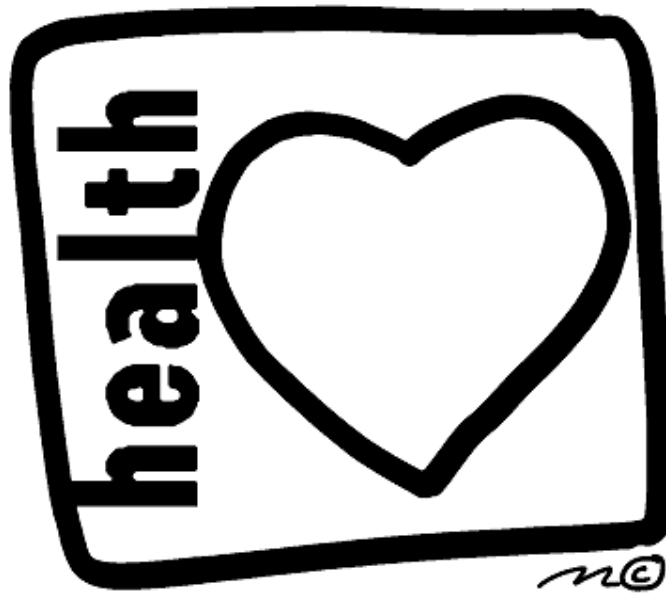


Elementary Health Teaching Module

Communicable & Chronic Diseases



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HERS 320

**Submitted to Ms. Darst in Partial Fulfillment of the Requirements for the
Course HERS 320: Teaching Health in the Elementary Schools**

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Module Description:

This communicable and chronic diseases module touches on four main topics of, germs, the flu & H1N1, AIDS & HIV, & healthy safety. This module is geared toward second grade elementary students, and it has been our pleasure to have taught it in Ms. Nolan's second grade classroom at W-K elementary in Winona, Minnesota. Our methods for teaching these important health aspects in this module are hands on and differentiated, each student is able to comprehend and create their own meaning of understanding throughout our six lessons. Through our team cooperation, we believe our module is strong and substantial enough to be used again in a second grade classroom that may be in the entry level of touching upon these important aspects of health.

Schedule

Lesson 1: The Glittering Hand

Lesson 2: Flu/H1N1

Lesson 3: AIDS

Lesson 4: Treating Minor Wounds

Lesson 5: Staying Healthy

Lesson 6: Assessment

Overall Broad Objective:

The second grade students will comprehend the many ways in which the diseases of the flu, H1N1, AIDS, & HIV are spread and can be prevented through our hands on, differentiated instruction and activities.

Unit Goals

Lesson 1

Students will understand what germs are, how they affect the body, and as a result be able to make choices that better protect themselves and others against germs.

Lesson 2

The students will identify many of the common ways in which the flu is spread, and come to an understanding of why it is important to keep the human immune system healthy.

Lesson 3

The students will learn the basic facts and ways to prevent getting AIDS.

Lesson 4

The students will learn the importance of caring for scrapes bruises and burns and identifying the differences between minor and major wounds.

Lesson 5

Students will understand what helps prevent communicable and chronic diseases, how they affect the body, and as a result be able to make choices that better protect themselves diseases.

Lesson 6

The students will combine their knowledge gained from the previous five lessons and produce answers to questions given to them in test form.

Vocabulary

Lesson 1:

Germ: Bacteria or virus that makes people sick

Influenza: A disease leading to a fever, chills, soar throat, headache, coughing, weakness.

AIDS: A disease transmitted through blood cells affecting the immune system

Lesson 2:

Flu: A specific variety of influenza.

H1N1: A new form of the flu virus, new to the United States.

Immune System: A system of the body that is responsible for identifying harmful germs that will make the body sick and keeping them out.

Lesson 3:

Acquired Immune Deficiency Syndrome (AIDS): A sickness caused by a certain type of germ called a virus.

Communicable disease: A disease that you can get from another person.

Lesson 4:

Antiseptic: Something that cleans off germs.

Infect: Germs get into the cut or scrape.

Minor: Something that isn't that bad.

Circulatory system: The system in the body including the heart, blood vessels, and blood that moves blood throughout the body, delivers important materials to cells, and removes waste products.

Lesson 5:

Food Pyramid: A diagram that represents a healthy diet by placing food groups in a pyramid according to the number of servings from each group to be eaten every day.

Disease: A harmful illness that affects the body.

Lesson 6:

Assessment

National Health Education Standards

Lesson 1

1. Standard 1: Students will comprehend concepts related to health promotion and disease prevention.
 - 1.2.1. Identify that healthy behaviors affect personal health.
 - 1.2.3. Describe ways to prevent communicable diseases.
 - 1.2.5. Describe why it is important to seek health care.

2. Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - 3.2.1. Identify trusted adults and professionals who can help promote health.

Lesson 2

1. Standard 2: Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.
 - 2.2.2: Identify what the school can do to support personal health practices and behaviors.
 - 2.2.3: Describe how the media can influence health behaviors
2. Standard 5: Students will *demonstrate* the ability to use decision-making skills to enhance health.
 - 5.2.1: Identify situations when a health-related decision is needed.

Lesson 3

1. Standard 5: Students will *demonstrate* the ability to use *decision-making skills* to enhance health
 - 5.2.1. Students will identify situations when a health-related decision is needed.
 - 5.2.2. Students will differentiate between situations when a health-related decision can be made individually or when assistance is needed.
2. Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - 3.2.1. Students will identify trusted adults and professionals who can help promote health.
3. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - 7.2.1. Students will demonstrate healthy practices and behaviors to maintain or improve personal health.
 - 7.2.2. Students will demonstrate behaviors that avoid or reduce health risks.

Lesson 4

1. Standard 5: Students will *demonstrate* the ability to use decision-making skills to enhance health
 - 5.2.1. Students will identify situations when a health-related decision is needed.
 - 5.2.2. Students will differentiate between situations when a health-related decision can be made individually or when assistance is needed.
2. Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - 3.2.1. Students will identify trusted adults and professionals who can help promote health.
3. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - 7.2.1. Students will demonstrate healthy practices and behaviors to maintain or improve personal health.
 - 7.2.2. Students will demonstrate behaviors that avoid or reduce health risks.

Lesson 5

1. Standard 1: Students will comprehend concepts related to health promotion and disease prevention.
 - 1.2.1. Identify that healthy behaviors affect personal health.
 - 1.2.2. Recognize that there are multiple dimensions of health.
 - 1.2.3. Describe ways to prevent communicable diseases.
 - 1.2.5. Describe why it is important to seek health care.
2. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
 - 5.2.1. Identify situations when a health-related decision is needed.
3. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - 7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.

Communicable and Chronic Diseases
2nd Grade

“Your Handshake is Glittering”
By: Kailee Oines

Health Education Standard(s) and Performance Indicator(s):

- 1.2.1: Identify that healthy behaviors affect personal health
- 1.2.3: Describe ways to prevent communicable diseases
- 7.2.2: Demonstrate behaviors that avoid or reduce health risks
- 8.2.2: Encourage peers to make positive health choices

Goal: Students will protect themselves and others from germs.

