



## Grade 4 Lesson Plan: Unit 7 – NCD/CD Awareness and Prevention

### SOLs (Health Standards of Learning)

- 4.3 a
- 4.3 h
- 5.3 d
- 5.3 g

### Objectives/Goals

- Students will explain the difference between non-communicable and communicable diseases
- Students will give examples of communicable and non-communicable diseases.
- Students will identify general causes of disease and methods of prevention.

### Materials

- Pencils
- NCD and CD cards for activity
- Chart
- Blank paper
- Post it notes
- Tape

### Procedure

*Introduction: What are non-communicable and communicable diseases?*

- Teacher will introduce topic and ask students, what do we already know? Teacher will create a list on the whiteboard as students access prior knowledge and provide answers.
- Teacher will then define each for further understanding and simplification.
  - Non-communicable disease: a disease that is not transmissible from one person to another. In other words, it is not contagious. These include diseases like Alzheimers, Cancer, Diabetes, Heart, Lung, or Kidney disease, Fibromyalgia, etc.)
  - Communicable Disease: An infectious disease that is transmissible from one person to another through direct or indirect contact with an infected individual. In other words, it IS contagious. Examples include Influenza, Hepatitis, HIV, Ebola, Food-Borne Illnesses, Measles, Zika, etc.

*Think, Pair, Share – Can you explain the difference between an NCD and a CD?*

- **Think:** Students will think of a sentence in their head that explains the difference between non-communicable and communicable diseases without using disease examples. Teacher should give them 30 seconds- 1 minute.
- **Pair:** Student should now share their sentence creation with a partner. Each partner will share their sentence and then discuss what similarities and differences they had in their creation. Partners will then write down a common sentence they think best defines the difference.
- **Share:** Each set of partners will share their sentence out loud one at a time as teacher calls on them.
- The class along with the teachers help will write the best definition on the board as a collaborative effort.

*Disease Card Charting Activity*

- With a partner, students will complete the charting activity. Each set of partners will use the following 24 disease cards and chart them as either communicable or non-communicable.
- Upon completion, students will hang their charts on the wall.
- All students will have 5 minutes to do a class walk and check out other partner charts. Students can write on post-it notes to place on charts where they believe errors have occurred.
- After 5 minutes, partners will retrieve their own chart and make any necessary changes.
- Turn in to teacher.

*Closure: What next?*

- Now that we know what NCDs and CDs are, what can we do to prevent them?
- What can we do to help others around us?
- Introduce project for next lesson.

### **Assessment Idea**

- Teacher will assess student knowledge through observation and chart activity.  
- Students will also create an advocacy project (presentation, brochure, poster, etc.) that identifies ways to increase awareness on prevention strategies for non-communicable or communicable diseases in the community in lesson 2 of this unit. Project should contain potential community resources and advocate for overall health. These projects will be presented.

### **References**

- World Health Organization <https://www.who.int/ncds/prevention/introduction/en/>
- Fogarty International Center  
<https://www.fic.nih.gov/ResearchTopics/Pages/ChronicDiseases.aspx>
- Centers for Disease Control  
[https://www.cdc.gov/globalhealth/healthprotection/ncd/index.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fglobalhealth%2Fhealthprotection%2Fncd%2Fresources%2Findex.html](https://www.cdc.gov/globalhealth/healthprotection/ncd/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fglobalhealth%2Fhealthprotection%2Fncd%2Fresources%2Findex.html)

- American Public Health Association <https://www.apha.org/topics-and-issues/communicable-disease>
- Centers for Disease Control- BAM <https://www.cdc.gov/bam/diseases/index.html>

### **Handout**

The next pages include important vocabulary and tips for this lesson as well as chart, disease cards and answer sheet.

## Key Vocabulary Words/Tips

Disease

Communicable

Non-communicable

Symptom

Contagious/Transmissible

Vaccine

Susceptible

Prevention

Community

Resources

Tips:

1. Keep it simple! These are “big” words, what words do we already know that mean the same thing but are easier to understand?
2. Be sure to maintain a safe environment where students feel comfortable sharing and working with everyone.
3. Allow for extra time within each activity and questions. These two lessons could easily be 3-4.

# CHART

COMMUNICABLE DISEASES	NON-COMMUNICABLE DISEASES

## NCD/CD Cards – Printable

<b>CHICKEN POX</b>	<b>EAR INFECTION</b>
<b>HEART DISEASE</b>	<b>MEASLES</b>
<b>INFLUENZA</b>	<b>ALZHEIMERS</b>
<b>STREP THROAT</b>	<b>DIABETES</b>
<b>CANCER</b>	<b>ALLERGIES</b>
<b>EBOLA</b>	<b>COMMON COLD</b>
<b>PNEUMONIA</b>	<b>FIBROMYALGIA</b>
<b>AIDS</b>	<b>MUMPS</b>
<b>PINK EYE</b>	<b>HEPATITIS</b>
<b>ZIKA</b>	<b>ASTHMA</b>
<b>FOOD-BORNE ILLNESS</b>	<b>KIDNEY DISEASE</b>
<b>TUBERCULOSIS</b>	<b>CATARACTS</b>

**NCD/CD Cards – Answer Key** (communicable in **RED**)

<b>CHICKEN POX</b>	<b>EAR INFECTION</b>
<b>HEART DISEASE</b>	<b>MEASLES</b>
<b>INFLUENZA</b>	<b>ALZHEIMERS</b>
<b>STREP THROAT</b>	<b>DIABETES</b>
<b>CANCER</b>	<b>ALLERGIES</b>
<b>EBOLA</b>	<b>COMMON COLD</b>
<b>PNEUMONIA</b>	<b>FIBROMYALGIA</b>
<b>AIDS</b>	<b>MUMPS</b>
<b>PINK EYE</b>	<b>HEPATITIS</b>
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