



EU Secure Lite

Teachers' Book

elaborated and compiled by

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Map of the Book

Introduction.....	3
Unit 1: Social Media Issues and Fake News.....	4
Unit 2: Public Health and Pandemic management	12



Introduction

EUSecure: An Interdisciplinary Training on EU Security, Resilience and Sustainability is a project financed by the European Union Erasmus+ Strategic Partnership in Higher Education Programme. Its mission is to raise awareness among youth on emerging security challenges; prepare the next generation of intellectuals for taking the right decisions and create a society that is better able to foresee security issues and tackle them. Five universities participate in the project: Ludovika - University of Public Service, Budapest, Hungary; Salento University, Lecce, Italy; Sapientia University, Cluj-Napoca, Romania; University Fernando Pessoa, Porto, Portugal and University of Piraeus, Piraeus, Greece with the common goal to develop educational resources on EU security, resilience and sustainability, in particular an EU elective university course taught in all five countries as well as a Simulation supported Massive Open Online Course (SimMOOC). These consist of 15 topics, namely: EU power (strategic autonomy) in a multipolar world; Megatrends; International governance: multilateral institutions, norms, regimes; Maritime security; Migration; Cyber security and the risks of AI (ethical, legal, technological, decision making etc. aspects); Water security and water geopolitics; Social media issues and fake news; Sustainability, resilience & development (including linguistic resilience); Climate security; Public health & pandemic management; International development cooperation; Humanitarian aid, food security; Critical infrastructure resilience (CIP, CIIP) and Qualitative research methodologies.

The project also pays attention to future university students, that is, to secondary school students and provides a 3*90-minute mini course, with the idea to offer a taste of the whole course, and, of course, to help developing awareness towards security and resilience issues at an early age. This short course comprises two topics of the original fifteen: 1) social media issues and fake news and 2) public health and pandemic management. The two classes are based on the corresponding parts of the university course, which is presented in a shortened and somewhat simplified version. A third class could be organized around these two topics, based on some of the additional recommended resources (games and videos) and the interests of the students.



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Unit 1: Social Media Issues and Fake News¹

1. Reading and answering questions

This is a pre-reading exercise. It contains a short, easy-to-read text, which is a springboard for the general issue to be discussed later. The aim of the exercise is to raise interest in the topic of the class.

- Tell students to read the title. Ask them about their expectations.
- Tell them to read the news item.
- Ask them to look at the questions and circle the right answer. Call their attention to the fact that answers are not marked A-B-C-D, but use different letters, and by adding up the letters of the correct solutions, they should get a word (combined solution).
- Check and discuss the answers.
- Check the combined solution.
- Discuss troll / trolling. This task is a short discussion aimed to prepare exercise 2. Of course, if there is a lot of interest on behalf of the students, it can be made a little longer. Possible questions: What is a troll /What is trolling? Have you heard this expression before? In what situation / context? What expressions do you know with troll? (Troll face, troll factory, etc.).

Exercise 1 with answer key

1. Read the text and answer the questions.

Can a Hair Drier Stop Coronavirus?

In the spring of 2020, a video that claimed a hair drier could prevent coronavirus infection went viral on the internet. Thousands of users shared the message which said that blowing hot air into one's face from a hair drier or breathing hot air in a sauna could cure COVID-19. The information in the video was not just misleading, but potentially dangerous. Yet it could seem convincing 1) because the advisor had a doctoral degree (yet not in in medical science but in education); and 2) the video contained the logo of the US Centers for Disease Control and Prevention (CDC), which was actually fighting the pandemic at that time. Thus, the video abused the logo and prestige of the government agency when supporting its pseudo-scientific allegation. After an alert, the internet provider removed the link to the video. Nevertheless, it was too late as copies had been spreading by then.

If someone had believed the video, they could have risked their lives because the coronavirus disease cannot be cured by simply inhaling hot air. In reality, CDC and other health authorities worldwide were asking people to wash hands frequently, wear a mask, practice social distancing, or even stay at home in order to slow down the spread of the virus.

Choose the best option.

