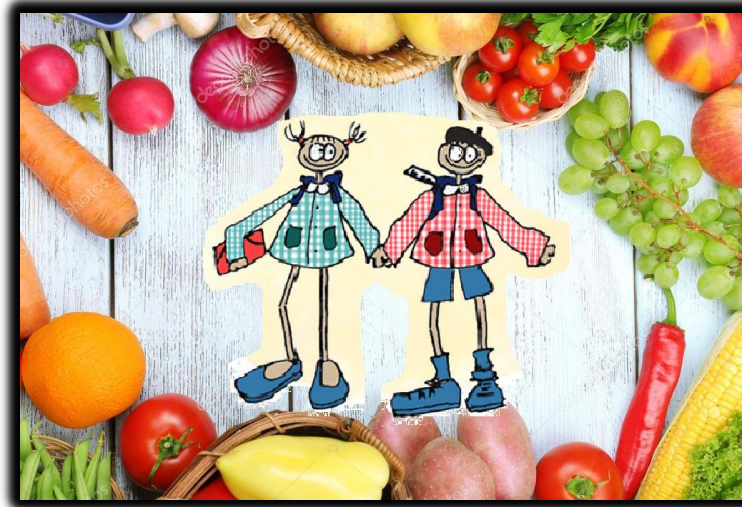


# “Let’s eat healthier at Abat Marcet”



## Abat Marcet School

Irma Martin Tebar & Anna Palmero Molina

## Generació Plurilingüe (GEP)

Year 2  
2018-2019

# PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

## Identification of the GEP project:

Title	<b>“Let’s eat healthier at Abat Marcet”</b>
Authorship	Irma Martin Tebar & Anna Palmero Molina
School	Abat Marcet
Students' CEFR Level (A1, A2...)	A1
Grade	5th
Content area(s)	Science
Number of sessions (4, 6 or 9)	6
Teacher(s) involved	2
Key words	healthy/unhealthy diet, nutrients, lifestyle types & habits



## 1. OUR PROJECT

**Introduction:** This didactic unit is based on PBL methodology and its aim is to put into practice in a significant / meaningful way the contents previously learned about nutrition and healthy habits. The final goal of this project is that students add better eating and physical activity habits in their lifestyles as well as they are competent enough to give healthy tips to other members of the school's community. That is why the students will create an adequate daily diet model according to specific lifestyles or diseases.

**Driving question:** "How can we promote healthy diets within Abat Marcet families?"

**Final product:** The students will decide the best way to promote diets for specific healthy needs:

- Poster
- Brochure/leaflet
- Promotional video to add on the school's blog.
- Students conferences with volunteer school families.
- Advertisements.
- Informational document to add to the blog.

Each group will decide the audience to whom their project will be addressed taking into account that one of the objectives is that the information reaches as many people as possible within the school community.



2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. <b>To compare</b> personal food intake and energetic consumption with the the pyramid recommendations.	1.1. Students can justify with a short text the differences/similarities between their own food consumption and the recommended intakes.
2. <b>To identify</b> nutrients in types of food.	2.1. Students can classify different types of food into its nutrients.
3. <b>To classify</b> nutrients according to their functions.	3.1. In groups, students can create a comprehensible and visual graphic organiser about nutrients and their functions.
4. To design and orally <b>justify</b> an adequate daily diet model according to a specific lifestyle/disease.	4.1. In groups, students can design an attractive written and oral exposition. 4.2. Students can give an oral and written justification about an adequate diet for a specific lifestyle.



### 3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
C6	<ul style="list-style-type: none"> <li>- Els aliments: constructors, reguladors i energètics.</li> <li>- Les substàncies imprescindibles per a la vida humana: aire, aigua i nutrients.</li> <li>- La gestió del temps personal: equilibri entre activitat (mental i física) i descans.</li> </ul>	C1, C2, C4, C7, C8 i C9	<ul style="list-style-type: none"> <li>- Tipus de textos orals, audiovisuals i escrits de tipologia i contingut diversos relacionats amb continguts curriculars d'altres àrees.</li> <li>- Lèxic: vocabulari freqüent i específic.</li> <li>- Elements de la situació comunicativa: finalitat, destinatari, context.</li> <li>- Funcions del llenguatge: saludar, acomiadar-se, donar les gràcies, fer suggeriments i expressar opinions.</li> <li>- Organització del text: adequació, coherència i cohesió.</li> <li>- Estratègies per planificar i estructurar l'expressió oral: ús de les fonts, selecció d'informació, elaboració d'esquemes, guions i organitzadors gràfics.</li> <li>- Elements prosòdics: entonació, pronúncia i ritme.</li> <li>- Elements no verbals: gestualitat i ús de suport visual complementari.</li> <li>- Suport imprès i digital.</li> <li>- Ortografia de paraules conegudes i d'ús freqüent.</li> <li>- Signes de puntuació.</li> <li>- Ús dels recursos digitals en la producció, edició i revisió de textos.</li> <li>- Aspectes formals en la presentació dels textos escrits.</li> </ul>
C8	<ul style="list-style-type: none"> <li>- Els riscos del consum de determinades substàncies.</li> </ul>		



## 4. 21<sup>st</sup> CENTURY COMPETENCES

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

## 5. KEY COMPETENCES

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



## 6. CONTENT (Knowledge and Skills)

### CONTENT-RELATED KNOWLEDGE

Food pyramid recommendations.  
Types of nutrients and their functions.  
Energy consumption.  
Healthy habits.

### CONTENT-RELATED SKILLS

Observing and analysing different lifestyles.  
Designing a specific diet according to a concrete lifestyle.  
Giving healthy tips to have a healthier lifestyle.

## 7. REFERENCES

- Piramides: gencat.cat i de canalsalut.gencat.cat
- [https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/adg\\_sample\\_meal\\_plan\\_women.pdf](https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/adg_sample_meal_plan_women.pdf)
- <https://healthyeating.sfgate.com/good-diet-sedentary-lifestyle-3007.html>
- [http://vikaspedia.in/health/nutrition/dietary-guidelines-1/dietary\\_guidelines\\_for\\_indians](http://vikaspedia.in/health/nutrition/dietary-guidelines-1/dietary_guidelines_for_indians)

## 8. COMMENTS (optional)








## 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	<b>Introducing the project</b> with a <b>video</b> about different teachers' lifestyles.	10'	L I	T-S WG	X	
	<b>Analysing the video:</b> identifying healthy and unhealthy habits and different lifestyles.	15'	L R I	T-S WG		
	Introducing the <b>Driving question</b> .	10'	L R I	T-S S-S WG	X	
	Taking a <b>survey</b> to identify students' own lifestyle.	25'	R			SA

2	<b>Classifying food images</b> according to each one's <b>intake</b> .	10'	R W	T-S	X	
	<b>Getting conclusions</b> about their own <b>food intake</b> and their personal <b>lifestyle</b> .	15'	R W S L I	S-S SG		SA
	<b>Justifying the importance of the project</b> through a <b>graph</b> .	10'	S L	T-S WG	X	AT
	Understanding the <b>connection</b> between <b>food</b> , its <b>nutrients</b> and <b>functions</b> through a <b>jigsaw puzzle</b> .	25'	R S L I	T-S S-S SG		AT
3	<b>Recap activity</b> through Kahoot.	20'	R S L I	T-S S-S	X	AT TA
	<b>Introducing project activity:</b> recommending an appropriate <b>diet</b> and <b>healthy habits</b> .	10'	R L	T-S	X	AT SA
	<b>Modelling the written productions</b> .	5'	R L	T-S		
	<b>Choosing the target audience</b> for the project.	10'	R	T-S		
	<b>Choosing the project format</b> .	15'	S L I	T-S S-S		

4	Brainstorming about the language needed	10'	R S W I	T-S SG		
	Organizing the group-roles	5'	S I	SG		
	While-writing	45'	W I	SG		SA
5	Checking the written part of their projects	20'	R W	T-S SG		TA
	Preparing the oral presentation	40'	S I	T-S SG		
6	Organizing the groups' presentations	45'	R S L I	WG	?	
	Peer and teacher assessment	10'	R L S	T-S WG		PA
	Self-assessment	5'	R			SA

## 11. SESSION PLANNING

### SESSION 1: Introducing the project-DQ

Objectives of the session:

- To identify students' own lifestyle in order to understand the need for change in the habits of the school community.

Content-obligatory language for the session:

- Healthy/Unhealthy habits
- Sedentary/moderately active lifestyle/active lifestyle
- Food intake
- Daily consumption (servings per day) / occasional consumption (once a week, twice a month...)
- Pyramid food groups: vegetables and fruit / cereals, potatoes, pasta and rice / dairy products / meat, poultry, fish, eggs, beans and nuts / fats, spreads and oils / foods and drinks high in fats, sugars and salt.

