

# > Section 1 Research

## Introduction

The Lessons in the Learner's Skills Book which accompanies this Teacher's Resource will enable you to guide and support your learners to become more effective researchers. The Lessons enable your learners to build on the research skills developed in Stages 7 and 8 of the Cambridge Global Perspectives Lower Secondary programme. By the end of Stage 9, they will be more prepared to move into study at Secondary level as they will be more secure in their ability to identify and ask research questions, know where and how to look for information, and be able to record and present the information they find.

The learning objectives and learning goals for research skills for Stage 9 focus on:

- constructing research questions
- developing information skills
- conducting research, including primary research
- recording research findings.

Please note that the Stage 9 learning objectives differ slightly to the learning objectives for Stages 7 and 8. As well as opportunities for developing research skills in this section, you will also find opportunities within these Lessons to develop some of the other Cambridge Global Perspectives skills. For example, when recording and presenting information, not only will learners be developing their research skills, they will also be developing their communication skills.

The downloadables link to the topics 'Health and wellbeing', 'Sport and recreation', and 'Media and communication'.

## Research skills overview

<b>Learning objectives</b>	<p>9Rs.01 Construct a range of relevant research questions and identify the most appropriate one to follow up</p> <p>9Rs.02 Identify and accurately reference a wide range of print and multimedia sources and use them to locate relevant information and answer research questions</p> <p>9Rs.03 Select most suitable methods and conduct research to test predictions and answer a research question</p> <p>9Rs.04 Select, organise and effectively record relevant information from a wide range of sources and findings from primary research, justifying the method chosen</p>
<b>Topic ideas</b>	Health and wellbeing; Sport and recreation; Media and communication; Conflict and peace
<b>Key points</b>	<ul style="list-style-type: none"> <li>• Learners know that they can use a search engine, but are often unsure how to use a search engine effectively.</li> <li>• Learners should make their own notes and write in their own words when searching for and presenting information.</li> <li>• Research does not just have to be from the internet; learners can use books, newspaper and magazine articles, community newsletters, podcasts, videos; interviews with family, friends, teachers and peers; and questionnaires/surveys.</li> <li>• Learners are encouraged to use a range of different information sources such as audio and visual sources, blogs, news articles and reports, and to learn how to reference these accurately.</li> </ul>

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<b>Key points</b>	<ul style="list-style-type: none"> <li>• Research can be presented in many ways, such as presentations, podcasts, leaflets, posters, brochures, graphs. Learners should find the most suitable way of presenting their research. This might be a combination of a graph and some written text.</li> <li>• Biased and leading questions are questions such as 'Do you agree that society is unhealthy?' and 'Why should we do more sport?'.</li> <li>• Questions that only allow for descriptive responses often start with 'How ...?' or 'What ...?'. For example, 'What sports do people do?' and 'How do people communicate with each other?'.</li> </ul>
<b>Language support</b>	<ul style="list-style-type: none"> <li>• Pre-teach key vocabulary: main ideas; issue-specific words; question; statement; identify; effective; anecdotal; explain; evaluate; evidence; features; judgement; primary/secondary research; primary/secondary sources of information; summarise; newspaper; article; sub-heading; title; broad; narrow; vague; bias; leading question; prediction; relevant; reliable; characteristics; data; argument; balance; option; convincing; outdated; global perspective; national perspective; personal perspective; cause; consequences; course of action; issue; reference; presentation; any issue-specific vocabulary for the topics: Health and wellbeing; Sport and recreation; Media and communication; Conflict and peace.</li> <li>• Handout of question words with some examples from the subjects: when, what, which, who, where, why, how, does, is, should.</li> </ul>
<b>Cross-skills links</b>	<p><b>Analysis</b></p> <p>9A.01 Identify perspectives and synthesise arguments and evidence from a range of sources on a given issue</p> <p>9A.02 Identify patterns and trends in graphical or numerical data in order to support an argument or a perspective</p> <p>9A.03 Make some links between causes and consequences of an issue at personal, local and global levels</p> <p>9A.04 Recommend an appropriate course of action and explain both its implementation and possible consequences for a national or global issue</p> <p><b>Evaluation</b></p> <p>9E.01 Evaluate a range of sources, considering credibility in terms of factors such as the author, purpose, bias and how well they are supported by other sources</p> <p>9E.02 Evaluate an argument, considering the structure, reasoning and evidence</p> <p><b>Reflection</b></p> <p>9Rf.01 Explain personal contribution to teamwork and relate to own strengths and areas for improvement</p> <p>9Rf.02 Relate benefits and challenges of teamwork to personal experience of working together to achieve a shared outcome and identify targets for improvement</p> <p>9Rf.03 Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives.</p> <p>9Rf.04 Identify skills learned or improved during an activity and consider strategies for further development</p> <p><b>Communication</b></p> <p>9Cm.01 Present coherent, well-reasoned and clearly structured arguments, including in-text citations and detailed referencing of sources where appropriate</p> <p>9Cm.02 Listen to ideas and information and offer well-judged contributions that shape the discussion and enhance understanding of the issue</p>

