Generalitat de Catalunya
Departament d'Educació
Direcció General d'Innovació,
Digitalització, Currículum i Llengües

MASTER'S DEGREE
CLIL&FLE
CONTENT AND LANGUAGE INTEGRATED LEARNING · FOREIGN LANGUAGE EDUCATION

LED

UAB
Universitat Autònoma
de Barcelona
Facultat de Ciències de l'Educació

B- Healthy!

GEP2: 2022-23

Escola Sant Martí

Iolanda Matamala and Sara Sibila

IDENTIFICATION OF THE GEP PROJECT	
TITLE-	B-Healthy!
STUDENTS' CEFR LEVEL (A1, A2…)	A1
GRADE	5th
CONTENT AREA(S)	Science, Art, Maths and English
NUMBER OF SESSIONS (4, 6 OR 9)	6
TEACHER(S) INVOLVED	Iolanda Matamala and Sara Sibila
KEYWORDS	Healthy, diet, habits, food, awareness campaign, poster

OUR PROJECT

INTRODUCTION

We are going to start a new and amazing project in which you will create an awareness campaign for our school community about the importance of having a healthy diet. The campaign is going to be about creating digital posters using canva to convince and give arguments to everyone about the importance of a healthy diet. Last year you acquired different contents related to that topic and we are going to recap them again and use them in this project. Through the project we are going to watch and comment on videos, do some research about the sugar in food and in order to show the reality of sugar to the school public. Moreover, we will use some digital tools to create a survey about the healthy habits of our school and analyze its results which are going to give you the clues to create the best awareness campaign about a healthy diet.

We have thought about a driving question which we want you to have in your minds during this project and the question is: "How do my food choices affect my health?".

DRIVING QUESTION

How do my food choices affect my health?

FINAL PRODUCT

Create an awareness campaign for our school community about the importance of having a healthy diet. Students will create some digital posters in groups which will be later displayed around the school.

LEARNING OBJECTIVES, ASSESSMENT CRITERIA AND DIMENSIONS

LEARNING OBJECTIVES	ASSESSMENT CRITERIA	CURRICULUM AREAS AND DIMENSIONS
(By the end of the project/task, students will acquire or have acquired the following goals. That is, students will be able to…) *See this list of discursive verbs and these lists of action verbs (document 1 and document 2).* *Make sure you integrate both discursive and action verbs in your goals.*	*How do we know the students are making progress?* *By the end of the unit we will know that each student has acquired each goal if they can show that they can…)* *(What exactly have the students learned to do? For every goal you will need one or more very specific observable indicators of learning.* *Check the assessment criteria listed in the Curriculum and list them here. You can adapt them to make them more specific.*	*The assessment criteria are related to the following curriculum areas and dimensions.* *See the Curriculum*
To examine the food pyramid and the nutrients in food by creating a survey to investigate the school pupils' habits.	They can classify menus between healthy and unhealthy. They can name the different elements and levels in the food pyramid. They can recognize the nutrients in food.	**AREA CONEIXEMENT DEL MEDI** Dimensions: - **Dimensió món actual**
To design a survey using Google Form to record data about the pupils' habits in breakfasts and analyze and reflect on the results by applying the knowledge about the food pyramid and the healthy habits.	They can prepare a Google Form. They can write questions about the pupils' habits. They can deconstruct the answers and explain the results. They can compare the results with other groups.	**Competència 1.** Plantejar-se preguntes sobre el medi, utilitzar estratègies de cerca de dades i analitzar resultats per trobar respostes. **Competència 5**. Valorar problemes socials rellevants interpretant-ne les causes i les conseqüències per plantejar propostes de futur.
To plan and produce an awareness campaign to persuade the school community about the importance of having a healthy diet by creating digital posters.	They can design a digital poster. They can justify the importance of having a healthy diet. They can explain to the other classes their posters.	

- **Dimensió salut i equilibri personal**

Competència 6. Adoptar hàbits sobre alimentació, activitat física i descans amb coneixements científics, per aconseguir el benestar físic.