1	The video endangered internet users' life because....	T. it contained unscientific advice.
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¹ Acknowledgements: This unit is based on the EU Secure university course unit Social Media Issues and Fake News, developed by Éva Jakusné Harnos, Péter Bányász and Márton Demeter. Lead professor: Éva Jakusné Harnos.



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Project ID: 2020-1-HU01-KA203-078719

		<p>U. it referred them to a non-existing institution.</p> <p>V. it directed them to a hot sauna.</p> <p>W. it was made by a cheater without a doctoral degree</p>
2 made the video more believable.	<p>P. The scientific language</p> <p>R. The appearance of the CDC logo</p> <p>S. The COVID pandemic</p> <p>T. The internet platform</p>
3	The.....the spread of misinformation.	<p>M. erasure of the URL of the video could stop</p> <p>N. shares of the video could not stop</p> <p>O. removal of the link could not prevent</p> <p>P. warning by the CDC could stop</p>
4	Many people shared the false video because.....	<p>L. they were too eager to find information on a current issue.</p> <p>M. they received money for sharing it.</p> <p>N. they wanted to study for a medical degree.</p> <p>O. hey were suspicious about the source.</p>
5.	What did CDC in fact try to make people do in order to slow down the spread of the disease?	<p>J. Go to scientific conferences to learn more about coronavirus.</p> <p>K. Build more laboratories.</p> <p>L. Wash hands more often and practice social distancing.</p> <p>M. Spend more time surfing the internet.</p>

Write here the letters of your answers. What is the solution? TROLL



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2. Reading and answering questions

This is also a pre-reading exercise. It should contribute to building up students' confidence in reading and understanding texts. It prepares them for the main reading comprehension exercise (ex. 3).

- Tell them to read the news item.
- Discuss new vocabulary (if any).
- Ask them to look at the questions and circle the right answer to each.
- Check and discuss the answers.

Exercise 2 with answer key

2. Read the text and answer the questions.

Troll Factories

How do troll factories operate?

Employees of troll factories create fake identities and run their profiles in social media. They want to create an impression of authenticity of the created account, therefore, they do not only publish material directly related to the purposes of the troll factory, but also additional materials making a fictional profile credible, such as details on private life. The profiles feature images taken from ready-made Internet repositories, modified to deceive Internet search engines. Since troll factories employ hundreds of people and each employee has several accounts, it is easy to create a social network linking fake profiles and creating the impression of a real one. The longer the given accounts are maintained, the easier it is to create the illusion of reality. People employed in troll factories often work in shifts to ensure that the messages they produce can be displayed on a 24-hour basis.

What do troll factories produce?

Products of troll factories include, among others:

- fake social media profiles;
- entire websites created to support trolling operations;
- posts published in social media as well as on websites, blogs etc.

Troll factory employees not only create messages, but they also respond to comments and take part in online discussions. They can also simulate disputes in order to increase the impression of the reality of fake profiles through which they disseminate the content that they create.

Choose the best option.

1	In your opinion, who employs the trolls?	<ol style="list-style-type: none"> 1. Actors of secret identity. 2. Cyber criminals. 3. Fraudulent online traders. 4. Hacktivists.
2	What is the purpose of trolls?	<ol style="list-style-type: none"> 1. Influence. 2. Fraud. 3. Entertainment. 4. Money laundering.



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3. Reading and answering questions

This is the main reading item. It is an academic text, which might be more challenging for students to read than the pre-reading texts due to its content and longer size. More help with vocabulary might be needed.

- Let the students read the text, using dictionaries or asking about new words.
- Ask them to look at the questions and mark the right answer.
- Check and discuss the answers.

Exercise 4 with answer key

3. Read the summary and answer the questions.

Fake News and Social Media as Security Risks

A collective term “fake news” is used for various types of deception and persuasion. In the academic literature, *misinformation, disinformation, fake news, false news, junk news, yellow journalism, hoaxes, factoids, propaganda news, news satire/parody, advertorial* (a combination of editorial and advertisement) and when it comes to false videos, *deepfakes* are terms that are used for describing deceptive communication which aims at misleading the target audience.

