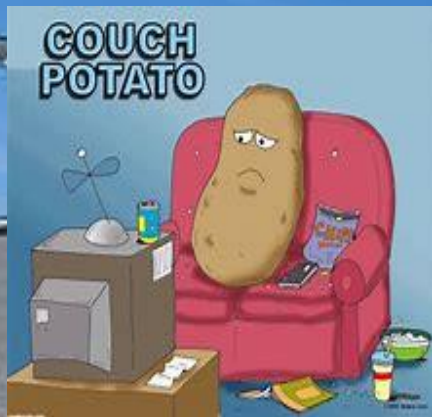


HAPPY TO EAT, LIVE TO BE HAPPY



Mestre Marcel.Í Domingo School

Elisa Garrigosa i Canivell

Generació Plurilingüe (GEP)

Year 1

2018-2019



GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL	
Title of the lesson or topic	Happy to eat, eat to be happy!	
Course / year / age	4 th grade. 24 children organised in groups of 4.	
Timing	2 hours	
Collaboration with	Science teacher.	
Short description of the session/s	Students are asked to reflect on their eating habits. Hopefully, we will encourage a healthy eating behaviour.	
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> 1. <i>type of input,</i> 2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i> 3. <i>dynamic instructions with collaborative and cooperative activities,</i> 4. <i>materials used.</i> 		
W	Activity 1	Children are asked “do you watch too much TV?” They are invited to watch a short video, where a child is watching TV, but sadly he turns into a potato. The teacher asks: “Are you afraid of becoming a couch potato?” Couch potato and bike potato characters are introduced. The teacher asks: “which sort of food do you think couch potato and bike potato like? Can you classify a list of food into couch potato and bike potato?” Children play a <i>Rally Bobin</i> , a kinaesthetic activity, where they first talk in <i>pairs</i> (A/B) and then run to put the different playing

cards into each category.

1. Type of input: visual, written and spoken.
2. Explicit and referential questions.
3. Cooperative activity, where every child runs for a different food item for the group.

4. Materials:

A. The motivational couch video in

<https://www.bing.com/videos/search?q=couch+potato!&&view=detail&mid=365ABA55A99838695723365ABA55A99838695723&&FORM=VRDGAReal>

B. The couchpotato and bikepotato props.

C. Couch potato or bike potato cards. Template nº1.

Activity 2

Children are asked: "Do you eat many doughnuts and hamburgers?" They are asked to accomplish a challenge: we've got a song lyric **And when I feel like eating a doughnut**, but some food pictures have been replaced from the song lyrics. Through a *jigsaw* technique groups of four children, each child is assigned a different food item. Then, they make groups with the children having the same food to discuss where the food better fits in the song. Later, the children go back to their original group to complete the song with their original group. Children sing along with a musical teenager cartoon created by plotagon.

1. Type of input: visual, written and spoken.
2. Explicit & Implicit questions. Filling in the blanks in the song implies thinking in terms of healthy or unhealthy food.
3. Cooperative activity, where every child is responsible for a different food item.

4. Materials:

A. And when I feel like eating a doughnut song. Template 2.

B. And when I feel like eating a doughnut song **Video** by plotagon.

Activity 3



The teacher asks the children: "Do you like coke?" and they watch a short video: What happens when we soak a boiled egg into coke? The video will be stopped at 0.28 since we are not going to be spoilers. With the help of the science teacher, children conduct the experiment themselves with other items: What happens when we soak marshmallows, or ham into coke for several days? Children are grouped according to the items in their flashcards. Children make predictions in their expert groups and they will later share their findings in their *base groups*. This hand-on activity guides them to draw the right conclusion to whether coke is good for our stomach or not. Finally, they are allowed to see the rest of the video to confirm their hypothesis.

1. Type of input: visual, written (mixed abilities needs being taken care of) and hands on.
2. Explicit & referential questions. Children make predictions about what they think it is going to happen when they leave the different

