

CLASSROOM ACTIVITY

Campaign for Change: Students Uniting for a Healthier Future

GRADE RANGE

6–8

DURATION

3 Class sessions
(approximately 45–60
minutes)

LESSON OVERVIEW

This lesson will be a call to action. It will raise awareness and advocate for a healthier future for all. In this lesson, students will embark upon a three-day journey to investigate the factors that contribute to why healthcare education is a challenge for marginalized, disenfranchised, and vulnerable populations around the world. Students will investigate various contributing factors including diseases prevalence, risk factors, and impacts upon specific communities or populations. Students will collaborate to design and implement an initiative that promotes awareness around a specific chronic disease or a prevalent condition within their community.

Students will plan and execute their campaigns within their school or local community to educate others about the disease or condition and its prevention. They will be guided by the expert Toshie Ando, Takeda Head of Global Corporate Social Responsibility (CSR) to learn how to become a health advocate and responsible global citizen. They will conduct research to discover how to be effective advocates who impact the health of their community and ultimately make a global impact.

Throughout the lesson, students will develop essential skills such as critical thinking, collaboration, and effective communication. They will gain firsthand experience by creating their campaign, honing their ability to become advocates for healthcare education equity, infectious and non-communicable disease awareness.

LESSON OBJECTIVES

- Students will investigate the factors that contribute to healthcare education challenges for marginalized populations and understand the impact of diseases on specific communities.

- Students will collaborate to design and implement an initiative that promotes awareness around a specific chronic disease within their community.
- Students will reflect on their experience and assess the impact of their advocacy initiatives.

Key Student Questions

- What are the main factors that contribute to healthcare education challenges for marginalized, disenfranchised, and vulnerable populations around the world?
- How can we design and implement an initiative to promote awareness about a specific chronic disease within our community?
- What steps can we take to become effective advocates for healthcare education, equity, and infectious and non-communicable disease awareness on a global scale?

NATIONAL CONTENT STANDARDS

UN Sustainable Development Goals:

- Goal #4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Goal #9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
- Goal #11: Make cities and human settlements inclusive, safe, resilient and sustainable.

National Health Educational Standards:

- 1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.3. Analyze how the environment affects personal health.
- 1.8.4. Describe how family history can affect personal health.

Grade 6-8 National Math Standard Expectations:

- Use observations about differences between two or more samples to make conjectures about the populations from which the samples were taken.
- Make conjectures about possible relationships between two characteristics of a sample on the basis of scatterplots of the data and approximate lines of fit.

Materials

- Education Access and Quality—video
- Internet device with ability to project video, one per educator
- Device with internet access, one per group
- Preselected student readings
- Student Capture Worksheets for each lesson

BACKGROUND INFORMATION

Education is strongly linked to the [Social Determinants of Health](#) (SDOH), the nonmedical factors that have a major influence on health outcomes. They include the conditions in which people are born, live, learn, work, grow, and age. These social health determinants are contributing factors to health inequities around the world. Healthcare disparities refer to unequal access to healthcare resources, leading to differing health outcomes among different groups around the world. This lesson will allow students the opportunity to do a deep dive into the SDOH: Education Access and Quality. To learn more about this SDOH and how it impacts health, read: [The influence of education on health: an empirical assessment of OECD countries for the period 1995–2015](#), by Viju Raghupathi and Wullianallur Raghupathi. This article showcases the association between education and health in countries around the world, over the span of 20 years.

Education Access and Quality

Good health information and critical thinking skills can reduce inequalities by improving health literacy and strengthening essential life skills.¹⁹

Key Challenges

1. Many of the world's children and youth are out of school. The proportion is very large in developing countries.²⁰
2. Educational and health challenges coexist with other social challenges. These can lead to school dropouts or other risky behaviors.²¹

Local Actions

1. Volunteer to help people with learning deficiencies or health challenges that affect learning.
2. Be vocal about inequities in your community that create learner disadvantages.
3. Contact policy makers about ensuring that quality educational opportunities are open to everyone.

Visit betterhealthinaction.com/health-equity do learn more about health equity challenges and how to take action in your community.

Students will become familiar with major global health issues affecting vulnerable communities, including infectious and non-communicable diseases. They will discover the significance of healthcare education in disease prevention and management.

