Grade 4 Lesson Plan:
Unit 8 – NCD and CD Prevention

**SOLs (Health Standards of Learning)**
- 4.3 a
- 4.3 h
- 5.3 d
- 5.3 g

**Objectives/Goals**
- Students will develop a plan involving the community to aid in prevention of either a non-communicable or communicable disease.
- Students will demonstrate knowledge of their chosen disease, label it as NCD or CD correctly, and identify potential prevention strategies.

**Materials**
- Pencils
- Crayons
- Markers
- Blank Paper
- Example chart from previous lesson
- Computers for research and power point

**Procedure**

*Introduction: Review of NCDs and CDs*
- What is the difference between a non-communicable and communicable disease?
- What are some of the diseases in each category? (Review charting activity from previous lesson)
- Discuss ideas for disease prevention: (teacher should make lists on board)
  - **Non-Communicable**: increase physical activity, reduce alcohol and tobacco use, reduce salt intake, improve nutrition, increase prevention screenings
  - **Communicable**: Wash hands often, prepare and handle food safely, clean and disinfect surfaces, vaccinations, cough/sneeze into elbow, don’t share personal items, stay home when sick, etc.
- Discuss potential community resources that are available to aid in prevention (teacher should make list on board) Who do we know that can help us?
• Health centers, schools, teachers, online community health, local gyms, doctors, registered dieticians, community nature initiatives, parks, recreational sports, as well as the following from the Centers for Disease Control: 

Activity: Advocacy Project

• For this project, students may choose to work alone or with a partner.
• Project Guidelines: (teacher should review how students will be graded)
  o Choose non-communicable OR communicable diseases
  o You may choose to complete your project in a presentation format (i.e. power point), brochure style, or poster style.
  o You may use a computer for research if desired but can only use the attached websites.
  o Keep in mind that this is for other people. How can we help others learn more about diseases and how to prevent them?
  o Your project must include the following:
    ▪ Explanation of which type you chose (CD or NCD)
    ▪ Examples of diseases under your chosen category
    ▪ Prevention strategies
    ▪ Community resources
    ▪ Other people/things that could help (family, parents, other trusted adults, etc.)
    ▪ Feel free to color and draw, be creative!

Closure: Present project

• Allow students to take turns describing their project to their classmates.
• Teacher should assess using the rubric during (and after) presentation.

Assessment Idea
- Teacher will assess student knowledge through observation and chart activity.
- Students will create an advocacy project (presentation, brochure, poster, etc.) that identifies ways to increase awareness on prevention strategies for non-communicable or communicable diseases in the community. Project should contain potential community resources and advocate for overall health. Students will present their projects to their peers during class.

References
• Fogarty International Center
  https://www.fic.nih.gov/ResearchTopics/Pages/ChronicDiseases.aspx
• Centers for Disease Control
• American Public Health Association [https://www.apha.org/topics-and-issues/communicable-disease](https://www.apha.org/topics-and-issues/communicable-disease)
• Centers for Disease Control- BAM [https://www.cdc.gov/bam/diseases/index.html](https://www.cdc.gov/bam/diseases/index.html)

**Handout**
The next page includes the advocacy project rubric.
# RUBRIC

Communicable and Non-Communicable Diseases Advocacy Project

STUDENT NAME(S): __________________________________________________________

CIRCLE ONE: NCD or CD

PROJECT STYLE CHOSEN: ________________________________

<table>
<thead>
<tr>
<th>KEY OUTCOMES</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disease Category Chosen and Explained</td>
<td>Project includes NCD or CD labeled, correct explanation, and many correct examples of diseases</td>
<td>Project includes NCD or CD labeled, correct explanation, and a few correct examples of diseases</td>
<td>Project is labeled but does not include examples or examples are incorrect</td>
</tr>
<tr>
<td>Prevention Strategies</td>
<td>Project provides multiple prevention strategies listed and explained as needed</td>
<td>Project provides only a few prevention strategies listed and explained as needed</td>
<td>Project provides few prevention strategies and are not explained as needed</td>
</tr>
<tr>
<td>Community Resources</td>
<td>Project advocates for community and adult resources available to help in the prevention of diseases.</td>
<td>Project lists only a few community and adult resources available to help in the prevention of diseases.</td>
<td>Project does not include community and adult resources available to help in the prevention of diseases.</td>
</tr>
<tr>
<td>Project Design and Presentation</td>
<td>Project is well-organized, easy to understand, and colorful. Students present project in front of class to show advocacy and health promotion.</td>
<td>Project is organized, understandable and students present to class.</td>
<td>Project is disorganized and hard to understand. Students may or may not present.</td>
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