

ACTIVITY: CAREERS IN HEALTH

SPL Level:
4-5 6+

Language Skills:
R W L S

CASAS:
4.1.8

HEALTH

Competency Area:

Health

Objective:

Students recognize health occupation words, and their abbreviations in classified ads of the newspaper.

Newspaper section:

Classified/Health Careers

Required Class Time:

1 hour

Target Vocabulary:

Health Occupation Words. Hospital, Clinic, Health Center, CNA, med. asst.

Grammar points:

Abbreviations of health occupation words

Materials List:

Newspapers, Index cards, Transparency of a classified ad for a health related job, chart or transparency of the vocabulary list and abbreviations below

Dental Assistant
Licensed Practical Nurse
Laboratory Worker
Occupational Therapist
Doctor/Physician
Optician

Medical Assistant
Certified Nurse's Assistant
Physician's Assistant
Speech Therapist
Dentist
Dental Hygienist

Registered Nurse
Data Entry Technician
Physical Therapist
X-Ray Technician
Optometrist
Receptionist

DA.
LPN.
Lab Asst.
OT.
DR./M.D./D.O.
OPTICIAN

MA
CNA
PA
SPT
D.D.S.
D.H.(D Asst.)

R.N.
Data Entry Tech
PT
X-Ray Tech
Optometrist
Recp.

In-Class Procedure

1. **Warm-up:** Ask students if any of them had health related occupations in their native country and if any of them would like to obtain health related jobs here in Colorado. Allow time for discussion.
2. Display, go over and explain the two vocabulary lists. Allow time for students to copy the lists or hand out printed lists of the vocabulary lists. Discuss where people with these occupations might work.
3. Show a classified job advertisement on the overhead. Discuss words and abbreviations. Allow students to ask about other abbreviations in the ad, e.g. FT, PT, EXP, REF REQ, etc.
4. Put students in groups of 3. Have each of them select and highlight a health occupation ad that each student will then read and explain to the other group members.
5. Give each group an index card. Have each group compose an ad for a health-related occupation. Proofread together. Pass the ad to another group.
6. After reviewing and proofreading the ad received, have a group spokesperson write it on the board. Class reads and edits as needed.
7. Have students write a health-occupation ad in their journal.

TAKE-HOME ACTIVITIES:

For adult learner:

Students may write an ad for a health-related occupation. Have students create a small journal of ads, which they have cut out from the classified section, that deal with a health occupation of their choice.

For learner and child(ren):

Ages 2-5: Ask students to make a simple 4-page booklet (one 8 1/2 x 11- inch blank page, folded in half twice). Have students write the name of a health care occupation i.e. Doctor/Physician, Nurse, Dentist or Receptionist at the bottom of each page. Have the adult and child look through magazines to find pictures of the 4 occupations. Cut and paste one for each page. Then discuss with child how each of these people helps the child and/or the family.

Children may want to play role-play a game in which they are the Doctor, Nurse, Dentist, Receptionist, etc.

Grades 1 to 4: Visit the school library or public library. Have the child check out books about occupations. Together with an adult do a hunt to find and read about health-related occupations. Explore with the child if she/he would want to prepare for one of these careers.

Tips and Options:

For review, have students complete a 16-square Bingo card using a selection of either the health occupation vocabulary words or the abbreviations. Play bingo. If the grids are abbreviations, say the corresponding words aloud. If the grids are words, write the abbreviations on the board.

HEALTH OCCUPATIONS BINGO

In each square of the Bingo grid write one health occupation word or one health occupation abbreviation. Play Bingo with your teacher and classmates.

		FREE SPACE		



ADVERTISING A JOB IN HEALTH

HEALTH OCCUPATIONS

Write your ad for a Health Occupation here.
Follow the format of the classified ads in your local newspaper.

HEALTH

ACTIVITY: A HEALTH CRISIS

Competency Area:

Health

Objective:

Students read and summarize a news article.

Newspaper section:

Any sections which have articles about accidents, catastrophes, or illnesses

Required Class Time:

60 minutes

Target Vocabulary:

Who, what, where, when, how, why, illness/injury/pain words

Grammar points:

None

Materials List:

Newspapers and/or pre-selected articles.

In-Class Procedure

- Before Class:** Skim the day's newspaper to see if there are 2-3 articles about accidents, catastrophes, or illnesses. If the day's newspaper has none or few articles, gather articles over the next few weeks and do the activity when enough articles have been gathered.
- Warm-up:** Ask learners what the words "accident, catastrophe, and illness" mean. Ask learners what words they use to start questions for finding out information. (Who, what, when, where, why, how, how much/many/often.)
- Put learners in pairs or groups of 3. Give each group a newspaper. Ask pairs/groups to find a story in the paper about an accident, catastrophe, or illness (or give each group an article from your file.)
- Ask learners to read the article and discuss their answers to the following six questions.
What happened? When did it happen? What was the result?
Where did it happen? Who was involved? What will happen next?
How did it happen? Why did it happen?
- When finished, put learners in new groups where each group member has read a different article. Learners summarize the information in the article they read. Partners ask for clarification if any of the questions above were not answered in the summary.

