



Date: \_\_\_\_\_ Subject: Stopping the Spread of Disease

Level: Secondary

Equipment: • Index Cards

Prior Knowledge: Communicable Diseases

Standard(s):

6.1.13: Explain the importance of practicing health-promoting behaviors.

7.1.3: Analyze how unhealthy social environments influence personal health.

8.4.3: Specify ways adolescents can advocate for personal, family and community health.

L1.1.9: Describe the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases

L2.1.12: Formulate conclusions regarding the cause and prevention of worldwide environmental health problems, including the assessment of public health efforts.

Health Skill: Decision Making, Advocacy - Disease Prevention

Big Ideas:

- Germs can cause disease and make us sick
- Washing your hands is the best way to stop germs from spreading

Goals/ Objective(s):

SWBAT illustrate the importance of proper hand washing through a school-based advocacy campaign:

- Use warm, running water; Use liquid or pump soap whenever possible; Rub hands together for at least 20 seconds; Scrub in between fingers and under fingernails; Rinse, dry, and turn the faucet off using a towel

SWBAT illustrate when to wash hands through a school-based advocacy campaign:

- Before and after handling food; After using the bathroom; After touching animals or animal waste; When your hands are dirty; Frequently, when you, or someone you come into contact with often, is sick

SWBAT demonstrate how to protect others from germs when coughing and sneezing

Guided Instruction/ Independent Practice:

Current events discussion/Vocabulary Review

## HEALTH & PHYSICAL EDUCATION

H1N1, virus, bacteria, pathogen, WHO (World Health Organization), CDC (Centers for Disease Control), communicable disease, dormant, pandemic

### Learning Event 1: How Diseases Spread

- Prepare a set of index cards in the following manner (Assuming a class size of 20):
- 9 cards with the letter “C” (clean hands); 9 cards with the letter “N” (non-washed hands) ; 2 cards with the letter “D” (disease). Pass a card to each student, but do not disclose the meaning of the letter.
- On signal, students find another person and describe how they felt the last time they were sick. When both are done, each person writes their name on the other person’s card. Give student’s one minute to complete the task. On the next signal, students find a different person and describe the last time they took care of someone who was sick. When both are done, each person writes their name on the other person’s card. On the final signal, students find a different person and share ways they prevent themselves from getting sick. When both are done, each person writes their name on the other person’s card and returns to their seat.
- Instruct the two people with the “D” cards to stand. Explain to the students that they have just participated in an activity that represents the way diseases are spread. The two students with the “D” cards had a communicable disease (e.g., N1H1 virus). “D” card students read aloud the names on their cards. Those individuals stand. Of those students, those who have a “C” (clean hands) card may sit back down and those with an “N” (non-washed hands) card remain standing...you got sick. Repeat this with the new students who are standing (N cards read the names on their cards, “C”s sit back down, “N”s remain standing).
- Explain to students that 50% of students do not wash their hands after going to the bathroom. This exercise just demonstrated how disease can easily spread through a school community.

### Learning Event 2: Prevention Strategies

- Students brainstorm a number of communicable diseases (N1H1 flu, cold, chicken pox, etc). Teacher records answers on board.
- In pairs, students choose one disease from the board and come up with ways to protect themselves from getting a disease (washing hands, getting enough rest, eating healthy, not sharing drinks, food, utensils or grooming items) and ways from spreading one to others (coughing and sneezing into the inside of the elbow, washing hands, staying home when you’re sick, getting enough rest). Each pair shares their answers with the larger group and answers are recorded into two columns on the board – how to protect yourself from getting a disease and how to prevent spreading a disease to others.
- Behavior Rehearsal: Class forms two lines facing each other (partner’s split). Student in line A names a disease (e.g., the flu). Student in line B expresses (verbally or non-verbally) a way to protect themselves (e.g., demonstrates proper hand washing). After everyone has completed the task, line B names a disease (e.g., chicken pox) and line A expresses (verbally or non-verbally) a way to prevent the spread of it (e.g., vaccination).

## HEALTH & PHYSICAL EDUCATION

Closure:

Check for understanding -

- How are diseases spread?
- How can we protect ourselves from getting diseases?
- What can we do to protect others from our germs?

Assessment:

Middle School – Create signs/posters to place in classrooms, hallways, and bathrooms reminding others to practice frequent hand washing and other prevention/protection strategies

High School - Formulate conclusions regarding the cause and prevention of worldwide environmental health problems, including the assessment of public health efforts around the H1N1 virus. Create a presentation to present your conclusions to the class.

Resources:

H1N1 flyers and other print materials from the CDC - <http://www.cdc.gov/h1n1flu/flyers.htm>