Competència 8. Prendre decisions sobre higiene i salut amb coneixements científics per a la prevenció i el guariment de malalties.

ÀREA DE LLENGUA ESTRANGERA
 Dimensions:
- **Dimensió comunicació oral**

Competència 1. Obtenir informació bàsica i comprendre textos orals, senzills o adaptats, de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.

Competència 2. Planificar i produir textos orals breus i senzills adequats a la situació comunicativa.

Competència 3. Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.

| | | - **Dimensió comprensió lectora**

Competència 4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.

Competència 6. Utilitzar eines de consulta per accedir a la comprensió de textos.

- **Dimensió expressió escrita**

Competència 7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa.

Competència 8. Produir textos senzills amb adequació a la situació comunicativa i amb l'ajut de suports.

Competència 9. Revisar el text per millorar-lo en funció de la situació comunicativa amb l'ajut de suports específics.

- **Dimensió literària** |

Template adapted from CLIL-SI 2015. More information at: http://grupsderecerca.uab.cat/clilsi/

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Competència 10. Comprendre i valorar textos literaris senzills, adaptats o autèntics, adequats a l'edat.

ÀREA DE MATEMÀTIQUES
- **Dimensió connexions**

Competència 6. Establir relacions entre diferents conceptes, així com entre els diversos significats d'un mateix concepte.

Competència 7. Identificar les matemàtiques implicades en situacions quotidianes i escolars i cercar situacions que es puguin relacionar amb idees matemàtiques concretes.

- **Dimensió comunicació i representació**

Competència 8. Expressar idees i processos matemàtics de manera comprensible tot emprant el llenguatge verbal (oral i escrit).

Competència 9. Usar les diverses representacions dels conceptes i relacions per expressar matemàticament una situació.

Competència 10. Usar les eines tecnològiques amb criteri, de forma ajustada a la situació, i interpretar les representacions que ofereixen.

<u>**ÀREA EDUCACIÓ ARTÍSTICA**</u>
Dimensions:
- **Dimensió percepció, comprensió i valoració**

Competència 2. Utilitzar elements bàsics dels llenguatges visual, corporal i musical i estratègies per comprendre i apreciar les produccions artístiques.

- **Dimensió interpretació i producció**

Competència 5. Emprar elements bàsics del llenguatge visual amb tècniques i eines artístiques per expressar-se i comunicar-se.

- **Dimensió imaginació i creativitat**

Competència 8. Improvisar i crear amb els elements i recursos bàsics dels diferents llenguatges artístics.

Competència 9. Dissenyar i realitzar projectes i

produccions artístiques multidisciplinàries.

ÀREA D'EDUCACIÓ EN VALORS
- **Dimensió personal**

Competència 1. Actuar amb autonomia en la presa de decisions i assumir la responsabilitat dels propis actes.

Competència 2. Desenvolupar habilitats per fer front als canvis i a les dificultats i per assolir un benestar personal.

Competència 3. Qüestionar-se i usar l'argumentació per superar prejudicis i consolidar el pensament propi.
- **Dimensió interpersonal**

Competència 4. Mostrar actituds de respecte actiu envers les persones, les seves idees,
opcions, creences i les cultures que les conformen.

Competència 5. Aplicar el diàleg com a eina d'entesa i participació en les relacions entre les persones.

Competència 6. Adoptar hàbits d'aprenentatge cooperatiu que promoguin el compromís personal i les

actituds de convivència.

- **Dimensió social**

Competència 7. Analitzar l'entorn amb criteris ètics per cercar solucions alternatives als problemes.

<u>**ÀMBIT DIGITAL**</u>
- **Dimensió instruments i aplicacions**

Competència 1. Seleccionar, utilitzar i programar dispositius digitals i les seves funcionalitats d'acord amb les tasques a realitzar.

