

**Page 4      True or False?**

**Introduction**

Ask if the class has ever heard the expression “An apple a day keeps the doctor away”, and take a poll to find out how many believe this is true.

Well, apples are really special for the following reasons (Use your judgment to decide how much of this information your class can absorb).

What makes an apple so special? Why is it that we never hear an orange or a banana a day keeps the doctor away?

1. Apples contain Vitamin C. Vitamin C helps your immune system. A lot of people who lack Vitamin C in their diet have poor healing, bruise easily and have bleeding gums.
2. Apples can help prevent heart diseases because they are rich in flavonoids that are known for their antioxidant effects.
3. Apples are low in calories. A regular size apple has between 70-100 calories so eat an apple instead of candy or chocolate.
4. Apples help prevent cancers such as colon cancer, prostate cancer and breast cancer in women.
5. Apples contain phenols that reduce bad cholesterol and increase good cholesterol.
6. Apples help prevent tooth decay that is caused by bacteria. and damages your teeth. The juice of apples can kill up to 80% of bacteria. So an apple a day also keeps the dentist away!
7. Apples protect you from brain disease. Apples contain phytonutrients that may help prevent diseases like Alzheimer’s and Parkinsonism.
8. People who eat 5 apples or more per week have fewer respiratory problems, including asthma.
9. Apples taste great! They come in many flavors and colors.

**Bookwork**

Have 2 boxes, one full of name cards for all your pupils and one with cards numbered from 1 to 15. Draw a name and a number at random to decide who will read the statement, e.g.

*Number 10. Marcus. Marcus, please read number 10 for us.*

The pupil reads the statement. The teacher then says a few words about the statement and asks the class to vote on whether the statement is true or false.

**Number 1**

An apple a day will keep the doctor away. Are apples good for you? And will an apple a day keep you fit and healthy? How can you stay fit and healthy? What should you eat, drink and do? What do you think? True or false?

**Number 2**

If you rock an empty chair, you will have bad luck! Does it mean someone will die? What is good luck, and what is bad luck? Are some people luckier than others? What do you think? True or false?

**Number 3**

Sitting too close to TV screens or video screens will make you blind. Is it a good idea to sit in front of the TV, the computer or a video game for a long time? Could you be doing something better? Maybe, but is it dangerous? What do you think? True or false?

**Number 4**

It’s unlucky to do laundry on New Year’s Day. Maybe people are too tired after the party the night before, or maybe because it is the first day of the year. Maybe if you work that day, you’ll work every day for the rest of the year. What do you think? True or false?

**Number 5**

Ever open an umbrella inside a house. Maybe the same goes for a parasol. What could happen? Would it rain? Would there be a storm? Would you get seven years’ bad luck? Would someone die? Would there be an accident? What do you think? True or false?

Number 6

If you eat burnt toast it will give you curly hair. Why do some people have straight hair and others curly hair? Is everyone's hair the same? Is your hair the same as your parents' hair? Or your brother's or sister's hair? What do you think? True or false?

Number 7

If you cross your eyes they will stay that way forever. Well, I suppose I could try, but I am not sure I want to. I could try to look at the tip of my nose, but it might be dangerous, or it might be true. What do you think? True or false?

Number 8

Frowning causes wrinkles. I suppose if someone looks angry or miserable or worried all the time he or she might develop a permanent frown. Do you know anyone like that? Or do you know someone who looks permanently happy? What do you think? True or false?

Number 9

If you play with fire you will wet your bed. Bedwetting is not very nice for the person who wets his bed in the night, but doctors can sometimes help. But does it have anything to do with playing with fire? What do you think? True or false?

Number 10

If you take a bath in a storm, you'll be struck by lightning. Well, lightning strikes things that stick up, like mountains and trees and houses on hill tops, but people bathing, I'm not so sure about. What do you think? True or false?

Number 11

Cure earaches by putting olive oil and pepper in your ear. I don't think it is a good idea to put anything in your ear, but some of these old remedies and cures are very effective. What do you think? True or false?

Number 12

Eating cookies gives you worms. Worms in your stomach and bottom are not very nice. They are very uncomfortable, but do you get them from eating cookies? What do you think? True or false?

