

AP<sup>®</sup> Human Geography

# ACCESS TO HEALTH CARE

Student Workbook



AP<sup>®</sup> with WE Service



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# Getting to Know the Topic

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## Access to Health Care: Globally

Health care provides the stability every community needs for development. Parents who have access to health care can run their farms and businesses with peace of mind, ensuring that their families are fed and their children can go to school.

Simple preventive health measures, like vaccinations for newborns and checkups and vitamins for expecting mothers, could save up to 6.6 million lives every year, and yet, in so many regions around the world, families go without even the most basic health care. Without treatment, many kids end up chronically sick and miss too much class to progress in school.

### Fast facts

- ▶ Immunization prevents between two to three million deaths every year, making it one of the world's most successful and cost-effective health interventions.
- ▶ 45% of deaths among children under five occur in the first month of life, most of which are preventable.
- ▶ All UN Member States have agreed to try to achieve universal health coverage by 2030.

## Taking Action Globally

There are a number of ways that students can take action in their own school and community to help developing communities around the world gain access to basic health care. Some ideas include:

- ▶ Volunteer at an organization that works on global issues—many organizations offer ways to get involved on their websites and in their offices
- ▶ Collect supplies (in consultation with the organization) or raise funds for an organization that will share the outcomes of the donations
- ▶ Create a letter-writing campaign to the United Nations, government bodies, and other leaders to ask for added resources on the issue

Another option is to support and fundraise for the WE Villages program. Students can support this program by visiting [WE.org/servicelearningcampaigns](https://www.we.org/servicelearningcampaigns) to get ideas and resources for taking action on global issues.

### Take your research to the next level!

Check out more info, resources, and stats on global access to health care at [WE.org/globalhealth](https://www.we.org/globalhealth).



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**Half of the world's population  
lacks access to health services.**

# Getting to Know the Topic

## Access to Health Care: Locally

According to a 2017 report by The Commonwealth Fund, a health care think tank, “The United States spends far more on health care than other high-income countries, with spending levels that rose continuously over the past three decades. Yet the U.S. population has poorer health than other countries. According to a report from the National Research Council and Institute of Medicine, there are many factors for America’s poor health—lack of health insurance, high rates of poverty and income inequality, reduced physical activity because of environments designed around automobiles, and unhealthy behaviors, such as consumption of high calories, to name a few.”

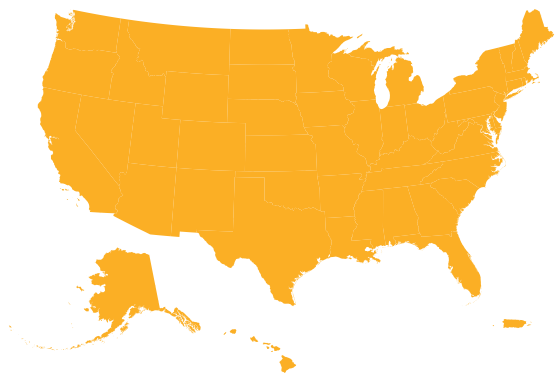
## Fast facts

- ▶ Nearly 1 in 4 Americans skip medical treatments due to cost.
- ▶ In 2018, 27.5 million Americans did not have health insurance.
- ▶ National health expenditure (in 2018) was \$3.6 trillion or \$11,172 per person. That represents 17.7% of the national Gross Domestic Product (GDP) for the year.

## Taking Action Locally

Within their local or national community, students can:

- ▶ Work with a local organization addressing the topic of community health
- ▶ Collect goods and items that support good health—like toothpaste, toothbrushes, bandages, and vitamins—for a local homeless shelter
- ▶ Create and deliver an educational workshop to raise awareness about the topic and its local impact, with a strong call to action that leads to enacting change



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**Among 11 high-income countries surveyed, the U.S. ranks last overall on five key health issues and is the only one without universal health insurance coverage.**



NAME: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

## Community Mapping Worksheet

(1 of 1)

