Health Education Lesson Plan
Chronic Disease

Previous Materials Review - Review Tobacco Education Unit

Time: 5 min.
Activity Description: We will discuss how our Tobacco education unit relates to the upcoming unit involving Chronic Disease. Students will be asked to discuss what they believe may be common themes within the two units.

Materials needed: Paper, Pencil

Desired Student Outcome: Students will be able to identify some common themes between the two units.

See supporting materials
Tobacco Web Quest & http://www.cdc.gov/

Content Introduction Activity

Time: 5 min.
Activity Description: Students will watch short video clip that helps identify Chronic Disease. Video briefly describes how people who are inactive are more susceptible to Chronic Disease.

Materials needed: Computer, Paper, and Pencil

Desired Student Outcome: Students should be able to identify specific measures taken to prevent Chronic Diseases.

See supporting materials
http://youtu.be/RS2FkRftLII

Content Development Activities

Activity #1 = Web Site Review (self-guided)
Time: 20- 30 min.
Activity Description: Students will be asked to review a website from the Center for Disease Control and Prevention. The students will be working towards identifying common misconceptions of Chronic Disease.

Materials needed: Computer, notebook

Desired Student Outcome: Students should be able to discuss misconceptions of Chronic Disease with information derived from the web site review.

See supporting materials
Closure: Questions and Answer

Question # 1 – List one fact that you were not aware of regarding Chronic Disease and how it affects us?
Desired Student Response - Students should be able to supply one of the following. 1. 70% of deaths are due to chronic diseases. 2. Life expectancy is lower than nations that spend less on health care. 3. Mental disorders and Chronic Disease are closely related. 4. 75% of health care spending is used on people with Chronic Disease.

Question # 2 - Tell me one way that you can reduce your risk of Chronic Disease?
Desired Student Response – Better exercise and nutrition habits along with reduced tobacco and alcohol use.

Question # 3 – If you were having questions regarding your health, tell me one possible source you could use to find desired information.
Desired Student Response – CDC.org

Assignment description:

In class assignment – Work on identifying the Chronic Diseases, what the causes are, solutions, and recognizing some key statistical information.

Take home assignment – None

Instructor Reflection:

1. As I reflect on the lesson, to what extent were students/clients productively engaged?
   Students were productively engaged by taking part in the self guided web based learning activity designed to help students develop a better understanding of what Chronic Disease is.

2. Did the students/clients learn what I intended them to learn? (list objective) Were my instructional goals met? How do I know? Or how and when will I know?

3. Did I alter my goals or my instructional plan as I taught the lesson? Why?

4. If I had the opportunity to teach this lesson again to this same group of students/clients, what would I do differently? Why?
Introduction- Have you ever wondered what you would say if someone approached you and offered you a cigarette? Would you be able to say “NO”? Do you feel that you have enough information to make an informed decision on the topic? If you have answered any of these questions “NO”; than this activity will help you make the correct decision.
Task

• Find and list three reasons why tobacco is harmful to your health
  1.
  2.
  3.

• What is second-hand smoke and why is it harmful?

• List the "Refusal Skills" and pick the one you feel is most likely to work for you.
  1.
  2.
  3.
  4.
  5.

  Most effective skill:
Content/Vocabulary
List and identify reasons why people may smoke
1. 
2. 
3. 
4. 
5. 

- List common diseases that are linked to tobacco use
  1. 
  2. 
  3. 
  4. 

Key Terms to Know and Understand
Assessment

For this portion of the assignment I would like you to write a short (one page, double spaced) response on why you feel refusal skills are important to understand and what are some health risks you can relate to tobacco use.

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<th>Category</th>
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<th>3</th>
<th>2</th>
<th>1</th>
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<td>Includes at least three reasons why refusal skills are important</td>
<td>Includes two reasons why refusal skills are important</td>
<td>Includes one reason why refusal skills are important</td>
<td>Lists no reasons why refusal skills are important</td>
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<tr>
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<td>Identifies two Health risks</td>
<td>Identifies one Health risk</td>
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<td>1-2 grammatical errors</td>
<td>3-4 grammatical errors</td>
<td>More than 4 grammatical errors</td>
</tr>
</tbody>
</table>

Conclusion

After taking part in this active learning lesson, you will be able to demonstrate the ability to access valid information to enhance health. This will help students understand why being able to say “NO” is so important.

Resources

- [http://www.cdc.gov/](http://www.cdc.gov/)
- [http://healthliteracy.worlded.org/](http://healthliteracy.worlded.org/)
- [http://staff.fcps.net/mdavies/tobacco_vocabulary.htm](http://staff.fcps.net/mdavies/tobacco_vocabulary.htm)
- images courtesy of Google images
Supporting Materials Websites

- http://www.cdc.gov/
- http://youtu.be/RS2FkRftLII