

Hello Projects!

What About Wellness

(Lesson 1:)

Textbook Page	Activity Description	Homework
1-2	<p style="text-align: center;">Roll & Talk: Health & Wellness</p> <ol style="list-style-type: none"> 1. Split the class into pairs or small groups. Start at the star. Roll the dice and move around the board. Ask and answer the questions on each square. 2. Teach the new vocabulary as you go. Encourage the students to use the speaking prompts in the 'Let's Talk' box to express their opinions. 3. After playing the game, ask the whole class some of the questions from the game and discuss together. 	
3	<p style="text-align: center;">Three Types of Well-Being</p> <ol style="list-style-type: none"> 1. Ask your students what it means to be healthy. You can just discuss, or you can write some of their answers on the board. 2. Then tell your students that there are 3 types of well being, physical, mental and social. Ask if they know what those words mean. 3. Now tell the class that they will take self-assessment test. It is not a test on what they know. It is to reflect on their own personal health. Explain that they will give themselves a score for each statement (1 means strongly disagree and 5 means strongly agree). 4. Read the first statement together and have each student give themselves a score. They do not have to share their answers with the class or other students. It is only for themselves. 5. Continue to read each statement together. Make sure your students understand the meaning. Then have them think/reflect and give themselves a score. 6. Write the total score for each category on the Total Score line. Then ask your students, "Do you think you are healthy?" Do you have a positive physical well-being?" 	
4	<p style="text-align: center;">Ways to Improve</p> <p>1: Look at the Venn Diagram on page 4. Read the examples of ways to improve well being together. Then tell your students to write their own ideas for homework. They should write their advice at the bottom of the page. Tell them that they can also use you could.</p>	Page 4

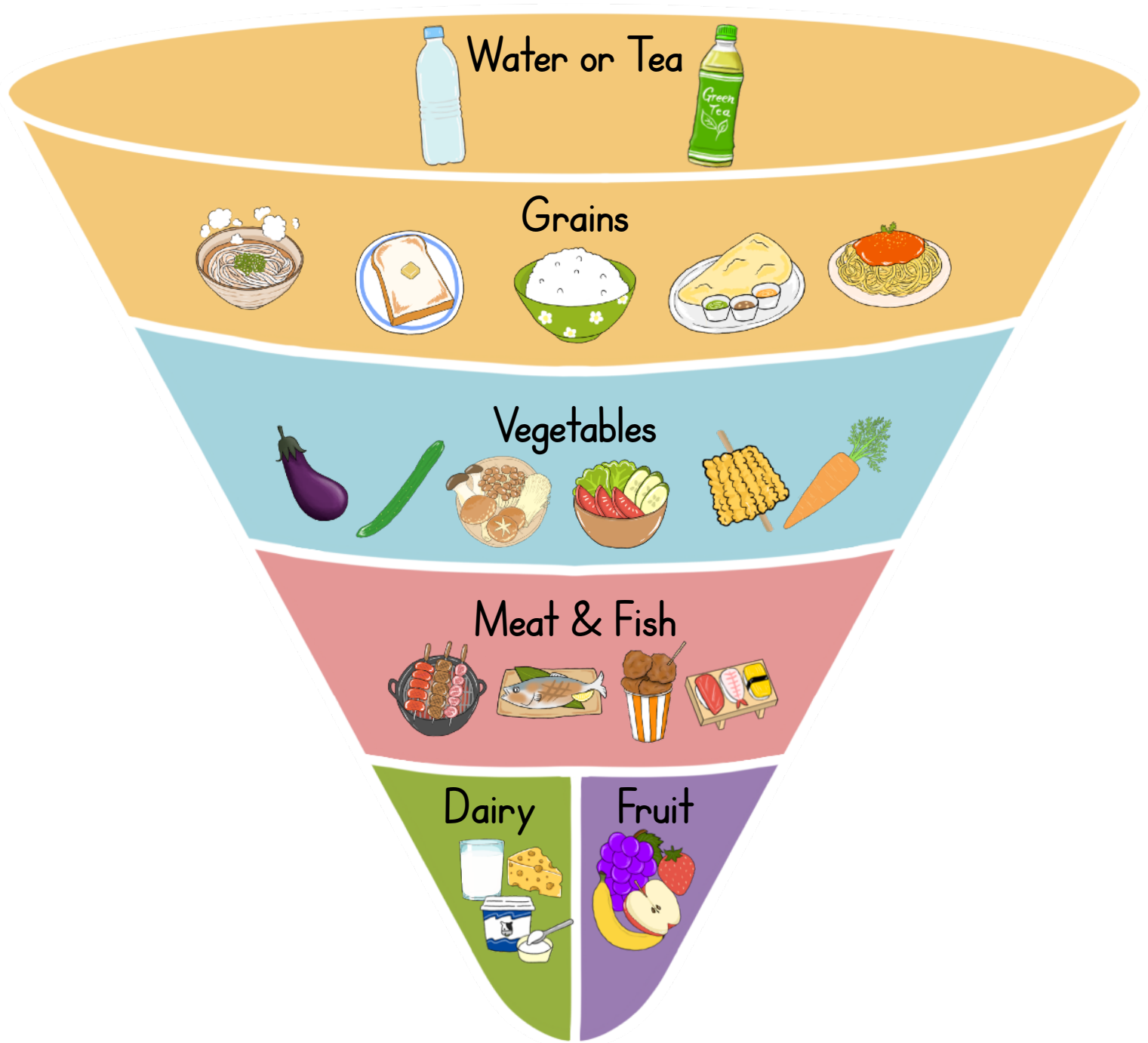
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What About Wellness

