

Health Education Lesson Plan

Descriptive Information

Skill Emphasis (NHES): Decision Making (Analyzing Influences-In-Class Learning Activity)

Grade Level: High School (9th Grade)

Content Area: Communicable Diseases

Content Descriptor & Sub-Descriptor(s):

10.1.9. A Communicable and Non Communicable disease

Title of Lesson: Transmission

PA Standard (Health & PE):

10.1.9.A. Evaluate factors that impact growth and development during adulthood and late adulthood.

- acute and chronic illness
- communicable and non- communicable disease

Curricular Connections: Healthy Behaviors, Public Speaking

Adolescent Risk Behavior (if applicable): Bad Choices of Public Health.

Teaching Objective: I am going checking for understanding at least 3 times during the lesson when going over communicable diseases.

Behavioral Objective(s)

Cognitive: After the lesson, students will be able to describe at least 2-3 differences between direct and indirect communicable diseases.

Cognitive: After participating in the "Communicable Diseases" activity, students will be able to identify at least 3 benefits of preventing communicable diseases.

Affective: During group discussions, students will contribute ideas from their peers regarding the benefits of a communicable disease.

Skill (Decision Making) = During the learning activity, the students use decision making for the importance of preventing communicable diseases by washing hands, exercise and diet and etc in their group projects.

Brief Outline of Today's Lesson

- Bell Ringer: "5 Benefits of Washing your Hands"

- Introduction to the Lesson
 - What is a communicable Disease?
 - How is it spread?
 - Benefits of regular hand-washing
- Content & Instructional Strategies
 - What is a communicable disease? How is it spread?
 - Benefits of avoiding diseases direct and indirect.
- In-Class Learning Activity: "Communicable Diseases Project"
- In-Class Learning Activity Assessment
 - Description of the Assessment
 - Content & Skills Criteria/Cues
 - Analytical Rubric
- Final Thoughts/Conclusion to the Lesson
- Classroom Management & Materials

1. Bell Ringer/Instant Activity:

On the sheet of paper, I want you to list 3-5 ways and examples you can prevent the spread of communicable diseases. Examples: washing hands after restroom and before eating or making food. ETC

2. Introduction to the Lesson/Set Induction:

Today we are going over ways that communicable diseases are spread throughout the world in various ways. In recent studies it shows that only 50% of High school students were their hands before eating/making food and after using the restroom and or sneeze. Now only 33% of them use soap when washing hands. So, washing your hands has been proven to help prevent sickness and a lower risk of contracting a communicable disease.

3. Content & Instructional Strategies:

Content Outline:

I. Communicable Disease Power-point (*Lecture, Question & Answer*)

- a. Everyone can improve general health by increasing overall healthy habits;
Question: *How can you prevent the spread of communicable diseases?*

- i. Wash hands
 - ii. Prepare food Properly (etc)
- b. **Question:** *How can communicable diseases be transmitted?*
 - i. direct
 - ii. indirect
 - iii. Airborne Transmission
- c. **Question:** What are specific ways each disease can be transmitted?
 - i. Direct (Kissing, sharing utensils)
 - ii. Indirect (Sneezing, not washing hands)
 - iii. Airborne(Through the air)

II. Benefits of preventing communicable diseases. (Brainstorming: Have students share responses from bell ringer/instant activity)

- i. Wash hands
- ii. Prepare food properly
- iii. Avoid sharing items
- iv. Up to date vaccinations
- v. Safe sex
- vi. Diet and exercise
- vii. Cover up sores/wounds

III. Communicable Disease Group Project? (Group Project/Lecture/Presentation)

- Each row is a group and will be given a communicable disease to find facts, and write a sentence each for the disease. (Rubric is attached at the end)
- Tuberculosis , Hepatitis, Common Cold, Ringworm, Pink Eye
- Rubric will be handed out to each group and up on the board.
- Students will have at least 15-20 min to work on project after a quick discussion/lecture.

**4. In-Class Learning Activity: "Communicable Diseases"
(Skill to be practiced : Analyzing Influences)**

- ◆ Form 4 groups with approximately 3-5 students per group (depends on class size).
- ◆ Assign each group a communicable disease (see content list above).