	<p>items into coke.</p> <p>3. Cooperative activity. Every child is responsible for the observation of a different food item and reports back to the group.</p> <p>4. Materials:</p> <p>A. Still drinking coke video in http://www.ebaumsworld.com/videos/still-drinking-coke-or-pepsi/82646659/</p> <p>B. Experiment items: a boiled egg, a coin, milk, ham, a marshmallow, gummi bears, clothes, a piece of apple, coke, and plastic glasses.</p> <p>C. The coke experiment. Template N°3.</p>
Activity 1	<p>A crazy scientist has learnt that mums in Roquetes have prepared a new recipe “fruit burger” and he is very angry because he hates healthy children. He has destroyed the recipe in his computer. He challenges them to put the cooking recipe in order. Children need to think, pair and share in order to infer the correct healthy food and ignore the unhealthy one to reconstruct the fruit burger recipe.</p> <p>1.Type of input: visual, written and spoken.</p> <p>2.Implicit question: filling in the blanks in the recipe implies thinking in terms of healthy and unhealthy food.</p> <p>3. Cooperative activity, where every child is responsible for a different food item and discusses it with the group.</p> <p>4. Materials:</p> <p>A. The crazy scientist motivational video and script. Template N°4</p> <p>B. The fruit burger recipe. Template N°5.</p> <p>C. Fruit recipe flashcards. Template N°6.</p>
Activity 2	<p>Children are invited to create a Health kahoot which they later will play with. Groups are made according to the question number. In each group the teacher assigns a technician, a secretary, a speaker and a checker. Having been provided the skeleton of the questions along with a visual aid, children create their own kahoot, which implies a final recap and a considerable digital competence practice.</p> <p>1.Type of input: visual, written and spoken.</p> <p>2.Explicit, Implicit and referential questions to cater for and challenge the different cognitive levels.</p> <p>3. Cooperative activity, where every child is responsible for a different question.</p> <p>4. Materials:</p> <p>. The Health kahoot template. Template N° 7.</p> <p>. Computer room.</p>
E	<p>. Healthy food vs unhealthy food.</p> <p>. Scientific method with its consequent steps: Observation, questions, information, experimenting, answers and report.</p>
In terms of language,	<p>Core vocabulary related to food: cake, doughnut, cupcake, fruit salad, green salad, chocolate, carrot, dessert, cereal, hamburger, tomato soup, crisp, olive oil, Orange juice, sweets, rice, lollipops, peas, fish and chips, green beans, biscuits, cherries, fruit burger, apple, mango,</p>

<p>what are the students practicing or learning to do?</p>	<p>watermelon, kiwi fruit, bread, cheese, ketchup and mayonnaise. Core vocabulary related to health: fat, vision, vitamin C, a cold, sugar, stomachache, additives, fibre, salt, B-complex vitamins, sulphites, palm oil, sick, antioxidants, healthy, fatty, sugary, exercise, carbohydrates, bones, teeth,” five a day”, junk food, fast food, grow up, protein, brain, oily fish, and a cold Connectors to follow the recipe steps: to begin with, first, secondly, thirdly, then and finally. Numbers from 20 to 90.</p>
<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>It promotes academic learning and understanding about healthy eating at a right cognitive level and at the same time children practise their L2 at the right comprehensible level by means of varied input catering for different intelligences. Moreover, they learn how to work collaboratively in a digital world.</p>
<p>Other important information</p>	
<p>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</p>	<p>Template1. Couch potato or Bike potato. Template 2. When I’m feeling like eating a doughnut. Template 3. A coke experiment. Template 4. A fruit burger Template 5. A Health kahoot.</p>

TEMPLATE 1 : Couch potato or bike potato?

 <p>COUCH POTATO</p>	 <p>BIKE POTATO</p>
<p>A</p>  <p>A hamburger contains lots of fat.</p>	<p>B</p>  <p>A tomato soup is good for your vision.</p>
<p>B</p>  <p>Crisps contain a lot of olive oil.</p>	<p>A</p>  <p>Orange juice has got vitamin C, which prevents you from getting a cold.</p>
<p>A</p>  <p>Sweets have got lots of sugar in it.</p>	<p>B</p>  <p>White rice is good when you've got a Stomachache.</p>
<p>B</p>  <p>Lollipops have got lots additives in it.</p>	<p>A</p>  <p>Peas are rich in fibre.</p>
<p>A</p>  <p>Fish and chips contain lots of salt.</p>	<p>B</p>  <p>Green beans are rich in B-complex vitamins.</p>
<p>B</p>  <p>Biscuits contain sulphites and palm oil, which can make you sick.</p>	<p>A</p>  <p>Cherries are unique antioxidants.</p>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

Template 2. Teacher

When I feel like eating a sugary doughnut song.



When I feel like eating a sugary doughnut again,

I'll count 20, 30, 40 up to 50

and remember the sugar in it.

