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ADDRESS: GeneralL Studies Department, College of Nursing Sciences, Abubakar Tafawa Balewa University Teaching Hospital Bauchi, Nigeria

SUBJECT: Communication English

CLASS: Post Basic Anaesthesia Nursing

TOPIC: Using Images to Teach Descriptive Writing

DURATION: Two Hours

LESSON OBJECTIVES: By the end of the lesson students should be able to:

- produce descriptive language to write about the picture shown to them
- organize their writing using appropriate paragraph structure

INTRODUCTION: Ask students what kinds of words they use to describe a scene. Elicit answers such as adjectives, adverbs and prepositional phrases. Write their ideas on the board to refer to later.

PRESENTATION: the steps are as follows:

STEP 1: Project a picture of a nurse giving a health talk on the screen for the students to see. Ask them to describe what they see in the picture to arouse their curiosity and interest.



A student nurse simulates an antenatal health talk to seated pregnant women in a simulation room. Source: Ethically approved by ATBUTH Bauchi.

Next display a sample paragraph of the description of the picture and read it out to the students as they follow closely.

SAMPLE PARAGRAPH

In a simulation room, a student nurse stands before a group of expectant mothers, giving them a health talk while holding up a booklet with pictures for illustration. The women sit quietly on plastic chairs, dressed in colorful attires and headscarves, listening attentively as he explains important information about pregnancy and childcare. The simple room, with its plain walls and minimal furniture, does not diminish the value of the session; rather, it highlights the dedication to sharing knowledge in a practical way. The nurse's use of visual aids makes the teaching clearer and more engaging, showing the vital role of health education in promoting safe motherhood and healthy families.



Descriptive Words/ imagery in the Paragraph

1. People

- student nurse – specifies role.
- expectant mothers – describes the audience.

2. Objects / Setting

- booklet with pictures – descriptive phrase showing teaching material.
- plastic chairs – specifies the type of chair.
- simple room, plain walls, minimal furniture – adjectives describing the modest environment.

3. Appearance

- colorful attires
- headscarves

4. Actions / Qualities:

- listening attentively – describes how the mothers behave.
- dedication to sharing knowledge – describes the atmosphere and value of the session.
- clearer and more engaging – adjectives describing the effect of visual aids.
- safe motherhood and healthy families – descriptive, conclusive phrases emphasizing importance.

Word Bank/Analysis of Descriptive Devices

1. Topic Sentence

“In a simulation room, a student nurse stands before a group of expectant mothers, giving them a health talk while holding up a booklet with pictures for illustration.”

This introduces the main subject (student nurse giving health talk) and the context (antenatal day).

2. Supporting Sentences

“The women sit quietly on plastic chairs, dressed in colorful attires and headscarves, listening attentively as he explains important information about pregnancy and childcare.”



“The simple room, with its plain walls and minimal furniture, does not diminish the value of the session; rather, it highlights the dedication to sharing knowledge in a practical way.”

These add details about the audience (appearance, behavior), the setting (room description), and the importance of the activity.

3. Concluding Sentence

“The nurse’s use of visual aids makes the teaching clearer and more engaging, showing the vital role of health education in promoting safe motherhood and healthy families.” This wraps up the paragraph by emphasizing the impact and significance of the health talk.

The structure shows unity (all sentences relate to the nurse’s health talk), coherence (logical flow from introduction → description → importance), and a clear conclusion.

WRITING TASK

STEP 3 (PREWRITING STAGE): Projected another picture on the screen. In case there is no projector , hold up an image or paste it on the board. You can even pass it round the class. Then engage the students in brainstorming. Encourage them to describe what they see in the picture.



A simulated hospital ward showing a student nurse demonstrating how to care for a patient on admission. Source : Ethically approved by ATBUTH Bauchi.

STEP 4 (WRITING STAGE): Ask the questions to guide their writing task:

-Use your understanding of imagery to craft your actual writing. -Incorporate descriptive language and sensory details to create vivid mental images in the reader's mind, bringing scenes and characters to life through the use of imagery. You can refer to the descriptive words on the board. -Adhere to the rules of grammar, punctuation and paragraphing.

STEP 5 (POST WRITING TASK)

On completing the writing task, have students to do the following:

-Peer Feedback/ Self-Reflection: share writing based on the pictures with peers. Encourage constructive feedback. Ask them questions like the following for a more meaningful feedback.



1. Have peers write one or two questions to the writer.
 2. Have peers identify topic sentence, supporting sentences and concluding sentence.
- Are there any sentences that did not fulfill one of the roles? Did they do something else?
3. Have peers count how many adjectives and adverbs the writer used.
- Revision and Editing: Revise and edit writing based on peer feedback and self-reflection. Emphasize the importance of refining descriptions to make them more vivid and engaging.

Keywords: nursing, communication English, writing