SPL Level:

4-5 6+

Language

Skills:

R W L S

CASAS:

none

HEALTH

TAKE-HOME ACTIVITIES:

For adult learner:

Ask learners to write a 4-6 sentence summary of the article they read. See who can write the briefest summary that includes answers to all the questions.

For learner and child(ren):

Ages 2-5 and Grades 1-4: Play a game with children of "Guess what's wrong with me?" Adults and children take turns acting out an injury or illness. Examples: my head hurts, I have a sore throat, I cut my finger.

Discuss safety issues with children. Possible topics: seat belt safety, fire safety, safe bicycle riding practices.

Review emergency procedures. Role play calling 911.

Tips and Options:

Students may want to create a personalized medical dictionary using the vocabulary words they have learned.

ACTIVITY: HEALTHY HANGMAN

SPL Level:

2-3

Language

Skills:

R W L S

CASAS

none

Competency Area:

Health

Objective:

Students find, identify and spell health related words found in newspaper display ads.

Newspaper section:

All Sections (except Classified)

Required Class Time:

1 hour

Target Vocabulary:

Health related words

Grammar points:

count and non count nouns, a/an, a pair of...

Materials List:

Newspapers, board, markers, student journals, graph paper. Take home worksheets for students and children (graph paper 1/4-1/2 in.)

In-Class Procedure:

1. Give students newspapers. Have students locate display ads, which show health-related services or products.
2. Within the ads have students find health-related words, e.g. glasses, weight loss, hearing aids, cosmetic surgery and product names, i.e. aspirin, vitamins, herbal supplements, etc.
3. Have students write some of their words on the board and all of them in their journals.
4. Lead a short discussion about the definitions of the words.
5. Have students write the definitions in their journals.
6. Model a game of "Hangman" using one of the words on the board.
7. Have class offer possible letters as they play "hangman", using the phrase "Does it have a/an ___?"
8. Have students work with a partner to play several games of hangman using the health words that they found in the newspaper.

TAKE-HOME ACTIVITIES:

For adult learner:

Students take home blank graph paper to form a word search using health-related words. At the next class have students exchange word searches with a partner. Partners then solve each word search as homework the next night.

For learner and child(ren):

Grades 1 to 4:

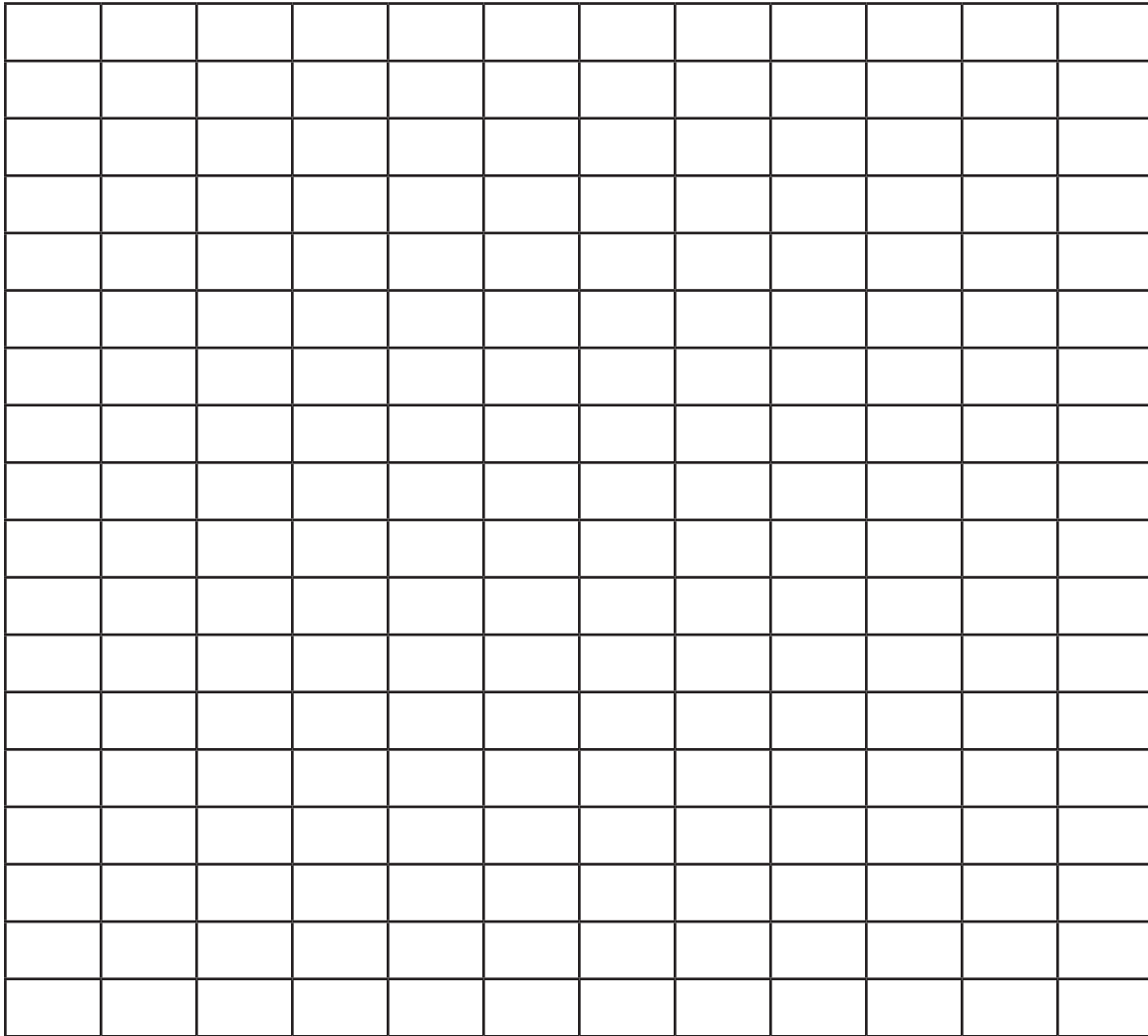
Students make a Health Word Search at home for use by their children.

