**COURSE SCENARIO**

***Spain: Society, Culture, and Economy in a global context***

**CLASS 5**

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| **TOPIC** | Health, Social Affairs and Equality Policy | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | Students can learn a portrait of the Spanish Health System, general demographic rates (fertility rate, smokers, life expectancy at birth, or obesity), equality policy, and immigration. | |
| **KEY WORDS** | Health System; general demographic rates; equality policy; immigration. | |
| **SUGGESTED TOOLS** | Computer with internet connection and Microsoft Office or similar. | |
| **TIPS / METHODOLOGICAL REMARKS**  **(If applicable)** | During the class, students are aimed to collaborate and participate actively with the group dynamics, develop their critical thinking, and express their questions to the professor. After the lesson has finished, students must review the contents learnt and complete the additional tasks for a deeper and wider comprehension of the contents. | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | Students participate in a discussion with brainstorming about everything they know about the Spanish Health System, general demographic rates, equality policy, and immigration. Afterwards, the professor summarizes the Power Point presentation “Health, Social Affairs and Equality Policy”and recommends additional bibliography to complete and expand the students’ knowledge and understanding. |
| **STEP 2** | Students answer the tasks related to the contents learned while the “Additional material 1 work card (Comparison of Spain and your homeland)”. The professor helps them by answering their questions, offering examples, and reinforcing the participation and collaboration. |
| **STEP 3** | The professor starts a dialogue about the previous tasks by asking directly about the answers. While discussing, the professor directs the debate by contrasting and relating different points of view, adding more information, or addressing spontaneous questions to the students to improve their critical reasoning. |
| **STEP 4** | The professor compiles the answers and opinions of the students and, as a conclusion, gives a short speech that summarizes the content taught. |
| **STEP 5** | The professor presents the “Additional material 2 essay (Is Spain much different than other EU countries?)” aimed for the next session and explains it briefly to check if there are any questions. |

**ADDITIONAL MATERIAL 1 ESSAY (Comparison of Spain and your homeland)**

In a scale from 0 to 5 (being 0 the worst scenario and 5 the best), evaluate Spain’s rates and social and immigration policies and compare those categories with your country.

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| **Categories** | **Spain** | **Your country** |
| Health system |  |  |
| Fertility |  |  |
| Smokers |  |  |
| Life expectancy at birth |  |  |
| Obesity |  |  |
| Immigration rates |  |  |
| Equality policy |  |  |

Now write an essay of at least 100 words about how your country or Spain can improve and learn from each other in terms of health system, demographic rates, equality policy, and immigration.

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**ADDITIONAL MATERIAL 2 WORK CARD (Is Spain much different from other EU countries?)**

In pairs or small groups, look for at least another country in the European Union for each of the following categories that are close to Spain’s characteristics or rates:

1. Health system: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Fertility: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Smokers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Life expectancy at birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Obesity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Immigration rates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Equality policy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_