

Richter Kuo
Nanke International Experimental High School
Dairy-Free Queen

Introduction of the Lesson Plan

This lesson aims to acquaint students with a general knowledge of how an allergy to certain foods might influence a person's life, and what measures can be taken to alleviate this. Exercises concerning the exploring of the story as well as speaking and writing are presented. The strategies and activities have been designed to promote students' interest and ability to write on related topics. In the reading process, the use of graphic organizers will help students gain a clear understanding of not only the most important events of the narrative, but also the writer's feelings towards these events. Vocabulary and sentence patterns will also be included and presented in the third section. In addition, students have to reflect, through a questionnaire and group discussions, on what allergies they or their friends or families have encountered and what they did to deal with this misfortune. Moreover, students will learn how to write about personal experiences in chronological order, and learn how the seriousness or importance of an event can be accentuated.

Objectives:

1. Students will learn how to arrange important events in a reading in chronological order.
2. Students will be able to use some words in a lively way through dramatic activities.
3. Students will have the ability to share their life experiences concerning certain important events with others.
4. Students will become familiar with the new vocabulary through simple skits.
5. Students will learn how to use the sentence pattern "***S insist that S+V.....***" in their writing.

Students' Level:

Intermediate-High (PR: 87)

Time Required:

4 classes (50 minutes each)

Preparation:

1. Worksheets 1~5
2. Film clips
3. Computer
4. Projector

Text Difficulty Level: Intermediate High

Mode(s) of Writing: Narrative

Teaching Focus:

Reading: To teach students how to grab the key points from the story through graphic organizers, summarizing, group discussion, and presentations.

Writing: To encourage students to write about their own life experiences or thoughts on similar topics.

Dairy-Free Queen

By Johnna Stein

Tears drenched my cheeks as I traveled the short distance home from the allergist. The shocking news made all the sense in the world, but my mind refused to accept it. Me, an asthmatic at the age of thirty-two? The dentist, wary about my long list of drug allergies, had insisted I see an allergist before he dared administer Novocain.

That morning in the allergist's office, after answering pages of questionnaires, the nurses had pricked and prodded me. All for a Novocain problem? Then, the breathing tests. The nurse had shaken her head and urged me to try harder the second time. I managed just under 70 percent. She explained, "Your history of bronchitis and double pneumonia this past year was a red flag for asthma. Now we've confirmed it. The good news is that you have no allergy to Novocain."

Good news? Good grief!

The nurse armed me with antihistamines and inhalers for my mold, dust mite and cat allergies. The inhaler did relieve the tightness in my chest. For the first time in a year, I felt like I could take deep breaths. Amazing that I'd gotten used to a lack of oxygen in my blood. No wonder I wanted to collapse on the couch each evening after long days with my two preschoolers.

Questions bombarded my brain. Would I always have to take medicine? Would I continue to suffer from pneumonia and bronchitis? What about our health insurance? I envisioned myself carting around an oxygen tank on my back with plastic tubes running to my nose. Would I get better?

With medication and slight changes to my environment, my health improved dramatically in a few weeks. I adjusted to the idea of taking medicine and got on with my life. Advice poured in from well-meaning family and friends, but only one comment stuck. My friend Dana shared the recommendation from her naturopath who had recently treated her young

children suffering from chronic ear infections and colds. He removed all dairy foods from their diet and within weeks, they all regained their health. Without dairy products, they remained perfectly healthy.

As a child, I had some food allergies but outgrew them. I never enjoyed drinking milk, but loved ice cream, yogurt and cheese. I parked the information Dana shared with me somewhere in my memory, but didn't really give it much attention. Give up ice cream? That would be a bit drastic!

Within months, we found ourselves moving our worldly belongings across the ocean to live in The Netherlands, my husband's homeland. At the Dutch family doctor, I received ongoing treatment for my asthma, which seemed to be worsening in spite of our new mold and mildew-free living environment. About every three months, I came down with a new case of bronchitis. Instead of searching for the cause of my downward spiral, the doctor only increased the strength of my inhalers.

After a frustrating year, a nurse friend warned me, "Your lungs become damaged every time you have bronchitis and have to increase your medicine. You need to find what's causing the asthma to worsen." Once again, I pictured myself with an oxygen tank strapped to my back.

My fear turned into prayers. God, what is causing the asthma? Just tell me and I'll do whatever it takes. I don't want to end up with that tank on my back. Then, from the recesses of my mind came Dana's story about eliminating dairy.

Was that it? Did I need to eliminate all types of dairy from my diet? Impossible in Holland! This country is dairy land -- the best yogurt and cheeses in the world! That would mean no more ice cream! Christmas loomed just around the corner. How could I survive the holidays without dairy? I refused to listen to those crazy thoughts.

Just days after New Year's, the doctor prescribed yet another, stronger inhaler to help clear my lungs. That potent medicine was the final straw. I made up my mind and shared my difficult decision with my husband, "Babe, I'm going to try to go off of dairy for the next eight weeks to see if my asthma improves. Will you be willing to adapt your diet in the beginning to help me out?"

"Whatever it takes, I'll help." And he meant it. He and the kids could still eat their ice cream and cheese, but all those fabulous Dutch mashed potato dishes made with creamy butter and milk would need serious adaptations.

Within two weeks, I noticed a big difference in my breathing, and by the end of eight weeks, my lungs felt open again. My energy levels increased and I suspected I had found the answer. As a small trial, on Easter, I poured yogurt dressing on my salad and treated myself to a big piece of Mont Blanc whipped cream pie. The next day I was treated to an asthma attack and flu-like symptoms when all my glands swelled. The proof was in the pudding.

From that point on, I ate dairy-free. The first six months were the most challenging. I focused on all the foods I could no longer enjoy: ice cream, chocolate, melted cheese, pizza, etc.... Life felt so unfair! *Finally, I realized how many amazing dairy-free foods I could have and chose to focus on all the healthy choices I was forced to make.*

I became the dairy-free queen. *It required being creative and adapting my favorite recipes to be dairy-free.* I scrupulously read the labels on every package and discovered the code words for hidden dairy ingredients like casein and whey. I hunted down soy and dairy-free products in the grocery and health food stores.

After three months, I stopped using my daily inhalers. For the next five years I used them only sporadically when exposed to cats or molds. In the past three years, I am happy to report that although I keep a light dosage inhaler on hand, I haven't needed it.

Right from the start of my dairy-free endeavors, I tried to reintroduce slight amounts of dairy into my diet about every six months. I knew my life would be much easier if I developed a bit of tolerance. Finally, four years ago, I found I could ingest small amounts of butter or chocolate without any adverse reactions. Chocolate! Whipped cream, ice cream and cheese are still no-no's, but I don't mind. I can eat chocolate!

Giving up dairy meant regaining my health in more ways than one. I no longer suffer from asthma, my cholesterol (genetically high) stays in a healthy range, and I can manage my weight because of all the high calorie desserts that I politely decline.

When I first said I'd do whatever it took, I'm not sure I meant it. The price of a dairy-free lifestyle seemed too high to pay. *But now, the rewards far outweigh any sacrifice I've had to make.*