Activities

*include : Name and description; Assessment tool (if any); Material (including language support)*



1.1

**Introducing the project** with a **video** about different teachers' lifestyles

As a first input of the project, the teachers will show a **video** in which three school teachers talk about some of their daily habits: getting to school, breakfast and hobbies. The video will be stopped whenever it is necessary to clarify or highlight important concepts. This video will be the first slide in the **Power Presentation for session 1**.

10'






L  
I

T-S  
WG

X



1.2	<p><b>Analysing the video:</b> identifying healthy and unhealthy habits and different lifestyles.</p> <p>After watching the video, the students will do the analysis of <b>healthy and unhealthy</b> habits they have seen. The teacher will use the <b>healthy and unhealthy habits flashcards</b> to help them to identify each scene of the video.</p> <p>The students will be asked to distribute the teachers in the video in 3 categories according to the differences they have stated. If it is necessary, the video will be watched again. Then, to make the classification clearer, the teachers will provide 3 <b>flashcards</b> to label the teachers' lifestyles in 3 categories: <b>sedentary, moderately active lifestyle and active lifestyle</b>. In order to recap the main vocabulary and structures related with the topic the teachers and the students will create a language poster for the project that will be extended through the sessions and that will always be displayed in the Science class.</p>	15'	L R I	T-S WG		
1.3	<p><b>Introducing the Driving question</b></p> <p>The next slide in the <i>Powerpoint</i> presentation will include the PBL Driving Question. The students will read it and by using the think-pair-share oral technique, they will be given a couple of minutes to reflect about its meaning.</p>	10'	L R I	T-S S-S WG	X	
1.4	<p><b>Taking a survey</b> to identify students' own lifestyle.</p> <p>As a round up activity, the students are offered a <b>lifestyle survey</b> to answer individually. This survey will help them to connect the different concepts learned in this session with their own lyfestile.</p>	25'	R			SA

<h2>SESSION 2: Should our lifestyles and eating habits be improved?</h2> <p>Objectives of the session:</p> <ol style="list-style-type: none"> <li>1. To compare personal food intake and energetic consumption with the the pyramid recommendations.</li> <li>2. To understand the connection between food, its nutrients and functions.</li> </ol>						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>• Food names (soft drinks, fish, apples...)</li> <li>• Food pyramid classification (vegetables, fruits &amp; oils, dairy products...)</li> <li>• Food nutrients and its functions</li> <li>• Structures to make conclusions (<i>After the results I obtained in the survey, I can conclude that...</i>)</li> </ul>						
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
2.1	<p><b>Classifying food images</b> according to each one's intake</p> <p>In this session, each student will have a food pyramid worksheet in which they will have to classify all the food images that the teacher will project in the Powerpoint session 2. This classification of food images will be done according to each one's intake (daily consumption and occasional consumption).</p>	10'	R W	T-S	X	
2.2	<p><b>Getting conclusions</b> about their own food intake and their personal lifestyle</p> <p>Individually, each student will compare how they have classified the different types of food with the food pyramid recommendations project display. After that, they will be asked to make a written reflection by completing the chart: conclusion about personal lifestyle and food intake. Next, by using the molecules technique small groups will be obtained. Each member of the group will share their personal conclusions orally. The students will choose a member of their group to be data collector. He/she will collect data on the groups' types of lifestyles and the</p>	15'	R W S L I	S-S SG		SA



	group's food intake. This data will be collected by using the <b>group data collection grid</b> that shows how many students belong to each category.					
2.3	<p><b>Justifying the importance of the project through a graph</b></p> <p>Teachers will collect the groups' data to obtain two graphs: students' types of lifestyles and students' food intake. To do so, each group will have to choose a reporter. This two Excel graphs will help students understand that, as a school, we can still improve our lifestyle and diets (the project objective).</p>	10'	S L	T-S WG	X	AT
2.4.	<p><b>Understanding the connection between food, its nutrients and functions through a jigsaw puzzle</b></p> <p>After explaining that everybody should follow the food pyramid recommendations, so that the human body can work and that all types of food are somehow necessary to live, even though in different measures, the students will be given a <b>jigsaw puzzle</b>. This puzzle will help them to understand it better. Once they have formed the puzzle, each group will have to orally justify the distribution of the different pieces. They will have a <b>Making conclusions language support poster</b> to lean on. The builded puzzle and their oral conclusions will be used as an assessment tool to check students' previous knowledge about these concepts. In order to collect this information the teacher can take photos and/or make videos. At the end of the session the teachers will provide the final solution of the jigsaw puzzle.</p>	25'	R S L I	T-S S-S SG		AT

## SESSION 3: Let's get started with our projects!

Objectives of the session:

1. To integrate concepts about food nutrients and their functions.
2. To understand the expository text characteristics.
3. To choose a public target and a format for their project taking into account the items that will be assessed.

Content-obligatory language for the session:

- Food names (soft drinks, fish, apples...).
- Food pyramid classification (vegetables, fruits & oils, dairy products...).
- Food nutrients and their functions.
- Self-assessment vocabulary through the rubric.
- Expository text characteristics and common structures.

Activities

*include : Name and description; Assessment tool (if any); Material (including language support)*



3.1

### **Recap activity** through **Kahoot**

We will start this session with a recap activity for the students to review the previous contents taught (lifestyles, food functions, nutrients, etc.). After using the “**stand up-hand-up-pair up**” technique to form pairs, they will play **Kahoot**. We will print the results of the game to obtain students' assessment.

20'

R  
S  
L  
I

T-S  
S-S

X

AT  
TA

3.2

### **Introducing project activity:** recommending an appropriate **diet** and **healthy habits**

By using **Power Point** presentation session 3, the teachers will introduce the main activity of the project in which the students have to design and orally justify an adequate diet according to a

10'

R  
L

T-S






X

AT












	specific lifestyle/disease. With the help of the <b>Project rubric</b> , they will explain all the items to achieve.					SA
3.3	<p><b><u>Modelling the written productions</u></b></p> <p>In addition to the rubric, as a pre-writing activity, the teachers will present different <b>daily diet models</b> to clarify to what extent do they achieve the different rubric items. If needed the teachers will solve the questions that arise from students.</p>	5'	R L	T-S		
3.4	<p><b><u>Choosing the target audience for the project</u></b></p> <p>At this point, the teachers will ask the students to choose a lifestyle to work on for their group project. The groups will be formed according to their interest: there will be <b>photographies about people with different lifestyles</b>. The students will freely choose the photography they like. If there are too many students in a group, the teacher will give them the opportunity to choose another photography/lifestyle that is not included in the teacher's options. They will easily identify each lifestyle by reading some clues that will accompany the photos inside an envelope. The envelope won't be opened until all the groups are formed.</p>	10'	R	T-S		
3.5.	<p><b><u>Choosing the project format</u></b></p> <p>The just formed groups will start a brainstorming about the project. They will start thinking about the format they want to give to their project (video, Powerpoint, poster...). For the next session they should bring the material needed to create their projects (resources, information, a first draft, etc.)</p>	15'	S L I	T-S S-S		

<h2>SESSION 4: While writing session</h2> <p>Objectives of the session:</p> <ol style="list-style-type: none"> <li>1. To design a daily diet model according to a specific lifestyle chosen.</li> <li>2. To apply the expository text characteristics for the project text.</li> </ol>								
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>• Food names (soft drinks, fish, apples...)</li> <li>• Food pyramid classification (vegetables, fruits &amp; oils, dairy products...)</li> <li>• Food nutrients and its functions.</li> <li>• Expository text characteristics and common structures.</li> <li>• Group roles and their functions.</li> </ul>								
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>								
4.1	<p><b><u>Brainstorming about the language needed</u></b></p> <p>After the groups have decided the format they want to work on and the target public they will focus on their diet. The teacher will provide several copies of the different daily diet models previously presented so that students can use it as a guide. The <b>language display</b> provided in the previous sessions will be extended with useful specific vocabulary and common structures to be used in the written parts of their projects. This extension could be done with the students collaboration: the teacher will give a couple of minutes so that students, in groups, come up with some useful words and sentences that they think would be necessary in their written projects.</p>			10'	R S W I	T-S SG		






4.2	<p><b>Organizing the group-roles</b></p> <p>The teacher will ask the students to agree on the roles they want to choose, according to their abilities (group work roles: recorder, checker, designer, resource and time manager). At this point, the teachers will show the students the group work assessment so that everybody knows what is expected from them.</p>	5'	S I	SG		
4.3	<p><b>While-writing</b></p> <p>The teachers will be around the groups playing the <b>busy bee</b> role. They will also remind students that they should use the <b>rubric</b>, previously provided, to achieve the best they can in the different items. Once all the items in the rubric are achieved, they will be ready to prepare their oral presentation.</p> <p>At the end of the session students should know that if they couldn't finish the written part they should get this task done for the next session, since during the next session we will focus on the oral presentations.</p>	45'	W I	SG		SA