(Lesson 2:)

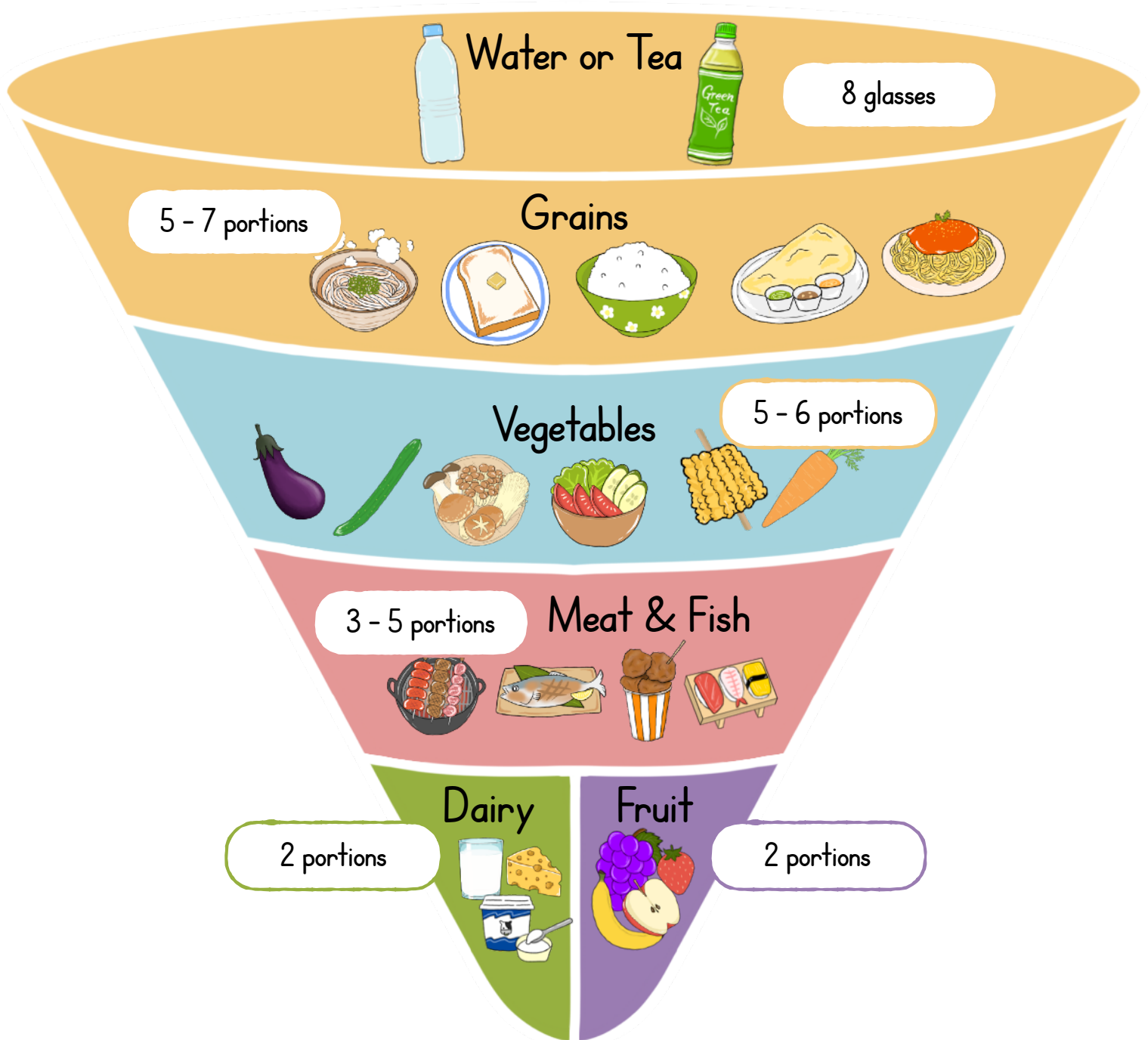
Textbook Page	Activity Description	Homework
4	<p style="text-align: center;">Share Advice</p> <ol style="list-style-type: none"> Split the students into small groups and have them share the different things they wrote on page 4. Have each group share their best ideas with the class. 	
5	<p style="text-align: center;">Physical Well-Being</p> <ol style="list-style-type: none"> Look at the Spinning Top For a Healthy Diet. Ask your students if they know what types of food go in area. After the students make their predictions, show the 1st picture of the Spinning Top. Have the students write the food groups/ category in each area and write some examples. Now have the students guess how many portions of each food they should eat. Show the 2nd picture of the Spinning top. Look at the recommended portions. Ask your students if they guessed correctly. Do your students eat a healthy diet? Have your students answer the questions at the bottom of the page in class. 	
6	<p style="text-align: center;">Healthy Snacks</p> <ol style="list-style-type: none"> Ask your students, "What are your favorite snacks?" "What snacks do you like to eat after school?" Write their answers on the board. Then ask if they think the snacks on the board are healthy or not. Ask, "Why?" Read about Healthy Snacks on page 6. Underline or highlight new words and have them write the words and their definitions in the glossary in the back of the book. Have your students choose a healthy snack to share about. They can choose a snack of the board, or a different snack. Have them write a bout the snack for homework. 	<ol style="list-style-type: none"> Write about a healthy snack on page 6 Take the Healthy Habits Quiz on page 7

