

GED 2002 Teachers' Handbook of Lesson Plans

| Area/Skill - Science | Cognitive Skill Level - All Levels | Correlation to Framework - 03.02/03.04/03.05/03.07 | Lesson Number - 24 |
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| <p>Activity Title - Parasites and You</p> <p>Goal/Objective</p> <p>To identify different types of parasites and how parasite-borne diseases are spread and disease rates can be reduced.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Students have probably heard the term “parasite-borne” disease, however they may not know what a parasite is, how the disease is spread, or how these kinds of diseases can be reduced in the world.</p> <p>Activity</p> <p>Have students go to the different websites listed and review the basic information on the life cycle of the parasite and the role of parasites in transmitting diseases. Divide the class into small groups. Provide each group with one of the following parasite-transmitted diseases: malaria, Lyme disease, African sleeping sickness, giardiasis, riverblindness, schistosomiasis, Chagas’ disease. Have the groups visit the different web sites and answer the questions in the Handout - Parasites: What Do They Do?</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss the importance of understanding parasites and the diseases that they can cause. Write the name of each of the diseases on the board. As the students orally present their information, write down the name of the parasite that causes each disease, the country in which the disease is most prevalent, reasons for the prevalence, and methods to eradicate the parasite/disease.</p> | | <p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout - Parasites: What Do They Do? • Chart paper/board and markers • Paper and pencils • Computers with Internet access • World Health Organization - http://www.who.int/home-page/ • The Life Tree—http://www.thelifetree.com/gallery.htm • MSN Encarta: Parasites—http://encarta.msn.com/encyclopedia_761553247/Parasite.html • Parasites - http://www.nationalgeographic.com/ | |
| | | <p>Extension Activity</p> <p>Have students research the last epidemic in the United States. Where did it occur? When? Was it the result of a parasite?</p> | |
| | | <p>ESE/ESOL Accommodations</p> <p>Have students work in small groups where research can be read orally.</p> <p>Develop a graphic organizer that identifies the basic information required for the assignment.</p> <p>Provide students with a short overview of the disease that they are researching.</p> <p>Allow students to present orally, in writing, or through a drawing/graphic display.</p> | |
| <p>Real-Life Connection</p> <p>Have students use the information that they have obtained from the different websites to identify methods that could reduce the high rates of parasitic diseases in specific countries. Discuss reasons why certain countries may or may not implement these different methods. Write the students’ ideas on the board next to the disease that they studied and the countries in which the diseases are most prevalent.</p> | | | |

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - Objective Versus Subjective

Introduction

Say: You have probably heard the term “parasite” and even the phrase “parasite-borne” disease. However, how many of you know what a parasite is, how the disease is spread, or how these kinds of diseases can be reduced in the world?

Main Activity

Say: Parasites continue to be a concern in today’s world. In fact, they are so serious that there are many diseases that are “parasite-borne” and can cause death. What exactly is a parasite and why are they so deadly? Today, we are going to do some research on common parasites and the diseases that they cause. First, let’s look at what a parasite is and how they live. We will use the World Wide Web as our reference material. First, I want you to spend some time on the following websites:

- The Life Tree—<http://www.thelifetree.com/gallery.htm>
- MSN Encarta: Parasites—http://encarta.msn.com/encyclopedia_761553247/Parasite.html
- Parasites - <http://www.nationalgeographic.com/main.html>

Say: Take a look at the life cycle of the parasite and the role of the parasite in transmitting diseases. When you have finished reviewing the basic information, divide yourselves into groups of four.

Say: Each of your groups is going to become experts in a specific parasite. Using the two websites that you have already accessed, as well as the World Health Organization - <http://www.who.int/home-page/>, I want each of your groups to find as much information as you can on the parasite-transmitted disease that you will be given. You may also access other sites to locate information. Please document the new sites that you visit so we can add them to our list.

Provide each group with one of the following parasite-transmitted diseases: malaria, Lyme disease, African sleeping sickness, giardiasis, riverblindness, schistosomiasis, Chagas’ disease. *Say:* To help you get started in your research study, you may use the questions in the **Handout - Parasites: What Do They Do?** as a beginning point. Make sure that you take comprehensive notes so that you can answer questions regarding the parasite and associated disease.

Closure/Conclusion

Say: Let’s discuss the importance of understanding parasites and the diseases that they can cause. Write the name of each of the diseases on the board. As the students orally present their information, write down the name of the parasite that causes each disease, the country in which the disease is most prevalent, reasons for the prevalence, and methods to eradicate the parasite/disease. If students do not answer the basic information needed, ask them questions about their parasite, disease, location of the disease, outcome of the disease, etc.

Follow-Up Lessons/Activities

Have students research recent outbreaks of parasitic disease in the United States. Have them assess why the outbreak occurred and what could have been done to lessen the impact.

