

LESSON PLAN – FEELING GREAT!

Instructor	
Class/Level	Basic
Time	Lesson: 1 hour (50-60 minutes) Planning and preparation: 30 minutes
Topic	Communicating health care needs
Skills in Focus	Listening/Speaking, Vocabulary
Goals	✓ Students will know how to convey immediate basic mental and physical health needs with counselors or teachers health care providers.
Objectives	By the end of this lesson, <ul style="list-style-type: none"> • students will know the names of body parts to identify pain in a given area • students will retain and correctly use the top 10 mental health words in communication • students will know how to use visual aids to express health care concerns • students will know how to use non-verbal language in communication • students will know how to rate their pain scale using Wong-Baker Faces • students will learn communication strategies to interact with counselors, teachers, or health care providers
Materials	Whiteboard/chalkboard, students' handout packet, and PowerPoint/flip chart

Watch the lesson plan preparation video for 20 minutes. If you can't watch it, don't worry! The lesson has step-by-step instructions for each part. Try to spend at least 20 minutes going over the **lesson plan** and the **Do's and Don'ts Sheet**.

Use the remaining 10 minutes to prepare your classroom and gather materials:

- Chalkboard/whiteboard with markers
- PowerPoint with computer or flip-chart
- Student handout packets for each student

Sections are labeled clearly:

- 1. Numbers (5 min):** Major sections are shown by numbers. Activities are bolded with the time allotted for each. Things that you will do as the instructor are in italics.

Let's Begin!

- 1. Icebreaker (5 min):** Break the ice and make students relax! Use a chain introduction activity to help students remember each other's names and for you to be able to call your students by name.

Ask students to stand up and introduce themselves to know each other. To make instructions clear, ask one student to follow the way you introduce yourself, and ask another one to do the same, then step in as the third and do it this way:

Introduce yourself first: "My name is teacher X, I'm from the US."

Ask students to introduce themselves in the following pattern:

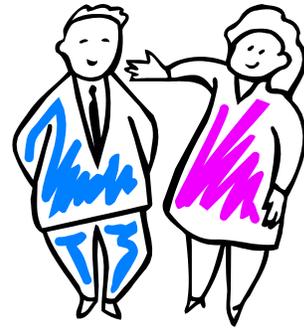
Student 1: "I'm R from S."

Student 2: "That is R from S. I am T from U."

Teacher: "That is R from S. This is T from U. I am teacher X from Y."

Break the chain after the seventh student and begin again if time permits.

After the icebreaker, explain that the goal of today's lesson is to speak to a counselor, teacher, or health care provider about your health needs. The lesson will be an hour long.



- 2. Brainstorming (2 min):** This activity will get students to start thinking about the material.

Stand in front of class and point to different parts of the body. Focus on the head.

Teacher: "Class, what is this?" (Make a hand gesture over your head)

Student 1: "Head!"

Teacher: "Great! Class, repeat after me: HEAD. What about this?" (Make a hand gesture pointing to your nose)

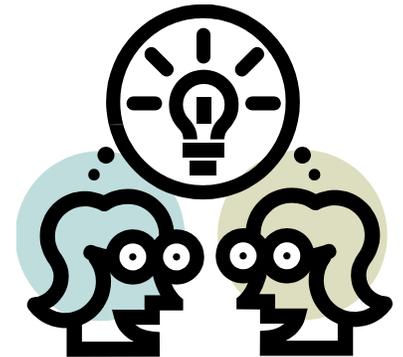
Student 2: "Nose!"

Teacher: "Excellent! Class, repeat after me: NOSE. What about this?" (Make a hand gesture pointing to your ear)

Student 3: "Ear!"

