

HEALTHY HABITS HIGH SCHOOL PLAN

How can we improve the healthy
habits of our community?



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PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	Healthy habits High school Plan
Authorship	Eva Salvador & Jordi Solé
School	INS Moianès
Students' CEFR Level (A1, A2...)	Beginner A1 (1st ESO) & Advance B2 (1st Batxillerat)
Grade	1st ESO and 1st Batxillerat
Content area(s)	Arts and P.E.
Number of sessions (4, 6 or 9)	6
Teacher(s) involved	Eva Salvador, Jordi Solé
Key words	Healthy Habits, oral communication, collaborative work, critical thinking, infographic, design, fitness, eating, lifestyle.

1. OUR PROJECT

Introduction:

The project aims to improve healthy habits in our high school through different actions including oral and graphic communication.

The project will be carried out by two groups (1st ESO and 1st Batxillerat). At first the two groups will work separately (1st ESO will learn about infographics and 1st Batxillerat will learn about healthy habits). In the fifth session they will work together, 1st ESO learning about healthy habits from 1st Batxillerat. After this the two groups will work separately; 1st ESO will do an infographics about healthy habits and 1st Batxillerat will do research on the internet about international programs that promote healthy habits. On the final day of the project, both groups will participate in the high school's English Day, showing the results of their work through Healthy Habits day.

Driving question: How can we improve the healthy habits of our community?

Final product: Project to promote healthy habits (council, high school, schools and towns, families, etc. the whole community): Oral presentations, digital graphics (infographics), design a school healthy-habits map.

2. GOALS

2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

1. Create and explain healthy habits and their benefits showing a presentation to the 1st ESO students.

1. 1. They can properly describe the main characteristics of healthy habits and explain, analyse and reflect on the importance of following healthy habits in our lives. (1st Batx).

1. 2. They can write a correct text to prepare the video presentation. (1r Batx).

1. 3.They can search for information about healthy habits and the influence they have on our lives. (1er Batx. - 1st ESO).

<p>2. Identify and define healthy habits in order to analyze the habits of our community.</p>	<p>2. 1. They can take notes on the main words in a scaffolding worksheet prepared by 1st Batxillerat of an oral presentation about healthy habits. (1st ESO)</p> <p>2. 2. They can include all the relevant elements of healthy habits in a mind map. (1st ESO)</p>
<p>3. Compare the healthy habits they've learned with the actual healthy habits of the high school. Make a diagnostic of the healthy habits of our community.</p>	<p>3. 1. They can consider where and when they can do something in relation with healthy habits in the high school. (working with a healthy habits map of the high school). (1st ESO)</p> <p>3. 2. They can relate this to the healthy habits in our community and compare all we usually do with what we should do. (work with a healthy habits map of the high school in order to prepare the infographics). (1st ESO)</p>
<p>4. Create a healthy habits poster following the basic guidelines of the graphic design.</p>	<p>4. 1. They can identify the basic elements of the artistic languages (structural configurations, chromatic variations, spatial orientation and texture) of objects and / or aspects of reality. Studying other examples of infographics. (1st ESO)</p> <p>4. 2. They can use the terminology typical of artistic language to describe the objects and the images and represent objects and ideas in a two-dimensional format. (1st ESO)</p> <p>4. 3. They can perform artistic productions and</p>

	demonstrate initiative and creativity through the management of drawing as a basic tool for representation and communication of ideas. (1st ESO)
5. Search international projects about the participation of young people in healthy habits.	<p>5. 1. They can makes a search about healthy habits and youth.</p> <p>5. 2. They can organize all the content found and analyze which match better with our characteristics.</p> <p>5. 3. They can decide how 1st ESO and 1st Batxillerat come to a mutual agreement to present the material.</p>
6. Organize and carry out a Healthy habits day to high school community.	<p>6.1. They can present orally the whole project to High school community.</p> <p>6.2. They can carry out all the Healthy day preparations.</p> <p>6.3. They are be able to value the project and its results as a positive way to enjoy as well as they learn useful aspects to preserve our health.</p>

3. CURRICULUM CONNECTIONS
SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>Dimensió percepció i escolta: Competència 1. Utilitzar estratègicament els</p>	<p>1.Percepció visual i audiovisual 2. Fonaments del llenguatge</p>	<p>Dimensió comprensió lectora Competència 1 .Obtenir informació,</p>	<p>1.Comprensió oral: global, literal i interpretativa. 2.Estratègies de comprensió oral. 3.Estratègies de producció oral. 4.Estratègies d'interacció oral.</p>

<p>elements dels llenguatges visual, musical i corporal per analitzar les produccions artístiques.</p> <p>Competència 2. Mostrar hàbits de percepció reflexiva i oberta de la realitat sonora i visual de l'entorn natural i cultural.</p> <p>Dimensió expressió, interpretació i creació:</p> <p>Competència 4. Interpretar i representar amb formes bidimensionals i tridimensionals, estàtiques i en moviment.</p> <p>Competència 5. Compondre amb elements dels llenguatges artístics utilitzant eines i tècniques pròpies de cada àmbit.</p> <p>Competència 7. Desenvolupar projectes artístics disciplinaris o transdisciplinaris tant personals com col·lectius.</p> <p>Dimensió societat i cultura</p> <p>Competència 8. Valorar amb respecte i sentit crític les produccions artístiques en els seus contextos i funcions.</p> <p>Competència 9. Gaudir de les experiències</p>	<p>visual, plàstic i audiovisual.</p> <p>3. Elements bàsics de les produccions artístiques.</p> <p>4. Llenguatges artístics: procediments, ús i interrelació.</p> <p>5. Forma: tipologia i característiques.</p> <p>6. Interpretació de les formes i lectura d'imatges.</p> <p>7. Expressió i comunicació</p> <p>8. Bidimensionalitat, tridimensionalitat i temporalitat.</p> <p>9. Instruments i tècniques analògiques i digitals per a la representació i comunicació visual i audiovisual.</p> <p>10. Art i societat</p> <p>11. Art i compromís</p> <p>12. Interrelació de les</p>	<p>interpretar i valorar el contingut de textos escrits de la vida quotidiana, dels mitjans de comunicació i acadèmics per comprendre'ls.</p> <p>Competència 2 Reconèixer els gèneres de text, l'estructura i el seu format, i interpretar-ne els trets lèxics i morfosintàctics per comprendre'ls.</p> <p>Competència 3: Desenvolupar estratègies de cerca i gestió de la informació per adquirir coneixement</p> <p>Dimensió expressió escrita</p> <p>Competència 4: Planificar l'escrit d'acord amb la situació comunicativa (receptor, intenció) i a partir de la generació d'idees i la seva organització.</p> <p>Competència 5 Escriure textos de tipologia diversa i en diferents formats i suports amb adequació, coherència, cohesió i correcció lingüística.</p> <p>Competència 6 Revisar i corregir el text per millorar-lo, i tenir cura de la</p>	<p>7. Comprensió escrita: global, literal, interpretativa i valorativa.</p> <p>8. Estratègies de comprensió escrita.</p> <p>9. Cerca i gestió de la informació i la consulta lingüística.</p> <p>10. Criteris de selecció i valoració de la informació.</p> <p>11. Estratègies per a la planificació de l'expressió escrita</p> <p>12. Adequació, coherència i cohesió</p> <p>13. Estratègies de revisió, correcció, reparació i presentació.</p> <p>14. Estratègies d'interacció escrita.</p> <p>15. Producció creativa.</p> <p>16. Ús de diccionaris.</p> <p>17. Textos orals, escrits i audiovisuals literaris.</p>
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<p>i creacions artístiques com a font d'enriquiment personal i social.</p> <p>Competència 10. Fer ús del coneixement artístic i de les seves produccions com a mitjà de cohesió i d'acció prosocial.</p> <p>E.F:</p> <p>1. La competència en l'adquisició d'un estil de vida saludable comporta el coneixement, la valoració i la pràctica dels hàbits saludables, així com el reconeixement dels riscos que impliquin els hàbits no saludables.</p>	<p>arts</p> <p>13. Procediments d'anàlisi de produccions artístiques</p> <p>15. Metodologia projectual.</p> <p>E.F:</p> <ul style="list-style-type: none"> • Utilització de les TIC i les MAV per a la cerca, anàlisi i contrast d'informació relativa a l'educació física. • Anàlisi i reflexió crítica sobre el concepte de salut. • Experimentació, caracterització i valoració dels beneficis i riscos de l'activitat física com a hàbit de vida saludable. 	<p>seva presentació formal.</p> <p>Dimensió comunicació oral Competència 7 Obtenir informació, interpretar i valorar textos orals de la vida quotidiana, dels mitjans de comunicació i acadèmics, incloent-hi els elements prosòdics i no verbals.</p> <p>Competència 9 Emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs.</p> <p>1 Batx.</p> <p>Competència comunicativa.</p> <p>Competència personal i interpersonal</p>	<p>1 Batx.</p> <p>Dimensió comunicativa</p> <p><i>Participació en interaccions orals, escrites i audiovisuals</i></p> <ul style="list-style-type: none"> • Utilització de manera habitual de la llengua estrangera com a llengua vehicular a classe. • Participació activa en converses reals cara a cara i a través de mitjans electrònics, que abordin diverses situacions i temes rellevants per a l'aprenent. • Presa i cessió del torn de paraula de manera apropiada. • Participació activa en discussions o debats orals sobre temes familiars i rellevants per a l'aprenent, o en fòrums digitals, escoltant o llegint atentament, expressant de manera breu la pròpia opinió. <p><i>Comprensió de discursos orals, escrits i audiovisuals</i></p>
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- Alt grau de comprensió del discurs propi de l'aula tant oral com per escrit: instruccions per executar les tasques de classe, organització de la feina, explicacions del professorat i dels companys i companyes.
- Comprensió bàsica de la funció i la intenció discursiva principal de diferents documents orals i escrits.
- Comprensió dels elements centrals de narracions, explicacions i converses autèntiques enregistrades en àudio o vídeo amb durada, complexitat cognitiva, lingüística i discursiva limitades, en condicions determinades: situacions de la vida quotidiana, en varietats estàndard de la llengua, amb unes condicions d'audibilitat i intel·ligibilitat favorables.
- Identificació de les idees principals i extracció d'informació específica principal de varietat de tipus de textos orals i escrits sobre temàtiques d'actualitat, d'interès general i de divulgació de diferents camps del saber provinents de mitjans no especialitzats.

Producció de discursos orals, escrits i audiovisuals

- Explicacions senzilles a l'entorn d'un tema interessant prèviament preparat, tot explicant raonadament les opcions personals, amb el suport d'elements visuals i/o d'un breu esquema.
- Argumentació bàsica de les idees pròpies en debats o discussions a l'aula.
- Exposició oral de treballs personals o de grup, elaborats amb anterioritat, on s'estableixen relacions de causa i efecte.
- Reflexió a partir d'activitats de comunicació sobre algunes regles bàsiques de funcionament del sistema gramatical (fonologia, morfosintaxi, semàntica) i sobre normes pragmàtiques i discursives bàsiques, mitjançant processos d'inducció o deducció.
- Utilització eficient dels coneixements sobre la llengua i la comunicació adquirits en diversos contextos formals i no formals per millorar la comprensió i l'expressió en llengua estrangera.
- Autoavaluació de les pròpies fortaleses, dificultats en l'aprenentatge i competències en llengua estrangera assolides. Identificació dels progressos i d'àrees de millora prioritàries.

Competència en la recerca i el tractament de la informació

- Presa de consciència sobre la influència dels aspectes emocionals en l'aprenentatge de la llengua estrangera, i desenvolupament d'estratègies per superar la inseguretat pròpia del parlant al·lòcton.

Dimensió de recerca i tractament de la informació

- Interpretació d'informació presentada de manera gràfica, com ara en taules, diagrames o esquemes, similars als emprats en la vida quotidiana.
- Ús eficaç de material de consulta tant per trobar informació (enciclopèdies, revistes, llibres de divulgació, pàgines web) com per millorar les capacitats de comprensió i expressió (diccionaris i gramàtiques).
- Discriminació crítica de la fiabilitat de les fonts d'informació consultades.
- Col·laboració per resoldre en equip tasques de tipus cognoscitiu o social, com ara resoldre un problema de lògica o decidir l'organització ideal d'un grup social, i autoavaluació de la capacitat per treballar en equip.
- Redacció i posada en comú oralment d'informes breus i senzills explicant el procés que s'ha seguit per portar a terme una activitat determinada, com ara un petit experiment, i presentar públicament els resultats.
- Planificació i execució, individualment o en grup, de petites recerques o fragments de recerques que impliquin la recollida, processament i interpretació de dades, i la presentació oral de resultats.
- Ús de les eines TIC/TAC per a l'elaboració i la comunicació del coneixement.

