

# **Activity #6**

## **Health Care and Transportation:** **How I Get Around and What Happens if I Get Sick?** **(Focus Topic: Health Care)**

### **TEACHERS' CORNER**

*This final activity expands the exploration of life's necessities to health care and transportation. The prior activities required considerable individual research. This final activity is primarily based on full-group work, thus assuring that all students are involved and able to finish the project together for the final presentation. The final activity is designed to be simpler and less detailed as the prior activities. The teacher should provide more time at this point in the curriculum for students to wrap up any unfinished work from the prior activities thus allowing Research Ambassadors to focus on preparing the presentation they will give at their Sister School. (see Presentation section in this curriculum)*

#### **Instructional Goals:**

- Students will develop insight into the impact of health care on a community
- Students will use research skills to gather information about medical care and its costs.
- Students will compare and contrast the types of transportation used in their community and that of their sister school.
- Students will use mathematical skills to create transportation pie charts.

#### **Alaska Content Standards addressed in Activity #6:**

##### ***Mathematics***

- A.** A student should understand mathematical facts, concepts, principles, and theories.
  - 3) Perform basic arithmetic functions, make reasoned estimates, and select and use appropriate methods or tools for computation or estimation
  - 4) Represent, analyze, and use mathematical patterns, relations, and functions using methods such as tables, equations, and graphs
  - 6) Collect, organize, analyze, interpret, represent, and formulate questions about data and make reasonable and useful predictions
- D.** A student should be able to use logic and reason to solve mathematical problems
  - 5) Use inductive reasoning to recognize patterns and form mathematical propositions

##### ***Geography***

- B.** A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.
  - 3) Relate how people create similarities and differences among places
- E.** A student should understand and be able to evaluate how humans and physical environments interact.

##### ***Government and Citizenship***

- F.** A student should understand the economics of the United States and the state and their relationships to the global economy
  - 2) Be aware that economic systems determine how resources are used to produce and distribute goods and services

##### ***Skills for a Healthy Life***

- D.** A student should be able to contribute to the well-being of families and communities.

4) Identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities

***Technology***

A. A student should be able to operate technology-based tools.

2) Use technological tools for learning, communications, and productivity

***Library/Information Literacy***

A. A student should understand and use research processes necessary to locate, evaluate and communicate information and ideas

1) State a problem, question or information needed

D. A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources

**Materials Needed for Activity #6:**

- Poster board and markers to create group pie charts of transportation methods used in their community.
- Copies of the Health Care and Transportation chart on which to gather individual data, then calculate the class average to send to their Sister School.
- Digital cameras to take pictures of health care information, and/or scanner for regular photos

**Prerequisite Student Skills:**

- Basic mathematical skills expected of students at this grade level
- Knowledge of and access to community health care professionals

**Activities for Research Ambassadors:**

- The RA researching this topic will act as recorder during the brainstorming session.
- The RA will plan ways to present information about health care and transportation in their home community to the students at their Sister School. The presentation might include pictures of the most common forms of transportation in the community, photos of doctors, dentists, health aides, and other areas where health care may be provided such as pictures of the nearest hospital or health clinic. Students may use the class transportation and health care pie chart poster to include photos of local health care providers, and the most common modes of transportation in their presentation.
- The RA leading this topic will take the questions provided by their classmates and find answers during the site visit to their Sister School and eventually report the results of their research in the final presentation.

Teachers are to email the Health Care and Transportation data to their Sister School. The pictures and the class transportation pie chart may be taken to the site by the RA. Please be timely in your correspondence with your Sister School teacher!

**Additional Resources:** Some students may need assistance in researching the history of health care provided to eligible Alaska Native/American Indians under the Indian Health Service. Suggested sources: IHS website, Indian Health Care Improvement Act (IHCIA) Public Law 94-437, Snyder Act of 1921, U.S. Department of Health and Human Services, etc.