Students will also be introduced to the term Corporate Social Responsibility (CSR) and how companies, like Takeda, work with organizations around the world to tackle health inequities through education. To learn

more and understand the concept of [Corporate Social Responsibility \(CSR\)](https://www.unido.org/our-focus/advancing-economic-competitiveness/competitive-trade-capacities-and-corporate-responsibility/corporate-social-responsibility-market-integration/what-csr) and how it addresses social issues like health care disparities visit: <https://www.unido.org/our-focus/advancing-economic-competitiveness/competitive-trade-capacities-and-corporate-responsibility/corporate-social-responsibility-market-integration/what-csr>. Through an expert at Takeda, Toshie Ando, students will be introduced to the notion of advocacy and global citizenship and students will be asked to become advocates for healthcare education equity, infectious and non-communicable disease awareness. Students will be encouraged to develop their skills in research, communication, and collaboration. Throughout this lesson, it is vital to stress the importance of cultural sensitivity and competence when investigating healthcare challenges in their community and communities around the world.

LESSON 1: UNDERSTANDING HEALTHCARE EDUCATION CHALLENGES

Engage: Awareness Circle

- Project or share the [United Nations' Quality Education: Why it Matters](#) website with students before beginning the lesson.
- Explain the importance of education and education initiatives and how they can impact people in their community and the world.
- Arrange the students in a circle, ensuring everyone can see and hear each other.
- Start by explaining how there are different diseases or health issues that impact their community, the world, and maybe even them personally. Explain that Education Access and Quality is a Social Determinant of Health. Let them know that they will create an awareness campaign that educates those in their community about an infectious or non-communicable (chronic conditions such as cardiovascular disease) disease that impacts the health of their community. Share examples of an awareness initiative or campaign that has made an impact.

Teacher Note: *To explore more about infectious or non-communicable diseases, have students visit: the World Health Organization website to learn about the global impacts and who is at risk.*

www.who.int/news-room/fact-sheets/detail/noncommunicable-diseases

<https://www.emro.who.int/health-topics/infectious-diseases/index.html>

- Pass a small object, such as a ball or a stuffed animal, to the first student and ask them to share something they are passionate about or a social issue they care about.
- Once the first student finishes, they pass the object to the next student, who will share their own topic and reasons.
- Encourage students to explain why they chose that particular topic and what they hope to achieve through awareness.
- Continue this process until every student has had a chance to share their passion or chosen social issue.
- After everyone has shared, facilitate a short discussion by asking questions like:
 - Did you notice any common themes or interests among the topics shared?
 - Why do you think it's important to create awareness about these issues?
 - How can we work together to make a difference?

Conclude the activity by emphasizing that everyone's voice and passions matter, and by expressing excitement for the upcoming awareness initiatives they will design and implement together.

Teacher Note: *This kick-off activity serves as an icebreaker and sets the foundation for the students' engagement and involvement in designing their own awareness initiatives. It encourages active participation and fosters a sense of shared responsibility for creating positive change.*

Learn

TEACHER FACILITATION

1. Facilitate a class discussion to elicit students' prior knowledge and personal experiences related to their own or a family member's healthcare disparity.
 - Ask students what they think are the top 10 leading causes of death globally and why. Allow students to share their ideas.
 - Explain that more than 47 million people around the world cannot afford health insurance. This situation often prevents people from getting the proper medical care they need, which can lead to health conditions.
2. Review the Student Resource Sheet: *Exploring Worldwide Disorders: Understanding Health Challenges Across the Globe* for the most relevant worldwide disorder/condition/disease that might impact their community. Have students make a list of health conditions and challenges in their community environment and the challenges that are associated with them.
 - a. Teachers may use these guiding questions:
 - Why might better healthcare matter to me?
 - Why might it matter to people around me, family, friends, or country?
 - Why might it matter to the world?
3. Brainstorming Session: Based on the reading, break students into groups of two or three and ask them to work together to create a public service announcement (1 pager) to present to another group.

Investigate/ View

APPLICATION OF KNOWLEDGE

In their groups, students will research and identify the prevalent diseases, risk factors, and impacts on the community's health and well-being from their specific community. Then they will discuss the most important information from their research using the Save the Last Word for Me protocol. (A comprehension strategy that builds speaking and listening skills through structured text-based discussion. Students record sentences from a text individually and then discuss their responses in small groups.)

Steps to Save the Last Word for Me:

- Have students research (how to research local information) and gather specific details on diseases, the risk factors, and health impacts in their own community.
- Secondly, give each student 3–5 index cards. They should select important sentences from the resource, stating its central idea, and include impactful words/phrases.

Teacher Note: Model the process with a familiar passage if needed.

- In small groups, students share their cards, orally summarize their findings, and respond using evidence from the text. The presenting student explains their choice. Monitor the discussion and repeat until all students have shared their cards.

