

The Amazing Beginning of Human Life

NHES Standard 3 Students will demonstrate the ability to access valid information and products and services to enhance health.

Teaching Objectives

- Evaluate the validity of a source
- Access appropriate community resources to meet specific needs

Teaching Strategies

- Divide the class into teams, giving each team a set of 40 index cards.
- Have teams identify at least 20 vocabulary words, writing a vocabulary word on one card and its definition on another card.
- Have teams place the cards on the table face-down, and on your command, turn over one card at a time, trying to match each word with its definition. The winner is the first team to match all of its cards correctly.
- Assign each team one of the three lessons in Chapter 17, and instruct them to use the vocabulary terms to create a valid resource list someone could use to find more information on the topic.
- Allow students to share their resource lists in the school or community.

Assessment

Using a rubric, student work should provide comprehensive evidence of the following criteria to achieve the highest score.

- ✓ List all of sources
- ✓ Evaluate the sources to determine their reliability
- ✓ Judge the appropriateness the sources
- ✓ Describe and discuss the type of help available from the source

Hands-On **HEALTH**

Activity The Amazing Beginning of Human Life

This activity will help you understand vocabulary terms and identify valid resources that can be helpful for a new parent.

What You'll Need

- 40 or more index cards and a marker
- Internet and textbook

What You'll Do

Step 1

Review Chapter 17, identifying a minimum of 20 key vocabulary words. Write each vocabulary word on an index card and its definition on another card.

Step 2

Place all cards face down, mix them up, and on the teacher's command, turn over one card at a time, matching the word with its definition. The first team to match all the cards correctly wins.

Step 3

Your team will be assigned one lesson in Chapter 17. Create a resource list to learn more about the health topics. Access the resources by phone, or via the Internet and identify the type of help available from that resource.

Apply and Conclude

Share this list with your peers by creating a pamphlet listing valid resources.

Checklist: Accessing Information

- ✓ List all of your sources
- ✓ Evaluate the sources to determine their reliability
- ✓ Judge the appropriateness of your sources
- ✓ Describe and discuss the type of help available from your sources



More About...

Timeline Have students work in small groups to investigate the history of research involving DNA using library or Internet resources. Ask each group to make a timeline of DNA research that includes at least five major advances in the study of DNA. Provide each group with a long sheet of paper on

which to make its timeline. You may want to make a model of a timeline on the board to help students get started. After each group has placed at least five milestones in the study of DNA on its timeline, have students present their work to the class.