<h2>SESSION 5: Preparing the oral presentation</h2> <p>Objectives of the session:</p> <ol style="list-style-type: none"> <li>1. To review their own project texts by using a rubric.</li> <li>2. To prepare the oral presentation.</li> </ol>								
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>• Food names (soft drinks, fish, apples...)</li> <li>• Food pyramid classification (vegetables, fruits &amp; oils, dairy products...)</li> <li>• Food nutrients and its functions.</li> </ul> <div style="display: flex; justify-content: center; gap: 20px;">   </div> <ul style="list-style-type: none"> <li>• Expository text characteristics and common structures.</li> <li>• Oral formulas to introduce and conclude a presentation.</li> </ul>								
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>								
5.1	<p><b>Checking the written part of their projects</b></p> <p>The teachers will go around and take a look at what the different groups have come up with. They will also provide some feedback to the students so that they can make improvements, if necessary.</p>			20'	R W	T-S SG		TA
5.2	<p><b>Preparing the oral presentation</b></p> <p>The teachers will be playing the <b>busy bee</b> role again. They will provide students with a self-assessment chart before presenting that will be analysed together. Once the groups have</p>			40'	S I	T-S SG		

	fostered all the items they have been practicing, they will be ready to present their project to their classmates.					
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<h2>SESSION 6: Project presentation time!</h2> <p>Objectives of the session:</p> <ol style="list-style-type: none"> <li>1. Presenting the project to classmates.</li> <li>2. Assessing the own and the classmates' projects.</li> </ol>						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>• Food names (soft drinks, fish, apples...)</li> <li>• Food pyramid classification (vegetables, fruits &amp; oils, dairy products...)</li> <li>• Food nutrients and its functions.</li> <li>• Expository text characteristics and common structures.</li> <li>• Oral formulas to introduce and conclude a presentation.</li> </ul>						
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
6.1	<p><b>Organizing the groups' presentations</b></p> <p>The groups, in turns, will present their projects and their proposal as a final product for a chosen audience. At the same time, each group will be responsible to assess another group. The teacher will make sure that everybody gets <b>feedback</b> from their own classmates by assigning one "assessing group" to each "exposing group".</p>	45'	R S L I	WG	?	

6.2	<p><b>Peer and teacher assessment</b></p> <p>During the oral presentations, the group in charge of assessment, will fill in the chart to evaluate a group oral presentation. At the end of each oral presentations, each group and the teacher will comment orally on a positive aspect to highlight and another one to be improved. They can have a look at the feedback worksheet in order to express their opinions.</p>	10'	R L S	T-S WG		PA
6.3	<p><b>Self-assessment and group work assessment</b></p> <p>The group that has presented has the opportunity to express their own impressions about their performance by using the same <b>feedback worksheet</b>. To end with the assessment activities, students will have to complete the group work assessment worksheet.</p>	5'	R			SA
6.4	<p><b>Final product projection:</b></p> <p>The last activity for this project is to choose the medium/format were students will publish/expose it, for example: the school's magazine, a promotional video to add on the school's blog, a brochure/leaflet, students conferences with volunteer school families.. etc. Once they have done this decision, the teachers will organize an extra session if needed or they will just publish their work in the chosen medium.</p>					



# S1. INTRODUCING THE PROJECT



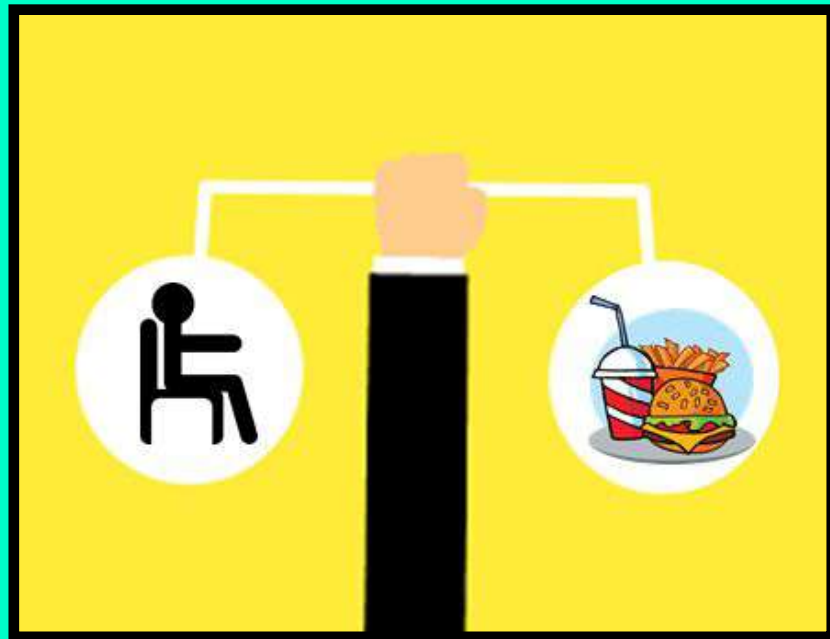
Teacher's lifestyles Video:



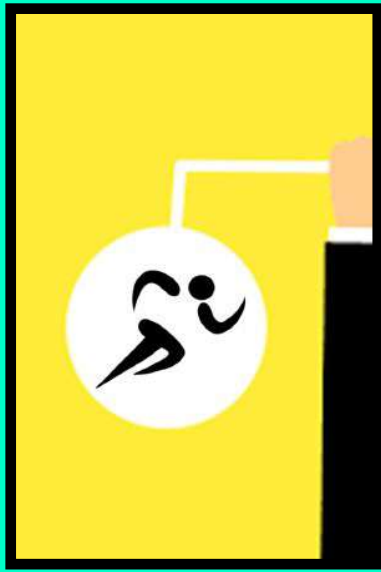




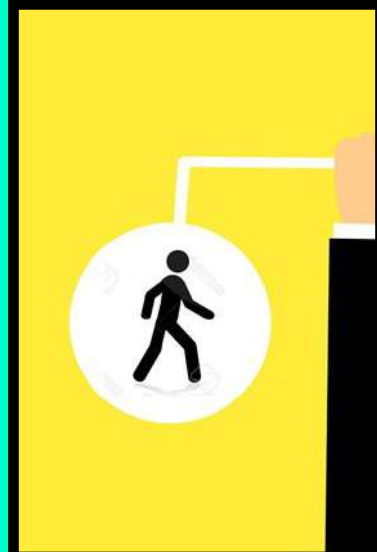
**HEALTHY HABITS**



**UNHEALTHY HABITS**



**ACTIVE LIFESTYLE**



**MODERATELY ACTIVE  
LIFESTYLE**

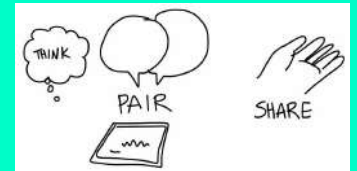


**SEDENTARY LIFESTYLE**

# HOW CAN WE PROMOTE HEALTHY DIETS WITHIN ABAT MARCET FAMILIES?



LET'S EAT HEALTHIER AT ABAT MARCET!



S2. SHOULD OUR LIFESTYLES AND  
EATING HABITS BE IMPROVED?



CLASSIFY THE IMAGE ACCORDING TO YOUR INTAKE:



vegetables

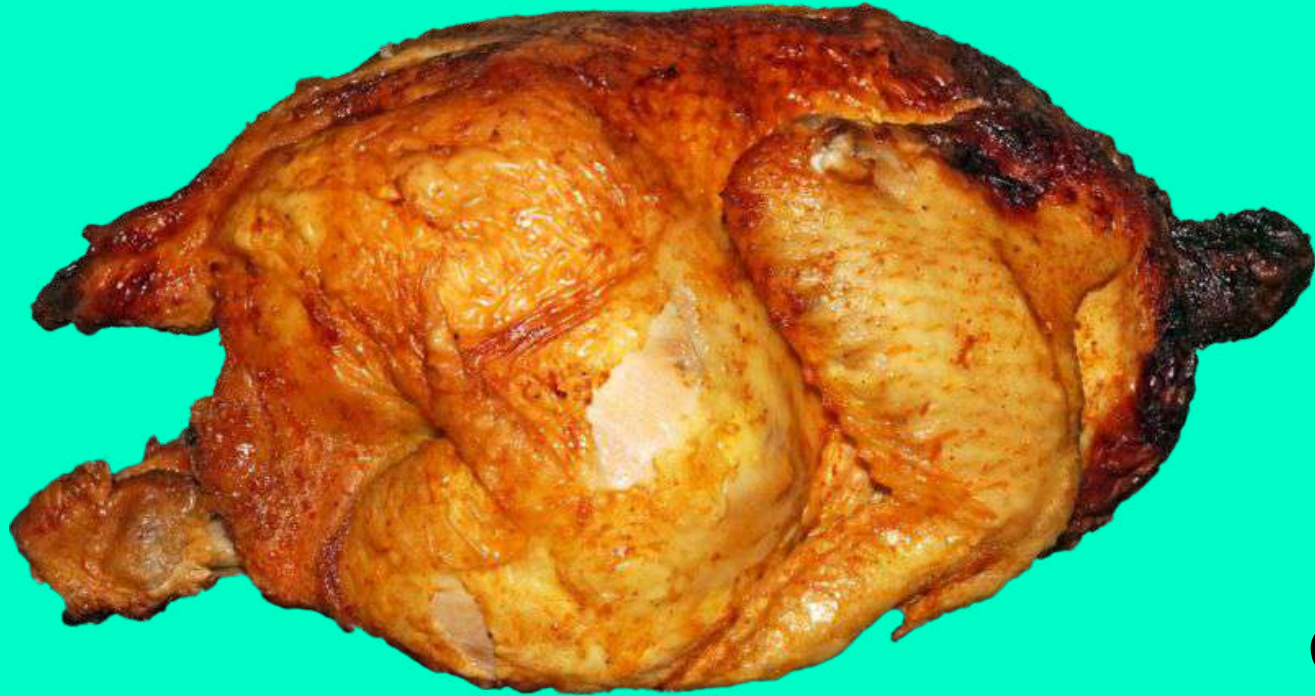
CLASSIFY THE IMAGE ACCORDING TO YOUR INTAKE:



fish



CLASSIFY THE IMAGE ACCORDING TO YOUR INTAKE:



chicken

CLASSIFY THE IMAGE ACCORDING TO YOUR INTAKE:



soft drinks



CLASSIFY THE IMAGE ACCORDING TO YOUR INTAKE:



fruit

CLASSIFY THE IMAGE ACCORDING TO YOUR INTAKE:



processed  
baked goods

CLASSIFY THE IMAGE ACCORDING TO YOUR INTAKE:



dried fruit  
and nuts



CLASSIFY THE IMAGE ACCORDING TO YOUR INTAKE:



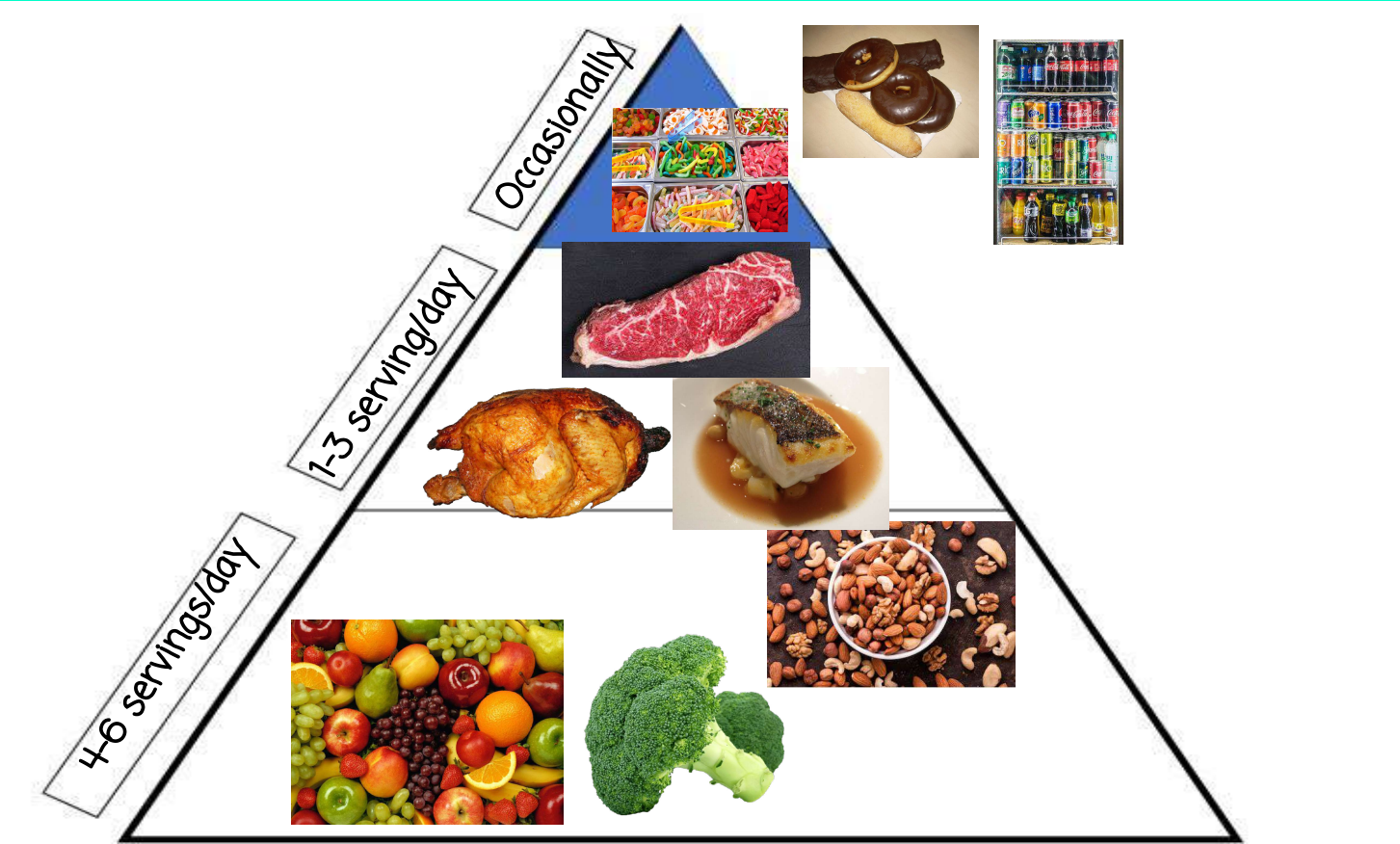
candy

CLASSIFY THE IMAGE ACCORDING TO YOUR INTAKE:



steak

# FOOD PYRAMID RECOMMENDATIONS:



# MY PERSONAL CONCLUSIONS

After the results I obtained in the survey, I can conclude that I have a ..... **lifestyle**.

My personal pyramid food tells me that :

- my food intake is **totally adequate** (only 1 type of food is **incorrectly** classified in my personal pyramid)
- my food intake **needs improvement** (more than 1 type of food is **incorrectly** classified in my personal pyramid)
- my food intake **is not adequate at all** (more than 4 types of food are **incorrectly** classified in my personal pyramid)

... according to the official food pyramid recommendations.




