



CLV Chinese Language Lessons

Sen Lin Hu Chinese Language Camp Lessons For the Classroom

Date:		Class:	Chinese				
Language Level:	Novice High	Grade:	High School	Day in Unit	1	Minutes	60
Unit Theme and Question:	Chinese Medicine What is healthy living according to Chinese culture?						

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
Learners will be able to: <ul style="list-style-type: none"> Identify different treatments used in Chinese medicine Understand the main principals of Chinese medicine Do simple moves in Taichi and Qigong 	<ul style="list-style-type: none"> Vocabulary: 中药, 气, 经络, 穴位, 气郁, 病, 健康, 针灸, 气功, 太极, 穴位按摩, 治疗, 用 Review: 脸, 脚, 手, 胳膊, 腿 Culture: Chinese medicine treatments Radicals: 人, 手, 丝, 草 Structure: 用

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Learners will:

- Draw important pressure points and meridians in a diagram of a face
- Massage facial pressure points
- Do movements for Qigong, Taiqi
- Match symbols with Chinese medicine treatments
- Do gestures for each Chinese medicine treatment
- Fill in the blanks of an explanation of Chinese medicine with key vocabulary from a word bank

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can-do? What will the teacher be doing? What will the students be doing?

Opening Activity:

Time

Materials

How can you capture the students' energy and commitment for today's lesson?

Opening Activity:	Time	Materials
<p>Introduce Qi Pathways</p> <ol style="list-style-type: none"> T shows Ls a diagram of a human body with Qi pathways. T asks the Ls what this diagram is showing. T explains the concept of Qi, an energy stored in the center of the body that is necessary for good health. 	<p>5</p>	<p>Image of Qi pathways in the body</p> <p>Image locating center of Qi in a human body</p>

Learning Episode

<p>Introduce basic concepts of Chinese medicine</p> <ol style="list-style-type: none"> T give Ls a brief explanation of the basis of Chinese medicine. T explains that there are pathways in the body where Qi travels. These pathways can have blockages. Blockages can cause sickness. Blockages can be cleared to promote good health. T focuses on the face, and points out 2 points that correspond to helping with nasal congestion. Ls massage these points on their own faces. T gives Ls an outline of a face Ls draw in these pressure points and facial meridians and label them. 	15	<p>Visuals to explain concepts being discussed.</p> <p>Handout with an outline of a human body</p>
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Learning Episode

<p>Introduce: Chinese health treatments</p> <ol style="list-style-type: none"> T asks Ls if they used Chinese medicine to maintain good health. If yes, what form of Chinese medicine? T gives Ls a list of the different methods for clearing blockages in the body. As T introduces treatments Ls experience/practice some of the methods. <ol style="list-style-type: none"> Acupressure 穴位按摩—T shows Ls poster for self-massage methods for stress or headache reduction. Acupuncture 针灸—T shows Ls a short video of a patient getting acupuncture. Taichi 太极—T does movements in a Taichi routine. T can teach Ls a few movements or Ls can follow a short video Qigong 气功—T teaches Ls a short Qigong breathing exercise Reflexology 按摩脚—T shows Ls a map of the foot with reflexology information. T explains how many points are connected to different body parts/systems. <p>(This part of the lesson may vary depending on the background knowledge of the teacher. Some teachers may want to focus more on an area in which they have more experience or background knowledge. T should plan ahead what phrasing they will use to introduce the above topics, so that Ls will receive instruction they can comprehend.)</p>	25	<p>List of Chinese medicine treatments.</p> <p>Plan for how to explain these methods using simplified language.</p> <p>Examples of acupressure to teach</p> <p>Video of acupuncture</p> <p>Video or learned movements of Taichi</p> <p>Video or learned exercises of Qigong</p> <p>Reflexology map</p>
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Learning Episode

<p>Practice: Chinese medical treatment vocabulary</p> <p>T uses one or more of the following to review vocabulary:</p> <ol style="list-style-type: none"> 1) Symbols <ol style="list-style-type: none"> a. T shows a symbol for each Chinese medicine treatment method. b. Ls match the name of the treatment with the symbol. c. T hangs the symbols around the room and ask students to move next to the symbol when you name it. d. T puts the symbols on a piece of paper and with a partner, Ls point to it when named or described. 2) TPR <ol style="list-style-type: none"> a. With Ls, T assigns gestures to each treatment or vocabulary word. b. Ls practice the vocabulary using TPR. 	13	<p>Symbols for each Chinese medicine treatment</p> <p>Copies of the symbols on individual papers</p> <p>Document with symbols on one page</p>
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Final Learning Episode

<p>Review: Chinese Medicine</p> <ol style="list-style-type: none"> a. T shows learners a short explanation of the basic concepts of Chinese medicine with words left out. b. Ls look at a word bank to fill in the blanks. 	2	<p>Questions to ask Ls</p>
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Enhance Retention

