

THIRD GRADE

Communicable Disease Unit

This is not to be a stand-alone unit. It is to be integrated into the Health, Drug and Violence Curriculum of August 2000. See suggested timeline for introduction of concepts.

ATTENTION – HIV/AIDS and other sexually transmitted diseases are not addressed in grades K-3.

THIRD GRADE Communicable Disease Unit

Overview

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve this goal, students will understand the following: 1) students should first seek health care guidance from their parents; 2) health is influenced by a variety of factors; 3) personal behaviors can increase or reduce health risks throughout that person's life span; 4) students can recognize and utilize health information and products; 5) personal and interpersonal skills are needed to promote individual, family, and community health.

In third grade, students build on the knowledge and skills learned in the second grade. In addition to learning health care that improves or maintains health habits, students begin to learn the relationship between health and the environment.

Concept

The student shall demonstrate awareness of communicable and noncommunicable diseases and causes.

I. Instructional Objectives - Students will:

- A. Explain how personal health habits affect self and others. (TEKS 3.1A)
- B. Explain strategies for maintaining a personal health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills. (TEKS 3.1F)
- C. Describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them. (TEKS 3.2B)
- D. Identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease. (TEKS 3.3A)
- E. Explain the body's defense systems and how they fight disease. (TEKS 3.3B)
- F. Explain actions to take when illness occurs such as informing parents/adults. (TEKS 3.3C)
- G. Distinguish between positive and negative peer pressure and their effect on personal health behaviors. (TEKS 3.8A)

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
A					
B					
C					
D					
E					
F					
G					

II. Content

- A. Ways to maintain wellness throughout life span.
- B. Behaviors that reduce health risks and prevent disease.
- C. Factors that influence individual and community health.
- D. Peer pressure that can positively and negatively influence individual health.

III. Teaching Suggestions/Activities

- A. Make a collage of people practicing various healthy habits that promote self-concept.
- B. Invite the school nurse to demonstrate hearing and vision screening equipment.
- C. Create a paper bag vest for health care professionals. Paste report on back of vest.
- D. Make a safety poster showing ways to prevent accidents.
- E. Brainstorm symptoms of common illnesses and diseases.
- F. Discuss the effects of alcohol and tobacco on diseases, i.e., allergies, asthma, heart disease, and cancer.
- G. Brainstorm causes of communicable and noncommunicable diseases.
- H. Create a T-chart comparing communicable and noncommunicable diseases.
- I. Activity: Observing Microorganisms
- J. Activity: Make Germs Squirm
- K. Discuss how body contact can spread germs, i.e., touching eyes, noses, and mouth.
- L. Read book, *Body Battles*.
- M. Write in journal the importance of proper personal health habits such as washing hands; using tissues; keeping open wounds clean; becoming cautious of needles, sharp objects, and body fluids; avoiding sharing of combs, brushes, earrings, and hats.
- N. Encourage students to speak with parents and other responsible persons about health issues.
- O. Demonstrate some methods germs can be transmitted. Activity: "Rub a Scrub."
- P. Demonstrate appropriate first aid techniques to be used with others and for personal health care, i.e., pulled and lost teeth, bloody noses, open wounds, body waste products (human and animal), and vomit.
- Q. Write a prescription for good health.
- R. Create a Venn diagram to show positive and negative peer pressure.
- S. Create a picture showing reasons or places for not smoking. Cut into pieces to make a puzzle. Exchange puzzles.

IV. Enrichment Activities

- A. Invite a professional health care specialist to be a guest speaker (school nurse, dentist).
- B. Produce a class slide show illustrating healthy habits.

V. Remediation/Modification Activities

- A. Refer to the Behavior Modification Handbook for appropriate strategies.
- B. Draw a picture of healthy habits.
- C. Sequence pictures of first aid techniques.
- D. Model good responses to peer pressure.

VI. Technology Integration

- A. Students use Kid Pix to demonstrate understanding of steps for disease prevention.
- B. Students contribute to implementation of a Power Point presentation to demonstrate the understanding of steps for disease prevention.

