



Grade 9 Sample Lesson Plan: Community Involvement – Social Determinants of Health

SOLs

- 9.1 R
- 9.2 V
- 9.2 X
- 9.2 Y
- 9.3 E

Objectives/Goals

- Students will identify and understand different social determinants to health
- Students will examine social injustices that impact the health of people in their local community and/or broader global communities.
- Students will evaluate strategies for improving societal and environmental conditions that contribute to health.
- Students will use the skill of advocacy to promote community health promotion.

Materials

- 1 – PowerPoint – Race and Social Determinants of Health
- 2 – Handout – Racial & Ethnic Health Disparities

Procedure

Step 1

- A – Hook – Show the quote by Fannie Lou Hamer – *“I’m sick and tired of being sick and tired.”* You might give the students some context: Civil rights, voting rights, philanthropist leader Fannie Lou Hamer spoke before the 1964 Democratic National Convention in Atlantic City. She detailed some of the injustices she faced in trying to register to vote including graphic details of a vicious beating. In it she said her famous quote *“I’m sick and tired of being sick and tired”*.
- B – Have students do a Think-Pair-Share. First ask students to write down their thoughts as to what she means by this quote. You might get them to think about what factors outside of someone’s individual control influence one’s health?
- C - Tell the class...*Today we will be examining factors that contribute to health disparities among different racial and ethnic groups. We will also identify and examine “social determinants” that influence one’s health and wellness.*

Step 2

- A – Next, show slides 3-7 in the PowerPoint (graphs depicting particular health topics by race) and have students understand there are racial differences. With a partner, have them brainstorm any questions they might have about the graphs. Ask, *What might be the causes of differences among different racial groups?*
- B – Next, show slide 9. It will state the following:
 - All people have a right to health.
 - Health equity is when everyone has the opportunity to ‘attain their full health potential’.
 - Health inequity is when people are disadvantaged from achieving their health potential because of social position or other social determinants.
- C – Here you could show the first 5 mins of Helen Pearson’s TED Talk (see link below). In her talk near the 4 min mark, she discusses how poverty is the #1 to shorten your lifespan (a social determinant to health). She says...

“So, let's get the bad news out of the way first. Perhaps the biggest message from this remarkable study is this: don't be born into poverty or into disadvantage, because if you are, you're far more likely to walk a difficult path in life. Many children in this study were born into poor families or into working-class families that had cramped homes or other problems, and it's clear now that those disadvantaged children have been more likely to struggle on almost every score. They've been more likely to do worse at school, to end up with worse jobs and to earn less money. Now, maybe that sounds really obvious, but some of the results have been really surprising, so children who had a tough start in life are also more likely to end up unhealthy as adults. They're more likely to be overweight, to have high blood pressure, and then decades down the line, more likely to have a failing memory, poor health and even to die earlier.”

Step 3

- A – Using the Handout (see above), have students answer question #1 with their partner. The question asks...*What social determinants do you think might cause health disparities among different racial and ethnic groups?* (slide 9)
- B – After they have had some time to discuss, share slide 10
 - It turns out there’s much more to our well-being than genes, behaviors and medical care.
 - The social, economic, and physical environments in which we are born, live and work profoundly affect our longevity and health – as much as smoking, diet and exercise.
- C – Slide 11 lists some key social determinants of health:
 - Childhood
 - Stress
 - Food Security
 - Genetics
 - Housing
 - Income
 - Jobs & Wealth
 - Race / Racism
 - Social Inclusion

Step 4

- A – Slides 12-28 cover each of the topics from slide 11 in greater detail. You will likely not have time to cover all of these in an entire class period. You might just choose topics that most impact your students and your community if you have limited time.
- B – Next, have students think of possible solutions to these community health issues. Slides 29-31 provide some ideas to help brainstorm and provide some direction. Students can also investigate some of the references of the bottom of this lesson plan for more information.
- C – An assessment idea could be for students to use their Handout – Racial & Ethnic Disparities as a catalyst for researching a social determinant of health in further detail. Allow students to choose a topic of interest working in groups of 2-3. See the Advocacy assessment idea on the next page.

Assessment Idea

Health Advocacy Campaign – Social Determinants of Health

References

- TED Talk – [Lessons from the longest study on human development](#) – Helen Pearson
- [HealthyPeople.gov](#) – Social Determinants of Health
- [CDC – Social Determinants of Health](#)
- [World Health Organization – Social Determinants of Health](#)

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Assessment – Health Advocacy Campaign

Topic: Social Determinants of Health

We often think about someone's health being determined by individual behaviors, but there are also many external factors out of one's control that greatly impact one's health. Think about these statements below.