Competències digital.

Dimensió plurilingüe i intercultural

Competència plurilingüe i intercultural

- Valoració de la riquesa de la realitat multilingüe i pluricultural del món actual i reflexió sobre l'efecte que l'ús de llengües d'àmbit internacional pot tenir en la preservació de la diversitat lingüística.
- Presa de consciència sobre les varietats de la llengua meta en les zones geogràfiques on es parla com a llengua primera o segona; de l'ús que se'n fa com a llengua de comunicació internacional; i de la

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			<p>no-correspondència unívoca entre la llengua meta i les diferents cultures que utilitzen aquesta llengua com a vehicle d'expressió.</p> <ul style="list-style-type: none"> • Sensibilitat envers les dificultats dels parlants al·lòctons quan parlen la pròpia llengua. • Ús de registres adequats al context, a l'interlocutor, a la intenció comunicativa, al canal de comunicació, al suport, etc. • Interès per establir intercanvis comunicatius i per conèixer informació cultural dels països on es parla la llengua estrangera. • Valoració de la llengua estrangera com a mitjà de comunicació i entesa entre pobles, facilitador de l'accés a altres cultures, a altres llengües i com a enriquiment personal. • Reconeixement de la importància de la llengua estrangera com a mitjà per accedir a coneixements que resultin interessants per al futur acadèmic i professional de l'alumne/a.
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4. 21st CENTURY COMPETENCES

Collaboration	x	Information, media and technology	x
Communication	x	Leadership & Responsibility	x
Critical Thinking and Problem Solving	x	Initiative & Self-direction	x
Creativity & Innovation	x	Social & Cross-cultural	x
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual	x	Digital competence	x
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competence			
Mathematical competence		Social and civic competence	X
Interaction with the physical world competence	X	Learning to learn competence	X
Cultural & artistic competence	X	Personal initiative and entrepreneurship competence	X

6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ul style="list-style-type: none"> - Interpret and represent in an infographic the main ideas about healthy habits using two-dimensional forms. - Develop disciplinary or transdisciplinary art projects, both personal and collective. - Evaluate with respect and critical sense the artistic productions regarding their contexts and functions. - Enjoy artistic experiences and creations as a source of personal and social enrichment. - The healthy habits. - Communication techniques. - Healthy sports, activities and exercise. 	<ul style="list-style-type: none"> - Compose the infographics with elements of artistic languages using tools and techniques typical of each field. - Make use of artistic knowledge and its production as a means of cohesion and of prosocial action. - Make a presentation about healthy habits through different communication technologies. - Describe the benefits of healthy habits explaining the effects of following healthy habits in our lives. - Search for projects about the topic of healthy habits around the world so as to establish contact and interact.

7. REFERENCES

All of these links founded along the project by the teachers as example and the student in their productions.

8. COMMENTS (optional)

***Diversity attendance: to adapt the content and objectives to students with special necessities. (these are in bold font) Mainly in 1st of ESO because in 1st Batx there's only an adaptation in the case of dyslexia and ADHD (to give more time to resolve the tasks).**

9. ACKNOWLEDGEMENTS (optional)

Skills: R: reading , S:speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

10. UNIT OVERVIEW

Session	Activities	Timing	Skills	Interaction	ICT	Assessment
1	1st Batx.				Paddlet:	

1 and 2	1.1. Introduction and presentation project	10'	L	T-S	https://es.padlet.com/auth/login	
	https://prezi.com/view/y1dkEkJtC/CfACCzOGIC5/	10'	R, W	SG	prezi: https://prezi.com/	
	1.2. Scaffolding activity about specific vocabulary of Healthy Habits: running dictation	10'	L	WG, S-S	Youtube: https://www.youtube.com/	
	https://docs.google.com/document/d/1Ogg2zIHmKoxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing	20'	I, S	SG, S-S & WG	Google drive folder: https://drive.google.com/open?id=1SUIhcJp3z70ZjW5ZsDkEpaugtOn5Nag9	drive document written following a checklist guide
1.3. Watch videos about Healthy habits						
https://docs.google.com/document/d/1Ogg2zIHmKoxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing						
1.4. Discussion in 6 small groups to summarize the main contents of healthy habits and share it with the whole group. A secretary of						

<p>whole group will create a final document shared in a drive folder.</p> <p>https://docs.google.com/document/d/1Ogg2zIHIMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>					
<p>1st ESO</p> <p>1.1.Presentation the project.</p> <p>1.2.introduction to infographics.</p> <p style="padding-left: 40px;">a. Basics elements of Infographics.</p> <p style="padding-left: 40px;">b. View some examples.</p> <p style="padding-left: 40px;">c. Search some examples and collect some ideas.</p> <p>2.1. Know “Canva” and try to do some proofs with this platform.</p> <p>2.2.. Know “Canva” and try to do some proofs with this platform.</p> <p>2.3. Explain different uses of canva, platform to create</p>	<p>10'</p> <p>70'</p> <p>30'</p>	<p>S, I, R, L, W</p>	<p>T-S</p> <p>WG</p> <p>s-s</p> <p>SA</p> <p>TA</p> <p>S-Expert</p> <p>S-S</p> <p>SG</p> <p>WG</p>	<p>Google drive folder</p> <p>https://docs.google.com/presentation/d/1-9zoL2jk9JbpfSB9bgOO43vbQ4lcAjMcnhYcyE3krkw/edit?usp=sharing. there are two videos from youtube.</p> <p>https://docs.google.com/document/d/1EwTCMb8rVEgA7krWHfWoKGZbGT8tRmEmMhekUPsuRos/edit?usp=sharing</p> <p>piktochart:</p> <p>https://piktochart.com/format/s/infographics/</p> <p>canva:</p> <p>https://www.canva.com</p>	<p>Worksheets about the videos.</p> <p>Index card pictures 8 and 9.</p> <p>Make some questions and the can answer the teacher with</p>

	infographics and prove the program individually.					Hand signals: https://docs.google.com/document/d/1ckV_I28S1PmSm3PafF8Z1AWqLtEGGBPQuZiMGNiVkpcc/edit?usp=sharing
2	<p>1st Batx.</p> <p>2.1. Remind last session vocabulary activity: Answergarden task : make a brainstorming about topics of healthy habits. https://docs.google.com/document/d/1Ogg2zlHiMkOxzu2ldQDefbu14iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>2.2. Read a conclusions of the last session from the drive folder in a whole group . https://docs.google.com/document/d/1Ogg2zlHiMkOxzu2ldQDefbu14iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>2.3. Create a short video (</p>	<p>8'</p> <p>10'</p> <p>15'</p> <p>10'</p>	<p>W, L, R, I</p> <p>R</p> <p>S, R, L, W</p> <p>S, L</p>	<p>T-S</p> <p>S-S, SG</p> <p>S-S</p> <p>S-S, SG</p> <p>S-S</p>	<p>Answergarden: https://answergarden.ch/</p> <p>Moviemaker: https://www.topwin-movie-maker.com/ ,</p> <p>Imovie: https://www.apple.com/imovie/ ,</p> <p>Prezi: https://prezi.com/ ,</p> <p>Wevideo: https://www.wevideo.com/</p>	<p>Direct observation on the Teacher workbook</p> <p>checklist to create & short video product</p> <p>co-assessment with a rubric</p> <p>self assessment</p>

<p>30") describing one of the most important aspect of Healthy habits discussed previously in last session (1.4) and share with class-group in a folder.</p> <p>https://docs.google.com/document/d/1Ogg2zIHmKoxzu2ldQDefbu14iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>2.4. Comment the communication ítems of the short video of the other group and explain the communicative skills to improve to the authors of the video.</p> <p>https://docs.google.com/document/d/1Ogg2zIHmKoxzu2ldQDefbu14iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>2.5. Self assessment of the communication skills of the short video of his own group and sharing the result with the whole group.</p> <p>https://docs.google.com/document/d/1Ogg2zIHmKoxzu2ldQDefbu14iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	<p>7'</p>	<p>R, I, W, S</p>	<p>S-S, SG & WG</p>		<p>with the same rubric by themselves and by the teacher also</p>
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	ul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing					
3	<p>1st Batx.</p> <p>3.1. Introduccion task: answergarden activity writing different important healthy habits topics to work. https://docs.google.com/document/d/1Ogg2zlHiMkOxzu2ldQDefbUl4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>3.2. Make a video-presentation about one of the Healthy habits topics defined previously for the 1st ESO students: Thinking content, planning, filming, editing, audio, titles, etc. https://docs.google.com/document/d/1Ogg2zlHiMkOxzu2ldQDefbUl4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>3.3. Sharing experiences: final</p>	<p>10'</p> <p>35'</p> <p>10'</p>	<p>L</p> <p>S, I, R, W, L</p> <p>S, L</p>	<p>T-S</p> <p>S-S, SG</p> <p>S-S, WG</p> <p>T-S, S, S-S, SG. WG.</p>	<p>Ansewergarden: https://answergarden.ch/</p> <p>Moviemaker: https://www.topwin-movie-maker.com/ ,</p> <p>Imovie: https://www.apple.com/imovie/ ,</p> <p>Prezi: https://prezi.com/ ,</p> <p>Wevideo: https://www.wevideo.com/</p>	<p>Rubric on the Teacher's tablet (additio app)</p> <p>Check-list</p>

	<p>explanation of state of video and the process done . Troubles and goals achieved.</p> <p>https://docs.google.com/document/d/1Ogg2zIHIMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>					
4	<p>1st Batx.</p> <p>4.1. Questionnaire task: Make a questionnaire to assess the 1st ESO students comprehension of the basic content of each healthy habit topic. It have to be based on the questionnaire checklist</p> <p>https://docs.google.com/document/d/1Ogg2zIHIMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>4.2. Finishing the video-presentation about one of the Healthy habits topics defined previously for the 1st ESO students:</p>	<p>20'</p> <p>20'</p> <p>10'</p>	<p>W, R</p> <p>W, I, S, L, R</p> <p>R, W</p>	<p>T-S, S-S, SG</p> <p>S-S, T-S, SG</p> <p>S-S, SG</p>	<p>Google drive folder:</p> <p>https://drive.google.com/open?id=1SUIhcJp3z70ZjW5ZsDkEpaugtOn5Nag9</p> <p>Moviemaker:</p> <p>https://www.topwin-movie-maker.com/ ,</p> <p>Imovie:</p> <p>https://www.apple.com/imovie/ ,</p> <p>Prezi: https://prezi.com/ ,</p>	<p>Rubric on the Teacher's tablet (additio app)</p> <p>https://docs.google.com/document/d/1Ogg2zIHIMkOxzu</p>

	<p>Thinking content, planning, filming, editing, audio, titles, etc.</p> <p>https://docs.google.com/document/d/1Ogg2zIHIMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>4.3. Sharing questionnaires: read the questions of the other group applying the questionnaire checklist to assess the other Small group.</p> <p>https://docs.google.com/document/d/1Ogg2zIHIMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>				<p>Wevideo: https://www.wevideo.com</p> <p>additio app: https://www.additioapp.com/ca/professors/</p>	<p>2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>Questionnaire Checklist</p>
5	<p>1st Batx.</p> <p>5.1. Introduction and timing:</p> <p>1.First view of the six videos 2.Present questionnaires & and select topics. 3.second view: only the video selected for each group.</p>	10'	S, I,	S-S, WG	<p>padlet: https://padlet.com/esalva9/lvw5grwgurrh</p> <p>Google drive folder: https://drive.google.com/o</p>	<p>Direct observation on the Teacher</p> <p>Participation</p>

<p>session 5 and 6 for 1st Batxillerat and session 3 - 4 for 1st of 1st ESO</p>	<p>https://docs.google.com/document/d/1Ogg2zIHIMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>5.2. Help to the 1st ESO students : they will help the youngers to answer the questionnaire and to complete the padlet task (3.4 / 4.4)</p> <p>https://docs.google.com/document/d/1Ogg2zIHIMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	90'	S, I, R	S-S, SG	<p>pen?id=1SUIhcJp3z70ZjW5ZsDkEpaugtOn5Nag9</p> <p>additio app: https://www.additioapp.com/ca/professors/</p>	<p>rubric used by teacher (additio app)</p> <p>https://docs.google.com/document/d/1Ogg2zIHIMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>
	1st ESO	45'	L	S - WG	videos from 1st Batx.	<p>Solutions of worksheet, student assessment.</p> <p>padlet about the information.</p>
	3.1.How can we improve the healthy habits of our community? Watch the video of 1st Batx.	30'	R, L, W, I	S-S		
	3.2. - 4.1.Complete the worksheet about the information of the healthy habits.	25'	R, L, W, I	T - S - WG	<p>https://padlet.com/esalva9/lvw5grwgurh</p>	
4.2. Make a conclusion about healthy habits. Work about the video of 1st Batx. Prezi, padlet...						

