



SAMPLE LESSON PLANS

Grade 8 – Body Systems

SOLs:

- Examine the health risks caused by food contaminants.
- Analyze the risk factors associated with communicable and non-communicable disease.

Title: Communicable Diseases

Objectives/ Goals: Students will learn about communicable diseases and analyze the different risk factors associated with communicable and non-communicable diseases.

Materials:

- Internet access
- Optional: Videos that provide an overview of communicable diseases:

Procedure:

1. Provide students with an overview of communicable diseases and the pathogens that cause them. Communicable diseases are diseases spread from one person to another through a variety of ways that include: contact with blood and bodily fluids; breathing in an airborne virus; or by being bitten by an insect. Some examples of the communicable diseases include the flu, pinkeye, the Zika Virus, Hepatitis, measles, and salmonella and other food borne illnesses.

Ask students to name other types of diseases that are communicable, including recent diseases of national concern (e.g., HINI flu, Zika, Ebola, Meningitis, MRSA, Mono).

2. Share with students that the manner in which these diseases spread depends on the specific disease or infectious agent and that some diseases have multiple methods of transmission (e.g., Zika). Some ways in which common and emerging communicable diseases spread are by:

- physical contact with an infected person, such as through touch (staphylococcus), sexual intercourse (gonorrhea, HIV), fecal/oral transmission (hepatitis A), or droplets (influenza, TB)
- contact with a contaminated surface or object (Norwalk virus), food (salmonella, E. coli), blood (HIV, hepatitis B, Zika), or water (cholera);
- bites from insects or animals capable of transmitting the disease (mosquito: malaria, Zika, and yellow fever; flea: plague); and
- travel through the air, such as tuberculosis or measles.

3. The risk factors above can be reduced through prevention.

Ask students, whether the transmission of diseases can be prevented? Ask them to share ways of preventing communicable diseases. Add and discuss methods from the list below that students don't mention.

The primary ways of preventing communicable diseases including:

- frequent handwashing
- safe food preparation and handling
- cleaning and disinfection of commonly used surfaces (e.g., kitchen, bathroom),
- coughing and sneezing into your sleeve,
- not sharing personal items (e.g., toothbrushes and razors, sharing towels, needles);
- getting vaccinated;
- avoiding touching wild animals,
- eliminate standing water, use of pesticides, insect repellent
- staying home when sick;
- practices to prevent STDs (including Zika)

4. The Centers for Disease Control and Prevention provides instructions for 6 activity-based lessons on infectious diseases at CDC- BAM! Body and Mind- Infectious Disease Epidemiology- Teacher's Corner-Activities:

<http://www.cdc.gov/bam/teachers/epi.html> including a *Handwashing Activity* and *Poisoned Picnic* – an activity to identify the cause of a disease outbreak.

5. An online lesson plan for 5-8 hours of instruction on communicable diseases including the following template for a student project to develop a PSA is available at this site:

Communicating About Communicable Diseases!

<http://www.teacherstryscience.org/lp/communicating-about-communicable-diseases>

Template for Public Service Announcement
<http://www.teacherstryscience.org/lp/communicating-about-communicable-diseases>

Disease Name: _____

Beginning **Middle** **End**

Guiding Questions

1. What is the disease?
 2. What is it caused by? Bacteria or Virus?

1. What are the symptoms of the disease?
 2. How does the disease spread?
 3. How does it affect people living in a large cities all over the world (Include statistics)

1. Is there a cure?
 2. Can it be prevented?
 3. What can people do to protect themselves?
 4. What can people do to help?

Script

Have you heard of...

 Did you know it's caused by...

You know you have the disease if

 In large cities the disease spreads by ...

You can protect yourself by...

 If you want to help, here is what you can do...

Visual
 (draw a picture or describe what is happening on the screen)

6. Have students review videos and discuss the risk factors for communicable versus non-communicable diseases such as diabetes, heart disease, and cancer (e.g., Florida PASS Program videos: *Is it Communicable or Non-Communicable?* <https://www.youtube.com/watch?v=vpEAos0blyw> , *Preventing Communicable Disease* https://www.youtube.com/watch?v=EgJcflR_Dic, and *Preventing Non Communicable Diseases* <https://www.youtube.com/watch?v=lruYVSGcxHs>

How are the risk factors different? What are the implications of the different risk factors for prevention?

Assessment Ideas:

- Evaluate student participation in discussion and activities
- Develop a comparison worksheet on risk factors and prevention of communicable and non-communicable diseases.

References:

- American Public Health Association <https://www.apha.org/topics-and-issues/communicable-disease>
- Alameda County Public Health Department <http://www.acphd.org/communicable-disease.aspx>
- Virginia Department of Health www.vdh.virginia.gov
- Centers for Disease Control and Prevention (CDC)
www.cdc.gov
<https://www.cdc.gov/foodsafety/foodborne-germs.html>
<https://www.cdc.gov/diseasesconditions/>
<https://www.cdc.gov/flu/protect/habits.htm>:

Lessons:

- *Communicable Disease Lesson Plan*
www.dannyclark10.weebly.com/uploads/1/2/2/1/12211660/health_lp_showcase.docx
- *Communicating About Communicable Diseases!*
<http://www.teacherstryscience.org/lp/communicating-about-communicable-diseases>
- *CDC- BAM! Body and Mind- Infectious Disease Epidemiology- Teacher's Corner-Activities:*
<http://www.cdc.gov/bam/teachers/epi.html>
- *Kids Health Food Safety Teacher's Guide Grades 6-8*
https://classroom.kidshealth.org/classroom/6to8/personal/safety/food_safety.pdf
- *PE Central Communicable or Non Communicable Disease Lesson Plan*
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=934#.WlaBuWVNFhom>
- *PE Central AIDS Fact Quilt*
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3410#.WlaCZmVNFho>
- *Preventing Communicable and Non Communicable Diseases*
<https://sharemylesson.com/teaching-resource/communicable-and-non-communicable-diseases-254318>

YouTube Videos:

- *Is it Communicable or Non-Communicable?*
<https://www.youtube.com/watch?v=vpEAos0blyw>
- *Preventing Communicable Disease* https://www.youtube.com/watch?v=EgJcflR_Dic.
- *Preventing Non-Communicable Diseases*
<https://www.youtube.com/watch?v=lruYVSGcxHs>

Lesson 4, Activity 1 Hand Washing Experiment (55 minutes)

Section

Diseases

Investigative Questions

How can disrupting the environmental conditions stop the spread of infectious disease? How can thorough hand washing limit the spread of infectious diseases?

Description of Content

In this activity, students will conduct an experiment on washing their hands. They will learn that “clean” hands may not be so clean after all and the critical importance of washing their hands as a way to prevent the spread of disease.

Relevant Standards

This activity fulfills science and health education standards.

Objectives

Students will:

- Relate the importance of hand washing
- Describe that germs may be present even if they are not seen

Safety

As students work on this activity, make sure they do not spill water on the floor so it becomes slippery. Clean up spills immediately. Students should wash their hands after the experiment, especially before eating.

Teacher Background

Environment

This lesson gives students further information about the third vertex of the Epidemiologic Triangle, Environment. In this context, environment is defined as the physical surroundings of the hosts and agents such as altitude, climate, geography, dust, amount of sunlight, etc. The season of the year or the time of day, week, or month that illnesses or deaths occur also can be considered as an environmental factor.

Hand Washing

Do your students wash their hands? Do they use soap? Observations in public rest rooms reveal that only about 68 percent of Americans wash up before leaving.

Each year, nearly 22 million school days are lost each year to the common cold alone. Yet when children practice healthy habits, they miss fewer days of school. (For students who want to learn more about techniques for stopping the spread of germs at school, visit the CDC Web site at <http://www.cdc.gov/flu/protect/stopgerms.htm>.)

Thoroughly washing hands is the single most important thing students can do to keep from getting sick, or to keep from infecting others. The typical person's hands contain millions of microbes. Most are naturally occurring and are harmless, but some may be disease-causing germs. Vigorous hand washing, for at least 20 seconds, and using soap, is the best way to lift off the microbes and rinse them away.

Here are two experiments that show students graphically the importance of hand washing. The first uses a germ-simulating powder or gel and a black or UV light. If you do not have access to these materials in your classroom, you can use Method 2, which uses water-soluble paint. *Both of these experiments are based on an activity developed by the National Association of Biology Teachers.*

Once your students have completed the experiment, they can learn more about hand washing by reading the *Buzz on Scuzz*.

Hand Washing Experiment—Method 1

Materials

- Powder or gel that simulates the presence of germs on students' hands. These products are commercially available:
 - Glo Germ (<http://www.glogerm.com/>)
 - Germ Juice (<http://www.germjuice.com/>)
 - GlitterBug (Brevis) (<http://www.brevis.com/>)
- Black light or ultraviolet light
- Sink
- Pen/crayons
- Towels

Procedure

Engagement (5 minutes)

1. Ask students, "How do you think germs are spread? If one person has a cold, how can you catch it?"
2. Students will give many answers: "If you sit next to them," "if you drink out of their cup," "if they sneeze on you." Write these down.

Exploration (30 minutes)

1. Have students develop a chart that will help them score how clean their hands are. Divide a piece of paper into four sections. Trace the outline of a hand in each section. Now have students use pens or crayons to shade their idea of completely dirty, very dirty, dirty, and slightly dirty. Label the completely dirty hand as +++, the very dirty hand as ++, and so on. Use a minus sign (-) to represent “completely clean.” For consistency, choose one or two students to act as the judge. Other students can act as recorders.
2. Have students construct a data table to record their results.

