

## Critical Issues - Lesson Plan

**Unit:** Interactions and Interdependence of Nations;  
Dynamic Relationships

**Specific Topic:** HIV/AIDS, Malaria, Disease

**URL:** <http://www.learnnc.org/lessons/TeachersConnect6182002967>

**Lesson Description:** Students are placed in groups of two to research particular diseases common in Africa. As part of an international medical team, students prepare a presentation on one particular disease. Students are to first story-board their presentations and then develop a multi-media presentation for the class.

### Curriculum Outcomes:

#### Grade 6

Outcome - IN6.2: Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic.

Outcome - IN6.3: Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

Outcome - DR6.4: Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

Students will demonstrate an ability to research diseases in Africa and the causes, symptoms, treatment, and long-range solutions involving infrastructure development. They will compare and contrast countries and diseases. Working in groups, students will do research and prepare a multi-media presentation on the disease.

**Additional Cross-Curricular Connections:** Health, English Language Arts, Arts Education

### Assessment:

Have the students, as a group, develop a rubric for what would be a good way of evaluating the final products before they start. This way they can keep the group's expectations in mind while they are producing it.

Example: Students may come up with the following categories for evaluating the final product:

- Followed the directions accurately
- Presentation had illustrations as well as words
- Easy to read and follow

On a scale of one to four, the students come up with criteria for each. By walking them through how to evaluate a product, they will see that there are criteria that people use to assess presentations, writing, and other products.

### Materials:

- Encyclopedias
- Books of African countries
- Copy or notebook paper
- Grolier Multimedia Encyclopedia (optional)
- Hyperstudio computer program (optional) or other word processing program
- Desktop publishing (optional)
- Access to internet (optional)

## **Procedure:**

### **Activity #1:**

Students will read the background information on regions of Africa. They will go to the library and select books on each area. After checking them out the students will divide into groups of two and list the names of the diseases mentioned in the books. (Note: as a search skill have them look in the back of the books under health, diseases, contagious diseases, or another listing that will take them to the pages on diseases.) They will come up with a list such as typhoid, river blindness, schistosomiasis, yaws, leprosy, bubonic plague, kwashiorkor, ebola hemorrhagic fever, dysentery, as well as AIDS and others.

### **Activity #2:**

- Give the students the following problem:

“You are a leading member of an international medical team that has been assigned to treat the disease you are researching. Prepare a multi-media presentation or a report for the governing body of the organization on the disease, how serious the spread of the disease is, what immediate treatments you can provide, and what the long range solutions to the disease are. Along with the latter, you will have to figure out problems with the short range treatments and your long range plan to handle the disease. These problems include costs, ethical considerations within each country, religious beliefs, and current medical practices.”

- Assign students to groups of two. The two are to divide up the tasks before them. They are to use at least three references.

- The tasks are as follows: research the disease (cause, symptoms, treatment, long range solutions), figure out an organization for the presentation, find references and read them while taking notes. Optional: have the students complete a specific task for homework.

### **Activity #3:**

- Once students have researched the disease, give them a storyboard and tell them that they will be creating a multi-media presentation on the disease. The Hyperstudio project is to be made up of at least six cards and no more than twelve cards. (Note: Hyperstudio projects for first and second time presenters can be very time consuming. It is best to think about giving students a time frame to create each card.)

- Once they have the story board, have them create the cards they will be using. A story board is created by placing three three-by-six inch rectangular boxes on a piece of copy paper or notebook paper.

### **Optional: Internet**

- If you have access to the internet, check out the World Health Organization homepage which has a complete summary of news releases over the past six years on disease outbreaks throughout the world. It is a good source for students to find in-depth material on the diseases, and a good way for them to search the internet for specific topics.

### **Activity #4:**

- Students will create their final product. They may work in pairs. Tell them to create no fewer than six and no more than twelve cards in their stack.

- The entire presentation should inform the international governing board of the causes, symptoms, countries where the disease is located, treatment, and one or two long range solutions to the problem and a bibliography giving credit to their references.

- Extension: Have students figure out how much it will cost for the short and long range solutions.

- Students will then present their final product to the entire class.

### **Alternative Ideas: Students may create the following final products...**

- A brochure on the disease

- A research paper on the disease with an oral presentation

- A booklet that has a drawing of the bacteria or fungus, places where the disease is found (and other illustrations), charts and graphs that are relevant to the disease along with captions

- A play depicting a family affected by the disease and its impact upon them

- A six to twelve page booklet on what would have been in a Hyperstudio project

**Extension Resource:** For further information on Global Citizenship Education (GCE) and additional resources, see **SCIC's Global Citizenship Education Modules**.