



Lesson Plan: Post-operative Handover

Teacher Guide

Topic: giving and receiving a handover

Timing: 40–50 minutes

Lesson type/focus: speaking and listening

Aims:

- **Speaking:** discuss giving and receiving information in healthcare settings, practise giving and confirming information
- **Listening:** listen for specific information

Overview

The focus of the lesson is handovers and giving and receiving information. The speaking activity introduces the topic and gives students the opportunity to share their ideas and experience. The listening activity practises listening for gist and specific information and provides input for the final speaking activity where students practise giving and confirming information using the appropriate intonation.

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

- Course, [‘English for Doctors’](#)
- Unit: ‘Post-operative Care’
- Module: ‘Giving a post-operative handover’ pages 7 and 8

Teaching notes and answer key

Part 1: speaking

Put students into pairs or small groups and ask them to discuss questions 1–3 on the student worksheet. Encourage them to share examples from their own experience.

Do whole class feedback to discuss and share answers.



Suggested answers

1. When do you need to give information to another health professional? How do you check that they have understood?

Students' answers may include:

handovers, briefings, ask questions to confirm understanding, ask speaker to repeat the information

2. When do you need to receive information from another health professional? How do you check that you have understood?

Students' answers may include:

handovers, briefings, meetings, ask speaker to repeat the information

3. Why is it important to ensure that you have understood or been understood correctly? *Students' answers may include:*

health and safety of the patient, good practice, good working relationships

Part 2: listening

▶ Have students work individually to complete the activity as they watch and then compare their ideas with a partner.

Click the link to access the video.

[Receiving a post-operative handover](#)

Go through the answers as a class.

Answers

1.A 2.C 3.A 4.C 5.B 6.B 7.A 8.C

Part 3: speaking

A. Read through the information together and answer any questions students may have. Practise the example sentences together, model the intonation so students can hear the difference between the sentences.

B. Read through the instructions and example situations together and make sure everyone is clear on what to do. Have students work in pairs to practise giving and confirming the information.

Listen to the exchanges noting down examples of good language use and any errors.

Go through any examples after the discussion. You could ask some of the pairs to perform their exchanges for the class.

C. Have students work individually to write three more pieces of information that they might give to a colleague. These don't need to be long, just a single sentences like those in B.



D. Have students work in pairs to practise giving and confirming the information. As before, listen to the exchanges noting down examples of good language use and any errors.

Go through any examples after the discussion. You could ask some of the pairs to perform their exchanges for the class.

**LESSON PLAN COMES FROM SLC'S
ENGLISH FOR DOCTORS COURSE:
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