

Lesson five: My rights and responsibilities



Lesson aim:

Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.



Learning outcomes:

- I know some ways that diseases are spread
- I know some ways that I can protect myself from diseases
- I know some ways that I can protect others from diseases



Resources required:

- Glitter
- Coloured chalk powder/glitter
- Plastic cups
- Resource sheet: Infectious diseases
- Resource sheet: Disease prevention
- Resource sheet: Bacteria

Key words: disease, bacteria

Teacher notes:

It is important to ensure a balance is achieved between the seriousness of diseases, without overwhelming pupils. Be especially mindful of any children that are unwell in the classroom at the time of the lesson, to ensure they are not ostracised by other pupils as a result of the lesson.

If coloured chalk powder is not available for Activity three, this can be made by rubbing coloured pavement chalks to make the powder or rolling straight onto the pupils hand. Alternatively, it can be substituted for coloured glitter.

Begin the lesson by...

Explaining that in this lesson we will be learning about how to protect ourselves and other people from some diseases. A disease is an illness which you can catch and spread, and which can make you feel very unwell. Many diseases are common illnesses that can infect anyone, with only some being quite serious. They cannot all be prevented but many can be. Being ill sometimes can boost our immune system meaning we are less likely to catch the same disease again. Other infections and conditions such as head lice can be caught, and spread. Many diseases are spread by coughing or sneezing, but can also be spread in blood and other bodily fluids.



Activity one: Diseases spread!

Ask pupils to think about the last time they felt unwell and then discuss:



How did being ill make you feel?

Had you been near someone else who also felt unwell before becoming unwell yourself?

How long were you unwell for?

Did you miss out on anything nice because of being unwell (school, clubs, trips, parties etc)?

Did anyone else you know also become unwell after you had seen them?

Tell pupils that many diseases are spread through tiny particles that contain the disease. When we cough or sneeze these fly out of our bodies into the air and other people breathe them in. They are very small and cannot be seen. Take a handful of glitter and pretend to cough or sneeze, blowing glitter into the room each time so pupils can visualise this.

Show pupils infectious disease cards. Discuss each card in turn, explaining what disease or condition the child has, how this is spread, and how it might be prevented.

For example:

“This child has cut their knee. What bodily fluid could a disease, if they had one, be carried in?”

“That’s right, blood”

“It is important not to touch someone else’s blood. Instead you could wear special plastic gloves. A plaster can be stuck over the cut to make sure no blood gets onto anything or anyone else”.

Activity two: Disease defences

Ask pupils to put their hands up if they have ever:

- Had an immunisation injection
- Used a plaster

Explain that these are both different ways of preventing diseases from spreading, and that we are now going to learn more about how to protect ourselves and others from spreading diseases.

Display the disease prevention cards. Discuss each card in turn, explaining how it can help to prevent or treat diseases.

Lay out both the children cards and disease prevention cards. Tell pupils to work as a class to match up the child card with the correct method of disease prevention. Offer guidance as required.

Activity three: Protect and prevent

Give each pupil a child card to stick to the front of their plastic cup with Blu Tak or Sellotape. Give each pupil a disease defence card to stick to the back of their plastic cup. Finally, give each pupil some bacteria to put inside their cups.

Instruct pupils to wander around the room with the front of their cup (child card) on show, but keeping the disease defence card hidden. When you say 'stop: prevent or share?' ask pupils to pair up with the person nearest to them. Tell them to consider the child card on each other's cup. If their own disease prevention card could stop them from catching any diseases from their partner's card, they are 'safe', if not their partner must give them a bacterium from their cup.

Repeat this several times.

At the end of the game, ask pupils to count the bacteria in their cups. The person with the least number of bacteria is the winner.



Extension:

Tell pupils to make a poster that promotes one way someone can protect themselves and others from catching a disease. For example, not touching someone else's cut, using a tissue to sneeze into or washing hands. These could be displayed within the school as a reminder to the pupils.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class an example of how they can protect themselves and others from spreading some diseases. Reassure pupils that lots of diseases are very common, and everyone can become ill or feel unwell sometimes. This is nothing to be frightened or worried about. Most serious diseases are preventable in this country through immunisations that start when we are babies to keep us healthy. Lots of things can help to prevent us catching other diseases and illnesses such as washing our hands, using tissues and keeping surfaces like desks clean. Remind pupils that if a child vomits or bleeds at school it is very important that they find an adult to tell and do not touch the bodily fluids. The adult will need to look after the child and also make sure that no bacteria is spread. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils explored and correctly identified how different diseases can be spread through a variety of bodily fluids.

Activity two: Pupils correctly matched scenarios with disease prevention cards to identify how different diseases can be prevented.

Activity three: Pupils accurately considered a range of scenarios where a disease may be shared and methods to prevent themselves and others from catching the disease.

Evidence of assessment: Bacteria cups. Posters, if extension activity completed.