Competència 2. Utilitzar les funcions bàsiques de les aplicacions d'edició de textos, tractament de dades numèriques i presentacions multimèdia.

Competència 3. Utilitzar programes i aplicacions de creació de dibuix i edició d'imatge fixa, so i imatge en moviment.

- **Dimensió tractament de la informació i organització dels entorns de treball i d'aprenentatge**

		Competència 4. Cercar, contrastar i seleccionar informació digital tot considerant diverses fonts i entorns digitals. **Competència 5.** Construir nou coneixement personal mitjançant estratègies de tractament de la informació amb el suport d'aplicacions digitals. - **Dimensió hàbits, civisme i identitat digital** **Competència 9.** Desenvolupar hàbits d'ús saludable de la tecnologia. **Competència 10**. Actuar de forma crítica, prudent i responsable en l'ús de les TIC, considerant aspectes ètics, legals, de seguretat, de sostenibilitat i d'identitat digital.

CONTENT (KNOWLEDGE AND SKILLS)

To complete this project, we will cover the following content	
CONTENT-RELATED KNOWLEDGE	**CONTENT-RELATED SKILLS**
See the <u>curriculum</u> of the year you have chosen and of the different "àmbits" you are integrating in the project (àmbit lingüístic, àmbit digital, àmbit científic...)	*XXXXXXXXXX*
The food pyramid The nutrients in food Food vocabulary The healthy habits	Identifying habits as healthy or unhealthy Writing questions to design a survey using Google Forms Creating a graph with data Preparing a digital poster using the ICT Presenting and explaining their posters to the school community

CONTENT-OBLIGATORY LANGUAGE

See the Foreign Language <u>curriculum</u> of the year you have chosen and select:

1. ***Indispensable language items (terminology, academic language):*** fizzy drink, weight, sugar, chart, milliliter, centiliter, gram, can, bottle, brick, ration, digital scale, zip plastic bag, tea spoon, different products (food, drinks...), food pyramid, nutrients in food (carbohydrates, fats, proteins, etc.), high-fat, daily servings, never, occasionally, every day, survey, click on, scroll down, scroll up, tap, etc.
- Grammar: conditionals, present simple, there is/ there are, have got and frequency adverbs.
2. ***Discourse genres:*** information report, exposition, instructional, explanatory, information report (survey) and the final poster.
3. ***Interactional language:***

- Class management: classroom setting (sit down, look at the screen, watch and listen to the video,...), dealing with the internet (click here, scroll down...)
- Language for discussing: asking for clarification, giving opinion (I think..., I believe..., in my opinion...), introducing themselves to another group of students, explaining their objective for the survey, body language and analyzing the results.

CIC (Classroom Interactional Competence)

Regarding the Classroom interactional competence we are going to have in mind, during all the implementation of the project, the following aspects:
  a) *In order to catch and maintain learners' attention and make ourselves understood we are going to:*
    - *Accompany the explanations with gestures and body language.*
    - *Move around the classroom to show closeness to students.*
    - *Promote that student ask clarification requests.*
    - *Use a lot of visual material to support the oral explanations, instructions for the activities, etc.*
    - *Try to keep the instructions short and clear and paraphrase when necessary.*
    - *Check students' comprehension by asking for feedback (for example: thumbs up-thumbs down, asking someone to summarize the instructions...)*
  b) *In order to promote active participation of the students in class and during the activities we are going to:*
    - *Give students enough time to think after asking a question.*
    - *Use different turn allocation procedures (turn cards, game-like...) so that all the students have the chance to speak.*
    - *Use a wide range of questions.*
    - *Encourage partners to help their classmates by acting as mediators (translating, helping to construct the sentence...)*
    - *Provide them with a lot of scaffolding and language support to help them and diminish learners' fear of making mistakes.*
    - *Try to create a comfortable and safe atmosphere by using expressions such as "we, let's do ....", marking collective goals, giving importance to teamwork, thanking the contributions of the students, etc.*
  c) *In order to help learners extend and improve their discursive and communicative skills we are going to:*
    - *Accept all the contributions, even if they are poorly phrased and "translate" them into more acceptable utterances.*
    - *Model the correct pronunciation and echoe their contributions so that they feel proud of their participation.*

