

A case for the curriculum: health geography

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Download A: Enquiry questions and links to resources

Topic	Enquiry questions linked to health geography	Example resource(s) and activity
Population pressures	<ul style="list-style-type: none"> How might overpopulation affect the spread of airborne illnesses? How might food shortages affect global patterns of disease? What is the link between population demographics and the cost of healthcare? 	<p>Interactive GIS map: The top ten countries with the world's largest populations: the disastrous effects on our planet</p> <p><i>Group work /presentations</i></p> <ul style="list-style-type: none"> In groups, students research one of the ten countries on the GIS map in more detail – keeping the focus on population and health. They then create a short presentation to share their research findings with the class.
Urbanisation	<ul style="list-style-type: none"> How might urbanisation contribute to the globesity crisis? What is the link between increasing urbanisation and risk factors for disease, e.g. air pollution? 	<p>The Lancet: Latin America's urbanisation is boosting obesity and Foreign Policy magazine: Why do the world's fattest people live on islands?</p> <p><i>Debate</i></p> <ul style="list-style-type: none"> Students read the articles above. They then prepare notes to debate the following statement: 'Urbanisation is the main cause of the globesity crisis'. This debate could be done in pairs, with one student arguing for the statement and the other against it.
Migration	<ul style="list-style-type: none"> Why is it important to understand migration patterns for the provision of health care in a host/recipient country? How might migration contribute to patterns of mental health illnesses? 	<p>Nature – journal article: How young refugees' traumatic pasts shape their mental health</p> <p><i>Role play</i></p> <ul style="list-style-type: none"> Students use the article to imagine they are a young migrant and the challenges they might face. In role, they fill in three speech bubbles (these can be drawn or printed) to explain how they feel. Students can then present their ideas aloud to the class.
Globalisation	<ul style="list-style-type: none"> How can the global flow of doctors and nurses affect patterns of health? How can global branding influence peoples' choices about diet and lifestyle? 	<p>House of Commons graphic: One NHS, many nationalities and Guardian online: How migrant workers helped make the NHS</p> <p><i>Map work/writing task</i></p> <ul style="list-style-type: none"> Students plot on a map the top 20 locations where NHS workers are from. Using their map, the newspaper stimulus and/or further research, they can write a response to the following question: <p><i>Global flows, local impacts: How can the global flow of doctors and nurses affect health provisions in the UK?</i></p>

Teaching Geography

Sustainable Development	<ul style="list-style-type: none">• Why is good health and wellbeing so important for sustainable development?• How/why could an outbreak of disease hinder a country's development?• What is the link between HIV/AIDs and a cycle of poverty?	<p>WHO video: Making cities healthier – improving health for all and WHO website: 'Healthy' city checklist</p> <p><i>Geographical sketches</i></p> <ul style="list-style-type: none">• Students sketch a design for their own 'healthy' city, incorporating as many features as they can from the video narrative and WHO checklist.
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