Spinning Top for a Healthy Diet



How many portions do you need?

Spinning Top for a Healthy Diet



Do you eat enough of each food group?
Do you eat too much of each food group?

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(Lesson 3:)

Textbook Page	Activity Description	Homework
6	<p style="text-align: center;">Share Healthy Snacks</p> <ol style="list-style-type: none"> 1. Have each student share their healthy snack recommendation with the class. 2. Ask your students questions about each snack. "Do you like this?" "How often do you eat it?" etc. 	
7	<p style="text-align: center;">Healthy Habits Quiz</p> <ol style="list-style-type: none"> 1. Read the Healthy Habit Quiz and Share have the students share their answers. 2. Did everyone have the same opinions or ideas? Talk about the different answers to the quiz. 	
8	<p style="text-align: center;">Professional Recommendations</p> <ol style="list-style-type: none"> 1. Split the class into groups and have each group choose different questions to look up answers/professional recommendations to. 2. Ask your students, "How do you know if a source is reliable?" Give some examples, Is a girl talking about health on tiktok reliable? Is a magazine reliable? Is a news article reliable? The answer to all of these are up for debate. Let the students discuss and share their opinions. 3. Show your students how to search for the information online by typing in simple prompts. Walk around and help each group find the answers they need. Help them check their source to make sure it is reliable. 4. When each groups is finished searching, have them share their answers with the class. 	Write My Health Goals on page 8

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(Lesson 4:)