If the health related words are unfamiliar to the children students should explain the meanings.

Students need to make certain that health words in the word search are at an appropriate spelling level for their child.

Tips and Options:

WORD SEARCH PAPER



HEALTH

Words to Find:

ACTIVITY: HOW ARE YOU FEELING?

Competency Area:

Health

Objective:

Students read and understand synonyms to simple words that express emotions including, but not limited to happy, sad, surprised, mad

SPL Level:

2-3 4-5

Language Skills:

L S

CASAS:

none

HEALTH

Newspaper section:

All sections (except classified)

Required Class Time:

45 minutes

Target Vocabulary:

words that express emotion

Grammar points:

No focus on grammar except synonyms

Materials List:

Newspapers from several days.

Vocabulary list of emotion words and their synonyms:

happy: pleased, elated, delighted, overjoyed, merry, cheerful, glad, good

sad: depressed, unhappy, dejected, miserable, distressed

mad: angry, upset, furious

excited: thrilled, agitated, pleased, eager, enthused

surprised: amazed, astonished, shocked, hopeful

nervous: anxious, worried, tense, jumpy

confused: puzzled

OK: so-so, alright, passable, good enough

Scared: frightened



In-Class Procedure

1. **Warm-up:** Lead a short discussion about how students are feeling. Encourage them to visually express their feelings.
2. Teach the emotion words, their meanings, and synonyms, allowing time for discussion and questions. Select words from the list above according to the proficiency level of the students in class. Not all words need to be taught to all students.
3. Give each student a different day's newspaper. Have students look at the pictures of faces in the newspaper. The pictures may be in photos, advertisements or comic strips. Cut out pictures that show the emotions or feelings described on the vocabulary list of feeling words.
4. Have students, in pairs, pantomime various feelings words. Partner will guess the appropriate word that is being expressed.
5. Paste the pictures on a sheet of paper. List all possible words that describe the emotion shown in the picture.

TAKE HOME ACTIVITIES :

For adult learner:

At home, in their journals, have students make a glossary of all emotion words they read or hear. They can add to their glossary as they learn new words.

Adults may want to take home the bingo grid and complete it over the next several days.

For learner and child(ren):

Ages 2-5:

Take home the feelings word worksheet. Teach the children the meanings of the words. Pantomime the words with them. Have them draw a face picture in the square for each of the four words.

Grades 1 - 4:

Have children use the bingo grid over several days. Have the adult discuss with children the importance of recognizing feelings and acknowledging them appropriately.

Tips and Options:

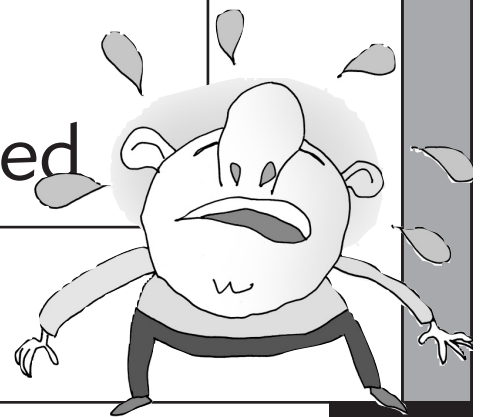
Some adults and/or children may be reluctant to write about their feelings and may be more disposed (or not) to just talk about them. Respect each student's decision.

A next day follow-up activity for adult students could be a fill-in-the-blank sentence worksheet which reinforces this and other vocabulary.

HOW ARE YOU FEELING?