Behavioral Objectives: The students will be able to identify the rapid spread of germs from one student to the next using glitter as a manipulative.

Time: 10 minutes – 15 minutes

Integration: Science, Critical Thinking, and Real-World Application

Materials: “Avoiding Other People’s Germs” worksheet, glitter, hand-cleaning materials, paper plate, table cover

Vocabulary:

Germs: microscopic bacteria that can cause disease

Illness: unhealthy condition, poor health, sickness

Infection: to be contaminated with disease producing germs

Motivation: “Okay class today we are going to talk about germs. Can anyone tell me what surface they think in our classroom has the most germs on it?”

Predicted Student Responses:

- Doorknobs
- Floor
- Chairs

“Those are all great guesses students, but it is actually our desks that house the most germs in our classroom. In fact our desks have 400 times more bacteria and germs than an average toilet seat!” <http://tummytroubles.blogspot.com/2006/05/fun-germ-facts.html>

Transition: “Now I would like everyone to look at the palms of their hands. Look very closely, in between your fingers, at your fingernails, look at the creases in your hands. Do you see any germs while inspecting your hand?”

Predicted Student Response:

-No

“Exactly, and that is because germs are less than 1 micron in length, which means that over 100,000 bacteria can fit into the size of a period we put at the end of our sentences.” <http://www.juniorengineering.usu.edu/workshops/germs/germs.php>

Procedure:

Activity:

-Empty a small amount of glitter into your hand. (Do so over a plastic plate, or something that will catch any excess amount that spills) Spread the glitter all over your hand and ask for a volunteer who would like to shake your hand. Shake hands with the volunteer; make sure the handshake is tight, and held for a few seconds. Then ask that person to pick a classmate and shake their hand. Do this until five people total have shook hands.

-Ask the student whose hand was shaken last to show the class his/her hand. Now explain to the class that the glitter represents germs in our everyday life. Describe that this is how sickness and germs are spread...

“When we do not wash our hands with hot soapy water often, especially after going to the bathroom, we have remaining germs on our hands, like the glitter that we have on our hands right now, which gets spread to other people.”

-Explain that one person can infect others without even touching them...

“Germs can spread without direct contact as well. For example if I were to go to the bathroom and not wash my hands, then come back to our classroom and pick up a pencil to use, then put it back in the community pencil jar, one of you would eventually come pick it up to borrow it. Now all the germs I left on that pencil are now on your hands, and whenever your hands touch something else of yours, like your mouth, eyes or face, you will now have germs inside you that could possibly make you sick.” This is how the common cold often gets spread.

Transition/Review: “After this activity we can now see that the most common way our germs are spread is through touch. **The germs from one person’s hands can even be spread to another person’s hands that they do not even touch. That is why it is very, very important that we wash our hands after we sneeze or cough, go to the bathroom, or blow our nose. Germs spread from one person to the next can make us very sick because they get inside our bodies.”**

Closure: “Okay class, I have a fun activity for you to do with your family tonight as homework. Here is a list I have started to create of ways we can avoid germs that are all around us. What I would like you and your family to do is to add to the list. Please make sure to bring them back tomorrow because we will be making a class list of the ones we think are most important and then we will hang it up in our bathroom for our other 2nd grade friends to see.”

-Go around and give each student a squirt of hand sanitizer so they can be sure to get rid of all those germs and make sure their hands are glittery CLEAN.

Assessment: I will use the Avoiding Other People’s Germs homework worksheet as an informal assessment of how well the students understand how to avoid germs and illness.

Example Worksheet: Avoiding Other People's Germs

Dear Parent,

Your child has been learning about ways germs are spread. This list contains ways your child can avoid the germs of others. It lists ways your child can keep from spreading germs to others as well.

Please help your child add to the list

1. I will not go near other people who are ill
2. I will wash my hands after I use the bathroom
3. I will cover my mouth when I cough
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Modifications/Enrichment/Extension:

-Instead of doing the glitter activity with only five members of the class, break the class into groups so everyone has a chance to experience the glitter germs.

-As an enrichment activity, ask the science teacher of your school to allow your class to come and look at microscopic organisms under a microscope. This will allow students to visually understand what a microscopic organism looks like, since they are not able to see them normally.

Home & Family Involvement: Avoiding Other People's Germs take-home W/S to be completed with a parent or guardian.

Resources:

Meeks, Heit.(2003).*Totally Awesome Strategies for Teaching Health*. McGraw-Hill Companies, Inc. Avenue of the Americas, New York, NY.

Flu/H1N1

By: Kailee Oines

Health Education Standard(s) and Performance Indicator(s):

Standard 2: Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.

2.2.2: Identify what the school can do to support personal health practices and behaviors.

2.2.3: Describe how the media can influence health behaviors

Standard 5: Students will *demonstrate* the ability to use *decision-making skills* to enhance health.

5.2.1: Identify situations when a health-related decision is needed.

Goal: The students will come to an understanding of just how quickly the flu can spread.

Behavioral Objectives: The students will identify many of the common ways in which the flu is spread, given a 30 minute time period, that includes a hands on activity called How the Flu Spreads.

Assessment: I will use the activity How We Catch the Flu as an informal assessment to observe how well the students understand the concept of catching the flu, through the spread of germs.

Time: 30 Minutes

Integration: Communication skills & science

Materials:

-Note cards

-Pencils

Vocabulary:

Flu: A specific variety of influenza.

H1N1: A new form of the flu virus, new to the United States.

Immune System: A system of the body that is responsible for identifying harmful germs that will make the body sick and keeping them out.

Procedure:

Opener:

“Good morning 2nd graders, my name is Ms. O, today I am going to talk to you all about the flu.”

“Can anyone tell me what they know about the flu?”

Predicted Student Response:

-You feel very sick

-You sleep a lot

-Your tummy hurts

“And what is the name of the new flu that is going around lately?”

Predicted Student Response:

-H1N1/Swine flu

1. ***Letter from Doctor Schuller at Mayo Clinic (read to class):***

Dear Ms. O ~

The virus, known as H1N1, is a new form of the typical flu. H1N1 was first found in humans last April. It scared a lot of people at first because it was a new virus, and scientist discovered that part of the flu originated from pigs. That is why the flu, now called H1N1, was originally called the Swine Flu (swine is another word for pigs). After a lot of research, scientists latter found that the similarities the virus had with pigs were not that very important, and much too small to tell people that the flu came completely from pigs. That is why they changed the name to H1N1. The symptoms of H1N1 are a high fever, cough, sore throat, runny & stuffy nose, chills, fatigue, and vomiting, which are all very similar to the normal flu. Please tell your second graders that it is important that, in order to not get the flu, they need to keep their immune system healthy and stay away from germs. If they do so, they will be safe from H1N1 and will not have to miss school. Stay healthy, and keep warm this winter.

Sincerely,

Dr. Schuller

-“Now, in this letter Dr. Schuller stressed that it is important to keep our immune systems healthy, does anyone, have any idea what an immune system is?”