Textbook Page	Activity Description	Homework
6	<p style="text-align: center;">Share Health Goals</p> <ol style="list-style-type: none"> Split the class into small groups. Have each student share their health goals with their groups (if they want to). 	
7	<p style="text-align: center;">Journal: My Healthy Habits</p> <ol style="list-style-type: none"> Read the Journal together. Guess the meaning of the highlighted words from the context. Then look them up in the glossary. Write new words in the glossary as well. Ask comprehension questions about the journal entry. <ul style="list-style-type: none"> "What extracurricular activities does she participate in?" "What does she do with her mom/dad?" "How often do they have a family dinner?" "What does she do on the weekend?" etc. You can also ask personal questions as you read to check that your students understand the new vocabulary words. "What extracurricular activities do you participate in?" "How do you stay physically fit?" "What do you do to relieve stress?" etc. 	
	<p style="text-align: center;">Parts of a Paragraph</p> <ol style="list-style-type: none"> Explain that a paragraph shares one idea. Ask your students how many paragraphs this journal has. Explain that the first paragraph is the introduction. It has 3 parts. <ol style="list-style-type: none"> A hook to grab the readers attention. Background information A thesis statement. Can your students find the Hook, and thesis statement in the journal entry? Explain the parts of a paragraph. <ol style="list-style-type: none"> Topic sentence Supporting sentences Closing sentence. Can your students find the topic sentence to each paragraph in the journal? 	
8	<p style="text-align: center;">My Healthy Habits</p> <ol style="list-style-type: none"> Ready through the mind map for the journal on pages 11-12. Help your students fill it out and write writing prompts on the board. 	Write Journal Page 13

Parts of a Paragraph

Introduction Paragraph

Hook

Title

Body

Conclusion

Have you ever tried Japanese food? Japanese cuisine is well-known all over the world for being fresh, healthy and delicious. For thousands of years, Japanese people have discovered cooking methods and techniques to preserve food, keep seafood fresh and highlight the delicious flavors of each ingredient. Eating fresh ingredients is important, so Japanese people prepare different dishes for every season. Each region of Japan also has its own unique specialties and styles of cooking. Let's take a journey through Japan to learn about all of the different kinds of cooking techniques, foods and flavors it has to offer.

Paragraph

Topic Sentence

Body

Concluding Sentence

Hokkaido is well-known for fresh and delicious seafood and dairy products. Quality seafood such as sea urchin, squid and scallops are caught in the cold waters surrounding the northernmost prefecture. I recommend visiting a local fish market and trying a rice bowl with fresh sashimi. Hokkaido is the biggest prefecture with a lot of space for farmland. Most of Japan's dairy products are produced in Hokkaido, so a lot of local dishes are prepared with butter, cheese or cream. You can try a lot of delicious sweets like soft serve ice cream and butter cookies, but butter miso ramen is possibly the most famous dish. Would you like to try seafood or dairy products from Hokkaido?

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(Lesson 5:)

Textbook Page	Activity Description	Homework
13	<p style="text-align: center;">Share Journals</p> <ol style="list-style-type: none"> Split the class into pairs or small groups. Students can take turns reading their journal entries to each other. 	Rewrite journal on page 15
15	<p style="text-align: center;">Journal: My Healthy Habits</p> <ol style="list-style-type: none"> Read through a couple of the emotions at the top of page 15. Ask the class if each emotion is positive or negative. Write the words on the lines in the positive or negative columns. Split the class into pairs or small groups and have them read the rest of the emotions and decide as a group if it is negative or positive. Check the lists as a group. If some of the words are new, the students can look up the definitions and add them to the glossary in the back of the book. 	
15	<p style="text-align: center;">Let's Talk</p> <ol style="list-style-type: none"> Read the example conversation on the middle of page 15. Brainstorm other questions you can ask using the emotions listed above. Write question prompts on the board. Examples: When was the last time you felt ____? What/who makes you feel ____? How often do you feel ____? Have the students ask each other questions in small groups. 	
15	<p style="text-align: center;">How can you cope with negative emotions?</p> <ol style="list-style-type: none"> Ask your student what they can do to feel better when they are stressed out. Write some ideas on the board. Each student can choose an idea that they like and write it on the lines to finish the sentence. Examples: I can listen to music / talk to my friends / pet my dog / exercise / draw / etc. Have your students choose 2 more negative emotions to write a way to cope for each. 	
19	<p style="text-align: center;">Mindfulness</p> <ol style="list-style-type: none"> Read about mindfulness at the top of page 19. Try activity 1 as a class. Read about how to practice mindful breathing first. Set a timer and have everyone close their eyes and breathe. Discuss how it made them feel when you are done. 	

