**Symptoms**



Complete the sentences in the box.

You can only use the words **always**, **usually**, **sometimes** and **never** to fill the gaps.

|  |
| --- |
| People who have ill health ………………………………… show symptoms.  Changes in a person’s normal body appearance are ………………………………… symptoms of ill health.  Changes in a person’s normal body functions are ………………………………… symptoms of ill health.  Changes in a person’s normal behaviour are ………………………………… symptoms of ill health.  What is ‘normal’ is ………………………………… different in different people.  Changes in your body and behaviour are ………………………………… just part of growing older. |

*Biology > Big idea BHD: Health and disease > Topic BHD1: What are health and disease? > Key concept BHD1.1: Good and ill health*

|  |
| --- |
| **Diagnostic question** |
| **Symptoms** |

**Overview**

|  |  |
| --- | --- |
| Learning focus: | The physical health and the mental health of an organism can range from good to ill, and are affected by numerous factors. |
| Observable learning outcome: | Recognise that changes in normal body appearance, function and behaviour can be symptoms of ill health. |
| Question type: | Focused cloze |
| Key words: | Health, disease |

**What does the research say?**

The school curriculum has an important role to play in developing the health literacy of students (IUHPE, 2010; Paakkari and Paakkari, 2012; Kilgour et al., 2015; Bruselius-Jensen, Bonde and Christensen, 2017). Put simply, health literacy at the individual level enables a person to access, understand, appraise and use information to make informed decisions about their health.

Research has shown that the development of health literacy in children is important in reducing the incidence of disease (e.g. Hanson and Gluckman, 2011), and that efforts to improve the health literacy of school children can have impacts on their behaviour (e.g. Park et al., 2017). Health literacy includes both physical health literacy and mental health literacy (Kutcher et al., 2016; Mental Health Foundation, 2019).

Ill health (or “illness”) can be defined as deviation from the ‘normal’ appearance, functions and behaviour of an organism, although defining ‘normal’ and what constitutes a deviation from it even for an individual organism is not necessarily straightforward (Boruchovitch and Mednick, 2002).

**Ways to use this question**

Students should complete the sentences individually. This could be a pencil and paper exercise, or you could use the PowerPoint presentation with an electronic voting system or mini white boards.

Make it clear to students that they can only use the words **always**, **usually**, **sometimes** and **never** to fill the gaps.

*Differentiation*

You may choose to read the sentences to the class, so that everyone can focus on the science. In some situations it may be more appropriate for a teaching assistant to read for one or two students.

**Expected answers**

People who have ill health **[usually** or **sometimes]** show symptoms.

Changes in a person’s normal body appearance are **[sometimes]** symptoms of ill health.

Changes in a person’s normal body functions are **[sometimes]** symptoms of ill health.

Changes in a person’s normal behaviour are **[sometimes]** symptoms of ill health.

What is ‘normal’ is **[always** or **usually** or **sometimes]** different in different people.

Changes in your body and behaviour are **[sometimes]** just part of growing older.

**How to respond - what next?**

If there is a range of answers, you may choose to respond through structured class discussion. Ask one student to explain why they gave the answer they did; ask another student to explain why they agree with them; ask another to explain why they disagree, and so on. This sort of discussion gives students the opportunity to explore their thinking and for you to really understand their learning needs. Responses often work best when the activities involve paired or small group discussions, which encourage social construction of new ideas (meaning making) through dialogue.

If students have misunderstandings about the relationship between ill health and changes in normal body appearance, function and behaviour, the following BEST ‘response activity’ facilitates a small group discussion task using specific examples. It could therefore be used in follow-up to this diagnostic question:

* Response activity: Is it a symptom?

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