-“An immune system is a part of our body that protects us against diseases like the flu. The immune system tries very hard to keep the body healthy by keeping out germs that cause us to get sick (and how do we keep bad germs away from our body?). Now some immune systems are healthier than others. People who eat healthy food, stay away from germs, and get enough physical activity have stronger immune systems, and therefore are less likely to get sick because they have healthier immune systems.

-“Who has ever worked out really hard... ran a mile, or climbed a really steep hill?”

-“And how do you feel when your done running that mile?”

-“That’s how you’re immune system feels when it is infected with a disease like the flu or H1N1, it feels very worn out and tired, and it is hard to operate like it usually does, meaning it is hard for it to keep you healthy.”

2. The students will be doctors who will diagnose Mia (a character from the story I will read)

-Show a picture of Mia (figure 1), & explain that she is a friend of yours (the teacher) who is very sick.

Figure 1



Story: Mia woke in the middle of the night. Her head pounded, she coughed and coughed. She sneezed a few times, and she was bent over holding her stomach. Even though it hurt to strain her voice, she called, MOM! Seconds later, her mom flipped on the lights. “Mom, I’m really sick. Can you give me some medicine?” Mia asked Mrs. Perez felt her daughter’s forehead. “You feel a little warm.” She left and came back with a thermometer, a glass of water, and a bottle of Tylenol. Before she gave Mia the medicine, she took Mia’s temperature. It was 100 degrees Fahrenheit, which meant that Mia had a fever. Mia’s mom decided to give her a spoon full of Tylenol. “I’m sorry sweetie, but you may have the flu or a cold. Let’s see how you are in the morning,” said Mrs. Perez as she tucked the covers up around Mia’s neck

Ask the students to be the doctor and diagnose her, then read the following:

In the morning, Mia was in Dr. Hepp’s office. Mia opened her mouth wide as Dr. Hepp looked inside. He listened to her lungs as she took a deep breath and took her temperature. He also asked her on a scale of 1-10 what her stomach pain was, and she said 10.

-“Now who remembers what the symptoms of having a flu are?”

Predicted Student Response:

- Temperature
- Cough
- You are very tired

-“Very good, so if Mia had a warm temperature, a cough, and stomach pains, as doctors what kind of virus do you think she has?”

Predicted Student Response:

-The flu

-“And can anyone tell me why she may have gotten this virus?”

Predicted Student Response:

-She wasn't doing a good job of staying away from germs

-She wasn't keeping her immune system healthy

3. **Activity:** *How We Catch the Flu*

-Have 5 note cards with a dot on them

-Have 5 note cards that have a dot & a check on them

-Leave all other note cards blank

-Mix the note cards up, & give one to each child

-Once all note cards are passed out tell each student to get 3 signatures on their note cards (allow roughly 7 minutes)

-Once students are done, tell them to sit down

-Explain that the student with a dot and a check are sick with the flu, but have been doing a good job of keeping their immune systems healthy – so people that have signed their note card were in close contact with the flu, but did not get it quite yet.

-Explain that the students with a dot are sick with the flu, and anyone who has signed their note card is now sick with the flu, as they did not do a good enough job of washing their hands, covering their mouth when they coughed, and keep their immune system healthy.

-Talk about how this is a representation of how quickly germs and the flu can spread (by touch).

-“So boys & girls, after this activity, can anyone tell me why it is so important to follow special precautions when we are sick?”

-“And what are those special precautions that we follow?”

Closure:

Short activity: *What a healthy immune system needs (will be used as assessment)*

-Give each student a note card with an example of either something that will keep the immune system happy, and healthy, or sad, and sick (*see example note cards on next page*).

-Have each student stand up, one by one, tell the class what they have on their note card, and have them place it on the board next to either the unhealthy immune system, or unhealthy immune system (*see pictures of healthy and unhealthy immune system on following pages*).

Review:

“Boys & girls who can tell me what we learned about today?”

Modifications/Enrichment/Extension: If time permits, have the students make a poster on 8x11 paper to hang up in their bathroom at school. The poster would represent flu & germ awareness,

Home & Family Involvement: Send a parent letter home, stressing the importance of hand washing. Ask the parents to talk with their children about ways they can keep their home clean, and keep the germs out.

Resources:

Monroe, Judy. (2002). *Influenza and other viruses. LifeMatters*. Capstone Press.
Mankato, MN.



Examples of Note cards

Healthy



Un-healthy



AIDS

By: Kacie Vierhuf

Health Education Standard(s) and Performance Indicators:

Decision Making

- 5.2.1. Students will identify situations when a health-related decision is needed.
- 5.2.2. Students will differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Access Information

- 3.2.1. Students will identify trusted adults and professionals who can help promote health.

Health Enhancing Behaviors

- 7.2.1. Students will demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2. Students will demonstrate behaviors that avoid or reduce health risks.

Goal:

Learn the basic facts and ways to prevent getting AIDS.

Behavioral Objectives:

Students will distinguish the difference between risky and non-risky behaviors by doing the clothesline activity in class.

Students will identify and evaluate ways people can and can't get AIDS after the clothesline activity is finished.

Students will see that AIDS can be transferred from person to person through the blood by viewing the vegetable oil and food coloring demonstration.

Assessment:

- Asking questions during the vegetable oil and food coloring demonstration.
- Asking questions during the clothesline activity.

Time:

30-40 Minutes

Integration:

- ❖ Vocabulary

Materials:

- Clothesline or rope
- Clothespins
- Situations/behaviors on cards
- "RISKY" and "NON_RISKY" signs for clothesline ends
- Vegetable oil in two separate containers
- Food coloring
- Medicine dropper
- Labels for vegetable oil containers ("AIDS infected blood" and "Clean Blood/Newly Infected blood")

Vocabulary:

Acquired Immune Deficiency Syndrome (AIDS) - a sickness caused by a certain type of germ called a virus.

Communicable disease – a disease that you can get from another person.

Procedure:

- Has anyone ever heard of AIDS before? (Introduction, 5-10 min.)
 - yes/no. If yes – What have you heard?
 - People get really sick when they have it.
 - People can die from AIDS.
 - People do get very sick when they have AIDS because of a virus. If a person dies when they have AIDS it's because their immune system can't fight off the sickness.
- What is AIDS?
 - Stands for Acquired Immune Deficiency Syndrome – (write on the board)
 - AIDS is a sickness caused by a specific kind of germ called a virus. The virus is carried in some people's blood. The virus is called HIV.
 - AIDS is a communicable disease which means that you can get it from another person.
- How AIDS is spread.
 - You can't get AIDS from touching someone or being around a person with AIDS like you can catch a cold from a friend. You can't get AIDS from being in the same school as someone with AIDS. You can't get it from pets, flowers, mosquitoes, toilet seats, water glasses or hugs.
 - Blood is one of the only places that AIDS can live so you can get AIDS from touching someone else's blood with your bare hands.
- AIDS is hard to get.
 - Since you can't get AIDS from just being around someone, it is very hard to get.
 - Not many children have AIDS, but you may have heard that some children do. This is usually because their mothers had AIDS when they had their baby and passed it on to them.
- Now I will demonstrate how AIDS can infect clean blood. (Mid-lesson, 5-10 min.)
 - *Vegetable oil and food coloring demonstration*
 - Have two separate clear jars/containers with vegetable oil in them. Put food coloring in one of them and label it "AIDS infected blood". The other vegetable oil jar starts out labeled "clean blood". Fill the medicine dropper with the "AIDS infected blood" and squeeze it back into the same jar. Then without cleaning it, fill the medicine dropper with the "clean blood" and empty it back into the jar. This should show that the food coloring (AIDS) infects the clean blood, making it now "newly infected blood".
 - While demonstrating the exchange of blood, explain that the AIDS can spread like this if you touch someone else's blood with bare hands and that once it gets into the blood you can't get it out.

