brainstorm answers to the questions for a few minutes. Have them write their answers on a sheet of paper.

6. After the students have completed the discussion questions, call on each pair to read their health issue fact and solution aloud (together) to the class.
7. Bring the class back together and conclude with the following reflection questions.
8. Have students do the Writing Connection described below.

Assessment Reflection Questions

For Intermediate and Advanced Students

- Ask what they found most surprising, disturbing, and encouraging.
- Call on students to share their answers to the 3 questions.
- Write on the board any common trends that emerge from the students’ answers that highlight the connection between health and other global issues (poverty, population, education, governance, environmental damage, etc.).

Writing Connection

- There is a website on each student’s *Global Health Issue Card* that will lead him/her to an organization that is working on his/her particular global health issue, and is a good starting point for research. The purpose of this assignment is to help students learn about different organizations that are working on global health issues; articulate how global health issues impact other aspects of a country’s well being; and articulate why global health should matter to policy makers. Give each student the *Advocate for a Healthy World* handout and go over it with them.

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Action Projects

- Help WaterPartners International bring safe, accessible drinking water to those who do not have it. Students will have an opportunity to make a difference in the lives of real people by adopting a Honduran community. For a detailed description of this and other service learning projects, visit www.facingthefuture.org and click on **Take Action**, and then **Service Learning Projects**.
- World AIDS Day takes place every year on December 1. Get your class involved with the following activities: Decorate trees, school buildings, classrooms, lampposts, or fences with red ribbons; Develop a pen pal exchange between students and persons affected in different cities and countries; Have your class organize a school-wide poster contest on the theme of the current year's World AIDS Day.
- Visit www.facingthefuture.org and click on **Take Action**, then **Fast Facts Quick Actions** for more information and action opportunities on HIV/AIDS, reproductive health, and women and girls.



to nutrition, bioterror threats to the HIV/AIDS pandemic, this 6-part series tells the stories of global health champions and the communities they strive to protect.

- *Silent Killer: The Unfinished Campaign Against Hunger*, John DeGraaf, Bullfrog Films, www.bullfrogfilms.com, 2005, 57 minutes. Highlights promising attempts in Africa, and in South and Central America, to end world hunger.

- *Super Size Me*, Morgan Spurlock, 2004, 100 minutes. Spurlock documents his experiment to eat nothing but three McDonald's meals a day for 30 consecutive days, and provides an entertaining and disturbing narrative about American culture's trend toward obesity.

- *The Insider*, Michael Mann, 1999, 157 minutes. A true story of a man who decided to tell the world what the seven major tobacco companies knew about (and concealed) the dangers of their product.

Books

- *Fast Food Nation*, Eric Schlosser, Perennial, 2002. An exposé of the fast food industry and its agricultural, labor, and health impacts.

Additional Resources

Films

- *Rx for Survival: A Global Health Challenge*, PBS, 2005, 360 minutes. From vaccines to antibiotics, clean water