Number 13

Eating fish makes you smarter because fish is "brain food". Well, some foods are certainly better for you than other foods. What do you think? True or false?

Number 14

If your palm itches, you will receive money. Wouldn't it be nice to know when you were getting money? You could just do nothing and wait for it to arrive. What do you think? True or false?

Number 15

If you swallow a seed, it grows in your stomach. A lot of people believe this. Are you careful not to swallow seeds in case they grow in your stomach? What do you think? True or false?

**Research**

Why not do a little research and find out which of these are true and which are false? Go online and use key words such as:

1. apple a day
2. empty rocking chair, death
3. watching TV harms eyes
4. unlucky laundry on New Year's Day
5. unlucky umbrella
6. burnt toast curly hair
7. crossed eyes stay crossed
8. frowning causes wrinkles
9. bedwetting and playing with fire
10. bathing and lightning strikes
11. olive oil, pepper and earaches
12. eating cookies gives worms
13. eating fish makes you smart
14. palm itches
15. seeds grow in stomach

**Extension**

Check out the following website for other strange things children believe:

[www.iusedtobelieve.com](http://www.iusedtobelieve.com)

**X-curricula work**

**Opinion & Analysis**

Talk about your body's normal behaviour.  
Take a poll and make a list on the board like this:

Normal    Abnormal

I am always hungry.  
I am never hungry.  
I am always thirsty.  
I am never thirsty.

I feel hot all the time.  
I feel cold all the time.  
I often feel tired.  
I sleep a lot.

I often have a headache.  
My eyes hurt me.  
I often have an earache.  
I often have a toothache.

My back aches.  
My knees ache.  
My fingers are stiff.  
My feet ache.  
Etc.

**Discussion**

Discuss the poll.  
Why are some people always hungry?  
When do you feel hot? Is this normal?  
Give examples of normal and abnormal behaviour.

**Pairwork**

Have the class work in pairs to discuss and report on the following questions (on the board)

1. How do you know you are getting the flu?
2. How do you know there is something wrong in your body?
3. What are the most common signs that something is wrong?
4. What can you do about these signs?
5. What health problems do your parents complain about most?

**Mathematics**

How many hours sleep does the class get?

Make a maths games of this.

Have everyone work out how much sleep they get.  
I go to bed at 9.  
I get up at 6.  
I have 9 hours' rest each night.  
I have 63 hours' rest each week.  
I have  $63 \times 4 = 252$  hours' sleep each month.  
I have  $252 \times 13 = 2520 + 756 = 3276$  hours' sleep a year.  
I sleep for  $\frac{3276}{24} = 136.5$  days a year

**Comprehension**

1. What is the easiest way to take responsibility for your own health?
2. What does learning about your own body help you to do?
3. How will learning about your own body help you when you visit a doctor?
4. How can you find out about your own body?
5. Do children and grown ups share the same responsibility?
6. What is the cheapest health care?
7. What sort of good habits should you learn?
8. Should you only care for yourself?
9. What should you do if you are injured?

**On-line Research**

Go on line to find the most common dangers in the home; simply type in *dangers in the home* to find a wealth of information, e.g.

**CRIBS**--Up to 1,800 babies per year may have suffocated on soft bedding. And there are about 50 deaths each year due to cribs with missing hardware.

**WINDOW CORDS**--There have been 173 deaths between 1981 and September 1995 caused by strangulations with blind or curtain cords.

**BATHROOM**--Since 1992 there have been 42 deaths of children under age 5 from medicines or household chemicals. There about 34 deaths and 3,800 burn injuries each year from bath water which is too hot. Between January 1990 and March 1995, there have been 34 deaths of children under age 5 in toilets. More than 300 children drowned in

bathtubs, basins, showers and jetted bathtubs between 1973 and 1991. From 1983 to present 26 children died in baby bath rings and seats.

**KITCHEN**--Highchair accidents result in an estimated 9,300 injuries to children under age 5 in 1994 and the annual death rate from such highchair accidents (1988-1992) is 4. Annually there are about 22,000 thermal burn injuries involving stoves, about one third to children. In 1992 there were 220 range/oven fire deaths and 4,670 injuries. In 1993 there were 16,000 injuries to children under age 5 caused by knives.