- Now that you have all this information, we are going to do something called a clothesline activity. (15 min.)
 - Have clothesline/rope hung up with “RISKY” on one end, and “NON-RISKY” on the other.
 - Have situations/behaviors printed out on separate cards (one for each student)
 - Explain that on the cards is either a risky or non-risky behavior and they have to decide which it is and pin it up to the appropriate end of the clothesline.
 - After all the students have hung up their cards, go through each card and ask the students if it’s in the right place and why.
- Review (conclusion, 5 min.)
 - What does AIDS stand for?
 - What is AIDS?
 - What does communicable mean?

Modifications/Enrichment/Extension:

- This is a complex subject, so to accommodate students, use simple terms and explanations.
- If a student has AIDS or knows someone who has AIDS, if they want to they can tell what it’s like and anything appropriate that they know about AIDS.

Home & Family Involvement:

Practice safe behaviors at home with family to remember the risky behaviors for getting AIDS.

If you have any questions about AIDS don’t be afraid to ask a family member.

Resources:

Pike, L. B. (1999). Ages 5-7. In *Talking with children about HIV/AIDS*. Retrieved from Department of

Human Development and Family Studies, University of Missouri-Columbia website:

http://www.classbrain.com/artread/publish/article_23.shtml

Health Ed. Services. (n.d.). *AIDS lessons* [Activity #1 and #2]. Retrieved from

http://www.broward.k12.fl.us/studentsupport/healthedservices/documents/GRADE_420_HIV_AIDS.pdf

North Dakota Department of Public Instruction. (2004). Clothesline activity and AIDS is hard to get.

In *Prevention through education HIV/AIDS for lower elementary training (grades K-3)* (pp. 5, 33)

[Pamphlet].

List of behaviors/situations for clothesline activity

- Exchanging blood with someone.
- Helping stop a friend’s nosebleed with bare hands.

- Helping someone clean a bleeding scrape or cut with bare hands.
- Helping a friend with a bleeding scrape or cut by getting them proper materials to clean it.
- Being the baby of a mother with AIDS.
- Public swimming pools
- Drinking fountains
- Mosquito bites
- Getting sneezed or coughed on
- Sitting next to someone who has AIDS
- Working with someone who has AIDS
- Sharing dishes or silverware
- Touching door knobs
- Playing with someone who has AIDS
- Shaking hands
- Sharing toys
- Getting help from an adult to clean up blood
- Wearing rubber gloves to clean/touch blood
- Eating food made by someone who has AIDS
- Sharing a bathroom
- Being in the same room as someone with AIDS.

Assessment Key

Risky behaviors/situations:

- Exchanging blood with someone.
- Helping stop a friend's nosebleed with bare hands.
- Helping someone clean a bleeding scrape or cut with bare hands.
- Being the baby of a mother with AIDS.

Non-Risky behaviors/situations:

- Public swimming pools
- Drinking fountains
- Mosquito bites
- Getting sneezed or coughed on
- Sitting next to someone who has AIDS
- Working with someone who has AIDS
- Sharing dishes or silverware
- Touching door knobs
- Playing with someone who has AIDS
- Shaking hands
- Sharing toys
- Getting help from an adult to clean up blood
- Wearing rubber gloves to clean/touch blood
- Eating food made by someone who has AIDS
- Sharing a bathroom
- Being in the same room as someone with AIDS.
- Helping a friend with a bleeding scrape or cut by getting them proper materials to clean it.

Treating Minor Wounds

By: Kacie Vierhuf

Health Education Standard(s) and Performance Indicators:

Decision Making

- 5.2.1. Students will identify situations when a health-related decision is needed.
- 5.2.2. Students will differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Access Information

- 3.2.1. Students will identify trusted adults and professionals who can help promote health.

Self Management

- 7.2.1. Students will demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2. Students will demonstrate behaviors that avoid or reduce health risks.

Goal:

To learn the importance of caring for scrapes bruises and burns and identifying the differences between minor and major wounds.

Behavioral Objectives:

Students will demonstrate skills to care for minor wounds by role playing a situation provided by the teacher.

Students will identify the steps on how to care for scrapes and bruises by completing a short quiz.

Assessment:

- Demonstrate proper techniques during a role play activity.
- Complete a short quiz at the end of the lesson.

Time:

30 Minutes

Integration:

- ❖ Vocabulary
- ❖ First Aid

Materials:

- Transparency set (attached)
- Soap
- Water
- Antiseptic lotion
- Bandages
- Rubber gloves
- Towel
- Cold pack
- Have overhead projector

- Have access to running water

Print

- Word search
- Quiz

Vocabulary:

Antiseptic - something that cleans off germs.

Infect- germs get into the cut or scrape.

Minor – something that isn't that bad.

Circulatory system - The system in the body including the heart, blood vessels, and blood that moves blood throughout the body, delivers important materials to cells, and removes waste products.

Procedure:

- Remember how we talked about AIDS and how we shouldn't touch other people's blood with bare hands? Well now we are going to learn how to clean cuts and scrapes and also how to take care of a bruise and a burn. (Introduction 1 min.)
- Can anyone tell me the first thing you should do if you fall down and get a scrape? (Have transparency up and uncover the steps as you go)(Care for scrape 10 min.)
 - Clean it/wash it.
 - Cover it with a band aid.
 - Actually the first thing you should do before you touch your scrape or cut is wash your hands to make sure no other germs get in the scrape or cut.
- What do you think you should do after you wash your hands?
 - Clean it/wash it.
 - Cover it with a band aid.
 - The next thing you do when you get scraped or cut is clean it off as best as you can so that it doesn't get infected by germs. (define infected) You want to wash the scrape or cut gently with soap and water to remove dirt and/or other germs.
- What do you think is the best thing to do after you clean the scrape or cut?
 - Put a band aid on it.
 - Before you put the band aid on, you need to gently dry the scrape or cut with a clean towel so that the band aid will stick.
- After the scrape or cut is all clean, then what should you do?
 - Put a band aid on it.
 - Another thing you do before you put the band aid on is put antiseptic lotion on the scrape or cut. (define antiseptic)
 - The antiseptic lotion will help the scrape or cut get better faster.
- Now finally what do you do?
 - Put a band aid on the scrape or cut.
 - Yes. Now you put the band aid on the scrape or cut so that germs stay out and it can heal.
 - Another thing you should do when you have a scrape or cut is take the band aid off at night if you can. It is important for the wound to get air because that also helps it heal.