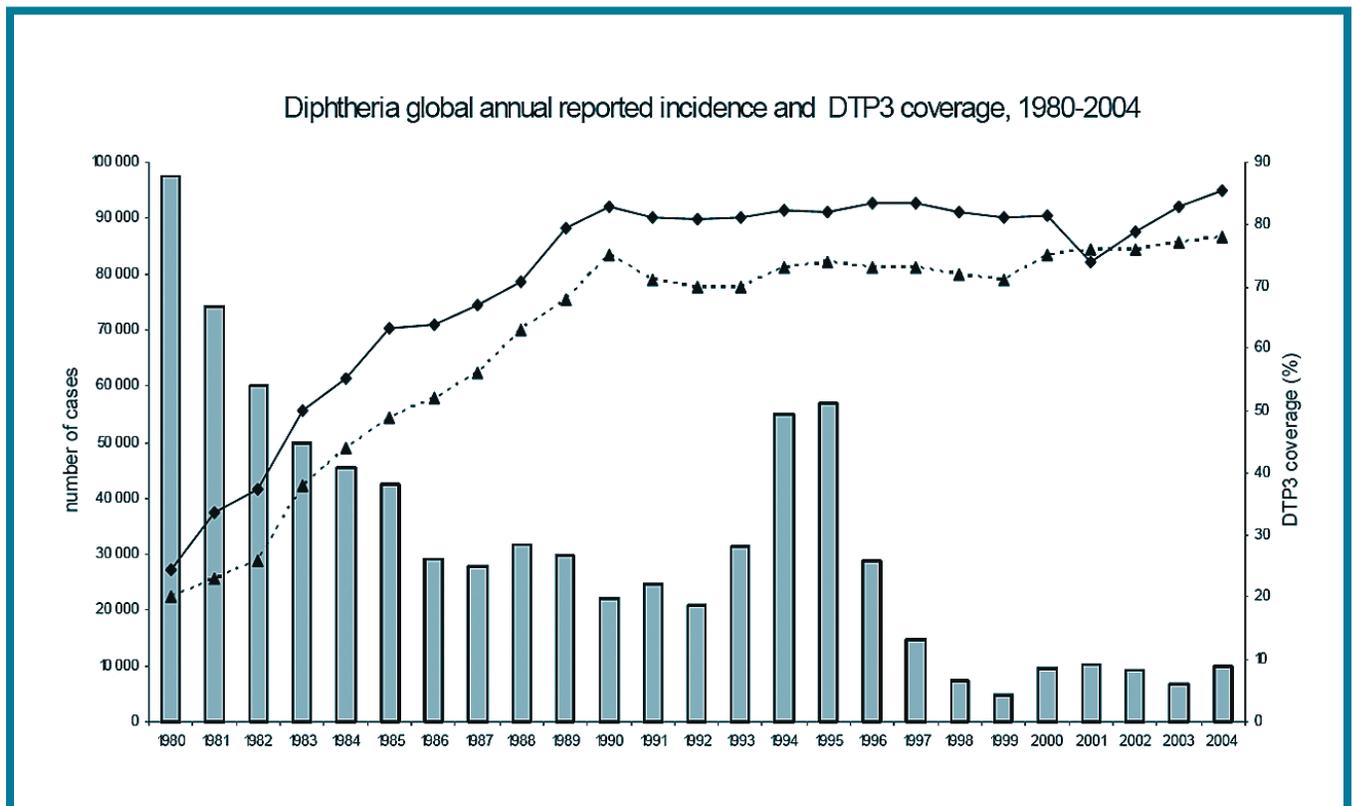
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- *Invisible Enemies: Stories of Infectious Disease*, Jeanette Farrell, Farrar, Straus and Giroux, 2005 (Revised Edition). In this young adult book, Farrell discusses seven infectious diseases (smallpox, leprosy, plague, tuberculosis, malaria, cholera, and AIDS), highlighting the causes, history of treatment, popular notions and fears about the disease, and the story of how breakthroughs came about.
- *Mountains Beyond Mountains*, Tracy Kidder, Random House, 2003. A true story of Paul Farmer, a doctor who sets out to diagnose and cure infectious diseases and bring the lifesaving tools of modern medicine to people in Haiti.
- *Smallpox: the Fight to Eradicate a Global Scourge*, David Koplow, University of California Press, 2003. An analysis of smallpox policy focusing on two major points: smallpox has killed millions of people over the millennia, and the eradication of naturally occurring smallpox from the world has been one of humankind's most amazing success stories.

Websites

- www.who.int – The World Health Organization is the United Nations specialized agency for health.
- www.unicef.org – United Nations Children's Fund includes information on children's health, education, equity, and protection around the world.

Example graph from the World Health Organization vaccine-preventable disease monitoring system, 2005 global summary



Global Health Issue Cards

1 of 3

In 2004, about 42 million people were living with HIV/AIDS worldwide and over 3 million people died from AIDS.

www.unaids.org

Providing condoms at 3 cents each and educating about sexual health can reduce the spread of HIV/AIDS.

www.unaids.org

About 2 million people die worldwide every year from Tuberculosis, a curable respiratory illness spread by coughing and sneezing.

www.who.int

Treating Tuberculosis with antibiotics costs about \$10 per patient.

www.who.int

Three to four million people are infected with Hepatitis C each year, which severely damages the liver and can cause death.

www.who.int

Clean needles cost 5 cents each and can prevent millions of Hepatitis C infections.

www.who.int

Each year, 3 to 4 million people are infected with Hepatitis C, which severely damages the liver and can cause death.

www.who.int

Healthier eating and increased exercise can reduce the risk of Type 2 Diabetes by up to 60%.

www.cdc.gov

A child in Sub-Saharan Africa dies every 30 seconds from Malaria, an infection carried by mosquitoes.