## Let's start thinking about research!

**Good for:** Enthusing your learners about the skill they are going to work on. The questions give learners ideas about the issues they might explore as they develop their research skills. The first idea suggested is the Challenge 'Can disease be prevented?' and the topic 'Health and wellbeing'. This Challenge focuses on the skill of research. The second idea is linked to the topics 'Sport and recreation' and 'Media and communication'. The downloadables are based on these topics as well as on the topic 'Health and wellbeing'. Although they are not linked to a specific Challenge, the downloadables provide everything your learners need to complete the activities in Section 1 and become proficient at research.

**Activity:** Begin with a quick question and answer session. Ask learners:

- What does 'research' mean?
- What kind of questions could we ask?
- Where might we get our information?
- What issue shall we explore?

Ask learners to each write down one question they have about this section, e.g. on a sticky note. Collate and display their questions so that they are easy to refer to as you work through this section. In that way, learners can see their questions being answered.

## Starting with research skills: Lesson 1

Lesson 1 focuses on starting to discuss the features of effective research and being able to evaluate and write research questions.

### CAMBRIDGE STAGE 9 RESEARCH LEARNING OBJECTIVES

9Rs.01 Construct a range of relevant research questions and identify the most appropriate one to follow up

### LEARNING GOALS

To start to:

- discuss the features of effective research
- evaluate research questions
- write relevant research questions.

### Resources needed

- Learner's Skills Book 9
- Downloadable 1.1

### How will I know if I reach my goals?

**Good for:** Learners to give examples of their learning from the lesson. They can complete the table at any point in the lesson, but might do it at the end.

### Prior learning (approx. 5 mins)

**Good for:** Building on previous knowledge, learning and understanding. This might be from Cambridge Primary Global Perspectives, from other subject areas or from Cambridge Global Perspectives Stages 7 and 8.

**Activity:** Examine statements to identify what is and is not effective research.

**Differentiation:** For support, give learners further options to choose from if they are struggling to come up with their own ideas for task 3. For example, dismiss any sources that have 'Ad' in front of them as these websites are trying to sell something; scroll down to the end of the page or to the next page to check for further information sources rather than just accepting the first few that come up, copy and paste the website address onto a Word document; adding the author, date and title of the article for use as a reference, and so on.

**Suggested answers/ideas:** Options A, C and D are all features of effective research. Encourage discussion about why option B is not a feature, referring learners back (if appropriate) to Stages 7 and 8. Further features include putting three to six words into the search engine; not only looking at the first page of results; checking the date of the article; checking the author is an expert by looking for other articles, and so on.

Not issue specific.