I'll quickly leave the sofa and prepare myself

a delicious fruit salad.

When I feel the temptation to eat a triple chocolate cupcake.

Oh, no, no!

I'll get a crispy carrot and off on my bike,

and I'll continue counting 60, 70, 80, 90 up to one hundred.

When I die for a fatty hamburger,

I'll turn to a healthy green salad.

Template 2.Student

When I feel like eating a sugary doughnut song.



When I feel like eating a sugary _____ again,
 I'll count 20, 30, 40 up 50
 and remember the sugar in it.
 I'll quickly leave the sofa and prepare myself
 a delicious _____
 When I feel the temptation to eat a triple chocolate _____,
 Oh, no, no!
 I'll get a crispy _____ and off on my bike,
 and I'll continue counting 60, 70, 80, 90 up to one hundred.
 When I die for a fatty _____,
 I'll turn to a healthy _____.

Template 3

THE  EXPERIMENT

Try and observe. What happens when you put the following items into coke?

1.  A boiled egg.	A: Nothing B: It decomposed. C: It disappeared. D. It got cleaned.	5.  Marshmallow	A: Nothing B: It decomposed. C: It disappeared. D. It got cleaned
2.  A coin	A: Nothing B: It decomposed. C: It disappeared. D. It got cleaned	6.  Gummi bear	A: Nothing B: It decomposed. C: It disappeared. D. It got cleaned
3.  Milk.	A: Nothing B: It decomposed. C: It disappeared. D. It got cleaned	7.  A dirty piece of cloth	A: Nothing B: It decomposed. C: It disappeared. D. It got cleaned
4.  Ham	A: Nothing B: It decomposed. C: It disappeared. D. It got cleaned	8.  A piece of apple	A: Nothing B: It decomposed. C: It disappeared. D. It got cleaned

What do you think it happens when food goes along with coke in your stomach?

- A: Nothing
- B: It decomposes.
- C: It disappears.
- D. It gets cleaned.

Do you think coke is healthy for your stomach? Yes No

Annex 4

Crazy scientist video script.

Motivation for the fruit recipe reading.

Hey you little monsters... yes you! I hate your healthy mums! I've heard mums from Roquetes school have discovered a new cooking recipe. A super healthy one: a fruit burger!

Guess what! I have stolen the fruit burger recipe and cut it into pieces and remove some pictures to make it even more difficult to enjoy another fruit burger!

Those mums want to give you healthy food and I don't like kids with healthy habits because they are all happy and I hate happy children!

What do I hear? Is that crying? You will never eat another fruit burger again! Only fatty hamburgers!

Well, you could eat another fruit burger again if you are capable of solving a mysterious recipe, but it is such a difficult task, that you won't be able to do it in a million years!

Excuse me? Are you saying you accept the challenge? Is that what I hear? You will never do it!

Poor little monsters... Do you want to try it? Ok, but don't tell me I didn't warn you.

Now you can start trying to find the right order to the recipe.

Only if all the groups get their answers right you will be able to cook your fruit burger again.

Good luck little creatures... you will need it!

TEMPLATE 5. TEACHER

A fruit burger



Step 1: To begin with, prepare the Ingredients

2 cookies per burger.

Apple. First, cut the apple crosswise into slices. Cut out the inner core and remove the seeds.

Mango. Secondly, peel the mango and cut it into large slices. Use a cookie cutter or glass that is the same size as the cookies to shape the mango into a circle.

Watermelon. Thirdly, use the same cookie cutter/glass as with the mango to also cut a circle out of a piece of watermelon.

Kiwi fruit. Then, peel the kiwi fruit and cut it into slices

Step 2: Assembly Required

Finally, build your burger from the bottom up and insert a toothpick to hold everything together. Make sure the toothpick fits through the top cookie before adding the cookie and toothpick to the rest of the burger ingredients.

The fruit burger is ready to be served. You can eat it with your friends!

Template 5. Student

A fruit burger



Step 1: To begin with, prepare the Ingredients

2 _____ per burger.

_____ First, cut the apple crosswise into slices. Cut out the inner core and remove the seeds.

_____ Secondly, peel the mango and cut it into large slices. Use a cookie cutter or glass that is the same size as the cookies to shape the mango into a circle.

_____ Thirdly, use the same cookie cutter/glass as with the mango to also cut a circle out of a piece of watermelon.

Then, peel the _____ and cut it into slices

Step 2: Assembly Required

Finally, build your burger from the bottom up and insert a toothpick to hold everything together. Make sure the toothpick fits through the top cookie before adding the cookie and toothpick to the rest of the burger ingredients.