VII. Approved Internet Research Sites for Teachers

American Red Cross

<http://www.redcross.org>

Centers for Disease Control and Prevention

<http://www.cdc.gov>

Consumer Health Information

<http://www.healthfinder.gov>

Office of Disease Prevention and Health Prevention (Healthy People 2010)

<http://www.odphp.osophs.dhhs.gov>

RECOMMENDED FORMAL AND INFORMAL ASSESSMENT STRATEGIES

Portfolio assessment

Journals

Teacher observation

Participation

Class Discussion

TEACHING RESOURCES AND MATERIALS

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Title

Germs Make Me Sick

Dinosaurs Alive and Well, A Guide To Good Health

Slim Goodbody, What Can Go Wrong and How To Be Strong

The Magic School Bus Inside the Human Body

Germs Make me Sick

Buz

Body Battles

Germs! Germs! Germs!

Bacteria and viruses

The Magic School Bus inside Ralphie – A Book About Germs

Why Does My Nose Run?

A Drop of Blood / Let's Read and Find Out Science books

Red Cross Materials/Notebook – Campus Professional Library

Third Grade Suggested Timeline

First 6 Weeks	Concept 2 The students will be able to demonstrate knowledge and skills that promote good mental and social health.
Second 6 Weeks	Concept 3 The students will be able to demonstrate knowledge and skills that promote good personal safety.
Third 6 Weeks	Concept 7 The students will be able to demonstrate knowledge and skills that promote good mental health.
Fourth 6 Weeks	Concept 1, Concept 5 The students will be able to demonstrate knowledge and skills of the health behaviors, decision-making skills, and health criteria. The students will be able to demonstrate knowledge and skills that promote good physical health.
Fifth 6 Weeks	Concept 4 The students will be able to demonstrate knowledge and skills that promote prevention of diseases.
Sixth 6 Weeks	Concept 8 The students will be able to demonstrate the knowledge and skills that promote good community health.

Grade 3
Communicable Diseases
Suggested Lesson Plan

Objective J Activity

Ask, "What can you do when someone dares you to do something unsafe?" Write ideas such as the following on the chalkboard or an overhead transparency:

1. Refuse to do it.
2. Suggest you do something else.
3. Ask an adult for help or advice.
4. Stop playing with the person who dares you.

As a class, choose a problem to be solved and have students help solve it together.

On a big piece of butcher paper:

Write the problem at the top. Explain the problem to the class. Explain to the class that there are many solutions to this problem. Ask students for different solutions and list them on the paper. Every solution is accepted. Discuss each solution with the students. For each solution ask, "What could happen?" Place a mark next to alternatives for which there are negative consequences. Have students choose one of the alternatives and circle the choice the class makes. If the chosen solution can be put into action immediately, do so. If not, explain to the class when, where, and how the solution can be implemented.

Ask students:

1. How do you feel about the choice the class made?
2. Sometimes when a group makes a decision, it isn't the same choice as what you wanted. What do you do in this case?
3. What are some things that should be decided by a group?
4. What are some things that you should decide by yourself?
5. How do you feel when someone dares you to do something?

Explain to the class that we all have problems every day. Ask for examples. Discuss the many ways to solve problems. The problems do not have to be solved alone. We can help each other make choices and solve problems. We can ask parents and other important adults for help.

Suggestions

1. If you could make one school rule, it would be
2. Some students start fighting on the way to school. How can we solve this problem?
3. Break has to be held inside because of rain. What activities can we do in the classroom?
4. A field trip is being planned to a local place of interest. What do we need to take with us?
5. What would you do if your friend found ten dollars?
6. If I could stay up all night, would I?

**Grade Three
Communicable Disease Unit
Suggested Lesson Plan I**

Objective D Activity

Read the following situation to the class:

A boy has three pages of math homework to finish, and he knows his family is going to a movie that night. His friend wants him to ride bikes that afternoon and help build a new fort.

Discuss alternatives to the boy's problem and the probable consequences of each solution.

