

EL/Civics Lesson Plan

Program Name: Columbus City Schools Adult ESOL Program

Staff Responsible for Lesson Carol Kirwin

Date(s) Used	October 19, 2009
Civics Category	II. Civic Participation
Civics Objective	19 Health - Health Care and Nutrition Explore the
Time Frame to Complete Lesson	One class (2.5 hours) with follow up the next class regarding flu shots.
EFL(s)	3-4
Standard(s)/Component s of Performance	Speak so that others can understand Listen actively Convey ideas in writing
Benchmark(s)	S 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 L 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 W 3.1, 4.1
Materials	Dictionaries Blackboard and chalk Cardboard signs YES NO NOT SURE
Activities	<p>Objective: - Learners will be able to recognize and talk about symptoms of the flu; - Learners will discuss and become aware of how to prevent the flu; - Learners will become aware of their civic responsibility to get a flu shot</p> <p>Vocabulary: symptoms, prevention, community, responsibility, contagious (First Students to arrive look up words in dictionaries. Explain the meanings to the class.) Below the Line: Teacher writes <u>SYMPTOMS</u> and <u>PREVENTION</u> on board. In groups of 4, two groups discuss and write under their topic all the symptoms of the flu. Other two groups write all the ways to prevent the flu. Teacher draws a line under the last idea in each group. Groups switch to different topic (if they've done symptoms they go to a prevention topic and vice versa). Groups read what the former group wrote and add any new ideas that their group can come up with. One Student in each group explains their ideas to the</p>

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	<p>class.</p> <p>Following class: Students share their homework assignment results. Teacher writes flu shot clinic info on board.</p> <p>Corners Activity: Teacher tapes up the three signs YES, NO, NOT SURE in 3 corners of the room. Students go to the corner of the room and stand under the sign (YES, NO, NOT SURE) that coincides with how they feel about the question below. The students in each group discuss among themselves why it is a community responsibility to get a flu shot, why it isn't, or why they're not sure.</p> <p>Discuss: Is it a community responsibility to get a flu shot?</p>
<p>Assessment/ Evidence</p>	<p>Homework: Find a place where we can get flu shots. Bring times the flu shots are given. How much does a flu shot cost? Discussion about civic responsibility.</p>
<p>Reflection</p>	<p>When I did this lesson about flu symptoms and how to prevent the flu the students knew the symptoms of and how to prevent the flu very thoroughly. However, when I asked them who had gotten a flu shot there were only one or two who had.</p> <p>Therefore, for this LP that I'm submitting, I added the follow up activity as homework: Where are flu shots offered and a discussion about their civic responsibility in getting a shot. Driving home the message that it is a civic responsibility may also require more input, such as having a health worker to come and speak about its importance.</p>