

“What Is Good Health?”

OBJECTIVES

- To explore the ways learners think about health
- To set a tone of sharing and trust among learners for more in-depth discussion of health topics
- To practice categorizing ideas

STEPS

1. Give each student four index cards.

On the board, write the sentence “Good health is _____.”

Invite students to think of themselves and their families and children when answering the following questions:

- *What is good health?*
- *What do you do to stay healthy?*
- *How do you make sure that your children are healthy?*
- *How do you make sure that you are healthy?*

Then ask each student to complete each sentence on a different card.

2. Ask students to share their answers. Write their responses in a cluster diagram on a large piece of newsprint. You will be clustering similar responses to create categories that students can review and identify at the end of the lesson, or have students put responses on post-its and group them into categories.

3. Extend the discussion by asking clarifying questions. For example, if someone says good health is taking a walk every day, ask: In what ways does taking a walk help with your health? Or if someone says good health is eating good foods, ask: What kinds of foods?

4. Review the diagram. Ask students what is similar about the ideas in each group. Examples of categories are: healthy lifestyle (exercise, sleeping, safe sex); nutrition (good food, fruits, vegetables, vitamins); professional services (visit my doctor or dentist); spiritual (go to church, pray); community (a clean environment).

FOLLOW UP

Students can copy the diagram into a “good health” journal to use for future writing assignments.

Please go to the following link for an expanded version of this activity, along with more follow up ideas and tips for English language learners:

<www.worlded.org/us/health/heal/healBccHtml/index.htm>