Health Connection

INQUIRY QUESTION

- What is the significance of Corporate Social Responsibility (CSR) in promoting health initiatives?
- How does Takeda partner with local community organizations to make an impact around the world?
- How did Toshie Ando's career journey and passion for global health inspire her to become an advocate for healthcare education equity and chronic disease awareness?

APPLICATION OF KNOWLEDGE

In order to provide students with firsthand experience advocating for healthcare education, equity, and chronic disease awareness have students practice leading discussions around Toshie Ando's video. Give them the opportunity to address questions from the audience, using their communication and leadership skills.

This portion of the lesson connects students to the real world and possible future careers. Introduce students to Toshie Ando, Head of Global Corporate Social Responsibility (CSR), through the Takeda Video Topic Series.

- Before sharing the video with students, explain what Corporate Social Responsibility (CSR) is. Let them know that after viewing the video they must share ways that CSR can impact people around the world.
- Share the video with students, pausing to answer questions or to discuss important points of interest.
- Afterward, have students work with a partner to discuss why and how CSR initiatives impact people around the world.
- Have students consider why it is important for people and organizations to work together to make a difference. What organizations can they partner with, as they consider the initiative they are creating?

Teacher Note: In her video, Toshie Ando will share her experiences and her work on healthcare education initiatives. Toshie will also explain the importance of advocacy for marginalized populations.

Apply: Worktime Research

Project teams will brainstorm using the *Concept Map* Student Capture Sheet to organize, synthesize, and summarize their research findings and articulate new insights about healthcare challenges. They should consider the root causes of an issue, add possible solutions and ways to address their healthcare challenge in their own communities.

- Gather students in the same small group to explore various infographics (available in multiple languages) of different diseases, health concerns, and their causes to help build background knowledge

about how visual data can be used to effectively communicate a message for their call-to-action plan in the second part of the lesson.

- Global Health Infographics
<https://www.cdc.gov/globalhealth/infographics/default.html#print>
- World Health Organization
<https://www.who.int/tools/compendium-on-health-and-environment/media>
- Students will create a visual representation (e.g., infographic, poster) to present their findings to the class.

Teacher Note: Consider having students create an infographic using online tools or poster-making materials.

- Have students share their infographic with classmates, explaining the significance of the topic and the key messages conveyed through their design.

Challenge

- Arrange for a guest speaker (which can be done virtually), such as a healthcare professional, educator, or representative from a healthcare organization, to visit the classroom. Alternatively, plan a field trip to a local healthcare institution or educational facility related to healthcare.
- Prior to the visit, have students prepare questions about healthcare education challenges that they would like the guest speaker or institution to address.
- During the guest speaker's visit or field trip, allow students to ask their questions and engage in meaningful discussions. Encourage active listening and note-taking to capture important insights and information.

Teacher Note: Incorporating a guest speaker or field trip adds a practical and experiential element to the lesson, allowing students to connect with professionals in the field and witness the real-world challenges of healthcare education.

Reflect

Students will present their findings and proposed solutions to the class. As a formative assessment, they will engage in a class discussion, reflecting on the effectiveness and feasibility of the proposed solutions. The teacher will provide feedback on students' understanding of the healthcare education challenges and their ability to propose solutions based on evidence.

LESSON 2: DESIGNING AN AWARENESS INITIATIVE

Engage: The Importance of Healthcare

1. Begin the lesson by discussing healthcare disparities and their impact on vulnerable populations. Share real-world examples to help students understand the gravity of the issue.
 - a. One resource that can be used to help students understand health disparities is this publication from the World Health Organization: <https://www.who.int/news-room/facts-in-pictures/detail/health-inequities-and-their-causes>.
 - b. Other possible examples: maternal and child mortality, local epidemics, lack of access to affordable nutritious foods, access to clean water and sanitation, and other location-related determinants.
2. In groups of three, have students discuss how people/patients are cared for in their community. Have them consider factors like ethnicity, language, race, economic class, etc. Have students record key takeaways in their research log.

Learn

TEACHER FACILITATION

Share the *Call-to-Action Rubric* Student Resource Sheet with students to introduce the components of an action plan. Explain to students that they will need to:

- Document the problem or issue with information and statistics
- Learn more about the challenging issue and how it impacts the health of community members
- Research about community needs or gather a focus group to gain invaluable information about patient experiences
- Involve community members or organizations in research
- Research different chronic diseases or conditions prevalent in their community

Let students know that they will examine successful awareness initiatives related to specific diseases from around the world and identify strategies that were effective. As students begin to consider how they will create their own campaign, they should use the *Global Campaign Resources Student Guide* to help determine how they want to create a successful campaign.

