

Lesson Plan Module 3: Session 13

Module 3 Health and Civic Engagement	Unit 7 – Session 13 Health and Exercise
Standards Alignment	
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.3.1.B</u>: Follow agreed-upon rules for discussions. • <u>CCSS.ELA-LITERACY.SL.3.1.C</u>: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • <u>CCSS.ELA-LITERACY.SL.3.1.D</u>: Explain their own ideas and understanding in light of the discussion. <p>Reading:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.4.8</u>: Explain how an author uses reasons and evidence to support particular points in a text. <p>Writing:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.5.2.D</u>: Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Language:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.4.1.C</u>: Use modal auxiliaries to convey various conditions. • <u>CCSS.ELA-LITERACY.L.4.1.A</u>: Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Name the major body organs and functions. • Describe illnesses and symptoms. • Use should to give advice. 	
Technology Needs and Presentation/Handouts	
<p>Technology Needs</p> <ul style="list-style-type: none"> • projector, laptop, and speakers • Tablets (if available) • Internet connection • Access to Ventures arcade (see link under resources) 	<p>Presentation Needs & Handouts</p> <ul style="list-style-type: none"> • Picture dictionary • Chart paper and markers <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Body parts chart • Medicine labels • Queens Library ALP <i>English for Your Health</i> Intermediate curriculum units 1, 2 and Beginning level units 11,18 • Health talk board game or conversation cards
Vocabulary Focus	
<p>Upset, vomiting, diarrhea, painful, upset stomach, sneezing, runny nose, recently, come and go</p>	
Grammar Focus	

- Modal verb “should” for advice

Introduction/Warm-Up/Review (25 min)

Warm-Up

Questions for conversation (prepare conversation cards. Everyone gets one card ask 3 times, then swap cards.):

- Do you exercise? What kind? How often?
- Do you get a medical checkup every year? Why or why not?
- What foods are important to health? Why?
- How much do you sleep every day?
- What do you do when you have a headache?
- How do you feel about taking medicine?
- Who do you think are healthier: people in your country or Americans? Why? or play the Health Talk board game.

Lesson Plan Activities

Activity 1: Body parts game (40 min)

1. To assess the learners' current knowledge of the body play the body parts alphabet game. Give each group a sheet of paper with A to Z. Explain to learners they should write the name of a body part on each letter.
 - a. Model one letter: e.g. “arm” for A.
 - b. Divide class into groups. Give each group a piece of chart paper and marker.
 - c. Ask one group to display their charts on the wall.
 - d. Ask other groups to circulate, adding words to the list so that you have one composite list.
 - e. Go over any important new words.
2. Internal organs
 - a. Hand out internal organs chart (blank). Ask Ss to fill in the parts they can and go over functions of each/problems with each.
 - i. Check as a class.
 - b. Play the dialogue from *English for Your Health* Intermediate (available to download from www.queenslibrary.org : Our Bodies are Amazing:
 - i. First listening: write down body parts you hear – check with your classmates.
 - ii. Second class listening: Fill in the missing words.

Wrap Up/Assessment

- Check the listening together. Ask the class what was new information for them.

Activity 2: Illnesses and symptoms (45 min)

Illnesses and symptoms vocabulary: fever, rash, broken, pain, bruise, cut

1. Review the questions to ensure that all learners are familiar with the illnesses.
 - a. What do you do when you have a cold? When I have a cold I
 - b. What do you do when you have the flu?
 - c. What do you do when you have a cough?
 - d. What do you do when you have a fever?
 - e. What do you do when you have an upset stomach?
 - f. What do you do when you have diarrhea?
2. Ask learners to talk in small groups: Make a chart listing what you should do:
3. Ask learners to prepare a grid (see below) and talk 2 at least 4 classmates about what they do for each.

Name	Cold	Flu	Cough	Upset stomach	Diarrhea	Lower back pain

4. Ask learners to compare their answers, making statements using “but” or “while” “and so does”. Model this first (e.g. I take Tylenol for a headache, while Monica and Erik drink tea. I take cough syrup for a cough and so does David..) (Note: may need to introduce “while” “and so does”) . Point out that “so does” is informal and is used in speaking; “as does” is the more formal written equivalent.

Wrap Up/Assessment

- Ask a few volunteers to tell some of their comparison. Assign a few more as homework.

Activity 3: Talking to the doctor (45 min)

1. Listen to an excerpt from Ventures 3 p 45 (listen only through Stanley: I’ve been tired lately).
 - a. What questions does the doctor ask? (How have you been?, What brings you here today?)
 - b. What is the patient’s symptoms (He’s been tired lately).
 - c. Discuss: What else will the doctor ask Stanley?
 - d. Elicit Questions the doctor may ask – elicit from class. Have the class work in small groups (What brings you here? How long have you had the (symptom)? Do you have it all the time or does it come and go? (constant/intermittent) Have you tried.....?)
2. Practice with a health problem:
 - a. Ask the learners to use body part/pictures/words to find partners
 - b. Give each person a health problem or allow them to choose.
 - c. Model first: Doc asks person about problem (What brings you here today? How long have you had the problem? Is it all the time or does it come and go? Have you tried...?)
 - d. Practice with partner, change partners and practice again.
 - e. Third time: Tell Doc problem, Doc makes a follow up suggestion (e.g. I’d like you to get some blood tests...or I’m going to write you a prescription for an antibiotic etc.).
3. Alternative or additional listening: Talking to the doctor
 - a. Play or write on the board the dialogue from *English for Your Health Intermediate* Ask the learners to listen, and tell you who is talking. (Two friends)

A: You don’t look so good. Are you okay?
 B: I have a stabbing pain in my head.
 A: How long have you had this problem?
 B: Two weeks.
 A: Two weeks! Are you serious!

Wrap Up/Assessment

- Do a concentric circle activity, with the doctors on the inside, and patients in the outer circle.

Overall Wrap Up: Vocab/ Review and Assessment (5 min)

1. What was new information today? What do you want to know more about? Why?
2. Assign homework

Homework/Project (Extension Activity)

- **Writing:** What is the most important thing we can do to stay healthy? Why do you say that?
- **Listening and speaking:** Interview 2 more people about their health remedies. Make statements with compare and contrast.
- **Reading:** Find a recent article on healthcare in the US, or use the following from: www.newsela.com
A doctor's visit — online: <https://newsela.com/articles/telemedicine-growth/id/12156/> Choose the appropriate grade level for your students. Ask learners to answer : (from Newsela.com) *Pick a detail from this article. Explain how it helps you understand the bigger ideas in the article. Write out your answer.*
They can answer the quiz online. If not available, ask them to: tell the main idea for the article, and 2 facts

Online Resources

- <http://www.queenslibrary.org/services/health-info/english-for-your-health>
- www.newsinlevels.com/
- www.elcivics.com/
- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- www.webmd.com
- <http://www.nytimes.com/pages/health/>
- <http://www.healthfinder.gov/>
- www.glhealthlit.blogspot.com
A list of health literacy resources
- [http://www.nhtsa.gov/Driving+Safety/Pedestrians/For+English+as+Second+Language+\(ESL\)+Teachers+and+Learners](http://www.nhtsa.gov/Driving+Safety/Pedestrians/For+English+as+Second+Language+(ESL)+Teachers+and+Learners)
A bicycle and pedestrian safety curriculum. Has audio component.
- <http://www.health.gov/paguidelines/adultguide/default.aspx#toc>
A guide to being active
- <http://otcsafety.org/en/publications/>
Has a fairly comprehensive health –care handbook “Family Selfcare” that offers advice for all ages. Good as a teacher reference.