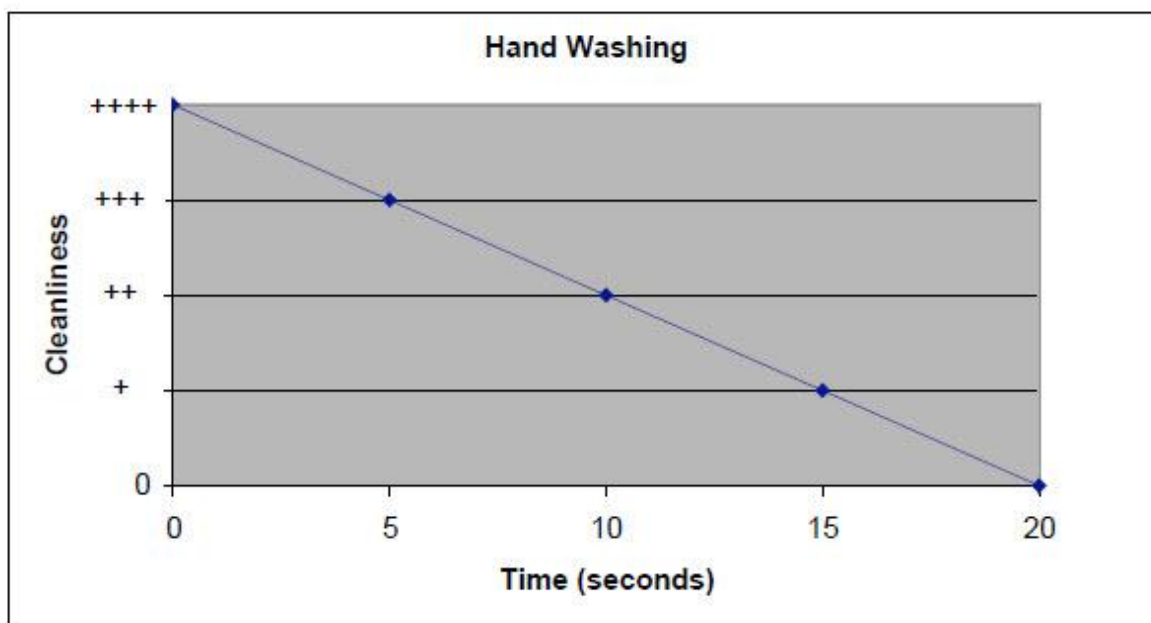
Washer	Washing Time in Seconds				
	0	5	10	15	20
Student 1					
Student 2					
Student 3					
Student 4					
Average					

3. Spread some of the germ-simulating powder or gel on a student’s hands. Spread it evenly over both hands, including the backs of the hands and the skin next to and under the fingernails. Allow hands to dry completely (this should take a minute or two). Then place the student’s hands under the black or UV light.
4. Under the light, the “germs” will show up. Have students use the chart to determine the cleanliness of the washer’s hands. Enter it on their data table. Label this “0 seconds.”
5. Have the student wash hands for five seconds. Stop and check the cleanliness of the hands under the black or UV light. Record this as “5 seconds.”
6. Have the student wash hands for five additional seconds. Stop and check under the black or UV light. Record this as “10 seconds.”
7. Repeat the procedure twice more, for 15 and 20 seconds. Each time, have students record the level of cleanliness.
8. Change roles and repeat the activity until everyone (including the judges) has had a turn being the hand washer.

9. Have students graph their results. Put the time on a horizontal line going across the page. Mark every number between 0 and 20 seconds. Put the average cleanliness scores on the vertical line.

Sample Data Table:

Washer	Washing Time in Seconds				
	0	5	10	15	20
Maria	++++	+++	++	+	-
LaToya	++++	+++	++	+	-
James	++++	++++	+++	++	+
Jacob	++++	+++	++	+	-
Average	++++	+++	++	+	-



Hand Washing Experiment—Method 2: Paint Materials

- Apron or smock for each person (or just wear old clothes)
- Timer or watch that counts seconds
- Sink
- Blindfold
- 1 tube of washable paint
- Towels
- Soap
- Newspaper

Procedure

Engagement (5 minutes)

1. Ask students, "How do you think germs are spread? If one person has a cold, how can you catch it?"
2. Students will give many answers: "If you sit next to them," "if you drink out of their cup," "if they sneeze on you." Write these down.

Exploration (30 minutes)

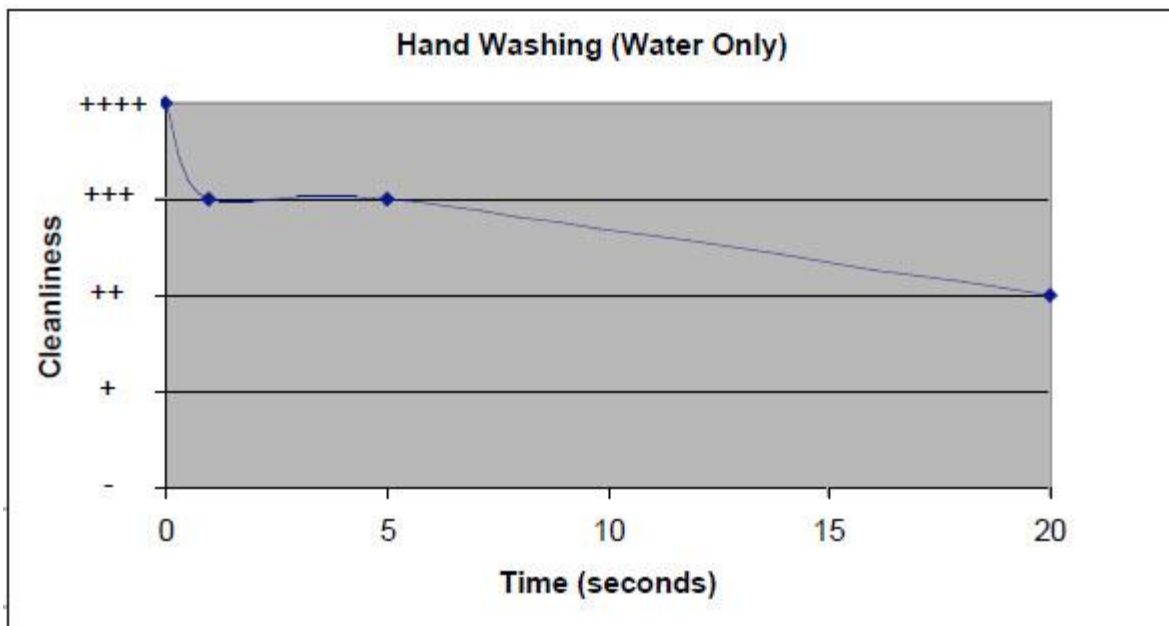
1. Have students develop a chart that will help them score how clean their hands are. Divide a piece of paper into four sections. Trace the outline of a hand in each section. Now have students use pens or crayons to shade their idea of completely dirty, very dirty, dirty, and slightly dirty. Label the completely dirty hand as +++, the very dirty hand as ++, and so on. Use a minus sign (-) to represent "completely clean." For consistency, choose one or two students to act as the judge. Other students can act as recorders.
2. Have students construct a data table to record their results.

Washer	Washing Time in Seconds				
	0	5	10	15	20
Student 1					
Student 2					
Student 3					
Student 4					
Average					

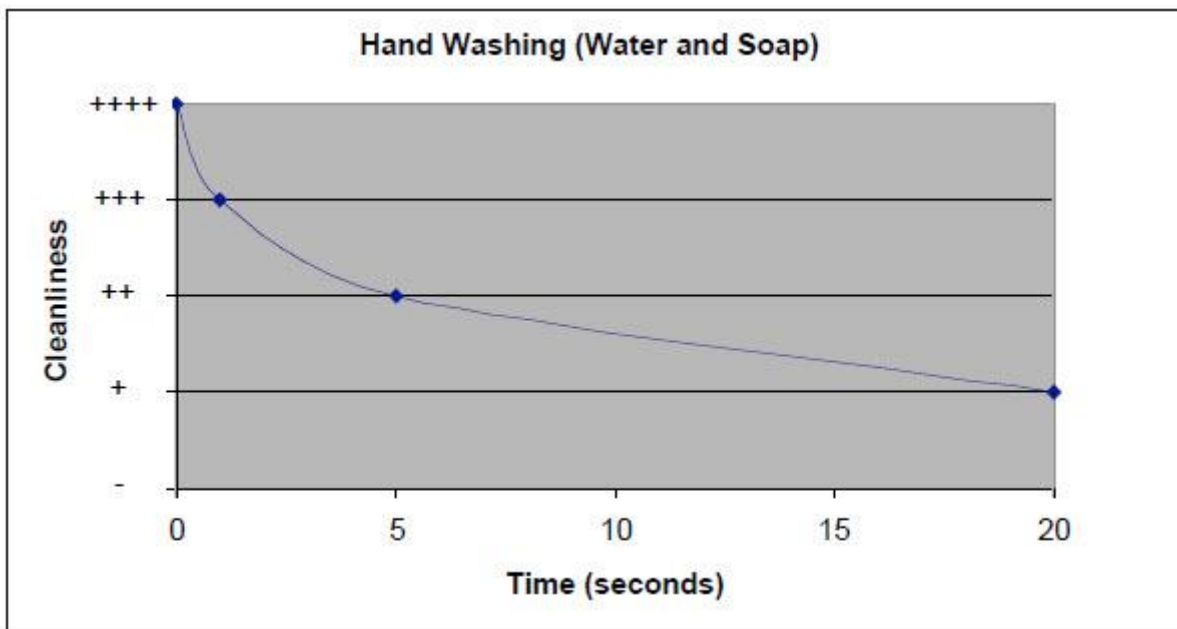
3. Cover a workspace with newspaper. Divide students into pairs. One will be the hand washer and one will be the timekeeper.
4. Have the washer put one teaspoon of washable paint on the palm of one hand. Spread it evenly over both hands, including the backs of the hands and the skin next to and under the fingernails. Allow hands to dry completely (this should take a minute or two). Close the paint.
5. Go to the sink. Place a blindfold over the hand washer's eyes. Have the washer wash just with water for one second. After one second, have the timekeeper blot the washer's hands dry by lightly touching a towel to the skin. **Do not rub.** Do not let the hand washer see his or her hands or give away any hints about how clean they are.

6. Have the judge use the chart to judge the cleanliness of the washer's hands. Enter it on the data table. Label this "Water Only."
7. Have the washer wash for four more seconds with just water. Again, lightly blot the washer's hands and record their cleanliness.
8. Have the washer wash for fifteen seconds more with water. Once again, blot and record the cleanliness.
9. After the first student in each pair has finished and has recorded the scores, have the other student in the pair try the same experiment, this time using soap. Use a new data table labeled "Water and Soap."
10. Have students graph their results. Create two graphs showing the average cleanliness score at each time interval. One graph will show the results with water only. The other graph will show results with soap and water. Put the time on a horizontal line going across the page. Mark every number between 0 and 20 seconds. Put the average cleanliness scores on the vertical line. A data table might look like this:

Washer	Washing Time in Seconds with Water Only			
	0	1	5	20
Margaret	++++	++++	++++	+++
Jose	++++	++++	+++	++
Kiesha	++++	+++	+++	++
Average	++++	+++	+++	++



Washer	Washing Time in Seconds with Water and Soap Only			
	0	1	5	20
Jennifer	++++	+++	++	+
Madison	++++	++++	+++	++
Juan	++++	+++	+	+
Average	++++	+++	++	+



Explanation (10 minutes)

1. Discuss with students what they have learned from the hand washing experiment. (It is not easy to remove germs. It is necessary to use both soap and water, to wash hands for at least 20 seconds, and to rub vigorously.)
2. Discuss with students how germs can be picked up or spread through inadequate hand washing. Cold viruses can be spread by touching people or objects. The flu virus may be spread by contact with infected people. In a preschool, a child can put a toy in his mouth and then give it to another child, who picks up germs from the toy. Think about other examples. Hand washing protects you from illness, but also protects those people you may encounter. For more information on hand washing, visit the BAM! Web site and read the *Buzz on Scuzz*.
3. Explain to students that because microbes are living organisms, they require certain conditions to live. The environment is the favorable surroundings and conditions *external* to the host that cause or allow the disease to be transmitted. Some diseases live best in dirty water. Others survive in human

blood. Still others, such as E. coli, thrive in warm temperatures but are killed by high heat.