- *All people have a right to health.*
- *Health equity is when everyone has the opportunity to 'attain their full health potential'.*
- *Health inequity is when people are disadvantaged from achieving their health potential because of social position or other social determinants.*

Also, consider some of the social determinants of health we discussed in class:

- Childhood
- Stress
- Food Security
- Genetics
- Housing
- Income
- Jobs & Wealth
- Race / Racism
- Social Inclusion

Your task is to pick ONE of these social determinants and come up with potential strategies to improve it within our local community or the global community at large. You will use the skill of advocacy to promote this topic and create more awareness.

Option 1: Advocacy PSA Video

- Create an informational video 1-2 minutes long about your social determinant of health
- Your video should advocate for possible solutions (at least 3) to this issue and address a target audience such as local community groups or policy makers.
- Research valid information to include in your video, cite at least one source
- Include one catchy slogan to help people remember your message

Option 2: Advocacy Poster or Infographic

- Create an infographic or poster on your social determinant of health.
- Your infographic or poster should advocate for possible solutions (at least 3) to this issue and address a target audience such as local community groups or policy makers.
- Research valid information to include in your poster, cite at least one source
- Your infographic should be neat and colorful
- Include one catchy slogan to help people remember your message
- Here are some resources to help you do this
 - <https://infogr.am/>
 - <http://piktochart.com/>
 - <http://canva.com/>

Option 3: Advocacy Podcast

- You will write a script and record a 1-2 minute podcast on one social determinant of health.
- Your podcast should advocate for possible solutions (at least 3) to this issue and address a target audience such as local community groups or policy makers.
- Research and include valid information in your podcast, cite at least one source
- Your podcast should have basic music in the intro and outro....possibly in between transitions.
- Include one catchy slogan to help people remember your message
- You might want to use Garageband or Audacity to record your podcast.

Learning Targets:

Propose ways to reduce or prevent health problems, *such as social determinants impacting health.* (1.12.5)

Analyze the relationship between access to health care and health status, *such as social determinants impacting health.* (1.12.6)

Adapt health messages and communication techniques *about a social determinant to health,* to a specific target audience such as local community groups or policy makers (8.12.4)

Rubric

Criteria	4	3	2	1
<u>Propose</u> ways to reduce or prevent health problems, <i>such as social determinants impacting health.</i> (1.12.5)	The ideas proposed to reduce or prevent health problems, <i>such as social determinants impacting health</i> is accurate.	The ideas proposed to reduce or prevent health problems, <i>such as social determinants impacting health</i> is mostly accurate.	The ideas proposed to reduce or prevent health problems, <i>such as social determinants impacting health</i> is somewhat accurate.	The ideas proposed to reduce or prevent health problems, <i>such as social determinants impacting health</i> is inaccurate or lacking evidence
<u>Analyze</u> the relationship between access to health care and health status, <i>such as social determinants impacting health</i> (1.12.6)	The analysis of the relationship between access to health care and health status, <i>such as social determinants impacting health</i> is evident & accurate	The analysis of the relationship between access to health care and health status, <i>such as social determinants impacting health</i> is evident & mostly accurate	The analysis of the relationship between access to health care and health status, <i>such as social determinants impacting health</i> is somewhat evident and/or accurate	The analysis of the relationship between access to health care and health status, <i>such as social determinants impacting health</i> is not evident or inaccurate, or lacking evidence.
<u>Adapt</u> health messages and communication techniques <i>about a social determinant to health, to a specific target audience such as local community groups or policy makers</i> (8.12.4)	The adaption of health messages and communication techniques <i>about a social determinant to health, to a specific target audience such as local community groups or policy makers</i> is accurate.	The adaption of health messages and communication techniques <i>about a social determinant to health, to a specific target audience such as local community groups or policy makers</i> is mostly accurate.	The adaption of health messages and communication techniques <i>about a social determinant to health, to a specific target audience such as local community groups or policy makers</i> is somewhat accurate.	The adaption of health messages and communication techniques <i>about a social determinant to health, to a specific target audience such as local community groups or policy makers</i> is inaccurate or lacking evidence

Feedback:

Reflection for Improvement: