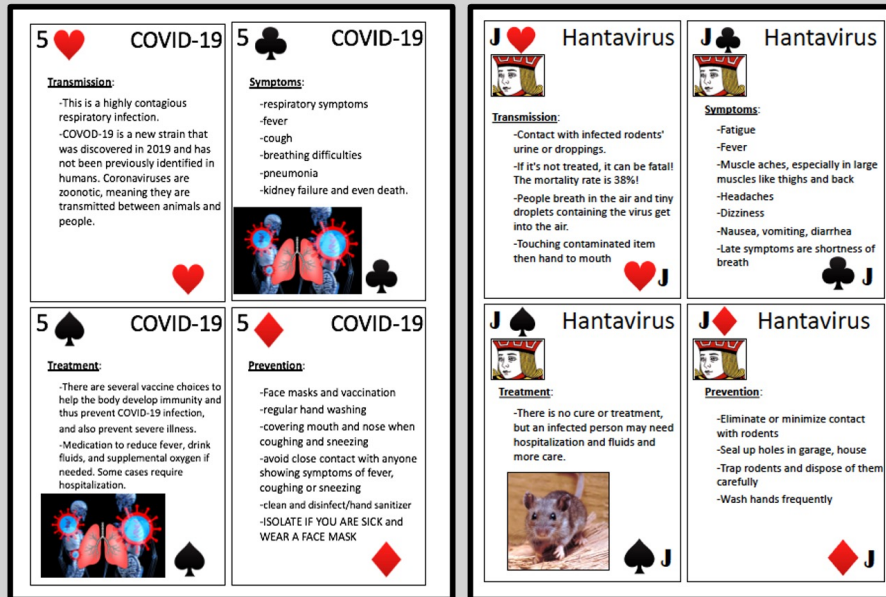


Thanks for previewing!

Communicable Diseases Card Game



Health Education Today 6th-12th Grade

Health Education Today

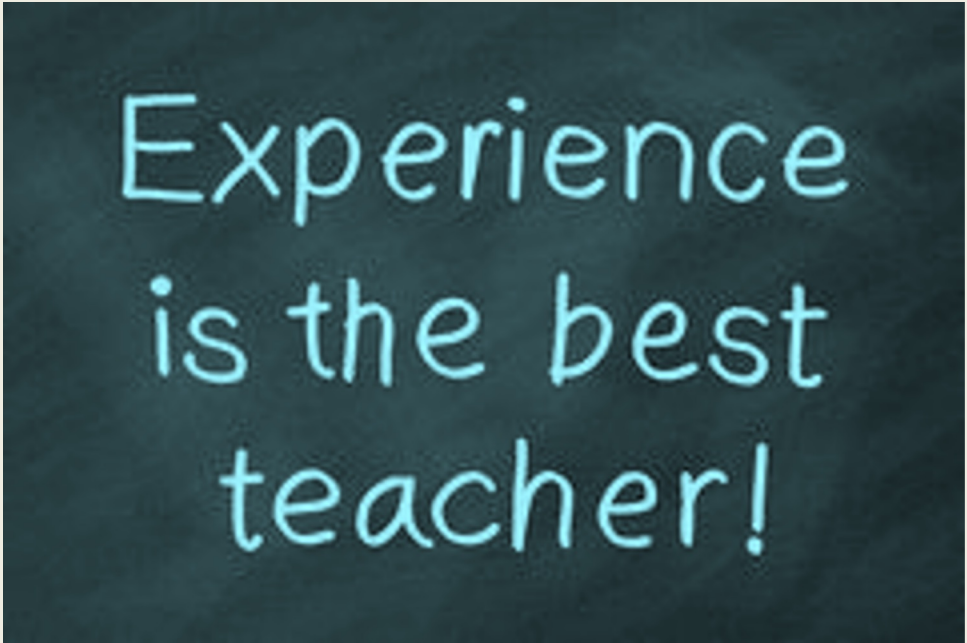
Habits Lesson



From My Best-Selling Diseases Unit

1. This Program's Creator is a Qualified Teacher

◆ I am a National Board Certified Teacher with a Master's of Education Degree and I have many years of experience teaching Health.



Experience
is the best
teacher!