Elaboration and Evaluation (10 minutes)

1. Ask students what they learned about microbes from this experiment. Answers may include, "They are there even if you don't see them," to "I thought my hands were clean, but they weren't."

Performance Descriptors

Here is an evaluation sheet you may wish to use with students:

Hand Washing		
Student Names:		
1.		
2.		
3.		
4.		
Category	Performance Criteria	Total Points
Data collection (up to 15 points)	Students recorded information accurately and in the appropriate place on the chart	
Graphing (up to 15 points)	Students created a graph based on the data	
Analysis (up to 20 points)	Students drew conclusions about the importance of proper hand washing and the prevalence of germs based on their data	

Extension

1. You may want to print out and hang or distribute CDC posters for kids on stopping the spread of germs, available at <http://www.cdc.gov/flu/protect/stopgerms.htm>.

Text Correlations

Glencoe, *Teen Health, Level 1*, Chapter 12: Understanding Communicable Diseases
Glencoe, *Teen Health, Level 2*, Chapter 7: Preventing Diseases
Glencoe, *Teen Health, Level 3*, Chapter 17: Communicable Diseases

Web Resources

CDC *BAM! Body and Mind*TM :

BAM! Body and Mind is brought to you by the Centers for Disease Control and Prevention (CDC), an agency of the U.S. Department of Health and Human Services (DHHS). *BAM!* was created to answer kids' questions on health issues and recommend ways to make their bodies and minds healthier, stronger, and safer. *BAM!* also serves as an aid to teachers, providing them with interactive activities to support their health and science curriculums that are educational and fun.

Centers for Disease Control and Prevention (CDC): www.cdc.gov

The CDC Web site provides a comprehensive overview of the latest research on infectious diseases. From research studies on infectious diseases to information for travelers, this site provides a wealth of information. Some is written for medical professionals, but much of the information is written for health care consumers.

School Network for Absenteeism Prevention (SNAP):

<http://www.itsasnap.org/index.asp>

SNAP is a hands-on initiative for middle schools designed to help keep students in school and learning by improving overall health through promoting clean hands. The Web site includes a free, downloadable educational kit and poster that teachers can use in classrooms to promote hand washing.

NSF International Scrub Club: <http://www.scrubclub.org/home.aspx>

Kids can learn about health and hygiene and become members of the Scrub ClubTM at www.scrubclub.org. The site features a fun and educational animated Webisode with seven "soaper-heros" who battle nasty villains who represent germs and bacteria. Kids learn the six key steps to proper hand washing through a webisode, hand washing song, interactive games. Activities for kids and educational materials for teachers are also available to download.

Relevant Standards

National Science Education Standards

Content Standard A, Grades 5-8: Science as Inquiry

As a result of activities in grades 5-8, all students should develop:

- Abilities necessary to do scientific inquiry
- Understandings about scientific inquiry

National Health Education Standards

Standard 1

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

- Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.
- Analyze how environment and personal health are interrelated.

Standard 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- Demonstrate strategies to improve or maintain personal and family health.

Lesson 6 Poisoned Picnic (1 hour 45 minutes – 2 hours 15 minutes)

Section

Diseases

Investigative Question

What is the cause of the mysterious disease in the scenario presented and how can future outbreaks be prevented?

Description of Content

This is one of two possible *culminating* activities for the infectious disease epidemiology module. It will work best with older (7th or 8th grade) or advanced students. In this lesson, students will bring together everything they have learned. In order to teach this lesson, you do not have to have taught all the other lessons, but your students should, at a minimum, have worked through Lesson 1.

The goal of this lesson is to engage students in the analysis of information, allowing them to arrive at conclusions and develop action plans based on that analysis. During the activity, students will apply their newly acquired knowledge of epidemiology to identify the agent responsible for an outbreak of a mysterious illness. Students must then present a proposal identifying the cause of the disease and measures to prevent future outbreaks.

Relevant Standards

This activity fulfills science and health education standards.

Objectives

Students will:

- Identify the disease agent responsible for a simulated outbreak of a mysterious disease
- Outline a strategy to prevent future outbreaks of the disease

Materials

For Students

- Poisoned Picnic Information Sheet
- KWL Chart
- Poisoned Picnic Information Cards
- Grand City Faculty Picnic Menu
- Faculty Information Cards
- Pathology Report
- Poisoned Picnic Data Table
- Bacteria Wanted Posters

For Teacher

- Completed Poisoned Picnic Data Table
- Poisoned Picnic Explanation
- Poisoned Picnic Faculty Conversion Sheets

Note to the Teacher

All of the resources for this activity are based in a fictitious setting. It may become more interesting for the students if you adapt this activity to your own school community. To do this, simply fill in the *Poisoned Picnic Faculty Conversion Table* using names from individuals on your staff in place of those provided. Then go into the other faculty conversion sheets and replace all of the numbers with the names of your faculty members they correspond to. Be sure to proofread all of the information and make the changes on all of the components. This includes the name of the town and school.

You might even hand faculty members their own cards, asking them to hand them out if students request them. This simulates a one-on-one interview. If the individual had been ill, you may also give them a badge with a red cross on it to indicate this.

Safety

Normal classroom safety guidelines should be observed.

Procedure

Engagement (10-15 minutes)

1. Introduce the activity by reading the following statement:

The faculty and staff of Grand City Middle School decided to hold one of their faculty meetings at Grand City Park one evening after school. The plan was to have a cookout and then proceed with the meeting after everyone had time to eat and relax. Many faculty and staff members brought family members to the picnic. Everything seemed to progress as planned, that is until later that evening. That's when people began to get sick. Many of the faculty came down with a mysterious illness.

Grand City officials were alarmed at the sicknesses and deaths, which seem to be associated with the event. They have promised a full investigation. Park managers said that most of the symptoms—such as dehydration, stomach cramps, nausea, and vomiting—seem to indicate some type of food poisoning; however, at this point they cannot be certain.

You are now part of a team of epidemiologists that have been called in to get to the bottom of this mystery. You will need to identify the cause of the disease and prevent any further outbreaks. Time is of the essence. The first thing you will want to do is meet with your team members and outline the information you have been given and then decide what additional information you need. Grand City authorities have promised complete cooperation in this matter. Good luck!

2. Ask students how they would proceed. Lead the class in a discussion and record any suggestions on the board. Students should decide that they need a lot of additional information.

Exploration 1 (15-20 minutes)

1. Divide the class into groups of 3 or 4. Provide each group of students with a copy of the *Poisoned Picnic Information Sheet* and a *KWL Chart*. Students should read through the information carefully with their group. Each group should record on their chart what they Know and what they Want to know as they read through the information. The L (for what they have Learned) will be completed later.
2. As students complete their charts, circulate throughout the room and distribute the *Poisoned Picnic Information Cards 1 and 2* at appropriate times. Students may then be able to fill in some portions of the L column based on this information, if they have a question that corresponds to the information on the cards.

Explanation 1 (5-10 minutes)

1. After students have had a chance to read through the information and complete their KWL chart, call the class back together and lead them in a discussion of what they have found so far. Ask students what information is in their W column. Students should have generated a lot of questions at this point.
2. At this time it may be necessary to explain the information on cards 1 and 2. The main concept that should be brought out is that the plant effluent data showed that there was no contamination in the water coming out of the plant or the water around the park.
3. Card 1 gives the impression that the hamburgers were mostly well done. Some students may point out that this tends to reduce the probability of contamination from the hamburger; however, this should probably not be ruled out at this time.
4. This would also be an appropriate time to distribute a copy of the *Grand City Faculty Picnic Menu* to each group. **This may be an appropriate time to end the day's discussion, depending on the class length.** Assign

students the task of analyzing the information they have collected.

The next exploration phase may be used to begin the next day's instruction.

Exploration 2 (5-10 minutes)

1. Many students should be asking who was sick and what everyone had eaten. After students have had time to share some of their questions, distribute a set of *Faculty Information Cards* to each group. Offer no suggestions at this time as to how they should be analyzed. You should also provide students with the *Pathology Report* for the deceased.
2. After analyzing the information from the faculty information cards, students should logically decide that the disease is probably some form of food poisoning. However, the information will probably seem a little overwhelming to them.

Explanation 2 (10-15 minutes)

1. Call the class back together and ask students what they have found. Students should be able to pick out certain main points, but there will probably be some confusion on the part of the students as to how to efficiently analyze the information. At this point, you may wish to distribute a copy of the *Poisoned Picnic Data Table* provided or have students develop a table of their own, in order to efficiently record the information. (A completed data table can be found at the end of this activity.) The table should allow students to see which teachers became ill, died, or were not affected. You may wish to have students highlight teacher's names based on their condition.
2. After students have had the opportunity to record the information, ask students what can cause food poisoning. Responses should include bacterial contamination. After this response, tell students that there are indeed many types of bacteria that can cause food poisoning. Provide each group with a set of *Bacteria Wanted Posters*.

Elaboration (15-20 minutes)

1. As students analyze the posters, ask students to describe the organisms represented. Point out the shape and gram stain classification on the posters. These indicate ways bacteria are classified.
2. Allow students time to investigate some of the Internet sources listed on the posters. Some of the information may prove useful in their investigation.