Teacher Note: *Each community will have different education barriers for improving conditions for its citizens.*

Investigate / View

APPLICATION OF KNOWLEDGE

Assign specific health topics or have students choose one related to challenges in their community. Have them research and create a call-to-action plan. Encourage them to use visual aids, personal stories, and interactive elements to make the presentations engaging.

- Instruct students to conduct thorough research on their chosen health topic.
- Encourage the use of reliable sources such as books, websites, articles, or interviews with healthcare professionals.
- Guide students to collect relevant information, statistics, personal stories, and examples to support their understanding of the health challenge.

Health Connection

INQUIRY QUESTION

- What are the key factors that contribute to healthcare education challenges?
- How do these challenges impact marginalized, disenfranchised, and vulnerable populations globally?

Teacher Note: *Toshie Ando will provide guidance on how the student initiatives can align with the SDGs and make a positive impact on healthcare education.*

- **Application of Knowledge:** *Based on the expert's insights, students will plan their campaigns, outlining objectives, target audience, and communication approaches.*

Apply: Call to Action Planning

In their small groups, students will design an awareness campaign targeting their school or local community. Using the Student Capture Sheet *Call To Action Plan*, students will create their own action plan. Before giving students time to create their action plan, review the steps with students:

- **Step 1: Create a Vision Statement:** Think of a short and cool statement that shows what we want to achieve with our healthcare challenge.
- **Step 2: Craft a Mission Statement:** Write a clear and brief statement that tells us how to make our vision come true. Use words that show action and teamwork, like advocacy, planning together, taking action in our community, and speaking up for better policies.
- **Step 3: Set Objectives:** Decide on specific goals that we can measure and achieve to support our mission. Make them challenging but possible, and they should make a real difference.
- **Step 4: Plan Strategies:** Decide on the strategies your group will use to reach the objectives. Consider advocacy, coalition building, community development, education, networking, and policy or legislative change. Some ideas are talking to important people, working together with others, educating our community, and changing rules or laws.
- **Step 5: Consider the Big Picture:** Assess the broader changes needed in programs, policies, and practices to achieve the mission. Sort ideas into groups like giving information, changing rewards and consequences, making things easier to access, improving services, and changing rules. Draw a picture or chart to see how everything fits together and what resources or challenges we might encounter.

- **Step 6: Create a detailed plan:** that includes specific activities, timelines, and resources needed for the campaign.

Explain to students that they will prepare a persuasive presentation to pitch their campaign plan to a panel of “community members” (classmates, teachers, or community members).

Teacher Note: *Throughout the process, provide guidance, resources, and support as needed to ensure students’ understanding and success in creating their call-to-action plans.*

Challenge

Use the Charette Protocol to allow students to present their ideas. Each group will present their campaign plan, highlighting the key messages, target audience, and expected outcomes to other students using a charette protocol. While facilitating the Charette Protocol, provide feedback on students’ ability to design an effective awareness campaign and their understanding of how it aligns with the SDGs.

PROCESS	TASK	TIME
Framing	Presenting group shares an overview of their campaign plan. The group tells the listeners the key messages, target audience, and expected outcomes. Then they share what they need or want from the protocol. (Example: “How can we make this better?” or “What is our next step?”) Listeners take notes during the presentation.	5 minutes
Reflect	Listeners each take a moment to note what they find exciting or a question/concern they have about the work.	1 minute
Feedback	Listeners give suggestions to make the work stronger, making sure the feedback is kind, specific, and helpful. Presenters listen.	3 minutes
Discussion	Presenters and listeners have an open discussion about the suggestions/feedback.	3 minutes
Repeat	Repeat the process for 1 additional round of 10 minutes.	10 minutes
Total Time		22 minutes

- Instruct students to practice their presentations to ensure they are confident and fluent in delivering the information.
- Encourage peer feedback and provide constructive suggestions to improve their delivery and engagement.

Reflect

- Discuss the effectiveness of visual aids and interactive elements in conveying messages and engaging the audience.
- Encourage students to share their thoughts on how they can contribute to addressing the health challenges in their community.

LESSON 3: HEALTH IMPACT ASSESSMENT

Engage: Campaign Success Stories

- Gather students in a circle to share personal stories of how Toshie's story and others in their community have had success in previous awareness campaigns related to healthcare education, non-communicable and infectious disease prevention.
- To close out the circle, ask the students why it is important to reflect on their initiative's impact and identify opportunities for future action.

