

# PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

## Identification of the GEP project:

Title	<b>Stay Healthy!!</b>
Authorship	<b>Montserrat Altimires and Susi Fàbregas</b>
School	<b>Escola Ponent</b>
Students' CEFR Level (A1, A2...)	<b>A1</b>
Grade	<b>6th Grade</b>
Content area(s)	<b>Science + Arts and Crafts</b>
Number of sessions (4, 6 or 9)	<b>6 sessions</b>
Teacher(s) involved	<b>Montserrat Altimires and Susi Fàbregas</b>
Key words	<b>Healthy / unhealthy / mind / body</b>

## 1. OUR PROJECT

**Introduction:** The project aims to promote a healthy lifestyle among our students and their families through a visual campaign that compares healthy and unhealthy habits.

**Driving question:** What can we do to foster healthy habits in our school?

**Final product:** Visual campaign (a book) to promote healthy habits among our families.

## 2. GOALS

1. Distinguish between healthy and unhealthy habits.

2. Being aware of which ones they can improve.

3. Write simple tips.

4. Create a visual campaign for the school and the families.

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

1.1 They can classify healthy and unhealthy habits.

2.1 They can write "summer resolutions".

3.1 They can write "summer resolutions".

3.2 They can write simple sentences in form of a tip.

4.1 They can display different elements into a frame to set a "scene".

4.2 They take a picture of the created "scene" that reinforces the meaning of a tip.

4.3 They can give advice to their schoolmates and parents about how to foster health by using the correct language (you could..., you should...) during the presentation of the campaign.

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

Science curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p><b>DIMENSIÓ SALUT I EQUILIBRI PERSONAL:</b></p> <p><b>Competència 6.</b> Adoptar hàbits sobre alimentació, activitat física i descans amb coneixements científics, per aconseguir el benestar físic.</p> <p><b>Competència 7.</b> Prendre consciència del propi cos, de les emocions i sentiments propis i aliens, per aconseguir l'equilibri emocional i afavorir la convivència.</p> <p><b>Competència 8.</b> Prendre decisions sobre higiene i salut amb coneixements científics</p>	<ul style="list-style-type: none"> <li>• Educació per a la salut.</li> </ul>	<p><b>DIMENSIÓ EXPRESSIÓ ESCRITA:</b></p> <ul style="list-style-type: none"> <li>• <b>Competència 7.</b> Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa.</li> <li>• <b>Competència 8.</b> Produir textos senzills amb adequació a la situació comunicativa i amb ajut de suports.</li> <li>• <b>Competència 9.</b> Revisar el text per millorar-lo en funció de la situació comunicativa amb l'ajut de suports específics.</li> </ul>	<ul style="list-style-type: none"> <li>• Textos de tipologia diversa en diferents formats i suports.</li> <li>• Estratègies i recursos per a l'expressió: planificació, producció i revisió.</li> <li>• Estratègies específiques per a la producció i revisió de textos en llengua estrangera.</li> <li>• Lèxic: vocabulari usual i específic.</li> <li>• Ortografia de paraules conegudes i d'ús freqüent.</li> <li>• Correcció lingüística i ortogràfica.</li> </ul>

per a la prevenció i guariment de malalties.		<b>DIMENSIÓ PLURILINGÜE I INTERCULTURAL:</b>  <b>Competència 12.</b> Utilitzar estratègies plurilingües per a la comunicació.	<ul style="list-style-type: none"> <li>• Elements no verbals.</li> <li>• Elements morfosintàctics bàsics.</li> <li>• Estratègies de comparació fonètica, gràfica i lèxica.</li> </ul>
<b>Arts curriculum</b>			
<b>Specific Competences</b>	<b>Key Contents</b>		
<b>DIMENSIÓ INTERPRETACIÓ I PRODUCCIÓ:</b>  <b>Competència 5.</b> Emprar elements bàsics del llenguatge visual amb tècniques i eines artístiques per expressar-se i comunicar-se.	<ul style="list-style-type: none"> <li>• Recursos, formes, possibilitats comunicatives dels diferents elements i llenguatges artístics.</li> <li>• Tècniques pròpies dels diferents llenguatges artístics.</li> <li>• Produccions artístiques: plàstiques i corporals.</li> <li>• Ús de recursos digitals en l'expressió artística.</li> <li>• Planificació dels processos de producció artística.</li> </ul>		

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

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	

Critical Thinking and Problem Solving	✓	Initiative & Self-direction	
Creativity & Innovation	✓	Social & Cross-cultural	✓
Others:			

## 5. KEY COMPETENCES

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

## 6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
- Healthy and unhealthy habits, for both body and	- Turning knowledge into simple tips.

mind

- Illustrating tips to reinforce the meaning.
- Preparation of an event to present the visual campaign to the school families/rest of the school.