	with the main ideas about healthy habits.					
6	1st Batx.	10'	S, I	S-S, WG	padlet: https://padlet.com/esalva9/lvw5grwgurrh	Direct observation on the Teacher tablet
	<p>6.1. Introduction and timing:</p> <p>a) first view of the six videos b) Present questionnaires & and select topics. c) second view: only the video selected for each group.</p> <p>https://docs.google.com/document/d/1Ogg2zlHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>6.2. Help to the 1st ESO students : they will help the youngers to answer the questionnaire and to complete the padlet task (3.4 / 4.4).</p> <p>https://docs.google.com/document/d/1Ogg2zlHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	90'	S, I, R	S-S, SG	<p>Google drive folder: https://drive.google.com/open?id=1SUlhCJp3z70ZjW5ZsDkEpaugtOn5Nag9</p> <p>additio app: https://www.additioapp.com/ca/professors/</p>	<p>Participation rubric used by teacher (additio app)</p>

<p>1st ESO</p> <p>5.1.Review the information about videos of healthy habits.</p> <p>5.2. Draw some ideas about infographics (individually).</p> <p>5.3. - 6.1. Show students a rubric about good infographics and make an infographic.</p> <p>7.1.Present the infographic in the whole class of 1st ESO.</p> <p>7.2.Decide where the infographics will go.</p>	<p>10'</p> <p>10'</p> <p>75'</p>	<p>S, W, R, I</p> <p>W, R, S, I, L</p>	<p>S-S or SG</p> <p>s</p> <p>S-S</p>	<p>padlet:</p> <p>https://padlet.com/esalva9/lvw5grwgurrh</p> <p>https://www.canva.com</p> <p>https://docs.google.com/document/d/16cu28MCfbtMT5ojeaJJsazD9cnHPRBpAV7yviQ3-4-U/edit?usp=sharing</p>	<p>group - assessment</p> <p>Rubrics oral presentation:</p> <p>https://drive.google.com/open?id=1sPC3DE2Ppa78TTMAIbz0T45mNo9VySIV</p> <p>Rubrics</p> <p>infographic:</p> <p>https://docs.google.com/spreadsheets/d/1LXmiBQ2FGAfVdvefnIJpq0uR_CPvCpLBH4FwI3u53v0/edit?usp=sharing</p> <p>Self -assessment:</p> <p>https://docs.google.com/docume</p>
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7	<p>1st Batx.</p> <p>7.1. Searching a world healthy habits projects. They have to search, read and analyse in peers first and small groups later a world healthy habits projects. The analyse have to be based on the checklist given. The examples given or others found can be used.</p> <p>https://docs.google.com/document/d/1Ogg2zlHiMkOxzu2ldQDefbu14iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>7.2. We Send a real email to contact.</p> <p>https://docs.google.com/document/d/1Ogg2zlHiMkOxzu2ldQDefbu14iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	<p>10'</p> <p>10'</p> <p>5'</p> <p>25'</p> <p>25'</p>	<p>R,S,I</p> <p>R, S, W, I</p> <p>S, W, R</p> <p>W, I, S, R</p> <p>R, I, W, S</p>	<p>S-W, SG, SG</p> <p>SG, S-W</p> <p>WG</p> <p>MG (Medium Group: 8 students)</p>	<p>Surfing internet, google chrome, e-mail: gmail</p> <p>PC, gmail google drive</p> <p>- Openoffice editor text, google drive.</p> <p>- Surfing internet on google</p>	<p>formal email checklist</p>

	<p>7.3 Possibles future world projects.</p> <p>https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2IdQDefbUl4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>7.4. Preparing the day of project presentation - choose one option:</p> <p>Option 1 - Preparing a text.</p> <p>Option 2 - Preparing a healthy food present.</p> <p>Option 3 - Create a google forms satisfaction survey.</p> <p>https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2IdQDefbUl4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	25'	W, I, S, R		<p>chrome.</p> <p>- Google forms.</p>	
8	<p>1st Batx .and 1st of ESO together</p> <p>THE HEALTHY HABITS DAY & ENGLISH DAY</p> <p>8.1. Infographics Installation and preparing the highschool event.</p> <p>8.2. Plan Presentation.</p>	30'	S, I, R, L, W	S-S, T-S, WG, S-W	<p>- Audio and music devices</p> <p>- Photo and smartphone devices and the post</p>	Satisfaction survey of the project

	<p>8.3. Healthy Tour: along all the Healthy points. 8.4. Healthy Food final Party. 8.5. Event Reporters. 8.6. Send a survey https://docs.google.com/document/d/1Ogg2zIHmKOxzu2ldQDefbu14iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	<p>30' 30' during the activitie s</p>			<p>edition apps and programs - Google forms</p>	
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11. SESSION PLANNING

SESSION 1_ 1st Batx: Learning Healthy habits & specialization groups

Objectives of the session:

- Identify and define the healthy habits.
- Speak in a simple situation of communication through a group discussion.

Content-obligatory language for the session:

Dimensió comunicativa

Participació en interaccions orals, escrites i audiovisuals

- Utilització de manera habitual de la llengua estrangera com a llengua vehicular a classe.
- Participació activa en converses reals cara a cara i a través de mitjans electrònics, que abordin diverses situacions i temes rellevants per a l'aprenent.
- Presa i cessió del torn de paraula de manera apropiada.

- Participació activa en discussions o debats orals sobre temes familiars i rellevants per a l'aprenent, o en fòrums digitals, escoltant o llegint atentament, expressant de manera breu la pròpia opinió.

Comprensió de discursos orals, escrits i audiovisuals

- Alt grau de comprensió del discurs propi de l'aula tant oral com per escrit: instruccions per executar les tasques de classe, organització de la feina, explicacions del professorat i dels companys i companyes.
- Comprensió bàsica de la funció i la intenció discursiva principal de diferents documents orals i escrits.
- Comprensió dels elements centrals de narracions, explicacions i converses autèntiques enregistrades en àudio o vídeo amb durada, complexitat cognitiva, lingüística i discursiva limitades, en condicions determinades: situacions de la vida quotidiana, en varietats estàndard de la llengua, amb unes condicions d'audibilitat i intel·ligibilitat favorables.
- Identificació de les idees principals i extracció d'informació específica principal de varietat de tipus de textos orals i escrits sobre temàtiques d'actualitat, d'interès general i de divulgació de diferents camps del saber provinents de mitjans no especialitzats.

Producció de discursos orals, escrits i audiovisuals

- Explicacions senzilles a l'entorn d'un tema interessant prèviament preparat, tot explicant raonadament les opcions personals, amb el suport d'elements visuals i/o d'un breu esquema.
- Argumentació bàsica de les idees pròpies en debats o discussions a l'aula.
- Exposició oral de treballs personals o de grup, elaborats amb anterioritat, on s'estableixen relacions de causa i efecte.
- Utilització eficient dels coneixements sobre la llengua i la comunicació adquirits en diversos contextos formals i no formals per millorar la comprensió i l'expressió en llengua estrangera.

	Activities <i>include : Name and description; Assessment tool (if any); Maal (including language support)</i>	Timing	Skills	Interaction	ICT	Assessment
1.1	<p>Project presentation: explanation, driving question, timings, engagement and motivation.</p> <p>https://prezi.com/view/y1dkEkJtCCfACCzOGIC5/</p>	10'	L	T-S	Paddlet: https://es.paddlet.com/auth/login prezi: https://prezi.c	

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1.2	<p>Running dictation: Scaffolding about Healthy habits vocabulary: running dictation in 6 groups of 4 students. Definitions of the follow words: Healthy Habits, Morning routines, Healthy physical activities, Mindfulness (Healthy habits of mind), Healthy eating habits, and Healthy & responsible foods.</p> <p>https://docs.google.com/document/d/1Ogg2zHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qa6w3k/edit?usp=sharing</p> <p>Materials: 6 pens of different colors, and 6 A3 papers.</p>	10'	R, W	SG		
1.3	<p>Inspiring videos: Watch a videos of one of this topics and make a mind map:</p> <p>https://docs.google.com/document/d/1Ogg2zHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qa6w3k/edit?usp=sharing</p> <p>1. healthy habits activities:</p> <p>https://www.youtube.com/watch?v=XxB7M9aw1HQ https://www.youtube.com/watch?v=oKHs_-6oR6s</p> <p>2. Morning routines:</p> <p>https://www.youtube.com/watch?v=ifGg5JykgQo https://www.youtube.com/watch?v=tUVUwQ5ljsQ</p>	10'	L	WG, S-S	<p>Youtube:</p> <p>https://www.youtube.com/</p> <p>Mind map:</p> <p>https://tobloef.com/text2mindmap/</p>	

	<p>3. Heathy phisical activities and sports: https://www.youtube.com/watch?v=wVF7DKscA8 https://www.youtube.com/watch?time_continue=119&v=_okRtLv-7Sk https://www.youtube.com/watch?v=e4PjX9mXYq8</p> <p>4. Mindfulness and Healthy habits of mind: https://www.youtube.com/watch?v=mjtfyuTTQFY https://www.youtube.com/watch?v=5DNILAlml4k https://www.youtube.com/watch?v=At5h-dsIO7w</p> <p>5. Healthy eating habits: https://www.youtube.com/watch?v=WSWPgFkUUeU https://www.youtube.com/watch?v=mMHVEFWNLMc</p> <p>6. Healthy food: Local , ecological & season food: https://young.scot/information/community/eating-local-eating-seasonal/ https://www.youtube.com/watch?v=GhIZWhJtY8w</p>					
1.4	<p>Discussion in 6 small groups to summarize the main contents of each healthy habit worked by your group. You will have to share it with the whole group final discussion, also. After the final discussion with a whole group a secretary of whole group will create a final document shared in a drive folder. https://docs.google.com/document/d/1Ogg2zIHIMkOxz</p>	20'	S, I, L, W, R	SG, S-S & WG	<p>Google drive folder: https://drive.google.com/open?id=1SUIhcJp3z70ZjW5ZsDkEpaugtOn5</p>	<p><i>drive document written following a checklist guide</i> https://docs.google.com/document/d/1Ogg2zIHIMkOxzU2IdQDefbul4iW7u</p>

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SESSION 2_1st Batx: Vocabulary and conclusions & create a short video to learn. Learning communication skills.

Objectives of the session:

- Knowledge of ICT, such as smartphones and others.
- Speak in a simple situation of communication through a short video presentation.

Content-obligatory language for the session:

Dimensió comunicativa

Participació en interaccions orals, escrites i audiovisuals

- Utilització de manera habitual de la llengua estrangera com a llengua vehicular a classe.
- Participació activa en converses reals cara a cara i a través de mitjans electrònics, que abordin diverses situacions i temes rellevants per a l'aprenent.
- Presa i cessió del torn de paraula de manera apropiada.
- Participació activa en discussions o debats orals sobre temes familiars i rellevants per a l'aprenent, o en fòrums digitals, escoltant o llegint atentament, expressant de manera breu la pròpia opinió.

Comprensió de discursos orals, escrits i audiovisuals

- Alt grau de comprensió del discurs propi de l'aula tant oral com per escrit: instruccions per executar les tasques de classe, organització de la feina, explicacions del professorat i dels companys i companyes.
- Comprensió bàsica de la funció i la intenció discursiva principal de diferents documents orals i escrits.
- Comprensió dels elements centrals de narracions, explicacions i converses autèntiques enregistrades en àudio o vídeo amb durada, complexitat cognitiva, lingüística i discursiva limitades, en condicions determinades: situacions de la vida quotidiana, en varietats estàndard de la llengua, amb unes condicions d'audibilitat i intel·ligibilitat favorables.
- Identificació de les idees principals i extracció d'informació específica principal de varietat de tipus de textos orals i escrits sobre temàtiques d'actualitat, d'interès general i de divulgació de diferents camps del saber provinents de mitjans no especialitzats.

