

Lesson Plan – Staying Healthy

School/Institution: PG Adult School

Level: Intermediate

Theme: What keeps you healthy?

Lesson Length: 1 ½ hours

Objectives

Content Objectives (C)	Language Objectives (L)
Students will be able to: <ul style="list-style-type: none"> • (1) Identify who their classmates are, through oral descriptions • (2) Describe what <i>staying healthy</i> means to them • (3) Identify the pros/cons of different food pyramids • (3) Design a food pyramid/guidelines based on personal beliefs about <i>healthy eating</i> 	Students will be able to: <ul style="list-style-type: none"> • (1) Use past/present/future tense to describe themselves • (2) Give <i>healthy eating</i> recommendations using “should” • (3) State opinions using “I think”

Materials

- PPT
- Handouts (Worksheets A, B, C, D, E, F)
- Blank pieces of paper

Procedures

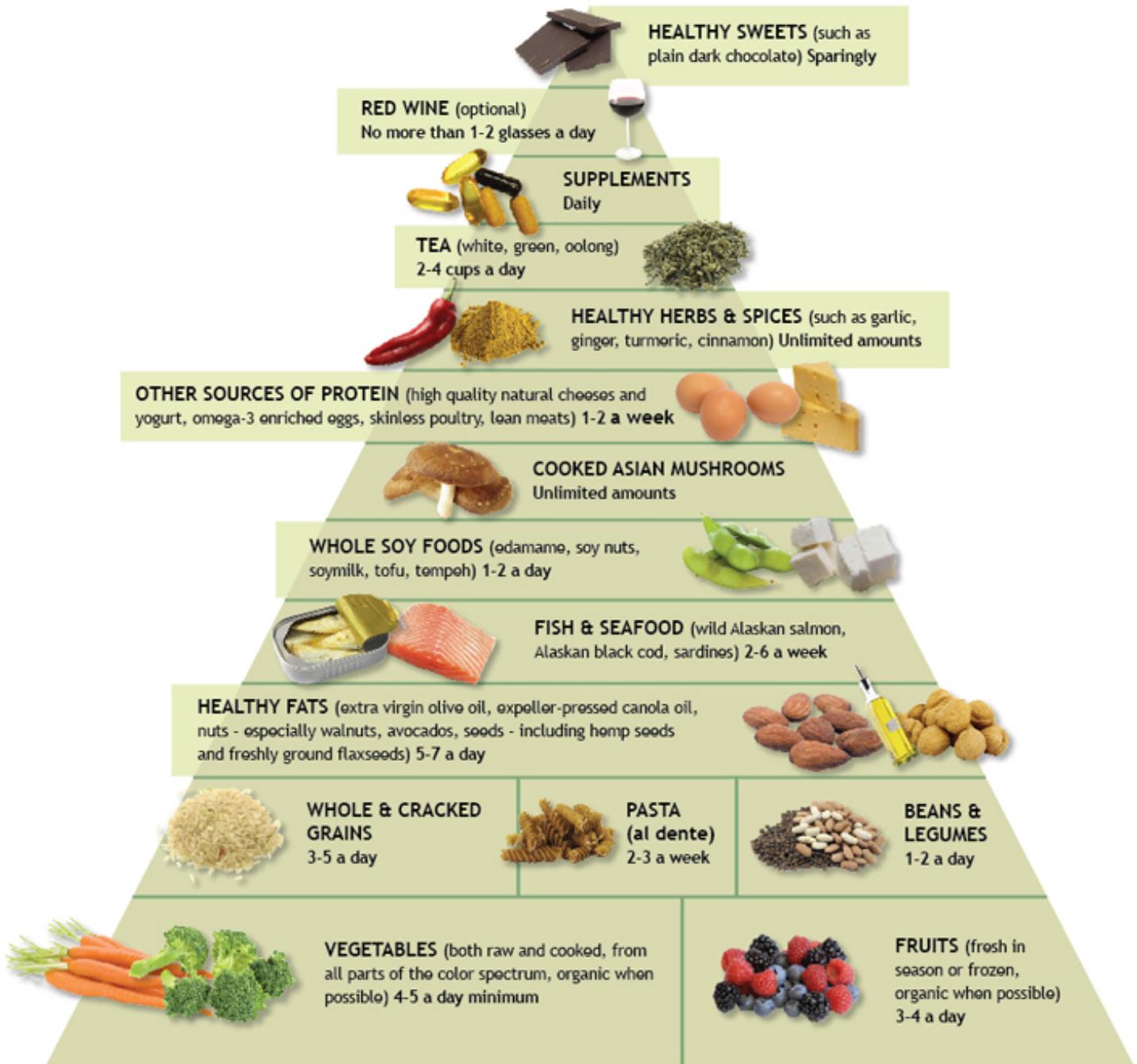
Pre-Activities:	Time Frame	Objective(s) Targeted
Teacher (T) introduces self as a student teacher. Pair. Share. Students work in groups of 3 to make a list of 3 unique questions they want to ask the T. After responding to all of the questions, open the class up for additional questions and comments.	5 minutes	
Students brainstorm different topics they can talk about to introduce themselves. Students then take out a piece of paper and write a paragraph about themselves, using the ideas they previously brainstormed. Students should not put their names on their paper. T collects students’ papers when they are finished and elects a student to read them aloud. Students guess who they think the person is.	15 minutes	(C1, L1)