Happy	Sad
Mad	Surprised

HEALTH



Name _____

Dates _____

EMOTIONS BINGO — A TAKE HOME ACTIVITY

Happy When _____ Why _____ _____	Pleased When _____ Why _____ _____	Worried When _____ Why _____ _____	Angry When _____ Why _____ _____	Surprised When _____ Why _____ _____
Unhappy When _____ Why _____ _____	Upset When _____ Why _____ _____	Sad When _____ Why _____ _____	Confused When _____ Why _____ _____	Tense When _____ Why _____ _____
Puzzled When _____ Why _____ _____	Furious When _____ Why _____ _____	FREE SPACE	Nervous When _____ Why _____ _____	Amazed When _____ Why _____ _____
OK When _____ Why _____ _____	Hopeful When _____ Why _____ _____	Cheerful When _____ Why _____ _____	Mad When _____ Why _____ _____	Glad When _____ Why _____ _____
Excited When _____ Why _____ _____	Alright When _____ Why _____ _____	Depressed When _____ Why _____ _____	Good When _____ Why _____ _____	Passable When _____ Why _____ _____

ACTIVITY: INTERPRETING A HEALTHY RECIPE

SPL Level:
2-3 4-5

Language Skills:
R W

CASAS:
1.1.1

Competency Area:

Health

Objective:

Students identify and use measurement and food words as well as utensil words and cooking verbs as they interpret a healthy recipe.

Newspaper section:

Food Section (It is best if there are several week's worth of food sections for a variety of recipes.)

Required Class Time:

1 hour

Target Vocabulary:

Measurement and food words, utensils and cooking verbs (see below).

Grammar points:

Abbreviations of measurement words. Pronunciation of fractional numbers

Materials List:

Transparency of any healthy recipe from the Food Section. Overhead projector.
Common kitchen utensils: teaspoons, cups, spatula, hand mixer with beaters,

Vocabulary Lists:

Cooking Verbs

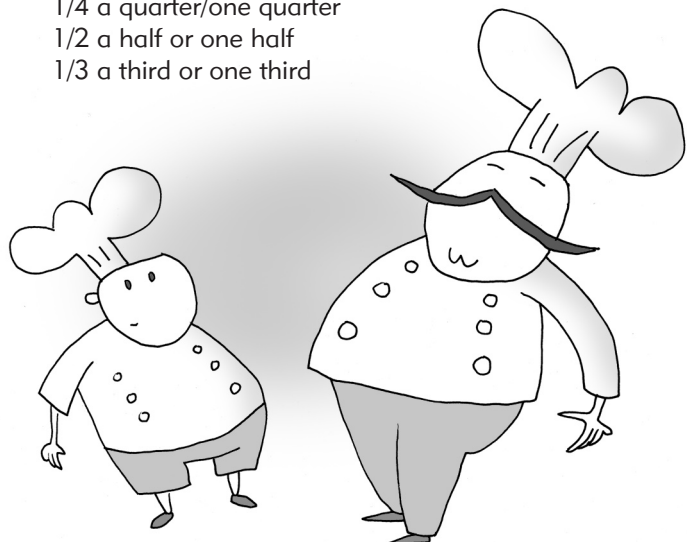
bake
beat
chop
cook
cut
dice
fry
mix
sauté
slice
stir

Measurement Words

Ounce
Oz
t.
T.
Tablespoon
Teaspoon

Fractional Numbers

$\frac{1}{4}$ a quarter/one quarter
 $\frac{1}{2}$ a half or one half
 $\frac{1}{3}$ a third or one third



In-Class Procedure

1. **Warm-up:** Ask students what their favorite food is. Ask if they have a recipe for this food. Ask if cooks in their home country typically use printed recipes or prepare foods from memory.
2. Display and go over two of the vocabulary lists: measurement words and cooking utensils.
3. Discuss concepts of healthy and nutritious foods. Show a recipe with healthy ingredients on the overhead. Discuss and delineate between food words, measurement words and cooking verbs.
4. Put students in pairs. Have them scan the food section to select a healthy recipe.
5. Encourage students to use a dictionary or picture dictionary to identify any unknown foods.
6. Pronounce fractional numbers for class. Have students practice repeating the words to you and their partners.
7. Ask all students to scan their recipe and to circle measurement words and underline cooking verbs.
8. Ask groups to select 5-6 food words from their recipe. On the white board, write column headings for organizing the food words (meats, vegetables, grains, spices, etc.). Have a member of each group list their food words on the board, sorting the words into the correct columns.
9. On the worksheet, have students in their groups make a list of utensils, healthy ingredients, measurement abbreviations and a shopping list of required ingredients.

TAKE HOME ACTIVITY:

For adult learner:

Have students write down their favorite recipe or a recipe they found in the food section of the newspaper and bring it to class the next day to create a class cookbook. Ask students to convert their measurement standards (grams, ml) to American standards (teaspoons, cups), if possible.