Producció de discursos orals, escrits i audiovisuals

	<ul style="list-style-type: none"> • Explicacions senzilles a l'entorn d'un tema interessant prèviament preparat, tot explicant raonadament les opcions personals, amb el suport d'elements visuals i/o d'un breu esquema. • Argumentació bàsica de les idees pròpies en debats o discussions a l'aula. • Exposició oral de treballs personals o de grup, elaborats amb anterioritat, on s'estableixen relacions de causa i efecte. <ul style="list-style-type: none"> • Utilització eficient dels coneixements sobre la llengua i la comunicació adquirits en diversos contextos formals i no formals per millorar la comprensió i l'expressió en llengua estrangera. 					
	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>	Timing	Skills	Interaction	ICT	Assessment
2.1	Visual brainstorming: to remind last session through vocabulary activity. Answergarden task : make a brainstorming about topics of healthy habits. At the end of the task the product will be impress and hang on the class wall. https://docs.google.com/document/d/1Ogg2zIHIMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing	8'	W, L, R, I	SG	Answergarden: https://answergarden.com/	
2.2	Read a conclusions of the last session from the drive folder in a whole group . https://docs.google.com/document/d/1Ogg2zIHIMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing	10'	R	WG	Google drive folder: https://drive.google.com/open?id=1SUlhcJp3z70ZjW5ZsDkEpaugtOn5Nag9	Direct observation on the Teacher workbook
2.3	Create a short video (30") describing one of the most important aspect of Healthy habits	15'	I, S, R, L, W	S-S, SG	Moviemaker: https://www.topwin-mo	content short video

	<p>discussed previously in last session (1.4) and share with class-group in a folder.</p> <p>https://docs.google.com/document/d/1Ogg2zIH iMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>				<p>vie-maker.com/ ,</p> <p>Imovie: https://www.apple.com/imovie/ ,</p> <p>Wevideo: https://www.wevideo.com/</p>	<p>checklist:</p> <p>https://docs.google.com/document/d/1Ogg2zIH iMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p> <p>&</p> <p>short video product</p>
2.4	<p>Commenting the video task. We will comment the communication skills of the short video of the other group and explain the communicative skills to improve to the authors of the video.</p> <p>https://docs.google.com/document/d/1Ogg2zIH iMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	10'	S, L	SG		<p>co-assessment with a rubric</p> <p>https://docs.google.com/document/d/1Ogg2zIH iMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>

2.5	<p>Learning through the ourself errors: self assessment of the communication skills of the short video of his own group and sharing the result with the whole group.</p> <p>https://docs.google.com/document/d/1Ogg2zIH iMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	7'	R, I, W, S	S-S, SG & WG		<p>self assessment with the same rubric by themself and by the teacher also</p>

SESSIONS 1 and 2_1st ESO: About infographics						
<p>Objectives of the session: -Know the basic guidelines of the graphic design and infographics.*</p>						
<p>Content-obligatory language for the session: Dimensió comprensió lectora Competència 1 .Obtenir informació, interpretar i valorar el contingut de textos escrits de la vida quotidiana, dels mitjans de comunicació i acadèmics per comprendre'ls. Competència 2 Reconèixer els gèneres de text, l'estructura i el seu format, i interpretar-ne els trets lèxics i morfosintàctics per comprendre'ls. 1.Comprensió oral: global, literal i interpretativa. 2.Estratègies de comprensió oral. 3.Estratègies de producció oral. 4.Estratègies d'interacció oral. 7. Comprensió escrita: global, literal, interpretativa i valorativa.</p>						
Activities	Timing	Skills	Interaction	ICT	Assessment	
<p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
<p>How can we improve the healthy habits of our community? Introduction project: explanation, driving question, timings, engagement and motivation.</p>	10'	L	T-WG	<p>Google drive folder https://docs.google.com/presentation/d/1-9zoL2jk9JbpfSB9bgOO43vbQ4lcAjMcnhYcyE3krkw/edit?usp=sharing https://docs.google.com/document/d/1EwTCMb8rVEgA7krWHfWoKGZbGT8tRmE</p>		

					mMhekUPsuRos/edit?usp=sharing	
1.2	<p>Introduction to infographics. A presentation with worksheets.</p> <p>1. Basics elements of Infographics:</p> <p>Activity about vocabulary 1: 1.WHY DO WE NEED TO CREATE INFOGRAPHICS? (individually) Which words do you think are related with infographics?</p>	10'	L, S, R, W, I	T-WG T-S S-S	<p>Google drive folder</p> <p>https://docs.google.com/presentation/d/1-9zoL2jk9JbpfSB9bgOO43vbQ4lcAjMcnhYcyE3krkw/edit?usp=sharing</p> <p>https://docs.google.com/document/d/1EwTCMb8rVEgA7krWHfWoKGZbGT8tRmEmMhekUPsuRos/edit?usp=sharing</p>	Worksheets. teacher assessment, self -assessment.
1.3	<p>Activity about vocabulary 2: 2.WHAT ARE INFOGRAPHICS? (in pairs) Watch the videos and fill the gaps.</p> <p>https://www.youtube.com/watch?v=x3RTS1JfMy8</p> <p>https://www.youtube.com/watch?v=Je-l6fiE_Wk</p>	20'	L, R, W, I	S-S T-WG	<p>Youtube:</p> <p>https://www.youtube.com/watch?v=x3RTS1JfMy8</p> <p>https://www.youtube.com/watch?v=Je-l6fiE_Wk</p>	Worksheets. teacher and student assessment. self -assessment.
1.4	<p>WHAT CAN WE SEE IN INFOGRAPHICS? (All together!)</p> <p>- ORAL - GRAMMAR ACTIVITY - THERE IS /THERE ARE</p> <p>watch https://padlet.com/esalvador2/o29ejonoz0qd and describe some infographics, then write next to the images what we can see in them.</p>	15'	L, R, S, W, I	WG	<p>Padlet:</p> <p>https://padlet.com/esalvador2/o29ejonoz0qd</p>	Padlet
2.1.	<p>5. WHAT ARE THE MOST IMPORTANT ELEMENTS IN A SUCCESSFUL INFOGRAPHIC? Key Elements of a SUCCESSFUL INFOGRAPHIC.(IN GROUPS OF 3 OR 4) - ARRANGE! You have got some words and some definitions, but these are unordered. Choose the correct word for each definition.</p>	20'	R, I	S-S	<p>https://docs.google.com/presentation/d/1-9zoL2jk9JbpfSB9bgOO43vbQ4lcAjMcnhYcyE3krkw/edit?usp=sharing image 8 and 9.</p>	https://docs.google.com/presentation/d/1-9zoL2jk9JbpfSB9bgOO43vbQ4lcAjMcnhYc

						vE3krkw/edit?usp=sharing solution image 8 and 9.
2.2.	<p>WHY DO WE NEED TO CREATE INFOGRAPHICS? (INDIVIDUALLY AND ALL TOGETHER!) Do you remember what the most important words are that are related with infographics? https://answergarden.ch/875828</p>	15'	R, S, W, I, L	T-WG	https://answergarden.ch/875828	
2.3.	<p>HOW WE CAN CREATE AN INFOGRAPHIC? https://piktochart.com/formats/infographics/ https://www.canva.com</p> <p>View some examples. Search some examples and collect some ideas.</p>	20'	T-S	SG	<p>piktochart: https://piktochart.com/formats/infographics/ canva: https://www.canva.com</p>	<p>Make some questions and the can answer the teacher with <i>Hand signals:</i> https://docs.google.com/document/d/1ckV_I28S1PmSm3PafF8Z1AWqLtEGGBPQuZiMGNiVkpc/edit?usp=sharing</p>

SESSION 3 1st Batx: Create a Healthy habits communication & learning communication skills.

Objectives of the session:

Create and explain healthy habits and their benefits showing a presentation to the 1st ESO students.

Content-obligatory language for the session:

Dimensió de recerca i tractament de la informació

- Interpretació d'informació presentada de manera gràfica, com ara en taules, diagrames o esquemes, similars als emprats en la vida quotidiana.
- Ús eficaç de material de consulta tant per trobar informació (enciclopèdies, revistes, llibres de divulgació, pàgines web) com per millorar les capacitats de comprensió i expressió (diccionaris i gramàtiques).
- Discriminació crítica de la fiabilitat de les fonts d'informació consultades.
- Col·laboració per resoldre en equip tasques de tipus cognoscitiu o social, com ara resoldre un problema de lògica o decidir l'organització ideal d'un grup social, i autoavaluació de la capacitat per treballar en equip.
- Redacció i posada en comú oralment d'informes breus i senzills explicant el procés que s'ha seguit per portar a terme una activitat determinada, com ara un petit experiment, i presentar públicament els resultats.
- Planificació i execució, individualment o en grup, de petites recerques o fragments de recerques que impliquin la recollida, processament i interpretació de dades, i la presentació oral de resultats.
- Ús de les eines TIC/TAC per a l'elaboració i la comunicació del coneixement.

	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>	Timing	Skills	Interactio n	ICT	Assessment
3.1	3.1. Introduccion task: answergarden activity writing different important healthy habits topics to work.	10'	L	T-S, S-S, SG	Ansewergarden: https://answergarden.ch/	

	https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing					
3.2	<p>3.2. Make a video-presentation about one of the Healthy habits topics defined previously: thinking content, planning, filming, editing, audio, titles, etc.</p> <p>https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	35'	S, I, R, W, L	S-S, WG	<p>Moviemaker: https://www.topwin-movie-maker.com/ ,</p> <p>Imovie: https://www.apple.com/imovie/ ,</p> <p>Prezi: https://prezi.com/ ,</p> <p>Wevideo: https://www.wevideo.com/</p>	<p>Communication skills</p> <p>Rubric on the Teacher's tablet (additio app)</p>
3.3	<p>3.3. Sharing experiences: final explanation of state of video and the process done . Troubles and goals achieved.</p> <p>https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	10'	S, L	T-S, S, S-S, SG. WG.		

SESSION 4 1st Batx: Create a Healthy habits communication & learning communication skills.

Objectives of the session:

Create and explain healthy habits and their benefits showing a presentation to the 1st ESO students.

Make a comprehension questionnaire of the video presentation to the younger mates

Content-obligatory language for the session:

Dimensió de recerca i tractament de la informació

- Interpretació d'informació presentada de manera gràfica, com ara en taules, diagrames o esquemes, similars als emprats en la vida quotidiana.
- Ús eficaç de material de consulta tant per trobar informació (enciclopèdies, revistes, llibres de divulgació, pàgines web) com per millorar les capacitats de comprensió i expressió (diccionaris i gramàtiques).
- Discriminació crítica de la fiabilitat de les fonts d'informació consultades.
- Col·laboració per resoldre en equip tasques de tipus cognoscitiu o social, com ara resoldre un problema de lògica o decidir l'organització ideal d'un grup social, i autoavaluació de la capacitat per treballar en equip.
- Redacció i posada en comú oralment d'informes breus i senzills explicant el procés que s'ha seguit per portar a terme una activitat determinada, com ara un petit experiment, i presentar públicament els resultats.
- Planificació i execució, individualment o en grup, de petites recerques o fragments de recerques que impliquin la recollida, processament i interpretació de dades, i la presentació oral de resultats.
- Ús de les eines TIC/TAC per a l'elaboració i la comunicació del coneixement.

	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>	Timing	Skills	Interaction	ICT	Assessment
4.1	Questionnaire task: Make a questionnaire to assess the	20'	W, R	T-S, S-S, SG	Google drive folder: https://drive.google .	questionnaire checklist:

	<p>1st ESO students comprehension of the basic content of each healthy habit topic. It have to be based on the questionnaire checklist</p> <p>https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>				<p>com/open?id=1SUlh cJp3z70ZjW5ZsDkEp augtOn5Nag9</p>	<p>https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>
4.2	<p>Finishing the video presentation about one of the Healthy habits topics defined previously for the 1st ESO students: Thinking content, planning, filming, editing, audio, titles, etc.</p> <p>https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	20'	W, I, S, L, R	S-S, T-S, SG	<p>Moviemaker: https://www.topwin-movie-maker.com/ ,</p> <p>Imovie: https://www.apple.com/imovie/ ,</p> <p>Prezi: https://prezi.com/ ,</p> <p>Wevideo: https://www.wevideo.com</p>	<p>Communication skills Rubric on the Teacher's tablet (additio app)</p> <p>https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k</p>

						/edit?usp=sharing
4.3	<p>Sharing questionnaires: read the questions of the other group applying the questionnaire checklist.</p> <p>https://docs.google.com/document/d/1Ogg2zHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	10'	R, W	S-S, SG		<p>Questionnaire Checklist:</p> <p>https://docs.google.com/document/d/1Ogg2zHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>

SESSION 5-6 1st Batx and 1st ESO (3-4): sharing & learning together

Objectives of the session:

- **Identify and define the healthy habits.***
- Describe the benefits of healthy habits explaining the effects of following a healthy habits in our lives.
- **Speak and listen in a simple situation of communication through a group discussion. ***

Content-obligatory language for the session:

Dimensió comunicativa

Participació en interaccions orals, escrites i audiovisuals

- Utilització de manera habitual de la llengua estrangera com a llengua vehicular a classe.
- Participació activa en converses reals cara a cara i a través de mitjans electrònics, que abordin diverses situacions i temes rellevants per a l'aprenent.
- Presa i cessió del torn de paraula de manera apropiada.
- Participació activa en discussions o debats orals sobre temes familiars i rellevants per a l'aprenent, o en fòrums digitals, escoltant o llegint atentament, expressant de manera breu la pròpia opinió.

