

TITLE: Healthy Cities

ESTIMATED TIME: 2.75 hours

LESSON OBJECTIVES:

- Think critically about a topic and communicate opinions with others in a small group setting.
- Use context to understand the meaning of an authentic, informational video to find specific information.
- Combine research and background knowledge to offer solutions in the passive voice on a complex issue.

<p><b>Essential Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Life expectancy</li> <li>• To juggle</li> <li>• Root cause</li> <li>• Income inequality</li> <li>• inclusive</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Healthy Cities Slideshow</li> <li>• <a href="https://www.youtube.com/watch?time_continue=4&amp;v=Eu7d0BMRt0o">Video Link</a>: (https://www.youtube.com/watch?time_continue=4&amp;v=Eu7d0BMRt0o)</li> <li>• Tale of Two Cities Worksheet</li> <li>• CA Endowment <a href="http://www.calendow.org/places/">12 Cities link</a>: (http://www.calendow.org/places/)</li> <li>• CA Endowment <a href="http://www.calendow.org/places/santa-ana/">Santa Ana link</a>: (http://www.calendow.org/places/santa-ana/)</li> <li>• <a href="https://www.youtube.com/watch?v=ARaEpSAD-ng">Passive Voice song</a>: (https://www.youtube.com/watch?v=ARaEpSAD-ng)</li> <li>• Making Santa Ana a Healthy Community Worksheet</li> <li>• BHC Written Overview (to be used in no tech classroom in lieu of video)</li> </ul>
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**WARM UP (15 minutes):**

- Open the ‘Healthy Cities Slideshow’ to slide 1. Discuss the photo with students. Ask questions to stimulate conversation such as:
  - Where do you think this photo was taken?
  - What do you notice about the children in the photo?
  - The children look happy. Why do you think so?
  - Do you think the children seem healthy? Why?
- Ask students to discuss what it means to be healthy. Beyond diet and exercise, what else is important for a healthy lifestyle. Write responses on the board.

***Teacher Tip:** As this point in the lesson, don’t worry too much about minor language mistakes students might make when communicating. The primary goal is getting everyone comfortable and engaged in the topic.*



**INTRODUCTION (20 minutes):**

- Open slide 2 of the ‘Healthy Cities Slideshow’. Explain to students that they will work in small groups to create 5 - 8 sentences comparing the two photos shown. They will have 10 minutes to complete the activity. To help confirm expectations, provide the following example:
  - “In photo 1, I notice a lot of beautiful trees; however, in photo, 2 I see nothing but a small patch of grass.”



## INTRODUCTION (20 minutes):

- Introduce the comparison expressions in chart below:

but	Photo 1 has trees <b>but</b> photo 2 only has grass.
Whereas	Photo 1 has trees <b>whereas</b> photo 2 only has grass.
On the contrary	Photo 1 has trees. <b>On the contrary</b> , photo 2 only has a little bit of grass.
On the other <u>hand</u>	Photo 1 has trees. <b>On the other hand</b> , photo 2 only has a little bit of grass.

- As groups are working, facilitate with each group. Make note of grammar or pronunciation issues students are having.
- When ten minutes are up, have students share their answers with the class. Write responses on the board or type them up and project on the board.
- Briefly go over any pronunciation and language issues heard during group work at this time.

### Grammar Mini Lesson - Comparatives

- Depending on the level of your class, it may be beneficial to do a brief review of comparative and superlative adjectives. Here is the nitty gritty:
  - **Comparative Adjectives:** When comparing two nouns, we use 'er' or 'more'. The general rule of thumb is that adjectives that are one syllable or are two syllables and end in 'y', we use 'er'. For most other adjectives that are two or more syllables, we use 'more'. For example:
    - The African elephant is **larger** than the Asian elephant.
    - The African elephant is more enormous than the Asian elephant.
  - **Superlative Adjectives:** When comparing 3 or more nouns, we use 'est' or 'more'. As with comparative adjectives, we usually use 'est' for one syllable and two syllable adjectives ending in 'y'. For most other adjectives that are two or more syllables, we use 'most'. For example:
    - The Blue Whale is the **largest** animal in the world.
    - The blue Whale is the **most enormous** animal in the world.
- **Important Notes:**
  - Remind students that 'er' and 'more' or 'est' and 'most' can NEVER be used together!!! For example, many ESL students tend to make the following mistakes:
    - That is the most biggest dog I have ever seen! ☹
    - Cats are more better than dogs. ☹
  - The following are irregular adjectives that don't follow the rules above:
    - good - better - best
    - bad - worse - worst
    - far - farther - farthest
    - little - less - least
    - many - more - most
- For additional resources on how to teach comparative and superlative adjectives, reference the 'Online Resources' at the end of this lesson.



