

# Geography & Science 5th Class: 9. Good Health for All

## Paired Units: History: 7. Medicine Through the Ages

Explore how our bodies fight illness and how science can help treat and stop the spread of illness. Examine the uneven distribution of healthcare around the world and how governments and organisations are working towards giving everyone the same chance for a healthy life.

Notes
<p>Due to the nature of this unit it contains medical vocabulary, some of which may be unfamiliar to children and may make reading of the text more challenging. It may be useful to pre-teach Tier 3 vocabulary that appears in the unit in addition to the keywords such as malaria, cholera, diabetes, cancer, obesity, heart disease, tuberculosis, mucus and dysentery.</p> <p>As with any topic that deals with medical conditions, due sensitivity should be applied in consideration of any medical conditions of children in the class or those close to them.</p>

Curriculum Information	
Geography	
Strand and Strand Unit	Skills
<p><b>Human environments: Trade and development issues - Development and aid</b></p> <ul style="list-style-type: none"> <li>• come to appreciate the inequalities between the developed and the developing world</li> <li>• explore some of the issues and problems associated with aid</li> <li>• acquire some knowledge of the origins, work and Irish involvement in some major international organisations</li> </ul>	<p><b>A sense of place and space</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A sense of place</li> <li><input type="checkbox"/> A sense of space</li> </ul> <p><b>Maps, globes and graphical skills</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Using pictures, maps and models</li> <li><input checked="" type="checkbox"/> Maps and globes</li> </ul> <p><b>Geographical investigation skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Questioning</li> <li><input type="checkbox"/> Observing</li> <li><input type="checkbox"/> Predicting</li> <li><input type="checkbox"/> Investigating and experimenting</li> <li><input type="checkbox"/> Estimating and measuring</li> <li><input checked="" type="checkbox"/> Analysing</li> <li><input checked="" type="checkbox"/> Recording and communicating</li> <li><input type="checkbox"/> Evaluating</li> </ul>
Science	
Strand and Strand Unit	Skills
<p><b>Living things: Human life - Human life processes</b></p> <ul style="list-style-type: none"> <li>• identify and understand ways in which the body protects itself against disease and infection</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Questioning</li> <li><input type="checkbox"/> Observing</li> <li><input type="checkbox"/> Predicting</li> <li><input type="checkbox"/> Investigating and experimenting</li> <li><input type="checkbox"/> Estimating and measuring</li> <li><input type="checkbox"/> Analysing</li> <li><input checked="" type="checkbox"/> Recording and communicating</li> <li><input type="checkbox"/> Evaluating</li> <li><input type="checkbox"/> Designing and making</li> </ul>

## Resources

- Explorers Geography & Science 5th Class Digital: 9. Good Health for All: Unit Stimulus
- Explorers Geography & Science 5th Class Digital: 9. Good Health for All pp. 50-55

## Useful Links

Use the interactive charts and maps on this site to explore life expectancy around the world (also linked for use in History for exploring the change in life expectancy over time):

<https://ourworldindata.org/life-expectancy>

Explore the United Nations' Sustainable Development Goals in more detail:

<https://www.globalgoals.org>

<https://www.un.org/sustainabledevelopment/sustainable-development-goals>

Children can find out more about how the body protects itself from DK Find Out:

<https://www.dkfindout.com/uk/human-body/body-defences>

See an example of how diseases can be eradicated in this TED-Ed video about smallpox (note that some of the language and ideas may be challenging):

<https://youtu.be/oBSandHijDc>

Use the United Nations' Global Human Development Indicators to see how Ireland compares to other countries around the world:

<http://hdr.undp.org/en/countries>

Find more information about UNICEF's Immunisation Programme:

<https://www.dkfindout.com/uk/human-body/body-defences>

Find out more about Irish Aid:

<https://www.irishaid.ie>

Find out more about the World Health Organization (WHO):

<https://www.who.int>

Use the Development Education website for further information and teaching resources:

<https://developmenteducation.ie>

Research how some other organisations are working towards good health for all:

Trócaire: <https://www.trocaire.org>

Concern: <https://www.concern.net>

GOAL: <https://www.goalglobal.org>

Self Help Africa: <https://selfhelpafrica.org/ie>

World Vision: <https://www.worldvision.ie>

Sight Savers: <https://www.sightsavers.org>

Irish Red Cross: <https://www.redcross.ie>

Children can find general information about specific countries on the National Geographic Kids site:

<https://kids.nationalgeographic.com>

Find out more about the Our World Irish Aid Awards and how to enter:

<http://www.ourworldirishaidawards.ie>

**Keywords**

disease, bacteria, virus, United Nations, healthcare, immune system, lymph, white blood cell, antibodies, malnourished, vaccine, life expectancy, sanitation, development aid

**Lesson Suggestions**

- Use the digital Unit Stimulus to explore the concept of life expectancy, the factors that influence life expectancy, and the inequality of life expectancy around the world. Establish what children already know about these issues. An interactive version of the life expectancy map is also available in the Useful Links section.
- Discuss times that children themselves have availed of healthcare, with due sensitivity to individual circumstances within the classroom.
- Explore the United Nations Sustainable Development Goals in more detail, specifically Goal 3: Good Health and Well-being. See relevant links in the Useful Links section.
- As per the sticker on p. 54 of the Student Book, debate the points raised in the Aid Controversies section. Remind children that the issues are not black and white, and they may partly agree/disagree with the points.
- Create an outline of the human body and fill in the parts that protect the body from disease and infection as per the ‘Working as a Scientist: Recording and Communicating’ activity on p. 55 of the Student Book. Extend this activity by labelling and describing the function of each part.
- Research one of the countries as per the ‘Working as a Geographer: A Sense of Place’ activity on p. 55 of the Student Book. Reference pp. 112-113 of the Student Book for research guidelines. The United Nations’ Human Development Indicators may be used with teacher guidance. The Irish Aid website may also be useful, along with a selection of others such as Trócaire, Concern, GOAL, Self Help Africa, World Vision, Sight Savers and the Irish Red Cross. Guide children towards a balanced view of their chosen country. Much of the aid work in these countries is focused on helping where it is needed most but focusing on those areas alone will not paint a picture of the entire country. Links to the UN HDIs and all the organisations mentioned above are included in the Useful Links section, along with a link to the National Geographic Kids site, which may be useful for finding general information about the chosen country.
- If there is interest in the class, you may wish to take part in the Our World Irish Aid Awards. See link in Useful Links section for more information.

**Linkage and Integration**

**Geography:** Linked to *Human environments: People and other lands*

**Science:** Linked to *Environmental awareness and care: Science and the environment*

**History:** 7. Medicine Through the Ages pp. 38-43.

**Mathematics:** Read, interpret, collect and organise data in relation to world health statistics.

**SPHE:** *Myself: Taking care of my body; Myself and the wider world: Developing citizenship*

**Home/Parental Involvement**

Children could share and apply what they have learned about healthcare and ways to stay healthy at home.