For learner and child(ren):

Ages 2-5:

Send home the recipe and dry ingredients for “play dough in a bag” from the CDE Intergenerational Activities notebook (see next page). Have the parents read the recipe and measure the dry ingredients into the bag themselves. Children can measure and add the liquid ingredients at home and mix. You may wish to model the play dough recipe in class.

Grades 1-4:

Ask children to write a simple recipe for one of their favorite foods. Often children will have little concept of time and quantity of ingredients so their recipes may not create the intended food. (Such recipes make great keepsakes.) Encourage the parents to let the children create the recipe themselves with limited assistance.

Tips and Options:

Students can compile, type and self publish a class cookbook of their favorite recipes to create an international cookbook.

For multi level class: low language level students could focus on just one vocabulary list for the activity. Add additional lists such as food, measurement words, utensils or cooking verbs, for the higher language level students.

INTERPRETING A HEALTHY RECIPIE

TAKE HOME ACTIVITY

Write down your favorite recipe. Use the words you learned in the Healthy Recipe activity. You may also copy another healthy recipe from the newspaper.

From the kitchen of _____

Write a simple recipe with your child, or find a simple recipe in the Mini Page or Colorado Kids pages of the newspaper.

From the kitchen of _____

NO-COOK PLAY DOUGH RECIPE

Ingredients: 1 cup flour
1/2 cup salt
1/2 cup warm water
1/4 teaspoon vegetable oil
1/2 packet of unsweetened Kool-Aid

Procedure:

1. Pour the flour and salt into a quart-sized freezer bag.
2. Add the dry Kool-Aid into the bag.
3. Add the water and oil to the bag with flour and salt.
4. Seal the bag and knead it gently with hands.
5. When the mixture is evenly colored, remove from bag and mix again with hands.
6. The play dough will stay fresh for up to three days.

ACTIVITY: IS IT AN AD OR AN ARTICLE?

Competency Area:

Health

Objective:

Students distinguish a news article from an advertisement regarding health issues.
Students state a health problem and ask for advice.

Newspaper section:

Spotlight on Health, or similar section with ads written to appear as news articles.

Required Class Time:

1 hour

Target Vocabulary:

Question words, pain, injury and illness words. Words with exclamation marks, e.g. Guaranteed!
Highly Successful!

Grammar points:

Exclamation marks

Materials List:

Copies of Tuesday editions of Rocky Mountain News, Spotlight on Health Section

In-Class Procedure

1. **Warm up:** Ask students how they typically get information to help them handle health problems. (doctors, friends, advertisements, magazine articles, etc.) Ask them about any experiences they've had trying health products that they believed would work, but didn't.
2. Have students find the Spotlight Section in the Rocky Mountain News.
3. Divide the class in half and form pairs within each half. Assign half of the pairs to read advertisements, the other half to read news articles.
4. Create groups of four, consisting of a pair who read an advertisement and a pair who read a news article. Have groups identify the difference between news articles and ads. Did they find a phone number, a by-line, exclamation marks, results of studies?
5. Have students write a simple dialogue between friends regarding a health problem and advice, e.g. "I want to stop smoking. Are there any treatments?"

SPL Level:

4-5

Language Skills:

R W L S

CASAS

7.2.4

HEALTH

Other dialogue starters include:

Who can help me _____? (Lose weight, fatigue, stop smoking)

What are my options for _____? (Chronic pain, varicose veins)

Are there any treatments for _____? (Broken teeth, chronic headaches)

Can you give me suggestions for _____?

Can you help me with _____?

What should I do for _____?

In groups of 4 have students role play an injury, pain, chronic condition or illness using the dialogue written by a team partner. Other students will respond with names of possible community resources or of providers listed in the ads.

TAKE-HOME ACTIVITIES:

For adult learner:

Students can write, in their own journals, the dialogues written by their group mates. Individual students may practice the written dialogues from their journals and may write new ones concerning other health issues.

For learner and child(ren):

For preschoolers, ages 2 to 3

Pantomime with children pain, illness or injury phrases, e.g. "My head hurts, I have a headache. I have a sore throat. I feel dizzy. I cut my finger. Can you help me? Who can help me?"

For Grades 1 to 4.

Depending on skill level, children may write simple health problem phrases from above, and a responding sentence of advice.

Tips and Options:

Students may want to formulate a home-made medical dictionary of pain, illness and injury words to which they may add as they become more fluent in English.

ACTIVITY: MENTAL HEALTH IN THE COMICS

Competency Area:

Health

Objective:

Students identify practices that promote mental well-being as well as those that exhibit poor mental health.

Newspaper section:

Comics

Required Class Time:

45 minutes

Target Vocabulary:

positive attitude, happy, high self-esteem, motivated, worry-free, sad, low self esteem, detached, paranoid, depressed, depression, anxious, negative attitude

Grammar points:

Adjectives

Materials List:

Newspaper comic pages. (Sunday color comics are best)

Word lists from target vocabulary

(Optional: Pictures of people's faces clipped from magazines that show the target vocabulary.)