### PRESENTATION (30 minutes):

- Using an English Learners' online dictionary, have students use their smart phones to look up the word 'context'. Have students share their responses.
- Go to slide 3 of the 'Healthy Cities Slideshow' and confirm the 2 meanings. Tells students that when reading, the context clues are often the other words in a reading passage. In the video, context clues are not only words but also images and sounds.
- Explain that we can often guess the meaning of something from its context.
- Go to slide 4 of the 'Healthy Cities Slideshow'. Put students in small groups and tell them that they have 3 minutes to guess the meaning of 'cool as a cucumber' using the context clues they see. (No phones allowed for this activity☺!)
- When the three minutes are up, discuss the meaning of the expression and what context clues helped them to figure out the meaning.
- It's video watching time! Tell students they are about to watch an authentic video about some interesting factors that affect health. Encourage students to use context clues to help understand the message of the video.
- Play the video through one time. Gauge student understanding by asking a few general comprehension questions about the video such as:
  - Can the cities we live in affect our health? Why or why not?
  - Describe Deb and Maria, the two characters in the video.
  - How did low income white people and minorities get pushed out of nicer cities in California?
- Discuss answers. (At this point, students just need a general idea of what the video is about. They will be watching the video in more detail during the guided instruction.)



### GUIDED PRACTICE (30 minutes):

*Prior to the following activity, provide students with the link to the previously watched video. An easy way to do this by sending it via Remind.com at the beginning of class.*

- Distribute the 'Tale of Two Cities Worksheet'. Discuss expectations of the worksheet with the class. Confirm understanding. Have students continue to work in small groups to complete questions 1 through 5. Confirm that they have 25 minutes to complete the activity.
- As students are working, facilitate with each group multiple times. Provide support as needed.

When the 25 minutes are up, have students from various groups answer the questions.



### COMMUNICATIVE PRACTICE (25 minutes):

- Direct students to the 'Critical Thinking Section' of the 'Tale of Two Cities Worksheet'. Put students in random groups. (For grouping ideas, reference the 'Teacher Tips' page in the online Core Curriculum Toolkit.)
- Review the questions with students. Then give students 5 minutes to think about their answers and encourage students to write talking points in the 'notes' box on the worksheet.



### COMMUNICATIVE PRACTICE (25 minutes):

- When the 5 minutes are up, it is time to start talking. Give a brief overview of appropriate language to use when working in a group setting. (Reference the ‘Teacher Tips’ at the end of this lesson for more information.)
- Tell students that they have 15 minutes for the activity and remind them that every group member should participate.
- As students are discussing the questions, interact with each group and ensure that all students are engaging in conversation. Make notes of interesting conversations you hear. Also note reoccurring language issues students are dealing with.
- When the 15 minutes are up, discuss the activity as a whole class. Bring up some of the conversations you heard and provide specific praise when relevant. For example:
  - “I heard Jose talking about the effects that stress has on our health. He said that when he has stress, he doesn’t sleep or eat well. That is a really good point. Jose, great job communicating that so clearly to your group.” (For more information on praise in the classroom, reference to the ‘Teacher Tips located in the Online Core Curriculum Toolkit.)
- Finally, spend a few minutes going over the language issues you noticed during the activity.