The fruit burger is ready to be served. You can eat it with your friends!

TEMPLATES. TEACHER

A fruit burger



Step 1: To begin with, prepare the Ingredients

2 cookies per burger.

Apple. First, cut the apple crosswise into slices. Cut out the inner core and remove the seeds.

Mango. Secondly, peel the mango and cut it into large slices. Use a cookie cutter or glass that is the same size as the cookies to shape the mango into a circle.

Watermelon. Thirdly, use the same cookie cutter/glass as with the mango to also cut a circle out of a piece of watermelon.











Kiwi fruit. Then, peel the kiwi fruit and cut it into slices

Step 2: Assembly Required

Finally, build your burger from the bottom up and insert a toothpick to hold everything together. Make sure the toothpick fits through the top cookie before adding the cookie and toothpick to the rest of the burger ingredients.

The fruit burger is ready to be served. You can eat it with your friends!

TEMPLATE 6: FRUIT BURGER FLASHCARDS

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...)	YES
2. The input presented is used to help learners understand ideas and construct meaning	YES
3. The input is presented at the right cognitivelevel and the right languagelevel , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	YES
4. Students are helped in some way to understand , i.e. input is made comprehensible	YES
5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	YES
6. The input and activities presented cater to multiple intelligences	YES
7. Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	YES
8. A variety of collaborative learning strategies are used throughout the session.	YES

9. At least one of the activities presented requires cooperation among students.	YES
10. Students are explicitlytaught how to work in groups (or pairs).	YES
11. Students are explicitlyguided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	YES
12. At least one ICT tool is used to promote digitalcollaborativelearning .	YES

GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	Happy to live, live to be happy!
Author	Elisa Garrigosa Canivell
Course / year / age	4 th grade/ 9-10 years old/ 24 children organised in groups of 4.
Number of sessions	2 hours
Collaboration with...	Science teacher.
Main objectives of the sessions	Recognise the right habits to enjoy a good mental health. Acquisition of vocabulary related to mental health: skin, heart, wrinkles, blood pressure, brain, happy, sad, and feeling blue.
Short description of the sessions	Students are asked to reflect on activities which help to take care of their well- being. Hopefully, we will encourage good mental health.

		<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> 1. <i>collaborative and cooperative activities instructions (including the timing and the language support)</i> 2. <i>type of support,</i> 3. <i>readings and writings planned,</i> 4. <i>assessment tools</i> 5. <i>materials used</i> 	Timing
S E S S I O N 1	Activity 1	<p>Children are encouraged to greet each other in the morning. They are asked to read their visual happiness passwords in their cooperative groups. Later, one child from each group chooses a happiness password to welcome his/her group to practice empathy.</p> <p>Template 1. My happiness password.</p>	15 minutes
	Activity 2	<p>Children are asked:” Do you feel sad sometimes? What do you do then?” They are asked to accomplish a challenge: we’ve got a song lyric When I am feeling blue, but some pictures have been replaced from the song lyrics. Through a <i>jigsaw</i> technique groups of four children, each child is assigned a different item. Then, they make groups with the children having the same item to discuss where it fits better in the song. Later, the children go back to their original group to read and complete the song within their original group. Children listen and sing along the song in https://youtu.be/cZf8HomfQnQ</p> <p>Template 2. When I’m feeling blue song. Teacher</p> <p>Template 3. When I’m feeling blue song. Student</p>	20 minutes

