

Communicable Vs. Noncommunicable Diseases

Learning Objectives

- I can tell the difference between a communicable and noncommunicable disease.
- I can give examples of communicable and noncommunicable diseases.

Teacher Notes

- This lesson will include pauses that will involve student response or time to complete the activity. Please pause the video as instructed for as long as needed.

Lesson Steps: Video Outline- [3.1g Video](#)

Step 1 Introduction

- The students will answer the questions posed in the video by the instructor. The questions are designed to get their brains thinking about diseases and noticing how diseases can travel. They are also showing what they already know about different types of diseases.

Step 2 Activity

- The first activity is designed to mimic the way communicable diseases are passed between person to person. The two partners will practice passing the tennis ball back and forth to one another, symbolizing the passing of communicable diseases.
- The second activity is designed to mimic the way that a noncommunicable disease develops within an individual person. The student will practice bouncing the tennis ball on their racket, symbolizing a noncommunicable disease staying with just one person.

Step 3 Closure

- The students will answer the concluding questions posed by the instructor. The questions are designed to have the students recall and apply what they learned in the lesson today.

Assessments

- Pre-Assessment: The students will be tested on prior knowledge and paying attention by answering the questions posed by the instructor on the screen. The questions assess what they already know about diseases, and how they think the disease was transmitted.
- Post-Assessment: The students will show what they learned by applying the knowledge to the closing questions posed by the instructor on the screen. If they understood the content, they should be able to give examples and tell the difference between the two types of diseases.



Virginia 2021 SOL Edition
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Disease Prevention/Health Promotion
GR3-HP-7
Third Grade - 3.1g

Extensions/Connections/Applications

- Modification: If the tennis racket is too difficult for students, or not available, The teacher can opt to have the student toss a ball back and forth, and then up in the air to mimic the types of diseases.

Resources/References

- https://www.doe.virginia.gov/testing/sol/standards_docs/health/index.shtml