***Teacher Tip:** In both academia and the workplace, we sometimes must work with people we aren’t so comfortable with. Every so often, it is a good idea to switch up groups. Not only does it support 21<sup>st</sup> Century learning, it also can have a positive impact on the class culture.*



### APPLICATION (40 minutes):

- Confirm with students that the organization, ‘The California Endowment’ created the video they just watched. Go to slide 5 of the ‘Healthy Cities Slideshow’ and read the mission statement together. Discuss the meaning as a whole-class activity.
- Ask students to guess what cities they think might be part of the initiative and then click on the link at the bottom of the slide. A map with a list of the 14 cities will be displayed.
- Have students discuss why they think Santa Ana was chosen. Now, click the Santa Ana link. Briefly review the contents of the page with students.
- Scroll down until you see ‘Focus Areas’ and ask students to describe what they see. (The information is also on page 6 of the ‘Healthy Cities Slideshow’.) Talk a bit about why these ‘priorities’ were chosen by the California Endowment to focus on.
- Distribute ‘Making Santa Ana a Healthy Community Worksheet’ and go over expectations with students. Confirm that they will work in groups of 3 students for the project. (Depending on group dynamics, you can have students work in previously-formed groups or form new groups.)
- Students will have 30 minutes to complete the activity. As students are working, facilitate with each group multiple times and provide support as needed.
- When the 30 minutes are up, have one student from each group come to the front of the class for a mini panel discussion. The students presenting will each briefly share their group’s ideas. An ‘audience member’ from each group will be required to ask at least one question to a panelist from another group.
- When finished, spend a few minutes debriefing the activity with the class. Collect the ‘Making Santa Ana a Healthy Community Worksheet’ from each group to be assessed.



## APPLICATION (40 minutes):

**Passive Voice Mini Lesson:**

*At this level, students will likely be familiar with the passive voice. The following summary can be used to provide a brief review. For additional resources on the passive voice, reference the online resources at the end of this lesson.*

**Explain the following to students:**

- Most of the time, we talk in the **active voice**. For example:
  - **Mary** studies at Santa Ana College. - The focus in this sentence is on Mary.
  - **Public libraries** offer computer classes. The focus in this sentence is on school libraries.
- Sometimes though, we use the **passive voice** when we want to focus on the person or object receiving the action in the sentence and not the subject. For example:
  - Our healthcare system is **broken**. - We don't care who 'performed the action' of breaking the healthcare system. We care about the fact that the healthcare system is broken. The healthcare system is 'receiving' the action.
  - Educational programs for children should be created. - We don't care who creates the programs. We care that the programs are created.

For a little fun, play the [video](#) below on the projection screen. In addition, refer to the online resources at the end of this lesson.

(<https://www.youtube.com/watch?v=ARaEpSAD-ng>)



## EVALUATION:

- Assessment of 'Tale of Two Cities Worksheet'
- Assessment of the 'Santa Ana Making Healthy Communities Worksheet'
- In class observation of communicative practice group work



## EXTENSION:

- Have students research additional programs offered through the California Endowment
- Take a fieldtrip to one of the Santa Ana Building Healthy Communities(SABHC) field offices or project locations
- Have student groups compare and contrast the 14 cities that are focused on through the California Endowment
- Create a Website treasure hunt for California Endowment homepage or corresponding links.
- Have students create vocabulary quizzes using vocabulary from the lesson on Google Forms which other students can attempt.
- Take sentences from the website content covered and change them to passive voice.

**CORE LESSON COMPONENTS:****BASIC COMMUNICATION:**

- Communicate and negotiate about specific topics in a group setting.

**COLLEGE/WORKFORCE PREP:**

- Work with others in group setting.
- Use critical thinking skills to solve a problem.

**DIGITAL PREP:**

- Search for information online.
- Use an online language learner dictionary.