In-Class Procedure

1. **Warm-up:** Ask students how they feel today. Help them generate a list of adjectives that are more complex than just good, well, poor.
2. Discuss vocabulary lists with students. If possible, illustrate the words by showing pictures of people's faces clipped from magazines.
3. Discuss and categorize those situations and behaviors that promote good as well as poor mental health.
4. Put students into pairs. Give each pair a section of the comics. Have pairs identify comic strip characters who exhibit positive and negative mental health characteristics.
5. Have students cut out their selected comic strips and paste on a sheet of paper.
6. Have students write short sentences to describe the actions or feelings of the characters in the comic strip.
7. In small groups have each student talk about the reasons for his or her choice.

SPL Level:

4-5 6+

Language

Skills:

W L S

CASAS

3.5.8, 7.5.2

HEALTH

TAKE-HOME ACTIVITIES:

For adult learner:

Have students write a list of the feelings they felt in one day. Ask them to write a brief story of "My Feelings Yesterday" using their emotion words.

For learner and child(ren):

1. **Ages 2-5:** Teach children the song "If You're Happy and You Know It, Clap Your Hands". Sing and model the movements for children. Help parents to substitute other feelings and appropriate actions. Teacher will want to teach the words and movements of the song to adult students before they teach it to their children at home. Provide the words on paper or on the board for students to copy.
2. Take home the Feelings Worksheet. Teach children the meaning of the 4 words. Pantomime the words with them. Help them draw a picture for each word.
3. Use Health and Measuring Activity in CDE Intergenerational Literacy Activities Book to create the I AM SPECIAL BOOK with children.

For Grades 1 to 3:

Have the children write a list of the feelings they felt in one day. They can then turn the list into a brief story of "My Feelings Yesterday" or some similar title. Have children read their finished story to the adult student. Some grade 1 to 3 students may be reluctant to write about their feelings and may be more disposed to just talk about them.

Children can make a paper bag puppet with a happy face on one side and a sad one on the other. Use the puppet to tell the story of their feelings.

Tips and Options:

This activity may lead into a class discussion about available community services for mental health issues.

FEELINGS WORKSHEET

Happy	Sad
Mad	Surprised

ACTIVITY: PLANNING A HEALTHY MENU

Competency Area:

Health

Objective:

Students identify food that promote good health and create a simple menu.

Newspaper section:

Grocery Ads

Required Class Time:

45 minutes

Target Vocabulary:

names of fruits, vegetables, whole wheat bread, grains, carbohydrates, cereal, skim or fat free milk, names of meats, low fat, fat-free, dairy products, oil, sweets, salad dressings. Portion, serving, nutrients, nutritious. Pyramid. Breakfast, lunch, dinner, dessert, snack.

Grammar focus:

None

Materials List:

Picture of food pyramid (see "Tips and Options" section for online resources)

Newspaper grocery Ads

In-Class Procedure

1. **Warm-up:** Have students orally list the foods (and/or major ingredients) that they have eaten that day or the day previous. List some of the more frequent foods from their responses on the board.
2. Show pictures of food pyramids. You may use a large, poster-sized pyramid for the whole class or give each student their own, smaller copy of the pyramid.
3. Teach target vocabulary.
4. Discuss concept of daily servings, portions.
5. Ask students to find examples of healthy foods in the newspaper grocery ads. Have students cut out pictures of the foods and paste them on a piece of paper to make their own pyramid.
6. In small groups have students prepare a sample menu incorporating healthy foods.
7. Have students write a shopping list for their menu.
8. When finished, have groups report back to the class on their menu and shopping decisions.

SPL Level:
2-3

Language Skills:
R W L S

CASAS
3.5.2

HEALTH

TAKE HOME ACTIVITIES:

For adult learner:

Have students keep a food journal over the next three days. When they return the journal to school, have them share their journals in pairs and check to see which days they met the food pyramid guidelines.

For learner and child(ren):

Ages 2-5:

Ask children what their favorite foods are. Have children use the food advertisements to cut out their favorite healthy foods.

Use the "Fruit" book activity in the CDE Intergenerational Literacy Activities Guide under "Health: Take Home Activities" to have young children fold, color and read.

For Grades 1-4:

Ask children to explore the copy of the food guide pyramid and to select and list those foods that they might like to have. Together the student and children may prepare a simple menu incorporating health foods.

Children may choose those foods that should be eaten infrequently. Adult students may need to guide them to better choices.

Tips and Options:

Learners can write out their daily menus and write ways in which they could improve, i.e. foods they could eliminate or add.