**OTHER LIVING AREAS**--From 1980 through 1987 there were about 15 suffocation deaths each year to children under age 5 caused by plastic bags. In 1992 there were about 10,200 fires, 120 fire deaths, and 870 fire injuries from children playing with matches. And since 1992 there have been 42 deaths of children under age 5 from medicines or household chemicals.

**SMOKE DETECTORS**--In 1992 there were 472,000 residential structural fires, with 3,765 residential structural fire deaths. Of the 3,765 deaths, about 30 percent were children under age 15.

**BABY GATES**--An estimated 1,200 injuries to children under age 5 were treated in U.S. hospital emergency rooms in 1994. No deaths.

**ELECTRICAL OUTLETS**--In 1992 there were about 5,100 outlet or receptacle injuries--almost half of these were children under age 5.

**SMALL PARTS CHOKING HAZARDS**--From 1980 through 1991 there were about 15 deaths each year to children under age 10 that involved balloons or small parts from children's products. Balloons account for about 6 deaths a year.

### **Report**

Pupils report on their findings.

### **Secondary On line Research**

Type in: *Cleanliness in the home* to get information on this topic, e.g.

We start to realize how untidy & disorganized our home becomes when there is no daily cleaning maintenance. Dirty laundry, dishes, unfinished food etc left on its own can contribute to stress, harbor bacteria and create displeasing smells.

Children can easily contribute to the home looking like a mess. Teach our children how to clean up after themselves from a young age. Later on when they have their own homes, they will appreciate how important it is to have a clean home & not fall into the category of the domestically challenged

Organizing a cleaning routine is essential in maintaining a good & clean home environment. Make sure you are done with cleaning one room before going on to the next room. Firstly, remove all items that do not belong in the room & put them in a laundry basket. Now is a good chance to pick up & throw away garbage that is found in the room. Vacuum, sweep, mop & clean the floor, table & other surfaces as necessary. Consequently, you may consider the first room as cleaned.

Repeat the process when cleaning all other rooms. Bring & browse through the basket of misplaced items & place them where you think they belong as you go through cleaning all the rooms. Every item has its place and should remain at its place after usage. Keep on doing it until the basket is empty. Avoid placing the basket full of items in the closet. You may forget about them. Besides, the laundry basket is meant for laundry.

Teach children the important aspects of home cleanliness. Have them practice good hygiene & home manners. Have children make up their own beds upon awakening so it can be less work for you. For example, do not have them bring food & eat in their rooms. It can mean one less item of unfinished food, dinner plates or food stain for you to handle. Cooperation from other people living in the same abode can make maintaining home cleanliness easier & simpler to manage.

## Page 6      Ask the Doctor

### Asthma

These texts do not replace a visit to the doctor. They are merely for information and stimulation. Please check all the facts for yourself.

#### 1. Previous knowledge

Check what they already know.

- How do you breathe?
- How does air enter your body?
- Where does the air go after your nose or mouth?
- Where are your lungs?
- How many lungs do you have?
- Is it sometimes difficult to breathe?
- When is it difficult to breathe?

(Make a list on the board:

after running, jumping, working hard;  
when you have a cold;  
when you have a flu, etc.)

#### 2. Personal experience

Does anyone know what asthma is?  
Does anyone have asthma?  
Does anyone have a friend or relative who has asthma?

#### 3. Bookwork

For a change, have the class work in pairs independently. One is the doctor; the other is the patient. After they have read the text once, they change roles and read again.

In a class of 30 pupils, there will be 15 pairs all speaking at the same time. The noise level will soon settle down to an acceptable niveau once the children get going.

#### 4. Comprehension Game

Teacher – Class                      True or False?

1. You breathe water.
2. You only breathe through your nose.
3. Air goes from your nose to your stomach.
4. Air goes from your mouth to your nose.
5. Airways take air to your lungs.
6. Some people have problems with their airways.
7. If airways are too wide it is hard to breathe.
8. If airways are too tight, it is easy to breathe.

