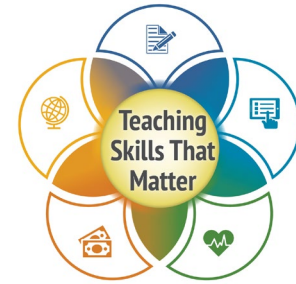


Health Literacy: Lesson Plan on What Is Good Health?



Unit Overview

Instructor/Program:

Course/Setting:

<p>NRS Level(s): Low Beginning ESL (NRS ESL Level 2)</p> <p>Length of Unit (<i>estimated hours/days</i>): 10–15 hours of instruction</p>		<p>Unit Theme: What Is Good Health?</p>
<p>Content Area:</p> <p><input type="checkbox"/> Civics Education <input type="checkbox"/> Digital Literacy</p> <p><input type="checkbox"/> Workforce Preparation <input checked="" type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Financial Literacy</p> <p>NOTES on Content Area:</p>	<p>Main Standards Addressed:</p> <p>CCR Level A:</p> <p>R1: Ask/answer questions about details in a text.</p> <p>R2: Identify topic and retell key details.</p> <p>W2: Write a text with topic and some facts.</p> <p>W5: Write and strengthen a text using suggestions from others.</p> <p>SL1: Participate in collaborate conversation, follow rules, build on others' talk, ask questions to avoid confusion.</p> <p>L4: Determine the meaning of new words.</p> <p>L6: Use vocabulary acquired through various means.</p> <p>ELPS Level 1:</p> <p>ELPS 1: Identify key words and phrases.</p> <p>ELPS 2: Actively listen, participate in short conversations, respond to questions.</p> <p>ELPS 3: Communicate in response to a text.</p> <p>ELPS 7: Notice formal and informal language; recognize meanings of words.</p> <p>Additional Standards: N/A</p>	

Rationale for This Unit (*Why is this unit important to my students?*):

This lesson opens the unit on how we can stay healthy and keep our families healthy. As an introduction, it elicits a great deal of background knowledge from the students. This lesson can also serve as a needs assessment to identify what the students know about health topics and what they are particularly interested in. The lesson is meant to teach key vocabulary, build on what the students already know and do, and set the stage for an interactive, respectful, and productive series of lessons around good health.

Unit Objective(s) (*What will my students be able to do at the end of this unit?*):

- Share what they already know about the meaning of good health.
- Process and analyze written and oral information on relevant health topics.
- Communicate ideas orally and in writing around health topics in response to readings and conversations.
- Think critically about how behavior and the environment affect health and how we might lessen barriers to good health.

Line of Inquiry (LOI) (*What essential question(s) form the thread that holds this unit together?*):

How can I stay healthy?

Central Skills of Focus in This Unit (*Check the skills that are most emphasized in this unit*):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Critical thinking | <input type="checkbox"/> Navigating systems |
| <input checked="" type="checkbox"/> Communication | <input type="checkbox"/> Adaptability and willingness to learn |
| <input checked="" type="checkbox"/> Processing and analyzing information | <input checked="" type="checkbox"/> Respecting differences and diversity |
| <input type="checkbox"/> Self-awareness | <input type="checkbox"/> Interpersonal skills |
| | <input checked="" type="checkbox"/> Problem solving |

NOTES on Central Skills (Items underlined are explicitly taught and/or practiced):

Communication: Written and oral vocabulary work around health activities; mingle activity; writing activity; pair and work in teams throughout unit

Critical Thinking: Consider how “moderation” applies to healthy activities, categorize health-related ideas (nutrition, lifestyle, etc.)

Problem Solving: Mingle activity, exit ticket questions, identifying barriers to staying healthy and workarounds throughout the unit

Self-Awareness: Preparation for mingle activity (identifying both habits and barriers to health)

Respecting Differences and Diversity: Mingle activity; talk with diverse students about their health activities, accepting cultural and personal differences around such topics as alcohol, going to the doctor, eating habits, etc., throughout unit

Interpersonal Skills: Mingle activity (using key phrases to extend conversation and ask for clarification)

Common student misconceptions/misunderstandings that may interfere with learning:

- Only health professionals know what represents good health.
- Good health is all about medicine.
- I don't have much control over my health.