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(Lesson 6:)

Textbook Page	Activity Description	Homework
13	<p style="text-align: center;">Emotions Speaking Game</p> <ol style="list-style-type: none"> Write all of the emotions on small cards. Place the cards face down on the table. Write the following prompts on the board. I feel / felt _____ when ... When I feel _____ I can makes me feel _____ Split the class into teams. When you say, "GO!" Each team chooses a card and reads the emotion. Then they have to make 3 sentences about the emotion before choosing the next card. Which team can get the most cards? 	
16	<p style="text-align: center;">Understanding YOU!</p> <ol style="list-style-type: none"> Ask your students, "What are your strengths?" If they do not know, you can share some of your strengths. Then you can read the prompts at the top of the page. Students can take turns sharing their strengths. You can also let students tell other classmates what they think their strengths are. For example, "I think you are good at listening." or "You are funny." "You are a good student." etc. Give the students some time to write their strengths. Ask students what some of their challenges are. Give an example or two to help give them ideas. "I'm not very good at sports." "I'm not a good leader, but I like helping." "I can't draw." etc. Give your students time to write their challenges in the column. 	Answer the rest of the questions on page 16
20	<p style="text-align: center;">Mindfulness: Body Scan</p> <ol style="list-style-type: none"> Read about a Body Scan first. Then have your students find a place to lie down. Read the passage on page 20 as your students listen and follow your lead. Ask your students how the Body Scan meditation made them feel. Ask them which mindfulness activity they liked more. When could they practice these activities in the future? 	

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(Lesson 7:)

Textbook Page	Activity Description	Homework
13	<p style="text-align: center;">Understanding You!</p> <ol style="list-style-type: none"> Students can share their answers to the questions on page 16 in small groups. Then you can also have each group share with the class. 	
17-18	<p style="text-align: center;">Make Time Count</p> <ol style="list-style-type: none"> Read the directions at the top of page 17. Brainstorm a few activities everyone does each day and write them on the board. Then set a time for your students to fill in the chart on their own and have a bit of self reflection. After everyone has taken the time allotted to fill in their charts lead a class discussion by asking your students how they spend their time and what they discovered. You can ask some of the following questions to get the conversation going. What activities do you do that are meaningful/not meaningful? What activities do you do that make you feel good/not good? What do you spend the most time doing each day? Do you spend most of your time doing activities that make you feel good or not good? What did you discover about how you manage your time? Is there anything you want to change about how you spend your time? etc. Give your students time to fill in each box on page 18. 	
21-22	<p style="text-align: center;">Journal: My Gratitude Journal</p> <ol style="list-style-type: none"> Read the Journal together. Guess the meaning of the highlighted words from the context. Then look them up in the glossary. Write new words in the glossary as well. Ask comprehension questions about the journal entry. "What is the writer thankful for?" "How did the writer get support their team or coach?" etc. Ask your students what they are thankful for today/this week etc. Then have them fill out page 22 	Write the journal on page 23

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(Lesson 8:)

Textbook Page	Activity Description	Homework
23	<p style="text-align: center;">Share Journals</p> <ol style="list-style-type: none">1. Split the class into pairs or small groups. Students can take turns reading their journal entries to each other.	Rewrite the journal on page 24
25	<p style="text-align: center;">Social Well-Being</p> <ol style="list-style-type: none">1. Read about the important people at the top of page 25. Give your students a few minutes to think of people who are important in their lives and fill in the mind map.2. Tell the students to choose one person from their mind map to write about at the bottom of the page. They can draw a quick sketch of the person in the box.3. Have students share about the a person who is important to them in small groups as a class.	
26	<p style="text-align: center;">The Power of a Compliment</p> <ol style="list-style-type: none">1. Read about compliments at the top of the page. Ask your students how they feel when someone gives them a compliment. Then read the examples of different compliments.2. Have your students write some compliments in the table on page 26.	

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(Lesson 9.)