## 7. REFERENCES





ISHI. Please visit: <https://www.kickstarter.com/projects/1907525565/ishi-simple-tips-from-a-solid-friend?lang=es>

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	Entry event: Whole group conversation (slides 1 and 2)	10 min	S/L/I	WG	<a href="#">Slideshow 1</a>	Previous knowledge WG
	Healthy body and healthy mind: Topic introduction by the teacher (slides from 1 to 4)	10 min	L		<a href="#">Slideshow 2</a>	
	Brainstorming of habits that foster a healthy mind, following slides from 5 to 10	40 min	S/L/I/W	WG	Slideshow 2	
2	Introduction to healthy body: slides from 12 to 14	10 min	L		Slideshow 2	
	Group work: brainstorming about habits that foster healthy body	10 min	W/I	S-S, S-T		

	Sharing time	20 min	S/L/I/W	WG		
	Small teams contest	20 min	S/L/I	WG	Instant classroom	Team contest results
<b>3</b>	Review of healthy habits, both body and mind	20 min	S/L/I	WG	Slideshow 2	
	Conversation: Back to the entry event. What can he do to stay healthy?	10 min	S/L/I/W	WG	Slideshow 1	
	Individual activity: What can I do to stay healthy?	15 min	W/I	T-S		
	Sharing in pairs the previous activity	15 min	S/L/I	S-S	Instant classroom	Pair assessment
<b>4</b>	Present ICHI (is a book) and the wanted final product	10 min	L			
	Class conversation deciding which habits to promote and which ones to fight (pairing them)	20 min	S/L/I	WG		
	Sorting them out (among pairs of students)	10 min	S/L/I	WG		



	In pairs: Begin to work on illustrating each habit with a picture ISHI style	20 min	S/L/I	S-S, T-S		
<b>5</b>	Continuing pairs work	60 min	S/L/I	S-S, T-S	Mobile phone camera Drive Shared google presentation	
<b>6</b>	Finish pairs work. Individual checklist to assess the final result of the pairwork.	?	S/L/I	S-S, T-S	Mobile phone camera Drive Shared google presentation	Checklist
	Sharing time	20 min	S/L/I	WG	Shared google presentation	
	Event organisation: Dealing out responsibilities.	?	S/L/I	WG		<i>(Final self-assessment should be done AFTER the presentation event)</i>

AFTER THE WHOLE PROJECT (presentation event included), each student make a [self assessment](#).

## 11. SESSION PLANNING

### SESSION 1: HEALTHY MIND

Objectives of the session: INTRODUCTION OF THE TOPIC + HABITS TO FOSTER A HEALTHY MIND.

Content-obligatory language for the session:

**Vocabulary:** Healthy, mind, sleep time, focus time, connecting time, down time, play time... and the brainstorming result.






**Structures:** What can we do to foster...? Do you agree? Any other idea?






#### Activities






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








1.1	Entry event: <a href="#">Slideshow 1</a> . Whole group conversation (slides 1 and 2).	10 min	S/L/I	WG	Slideshow	<a href="#">Previous knowledge WG</a>
1.2	<a href="#">Healthy lifestyle slideshow</a> : Topic introduction by the teacher (slides from 1 to 4). The importance of both healthy body and healthy mind.	10 min	L		Slideshow	
1.3	<a href="#">Healthy lifestyle slideshow</a> : HEALTHY MIND. Different categories (slides from 5 to 10). Whole class: Brainstorming of habits that foster a healthy mind, following slides to discover and reflect on the 5 categories. The students copy the brainstorming results in their <a href="#">individual grid</a> .	40 min	S/L/I/W	WG		