# STUDENTS DATA COLLECTION

	Sedentary	Moderately active	Active
TYPE OF LIFESTYLE			

	Not adequate	Needs improvement	Totally adequate
FOOD INTAKE			

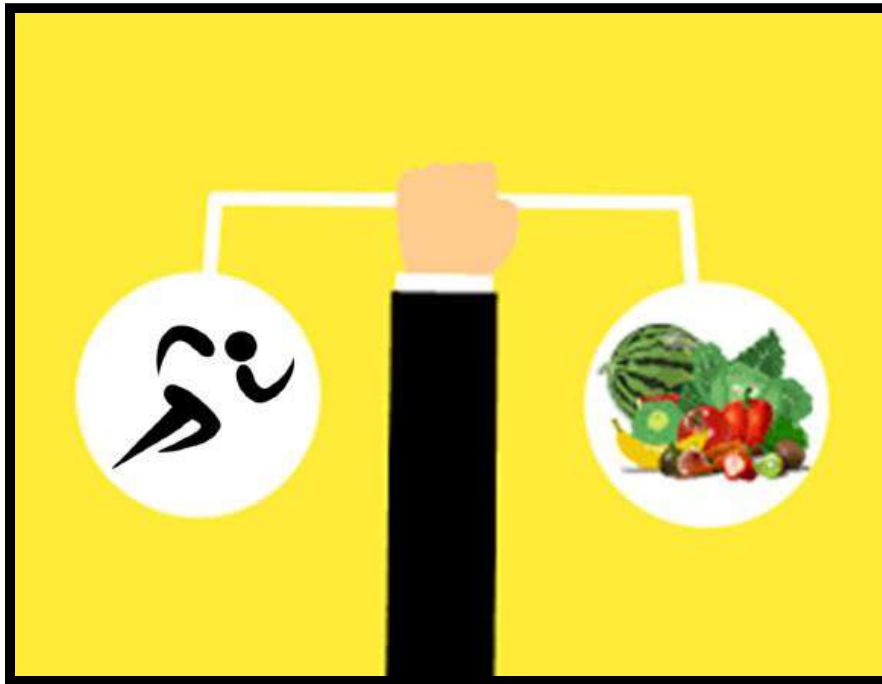


# S3. LET'S GET STARTED WITH OUR PROJECTS

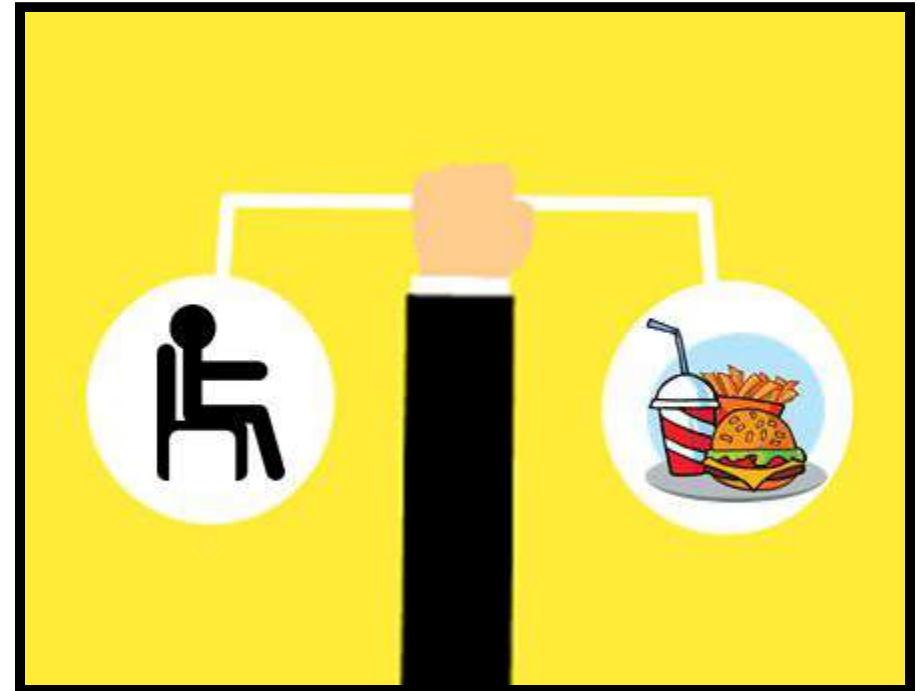
<b>EXPOSITORY TEXT FOR A SPECIFIC LIFESTYLE DIET</b>	 It includes <b>ALL</b> the characteristics	 It includes <b>SOME</b> characteristics	 It doesn't include characteristics or it is <b>MISSING</b>
<b>TITLE:</b> -adequate -clear -short -attractive			
<b>INTRODUCTION:</b> - <b>project</b> description (what is the project about?) - <b>audience</b> description (who is the diet for?) - <b>scientific</b> fundations (basic information needed to make the diet)			
<b>BODY: THE DIET</b> -appropriate <b>breakfast</b> -appropriate <b>lunch</b> -appropriate <b>dinner</b>			
<b>CONCLUSION:</b> 1. <b>Justification</b> of the diet 2. <b>Other tips</b> -explanation about the chosen food due to the function of its nutrients. -appropriate explanation. -clear explanation. -tips about healthy habits.			
<b>ADEQUATE CONVENTIONS:</b> -Capital letters & punctuation. -Spelling words -Complete sentences.			
<b>DESIGN:</b> -Attractive -Clear -Understandable -Useful visuals -Format/media reaches a large number of audience			

Project rubric

HEALTHY AND UNHEALTHY HABITS FLASHCARDS

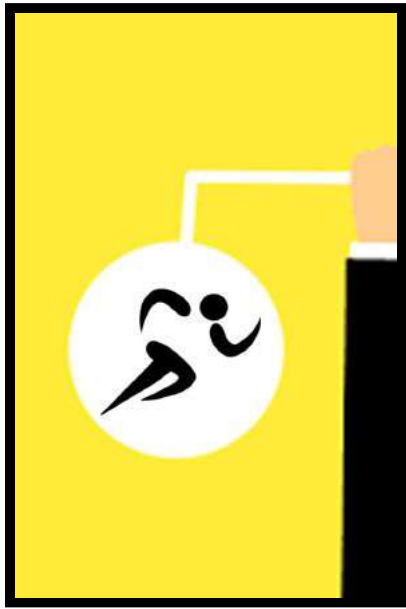


**HEALTHY HABITS**



**UNHEALTHY HABITS**

FLASHCARDS TO LABEL THE TEACHERS' LIFESTYLES



**ACTIVE LIFESTYLE**

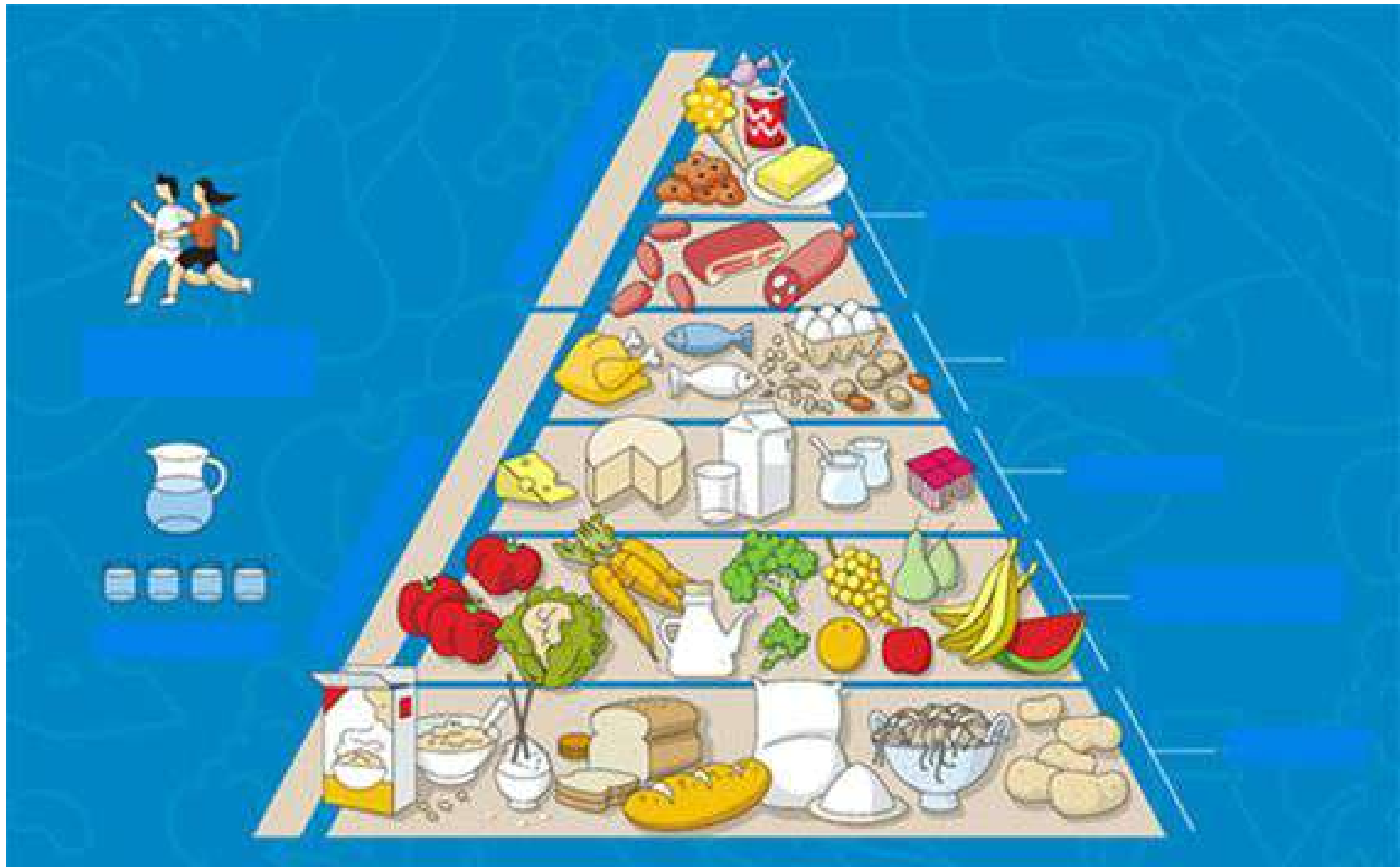


**MODERATELY ACTIVE LIFESTYLE**



**SEDENTARY LIFESTYLE**

FOOD PYRAMID RECOMMENDATIONS PROJECT DISPLAY



# THE FOOD PYRAMID

**4-6 SERVINGS/DAY**

**4-6 CUPS/DAY**

**2-4 SERVINGS/ DAY**

**OCCASIONALLY**

**5 SERVINGS/DAY**

**DAILY EXERCISE**

**2 SERVINGS/ DAY**

(maximum **once/twice** a week)