Evaluation (45 minutes)

1. Students are to identify the organism responsible for the illnesses, the contaminated food item, and outline a strategy to prevent future occurrences of this and other food borne illnesses. See the *Poisoned Picnic Explanation* for a full summary. You may choose to have students prepare a paper outlining the events that took place at the picnic and lead to the spread of the disease. The main points to be presented would include the improper preparation of the green bean casserole and the use of a single serving spoon. These points are addressed through the analysis questions included below. This component may be assigned as homework.
2. In order to meet the last requirement of a strategy to prevent this from happening again, students could design an educational brochure on proper food handling techniques or prepare a skit to be performed for the class that would represent a public television or radio announcement.

Analysis Questions

1. What organism caused the disease represented in this activity?
2. What food item was contaminated?
3. Briefly outline the events of the picnic that lead to the spread of this illness.
4. What types of bacteria were “suspects” in this activity?

Performance Descriptors

Rating	Poisoned Picnic
4	Student correctly identified the agent which caused the disease (toxin from <i>Clostridium botulinum</i>) and that the contaminated source (the food item and the contaminated serving spoon). Student presented a clear and accurate strategy for avoiding future outbreaks of this type through proper food handling techniques and hygiene.
3	Students correctly identified either the agent or the food source but not both. They presented a clear and accurate strategy for avoiding future outbreaks of this type through proper food handling techniques and hygiene.
2	Students did not correctly identify the agent responsible for the disease, but their strategy for avoiding future outbreaks of this kind was accurate and applicable for reducing the chance of a food borne illness.
1	Students did not correctly identify the agent responsible for the disease and the students’ strategy of prevention was not clear or appropriate for this situation.

Web Resources

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Web Resources on *Clostridium botulinum* and botulism

CDC: www.cdc.gov

Botulism: <http://emergency.cdc.gov/agent/botulism/>

This Web site features the CDC fact sheet on botulism and *Clostridium botulinum*.

U.S. Food and Drug Administration,
Center for Food Safety and Applied Nutrition: <http://www.fda.gov/>

Clostridium botulinum:

[http://www.fda.gov/Food/ScienceResearch/LaboratoryMethods/BacteriologicalAnalyticalManualBAM/ucm070879.htm?utm_campaign=Google2&utm_source=fdaSearch&utm_medium=website&utm_term=Clostridium botulinum:&utm_content=1](http://www.fda.gov/Food/ScienceResearch/LaboratoryMethods/BacteriologicalAnalyticalManualBAM/ucm070879.htm?utm_campaign=Google2&utm_source=fdaSearch&utm_medium=website&utm_term=Clostridium%20botulinum:&utm_content=1)

This more technical Web site includes information about *Clostridium botulinum* taken from the Food and Drug Administration's *Bad Bug Book*.

University of Nebraska Lincoln,
Institute of Agriculture and Natural Resources:

<http://ianrhome.unl.edu/>

Clostridium botulinum:

<http://foodsafety.unl.edu/pathogens/botulinum.html>

A brief fact sheet on botulism and *Clostridium botulinum*.

Todar's Online Textbook of Bacteriology: <http://www.textbookofbacteriology.net/>
The Pathogenic Clostridia: <http://textbookofbacteriology.net/clostridia.html>

A college-level textbook description of the genus *Clostridium*, including *Clostridium botulinum* and botulism. Includes photos.

Relevant Standards

National Science Education Standards

Content Standard C, Grades 5-8: Life Science

Disease is a breakdown in structures or functions of an organism. Some diseases are the result of intrinsic failures of the system. Others are the result of damage by infection by other organisms.

Content Standard F, Grades 9-12: Science in Personal and Social Perspectives

The severity of disease symptoms is dependent on many factors such as human resistance and the virulence of the disease-producing organism. Many diseases can be prevented, controlled or cured. Some diseases such as cancer, result from specific body dysfunctions and cannot be transmitted.

National Health Education Standards

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

- Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.
- Analyze how environment and personal health are interrelated.
- Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.

Standard 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- Demonstrate strategies to improve or maintain personal and family health.

KWL Chart

Use this table to record information and questions on the Poisoned Picnic

K What do you know?	W What do you want to know?	L What have you learned?

Poisoned Picnic Information Sheet

The picnic started at 6:00 p.m. Tuesday evening at Grand City Park. The park is located by the Grand River and contains several gazebos and picnic areas. The administration and faculty of Grand City Middle School organized the picnic as a relaxing event before their faculty meeting to be held after dinner. Many faculty and staff brought members of their family.

Mrs. Smith and Ms. Johnston arrived at 5:30 to set up. Mr. Albert was next to arrive to set up the grill. He brought his grill from home and had to take a few minutes to clean it off because it had not been used since last summer. Mr. Drake arrived next from the supermarket where he had picked up the hamburgers. After the charcoal was lit and aluminum foil was placed over the grills, Mr. Albert began to cook.

At 5:55, Mrs. Smith realized there was only one serving spoon. She left to get some more, returning about 30 minutes later. The other teachers waited for a while, but finally decided to start eating about 6:20.

When all of the food arrived there was a full menu that included baked beans, chicken, ham, green bean casserole, tuna casserole, cherry pie, pudding, potato salad, macaroni salad, corn, and hamburgers. Drinks included soda, water, coffee, and tea.

Mr. Drake was first through the line. He tried:

- green bean casserole
- ham
- a hamburger

Ms. Cummings was next. She ate:

- potato salad
- ham
- a hamburger

The third person through the line was Mr. Carlson. He ate:

- green bean casserole
- potato salad
- a hamburger

Mrs. Albert was next in line. She sampled:

- potato salad
- a hamburger
- cherry pie

Mrs. Smith arrived at this time with more serving spoons. Mrs. Bell came at the same time. She was a little late because she had to be sure that her chicken was done.

Mrs. Wolfe went through the line next. She ate:

- green bean casserole
- chicken
- a hamburger
- pudding

Next was Mr. Lewis, who ate:

- baked beans
- green bean casserole
- macaroni salad
- corn

The line became a little unorganized at this point and it is not clear who went through next. Mrs. Smith and Ms. Johnston were two of the last people through since they helped to serve.

Mrs. Smith ate:

- green bean casserole
- potato salad
- a hamburger
- pudding

Others in attendance included Mr. Harvey, Ms. Jackson, Mr. Dooley, Mrs. Jones, and Mrs. Darwin. A lot of the guests said they could not remember exactly what they ate, but Mr. Harvey, Mr. Dooley, Mrs. Jones, and Mrs. Bell all had hamburgers, baked beans, and macaroni salad.

Ms. Jackson and Mrs. Darwin had ham, baked beans, corn, and some pudding for desert.

Mrs. Cain, Mrs. Williams, Dr. Oakton, Mrs. Corning, and Mrs. Reid have not yet been interviewed. Some other staff members arrived just in time for the faculty presentations, which started at 7:45. These included Mrs. Robinson, Mrs. Brown, and Mrs. Wright.

Some of the faculty and staff walked around while they ate but most sat in one of the gazebos. The presentations were held in the main gazebo, which was a relief for some of the faculty because it seemed to be one of the few places free of duck droppings.

Even during the meeting, some of the kids chased ducks with their water guns. These kids never seemed to run out of water because the guns held almost a gallon each, but even if they did run out, they quickly refilled them from the river.

Just about everyone at the picnic except for those that came for the meeting only were soaked. Since it was a hot day, the only time anyone seemed to mind the soaking was when one of the kids missed their intended target and almost put out the grill. After this incident, which happened about 6:10, the kids stayed away from

the main gazebo, where the food was located, and turned their attention to the ducks and teachers walking around.

Grand City officials were alarmed by the sicknesses and deaths that seem to be associated with the event. They have promised a full investigation. Even the waste-water treatment plant just a few hundred yards up river will have to submit a report on their procedures for water treatment. This is the first time anything like this has happened at the park and officials want to be sure that it does not happen again.

Park managers said that most of the symptoms such as dehydration, stomach cramps, nausea, and vomiting seem to indicate some type of food poisoning however at this point they cannot be certain.

You are now part of a team of epidemiologists that has been called in to get to the bottom of this mystery. You will need to identify the cause of the disease and prevent any further outbreaks. Time is of the essence. The first thing you will want to do is meet with your team members and outline the information you have been given and then decide what additional information you need. Grand City authorities have promised complete cooperation in this matter. Good luck!

Grand City Middle School Faculty Picnic Menu

Baked beans: Simply purchased two large cans of baked beans and heated on stove top to boiling.

Pudding: Mixed four packets of chocolate pudding with four cups of milk. Heated and then refrigerated.

Chicken: Baked chicken legs for 1 hour.

Ham: Baked ham for 2 hours 30 minutes until thermometer read 150 degrees for 20 minutes.

Green Bean Casserole: Cracker crust covered with two cans of cream of mushroom soup and two jars of green beans. Topped with 2 cans of small onions. Baked for 20 to 25 minutes to warm.

Potato salad: One jar of salad dressing, assorted diced vegetables, 2 tablespoons sugar, 1/2 cup mustard, 6 cups diced and cooked potatoes.

Macaroni salad: One box elbow macaroni, 3 T mustard, one jar salad dressing, various diced vegetables.

Tuna casserole: Cracker crust, 3 cans tuna, one can cream of mushroom soup, one can cream of chicken soup. Mixed and topped with parmesan cheese topping.

Hamburgers: Purchased at the supermarket just before the picnic (receipt showed time was 12:25).

Corn: 2 large cans of corn heated to simmering.

Cherry pie: Mountain top cherry pie, baked 40 minutes, pre-made.