<h2>SESSION 2: HEALTHY BODY</h2> <p>Objectives of the session: HABITS TO FOSTER A HEALTHY BODY.</p>						
<p>Content-obligatory language for the session:  <b>Vocabulary:</b> Healthy, body, active life, exercise, hygiene, prevention, healthy eating,... and the brainstorming result.  <b>Structures:</b> What can we do to foster...? What did your group say? Do you agree? Any other idea?</p>						
<p>Activities  <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
2.1	PPT Healthy lifestyle: HEALTHY BODY. Different categories.	10 min	L		Slideshow	
2.2	Group work: brainstorming to fill all 5 categories in their <a href="#">individual grid</a> .	10 min	W/I	S-S, S-T	Slideshow	
2.3	Sharing time. The students complete and correct the brainstorming results in their grid.	20 min	S/L/I/ W	WG		
2.4	Small teams contest: Make groups with instant classroom. Each group has "to solve" <a href="#">the grid</a> , crossing the proper category for each habit (sometimes, more than one is correct). When time is over (teacher will decide), correction time. Each group score one point for each correct cross... but one point is taken out for each incorrect one.	20 min	S/L/I	WG	Instant classroom	Team contest results

<h2>SESSION 3: STAY HEALTHY!</h2> <p>Objectives of the session: REFLECT ON THE CHANGES WE CAN DO TO IMPROVE OUR HEALTH.</p>						
<p>Content-obligatory language for the session:  <b>Vocabulary:</b> Stay healthy + all the previous vocabulary.  <b>Structures:</b> What can he do to stay healthy? What can I do to stay healthy? What can you do to stay healthy? He can... I can...</p>						
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
3.1	Review healthy habits, both body and mind. Whole class conversation.	20 min	S/L/I	WG	Slideshow	
3.2	Back to the entry event (slide 1): Whole group conversation. What can <b>he</b> do to stay healthy? Worksheet <a href="#">Stay healthy</a> . Students write the shared tips down in their individual sheet.	10 min	S/L/I/W	WG	Slideshow	
3.3	Individual reflection: What can <b>I</b> do to stay healthy? Students write in their individual sheet the habits they can improve.	15 min	W/I	T-S		
3.4	Sharing in pairs. Interaction student-student (previous modeling is needed): <ul style="list-style-type: none"> <li>- What can <i>Peter</i> do to stay healthy?</li> <li>- He can... do some exercise.</li> <li>- What can you do to stay healthy?</li> <li>- I can... go to sleep earlier...</li> </ul>	15 min	S/L/I	S-S	Instant classroom	Pair assessment

<h2>SESSION 4: PROMOTING HEALTH</h2> <p>Objectives of the session: TO PRESENT THE FINAL GOAL AND DECIDE WHICH HABITS TO PROMOTE AND WHICH ONES TO FIGHT.</p>								
<p>Content-obligatory language for the session:  <b>Vocabulary:</b> All the previous vocabulary.  <b>Structures:</b> Imperative: tips in affirmative or negative sentences (<i>Sleep 10 hours a day / Don't sleep less than 8 hours a day</i>).</p>								
<p>Activities  <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>								
4.1	<p>Present ISHI and the wanted final product.            Please visit:  <a href="https://www.kickstarter.com/projects/1907525565/ishi-simple-tips-from-a-solid-friend?lang=es">https://www.kickstarter.com/projects/1907525565/ishi-simple-tips-from-a-solid-friend?lang=es</a>            Our goal is to make a similar book counterposing healthy and unhealthy habits.</p>			10 min	L			
4.2	<p>Decide which habits to promote and which ones to fight (pairing them):            Whole class conversation. One class (6th A) will focus on healthy body (12 pairs) and the other one (6th B) in healthy mind (12 pairs).</p>			20 min	S/L/I	WG		
4.3	<p>Sort them out: Each pairs of students takes a pair of healthy/unhealthy habits.            The teacher models how to turn them into simple tips: "<i>Eat vegetables and fruit everyday / Don't eat sweets every day</i>". "<i>Play with your friends / Don't play computer games for too long</i>".</p>			10 min	S/L/I	WG		
4.4	<p>In pairs: Let's get started!</p>			20 min	S/L/I	S-S, T-S		