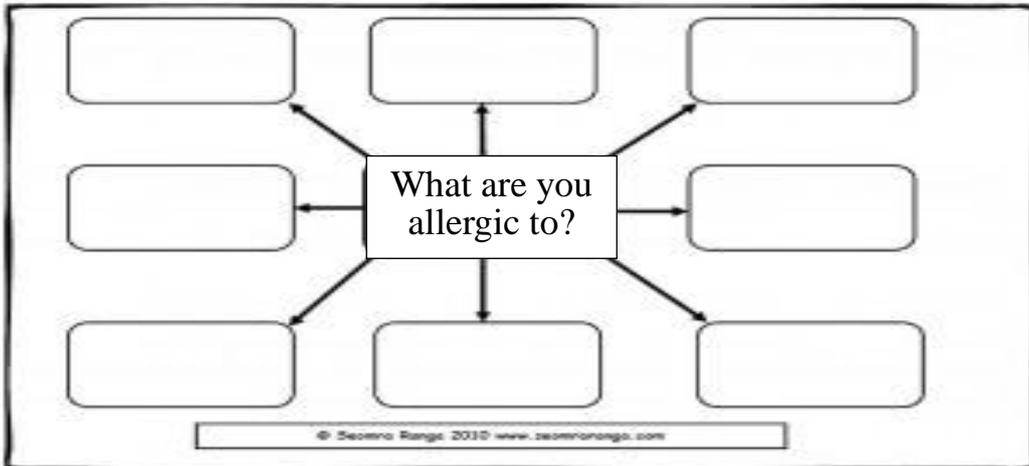
Teaching Procedure

I. Creating Background:

1.1 Brainstorming through Mind Mapping: Allergy types

Before watching this short video, ask students to write down what they are allergic to in their lives on worksheet 1 and share their answers with each other.

Worksheet 1: Part 1 What Are You Allergic to?



Part 2: Video Watching and Responses:

Video 1: How Do Allergies Occur?

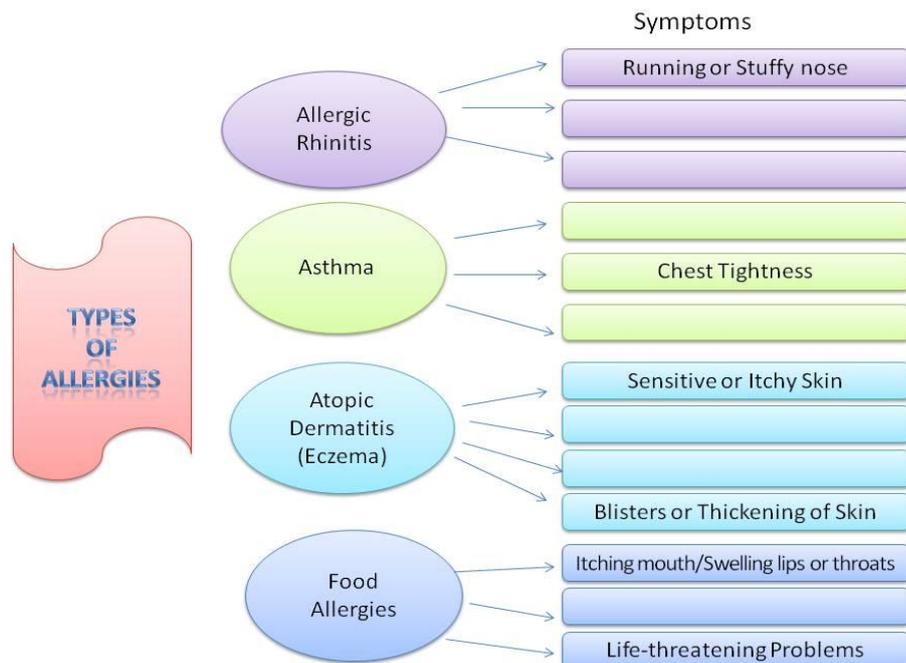
<http://www.youtube.com/watch?v=gWxPpS0pt0s&feature=related>

This video aims to give students a better idea about how allergies occur. The teacher can offer some Chinese explanation along the way.

Video 2: Types of Allergies

<http://www.youtube.com/watch?v=uYtnK4PpVfU>

After students watch the video, ask them to fill in the blanks and answer questions concerning the causes of different allergy types.



Worksheet 2

1.2 Video Watching and Responses:

Video 3: Food Allergy—A Personal Experience

<http://www.youtube.com/watch?v=3htSRRLLEN8&feature=related>

Comprehensions questions and response:

When did her food allergy start?	
What couldn't she eat?	
What were her friends' responses?	
What kind of attitude did she take?	
What great things has she done despite food allergies?	
What is she committed to doing now?	
What did you learn from her story?	