Producció de discursos orals, escrits i audiovisuals

- Explicacions senzilles a l'entorn d'un tema interessant prèviament preparat, tot explicant raonadament les opcions personals, amb el suport d'elements visuals i/o d'un breu esquema.
- Argumentació bàsica de les idees pròpies en debats o discussions a l'aula.
- Exposició oral de treballs personals o de grup, elaborats amb anterioritat, on s'estableixen relacions de causa i efecte.
- Utilització eficient dels coneixements sobre la llengua i la comunicació adquirits en diversos contextos formals i no formals per millorar la comprensió i l'expressió en llengua estrangera.

Dimensió de recerca i tractament de la informació

- Interpretació d'informació presentada de manera gràfica, com ara en taules, diagrames o esquemes, similars als emprats en la vida quotidiana.
- Ús eficaç de material de consulta tant per trobar informació (enciclopèdies, revistes, llibres de divulgació, pàgines web) com per millorar les capacitats de comprensió i expressió (diccionaris i gramàtiques).

- Discriminació crítica de la fiabilitat de les fonts d'informació consultades.
- Col·laboració per resoldre en equip tasques de tipus cognoscitiu o social, com ara resoldre un problema de lògica o decidir l'organització ideal d'un grup social, i autoavaluació de la capacitat per treballar en equip.
- Redacció i posada en comú oralment d'informes breus i senzills explicant el procés que s'ha seguit per portar a terme una activitat determinada, com ara un petit experiment, i presentar públicament els resultats.
- Planificació i execució, individualment o en grup, de petites recerques o fragments de recerques que impliquin la recollida, processament i interpretació de dades, i la presentació oral de resultats.
- Ús de les eines TIC/TAC per a l'elaboració i la comunicació del coneixement.

Dimensió comprensió lectora

Competència 1

Obtenir informació, interpretar i valorar el contingut de textos escrits de la vida quotidiana, dels mitjans de comunicació i acadèmics per comprendre'ls.

Competència 2

Reconèixer els gèneres de text, l'estructura i el seu format, i interpretar-ne els trets lèxics i morfosintàctics per comprendre'ls.

Competència 3:

Desenvolupar estratègies de cerca i gestió de la informació per adquirir coneixement.

Content:

- 4. Estratègies d'interacció oral.
- 7. Comprensió escrita: global, literal, interpretativa i valorativa.
- 8. Estratègies de comprensió escrita.
- 9. Cerca i gestió de la informació i la consulta lingüística.
- 10. Criteris de selecció i valoració de la informació.
- 11. Estratègies per a la planificació de l'expressió escrita

	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>	Timing	Skills	Interaction	ICT	Assessment
5.1 / 6.1	1st Batx Introduction and timing: 1. first view of the six videos 2. Present questionnaires & and select topics. 3. second view: only the video selected for each group.	10'	S, I	S-S, WG	<i>digital videos apps or programs: VLC, ...</i>	Direct observation on the Teacher

5.2 /6. 2	Help to the 1st ESO students : they will help the youngers to answer the questionnaire and to complete the padlet task (3.4 / 4.4)	90'	S, I,R	S-S, SG	<p>padlet: https://padlet.com/evalva9/lvw5grwgurrh</p> <p>Google drive folder: https://drive.google.com/open?id=1SUlh_cJp3z70ZjW5ZsDkEpaugtOn5Nag9</p>	Student Participation used by teacher (additio app)
3.2 / 4.2	1st ESO How can we improve the healthy habits of our community? 1.Watch the video of 1st Batx.	45'	L	S-WG		
3.3 / 4.3	2. WHAT DO WE NEED TO KNOW ABOUT HEALTHY HABITS? Complete the worksheet about the information of healthy habits.	25'	R, L, W, I	S-S		solutions of worksheet. student assessment.
3.4 / 4.4	3. WHAT DO WE LEARN ABOUT HEALTHY HABITS? Make a conclusion about healthy habits. Work with the video of 1st Batx, Padlet, with the main ideas about healthy habits.	20'	R, L, W, I	T-S-WG	https://padlet.com/evalva9/lvw5grwgurrh	mind map, padlet.

SESSION 5-6-7 1st ESO: thinking actions in groups & preparing materials

Objectives of the session:

- **Interpret and represent an infographic with two-dimensional forms the main ideas about healthy habits. ***
- **Develop disciplinary or transdisciplinary art projects, both personal and collective.**
- Value with respect and critical sense the artistic productions in their contexts and functions.
- **Compose with elements of artistic languages using tools and techniques typical of each field. ***
- **Make use of artistic knowledge and its productions as a means of cohesion and of prosocial action***
- Make a presentation about healthy habits through different communication technologies.

Content-obligatory language for the session:

Dimensió expressió escrita

Competència 4:

Planificar l'escrit d'acord amb la situació comunicativa (receptor, intenció) i a partir de la generació d'idees i la seva organització.

Competència 5

Escriure textos de tipologia diversa i en diferents formats i suports amb adequació, coherència, cohesió i correcció lingüística.

Competència 6

Revisar i corregir el text per millorar-lo, i tenir cura de la seva presentació formal.

Dimensió comunicació oral

Competència 7

Obtenir informació, interpretar i valorar textos orals de la vida quotidiana, dels mitjans de comunicació i acadèmics, incloent-hi els elements prosòdics i no verbals.

Competència 9

Emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs.

Content:

1. Comprensió oral: global, literal i interpretativa.
2. Estratègies de comprensió oral.
3. Estratègies de producció oral.
4. Estratègies d'interacció oral.
7. Comprensió escrita: global, literal, interpretativa i valorativa.
8. Estratègies de comprensió escrita.
9. Cerca i gestió de la informació i la consulta lingüística.
10. Criteris de selecció i valoració de la informació.
11. Estratègies per a la planificació de l'expressió escrita

	<p>12. Adequació, coherència i cohesió</p> <p>13. Estratègies de revisió, correcció, reparació i presentació.</p> <p>14. Estratègies d'interacció escrita.</p> <p>15. Producció creativa.</p> <p>16. Ús de diccionaris.</p> <p>17. Textos orals, escrits i audiovisuals literaris.</p>					
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>	Timing	Skills	Interaction	ICT	Assessment
5.1	<p>Review the information about healthy habits of the finally day. What information about healthy habits do we have?</p> <p>Organize the information.</p> <p>What do we want to explain about healthy habits? and What is the most important part?</p> <p>Images, graphics... The students can watch the videos of healthy habits from 1r Batx, again, and check the information from the video's worksheet and padlet.</p>	10'	S, W, L, I	S-S or SG S- WG	<p>videos of healthy habits.</p> <p>https://padlet.com/esalva9/lv-w5grwgurrh</p>	
5.2	<p>Draw some ideas about infographics on paper (individually).</p>	10'	S, W, R I	S		
5.3 6.1	<p>What can we make a fantastic infographic?</p> <p>Show students a rubric about good infographics.</p> <p>Convine the different ideas about infographics.</p> <p>Make an infographic.</p>	*75'	W, R, S, I, L	S-S	<p>https://www.canna.com</p>	<p>Rubrics.</p> <p>https://docs.google.com/spreadsheets/d/1LXmiBQ2FGAfVdvefnJjpa0uR-CPvCpLBH4FwI3u53v0/</p>

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						a
6.1 - 7.1	Present the infographic to the whole class of 1st ESO. Decide all together where the infographics will be colocated in the High School. Students will create a checklist installation.	25'	S, L	S- WG	https://docs.google.com/document/d/16cu28MCfbtMT5oiearJsazD9cnHPRBpAV7yvjQ3-4-U/edit?usp=sharing	group - assessment Rubrics oral presentation: https://drive.google.com/open?id=1sPC3DE2Ppa78TTMAIbz0T45mNo9VySIV Self -assessment: https://docs.google.com/document/d/16cu28MCfbtMT5oiearJsazD9cnHPRBpAV7yvjQ3-4-U/edit?usp=sharing

SESSION 7 1st Batx: searching World Healthy Habits projects to share experiences & preparing the presentation day.

Objectives of the session:

- Search international projects about the participation of young people in healthy habits.
- Write a real formal email to the responsible of the healthy habits project of the other country.
- Know specific vocabulary of healthy habits and formal email language structures.
- Organize a Healthy habits day to highschool community and all the task derivatives.

Content-obligatory language for the session:

Dimensió plurilingüe i intercultural

- Valoració de la riquesa de la realitat multilingüe i pluricultural del món actual i reflexió sobre l'efecte que l'ús de llengües d'àmbit internacional pot tenir en la preservació de la diversitat lingüística.
- Presa de consciència sobre les varietats de la llengua meta en les zones geogràfiques on es parla com a llengua primera o segona; de l'ús que se'n fa com a llengua de comunicació internacional; i de la no-correspondència unívoca entre la llengua meta i les diferents cultures que utilitzen aquesta llengua com a vehicle d'expressió.
- Sensibilitat envers les dificultats dels parlants al·lòctons quan parlen la pròpia llengua.
- Ús de registres adequats al context, a l'interlocutor, a la intenció comunicativa, al canal de comunicació, al suport, etc.
- Interès per establir intercanvis comunicatius i per conèixer informació cultural dels països on es parla la llengua estrangera.
- Valoració de la llengua estrangera com a mitjà de comunicació i entesa entre pobles, facilitador de l'accés a altres cultures, a altres llengües i com a enriquiment personal.
- Reconeixement de la importància de la llengua estrangera com a mitjà per accedir a coneixements que resultin interessants per al futur acadèmic i professional de l'alumne/a.

	Timing	Skills	Interaction	ICT	Assessment
<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
<p>7.1 Searching a world healthy habits projects. They have to search, read and analyse in peers fist anM small groups later a world healthy habits projects. The examples given or others found can be used.</p>	10'	R, S, I	S-W SG	Surfing internet, google	

<p>Examples:</p> <p>1. Erasmus +: https://youthandhealthyhabits.wordpress.com/</p> <p>2. University of Michigan: http://www.projecthealthyschools.org/ http://www.med.umich.edu/projecthealthyschools/resources/pdf/parent-guide.pdf http://www.projecthealthyschools.org/pdf/presentation.pdf</p> <p>3. global organizations: https://www.csmonitor.com/Business/The-Bite/2016/0915/Global-organizations-working-with-children-to-instill-healthy-eating-habits</p>				<p>chrome, e-mail: gmail</p>	
<p>7.2 We Send a real e-mail to contact. Describe and comment the project in SG. They have to establish contact with the world project organization through an formal e-mail explaining our project and to offer some kind of collaboration in the future. They will have a formal e-mail template to use in this task because they had worked this previously in English class. https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2ldQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	<p>10'</p>	<p>R, S, W, I</p>	<p>SG, S-W</p>	<p>PC, gmail</p>	<p>formal email checklist</p>

7.3	<p>Possibles future world projects. Final explanation of the contact experience made for each SG at the WG. Make a list of all the possibles future world collaborations for a news projects next years and share through drive. https://docs.google.com/document/d/1Ogg2zHiMkOxzu2ldQDeFbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	5'	S, W, R	WG	<p>google drive folder: https://drive.google.com/open?id=1SUIhcJp3z707jW5ZsDkEpaugtOn5Nag9</p>	
7.4	<p>Preparing the day of project presentation - choose one option: Every groups will have to select one of these tasks to do : 7.5 , 7.6 ,7.7 or 7.8. Two or three of this tasks will be shared between two Small groups working as a one single group to carry out his task selected. The fourth will be carrying out by one small group (preferentially task 7.8) https://docs.google.com/document/d/1Ogg2zHiMkOxzu2ldQDeFbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>					
7.5	<p>Option 1 - Preparing a text. They have to prepare a text of the presentation explaining the project. They will explain, also, the e-mails contacts done with institutions around the world, the timing activities of the presentation day (Healthy tour and healthy food final party) and comment that the project belongs to the GEP program of the Departament d'Educació. This explanation would be sharing with help of some mate of 1st ESO on the presentation day in front of all the high school community.</p>	25'	W, I, S, R	MG	<p>openoffice editor text, google drive</p>	
7.6	<p>Option 2 - Preparing a “Healthy food Final Party”. They will have to think and search in internet an easy preparing receipt, healthy and simple, to share with the presentation assistants. “Brochette” fruits, taste a vegetables of the highscool garden, ... Also , They will have to think to the music devices and kind of music wich</p>	25'	R, I, W, S	MG	<p>surfing internet on google</p>	

	match with the event.				chrome	
7.7	Option 3 - Organize a “Healthy Tour”. They have to plan the circuit. And How will be the groups of visitors for the “healthy points”.					
7.8	Option 4 - Create a google forms satisfaction survey. They will have to prepare a satisfaction survey about different aspects of the project given in a content checklist. The survey will be direct to the participants of the project and the rest of the school community.	25'	W, I, S, R	MG	google forms: https://www.google.com/forms/about/	

SESSION 8 1st Batx and 1st ESO : install materials and presentation of “the Healthy Habits high school plan”: THE HEALTHY HABITS DAY & ENGLISH DAY

Objectives of the session:

- Carry out a Healthy habits day to highschool community and all the tasks derive from it.