**PLEASE FAX YOUR COMPLETED LESSON ASSESSMENT TO YOUR SISTER SCHOOL COORDINATOR. SEE FOLLOWING PAGE.**

**Student Activity #6**  
**Health Care and Transportation:**  
**How I Get Around and What Happens if I Get Sick?**  
**(Focus Topic: Health Care)**

This final activity looks at the following questions:

- How do I get around? What are our most common forms of transportation?
- What happens if I get sick? What health care providers are there in my community?
- How far away is the nearest doctor and/or hospital, and how do I get to them?

**Step One:** Brainstorm with your class all the forms of transportation which exist in your community. Include everything – walking, skateboards, bus, dog sleds, trucks, etc. Remember when brainstorming to write all responses down, even ones that seem a little silly. The RA leading this topic may serve as recorder for this group activity. Each student participating in this activity will create a pie chart showing all forms of transportation they use frequently, with the pie chart showing the proportion of the time they use each one. For example, if a student uses cars and snow machines equally, the pie chart should reflect 50% car and 50% snow machine. After drawing the pie chart, estimate the percentage each wedge represents and label the pie chart with the form of transportation and its proportion. Be sure the total is 100%!

**Step Two:** On a poster board, create a group transportation pie chart by combining the percentages from individual student's pie charts and using the class average as a group percentage. If there are groups within the class that are quite different, such as students who live in town and those who live out of town, you may choose to make a different pie chart of the averages for each sub-group so that your Sister School sees the diversity in the community.

**Step Three:** Which of the forms of transportation are most likely to be used if you get sick? There may be one form for routine medical care, like going to the doctor because you have the flu, and a different one for emergencies, like if you break an arm or leg. Put a red star next to the pie chart area for the transportation most likely to be used for emergency health care transportation and a blue star next to the one most likely used for non-emergency. If more than one mode of transportation is used fairly equally, put stars by both.

**Step Four:** As a class, discuss what health care is available to you without leaving your home community. For example, if a relative of yours had a heart attack or got cancer, what is the closest place where he or she could be treated, and what transportation would be necessary to get him or her there? In a scenario like the one mentioned, each student should write down how far it is from his/her home to the nearest hospital, or how far it is to the office of their local doctor or health aide. Calculate the class's average distance from a hospital and from a doctor.

**Step Five:** Take a picture of your nearest hospital or health care facility (i.e. clinic, primary care clinic, etc.). It would be excellent if you could take pictures of some doctors, dentists, and health aides at work in their profession who take care of your medical needs. Ideally, the pictures should be in the environment of the closest medical facility so you can share with your Sister

School what the facility looks like. The RA focusing on health care and transportation will share these pictures with their Sister School when it is time to give their presentation there.

**Step Six:** You may need the help of your family to answer the following questions:

- How much, on the average, does health care cost for yourself and what is the cost for your entire family? Be sure to include dental, vision, mental health counseling, and all forms of health care.
- Does your family have health insurance (including Denali Kid Care or Medicaid)? If so, record just the portion of the health care bill which the family actually pays. Make a class average of health care costs and add it to the form below.
- If the cost of your family's health care is covered by the Indian Health Service (IHS), why is the US government responsible for providing health care to eligible Alaska Native/American Indians? What were some of the sacrifices made in exchange for this type of health care?

**Step Seven:** Write the class averages for health care distances and costs on the form below to send to your Sister School. Copy the figures from your class average transportation pie chart onto the same form. Place stars next to the forms of transportation most used for health care. If possible, take a digital photo of the class pie chart to send to your Sister School or simply send the poster to your Sister School with the RA making this presentation during their site visit.

**Step Eight:** Brainstorm 10 questions for your RA to take to your Sister School to answer regarding transportation and health care. They will report the answers during their final presentation.

**Step Nine:** (optional if time permits) When you receive the information from your Sister School, pick one transportation example from your Sister School and draw comparisons in terms of percent and transportation use with what your class created. Discuss the similarities and differences, and make a hypothesis about why there are differences, i.e., terrain, costs, gas, differences in purpose of transportation. Also, discuss the similarities and differences in the availability and cost of health care in the two locations and how that would impact the quality of life with health, safety, and security of mind. If you do not have the time to do this activity before the trip, the RA in charge of Health Care can include this discussion in their final presentation once they return from their site visit.