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- *Accept contributions in L1 when we see that the student can not express in L2 but try to help them doing it by rephrasing all together.*

REFERENCES

- *Video used in session 1: [Peekaboo Kidz]. (2021, February 26). What If We Drank COLA Everyday? | Bad Effects Of Soda On Health [Video]. You Tube.* https://www.youtube.com/watch?v=do1IP632bY8
- https://www.safefood.net/getmedia/24625985-0cb1-4230-822e-0093d78076f8/Food-Pyramid.jpg (Source: Department of Health. December 2016)- Food Pyramid

COMMENTS (OPTIONAL)

We've developed a project which is thought to last for about 6 sessions (even though it should be a bit flexible as some of the activities in the sessions, such as the creation of the poster, could take a bit more than expected depending on how the students manage the program which is going to be used). For medical issues, Sara is not going to be able to finish with the implementation so we've finally only fully developed 4 of the sessions. Nevertheless we've considered that it would make no sense to end the project there so we've briefly explained what the next sessions consist of.

USEFUL ABBREVIATIONS YOU CAN USE

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-E: Student-Expert	S-W: Student-World
ASSESSMENT	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		

UNIT OVERVIEW

SESSION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
1	*"Tell us about you"* : we will ask students some questions about some of their habits such as if they normally drink fizzy drinks like Cola, Fanta... to introduce the activity and contextualize them.	*10 min*	*L, S & I*	*WG*	IWB	*TA*
	"What if we drank Cola every day?": we are going to show them a video in which we want them to only listen and look at it for the first time. Also, they will have some language support in order to help them understand the video.	20 min	L & R	WG	IWB (video)	-
	"Listen and complete": we are going to ask the students to watch the video again and this time, they will have to complete a worksheet with some sentences individually.	15 min	L & W	T-S	Video	-

	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
"Let's share our answers": *we are going to use the "think, pair, share" technique. Therefore, once they have completed the worksheet alone, we will ask them to compare their answers with their table mates. Then, we will comment and correct the worksheet all together using the whiteboard. For this activity, they also will have some language support for the discussion.*	**10 min**	**R & S & I**	**SG / WG**	**IWB**	**TA**
"Bulls self-assessment": *we will hand in a bullseye self-assessment worksheet to the students to color-in.*	**5 min**	**R & W**	-	-	**TA & SA**

SESSION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
2	**"The sugar calculator":** *we are going to show the pupils an online calculator which leads us to calculate the amount of sugar they eat daily. After having our calculation we will be able to compare the amount of sugar they eat and the one they are supposed to ingest according to their age.*	*10 min*	*S & L*	*WG*	**IWB**	-
	"How much sugar is there?": *students will do research on the amount of sugar in some products that they may consume daily or often. Language support is also provided to carry out this activity. They are going to work in groups and in order to help them work cooperatively, we will also ask them to divide some roles.*	**30 min**	**W, S & I**	**SG, T-S**	**Chrome-books and Internet**	**TA**

	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
	"Sugar poster": students are going to share their findings by creating a poster. It will contain the images of the products of the different groups and next to each image, they will stick a plastic bag with the amount of sugar it contains.	15 min	S & L	T-S, WG, S-W	-	-
	"Exit ticket": after this session students will have to complete an exit ticket with 4 simple questions.	5 min	R & W	-	-	TA & SA

SESSION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
3	*"Activating knowledge"*: last year we were working on the food pyramid and, in this project, we are going to use it again. We are going to have a look at the different levels and the frequency in which we should eat each kind of food. We will ask the students some questions in order to activate their previous knowledge.	10 min	S, L & I	WG	IWB	TA
	"Model preview": students will be asked to write different questions for a survey. They will prepare it using Google Forms and they will send it to the other students of school by email. To do so, we are going to project a model on the IWB.	5 min	L & I	WG	Chrome-books IWB	-

