

Lesson Plan: Self-Care

<p>Warm-up: Conversation Circle and Operation game Time: 15 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Conversation card: <i>Self-Care</i>, Operation game</p>	<ul style="list-style-type: none"> • Show the students the Conversation card: <i>Self-Care</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ What did you do to get ready today to come to class? (brush your teeth, take a shower, get dressed, eat a good breakfast, etc). ○ How are hygiene practices different in your home country? ○ How are you feeling today? ○ Is there any part of your body that hurts today? • When you ask the students if any part of their body hurts have them come up and try their hand at Operation. For example, if their knees are hurting, have them try to take out the “knee bone” on the game. If their arm is hurting have them take out the “elbow joint”. Have each student take one turn.
<p>Presentation: Body parts vocabulary Time: 10 minutes Focus points: Recognizing and saying different parts of the body Materials: Body parts PowerPoint, vocabulary worksheet</p>	<ul style="list-style-type: none"> • Through a PowerPoint presentation, show students pictures of different body parts. • As each body part is shown, touch the body part on your own body and say the word two times. • Have the students say the word out loud twice and touch the body part on their bodies. Point out syllable count and word stress with your students. • Have fun with it! For example, when you teach the word, <i>teeth</i>, you could have everyone show you their best smiles and have them say the word while smiling. • Do a comprehension check every 4-6 words. Touch your body part and have the students try to remember the word. Choose how many words to introduce to your students depending on their level.
<p>Activity: Teacher Says Time: 10 minutes Focus points: Repetitive oral practice of body part vocabulary Materials: None</p>	<ul style="list-style-type: none"> • Have the students all stand in a row with the teacher in the front. • This is like the game “Simon Says”. When the teacher says, <i>Teacher says touch your knee</i>, all the students need to touch their knees. If the teacher does not say <i>Teacher says</i> but just says <i>touch your knee</i>, they are not supposed to touch their knee. • You can make it fun by touching your arm but saying, <i>Teacher says touch your leg</i> to try to trick them!
<p>Activity: Body Part Memory Game Time: 15 minutes Focus Points: Learning and repetitive practice of body part vocabulary Materials: Two body part card sets for every 4-6 students</p>	<ul style="list-style-type: none"> • Using the body part card set, lay out the cards face down on the table in rows. Depending on how many students you have, you could have multiple games going on. We would suggest 4 students per game. • Each student will take turns turning over two cards. As they turn the cards over, they say the names of the body parts. • If they match, they take the two cards and have another turn. If not, they turn them back over in the same location so hopefully other students will remember where that body part is located. • Play the game until all the matches have been taken.

	<ul style="list-style-type: none"> • Variation: If needed to make game faster/easier, make two boards and make sure one copy of each body part is on a separate board. The students draw one card from each board. <p><i>(Based on an idea from Spokane ESL Conference 2017)</i></p>
<p>Presentation/Activity: Hygiene Time: 25 minutes Focus Points: Introduction to hygiene vocabulary, using subject + have/has Materials: Hygiene items (see materials list on overview), hygiene words on note cards</p>	<ul style="list-style-type: none"> • Put all the hygiene items in a bag. Bring them out one by one to present to the class. Explain the word and place the word card with each. • Leave each item on the table with the word underneath it. • After going through each word, take the word away and see if they can remember what each item is called. • Have each student take one of the items. Teach them to say “I have shampoo.” Then, have them look to see what their neighbor is holding and have them say, “She has deodorant.” Go around the circle and have each person practice using subject + have/has with the vocabulary. Do this a few times with the students picking a different item each time.
<p>Activity: Present Progressive Phrases for Hygiene Time: 10 minutes Focus Points: Learning present progressive phrases for hygiene Materials: Hygiene card set</p>	<ul style="list-style-type: none"> • Using Total Physical Response (TPR), introduce each card to the students. • For example, for <i>She is washing her hands</i> move your hands together like you are washing them. • Have the students say the phrase while they are doing the action. • Repeat for the entire card set. Go through a couple times until most students are confident. • For comprehension check, you can do the action and have the students say the phrase.
<p>Wrap-up: Hygiene Charades Time: 15 minutes Focus Points: Learning and repetitive oral practice of hygiene practices Materials: Hygiene card set</p>	<ul style="list-style-type: none"> • Pass out the different pictures of hygiene practices to each student face down. • One at a time, have the student act out what is on their card and the other students need to guess what action the student is doing. • Encourage students to use the correct sentence structure in their guesses.
<p>Extension Activities</p>	<ul style="list-style-type: none"> • Workshop with nurse or community health professional.