Content-obligatory language for the session:

Dimensió comunicativa

Participació en interaccions orals, escrites i audiovisuals

- Utilització de manera habitual de la llengua estrangera com a llengua vehicular a classe.
- Participació activa en converses reals cara a cara i a través de mitjans electrònics, que abordin diverses situacions i temes rellevants per a l'aprenent.
- Presa i cessió del torn de paraula de manera apropiada.
- Participació activa en discussions o debats orals sobre temes familiars i rellevants per a l'aprenent, o en fòrums digitals, escoltant o llegint atentament, expressant de manera breu la pròpia opinió.

Producció de discursos orals, escrits i audiovisuals

- Explicacions senzilles a l'entorn d'un tema interessant prèviament preparat, tot explicant raonadament les opcions personals, amb el suport d'elements visuals i/o d'un breu esquema.
- Argumentació bàsica de les idees pròpies en debats o discussions a l'aula.
- Exposició oral de treballs personals o de grup, elaborats amb anterioritat, on s'estableixen relacions de causa i efecte.
- Reflexió a partir d'activitats de comunicació sobre algunes regles bàsiques de funcionament del sistema gramatical (fonologia, morfosintaxi, semàntica) i sobre normes pragmàtiques i discursives bàsiques, mitjançant processos d'inducció o deducció.
- Utilització eficient dels coneixements sobre la llengua i la comunicació adquirits en diversos contextos formals i no formals per millorar la comprensió i l'expressió en llengua estrangera.
- Autoavaluació de les pròpies fortaleses, dificultats en l'aprenentatge i competències en llengua estrangera assolides. Identificació dels progressos i d'àrees de millora prioritàries.
- Presa de consciència sobre la influència dels aspectes emocionals en l'aprenentatge de la llengua estrangera, i desenvolupament d'estratègies per superar la inseguretats pròpia del parlant al·lòcton.

Dimensió comunicació oral

Competència 7

Obtenir informació, interpretar i valorar textos orals de la vida quotidiana, dels mitjans de comunicació i acadèmics, incloent-hi els elements prosòdics i no verbals.

Competència 9

Emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs.

Contenut:

1. Comprensió oral: global, literal i interpretativa.
2. Estratègies de comprensió oral.
3. Estratègies de producció oral.
4. Estratègies d'interacció oral.
7. Comprensió escrita: global, literal, interpretativa i valorativa.
8. Estratègies de comprensió escrita.
9. Cerca i gestió de la informació i la consulta lingüística.
10. Criteris de selecció i valoració de la informació.
11. Estratègies per a la planificació de

	l'expressió escrita 12. Adequació, coherència i cohesió 13. Estratègies de revisió, correcció, reparació i presentació. 14. Estratègies d'interacció escrita. 15. Producció creativa. 16. Ús de diccionaris. 17. Textos orals, escrits i audiovisuals literaris.					
	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>	Timing	Skills	Interaction	ICT	Assessment
8.1	Installation. Installation of all the materials done in every place planned through a checklist made previously.	30'	I, S	S-S, T-S, WG		installation checklist
8.2	Presentation. Make a official presentation of the project in front of the rest of the high school students and professors in english. They will have to explain the project summarize, the timing activities: Healthy points Tour, Healthy food final party, the survey to answer and the GEP program which belongs this project.	30'	I, S	S-S, T-S, WG	audio and music devices	
8.3	Healthy Tour: Each 1st ESO students group with their group mates from to 1st Bat will make a healthy tour along the six highschool healthy points.	30'	S, I, R, L	S-S		
8.4	Healthy Food final Party. Preparing healthy food to share with all the presentation assistants.	30'	I, S	S-S, T-S, WG		
8.5	Event Reporters. Some of the students will take a photos to report to the highschool magazine, Highschool tweeter and the website of the high school.	all the Healthy Day	S, W	S-S, T-S, WG, S-W	Photo and smartphone devices and	

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		time			<i>the post edition apps and programs</i>	
8.6	<p>Send a survey. They will have to send the survey at the whole high school community.</p> <p>https://docs.google.com/document/d/1Ogg2zIHiMkOxzu2IdQDefbul4iW7uX1sUd7D6Qq6w3k/edit?usp=sharing</p>	during or at the end of Healthy day	I	S-S, T-S, WG	google forms	Self-assessment, peer-assessment

SESSION 1:

1.2. Running dictation

1. Healthy habits

A behaviour that is beneficial to one's physical or mental health, often linked to a high level of discipline and self-control.

Examples good habits: regular exercise, consumption of alcohol in moderation, balanced diet, etc. Examples bad habits: smoking, drug abuse, gambling, poor sleep hygiene, high fat, high red meat diet.

2. Morning routines

Creating a morning routine for yourself is essential to a successful life. Waking up earlier than usual will give you ample time to focus on your goals and conquer the day with more energy, mindfulness and strength.

3. Physical activities & health life

Physical activity done as a daily habit can reduce your risk of major illnesses, such as heart disease, stroke, type 2 diabetes and cancer by up to 50% and lower your risk of early death by up to 30%.

4. Mental Health habits

Mental health is every bit as important as physical health, and it doesn't take much to implement helpful strategies to aid your well-being. There are a number of small tasks you can do every day to boost your mood and keep yourself in good mental health.

5. Healthy eating habits

Healthy eating means eating a variety of foods that give you the nutrients you need to maintain your health, feel good, and have energy. These nutrients include protein, carbohydrates, fat, water, vitamins, and minerals.

6. Healthy food

Health food is food marketed to provide human health effects beyond a normal healthy diet required for human nutrition. Foods marketed as health foods may be part of one or more categories, such as natural foods, organic foods, whole foods, vegetarian foods or dietary supplements.

SESSION 1:

1.3. Inspiring videos

Watch one of these videos about different kind of healthy habits in groups of four persons and make a mind map with the main content:

<https://tobloef.com/text2mindmap/>

1. healthy habits activities:

<https://www.youtube.com/watch?v=XxB7M9aw1HQ>

https://www.youtube.com/watch?v=oKHs_-6oR6s

2. Morning routines:

<https://www.youtube.com/watch?v=ifGg5JykqQo>

<https://www.youtube.com/watch?v=tUVUwQ5ljsQ>

3. Heathy phisical activities and sports:

<https://www.youtube.com/watch?v=wVF7DKscA8>

https://www.youtube.com/watch?time_continue=119&v=okRtLv-7Sk

<https://www.youtube.com/watch?v=e4PjX9mXYq8>

4. Mindfulness and Healthy habits of mind:

<https://www.youtube.com/watch?v=mjtfyuTTQFY>

<https://www.youtube.com/watch?v=5DNILAlm14k>

<https://www.youtube.com/watch?v=At5h-dsIO7w>

5. Healthy eating habits:

<https://www.youtube.com/watch?v=WSWPgFkUUeU>

<https://www.youtube.com/watch?v=mMHVEFWNLMc>

6. Healthy food: Local , ecological & season food:

<https://young.scot/information/community/eating-local-eating-seasonal/>

<https://www.youtube.com/watch?v=GhIZWhJtY8w>



SESSION 1:

1.4. Discussion

Discussion in your small group of 4 to summarize the main contents of each healthy habit worked by your group. Of course, all the time in english!

Then, share it the most important conclusions with the whole group. A secretary with the help of the whole group will create a Google drive folder to report the main conclusions of every of the 6 topics. <https://drive.google.com/open?id=1SUIhcJp3z70ZjW5ZsDkEpaugtOn5Nag9>

Don't forget share this drive folder with your professor: jsole@insmoianes.cat

The document conclusion have to accomplish all the checklist items:


Summarize Conclusions Checklist


Make a tick if you had done.



Have you done all of these?	YES	NO
Write a title		
Write the key vocabulary of the topic		
Write the basic concepts of this topic		
Have you written a group conclusion?		
Have all the group members participate ?		

Summarize Conclusions Checklist

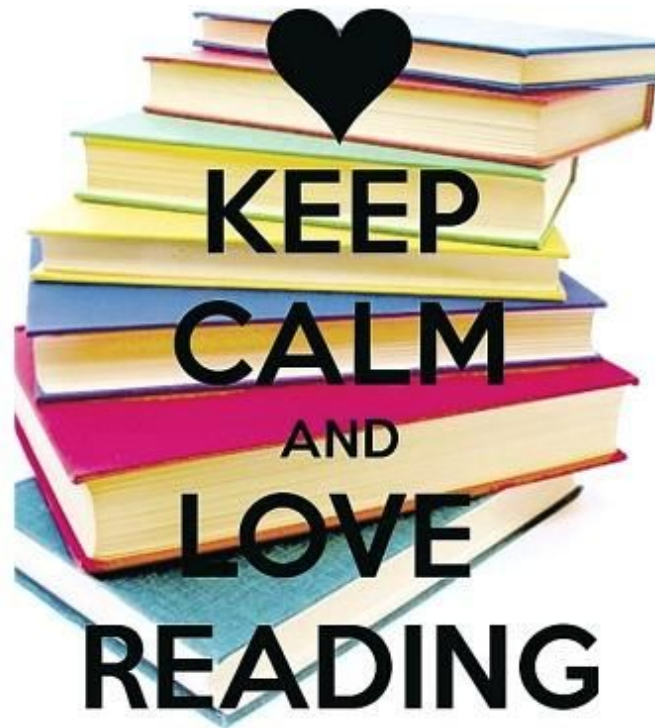
Make a tick if you had done. 

Have you done all of these?	YES	NO 
Write a title?		
Write the key vocabulary of the topic		
Write the basic concepts of this topic		
Have you written a group conclusion?		
Have all the group members participate ?		

SESSION 2:

2.2. Reading conclusions

Read conclusions of the last session from the drive folder in a whole group. <https://drive.google.com/open?id=1SUlhCJp3z70ZjW5ZsDkEpaugtOn5Nag9>



SESSION 2:

2.2. Create a short video

Create a short video (30") describing one of the most important aspect of Healthy habits discussed previously in last session (1.4) and share with class-group in a drive folder as a "Video_name of habit_ group", example: "video_morning_routines_A".

You can record the video with your smartphone and edit it or not with:

- Moviemaker: <https://www.topwin-movie-maker.com/> ,
- Prezi: <https://prezi.com/>
- Imovie: <https://www.apple.com/imovie/> ,
- Wevideo: <https://www.wevideo.com/>

You have to use this check list to check if your video have all the items asked:


Content short video Checklist

Make a tick if you had done.



Have video all of these?	YES	NO
Introduction		
Does all key content appears?		
Real examples to facilitate understanding		
One healthy advice		
Have all members spoken?		

Content short video Checklist

Make a tick if you had done. 

Have video all of these?	YES	NO 
Introduction		
Does all key content appears?		
Real examples to facilitate understanding		
One healthy advice		
Have all members spoken?		