Individuals grow up by accepting certain values; they try to preserve their face in society as acceptable and respectable; they have a strong desire to belong to a large and powerful community, so they join the majority. These aspects are exploited when deception takes place. For example, majority opinion may be pretended / reached with the help of online bots or botnets and an individual may be locked up in an opinion bubble.

For society, fake news poses a threat to social order by allowing the interference of non-state actors or even criminal groups in shaping public opinion, election campaigns, etc. From the point of view of society, “fake news” conveys the idea that news industry has transformed and ethical and professional standards have declined. Change is partly due to the time pressure, and partly due to the competition for the attention of news consumers. Because of the convergence of standards of institutionalized journalism and citizen-provided content, as well as the appearance of troll armies and robots and botnets, the interference of outsiders is difficult to reveal (Agarwal and Alseedi 2020).

The “fake news” phenomenon has been identified as a security risk by NATO as a component of hybrid warfare, against which it has launched joint combat with the European Union (Hagelstam 2018). A prominent source of information on fake news and persuasion is the online journal Defence Strategic Communications issued by the NATO Strategic Communications Centre of Excellence based in Riga.

The EU has also developed a strategy for informing the public about potential threats. For instance, in 2020 the European Strategy and Policy Analysis System (ESPAS) published an assessment of the impact of digital technology entitled *Global Trends to 2030: Identities and Biases in the Digital Age* as a part of



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Project ID: 2020-1-HU01-KA203-078719

a series.² Since 2018, the European Commission has organized a series of *European Media Literacy Events* in the form of a road show in order to enlighten citizens about fake news and assist in protection against malicious influence.³

Written by Éva Jakusné Harnos

References

Agarwal, NK, Alsaeedi, F. (2020) *Understanding and fighting disinformation and fake news: Towards an information behavior framework*. <https://asistdl.onlinelibrary.wiley.com/doi/abs/10.1002/pra2.327> (Accessed: 28.12.2020)
Hagelstam, A. (2018) *Cooperating to Counter Hybrid Threats*. <https://www.nato.int/docu/review/articles/2018/11/23/cooperating-to-counter-hybrid-threats/index.html> (Accessed: 04.01.2021)

Choose the best option.

1	What allows deception in online content?	1. The similarity of user produced and institutionally produced content. 2. The increased amount of entertainment online. 3. Too many messages.
2	Which characteristic of users do bots and botnets exploit?	1. Users' academic skills. 2. The fact they like joining the majority. 3. The fact they spend too much time in front of the computer.
3	Which organisation has launched a road show to build resilience against fake news?	1. NATO Strategic Communications Centre of Excellence 2. European Commission 3. European Strategy and Policy Analysis System

² <https://espas.secure.europarl.europa.eu/orbis/document/global-trends-2030-identities-and-biases-digital-age>

³ <https://ec.europa.eu/futurium/en/node/6184/terms/events/fake%20news>



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Project ID: 2020-1-HU01-KA203-078719

4. Listening and answering questions

This is a 12-minute lecture recorded in the form of a video.

- This might be the most difficult task of the unit. Explain students that they do not need to understand everything. They need to look for specific information.
- Ask students to read the exercise first. They need to find the wrong answers this time.
- Discuss new vocabulary, if necessary.
- Tell them that they are going to listen to a university lecturer. The topic of the lecture is The Impact of Digital Media on Communication.
- Ask students to listen to the lecture and mark their answers.
- Check and discuss the answers.
- If students found the exercise difficult, it might be useful to talk about the challenges they experienced.

Exercise 4 with answer key

4. This is a 12-minute presentation by university lecturer Éva Jakusné Harnos. Listen to the lecture and mark your answers.

Please mark ONE WRONG ANSWER.		
1	What complicates language use in society?	1.It has different interpretations depending on the context. 2. Communication is related to customs and behaviour. 3. Language is always unclear. 4.Making sense depends on shared background knowledge.
2	What does deception exploit in interpersonal and social communication?	1. Principles of co-operation. 2. Trust. 3. Politeness. 4. Playfulness.
3	What is new about the effect of social media on communication?	1. It can falsify context. 2. It can create a fake identity. 3. It fakes the physical environment of the user. 4. It can develop a mistaken sense of belonging to a community.