2. The Program Meets Educational Health Standards:

It meets **3 of 10 READING &**

1 of 10 WRITING COMMON CORE STANDARDS

FOR Middle and High School Health:



**Common Core State Standards for English Language Arts
& Literacy in History/Social Studies, Science,
and Technical Subjects – Grades 6-8**

<http://www.corestandards.org>

Writing Grades 6-8

**Common Core State Standards for English Language Arts
& Literacy in History/Social Studies, Science,
and Technical Subjects | ELA College and Career Anchor Standards**

<http://www.corestandards.org/ELA-Literacy/>

Writing Grades 9/10

**ELA College and Career Anchor Standards for
Writing**

1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
---	---	---

2	Write informative/explanatory texts in which they introduce a topic, provide background information, include relevant data and analysis, and use appropriate style and conventions to present information clearly.
---	--

3	Incorporate relevant sources into their analysis and presentation. <i>Note: Students in grades 6-8 are expected to incorporate relevant sources into their analysis and presentation.</i>
---	---

4	Produce clear and coherent writing in which they state a claim, analyze relevant data and research, and use appropriate style and conventions to present information clearly.
---	---

Reading Grades 6-8

1	Cite specific textual evidence to support analysis of science and technical texts.
2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3	Follow precisely a multistep procedure when carrying out experiments, testing a hypothesis, or following a technical procedure.
4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a text.
5	Analyze the structure an author uses to organize a text, including how that structure contributes to an understanding of the topic.
6	Analyze the author's purpose in providing an explanation, description, or argument in a text.
7	Integrate quantitative or technical information expressed in various media and formats, including visually (e.g., in a flowchart, diagram, model, graph, table).
8	Distinguish among facts, reasoned judgment based on research findings, and speculation.
9	Compare and contrast the information gained from experiments, simulations, or video with that gained from reading a text on the same topic.
10	By the end of grade 8, read and comprehend science/technical texts independently and proficiently.

ELA College and Career Readiness Speaking and Listening Standards

1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<http://www.corestandards.org/ELA-Literacy/>

It meets **5** of the **C.D.C.'s National Health Standards** for both 8th and 12th graders Health:

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>



The Centers for Disease Control and Prevention (the C.D.C.) National High School Health Education Standards

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.12.1	Analyze how the family influences the health of individuals.
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5	Evaluate the effect of media on personal and family health.
2.12.6	Evaluate the impact of technology on personal, family, and community health.
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8	Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2.12.9	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.12.10	Analyze how public health policies and government regulations can influence health promotion and prevention.

The Centers for Disease Control and Prevention (the C.D.C.) National Health Education Standards **to be Completed by Grade 8**

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

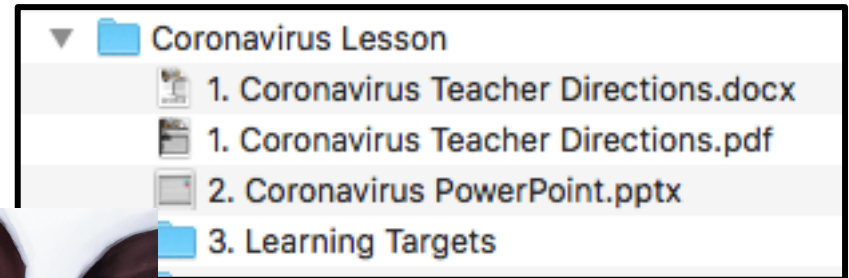
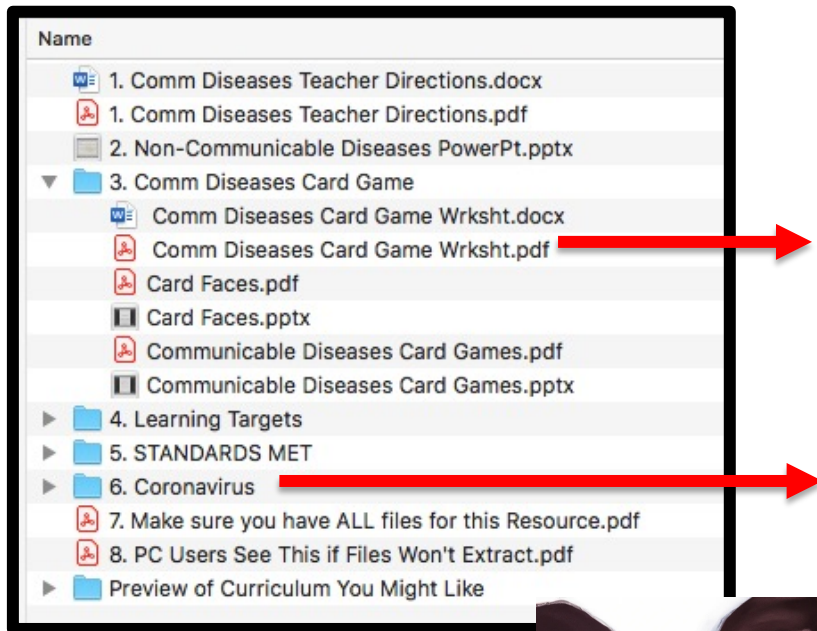
Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.8.1	Analyze the relationship between healthy behaviors and personal health.
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3	Analyze how the environment affects personal health.
1.8.4	Describe how family history can affect personal health.
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6	Explain how appropriate health care can promote personal health.
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.8.1	Examine how the family influences the health of adolescents.
2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3	Describe how peers influence healthy and unhealthy behaviors.
2.8.4	Analyze how the school and community can affect personal health practices and behaviors.
2.8.5	Analyze how messages from media influence health behaviors.
2.8.6	Analyze the influence of technology on personal and family health.
2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

