

Horizons

Health
Grades 7&8

Teacher's Guide



LESSON 3: ALL FOR ONE, ONE FOR ALL

Preparation/Materials

- Index cards, one per student

Objectives

- Students will begin to develop a sense of community and dependence on one another.
- Students will begin to identify the qualities of a supportive, caring community.

Background

Because a strong sense of community is essential for this class to be successful, teachers should constantly be looking for ways to build community. Teachers will find that team-building activities are of particular help in building community.

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Lesson

1. Have the class do the following activity.
 - Give each student a card. Ask students to follow these instructions:
 - “Write your name in the middle of the card.”
 - “Write the name of your favorite movie in the top right-hand corner.”
 - “Write the name of your favorite food in the bottom left-hand corner.”
 - “Write the name of your favorite place in the world in the top left-hand corner.”
 - “Write the name of a health topic that really interests you in the bottom right-hand corner.”
 - Have student pairs share the information on their cards with each other. Encourage students to also share reasons for their choices or feelings about them.
 - Ask students to introduce their partners to the class, using the information that they have just shared.
2. Discuss the activity. What are some ways students are similar to each other? What are some ways students are different from each other? Also discuss what happens when people share information about themselves. Is sharing information easier than sharing feelings? Why?
3. Lead the class in another inclusion activity. Have each person tell the class about one thing that they value or cherish. Encourage students to explain why the item is of value to them. You may wish to have students first share this information in groups of three or four. Then meet as a full group, with each student describing the thing that another student in the small group values. Discuss the activity with the class, leading students to reflect on the kinds of things that were valued and why. Note: A variation of this activity is to ask students to bring something they value to class and talk about why they value it.

LESSON 18: READING STRATEGIES

Preparation/Materials

- Novels, one for each student group
- Textbooks, 2–3 for each student group
- Choose a reading strategy to teach the class.
- Student workbook activity
- Optional: overhead projector and blank transparency

Objectives

- Students will understand that to read textbooks effectively they must have a strategy that allows them to understand and retain the material.
- Students will understand and begin to use at least one strategy for reading textbooks.
- Students will develop confidence in this strategy by practicing it.
- Students will be able to identify main ideas and supporting details when reading a textbook.

Background

Although students may know how to read, they may not know how to read textbooks. It's true that the role of textbooks in education has changed over the years, but textbooks are still a part of learning in middle school. As students reach upper grades, they will be required to read varying types of texts and to be responsible for recalling and working with more content, so it's vital that students learn "how to read to learn academic content."

There are many different strategies to help students learn textbook-reading skills. Choose one of the general reading strategies provided in this lesson (or the one your school prefers) and introduce it to your students. Students will need modeling, guided practice, and periodic reinforcement to master this study skill.

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Lesson (2 Sessions)

1. Have students form groups of three. Give each group a copy of a novel and 2–3 textbooks. Instruct groups to compare the format of the textbooks with the format of the novel, listing similarities and differences between the two.

Invite groups to share their observations with the class. Create a list of characteristics that summarizes this discussion.

Examples:

- Similarities: Both have words, paragraphs, and chapters. Both may have pictures. Both have title pages.
- Differences: Nonfiction chapters are usually divided into sections with headings and subheadings. Nonfiction may also contain diagrams, charts, questions, summaries, instructions for activities.

Summarize by pointing out that the purpose of a textbook is quite different from the purpose of a novel, and therefore the two must be read differently.

LESSON 12: DEVELOPING A NATURAL EMPATHIC LISTENING STYLE

Preparation/Materials

- Student Activities from Lesson 9 or Lesson 10 (see Step 4)
- Student workbook activity
- Examples of open and closed questions (Step 6)

Objectives

- Students will gain confidence in using empathic listening skills.
- Students will become more natural in their responses.
- Students will recognize and understand the role of questioning in the helping process.

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Lesson (2 Sessions)

Session 1

1. Remind students that they expressed concern about the phoniness of the formula response. Explain that there are many other leading questions or responses to use. By developing different responses, their listening styles will be more natural.
2. **Student workbook activity.** Ask students to read the list of leads. Talk about each lead, clarifying with an example or two. Note that using these leads helps the speaker know what you've heard. They're like verbal mirrors.
3. Pair up the students, and allow them to practice some of the leads in an informal way. Students should continue including both feelings and situation in their responses.
4. Use the rest of the class period to have students practice using the leads in a more structured situation, with pairs role playing helping situations. Students can use statements from the Lesson 9 or 10 Student Activities to develop situations for role plays. Have the students switch expresser and listener roles every 5–7 minutes.
5. Discuss student experiences with the new leads. Take time to encourage class members as they work on learning the new skills. Consider sharing some of your own difficulties in learning empathic listening skills.