Online information about the food pyramid and copies may be obtained at:

http://kidshealth.org/kid/stay_healthy/food/pyramid.html

<http://www.exhibits.pacsci.org/nutrition/>

<http://www.nal.usda.gov/fnic/etext/000023.html#xtocid2381818>

ACTIVITY: PROTECTING THE ATHLETE'S BODY

SPL Level:

2-3

Language

Skills:

R W L S

CASAS

3.1.1

3.4.2

HEALTH

Competency Area:

Health

Objective:

Students identify body parts, articles of clothing, and protective equipment using photos of athletes.

Newspaper section:

Sports Section

Required Class Time:

1 hour

Target Vocabulary:

Names of body parts and clothing items. (Optional: names of protective equipment- helmet, pads, gloves, shin guards.)

Grammar points:

Nouns

Materials List:

Newspapers, scissors, glue sticks

In-Class Procedure:

1. **Warm up:** Review names of parts of the body. Review names of items of clothing, particularly those that are a part of athletic uniforms. (Optional: introduce names of protective equipment.)
2. Give students the sports section of the newspaper. Ask students to find a photo of an athlete, preferably one that includes the whole body.
3. Cut out the photo and paste it on a sheet of paper. Label each body part, piece of clothing and piece of protective equipment by marking the picture and listing the words in the margins. Use a picture dictionary as an example.
4. Explain that words that name a person, place or thing are called nouns. Ask students how many nouns they found.
5. Put students in small groups to share their photos, naming the body parts, clothing items and equipment shown. Discuss: Which items protect the athlete's body?

TAKE-HOME ACTIVITIES:

For adult learner:

Students may take home the Sports section and may make an Athlete's Book by doing steps #2 and #3 above using various pictures from the Sports section.

For learner and child(ren):

Ages 2 to 5: Each day when the child is getting dressed play the "What is this" game, e.g. "What is this? This is your arm, arm, arm. This is your leg, leg, leg. This is your shoe, shoe, shoe. This is your sock, sock, sock." Etc.

Grades 1 to 4:

Ask the child what her or his favorite sport is or what sport he or she would like to play. Provide drawing paper and have the child draw self as an athlete, then have them label the drawing as in step #3 above.

Children can the use the newspaper to find a sports picture they can label.

Tips and Options:

1. Learners may prefer to do the adult take-home activity with their children.
2. Instructor could also use ads for women's clothing in the activities.

ACTIVITY: SCIENCE AND OUR HEALTH

Competency Area:

Health

Objective:

Students read a newspaper article about a science topic. Students analyze the issue and discuss its impact on human health

Newspaper section:

All sections (except classified)

Required Class Time:

1 hour

Target Vocabulary:

Science and health words as found in selected newspaper articles, e.g. environment, pollute, red or blue air days, toxic waste sites, disease, immunization, etc.

Grammar points:

None

Materials List:

Newspapers, index cards - one per student.

In-Class Procedure

1. **Before Class:** Check the newspaper to confirm the availability of one or more suitable articles regarding health and science. Suitable topics might be air, water or land pollution; disease outbreaks, natural disasters, weather emergencies, medical discoveries, or space travel.
2. **Warm up:** On the board, write three column headings: What we KNOW. What we WANT to know. What we LEARNED. Ask students what they know about the topic of the article(s) you found. Write their responses on the board in the first column. Ask students what they want to know.
3. Give students newspapers. Ask them to find the article(s) by scanning as you dictate the article headline(s).
4. Have students cut the article out and paste it on the back of a sheet of paper.
5. Orient the students to the article by focusing first on any photo or other visual, then the caption, the headline, any sub headline and the first paragraph of the article. As you do so, elicit from students more information to add to the KWL chart on the board.
6. Put students into groups of three. Allow time for each student to read the article. If articles are long, instruct students to read only part of the article, or certain paragraphs that you have identified as critical.

SPL Level:

4-6+

Language

Skills:

R W L S

CASAS

7.3.1

HEALTH

7. In their groups have students discuss the problem as presented in the article. In addition, students should discuss the problem from their own personal health perspective - e.g. How does this problem affect them or their families?
8. Give each student an index card. Have individual students write a possible solution, or an action they could take for their health, on the index card. Sitting or standing in a circle, ask students to pass the completed cards around until you say "stop." Randomly call on students to read the card they have received. Have group members to say whether they agree or disagree with possible solution/action/opinion. If they disagree, ask individuals what they think is a better solution.
9. Return to the KWL chart on the board. Elicit information from students to complete the third column - What we LEARNED.

TAKE-HOME ACTIVITIES:

For adult learner:

Students repeat above activities, reading an article, describing the problem and proposing a solution in their personal journals.

For learner and child(ren) :

For preschoolers, ages 2 - 5:

Talk with children about recycling. Encourage them to recycle at home. Keep a calendar with stickers on the dates in which a child recycled a can, bottle or paper. Institute a reward system for a specific number of dates in which goal was met.

For Grades 1 to 4:

Take your child to the neighborhood library or ask your child to find a book in the school library that deals with protecting the environment or with protecting our health with a healthy environment. Check out the book and read it together.