- The next thing we will learn how to take care of is a bruise. (transparency) (5 min.)
- When you get a bruise, the two things that help it the most is a cold pack and warm water.
- The first thing you should do when you get a bruise is put a cold pack on it. Then after a few days, soak the bruise in warm water for about 15 minutes. Soaking the bruise in warm water for 15 minutes three times a day will help the circulatory system absorb the blood that made the bruise. (define circulatory system)
- Now let's talk about what to do if you get a minor burn.
- When a person gets burnt, like from a stove, and the burn isn't that bad, the first thing they should do is run the burn under cool water. The cool water will help make the burn feel better and cool it down. After you cool down the burn, you need to dry it off and cover it with a loose bandage.
- Remember boys and girls that with any of these situations, if you don't think you can handle it, call for help.
- Next let's do a role play activity. I need two volunteers. (5-10 min.)
 - Have one student sit on the floor and put red paint on their knee as if they had just fallen.
 - The other student will have a first aid kit and will demonstrate the steps for cleaning up the "blood."
 - Go through all the steps thoroughly again to emphasize the order and correct ways to clean up.
- Now you will complete a short quiz to show me what you've learned.
 - Hand out quiz.
 - As they get done, give them the word search to keep them occupied while others are finishing the quiz.

Modifications/Enrichment/Extension:

If there are girl or boy scouts in the class, they may already know about first aid. If they do, have them come up and talk about it so they can tell the class what they know.

Home & Family Involvement:

Practice healthy behaviors for treating minor wounds, bruises, and burns at home with parents/guardians.

Resources:

Regan, D. (2009). *Create your own word search*. Retrieved from <http://www.armoredpenguin.com/wordsearch/>

Injury prevention. (2009). *Health teacher* (Treating minor wounds and burns). Retrieved from Health Teacher Inc. website: <http://www.healthteacher.com/lesson/index/98>

Treating Minor Wounds Quiz

1. Use numbers 1-6 to label which step comes first, second, third, and so on.

___ Cover it with a clean bandage.
___ Dry it with a clean towel.
___ Remove the bandage at night.
___ Put some antiseptic lotion on the scrape.
___ Wash your hands.
___ Wash the scrape gently with soap and water to remove any dirt.

2. What helps care for bruises?

3. What is the first thing you should do if you get a minor burn?

Treating Minor Wounds Quiz Key

4. Use numbers 1-6 to label which step comes first, second, third, and so on.

5 Cover it with a clean bandage.
3 Dry it with a clean towel.
6 Remove the bandage at night.
4 Put some antiseptic lotion on the scrape.
1 Wash your hands.
2 Wash the scrape gently with soap and water to remove any dirt.

5. What are the two main things that help care for bruises?

Cold packs and warm water.

6. What is the first thing you should do if you get a minor burn?

Run the burn under cool water.

Staying Healthy

By: Keshia Wolf

Health Education Standard(s) and Performance Indicator(s):

3. Standard 1 - Students will comprehend concepts related to health promotion and disease prevention.
 - 1.2.1. Identify that healthy behaviors affect personal health.
 - 1.2.2. Recognize that there are multiple dimensions of health.
 - 1.2.3. Describe ways to prevent communicable diseases.
 - 1.2.5. Describe why it is important to seek health care.
4. Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.
 - 5.2.1 Identify situations when a health-related decision is needed.
5. Standard 7- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - 7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.
 - 7.2.2. Demonstrate behaviors that avoid or reduce health risks.

Performance Indicators

1. Students will learn the difference between healthy and unhealthy lifestyles, in addition to procedures that help them maintain a healthy lifestyle.
2. Students will learn different approaches that allow them to recognize healthful choices.
3. Students will learn that healthy choices prevent communicable and chronic diseases.

Goal: Students will understand what helps prevent communicable and chronic diseases, how they affect the body, and as a result be able to make choices that better protect themselves diseases.

Behavioral Objectives:

Students will identify the different types of healthy lifestyle choices and how they affect the body. Students will also be able to practice proper these health precautions to prevent diseases after watching and assisting with a poll taken by the teacher.

Assessment: Students will list the three major health precautions covered and list the proper amounts of each precaution when each of these precautions would come into play.

3 Major Health Precautions:

1. Eating Healthy
 - 6 oz. Grains
 - 2 ½ cups Vegetables

- 2 cups Fruit
 - 3 cups Milk
 - 5 ½ cups Meat and Beans
2. Getting a Proper Amount of Sleep
 - 8 Hours Per Day
 3. Get a Proper Amount of Physical Activity
 - 30 Minutes Per Day

Time: Total Time=30 Minutes

- 1-5 Minutes: -Introduction: What is a disease?
- 5-20 Minutes: -Teach the 3 Main Health Precautions that Prevent Diseases
 -Take a poll of how many students eat a healthy meal throughout the day, get 8 hours of sleep, and obtain 30 minutes of physical activity.
 -Discuss the Results
- 20-30 Minutes: -Evaluate Students on “Three Main Health Precautions” and when they can be used.

Integration:

Science and Math are also integrated through creating the graphs and interpreting the data.

Reading and Language Arts are also integrated within this lesson through the story about germs read in the beginning of the lesson. Students are asked questions related to the book, which tests the students’ reading comprehension.

Materials:

1. 25 Blank Pieces of White Paper
2. 1 Food Pyramid Chart
3. 3 Sheets of Drawing Paper per Student
4. 1 Piece of White Chalk
5. 1 Pack of Crayons per Student
6. 1 Scissors per Student
7. 1 Roll of Masking Tape

Print:

8. 25 Bedtime Charts
9. 25 Assessments

Vocabulary:

Food Pyramid- a diagram that represents a healthy diet by placing food groups in a pyramid according to the number of servings from each group to be eaten every day.

Disease- a harmful illness that affects the body

Procedure:

1-5 Minutes

Introduction/Opener: Hook- Ask: How many of the students have been sick this year and how did they feel?

Answer: Explain to them that we are going to be learning about ways to prevent us from getting those sick feelings.

Introduce Diseases and the components we will be covering.

- What a Disease is.
- How Diseases Affect the Body
- 3 Main Health Precautions

5-20 Minutes

Transition: Explain that by learning about diseases we will better understand why it is so important to take appropriate measures to protect ourselves against them.

- A) Ask, “What is a Disease?”
- B) Briefly discuss a few common diseases and how they affect the body.
 - a. Cancer- tumor or growth that can lead to death
 - b. Heart Disease- condition of the heart that impairs its functioning.

Transition: Further explain that in order to live a healthier lifestyle we must use prevent measures to eliminate as many chronic diseases as possible.

A) Explain the “3 Major Health Precautions.”

1. Eating Healthy
 - 6 oz. Grains
 - 2 ½ cups Vegetables
 - 2 cups Fruit
 - 3 cups Milk
 - 5 ½ cups Meat and Beans
2. Getting a Proper Amount of Sleep
 - 8 Hours Per Day
3. Get a Proper Amount of Physical Activity
 - 30 Minutes Per Day

B) Graphing Activity-

a. Explain Activity

- i. On the first sheet of paper have students draw a picture of what they typically eat for lunch each day.
- ii. On the second sheet of paper have them write down about how many hours of sleep they get each night on average. Help them calculate the total hours by asking them when they go to bed and when they wake up.
- iii. On the third piece of paper have the students write down how many minutes of physical activity they get per day.

