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LET'S BE HEALTHY! (9TH FORM LESSON PLAN)

S Actual up-to-date learning activities, such as reading, writing, speaking and listening are presented here. The interactive methods used at the lesson help to develop the students' critical thinking.

Key words: English language teaching; interactive methods; critical thinking

Lesson plan «let's be healthy»

Objectives: to practice students' speaking, listening, reading and writing skills; to stimulate students' thinking; to teach students to respect and to understand each other.

Methods and techniques used: demonstration method, visualization method, questioning methods, use of movie material, method of stimulation, motivation method, game techniques.

Equipment: visual material, pictures, multimedia equipment, textbooks, smart board.

Procedure

I. Introduction.

T: Dear students! The topic of our lesson today is «Let's be Healthy!» What is health? According to the encyclopedia: «Health is the level of functional or metabolic efficiency of a living being. In humans, it is the general condition of a person's mind, body and spirit, usually meaning to be free from illness, injury or pain»[1].

II. Warming up.

T: They say: «Health is the most precious thing in the world». Is it really so? Why is it so important to be healthy? Give your reasons.

Possible answers:

S1: It is very important to be healthy because if you are healthy the whole world is open to you.

S2: If are healthy, you are full of strength and energy.

S3: If you are healthy, you love the life and the life loves you.

S4: If you are healthy, you do not suffer from diseases and feel well.

S5: If you are healthy, you can do a lot of good.

S6: If you are healthy, you can enjoy your life and have a lot of fun.

T: I quite agree with you. It's very important to be healthy. There are a lot of proverbs and quotations about health. Look at the blackboard and try to connect the parts of the proverbs. Let's recollect some of them.

– Health is better than wealth.

– Early to bed and early to rise makes a man healthy, wealthy and wise.

– Eat to live but not live to eat.

– A change of activity is the best rest.

– Health is not everything but everything without health is nothing.

– «Good health is above wealth».

– «When health is lost, everything is lost».

– «A sound mind is in a sound body».

– «An apple a day keeps a doctor away».

T: There are exercises that are useful not only for your body but also for your tongue. Now, look at the blackboard. There is a tongue twister which consists of two proverbs. Listen and repeat after me.

[w] – white, swimming, wanted, when, was, question, winners

[θ] – the, think, the fourth, health, wealth, those.

[ð] – than, with, I thank you.

[ɜː] – burn, first, Germany, work, world, third, proverb

Expressions “The first wealth is health. Health is the ‘best wealth’ processing:

1. All proverb.

2. In 2 parts.

3. All proverb slowly 2 times.

4. All proverb quickly 2 times.

III. Main lesson activities.

Activity 1. Discussion.

T: Dear students! I want you to comment on the proverb: «When health is lost, everything is lost».

Do you agree or you don't agree with this proverb? Give your opinions.

Possible answers:

S1: That's really so. I think that when health is lost, everything is lost. I think so because a person with poor health can do nothing. For example, I know that disabled persons cannot take care of themselves. They badly suffer and make suffer people around them.

T: So let's draw the conclusion. Do you consider that disabled people have no right to live?

S1: Nothing of the kind! Of course, they do have right to live. But we can hardly call their existence a life.

T: I don't agree with your opinion. People with poor health make us more charitable. They make us see the beauty of surrounding world and understand the real sense of life.

S2: If you are healthy, you don't suffer from diseases and feel well.

S3: If you are healthy, you can do a lot of good.

S4: If you are healthy, you can enjoy your life and have a lot of fun.

S5: I think that when health is lost, everything is lost. I think so because sick people are not satisfying with their life. A lot of people around live within unhappy circumstances and yet

will not take the initiative to change their situation, because of impossibility to improve their health.

S6: I think that when health is lost, everything is lost. People around irritate them immensely. Perhaps they feel envy that someone is happy, energetic and full of joy.

T: Do you know such examples?

S6: I have no such experience myself. However, I have heard a lot of such situations. I'm sure that even health is lost, something is not lost.

T: Dear students! The problem of persons with disabilities is very complicated. No doubt that the life of people with poor health is very difficult. It can be full of sorrow and disappointments. But nevertheless it can be bright and interesting.

I have brought a new quotation for you:
When wealth is lost, nothing is lost.
When health is lost, something is lost.
When character is lost, all is lost.

