



## Choose Health!

**Age:** Adult

**Level:** A1-A2

**Global Knowledge or Global Attitudes and Action:**

Global Knowledge

**Standard for Learning Outcome:** Student encounters their responsibility for positive personal health choices.

**Learning Outcome:** A.D1.S2.LO1 Recognize diverse aspects of healthy living including mental health and well-being

**Standard for Global Skill:** Student acquires the skills to be a creative citizen.

**Global Skill:** A.D3.S3.LO1 Identify a problem and provide an innovative solution

**Sustainable Development Goals:** 4: Quality Education, 3: Good Health and Well-being

### Part 1 (15 min)

- A.** Check that students understand the meaning of *stress*. Elicit or give a definition or examples of stress. Focus on examples of things that cause stress for them as students. Tell them that they are going to complete a questionnaire about how much stress they have as students.

Have students read the introductory paragraph and questions 1–6. Check comprehension of such terms as *level of stress* and *pains*. Then have students choose the most accurate response to each statement for them. Remind them to use true information.

- B.** Draw attention to the key and check comprehension of the terms *relax* and *situations*. Have students self-assess their stress levels.

Ask students if they want to share the information in pairs or groups. If some students appear uncomfortable, don't ask them to discuss it. Explain that in Part 2, they will learn how to lower their stress level.

### Part 2 (20 min)

- A.** Give students a few minutes to read the text at the top of the page. Check comprehension of any unfamiliar words or ideas. Then ask them to look at the lifestyle profiles of two students below the text. Have them decide how good they think each person's habits are for their stress level, *good*, *OK*, or *bad*. Elicit the answers and encourage students to give reasons for their choices.

#### Answer Key: Suggested answers

Rolando – bad. Reasons: he starts studying for exams too late; he studies all night; he doesn't get enough sleep; he never eats breakfast; he eats junk food; Anna – OK. Reasons: she starts studying for exams early; she doesn't get enough sleep; she eats breakfast, but she doesn't have time for lunch; she has a good diet; she exercises.

- B.** Put students into small groups. Ask them to look at the things in each person's profile in Activity A that could cause stress. Then have them make suggestions on how each person can lower their stress. Refer students to the example conversation. Encourage them to make specific suggestions, as in the example conversation.

#### Answer Key: Suggested answers

Rolando should start studying earlier. He shouldn't study all night. He should get more sleep. He should eat breakfast. He should eat a good lunch. He shouldn't eat junk food; he should eat more fruits and vegetables. He should do exercise. Anna should get more sleep. She should eat lunch. She should eat dinner with her family or friends.



Adult | Teacher's Notes

**Part 3 (15 min)**

- A.** Tell students that they are going to read a text about diet and stress. Give them a few minutes to read the text and ask about any unfamiliar words. Then have them complete the notes with words and phrases from the text. Review answers as a class.

**Answer Key:** 1. foods 2. diseases 3. blood pressure  
4. brain 5. headaches 6. tired 7. heart 8. think

- B.** Put students into small groups. Tell them to imagine they have a friend with a high level of stress. The person always feels tired and is getting bad grades. They want to help their friend lower their stress. Give the groups a few minutes to write suggestions to help their friend. Then ask volunteers to share some of their ideas with the class.

**Extension**

- A.** Ask students to think of things in their lives that cause them stress. Point out they do not have to share this information with the class. Tell them to make a plan similar to the one they did in groups in Part 3. Have them write down changes they think they should make in the first column. Point out that they do not have to write something for every category, but they should try to think of at least one change they can make.
- B.** Ask students to try to make the changes for two weeks. Follow up with your students after a few days to make sure they're still on track. At the end of the two weeks, have them complete the second column. Have students report on what they did and how they feel. Invite volunteers to share their experiences with the class.