SESSION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
	"Let's become journalists": *they are going to work in groups of four and each member of the group will have a different role from the one he/she had in the previous session.* *Each group will receive by email a copy of the Google form and they are going to start thinking and writing the possible questions. We also have prepared some language support to help them write and create these questions. Once each group has finished, the speaker is going to share their own proposals to the teacher and she is going to correct them and give feedback to the group. At the end, each group is going to have its own model to use for the survey.*	40 min	R, W, S & I	SG, T-S	Chromebo oks	TA
	"Inviting the community to participate": *each group is going to explain to the other primary groups that they are doing an English project and that they need them to answer some questions about healthy habits. To do so, they are going to have a guide (language support). We have planned that each of the groups is going to send the survey to one class.*	5 min *	R, W, S & I	S-W	-	-

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SESSION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
4	*"Let's get ready to share the answers!"* *Each group of students will have one computer in which they will be able to see their own answers so that they can share them. First of all, we are going to give them the instructions to go to the page where they can see the results in the form of a pie chart.*	*15 min*	*L & S*	*T-S*	***Chromebooks IWB***	-
	"Analyzing the answers" Once all the groups can see the answers to their own survey we are going to guide them through the analysis with some questions. We will give them a language support_worksheet so they can easily construct sentences to explain the results obtained for each question.	**40 min**	*R, S & I*	**S-S / T-S /WG**	**Chromebooks IWB**	-
	"Group-assessment": At the end of this session students will be asked to fill in an assessment rubric about how the group did together and how they think they participated.	**5 min**	*R & W*	-	-	**PA, SA and TA**

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5 and 6	**"Get in touch with CANVA":** presentation of some poster's examples and how the program works
	"Let's investigate": students will have some time to investigate the program, try different things, ask for questions or clarifications, etc.
	"Hands on!": time to start developing and creating their own posters in groups. They will have the group roles to make sure they all actively participate in the process and cooperate.
	"Sharing with the community": The project will end with a public exposition of all the posters in the Schools' Hall. The other classes are going to visit it and walk around while the groups can explain or solve questions about them.

SESSION PLANNING
SESSION 1:
OBJECTIVES OF THE SESSION:

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- *To motivate the students and create the learning scenario.*
- *To introduce the topic of healthy habits and food choices through the analysis of a video.*
- *To debate and reflect on how our food decisions can affect our health.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- language items:
    - Vocabulary from the glossary: fizzy drink, weight, sugar, erosion, plaque, bad breath, dehydrate, skin, bone, calcium, bad breath…
    - Grammar: Conditionals (to talk about the consequences), present simple
- Discourse genres and text types: information report and exposition
- Interactional language:
    - Class management: classroom setting (sit down, look at the screen, watch and listen to the video,…)
    - Language for discussing: asking for clarification, giving opinion (I think…, I believe…, in my opinion…)

SESSION	ACTIVITIES	📅🕐	⚙️	💬	💻	✅
1.1	***"Tell us about you"*** *To start we will ask students some questions about some of their habits such as if they normally drink fizzy drinks like Cola, Fanta… to introduce the activity and contextualize them.* - *What is your favorite drink? How often do you drink it?* - *How much water do you drink in a day?* - *How much water do you think we should drink every day?* - *Do you think that drinking Cola every day can be dangerous for your health?*	*10 min*	*L , S & I*	*WG*	*IWB*	*TA*

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	This activity is going to be used as an initial assessment for the teacher to get some information about the students previous knowledge, beliefs, interests, etc. for the project.					

