

PREVENTIVE CARE

Lesson Length: 1.5 hours + Extension Activity

Vocabulary & Expressions: Healthy and unhealthy behaviors, lifestyle, chronic disease, control, habit, barrier, benefit

Language/Culture Point: Using gerunds as a subject

Objective: Students will be able to understand and discuss healthy and unhealthy behaviors to prevent chronic disease

Materials: Pictures of healthy and unhealthy situations, tape, Chronic Disease Cards, blank index cards or sticky notes, paper, *calorie and activity tracking app on a smart phone, handouts from guest speaker*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Pictures of healthy and unhealthy situations from different magazines - Tape 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Word Sorts - Brainstorming

TEACHING ACTIVITY


1. Write “Healthy Behavior” and “Unhealthy Behavior” on the board.
2. Show pictures portraying healthy and unhealthy diet (food or recipe pictures from magazines, ads from junk mail about fast food, alcohol ads). Include pictures of exercise from a fitness magazine, sleep or sleep medication ads, stressful and calm faces or situations.
3. After showing each picture, ask if it depicts healthy behavior or unhealthy behavior. You can ask “is this good for you or bad for you?”
4. Tape the pictures on the board under the two headings.
5. After completing the list, write on the board “preventive care” and explain that it’s caring for oneself by having healthy behaviors that help prevent chronic disease.
6. Write “chronic disease” on the board. Give some examples of chronic disease, explaining that a chronic disease is one that is long-term and either difficult or

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impossible to cure. Ask if students can add to the list (diabetes, heart disease, high blood pressure, cancer, arthritis)

- Choose a few of the unhealthy behaviors or healthy behaviors and asks students which chronic disease they might go with. Focus on these 4: heart disease, diabetes, obesity, and hypertension.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
15 minutes	- Chronic Disease Cards 	- Role Play

TEACHING ACTIVITY

NOTE: In this lesson, steps 2 and 3 are combined. See item 4 in this step.

- Using the example Chronic Disease card below, model presenting a disease to the class. Use gestures and acting to help show meaning.

Chronic Diseases: Arthritis

Unhealthy Behavior: being overweight, eating foods with a lot of sugar, eating too much red meat.

Healthy Behavior: Exercising regularly, maintaining a healthy weight


“I have arthritis in my knees. Being overweight has put a lot of pressure on my knees. I eat a lot of red meat and food with a lot of sugar, which can make arthritis worse. Exercising regularly is a healthy habit that will strengthen my joints and put less weight on them. Exercising regularly can help prevent obesity and arthritis.”

- Divide students into 4 groups. Give each group a Chronic Disease Card.
- Allow students a few minutes to discuss the information on the card. Have each group choose 1 or 2 students from their group to demonstrate the information as you did.
- Have the groups demonstrate one at a time. After each group presents, review their presentation based on the activity in Step 3, then have the next group present.
- For more information than what is found on the cards, the World Health Organization has released a report called “Preventing Chronic Diseases: a vital investment” that can be accessed at the following link:

 http://www.who.int/chp/chronic_disease_report/contents/en/

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STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Chronic Disease Cards 	- Question Asking and Answering

TEACHING ACTIVITY

- After each group presents the information on their card, ask the follow questions:
 - What is the Chronic Disease?
 - What are the health risks of this disease?
 - What are the healthy habits that can help prevent this disease?
- Allow the whole class to respond to these questions. Also allow students to give answers other than those mentioned in the demonstration.
- As students respond, write the key information on the board. Rephrase their responses to demonstrate using a gerund as the subject. For example, "Good! Eating too much salty food is unhealthy and it can cause hypertension."

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Healthy Behavior Match Up  Cards - Blank index cards or sticky notes - Tape	- Think Aloud - Word Sorts - Match Up Cards

TEACHING ACTIVITY


- List each of the chronic diseases on the board, with two columns below each: Healthy and Unhealthy.
- Using one of the Healthy Behavior Match Up Cards, do a Think Aloud about whether the card is a healthy behavior or a unhealthy behavior. Then Think Aloud about which Chronic Disease it fits with. Once you decide which disease, tape it under the appropriate column under that disease. Be sure to use gerunds as subjects as you think aloud. For example: Eating too much salt is unhealthy and can lead to hypertension. Limiting alcohol intake is healthy and can prevent diabetes.

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- Do this for a few more match up cards. Be sure to show that some cards can go with more than one disease.
- Then show the students that the rest of your cards are blank. Continue the Think Aloud, creating your own healthy behaviors and unhealthy behaviors for the Chronic Diseases. Do this for a few of the diseases to demonstrate.