	<p>Activity 3</p>	<p>Run for your happiness. Science backs it up! A pre-reading visual activity ,”My organs, my happiness”, in which children in their cooperative groups will place the following vocabulary on a graphic: skin, heart, brain, wrinkles, blood pressure and stomach. A running dictation, where children in their groups take turns to read and dictate the words in bold in the six short texts with visual support on their classroom walls. Each reading deals with a different physical benefit happiness has on your body. During the dictation, children in their groups take turns to write the missing words on the summary template provided.</p> <p>Template 4. Run for your happiness. Science backs it up! Readings</p> <p>Template 5. Run for your happiness. Science backs it up! Template</p>	<p>20 minutes</p>
<p>S E S S I O N</p>	<p>Activity 4</p>	<p>”My happiness box”. The teacher introduces “My happiness box” to the kids and starts the conversation, models it by giving them language support and asking them what they would like to include in the happiness box. Visual support is provided in order to elicit appropriate behaviours to promote good mental health: focus on creating what you desire, read books, get a goodnight’s sleep, exercise, pamper yourself, face your fears, get in touch with nature and beach, limit TV and computer, meet people you love, help others, find a new perspective and surprise people.</p> <p>Template 6. My Happiness box</p>	<p>15 minutes</p>
<p>2</p>	<p>Activity 5</p>	<p>A Pre-reading activity where children are presented “The Gratitude Jar”. They are asked to predict what is supposed to be inside the jar. The teacher provides language support so that the children, in their cooperative groups, will be able to give their opinions. Then, the teacher does a read-aloud to students, modelling proficient reading, and children check their predictions and confirm their hypothesis. They discuss the questions proposed by the teacher in order to settle the atmosphere to start a “Gratitude Jar” in the classroom on a regular basis.</p> <p>Template 7. The gratitude Jar.</p> <p>Template 8. The gratitude Reading.</p> <p>Template 9: Our gratitude jar. Let’s think, share and start!</p>	<p>20 minutes</p>

	<p>Activity 6</p>	<p>After reading activity, where children are invited to write “Our Happiness diary” with padlet. In their groups, they will speak about the good practices from “Our gratitude jar” promoted in their cooperative groups during their week, so that they will grow to be responsible citizens by sharing their experiences. In each group the teacher assigns a technician, a secretary, a speaker and a checker. The teacher will provide modelling throughout the writing.</p> <p>Instance: computer room</p> <p>Template 10: Our Happiness diary with padlet.</p> <p>Final activity: I know how to be happy. Self-assessment, where children reflect on their learning process by means of a checklist.</p> <p>I know how to be happy. Template 11.</p>	<p>20 minutes</p> <p>5 minutes</p>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>Children will learn about the importance of practising appropriate habits to enjoy a good mental health and the benefits it brings to our organs.</p>		
<p>In terms of language, what are the students practicing or learning to</p>	<p>Core vocabulary related to mental health: focus on creating what you desire, read books, get a goodnight’s sleep, exercise, pamper yourself, face your fears, get in touch with nature and beach, limit TV and computer, meet people you love, help others, find a new perspective and surprise people.</p> <p>Core vocabulary related to greeting and empathy: a hug, give me five, a blowing kiss, jump up high, shake hands, fist bump.</p>		

do?		
In what way is this lesson plan a good example of what we learnt in the GEP course session?	<p>It promotes academic learning and understanding about mental health at a right cognitive level and at the same time children practise their L2 at the right comprehensible level by means of varied input catering for different intelligences.</p> <p>Moreover, they learn how to work collaboratively in a digital world.</p>	
Other important information		
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<p>Template 1. My happiness password.</p> <p>Template 2. When I'm feeling blue song. Teacher</p> <p>Template 3. When I'm feeling blue song. Student</p> <p>Template 4. <i>Run for your happiness. Science backs it up! Readings</i></p> <p>Template 5. <i>Run for your happiness. Science backs it up! Template</i></p> <p>Template 6. My happiness box.</p> <p>Template 7. A gratitude jar Template.</p> <p>Template 8. Read for your happiness. A gratitude jar.</p>	

	<p>Template 9: My gratitude jar. Let's think, share and start!</p> <p>Template 10: Our Happiness diary with padlet.</p> <p>Template 11: I know how to be happy checklist.</p> <p>Template 12: My happiness rubric. Teacher Assessment.</p>	
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MY HAPPINESS PASSWORD

A HUG



GIVE ME FIVE!



A BLOWING KISS



JUMP UP HIGH!



Shake hands!



FIST BUMP!



ANNEX 1

Template 2. Teacher. When I feel blue song.

When I feel blue,

I'll have a chocolate for energy and

I'll try to see myself climbing a mountain,

I'll remember to smile again.

I'll phone a friend and go to the movies.

When I feel like crying.

Oh, no, no!

I'll go to do sport.

If it rains, what are colourful umbrellas for?

I'll draw a rainbow

And sing for the sun to shine.

Template 2. Student. When I feel blue song.

When I feel _____

I'll have a _____ for energy and

I'll try to see myself climbing a _____

I'll remember to _____ again.

I'll _____ and go to the movies.