Lesson Planning Template

<p>Standard(s)</p> <p><i>Indicate which standards from the unit are targeted in <u>this specific lesson</u>.</i></p>	<p>ELA/Mathematics/ELP:</p> <p>CCR Level A:</p> <p>W2: Write text with topic and some facts.</p> <p>SL1: Participate in collaborate conversation, follow rules, build on others' talk, ask questions to avoid confusion.</p> <p>L4: Determine meaning of new words.</p> <p>L6: Use vocabulary acquired through various means.</p> <p>ELPS Level 1:</p> <p>ELPS 1: Identify key words and phrases.</p> <p>ELPS 2: Actively listen, participate in short conversations, respond to questions.</p> <p>ELPS 7: Notice formal and informal language, recognize meaning of words.</p>	
<p>Lesson as Part of the Unit</p>	<p>Where does this lesson fall within the unit? <input checked="" type="checkbox"/> beginning <input type="checkbox"/> middle <input type="checkbox"/> end</p>	
<p>Instructional Objective(s) and Learning Target Statements</p> <p><i>The former are written in teacher language derived primarily from content standards and include evidence of mastery. The latter are written in student-friendly language to help learners reflect on what they are able to do as a result of the lesson.</i></p>	<p>Instructional Objective:</p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Identify several healthy activities and less healthy activities. • Talk about ways to stay healthy as well as barriers to good health, using key phrases to clarify meaning and to extend polite conversation. • Write (as time and proficiency allow) about healthy activities. • Begin thinking about healthy living in terms of categories (nutrition, lifestyle, health care, etc.). 	<p>Learning Target Statements (for learners' exit tickets, learning logs, or reflection)</p> <p><i>I can talk about healthy and unhealthy activities with my classmates.</i></p> <p><i>I can name something that's good to do "in moderation."</i></p> <p><i>I can name categories of health.</i></p> <p><i>I can write about my healthy activities.</i></p> <p><i>I can find trustworthy health information on the internet.</i></p>



<p>Assessing Mastery of the Objective(s)</p> <p><i>Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.</i></p>	<p>Proof of Learning</p> <p><input checked="" type="checkbox"/> Via observation of a team task (e.g. discussion, work on project)</p> <p><input type="checkbox"/> Via team self-assessment</p> <p><input type="checkbox"/> Via individual self-assessment</p> <p><input type="checkbox"/> Via team product</p> <p><input type="checkbox"/> Via individual product</p> <p><input checked="" type="checkbox"/> Other _____</p> <p>Proof-of-Learning Tools:</p> <p><input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Mingle grid, writing sample</u></p>	<p>Ongoing Formative Assessment</p> <p><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</p> <p><input type="checkbox"/> Peer-to-peer quizzing (e.g., Quiz Quiz Trade)</p> <p><input checked="" type="checkbox"/> Exit/admit tickets</p> <p><input type="checkbox"/> KWL charts</p> <p><input checked="" type="checkbox"/> Other <u>Mingle activity, writing sample</u></p>
<p>Language Demands</p> <p><i>These include academic language and any language that may impact a student's ability to access the content in directions, examples, tasks, etc.</i></p>	<p>Clarification phrases such as these:</p> <ul style="list-style-type: none"> • I'm sorry, could you say that again? • I didn't understand. • Could you repeat that? <p>Conversational phrases such as these:</p> <ul style="list-style-type: none"> • Oh, that's interesting. • Is there anything else you'd like to add? • Thank you for talking to me. <p>Vocabulary related to healthy activities, including academic words such as <i>moderation</i>, <i>category</i>, and <i>habit</i>.</p>	



<p>Adaptations and/or Accommodations</p> <p><i>How will EVERY student have access to the content of the lesson? Identify differentiation strategies and consider the misconceptions listed in the unit plan.</i></p>	<p>Students with lower levels of language/print literacy: Continue to use pictures of activities to help these students generate health-related vocabulary. Maintain a student-created word bank of health-related vocabulary and display the word bank in the classroom or on a “health wall” in a common area. Refer to it often.</p> <p>To provide more challenge: Have the students write more complex sentences or a paragraph about what they do to stay healthy. They can add pictures to their final drafts and display them on a “health wall” in a common area.</p>	<p style="text-align: center;">MATERIALS</p> <ul style="list-style-type: none"> • Large photographs of healthy and unhealthy activities • Cards for making vocabulary matching terms • White board and markers for instructor • Pencil and paper for each student • Mingle grid (Appendix A)
<p>Introduction</p> <p><i>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners’ needs and goals.</i></p> <p>Time: 20 minutes</p>	<p>Ask the class: What does it mean to be healthy? Write the word <i>healthy</i> on the board.</p> <p>Elicit conversation around healthy activities (such as walking, eating vegetables, drinking water, sleeping, exercise). Use large color photos of healthy activities to help the students remember/learn this health-related vocabulary. Write these words on large cards as they are identified by the students, and show how the word labels the photo to form a match (photo of people walking and <i>WALKING</i> written on a card).</p> <p>Show a number of photos of less healthy activities as well and elicit what is happening in the photo (smoking, eating junk food, drinking a lot of alcohol, watching TV, being angry or stressed). With student input, create labels on cards for these activities as well.</p> <p>Talk about the word <i>moderation</i>. Explain that it means “a little but not too much.” Connect the idea of moderation to eating fast food, drinking alcohol, eating sweets, etc. Ask the students what else should be done in “moderation”? Elicit ideas around moderation, such as “It’s ok to have dessert or to get angry sometimes, but all the time can be hard on your body.”</p> <p>Introduce the unit by saying, “Today and for many classes, we will be learning about how we can stay healthy. It can be difficult to stay healthy when there are so many unhealthy things to eat, so little time for exercise, and life is so stressful! We’ll talk about this problem together: ‘How can I stay healthy, and how can I help keep my family healthy?’”</p> <p>Central Skills: <u>Critical Thinking, Communication</u></p>	<ul style="list-style-type: none"> • Large photographs of healthy and unhealthy activities • Cards for making vocabulary matches



Explanation and Modeling

What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?