**Directions:** Use the worksheet below to record your observations about this community for the criteria listed.

<b>POPULATION:</b>	Total:
	% Male:
	% Female:
<b>MEDIAN AGE:</b>	
<b>% HIGH SCHOOL GRADUATE OR HIGHER:</b>	
<b>HOUSING UNITS CHARACTERISTICS:</b>	Occupied:
	Vacant:
	Median Value:
	Occupied Units Paying Rent:
	No Vehicles Available:
<b>MEDIAN HOUSEHOLD INCOME:</b>	
<b>FOREIGN BORN POPULATION:</b>	
<b>RACE AND HISPANIC ORIGIN:</b>	White alone:
	Black or African American alone:
	American Indian or Alaska Native alone:
	Asian alone:
	Native Hawaiian and Other Pacific Islander alone:
	Some Other Race alone:
	Two or More Races:
	Hispanic or Latino (of any race):
	White alone, Not Hispanic or Latino:



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## Population Data Worksheet

(1 of 2)

**Directions:** Using the data sheet, fill in the values for each region or country given.

REGION/COUNTRY	POP MID 2014	CBR	CDR	PROJECTED MID 2030	IMR	TFR	LIFE EXPECTANCY	% URBAN	CONTRACEPTIVE USE
WORLD									
MORE DEVELOPED									
LESS DEVELOPED									
N. AFRICA									
SUDAN									
EGYPT									
WEST AFRICA									
NIGERIA									
NIGER									
EASTERN AFRICA									
RWANDA									
UGANDA									
CENTRAL AFRICA									
CENTRAL AFRICAN REPUBLIC									
CONGO									
SOUTHERN AFRICA									
SOUTH AFRICA									
LESOTHO									
NORTH AMERICA									
CANADA									
U.S.									
CENTRAL AMERICA									
MEXICO									
NICARAGUA									
CARIBBEAN									
CUBA									
HAITI									
SOUTH AMERICA									
BRAZIL									
CHILE									

REGION/COUNTRY	POP MID 2014	CBR	CDR	PROJECTED MID 2030	IMR	TFR	LIFE EXPECTANCY	% URBAN	CONTRACEPTIVE USE
ASIA									
ASIA (OUTSIDE OF CHINA)									
WESTERN ASIA (MIDDLE EAST)									
IRAQ									
ISRAEL									
CENTRAL ASIA									
KAZKHSTAN									
UZBEKISTAN									
SOUTH ASIA									
INDIA									
PAKISTAN									
SOUTHEAST ASIA									
VIETNAM									
INDONESIA									
EAST ASIA									
CHINA									
JAPAN									
N. KOREA									
S. KOREA									
EUROPE									
EUROPEAN UNION									
NORTH EUROPE									
UNITED KINGDOM									
SWEDEN									
WESTERN EUROPE									
FRANCE									
GERMANY									
EASTERN EUROPE									
RUSSIA									
UKRAINE									
SOUTHERN EUROPE									
SPAIN									
ITALY									
OCEANIA									
AUSTRALIA									
NEW ZEALAND									





NAME: \_\_\_\_\_

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## Problem Tree

(1 of 1)

In your Problem Tree graphic organizer, start by writing the problem in the trunk of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes.

### Leaves/branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or “effects of effects,” that can arise when a problem goes unaddressed. Always ask: “Then what happens?”

Ex. The spread of contagious diseases.

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### Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

Ex. The basic problem is access to health care but you may wish to have students break down the problem more specifically (e.g., vaccines).

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### Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself “Why does this problem exist?” Dig deeper to consider the “causes of causes”—the multiple layers of factors that contribute to a problem.

Ex. Poverty and health education.

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NAME: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

## Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify 3-5 organizations working on issues related to the issue your team is working on.

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2. What does each organization do well in response to the issue and/or related issues?

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3. What could each organization do better in its response?

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4. What areas of need related to access to your issue have you learned about that each organization is NOT addressing?

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5. Considering all 3-5 organizations, where are there ongoing needs that are not being adequately addressed?

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6. Considering all 3-5 organizations, where are there ongoing needs that are being addressed successfully, and to which you can add further efforts to support the issue?

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NAME: \_\_\_\_\_

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## Solution Tree

(1 of 1)

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree, and reframing it as a goal at the trunk of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

### Leaves/branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

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### Trunk: Problem

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### Trunk: Goal

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### Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

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Solution Tree Worksheet: Copyright © 2018 WE. All rights reserved.







