

MOVE YOUR BODY

Lesson Length: 1 hour + Extension Activities

Vocabulary & Expressions: Parts of the body; commands for moving the body

Language/Culture Point: Polite requests vs. Making demands

Objective: Students will be able to identify body parts and be able to give/respond to body movement commands.

Materials: Overhead projector, index cards, pictures of a doctor’s office and parts of the body, verb worksheet, *toy cell phones*, *computer lab*, *internet connection*, *grid/ worksheet to collect information on free clinics*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Overhead projector - Index cards	- Brainstorming - Flash Cards

TEACHING ACTIVITY

1. Project an image of the human body.
2. Using yourself as a model, point to different body parts and ask, “What’s this?”
3. Label any body parts that students can identify.
4. Lead students in making Flash Cards for the different parts of the body. Write the word on one side and draw the body part on the other side.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of a doctor’s office and parts of the body	- Using Pictures - Chalk Talk

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TEACHING ACTIVITY

1. Using a combination of Chalk Talk, pictures, and demonstration, tell a story about going to the doctor for a physical because of an accident you had. Your presentation should include following as many commands to move parts of your body as possible, commands doctors/nurses would give to check if you're okay.

An example could be: You fell off your bike and you're not sure if anything is broken or if you have a concussion. The nurse asks if anything hurts, pokes your ribs, and checks mobility in your wrist to see if you injured it while breaking your fall.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Pictures of a doctor's office and parts of the body	- Using Pictures - Chalk Talk - TPR

TEACHING ACTIVITY

1. Go back through the story again but stop periodically before each command and ask, "What did the doctor/nurse ask me to do here?" Students can respond verbally or through actions.
2. If necessary, keep a running vocabulary list on the board.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Flash Cards - Verb worksheet	- Flash Cards

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TEACHING ACTIVITY

1. Hand out a worksheet with verbs listed for different things to do with the body. For example:

- Raise
- Lower
- Touch
- Bend
- Turn
- Stretch
- Flex
- Extend
- Hold
- Look up/down
- Move

Be sure that the verbs on your worksheet match the verbs used in your presentation (Steps 2 and 3).

2. Review the verbs with the class.

3. Draw a card from the Flash Cards you made at the beginning of the lesson. Model how to match a verb on the worksheet with a body part to make a command. For example:

<u>Verb (Worksheet)</u>	<u>Body Part (Flash Card)</u>	<u>Command</u>
Move	Leg	Move your leg.
Turn	Wrist	Turn your wrist.
Bend	Knee	Bend your knee.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Flash Cards - Verb worksheet	- Flash Cards - TPR

TEACHING ACTIVITY

1. Model with a student an exchange between a doctor/nurse and patient . As the “doctor,” draw another card and practice giving the “patient” commands as if during a physical exam. The student should move his/her body according to the command.

2. Switch roles so the student can be the doctor.

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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Flash Cards - Verb worksheet	- Flash Cards - TPR

TEACHING ACTIVITY

1. Have students get in pairs and practice giving commands (doctor/nurse) and responding appropriately (patient).
2. Give students time to practice both roles.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Highlight the difference between a polite request, such as one you might receive from a friend, and a more serious command, such as one you might receive from a police officer.
For example:
Can you raise your hand? vs. Raise your hand.
Please touch your nose. vs. Touch your nose.
2. Highlight that the verb itself doesn't change, only the manner in which you say it.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes		- Simon Says - TPR



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TEACHING ACTIVITY

1. Play Simon Says with the class by having everyone stand up and giving commands to the class.
2. Give a small prize (e.g. pencil, notebook, piece of candy) to the last person standing.

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EXTENSION ACTIVITIES: CALLING THE DOCTOR/CLINIC SEARCH

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Toy cell phones - Computer lab - Internet connection  - Free Clinics information grid/ worksheet 	<ul style="list-style-type: none"> - Brainstorming - Role Play - Graphic Organizers

TEACHING ACTIVITY #1

1. Prior to class, call a few local clinics/healthcare providers that students would be likely to visit, such as urgent care facilities, free clinics, etc. Find out the types of questions students would need to be able to answer/ask if they were to call themselves.

2. Say, "Imagine you are sick and have to go see the doctor. What do you want to know before you go?" Elicit a list of questions, such as:
 - Can I make an appointment?
 - Do I need insurance?
 - What are your hours?
 - What's the typical wait?
 - How much will it cost?
 - How can I pay?
 - Is there anything I need to bring?
 Add any additional questions that you learned about when you called the clinics.

3. Model how to Role Play a patient calling a clinic, with you as the clinic and the student as the patient. A sample dialogue could be:
 - Teacher: Community Clinic, can I help you?
 - Student: I need to see a doctor. Are you accepting new patients?
 - T: Yes, we are.
 - S: Can I make an appointment?
 - T: No, we're a walk-in clinic.
 - S: Okay, when are you open?
 - T: 8am-4pm.
 - S: How long can I expect to wait?
 - T: Usually about an hour.
 - S: Do I need to bring anything?
 - T: ID and an insurance card if you have it.



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S: Do you accept Medicaid?

T: Yes, we do.

S: Okay, thank you.

T: Goodbye.

4. Repeat the dialogue a second time, and ask students to remember the answers to the questions you ask. After the Role Play, debrief as a class and go over the answers to the questions.
5. Have the students get in pairs to practice the Role Play, making sure each student gets a turn as both a patient and a receptionist.
6. Additionally, take time to prepare students to answer requests for personal information over the phone, such as giving their name, contact information, DOB, primary care provider, and insurance information.

TEACHING ACTIVITY #2

1. Take students to a computer lab and help them in learning how to find free clinics in their own communities.
2. Give students a grid/worksheet they can use to track information about the clinics they research.