FOOD PYRAMID RECOMMENDATIONS PROJECT DISPLAY

**FOODS & DRINKS HIGH IN FAT,  
SUGAR & SALT**

**POULTRY, FISH, EGGS, BEANS &  
NUTS**

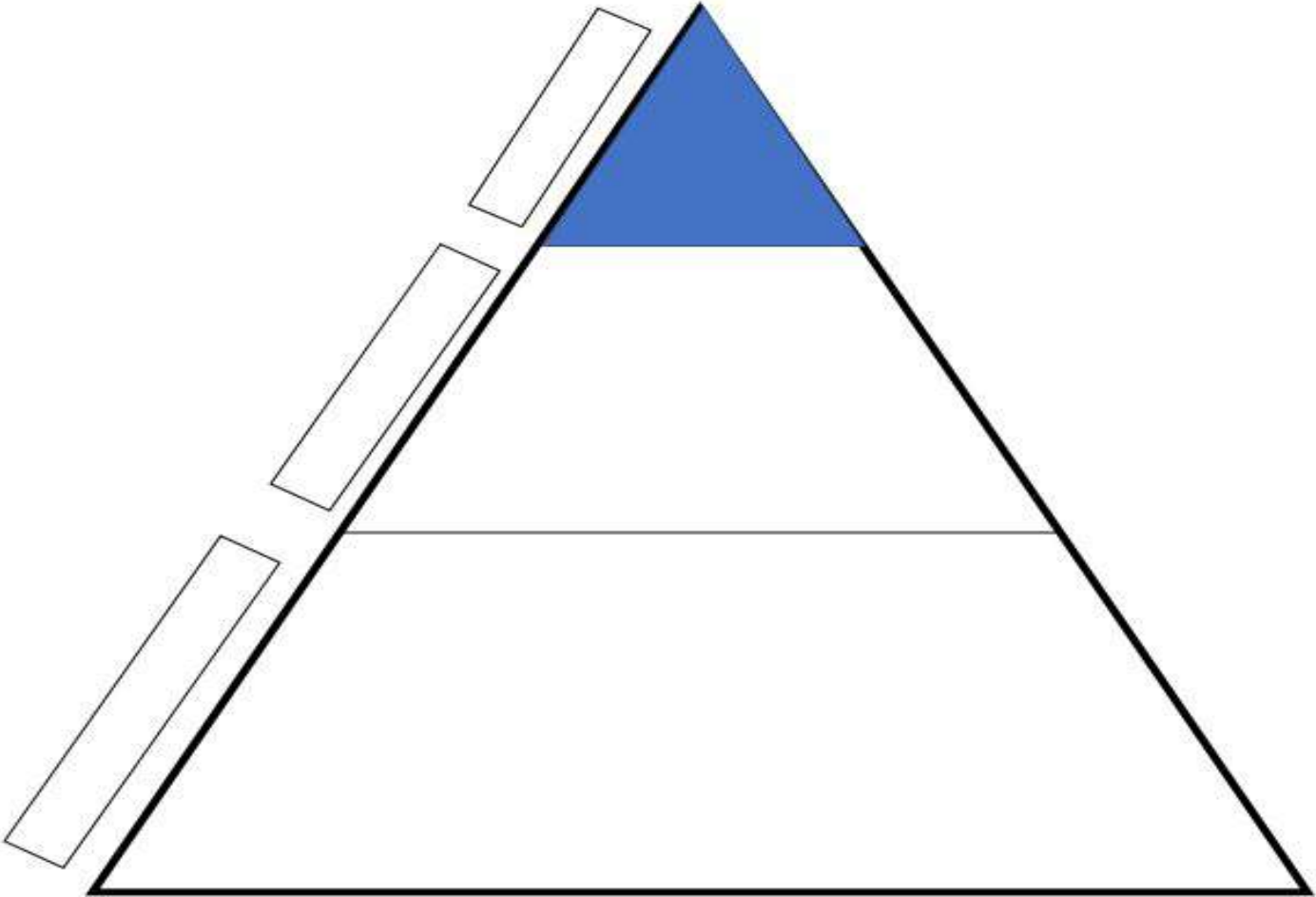
**MEAT**

**DAIRY PRODUCTS**

**VEGETABLES, FRUITS  
& OIL**

**WHOLEMEAL, CEREALS & BREAD,  
POTATOES, PASTA & RICE**

# THE FOOD PYRAMID



## JIGSAW PUZZLE

KIND OF FOOD	FUNCTION	NUTRIENT	EXAMPLE
Energetic food	They provide energy to our body to move and think.	Lipids Carbohydrates	Vegetable oil and olive oil, nuts, cereals and derivatives
Body building food	They help the body to make new cells, to grow during childhood and to maintain the structure of the adult body.	Proteins	Milk and dairy products Meat, fish, eggs and derivatives Legumes
Regulatory food	They regulate the activities of the body and protect from infections, diseases and injuries.	Vitamins Minerals Proteins	Vegetables Fruits
Complementary food			Sugar and sweet products Salt Animal fats and additives Soft drinks, stimulant drinks and alcoholic beverages.



CLASSROOM INTERACTIONAL LANGUAGE TO MAKE CONCLUSIONS ABOUT THE JIGSAW PUZZLE

Use the following chart to **make sentences, justify your personal predictions** and **interact with the other members** of your group:

I think  In my opinion  I also think that	this jigsaw  this puzzle	is	about	the function of each nutrient. examples of nutrients. types of nutrients. types of food.	
	we should	match organize	the pieces	according to	the colours. the titles.
	these	are	examples. nutrients. functions.		
	lipids  carbohydrates  proteins  vitamins  minerals  sugary products  salt and additives	are	bodybuilding food  energetic food  regulatory food  complementary food	because	they provide energy.  they are not essential.  they regulate the activities of the body and they protect it from infections.  they help the body grow.
Do you agree?			I completely agree. / I agree. / I don't agree.		

LANGUAGE SUPPORT TO MAKE CONCLUSIONS ABOUT THE JIGSAW PUZZLE

Use the following chart to **build sentences** and **justify** the organization of your jigsaw puzzle:

<p>We think Our group thinks</p>	<p>lipids carbohydrates</p>				<p>they provide energy.</p>
<p>In our opinion Our group's opinion is that</p>	<p>proteins vitamins minerals</p>	<p>are</p>	<p>bodybuilding food energetic food regulatory food</p>	<p>because</p>	<p>they are not essential. they regulate the activities of the body and they protect it from infections.</p>
<p>We also think that Our group also thinks that</p>	<p>sugary products salt and additives</p>		<p>complementary food</p>		<p>they help the body grow.</p>

## KAHOOT QUESTIONS

<https://create.kahoot.it/k/634f77a9-0451-4e3b-ba4f-c4a380caedc3>



## CONCLUSION ABOUT PERSONAL LIFESTYLE AND FOOD INTAKE

After the results I obtained in the survey, I can conclude that I have a ..... **lifestyle**.

My personal pyramid food tells me that :

- my food intake is **totally adequate** (only 1 type of food is **incorrectly** classified in my personal pyramid)
- my food intake **needs improvement** (more than 1 type of food is **incorrectly** classified in my personal pyramid)
- my food intake **is not adequate at all** (more than 4 types of food are **incorrectly** classified in my personal pyramid)

... according to the official food pyramid recommendations.

## GROUP DATA COLLECTION GRID

	Sedentary	Moderately active	Active
TYPE OF LIFESTYLE			

	Not adequate	Needs improvement	Totally adequate
FOOD INTAKE			

# DAILY DIET MODEL 2 (LEAFLET)

## SAMPLE DIET FOR AN ACTIVE LIFESTYLE

By Ms. Martin & Miss Palmero



### INTRODUCTION

- This is an example of a daily diet designed in the Science class for our project "Let's eat healthier at *Abat Marcet school*".
- This diet is addressed to sportive women who live a very active lifestyle.

These are our daily diet suggestions:

### Breakfast



### Lunch



### Afternoon snack



### Dinner



### JUSTIFICATION

We have chosen this diet because it has:

- All the different nutrients. They are necessary to have a balanced diet and to get all the functions of our body working!
- Plenty of energetic food. Active people burn lots of calories and they need a lot of energy.

### OTHER HEALTHY TIPS

- Don't be scared of eating carbohydrates. They give your body the necessary energy to exercise.
- Drink plenty of fluids throughout the day. Intense exercise means your body will be sweating, which can lead to dehydration.
- Get lots of sleep.
- Never skip breakfast!



Act  
Ve a

# LIFESTYLE SURVEY

## WHAT TYPE OF LIFESTYLE HAVE YOU GOT?

1. How do you get to school every day?

- a) I walk to school. (2)
- b) I go by car. (0)
- c) I use public transport. (1)



2. If you can choose between using the elevator or the stairs...

- a) I always use the stairs. (2)
- b) I always use the elevator. (0)
- c) It depends on the travel distance. (1)



3. If you have to run to catch the bus or the train...

- a) I can do it without problem! (2)
- b) I can't do it. I prefer to wait for the next one. (0)
- c) I try to do it but, when I get there, I have trouble breathing. (1)



4. In a normal weekday, how many hours are you usually seated?

- a) Not more than two. (2)
- b) Between two and six. (1)
- c) More than six. (0)



5. During the last week, how many minutes have you walked?

- a) Less than 15 minutes a day. (0)
- b) About 30 minutes 2 or 3 days a week. (1)
- c) 30 minutes or more at least 5 days a week. (2)



6. How many days a week do you play sports?




- a) 1 or 2 days a week. (1)
- b) 3 or more than 3 days per week. (2)
- c) I never practice sports. (0)



7. How many hours per day do you watch TV and/or play video games?

- a) Less than 2 hours. (2)
- b) Between 2 and 4 hours. (1)
- c) More than 4 hours a day. (0)



Between 0 and 4 points	Between 5 and 9 points	More than 9 points
<u>SEDENTARY LIFESTYLE</u>	<u>MODERATELY ACTIVE LIFESTYLE</u>	<u>ACTIVE LIFESTYLE</u>
		
A lifestyle that includes light physical activity associated with typical activities of daily living.	Walking 1.5 to 3 miles (from 2,4 to 4,8Km) daily at a pace of 3 to 4 miles per hour (or the equivalent) in addition to the light physical activity associated with typical day-to-day life.	An active person walks more than 3 miles (4,8Km) daily at the same pace, or equivalent exercise.  An active person practices at least 3 sessions of physical activity during the week with a minimum length of 30' per session (in adulthood) and 60' (during childhood).