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### Starter activity (approx. 10 mins)

**Good for:** Evaluating research questions according to the features of good research questions and other features.

**Activity:** Give learners a series of five research questions related to the issue (including some good and some bad research questions; see Downloadable 1.1 and Worked Example). You can give an example, using the features of a good research question, before learners do the activity.

**Suggested answers:**

- 1 It depends on the questions. Learners should ask themselves questions a–e listed in their Learner's Skills Book.
- 2 It depends on the questions. Learners should ask themselves whether their question allows them to do the things in the list in the Learner's Skills Book.

### Worked Example for the Starter activity

Topic: Health and wellbeing

See Downloadable 1.1.

**Ideas for good research questions:**

- Do environmental factors cause chronic disease?
- Does society focus more on disease than on health?
- Is chronic disease a global issue?
- Are diet and lifestyle responsible for chronic disease?
- Does stress lead to chronic disease?
- Is conventional medicine the only treatment for chronic disease?

These are all interesting questions from a Cambridge Global Perspectives viewpoint, are clearly worded, not leading and can be answered after research. They also allow the features (causes and consequences, global and national perspectives, and course of action) to be included in a report to answer these questions.

**Ideas for bad research questions:**

- What is chronic disease? (leads to description rather than analysis and is too narrow)
- Do you agree that chronic disease is a growing problem? (a leading question and quite vague)
- What chronic diseases might affect young people? (quite narrow and leads to description rather than analysis)
- Do you think doctors in America do enough for people with chronic disease? (not very clear [what's 'enough?'] and quite narrow as the focus

is just America)

- How can chronic disease be cured? (quite vague and too broad)

All these questions lend themselves to description rather than analysis, will be difficult to answer after research and do not allow for the features (causes and consequences, global and national perspectives, and course of action) to be included in a report to try to answer these questions.

### Main activity (approx. 20–25 mins)

**Good for:** Writing relevant research questions about an issue.

**Activity:** Learners produce a mind map of questions about an issue (can be any issue but should be a different issue from that chosen for the Starter activity).

**Differentiation:** Discuss different types of question words as a starting point: when, what, which, who, where, why and how. Also point to the use of the following as suitable starters for good research questions: 'Is ...?; Does ...?; Should ...?; Can ...?'. Refer to the good and bad research questions in the Starter activity.

**Ways of working:** In pairs, to share ideas and clarify own thinking. Individually and then in pairs as preferred. Whole-class discussion about research question.

**Different opinions/perspectives:** Learners also consider whether their questions allow for different (global and national) perspectives. For example, the good research questions from Downloadable 1.1 and Worked Example for the Starter activity all allow for the development of both global and national perspectives, whilst the bad research questions do not.

**Learner response and feedback:**

- 1 Any suggested questions about the issue should be accepted for the mind map activity.
- 2 Encourage learners to focus on the features of good research questions to produce their three research questions.
- 3 Once they have three research questions, they check with another pair using the features.
- 4 Learners choose one research question. They might reword it after feedback to allow their research question to include all the other features (causes and consequences, and so on).
- 5 Discuss as a class the different research questions that learners have produced. Discuss what makes

## Starting with research skills: Lesson 2

them good research questions. Learners then select the best question and explain why.

### Independent reflection activity (approx. 5–10 mins)

**Good for:** Encouraging learners to consider what helped them develop their research skills in the lesson. Ask

them to be as honest as they can. There is no correct response and they can choose more than one option. Encourage learners to choose the other skills they think they have used in this lesson and give an example of how they used each one. This activity can be done in class, at home or in self-study time.

## Starting with research skills: Lesson 2

Lesson 2 focuses on starting to select suitable research methods to answer a research question and on selecting and summarising relevant information from a text.

### CAMBRIDGE STAGE 9 RESEARCH LEARNING OBJECTIVES

**9Rs.03** Select most suitable methods and conduct research to test predictions and answer a research question

**9Rs.04** Select, organise and effectively record relevant information from a wide range of sources and findings from primary research, justifying the method chosen

### LEARNING GOALS

To start to:

- select suitable research methods to help answer a research question
- select relevant information from an information source
- summarise relevant information from an information source.

