

**DOH Rural Health Day Youth Program: Rural Health Calendar Lesson Plan**

Target age: 4th – 6th grade

Lesson: Healthcare and Healthy Living in Rural and Urban Communities

Timeframe: 1 lesson, 1 hour in duration

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

1. Differentiate between rural and urban communities
2. Describe healthy rural living

Materials: Powerpoint: Rural versus urban PPT
Worksheet: *Using land in different ways*

Drawing paper, pens, markers, colored pencils, crayons

Optional: books about healthcare careers from your school library

* We recommend *Top 100 Health-Care Careers* by Dr. Saul and Edith Wischnitzer

Procedure:

1. Introduction
	1. DIVIDE the whiteboard into four parts. WRITE “healthy” on one part of the whiteboard. Have class brainstorm words associated with “healthy” and record their answers in this section of the board.
	2. Once students have a good list of words associated with “healthy”, WRITE “healthcare” on the second part of the whiteboard. ASK students what healthcare means. EXPLAIN to students that “healthcare” is just a combination of two words – “health” and “care” and that people with healthcare jobs make a living taking care of the health of others. WRITE the word “jobs” after healthcare on the whiteboard. Have class brainstorm different healthcare jobs and record these on the whiteboard.
	3. Have class verbally brainstorm everyone they can think of that might need healthcare e.g. elderly, sick, even pets! Students should realize after awhile that EVERYONE needs healthcare and will most likely point that out to you. ASK the class “Is healthcare important to everyone?” to reiterate the point. The answer should be a resounding yes!
2. Segue
	1. TELL class that you will look at healthcare and what it means to be healthy in urban and rural areas.
	2. DISTRIBUTE *Using Land in Different Ways* worksheet. Have students read through the worksheet and complete the reading comprehension questions. REVIEW answers as a class.
3. Discussion
	1. SHOW powerpoint picture of Seattle. ASK class if this is an urban area or rural area. ASK class how they know. SHOW class the other powerpoint examples. ASK class if these examples are rural or urban and how they know.
	2. ASK class to think about the area they live in. Is this area an urban area or rural area? ASK class how they know.
	3. DIRECT class to take a look at the “healthy” words they brainstormed. WRITE “urban” and “rural” in the last two sections of the whiteboard. ASK class what healthy looks like in urban areas. What about rural areas? GUIDE students to examine things like air pollution in larger cities, more space to run around in rural areas, safer streets in rural areas, etc. RECORD these answers under “urban” and “rural” subcategories.
	4. ASK class to think about what being healthy looks like in their own community. Are there places to run? Play? Healthy foods to eat? Doctors and other healthcare professionals to take care of community members? Good source of drinking water?
	5. WRITE the prompt on the whiteboard “Rural health means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”. ASK students to draw what being healthy in their rural area means to them. ASK students to write a paragraph using the prompt to caption their drawing.

Assessments:

1. *Using Land in Different Ways* worksheet completion
2. Illustration and description of what healthy living looks like in the student’s own rural community.

Targets Common Core Standards:

CCSS.ELA-LITERACY.RF.4.4, CCSS.ELA-LITERACY.RF.4.3, CCSS.ELA-LITERACY.RF.5.3, CCSS.ELA-LITERACY.RF.5.4, CCSS.ELA-LITERACY.RI.6.1