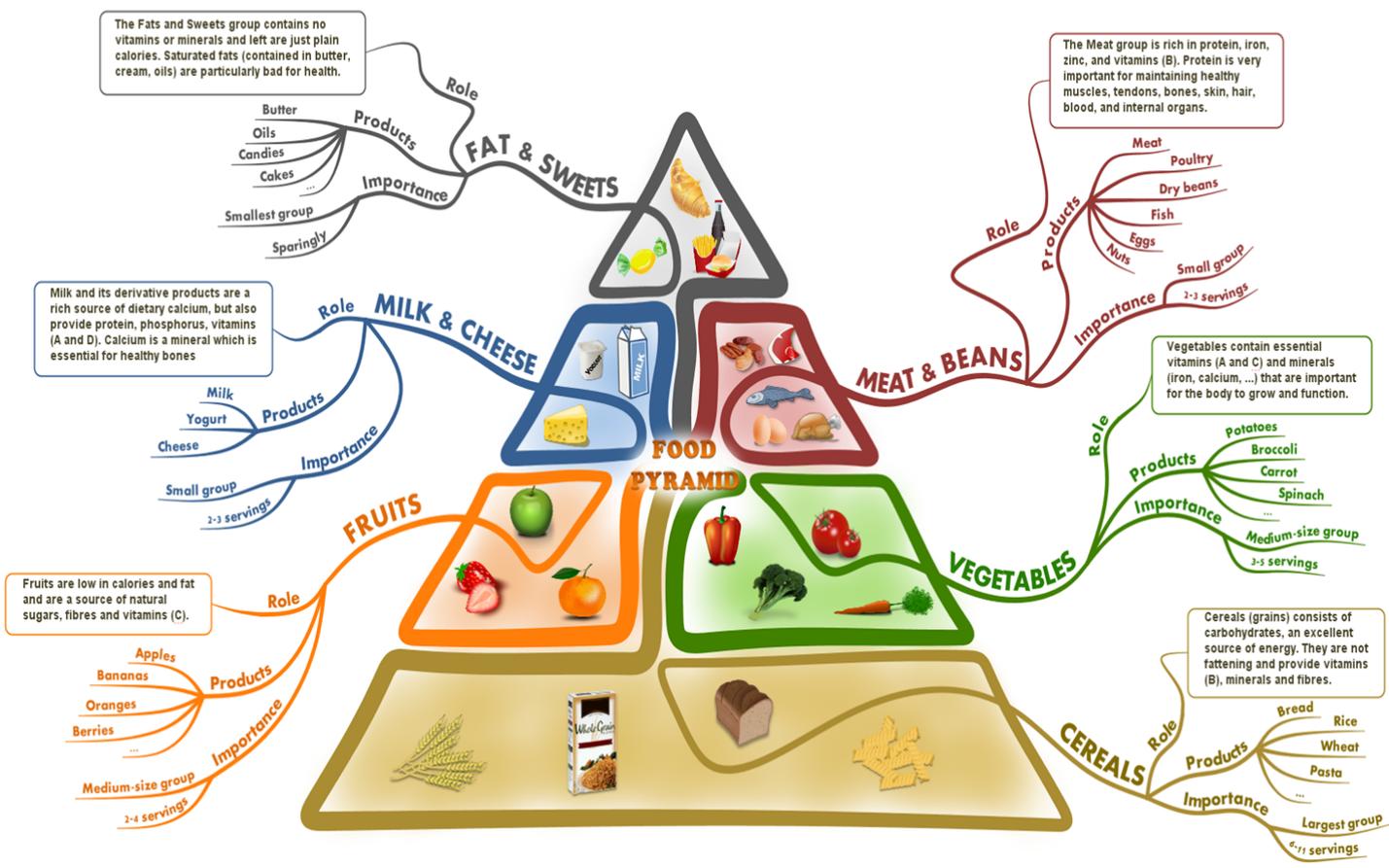
<p>To get students talking and assess their current language abilities, T asks the class:</p> <ul style="list-style-type: none"> • What is 1 thing you learned about your classmates? 		
<p>T explains today's lesson on <i>health</i>.</p> <p>Pair. Share. Students work with groups, discussing the question on the PPT:</p> <ul style="list-style-type: none"> • What does <i>staying healthy</i> mean to you? 	5 minutes	Schema Activation (C2)
<p>During Activities:</p>	Time Frame	Objective(s) Targeted
<p>T writes <i>should</i> on the board and teaches form/meaning/use. T shows PPT picture and asks the class:</p> <ul style="list-style-type: none"> • What <i>should</i> or <i>shouldn't</i> I eat? 	3 minutes	(L2)
<p>T writes "food guidelines" on the board, eliciting the meaning of "guidelines." Other than food guidelines, T asks the students about different guidelines they know of. For example, recipes, setting up an iPhone etc.</p> <p>T then explains that we will be looking at <i>food guidelines</i>. There are 6 food guideline handouts that the students can choose from. Working in pairs, students choose 1 (Worksheets A, B, C, D, E, F) and underline words that they are not familiar with. T reviews unfamiliar vocabulary.</p> <p>T models the activity. Students then analyze and interpret their food pyramids, discussing the following questions in their group:</p> <ul style="list-style-type: none"> • Which foods should you eat? • How much/how often should you eat them? • What are the pros and cons of this pyramid? • How would you change it? <p>T writes <i>I think ... I believe. ... In my opinion ...</i> on the board and explains that we use these to give opinions.</p> <p>Students present their findings as a group, stating opinions and beliefs about their pyramids.</p>	22 minutes	(C3, L2, L3)
<p>Pair. Share. Based on the results, students discuss the questions posted on the PPT:</p> <ul style="list-style-type: none"> • Which food pyramid do you want to follow? Why? • Which food pyramid is the most similar to your country's <i>food guidelines</i>? How? Why? • Which one is the most similar to how you eat? 	5 minutes	(L2)