Think about its third sentence. Now let us watch some information about people with strong characters and strong will who won despite of their bad fortune.

Activity 2. Watching, listening, reading comprehension in English with technology.

Extraordinary climbers

1. Plot on TEDx channel:

In 2006 Mark Inglis [2] became the first person to climb Everest with two false legs. He says "Attitude Determines Your Altitude. Challenge is the essence of life". Mark Inglis is an in-demand motivational and inspiring speaker. Mark had a passion and love of the outdoors from childhood. He started work at Mt Cook as a trainee ranger but with his love of mountaineering, soon became one of the regions professional Search and Rescue Mountaineers. In November 1982, Mark and climbing partner Philip Doole became trapped near the summit of Mt Cook in a storm that was to last 13-and-a-half days. The resulting stay in the ice cave - now known as Middle Peak Hotel - resulted in both men almost losing their lives.

Mark was forced to change his career as a result of the loss of both his legs to frostbite. At the age of 25, he attended Lincoln University and graduated with a BSc Hons 1st Class degree in Biochemistry in 1989.

Following graduation, Mark worked as a Scientific Officer at the Christchurch School of Medicine from 1989 until 1992, developing molecular genetic techniques to aid in the diagnosis of leukaemias. He also conducted research into the cloning of the genes involved in Hodgkinsons Lymphoma and the origin of blood forming cells.

Mark has presented to over 200,000 people across the world, inspiring them to embrace challenge, to develop the attitude to excel.

Much of Mark's time is spent in India, consulting to the country's top executives, focusing on change, challenge and the role of attitude in business.

Challenge and attitude is at the core of all growth, in our families, communities and businesses. Mark is the epitome of Challenge and Attitude. As the only double amputee who has stood on the summit of Mt Everest, who else can truly define the often used saying, 'Attitude determines your Altitude'.

2. On-line story:

Erik Weihenmayer [3] is an American athlete, adventurer, author, activist and motivational speaker, and the first blind person to reach the summit of Mount Everest, on May 25, 2001. He also completed the Seven Summits in September 2002, joining 150 mountaineers at the time who had accomplished that feat, but as the only climber who was blind. In 2008, he also added Carstensz Pyramid in West Papua New Guinea, the tallest peak in Australasia, thus completing the more respected Seventh Summit. Weihenmayer has also made noteworthy climbs up the Nose of El Capitan in Yosemite in 1996, and ascended Losar, a 2700-foot vertical ice face in the Himalayas in 2008. He says, "A No Barriers Life is not all about hanging off the edge of a scary mountain, nor is it only applicable to someone who may be blind or deaf. No Barriers is for everyone, and the pledge is the first step towards living the life you have imagined".

Activity 3. Make a list of your recommendations on healthy way of life.

T: Once upon a time Hippocrates said:

«The wise man should consider that health is the greatest of human blessings. Let food be your medicine».

It is understood that our health depends on what we eat. Students! What food should we eat to be healthy?

S1: We should eat a lot of fruit and vegetables to be healthy.

S2: We should have regular meals.

S3: We should eat dairy products every day.

T: And what about junk food? Is it useful?

S1: Just as contrary! Junk food does a lot of harm. It destroys our health and makes us ill.

T: I am sure you want to be successful, healthy and prosperous. It is important for you to understand what is good and what is bad for you.

Activity 4. Group work. Making a list of recommendations for good health.

One representative from each group goes to the board and attaches a list of recommendations to it. Students read the recommendations in turn, avoiding repetition.

