

Lesson Plan Module 3: Session 14

Module 3 Health and Civic Engagement	Unit 7 – Session 14 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.4.7</u>: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <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"> • Discuss treatments for common ailments. • Use vocabulary to talk about symptoms and types of pain. • Ask and answer questions about health problems. 	
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"> • Chart paper • 7 flipchart markers • Sample medicine labels and OTC medicines • Each item listed below will be available in PDF format: <ul style="list-style-type: none"> • Handout: Emergency or not • Lisa’s poll (homework handout)
Vocabulary Focus	
<p>Lately, recently, health insurance, Affordable Care Act, qualify, blood pressure</p>	
Grammar Focus	
<ul style="list-style-type: none"> • Correct verb usage with recently and lately 	

Introduction/Warm-Up/Review (20 min)

Warm-Up

- Review homework
- Go over agenda

Lesson Plan Activities

Activity 1: Discussing recent health symptoms (45 min)

1. Introduce “lately” as a synonym for **recently**. Remind learners of the conversations in the past lesson.
 - a. Ask learners to listen to the rest of the recording of Stanley talking to his doctor to decide what he has experienced recently.
 - b. Ask learners to check with a partner.
2. Remind them of the use of present perfect with **recently** or **lately**, and refer to the chart on p 45 of *Ventures*
 3. Post some sentences on the board: *Linda has lost weight recently. Mia has joined the gym recently.*
 - a. Either have learners work with a partner to complete the activity on *Ventures* 3 46 and 47 or provide an alternate activity to practice present perfect P47: with recently and lately.
 - b. Ask learners to interview a partner using recently and lately to ask questions about their health. Possible questions: (or use *Ventures* 3 p. 47) Model first with one student asking you (have you changed your diet recently, started exercising lately etc.)
 - i. Check your blood pressure
 - ii. Change your diet
 - iii. Start exercising
 - iv. Have a cold
 - v. Get health insurance
3. Health Symptoms
 - a. With partner decide which symptoms warrant going to the doctor
 - b. Review as a class

Wrap Up /Assessment

- Do a ball toss game asking each other some of the questions they’ve asked their partner.

Activity 2: Class health survey (45 min)

1. Choose a health topic survey question to model the following activity, e.g. Do you think drinking coffee is bad for your health? Why? (Lower level learners can come up with sometimes/always/never questions, e.g. “How often do you skip meals?”) Offer the choices: *never, once in a while, sometimes, often*, and poll the class. Write the results on the board.
2. Ask Ss to work in small groups brainstorm for a list of poll questions
3. Groups post their lists on chart paper, class circulates to read
4. Each Ss chooses a question that appeals to them, and then signs his/her name by one choose a health topic (give example) Your poll must include “why or tell me more”
5. Explain that they will survey each class member about their poll. They need to take notes.
6. Pre-teach: “I’d rather not say,” in case any class member prefers not to answer.
7. Have Ss record their results.
8. Let them know they will be reporting on their results as homework.

Wrap Up /Assessment

- Ask some learners to share some of their results.

Activity 3: Taking medicine safely (35 min)

1. Have students practice reading medicine labels. Go over some abbreviations and vocabulary: expiration, warning, drowsiness, capsule, tablet, syrup) Refer to the beginning level *English for Your Health* session 12 for sample prescription labels.
2. Ask learners to work in small groups to make a list of rules about taking medicine. Share as a class. If not mentioned, include:
 - Don’t share your medicine

- Follow your provider's instructions
 - Throw away expired medicine
 - Tell your doctor about other medicine you are taking
 - Read the warning labels
3. Make the distinction between prescription and nonprescription (over-the-counter) medication.
 4. Discuss child safety and poison control.

Wrap Up /Assessment

- Ask learners what was new information for them.

Activity 4: Emergency or Not? (30 min)

1. Present various situations and discuss whether or not to call 911 for each.
2. Some activities from unit 18, Medical Emergencies *English for Your Health* beginning level (available online from www.queenslibrary.org) can be adapted to the intermediate level.
3. Choose one or more situations as appropriate to your class: calling to make a doctor appointment; explaining a problem to the doctor; calling 911 to report an emergency; getting medicine from a pharmacy.
4. Place appropriate vocabulary or phrases on the board.
5. Ask Ss to role play.

Wrap Up /Assessment

- Have several pairs present their conversations and let class evaluate.

Alternative: Activity 4: Health care in NYC (30 mins.)

(Ideally, invite a case manager or Health expert to speak about this topic; provide information about healthcare – nyc.gov.)

1. Review information on health care options in NYC including those for individuals with and without documents. Note: as specifics are constantly changing, if presenting information, refer to <http://www.nyc.gov/html/hia/html/home/home.shtml> for most accurate information.
2. Have learners take notes on the presentation.
In small groups, create a written summary of the information.

Wrap Up /Assessment

- Ask learners to share their summary with another group. Collect their summaries to assess.

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

1. What was new information for you today?
2. Assign Homework.

Homework/Project (Extension Activity)

- **Reading/Writing** Read about Lisa's poll and complete a paragraph and graph on own health poll.
- **Listening:** Use the appropriate level of ventures arcade topic: Health.
- **Reading:** Newsela childhood obesity. Complete the questions.
OR http://eslreadinglessons.com/good_health.htm Read the article online and answer the questions.

Online Resources

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- <http://www.nyc.gov/html/hia/html/home/home.shtml>
NYC health care info for immigrants
- http://www.nyc.gov/html/hia/html/home/home_immigrants.shtml#Health_Care_Options_for_Immigrants
And see additional resources in Unit 7 a