**21<sup>ST</sup> CENTURY SKILLS**

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

**ONLINE RESOURCES:****Comparative and Superlative Adjectives:**

- [Grmmarly.com](https://www.grammarly.com/blog/comparative-and-superlative-adjectives/) (https://www.grammarly.com/blog/comparative-and-superlative-adjectives/)
- [Englisch-Hilfen.de](https://www.englisch-hilfen.de/en/grammar/adjektive_steig.htm) (https://www.englisch-hilfen.de/en/grammar/adjektive\_steig.htm)
- [Comparative songs](http://www.luizotaviobarros.com/2012/02/songs-comparatives.html) (http://www.luizotaviobarros.com/2012/02/songs-comparatives.html)

**The Passive Voice:**

- [You Tube Practice](https://www.youtube.com/watch?v=pxbQ2U3Uuv0) (https://www.youtube.com/watch?v=pxbQ2U3Uuv0)
- [Ego 4 U](https://www.ego4u.com/en/cram-up/grammar/passive) (https://www.ego4u.com/en/cram-up/grammar/passive)
- [Englisch-Hilfen.de](https://www.englisch-hilfen.de/en/exercises_list/passiv.htm) (https://www.englisch-hilfen.de/en/exercises\_list/passiv.htm)
- [a4esl.org](http://a4esl.org/q/h/vm/active-passive.html) (http://a4esl.org/q/h/vm/active-passive.html)

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

- Multilevel: For a class that needs more language support, provide one or two example sentences to get juices flowing.
- High Tech: n/a
- No Tech: The slide could be printed out for students. Alternatively, photos of happy children in our community could be used. Check this Google images link for ideas:  
[https://www.google.com/search?q=kinderaminata+santa+ana+college&client=safari&rls=en&source=lnms&tbn=isch&sa=X&ved=0ahUKEwj0sPTt6N\\_ZAhVnmK0KHdClBhAQ\\_AUIDCgD&biw=1082&bih=620](https://www.google.com/search?q=kinderaminata+santa+ana+college&client=safari&rls=en&source=lnms&tbn=isch&sa=X&ved=0ahUKEwj0sPTt6N_ZAhVnmK0KHdClBhAQ_AUIDCgD&biw=1082&bih=620)

**ADAPTATIONS:****Introduction:**

- Multi-level: Lower level students could be provided with sentence starters for the activity.
- High Tech: Students could share responses on Padlet.
- No Tech: The slide could be printed out for students to view. Alternatively, photos of homes found in magazines or in newspapers could be used.

**Presentation:**

- Multilevel: The captions could be used when playing the video to assist lower level students.
- High Tech: n/a
- No Tech:
  - If students don't have access to wifi, actual dictionaries could be used to look up the word, 'context.
  - In lieu of the video, an overview in document form has been created from website content. Reference 'BHC Overview in the Materials Needed section of the lesson.

**Guided Practice:**

- Multilevel: For classes with a wide range of language ability, it could be beneficial for students to be grouped by level. You could provide more hands-on support for lower level students and higher level students could be encouraged to provide further define what each step means based on supporting information in the video.
- High Tech: n/a
- No Tech: An overview from the website could be the focus of the activity rather than a video.

**Communicative Practice:**

- Multilevel: A 'cheat sheet' could be provided to lower level students that would include sample answers. In addition, students could be grouped by level depending on the variance of ability in the class.
- High Tech: n/a
- No Tech: n/a

**Application:**

- Multilevel: Higher level students could choose one of the tips created and offer suggestions on how the tip could be implemented. Lower level students could provide a fewer number of tips per section.
- Hi Tech: Students could be required to create a Google slideshow to present their tips. The slideshows could then be presented to the class or posted on the class blog. In addition, every student could be required to summarize their tips on Flipgrid.
- No Tech: The website referenced in the document could be printed out for students.

**TEACHER TIPS:****Communication Etiquette:**

Remind students that when communicating with others, the language we use can have a huge impact on how the conversation goes. A few tips include:

- Avoid disagreeing too strongly. Instead validate the other person's comment and then offer another suggestion. For example:
  - Don't say: "No way. That's wrong!" or "That's a bad idea."
  - Instead, use one of these expressions:
    - I understand what you are saying. However, I think...
    - That is a good point, but maybe we could consider...
    - I see your point. Well, ... is another option.
    - That's interesting. I have another suggestion.
    - I hear what you are saying. Maybe...

An entertaining way to introduce these expressions would be to do a role play with some of the more animated students in class☺.