

Chapter 6: Staying Healthy

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Teacher's Guide

Learning Objectives:

- Students will reflect on, then share in English with the class, their own wisdom and experiences concerning prevention of sickness and disease
- Students will summarize their experiences into five rules for healthy living
- Students will compare their rules with the rules presented in Chapter 6
- Students will identify two sources of additional information on health
- Students will name one action or activity to improve their health and/or the health of their families

CASAS Competencies:

- 3.5.9** Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures
- 4.9.3** Identify sources of information and assistance, and access resources within a system
- 7.4.4** Identify and utilize appropriate informational resources, including the Internet

Instead of beginning with the theme picture in the student book, students begin with a closed book discussion of “healthy” and “unhealthy.” This lesson will begin with what the students already know about staying healthy. They will have an opportunity to share health knowledge from their own lives before reviewing the rules for healthy living presented in this chapter.

Closed Book Discussion

Suggestions for Facilitating Discussion

1. Put the words “healthy” and “unhealthy” on the board. Ask students to explain the difference. Clarify as needed.
2. Ask questions to stimulate discussion. As students answer, summarize what they say in phrases and list them under the words “healthy” and “unhealthy” on the board. If necessary, give one example under each heading to get the discussion started.
“What makes people healthy?”
“What makes people unhealthy – not healthy?”
3. Once students are finished giving ideas, read the lists back to them, having them repeat each item after you.
4. Look over the lists and make a new list by grouping each item by topic, for example, food, exercise, etc. More advanced students may be able to work in small groups to accomplish this task on their own.

5. Once the lists are complete, ask students to come up with one rule or one thing to teach their family about each topic. For example, for food they might say “eat healthy foods.” Write the students’ rules on the board. This discussion is preparing them to better compare what they know and have learned about staying healthy with what they are about to read in this final chapter.
6. When one rule for each grouping or topic has been elicited, have students open their books to read Chapter 6. Explain that the theme picture shows six rules for healthy living. Then have students compare their list with the book’s list. How are the two lists similar? How are they different? Avoid suggesting that the book rules are right and their rules are wrong. Instead, focus on how the two lists are similar and different. Look for the differences that are cultural, not only between their culture and American culture but between their own cultures and families.

Suggestions for Teaching Key Vocabulary

In this lesson, the primary vocabulary will come directly from the students. If you are working with beginning students, encourage them to refer to a picture dictionary as a discussion aid. Oxford Picture Dictionary, for example, has an entire section on Health Care, including exercise, checkups, medicine, and hospitals. Students could also use their personal bilingual dictionaries or get help from others in the class.

Suggestions for Teaching Health Content

- Before reading, discuss the pictures on the page.
- Have students take turns reading select paragraphs out loud.
- Discuss vocabulary. One key vocabulary word associated with this chapter is the word **prevent**. It is bolded in the text and listed again, with more detail, in the glossary. Help students locate and pronounce and understand this key vocabulary word and concept before continuing.
- More advanced students may want to underline or highlight new information.
- Again, be sure to highlight and discuss cultural differences, for example, different foods, different ways to relax, different ideas for how to get exercise, the prevalence of smoking in their community, and the concept of getting regular checkups.

Activities

Pronunciation Activity: Tap the Stress (X = LOUD tap, x = softer tap)

The Teaching Steps:

1. **Tap or clap the rhythm of the group being studied.** Tap loudly for a big **X** and softly for a small **x**. Once you have set the rhythm, have students join you in tapping the rhythm.
2. **Say each word in time to the tapping.** Have students continue the beat as they repeat each word in unison after you. Repeat each word until students' rhythm and pronunciation are acceptable. Do not drag, keep up the tempo.

X x	x X	X x x	x X x
cancer	prevent	exercise	together
healthy	disease	chemicals	insurance
checkups	attack	dangerous	Ask questions.
living	amount	regular	diseases
happy	reduce	translator	prescription
smoking	afford	healthier	
sooner		medicine	
better			

Group Language Activity: Things I do to Relax

When students have finished reading about the six rules for healthy living, do this or a similar group language experience activity.

Put the title **Things You Can Do to Relax** on the board. Explain that together you will write some tips for relaxing, which is a great way to manage stress. Ask each student to give one sentence. Each sentence needs to be unique.

Teaching Steps

1. Call on a student to give a sentence.
2. Write the sentence on the board, correcting grammar, as needed.
3. After each student has contributed, read the composition back to the class. Read one sentence at a time, having the class read it after you in unison.
4. Invite a student or two to read the entire composition.
5. Ask students to copy the composition into their notebook (give plenty of time for this).
6. Invite students to share the class composition with family and friends.
7. Be sure that you, also, copy the composition.

Sharing with Others. Having students share what they've learned with others helps them check and reinforce their learning. If you have a school or class newspaper or website, consider including the composition on how to relax. Or have the class write a composition for each rule and then turn the compositions into a booklet, adding illustrations, and making copies to distribute to others.

Local Resources

As you work through the topic of staying healthy with your students, keep a list of the local resources for staying healthy. This might include local parks, local YMCA, or smoking cessation programs.

Local Resources

- _____
- _____
- _____
- _____
- _____
- _____