

High School Health Education Lesson Plan

Time: 90 minutes

Overview

Explore the various perspectives and effects of the Ebola epidemic within in the United States

Objectives

At the end of this lesson, students should be able to:

- List the three areas where Ebola virus patients were located in the United States, according to the digital exhibit;
- Identify at least two of the effects of Ebola-based fear and stigma in the United States;
- Analyze the actions of the United States government in border protection during the epidemic; and
- Evaluate the initial responses to Ebola-virus transmission in the United States, both on a governmental and a public level.

Standards

- National Health Education Standards (NHES) #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- NHES #3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- NHES #8: Students will demonstrate the ability to advocate for personal, family, and community health.

OR

- Georgia Standards of Excellence (GSE) SCSH6: Students will communicate scientific investigations and information clearly.
- GSE SEPI5. Students will interpret and critically analyze health related messages in the media to make informed public health decisions and establish life goals

Materials

devices with Internet access; Ebola digital exhibit, module 7 (“Ebola comes to the U.S.”); headphones/earbuds for audiovisual learning; pen and paper

Procedure

13:00-13:10: Recap the discussion about Ebola from yesterday, especially around the misinformation and stigma involved in West Africa.

13:10-13:25: Ask students what they recall about the discussion around Ebola in the United States during 2014 and 2015; discuss memories and concepts, ideas and recollections, of fear and stigma.

13:25-13:30: Direct students to the Ebola digital exhibit around the U.S. governmental response and those of the media and the public, and to note their thoughts on the responses and repercussions.

13:30-14:00: Float around, help students with technology, understanding the content, etc.

14:00-14:15: Split students into four groups to act as the government, the public, the media, and healthcare workers (HCW). Have them discuss, debate and act through the issues and questions surrounding Ebola in the U.S.

14:15-14:25: Bring the class back together; recap with students the implications and the effects of the media, popular, HCW, and federal responses to Ebola transmission.

14:25-14:30: Wrap-up daily discussion, ask students to turn-in their thoughts. Assign homework.

Homework

Three-paragraph response summarizing and explaining the various responses to the Ebola crisis in the United States.