<http://mosquito.who.int>

Mosquito netting with anti-Malaria insecticide costs around \$3 and can reduce deaths in children by up to 20%.

www.who.int

Global Health Issue Cards

2 of 3

17% of deaths in children 5 years or younger worldwide are caused by preventable Diarrhea.

www.who.int

A village well can provide clean water for 1,200 people at a cost of 12 cents per person each year, preventing children from dying of Diarrhea.

www.chrf.org

Malnutrition contributes to more than 50% of all childhood deaths worldwide.

www.who.int

It costs 50 cents to help prevent Malnutrition in a child through Vitamin A supplements, which can save about 250,000 lives a year.

www.jsi.com

More than 500,000 people worldwide, mostly children, died of Measles in 2003.

www.who.int

Immunizing a child against Measles costs less than \$1 per child.

www.who.int

In 2005, an estimated 6 million people worldwide suffered from Trachoma, the world's leading cause of preventable blindness.

www.trachoma.org

Basic surgery to prevent blindness by Trachoma costs less than \$10 per patient.

www.sightsavers.org

Over 2 million women and girls in developing countries suffer from Fistula, a painful, preventable condition that occurs during childbirth.

www.endfistula.org

Providing family planning services to women could reduce birth related injuries such as Fistula by at least 20%.

www.endfistula.org

Global Health Issue Cards

3 of 3

Hookworm infects an estimated 1 billion people globally, causing severe dehydration and stunting children's growth.

www.cdc.gov

Anti-hookworm medicine costs as little as 3 cents per dose.

www.unicef.org

Indoor Air Pollution from cooking stoves causes over 1.5 million deaths in children under 5 in the developing world every year.

www.who.int

Cleaner and more efficient stoves, which significantly reduce indoor air pollution from cooking, can be produced for as little as \$2 per stove.

www.care.ca

Every five seconds a child dies because she or he is hungry.

www.wfp.org

19 cents a day can feed a hungry child through a school lunch program.

www.wfp.org

Each year, over 17 million babies born to adolescent girls face almost twice the risk of dying during their first year of life than do babies born to adult women.

www.who.int

Education of girls and keeping them in school is a key solution to reducing adolescent pregnancy.

www.unicef.org

Half of those who smoke today - about 650 million people - will eventually die from tobacco.

www.who.int

Increasing taxes on cigarettes and preventing youth from smoking can significantly reduce deaths from tobacco.

www.who.int

Lesson 26 Overhead:

Partners for Health Questions

Discuss these questions with your partner and then write your answers on a piece of paper:

- 1. What might accelerate progress of this health solution?**
- 2. What else do I know or want to know about this issue?**
- 3. How is this health issue connected to other global issues?**

Lesson 26 Handout:

Essay Assignment: Advocate for a Healthy World

You are the leader of an organization that is working on improving global health. You have been invited to write a proposal explaining why it is important that world leaders act to address a global health issue your organization is working on. Your proposal will be sent to one or more Heads of State. You may address your letter to the U.S. Head of State and/or the Head(s) of State of another country.

Instructions

- On the Global Health Issue Card you received in class, you will see a website address of an organization that is working on your assigned health issue. For this assignment, you will take the role as the leader of this organization.
- Go to that website and learn about the history of the organization and some of the programs it operates that address your global health issue. You may have to do some surfing around the organization's website to find the information you are looking for.
- Write your proposal to the Head of State of a country using the following format:

Salutation– Determine to which Head(s) of State you will write your proposal.

What countries do you think should or could do something about this issue?

You may write your proposal to one or more Head(s) of State.

Paragraph 1 – Briefly tell the Head(s) of State why you are writing them.

Why is it urgent they read this proposal about your global health issue?

Paragraph 2 – Tell the Head(s) of State about the organization you lead.

What does it do? How long has it been around? How big is it?

Why is the organization effective and why should they listen to you?

Establish your credibility.

Paragraph 3 – Explain to the Head(s) of State how this health issue has impacted other issues (for example: how has this health issue impacted peoples' ability to work, or go to school?). Be sure to include evidence of the scope and impact of the health issue.

Paragraph 4 – Tell the Head(s) of State what you want from them. What should they do to help address the global health issue? Address the issue of who is going to pay for it and how and why they should prioritize this problem (e.g. malaria) over others (e.g. HIV/AIDS, tuberculosis, malnutrition, etc.). Provide specific examples of your recommendations to them.

Paragraph 5 – Conclude your proposal by explaining to the Head(s) of State why addressing your global health issue is the right thing to do. Why is it their responsibility to respond to your proposal?