EUSecure: Interdisciplinary training on EU security, resilience and sustainability
Project ID: 2020-1-HU01-KA203-078719

5. Revision

This is the final assessment activity of this unit. It is a multiple-choice quiz where students need to find the only wrong answer among four possibilities.

- Present it more like a quiz.
- Give a lot of encouragement.
- Discuss the answers.

Exercise 5 with answer key

5. Complete the quiz. For each question choose the only answer which is NOT correct.

1	How does social media differ from conventional media?	<ol style="list-style-type: none"> 1. Anyone can provide content. 2. User produced and journalist produced content is similar. 3. News, entertainment and personal messages are combined. 4. Anyone can find out what is true and what is not.
2	What threat does fake news pose to society?	<ol style="list-style-type: none"> 1. It can directly target individuals or communities. 2. It can reduce trust in democratic institutions and professional journalism. 3. It can falsify what is majority and what is minority opinion. 4. It causes financial losses to news portals.
3	How can fake news be detected?	<ol style="list-style-type: none"> 1. Through typical obscure linguistic forms. 2. It is a false story disguised as a news item. 3. Its origins can always be tracked down. 4. Through evidence from reality.
4	Why is the spread of fake news easiest via the social media?	<ol style="list-style-type: none"> 1. Because legal regulation is behind the fast technological development. 2. Because each country applies different standards to define what fake news is. 3. Because there is no single, centralised European media system. 4. Because various stakeholders are involved whose interests are different.
5	How does fake news weaken democracy?	<ol style="list-style-type: none"> 1. It may undermine trust in democratic institutions. 2. It may question the norms of professional journalism. 3. It abuses the democratic principle of freedom of speech. 4. It always serves the interests of foreign powers.
6	How does the European Union improve the resilience of citizens to fake news and disinformation?	<ol style="list-style-type: none"> 1. By explaining how the digital media work. 2. By publishing information on platform companies. 3. By limiting the activities of platform companies. 4. By running home pages on the issue.



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Resources for teachers

Games:

www.getbadnews.com

www.goviralgame.com

Recommended videos / films

- Deepfake Queen: 2020 Alternative Christmas Message (2020, Channel 4)
- Scenes from the film entitled The Great Hack (2019, Netflix)
- Scenes from the film entitled The Social Dilemma (2020, Netflix)

Further resources

- University of California website on fake news (n.d.). Available from: <https://www.cits.ucsb.edu/fake-news/where>
- “Fake News” resources. Available from: <https://teachingkidsnews.com/fakenews/#organizations>
- [Spotting Bogus Claims - YouTube](#)



EUSecure: Interdisciplinary training on EU security, resilience and sustainability
Project ID: 2020-1-HU01-KA203-078719

Unit 2: Public Health and Pandemic management

1. Reading and answering questions

This is a pre-reading exercise. It contains a short, easy-to-read text, which is a springboard for the general issue to be discussed later. The aim of the exercise is to raise interest in the topic of the class.

- Tell students to read the title. Ask them about their expectations.
- Tell them to read the news item.
- Ask them to look at the questions and circle the right answer. Call their attention to the fact that answers are not marked A-B-C-D, but use different letters, and by adding up the letters of the correct solutions they should get a word (combined solution).
- Check and discuss the answers.
- Check the combined solution.
- Discuss mortality. This task is a short discussion, aimed to prepare exercise 2.
- Please clarify that public health always deals with the general and the typical rather than with the exceptions. This is the so-called population view and should not be directly transferred to the pupils' lives. The aim is by no means to scare but to raise awareness.
- If there is a lot of interest on behalf of the students, the discussion can be made a little longer. Possible questions: What is mortality? Do you know how it differs from morbidity? What have you heard about health and illness before?