- b. As a class collect each group of data.
 - iv. First, have students come up one by one and classify whether their meal fits in a healthy or unhealthy category. After each student has classified their meal, total up the total healthy meals vs. the total unhealthy meals.
 - v. Second, have the students who get eight hours of sleep or more per night to put their papers in one pile and the others who get less than eight hours of sleep in another category. Add up the total number of students who get a proper night's rest compared to students who don't.
- c. Discuss the results of data collection. Talk about how many students actually take the proper measure to protect themselves from diseases and how many don't, in addition to incorporating the three main health precautions into their lives.

H) If needed...

- a. Complete Supplemental Web Activity- Have students create a Concept Web explaining the food pyramid. See attachment.

20-30 Minutes

Conclusion/Closure:

Assess Students – Quiz & bed time chart

Review the main disease components covered.

- What a Disease is.
- How Diseases Affect the Body
- Disease Prevention

Communicable and Chronic Diseases Quiz

Name _____

List 3 Health Precautions and the proper amounts of each.

- 1. _____
- 2. _____
- 3. _____

Communicable and Chronic Diseases Quiz Key

List 3 Health Precautions and the proper amounts of each.

3 Major Health Precautions:

4. Eating Healthy
 - 6 oz. Grains
 - 2 ½ cups Vegetables
 - 2 cups Fruit
 - 3 cups Milk
 - 5 ½ cups Meat and Beans
5. Getting a Proper Amount of Sleep
 - 8 Hours Per Day
6. Get a Proper Amount of Physical Activity
 - 30 Minutes Per Day

Modifications/Enrichment/Extension:

At this age students do not have a complete understanding of all the different ways you as an individual can improve your health and prevent communicable and chronic diseases. However, if there are those few students who are not being challenged, they could be encouraged to share the precautions they know with the class, in addition to being challenged to modify their precautions to even further improve their health.

Home & Family Involvement:

In order to follow through with healthy behaviors at home, students will be given a chart and encouraged to set a personal goal for themselves to get eight hours of sleep for the next fourteen nights. Students will be responsible for documenting what time they went to bed and got up each morning. After fourteen days passes, students will hand in their charts, and as a class we will document how many more people are now making an effort to get the proper eight hours of sleep since the last poll we took prior to learning about health precautions.

Resources:

A Child's Place. (2008). Ruth's Child Care. Retrieved on November 30, 2009 from <http://www.archjrc.com/childsplace/images/bedtimechart.gif>

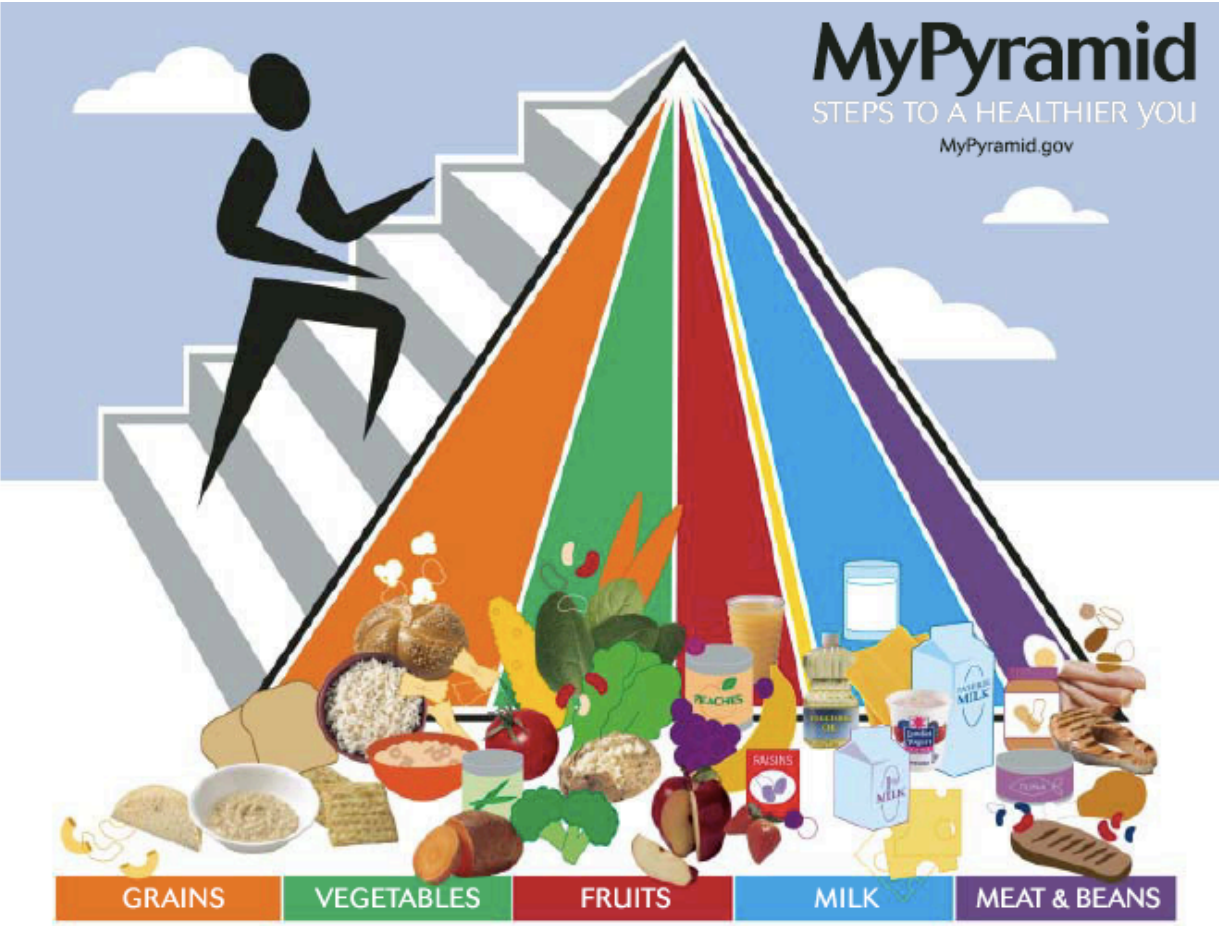
Inspiration Exercise. (2009). Food Pyramid. Retrieved on November 30, 2009 from <http://randerson21.files.wordpress.com/2009/01/food-pyramid.gif>

My Pyramid Print Materials. (2009). United States Department of Agriculture. Retrieved on November 30, 2009 from http://www.mypyramid.gov/tips_resources/printmaterials.html

