

TITLE: Raising Health Awareness

ESTIMATED TIME: Approximately 2.75 hours

LESSON OBJECTIVES:

- Listen to an authentic news broadcast to determine the main idea and supporting details within a small group setting.
- Analyze a news story and integrate information to complete specific tasks.
- Incorporate creative and critical thinking skills in combination with found research to create a health awareness proposal.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> <li>• campaign</li> <li>• syndrome</li> <li>• to ‘shed light on’</li> <li>• braille</li> <li>• driving force</li> </ul>	<ul style="list-style-type: none"> <li>• Good Start Health Campaign - <a href="https://youtu.be/JAT7EPSc--g">https://youtu.be/JAT7EPSc--g</a></li> <li>• Health Awareness Definition Sheet</li> <li>• Audio link - <a href="http://www.wbur.org/hereandnow/2018/01/12/usher-syndrome-becdot">http://www.wbur.org/hereandnow/2018/01/12/usher-syndrome-becdot</a></li> <li>• Health Awareness Mission Sheet</li> <li>• Health Awareness Proposal Form</li> </ul>



WARM UP (10 minutes):

- Tell students they are about to watch a commercial. Their objective is to understand and communicate the commercial’s purpose.
- Play the ‘Good Start’ (<https://youtu.be/JAT7EPSc--g>) health campaign commercial on your projection screen.
- As a whole-class activity, discuss what message the commercial is communicating. Write key points on the board.
- Together, organically create a sentence summarizing the video’s objective. For example:
  - “If you start off your morning by eating healthy, you will have energy for the whole day.”

\*If your class has one or two students that tend to dominate class discussions, require that a specific number of students need contribute to the creation of the sentence.

**Teacher Tip:** At this academic level, it is more important than ever to facilitate rather than direct class conversations. You can pose questions, but try to encourage students to lead the discussion. Awkward silence is okay! Students need time to process and formulate their responses in their minds. Sooner or later, someone in the class will speak up 😊.



INTRODUCTION (15 minutes):

- Explain to students that the video they just watched is part of a ‘health campaign’ to encourage people to eat well.
- Distribute ‘Health Campaign Definition Sheet’. Tell students that they will work in small groups for ten minutes to read the definition and then restate it in their own words (paraphrase).



### INTRODUCTION (15 minutes):

- As students are working, facilitate and provide support as needed and make sure to keep track of the time.
- When the 10 minutes are up, have each group choose a representative to share their restatements with the class.
- Discuss responses and introduce the expression, ‘**to shed light on**’. A fun way to help students visualize the meaning is to show students what it means to literally shed light on something. You can do this by using the flashlight app on your smartphone to look at something in the classroom. Explain that by shedding light on the object, it stands out; we can see it more clearly.
- Now, have students create a sentence using ‘to shed light on’.

Have students write their sentences on the board and tell students that they will be hearing the expression again later in class.



### PRESENTATION (30 minutes):

- Discuss that people can raise awareness about various health topics in all sorts of ways. As a whole-class activity, brainstorm ideas together and write responses on the board. (Examples include school events, athletic events like runs or bicycle races, posts and pages on social media, etc.)
- Tell students that they are about to listen to a newscast about a father that came up with an interesting way to help his daughter who is suffering from **Usher Syndrome**. Have students use their smartphones to find the meaning of Usher Syndrome and discuss. Clarify the meaning of ‘syndrome’ with students.
- Open the newscast on the projection screen (<http://www.wbur.org/hereandnow/2018/01/12/usher-syndrome-beccdot>) and show students the photos on the page. (There are a total of 3 photos in the news article.) Confirm/Explain that making predictions about a text can help improve comprehension. Direct students to the first picture on the page model predicting to class. For example:
  - “I can see a man playing a type of game with maybe his daughter.”
- It’s now the students’ turn. Have them work in small groups to make predictions about the newscast based on the photos they see. Tell students that they have 5 minutes to complete the activity and remind them that when making predictions, there are no wrong answers.
- After 5 minutes are up, have groups share their predictions with each other. At this point, if the word ‘braille’ hasn’t already come up, introduce it by referencing the first picture. Discuss its meaning and explain that students will hear this word during the newscast. Ask students if they have seen braille before, perhaps on elevator buttons or at the ATM machine.
- Now, play the audio. When finished, gauge student understanding by asking students to share what they have learned by orally asking the following questions (Do not write these questions on the board as this is an listening/speaking assessment):
  - What was the newscast about?
  - Who is Jake Lacourse and what did he invent?
  - Why did he create this invention?
  - Based on what you just heard, what do you think Usher Syndrome is?
- Discuss responses. \*If needed, play audio one more time to help students practice some focused listening.



