MYP unit planner

Unit title | Health & Development
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Teacher(s) | 
Subject and grade level | Humanities Year 11 [MYP 5]
Time frame and duration | August – September: 6 weeks

Area of interaction focus
Which area of interaction will be our focus? Why have we chosen this?

Health & Social Education:
The unit raises questions about how health affects people’s lives globally, and the health challenges that we all face today and in the future.

Significant concepts
What are the big ideas? What do we want our students to retain for years into the future?

Health issues are being globalised with changes in travel, urbanization and science. Poverty is a major cause of ill-health worldwide. Government policy can influence the health of its people.

MYP unit question
‘Why is health a global issue?’

Assessment
- ‘Diseases without borders’: exploring the geographical spread of either swine flu, bird flu or SARS
- WHO press release to outline the global causes and impacts of either HIV/AIDS, malaria or TB
- Researched report to investigate the link between health and development

Which specific MYP objectives will be addressed during this unit?

KNOWLEDGE
- Know and use humanities terminology in context
- Demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples

CONCEPTS: Place & Space
- Recognize, describe and explain patterns and relationships in space
- Recognize and explain similarities and differences between places

SKILLS
- Technical
  - Observe, record and select relevant information from a wide range of sources
  - Use a variety of media and technologies to research, select, interpret and communicate data
  - Use sources such as maps, graphs, tables, atlases, photographs and statistics, in a critical manner
  - Represent information using maps and diagrams, including use of scale, graphs and tables
• Analytical
  • Analyze and interpret information from a wide range of sources
  • Identify key questions, problems and issues
  • Critically evaluate the values and limitations of sources

• Decision-Making
  • Formulate clear, valid and sound arguments, make balanced judgments, and draw conclusions, including implications (based on hypothesis of research report)

• Investigative
  • Test a hypothesis and modify it where necessary
  • Plan and carry out an individual investigation

**ORGANIZATION AND PRESENTATION**
  • Communicate information that is relevant to the topic
  • Organize information in a logically sequenced manner, appropriate to the format used
  • Present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation
  • Use referencing to clearly document sources of information, using appropriate conventions

Which MYP assessment criteria will be used?

- WHO press release (Criteria A & D)
- ‘Diseases without borders’: exploring the geographical spread of either swine flu, bird flu or SARS (Criterion B)
- Researched report (Criteria A, C & D)

**Stage 2: Backward planning: from the assessment to the learning activities through inquiry**

**Content**
What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

1. Why is health becoming more of a global issue?
2. Why is health so closely linked to development?
3. What are the biggest health concerns today?
4. Why is health a key issue in population dynamics?
5. How do we test the link between health and development?
6. How do we conduct an inquiry into health and development?
7. Where do we find the data, and how do we sample it?
8. How do we analyze it?
9. Can we be sure of our findings?

**Approaches to learning**
How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

**Organization**
Mini-deadlines and class time to ensure that students approach the researched report in an organised, methodical way.

**Communication**
Different formats of the assessed pieces, including explicit teaching of how to put together a press release and the researched report. Thinking about ways in which messages about HIV-AIDS prevention are
presented in different parts of the world with diamond ranking activity.

**Thinking**

Deductive reasoning via the dengue fever mystery activity – plenary to review how they reached their conclusions. Developing questions – hot-seating activity at the beginning of the unit, exploring the issues surrounding the availability of ARVs/values continuum’ to think about ‘Kevin’s dilemma’.

<table>
<thead>
<tr>
<th>Learning experiences</th>
<th>Teaching strategies</th>
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<tbody>
<tr>
<td><strong>How will students know what is expected of them? Will they see examples, rubrics, templates?</strong></td>
<td><strong>How will we use formative assessment to give students feedback during the unit?</strong></td>
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<td><strong>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</strong></td>
<td><strong>What different teaching methodologies will we employ?</strong></td>
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<td><strong>Do the students have enough prior knowledge? How will we know?</strong></td>
<td><strong>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</strong></td>
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**Starter:** key words (on PPT) – epidemic, virus, vaccination, sanitation, malnutrition, pandemic – students can match meanings to words; they are jumbled up on the PPT slide.

**Disease terminology mind map activity**

Hot-seating activity: In groups each student picks one of the scenarios – they mustn’t share it with the rest of the group. In turns, one student sits in the ‘hot seat’ - others have to ask questions to find out what the issue is/causes/distribution/ways in which it is managed – those in the hot seat can only respond with one word answers.

Research-based homework into the spread of swine flu or bird flu to illustrate ‘diseases without borders’.

Game of matching development indicators and their meanings.


Mystery (thinking skills) activity on the spread of dengue fever in Trinidad – in groups or pairs.

Interpreting a cartoon – the significance of HIV/AIDS.

Worksheet of questions on obesity, analyzing graph and exploring causes and implications of obesity.

**Assessment (homework based):** You are a press officer for the World Health Organization. You have been asked to write a press release on the prevalence of either malaria or HIV/AIDS. Investigate and present on no more than two sides:

- the distribution of the disease

Hot-seating activity: Use info on laminated cards (also in Word doc for reference) – one piece per student - there are ten so up to you if you want to use all of them/how you allocate them – text length varies to accommodate for different levels of reading ability.

Follow-up questions as a plenary to the activity to highlight ‘diseases without borders’ – listed on the PPT.

Finish the lesson or start the next with the one minute 2009 advert (wmv) on how to avoid spreading germs.

PPT to show the geographical spread of bird flu.

Video short on the Millennium Development Goals and PPT to introduce GNP/GNI and the Human Development Index.