Poisoned Picnic Faculty Information Cards

<p>Mrs. Cain Brought plates and cups to the picnic. Had chicken, potato salad, pudding, green bean casserole. Became sick Tuesday evening. Symptoms included nausea, vomiting, and dizziness.</p>	<p>Mr. Lewis Organized a game of volleyball set up by the gazebo. The players were a favorite target for the water guns!!! The only foul was when Mrs. Cain stepped on a duck going after the ball. Mr. Lewis became ill Tuesday evening. He was treated and released from the hospital Wednesday morning.</p>
<p>Mrs. Williams Recovering. Became ill Tuesday night and was rushed to the hospital by her husband. Her son enjoyed his water gun, dowsing teachers with river water. She loved the burgers made by Mr. Albert. She also tried some green bean casserole, chicken, and pudding. Her son did not become ill.</p>	<p>Mrs. Reid Sampled a little bit of everything. She became ill Tuesday night and finally went to the hospital Wednesday morning. She complained of stomach cramps and nausea. Doctors quickly began an IV to help replenish lost fluids. She briefly went into a coma then slowly recovered.</p>
<p>Dr. Oakton Recovering. Had a great time except for when she stepped in duck droppings, which seemed to be everywhere. She didn't even mind being soaked. She tried a little bit of everything to eat.</p>	<p>Mr. Albert Mr. Albert took control of the grill. Mr. Drake soon showed up with the hamburger meat and started making the burgers. Mr. Albert had some potato salad, green bean casserole, a hamburger, and pudding for desert. Mr. Albert became ill, suffering from numbness, disorientation, nausea, and vomiting. He was treated and released after several days in the hospital.</p>
<p>Mrs. Corning Arrived late, just in time to grab a burger and some green bean casserole. Most of the utensils and food were already put away. She became ill Wednesday morning and had to leave work around 8:30. She suffered from nausea, dizziness, and was so disoriented that she could not drive home.</p>	<p>Mrs. Smith She arrived early with her son and helped to set up for the picnic. After many of the staff arrived, she realized that there was only one serving spoon so she went home to get some more. She returned about 30 minutes later with spoons, (after several faculty had gone through the line) to find her son chasing ducks with the water guns. Both Mrs. Smith and her son became ill.</p>
<p>Ms. Johnston Helped to set up for the picnic. She had a hamburger, baked beans, pudding, and corn. She and several other teachers spent their time sitting in one of the gazebos talking and watching the children dash about after the ducks. Ms. Johnston is lactose intolerant. She became ill just a couple of hours after the picnic suffering from severe stomach pains. She went to bed and recovered over night.</p>	<p>Mrs. Albert Complained of stomach cramps early Tuesday night. Her condition continued to worsen until she finally had to be taken to the hospital. She was given massive doses of antibiotics. Her condition became worse as her symptoms began to include vomiting and disorientation. She soon found that she could not remember much about the picnic. After some time her condition improved.</p>

Poisoned Picnic Information Card 1

We have since learned that luckily there was only one burger on the grill when it was soaked. Mr. Albert decided to throw it away because he had to lift up the grill and add more charcoal. Many times he would walk away from the grill to talk to someone and return to some very well done burgers. No one seemed to mind, that's the way they wanted them.

Poisoned Picnic Information Card 2

We have also learned that the wastewater treatment plant performed several tests on the water coming from their plant. The effluent (water being pumped out) was virtually void of any bacteria. The plant was doing a good job. They also did tests on the water around the park and found no notable bacterial contamination.

Pathology Report

Victim: Mrs. Wolfe

Admitted to hospital suffering from abdominal pain and vomiting. Began diagnostic tests but patient's condition deteriorated. Death due to respiratory and heart failure. Time of death: 3:30 a.m., 9/21/05.

Victim: Mr. Carlson

Paramedic response to home. Pronounced dead on arrival. Attempts to revive failed. Time of death: 11:30 p.m. 9/20/05

Victim: Mr. Drake

Admitted to hospital suffering from abdominal pain, headache, and paralysis of extremities. Lapsed into shock. Pulmonary failure followed. Time of death: 2:30 a.m. 9/21/05.

Victim: Ms. Cummings

Admitted to hospital suffering paralysis. Unable to communicate to hospital staff. Died of heart and respiratory failure. Time of death: 1:20 a.m., 9/21/05.

Completed Poisoned Picnic Data Table

Name	FOOD CONSUMED										
	Baked Beans	Pudding	Chicken	Ham	Green Bean Casserole	Tuna Casserole	Cherry Pie	Potato Salad	Macaroni Salad	Hamburger	Corn
Mrs. Smith		X			X			X		X	
Ms. Johnston	X	X								X	X
Mr. Albert		X			X			X		X	
Mr. Drake				X	X					X	
Ms. Cummings				X				X		X	
Mr. Carlson					X			X		X	
Mrs. Albert							X	X		X	
Mrs. Bell	X							X		X	
Mrs. Wolfe	X	X	X		X			X		X	X
Mr. Lewis	X				X			X		X	
Mr. Harvey											
Ms. Jackson	X	X		X							X
Mr. Dooley	X							X		X	
Mrs. Jones	X							X		X	
Mrs. Darwin	X	X		X							X
Mrs. Robinson											
Mrs. Brown											
Mrs. Wright											
Mrs. Cain		X	X		X			X			
Mrs. Williams		X	X		X					X	
Dr. Oakton	X	X	X	X	X	X		X	X	X	X
Mrs. Corning					X					X	
Mrs. Reid	X	X	X	X	X	X		X	X	X	X

Bacteria Wanted Posters

WANTED

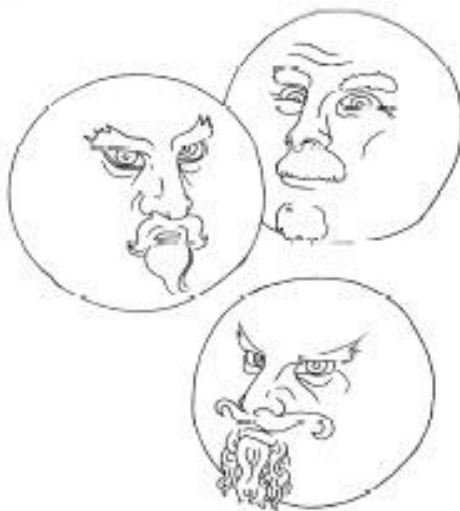
STAINED OR ATIVE

Cocci Convicts

AKA: *Staphylococcus aureus*

Gram Stain: Positive

Shape: round - coccus



Staph bacteria are very common on the skin of most animals including humans. The bacteria can, in rare instances, be very dangerous when ingested. Food poisoning can result if the bacteria were allowed to multiply and produce toxins on handled food before eating. Foods commonly contaminated in the United States include turkey, ham, processed meats, chicken salad, pastries, and ice cream in which *Staph* has grown. Infection is characterized by sudden nausea, vomiting, diarrhea, and often shock within a few hours of eating contaminated food. Usually other bacteria in the body help to keep *staph* at bay, but if something happens to upset this balance, such as the introduction of massive doses of antibiotics, infection can occur with fatal results.

For more information on this and other disease-causing microbes, check out the following sites:

www.cdc.gov/ncidod/dbmd/diseaseinfo/
www.cfsan.fda.gov/~mow/chap3.html

WANTED

STAINED OR ALIVE



Nim Rod
AKA: *Bacillus cereus*

Gram Stain: Positive
Shape: rod - bacillus

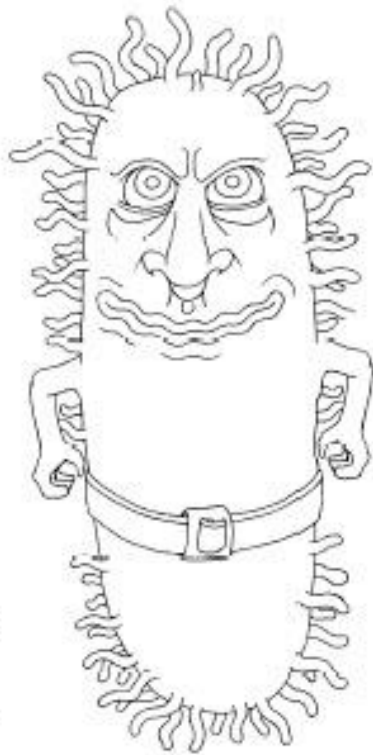
Bacillus cereus is one of the many types of bacteria that cause food poisoning. General symptoms of stomach cramps, dizziness, and vomiting can be attributed to the bacteria but the infection is rarely fatal. The illnesses caused by this unsightly intestinal intruder are actually caused by toxins it produces.

For more information on this and other disease-causing microbes, check out the following sites:

www.cdc.gov/ncidod/dbmd/diseaseinfo/
www.cfsan.fda.gov/~mow/chap12.html

WANTED

STAINED OR ALIVE



E. the kid coli
AKA: Escherichia coli
Gram Stain: Negative
Shape: rod - bacillus

E. coli bacteria are found in the intestines of healthy animals, including humans. There are many different strains or types of this bacterium and most are harmless to humans. However, some strains have been known to cause *E. coli* food poisoning. People can become infected by eating undercooked meat products (especially ground meat) that have been contaminated with animal feces. *E. coli* also can be contracted by ingesting other types of food, water, or anything else that has been contaminated with human or animal waste. Upon infection, the bacteria multiply and produce toxins. Victims usually suffer severe, bloody diarrhea and stomach cramps. Some suffer vomiting. Infection can be fatal, especially for the elderly and the young since their immune systems are not as strong as those in other age groups. Death can result from dehydration due to the loss of body fluid, or damage to the red blood cells and kidneys.

For more information on this and other disease-causing microbes, check out the following sites:

www.cdc.gov/ncidod/dbmd/diseaseinfo/
www.cfsan.fda.gov/~mow/chap15.html

WANTED

STAINED OR ALIVE



Foul *Sal monella*
AKA: *Salmonella typhimurium*

Gram Stain: Negative
Shape: rod - bacillus

This bacterium causes salmonella food poisoning. It is usually caused by eating undercooked fowl (such as chicken or turkey) but can also be contracted from a contaminated water supply. Symptoms include headache, chills, and stomach pain and are usually followed by nausea, vomiting, diarrhea, and fever. Symptoms usually last 3 to 4 days. After this time, an individual may become a carrier of the disease. Rarely fatal if treated quickly

For more information on this and other disease-causing microbes, check out the following sites:

www.cdc.gov/ncidod/dbmd/diseaseinfo/
www.cfsan.fda.gov/~mow/chap1.html

WANTED

STAINED OR ALIVE



Butch Botch

AKA: *Clostridium botulinum*

Gram Stain: Positive

Shape: rod - bacillus

This bacterium causes botulism. Botulism is actually caused by the toxins produced by the bacteria and not the presence of the bacteria itself. This organism reproduces by forming spores, which can be found in soil and therefore on vegetation. The bacteria are often found in meats and improperly canned foods. Infected individuals initially suffer from nausea, vomiting, and diarrhea. If enough toxin is ingested or produced, death can result from a general breakdown of the nervous system. Individuals may become paralyzed and death usually occurs as a result of respiratory paralysis.

For more information on this and other disease-causing microbes, check out the following sites:

www.cdc.gov/ncidod/dbmd/diseaseinfo/

www.cfsan.fda.gov/~mow/chap2.html

WANTED

STAINED OR ALIVE



Boss Streptococ

AKA: *Streptococcus pyogenes*

Gram Stain: Positive

Shape: round - coccus

This bacterium is widely distributed among humans. Infected individuals may spread this pathogen through respiratory droplets. This organism can cause sharp outbreaks of sore throats and scarlet fever. High fever and skin lesions characterize infection by this pathogen. Individuals with known infection should be isolated.

