

REEP ESL Curriculum for Adults

HEALTH UNIT LESSON PLAN

LEVEL: 100

(Contributed by Melanie Siteki)

LESSON OBJECTIVE: Identify healthy food and lifestyle choices.

PRE-REQUISITE SKILLS: simple present tense

LANGUAGE SKILLS: Speaking, Listening, Reading, Writing

EFF NON-LANGUAGE SKILLS:

The following EFF non-language skills are practiced in this activity.

Interpersonal Skills: Resolve Conflict and Negotiate; Cooperate with others

Decision-making Skills: Plan; Solve Problems and Make Decisions

Lifelong Learning Skills: Reflect and Evaluate; Take Responsibility for Learning

ESTIMATED TIME: 2.5 to 3 hours

RESOURCES AND MATERIALS NEEDED: big pictures of people doing healthy and unhealthy activities, magazines, scissors, information grid, health journal

LESSON PLAN AND TEACHER'S NOTES

Warm-up/Review

To review body parts and help students relax, give commands for students to point to body parts the class has learned (See 📖 **Total Physical Response** (TPR) under ESL Techniques.)

Introduction

Ask class "How are you? How do you feel today?" Briefly discuss how students feel (sick, tired, happy, homesick...).

Presentation

Healthy vs. Not Healthy:

Hold up a picture of someone smoking. Elicit responses from the students, e.g. What is the person doing? Is this good? Is this healthy? Is this bad? Is this not healthy? Stick the picture on the board and above it write "not healthy."

Hold up a picture of someone doing something healthy, e.g. exercising or eating vegetables. Elicit responses from the students, e.g. What is the person doing? Is this healthy? Is this not healthy? Stick the picture on the board and above it write "healthy."

Hold up more pictures one by one and have students categorize them. Some examples could be eating vegetables, meat, or fruit; drinking milk, coffee, or alcohol; washing hands; getting enough sleep; sitting in front of a TV; relaxing; talking on a cell phone; using sunscreen; brushing your teeth,

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etc. As students talk about the pictures, write a few of their sentences on the board as in [Language Experience Approach \(LEA\)](#) to be used later in the lesson.

Have students brainstorm more habits by gestures, looking in their picture dictionaries, drawing, and asking each other, and then decide together which category they belong in.

Practice 1

Magazine scavenger hunt: In small groups (4 or 5 students), students find and cut out pictures of people doing healthy and not healthy things (also foods, medicines, etc.)

After a given amount of time, have the groups take turns coming to the front of the class with their pictures. The class can vote on whether each activity is healthy or not. Optional: Have two posters, one labeled "healthy" and the other "not healthy," displayed. Have the class decide on which poster to stick each picture. There may be some disagreement; encourage students to talk about what they think and why (teacher may want to teach "I agree" and "I disagree" if there is considerable debate).


Practice 2

[Language Experience Approach \(LEA\)](#): Direct students' attention to the student generated sentences recorded earlier. Have students read them aloud. Go over vocabulary and pronunciation and correct any errors that distract from meaning and errors that students point out. Have students copy the sentences and read them to a partner. Note: This is a way to integrate some of the vocabulary of the habits into the lesson if they come from the students themselves, without teaching all of them, which would probably be too much at this level.

Application

Information grid. See below for a sample..Adapt questions and vocabulary as appropriate. Teacher may wish to add visuals. (See  **Information Grids** under ESL Techniques.)

Evaluation

Students do a Line Dialogue holding pictures from previous activities. Line A asks, "Do you (exercise)?" Line B responds, "Yes, I do" or "No, I don't." (See  **Line Dialogues** under ESL Techniques.)

Teacher observes line dialog, listening for communicative competence as students do the oral activities.

Teacher collects written exercises and checks for communicative competence.

Teacher looks at written sentences on the board, checks for basic grammatical accuracy, and gives feedback to whole class.

The standards for assessing student performance on the lifeskills performance objectives are the REEP Level Descriptions. (Use the 100 descriptors as the target language at the beginning of the semester. Use the 150 and/or 200 descriptors toward the end of the semester.)

Extension Activities for the Classroom and Beyond

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Have the class make a health quiz (similar to the info grid they did in this lesson) for another class and evaluate the results.

Turn some of the sentences from the LEA sentences into a cloze exercise.

Do a week-long health journal. See example below. Adapt as appropriate. Teacher may wish to add visuals.

Reflection

Students can share their health journals.

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Student Handout – Information Grid

Name: _____ Date: _____

Do you _____? (yes/no) (lower level) OR

How often do you _____? (everyday, sometimes, never) (higher level)

Student's name	Q1	Q2	Q3	Q4
Blanca	<i>sometimes</i>	<i>every day</i>	<i>never</i>	<i>sometimes</i>

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Student Handout – Health Journal

Name: _____ Date: _____

Instructions: Every day, write yes or no or a little. You can write more information too.

	sleep enough	drink water	eat vegetables	relax
<i>EXAMPLE</i>	<i>yes (7 hours)</i>	<i>yes (2 glasses)</i>	<i>no</i>	<i>a little</i>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				