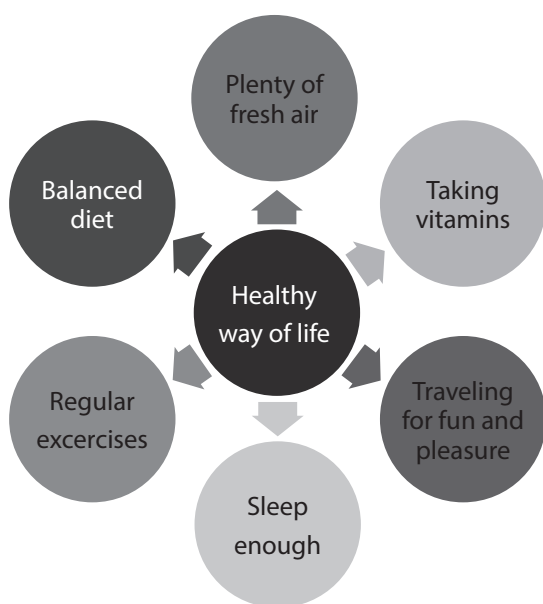
- Eat healthy food!
- Do some sport (or regular physical exercises)
- Avoid stresses!
- Be close to nature!
- Take care of your teeth!
- Sleep enough!
- Drink milk, juice, mineral water!
- Eat more vegetables!
- Don't work on a computer too long!
- Don't watch TV too long!
- Spend more time in the fresh air!
- Enjoy your healthy way of life!
- Say no to drugs, drinking, and smoking!

Activity 5. Healthy way of life. Mind Map.

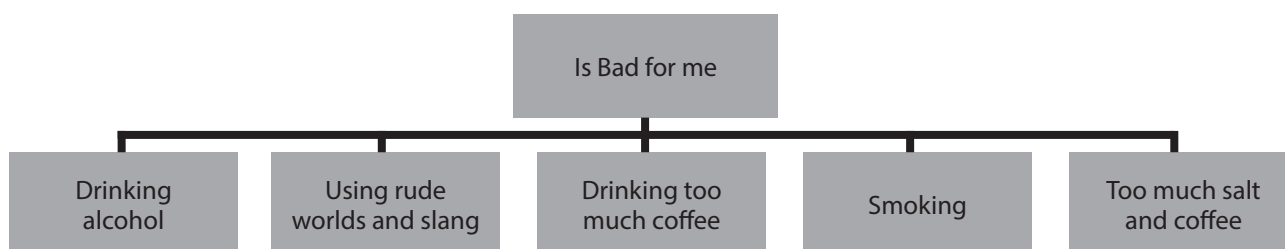
Drinking and taking drugs have become the actual problems of the modern world. Teenagers do not realize the harm they do to their health. Therefore, we should follow healthy way of life (pic. 1., pic. 2).

Activity 6. School physical education. Method Metaplan.

T: Bringing up a healthy generation is a gigantic task. It must be one of the most important concerns of every state, every



Pic. 1. Mind Map "Healthy way of life. What is good for me"



Pic. 2. Mind Map "Healthy way of life. What is bad for me"

respectful government has to allocate a substantial slice of budget for the public health services physical education and sport.

Now let us discuss the problem of physical education at school. You will work in groups and use the method Metaplan. Your answer should be divided into several stages.

How does the system of school physical education look? → How should it be → Why is it not so? → What depends on me → What doesn't depend on me → Conclusion.

Possible answers:

1. Our school physical training is not effective. Pupils very often get traumas at their lessons. School gyms are not well equipped.

2. School physical education should be efficient. Gyms should have up-to-date equipment. All pupils should have possibility to train themselves. Such trainings should be free.

3. Unfortunately it is not so. Our school physical lessons are not very interesting. Pupils do not want to attend them.

4. I think everything I can do is to attend my school physical training lessons regularly. I must show my interest in these lessons and encourage teachers to make them interesting.

5. Unfortunately, good equipment does not depend on me. I think our government should pay more attention to our schools.

T: Let us hope that the situation will change for better.

Let us recollect the old English proverb: «If there is a will, there is a way».

IV. Summing up

Dear students! Let us hope that all of us always be healthy, prosperous and happy. They say: «Life is not a bed of roses». So train not only your body but your character and will, as well.

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Корба В. М. Будьмо здорові! (План-конспект уроку з англійської мови, 9 клас)

Ⓐ Представлені всі види мовленнєвої діяльності: читання, письмо, говоріння та аудіювання. Інтерактивні методи, використані на уроці, сприяють розвитку критичного мислення учнів.

Ключові слова: навчання англійської мови; інтерактивні методи; критичне мислення

Корба В. Н. Будем здоровы! (План-конспект урока по английскому языку, 9 класс)

Ⓐ Представлены все виды речевой деятельности: чтение, письмо, говорение и аудирование. Интерактивные методы, использованные на уроке, способствуют развитию критического мышления учащихся.

Ключевые слова: обучение английскому языку; интерактивные методы; критическое мышление