

EXERCISE

Lesson Length: 1.25 hours

Vocabulary & Expressions: Words related to exercise and food; healthy/unhealthy; I want to __; I need to __; should/should not

Language/Culture Point: More vs. less

Objective: Students will set goals for implementing appropriate exercise habits into their daily lives.

Materials: Pictures of different kinds of exercise, Picture Cards: Healthy and Unhealthy and/or pictures of local places for exercising and food, examples of healthy/unhealthy food, pictures/props to illustrate your personal health goal, overhead projector, Worksheet: My Health Goal, index cards, food/hobby magazines, scissors, glue



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Pictures of different kinds of exercise	- TPR - Using Pictures - Brainstorming

TEACHING ACTIVITY

- To warm up, do a TPR activity by leading students in different breathing and stretching exercises, such as:
 - Inhale through your nose.
 - Exhale through your nose.
 - Reach your arms overhead.
 - Roll your shoulders back.
 - Spread your fingers.
 - Lean to your right side.
 - Lean to your left side.
- Have pictures of different types of exercise posted around the room or on students' tables.
- Ask the class to think about different types of exercise. List ideas on the board.

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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Healthy and Unhealthy/ Pictures of local places for exercising and food (walking trails, farmers' markets, YMCA, etc.) - Food realia 	<ul style="list-style-type: none"> - Using Pictures - Authentic Materials

TEACHING ACTIVITY

1. Show the Healthy and Unhealthy Picture Cards and elicit vocabulary from the students. If possible, supplement the Picture Cards with pictures specific to your community. Some examples might be a favorite/popular walking trail, a local farmer's market, the local YMCA, etc. Also, bring in real food if available.
2. After eliciting vocabulary from the students, describe what is happening in the pictures.
For example:
 - Some people like to swim to get exercise. They go to the pool and swim laps.
 - Many people like running. They run on a track. Some people like to run marathons.
 - Good food is important for your health. Fruit and vegetables are healthy foods.
 - Getting enough sleep is important. If you want to sleep well, you should not drink coffee at night. You should go to bed early.
 - Some people exercise at home. They do sit-ups or lift weights.

Make sure that the presentation includes the following vocabulary words: healthy, unhealthy, should, and should not.

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STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Healthy and Unhealthy/ Pictures of local places for exercising and food (walking trails, farmers' markets, etc.) - Food realia 	<ul style="list-style-type: none"> - Using Pictures - Authentic Materials - Word Sorts

TEACHING ACTIVITY

1. Use the Healthy and Unhealthy Picture Cards, your own pictures, and/or food realia to show students examples of habits.
2. Say, "I want to be healthy."
3. Hold up one picture/food item at a time and ask questions, such as, "Should I eat this hamburger?" Students can give a thumbs up/thumbs down, or they can respond with "Yes, you should./No you shouldn't."
5. If you have real food items, have the students sort the food into "healthy" and "unhealthy."

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Pictures/props to illustrate your personal health goal - Overhead projector - Worksheet: My Health Goal 	<ul style="list-style-type: none"> - Graphic Organizers - Using Pictures - Chalk Talk - TPR - Authentic Materials - Brainstorming

TEACHING ACTIVITY

1. Tell the students, "We're going to practice making goals for our health."

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2. Talk about one of your own personal health goals with the class. Using a combination of pictures, Chalk Talk, TPR, and realia, highlight the main points of your health goal and ask students for advice on what you can do to reach your goal. For example:
In December (or at the end of the semester) I want to be in better shape.
What do I need to do?
3. Elicit answers from the students about how you could reach your goal. For example, if your goal is to be in better shape, you could exercise more, eat more vegetables, drink more water, and/or cook more at home and eat out less.
4. Project a copy of the My Health Goal Worksheet, and together as a class fill in the worksheet with the information about your own personal goal.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Worksheet: My Health Goal 	- Graphic Organizers

TEACHING ACTIVITY

1. Give each student a blank worksheet.
2. Elicit a goal from a student. As a class, brainstorm at least 3 steps the student could take to reach his/her goal, and create a sample dialogue together. For example:
A: What is your goal?
B: I want to __.
A: What do you need/have to do?
B: I need to __, __, and __.
A: Great! When will you __?
B: Monday/on the weekend/etc.
3. Practice the dialogue as a class.
4. Help the student fill in the information on his/her worksheet.

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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Worksheet: My Health Goal 	- Graphic Organizers - Questions Asking and Answering

TEACHING ACTIVITY

1. Give students a few minutes to think of a personal health goal they'd like to make.
2. Pair up students and have them work together to fill in the worksheet using the sample dialogue to ask/answer questions as they go.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Highlight “more” vs. “less.” Give examples of “more” and “less” using different habits, such as exercise, drinking water, eating, drinking alcohol, etc.
2. Give students a few minutes to write down two activities they want to do more and two activities they want to do less.
3. Draw a line (More <-----> Less) and as a class categorize which habits you should do more or less to improve your health. Ask students, “What should we do more to be healthy?” At the extreme ends of the line, have “a lot more” and “a lot less.”



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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Index cards- Magazines with pictures of food and hobbies- Scissors and Glue	<ul style="list-style-type: none">- Authentic Materials- Using Pictures- Exit Check

TEACHING ACTIVITY

1. Demonstrate how to make a healthy habit card. Tell students a specific healthy habit that you will do in the next week and illustrate it or cut out a picture.
2. Have students make their own healthy habit cards by cutting out/drawing their own healthy picture and pasting it onto an index card.
3. On the way out the door, have each student show you the card and tell you the healthy habit they will do in the next week.
4. Students should bring their cards back to class in one week so that you can revisit the goals and check progress.