II. Establish New Information

2.1 Pre-reading: With relatively difficult reading texts, students are required to preview the lesson before the class begins.

2.2 Raising Students Awareness: Three questions to think about

Q1: When informed of an unfavorable medical condition, what might be your response? Positive or negative?

Q2: Would you be willing to travel far and wide or try everything suggested simply to look for a cure for your allergy?

Q3: What does the title *Dairy-Free Queen* imply?

2.2 Reading aloud: Use the Tea Party Method to enhance students' involvement.

Divide students into several groups, and ask each of them to read one section of the first page aloud to one another. Change partners and do the same thing again. Then

they each have to write down the main idea of their reading and the teacher has some present the main ideas in one sentence on the blackboard.

Detailed procedure:

1. Pick out some key points or ideas from the lesson when preparing the lesson.
2. Students in different groups read the story aloud for each other, trying to convey any appropriate emotions.
3. Students from different groups (with different paragraphs) present the main ideas of the paragraph they are responsible for on the blackboard.
4. Teachers discuss the main points with Ss, and ask some prepared questions to enhance students' understanding.
5. Students are free to ask whatever questions they have concerning the reading.

After the discussion and explanation of this article, ask students to fill in the blanks on Worksheet 3. With the guided questions, students can be more able to grasp the main ideas and development of this article.

Worksheet 3 Dairy-Free Queen: Main Ideas

What was the writer's response when learning about her allergy?	→	
What was Dana's recommendation? How well did it work?	→	
Why was the writer unwilling to follow Dana's advice?	→	
What was the final straw for the writer? How did it prompt her to do?	→	
How did the change influence the writer?	→	

III. Practice and Personalization

3.1 Vocabulary Teaching

A. Vocabulary learning through drama:

Directions: In a group of five, students are given a list of some underlined words, and then they have to choose three words they feel interested in and perform them with dramatic actions. This is a good way to remember the words through actions.

Recommended Vocabulary List:

be armed with	endeavor	envision	prick and prod
scrupulous	drastic	decline	fabulous
downward spiral	the final straw	loom around the corner	

B. After the performance, the teacher teaches some words with example sentences .

Possible Vocabulary List: (See the complete one in the attached files)

1. **drench** v. to make completely wet
Unfortunately, we were caught in the storm and got drenched to the bones.
2. **prick** v. to pierce sth with a sharp point
His conscience has been pricking him after he shouted some cruel words at his students.

Idioms and Phrases

1. **be armed with** be equipped with..., be prepared for sth
The criminal at large was armed with a gun, presenting a serious threat to the public.

3.2 Sentence Patterns Teaching

Directions: First, the teacher explains how to use the key sentence pattern:

S insist that S+V.....

Example sentences:

The dentist had insisted that I see an allergist.

My mom insists that I finish all homework before I use the computer.

Then, the teacher asks students to do the sentence pattern exercise in the textbook.

Note:

1. **Clearly explain that the verb in the “that-clause” must remain in the root form, as this is a common mistake made by students. Further explanation with example sentences can be offered to help students understand better.**
 1. **Provide Ss with other words with similar usage: demand, suggest, insist, order, request, and so on.**

Practices:

1. Combination of sentences:

The teacher insisted that	→
Mary had to finish her assignment and hand in on time.	
The president orders that	→
All people should leave the city now.	

Translation: From Chinese to English

1. 我媽媽以前堅持我們在晚餐後要洗碗.	
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IV. Application

4.1 Bridging Practice to Writing: Activity for Personal Opinion Expression

Problem Solving

Give out Worksheet 4 and ask students to express their opinions based on the following questions:

Topic1: Some people tend to depend heavily on medicine whenever they encounter health problems. Some will try alternative ways such as acupuncture or massage. Still others simply try to exercise more to boost their body's self-healing ability. In your opinion, which choice(s) might you resort to? Why?