### PRESENTATION (30 minutes):

**Teacher Tip:** *Predicting is a Reading Apprenticeship strategy. To learn more about Reading Apprenticeship, reference the following website: <https://readingapprenticeship.org>*



### GUIDED PRACTICE (40 minutes):

- Have students form small groups of 3-4 students. Explain that because they have become so amazingly proficient in English, they will be playing the role of the teacher for the following activity 😊.
- Distribute the ‘Health Awareness Reading Mission Sheet’ and confirm understanding with students. Remind students that they have 30 minutes to complete the activity.
- As students are working, facilitate multiple times with each group to gauge understanding of the passage and provide support as needed.
- When the 30 minutes are up, collect the mission sheets from students and discuss language issues you noticed during the activity.

**Teacher Tip:** *When students are working in small groups, it is a great time to provide more intimate and targeted instruction. It also a great way to interact with the quieter students in class.*



### COMMUNICATIVE PRACTICE (20 minutes):

**Logistical Note:** *For the following activity, desks will need to be arranged so that students can work in pairs.*

- It’s time for some talking! Ask students if they have ever heard ‘speed dating’ before. Based on student response explain the following:
  - Speed Dating is an event that single people take part in. At the event, people talk with others for just a few minutes. After the few minutes are up, they move on to talk to another person. At the end of the event, they share their contact information with the people they are interested in dating. (To get a quick laugh, demonstrate the process in class with one of your more outgoing students 😊.)
- Shuffle the ‘Mission Sheets’ you just collected. Have 3 random students choose one of the sheets.
- Open a word processing program that students can see on the projection screen. Type the 6 discussion questions from these sheets so that everyone can see. Explain to students that they have 3 minutes to discuss the first question with their partner.
- After three minutes, signal that time is up. (You can do this by ringing a bell or setting your phone timer to go off with an interesting ring tone. Students will now have thirty seconds to switch seats.)
- After students are settled with a new partner, they will answer discussion question 2. Continue the process until students have discussed all 6 questions with 6 different students.
- While students are talking, facilitate and note language issues heard.
- Have students return to their original seats and talk about how they felt about the activity. Point out language issues you noticed.



### COMMUNICATIVE PRACTICE (20 minutes):

*Teacher Tip: It is useful to point out how activities in the classroom benefit students. For example, the activity above gets students 'thinking' in English. It also requires students to 'think on their feet', a skill very much needed in the workplace or in the academic world.*



### APPLICATION (45 minutes):

- It's critical thinking time! Explain to students that they will work with partners to create a Health Awareness Proposal.
- Distribute the Health Awareness Proposal Form and review it with students. Confirm that students will have 30 minutes to complete the activity.
- As students are working, facilitate with each group at least 1 to 2 times during the forty-minute period to provide assistance and support as needed. When there is approximately 10 minutes left, encourage groups to start preparing for their presentations.
- When 30 minutes are up, have each group present their health proposal. Also, explain that 'audience members' will be expected to ask questions after each presentation.
- When the presentations are finished, have a 5-minute debrief with students about the experience.