- ◆ Give the groups approximately 15- 20 minutes to create a presentation for their communicable disease.
- ◆ Allow 2-3 minutes for each performance
- ◆ Each group must have:
 - At least 4-5 sentences; 2-3 minutes long presentation
 - Unique and creativity
 - 3-5 facts on disease
 - Direct or indirect disease and Why?
 - Includes all group participants and perhaps the audience
- ◆ Each presentation will be scored using the Analytical Rubric found in the Assessment section. It will be scored on Content criteria, the Skill cues of Advocacy and Additional Criteria/Characteristics.

5. Final Thoughts/Conclusion to the Lesson

Checking for Understanding (verbal or written):

- How can you prevent the spread of communicable diseases?
- How are communicable diseases transmitted?
- How can we incorporate daily health habits into our everyday life?

"As we learned in this lesson, it is important to be involved in healthy daily habits to prevent the spread of communicable diseases. Daily living skills are needed to keep our bodies healthy and people around us health as well. Most importantly, washing your hands and avoiding sharing items will prevent you from getting sick.

6. Classroom Management & Materials

◆ **Classroom Materials**

- Handouts/Worksheets: "Communicable Disease Project" (Learning Activity Directions), Analytical Rubric, Grading Assessment Form
- Other Materials: Power Point Presentation Slides, Computer, Wireless adapter, Paper or 3x5 index cards for Bell Ringer, Computer (If Available)

◆ **Classroom Management**

- Traditional seating or teacher assigned seating for content delivery

- Organize desks/chairs to form a square for learning activity
- Each group is at a different corner of the room. Not side by side with other groups.

Content References

Bronson, Mary (2011). *Glencoe Health, McGraw Hill Book, Columbus Ohio*

Donatelle, Rebecca (2010). *Health the Basics 8th edition*, Pearson Benjamin Cummings, New York.

Meeks, L., Heit, P. and Page, R. (2010) *Comprehensive School Health Education, 5th Edition*, McGraw-Hill Higher Education.

Activity Reference(s)

Hvozdovic, J. (2001) Communicable Disease Project.

www.pecentral.org/lessonideas, retrieved (November 11th 2012)

Appendices

Handout #1

In-Class Learning Activity: "Communicable Diseases" (Skill to be practiced: Analyzing Influences)

- ◆ Form 4 groups with approximately 3-5 students per group.
- ◆ You will be assigned a communicable disease.
- ◆ Your group will have approximately 15-20 minutes to find information on the computer/book and come up with facts and sentences.
- ◆ Your performance should be 2-3 minutes long
- ◆ Your group must have:
 - 4-5 Sentences
 - 3-5 Facts
 - If the disease is direct or indirect and why?
 - Presenter and must be 2-3 minutes
 - Creative/Unique
 - Includes all group participants and perhaps the audience.

- ◆ Each presentation will be scored using the Analytical Rubric found in the Assessment section. It will be scored on Content criteria, the Skill cues of Advocacy and Additional Criteria/Characteristics.

Grading Assessment for "Communicable Disease Project"

-Score the "Communicable Disease" Activity using the following core concepts criteria, skill cues, additional criteria, and Analytical Rubric.

Core Concepts

- Content for Communicable Disease
 - Accuracy
 - Comprehensiveness
 - Relationships among concepts

- ◆ **Skill: Analyzing Influences**
 - ✓ Takes a clear, health-enhancing stand/position
 - ✓ Supports the position with relevant information
 - ✓ Shows awareness of audience
 - ✓ Encourages others to make healthful choices
 - ✓ Demonstrates passion/conviction

Additional Criteria

- Your performance should be 2-3 minutes long
- Your group must have:
 - 4-5 Sentences
 - 3-5 Facts
 - If the disease is direct or indirect and why?
 - Presenter and must be 2-3 minutes
 - Creative/Unique
- Includes all group participants and perhaps the audience.

"Communicable Disease"

Grading Assessment Form

____/3 points	4-5 Sentences Long
____/3 points	3-5 Facts in their presentation
____/3 points	Length & Time of Oral Presentation/Group Work
____/3 points	Direct or Indirect Disease and Why?
____/3 points	Creativity & Uniqueness
____/3 points	Analyzing Influences (Skill), Content (Core Concepts)- Accuracy & Comprehensiveness
____/2 points	Checking for Understanding
____/20 points	Total Points