

Disease Prevention = Health Promotion

Media Type: Microsoft® PowerPoint® Presentation

Duration: 81 slides

Goal: To examine causes, treatments and prevention methods for communicable and non-communicable diseases.

Description: According to the Center for Disease Control, students miss nearly 22 million school days annually due to the common cold. With this presentation, take a guided tour through communicable and non-communicable diseases, become familiar with prevention practices and techniques to stay healthy. The various modes of disease transmission are illustrated as well as specific risk factors for various types of diseases.

Objectives:

1. To identify and describe communicable and non-communicable diseases and their prevention and treatments.
2. To identify and explain personal preventive health measures.
3. To analyze risk factors associated with contracting diseases.
4. To analyze the relationship between health promotion and disease prevention.



College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	9-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Production & Distribution of Writing	9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	9-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Human Services Career Cluster (HU)

Cluster	Standard
Family & Community Services Career Pathway (HU-FAM)	Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.
	Identify community resources to provide family and community services.
	Communicate effectively to gain support from the client's family and other support groups.
Personal Care Services Career Pathway (HU-PC)	Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.
	Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Begin class by passing out the *Disease Prevention = Health Promotion Vocabulary Handout* for students to use as reference materials during the presentation. Show *Disease Prevention = Health Promotion - Disease & The Immune System*. Afterward, administer the segment *Assessment*. Then introduce the *Immune System Project* and allow students to begin working on it.



Slides
1-20

Class 2: Remind students to continue using the *Vocabulary Handout*. Show *Disease Prevention = Health Promotion - Communicable Diseases*. Follow the segment with its *Assessment*. Have students complete the *Communicable Disease Profile Project*. Students should finish it for homework.



Slides
21-34

Class 3: Remind students to use the *Vocabulary Handout*. Show *Disease Prevention = Health Promotion - Communicable Disease Prevention & Treatment*. Follow the segment with its *Assessment*. Have students complete the *Recommended Vaccinations Activity*.



Slides
35-53

Class 4: Remind students to continue using the *Vocabulary Handout*. Show *Disease Prevention = Health Promotion - Non-Communicable Diseases*. Afterward, administer the segment *Assessment*. Then have students begin working on the *Non-Communicable Disease Profile Project*. Students should finish it for homework. Introduce the *Hereditary Risks Activity* and tell students to complete it for homework.



Slides
54-63

Class 5: Show *Disease Prevention = Health Promotion - Non-Communicable Disease Prevention & Treatment*. Follow the segment with its *Assessment*. Have students complete the rest of the *Hereditary Risks Activity*.



Slides
64-81

Class 6: Administer the *Disease Prevention = Health Promotion Final Assessment*. Have students give their *Immune System Project* presentations. If time allows, complete the *Disease Bingo Activity*.



Lesson Links

Center for Disease Control and Prevention

- <http://www.cdc.gov>

U.S. Department of Health and Human Services

- <http://www.hhs.gov>



Career & Technical Student Organizations

Family, Career & Community Leaders of America

- Nutrition and Wellness



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

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- iCEV50316, Brenda Turner, L.V.N., Licensed Vocational Nurse, Southwest Diagnostic Clinic
- iCEV50414, Peter Gonzales, R.N., B.S.N., W.O.C.N., Registered Nurse, LB Medical Associates

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Lab Activities

Recommended Vaccinations

Directions:

Students will visit www.vaccines.gov to find the answers to the questions provided on the *Recommended Vaccinations Activity*.

Hereditary Risks

Directions:

This activity consists of two steps. First, students will talk to their parents and/or grandparents about the non-communicable diseases which run in their family and they might have an increased hereditary risk of getting one day. Then, students will participate in a class discussion about their hereditary risks. Students should recognize the diseases which are more common and those which are less common. A list of hereditary risks found to be shared by multiple students should be listed on the board and students should discuss what they plan to do to prevent getting these diseases.

Disease Bingo

Directions:

Follow the instructions on the *Disease Bingo Teacher Instruction Sheet* to lead the class in playing the game.



Projects

Immune System

Directions:

Working in groups of three or four, students will research the human immune system and create an informational and visual presentation of the immune system, each of its components and the immune response process. Innate immunity and acquired immunity should be included. Project ideas include a Microsoft® PowerPoint®, a video, a website or a booklet. Groups will present their projects to the class in a two-minute presentation.

Communicable Disease Profile

Directions:

Students will choose a communicable disease to research. No two students should choose the same disease. They should learn what causes the disease, how the disease can be transmitted, signs and symptoms of the disease, techniques to prevent contracting the disease and common treatments for the disease. Students will then write a fact sheet on the disease. All students' fact sheets should be bound together to create a Communicable Disease Fact Book for students to browse through and/or read when time allows.

Non-Communicable Disease Profile

Directions:

Students will choose a non-communicable disease to research. No two students should choose the same disease. They should learn what causes the disease, signs and symptoms of the disease, techniques to prevent contracting the disease and common treatments for the disease. Students will then write a fact sheet on the disease. All students' fact sheets should be bound together to create a Non-Communicable Disease Fact Book for students to browse through and/or read when time allows.