PROJECT RUBRIC

**EXPOSITORY TEXT  
FOR A SPECIFIC  
LIFESTYLE DIET**



It includes **ALL** the characteristics



It includes **SOME** characteristics



It doesn't include **ANY** characteristics or it is **MISSING**

**TITLE :**

- adequate
- clear
- short
- attractive

**INTRODUCTION:**

- **project description** (what is the project about?)
- **audience description** (who is the diet for?)
- **scientific foundations** (basic information needed to make the diet)

**BODY: THE DIET**

- appropriate **breakfast**
- appropriate **lunch**
- appropriate **dinner**

**CONCLUSION:**

1. **Justification of the diet**
2. **Other tips**

- explanation about the chosen food due to the function of its nutrients.
- appropriate explanation.
- clear explanation.
- tips about healthy habits.

**ADEQUATE CONVENTIONS:**

- Capital letters & punctuation.
- Spelling words
- Complete sentences.

**DESIGN :**

- Attractive
- Clear
- Understandable
- Useful visuals
- Format/media reaches a large number of audience

# FEEDBACK

## SELF-REFLECTION



One thing that I really like about our project is...



One thing that can be improved about our project is...



## TEACHERS' OPINION



One thing that he/she really likes about our project is ...



One thing that can be improved about our project is...



## OTHER GROUPS' OPINION



One thing that they really like about our project is...



One thing that can be improved about our project is...








# Lolito Fernandez


Name:	Manuel Fernandez
Age:	28 years old
Job:	youtuber
Type of transportation most used:	Car
Hobbies:	<ul style="list-style-type: none"> <li>- playing video games</li> <li>- watching Youtube videos</li> </ul>
Main diet	fast food
Lifestyle:	sedentary



This is Manuel Fernández. He is **28 years old** and he is a very famous **youtuber**.

He spends most of his free time **sitting down**  in front of the computer, **playing games or watching videos**.

He **doesn't like**  sports or **walking** , that's why he always uses his **car**  even in **short**  distances .



He usually eats **fast food**  : hamburgers, pizzas and soft drinks.


# Ona Carbonell

Name:	Ona Carbonell
Age:	28 years old
Job:	Synchronized swimmer
Type of transportation most used:	Car
Hobbies:	Dancing and art
Main diet	Healthy and energetic food
Lifestyle:	Active



This is Ona Carbonell. She is **28 years old** and she is a professional **synchronized swimmer** in the Spanish National team.

She **trains** about **5 hours every weekday** and she often **competes on the weekends** too. She loves **dancing**  and her greatest passion is **art**. 

She usually gets to work **by car**  because she is very tired after her training sessions.

She has a very **healthy and energetic diet**. She eats a lot of pasta, plenty of fruits and nuts as well as the right amount of fish and meat.

# Andre Casals

Name:	
Age:	
Job:	
Type of transportation most used:	
Hobbies:	
Main diet	
Lifestyle:	




This is Andre Casals. He is **14 years old** and he is a secondary student in a High School. He spends most of his free time **texting his friends or using many mobile phone apps.**



He **doesn't like**  **running or sports**, and he always uses the **bus**, even for **short distances.**



He **hates**  **vegetables or fruits** and he usually eats **pizzas and Donuts.**




# Stephani Zambrano


Name:	
Age:	
Job:	
Type of transportation most used:	
Hobbies:	
Main diet	
Lifestyle:	



This is Stephani Zambrano. She is **6 years old** and she is a primary student.

She spends every afternoon **playing video games** or **watching tv**. She loves **laying on the sofa** .

She **doesn't like**  **Physical Education**. She usually plays **game boards** at the playground time. She goes to the school by **car**, with her parents.

She **hates**  **fish and vegetables** and she usually has a **croissant or nutella sandwich** for breakfast and she drinks **Coca-cola** every day.

# Carlos Tebar

Name:	
Age:	
Job:	
Type of transportation most used:	
Hobbies:	
Main diet	
Lifestyle:	



This is Carlos Tebar. He is **4 years old** and he is a primary student.

He plays **football** on Mondays and Wednesdays and he **lays on the sofa**



and uses the **tablet**



every day between 2-3 hours.

In the morning, he goes to school by **car**, with his parents. In the afternoon, he goes home **on foot**.

He usually has a **ham sandwich** and an **orange juice** every morning for

breakfast. He has a **lactose intolerance**



so he



can't eat yogurts,

cheese, milk or other food or drink containing lactose.



# Yanet Rodríguez

Name:	
Age:	
Job:	
Type of transportation most used:	
Hobbies:	
Main diet	
Lifestyle:	




This is Yanet Rodríguez. She is **37 years old** and she works as a **secretary**.

She spends almost all the day **sitting on a chair** because she works with a

computer and **answering phone calls**  . Once a week, she practices

**yoga** with his son  because she really loves it.

She **usually** goes to work by **car** but she sometimes goes **on foot**.

She usually has a **balanced diet** but, when she has no time to cook, she normally buys **ready-cooked food** (pizzas, cannellonis, instant soups,etc). 



# Rose Fernández

Name:	
Age:	
Job:	
Type of transportation most used:	
Hobbies:	
Main diet	
Lifestyle:	



This is Rose Fernández. She is **82 years old** and she is a **retired librarian**.



On Mondays she attends **yoga classes**  and she also **swims**  in her local sports club three days a week.

She **usually walks**  to go shopping and to take her grandson to school.


She likes all types of **healthy food**  and she **hasn't got food allergies** but she doesn't like eating too much before going to bed at night.



# Omar Asad


Name:	
Age:	
Job:	
Type of transportation most used:	
Hobbies:	
Main diet	
Lifestyle:	



This is Omar Asad. He is **16 years old** and he is a High School student.

He **plays rugby**  in his city team. During weekdays he has **3 training sessions** with his team and they also play a **rugby match** every weekend.

He usually **rides his bike**  to go to school but he **takes the bus**  when it rains.



He has a **balanced diet** even though he has a **tree nut allergy**.  He doesn't like drinking energetic drinks and he always drinks **plenty of water**.

# Silvia Natorski

Name:	
Age:	
Job:	
Type of transportation most used:	
Hobbies:	
Main diet	
Lifestyle:	

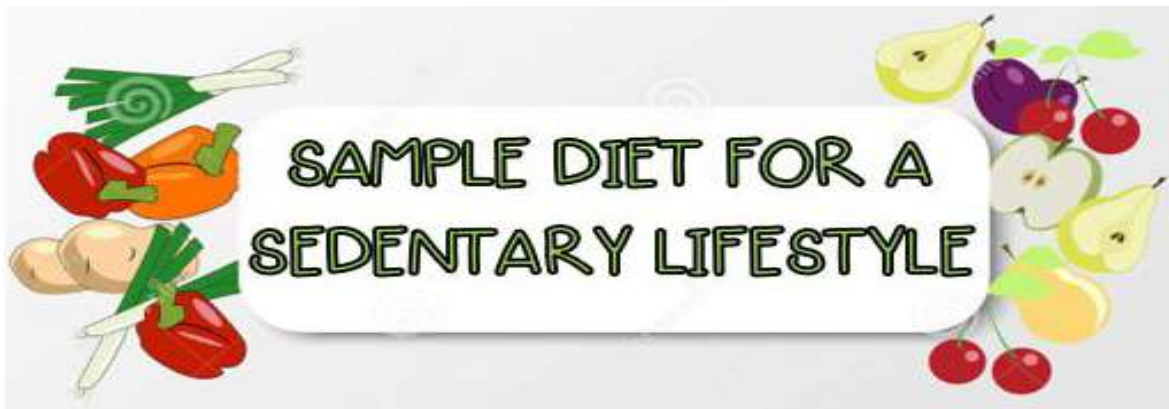


This is Silvia Natorski. She is **8 years old** and she is a Primary School student.

On Tuesdays and Thursdays she practices **artistic gymnastics**  as an afterschool activity. During the weekend she goes **rock climbing**  with her family. She loves being surrounded by nature!

She usually gets to school **on foot**  but she sometimes **rides her scooter**. 

She eats **fruits and vegetables** of all kinds but her favourite food is **pasta**.