Main causes of mortality in the European Union

In developed countries like the member states of the European Union, the main causes of death are, in descending order, the followings: circulatory diseases, cancer, respiratory diseases and external causes. The largest disease group contributing to mortality are circulatory diseases accounting for 37% of all deaths. Most common among them are ischaemic heart diseases (including heart attack) and stroke. Mortality rates resulting from these causes are about 40% higher among men than women. Second in the row, one in four people die as a result of some type of cancer, with only a slightly higher rate among men. In women, breast and lung cancer are most frequent, whereas in men, lung and colorectal cancer occur most often. After circulatory diseases and cancer, which together account for most deaths, respiratory diseases are the third cause responsible for 8% of all deaths. Most of these occur among the elderly. Further, external causes of death including accidents, suicides and homicides are responsible for 4% of all deaths among women and 5% of deaths among men. Most transport accidents occur at young ages, whereas suicide rates generally increase with age.

The lowest mortality rates (less than 900 deaths per 100, 000 population) are registered in France, Spain and Italy. The highest rates (over 1, 400 deaths per 100, 000 population) are reported in Bulgaria, Romania, Latvia, Hungary and Lithuania.

References

Eurostat. (2020). *Causes of death statistics*, Statistics Explained

https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Causes_of_death_statistics



EUSecure: Interdisciplinary training on EU security, resilience and sustainability
Project ID: 2020-1-HU01-KA203-078719

[Accessed 16. 08. 2022]
OECD/European Union: Health at a glance: Europe 2020. State of the Health in the EU Cycle, OECD Publishing, Paris, DOI: 10.1787/82129230-en (pages 118-119)
<https://www.oecd-ilibrary.org/sites/82129230-en/1/3/2/1/4/index.html?itemId=/content/publication/82129230-en&csp=e7f5d56a7f4dd03271a59acda6e2be1b&itemIGO=oecd&itemContentType=book#>
(Accessed 16. 08. 2022)

Choose the best option.

1	What are the leading causes of death in the European Union?	F. Cancer. G. Respiratory diseases. H. Circulatory diseases.
2	Are there any gender differences in mortality caused by circulatory diseases?	D. More women die of circulatory diseases. E. More men die of circulatory diseases. F. There are no gender differences.
3	Which types of cancer are the most frequent in women?	A. Breast cancer and lung cancer. B. Lung cancer and colorectal cancer. C. Cervical cancer and lung cancer.
4	Within external causes of death, which are most typical of young people?	L. Transport accidents. M. Homicide. N. Suicide.
5	Are there any regional differences in standardized mortality rates within Europe?	S. There is a North-South divide. T. There is an East-West divide. U. There are no regional differences.
6	The patterns of health and illness in the European Union are typical of ...	F. the least developed countries. G. the less developed countries. H. the most developed countries.

Write here the letters of your answers. What is the solution? HEALTH



EU Secure: Interdisciplinary training on EU security, resilience and sustainability
Project ID: 2020-1-HU01-KA203-078719

2. Reading and answering questions

This is also a pre-reading exercise. It should contribute to building up students' confidence in reading and understanding texts. It prepares them for the main reading comprehension exercise (ex. 5).

- Tell them to read the report section.
- Discuss new vocabulary (if any).
- Ask them to look at the questions and circle the right answer to each.
- Check and discuss the answers.

Exercise 2 with answer key

2. Read the text and answer the questions.

Health at a Glance: Europe 2020: State of Health in the EU Cycle

“In all EU countries except Portugal, overweight and obesity is more prevalent in boys than girls. On average across EU countries, the prevalence in 2018 was 23% in 15-year-old boys compared to 15% in girls. This gender difference is driven by a combination of biological, social and environmental factors. In Poland, Italy and Greece, overweight and obesity among boys are more than twice as prevalent as among girls.

In all countries except Albania, children and adolescents from more affluent families are less likely to be overweight or obese than those from less affluent families. On average across EU countries, overweight and obesity among young people from less affluent families are over 50% higher than among those from more affluent families.

Many countries have implemented policies to reduce obesity specifically targeting children. These include restrictions on advertising food and drinks to children, school-based wellness and educational programmes, reducing the availability of unhealthy food options in schools, encouraging or enabling active transport to school, and family physical activity programmes (OECD, 2019). Other policies, such as warning labels, marketing restrictions of unhealthy foods to children, pricing policies and mass media campaigns, can also help tackle childhood obesity.”