Learn: Facilitate Presentation

TEACHER FACILITATION | PART I PRESENTATION

- Give students 10-15 minutes to prep and review for their presentations.
- Each student presents their call-to-action plan to the class or invited panel. (Allow time for questions and feedback from the audience).
- Remind students to use visual aids, personal stories, and interactive elements to make their presentations engaging.
- Encourage the audience to ask questions and provide feedback after each presentation.

PART II PRESENTATION REFLECTION

Provide students with the *Presentation Reflection* Student Capture Sheet or journals for students to individually reflect on their experiences during the awareness campaign. Students will analyze the data collected during their campaign (e.g., number of people reached, feedback received) and identify the strengths and weaknesses of their initiatives.

Investigate/ View

APPLICATION OF KNOWLEDGE

Group Discussions: Divide students into small groups and assign discussion topics related to the health campaign. Provide guiding questions to stimulate conversation and critical thinking. Encourage students to share their thoughts, ask questions, and propose solutions.

Health Connection

INQUIRY QUESTION

- How can students effectively plan and execute advocacy campaigns like Toshie's?
- How did Toshie use her voice and her role in bringing innovations to communities around the world?

Teacher Note: *By learning from successful awareness campaigns, students will gain insights into effective strategies and understand the importance of healthcare education equity and chronic disease awareness as modeled by Toshie.*

Application of Knowledge: After the campaigns, hold a reflection session where students share their experiences and lessons learned by Toshie, that they will continue to use to advocate behalf of their community.

Apply

- In small groups, have students reflect upon the Call-to-Action Rubric or assessment criteria to measure the impact of their initiatives. They will assess their campaigns based on these criteria and document their findings.
- Have students discuss the potential for further action and brainstorm ideas for sustaining their initiatives or expanding their impact.

Challenge

- Have each group present their impact assessment findings, including the strengths, weaknesses, and lessons learned from their initiatives.
- The class will engage in a structured discussion, evaluating the overall impact of the campaigns and identifying areas for improvement.
- The teacher will provide feedback on students' ability to critically reflect on their initiatives' impact and their understanding of sustaining and expanding the initiatives.

Reflect

Journal Reflections: Ask students to reflect on the different health challenges and call to action plans presented.

- What health challenge did you research, and why did you choose that particular topic?
- What were the most surprising or interesting facts or statistics you discovered during your research?
- How did personal stories or examples help you understand the impact of the health challenge?
- What elements of your call-to-action plan do you think will be most effective in raising awareness and inspiring action?

Formative Assessments suggestions (optional)

<ul style="list-style-type: none">• Inquiry Questions• Team Collaboration Rubric• Exit Ticket	<ul style="list-style-type: none">• Data Analyses• Journal Reflections• Peer Review
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4 QUALITY EDUCATION



Globally,
around
5.5 million
more girls
than boys of
primary
school age
were out
of school
in 2018

QUALITY EDUCATION: WHY IT MATTERS

What is the goal here?

Ensure inclusive and quality education for all and promote lifelong learning.

Why does education matter?

Education enables upward socioeconomic mobility and is a key to escaping poverty.

Education helps reduce inequalities and reach gender equality and is crucial

to fostering tolerance and more peaceful societies.

Over the past decade, major progress has been made towards increasing access to education and school enrollment rates at all levels, particularly for girls. Nevertheless, about 258 million children and youth were still out of school in 2018 — nearly one fifth of the global population in that age group.

As the COVID-19 pandemic spread across the globe,

countries announced the temporary closure of schools, impacting more than 91 per cent of students worldwide. By April 2020, close to 1.6 billion children and youth were out of school.

How much progress have we made so far?

The primary school completion rate reached 84 per cent in 2018, up from 70 per cent in 2000 and under current trends, is expected to reach 89 per cent globally by 2030.

In 74 countries with comparable data for the period 2011-2019, around seven in ten children aged three and four were developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning.

The global adult literacy rate (aged 15 years and older) was 86 per cent in 2018, while the youth literacy rate (15 to 24 years) was 92 per cent.

What challenges remain?

Despite years of steady growth in enrolment

rates, non-proficiency rates remain disturbingly high. In 2018, some 773 million adults—two-thirds of whom are women—remained illiterate in terms of reading and writing skills. And the sheer magnitude of school closures due to COVID-19 is likely to set back progress on access to education.

Where are people struggling the most to have access to education?

