



## Lesson 6: Improving quality of life in Pakistan – The Sehat Card

<b>Learning objective</b>	To debate how initiatives such as the Sehat Card can improve quality of life in Pakistan.
<b>Lesson objectives</b>	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> <li>• To understand the benefits of health initiatives such as the Sehat Card.</li> <li>• To plan and present a debate about different initiatives that can improve quality of life.</li> <li>• To consider different perspectives and draw conclusions.</li> </ul>
<b>Vocabulary</b>	Sehat Card, universal healthcare, maternity services
<b>Previous learning</b>	Learners have covered Lesson 5: Sustainable Development Goals

### Plan

<b>Activities</b>	<b>Resources</b>
<b>Beginning (5 mins)</b>	<p>WEF: The benefits of Universal Healthcare, including the Aga Khan Health Service.</p> <p><a href="https://www.weforum.org/stories/2024/04/could-private-provision-be-the-key-to-delivering-universal-health-coverage/">https://www.weforum.org/stories/2024/04/could-private-provision-be-the-key-to-delivering-universal-health-coverage/</a></p>
<b>Middle (50 mins)</b>	<p>Unicef: Transforming Healthcare</p> <p><a href="https://www.unicef.org/pakistan/stories/transforming-healthcare-remote-areas-pakistan">https://www.unicef.org/pakistan/stories/transforming-healthcare-remote-areas-pakistan</a></p>

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wish to set learners who need more support Option A, and learners who need a greater challenge could be set Option B.

Learners can use the points on Slide 8 to help them. If the class is set by ability, the group that needs most support could only look at the Sehat Card and an extra slide to support this group is included at the end of the presentation (Slide 13).

When preparing for this lesson, the teacher should reflect on which resources about projects and initiatives the learners engaged best with in the previous five lessons and provide these again. Two accessible websites from the scheme of work have been included in the resource section (healthcare and education). Learners should also refer back to their notes from the previous lessons.

After the groups have written their speeches, they can present them to the class. Ask each group to provide peer feedback to a different group. One set of peer feedback per group should suffice but it depends how much feedback the teacher would like each group to receive.

Move on to Slide 10. Now that the class has listened to the different arguments, the teacher can ask the class to vote which option they think would be most successful in improving quality of life in Pakistan.

**Extension ideas:** How can the Sehat Card be further improved? Learners can create a mind map of ways the Sehat Card can adapt in the future so that it continues to benefit people in Pakistan.

Are there any other 'cards' that could be introduced for different services to increase quality of life, such as cards for education or sanitation? Allow learners to be creative and design a new card that can be used by people to improve an aspect of their life without incurring financial stress. Learners can draw upon different ideas and initiatives they have studied in this unit of work for inspiration.

**Misconceptions:** You can use the first activity on the Sehat Card to identify any misconceptions the learners may have about the initiative or healthcare in general. While the learners are preparing for the debate, it is important to stress that there is not one correct option. Rather, it is the skill of arguing different perspectives and using facts and examples that is being taught. While all initiatives may have limitations, the teacher should encourage the learners to consider benefits and improvements for the future. The extension tasks begin to address the idea of best ways to prepare for the future.

In the final vote, the learners should be encouraged to weigh up the evidence they have heard before making a decision rather than defaulting to a preconceived idea. They do not have to vote for the option they debated.

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	Finally, the speech structure and peer feedback forms are suggestions rather than recommendations. The teacher may wish to use the formats used by other departments in the school to promote consistency, such as the English Department.	
<b>End (5 mins)</b>	Turn to Slide 11 and ask the class to discuss the question with their partner before facilitating a discussion of the question with the whole class. This question should be approached as a summary task of the six lessons in this unit of work, and the teacher can use it to informally assess how well the learners have understood the topic of improving quality of life in Pakistan.	

### Reflection and evaluation

#### Reflection:

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