**Lesson Three: Case Study Analysis**

**Problem statement:** How are social determinants represented in a given case study**?**

Students will gain a more specific knowledge of social determinants affecting health and the consequences of poor health by analyzing the case study of a homeless person. Following review of determinants, students will make connections to the role of these in their own lives.

**Learning objective(s):**

Students will analyze the case study to identify the impact of the social determinants of health.

Students will be able to identify the relevance of social determinants in their own lives.

**Language Objective:**

Students will review social determinants in group discussion.

Students will create a written diagram of determinants present in case study and in their own lives.

**Lesson standards (NGSS, CCSS, SMP, CTE):**

**Family and Consumer Sciences National Standards**

1.2.7Analyze factors that contribute to maintaining a safe and healthy school, work and community environments.

1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.

[CCSS.ELA-LITERACY.RL.7.2](http://www.corestandards.org/ELA-Literacy/RL/7/2/) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.7.4](http://www.corestandards.org/ELA-Literacy/RL/7/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

[CCSS.ELA-LITERACY.RST.11-12.7](http://www.corestandards.org/ELA-Literacy/RST/11-12/7/) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

ELP standards (English Language Proficiency for ELLs)

ELP Standard 2:

…participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions…

**Soft skills:**

21st Century Leadership Skills:

2.C.5 Reflect critically on learning experiences and processes

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

2.C.4 Interpret information and draw conclusions based on the best analysis

4.A. 2 Evaluate information critically and completely

**Math skills:**

SMP-Standards of Mathematical Practices

* Make sense of problems and persevere in solving them. ...
* Reason abstractly and quantitatively. ...
* Construct viable arguments and critique the reasoning of others. ...

**Locally and/or personally relevant for students:**

Students will use knowledge of determinants of health to apply them to real life scenario as well as create connection to their own life.

**Materials: Students -**

Lesson 3

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| --- | --- | --- |
| Student Materials | Teacher Materials | Media Files |
| Lesson #3 Case Study - Student Worksheet:   * One per student * One large group copy   Norm posters | Lesson 3 Case Study Analysis | Slide Decks:  PBL Health Cohort North - Lesson Plan 3 HS  PBL Health Cohort North - Lesson Plan 3 MS |

**Lesson preparation:** Print copies of the case study (not back to back), copies of case study Worksheet, poster for group table.

**Time required:** 60 minutes

**Grouping of students for instruction:**

Groups will continue in the same configuration as Lesson 1 and 2 with new role assignments for each student.

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

Students cooperatively analyze case study and enter results of analysis in table.

Students find examples of determinants in their own lives and enter results individually into the second column of the table.

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| --- | --- |
| **Teacher** | **Student** |
| Hand out group role cards to assign new roles. - 5 min | Agree on new roles for lesson 3.  Review role expectations and sentence starters.  Group reviews norms. |
| Review Lesson 1 and 2: definition of health and social determinants - 5 min | Groups summarize their determinant in 2 sentences. |
| Pass out Case study Worksheet to students and lead class reading of the case study.  Discuss vocabulary and main idea of paragraphs.-10 mins | Students will write names on their copy of the case study and take turns reading the scenario out loud as a class.  Students will mark key vocabulary and one sentence summary after each paragraph. |
| Introduce template with table for analysis.  Clarify expectations for column one: find examples of each social determinant in case study- 10 minutes | Students will collaborate with group members to identify examples of the social determinants of health from the case study.  Recorders will enter examples in group template. |
| Have groups share out results of analysis. | Reporters present entries in column 1 to class.  Recorders list additional examples from other groups to their table. |
| Encourage students to move to the next activity in which students will critically reflect on their individual lives to identify examples of social determinants. | Students will try to connect social determinants to their own lives and identify personal examples. Students will be working individually on this part of the activity.  Students will enter examples in column 2 of personal copy of worksheet |
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**Accommodations:** modification for ELL: provide vocabulary definitions; visuals for each step of instruction; main idea summary of text

**Extensions:**

**Assessment: Formative:**

* Group Table
* Individual Table Worksheet

**References/Resources:**

Artiga, S., & Hinton, E. (2019, July 9). Beyond Health Care: The Role of Social Determinants in Promoting Health and Health Equity. Retrieved from <https://www.kff.org/disparities-policy/issue-brief/beyond-health-care-the-role-of-social-determinants-in-promoting-health-and-health-equity/>.

Social Determinants of Health. (n.d.). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health>.