	<p>Each pair of students write the two tips (in affirmative for the healthy habit, and in negative for the unhealthy one). After checking proper writing of the tips with the teacher, they begin to speak about how to illustrate each tip.</p>					
--	--	--	--	--	--	--

<p><b>SESSION 5: WORK TIME: ILLUSTRATING</b> Objectives of the session: ILLUSTRATE PROPERLY EACH TIP, FOLLOWING THE <i>ISHI</i> STYLE.</p>						
<p>Content-obligatory language for the session: Nothing new.</p>						
	<p><b>Activities</b> <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
5.1	<p>Pairs work: Each pair of students decide how to illustrate each tip. They have to display several elements surrounding ISHI into two cardboard boxes. When each “scene” is set, they take a picture of it.</p> <p>Then, they will upload them to a common drive and will add them to a shared slideshow, writing the corresponding tip to each picture (in the three languages of the school).</p>	60 min	S/L/I	S-S, T-S	Mobile phone camera Drive Shared google present ation	

<h2>SESSION 6: FINAL PRODUCT AND DIFFUSION</h2> <p>Objectives of the session: SHARE THE PAIR WORK (AND THUS SEE THE ACHIEVED FINAL PRODUCT), AND DECIDE HOW TO ORGANISE AN EVENT TO PRESENT IT.</p>						
Content-obligatory language for the session: Nothing new or specific.						
<b>Activities</b> <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>						
6.1	Finish pair work (fast finishers will be given a free art activity). After finishing, individual checklist to assess the final result of the pairwork.	?	S/L/I	S-S, T-S	Mobile phone camera Drive Shared google presentation	checklist
6.2	When everybody has finished: Sharing time! The whole class sees the shared slideshow: What do you think? It looks really nice! (let's hope...)	20 min	S/L/I	WG	Shared google presentation	
6.3	Event organisation: Deal out responsibilities. <ul style="list-style-type: none"> <li>- Advertising of the event.</li> <li>- Welcoming committee (before the presentation event).</li> <li>- Presenters (in the three languages of the school).</li> <li>- Photographers (during the event).</li> <li>- Audience interviewers (after the event).</li> </ul>	?	S/L/I	WG		(Final self-assessment should be done AFTER the presentation event)

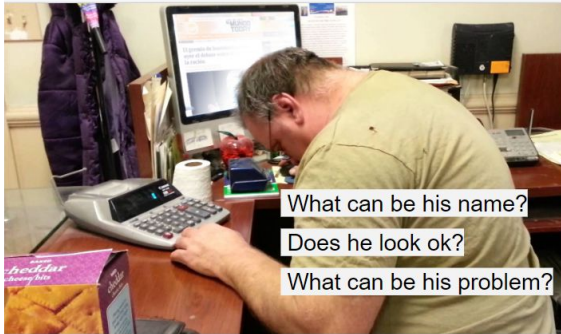
AFTER THE WHOLE PROJECT (presentation event included), each student make a [self assessment](#).



# TEACHING MATERIALS:

## SESSION 1.

ENTRY EVENT PRESENTATION:  
slide 1



HEALTHY LIFESTYLE PRESENTATION:  
slide 1



HEALTHY MIND GRID:

HEALTHY MIND

SLEEP TIME
FOCUS TIME
CONNECTING TIME
PLAY TIME
DOWN TIME

PREVIOUS KNOWLEDGE RUBRIC


Previous knowledge rubric:

Previous knowledge:	Few students	Half of the group	The whole group
Students notice lack of self-care and lack of hygiene as an unhealthy habit with unpleasant consequences.			
Students realize the picture's context is not suitable for proper resting.			
Students wonder about the usual eating of the man on the picture.			
Students connect his weight with his possible eating habits.			
Students connect the toilet paper presence with possible health issues.			
Students know the importance of good healthy habits.			

SESSION 2.

