

Well-being online lesson plan

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheet students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

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

Well-being classroom PowerPoint

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.

Procedure

Before the lesson	<p>CHECKLIST</p> <ul style="list-style-type: none"> • Always make sure you are familiar with the online platform you are using. <ul style="list-style-type: none"> - Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems. - Do the students need a URL to join the online classroom? Do they all have this? - Do you know how to 'mute' the students' microphones if you need to? - Do you know how to share what is on your computer screen so that the students can see it? - Do you know how to use 'breakout rooms' if you have this facility? Is this enabled? • Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson. • Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying. • Most online platforms have support videos or tutorials available online. Do you know where to access these? • Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.
1 Lead-in (5-10 minutes)	<ul style="list-style-type: none"> • Show slide 2 • Introduce a brainstorm. Ask: <i>What words do you associate with well-being? What makes you feel good about yourself?</i> Tell students to write their answers in the chat, or they can write on a piece of paper and hold it up to their cameras. If you have access to a collaborative whiteboard, you could ask students to add their ideas directly there. • You could also put your students into smaller groups in breakout rooms (if you have that option) and set a time limit for students to come up with a list of ideas, before bringing them back to the main room to share

	<ul style="list-style-type: none"> • Possible answers: exercise, sport, healthy food, sleep, rest, laughter, hygiene and cleanliness (clean body/teeth/clothes/hair/etc.), time spent with friends.
2 Reading (15–20 mins)	<ul style="list-style-type: none"> • Show students slide 3. Tell them they are going to read a blog about well-being. Before they read, they should look at the three titles. Then show them slide 4 and ask them to read the blog <i>quickly</i>, and choose the best title. It's a good idea to emphasise that they don't need to understand everything this first reading. • You could also make a copy of slide 4 and send it to students either before the class, or through the chat, so that they can read it more easily. • Give students 3-4 minutes and then check the answer (C). • Tell students that they are going to read the blog in more detail now. • Dictate the following 3 questions: <i>When's the best time to do activities that require hard work and concentration? How can you remind yourself to do things later in the day? How can you stop looking at messages, posts, "likes" and emails during the day?</i> Then show slide 5 so students can check that they have written down the questions correctly. Alternatively, you can just show the students slide 5 and ask them to make a note of the questions, or send them through the chat. • Now 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). • Give students 5-10 minutes • Then, put the students into breakout rooms to compare their answers (if you have this option), and ask them to think of some more tips for each question. Then bring them back to the main room to check answers and discuss their other ideas. • If you don't have breakout rooms, check the answers to the questions together, and then ask students to write their ideas for other tips in the chat, or to raise their hands and hold an open discussion. <p><u>Answers</u></p> <ol style="list-style-type: none"> 1. <i>When you're at your best / In the morning (so that you don't forget to do it!)</i> 2. <i>Use the alarm clock on your phone.</i> 3. <i>Turn off the notifications.</i>
3 Pronunciation (10 minutes)	<ul style="list-style-type: none"> • Show students slide 6 and draw their 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? <p>Reminder of rules:</p>

	<ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> • Show students slide 7, which has arrows to remind them of the intonation pattern. • Ask students to practise the questions, focusing on the rising or falling intonation. You can nominate students to read one question each to practice.
4 Interview (10 minutes)	<ul style="list-style-type: none"> • Model the task with the class. Show slide 8. One student asks a question from the slide and their partner responds. • With stronger groups, let students create new questions. With weaker groups, ask them to select from the list on the slide. Remind students to pay attention to intonation when asking their questions and to take note of their partner's answers. • Put the students into pairs in breakout rooms, and give them 10 minutes to interview each other with 4 to 6 questions about how they manage an unstructured day. Tell them to think of some tips to give their partner, based on their answers and what they have learnt from the blog. If you don't have breakout rooms, you can ask students to take it in turns to ask and answer questions all together, (every time a student answers a question, they can nominate a student to answer a different question). Tell students to pay attention as then they will write their tips for each other in the chat at the end of the activity, based on what they can remember.
5 Close (5 minutes)	<ul style="list-style-type: none"> • 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.) • Students can write their pledges in the chat, or, you could start a collaborative document and ask students to write their pledges directly there. In this way, you can revisit the document in future weeks to see if students are sticking to their pledges.

Contributed by

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