When I feel like _____,

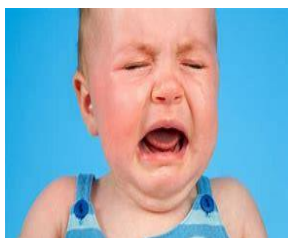
Oh, no, no!

I'll go to _____.

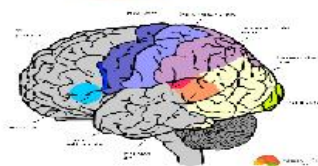
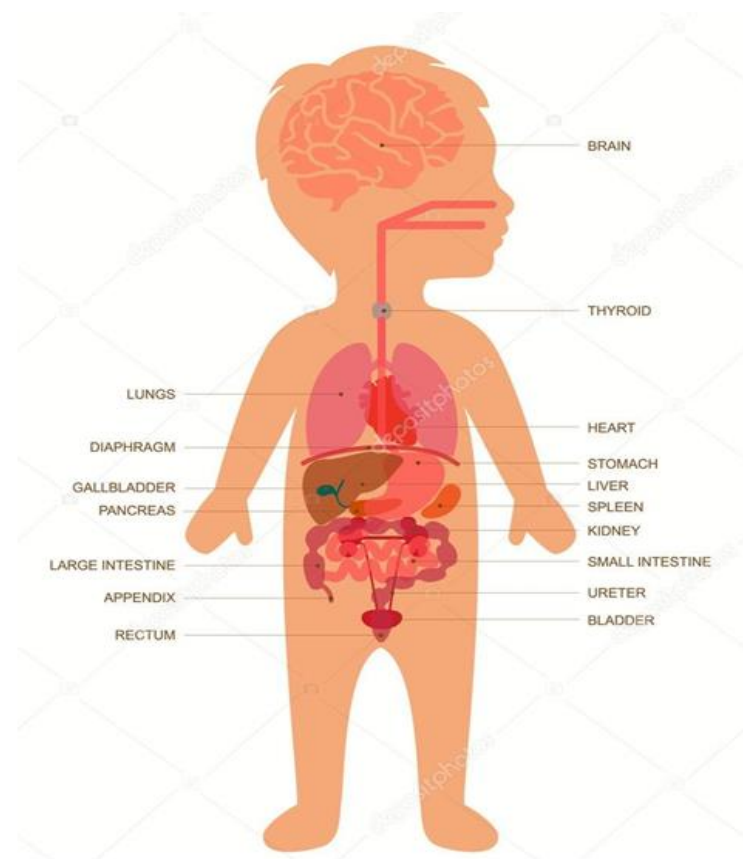
If it rains, what are _____ for?

I'll draw a _____

And sing for the _____ to shine.



ANNEX 4: My organs, my happiness



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

Run for your happiness. Science backs it up!

1

Your skin

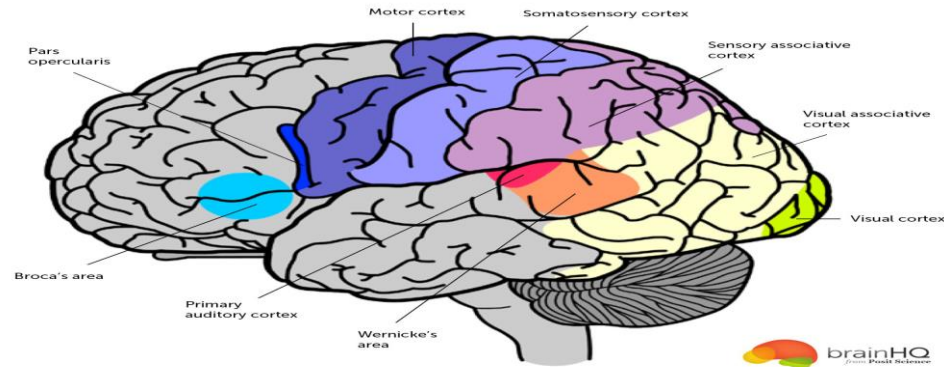


The skin is the most sensitive **organ** in the body to assess a person's happiness: If you are happy and **relaxed**, your skin will be happy too. When people are happy, they produce hormones called **endorphins** – there is emerging evidence that endorphins are involved in strengthening the skin barrier, have an anti-inflammatory effect and promote wound healing.

Run for your happiness. Science backs it up!

2

Your brain



Being happy increases the production of endorphins and serotonin which is also known as the **happiness hormone**. These happiness hormones create a sense of feeling content, which in turn make the **brain** function at its **best capacity**.