Highlight the difference between ‘describe’ and ‘explain’, a reinforcement of this at the end of the Year 10 course.

Thinking skills – how to approach the ‘mystery’ activity, and plenary to follow it on how groups/pairs reached their conclusions (metacognition).

Video clips (Savage Planet) on dengue outbreak in Rome and malaria – fighting mosquitoes in Florida, malaria in Gujarat, India (10 mins) – why is malaria getting worse?

Blockbusters game to highlight key words related to HIV/AIDS.

Show clip of “Supersize me”.

Explicitly teach the style/format and purpose of a
• who is affected
• treatment available
• the challenges that face the WHO in your opinion/in light of your findings.

Steve’s ‘Voices of AIDS’ activity – see wiki for instructions.

Exploring the access to ARVs debate – A3 hand-out or from the booklet: “Should people with life-threatening illnesses have the right to medicines that would relieve their suffering?” The issue of access to/cost of ARVs – activity to invite guests to a talk show Oprah style and think up questions to ask them.

Activity on PPT: Communicating the message – evaluating the approach of different campaigns diamond ranking in groups and presenting rank orders thereafter.

Read Global Eye double spread or from the Global Eye website the link between development and population dynamics.

Questions to raise:
• How have attitudes to population changed? Why?
• Who are the key players?
• Why is the focus on women so important?
• In what ways is health important in population change, a key component of development?
• What development indicators could you use to measure health and population? (infant mortality, maternal mortality, birth rate, death rate, etc)

Introduce scatter graphs as a technique:
1. Using scatter graphs Word doc. This has a brief intro to scatter graphs, and a fairly simple activity to construct one using the spreadsheet of development data on GDP and health indicators.
2. Revisit www.gapminder.org introduced during Year 10 South Africa unit. Use guide sheet to make own maps and animated graphs.
3. An extra, maybe to download to watch at home, an edited clip of (TED talks) Hans Rosling on development data – 16 mins.

PPT: Introduction to the ‘Route to inquiry’ (this is NEW and a fleshed out version of the flow diagram on the second page of the task sheet for the assessment itself).

Introduce the ‘health and development
Students have three lessons to start their inquiry – establishing their hypothesis, source(s) of data and to write their introduction and methodology sections.

**Indicators’ assessment here. Set interim deadline and final deadline, etc.**

Scaffolding help sheet especially for ESL students

Discussion on legitimacy and accuracy of data

Sampling techniques – random or systematic or stratified? What makes a good sample size?

Again, the ‘Route to Inquiry’ PPT is useful here to highlight how to go about analyzing their data. It is important to emphasize the importance of extra research to find out reasons why the general trends/anomalies are as they are.

General trends and anomalies
Which techniques do what? Scatter graph vs statistical vs mapped data.

Teaching organisation! Setting interim deadline for first sections of the assessment.

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**Resources**

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students’ experiences during the unit?

**All resources for students are uploaded onto the wiki, including video clips and weblinks.**

**Online sources of data for the researched report:**

UN Human Development report 2007-08
http://hdrstats.undp.org/buildtables/

World Health Organization data
http://www.who.int/whosis/indicators/compendium/2008/3hwo/en/

UN HIV/AIDS 2008 report

UN Cyberbus
http://www.un.org/Pubs/CyberSchoolBus/

World Bank data and statistics

Maps and data in Excel for HIV/AIDS, malaria and TB
http://ddp-ext.worldbank.org/ext/GMIS/gdmis.do?siteId=2&goalId=10&menuId=LNAV01GOAL6

CIA World Factbook

Geohive
http://www.geohive.com/default1.aspx

World Mapper
http://www.sasi.group.shef.ac.uk/worldmapper/index.html

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**Ongoing reflections and evaluation**

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the “Planning for teaching and learning” section of *MYP: From principles into practice*.

**Students and teachers**

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?
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<td>Remove the choropleth mapping dimension of the main assessment, replacing it with use of gapminder.org maps and graphs— the choropleth mapping seemed largely peripheral to the main aims of the assessment and excessively time-consuming. Students have already been introduced to Gapminder near the end of Year 10 - it’s definitely a hit as well as a great source of graphical/cartographical representation.</td>
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<td>Create a new guidance PPT to introduce the route to enquiry that students should follow through the researched report—students have continued to get confused over this, particularly what hypothesis to use (there is a list of suggestions on this new PPT) and how the hypothesis should be in focus throughout the report, not just at the beginning.</td>
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<td>In the past, we have toyed with the idea of getting in a guest presenter when we explore HIV-AIDS—the focus doesn’t necessarily have to be HIV-AIDS but it seems like an ideal unit to milk the expertise in the [school] community.</td>
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<td>Feedback suggests that we still haven’t got it right in terms of workload organisation for the researched report (and the museum piece for Arab-Israeli unit!)—each year the assessment gets reduced/streamlined yet some students are still trying to be over-ambitious in what they produce, sometimes at the expense of more valuable use of their time in researching the background to their chosen foci to add greater substance to their analysis. We also need to make the interim deadline more significant, or maybe we need to add another interim deadline.</td>
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<td>Give students more in-class time for research report. This also enables teachers to provide better formative feedback.</td>
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<td>Interdisciplinary-wise, there must be potential with Science, both in terms of skills (hypothesis testing) and in the content. I would like to make a more meaningful link with the health programme via the PE Department and they have a copy of the ‘suggested teaching plan’.</td>
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<td>Link with Maths is better—no more Spearman’s ranking and the students can use any statistical test provided they can explain it and link back to their hypothesis.</td>
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