

RESOURCE LIBRARY
ACTIVITY : 50 MINS

Everyday Actions to Prevent the Spread of Disease

After learning about awareness days for handwashing and vaccines, students brainstorm how they can take action on each of these days as it relates to their disease outbreak action plans. Students create an infographic to display in their community to raise awareness.

GRADES

6 - 8

SUBJECTS

Biology, Health, Social Studies

CONTENTS

2 Resources, 4 Links

OVERVIEW

After learning about awareness days for handwashing and vaccines, students brainstorm how they can take action on each of these days as it relates to their disease outbreak action plans. Students create an infographic to display in their community to raise awareness.

For the complete activity with media resources, visit:

<http://www.nationalgeographic.org/activity/everyday-actions-prevent-spread-disease/>

In collaboration with



DIRECTIONS

This activity is part of the Menacing Microbes unit.

Unit Driving Question: How does a community get ready for an outbreak?

Lesson Driving Question: How can we plan to stay healthy in the future?

1. Learn about Global Handwashing Day and National Immunization Awareness Month.

Inform students that, while it is important to have plans in place for outbreaks of infectious diseases, there are proactive measures that can happen in every community year-round. Two of the most effective measures are vaccination and hand washing.

- In pairs, have students read the National Geographic resource about Global Handwashing Day. As students read, have them discuss the following questions with their partner:
 - *What is it?*
 - *Who should do it?*
 - *Where do I do this?*
 - *Why is it important?*
 - *Why might people avoid it?*
 - *How often should I do this?*
 - *How can people participate in Global Handwashing Day?*
- While still in pairs, have students read the Health and Human Services article, Honor National Immunization Awareness Month by Taking Your Best Shot. As students read, have students discuss the same questions that they answered for the previous article.
 - *What is it?*
 - *Who should do it?*
 - *Where do I do this?*
 - *Why is it important?*
 - *Why might people avoid it?*
 - *How often should I do this?*
 - *How can people participate in National Vaccine Awareness Month?*

2: Create an informational infographic to raise awareness about vaccines or handwashing

- In pairs, have students choose one of the two practices to create an infographic to display in the community. Students should use the resources from this activity as well as the following resources about vaccines and handwashing:

- Reading: [Here's Why Vaccines Are so Crucial](#)
 - Timeline: [History of Vaccines](#)
 - Website: CDC, [Show Me the Science - Why Wash Your Hands?](#)
 - Video: [Fight Germs. Wash Your Hands.](#)
- To create their infographic, students can use a school-approved design program or they can create their infographic by hand. The infographic should answer the same questions that students discussed when reading the articles on the two practices.
 - *What is it?*
 - *Who should do it?*
 - *Where do I do this?*
 - *Why is it important?*
 - *Why might people avoid it?*
 - *How often should I do this?*
 - *How can people participate?*

3. Debrief and Share.

- Have each pair of students share their infographics with the class. As part of their presentation, students should include:
 - What their topic is (vaccines or handwashing).
 - How they plan to participate in the awareness day or month related to their topic.

Tip

Step 1: If time permits, watch [this video](#) about Whooping Cough Vaccines created by the US Department of Health and Human Services (HHS).

Tip

Step 3: Have students display their infographics around the school, local community center bulletin boards, or other community boards that they may have access to.

Tip

Step 3: If students created poster-sized infographics, they can do a gallery walk to share their work.

Tip

Steps 1 and 2: Display the guiding questions for the entire class to reference as they read the texts and create their infographics.

Modification

Step 2: You may want students to explain their infographics in writing. You can have students write a paragraph or one-page document that elaborates on the points made in the infographic.

Informal Assessment

Use students' infographics to assess students understanding and ability to communicate the importance of vaccines or handwashing and how they work to prevent the spread of disease.

OBJECTIVES

Subjects & Disciplines

Biology

- Health

Social Studies

Learning Objectives

Students will:

- Create an infographic that raises awareness about vaccinations or hand washing.

Teaching Approach

- Project-based learning

Teaching Methods

- Cooperative learning
- Discussions
- Hands-on learning

Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
 - Learning and Innovation Skills
 - Communication and Collaboration
- 21st Century Themes
 - Civic Literacy
 - Global Awareness
 - Health Literacy

National Standards, Principles, and Practices

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

- CCSS.ELA-LITERACY.RH.6-8.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- CCSS.ELA-LITERACY.RH.6-8.7:

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

THE COLLEGE, CAREER & CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- D4.8.6-8:

Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Preparation

What You'll Need

MATERIALS YOU PROVIDE

- Colored markers
- Butcher paper or poster board

REQUIRED TECHNOLOGY

- Internet Access: Required
- Tech Setup: 1 computer per classroom, 1 computer per pair, Projector, Speakers

PHYSICAL SPACE

- Classroom

GROUPING

- Heterogeneous grouping
- Homogeneous grouping
- Small-group learning
- Small-group work

BACKGROUND & VOCABULARY

Background Information

Public health education about disease prevention can be a strong first line of defense against outbreaks of infectious diseases. Education programs can effectively improve the health of many in the community by building knowledge, skills, and positive attitudes about health. People learn how to maintain health, prevent disease, and reduce risky behavior. Health education can help community economy by reducing healthcare spending. It also helps

overcome racial, gender, geographic, and socioeconomic health disparities. In addition to education about communicable disease, public health education can include topics such as chronic disease, violence prevention, substance abuse, nutrition, obesity, and mental health.

Prior Knowledge

Recommended Prior Activities

- [Analyzing Disease Outbreaks](#)
- [Creating an Action Plan to Prepare for an Outbreak](#)
- [Getting Sick: How Diseases Spread](#)
- [Mapping the Spread of Disease in a Community](#)
- [Mobilizing an Action Plan for an Outbreak](#)
- [Proactive Policies and Practices for Disease Control and Prevention](#)
- [Reactive Policies and Practices for Disease Control](#)

Vocabulary

Term	Part of Speech	Definition
community	noun	social group whose members share common heritage, interests, or culture.
contagion	noun	disease-producing agent, like a virus or bacteria; can also refer to the disease itself or the transmission of the disease.
disease	noun	harmful condition of a body part or organ.
immunization	noun	process of becoming immune to a disease.
outbreak	noun	sudden occurrence or rapid increase.
transmission	noun	when disease-causing germs pass from an infected person to a healthy person.
vaccine	noun	preparation of a weakened or killed pathogen, or of a portion of the pathogen's structure that upon administration stimulates antibody production against the pathogen but is incapable of causing severe infection itself.