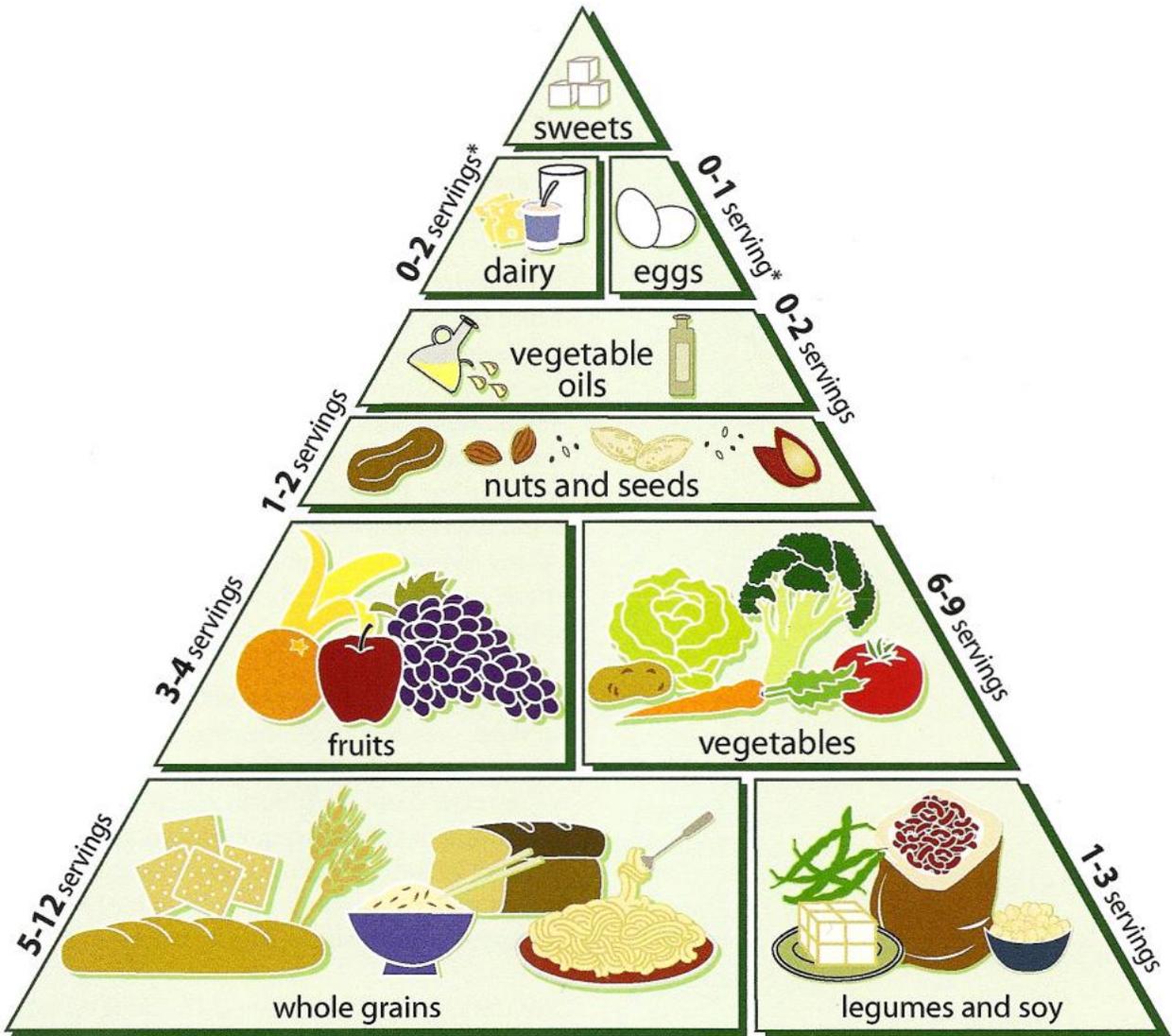
Post Activities:	Time Frame	Objective(s) Targeted
In groups, students design and present their own food pyramid, making sure to write suggestions.	30 minutes	(C3, L2)
Before students leave they must provide an oral exit ticket to help the teacher assess their abilities. Each student answers the following questions: <ul style="list-style-type: none"> • Share 1 thing you learned • Share 1 thing you should change in your diet 	5 minutes	(L2, L3)