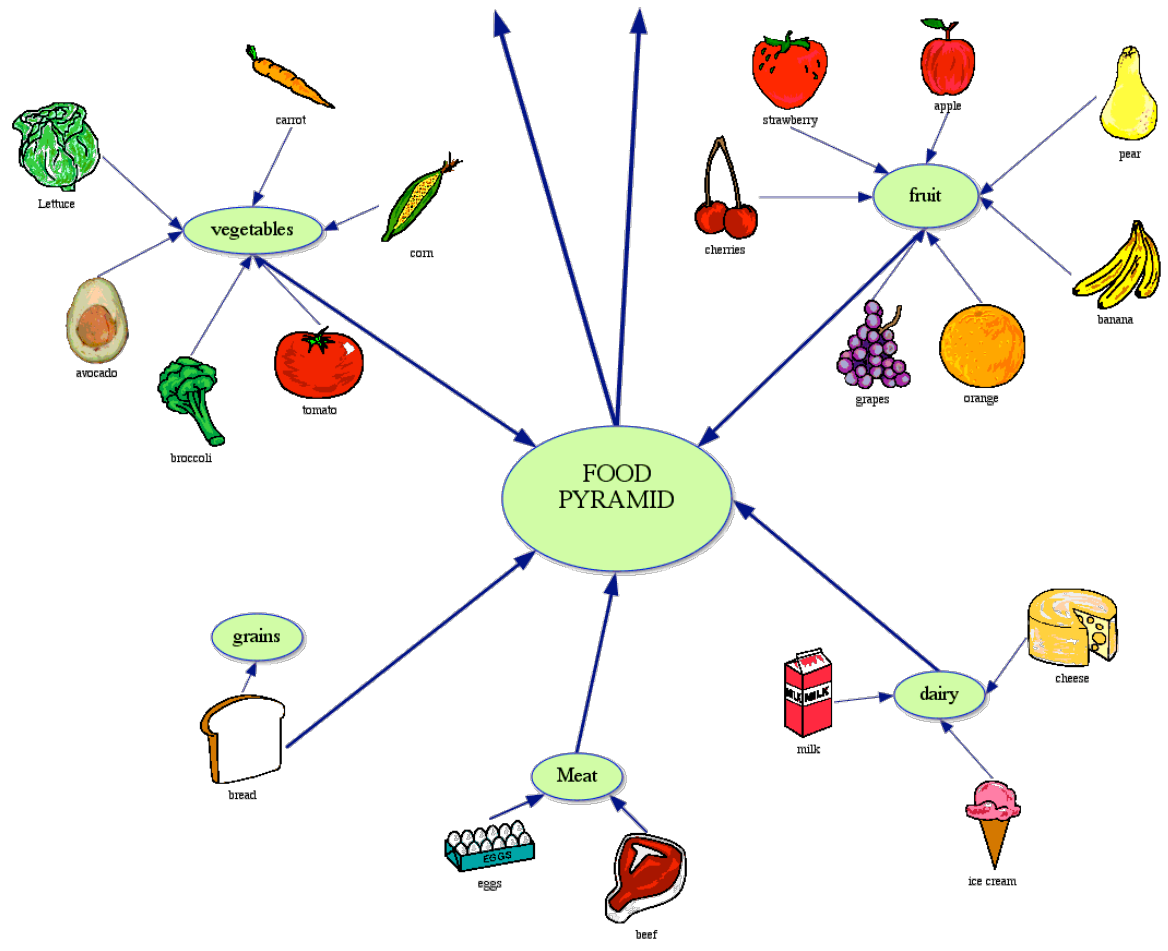
MyPyramid

STEPS TO A HEALTHIER YOU

MyPyramid.gov

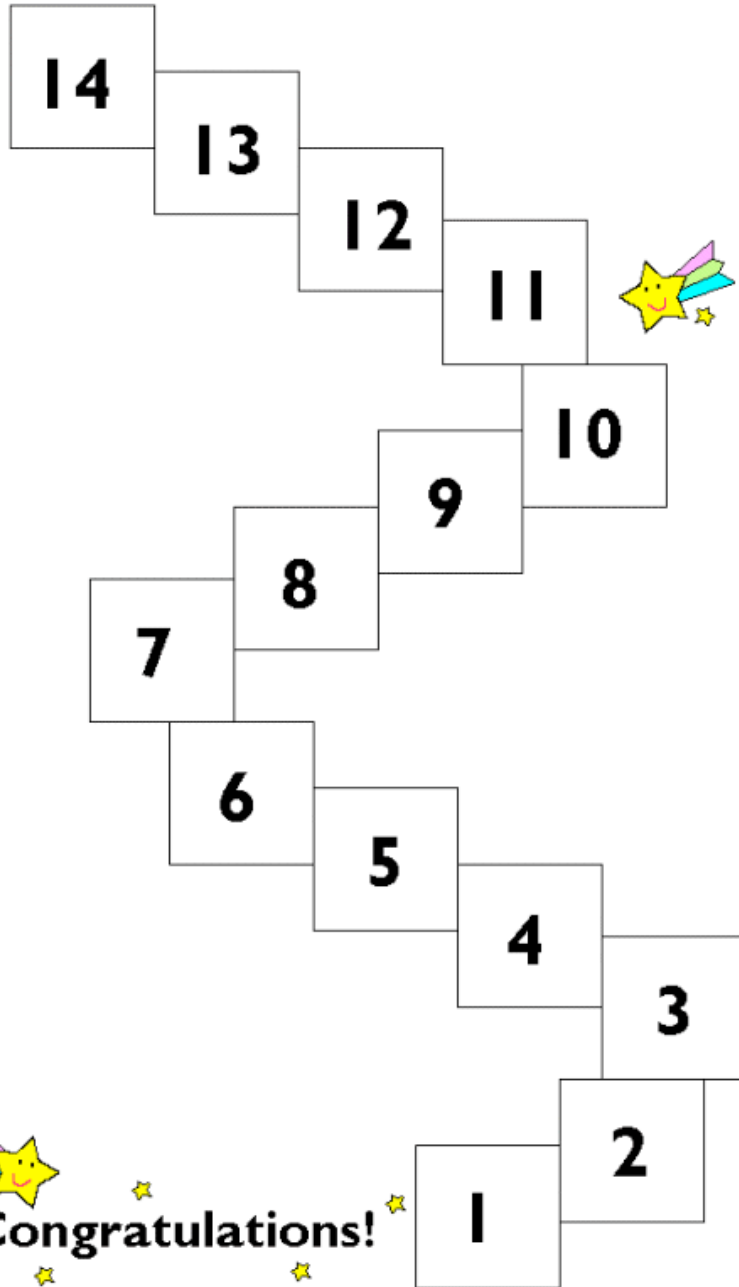


Healthy Body



My Bedtime Chart

Name: _____



Congratulations!

Assessment

By: Kailee Oines

Health Education Standard(s) and Performance Indicator(s):

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

- 1.2.1. Identify that healthy behaviors affect personal health.
- 1.2.2. Recognize that there are multiple dimensions of health.
- 1.2.3. Describe ways to prevent communicable diseases.
- 1.2.5. Describe why it is important to seek health care.

Standard 2: Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.

2.2.2: Identify what the school can do to support personal health practices and behaviors.