Sub-Saharan Africa faces the biggest challenges in providing schools with basic resources. The situation is extreme at the primary and lower secondary levels, where less than one half of schools in sub-Saharan Africa have access to drinking water, electricity, computers and the Internet.

Inequalities will also worsen unless the digital divide – the gap between under-connected and highly digitalized countries – is not addressed.

Are there groups that have a more difficult access to education?

Yes, women and girls are one of these groups. About one-third of countries in the developing regions have not achieved gender parity in primary education.

These disadvantages in education also translate into lack of access to skills and limited opportunities in the labour market for young women.

What can we do?

Ask our governments to place education as a priority in both policy and practice. Lobby our governments to make firm commitments to provide free primary school education to all, including vulnerable or marginalized groups.

To find out more about Goal #4 and other Sustainable Development Goals, visit:

<http://www.un.org/sustainabledevelopment>



	1. Needs Improvement	2. Fair	3. Good	4. Excellent
Focus: Message	The campaign is not focused. Message unclear. Little to no awareness of the target audience. Ideas unclear and not developed.	Campaign may not develop a clear message or argument. Some awareness of the target audience. Message partially responds to the prompt. Ideas have some development but may be inconsistent.	Campaign develops a clear message. Includes a clear argument. Clear target audience. Messages and ideas adequately respond to the prompt.	Campaign develops a clear and focused message. Includes a unique and compelling argument. Extremely clear target audience. Messages and ideas are fully developed and effectively respond to the prompt.
Structure and Organization	Key ideas are not explained, or inadequately explained. Fewer than 3 main points. No transitions or internal summaries.	The presentation has fewer than 3 main points. Key ideas are explained. No transitions or internal summaries.	The presentation has a logical order but does not include all the steps in the call-to-action plan.	The presentation clearly follows all the steps in the call-to-action plan.
Call to Action	No campaign/proposal offered.	The campaign does not relate to the problem.	Audience can understand relationship between campaign and problem, but it is not made. Explicitly clear by the presentation.	Presenter explains how their campaign/proposal will effectively address the focal problem.
Presentation and Production	<ul style="list-style-type: none"> Shows no interest in campaign presented Fails to increase audience understanding of knowledge of topic 	<ul style="list-style-type: none"> Shows little or mixed feelings about the campaign being presented Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> Shows some enthusiastic feelings about campaign Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> Demonstrates strong enthusiasm about campaign during entire presentation Significantly increases audience understanding and knowledge of the topic; convinces an audience to recognize the validity and importance.
Comments:				

GLOBAL CAMPAIGN RESOURCES

STUDENT GUIDE

World Health Day Campaign: Encourage students to participate in the World Health Day campaign organized by the World Health Organization (WHO) on April 7th each year. The campaign focuses on raising awareness about a specific global health issue and provides resources for individuals and communities to take action.

Global Handwashing Day: Promote the Global Handwashing Day campaign, celebrated on October 15th, to emphasize the importance of hand hygiene in preventing the spread of diseases. Students can organize handwashing demonstrations, create posters, and share educational materials to raise awareness about proper handwashing techniques.

World AIDS Day: Engage students in activities and initiatives surrounding World AIDS Day on December 1st. This campaign aims to raise awareness about HIV/AIDS, reduce the stigma, and promote prevention and treatment. Students can organize information sessions, distribute educational materials, and support local organizations working in this field.

Vaccination Awareness Campaign: With the ongoing importance of vaccinations, students can create a campaign to raise awareness about the benefits and safety of vaccines. They can organize vaccination drives, collaborate with healthcare professionals, and debunk myths and misinformation surrounding vaccines.

Mental Health Awareness Week: Support your students in organizing events and activities during Mental Health Awareness Week, typically held in October or May, depending on the country. This campaign aims to reduce stigma surrounding mental health and promote mental well-being. Students can host workshops, panel discussions, and awareness-raising events.

Diabetes Awareness Month: November is recognized as Diabetes Awareness Month globally. Students can focus on raising awareness about diabetes, its prevention, and management. They can organize fundraisers, create educational materials, and collaborate with local healthcare organizations to spread awareness about this chronic disease.

Clean Water Advocacy: Students can advocate for access to clean water and sanitation facilities by organizing campaigns and fundraisers for communities in need. They can work with organizations like Water.org or Charity: Water to raise awareness and funds for clean water projects in developing countries.

UNDERSTANDING CHRONIC DISEASES AND THE IMPORTANCE OF INTEGRATED CARE

Chronic diseases are a big problem in our society. They make a lot of people sick and can even cause deaths. One of these chronic diseases we'll talk about is heart failure. It's a complicated condition that often comes with other chronic diseases. In this article, we'll learn about how chronic diseases affect healthcare, the difficulties in treating them, and why integrated care is important for better results.

