

## Lesson Plan Template

- **Title**  
Expressing your Health

- **Author**  
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- **Proficiency level**

  X   Beginning        Intermediate        Advanced

- **Grade level**

This lesson is designed for refugees of all ages.

- **Skills**

Please check all that apply and mention related subskills (e.g., Speaking/pronunciation, or Reading/scanning):

<u>  X  </u> Reading	Related subskills Recognizing Initial Letters/Sounds of Words
<u>      </u> Writing	Related subskills _____
<u>  X  </u> Speaking	Related subskills Pronunciation
<u>  X  </u> Listening	Related subskills Follow basic directions of movement.
<u>      </u> Grammar	Related subskills _____
<u>  X  </u> Vocabulary	Related subskills Use new vocabulary appropriately

- **Content area**

Life skills, Health

- **Objectives**

These objectives are based on the topics and competencies listed in the Competency-Based [Mainstream English Language Training Project](#) (MELT) Resource Package. I have chosen these standards because the main audience of these lessons is refugees which (MELT) was developed for.

Topic:

Health-1- State own general condition in simple terms. (“I’m tired.”)

Health-2 State need for medical help. (“Help. I’m sick.”)

Cross-Topic:

Clarification – 1 Express a lack of understanding. (“I don’t understand.”)

Clarification – 2 Ask someone to repeat. (“Please repeat it again.”)

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- **Duration**

1 hour

- **Materials and technology**

Clip art has been added to the end of this document.

- **Procedure**

Scenario – You or a member of your family are sick, and you must communicate with medical personnel.

Vocabulary and expressions:

- I'm sick. He/She is sick.
- I hurt here. He/She hurts here.
- I can't breathe. He/She can't breathe.
- I'm tired. He/She is tired.
- Help
- I don't understand.
- Please say that again.
- Please repeat that again.
- Where does it hurt?
- What is wrong?
- What is the matter?
- What happened?

1. Warm-up

While clutching the stomach, the teacher will begin to call out for help. He/She will go to the nearest student and use various phrases from the list above. "Please help me. I'm sick. I hurt here. Do you understand me? I am having a baby!" If the students are true beginners, they will be smiling as they enjoy the show.

2. Presentation

To help the students understand the context, the teacher should use clip art of a Hospital or an ambulance. Teach meaning of key vocabulary using clip art and drawings on a white board. Point to various students and help them understand the difference between "he and she". Clip art and demonstrations can help the students understand terms such as sick, breathe, tired. Using an English speaking volunteer, demonstrate the meanings of questions such as "Where does it hurt?" etc.

3. Controlled practice

Hold up the clip art and ask the students to state the meaning. Clarify misconceptions. Act out other terms and phrases and have students state the meanings. Clarify misconceptions. Select a student to act out a scenario in front of the class. Be careful to not embarrass a reluctant student. Repeat the scenario with two more students.

4. Free practice

Place students in groups of 3. This is because the lesson is designed for true beginners and many of them will still not understand all the vocabulary. Thus with three in a group there is

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a greater chance that one of them will understand each term/phrase. Give each group a pack of clip art and have them help each other negotiate meaning.

### 5. Feedback

Ask a volunteer to come to the front and act out a scenario. Ask the other students to help provide vocabulary/phrases.

- **Assessment**

Informal assessment can be made during the Feedback stage.

- **Extension or Follow up**

Clip Art can be mass produced so that the students can take it home and practice.

- **References**

U.S., Department of Health and Human Services, Office of Refugee Resettlement. (1985). *Competency-Based Mainstream English Language Training Project (MELT) Resource Package*. (pp. 1-232). Kansas City, MO: Refugees Materials Center, U.S. Department of Education.

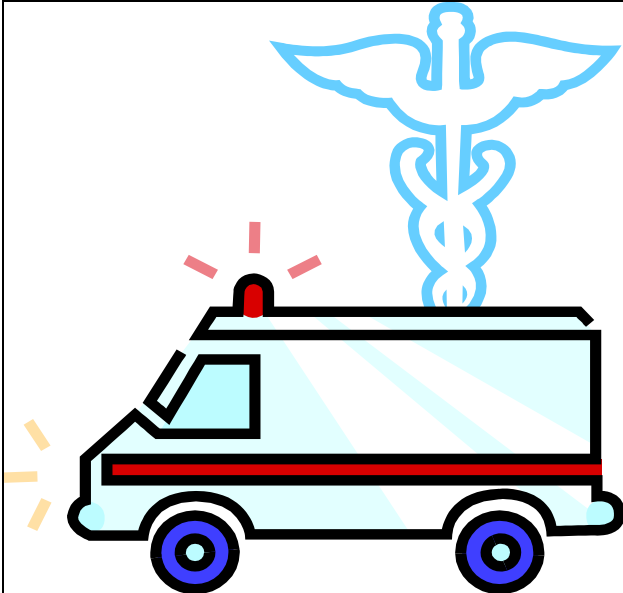
Lesson Plan Format. (n.d.). In *English as 2nd Language - Learn English*. Retrieved August 05, 2009, from [http://esl.about.com/od/esleflteachingtechnique/a/lesson\\_format.htm](http://esl.about.com/od/esleflteachingtechnique/a/lesson_format.htm)

- **Useful links**

Online version of (MELT)

[http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/2f/08/04.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2f/08/04.pdf)

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