9. It is difficult to breathe if your lungs get too much air.
10. Symptoms are signs that something is wrong.
11. Smoking can bring on an attack of asthma.
12. When other people smoke, and we breathe in their smoke, we call this both-hand smoking.
13. Hairs from animals can start an attack of asthma.
14. It is easy to avoid having an asthma attack.

#### 5. Dictation

- a) Have pupils write these sentences.
- b) Have different pupils write one sentence each on the board at the same time.

1. I breathe air through my nose and mouth.
2. The air goes into my lungs.
3. Airways take air to your lungs.
4. If airways swell, they become too tight.
5. Your lungs do not get enough air.
6. Symptoms are signs that something is wrong.
7. Sometimes people wheeze.
8. They have chest pains.
9. They find it hard to breathe.
10. Second-hand smoke can trigger an attack.

#### 6. Fill in the missing words

Erase one word in each sentence, or ask the class which words to erase, which has the added value of getting pupils to say the words as well as taking responsibility for which words are tested.

Ask pupils to come to the board and fill in the missing words.

As each pupil fills in a word correctly, he or she can then erase a different word in the same sentence for later use after all the sentences have been done once, e.g.

I breathe air through my nose and mouth.  
I \_\_\_\_\_ air through my nose and mouth.  
I *breathe* air through my nose and mouth.

Do the other sentences before returning to the first one for another word.

I *breathe* air through my \_\_\_ and mouth.  
I *breathe* air through my *nose* and mouth.  
I *breathe* air through my *nose* and \_\_\_\_\_.  
I *breathe* air through my *nose* and *mouth*.

I breathe \_\_\_ through my *nose* and *mouth*  
I breathe *air* through my *nose* and *mouth*  
I breathe *air* \_\_\_\_\_ my *nose* and *mouth*  
I breathe *air through* my *nose* and *mouth*

By allowing each pupil the reward of choosing another word to erase each time, the game can go on until the pupils tire of it.

### **7. Role Play**

The class works in pairs acting out the dialogue. Some may even be able to learn the conversation by heart.

Allow as many pairs to act the scene as practical.

### **8. Revision**

Remember in coming units to include previous conversations with the doctor each time. This way you will revise, repeat and practise time and again in an interesting way; at the same time, you will be

able to give many more children the chance to act out their scenes.

### **9. Research**

Go on line to find out what you can about asthma. There are several good sites for kids.

### **10. Brain Teaser**

$300 \times 60 = 1$  minute

$300 \times 60 \times 60 = 1$  hour

$300 \times 60 \times 60 \times 24 = 1$  day

$300 \times 60 \times 60 \times 24 \times 365 = 1$  year

Try using other data, e.g.

250 babies born each second

1000 babies born each minute, etc.

Just to be really difficult, you could add in a leap year with its additional day, e.g. 2008.

## Page 7      A Healthy Mind

### The Dog and the Wolf

#### 1. Integration

Although this series is entitled HealthTime, we should obviously take every chance to integrate skills and practices from other subjects. It is also important to allow children to get used to expressing their beliefs and opinions from an early age.

The language in these texts is somewhat antiquated because the stories are based on Aesop's Fables. Aesop was a slave and storyteller who lived in Ancient Greece (620 – 560 BC).

Ask the class to try and work out how old Aesop was when he died.

When was he born?

When did he die?

How old was he?

Your pupils will probably be confused by the fact that he was born in 620, but died, apparently, before he was born in 560. This is because he lived before the time of Christ.

Find out about Ancient Greece.

There are many sites that feature Aesop and his stories.

More than 2000 years ago, a philosopher (Apollonius of Tyana) said of Aesop,

“He puts animals in a pleasing light and makes them interesting to mankind. For after being brought up from childhood with these stories, and after being as it were nursed by them from babyhood, we acquire certain opinions of the several animals and think of some of them as royal animals, of others as silly, of others as witty, and others as innocent.”

In many parts of the world, children have no respect – but sometimes fear – for animals, and perhaps, by extension, little respect for life in general. There is much to be learned from Aesop and his fables.

#### 2. Pre-discussion

What is freedom?

