

Teacher's Guide

Wellness Wearables – Upper-intermediate (B2-C1)



Canva Presentation Link: [Wellness Wearables](#)

Editable Presentation Link: [Wellness Wearables](#)

Editable Worksheet Link: [Student Worksheet: Wellness Wearables](#)

Video Link: [Should You Buy a Fitness Tracker?](#)

Warm-up

Part 1. Students look at pictures of different fitness trackers and share what they already know. Then, students discuss the questions.

Picture 1 – Oura Ring

Picture 2 – Whoop Band

Picture 3 – Apple Watch

Part 2. Students read the statements and decide if they agree, disagree, or partially agree. Encourage students to explain their reasoning.

Part 3. Ask students to look at the list of things fitness trackers or other devices can monitor. Then, students discuss the questions.

Video activity

Part 1. Before watching the video, students discuss the questions.

Part 2. Students watch the video and decide what the speaker's main message is. This is open to interpretation; however, he generally suggests that **most people don't really need a tracker.**

Part 3. Students discuss the questions.

Suggested answers:

1. Step count, food intake, body weight
2. 10,000 steps = decent target, ~8% of your day
3. Use a food diary app like MyFitnessPal, weigh food, input while cooking
4. Sleep tracking made him more anxious; better to focus on bedtime & habits
5. Student's own answer.

Part 4. Students read each of the quotes and share their thoughts.

Part 5. Students use 2-3 of the words to describe the speaker's overall attitude towards fitness trackers. Encourage students to explain why they chose each word.

Likely answers:

- **Sceptical** – He questions the value of trackers.
- **Humorous** – Casual jokes and sarcastic tone.
- **Balanced** – He acknowledges some benefits.

Video follow-up

Part 1. Students imagine they could track anything and look at the options given. Then, students discuss the questions. Encourage students to think of their own things to track that may not be on the list.

Part 2. Students look at the expressions in bold and explain the meaning in their own words.

Answer Key

1. **Drop a few pounds** – lose weight
2. **Get into shape** – become physically fit
3. **Glued to us 24/7** – always with us
4. **Plate up** – put food on a plate
5. **Jot down** – quickly write something
6. **Don't get me wrong** – used to clarify that you're not completely against something
7. **Have their place** – used to acknowledge that a particular thing, idea, action or opinion has a certain relevance, purpose or importance in a given context

Part 3. Students discuss the questions using the target phrases.

Final thoughts

Students discuss the questions. Answers will vary.