### EVALUATION:

- John Lacourse Mission Sheet Evaluation
- Health Campaign Proposal Evaluation
- Presentation Evaluation using Rubric



### EXTENTION (Approximate Time):

- Have students research and report on a specific health campaign.
- Invite a speaker to class to raise awareness about a health campaign that affects students.
- Have students plan a school event to raise awareness about a specific issue.
- Have students evaluate the effectiveness of various health campaigns.
- Have students evaluate the effectiveness of health campaign videos. There are a whole host of great videos to choose from. Depending on your class dynamic, or if you just need a laugh, check out the following video created by the Canadian Health Ministry:  
<https://youtu.be/Fs7KYIsQuvE> .

<b>CORE LESSON COMPONENTS:</b>
<b>BASIC COMMUNICATION:</b> <ul style="list-style-type: none"> <li>• Orally present information to others in a class setting.</li> <li>• Orally recount information with others.</li> </ul>
<b>COLLEGE/WORKFORCE PREP:</b> <ul style="list-style-type: none"> <li>• Apply critical thinking, creative thinking and problem solving skills.</li> <li>• Work successfully with others in group setting.</li> </ul>
<b>DIGITAL PREP:</b> <ul style="list-style-type: none"> <li>• Conduct research using the internet.</li> </ul>
<b>21<sup>ST</sup> CENTURY SKILLS</b> <ul style="list-style-type: none"> <li>• Critical Thinking Skills</li> <li>• Collaboration &amp; Leadership</li> <li>• Agility &amp; adaptability</li> <li>• Initiative &amp; entrepreneurship</li> <li>• Oral communication</li> <li>• Written Communication</li> <li>• Access &amp; analyze information</li> <li>• Have &amp; use curiosity &amp; imagination</li> <li>• Play, passion &amp; purpose beyond the classroom</li> </ul>
<b>ONLINE RESOURCES:</b> <ul style="list-style-type: none"> <li>• <a href="https://info.flipgrid.com">https://info.flipgrid.com</a></li> <li>• <a href="http://www.wbur.org/hereandnow/2018/01/12/usher-syndrome-becdot">http://www.wbur.org/hereandnow/2018/01/12/usher-syndrome-becdot</a></li> </ul> <b>Sample Health Campaigns:</b> <ul style="list-style-type: none"> <li>• <a href="https://letsmove.obamawhitehouse.archives.gov">https://letsmove.obamawhitehouse.archives.gov</a></li> <li>• <a href="https://www.thetruth.com">https://www.thetruth.com</a></li> <li>• <a href="https://healthyschoolscampaign.org">https://healthyschoolscampaign.org</a></li> <li>• <a href="https://www.wearitpink.org">https://www.wearitpink.org</a></li> </ul>

**ADAPTATIONS:****Warm Up:**

- **Multilevel:** N/A

**No Tech:** For classes with no internet connection, a health campaign flyer/brochure/trifold can be substituted for the video.

**Introduction:** N/A**Presentation:**

- **Multilevel:**
  - Bullet 3 - For lower level students in the class, sample vocabulary could be provided for each photo.
  - Bullet 5 - A cloze passage using key parts of the audio could be created to assist lower level students.
- **No Tech:**
  - Bullet 2 - If students don't have access to smartphones and/or the classroom has no internet connectivity, the definition of 'Usher Syndrome' could be provided to students.

**Guided Practice:**

- **Multilevel:**
  - Bullet 2 & 3 - For multilevel classrooms, students could be grouped by level for the activity. Lower level students could be provided more support during the activity including more examples and question starters for the final activity on the sheet.
- **High Tech:** Student groups could complete the worksheet on Google Docs and submit online to the teacher.

**Communicative Practice:**

- **Multilevel:**
  - Bullet 3: If there are a large number of lower-level students in the class, model potential answers for each discussion question. Write these answers in a word processing program on the projection screen for students to reference during the activity.

**Application:**

- **Multilevel**
  - Bullet 2 - For a multilevel class, prior to students working on their Health Awareness Proposal form, complete a form together as a class.
- **High Tech:**
  - Bullet 4 - Instead of class presentations, all students could create video presentations that could be uploaded to the class blog. Another option is to have students give their presentations on Flipgrid and require other students to reply to the various posts. (For more information on Flipgrid, check out the 'Technology in the Classroom' page.