Chronic diseases include things like heart problems, strokes, cancer, breathing issues, and diabetes. They're responsible for most of the deaths in Europe. More people are affected by these diseases as they get older. Not only do these diseases make life hard, but they also put a lot of pressure on healthcare resources. In fact, around 75% of healthcare money is spent on chronic diseases.

When someone has more than one chronic disease at the same time, these diseases or conditions are referred to as comorbidities. This is happening more often and creates challenges for healthcare providers. Right now, many healthcare systems treat each disease separately. But that can lead to problems in communication and coordination among caregivers. This way of doing things can lead to mistakes and make it hard to manage a person's care properly.

Let's focus on heart failure as an example. It's a long-lasting disease that affects many people around the world. Often, it comes with other health issues and needs well-organized care. Lots of people are diagnosed with heart failure, and that number is expected to grow in the future. Unhealthy lifestyles, like eating bad food and not exercising, make heart failure more common.

To manage chronic diseases like heart failure well, we need a new approach called integrated care. This means looking at how different things affect a person's health and getting many healthcare providers to work together. By doing this, we can make sure everyone knows what's going on and create personalized care plans for each patient.

As chronic diseases continue to be a problem, we need to change how we take care of people. Integrated care is a good way to do that. By working together and using new methods, we can provide better care and help more people get healthier.

In conclusion, chronic diseases like heart failure have a big impact on people and healthcare systems. Integrated care, where healthcare providers work together and consider all the health factors, is important for treating chronic diseases well. By doing this, we can make things better and create a healthier future for everyone.

EXPLORING WORLDWIDE DISORDERS: UNDERSTANDING HEALTH CHALLENGES ACROSS THE GLOBE

Have you ever wondered about those long-lasting health conditions that affect people all over the world? They are called chronic diseases, and they are a big concern. Conditions like heart disease, stroke, cancer, diabetes, and respiratory diseases fall under this category. They can have a big impact on people's lives, making life harder and sometimes even leading to serious problems. But don't worry, we will dig deep into these conditions to learn about what causes them, how we can prevent them, and how to manage them better. Remember, living a healthy lifestyle and getting regular healthcare checkups are essential!

Fighting Sneaky Invaders: Infectious Diseases

Now, let's talk about invisible enemies known as infectious diseases. They are caused by tiny harmful microorganisms like bacteria, viruses, and parasites. These illnesses can spread quickly and affect a lot of people, becoming a global health threat. We'll focus on some well-known infectious diseases, such as malaria, HIV/AIDS, tuberculosis, and influenza. But don't fret! We'll also find out how we can protect ourselves and others from these sneaky invaders. Get ready for engaging stories and interesting facts!