It meets **7** of my Washington State Middle and High School Standards
(So it's very likely to meet **YOUR** state's Health Ed. standards too!)

The screenshot shows the OSPI website for Washington State. The page is titled "Health and Physical Education K-12 Learning Standards". It includes a sidebar with navigation links such as "Learning and Teaching", "Health and Physical Education Home", "HEV and Sexual Health Education Home", "Learning Standards", "Assessments", "Laws and Regulations", "School Health Profiles", "Professional Learning", and "Resources". The main content area provides an overview of the standards, stating that basic education in Washington is defined by the Learning Standards (RCW 28A.150.21). It also lists "Support for Standards Implementation" resources, including "Health Education K-12 Learning Standards", "Introduction to the NEW Health and Physical Education Standards (HPH)", "Learning Standards Overview", "HPH Executive Summary", "Physical Education Lesson Plan Template", "Health Lesson Plan Template", "Definitions and Requirements", and "Health Education FAQ".

3. Here is a preview of files included:

Communicable Diseases Lesson



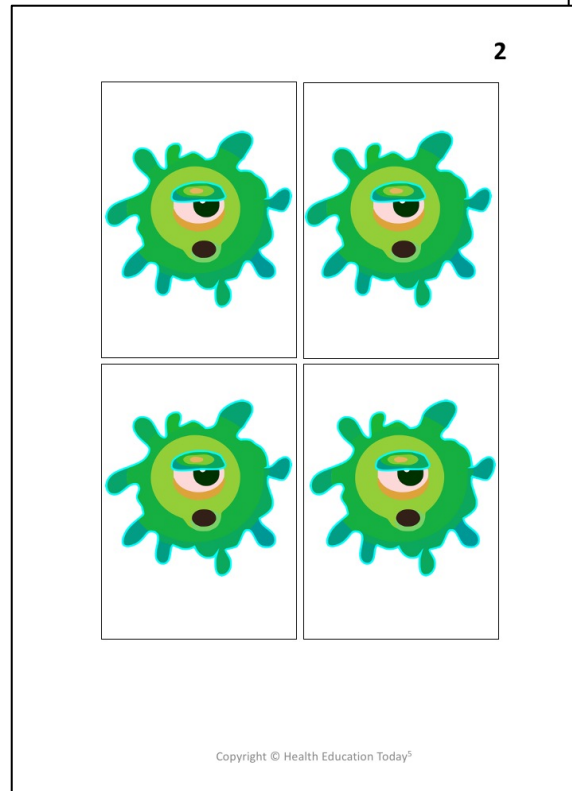
**Docs
are*Editable
in Word!**

4. Here are some of the worksheets/activities that go with the lesson!

1) 52 cards and two jokers

2) 6 different designs for card fronts

5 ♥ COVID-19 <u>Transmission:</u> -This is a highly contagious respiratory infection. -COVID-19 is a new strain that was discovered in 2019 and has not been previously identified in humans. Coronaviruses are zoonotic, meaning they are transmitted between animals and people. 	5 ♣ COVID-19 <u>Symptoms:</u> -respiratory symptoms -fever -cough -breathing difficulties -pneumonia -kidney failure and even death.  
5 ♠ COVID-19 <u>Treatment:</u> -There are several vaccine choices to help the body develop immunity and thus prevent COVID-19 infection, and also prevent severe illness. -Medication to reduce fever, drink fluids, and supplemental oxygen if needed. Some cases require hospitalization.  	5 ♦ COVID-19 <u>Prevention:</u> -Face masks and vaccination -regular hand washing -covering mouth and nose when coughing and sneezing -avoid close contact with anyone showing symptoms of fever, coughing or sneezing -clean and disinfect/hand sanitizer -ISOLATE IF YOU ARE SICK and WEAR A FACE MASK 