### Resources needed

- Learner's Skills Book 9
- Downloadable 1.2

### How will I know if I reach my goals?

**Good for:** Learners to give examples of their learning from the lesson. They can complete the table at any point in the lesson, but might do it at the end.

### Prior learning (approx. 5 mins)

**Good for:** Building on previous knowledge, learning and understanding. This might be from Cambridge Primary Global Perspectives, from Cambridge Global Perspectives Stages 7 and 8, from other subject areas or from their last Cambridge Global Perspectives Stage 9 lesson.

**Activity:** Learners choose which question(s) they think tests a prediction. Encourage learners to look at the work they did on research questions last lesson and to share their choice with the class and the reasons for this choice.

**Differentiation:** To challenge, give learners further questions that test a prediction and ask, 'Does this question test a prediction?' Ask learners to formulate their own questions that test predictions.

**Suggested answers/ideas:** Elicit what it means to test a prediction (learners can review work done in Stage 7 or look at the Tip in their Learner's Skills Book). A question that tests a prediction is one where the researcher thinks they know the outcome before they do research. Questions A and C test predictions. A because the researcher thinks that junk food does lead to chronic disease in the United Kingdom and C because the researcher thinks that environmental factors are responsible for chronic disease.

Does not need to be issue specific. Learners can make up their own questions.

### Starter activity (approx. 5 mins)

**Good for:** Exploring questions that allow for the development of a global and national perspective.

**Activity:**

- 1 Learners decide which is the best question in the Prior learning activity to allow for the development of a global and national perspective. Pair and then

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- whole class discussion to decide on the question.
- Learners discuss and decide which might be the most suitable methods to find information to help answer the question identified in task 1.
  - Learners decide on three to six key words to put into a search engine to find sources of information to help them answer the question.

### Suggested answers/ideas:

- A global and national perspective can be developed for both questions B and C, although C is the better research question. B lends itself to description rather than analysis. A is restricted to the United Kingdom so does not allow for the development of a global perspective.
- Sources of information might be internet websites, specifically health organisations concerned about environmental pollutants threatening health, and so on; governmental agencies concerned about the increasing risk of pollution on health, and so on; articles from news agencies such as *The Guardian* and the *Huffington Post*; local newspapers and newsletters if applicable; interviews with family and friends, and so on.
- Key words might be: causes; chronic disease; environmental; pollution, and so on.

### Main activity (approx. 25–30 mins)

**Good for:** Selecting and recording relevant information from an information source.

#### Activity:

- Give learners an information source (can be a text or a video/audio clip) (see Downloadable 1.2 and Worked Example) to review and discuss with a partner. Learners formulate a research question that the source might help them answer and this shows that they understand the content of the source. The source can be on any issue but should include the following features: the causes and consequences of an issue, a global and national perspective, and a course of action. There needs to be enough content for learners to summarise each of these features in their own words. Learners work in pairs to formulate a research question. They then share their research question with another pair and the small group of four/five decide on the best research question.

- Each member of the small group chooses one of the features and makes notes in their own words from the source. They then share their notes with their group and add further ideas. Class discussion can determine that the notes reflect the content of the source and learners can add further notes after class discussion.
- Each learner in the small group chooses one of the features (it does not have to be the same one chosen for task 2a) and writes a summary in their own words. Each group member should choose a different feature in order to cover all the features. If there are four in a group, one member can do a further feature or can work with a partner to do this.
- Learners collate the whole group's summaries and decide whether the summaries are a true reflection of the content of the source but in learners' own words.

**Differentiation:** Lengths of the source can vary as long as there is enough for all the features to be summarised in learners' own words. You might read/watch/listen to the source together as a class, perhaps displaying a text on the whiteboard. You can discuss and model reading/listening comprehension strategies; for example, skimming for gist and repeated words for clues about the main ideas in the text, and so on. Learners can help each other.