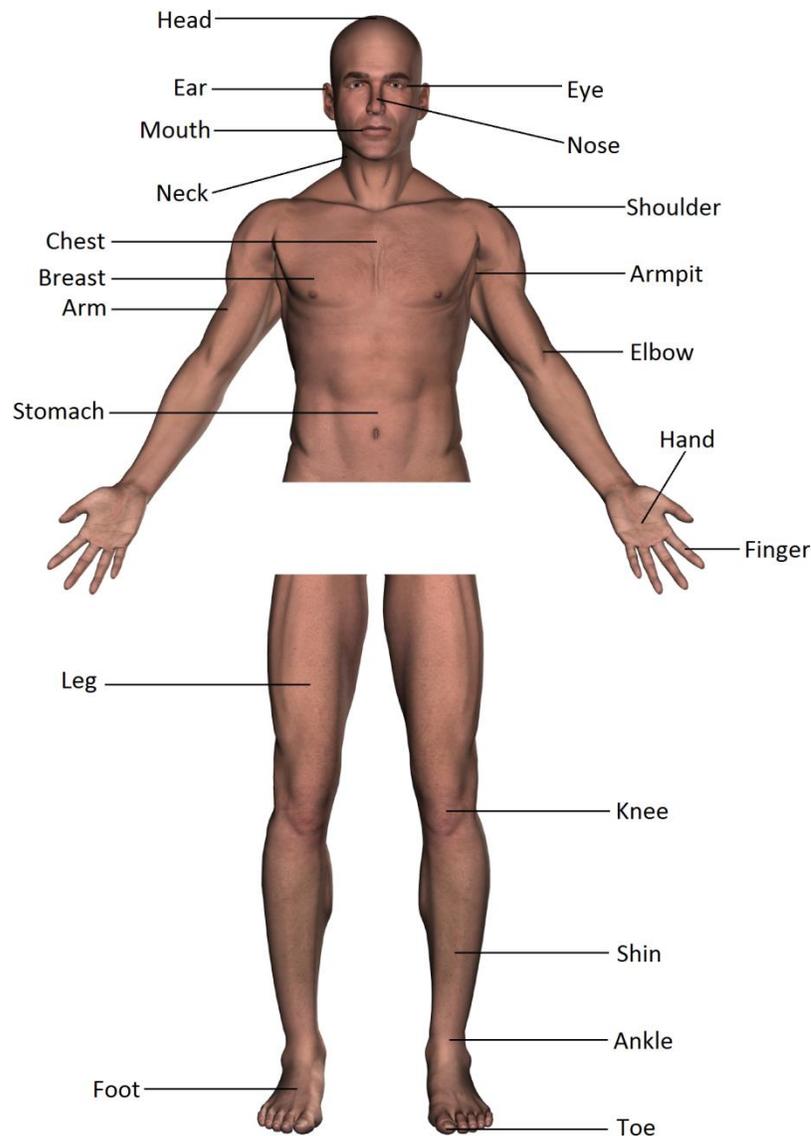
Teacher: "Good! Class, repeat after me: EAR."

Tell the students that the reason you are pointing to these body parts is because it is important to know the main parts of the body. If they know the parts of the body, they can tell a counselor, teacher, or health care provider where they have pain.



3. Vocabulary:

Body parts (10 min): Pass out the student materials. Tell the students to look at the following picture on the PowerPoint/flip-chart.



Read the different parts of the body, and have the students repeat. Add clarification by pointing to your own body. Ask a few students to read various body parts to check their understanding.

Vocabulary Practice Activity 1: Tell students that practicing is a great way to remember. Ask two to three students to go to the front of the class. Tell them that if you say **“Touch your nose!”** they should touch their nose. If you say **“Touch your eye!”** they should do the same. Tell the students that if they get it wrong, another student will come up.

Give the students a number of commands. Ask them to sit down if they fail to carry out the directions, and call on another student.

