

**Name of lesson:** Become a disease detective!

Grade 5: Term 4	Subject: Life Skills
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Curriculum Standards: (CAPS) Grade 5 Life Skills Term 4

CAPS requirements	Knowledge	Skills
<p><b>Grade 5 Term 4</b> Health and environmental responsibility.</p> <p>Local environmental health problems.</p> <p>Locally occurring health problems such as tuberculosis, diarrhoea, malaria, measles.</p>	<p>Local diseases such as tuberculosis, diarrhoea, malaria, and measles.</p> <p>Facts, causes, symptoms and treatment of each disease.</p>	<p>Following instructions.</p> <p>Discussion about diseases.</p> <p>Research skills using the internet or library.</p> <p>Synthesize information.</p> <p>Teach others.</p>

**Resources**

Relevant internet sites, applicable library books, digital devices for conducting research, paper for collecting information, the worksheet provided in this guide.

**Objectives**

**Learners will:**

- Work in home groups with each learner studying a different disease
- Have a group discussion sharing what they know about each disease
- Learn to work in a jigsaw co-operative group and form expert groups for further research
- Research relevant information on the assigned diseases
- Share information with the others in the home group

**Background**

The lesson introduces research using the 'jigsaw co-operative learning method.' This method encourages the students to work in two different groups and is an excellent way of completing and sharing research. In the first group, known as the 'home group', the learners divide the topics between them. They then each join a second group related to the topic they have chosen called the 'expert group' which focuses on that particular topic. When the students have finished working, researching and collaborating with the 'expert group', they return to their original home group and teach them about their topic. For more information on this method please research: <http://www.jigsaw.org/>.

**Vocabulary**

environment, health, diseases, tuberculosis, diarrhoea, malaria, measles, facts, causes, symptoms, treatment, co-operative learning

**Teacher preparation before starting**

Before teaching this activity, divide the class into groups of four. Place each learner into a home group.

Make sure that there are relevant resources for the topics being researched by the home groups. A few relevant websites are:

	<b>Malaria</b>	<b>Tuberculosis</b>	<b>Diarrhoea</b>	<b>Measles</b>
<b>1</b>	<a href="http://www.againstmalaria.com/">http://www.againstmalaria.com/</a>	<a href="http://kidshealth.org/parent/infections/bacterial_viral/tuberculosis.html">http://kidshealth.org/parent/infections/bacterial_viral/tuberculosis.html</a>	<a href="http://kidshealth.org/parent/infections/common/diarrhea.html">http://kidshealth.org/parent/infections/common/diarrhea.html</a>	<a href="http://kidshealth.org/parent/infections/lung/measles.html">http://kidshealth.org/parent/infections/lung/measles.html</a>
<b>2</b>	<a href="http://kids.nationalgeographic.com/kids/stories/spacescience/malaria/">http://kids.nationalgeographic.com/kids/stories/spacescience/malaria/</a>	<a href="http://www.ehow.com/about_5283223_tuberculosis-information-kids.html">http://www.ehow.com/about_5283223_tuberculosis-information-kids.html</a>	<a href="http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Diarrhoea">http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Diarrhoea</a>	<a href="http://www.cdc.gov/measles/">http://www.cdc.gov/measles/</a>
<b>3</b>	<a href="http://www.unicef.org/health/index_malaria.html">http://www.unicef.org/health/index_malaria.html</a>	<a href="http://en.wikipedia.org/wiki/Tuberculosis">http://en.wikipedia.org/wiki/Tuberculosis</a>	<a href="http://children.webmd.com/guide/diarrhea-treatment">http://children.webmd.com/guide/diarrhea-treatment</a>	<a href="http://www.nhs.uk/Conditions/Measles/Pages/Treatment.aspx">http://www.nhs.uk/Conditions/Measles/Pages/Treatment.aspx</a>
<b>4</b>	<a href="http://www.siyabona.com/malaria-information-general-precautions-treatment.html">http://www.siyabona.com/malaria-information-general-precautions-treatment.html</a>			<a href="http://www.nhs.uk/Conditions/Measles/Pages/Symptoms.aspx">http://www.nhs.uk/Conditions/Measles/Pages/Symptoms.aspx</a>
<b>5</b>	<a href="http://www.bupa.co.uk/individuals/health-information/directory/m/malaria-disease">http://www.bupa.co.uk/individuals/health-information/directory/m/malaria-disease</a>			<a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=285&amp;id=1578">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&amp;np=285&amp;id=1578</a>

Show the groups simple, short, animated videos on YouTube:

**Measles:** [http://www.youtube.com/watch?v=iPQZyt\\_EoGw](http://www.youtube.com/watch?v=iPQZyt_EoGw)

**Tuberculosis:** <http://www.youtube.com/watch?v=VnF47GGAU8g>

**Malaria:** [http://www.youtube.com/watch?v=A2-XTIHBf\\_4](http://www.youtube.com/watch?v=A2-XTIHBf_4)

**Diarrhoea:** <http://www.youtube.com/watch?v=IEe0cfVFvE>

### **Teaching the Activity**

Begin by having a discussion on the relevant four diseases and find out what the students already know about them. Introduce the short, animated YouTube videos to stimulate their thinking once the discussion is complete. Discuss the main areas of each disease (namely facts, causes, symptoms and treatment) that the learners will be researching. Place the students in groups of four (home groups) and let them choose a different disease for each person in the group. After that, explain how the jigsaw method of co-operative learning works.

### **Main Activity**

Discuss the various vocabulary terms listed under 'vocabulary' that will be used in this lesson and reinforce the vocabulary that the learners are unfamiliar with.

The learners work in their home group and they are each given a piece of paper to work on for their research.

Learners begin in their home groups by sharing information about the four diseases and taking note of anything interesting.

The learners then move to their expert groups so that they can work with a group that is researching the same disease. Encourage this to be a sharing activity, and let the research begin in whatever way you have designed it should happen.

When the research time is over, the expert groups pool their knowledge and draw up their information sheets. They then use the provided worksheet to record their information so that they can take it back to their home groups and teach their home groups about their particular disease.

**Worksheet link**

The activity in this lesson is the worksheet titled '**Become a disease detective!**'  
This is where each learner will condense the information they have found in order to teach it to their groups.

**Expanded activity**

This activity could be expanded to include the learners creating a poster activity in their expert groups to summarize their information. These could be displayed in the classroom afterwards.

**Informal Assessment**

Record each learner's progress on your observation sheet.

**Assessment Criteria**

Did the learner work as a team in their expert group?  
Did the learner create suitable information to share with their home group?