

Teacher's Guide: Protect Your Health and Environment

Recommended Grade Level: 3-4

Suggested Time: About 50-60 minutes spread over one or more class periods, plus additional time to complete a writing assignment

Goals

Following are the big ideas that students should take away after completing this lesson:

- Your environment is everything around you, including water, soil, air, sunlight, buildings, and anything that you breathe, touch, or swallow.
 - Things in your environment affect your health in ways that can be helpful or sometimes harmful.
 - You can do things to protect your own health.
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Overview

Protect Your Health and Environment is a student-directed learning experience. However, while students are expected to work through the lesson on their own, teachers should be available to keep the lesson on track, answer questions, and ensure that all learning goals are met.

The following is a summary of the lesson screens:

- Screen 1: Students learn that their environment includes everything around them and can affect their health.
- Screen 2: Students learn what the goals are for the lesson.
- Screen 3: Students learn that when you are aware of potential health hazards in your environment, you can take steps to avoid them. They learn that some health hazards are obvious but others are less apparent. Students then play an interactive activity about chemical hazards commonly found in homes. They then write down which hazards they have seen in their own homes.
- Screen 4: Students learn that people are exposed to health hazards in their environment by touching, swallowing, or breathing them in. They then watch a video about how to reduce exposure to secondhand smoke. Students then choose a health hazard found in their homes and write two sentences to explain how they are exposed to the hazard and how they could avoid exposure to it.
- Screen 5: Students learn that although it is usually healthy to play outdoors, health hazards are found there too. They read about sunlight, smog, and pesticides as examples of outdoor health hazards. They then watch a video about one way to reduce exposure to pesticides.

Screen 6: Students read about actions they can take to reduce exposure to particular health hazards in their environment.

Screen 7: Students review how they can protect their health by learning about environmental health hazards. They then think about how their own actions could help them stay healthy. Students then write two to three sentences to describe whether they feel like they have any control over their own health.

Final

Assignment: Students select and complete a writing assignment about an environmental hazard. They may choose to make a poster or TV commercial to teach other kids about the hazard, or they may choose to write a letter to their family about a health hazard in their home.

Before the Lesson

- Review the lesson to determine where it can best fit into your curriculum.
- Go through each screen of the lesson, including all of the videos and the interactive activity, so that you can familiarize yourself with what students will be doing. As you go through each screen, jot down your own expectations for students' responses.
- Determine if students will be working individually or in pairs on the lesson. Some students may be able to work independently while others may benefit from working with another student. If students will be working in pairs on any portion of the lesson, let them know whether they will be expected to type in their notes individually or together.
- Arrange computers with Internet access so students can work individually or in pairs.
- Before students begin, suggest a timeline for completing the lesson, mention the different types of media they will encounter, and let them know how you expect them to submit their work. You may want to provide an outline of this information on a chart, chalkboard, whiteboard, or handout.

Lesson Assessments

The following are descriptions of the lesson features that will be part of the packet of materials that students will submit. Students will use the packet for reference when writing their final assignment. It also serves as a formative assessment tool to monitor students' work as they are progressing through the lesson.

- **Notes** - Students write their ideas in response to a prompt on screens 3, 4, and 7. If time allows, review their notes before students begin their writing assignment.
- **Final Assignment** - Students complete one final writing assignment. You can have students make their own selection, or assign one according to your goals for the lesson.

Lesson Aids and Extensions

Use the following suggestions to help students if they are stuck on a particular screen, to prepare students for completing their writing assignments, or as follow-up discussions to reinforce learning.

- **Watching Videos** - Encourage students to watch the videos more than once. After the initial viewing, provide students with a specific content focus to frame their next viewing(s) of the video. This will help them draw connections between the main topic and the information that the videos have to offer.
- **Answering Questions** - Before students view the videos or use the interactive, encourage them to read any questions they will be expected to answer, so that they can watch or play with the questions in mind.