**Ways of working:** Individually, in pairs, whole class to share ideas and clarify own thinking.

**Different opinions/perspectives:** Learners will be identifying and summarising global and national perspectives (see Downloadable 1.2 and Worked Example). You can encourage them to reflect on their own personal perspective about the issue once they have completed the tasks.

**Learner response and feedback:** The summaries of the paragraphs should be in the learner's own words and should include words/phrases from the notes made in task 2. Encourage learners to look back at this table to write their summaries. Encourage learners to work together.

**Suggested answers:** These will vary according to the source.

### Worked Example for the Main activity

Topic: Health and wellbeing

See Downloadable 1.2.

## Starting with research skills: Lesson 2

This century, more and more people, both young and old, are reported to be suffering from a chronic disease. If this increase continues, then there will be more unhealthy than healthy people living on this planet. According to the World Health Organization, a well-respected global organisation, unless people change their diet and lifestyle, they will inevitably suffer from one of these life-threatening diseases.

The causes of the main chronic diseases such as heart disease, cancer and Alzheimer's are well established and documented. The World Health Organization argues that the most well-known causes of the majority of chronic diseases are a lack of sufficient exercise and a diet of high sugar, high fat and processed foods. This argument is supported by healthcare systems in the United Kingdom, Germany and France.

Recently, a German news article stated that without taking preventative measures from an early age by increasing the amount of exercise you do on a daily basis and eating a healthy balanced diet consisting of mostly fruits and vegetables with small amounts of protein and fats, you run the risk in later life of being diagnosed with one of these chronic diseases.

But it's not just about a shorter lifespan or getting one of these chronic diseases, it's also about quality of life and being able to enjoy the time you have. Without sufficient energy or with muscle and joint aches and pains, it's very difficult to live life to the full, enjoying the experiences and opportunities it offers on a daily basis.

However, not everybody will suffer from lack of energy, aches and pains or a chronic disease in their lifetime. People who eat well, exercise daily, limit the amount of stress they have by meditating and taking time out in nature can increase their chances of a healthy, disease-free life. For example, the healthiest diet in the world is reputed to be the Mediterranean diet. It includes fresh fruit and vegetables; nuts and seeds; wholegrain cereals such as rice; fish; dairy; and olive oil as the main source of fat. People who eat a Mediterranean diet are reported to live longer than those that follow a diet of burgers, chips and very few fruits and vegetables.

People in Spain have long been advising of the benefits of their diet for longevity. The human body is like a machine that needs fuel. Give it the wrong fuel and it breaks down but give it the right fuel – like a Mediterranean diet – then it will keep going for longer. These are the thoughts of the Spanish government when asked why it thinks Spanish people live longer than people from other countries.

One way of increasing your energy, avoiding muscle aches and pains, and trying to ensure that you are fit and healthy into later life is to do more exercise. A brisk walk of 20–25 mins per day (perhaps out in nature, in a park or along the coast) will help you maintain your fitness and health, along with ensuring that vegetables take up half of your plate at each mealtime. Do this daily for a month until it becomes habit and you will never look back.

### Suggested answers:

#### 1 a Suggested research questions:

- Is chronic disease a global issue?
- Are chronic diseases preventable?
- Does diet impact health?

#### 2 a Notes will vary but should contain few (some are fine) words that are in the source.

Suggested causes: junk food, including sugar; few vegetables and fruits; little movement/activity; a lot of stress.

Suggested consequences: serious illness; fatigue; aches and pains; shorter lifespan.

Suggested global perspective: World Health Organization, supported by health agencies in United Kingdom, Germany and France: rising numbers of people with chronic illness; due to

lifestyle factors, such as lack of movement and too much stress.

Suggested national perspective: Spanish government: Mediterranean diet is the healthiest in the world; Spanish people live longer.