Session 2

6. Introduce questioning as another way to become more natural in empathic responses. Explain the difference between open and closed questions: an open question encourages the speaker to think about his or her feelings; a closed question leads to a specific response (for example, yes or no). They determine where to go with the answer.

LESSON 1: OUR AMAZING BODIES

Preparation/Materials

- Materials needed for activities of choice (Step 1)

Objectives

- Students will enjoy using the body's many unique abilities.
- Students will develop awe for the wonderful human body God has created.

Background

It is appropriate that a unit on the body should start off with activities that allow us to marvel at the body's wonderful abilities. Enjoy the activities and praise God for his creation.

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Lesson

1. Have students take part in a number of activities that challenge them to use their bodies in unique ways. After each activity invite students to try to identify exactly what their bodies were required to do. The incredible abilities of the body should evoke appreciation and a sense of awe.

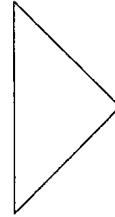
Activity ideas:

- Compare how a camera/slide projector focuses and how our eyes focus.
- Ask students to thread needles to demonstrate their remarkable fine-motor skills.
- Have students take their heart rate for one minute. Leave the room for one minute; then suddenly burst back in and yell at them. Have the students take their pulse again, and compare the heart rates. What is amazing about the heart's response?
- Have students run 100 hundred meters at a 20-second pace. Explain that this is the rate of speed that a marathon athlete runs a race. What a remarkable cardiovascular system we have!
- Mark out the distances of the world record for long jump and triple jump. Have students attempt to jump these distances or figure out how many jumps they need to reach that distance.
- Test reflex action by dropping a football and try to catch it. Or drop a piece of paper (on its side from above the head) and try to catch it.
- Flash a simple picture containing several objects on an overhead for 10 seconds. Then ask students to list items that were in the picture.
- Try a hear-and-react exercise. Give students a command ("Touch your nose" or "Close your left eye"), and see how fast they can react to it.

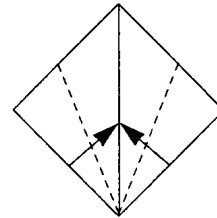
For other ideas, check the library for books dealing with the body. One resource is Linda Allison's *Blood and Guts* (Little, Brown, 1976), which has suggestions for demonstrating equilibrium, nose-throat connections, sound pathways, and other amazing body feats.

Something Fishy

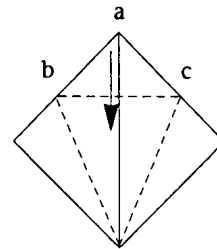
Fold a square piece of paper in half to form a triangle. Open it.



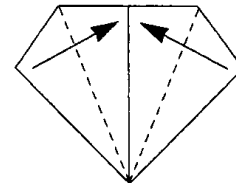
Fold the right and left sides to the center as indicated. Crease. Open.



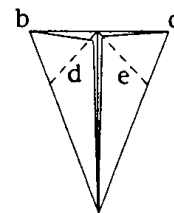
Fold top flap so that the crease comes along line **b-c**. The point of flap **a** will be on the center line.



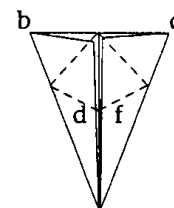
Turn your paper over. Fold the right and left sides to the center along the lines already creased.



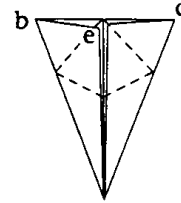
Fold flaps **b** and **c** along lines **d** and **e**. Crease.



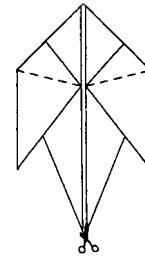
Fold up tail pieces along lines **d** and **f**. Crease only to center. Return to original positions. Return flaps **b** and **c** to original positions. This is what your model should look like.



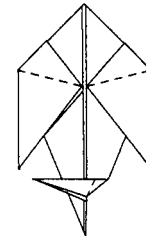
Open at flap **b** and push until the point comes to rest along the center line. As you do this, point **e** will move towards you and then it will move down to form a gill of the fish. Repeat with flap **c**.



This is what your model should look like. Form the fin by tearing or cutting a slight opening along the bottom center.



Fold the right fin flap over the left flap as shown. Fold same flap back upon itself along the line as indicated.



Repeat for corresponding left in flap. Turn model over. Your fish should look like this.