SESSION 2:

2.4. Commenting video tasks

We will comment the communication skills of the other group short video and explain the communicative skills to improve to the authors of the video. You have to follow this rubric to assess the video's classmates:

	Excellent acquired 1,6	Notable acquired 1,24	Satisfactorily acquired 0,83	Non acquired 0
KNOWLEDGE OF THE CONTENT KNOWLEDGE OF THE CONTENT/PREPARATION	Demonstrates excellent knowledge of the content and preparation. Interesting facts. Excellent supporting material Information is presented in a logical sequence.	Demonstrates acceptable knowledge of the content and preparation. Adequate supporting material	Student is uncomfortable with information. Many relevant facts have been left out. Poor supporting material	Student has no grasp of information. No supporting material
FLUENCY /SPEED Descripció	Fluent English. Good communication	Speaking with some hesitation but it does not interfere with communication.	Speaking with some hesitation which interferes with communication	Too much hesitation. Difficult to follow
PRONUNCIATION PRONUNCIATION AND INTONATION	Clear and accurate pronunciation	Accurate with a few problems but it doesn't interfere with understanding	Pronunciation and intonation errors make it difficult to understand	Too many errors
GRAMMAR GRAMMAR, VOCABULARY AND REGISTER	Presentation has no grammatical errors and uses very appropriate vocabulary	Presentation has a few grammatical errors but they are irrelevant. Vocabulary: correct but basic	Presentation has grammatical errors. Vocabulary errors	Too many grammatical errors. Very poor vocabulary.
CREATIVITY CREATIVITY	Very original and creative presentation of material	Some originality apparent and variety used	Material presented with little originality	Repetitive. No variety. Insufficient use of materials
BODY LANGUAGE EYE-CONTACT	Excellent Lots of eye contact. Great voice volume, tone and pacing hand gestures and body movement supported the presentation.	Good Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection	Needs improvement. Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection	Poor Student reads all report. No eye contact • Speaks in low volume and/ or monotonous tone, which causes audience to disengage

	Excellent acquired 1,6	Notable acquired 1,24	Satisfactorily acquired 0,83	Non acquired 0
KNOWLEDGE OF THE CONTENT KNOWLEDGE OF THE CONTENT/PREPARATION	Demonstrates excellent knowledge of the content and preparation. Interesting facts. Excellent supporting material Information is presented in a logical sequence.	Demonstrates acceptable knowledge of the content and preparation. Adequate supporting material	Student is uncomfortable with information. Many relevant facts have been left out. Poor supporting material	Student has no grasp of information. No supporting material
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SESSION 2:

2.5. Learning through the ourself errors

Self assessment of the communication skills of the short video of his own group and sharing the result with the whole group explaining the most grave errors produced. You have to use the same rubric of the activity 2.4.



SESSION 3:

3.1. Introduction task

Answergarden activity writing different important healthy habits topics to work. We have to choose the most important six topics. Every small group of 4 students will take one of these to do the next task.

Answergarden:

<https://answergarden.ch/>

Healthy
Habits

3.2. Make a video-presentation



Make a video-presentation about one of the Healthy habits topics defined previously : thinking content, planning, filming, editing, audio, titles, etc. Teacher will be assess the video with the same previous rubric. Is important to know which categories will be assessed at time to create the video presentation.

This video presentation will be used to teach the healthy habits topics to the 1st of ESO students on the session 5 and 6 that will be share it with them.

3.3. Sharing experiences

At the end of the session each group will explain, orally, the state of the video production, troubles and goals achieved in front of the whole group.

SESSION 4:

4.1. Questionnaire task

Make a questionnaire to assess the 1st ESO students comprehension of the basic content of each healthy habit topic. It have to be based on the questionnaire checklist:

Questionnaire Checklist

Make a tick if you had done.



Have questionnaire all of these?	YES	NO
Correct and adapted language level		
Does all key content appears?		
Questions to easy understanding		
Short questions and open questions		
Useful questions to make a correct infographics		

SESSION 4:

4.2. Finishing the video presentation

You have more time to finish the video presentation and comment with the other groups and teacher troubles and experiences.

Moviemaker: <https://www.topwin-movie-maker.com/>

Imovie: <https://www.apple.com/imovie/>

Prezi: <https://prezi.com/>

Wevideo: <https://www.wevideo.com>



SESSION 4:

4.3. Sharing questionnaires

Read the questions of the other group applying the questionnaire checklist to assess its efectivity.

Questionnaire Checklist

Make a tick if you had done.



Have questionnaire all of these?	YES	NO
Correct and adapted language level		
Does all key content appears?		
Questions to easy understanding		
Short questions and open questions		
Useful questions to make a correct infographics		

Questionnaire Checklist

Make a tick if you had done.



Have questionnaire all of these?	YES	NO
Correct and adapted language level		
Does all key content appears?		
Questions to easy understanding		
Short questions and open questions		
Useful questions to make a correct infographics		

SESSION 5-6(double class): Sharing & learning together

1. Introduction and session timing

1. First view six videos.
2. Present questionnaires & and select topics.
3. Second view: the only one video selected for each group.

2. Help to the 1st ESO students

You will help to the young ones to answer the questionnaire and to complete the Padlet task.

<https://padlet.com/esalva9/lvw5grwgurrh>

Questionnaire will be founded in the Google drive folder created previously:

<https://www.google.com/drive/>

Teacher will be assess you based on this student participation degree:

Student's participation: attention & speak

	Exemplary 10	Proficent 8	Developing 6	Beginning 4	Not yet 2
Student's participation Degree of participation during the presentation and helping the 1st ESO Pupils.	The student has paid attention and made spontaneous contributions with the whole group.	The student has paid attention and spoke openly in big group and/or with all the class.	The student has paid attention and spoke with his/her partner and in/or small group.	The student has paid attention and spoke few times.	The student has paid little attention and has spoke very few times.

SESSION 7

7.1. Searching a world healthy habits projects.

You have to search, read and analyse in pairs first and small groups later a world healthy habits projects. You have to find interesting healthy habits projects to interact and sharing experiences with people of the your same age.

The examples given or others found can be used.

Examples:

1. Erasmus +:

<https://youthandhealthyhabits.wordpress.com/>

2. University of Michigan:

<http://www.projecthealthyschools.org/>

<http://www.med.umich.edu/projecthealthyschools/resources/pdf/parent-guide.pdf>

<http://www.projecthealthyschools.org/pdf/presentation.pdf>

3. global organizations:

<https://www.csmonitor.com/Business/The-Bite/2016/0915/Global-organizations-working-with-children-to-instill-healthy-eating-habits>



SESSION 7

7.2. Sending a real email

Describe and comment the project in small group. You have to establish contact with the world project organization through a formal email explaining our project and to offer some kind of collaboration in the future. You will have to use a formal email template in this task. Remember that you worked the formal email previously in English language subject with your english teacher.



7.3. Possibles future world projects

Final explanation of the contact experience made for each Small group at the whole group. Make a list of all the possibles future world collaborations for a news projects next years and share through google drive file.

SESSION 7

7.4. Preparing the day of project presentation - choose one option

Every groups will have to select one of these tasks to do : 7.5 , 7.6 ,7.7 or 7.8. Two or three of this tasks will be shared between two Small groups working as a one single group to carry out his task selected. The fourth will be carrying out by one small group (preferentially task 7.8)

Option 1 - Preparing a text. you have to prepare a text of the presentation explaining the project. You will explain, also, the e-mails contacts done with institutions around the world, the timing activities of the presentation day (Healthy tour and healthy food final party) and comment that the project belongs to the GEP program of the Departament d'Educació. This explanation would be sharing with help of some mate of 1st ESO on the presentation day in front of all the high school community.

Option 2 - Preparing a “Healthy food Final Party”. You will have to think and search in internet an easy preparing receipt, healthy and simple, to share with the presentation assistants. “Brochette” fruits, taste a vegetables of the high school garden, ... You will have to think, also, to the music devices and kind of music which match with the event.

Option 3 - Organize a “Healthy Tour”. You have to plan the circuit. And How will be the groups of visitors for the “healthy points”.

Option 4 - Create a google forms satisfaction survey. You will have to prepare a satisfaction survey about different aspects of the project given in a content check list. The survey will be direct to the participants of the project and the rest of the school community.

<https://www.google.com/forms/about/>

SESSION 8 THE HEALTHY HABITS DAY & ENGLISH DAY

- 1. Installation.** Installation of all the materials done in every place planned through a check list made previously.
- 2. Presentation.** Make a official presentation of the project in front of the rest of the high school students and professors in English. They will have to explain the project summarize, the timing activities: Healthy points Tour, Healthy food final party, the survey to answer and the GEP program which belongs this project.
- 3. Healthy Tour:** Each 1st ESO students group with their group mates from to 1st Bat will make a healthy tour along the six High School healthy points.
- 4. Healthy Food final Party.** Preparing healthy food to share with all the presentation assistants.
- 5. Event Reporters.** Some of the students will take a photos to report to the High School magazine, High School tweeter and the website of the high school.

INFOGRAPHICS



WHY DO WE NEED TO CREATE
INFOGRAPHICS?

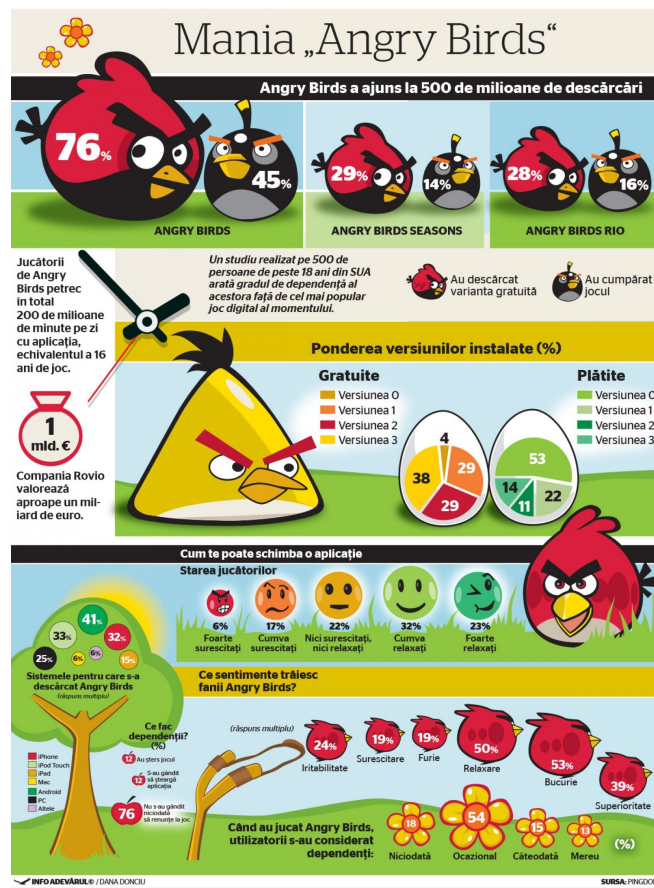
WHAT ARE *INFOGRAPHICS?*

<https://www.youtube.com/watch?v=x3RTS1JfMy8>

https://www.youtube.com/watch?v=Je-l6fiE_Wk

<https://www.youtube.com/watch?v=nLxQAa5Sras>

WHAT CAN WE SEE IN INFOGRAPHICS?



Where Do Beards Come From

Testosterone

Testosterone is a steroid hormone that is responsible for the growth of facial hair in men.

Growing a beard has been a sign of manliness since the dawn of time.

Men believe that men with beards are more attractive.

Men with beards are more likely to be successful in business.

In ancient cultures, beards were a sign of honour and were only cut as punishment.

But around 343 BC, Alexander the Great ordered that soldiers could not have beards.

Men who are putting beards on their faces.

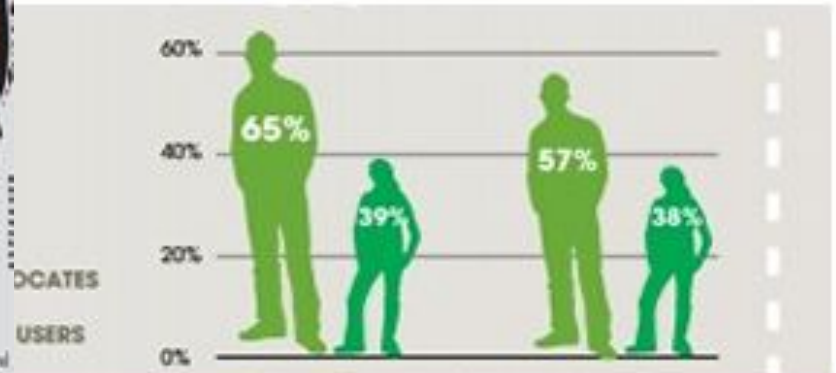
More men tend to have facial hair when the market is good.

