Well-being

Important – please read

This lesson has been created for teachers working in face-to-face classrooms where Covid-19 restrictions are in place. The guidance at the start of the lesson plan is designed to provide suggested ideas for managing pair work and group work in a physically distanced classroom environment. It is a general guide, and your situation may be different. You may need to adapt the lesson to the context you are working in.

Topic

Well-being

Aims

Students will:
- increase awareness of 'well-being' and learn associated vocabulary
- develop reading skills (reading for main ideas and for detail)
- improve intonation in questions and practise them with a partner.

Age/level

Secondary students at CEFR level B1 and above

Time

45–55 minutes

Materials

Student worksheet

Introduction

Well-being refers to eating and sleeping well, exercise, giving time to things/people that make you feel happy and healthy. But when there's a lot of time on our hands, like during a lockdown, it's easy to abandon these important daily routines. In this lesson, students read advice about planning their days more effectively and ensuring they maintain their well-being. They follow up with an interview in pairs to discover what they can improve and discuss which tips would serve them best.

Guidance for communicative activities in face-to-face, physically distanced classrooms

Make sure you are familiar with the rules for face-to-face teaching in your school

These lesson plans are designed to include opportunities for students to work in pairs or groups to develop their communication skills. This is likely to present a number of challenges, as there may be different physical-distancing rules you may need to follow in your classroom to protect the safety of students and teachers. Procedures and rules will vary but may involve some of the following:

- reduced class sizes so that desks can be placed up to two metres apart

- student 'bubbles', in which groups of up to ten pupils are able to work together safely

- clear plastic screens placed around students' desks to allow for safer interaction

- hybrid learning situations, where some students are physically present in the classroom and others join the lesson remotely

- policies on handouts and worksheets, where it is not possible to give learners a physical worksheet.

All of the issues above will bring new challenges and influence the way you teach. The ideas below are intended to help you manage your lessons effectively and ensure that students have sufficient opportunity to communicate as much as possible during the lesson.

Suggestions for communicative activities

A key purpose of communicative activities, such as pair work and group work, is to ensure students have an opportunity to practise their productive skills at the same time as other students in the class. However, due to restrictions, this may not be possible in the normal way. To avoid your classes being too teacher-centred, we have suggested some ideas below that can replace more traditional group- and pair-work speaking activities.

Where you see the ⊡ symbol on the lesson plan, this tells you that the instructions include a group- or pair-work activity. Refer to the suggested activities below for ideas, or the instructions on the lesson plan.

Using written dialogue in place of spoken dialogue for simple tasks

- Pen and paper. In low-resource environments, ask students who are physically in the classroom to communicate using pen and paper. For example, where students have been asked to give an opinion, they write this in larger than normal writing on a piece of paper and hold it up for their partner to read. Their partner then responds by writing on their own piece of paper.

- Sticky notes. Ask students to write comments on sticky notes, or on small pieces of paper, and take turns to stick them to a board in the classroom or on a 'post-it' wall. This gives students the opportunity to write their opinions, ideas or responses to a question and share them with the rest of the class. The teacher can read comments and focus on any follow-up language work, respond to the students' writing or extend the discussion as a whole class. If working in a hybrid situation, where some of the students are learning simultaneously in a remote environment, they could do the same activity using an online 'wall' such as Padlet. Alternatively, they could write their

comments and ideas into a shared online document, which could be displayed on a computer, via a data projector in the classroom, or read out by the teacher.

- Using messenger applications. In contexts where students have access to an internet connection, students could use a messenger tool such as WhatsApp to write messages to each other online. Again, with hybrid learning situations, this pair-work activity could be done between a student physically in the classroom and a partner learning remotely. If students are working in larger groups of four or five, they can create a closed group with the students they are working with.

- Collaborative writing. An online solution, which may be effective in a hybrid learning situation, is to use an online messaging board such as Padlet or a shared document in Google Docs. The teacher asks a simple open-ended question, for example 'What are some of the advantages/ disadvantages of learning from home?' Having shared the link with the students, the teacher gives a word limit and a time limit for students to add their comments to the messaging board or Google Doc for their group. The teacher follows up with whole-class feedback, responding to the comments and asking students to clarify orally.