Tips and Options:

Before the group discussion in which students are to agree or disagree with possible solutions remind students that there are no wrong opinions and that each possible response must be respected.

ACTIVITY: STAYING FIT THROUGH EXERCISE

Competency Area:

Health

Objective:

Learners identify and learn names of fitness equipment and different forms and benefits of exercises.

Newspaper section:

All Sections

Required Class Time:

30-40 minutes

Target Vocabulary:

Treadmill	Rowing Machine	Weight Machines
Stair Stepper	Stationary Bike	Nordic Track

Provides muscle tone	Develops cardiovascular endurance
Increases flexibility	Provides lifetime fitness

Grammar points:

No Grammar Focus

Materials List:

Newspapers, vocabulary Lists
Game Board and Action Cards for take-home activities

In-Class Procedure

1. **Before class:** Scan the newspaper to confirm that there are sufficient ads showing exercise equipment. If one day's edition has no or few ads, gather ads from several days' papers and take them to class.
2. **Warm-up:** Ask learners if they exercise regularly and what kind of exercise they do; allow time for responses, and chart on board.
3. Have learners look through the newspaper for ads for sports and fitness equipment.
4. Ask learners "Judging from the ads, what is the most popular form of exercise?"
5. Have learners discuss the benefits of each type of exercise. Have each learner create a newspaper ad for equipment used in the form of exercise he or she enjoys most. Advise them to include the benefits of that type of exercise.

SPL Level:

4-5 6+

Language

Skills:

R W L S

CASAS

3.5.9

HEALTH

TAKE HOME ACTIVITIES

For adult learner:

Play the “Health and following Directions” game from the CDE Intergenerational Literacy Activities Guide under Health Group Activities.

For learner and child(ren):

Ages 2-5 and Grades 1-4:

Play the “Health and following Directions” game from the CDE Intergenerational Literacy Activities Guide under Health Group Activities. Model each activity for younger children. Can be played with the game board provided or as “Simon Says”.

Instructor will want to teach the “Simon Says” game to adult learners prior to playing at home with children.

Tips and Options:

Advanced language learners may want to create a short drama for their advertisement and present it to the class.

ACTIVITY: TAKING CARE OF YOUR BODY PARTS

SPL Level:
2, 3, 4, 5, 6+

Language Skills:
R W L S

CASAS
2.5.1, 2.6.1,
5.5.8, 5.6.1,
5.6.2

Competency Area:

Health

Activity Objective:

Students identify parts of the body in newspaper display ads.

Newspaper section:

All, advertising inserts. Not the classifieds.

Required Class Time:

1 hour

Target Vocabulary:

List #1: - major, external body parts.

List #2 - words with multiple meanings:

head hand back foot face waist/waste chest

Grammar points:

Plural forms of body part words

Multiple meanings of some body part words.

Materials List:

Newspapers, scissors, glue sticks, tape, transparency, marker and overhead projector (optional). 4' pieces of butcher paper, one for each student who wishes to do the take-home activity with a pre-school child.

In-Class Procedure

1. **Before class:** Draw a large outline of a human body on the whiteboard or an overhead transparency.
2. **Warm up:** Ask students what body parts they know the names of in English. Label those parts on the whiteboard or transparency.
3. Demonstrate the words on the two vocabulary lists, pointing to the part of the body named.
4. Put students in pairs or groups of 3. Pass out newspapers, except for classified advertisements. Ask students to search the newspaper for ads offering products or services that improve your health or your appearance. Students clip out the ads. What body part is featured in the ad?
5. Student groups compose summary sentences for each ad. Examples: This is an ear. These are feet.
6. Tape the pictures of the body parts and the sentences on the appropriate space on the large model.
7. Check the model to see which body parts are missing. Allow a short time (5 minutes) for students to scan the newspaper for pictures of the missing body parts. Tape those pictures on the large model.

TAKE-HOME ACTIVITIES:

For adult learner:

None

For learner and child(ren) :

Ages 2-5: Have the child lie down on a sheet of butcher paper. Trace the child's body. Teach the body parts and write the body part name on the tracing. Ask the child to repeat the body part name and color that body part.

Play "I Spy" with the child, e.g. "I spy the part of your body you see with. What is it?" Repeat the body part name.

Teach the song and exercise activity "Head, shoulders, knees and toes". After those body parts are learned, substitute other body part names.

Grades 1-3: Do the first pre-school activity but let the child write the word on the tracing.

Have the child write the word at the top and bottom of an index card. Cut the cards in half and play "Go Fish".

Tips and Options:

Higher level students may be interested in understanding the multiple meanings of body part words. (Examples: My head hurts./I'm at the head of the line. I have small feet. /How many feet in a mile? She has a pretty face./Everyone face your partner. He broke his back./Let's go back home.) In pairs have students role play those words that have multiple meanings.

Higher level students may want to learn/practice names of internal body parts and add those to the body shape on the whiteboard or transparency.