Infectious Diseases and how they spread

Lesson: Understanding as to how infectious diseases are picked up and spread, and also an understanding as to how to prevent diseases' spreading.

Date: As used

Time: As used

Class: 5th and 6th class

Strand: Myself

Strand Unit: Taking care of my body

Materials Needed: Use the Lunch Bags 'Wash 'the' hands' game as the introduction to this lesson, use the 'Infectious diseases and how they spread' video as the lesson, use the 'Discuss as a class' resource as the assessment for this lesson and the 'Spot the difference' resource as the activity sheet.

Learning Objectives

1. Take increasing responsibility for himself/herself as students get older.
2. Recognise and examine behaviour that is conducive to health and that which is harmful to health.
3. Become aware of some communicable diseases and explore how diseases and infections are spread.
4. Identify some of the ways the body can be protected against disease and infection.

Introduction/Stimulus

The lesson is introduced with the use of the Lunch Bags 'Wash 'the' hands' game. The purpose of using this game as the introduction is to highlight the importance of using the correct technique for hand hygiene. The importance of this is then developed further during the lesson, therefore, the introduction allows for a nice transition into the learnings of the lesson.

Development

- The lesson begins with an explanation on the effect of 'Micro-organisms' and the role they play in infectious diseases. The start of the lesson is based around introducing the concept of these disease causing organisms, and the fact that these disease causing organisms are not visible to the naked eye.
- The most common areas of the body for infection (breathing tract, digestive tract, lungs, eyes and ears) is the next section elaborated on for students. The reason for these specific areas being infected most often is due to the fact that these are the areas infectious micro-organisms first come in contact with in our bodies.
- The next area highlighted to students is the way in which diseases are passed from person to person. Direct (skin to skin contact or on a food) and indirect (Via droplets or insect bites) modes of transmission are explained to students.
- The final area covered is the steps that people can take to maintain maximal health and to avoid the transmission of diseases. These steps include practising good hand hygiene, exercising and eating correctly, and the use of immunisation and medication.

Conclusion

The lesson is then concluded with the use of a classroom discussion on the learnings of the lesson. The prompts given for this classroom discussion include;

- What areas of the body are most commonly infected?
- How do infections spread?
- How to stop disease spreading?

The idea of a classroom discussion is to ensure students understand the learnings correctly and that the learnings can be re-iterated by the teacher.

The lesson is then finished with the use of the 'Spot the difference' resource. This resource provides a fun way to finish the lesson whilst also providing an opportunity for the integration of art into this lesson.

Assessment	The learnings of the lesson are assessed using the 'Classroom discussion' resource available on the Lunch Bag website. There are prompts in the resource to lead the discussion so that the discussion doesn't go off topic. The prompts highlighted to lead the discussion include; • What areas of the body are most commonly infected? • How do infections spread? • How to stop diseases?
Linkage/Integration	**Linkage:** **Developing Self Confidence:** Take increasing personal responsibility for himself/herself and to become more independent and autonomous. **Safety and Protection:** Realise that as independence increases, responsibility for personal safety increases and to also explore and examine the use of medicines. **Integration:** **Art;** The use of the 'Spot the difference' activity sheet allows for students to colour in which means that art is then integrated into this SPHE lesson. **Team-Work Skills;** students' ability to work together as a team is improved as they are encouraged to decipher the learnings of the lesson together as a class in the 'Classroom discussion' assessment.