2.2.3: Describe how the media can influence health behaviors

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

3.2.1. Identify trusted adults and professionals who can help promote health.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

5.2.1: Identify situations when a health-related decision is needed.

5.2.2. Students will differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.1. Students will demonstrate healthy practices and behaviors to maintain or improve personal health.

7.2.2. Students will demonstrate behaviors that avoid or reduce health risks.

Goal: The second grade students will successfully formulate answers to the questions on the cumulative Communicable & Chronic Diseases Test.

Behavioral Objectives: The second grade students will synthesize the information they have gained from the five previous lessons and represent their understanding and comprehension on the communicable and chronic diseases test.

Assessment: Communicable & Chronic Diseases Test

Time: 45 minutes

Integration: Science, & Decision Making

Materials:

- Communicable & Chronic Diseases Test
- Pencils
- Making Healthful Choices Worksheet
- Activities for the Heart Worksheet
- Take home parent letter: Tips for Raising Active, Healthy & Fit Kids

Vocabulary:

Infect: Germs that get into a cut or scrape.

Flu: A specific variety of influenza.

H1N1: A new form of the flu virus, new to the United States.

Immune System: A system of the body that is responsible for identifying harmful germs that will make the body sick and keeping them out.

Germ: Bacteria or virus that makes people sick

Influenza: Disease leading to a fever, chills, soar throat, headache, coughing, weakness

Aids: Disease transmitted through blood cells affecting the immune system

Procedure:

1. Have a quick review session, going over the broad topics of the previous five lessons.
2. Pass out Chronic & Communicable Diseases Test to each student, remind students it is an individual test, and they are to work alone (Allow 40 minutes total for students to take the test)

Communicable & Chronic Diseases Test

-For multiple choice, circle the letter of the best answer

-For True or False, circle either T or F

1. What is the job of the immune system in the human body?

- A. To keep the body warm
- B. To keep you awake at night
- C. To keep out harmful germs that may cause you to get sick

2. List two ways you can keep your immune system healthy.

- 1.
- 2.

3. T or F: H1N1 is a new virus, but is very similar to the normal flu, with many of the same symptoms

4. How is AIDS spread?

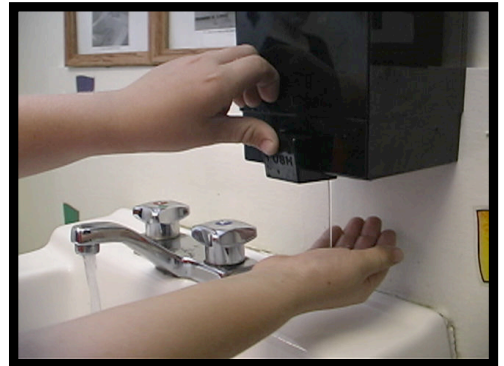
- A. Toilet seats
- B. Blood
- C. Mosquitoes
- D. Hugs

5. List one risky behavior on how people can get AIDS.

6. What does AIDS stand for?

- A. Acquired Immune Deficiency Syndrome
- B. Acquired Interior Doctor Syndrome
- C. Acquired Immune Doctor Sickness
- D. Animated Immune Deficiency Sickness

7. Use numbers 1,2,3,4,5,6 to label the "The Six Proper Hand Washing Steps" in the correct order.



List three places where germs can be found.

1. _____
2. _____
3. _____

3. If students finish early, have two worksheets available pertaining to the next health concepts to be taught, which can be used to assess how much students already know (In this case, our students will be learning about keeping a healthy heart, and making healthy choices).

-Allow students to choose between the **Making Healthful Choices** worksheet & **Activities for the Heart** worksheet.

Extension Activity: Making Healthful Choices worksheet & Activities for the Heart worksheet.

Home & Family Involvement: Send home interactive parent letter

Resources:

American Heart Association. For Kids (*Kindergarten-Grade 2*). 2009. Retrieved

From: <http://www.americanheart.org/presenter.jhtml?identifier=3003210>

Nourish Interactive. *Parent Tips & Tools*. 2008-09. Retrieved From:

http://www.nourishinteractive.com/parents_area/family_kids_nutrition_healthy_eating_tips#tips

NAME _____

Activities for the Heart

Circle the pictures that show activities that help your heart the most.



NAME _____

American Heart
Association
Fighting Heart Disease

Making Healthful Choices

Choose three foods that would make the **most** healthful breakfast.
Circle them.



Choose three foods that would make the **most** healthful lunch.
Circle them.



Choose three foods that would make the **most** healthful snack.
Circle them.



Choose three foods that would make the **most** healthful dinner.
Circle them.



Communicable & Chronic Diseases Test Answer Key

1. C

2. -Get enough physical activity
 -Eat fruits and vegetables
 -Play outside instead of playing video games

3. True

4. B

5. -Touching someone's blood with bare hands.
 -Helping a friend clean a bleeding scrape or cut with bare hands.
 -Being the baby of a mother with AIDS.
 -Exchanging blood with someone.

6. A

7. 5 1
 3 2
 6 4

Resources:

- A Child's Place. (2008). Ruth's Child Care. Retrieved on November 30, 2009 from <http://www.archjrc.com/childsplace/images/bedtimechart.gif>
- Inspiration Exercise. (2009). Food Pyramid
- Flu Trackers. (2007). Lesson Plans: Learning About Germs. Retrieved on November 17, 2009 Retrieved from <http://www.flutrackers.com/forum/showthread.php?p=93782>
- Health Ed. Services. (n.d.). *AIDS lessons* [Activity #1 and #2]. Retrieved from http://www.broward.k12.fl.us/studentsupport/healthedservices/document/s/GRADE_420HIV_AIDS.pdf
- Injury prevention. (2009). *Health teacher* (Treating minor wounds and burns). Retrieved from Health Teacher Inc. website <http://www.healthteacher.com/lesson/index/98>
- Inspiration Exercise. (2009). Food Pyramid. Retrieved on November 30, 2009 from <http://randerson21.files.wordpress.com/2009/01/food-pyramid.gif>
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- My Pyramid Print Materials. (2009). United States Department of Agriculture. Retrieved on November 30, 2009 Retrieved from http://www.mypyramid.gov/tips_resources/printmaterials.html
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- Oines, K. (2009). *Assessment*. Constructed for HERS 320 Module. Winona State University
- Oines, K. (2009). *Flu/H1N1*. Taught at W-K elementary in Ms. Nolan's class for HERS 320. Winona State University
- Pike, L. B. (1999). Ages 5-7. In *Talking with children about HIV/AIDS*. Retrieved from Department of Human Development and Family Studies, University of Missouri-Columbia website: http://www.classbrain.com/artread/publish/article_23.shtml
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- Vierhuf, K. (2009) *AIDS*. Taught at W-K elementary in Ms. Nolan's class for HERS 320. Winona State University
- Vierhuf, K. (2009). *Treating a wound*. Constructed for HERS 320 module. Winona State University
- Wolf, K. (2009). *The glittering hand*. Taught at W-K elementary in Ms. Nolan's class for HERS 320. Winona State University

Wolf, K. (2009) *Staying healthy*. Constructed for HERS 320 module. Winona State University