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| **Lesson Topic:** Health Education through African Novel |
| **Class/ Grade:** Health Education, 9-12 |
| **Standards: Kansas Health Education Standard #1:** Students will comprehend concepts related to health promotions and disease prevention to enhance health. |
| **Benchmark:** The students will know, comprehend, apply, analyze, synthesize, and/or evaluate. |
| **Materials:**   1. *Auma’s Long Run* by Eucabeth Odhiambo – students should have read the book in its entirety. During readings small group discussions should take place with questions to answer. 2. Venn diagram hand-out 3. Video |
| **Objective:**  The students will be able to demonstrate an understanding of how risk behaviors can impact health as it related to communicable diseases focus on HIV/AIDS by  a) identifying examples of risk behaviors observed in a video, the community, among peers and text source if any.  b) identifying risk behaviors in *Auma’s Long Run.*  c) using a Venn diagram to compare (a) and (b) |
| **Anticipatory Set:**  Start by having students watch a video showing clips of risk behaviors. |
| **Instruction:**   1. Identify and discuss the risk behaviors from the video. 2. Have student pair (or groups of 3 to 4) and share the behaviors and note them down 3. Have them share what they have witnessed. Also, students are free to share their experiences. 4. Have each group share one behavior. 5. Review places in *Auma’s Long Run* where someone is behaving in a risky way, is in a risky situation or places where risk behavior is mentioned. 6. Discuss the fact that a risk behavior can also be a risk situation. 7. Start by giving an example from Auma’s Long Run. 8. Use questions to help students recall. Example: on page x what the teacher tells the students is a risk behavior? What risk behavior or situation is Auma involved in or does Auma or any other character find themselves in? How does her mother address the issue? 9. Jot points on whiteboard or any other method that is visible to all students. |
| **Guided Practice:**   1. Distribute a blank Venn diagram. Have students work in pairs to fill in left side risk behaviors in the US; Right side risk behaviors in the book Auma’s Long Run. Middle – risk behaviors that appear on both sides or common to both sides. 2. Circle the class as students are working on their Venn diagram. 3. Have some groups share while others look at their work. 4. Collect Venn diagram to be assessed for student understanding. 5. The students practice the new learning under direct teacher supervision. |
| **Closure:**  Close by asking student what they learned about how risk behaviors can affect one’s health as it relates to communicable diseases focus on HIV/AIDS. |
| **Assessment: formal and informal**  Informal assessment:  In this lesson the teacher will informally assess students by:  - listening to student answers as identify examples of risk behaviors observed in a video, the community, among peers and text source if any.  b) listening to students as they identify risk behaviors in *Auma’s Long Run.*  c) circling the class while students are working on their Venn diagram  d) listening to student answers during closure  Formal assessment:  Collect and grade the Venn diagrams |