But when it's tough to find a wife, weak men shed their 'beard'.

All You Need To Know About FACIAL HAIR

When men shave in the morning, do they think deeply about the stubble? They don't. But there's so much more to that hirsute facial dimension than a chore. ET on Sunday puts together the biology, history, sexuality and economics of the beard.

<https://padlet.com/esalvador2/o29ejonoz0gd>



PREVENT BUG BITES

What To Know *before* You Go!

Bugs can spread diseases!



mosquitoes



fleas



ticks



Travelers to tropical and other destinations should take steps to prevent bug bites.

Protect yourself!

Wearing insect repellent with at least **20% DEET** protects against mosquito and tick bites.*

Use insect repellents according to package directions, and reapply as directed. Higher percentages of the active ingredient provide longer duration of protection.

20% DEET

Apply protection!

When applying both sunscreen and insect repellent, apply sunscreen first, let it dry, then apply insect repellent.

Other ways to prevent bug bites

- As much as possible, wear long pants and sleeves. Tuck shirts in and tuck pant legs into socks.
- Use permethrin-treated gear (such as tents and sleeping bags) and clothing.
- Sleep in places that are air conditioned or screened against bugs.
- Sleep under a bed net if sleeping area is exposed to the outdoors.



Examples of diseases spread by bugs:

Mosquitoes:
dengue, chikungunya, malaria, Zika, yellow fever, Japanese encephalitis



Ticks:
African tick-bite fever, Mediterranean spotted fever, tickborne encephalitis



Other: scrub typhus (chiggers), plague (fleas), sleeping sickness (tsetse flies)

See a doctor!

If you get sick after traveling, see a doctor. Tell the doctor where you traveled.



* Other insect repellents are approved to prevent mosquito bites: picaridin, IR3535, oil of lemon eucalyptus or para-menthane-diol, or 2-undecanone. See <http://www.cdc.gov/travel/page/avoid-bug-bites> for more information.



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

www.cdc.gov/travel
www.facebook.com/CDCTravelersHealth
twitter.com/CDCTravel



CS2864-FD

Infographics



5 Key Elements

of a **SUCCESSFUL**

INFOGRAPHIC



<https://www.envisionup.com/blog/5-key-elements-of-a-successful-infographic/>

1. *The Story*

2. *Data*

3. *Text*

4. *Design*

5. *Graphs and Charts*

INFOGRAPHICS

An infographic (or information graphic) is a visual representation of data presented in an easy to understand and fun to read format.

1. THE STORY

The purpose behind an infographic is to tell a story. Without a story, an infographic is just a graphic. Ask yourself:

What is the story I want to tell?

Is it relevant to my organization?

Why am I telling this story?

Who am I telling this story to?

2. DATA

The most important component of an infographic is *ACCURATE DATA*.

You need to ensure your data is accurate and that means using credible sources.

Don't forget that the data has to tell a story.

3. TEXT

Once your data has been sourced and is nicely organized, it's time to write text.

Write a gripping headline.

4. DESIGN

The design of an infographic should be based on the story. For example, if your infographic is about nature, then it should include design elements and colours from nature.

Colours: Keep your colour scheme to a maximum of **THREE COLOURS**. Too many colours can make your infographic confusing.

Fonts: *Use appropriate fonts. Choose a maximum of two fonts.*

5. GRAPH AND CHARTS

They are graphs and charts that display the data in a unique and creative way – this is where the designer will shine.

The type of graph or chart used depends on the data and the story. For example, when displaying data about people, consider showing human silhouettes in a chart.

WHY DO WE NEED TO CREATE
INFOGRAPHICS?

<https://answergarden.ch/875828>

CREATE AN *INFOGRAPHIC*

You have the healthy habits information in your video worksheets. Create an infographics with this information.

<https://piktochart.com/formats/infographics/>

<https://www.canva.com>

1st ESO - session 1 - 2

Name:

Group:

1.WHY DO WE NEED TO CREATE **INFOGRAPHICS?**

INDIVIDUALLY

Which words do you think are related with infographics?

INFORMATION

ONE-PAGE

EDUCATION

NUMBERS

GRAPHICS

SPACESUIT

GLOVES

DESIGN

ACTOR

MUSIC

BEAUTIFUL

ARRANGED

PENCIL CASE

IMAGES

COLORS

TOPIC

FONT

NEWSPAPER

CARDIGAN

MOUSE

DATA

EXHIBITION

NOTEBOOK

PENCIL

COMPUTER

INFORM

WRITE

MEET

FILM

READ

2. WHAT ARE *INFOGRAPHICS*?

IN PAIRS

Watch the videos and fill the gaps.

1.

Use these words: fun, educate, inform, quick.

Infographics are a and.....way to learn about a ton without a ton of heavy reading.

A tool to and.....

Use these words: spreadsheets, one -page, easily, numbers, graphic, data.

it's a way to taking, and other kinds of and turn into of easily digestible and attractive.....

In the second part of the video there are some words about infographics. Do you remember?

.....-.....-.....-.....

2.

Use these words: complex, simple, information, graphical, interesting.

Infographics are representations of

You can convey information in very and

..... ways.

Use these words: world, quickly, memorable.

You can research wider audience and effectively.

You can create and branded messages and people

better engage with the

Which words in the text of video 1 and 2 are important in infographics? Highlight them with a marker.

3. WHAT CAN WE SEE IN **INFOGRAPHICS?**

ALL TOGETHER! - ORAL ACTIVITY

There is/isn't	a/an	colour/s
There are/aren't	any	title
	some	data
	two, three, four...	pictures
	very	graphics
	many	different kinds of letters (font)
		maps
		drawings
		color squares
		organization
		story about...
	

<https://padlet.com/esalvador2/o29ejonoz0gd>

4. 5 Key Elements of a **SUCCESSFUL INFOGRAPHIC**

IN GROUPS OF 3 OR 4 - ARRANGE!

*You have got some words and some definitions, but these are unordered.
Choose the correct word for each definition.*

5. WHY DO WE NEED TO CREATE **INFOGRAPHICS?**

INDIVIDUALLY AND ALL TOGETHER!

Do you remember which are the most important words that are related with infographics?

<https://answergarden.ch/875828>

6. CREATE AN *INFOGRAPHIC*

<https://piktochart.com/formats/infographics/>

<https://www.canva.com>

1st ESO session 2

Assessment - hand signals:



I don't understand at all.



I need more practice and examples.



I am just starting my learning and need help.



I mostly understand.



I completely understand



I understand pretty well.

SESSIONS 1 and 2_1st ESO: About infographics

Objectives of the session:

-Know the basic guidelines of the graphic design and infographics.*

Assessment: 2.3. CREATE AN INFOGRAPHIC.

Do you understand what infographics is?

Do we know all parts of infographics? What are these parts?

Do you know how we use canva?

1st ESO Infographics rubrics: session 6

CATEGORY				
WRITTING AND SPELLING.	There aren't any lack of spelling	1-3 spelling mistakes: punctuation, typographic or grammatical	4 spelling mistakes: punctuation, typographic or grammatical	5 spelling mistakes: punctuation, typographic or grammatical
CENTRALS IDEAS	The infographic shows all central ideas. Great capacity for synthesis about information compiled. Text and images are really connected	The infographic shows some central ideas. Great capacity for synthesis about information compiled. Text and images are really connected	The infographic shows few central ideas. Correct capacity for synthesis about information compiled. Text and images aren't really connected.	The infographic doesn't show all central ideas. Great capacity for synthesis about information compiled. Text and images aren't really connected
ORGANIZATION OF INFORMATION	The student establishes in an organized and progressive way the facts. Take advantage of the spaces, following the structure.	The student establishes in an organized and progressive way some facts. take advantage of the spaces, following the structure.	The student establishes in a disorganized and progressive way some facts. The student isn't following a structure.	The student establishes in an disorganized and unprogressive way some facts, there isn't any relation. The student isn't following a structure.
USE OF IMAGES AND INFORMATION	The student uses ideas to represent the main ideas or facts. He/She uses of colors helps to associate and emphasize ideas.	The student uses ideas to represent the main ideas or facts. He/She doesn't use of colors helps to associate and emphasize ideas.	The colors are not used well and the number of images is reduced, the images allow associating a few main ideas.	Images and colors are not used to represent and associate ideas or facts. Incorrect use of colors
VISUAL PRESENTATION	Each resource is used to facilitate reading; the visual elements are very attractive and are related to the subject. Separating lines, arrows, vignettes, backgrounds, etc. are used. in an attractive way The	Each resource is used to facilitate reading; the visual elements aren't very attractive and are related to the subject. Separating lines, arrows, vignettes, backgrounds, etc. aren't used in an attractive way. The	Each resource isn't used to facilitate reading; the visual elements aren't very attractive and are related to the subject. Separating lines, arrows, vignettes, backgrounds, etc. aren't used in an attractive way The	Each resource is used to difficulties the reading, the visual elements aren't very attractive and aren't related to the subject. Separating lines, arrows, vignettes, backgrounds, etc. aren't used in an

	idea is well represented.	idea is well represented.	idea isn't well represented.	attractive way The idea isn't well represented.
PRESENTATION	The presentation made on time and in the pre-established format. The student has shared the infographic with the teacher via email.	The presentation made on time and in one of the pre-established formats. The image is not shared with the teacher.	The presentation is not done in time, but the format is one of the pre-established ones.	The presentation is not made on time and the delivery is not in the proper format.

1st ESO Session 7

Rubric of oral presentation

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Non-Verbal Skills</u>	Eye Contact while reading	Student reads with no eye contact.	Student occasionally uses eye contact.	Generally looks at the audience, but generally to the teacher.	Student is able to present the project looking at the audience and making them feel included.
	Posture	Slumps or leans during presentation.	Sways or fidgets during much of presentation.	Occasionally sways or fidgets, but stands up straight with both feet on the ground most of the time.	Stands up straight and still with both feet on the ground, and moves the hands for emphasis.
<u>Oral Skills</u>	Elocution	Student mumbles, very low voice and do not use any tonal differences.	Student's voice is low-medium, but part of the audience still has some difficulty hearing presentation. Tonality barely changes.	Student's voice is clear, and most of the audience members can easily hear the presentation. The tone used changes.	Student uses a clear voice, rhythm and tone, so that all audience members can hear presentation.
	Pronunciation	Student does not do any effort regarding pronunciation.	Student pronounces incorrectly some terms, mostly vocabulary of the unit.	Pronunciation is good, but some constructions and terms are incorrect.	Student pronounces mostly everything clearly and correctly.
<u>Contents</u>	Organization	Audience cannot understand the presentation because there is no sequence of information.	Audience has some difficulty following presentation because student jumps around.	Students presents information in a logical sequence which audience can follow.	Student has a good hook and presents information in logical, interesting sequence which audience can easily follow.
	Subject Knowledge	Student does not appear to have a grasp of information; cannot answer questions about subject.	Student is comfortable with information, but is only able to answer simple questions.	Student is at ease with information and answers questions satisfactorily, but fails to elaborate.	Student demonstrates full knowledge and can answer and elaborate on most/all questions asked
<u>Presentation</u>	Visual	The presentation had small fonts and blurry pictures. It has been difficult to follow.	The images used changed from blurry to high-resolution. Text varied depending on parts.	The audience could read the slides and the images were generally good.	Visual aid showing effort and creativity is used thus improving overall presentation.
<u>Teamwork</u>	Coordination	The team did not know when to speak, or what role were having. Only one person leads the group.	One or two members of the group have focused most of the presentation. The rest of the group did not have clear instructions about their role.	The team was mostly coordinated, but there were some moments of doubt and/or unbalance. A minority of the members of the group did not know what to do.	The team run perfectly coordinated, with clear guidelines about each member's role. Each member has participated..

1st ESO session 7

Healthy habits Highschool Plan

FINAL SELF-ASSESSMENT

Student Name:

Project Name:

Driving Question:

About Yourself:

What is the most important thing you learned in this project:

What do you wish you had spent more time on or done differently:

What part of the project did you do your best work on:

About the Project:

What was the most enjoyable part of this project:

What was the least enjoyable part of this project:

How could your teacher(s) change this project to make it better next time:

My Thoughts About the Project:

Healthy Habits Topics

1. Morning routines (entrance)
2. Eating habits (cantine)
3. Mindfulness skills (corridors)
4. Daily exercise (playground)
5. Enjoy the reading (library)
6. Go out nature (greenland)
7. Social relations (playground)