1.2	*"What if we drank Cola every day?"*
	   a) Then we are going to show them a video in which we want them to only listen and look at it for the first time. (We will play this video a bit slower than normal speed, we will play it using the 0.75 mode)
	   https://www.youtube.com/watch?v=do1IP632bY8 (see the references)
	
	Language support: Apart from the help of the video itself which we think helps the understanding because of the pictures with the animations, subtitles, etc. Moreover, to help them with the specific language and understanding of the video in general we will also provide them with a glossary where they will find the most significant vocabulary and expressions (combining both images and definitions or synonyms) (https://drive.google.com/file/d/1b2hwIIBXAkDRW1vdjGA6u6b3cGETJONF/view?usp=sharing).
	   ● *If we see that the students have a lot of difficulties following the listening we will also provide them with the transcription which will help them focus on it.*
	   (https://docs.google.com/document/d/1Ee5VJqqv7jMkV1OfswqsDXVTq9skveujgUsdSLWAhdo/edit?usp=sharing)
		20 min	*L & R*	*WG*	**IWB (video)**	-

1.3	*"Listen and complete"* *Once finished, we are going to ask them to watch it again and this time, they will have to complete a worksheet with some sentences individually.* *https://docs.google.com/document/d/136UQduVwZWGO-kWDdKJI4yufyOrc-ZtcGHJ8owWH7I8/edit?usp=sharing*	*15 min*	*L&W*	*T-S*	**Video**	-

1.4	**"Let's share our answers"** *For this activity we are going to use the "think, pair, share" technique. Therefore, once they have completed the worksheet alone, we will ask them to compare their answers with their table mates. At the end, we will comment and correct the worksheet all together which will be projected on the whiteboard.* *We will provide them with a <u>language support</u> worksheet for the discussion.* https://docs.google.com/document/d/1rouyLMQFLI8TDITXOmrJqYFx_uHrZnkdSS3cSAOuTiA/edit?usp=sharing	**10 min**	**R & S & I**	**SG / WG**	**IWB**	**TA**
ASSESSMENT	**BULLSEYE SELF-ASSESSMENT** At the end of the session we will hand in these bullseye self-assessment worksheets to the students for them to color-in. https://drive.google.com/file/d/1SLKczNTdfPPs_4JZ7OAGoLFMKUNbiiXb/view?usp=sharing	**5 min**	**R & W**	**-**	**-**	**TA & SA**

SESSION 2:

OBJECTIVES OF THE SESSION:
- *To raise awareness of the importance of having healthy habits.*
- *To express personal feelings about the consumption of sugar and products that contain sugar.*

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- *To investigate some products and the amount of sugar they contain.*
- *To design a poster to share the findings with the school community as a first step of the awareness campaign.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- language items:
    - Vocabulary: chart, serving size, sugar per serving, milliliter, centiliter, gram, can, bottle, brick, ration, digital scale, zip plastic bag, tea spoon, sugar, products in the list (food, drinks, etc.).
    - Grammar: there is/ there are, present simple and have got.
- Discourse genres and text types: instructional and explanatory.
- Interactional language:
    - Class management: classroom setting (sit down, look at the instructions, take the chart,…), dealing with the internet (click here, scroll down…)
    - Language for discussing: asking for clarification, expressing opinion (I think, I believe…).

SESSION	ACTIVITIES	📅🕐	⚙️	💬	💻	☑️
2.1	*"The sugar calculator"* *In order to introduce the main activity of this session we are going to show the pupils an online calculator which leads us to calculate the amount of sugar we eat daily. We are going to try to answer it using the average answers of the pupils.* *(We will also provide them with the link later so that they can answer it alone if they want as a curiosity at home)* https://www.nhs.uk/healthier-families/food-facts/sugar-calculator/	*10 min*	*S & L*	*WG*	*IWB*	-