If you are free, what can you do?

If you are free what can you not do?

Don't push this too hard. The level will depend on the class. You may have to use “Leading questions”.

Can a free person go wherever he or she likes?

Can a free person eat whatever he or she wants?

Can a free person drink whatever he or she wants?

Can a free person do whatever he or she wants?

Is there anything a free person cannot eat?

Is there anything a free person cannot drink?

Is there anything a free person cannot do?

Make a list of things you can and cannot do.

#### 3. Bookwork

If possible, have the children listen to the story online, on TV at home or at school, or downloaded on disc.

If not, read the story, in one go, to the children and have them follow along in their books.

Read as dramatically as you can.

#### 4. Text Exploration

Explain you are going to read the story again, but this time you are only going to read one paragraph or so at a time.

It is the job of the class to ask you to explain any words they do not understand.

*It is important that children take responsibility for their learning at an early stage. If they do not understand something, they must ask. You are there to help them. You are their best resource. There is no shame in asking.*

a) Teacher reads lines 1-4.

Teacher: Any words you do not understand?

You all know why the wolf was almost dead?

(Don't ask for an answer)

Teacher: You all know what a house dog is?

(If anyone tries to answer, just say, “No, no! I don't want an answer. Just checking you all understand. If you don't ask, I don't help you!”)

b) Teacher: Okay, as you all understand everything, I'll ask a few questions.

i) Was the wolf fat, or very thin?

ii) Tell me another word for “very thin”.

iii) Was the wolf fit and well, or sick?

iv) What words tell us the wolf did not have long to live?

- v) What word tells us that the dog was not wild?
- vi) Do we know where the dog was going?
- vii) What word tells us that the dog was a pet?
- viii) Do you think the wolf was a pet?
- ix) If the wolf was not a pet, can you think of a word to describe it? (wild)
- x) Have any of you ever seen a wolf in real life or on TV?
- xi) Are you afraid of wolves?

(You could possibly mention that we say one wolf, but two wolves – shelf, wife, loaf, knife, etc.)

- xii) Are you afraid of dogs?
- xiii) Do any of you have a dog?
- xiv) What do you feed him or her?
- xv) Tell me about your pet?
- xvi) Does anyone have a different pet?

Do not overdo this discussion, but you see how much work we can get out of a few lines. The text is simply a vehicle for communication.

- c) Teacher: Let's go on with the story. Start the story from the beginning again, and read lines 1 – 9.  
Teacher: Any words you do not understand?  
You all know another word for very, very hungry? (Don't ask for an answer)  
Teacher: You all know what "complained" means? (If anyone tries to answer, just say, "No, no! I don't want an answer. Just checking you all understand. If you don't ask, I don't help you!")  
You all know what an "irregular life" is?
- d) Teacher: Okay, as you all understand everything, I'll ask a few questions.
  - i) When did the wolf last eat?
  - ii) When did the dog last eat?
  - iii) How do you know the wolf was not happy?
  - iv) What is the opposite of "regular"?

- v) What is the opposite of "irregular"?
- vi) If you lead a regular life, when do you eat? When do you sleep? When do you work? When do you rest?
- vii) Why do you think the wolf leads an irregular life?
- e) Teacher: Let's see what happens next. Let's go on with the story.

Start the story from the beginning again, and read lines 1 - 13.

Teacher: Any words you do not understand?

Teacher asks: What can you say instead of:

I can fix that for you.

I have nothing against that.

He asked how that had happened.

The hungry wolf said yes immediately.

Tell me something good about the dog's life.

Tell me something bad about the dog's life.

Which did the wolf think was more important?

#### **Wordsearch**

Teacher reads out a word and the class has to find the sentence that contains the word and read it out, e.g.

Regularly

Why do you not work as I do, and get your food regularly?

Neck

The wolf noticed that the hair on the dog's neck was very much worn away.

You can, of course, ask pupils to write the sentences on the board, but this takes a long time and may be tedious.

#### **Missing words**

Pupils work in pairs. Each pupil chooses a paragraph to copy and misses out three words. They exchange texts and try to fill in the words their partner has missed out.