

## Lesson Plan: ADLs

### Teacher Notes

**Topic:** ADLS (Activities of Daily Living)

**Timing:** 45–60 mins

**Lesson Type/Focus:** speaking, reading and vocabulary

**Aims:**

- **Speaking:** discuss ADLs and why they're important
- **Reading:** read for specific information
- **Vocabulary:** learn and review language related to ADLs, identify synonyms

### Overview

The focus of this lesson is ADLs. The speaking activity introduces the topic and gives students the opportunity to share their ideas and experience. The reading activities focus on finding specific information and provides input for the vocabulary section. The vocabulary activities look at lexical items (synonyms) from the text and use these in discussion questions.

**Note:** This lesson supports the language introduced in the following:

- Course: [‘English for Care’](#)
- Unit: ‘Eating and Drinking’
- Module: ‘Activities of Daily Living: helping with mealtimes’ pages 3, 4 and 5

## Teaching Guide & Answer Key

### Part 1: speaking

Put students into pairs or small groups and ask them to discuss questions 1 and 2 on the student worksheet. Encourage them to share examples from their own experience.

Do whole class feedback to discuss and share answers.

#### Answers

1. What does ADL stand for and what does it mean?

*ADL stands for Activity of Daily Living. ADLs are the basic self-care tasks a person does day-to-day. They are part of caring for oneself and maintaining independence. Ability or inability to perform ADLs is often used by health professionals as a way of measuring a person's functional status, especially that of older adults or those with disabilities.*

*Additional information can be found here at [NHS Trust \(IoW\)](#)*

2. What are ADLs? Make a list of examples.

*Examples include: moving from one place to another, e.g. getting out of bed; showering/bathing, cleaning your teeth, skin and hair care, dressing, toileting, feeding yourself.*

### Part 2: reading

A Have students work in individually to read the text to find the answers to questions 1–5. Tell them to read the text quickly and just look for the answers. You could set a time limit.

Go through the answers as a class.

#### Answers

1. What does *independent with ADLs* mean?

*That you can perform ADLs without help.*

What is the opposite of *independent*?

*dependent*

2. How many activities did Virginia Henderson identify?

*14*

3. What did Roper, Logan and Tierney do?  
*Used Henderson's research for their own model. Reduced the number of ADLs to 12.*
4. How many groups of activities do we use today to assess ADLs?  
*six*

**B.** Have students work in individually, or in pairs, to read the text to find the answers to questions 1–5. Tell students to concentrate on finding the answers rather than any words they don't know at this stage.

Go through the answers as a class.

### Answers

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

**Extension activity:** Look at some of the vocabulary from questions 1–5 in more detail. Have students read the questions and answer options again to find the answers to these questions.

1. What is a buzzer?

An electrical device that makes a buzzing noise and is used for signalling.

2. What does swallow mean?

pass down the throat

3. What is a hoist?

a device that lifts someone

4. What does chew mean?

to break food down with the teeth

5. What does comb mean?

to untangle the hair

### Part 3: vocabulary

A. Elicit or explain the meaning of *synonym* and do some examples together.

*action – activity every day – daily ability - skill*

Check that students can identify the four paragraphs, point out that the bulleted lists are part of their respective paragraphs.

Have students work individually to write the synonyms from the text. Then ask students to check their ideas with a partner.

#### Answers

##### paragraph 1

1. *essential*

2. *manage their own care*

##### paragraph 2

3. *the most widely used*

##### paragraph 3

4. *came up with*

5. *uncluttered*

6. *get a message across*

##### paragraph 4

7. *level*

8. *grooming*

B. Read through questions 1–5 together. The questions all contain words from Part A in context.

Have students work in small groups to discuss the questions. Encourage them to share examples from their own experience.

Do whole class feedback to discuss and share answers.

**Extension activity:** Have students work in small groups. Each person from the group chooses a word from the text and asks another student (or pair of students) to explain the meaning of the word and give an example. They can all have a set time to prepare their answers and then give them.

## Student Worksheet: ADLs



### Part 1: speaking

Discuss questions 1 and 2 with your partner or group.

1. What does ADL stand for and what does it mean?
2. What are ADLs? Make a list of examples.

### Part 2: reading

A. You are going to read a text about ADLs. First, read the text quickly and answer the questions 1–5.

1. What does *independent with ADLs* mean?
2. What is the opposite of *independent*?
3. How many activities did Virginia Henderson identify?
4. What did Roper, Logan and Tierney do?
5. How many groups of activities do we use today to assess ADLs?

## ADLs

ADLs (activities of daily living) are those activities that are essential to self-care. People who can do all ADLs without help are said to be *independent* with their ADLs. Those who are not able to manage their own care are said to be *dependent*.

The Roper, Logan and Tierney model of nursing care is based around activities of daily living. It is the most widely used nursing model in the United Kingdom and in many other countries of the world.

The model is based loosely upon the ADLs that a nurse researcher called Virginia Henderson identified in 1966. Henderson came up with 14 activities that people do in order to manage life independently. Roper and her team reduced this to these 12 specific types of living skills.

- maintaining a safe environment: keeping the surrounding area uncluttered so a person doesn't fall or trip over
- communication: being able to talk to another person and use other non-verbal ways to get a message across
- breathing
- eating and drinking
- elimination: passing urine and having a bowel movement
- washing and dressing
- thermoregulation: keeping the body temperature at a normal level
- mobilisation
- work and play
- expressing sexuality
- sleeping
- death and dying

It is now more common to use these six sets of activities to assess the ability to care for oneself.

- movement in bed: sitting in bed and moving around in bed
- transfers: moving from one place to another such as from the bed to a chair (hoists can be used if patients can't move themselves)
- mobility: walking on level ground and up and down stairs, including with a mobility aid

- dressing: putting on clothes, shoes (without laces to make it easier) and socks
- personal hygiene: washing and grooming (hair and skin care)
- feeding: eating and drinking (food can be pre-prepared)

**B. Read the text again to find the correct ending to complete sentences 1–5.**

1. In order to move around safely, some patients

- a. use the call buzzer.
- b. need a carer to help them.
- c. use mobility aids.

2. Some patients are able to dress themselves if they

- a. have shoes without laces.
- b. only wear trousers.
- c. take a lot of time.

3. HCAs use hoists to \_\_\_\_\_ patients from bed to chair if patients are unable to move themselves.

- a. sit
- b. transfer
- c. stand

4. Patients need to be able to feed themselves but not necessarily

- a. swallow all liquids.
- b. chew the food.
- c. prepare the meal.

5. Personal hygiene includes

- a. washing and combing the hair.
- b. washing clothes.
- c. dressing.

### Part 3: vocabulary

A. You are going to look at some of the words from the text in Part 2. Look at these words and phrases. Read the text again and find synonyms (words or phrases with the same meaning).

#### paragraph 1

1. necessary / important / basic \_\_\_\_\_
2. be able to look after themselves \_\_\_\_\_

#### paragraph 2:

3. used in the most places \_\_\_\_\_

#### paragraph 3:

4. produced \_\_\_\_\_
5. tidy \_\_\_\_\_
6. communicate \_\_\_\_\_

#### paragraph 4

7. flat \_\_\_\_\_
8. things you do to keep your hair and skin looking nice \_\_\_\_\_

B. Discuss questions 1–5 with your group.

1. What do you think are essential skills for working in healthcare?
2. How can you help residents manage their own care?
3. What do you think is the most widely used mobility aid in care homes?
4. How can you help keep a resident's environment tidy?
5. What sort of things do people use for personal grooming?