For more information on this and other disease-causing microbes, check out the following sites:

www.cdc.gov/ncidod/dbmd/diseaseinfo/

www.cfsan.fda.gov/~mow/chap21.html

WANTED

STAINED OR ALIVE



Gassy Gastro

AKA: *Clostridium perfringens*

Gram Stain: Positive

Shape: rod - bacillus

This bacterium causes gas gangrene. The condition can lead to a build up of gases in the muscles of the body rendering them useless. Infection also causes stomach pain and cramping (gastroenteritis). Disease is usually caused by eating meat that has been stewed or boiled and then set aside before reheating and serving.

For more information on this and other disease-causing microbes, check out the following sites:

www.cdc.gov/ncidod/dbmd/diseaseinfo/

www.cfsan.fda.gov/~mow/chap11.html

Poisoned Picnic Explanation

The culprit in this epidemic is actually a contaminated food item, the Green Bean Casserole. The contaminant is *Clostridium botulinum*. The toxin produced by this organism is one of the most toxic substances known. It is, however, easily destroyed by heating. In order for students to identify the correct food item and identify the correct toxin, they must piece together clues from a variety of sources.

The opening information states that there was only one serving spoon when the teachers began going through the line. Also, the first person through the line had green bean casserole. That person was one of the four fatalities. The next person through the line was also a fatality. This person did not eat green bean casserole. But the toxin was on the serving spoon after being used for the casserole and then for the potato salad. The second person through the line got it from the spoon! After this, the other serving spoons arrived and the cross contamination soon ended.

Students should realize that everyone that had the green bean casserole contracted the illness. Two people became ill, one of whom died, and did not have the green bean casserole. The second person through the line, as stated above, contracted the disease from the serving spoon. The other person was lactose intolerant and became ill because of the pudding, which was made with milk.

Students should also use the wanted posters to link the symptoms of the disease to botulism. From this and other research, students should see that botulism can come from improperly canned vegetables. The menu states that the green bean casserole was made using canned green beans. Botulism is easily destroyed by high heat. However, the menu also states that the casserole was only heated to warm. This would not have provided enough heat to destroy the toxin.

In addition to identifying the cause of the disease, students were also to outline a strategy to prevent future outbreaks of the disease. Since this outbreak was due to food poisoning, students should attempt to educate the public about proper food handling techniques. For this specific contaminant, information should include inspection of canned foods for bulges (a result of gas buildup from growth of the bacteria) and also stress the importance of sufficient heat to destroy the toxin. Other general information should include cleanliness in food preparation areas, washing of hands, and the use of clean utensils in food preparation. This information could be presented in the form of a brochure or a skit that would be broadcast on local television or radio stations.

Correct identification of the organism and food source along with a logical and appropriate strategy for prevention of food poisoning should result in a maximum score in evaluation of student work.

Poisoned Picnic Faculty Conversion Chart

ID #	Original Name	New Name	Condition	Card (if applicable)
1	Mrs. Smith		Sick	She arrived early with her son and helped to set up for the picnic. After many of the staff arrived, she realized that there was only one serving spoon so she went home to get some more. She returned about 30 minutes later with spoons, (after several faculty had gone through the line) to find her son chasing ducks with the water guns. Both Mrs. Smith and her son became ill.
2	Ms. Johnston		Sick	Helped to set up for the picnic. She had a hamburger, baked beans, pudding, and corn. She and several other teachers spent their time sitting in one of the gazebos talking and watching the children dash about after the ducks. Ms. Johnston is lactose intolerant. She became ill just a couple of hours after the picnic suffering from severe stomach pains. She went to bed and recovered over night.
3	Mr. Albert		Sick	Mr. Albert took control of the grill. Mr. Drake soon showed up with the hamburger meat and started making the burgers. Mr. Albert had some potato salad, green bean casserole, a hamburger, and pudding for desert. Mr. Albert became ill, suffering from numbness, disorientation, nausea, and vomiting. He was treated and released after several days in the hospital
4	Mr. Drake		Deceased	No Card: Obtain information from pathology report
5	Ms. Cummings		Deceased	No Card: Obtain information from pathology report
6	Mr. Carlson		Deceased	No Card: Obtain information from pathology report
7	Mrs. Albert		Sick	Complained of stomach cramps early Tuesday night. Her condition continued to worsen until she finally had to be taken to the hospital. She was given massive doses of antibiotics. Her condition became worse as her symptoms began to include vomiting and disorientation. She soon found that she could not remember much about the picnic. After some time her condition improved.
8	Mrs. Bell			No Card: Obtain Information from Report.
9	Mrs. Wolfe		Deceased	No Card: Obtain information from pathology report
10	Mr. Lewis		Sick	Organized a game of volleyball set up by the gazebo. The players were a favorite target for the water guns!! The only foul was when Mrs. Cain stepped on a duck going after the ball. Mr. Lewis became ill Tuesday evening. He was treated and released from the hospital Wednesday morning.
11	Mr. Harvey			No Card: Obtain Information from Report.
12	Ms. Jackson			No Card: Obtain Information from Report.
13	Mr. Dooley			No Card: Obtain Information from Report.
14	Mrs. Jones			No Card: Obtain Information from Report.
15	Mrs. Darwin			No Card: Obtain Information from Report.
16	Mrs. Robinson			No Card: Obtain Information from Report.
17	Mrs. Brown			No Card: Obtain Information from Report.
18	Mrs. Wright			No Card: Obtain Information from Report.
19	Mrs. Cain		Sick	Brought plates and cups to the picnic. Had chicken, potato salad, pudding, green bean casserole. Became sick Tuesday evening. Symptoms included nausea, vomiting, and dizziness.
20	Mrs.		Sick	Recovering. Became ill Tuesday night and was rushed to the hospital by her husband. Her son

	Williams			enjoyed his water gun, dowsing teachers with river water. She loved the burgers made by Mr. Albert. She also tried some green bean casserole, chicken, and pudding. Her son did not become ill.
21	Dr. Oakton		Sick	Recovering. Had a great time except for when she stepped in duck droppings, which seemed to be everywhere. She didn't even mind being soaked. She tried a little bit of everything to eat
22	Mrs. Corning		Sick	Arrived late, just in time to grab a burger and some green bean casserole. Most of the utensils and food were already put away. She became ill Wednesday morning and had to leave work around 8:30. She suffered from nausea, dizziness, and was so disoriented that she could not drive home.
23	Mrs. Reid		Sick	Sampled a little bit of everything. She became ill Tuesday night and finally went to the hospital Wednesday morning. She complained of stomach cramps and nausea. Doctors quickly began an IV to help replenish lost fluids. She briefly went into a coma then slowly recovered.

Poisoned Picnic Information Sheet Faculty Conversion

The picnic started at 6:00 p.m. Tuesday evening at Your City Park. The park is located by the Your River and contains several gazebos and picnic areas. The administration and faculty of Your School Middle School organized the picnic as a relaxing event before their faculty meeting to be held after dinner. Many faculty and staff brought members of their family.

Mrs. 1 and Ms. 2 arrived at 5:30 to set up. Mr. 3 was next to arrive to set up the grill. He brought his grill from home and had to take a few minutes to clean it off because it had not been used since last summer. Mr. 4 arrived next from the supermarket where he had picked up the hamburgers. After the charcoal was lit and aluminum foil was placed over the grills, Mr. 3 began to cook.

At 5:55, Mrs. 1 realized there was only one serving spoon. She left to get some more, returning about 30 minutes later. The other teachers waited for a while, but finally decided to start eating about 6:20.

When all of the food arrived there was a full menu that included baked beans, chicken, ham, green bean casserole, tuna casserole, cherry pie, pudding, potato salad, macaroni salad, corn, and hamburgers. Drinks included soda, water, coffee, and tea.

Mr. 4 was first through the line. He tried:

- green bean casserole
- ham
- a hamburger

Ms. 5 was next. She ate:

- potato salad
- ham
- a hamburger

The third person through the line was Mr. 6. He ate:

- green bean casserole
- potato salad
- a hamburger

Mrs. 7 was next in line. She sampled:

- potato salad
- a hamburger
- cherry pie

Mrs. 1 arrived at this time with more serving spoons. Mrs. 8 came at the same time. She was a little late because she had to be sure that her chicken was done.

Mrs. 9 went through the line next. She ate:

- green bean casserole
- chicken
- a hamburger
- pudding

Next was Mr. 10, who ate:

- baked beans
- green bean casserole
- macaroni salad
- corn

The line became a little unorganized at this point and it is not clear who went through next. Mrs. 1 and Ms. 2 were two of the last people through since they helped to serve.

Mrs. 1 ate:

- green bean casserole
- potato salad
- a hamburger
- pudding

Others in attendance included Mr. 11, Ms. 12, Mr. 13, Mrs. 14, and Mrs. 15. A lot of the guests said they could not remember exactly what they ate, but Mr. 11, Mr. 13, Mrs. 14, and Mrs. 8 all had hamburgers, baked beans, and macaroni salad.

Ms. 12 and Mrs. 15 had ham, baked beans, corn, and some pudding for desert.

Mrs. 19, Mrs. 20, Dr. 21, Mrs. 22, and Mrs. 23 have not yet been interviewed. Some other staff members arrived just in time for the faculty presentations, which started at 7:45. These included Mrs. 16, Mrs. 17, and Mrs. 18.

Some of the faculty and staff walked around while they ate but most sat in one of the gazebos. The presentations were held in the main gazebo, which was a relief for some of the faculty because it seemed to be one of the few places free of duck droppings.

Even during the meeting, some of the kids chased ducks with their water guns. These kids never seemed to run out of water because the guns held almost a gallon each, but even if they did run out, they quickly refilled them from the river. Just about everyone at the picnic except for those that came for the meeting only were soaked. Since it was a hot day, the only time anyone seemed to mind the soaking was when one of the kids missed their intended target and almost put out the grill. After this incident, which happened about 6:10, the kids stayed away from the main gazebo, where the food was located, and turned their attention to the ducks and teachers walking around.

Your City officials were alarmed by the sicknesses and deaths that seem to be associated with the event. They have promised a full investigation. Even the waste-water treatment plant just a few hundred yards up river will have to submit a report on their procedures for water treatment. This is the first time anything like this has happened at the park and officials want to be sure that it does not happen again.

Park managers said that most of the symptoms such as dehydration, stomach cramps, nausea, and vomiting seem to indicate some type of food poisoning however at this point they can not be certain.