J ♥ Hantavirus  <u>Transmission:</u> -Contact with infected rodents' urine or droppings. -If it's not treated, it can be fatal! The mortality rate is 38%! -People breathe in the air and tiny droplets containing the virus get into the air. -Touching contaminated item then hand to mouth 	J ♣ Hantavirus  <u>Symptoms:</u> -Fatigue -Fever -Muscle aches, especially in large muscles like thighs and back -Headaches -Dizziness -Nausea, vomiting, diarrhea -Late symptoms are shortness of breath 
J ♠ Hantavirus  <u>Treatment:</u> -There is no cure or treatment, but an infected person may need hospitalization and fluids and more care.  	J ♦ Hantavirus  <u>Prevention:</u>



Here are more of the worksheets/activities that go with the lesson!

- 3) Full teacher directions
- 4) ★**NEWLY ADDED:** 14-Slide PowerPoint lesson with step-by-step teacher directions and video links so you can teach about communicable diseases before you play the game
- 5) ★**NEWLY ADDED:** "Coronavirus Interactive Emojis/Timeline Events" activity
- 6) Full card game directions for "Go Fish"
- 7) Optional "Communicable Diseases Worksheet" to use with the game
- 8) Suggestions for game day
- 9) Research article on "Communicable Diseases"
- 10) Link to "Communicable Diseases PowerPoint Slide Show"

3. **4 PATHOGENS:** Because these are "communicable diseases" to get them from someone else, (sometimes we even make people sick) and there are things we can do to prevent ourselves from getting sick. We have choices, for instance, a baby could be born (congenital) with a communicable disease, but not always.

Pathogens are tiny organisms that can make you sick.

The 4 pathogens we will look at are:

4. **VIDEO:** Show the video:

"The Immune System Explained" (<https://www.youtube.com/watch?v=JpUj13oY824>)

5. **WHAT IS THE DIFFERENCE BETWEEN A BACTERIA AND A VIRUS?**

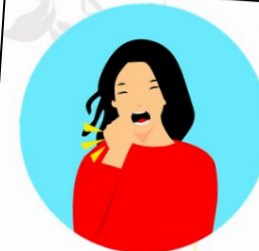
6. **VIDEO:** Here is a good video about bacteria and viruses - Watch it! (<https://www.youtube.com/watch?v=JpUj13oY824>)

Coronavirus Timeline from Outbreak to Feb. 26, 2020



EXAMPLE COMMUNICABLE ILLNESS

Common Cold:



*VIRUS



7.