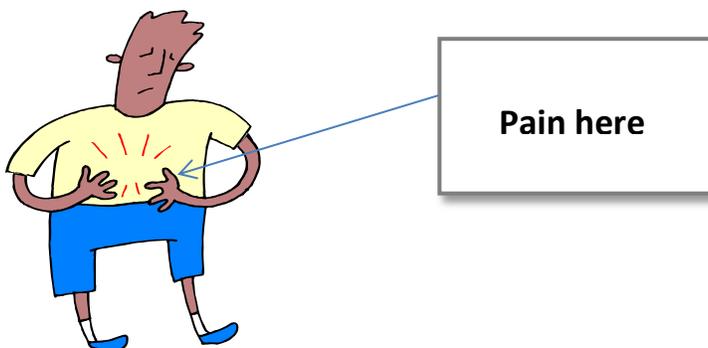
4. **Pain in the body (5 min):** Tell students that “**pain**” is an important word when it comes to expressing health problems to the counselor. Pinch your arm and say, “**pain here,**” with a distorted face. Have them repeat “**pain here**” twice.

Now ask students to look at the pictures on PAGE 2 of their materials.

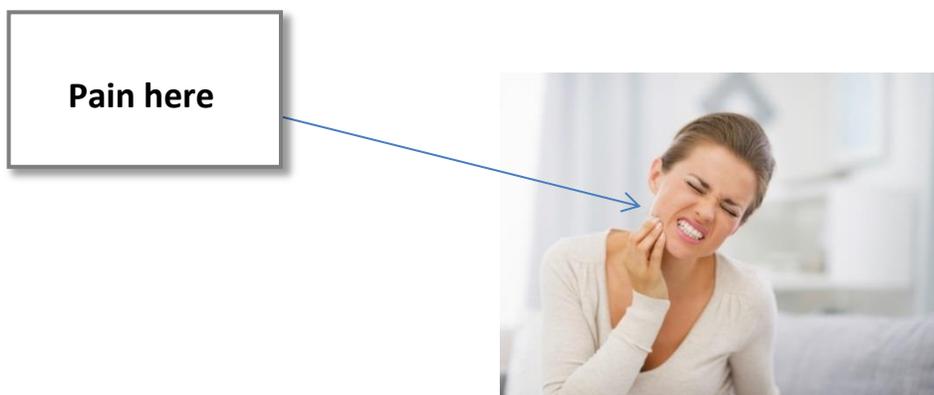
Say “**Pain here!**” touching your head. Show picture 1.



Then say “**Pain here!**” touching your stomach. Show picture 2.



Finally, say “**Pain here!**” pointing to your jaw. Show picture 3.



Vocabulary Practice Activity 2: Once again, tell students that practicing is a great way to remember. Ask two to three students to go to the front of the class. Tell them that if you say, “**Pain in my stomach,**” they should show pain in their stomach and say, “**Pain here!**” If you say, “**Pain in my back,**” they should do the same. Tell the students that if they get it wrong, another student will come up.

Carry on! “Pain in my arm”, “Pain in my leg”, “Pain in my knee”, “Pain in my head”, “Pain in my back”, “Pain in my chest”, and “Pain in my hand”.

5. **Rating Pain (7 min):** Hit yourself **gently**, point to the Wong-Baker chart, and say “2”. Hit yourself a **little harder**, point to the Wong-Baker chart and say “4”. Now ask students to go to PAGE 3. Show students the Wong-Baker Pain Rating Scale Faces. Tell them that this picture can be found in hospitals, they might have to tell the doctor how much pain they have using this. Explain the different degrees of pain using hand gestures.



Wong-Baker FACES® Pain Rating Scale

					
0	2	4	6	8	10
No Hurt	Hurts Little Bit	Hurts Little More	Hurts Even More	Hurts Whole Lot	Hurts Worst

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Vocabulary Practice Activity 3: Tell students to turn to PAGE 3 in their handouts. Have students work in pairs and try to rate the pain that people in the pictures have by writing the number underneath, according to the Wong-Baker rating scale. Do the first one by way of example.

		
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Content used for illustrative purposes only. Any person depicted in the content is a model.