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

Run for your happiness. Science backs it up!

3

Your heart



When you're happy you **smile** and smiling can have a **positive impact** on your health, including your heart health. "The release of endorphins through smiling increases blood flow and lowers blood pressure. This means that you have less risk of **heart problems** – just by smiling!"

Run for your happiness. Science backs it up!

4

Your wrinkles



Did you know being happy could keep wrinkles away? Happiness can mean retaining the appearance of **youth** for longer. Happiness can influence **skin ageing**. There's a cellular relation between happiness and **youthfulness**.

Run for your happiness. Science backs it up!

5

Your blood pressure.



Happiness can lower blood pressure. And this in turn can have a **good effect**. We eat less and more healthily, drink less **alcohol** and *smoke less. It results in less heart *disease, ***diabetes** and ***stroke** and the enjoyment of the endorphin release which makes us even happier!

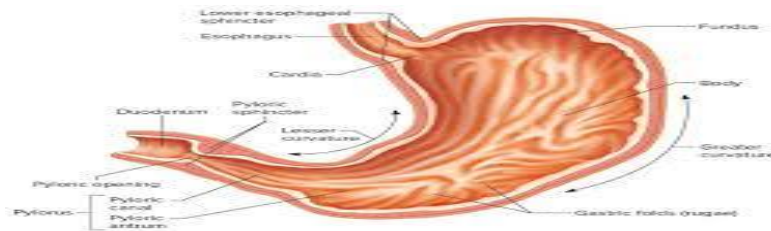
*Smoke: fumar

*disease: illness

*diabetes: illness related to sugar

*stroke: infart


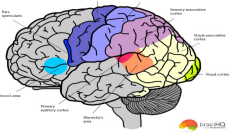




Your stomach.



Stomach **butterflies** are associated with the body's fight-or-flight **response**. When the brain perceives a potential threat to **survival**, it increases alertness. The stomach is considered our second brain and the butterflies **protect** us and serve as an evolutionary function.

Annex 5

Run for your happiness! Science backs it up! Template

<p>Your skin</p>		<p>The skin is the most sensitive _____ in the body to assess a person's happiness: If you are happy and _____, your skin will be happy too. When people are happy, they produce hormones called _____. There is emerging evidence that endorphins are involved in strengthening the skin barrier, have an anti-inflammatory effect and promote wound healing.</p>
<p>Your brain</p>		<p>Being happy increases the production of endorphins and serotonin which is also known as the _____. These happiness hormones create a sense of feeling content, which in turn make the _____ function at its _____.</p>
<p>Your heart</p>		<p>When you're happy you _____ and smiling can have a _____ on your health, including your heart health. "The release of endorphins through smiling increases blood flow and lowers blood pressure. This means that you have less risk of _____ – just by smiling!</p>
<p>Your wrinkles</p>		<p>Did you know being happy could keep wrinkles away? Happiness can mean retaining the appearance of _____ for longer. Happiness can influence _____. There's a cellular relation between happiness and _____.</p>
<p>Your blood pressure</p>		<p>Happiness can lower blood pressure. And this in turn can have a _____. We eat less and more healthily, drink less _____ and *smoke less. It results in less heart *disease, * _____ and * _____ and the enjoyment of the endorphin release which makes us even happier!</p>
<p>Your stomach</p>		<p>Stomach _____ are associated with the body's fight-or-flight _____. When the brain perceives a potential threat to _____, it increases alertness. The stomach is considered our second brain and the butterflies _____ us and serve as an evolutionary function.</p>

I would like to...

I like to...



ANNEX 6

My happiness box



FOCUS ON CREATING WHAT YOU DESIRE



READ BOOKS



GET A GOOD NIGHT'S SLEEP



EXERCISE



PAMPER YOURSELF



FACE YOUR FEARS



GET IN TOUCH WITH NATURE AND BEACH



LIMIT TV AND COMPUTER



MEET PEOPLE YOU LOVE FI



HELP OTHERS



FIND A NEW PERSPECTIVE



SURPRISE PEOPLE

I think



In my opinion,
this jar is



ANNEX 7

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

Read for your happiness: a gratitude jar.



What exactly is a gratitude jar?

The idea behind the gratitude jar is to make a **routine** of **writing down** the little things that made you **happy** during your day, in an effort to remember to be grateful for the positive **moments instead** of **complaining** on the **negative**. Then, you simply put the **piece of paper** into the jar as a reminder of those simple moments that made you **smile**.