Textbook Page	Activity Description	Homework
23	<p style="text-align: center;">Share Compliments</p> <ol style="list-style-type: none"> Students can walk around the room and share their compliments with their classmates. They can share the compliments they wrote down in the previous lesson or make up compliments as they go. 	
27	<p style="text-align: center;">Empathy and Compassion</p> <ol style="list-style-type: none"> Write the word empathy on the board and ask your class if they know what it means. Then read about empathy and at the top of page 27. Ask your students some questions, "Do you ever think about how other people feel?" "Do you ever wonder why people feel sad, worried or angry?" "Does thinking about why people feel different emotions help you to understand them better?" Read Case #1. Split the class into groups. Write some questions (examples below) on the board for each group to discuss. How does the writer feel? Why? Have you ever felt like that? If you were in the same situation, what could help you feel better? Repeat the process for Cases 2-4. 	
	<p style="text-align: center;">Worries</p> <ol style="list-style-type: none"> Ask your students, "What do people worry about?" "What makes people sad?" Write their answers on the board. Then ask them to think about how to help worried or sad people feel better. Write the following speaking prompts on the board. If someone is worried about _____ I can ... If someone is feeling sad because _____ I can ... Give an example: If someone is worried about the test, I can study with them. If someone is sad because their grandma is sick, I can be kind to them. Split the class into groups and have them share their ideas using the worries on the board and the speaking prompts. 	

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(Lesson 10:)

Textbook Page	Activity Description	Homework
30	<p style="text-align: center;">My Community</p> <ol style="list-style-type: none"> 1. Read each question in the table on page 30 together. Make sure your students understand the question. Then have them write their answers in each box as you go. 	
29 - 30	<p style="text-align: center;">Helping Out</p> <ol style="list-style-type: none"> 1. As a class, read about how different people help out in their communities. Discuss the questions at the end of each passage as a class. i.e. Are there hungry people in your town or city? Where can they get food? 2. When you are finished reading about how different people help out in their communities, ask if your students know how people help out in your community. Are there any similar events to the ones you read about? 3. Split the students into pairs and have them interview their partners asking the questions in the table on page 30 that they answered earlier by themselves. Write their partners answers in the far right column of the table. 	
31-32	<p style="text-align: center;">Journal: How I Help</p> <ol style="list-style-type: none"> 1. Read the Journal together. 2. Guess the meaning of the highlighted words from the context. Then look them up in the glossary. Write new words in the glossary as well. 3. Ask comprehension questions about the journal entry. "How does the writer help her community?" "Where is her village located?" 4. Find Dho Tarap on a map and find photos of the area online. You can also find photos or videos of Chrystal Mountain School in Dho Tarap. Find photos of religious ceremonies or temples in the area online as well. This will help your students to visualize the new vocabulary words as well as understand more about the writer's life. 5. Help students fill out the mind map about how they help in their community on page 32. If they don't volunteer, that is okay. Do they help their friends or help at home? Do they clean the school? etc. 	Write Journal Page 33

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(Lesson 11:)

Textbook Page	Activity Description	Homework
33	<p style="text-align: center;">Share Journals</p> <ol style="list-style-type: none"> 1. Split the class into pairs or small groups. Students can take turns reading their journal entries to each other. 	Rewrite journal on page 34
35-36	<p style="text-align: center;">Project: Organize a Wellness Event</p> <ol style="list-style-type: none"> 1. Read about wellness events at the top of page 35. Discuss the different types of events that are in the town or city where you live. Make a list on the board. Ask your students what events they like and why? Ask about other kinds of events that they have heard of. List the events they read about in the book. Which events do they wish their community had? 2. Read the last paragraph about planning an event and tell your students that they are going to plan an event together. Read the ideas in the book and tell them to check the ideas that they like. Then let them share their own ideas as a class or in small groups. 3. Finally as a class discuss what kind of event you want to have and what activities you will have at your event. 4. Fill out the mind map on page 36 to plan your event. 	

Over the next few weeks your class will work together to plan the event. Make a to-do list as a class on page 37. Then decide who will be in charge of planning and preparing the different things. For example, how will you advertise the event? Who will design the flyer or advertisement?

What activities will you have at the event? Split the class into teams to plan and prepare each activity. If an activity is a game, exercise or meditation have your students practice leading the activity. If the activity is a craft or something to make, have your students make samples and practice teaching how to make it.

Finally, ask your students how they will use English at their event? Will they teach simple English to people who come to the event? For example, if they are doing an art event, they can say the colors in English. They can teach the English words for paper or paint or scissors or whatever they use. If they are hosting a charity event, they can make English signs with information about the charity. They can greet people in English and cheer for people in English etc.

When your class is ready, have the event!

After the event is over make sure to have your students reflect on their experience. Did they enjoy it? What did they like? What could they have done differently? What did they learn from the experience? etc.