Suggested course of action: 20–25 mins fast walking per day; more vegetables at each meal.

### Suggested paragraphs

#### 3 Causes: Serious illnesses like cancer and heart disease are often caused by the food we eat, a lack of movement and too much stress.

Consequences: Consequences of a diet lacking fruit and vegetables include fatigue and aches and pains in the body. A shorter life can also be a result of not eating a healthy diet, not getting enough exercise or having too much stress in life.

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**Global perspective:** The World Health Organization states that unless preventative measures are taken, such as a change in diet and lifestyle, the numbers suffering from chronic illness globally will continue to increase. UK, German and French health systems also support this perspective.

**National perspective:** The Spanish government thinks that the Mediterranean diet, which includes plenty of fruits, vegetables, wholegrains and nuts is the healthiest in the world and this is why the Spanish population is so healthy.

**Course of action:** If we do approximately 20–25 minutes of exercise every day and change our diet so that we eat a lot of vegetables at mealtimes, we can help to prevent chronic disease in the future.

### Independent reflection activity (approx. 5–10 mins)

**Good for:** Encouraging learners to consider what they found most interesting during the lesson. Ask them to be as honest as they can and to choose just one option. There is no correct response. Encourage explanation, but not all learners will be able to do this. Encourage learners to reflect on how they used communication skills this lesson; for example, working with a partner and listening to their ideas, writing a summary using own words to convey the text message. This activity can be done in class, at home or in self-study time.

## Starting with research skills: Lesson 3

Lesson 3 focuses on understanding how to reference information sources accurately and using references to find relevant information to help answer a research question.

### CAMBRIDGE STAGE 9 RESEARCH LEARNING OBJECTIVES

**9Rs.02** Identify and accurately reference a wide range of print and multimedia sources and use them to locate relevant information and answer research questions

**9Rs.04** Select, organise and effectively record relevant information from a wide range of sources and findings from primary research, justifying the method chosen

### LEARNING GOALS

To start to:

- understand how to reference information sources accurately
- use references to find relevant information
- record relevant information.

### Resources needed

- Learner's Skills Book 9
- Downloadable 1.3

### How will I know if I reach my goals?

**Good for:** Learners to give examples of their learning from the lesson. They can complete the table at any point in the lesson, but might do it at the end. At the end of this lesson, learners will set their mini learning targets before they move on.

### Prior learning (approx. 5–10 mins)

**Good for:** Building on previous knowledge, learning and understanding. This might be from Cambridge Primary Global Perspectives, from other subject areas, from Cambridge Global Perspectives Stages 7 and 8 or from previous Cambridge Global Perspectives Stage 9 lessons.

**Activity:** Learners choose which of the references is incorrect. There is only one incorrect answer.

**Differentiation:** Learners can work in pairs and then share with another pair/in class. Refer learners to the tips in the Starter activity for guidance about what to include in a reference.

**Suggested answers:** The only incorrect reference is D, which is missing a date of publication and also the title of the publication. To be accurate, a reference needs to include the author, the date of publication, the title, the publication, the website address (if applicable) and the date of accessing this website address.

### Starter activity (approx. 10 mins)

**Good for:** Writing references accurately.

**Activity:** Learners look at all three information sources

### Starting with research skills: Lesson 3

and write a correct reference for each source (see Downloadable 1.3 and Worked Example). You might want to discuss with the class what needs including in a reference before this activity or you can do it after the activity to see what learners remember from previous work on referencing. You might also use your own information sources. The key aim is for learners to start referencing a wide range of sources from multimedia as well as articles from newspapers and journals.

**Suggested answers:** Answers will vary according to the three sources of information given (see Worked Example). Should be issue specific.

### Worked Example for the Starter activity

Topic: Health and wellbeing

See Downloadable 1.3.

## TIPS FOR HEALTHY LIVING



At least half of what's on your plate for dinner should be vegetables.