It has been shown that we, as human beings, have **brains** that remember negative moments more easily than positive ones. And that's where the gratitude jar comes in!

After reading the **positive moments** in the **papers**, you can unfold them all and stick them in order in a **notebook** so that you can look at them once in a while.

Do you have a gratitude jar, or another way of practicing gratitude on a **day-to-day** basis? If you do, do you have any **plans** for the paper memories once the jar is full?

ANNEX 9

My gratitude jar. Let's think, share and start!

<p>Do you think you can make a routine of the gratitude jar?</p>		<p>Yes/ No</p>
<p>Why do you think our brain remembers more easily negative moments?</p>		<p>Because</p>
<p>Do you normally complain about everything?</p>		<p>Yes/No</p>
<p>What makes you smile?</p>		
<p>What are we going to do with the papers once the jar is full?</p>		

OUR HAPPINESS DIARY

ANNEX 10:

MODELLING PROVIDED BY THE TEACHER

ON MONDAY

- . help my mum cooking
- . help my dad clean the car
- . go to the swimming pool
- . eat a chocolate
- . be patience with Montse
- . sleep 8 hours
- . help my brother to prepare sports equipment.

ON TUESDAY

- . do a good drawing
- . make my bed
- . dance hip-hop
- . meet Joan
- . wait for Pere at the end of the school
- . play basketball
- . walk my neighbour to school

ON WEDNESDAY

- . help Anna with her homework
- . play football with Eli.
- . visit my grandma
- . make a thank you note for my teacher
- . spend time with Elena in the playground.
- . play volleyball

ON THURSDAY

- . share my breakfast with Noe.
- . phone Marta to see how she was doing.
- . write a good poem
- . can solve a Math problem
- . let the others borrow my materials.
- . Help Marc with chess

ON FRIDAY

- . make Eric smile when he was sad.
- . go for a walk in the park.
- . read a comic
- . ask for help with Science.
- . learn 5 new words in English.

focus on creating what you desire, read books, get a goodnight's sleep, exercise, pamper yourself, face your fears, get in touch with nature and beach, limit TV and computer, meet people you love, help others, find a new perspective, surprise someone.

OUR HAPPINESS DIARY

ANNEX 10

ON MONDAY

ON TUESDAY

ON WEDNESDAY

ON THURSDAY

ON FRIDAY

focus on creating what you desire, read books, get a goodnight's sleep, exercise, pamper yourself, face your fears, get in touch with nature and beach, limit TV and computer, meet people you love, help others, find a new perspective, surprise someone.

Annex 11 :

I know how to be happy checklist

1.I recognise my happiness passwords: a hug, give me five, a blowing kiss, jump up high, shake hands, and fist bump.	YES/NO
2.I can identify vocabulary related to the human body: skin, brain, heart, wrinkles, blood pressure and stomach.	YES/NO
3. I can name some positive effects happiness has on my body.	YES/NO
4. I do the tasks assigned in my group.	YES/NO
5. I speak in English with my friends during the tasks.	YES/NO
6.I enjoy practising my gratitude jar hints: focus on creating what you desire, read books, get a goodnight's sleep, exercise, pamper yourself, face your fears, get in touch with nature and beach, limit TV and computer, meet people you love, help others, find a new perspective and surprise people.	YES/NO
7.I write in our happiness diary.	YES/NO
8. I help my friends.	YES/NO

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

Annex 12. My happiness rubric. Teacher assessment.

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Quality of writing	.Diary was written in an extraordinary style and voice .very informative and well organised	.Diary was written in an interesting style and voice .somewhat informative and organised	.Diary had little style or voice .Gives some new information but poorly organised	. Diary had no style or voice .Gives no new information and poorly organised
Grammar, Usage & Mechanics	.Virtually no spelling, punctuation or grammatical errors.	.Few spelling and punctuations errors, minor grammatical errors.	.A number of spelling, punctuation or grammatical errors	.So many spelling, punctuation and grammatical errors that it interferes with the meaning.

Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	YES
2. Before-, during- and after- reading activities are prepared.	YES
3. The materials use visuals to support comprehension.	YES
4. The writing process takes place in joint collaboration with the teacher (modelling)	YES
5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	YES
6. The teacher uses different strategies to help students throughout the process of reading and writing	YES
7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	YES

8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	YES
9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	YES