

## **Sixth Grade Lesson Plan Personal and Family Health**

**Health SOL 6.6:** The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include assessment of personal/family wellness

### **Interdisciplinary SOLs:**

#### English

6.3d The student will read and learn the meanings of unfamiliar words and phrases.

6.5 The student will read and demonstrate comprehension of a variety of informational selections.

- a) Identify questions to be answered.
- c) Use context to determine meanings of unfamiliar words and technical vocabulary.
- d) Draw conclusions and make inferences based on explicit and implied information.
- e) Organize the main idea and details to form a summary.
- f) Compare and contrast information about one topic contained in different selections.

### **Rationale:**

Students should understand how to achieve and maintain healthy practices for lifetime decision-making. Skills for a healthy lifestyle include judicious use of antibiotics, especially in a world of increasing antibiotic resistance. The lesson is intended to expose students to information sources about health in order to give them resources for future research and learning in a changing world of health.

### **Goal:**

For students recognize antibiotic resistance as a dangerous threat to community and personal wellness in the future.

### **Objectives: *The student will be able to...***

- Identify causes of antibiotic resistance
- Identify the reason antibiotic resistance poses a threat to community wellness
- Read from several sources of information on the topic and list similarities and differences in information
- Use word-reference materials for unfamiliar vocabulary
- Assess their own health ideas and decipher “myths” from “realities”

### **Materials:**

- Short newspaper, magazine, and internet articles on antibiotic resistance and/or the proper usage of antibiotics that are reading-level appropriate. The articles should cover the 5 W’s of antibiotic resistance. (Use reference list of websites appropriate for grade levels attached to these lesson plans)

- Dictionary

**Before the Lesson:**

Make copies of newspaper, magazine, or internet articles for the students to use in class. Have several copies of each so that students can share them. Be sure that the articles are on-level with the students' reading abilities, and have dictionaries handy for students to refer to when they come across a word they do not know.

**Time: 1 hour****Advance Organizer/Set: (10 minutes)**

- 1) Read a short excerpt from an article about antibiotic resistance that gives the major facts about how antibiotic resistance has occurred and what can be done about it.
- 2) Survey students by a show of hands on the following questions:
  - a) How many know the last time they took an antibiotic? (can ask volunteers what it was for)
  - b) How many of them have taken an antibiotic when they had a cold or flu?
  - c) How many of them do not know when they are taking antibiotics?
  - d) How many of them share prescription medications with their family members?

**Procedure: (45 minutes)**

- 1) Write on the chalk board, "QUESTION". Ask students what they think people should know about antibiotic resistance, based on the information you have given them. Examples might be, "How can we stop antibiotic resistance?" or "How can I decrease my chance of becoming resistant to antibiotics?" Write the agreed-upon question on the board.
- 2) Have students pair up. Ask them to each choose one article (not the same article for both) and read it, making notes on important facts that would help them answer the question posed on the board.
- 3) Have them exchange articles and make a separate list of notes for that article. They may use dictionaries for reference.
- 4) After they have both read the article, they should compare notes and write a summary that details the Who, When, Where, What, and Why of antibiotic resistance.

**Closure:**

- 1) Ask students to propose a solution to the problem of antibiotic resistance. Tell them to think about how it started, and what people have/can do to prevent it, or make it worse. Their solution should be based on facts that they have discovered in their articles.

**Homework:**

Give students a survey on antibiotic usage to take home to their parents and fill out. (attached) The survey covers myths and realities about antibiotics, and attempts to show where there is potential for developing antibiotic resistance.

**Assessment:**

Read student summaries and proposals for solutions. Did the student:

- a) Identify the questions to be answered (yes, this was identified by the whole class)
- c) Use context to determine meanings of unfamiliar words and technical vocabulary.
- d) Draw conclusions and make inferences based on explicit and implied information.
- e) Organize the main idea and details to form a summary.
- f) Compare and contrast information about one topic contained in different selections.

**Differentiation**

Pairing students allows them to each contribute to the summary, and while one student may do the writing, it is the other student's job to dictate. While working together, they will also be able to glean more from the article sources, since one student might pick up on a fact that the other student missed, making their subsequent summary richer and more accurate.