Time: 30 minutes

Conduct a number of interactive vocabulary tasks to practice the health-related words introduced in the previous section. Examples include the following:

- Pass out the photos and ask the students to demonstrate comprehension nonverbally: "Show me 'drinking water,' show me 'Go to an exercise class,' show me 'Visit the doctor.'"
- Pass out the word cards to one half of the room and photos to the other, then have the two groups match words and photos by mingling. Say the vocabulary words to the class and ask whether they do this activity. (Do you exercise? Do you sleep enough? Do you drink alcohol in moderation?)
- Use Total Physical Response to practice the new vocabulary (a student must act out one of the words until the class guesses it). Have the students ask each other a follow-up question when they guess the word. "Eat too many sweets!" "Lola, do you sometimes eat too many sweets? Or do you eat sweets in moderation?"
- Toss a bean bag to a student and ask a question like, "Ahmed, do you eat vegetables every day?" The student answers and then passes the bean bag to another student and asks another question, and so on.

Continue to practice oral language and vocabulary recognition and continually ask the students (and have them ask each other) if/how they take part in the activities used during the various vocabulary tasks. Keep the conversation going by asking, "Do you exercise? How often?" "How much do you sleep?" "Where do you walk?"

NOTE: Frequently model the use of phrases such as these:

- Oh, that's interesting.
- Is there anything else you'd like to add? What else?
- Sorry, I didn't catch that, can you say it again?
- I didn't understand.
- Thank you for sharing!

Post the photos and cards on a wall for a reference.

Central Skills: Communication, Self-Awareness

- Large photographs of healthy and unhealthy activities
- Cards for making vocabulary matching terms



Guided Practice

Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?

Time: 20 minutes

Show a simple mingle grid (Appendix A) with these questions and space for 3 or 4 people to fill in the following information:

- Name
- How do you stay healthy?
- What is difficult for you about staying healthy?

Model filling this in via a projector or on the board (e.g., "I do yoga," "I really like cake!" etc.).

Now, pass out copies of the empty grid and have the students fill out the first line about themselves. Circulate to check the students' understanding.

In preparation for the mingle, generate and practice together common phrases that might be needed:

- I'm sorry, could you say that again?
- I didn't understand.
- Can you repeat that?
- Oh, that's interesting.
- Is there anything else you'd like to add?
- Thank you for talking to me.

Write these clarification and interpersonal skills phrases on a poster or board for safekeeping.

Model how the mingle will go with a student or volunteer 2 to 3 times.

Practice asking the questions for the mingle once more, focusing on pronunciation.

Central Skills: Interpersonal Skills, Communication

- Mingle grid (Appendix A)



<p>Application/Extended Practice <i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i> Time: 30 minutes</p>	<p>The students now mingle, and each student asks three or four other students these questions, writing down their answers. Circulate and assist the students as needed, listening for common responses.</p> <p>As the students conclude the mingle activity, write the word <i>health</i> on the board in a circle or bubble. Tell the students you are going to make a “concept map” of their responses. Elicit some of the common responses to the mingle questions. As students tell you, add bubbles for categories such as nutrition, lifestyle, health care, and environment.</p> <p>Tell the students these are the health categories that are going to be discussed in the coming days and weeks! Have the students repeat the names of the categories to a partner and remember what each means.</p> <ul style="list-style-type: none"> • Nutrition means food we eat. • Lifestyle means choices we make (like smoking, exercise). • Health care means doctors and medicine. • Environment means the physical parts of our community (like water, parks, and air). <p>Central Skills: <u>Critical Thinking, Interpersonal Skills, Communication, Respecting Differences and Diversity</u></p>	<ul style="list-style-type: none"> • Mingle grid (Appendix A)
<p>Student Reflection on Learning Targets; Closure and Connection to Future Learning Time: 20 minutes</p>	<p>Extended learning with writing: If time allows, or if the students would like to continue at home, have them write a sentence (or a few sentences) about how they stay healthy. Prompts might include these:</p> <ul style="list-style-type: none"> • What is easy for you to do to stay healthy? • What is difficult? • What do you worry about? • What are you proud of? <p>Closing: For each of the following questions, have each student give an answer to you or a volunteer upon leaving the room or write it on an exit ticket (depending on time and literacy level):</p> <ul style="list-style-type: none"> • What is one healthy thing you can do tonight? • Which health category on the board is the most interesting to you (nutrition, lifestyle, etc.)? <p>Central Skills: <u>Communication, Problem Solving</u></p>	



Appendix A. Mingle Grid

Name:	Name:	Name:	Name:
How do you stay healthy?	How do you stay healthy?	How do you stay healthy?	How do you stay healthy?
What is difficult for you about staying healthy?	What is difficult for you about staying healthy?	What is difficult for you about staying healthy?	What is difficult for you about staying healthy?