Section taken from:

OECD/European Union. (2020). *Health at a Glance: Europe 2020: State of Health in the EU Cycle*, OECD Publishing, Paris, <https://www.oecd-ilibrary.org/sites/7402dbb2-en/index.html?itemId=/content/component/7402dbb2-en> (Accessed 18.08. 2022)

1	In general, is there a gender difference in overweight and obesity?	<p>F. It is more frequent in boys than in girls.</p> <p>G. It is more frequent in girls than in boys.</p> <p>H. There is no gender difference.</p>
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Project ID: 2020-1-HU01-KA203-078719

2	In general, overweight and obesity ...	<p>H. is more frequent in richer than poorer. I. is more frequent in poorer than richer. J. it is not associated to affluence.</p>
3	In some countries of the European Union...	<p>R. it is prohibited for children to take food to school. S. schools are not allowed to offer food. T. unhealthy food options are restricted in schools.</p>

Write here the letters of your answers. What is the solution? FIT



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Project ID: 2020-1-HU01-KA203-078719

3. Reading and answering questions

This is the main reading item. It is an academic text, which might be more challenging for students to read than the pre-reading texts due to its content and longer size. More help with vocabulary might be needed.

- Let the students read the text, using dictionaries or asking about new words.
- Ask them to look at the questions and mark the right answer.
- Check and discuss the answers.

Exercise 3 with answer key

3. Read the summary and answer the questions.

The Importance of Mass Screening and Early Diagnosis of Cancer

“According to the estimates of the EU’s Joint Research Centre, in 2020 about 2.7 million people were expected to be diagnosed with cancer in the EU-27, and nearly 1.3 million to die from it.⁴ As over 40% of cancer cases are preventable, primary prevention remains the most cost-effective intervention in cancer control. Detecting as early as possible those cancers which could not be prevented, and providing appropriate treatment are crucial for increasing significantly the chances for successful treatment, improving considerably patient outcomes, reducing further cancer mortality, as well as reducing notably the cost and complexity of cancer treatment.

Thanks to population-based screening programmes, a large population, who are asymptomatic and seemingly healthy but in an age group when they are susceptible to certain cancers, can be examined and their doubtful or positive test results can be followed up. Similarly, early diagnosis of cancer in already symptomatic patients at a stage when their cancer is not so advanced, can ensure the timely start of treatment before the cancer spreads and the patient’s condition worsens. E.g. the five-year survival rate for women diagnosed with cervical cancer at an advanced stage is 15%, compared to 93% if diagnosed when the cancer has not spread⁵; 57% of people with lung cancer survive their disease for 5 years or more when diagnosed at stage I compared with only 3% of those diagnosed at stage IV.⁶

Weighing harms against benefits is pivotal when deciding about carrying out screening programmes. Screening programmes should be undertaken only when their effectiveness has been demonstrated; when resources (personnel, equipment, etc.) are available to cover sufficiently the target group; when the health care system has facilities for confirming diagnoses and for treatment and follow-up; and when the prevalence of the disease is high enough to justify the effort and costs of screening. Even with the best

⁴ The estimates of cancer incidence and mortality are based on trends from previous years and do not reflect yet the effect of the COVID-19 pandemic on cancer burden.

⁵ American Society of Clinical Oncology: <https://ascopost.com/News/5971137>

⁶ Office for National Statistics: Cancer survival in England: adults diagnosed 2013–2017
<https://www.thelancet.com/action/showPdf?pii=S1470-2045%2820%2930593-3>



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Project ID: 2020-1-HU01-KA203-078719

intention and proper implementation, screening programmes may cause harm: false positive results lead to additional testing, invasive diagnostic procedures and anxiety and psychological harm; false negative results come with false reassurance and defer diagnosis at a later stage, once symptoms have appeared; and the over-diagnosis or over-treatment of preclinical cancers, which could not have caused symptoms nor posed a serious health threat, involve unnecessary treatment.