Topic2: If your beloved relatives or friends became seriously ill with only a few months to live, what would you do?

4.2 Peer Conference

Directions: After students finish Worksheet 4 , ask them to do the following things:

1. Exchange their writings with their partners. Share individual ideas and write down the main points of their partners' responses.
2. Discuss the responses and feedback they have been given with their partners.
3. Explain what they have written about to their partners.
4. Choose one student to share the ideas they liked the most.
5. Complete Worksheet 5.

Part 1 What Are You Allergic to?



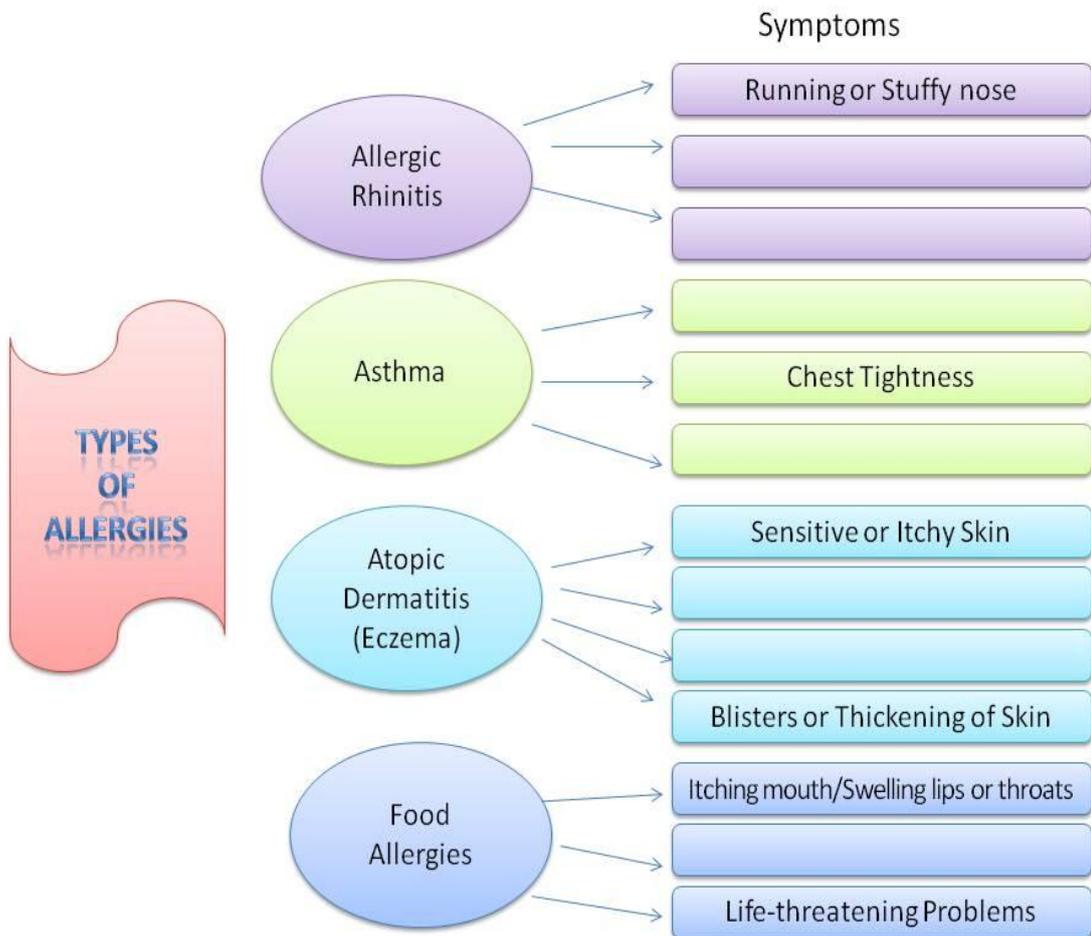
Part 2: Video Watching and Responses:

Video 1: How Did Allergies Occur?

