**Lesson Two: Social Determinants of Health**

**Problem statement:** How do the social determinants affect a person’s overall health?

In this lesson students will conduct in depth research of social determinants of health, which are “the conditions in which people are born, grow, live, work and age. They include factors like socioeconomic status, education, neighborhood and physical environment, employment, and social support networks, as well as access to health care” (Artiga & Hinton, 2019). Students will gain a more specific knowledge of factors affecting health and the consequences of poor health.

**Learning objective(s):**

Students will be able to define the social determinants of health.

Students will be able to identify the impact of poor health.

Students will be able to deduce resources needed to restore health.

**Language Objective:**

Students will discuss their definitions of social determinants

Students will conduct research in groups to compile a list of factors that influence individual health within their chosen determinant.

Students will orally present their results to the classroom and add them to written resource sheet.

**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.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:

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information

1.B.1 Develop, implement and communicate new ideas to others effectively

3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

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 assess school environment and contribute positively to a healthier community.

**Connections to career and educational pathways:**

While researching social determinants of health students will begin to explore careers within the

healthcare field.

**Materials:**

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| Student Materials | Teacher Materials | Media Files |
| -Lesson 2 Student Guide  -Health Triangle Personal Assessment  -Research Guide: Assessing Sources  -Large Poster paper for each group  -Markers  -computers | -Lesson 2 Social Determinants of Health  -Large Master Poster for classroom Display | Slide Decks:  PBL Health Cohort North - Lesson Plan 2 HS  PBL Health Cohort North - Lesson Plan 2 MS  Definition Cards |

**Lesson preparation:** Reserve computers for students; copy health assessment and student guides; reserve computers

**Time required:** 120 minutes

**Grouping of students for instruction:**

Students will be grouped heterogeneously by ability, language, gender and grade level. Students will be assigned individual roles modeled after POGILS and will receive cards outlining their roles and responsibilities.

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

Students explore distinct factors influencing health, and solving the problem of satisfying social determinants of health when providing health services.

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| --- | --- |
| **Teacher** | **Student** |
| Hand out Health Assessment or give electronically.  Open assessment as class and review terms. Assist with Google Translate or vocabulary if needed. - 15 min | Students complete Health Assessment individually. |
| Have groups review norms on their posters from Lesson 1 - 5 min | Groups turn and talk to review the norms.  Quickly share with class |
| Hand out group role cards with description and sentences starters; 5 min | Review roles and pick roles for this activity |
| Review last activity - show video again (first 40 seconds)  <https://www.youtube.com/watch?v=1iSuZngvCpY>  Review vocabulary of social determinants  Materials: word cards with explanation of:   * Economic stability * Education * Social and Community Supports * Health Care * Food * Neighborhood and Physical Environment   10 minutes | A bowl with numbers for groups. Pick your starting number. According to the number drawn, students come up to pick one determinant from bowl to research. |
| Introduce assignment requirements and note-taker | Students access online document. |
| Give instructions about vetting Google links; 10 minutes | Research information about their determinants  Justify validity of source and record list of sources  Pick your top 3 sources. |
| Support students in creating definition for their social determinant; 10 minutes | Create definitions to add to back of your Definition card:  Discuss language of definition and use English level appropriate vocabulary (in their own words) |
| Facilitate group discussions around finding answers to questions on note-taker(Student Guide); 40 minutes | Students sort information, evaluate sources, complete note-taker (sheet- Student Guide). |
| Give each group a big sticky sheet of paper or digital platform of choice to report out their findings.  15 min | Students add determinant to health web.  Detailed results of research are displayed on large Post-it. |
| Facilitate share out in front of class  30 min | Students report out findings as group in front of class. Report can be digital or on paper. |
| Enter social determinants with major factors on class Health Web (optional) 10 min. | Teams coach teacher in entering their determinant’s information on Class Web. |
| Hand out Group Self Assessment sheet | Students complete self and team member assessment individually. Return to teacher. |

**Accommodations:** modification for ELL: provide lower level resources; visuals for each step of instruction; outline of expected outcome; checklist;

**Extensions:**

**Assessment: Formative:**

* Group Notes
* Observation of group roles and interaction;
* Group self assessment after second group experience

**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>.

<https://www.youtube.com/watch?v=1iSuZngvCpY>





Health Triangle Self-Assessment

<https://1.cdn.edl.io/WUTTdy5n6twrWeuXVdjkb03XhiSLQZaf9aYtJmlBMlxNYNJ7.pdf>