

Lesson Outline 5: Understanding Health Risks Faced by Immigrants

Meets Objective 1:

By the end of the lesson, students will be able to identify and describe the health risks that immigrants commonly face when settling in a new country, demonstrating their understanding through a written summary or class discussion.

1. Introduction (10 minutes)

- **Topic Introduction:** Begin with a brief discussion on immigration in the Central San Joaquin Valley and the diversity of immigrant populations in this region.
- **Essential Question:** Pose the question, "What are some health challenges that immigrants might face when settling in a new country?" to engage students in thinking about the topic.

2. Presentation (15 minutes)

- **PowerPoint Lecture:** [Intro PowerPoint](#)
 - Overview of Immigrant Populations: Highlight key demographics of immigrants in the Central San Joaquin Valley.
 - Common Health Risks: Discuss major health risks, including:
 - **Access to Healthcare:** Barriers such as language, financial constraints, and legal status.
 - **Mental Health:** Stress from acculturation, trauma, and separation from family.
 - **Occupational Hazards:** High-risk, low-wage jobs with poor working conditions.
 - **Chronic Diseases:** Lack of preventive care leading to increased incidence of diabetes, hypertension, etc.
 - **Infectious Diseases:** Increased vulnerability due to crowded living conditions and limited access to healthcare.
 - Use visual aids, statistics, and real-life examples to emphasize points.

3. Group Activity (20 minutes)

- **Case Study Analysis:** [Link to Case Studies to Read](#)
 - Divide students into small groups and provide each group with a case study describing a fictional immigrant family's experience in the Central San Joaquin Valley.
 - Each group will identify the specific health risks faced by the family and propose solutions or support systems that could help mitigate these risks.
 - Encourage students to consider the role of community health organizations, healthcare policy, and local resources.

4. Class Discussion (15 minutes)

- **Group Presentations:**
 - Each group will present their case study findings to the class.
 - Facilitate a discussion on the similarities and differences in health risks identified by each group and how these risks align with what was covered in the presentation.
- **Reflection:** Prompt students to reflect on how understanding these risks can influence healthcare practices and policies.

5. Assessment (10 minutes)

- **Written Summary or Class Discussion:**
 - Students will either write a brief summary or participate in a class discussion to articulate the health risks immigrants face and how these can impact their overall well-being.
 - Assess student understanding based on their ability to clearly identify and describe these health risks.

Resource: [Central Valley Immigrant Integration Collaborative Report](#)