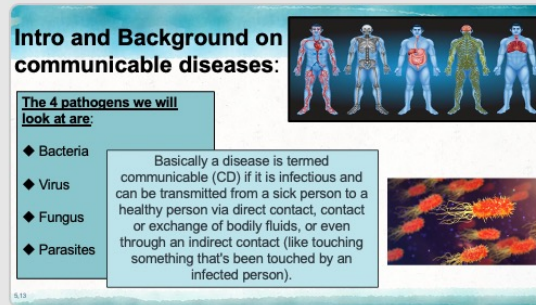
Worksheets are on GOOGLE SLIDES



5. PowerPoint Walks you Through the Lesson:



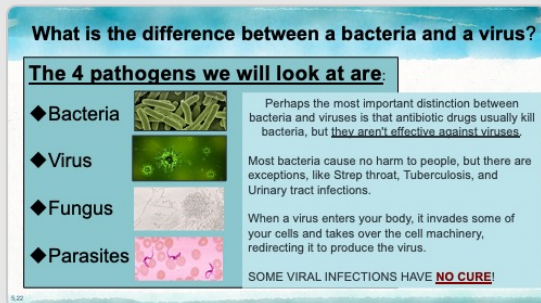
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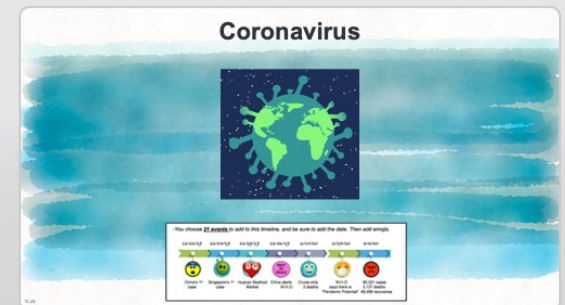
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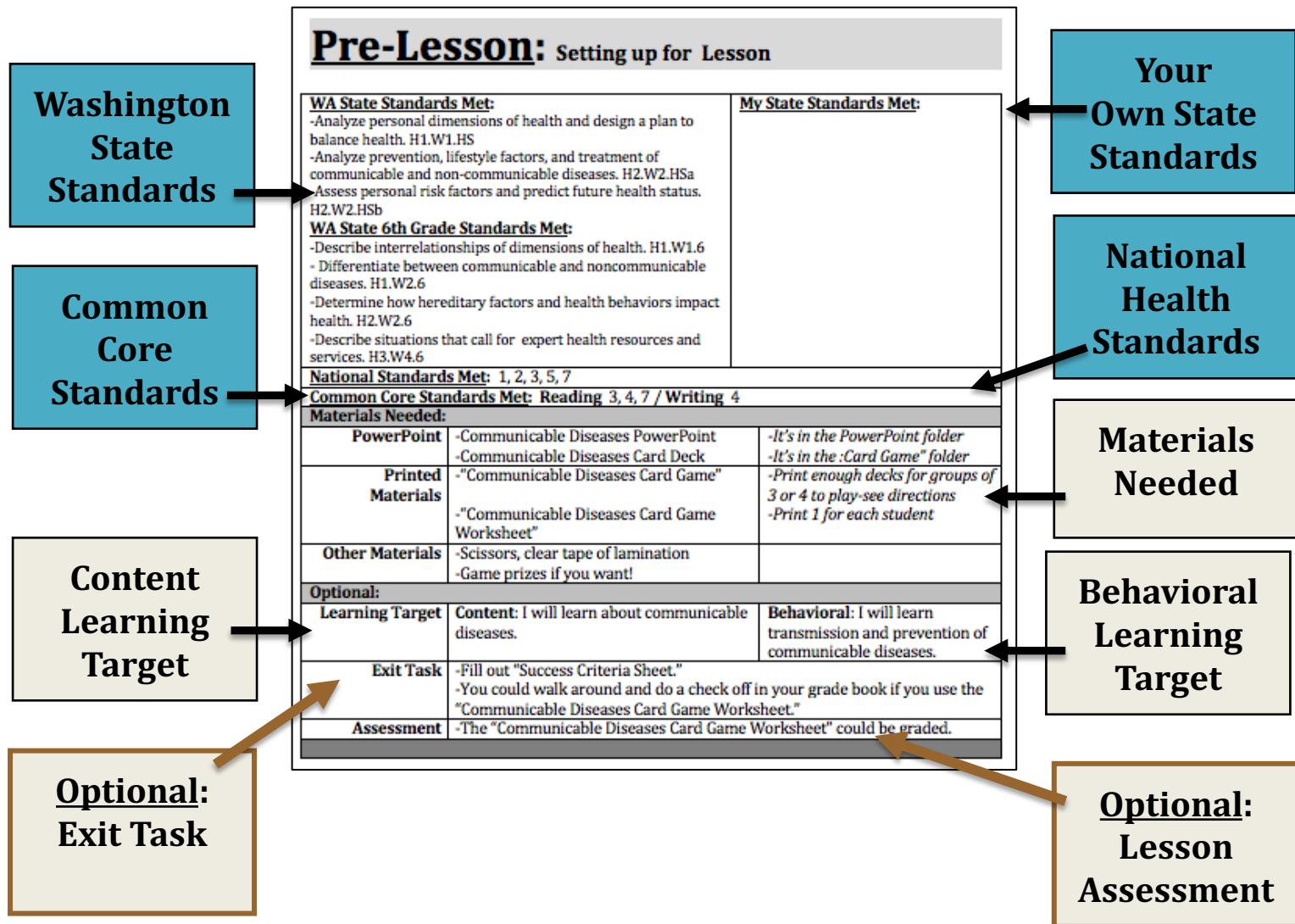
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6



6. Standards are at the Beginning of Each Lesson:



7.

This Program is all About the Students...

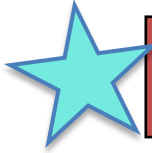
◆ The program is classroom and “kid-tested,” teacher-approved, and full of real student examples and responses.

◆ It promotes high student engagement and interaction!

◆ This lesson challenges and touches the lives of teens!



8. Buy it Today, Teach it Tomorrow!



Here is what makes this program unique!!

- ◆ This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!!
- ◆ Documents and PowerPoints are editable and docs are included in both Word and PDF formats.
- ◆ PowerPoints are full of nutritional info



9.



About the Author:

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for many years (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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Works Cited:

Owl and Yosemite Photos by me.

WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

NYC Standards

From: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>

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