

Arts and cultural engagement 'linked to slower pace of biological ageing'

Level 1: Elementary

Article summary: This article discusses the impact of arts and culture on biological ageing. It explains how older people can benefit physically, mentally and emotionally from activities related to music, dance, crafts, theatre and more. These effects are compared positively with the health and wellness benefits of exercise.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Language related to health and medicine

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to encourage students to think about the many different types of activities that help keep their minds and bodies healthy. This activity also helps students to think in categories, by separating activities into categories like creative, physical, social and educational. Tell students to think about their own interests and hobbies, as well those of their friends and family. Have students work in pairs to add one example to each category. Explain that some activities fall into two or more categories. For example, dance is both a physical activity, as it uses movement, and a cultural and creative one, as it's a form of self-expression. A dance class with others can be a social or educational activity. Then ask students to explain which of the activities in the list they enjoy the most. Encourage volunteers to share their ideas with the class.

2. Key words

- a. Ask students to work individually or in pairs to find the words in the article and then complete the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

1. *heritage*
2. *extraordinary*
3. *crafting*
4. *estimate*
5. *affordable*
6. *pace*
7. *optimism*
8. *vital*
9. *impressive*
10. *link*

- b. Ask students to work individually or in pairs to complete the sentences using the words from the previous activity. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words.

Key:

1. *pace*
2. *estimate*
3. *impressive*
4. *vital*
5. *crafting*
6. *affordable*
7. *heritage*
8. *evidence*
9. *optimism*
10. *extraordinary*

Arts and cultural engagement 'linked to slower pace of biological ageing'

Level 1: Elementary

3. Comprehension check

- a. For this activity, students will work individually or in pairs to complete a summary of the article, using the words in the word pool. Tell students to read through the entire summary once to familiarise themselves with the article. Then have them read it again, completing the gaps as they read. Remind students that there is only one correct word for each gap. After students complete the task, check answers as a class. Have students take turns reading the sentences aloud, including the word in the gap. To extend, have pairs write one or two more sentences to include in the summary. Then have volunteers share their sentences with the class.

Key:

1. *slowly*
2. *events*
3. *weekly*
4. *biologically*
5. *exercise*
6. *smokers*
7. *creative*
8. *access*

4. Key language

- a. Explain that this article uses a variety of specialised language to discuss health and medicine. While it's not important for students to know or use these terms in their everyday lives, they do need to be familiar with them to understand this article in a more meaningful way. Have students work in pairs to find the words in the article and complete the matching activity. Check answers as a class.

Key:

1. *c*
2. *e*
3. *a*
4. *d*
5. *b*

- b. In this activity, students complete simple sentences using a few of the words from the previous activity. Have students work individually and then share answers as a class. To extend, have students make more sentences with the key language from this lesson.

Key:

1. *lifespan*
2. *biological level*
3. *health-promoting*

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences or beliefs whenever possible. Invite volunteers to share their answers with the class. To extend, ask students to share what they learned from discussing the questions with their classmates.

6. In your own words

- a. The purpose of this activity is to encourage students to reflect on what they learned from the article. In this task, students work together to plan a community centre for older adults in their community. Have students work in small groups (three or four students) to answer the questions on the worksheet. First, students should discuss their ideas and decide on a final plan for the community centre. Then they should prepare a poster to advertise the centre. Remind students that an advert should attract people's attention and provide all the relevant information. Encourage them to use images and descriptive adjectives to make their poster more interesting.
- b. Have students share their posters with the class. After all groups have shared their posters, take a class vote to decide which community centre plan would be the best option for the students' town or city. Encourage students to explain the reasons for their vote.