Dialogue Activity - Listening (2 min): Talking with a Counselor

Tell students to turn to PAGE 4. They will watch an interaction between Ali and a counselor. They can also read along on PAGE 4. Play the video two times. Use body language to help illustrate.

Counselor: Good morning, Ali.

Ali: Good morning.

Counselor: How do you feel?

Ali: Sick. Pain here. 6.

Counselor: Ok. I will help you. You will feel better. You will feel good.



Dialogue Activity – Role play (5 min): Tell the students that you are the counselor and they will take turns pretending to seek help (role playing). Have the students role play with you. Then, in pairs, have the students play the roles of counselor and Ali if possible.

6. Health Vocabulary (15 min): Tell students to look at the pictures on PAGE 5. Tell them it is important to know the words so that they can tell their needs to the counselor.

Most words can be loosely defined using the photos. For groups that have a better grasp of English, the trickiest words can be defined as follows:

Depressed: very sad for a long time

Worried: feel afraid about something; thinking about troubles/problems

Fear: being afraid; being scared

Confused: do not know what to think; cannot think clearly; do not understand

Problem: something hard/difficult

Point to the images and say the words with gestures. Have students repeat the words after you.

<p style="text-align: center;">Tired</p> 	<p style="text-align: center;">Pain</p> 	<p style="text-align: center;">Crying</p> 
<p>1.</p>	<p>2.</p>	<p>3.</p>
<p style="text-align: center;">Fear</p> 	<p style="text-align: center;">Problem</p> 	<p style="text-align: center;">Worried</p> 
<p>4.</p>	<p>5.</p>	<p>6.</p>
<p style="text-align: center;">Confused</p> 	<p style="text-align: center;">Sad</p> 	<p style="text-align: center;">Depressed</p> 
<p>7.</p>	<p>8.</p>	<p>9.</p>
<p style="text-align: center;">Sick</p> 	<p style="text-align: center;">Emergency</p> 	<p style="text-align: center;">Medicine</p> 
<p>10.</p>	<p>11.</p>	<p>12.</p>

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Vocabulary Practice Activity 4: One more time, tell students that practicing is a great way to remember. Ask two to three students to go to the front of the class. Tell them that if you say “**worried**” they should show worriedness by mimicking the gesture. If you say, “**tired**” they should do the same. Tell the students that if they get it wrong, another student will come up.

Vocabulary Practice Activity 5: Tell students to turn to PAGE 6. Explain that the next activity will help them practice their new vocabulary. Tell students to match the word with the picture. If necessary, use 911 as a teachable moment.

1. Emergency	2. Depressed	3. Medicine	4. Sad	5. Crying	6. Worried
7. Pain	8. Sick	9. Confused	10. Tired	11. Fear	12. Problem

		
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911		

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Dialogue Activity - Listening (2 min): Talking with the Teacher

Tell students to turn to PAGE 7. They will watch a dialogue between Ali, a student, and his teacher. They can also read along on PAGE 7. Play the recording two times. Use body language to help illustrate. Discuss stereotypes of mentally ill people as a teachable moment. Help break down these stereotypes and foster better understanding and assistance.

Teacher: Good morning, Ali.

Ali: Good morning.

Teacher: How do you feel?

Ali: Sad. No sleep. Fear.

Teacher: Ok. Don't worry. I will help you. You will be happy.



Dialogue Activity – Role play (5 min): Tell the students that you are the teacher and they will take turns pretending to be Ali (role playing). Have the students role play with you. Then, in pairs, have the students play the roles of teacher and student if possible. Students can change the italicized word. Upper level students can really shine through improvisation. Lower level students can use the handouts as a reference.

7. Wrap-Up and Finale (2 min):

Ask the students if they have any questions. Also, tell the students that they did a wonderful job today. Tell them that they've learned the English necessary to explain their basic health needs. They can take their student handouts to the counselor, teacher, or health care provider to help discuss their problems.