NOTE: You can use only the match up cards provided or only cards that you and your students create, if you need to make this activity more or less challenging.


STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Healthy Behavior Match Up Cards or index cards/sticky notes  - Tape	- Word Sorts - Match Up Cards

TEACHING ACTIVITY

- Take a blank card and give it to a student volunteer. Ask them for an unhealthy behavior for one of the diseases. Have them write the unhealthy behavior on the card and tape it in the appropriate column. As they tape it on the board, have the students tell the class about their card. For example, “Smoking is unhealthy and it can lead to hypertension.”
- Do this again, but ask another student for a healthy behavior. Continue with a few more students, if necessary, to demonstrate the activity.
- Ask the rest of the class if they agree or disagree with where the students put their cards. Point out that some unhealthy behaviors and some healthy behaviors can go with more than one disease. For example, obesity can cause many chronic diseases, and exercise can prevent many chronic diseases.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Healthy Behavior Match Up Cards - Index Cards or Sticky Notes 	- Word Sorts - Match Up Cards - Problem Solving

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TEACHING ACTIVITY

1. Put students into pairs or small groups. Give each group a stack of blank cards or sticky notes. Have each group come up with at least 1 healthy behavior and 1 unhealthy behavior for each chronic disease. They can create as many as they can think of.
2. Then each group will tape their cards on the board in the appropriate column.
3. Review the groups' answers as a class. If the same answer appears more than once, group the answers together. Allow time for a discussion about different answers and why some cards can go with more than one chronic disease.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Write an example sentence on the board with a gerund as the subject as students have been practicing. I.e. "Limiting alcohol intake is healthy and it can pre-vent diabetes.
2. Ask students when they usually use words with -ing also known as a continuous verb. What does it mean?
3. Then explain that we can also use this form as the first part of our sentence when it is the main thing we are talking about - the subject.
4. Write a few more example sentences on the board and work with the students to identify the subject.
5. Go back through the previous activities, and identify gerunds used as subjects in the language used earlier in the lesson.
6. Ask students if they have other examples of when we using words at the beginning of a sentence.

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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Paper	- Cloze Activity

TEACHING ACTIVITY

1. Reintroduce the term “chronic disease” as different than having a cold or stomach virus. Chronic diseases begin slowly, usually lasts a long time or are not curable, have long-term treatment and require a healthy lifestyle to manage.
2. Write the following sentence on the board.
 _____ is a chronic disease, and I can prevent it by _____ (healthy behavior) and avoiding _____ (unhealthy behavior).
3. Have students choose a chronic disease they want to prevent and fill in the first blank. Ask them to choose a healthy habit to try and a health risk to avoid and fill in the second and third blanks.
4. Collect students’ papers as they leave. Review them and return them in the following class.

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EXTENSION ACTIVITY

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Calorie and activity tracking app on a smart phone - Handouts from guest speaker 	

TEACHING ACTIVITY: CALORIE TRACKERS

1. Show a few calorie counters or food diary tracking apps. They should show physical activity and caloric intake over time. Recommendations include MyPlate Calorie Tracker, or a physical activity tracker on their phones.
2. Students download an app and create a profile and fill in basic information online during class.
3. Students continue to fill in information about their physical activity and food in-take during one full week.
4. Students bring information back to class and discuss what was easy and what was difficult. Ask students if using the app was easy or difficult. Ask them if they became aware of their habits and behaviors because of tracking them for a week.

TEACHING ACTIVITY 2: GUEST SPEAKER

1. If you have a way to invite a guest lecturer who is a dietician, dental hygienist, or community health worker, do a survey of students' biggest health concerns. The survey can be as simple as having students circle sentences that represent their health interests. An example is below.

Health Survey

Directions: Circle the statements you agree with.

I want to know more about preventing diabetes.

I want to learn more healthy recipes that fit my budget.

I want to find a free exercise program.

I want to know if I qualify for any health insurance.



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I want to know the difference between the emergency room and an urgent care clinic.

I want to know about low-cost counseling services.

2. A community health worker (CHW) is a frontline public health worker who is a trusted member or has a particularly good understanding of the community served. A CHW serves as a liaison between health and social services and the community to facilitate access to services and to improve the quality and cultural competence of service delivery. More information can be found at



<https://www.cdc.gov/stltpublichealth/chw/index.html>

3. Community Health Workers can be found at community clinics and some faith-based organizations. They have curriculum available on many preventative care topics to present to groups, or can recommend where students can go for workshops or classes on different health topics.