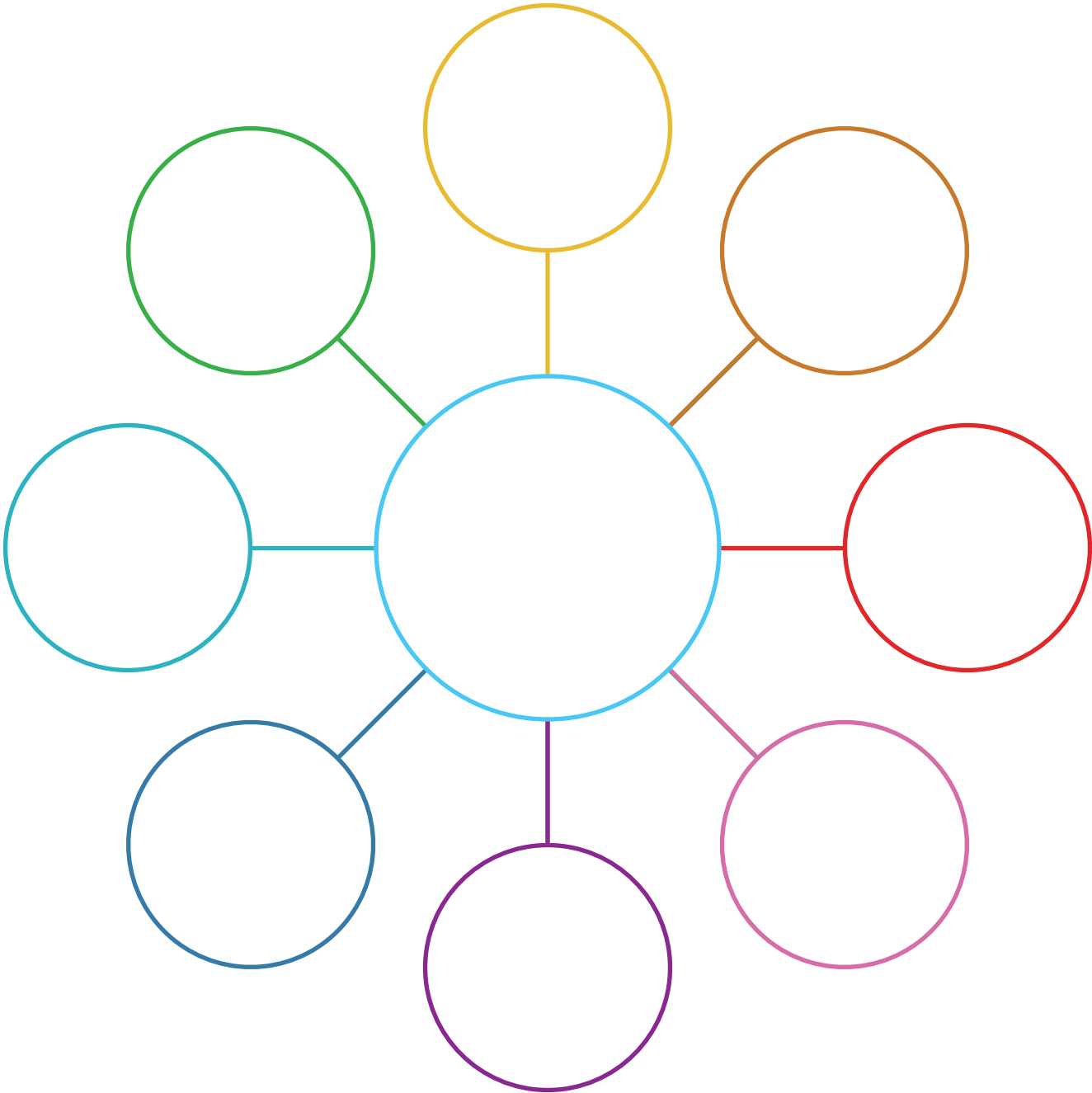
Taking Care of Our Emotions: Mental Health Matters

Just as our physical health is important, so is our emotional well-being, known as mental health. We'll explore common mental health issues like anxiety, depression, and attention-deficit/hyperactivity disorder (ADHD). It's crucial to understand the importance of mental health awareness, getting rid of the stigma around it, and seeking support when needed. Together, we'll learn some tips for keeping our mental health in good shape and creating a caring environment for those facing mental health challenges.

Joining the Global Health Movement: Making a Positive Impact

As we go on this journey, we will also discover exciting global health initiatives and campaigns. These are efforts made by people all around the world to raise awareness and tackle these worldwide health issues. We'll learn about special events like World Health Day and programs for mental health advocacy. Plus, we'll see how students like you can play a vital role in promoting health equity and preventing diseases. Together, we can make a difference!

So, are you ready to explore the world of chronic diseases, infectious illnesses, mental health, and global health initiatives? Let's be curious, caring, and informed explorers. By understanding these challenges, we can work together to build a healthier and happier future for everyone! Get ready for a fascinating and impactful journey!



Directions: Students, it's time to step up and make a difference! Find a cause or issue that matters to you and your community. In small groups, you will create a plan with clear goals and steps to tackle the issue. Take action, whether it's organizing events, spreading awareness, or collaborating with local organizations. Your efforts can have a big impact and bring positive change to your school and neighborhood. Get ready to make a difference and inspire others along the way!

<p>Step 1: Create a Vision Statement.</p>	
<p>Step 2: Craft a Mission Statement: Write a clear and brief statement that tells us what we will do to make our vision come true.</p>	
<p>Step 3: Set Objectives: Decide on specific goals that we can measure and achieve to support our mission.</p>	
<p>Step 4: Plan Strategies: Decide on the strategies your group will use to reach the objectives.</p>	
<p>Step 5: Consider the Big Picture: Assess the broader changes needed in programs, policies, and practices to achieve the mission.</p>	
<p>Step 6: Create a detailed plan that includes specific activities, timelines, and resources needed for the campaign.</p>	

Name _____

Date _____

PRESENTATION REFLECTION

Summary: What did the data show? How did the audience respond to your campaign?

Strengths

1.

2.

3.

Weaknesses

1.

2.

3.

What did you learn from this experience?