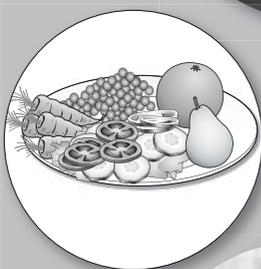
Choose water to drink - and make sure you drink plenty every day.



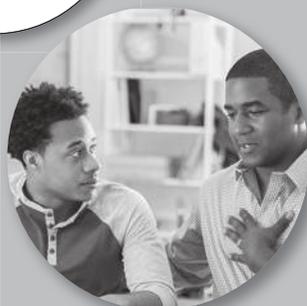
Sleep well for 7-8 hours a night.



Switch off the screen and exercise for at least 20 mins every day.



Eat two servings of fruit and five of vegetables every day - in a rainbow of colours.



Laugh more and talk to a friend or adult about any problems.



If you need a snack, eat a healthy one and eat fewer sugary foods.

Jane King, 2022  
<http://www.healthy-living/infographic.org>

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### Ideas for information sources:

**Source A:** Infographic (poster) about healthy living, see above.

**Source B:** Interview/podcast below (can be recorded and played or used as a magazine interview).

**Interview with Sabrina Shaw about 'Healthy lifestyle' – *New You Health Magazine*, July 2022.**

**Interviewer:** Do you think it would be a good idea if you started to eat more healthily? Then tune in now to our live interview with Sabrina Shaw who will tell us all about her fun and easy way of eating healthily and maintaining a healthy lifestyle. Welcome, Sabrina.

**Sabrina:** Thank you for inviting me.

**Interviewer:** How old were you when you thought that health was important?

**Sabrina:** Growing up I didn't really know much about nutrition. I knew it was important to do sport but hated sport at school, although I came to love it afterwards and I started swimming and running in my late teens. As far as food went, I made the decision to become vegetarian when I was 16 but looking back this was more about restricting food choices because, like many teenage girls, I was concerned about my weight. When I left home and went to university, I didn't eat very well at all and seemed to survive on pizza! It wasn't until a close family friend got sick that I thought it was about time I looked carefully at what I was putting into my body and the way I was treating it.

**Interviewer:** So, what does your diet look like now?

**Sabrina:** Now, I eat a lot of raw food – but not 100%, more like 80% – as I eat only one cooked meal per day, generally in the evening, and the rest of the time I eat fruit and vegetables. I eat a lot of delicious salads with a bit of healthy fat, like nuts and seeds,

and some protein, like fish or beans. Of course, I try to avoid heavily processed foods like cakes and biscuits, and fried foods like chips.

**Interviewer:** You're now passionate about natural health, aren't you? How did this start?

**Sabrina:** A friend of mine asked me to do a charity run with her – 5 K, I think. I did it and really easily, and that got me thinking about how amazing the body is and how it needs activity to function well. So I started to run regularly and have competed in a lot of races, raising money for various charities around the world. This is when I started thinking that being healthy is not just about food, it's about exercise and rest. Getting enough sleep is also important, as is not having stress in our lives and enjoying what we love doing.

**Interviewer:** All useful things for us to take note of. Thank you, Sabrina. I enjoyed talking to you and I know our listeners will be inspired to take action to clean up their own lives.

**Source C:** Blog below.

### Living with a chronic disease

Living with a chronic disease isn't what we plan – it just happens. One day, you go to the doctor with a pain and the next, you're rushed into hospital for tests and scans for this and that. And then, that pain becomes something more serious – a chronic disease that's life-threatening – wow! Nobody plans for an illness. I certainly didn't. It wasn't something I'd planned for and it wasn't something I wanted. But, it was something I got and now have to live with if I want to live – which I do. I'm not done yet, so I keep going, doing what I can when I can. Doing what my body needs and my mind tells me is the right thing to do. One of which is to write this blog in the hope