

Title_____What's In My Community?

Curriculum Health

Grade Level Span _6-8

Purpose: To inform students of community health resources.

Description: Students will be able to access information in order to describe the function and importance of state and local health government agencies and resources.

Activities:

Preparation:

- This is a 5 day unit. We recommend the following timeline: day 1- INTRO, day 2-3 GROUP RESEARCH, days 4-5- GROUP PRESENTATIONS (utilizing TECHNOLOGY).
- Teacher gathers information about state and local government agencies.
- Teacher discusses and/or models how to access this information. For example, provide phone numbers/websites for involved agencies.
- Prepare a resource handout for students.
- Prepare an outline for students to take notes and gather information about these agencies/resources as teacher presents information. Teacher will explain each agency and its importance.
- Teacher needs to decide how to group students.
- Teacher needs to decide how to randomly distribute the agencies to the groups.

Curriculum
Standards

NETS for Students

- Teacher needs to reserve the computer lab.

Procedure:	Personal Health	
1. Students will get an overview of this unit/project through teacher presentation. Teacher will distribute a copy of the assessment rubric (see below).	6-8 1	
2. Students will take brief notes and gather information as teacher presents. For example, teacher may want to role-play different agency department heads and/or bring in guest speakers from governmental agencies as an overview.	1, 2	
3. Students will form groups and brainstorm.	1, 2, 4	
4. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.		1
5. As a class, each group will access the Minnesota Emergency Agencies (or your own state agency) in their search to access their links in the computer lab.	2, 3, 4	1, 2, 3, 4, 5, 7, 8
6. Students may need to access resources outside the classroom and in their community/extended community.	2, 3, 4	10
7. Students create/design their class presentations.	2, 3, 4	1, 2 3, 4, 5 6, 7, 8
8. Students present final presentation.	2, 3, 4	6, 7, 8, 9
9. Students will evaluate presentations of fellow classmates. (See Assessment)	2,3,4	10

Tools and Resources

Websites/ Searches:

State Emergency Agencies
State Health Department
County Health Department
Local Health Department
Chamber of Commerce

Other:

Teacher Resources

State/County/Local Community Agencies (suggestions):

Fire Dept., Police Dept., Ambulance (EMS), Water/Sewer Dept., Human Services, Civil Defense, Coroner, Local Government/Offices (city officials, zoning & planning), Noxious Weed Control

Assessment: Each class member will evaluate another groups presentation using the following rubric:

Rubric

Group Names _____

My name is _____

_____ All group members participated in the presentation.

_____ Group incorporated a visual display. (power point, poster, video, overhead, etc).

_____ Stated their agency and demonstrated the importance of their agency.

_____ Explained how their agency is useful to them individually.

_____ Total Points

4=Excellent 3=Good 2=Average 1= Needs Improvement

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Personal Account

I have used this sequence before with success. Students are curious to discover the relevance and connection between their government agencies and them!

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