What other people might become involved? For example:

1. The boy tells his friend he won't ride bikes.
2. The friend gets mad.
3. The boy decides to skip his homework.
4. The boy gets in trouble at school.
5. Mother finds out the boy didn't do the homework and won't let him go to the movie.
6. The boy explains his problem to his friend and finishes his homework.
7. The boy gets to go to the movie.
8. The friend decides to wait until tomorrow to start building the fort.

Other discussion questions: What would you do if . . . ?

1. You came home and found the front door open?
2. Your ball rolled into the street?
3. You finished riding your bike?
4. You found broken glass outside?
5. You wanted to cross the street and cars were parked along the curb?
6. You found some medicine lying around?
7. You found some cleaning solution and you had nothing to do?
8. Your friend wanted you to puff on a cigarette?

Grade 3
Communicable Disease Unit
Suggested Lesson Plan 2

Objective J Activities

Introduce the idea of decision making to the class by talking about the many decisions that need to be made in daily life. Include the idea that some decisions, such as where to live, are made for us; some decisions we make for ourselves. For example, we may decide when to get up, set the alarm clock, and get up by ourselves instead of relying on our parents to get us up in the morning.

Make a chart using chart paper and a marker. Talk about what decisions are made from ages one to three years and ages four to six. Discuss and note appropriate decisions that need to be made at these times. Who makes the decisions--the child, the parent, the teacher, etc.?

The last group is the students' own age group. Ask the students what kinds of things can they do to be responsible now? Solicit answers such as:

1. Dress appropriately for the weather.
2. Choose nourishing food.
3. Avoid the use of substances that are harmful to the body.
4. Read books.
5. Limit the amount of TV shows watched.

Why can only you make and carry out these decisions? (Parents and teachers are not always with you.)

Ask students to think of difficult decisions and include these on the chart.

1. Define the problem or issue clearly.
2. Gather the needed information to make the decision knowledgeably.
3. Consider all possible results and appropriate alternatives.
4. Choose the best response.
5. Carry out the decision in action.

Decisions of ages 1 - 3	Made by
Decisions of ages 4 - 6	Made by
Decisions of ages 7 - 9	Made by

Grade 3
Activity
Rub-A-Scrub
Suggested Lesson Plan 3

Materials

Shortening
Bar of soap
Nutmeg
Paper towels
Bucket partially filled with cool water
Bucket partially filled with warm water

Procedures

Remind students that germs are everywhere. Ask two student volunteers to rub a thin layer of shortening on their hands to represent the oils that are present in the skin. Next, sprinkle both students' hands with nutmeg. Explain that the nutmeg represents dirt and germs. Ask one student to wash his/her hands in the bucket of cool water, then dry them on a clean paper towel. Ask the other student to use the bar of soap to wash his/her hands in a bucket of warm water, then dry them on a clean paper towel. Compare the paper towels that were used.

Questions

1. Which student will have the cleaner hands? Why?
2. What does this demonstration teach you about germs?
3. What can you do to prevent the spreading of germs?

Grade 3
Observing Microorganisms
Suggested Lesson Plan 4

Materials

Water (let stand 24 hours to allow chlorine to escape)
Hay or other dead plant materials (dry leaves, grass clippings, etc.)
Jars and covers
Eye-dropper
Slides
Microscopes or micro-projector
Paper
Pencils

Procedure

Have students put the hay or plant material they have collected into jars with water and observe how the jars look. Next, view a water sample from the jar using a microscope or micro projector. Students should document both of these initial observations.

After discussing what might be good conditions for microorganisms to grow, have students decide whether to leave their jar covered (with holes punched in the lid) or uncovered, in a dark or light place, where it is warm or cool, etc.

Allow the jars to sit for several days. Have students observe their jars and document these observations. Next, students should observe a sample of water from their jar using a microscope or micro-projector. Have students look for visible moving organisms. (These will be protists, not bacteria or viruses that cause most disease infections.)

Discussion

Discuss how results varied depending on the plant materials and the conditions used.