

STANDARDS-BASED
DAILY LESSON OUTLINE

Unit Theme: health and wellbeing
Audience: adults
Time: 90 min

Objectives

By the end of this lesson, the learner should be able to

1. Know the different health, medical emergencies and well-being vocabulary with their meanings.
2. Describe different symptoms
3. Know vocabularies used to seek medical assistance
4. Understand healthy lifestyle habits and healthcare systems in the UK
5. Role play health related scenarios

Resources

1. Blackboard Notebook/Pen
2. Session 15 health and wellbeing handouts
3. Session 15 health and wellbeing Worksheet
4. Session 15 health and wellbeing Handouts
5. Projector/laser pointer

Warm-up and prior knowledge

Welcome the students to today's class and tell them what they will be learning i.e. the different health, medical emergencies and well-being vocabulary with their meanings. The students will also learn about healthy lifestyle habits that include self-care, meditation, healthy eating, and exercise and healthcare systems in the UK.

Lesson instructions

Start the class by asking the students the definition of wellness. Describe it from the *wellness PowerPoint* slide 2. Go through each vocabulary and their meanings from the health and wellbeing handout. Ask the students to give sentences using the vocabularies they have learned. For quite new vocabularies, you can give examples of sentences for a better grasp.

Under the content “describing symptoms and seeking medical assistance”, let the students participate by giving instances when they were sick. Ask them the following questions:

- Have you ever been sick?
- What symptoms did you have?
- What did you tell the doctor?

Go through the details of describing symptoms. Let the students know they should be specific and use descriptive language. They should also state when the symptoms started and mention associated symptoms. Let one student use this information to describe symptoms for better learning.

Take the students through the *seeking medical assistance* content. Explain to them that their health and well-being is important and they should never ignore it. They should always take the best course of action based on their symptoms and situation.

Reflect on healthy lifestyle habits by taking the students through the PowerPoint from slide 4-14. Ask the students what is meant by self-care and take them through the different ways of taking care of their health. Dig deep in the concept of healthy eating/balanced diets, regular exercising, stress management and hydration. Teach the students on the dimensions of wellness which include physical, emotional, social and spiritual dimensions from the PowerPoint. Ask the students how they practice wellbeing in each of the stated dimensions.

Take the students through the content of healthcare systems in the UK. Under health related scenarios and role plays, let students volunteer to read out scenario 1 and scenario 2 from the *health and wellbeing* handout. Encourage full participation by allowing different students to read out the two scenarios. Ask students whether they have any questions before ending the lesson.

Activity

1. Ask the students to mention 5 activities (gardening, painting etc.) they often carry out to practice both physical and emotional wellbeing.
2. Instruct the students to draw a table and give the at least 5 differences on spiritual wellbeing activities and social wellbeing activities.

Independent working time/assignment

Session 15 health and wellbeing Worksheet.docx:

1. Which of the following is NOT a component of a balanced diet? (page 1)
2. Which term describes a life-saving technique involving chest compressions and rescue breaths to maintain blood circulation and oxygenation? (page 1)
3. What is the process of stimulating the immune system with a weakened or killed pathogen to provide immunity against a specific disease? (page 1)
4. The process of restoring physical, mental, or social functions after an injury or illness is known as _____. (page 1)
5. _____ is the technique involving chest compressions and rescue breaths to maintain blood circulation during cardiac arrest. (page 1)
6. Which term refers to easily transmitted diseases or illnesses from person to person through direct or indirect contact? (page 2)
7. Which term refers to easily transmitted diseases or illnesses from person to person through direct or indirect contact? (page 2)
8. What is the term for the practice of consuming and utilizing nutrients from food for growth, energy, and overall health? (page 2)
9. The practice of consuming nutrients from food for growth, energy, and health is referred to as _____. (page 2)
10. _____ is a mood disorder characterized by persistent feelings of sadness and lack of interest in activities. (page 3)
11. Maintaining good personal _____ practices, such as handwashing, is important for preventing the spread of illnesses. (page 3)

Session 15 health and wellbeing Homework.docx:

1. What is the primary goal of practicing good hygiene habits? (page 1)
2. What is the term for a sudden and often dangerous situation requiring immediate action or attention? (page 1)
3. Which term refers to the state of physical, mental, and social well-being, not merely the absence of disease? (Page 1)
4. What is the process of restoring physical, mental, or social functions after an injury, illness, or surgery called? (Page 1)
5. Which of the following is a written order from a medical professional for a specific medication or treatment plan? (Page 2)
6. What do you call the physical or mental indication that a disease or condition is present? (Page 2)
7. Which of the following is a healthy way to cope with stress? (Page 2)
8. An _____ is a sudden and often dangerous situation requiring immediate action or attention. (Page 2)
9. The state of physical, mental, and social well-being is referred to as _____. (Page 3)
10. A written order from a medical professional for a specific medication or treatment plan is known as a _____. (Page 3)
11. The identification of a disease or condition based on an analysis of symptoms and medical tests is called _____. (Page 3)
12. An _____ is a hypersensitive reaction of the immune system to a normally harmless substance. (Page 3)