Early diagnosis programmes include increasing awareness about the first signs of cancer among the general public, but also among doctors (in particular, primary health care providers), nurses and other health care providers; and improving accessibility and affordability of diagnostic and treatment services, and improving referral from primary care providers to specialised doctors and centres. Early diagnosis aims at reducing the proportion of patients who are diagnosed at a late stage. It is particularly relevant in cases of cancers of the breast, cervix, mouth, larynx, colon and rectum, and skin.”

Section taken from:

Directorate-General for Internal Policies of the Union/Directorate for Economic and Scientific Policies/ Secretariat of the Special Committee on Beating Cancer BECA. (2021). *Background Note on Screening and Early Diagnosis of Cancer*, Bruxelles, https://www.europarl.europa.eu/cmsdata/231043/2021-03-18_Final_Background%20note_Screening%20and%20early%20diagnosis.pdf (Accessed on 14. 07. 2022)

Choose the best option.

1	What is most cost-effective?	J. Curing an illness. K. Detecting an illness at an early stage. L. Preventing an illness.
2	At which phase of the illness does the patient have most survival chances?	I. If detected in phase I. J. If detected in phase II. K. If detected in phase I.V
3	According to the text, one risk of organized cancer screening programs is the...	E. mass resistance to the programs. F. the false positive results. G. the cost of the screening.
4	An early detection of the disease...	C. reduces the survival chances of the patient. D. increases treatment costs. E. increases the survival chances of the patient.

Write here the letters of your answers. What is the solution? LIFE



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Project ID: 2020-1-HU01-KA203-078719

4. Revision

This is the final assessment activity of this unit. It is a multiple-choice quiz where students need to find the only good answer among three possibilities.

- Present it more like a quiz.
- Give a lot of encouragement.
- Discuss the answers.

Exercise 4 with answer key

4. Complete the quiz. For each question choose the only answer which is NOT correct.

1	Within the European Union, most years of life lost due to premature mortality are caused by...	1. circulatory diseases. 2. cancer. 3. respiratory diseases.
2	Chronic illnesses and functional limitations are more frequent in...	1. men than women. 2. women than men. 3. there is no gender difference.
3	In the countries of the European Union, life expectancy at birth is the highest for...	1. men with high education. 2. women with low education. 3. women with high education.
4	Mass screening programs are designed for...	1. rare diseases. 2. diseases with high prevalence. 3. incurable diseases.
5	Is there a gender gradient in vaccine compliance?	1. Women are more likely to comply. 2. Men are more likely to comply. 3. There is no gender difference.



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EU Secure: Interdisciplinary training on EU security, resilience and sustainability
Project ID: 2020-1-HU01-KA203-078719

Resources for teachers

Games:

<https://can-sim.ca/phn/>

<https://www.sph.umn.edu/academics/ce/tools/>

Recommended videos / films:

1. Pre-eclampsia: Predict Earlier, Prevent Earlier” - Indonesia / Maternal health / Documentary – Duration 7’53” / Submitted and directed by Indonesian Prenatal Institute
2. Health Emergencies “GRAND PRIX”: Intensive” - United Kingdom / COVID-19 severe case / Animation – Duration 7’26” / Submitted and directed by Oliver John Pratt (United Kingdom)
3. Rehabilitation Film: Sim-Patia” – Spain - Italy / Brain injury / Animation - Duration 2’42” / Submitted and directed by Carlos Gómez-Mira Sagrado and Rossana Giacomelli
4. Health Innovation film: For Every Girl, a Forest” - India / Gender equity / Documentary – Duration 6’24” / Submitted and directed by Jose Corbella (Argentina)
5. “Improving Lives in Three Dimensions: 3D-Printed Prostheses” - Sierra Leone / Disability / Documentary – Duration 5’03”, Submitted and directed by Merel van der Stelt (The Netherlands)

Further resources:

1. European Commission. Public Health. EU Health policy.

https://health.ec.europa.eu/eu-health-policy/overview_en

(Accessed 12. 08. 2022)

2. EU Secure Handbook, Chapter 11 Public Health and Pandemic Management, pp. 146-159.