Assessment

- T asks Information Checking Questions (ICQ) and Concept Checking Questions (CCQ)
- T circulates during individual and pair work
- Exit tickets







* A reliable source of vitamin B12 should be included if no dairy or eggs are consumed.

Other Lifestyle Recommendations



Daily Exercise

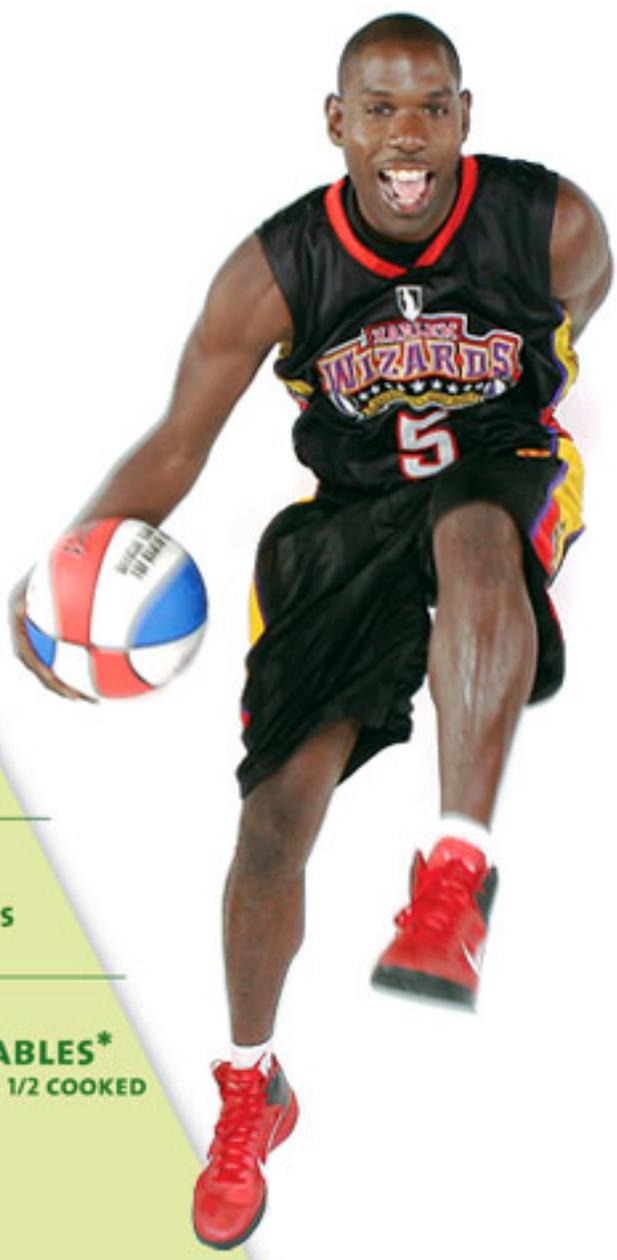
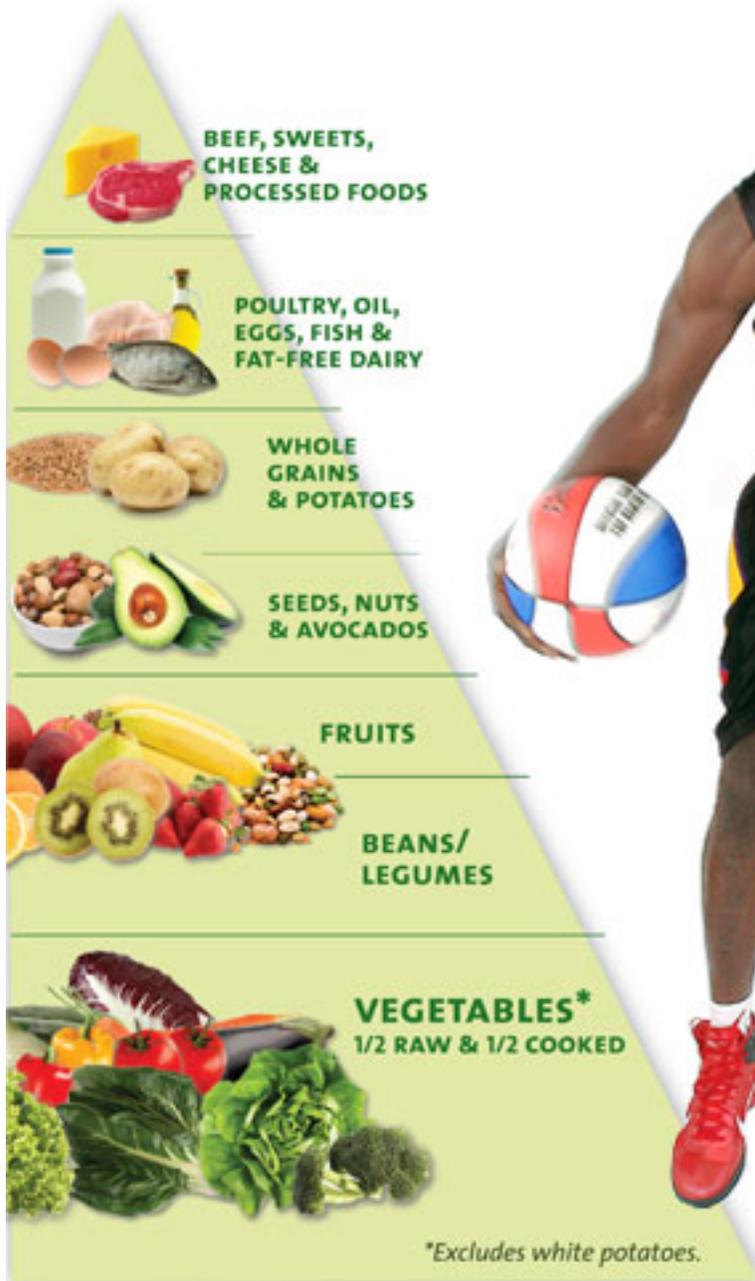


Water—eight, 8 oz. glasses per day



Sunlight—10 minutes a day to activate vitamin D





**Excludes white potatoes.*



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