<p>Interview family members</p> <ol style="list-style-type: none"> a. Ls interviews family members about their knowledge and opinions of Chinese medicine treatments. b. T give Ls a list of questions about Chinese treatments in English. c. After the interview Ls need to write sentences about the opinons of their family members vis a vis Chinese medical treatments. d. Ls share results with the class later. 		<p>List of questions about Chinese medical treatments in English with some sample sentences in Chinese to express the results of the interview.</p>
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CLV Chinese Language Lessons

Sen Lin Hu Chinese Language Camp Lessons For the Classroom

Date:		Class:	Chinese				
Language Level:	Novice High	Grade:	High School	Day in Unit	Midway	Minutes	75
Unit Theme and Question:	Chinese Medicine What is healthy living according to Chinese culture?						

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

<p style="text-align: center;">DO</p> <p style="text-align: center;"><i>What are the learning targets for this lesson?</i></p>	<p style="text-align: center;">KNOW</p> <p style="text-align: center;"><i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i></p>
<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Understand a dialogue about Chinese medicine. • Answer questions related to the dialogue. • Make sentences using 没有什么 and 没有那么 • Identify some differences between Western and Chinese medicine 	<ul style="list-style-type: none"> • Vocabulary: X光, 阿司匹林, 效果, 没有什么, 没有那么, 中医, 艾灸, 拔罐, 得病, 阴阳, 平衡, 治疗, 苦 • Review: 针灸, 按摩 • Culture: Compare western and Chinese medicine, introduction of concept of Yin and Yang • Radicals: 艹, 疒 • Sentence structures: 没有那么 + adj = not so 没(有)什么 + noun = there aren't any Examples: 没什么钱 = there isn't any money 没有那么贵 = not so expensive

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Learners will:

- Write down the meaning of the Chinese vocabulary
- Read a dialogue and answer basic questions
- With partners, make sentences using 没有什么 and 没有那么
- Fill out a chart which outlines some differences between western and Chinese medicine

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can-do? What will the teacher be doing? What will the students be doing?

Opening Activity:

How can you capture the students' energy and commitment for today's lesson?

	Time	Materials
<p>Introduction of Yin and Yang</p> <ol style="list-style-type: none"> Teacher shows Learners the image of Yin and Yang. T can show some of the words associated with each side that Ls already know: black/white moon/sun hot/cold male/female. T asks Ls to match the words with the different color sides. T gives a short explanation of the concept of Yin and Yang, possibly using some English if necessary. <p>(The Yin and Yang symbol represents balance. In Traditional Chinese Medicine, good health is believed to be achieved by a balance between yin and yang.)</p> <p>http://en.wikipedia.org/wiki/Traditional_Chinese_medicine</p>	10	Image of Yin and Yang

Learning Episode

<p>Listening activity with video</p> <ol style="list-style-type: none"> T gives Ls a copy of the dialogue. Pinyin has been added where necessary. Focus words have been removed from the dialogue and put in a word bank at the top of the page. Learners read through the dialogue to familiarize themselves with it. Ls watch and listen to the dialogue 2-4 times, attempting to fill in the blanks with the appropriate vocabulary words. Ls work in pairs to do this. T gives Ls the correct answers. Ls are asked if they can make any guesses as to the meaning of the new vocabulary given the context of the dialogue. T explains meaning of new vocabulary that Ls did not guess correctly. 	25	Handouts with dialogue and word bank.
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Learning Episode

<p>Practice: Questions about dialogue</p> <ol style="list-style-type: none"> T writes questions about the dialogue on the board. T discusses the questions one by one. T first has Ls discuss them with a partner and then calls on an L to check for understanding. 	10	Handouts of the dialogue Basic questions for the dialogue
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Learning Episode

<p>Practice: 没有什么，没有那么</p> <ol style="list-style-type: none"> T shows a picture and gives some examples using 没有什么 and 没有那么. T has a list of examples with each one, so that Ls can see that one is used with an adjective and one with a noun. Previously learned vocabulary may be provided so that they can make their own expressions. T shows some more pictures and asks Ls to come up with expressions with a partner or small group. T will have various groups share their answers with the class. 	10	Interesting pictures, preferably from China or of high interest, for Ls
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Learning Episode

<p>Comparison: Western, Chinese medicine</p> <p>a. T gives Ls venn diagram to list vocabulary used in the dialogue related to Chinese and Western medicine.</p> <p>b. T asks Ls to work with a partner and make some simple sentences from these lists using 没有那么 and 没有什么.</p> <p>c. T asks each group to share one or two sentences with the class.</p>	15	Handout with Venn diagram
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Final Learning Episode

T shares some sentences that he/she made with the vocabulary and asks Ls questions to gauge their level of understanding.	5	Sentences made with the vocabulary about Western and Chinese medicine.
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Enhance Retention

Ask students to write some original sentences using the new vocabulary		
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Expansion Ideas

<p>Practice the doctor specific vocabulary with Quizlet and/or a vocabulary game such as charades or Pictionary.</p> <p>Students play the games and review vocabulary. These games are best used in smaller groups to actively engage more students.</p>		Prep review method
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中药：你喜欢中医还是西医

场景：阮老师在茶馆喝茶，阿郭走走过来和阮老师聊天。

阿郭：阮老师，好久不见啊。

阮老师：阿郭，你好啊。

阿郭：你好你好。

阮老师：我很久时间没有看到你，你去哪里了？

阿郭: 我最近身体不太好, 我脖子疼, 头也疼。

阮老师: 哦, 怎么了, 你有没有去看医生?