By: Ms. Palmero  
&  
Miss Martín

## I. INTRODUCTION:

- This is a **sample of a daily diet** designed for our project “Let’s eat healthier at Abat Marcet school”.
- This diet is addressed to **sedentary lifestyle** people.
- In order to make this diet, we have taken into account the food pyramid recommendations and this **basic information**:

KIND OF FOOD	FUNCTION	NUTRIENT	EXAMPLE
<b>Energetic food</b>	They provide energy to our body to move and think.	Lipids Carbohydrates	Vegetable oil and olive oil, nuts, cereals and derivatives
<b>Body building food</b>	They help the body to make new cells and <b>to grow</b> in the childhood and to maintain the structure of the adult body.	Proteins	Milk and derivatives Meat, fish, eggs and derivatives Legumes
<b>Regulatory and protective food</b>	They regulate the activities of the body and protect from infections, diseases and injuries.	Vitamins Minerals Proteins	Vegetables and orchard food Fruits



## 2. SAMPLE OF A DAILY DIET:

	SUGGESTIONS
<b>BREAKFAST</b>	<ul style="list-style-type: none"><li>• Wholegrain breakfast cereal</li><li>• 1 cup of milk</li></ul> 
<b>LUNCH</b>	<ul style="list-style-type: none"><li>• Roast beef, salad and cheese sandwich</li><li>• 1 apple</li><li>• 1 Reduced fat yogurt</li></ul> 
<b>AFTERNOON SNACK</b>	<ul style="list-style-type: none"><li>• Coffee with milk</li><li>• Unsalted mixed nuts</li></ul> 
<b>DINNER</b>	<ul style="list-style-type: none"><li>• Grilled fish with rice and vegetables (potato, zucchini and broccoli)</li><li>• Fruit salad (tinned or fresh)</li></ul> 

## 3. JUSTIFICATION AND RECOMMENDATIONS:

We have chosen this diet because it contains:

- A little bit of every kind of food: energetic, bodybuilding and regulatory. Everybody needs them to have a balanced diet.
- Not many energetic food. Sedentary people do not move a lot or do exercise, therefore, they don't need a lot of energy.

We recommend you some tips:

- To do exercise (adults 30 minutes per day minimum).
- To drink 4 cups of water per day minimum.
- To eat foods and drinks high in fat, sugar and salt less than once per week.

# RESOURCE & TIME



MANAGER



# CHECKER






DESIGNER




RECORDER





## RESOURCE & TIME MANAGER

MY TASKS	WHAT CAN I SAY? 
<ul style="list-style-type: none"> <li>· TO KEEP TRACK OF TIME.</li> <li>· TO REMIND THE GROUP TO STAY ON TASK.</li> <li>· TO COLLECT NECESSARY MATERIAL.</li> <li>· TO CLEAN UP.</li> <li>· TO PARTICIPATE IN GROUP DISCUSSION.</li> <li>· TO HELP THE GROUP WITH OTHER TASKS.</li> </ul>	<ul style="list-style-type: none"> <li>· We have_____ minutes left.</li> <li>· Let's wrap up this idea!</li> <li>· Let's move to the next task!</li> <li>· Come on! Hurry up!</li> <li>· We have enough time.</li> <li>· What material do we need?</li> <li>· Let's tidy up!</li> </ul>





## CHECKER

MY TASKS	WHAT CAN I SAY? 
<ul style="list-style-type: none"> <li>· TO CHECK THAT:               <ul style="list-style-type: none"> <li>- ALL TASKS ARE FINISHED/DONE.</li> <li>- A TASK INCLUDES ALL THE REQUIREMENTS (CHECKING GRILLS &amp; CHARTS)</li> <li>- A TEXT IS CORRECT.</li> </ul> </li> <li>· TO PARTICIPATE IN GROUP DISCUSSION.</li> <li>· TO HELP THE GROUP WITH OTHER TASKS.</li> </ul>	<ul style="list-style-type: none"> <li>· This information is missing.</li> <li>· This is not finished!</li> <li>· We forgot about that.</li> <li>· Add: capital letter/full stop/commas/question mark...</li> <li>· This word is not correctly spelled.</li> <li>· I think this is not ok.</li> <li>· Great!! We are done!</li> </ul>


RECORDER	
MY TASKS	WHAT CAN I SAY? 
<ul style="list-style-type: none"> <li>· <b>TO WRITE TEAM'S IDEAS.</b></li> <li>· TO PARTICIPATE IN GROUP DISCUSSION.</li> <li>· TO HELP THE GROUP WITH OTHER TASKS.</li> </ul>	<ul style="list-style-type: none"> <li>· What can we write here?</li> <li>· How do you spell ___?</li> <li>· Do you agree with this?</li> <li>· Can you repeat, please?</li> <li>· Can you speak more slowly, please?</li> </ul>

DESIGNER	
MY TASKS	WHAT CAN I SAY? 
<ul style="list-style-type: none"> <li>· <b>TO TAKE CARE ABOUT THE ARTISTIC PART OF THE PROJECT: DRAWING, PROJECT FORMAT ( FONT SIZE AND COLOUR, LAYOUT, ETC.)...</b></li> <li>· TO PARTICIPATE IN GROUP DISCUSSION.</li> <li>· TO HELP THE GROUP WITH OTHER TASKS.</li> </ul>	<ul style="list-style-type: none"> <li>· Do you like this font?</li> <li>· Do you prefer this image?</li> <li>· Should I use bold letters?</li> <li>· Let's add a chart!</li> <li>· Now it looks: <ul style="list-style-type: none"> <li>terrific</li> <li>wonderful</li> <li>horrible</li> <li>better</li> <li>...</li> </ul> </li> </ul>

# CHART TO EVALUATE A GROUP ORAL PRESENTATION




TOPIC: _____	 TERRIFIC	 GOOD!	 OK	 NEEDS IMPROVEMENT
<p style="text-align: center;"><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>• The presentation is <b>100% in English</b>.</li> <li>• No mistakes in structures.</li> <li>• Wide and correct use of vocabulary.</li> </ul>				
<p style="text-align: center;"><b>INFORMATION</b></p> <p>There is...:</p> <ul style="list-style-type: none"> <li>-An introduction with a description of the project, description of the audience and scientific foundations</li> <li>-A diet</li> <li>- A conclusion with a justification about the diet and some recommendations.</li> </ul>				
<p style="text-align: center;"><b>EYE CONTACT</b></p> <p><i>The students...</i></p> <ul style="list-style-type: none"> <li>• <b>Look at everyone</b> in the audience.</li> </ul>				
<p style="text-align: center;"><b>VOICE</b></p> <ul style="list-style-type: none"> <li>• Correct <b>volume, tone, pace</b> and voice <b>projection</b>.</li> </ul>				
<p style="text-align: center;"><b>BODY LANGUAGE</b></p> <p><i>The students...</i></p> <ul style="list-style-type: none"> <li>• Look <b>relaxed</b> and confident.</li> <li>• Use <b>facial expressions, gestures</b> and postures to help understanding the information.</li> </ul>				
<p style="text-align: center;"><b>EXTRA RESOURCES</b></p> <p><i>The students...</i></p> <ul style="list-style-type: none"> <li>• Use <b>visual or audio material</b>.</li> <li>• Use resources that are <b>appropriate</b> to understand the information.</li> <li>• Use resources that are <b>attractive and original</b>.</li> </ul>				













# SELF-ASSESSMENT CHART BEFORE PRESENTING

<p>TOPIC: _____</p>	
<p style="text-align: center;"><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>· The presentation is <b>100% in English</b>.</li> <li>· No mistakes in structures.</li> <li>· Wide and correct use of vocabulary.</li> </ul>	
<p style="text-align: center;"><b>INFORMATION</b></p> <p>There is...:</p> <ul style="list-style-type: none"> <li>-An introduction with a description of the project, description of the audience and scientific foundations</li> <li>-A diet</li> <li>- A conclusion with a justification about the diet and some recommendations.</li> </ul>	
<p style="text-align: center;"><b>EYE CONTACT</b></p> <p><i>The students...</i></p> <ul style="list-style-type: none"> <li>· <b>Look at everyone</b> in the audience.</li> </ul>	
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<p style="text-align: center;"><b>BODY LANGUAGE</b></p> <p><i>The students...</i></p> <ul style="list-style-type: none"> <li>· Look <b>relaxed</b> and confident.</li> <li>· Use <b>facial expressions, gestures</b> and postures to help understanding the information.</li> </ul>	
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# GROUP WORK ASSESSMENT

Rate yourself and your group mates with the use of these emoticons:

		
<b>Always/usually</b>	<b>Sometimes</b>	<b>Never</b>

	 ME	 MY GROUP
 Contributing to group discussion.		
 Giving ideas		
 Asking doubts		
 Doing our best		
 Finishing tasks		
 Quality of the tasks		
 Respecting others		
 Encouraging others		
 Agreeing and solving difficulties		
 Satisfaction		