<http://www.youtube.com/watch?v=gWxPpS0pt0s&feature=related>

This video aims to give students a better idea about the creation of allergies. The teacher can offer some Chinese explanation along the way.

Video 2: Types of Allergies



Worksheet 2

Terms: allergens, 過敏原, inflammation 發炎, swelling 腫大,

Causes of allergies:

1. **Allergic rhinitis:** Most common, caused by reactions to tiny particles in the air;
2. **Asthma:** A lung condition that affects the ability to breathe by **narrowing the airways** into and out of the lungs.
3. **Atopic Dermatitis:** A type of skin rash, people in cities or dry climate are more likely to suffer.
4. **Food Allergies:** A reaction to normally harmless proteins found in foods.

Video 3: A Personal Experience

<http://www.youtube.com/watch?v=3htSRRLLEN8&feature=related>

Comprehension questions and response:

When did her food allergy start?	
What couldn't she eat?	
What were her friends' responses?	
What kind of attitude did she take?	
What great things has she done despite food allergies?	
What is she committed to doing now?	
What do you learn from her story?	

Worksheet 3 Dairy-Free Queen: Main Ideas

What was the writer's response when learning about her allergy?	→	
What was Dana's recommendation? How well did it work?	→	
Why was the writer unwilling to follow Dana's advice?	→	
What was the final straw for the writer? How did it prompt her to do?	→	
How did the change influence the writer?	→	

Good points to reflect on

Finally, I realized how many amazing dairy-free foods I could have and chose to focus on all the healthy choices I was forced to make.

*But now, the rewards far **outweigh** any sacrifice I've had to make.*

Worksheet 4 Writing

Name: _____ No. _____

Choose one of the following topics and answer it in more than 80 words.

Topic 1: Some people tend to depend heavily on medicine whenever they encounter health problems. Some will try alternative ways such as acupuncture or massage. Still some simply try to exercise more to boost their body's self-healing ability. In your opinion, which choice(s) might you resort to? Why?

Topic2: If your beloved relatives or friends became seriously ill with only a few months to live, what would you do?

After you finish your writing, exchange it with your partner.

Worksheet 5 Writing

Name: _____ No. _____

Peer Conference: Opinions, questions and lessons learned from partners

Partners	A:	B:	C:	D:
Questions:				
Opinions				
What I Learned				
The Best answers	I choose _____ as the best one because ...			

Vocabulary List

1. **drench** v. to make completely wet
Unfortunately, we were caught in the storm and got drenched to the bones.
2. **prick** v. to pierce sth with a sharp point
His conscience has been pricking him after he shouted some cruel words on his students.
3. **envision** v. to imagine,
4. **endeavor** v. try hard to.....
5. **spiral** n. 螺旋... downward spiral / vicious spiral
6. **scrupulous** a. extremely careful and thorough, **down to the last detail**
7. **decline** v. turn down
8. **eliminate** v. remove
9. **fabulous** a. wonderful, marvelous
10. **asthma** n. 氣喘, bronchitis n. 支氣管炎, pneumonia n. 肺炎
11. **sporadically** adv. 偶發地, 偶見地
12. **adapt** v. adjust, adaptation n. 調整, 調適
13. **cholesterol** n. 膽固醇
14. **outweigh** v. to be greater in weight, value, or importance
15. **adverse** a. not favorable, opposing,
16. **tolerance** n.
17. **recommendation** n. 推薦
18. **inhaler** n. 呼吸氣,
19. **whey** n. 乳清, casein n. 酪蛋白,
20. **swell** v. 腫, swelled, swollen
21. **ingredient** n. 成份, 原料,
22. **administer** v. prescribe 正式發給, 執行

Idioms and Phrases

1. **be armed with** be equipped with..., be prepared for sth
The criminal armed with weapons was at large, which caused a serious threat to the public.
2. **the final straw** (that breaks the camel's back) n. 使人不勝負荷之最後一事
3. **loom around the corner** v. 已近在眼前, 即將發生