阿郭: 看了, 我上星期去看了。医生啊, 他帮我照了 X 光, 还开了药给我吃。开了阿司匹林给我吃, 但是没什么效果。

阮老师: 你还头疼?

阿郭: 疼!

阮老师: 你可以去看看中医。中国的中医是非常好的。

阿郭: 我听说过中医。中医有针灸, 艾灸, 拔罐和按摩。还有说人的阴跟阳平衡, 身体就好, 真的吗?

阮老师: 真的! 真的是这样的。

阿郭: 怎么办到的?

阮老师: 我告诉你, 你去中医那里, 要把你的病从头到尾告诉他们, 你是什么原因得的病。这个时候中医就会给你很多中医方面的治疗。

阿郭: 哦, 那。。。我需要。。。针扎头, 针灸吗?

阮老师: 不光有针灸, 还有艾灸, 中医的针灸和艾灸在世界上很流行了。

阿郭: 我很怕疼啊。

阮老师: 哦, 原来你是怕疼啊。没问题, 中医的针灸有的时候有一点点疼, 但是没有那么疼。你还可以吃些中药。

阿郭: 中药苦, 很苦的。我听我朋友说的。

阮老师: 真的吗?

阿郭: 嗯, 太苦了。

阮老师: 我告诉你, 你喝这杯茶, 试一试。你看看这个是什么味道?

阿郭: 茶总是苦中带点甜。

阮老师：对了！中药也是这样的。它有一点点苦，但是真的没那么苦。

阿郭：好吧。谢谢你的介绍。我一定要去看医生。



CLV Chinese Language Lessons

Sen Lin Hu Chinese Language Camp Lessons For the Classroom

Date:		Class:	Chinese				
Language Level:	Novice High	Grade:	High School	Day in Unit	Final Project*	Minutes	60
Unit Theme and Question:	Chinese Medicine What is healthy living according to Chinese culture?						

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
Learners will be able to: <ul style="list-style-type: none"> • Make a poster describing a Chinese medicine treatment • Write sentences using 用 about their treatment • Work with another student to complete a project with each student making a contribution to the final product 	<ul style="list-style-type: none"> • Vocabulary: Review: 针灸, 艾灸, 按摩, 穴位按摩, 气功, 太极, 拔罐 • Culture: Chinese Medicine Treatments • Sentence structures: Review: 用

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Learners will:

- Make a poster describing a Chinese medicine treatment (NOTE: Learners could also choose some form of technology to make these posters digitally like Glogster or Explain Everything, which combines voice with text)
- Write sentences using 用 about their treatment
- Work with another student to complete a project with each student making a contribution to the final product

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can-do? What will the teacher be doing? What will the students be doing?

Opening Activity:

How can you capture the students' energy and commitment for today's lesson?

Time

Materials

Teacher will show Ls list of all the Chinese medicine treatments they have studied. T will show them symbols for each one and have Ls match symbols with the treatments.

5

Symbols for treatments and list of treatments

Learning Episode

<p>Introduction: Project</p> <ol style="list-style-type: none"> T divides students into small groups. Each group picks a Chinese medicine treatment Each group makes a poster explaining their medical treatment. Posters must include the following: Visuals of the equipment needed, photo of the practice of this treatment, name and location of local clinic that uses this technique (if it exists), price of this treatment in the United States. All visuals must have labels or descriptions in Chinese with pinyin. For the written component Ls will write sentences stating what doctors use for this treatment. Ls must also find 2-3 verbs that describe what is done for this treatment and make simple sentences using these verbs. T will give Ls a planning chart for each group. On this sheet they will list information needed for the project: objects, verbs describing treatment, location of clinic, price, rough draft of sentences for descriptions, which student will be responsible for what aspect of the project. When Ls are finished they will present their final product to the class. 	55	<p>Large pieces of paper</p> <p>Markers</p> <p>Tape or glue</p>
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Final Learning Episode

Hang final projects up in the classroom or hallway.		Tape
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Expansion Ideas

<p>Find a local person who is a Chinese medicine practitioner and invite them to be a guest speaker in your class.</p> <p>Have students prepare questions ahead of time to ask the guest speaker.</p>		Contact a community member
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