Using voice recording tools for spoken communication

- Recorded voice messages. If resources and connectivity make this possible, using voice recording tools can be an effective way to encourage dialogue between students for pair-work activities. Make sure all your students have access to a mobile phone before doing this type of activity to ensure everyone can participate. Ask students to record their turn and send via SMS or a messaging application to their partner to respond and build a recorded dialogue. Alternatively, an online voice recording tool like Vocaroo is a simple way to create voice recordings and share via SMS or an online messaging application.
  Most basic mobile phones have a built-in voice recorder, so it might be possible to share one or more phones and for the teacher to pass it between pairs or small groups of students, who listen and respond or add their comments.

  Both of the above activities could be done effectively in hybrid learning situations.

- If you are working in a low-connectivity context and have access to cassette recorders and blank cassettes in your school, using these to record students speaking is a possible solution. Ensure there is a quiet space where they can do this. Divide students into groups and invite them to record themselves individually. Play back the recordings as a whole class to evaluate communicative competence and focus on any common errors.

Setting up traditional group- and pair-work activity

- If none of the above are possible, consider ways of rearranging your classroom by moving desks and chairs to the side of the room or to the middle of the room for speaking activities in groups or pairs. Arrange students so that they are able to speak at a recommended distance from each other and also from the other groups.

This is a small selection of ideas that may be used to encourage student-led communication in physically distanced face-to-face classrooms or in hybrid learning contexts. If it is possible where you work, we recommend that you work with your colleagues to create a list of activities and ideas for your own context. We also recommend that you join the British Council teacher community on Facebook to share ideas and collaborate with a global group of teachers.

Procedure

Stage	Instructions
1. Lead-in (5–10 mins)	• Write the word 'Well-being' on the board. Circle it and draw lines leading outwards. • Introduce a brainstorm. Ask: *What words do you associate with well-being? What makes you feel good about yourself?* Elicit answers and write them around the circle. • Possible answers: exercise, sport, healthy food, sleep, rest, laughter, hygiene and cleanliness (clean body/teeth/clothes/hair/etc.), time spent with friends. • Alternative: If students can move around, have them write their ideas on sticky notes and stick them on the board. (If they are learning remotely, they can use the chat box or an online tool such as Padlet.)
2. Reading (15–20 mins)	• Tell students they are going to read a blog about well-being. Ask them to read the blog *quickly* and think of the most suitable title. Check the answer (C). • Ask students to read the blog again, in detail this time, and answer the questions. Help with vocabulary (e.g. on the wrong foot, go with the flow). Check answers. Answers 1. When you're at your best / In the morning (so that you don't forget to do it!) 2. Use the alarm clock on your phone. 3. Turn off the notifications. • Optional post-reading discussion: ask students to briefly suggest other tips.
3. Pronunciation (10 mins)	• Draw students' attention to the questions from the blog. • Read two question types aloud with the correct intonation. Ask students to pay attention to your voice. Does it rise or fall at the end of the question? Reminder of rules: - **Wh-questions** start with a **wh**-word (who, what, when, where, why, which, how). Intonation falls for wh-questions, so your voice will go down at the end of the **question**. - In contrast, the intonation rises for **yes**/**no questions** (questions that start with an auxiliary verb or a modal). Your voice will go up at the end of a yes/no **question**. • Ask students to practise the questions, focusing on the rising or falling intonation.

4. Interview (10 mins)	• Model the task with the class. One student asks a question from task 4 and their partner responds.
	• With stronger groups, let students create new questions. With weaker groups, ask them to select from the list on the worksheet.
	• In classrooms which allow for little movement, students can record the questions on an app like Vocaroo – or on their phone – and send them to the partner. Similarly, students respond to the questions they receive by recording their responses.
	• Remind students to pay attention to intonation when asking their questions and to take note of their partner's answers.
	• In pairs, students ask and answer 4–6 questions about how they manage an unstructured day.
5. Close (5 mins)	• Bring the lesson to a close by asking students to make a pledge. What are three things they will focus on in future? (E.g. I won't use mornings for social media.) Faster students can suggest pledges for their partners.

Lesson plan written by:

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