

## Malaria

*Subject:* Malaria

*Class:* Middle school/high school

*Level:* intermediate/upper-intermediate

*Time:* 2x 45 minutes (90 minutes)

*Aims:* Students gain knowledge of the symptoms, treatment and preventative measures associated with malaria; analyse data to identify and explain trends, learn about the symptoms of the disease, come up with preventative measures.

*Language functions:*

- to communicate with others
- to exchange ideas
- to understand a written text / spoken text
- to master critical and creative thinking

*CLIL:* biology, geography

*Materials:* included photocopies, access to the internet and personal computer, speakers, markers and poster paper

STAGE	AIMS	PROCEDURE	CLASSROOM LANGUAGE	TIME	MATERIALS
Introduction	To start the lesson	Check the register /check homework		1-6 min	
Warm – up activity	To provide students with introduction to the topic	<ul style="list-style-type: none"> <li>ask students the questions, give them time to think, ask them to justify their answers, don't correct them</li> <li>after they given their answers distribute worksheet 1 and ask to look at the diagram</li> </ul>	<ul style="list-style-type: none"> <li>Which animal do you think is the most dangerous in the world?</li> <li>Which animal kills the most humans?</li> <li>Are you surprised?</li> <li>Why do you think mosquito is the deadliest animal in the world?</li> </ul>	6 min	Worksheet 1
Group work/ brainstorming activity	To introduce the subject of malaria. To teach the students about the disease, how it spreads and where it occurs.	<ul style="list-style-type: none"> <li>let the students work in small groups and gather their knowledge about malaria</li> <li>after brainstorming and collecting the answers ask the students to go on-line and search the answers to the questions</li> </ul>	<ul style="list-style-type: none"> <li>What do you know about malaria?</li> <li>Do you know how it is transmitted?</li> <li>Who is at risk of contracting the disease?</li> <li>Which countries have the highest malaria rate?</li> </ul>	10 min	The Internet, worksheet 1
Reading comprehension	To systemize the information, reading comprehension, gap filling	<ul style="list-style-type: none"> <li>ask the students to work alone, read the text and complete the gaps with the words given in the box</li> <li>check</li> <li>check understanding about malaria</li> </ul>	For answers look at worksheet 1 answer key	7 min	Worksheet 1

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Group work/ searching for information	To learn about the symptoms of the disease	<ul style="list-style-type: none"> <li>ask the student to think about malaria symptoms</li> <li>ask them if they can imagine what it feels like to be infected</li> <li>after short class discussion ask them to find the answers on the internet</li> <li>check the answers</li> </ul>	<ul style="list-style-type: none"> <li>What are the symptoms of malaria?</li> <li>Can you imagine how it feels to suffer from the disease?</li> </ul>	12 min	The Internet, worksheet 1
Discussion, problem solving	To encourage group work, problem solving, to show there are solutions to the problem	<ul style="list-style-type: none"> <li>ask the student to think how to prevent/fight with malaria</li> <li>after short class discussion ask them to find the answers on the internet</li> <li>check the answers</li> </ul>	<ul style="list-style-type: none"> <li>Malaria is not only curable but also preventable. In groups of 3-4 try to come up with ideas how to prevent the spread of the disease</li> </ul>	10 min	The Internet, worksheet 1
Decision-making practice	To encourage group work and problem solving	<ul style="list-style-type: none"> <li>tell the student to go on-line and play an interactive game</li> </ul>		15 min	The Internet
Listening comprehension	To practice listening skills	<ul style="list-style-type: none"> <li>tell the students they will watch a speech given by Bill Gates about malaria and ask them to answer the questions</li> <li>check the answers</li> </ul>	<ul style="list-style-type: none"> <li>Watch the first eight minutes of Bill Gate's talk and answer the questions.</li> </ul>	15 min	The Internet, worksheet 1
Wrap-up	To encourage group work, To practice writing skills	<ul style="list-style-type: none"> <li>put the students in groups</li> <li>ask them to make and present posters</li> </ul>	<ul style="list-style-type: none"> <li>in groups of four make a poster urging the students at your school to take action and organize a charity event to collect funds to fight malaria</li> </ul>	12 min	Markers, sheets of paper

### Sources:

<http://www.cdc.gov/malaria/map/>

<http://www.yourgenome.org/malariachallenge/>

[http://www.who.int/features/factfiles/malaria/malaria\\_facts/en/](http://www.who.int/features/factfiles/malaria/malaria_facts/en/)

<http://www.who.int/mediacentre/factsheets/fs094/en/>

<http://www.gatesnotes.com/Health/What-Malaria-Feels-Like-Mosquito-Week>

<http://www.pygmies.net/pages/malaria.html>

<http://www.gatesfoundation.org/What-We-Do/Global-Health/Malaria>

<http://www.peacecorps.gov/kids/>

[http://www.ted.com/talks/bill\\_gates\\_unplugged](http://www.ted.com/talks/bill_gates_unplugged)