You are now part of a team of epidemiologists that has been called in to get to the bottom of this mystery. You will need to identify the cause of the disease and prevent any further outbreaks. Time is of the essence. The first thing you will want to do is meet with your team members and outline the information you have been given and then decide what additional information you need. Your City authorities have promised complete cooperation in this matter. Good luck!

Poisoned Picnic Faculty Information Cards
Faculty Conversion Pathology Report Faculty Conversion

<p>Mrs. 19 Brought plates and cups to the picnic. Had chicken, potato salad, pudding, green bean casserole. Became sick Tuesday evening. Symptoms included nausea, vomiting, and dizziness.</p>	<p>Mr. 10 Organized a game of volleyball set up by the gazebo. The players were a favorite target for the water guns!!! The only foul was when Mrs. Cain stepped on a duck going after the ball. Mr. 10 became ill Tuesday evening. He was treated and released from the hospital Wednesday morning.</p>
<p>Mrs. 20 Recovering. Became ill Tuesday night and was rushed to the hospital by her husband. Her son enjoyed his water gun, dowsing teachers with river water. She loved the burgers made by Mr. 3 . She also tried some green bean casserole, chicken, and pudding. Her son did not become ill.</p>	<p>Mrs. 23 Sampled a little bit of everything. She became ill Tuesday night and finally went to the hospital Wednesday morning. She complained of stomach cramps and nausea. Doctors quickly began an IV to help replenish lost fluids. She briefly went into a coma then slowly recovered.</p>
<p>Dr. 21 Recovering. Had a great time except for when she stepped in duck droppings, which seemed to be everywhere. She didn't even mind being soaked. She tried a little bit of everything to eat.</p>	<p>Mr. 3 Mr. 3 took control of the grill. Mr. 4 soon showed up with the hamburger meat and started making the burgers. Mr. 3 had some potato salad, green bean casserole, a hamburger, and pudding for desert. Mr. 3 became ill, suffering from numbness, disorientation, nausea, and vomiting. He was treated and released after several days in the hospital.</p>
<p>Mrs. 22 Arrived late, just in time to grab a burger and some green bean casserole. Most of the utensils and food were already put away. She became ill Wednesday morning and had to leave work around 8:30. She suffered from nausea, dizziness, and was so disoriented that she could not drive home.</p>	<p>Mrs. 1 She arrived early with her son and helped to set up for the picnic. After many of the staff arrived, she realized that there was only one serving spoon so she went home to get some more. She returned about 30 minutes later with spoons, (after several faculty had gone through the line) to find her son chasing ducks with the water guns. Both Mrs. 1 and her son became ill.</p>
<p>Ms. 2 Helped to set up for the picnic. She had a hamburger, baked beans, pudding, and corn. She and several other teachers spent their time sitting in one of the gazebos talking and watching the children dash about after the ducks. Ms. 2 is lactose intolerant. She became ill just a couple of hours after the picnic suffering from severe stomach pains. She went to bed and recovered over night.</p>	<p>Mrs. 7 Complained of stomach cramps early Tuesday night. Her condition continued to worsen until she finally had to be taken to the hospital. She was given massive doses of antibiotics. Her condition became worse as her symptoms began to include vomiting and disorientation. She soon found that she could not remember much about the picnic. After some time her condition improved.</p>

**Pathology Report
Faculty Conversion**

Victim: Mrs. 9

Admitted suffering from abdominal pain and vomiting. Began diagnostic tests but patient's condition deteriorated. Death due to respiratory and heart failure. Time of death: 3:30 a.m., 9/21/05.

Victim: Mr. 6

Paramedic response to home. Pronounced dead on arrival. Attempts to revive failed. Time of death: 11:30 p.m., 9/20/05

Victim: Mr. 4

Admitted suffering from abdominal pain, headache, and paralysis of extremities. Lapsed into shock. Pulmonary failure followed. Time of death: 2:30 a.m., 9/21/05.

Victim: Ms. 5

Admitted suffering paralysis. Unable to communicate to hospital staff. Died of heart and respiratory failure. Time of death: 1:20 a.m., 9/21/05.

Poisoned Picnic Information Card 1 Faculty Conversion

We have since learned that luckily there was only one burger on the grill when it was soaked. Mr. 3 decided to throw it away because he had to lift up the grill and add more charcoal. Many times he would walk away from the grill to talk to someone and return to some very well done burgers. No one seemed to mind, that's the way they wanted them.

Poisoned Picnic Information Card 2 Faculty Conversion

We have also learned that the wastewater treatment plant performed several tests on the water coming from their plant. The effluent (water being pumped out) was virtually void of any bacteria. The plant was doing a good job. They also did tests on the water around the park and found no notable bacterial contamination.

Health Education Lesson Plan

Descriptive Information

Skill Emphasis (NHES): Decision Making (Analyzing Influences-In-Class Learning Activity)

Grade Level: High School (9th Grade)

Content Area: Communicable Diseases

Content Descriptor & Sub-Descriptor(s):

10.1.9. A Communicable and Non Communicable disease

Title of Lesson: Transmission

PA Standard (Health & PE):

10.1.9.A. Evaluate factors that impact growth and development during adulthood and late adulthood.

- acute and chronic illness
- communicable and non- communicable disease

Curricular Connections: Healthy Behaviors, Public Speaking

Adolescent Risk Behavior (if applicable): Bad Choices of Public Health.

Teaching Objective: I am going checking for understanding at least 3 times during the lesson when going over communicable diseases.

Behavioral Objective(s)

Cognitive: After the lesson, students will be able to describe at least 2-3 differences between direct and indirect communicable diseases.

Cognitive: After participating in the "Communicable Diseases" activity, students will be able to identify at least 3 benefits of preventing communicable diseases.

Affective: During group discussions, students will contribute ideas from their peers regarding the benefits of a communicable disease.

Skill (Decision Making) = During the learning activity, the students use decision making for the importance of preventing communicable diseases by washing hands, exercise and diet and etc in their group projects.

Brief Outline of Today's Lesson

- Bell Ringer: "5 Benefits of Washing your Hands"

- Introduction to the Lesson
 - What is a communicable Disease?
 - How is it spread?
 - Benefits of regular hand-washing
- Content & Instructional Strategies
 - What is a communicable disease? How is it spread?
 - Benefits of avoiding diseases direct and indirect.
- In-Class Learning Activity: "Communicable Diseases Project"
- In-Class Learning Activity Assessment
 - Description of the Assessment
 - Content & Skills Criteria/Cues
 - Analytical Rubric
- Final Thoughts/Conclusion to the Lesson
- Classroom Management & Materials

1. Bell Ringer/Instant Activity:

On the sheet of paper, I want you to list 3-5 ways and examples you can prevent the spread of communicable diseases. Examples: washing hands after restroom and before eating or making food. ETC

2. Introduction to the Lesson/Set Induction:

Today we are going over ways that communicable diseases are spread throughout the world in various ways. In recent studies it shows that only 50% of High school students were their hands before eating/making food and after using the restroom and or sneeze. Now only 33% of them use soap when washing hands. So, washing your hands has been proven to help prevent sickness and a lower risk of contracting a communicable disease.

3. Content & Instructional Strategies:

Content Outline:

I. Communicable Disease Power-point (*Lecture, Question & Answer*)

- a. Everyone can improve general health by increasing overall healthy habits;
Question: *How can you prevent the spread of communicable diseases?*

- i. Wash hands
 - ii. Prepare food Properly (etc)
- b. **Question:** *How can communicable diseases be transmitted?*
 - i. direct
 - ii. indirect
 - iii. Airborne Transmission
- c. **Question:** What are specific ways each disease can be transmitted?
 - i. Direct (Kissing, sharing utensils)
 - ii. Indirect (Sneezing, not washing hands)
 - iii. Airborne(Through the air)

II. Benefits of preventing communicable diseases. (Brainstorming: Have students share responses from bell ringer/instant activity)

- i. Wash hands
- ii. Prepare food properly
- iii. Avoid sharing items
- iv. Up to date vaccinations
- v. Safe sex
- vi. Diet and exercise
- vii. Cover up sores/wounds

III. Communicable Disease Group Project? (Group Project/Lecture/Presentation)

- Each row is a group and will be given a communicable disease to find facts, and write a sentence each for the disease. (Rubric is attached at the end)
- Tuberculosis , Hepatitis, Common Cold, Ringworm, Pink Eye
- Rubric will be handed out to each group and up on the board.
- Students will have at least 15-20 min to work on project after a quick discussion/lecture.

**4. In-Class Learning Activity: "Communicable Diseases"
(Skill to be practiced : Analyzing Influences)**

- ◆ Form 4 groups with approximately 3-5 students per group (depends on class size).
- ◆ Assign each group a communicable disease (see content list above).

- ◆ Give the groups approximately 15- 20 minutes to create a presentation for their communicable disease.
- ◆ Allow 2-3 minutes for each performance
- ◆ Each group must have:
 - At least 4-5 sentences; 2-3 minutes long presentation
 - Unique and creativity
 - 3-5 facts on disease
 - Direct or indirect disease and Why?
 - Includes all group participants and perhaps the audience
- ◆ Each presentation will be scored using the Analytical Rubric found in the Assessment section. It will be scored on Content criteria, the Skill cues of Advocacy and Additional Criteria/Characteristics.

5. Final Thoughts/Conclusion to the Lesson

Checking for Understanding (verbal or written):

- How can you prevent the spread of communicable diseases?
- How are communicable diseases transmitted?
- How can we incorporate daily health habits into our everyday life?

"As we learned in this lesson, it is important to be involved in healthy daily habits to prevent the spread of communicable diseases. Daily living skills are needed to keep our bodies healthy and people around us health as well. Most importantly, washing your hands and avoiding sharing items will prevent you from getting sick.

6. Classroom Management & Materials

◆ **Classroom Materials**

- Handouts/Worksheets: "Communicable Disease Project" (Learning Activity Directions), Analytical Rubric, Grading Assessment Form
- Other Materials: Power Point Presentation Slides, Computer, Wireless adapter, Paper or 3x5 index cards for Bell Ringer, Computer (If Available)

◆ **Classroom Management**

- Traditional seating or teacher assigned seating for content delivery

- Organize desks/chairs to form a square for learning activity
- Each group is at a different corner of the room. Not side by side with other groups.

Content References

Bronson, Mary (2011). *Glencoe Health, McGraw Hill Book, Columbus Ohio*

Donatelle, Rebecca (2010). *Health the Basics 8th edition*, Pearson Benjamin Cummings, New York.