HEALTHY BODY GRID:

**HEALTHY BODY**



ACTIVE LIFE
EXERCISE
HYGIENE
PREVENTION
HEALTHY EATING

TEAMS CONTEST:

Team contest 🧐🧐🧐

Category:	healthy body					healthy mind				
	active life	exercise	hygiene	prevention	healthy eating	sleep	social skills	emotional skills	full time	online
Eating vegetables.										
Sleep 10 hours a day.										
Take the stairs.										
Do gymnastics										
Other healthy habits from the transformation										

### SESSION 3.

#### STAY HEALTHY!

What can \_\_\_\_\_ do to stay healthy?

- He can...
- 
- 
- 
- 
- 
- 
- 

---

What can you do to stay healthy?

- I can...
- 
- 
- 
- 
- 
- 
- 

### SESSION 6.

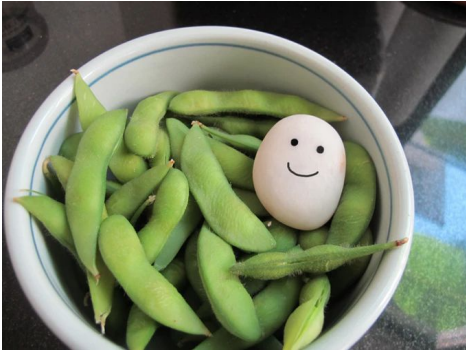
#### Pictures Checklist

	YES	SO-SO	NO
-The pictures are beautiful.			
-The pictures are clear and well organized.			
-The pictures properly illustrate the messages.			
-Team work has been ok.			
-We both like the result.			

### AFTER THE PROJECT.

#### FINAL SELF ASSESSMENT

	SELF ASSESSMENT			TEACHER'S ASSESSMENT		
	YES	QUITE	NO	YES	QUITE	NO
1.The final pictures have a nice composition.						
2.They illustrate properly the healthy/unhealthy habits.						
3.I got involved in the organization of the presentation event.						
4.I am aware of what habits I have to change to stay healthy.						



The timing of the last session (or sessions) is impossible to know. Honestly, we have no idea!! Presumably, we will need some other session...;)

PREVIOUS KNOWLEDGE RUBRIC:

Previous knowledge:	Few students	Half of the group	The whole group
Students notice lack of self-care and lack of hygiene as an unhealthy habit with unpleasant consequences.			
Students realize the picture's context is not suitable for proper resting.			
Students wonder about the usual eating of the man on the picture.			
Students connect his weight with his possible eating habits.			
Students connect the toilet paper presence with possible health issues.			
Students know the importance of good healthy habits.			

# HEALTHY MIND



SLEEP TIME

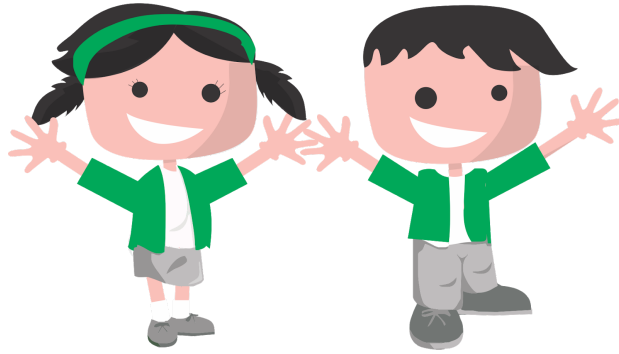
FOCUS TIME

CONNECTING TIME

PLAY TIME

DOWN TIME

# HEALTHY BODY



ACTIVE LIFE

EXERCICE

HYGIENE

PREVENTION

HEALTHY EATING







# STAY HEALTHY!

What can \_\_\_\_\_ do to stay healthy?

- He can...
- 
- 
- 
- 
- 
- 
- 
- 

What can you do to stay healthy?

- I can...
- 
- 
- 
- 
- 
- 
- 
-

# Pictures Checklist



	YES	SO-SO	NO
-The pictures are beautiful.			
-The pictures are clear and well organized.			
-The pictures properly illustrate the messages.			
-Team work has been ok.			
-We both like the result.			

## FINAL SELF ASSESSMENT

	SELF ASSESSMENT			TEACHER'S ASSESSMENT		
	YES	QUITE	NO	YES	QUITE	NO
1.The final pictures have a nice composition.						
2.They illustrate properly the healthy/unhealthy habits.						
3.I got involved in the organization of the presentation event.						
4.I am aware of what habits I have to change to stay healthy.						