# Approaches to Taking Action Information Sheet

(1 of 1)

## DIRECT SERVICE

<b>WHAT IS IT?</b>	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).	
<b>EXAMPLE GOAL</b>	By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community.	
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support</li> <li>Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours)</li> </ul>	<ul style="list-style-type: none"> <li>Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity</li> <li>Create and print worksheets to use with younger students</li> </ul>

## INDIRECT SERVICE

<b>WHAT IS IT?</b>	Channeling resources to the needs of a community—locally, nationally, or internationally.	
<b>EXAMPLE GOAL</b>	By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory.	
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.)</li> <li>Reach out to local businesses to try to get a storage space donated</li> <li>Connect with school social workers/administration to gain their support</li> <li>Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate</li> </ul>	<ul style="list-style-type: none"> <li>Develop an online database for tracking donations and pick-ups, and maintaining inventory</li> <li>Share pick-up information with local shelters, churches, community centers, etc.</li> <li>Share the donation system with school social workers, so that they can maintain the project in future years</li> </ul>

## ADVOCACY

<b>WHAT IS IT?</b>	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself.	
<b>EXAMPLE GOAL</b>	Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries.	
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Research the impact of single-use plastic water bottles around the school and in the local community</li> <li>Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics</li> <li>Seek permission from school administration to display the piece in a common area of the school</li> </ul>	<ul style="list-style-type: none"> <li>Design and order water bottles to sell at school</li> <li>Research and select an international organization that focuses on clean water projects</li> <li>Organize a selling schedule for the water bottles, donate profits</li> </ul>



NAME: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

## Creating the Action Plan

This outline serves as a basic template for your action plan. Use additional space and resources to help you build out each part with the right amount of detail and flow to ensure you have the strongest action plan that you and your team can implement with ease. Remember, this is your road map for your service project!

### TEAM GOAL:

### MEASURES OF SUCCESS:

### Required Network and Resources

In order to complete this goal, our team will need to develop the following network and access the following resources:

#### NETWORK:

#### RESOURCES:

### ROLES AND RESPONSIBILITIES

Each team member will take on the following roles and associated responsibilities:

### TIMELINE

Our team will use the following timeline to complete tasks and successfully carry out the action to meet our goal(s):



NAME: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

## Five Action Planning Pitfalls Tip Sheet

(1 of 1)

Once your team has completed the major components of your action plan (creating your teams and setting goals, timeline, and network), review the five action planning pitfalls provided below to ensure these have been avoided. Review your plans—individually first, then together as a team. After the review, rework your action plans, if necessary.

### 1. Setting an unclear goal

The first and most important part of any action plan is defining the goal, or what you want to achieve. It should be clear and easy to understand, for example, “We want to collect 500 cans of food,” or “We want 200 people to learn about WE Villages.” If the goal is not clearly defined, proper planning will be difficult if not impossible. As a best practice, have a peer from another team review your goal to ensure it is as clear as you hope.

### 2. Planning unrealistic actions

After the goal is set, begin planning the actions necessary to achieve it. It is important that the steps make sense and are achievable. Do not plan unrealistic actions, such as working at times that will interfere with schoolwork, overestimating how many people can help out, or planning to go to places that would be difficult for you to reach. Consider each team member’s school and community schedule, such as work and extracurricular activities. Before planning an action, ask yourself, “Is this action realistic?”

### 3. Rushing the process

Do not be too hasty in planning actions. While you may be excited to start, proper planning takes time. The better the planning and organization, the more

success you will achieve. Even if it means slowing down to figure out details, do not rush and leave out important steps.

### 4. Not asking for help

Do not be afraid to ask for help. When a network is created, bigger goals can be achieved faster. Reach out to friends, parents, and mentors. People generally enjoy helping, especially if it is for a worthy cause.

### 5. Not learning from mistakes and giving up too quickly

We all make mistakes—it is normal and healthy. Mistakes allow us the opportunity to learn and grow. So, learn from the mistakes. Ask, “Why did this happen?” and “How can I avoid this problem next time?” Actively think about the mistakes and how it will be better the second time around. If something does not go as planned, do not stop!







# Notes

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# Want more?



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