Meeks, L., Heit, P. and Page, R. (2010) *Comprehensive School Health Education, 5th Edition*, McGraw-Hill Higher Education.

Activity Reference(s)

Hvozdovic, J. (2001) Communicable Disease Project.

www.pecentral.org/lessonideas, retrieved (November 11th 2012)

Appendices

Handout #1

In-Class Learning Activity: "Communicable Diseases"

(Skill to be practiced: Analyzing Influences)

- ◆ Form 4 groups with approximately 3-5 students per group.
- ◆ You will be assigned a communicable disease.
- ◆ Your group will have approximately 15-20 minutes to find information on the computer/book and come up with facts and sentences.
- ◆ Your performance should be 2-3 minutes long
- ◆ Your group must have:
 - 4-5 Sentences
 - 3-5 Facts
 - If the disease is direct or indirect and why?
 - Presenter and must be 2-3 minutes
 - Creative/Unique
 - Includes all group participants and perhaps the audience.

- ◆ Each presentation will be scored using the Analytical Rubric found in the Assessment section. It will be scored on Content criteria, the Skill cues of Advocacy and Additional Criteria/Characteristics.

Grading Assessment for "Communicable Disease Project"

-Score the "Communicable Disease" Activity using the following core concepts criteria, skill cues, additional criteria, and Analytical Rubric.

Core Concepts

- Content for Communicable Disease
 - Accuracy
 - Comprehensiveness
 - Relationships among concepts

- ◆ **Skill: Analyzing Influences**
 - ✓ Takes a clear, health-enhancing stand/position
 - ✓ Supports the position with relevant information
 - ✓ Shows awareness of audience
 - ✓ Encourages others to make healthful choices
 - ✓ Demonstrates passion/conviction

Additional Criteria

- Your performance should be 2-3 minutes long
- Your group must have:
 - 4-5 Sentences
 - 3-5 Facts
 - If the disease is direct or indirect and why?
 - Presenter and must be 2-3 minutes
 - Creative/Unique
 - Includes all group participants and perhaps the audience.

"Communicable Disease"

Grading Assessment Form

____/3 points	4-5 Sentences Long
____/3 points	3-5 Facts in their presentation
____/3 points	Length & Time of Oral Presentation/Group Work
____/3 points	Direct or Indirect Disease and Why?
____/3 points	Creativity & Uniqueness
____/3 points	Analyzing Influences (Skill), Content (Core Concepts)- Accuracy & Comprehensiveness
____/2 points	Checking for Understanding
____/20 points	Total Points

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards:
<http://www.cdc.gov/healthyschools/sher/standards/index.htm>



Grades 6 to 8 • Personal Health Series

Food Safety

These activities will help your students learn how to handle food safely.

Related KidsHealth Links

Articles for Kids:

Food Poisoning

KidsHealth.org/en/kids/food-poisoning.html

What Are Germs?

KidsHealth.org/en/kids/germs.html

Why Do I Need to Wash My Hands?

KidsHealth.org/en/kids/wash-hands.html

The 5-Second Rule

KidsHealth.org/en/kids/5-seconds.html

Being Safe in the Kitchen

KidsHealth.org/en/kids/safe-in-kitchen.html

Take a Look at Cooking

KidsHealth.org/en/kids/look-at-cooking.html

Articles for Teens:

Cooking Tips and Resources

TeensHealth.org/en/teens/whats-cooking.html

Food Safety

TeensHealth.org/en/teens/food-safety.html

Food Poisoning

TeensHealth.org/en/teens/food-poisoning.html

Hand Washing

TeensHealth.org/en/teens/handwashing.html

The 5-Second Rule

TeensHealth.org/en/teens/5-seconds.html

Smart Supermarket Shopping

TeensHealth.org/en/teens/grocery-shopping.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. What does food safety mean? Where do food safety rules apply?
2. What can happen if food isn't properly handled, cooked, or stored?
3. Do you like to cook? What are your favorite foods to prepare? What steps did you take to prepare the food safely and clean up afterward?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

5-Minute Cooking Show

Objectives:

Students will:

- Learn about food safety
- Demonstrate how to safely prepare food

Materials:

- Kitchen (at home or at school)
- Video recording equipment

Class Time:

2 hours

Activity:

After reading the KidsHealth.org articles related to food safety, work with a partner to create a 5-minute video that shows 5 to 10 food safety tips while preparing, cooking, cleaning up, and storing one or more recipes.

Extensions:

1. In small groups, make brief music videos that explain why the "5-second rule" is false, or why getting food poisoning is definitely something to avoid.
2. Ask a chef from the school cafeteria or a local restaurant speak to the class about all the food safety rules.
3. Create a Top Ten Food Safety Tips poster to hang on school walls, or an infographic to share on social media.

Reproducible Materials

Quiz: Food Safety

[KidsHealth.org/classroom/6to8/personal/nutrition/food_safety_quiz.pdf](https://www.kidshealth.org/classroom/6to8/personal/nutrition/food_safety_quiz.pdf)

Quiz Answer Key: Food Safety

[KidsHealth.org/classroom/6to8/personal/nutrition/food_safety_quiz_answers.pdf](https://www.kidshealth.org/classroom/6to8/personal/nutrition/food_safety_quiz_answers.pdf)



Name: _____

Date: _____

Quiz

1. To avoid food poisoning, people need to _____ foods properly.
 - a) sniff, handle, and eat
 - b) prepare, cook, and store
 - c) cut, chop, and dice
2. Symptoms of food poisoning include
 - a) upset stomach, halitosis, premature balding, and joint pain
 - b) upset stomach, stomach cramps, diarrhea, and fever
 - c) upset stomach, hysterical blindness, anemia, and dandruff
3. True or false: It's OK to eat chicken, turkey, or ground meat if it's a little pink inside.
4. True or false: You should wash all fruits and vegetables before eating them.
5. True or false: You should always wash your hands with soap and water **before** you begin preparing or cooking food, and **before** and **after** handling raw meat, poultry, egg, and fish products.
6. Always use these when handling hot pots, pans, or baking trays:
 - a) magnets
 - b) potholders or oven mitts
 - c) dish towels
7. You should never put _____ in a microwave.
8. Types of germs are:
 - a) filth, muck, dirt, and grime
 - b) bacteria, fungi, protozoa, and viruses
 - c) infections, illnesses, sicknesses, and diseases
9. True or false: If food doesn't touch the floor for more than 5 seconds, it's safe to eat.
10. True or false: It's smart not to wear anything that's big and loose when you're cooking, because baggy sleeves or clothes could catch fire or get caught in mixer beaters or other equipment.



Quiz Answer Key

1. To avoid food poisoning, people need to _____ foods properly.
 - a) sniff, handle, and eat
 - b) prepare, cook, and store
 - c) cut, chop, and dice
2. Symptoms of food poisoning include
 - a) upset stomach, halitosis, premature balding, and joint pain
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5. True or false: You should always wash your hands with soap and water **before** you begin preparing or cooking food, and **before** and **after** handling raw meat, poultry, egg, and fish products.
6. Always use these when handling hot pots, pans, or baking trays:
 - a) magnets
 - b) potholders or oven mitts
 - c) dish towels
7. You should never put aluminum foil or any metal in a microwave.
8. Types of germs are:
 - a) filth, muck, dirt, and grime
 - b) bacteria, fungi, protozoa, and viruses
 - c) infections, illnesses, sicknesses, and diseases
9. True or false: If food doesn't touch the floor for more than 5 seconds, it's safe to eat.
10. True or false: It's smart not to wear anything that's big and loose when you're cooking, because baggy sleeves or clothes could catch fire or get caught in mixer beaters or other equipment.

Name/Title: AIDS Fact Quilt

Purpose of Event: The purpose is for students to gather facts and identify myths associated with the transmission of HIV/AIDS.

Suggested Grade Level: 6-8

Materials Needed: Construction paper or felt crayons, markers, colored pencils, laminator, hole puncher, yarn, scissors.

Description of Idea

After discussing the ways HIV/AIDS can be transmitted, have your students create their own version of the NAMES Project AIDS Memorial Quilt.

www.aidsquilt.org

Each student should be given a piece of either construction paper or felt. On their piece of paper or felt, the students are to draw/write a message to "clear up" a myth associated with the transmission of HIV/AIDS. For example, one student may wish to write/illustrate that AIDS cannot be spread by shaking hands with someone who is infected.

Once the students have created their individual patches for the AIDS Fact Quilt, get the pieces of paper laminated and "sew" them together using yarn. You may punch holes out around the sides of the paper and tie them together with a bow.

After the entire AIDS Fact Quilt is put together, display it somewhere in the school (e. g., outside the cafeteria) so that all students in the building can benefit from the project. Also, you may want to have a few students in your class display their quilt to elementary classes.

Assessment Ideas:

Each student can be graded using a rubric.

Accuracy of the information provided _____/80 pts.

Creativity/Neatness _____/10 pts.

Effort _____/10 pts.

*Also, you may wish to use this project as an extra-credit opportunity (+5)

Submitted by **Jamie Oster** in Hazleton, PA. Thanks for contributing to PE Central! **Posted on PEC: 9/26/2002.**
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Name of Activity:

Noncommunicable/Communicable Diseases

Purpose of Activity:

To have students engaged in an activity where they research noncommunicable and communicable diseases.

Suggested Grade Level:

6-12

Materials Needed:

Videotaping equipment, paper and pencil, assessment sheets, access to the Internet

Description of Idea

Small groups of students (e.g., 3-4) were asked to complete a research project on either a communicable or noncommunicable disease. Unique to this project was that they had to use at least one internet web site as a reference. Each group then presented the project orally to their classmates. These presentations were then videotaped. Thanks to the parents who agreed to let us post this example on the internet.

- [The Assignment](#)
- [Grading Criteria for Written Papers](#)
- [Grading Criteria for Oral Presentation](#)
- [Cancer: The Silent Killer](#)
by Steven Fizer, Richard George, Kelly Parks, and Chris Purcell (Auburn MS)
- [Student Assessment of Project Form](#)

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Submitted by [Jennifer Hvozdoivic](#). Additional authors for this idea were Dennis Green.
Thanks for contributing to PE Central! **Posted on PEC: 9/23/2001.**

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Noncommunicable/Communicable Diseases Materials

Product Suggestions from:

S&S DISCOUNT
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[Paper at ssw.com](#)

Let others know how this idea went when you implemented/tried it with your kids. Include any variations, suggested teaching tips, positive comments, etc. so others can benefit from your tips. Please be helpful and positive with all comments. Look below to see all posted comments.

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