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	After having our calculation they will be able to compare the amount of sugar they eat and the one they are supposed to ingest according to their age. We predict that there is going to be a difference between the two of them which will lead us to introduce our next activity. *Before showing them the results, we could ask them some questions in order to make them guess the solution and try to make predictions. Questions like:* *- How much sugar do you think you should ingest every day?* *- According to our answers, do you think we are going to be inside a healthy amount of sugar?*					
2.2	*"How much sugar is there?"* *In this activity students will do research on the amount of sugar in some products that they may consume daily or often.* *They are going to work in groups of 4. Each group will have a paper with the instructions to follow during the rest of the session (Step 1: Research, step 2: weigh the sugar, step 3: share).* ● *For the 3rd step of this activity they may need some language support which is provided in the same worksheet.* *Apart from the instructions they will also have the list of the products they need to investigate (each group will have different products).* *- General instructions:* *https://docs.google.com/document/d/1dd7XxUL6Fs943I_dHtqZQoOClZIeRO3sDAetArF79vc/edit?usp=sharing* *- Research chart:* *https://docs.google.com/document/d/1riqF2IS_A4DJEc4bZO9zoIXf2hhnzUeOtgGiG4EPC_I/edit?usp=sharing*	**30 min**	**W, S & I**	**SG, T-S**	**Chromebooks and Internet**	**TA**

	- *Products for the groups:* *https://docs.google.com/document/d/1oQrdyGLP2ZqpGCojLtlOuY6DeRUwdORO/edit?usp=sharing&ouid=101152595481046274104&rtpof=true&sd=true* *In order to help them work cooperatively we will also ask them to divide some roles.* - *Group roles:* *https://docs.google.com/document/d/1oeiG3tCWwBbt7giqYzbTqn7pkwZng-49/edit?usp=sharing&ouid=101152595481046274104&rtpof=true&sd=true* *After finishing the teacher will use the research chart to assess the work done.*				
2.3	**"Sugar poster"** *The 3rd step is to share their findings by creating a poster. It will contain the images of the products of the different groups and next to each image, they will stick a plastic bag with the amount of sugar it contains (which they have weighed it beforehand with the previous activity).*	**15 min**	**S & L**	**T-S, WG, S-W**	-	-
2.4	**"Exit ticket"** *Before finishing the session students should write on these exit tickets with 4 simple questions about their feelings and learnings.* *https://docs.google.com/document/d/1IYL1tP-QRje_UliCazyncuGJZ561ZxGtTNDi21B8stg/edit?usp=sharing*	**5 min**	**R & W**	-	-	**TA and SA**

SESSION 3:

OBJECTIVES OF THE SESSION:

- *To activate the previous knowledge from the students about the food pyramid and the nutrients in food.*
- *To write questions for a survey related to healthy habits.*
- *To make a presentation explaining to the community the survey and its objective.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- Language items:
    - Vocabulary: food pyramid, nutrients in food (carbohydrates, fats, proteins, etc.), sugary food, high-fat, daily servings, never, occasionally, every day, survey.
    - Grammar: questions using present simple (How often... Do you... What kind...), present simple, frequency adverbs.
- Discourse genres and text types: Information report (survey)
- Interactional language:
    - Class management: classroom setting (sit down, look at the instructions, take the chart,...), dealing with the internet (click here, scroll down, add a question, select the option,...)
    - Language for discussing: asking for clarification, expressing opinion, introducing themselves to another group of students, explaining their objective for the survey, body language...

SESSION	ACTIVITIES	📅🕐	⚙️	💬	💻	📋
3.1	*"Activating knowledge"*	*10 min*	*S, L & I*	*WG*	*IWB*	*TA*

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	Last year we were working on the food pyramid and, in this project, we are going to use it again. We are going to have a look at the different levels and the frequency in which we should eat each kind of food. We will ask them some questions in order to activate their previous knowledge.
	Here there are some examples:
	    - *Do you remember the names of the different levels?*
	    - *How often do you think we should eat proteins?*
	    - *Is it recommended to eat sugar and food with high fat every day?*
	This is a good example of a food pyramid we could project in class:
	https://www.safefood.net/getmedia/24625985-0cb1-4230-822e-0093d78076f8/Food-Pyramid.jpg *(Source: Department of Health. December 2016)*
	
	The teacher can use the answers given from the students as an initial assessment to predict which could be the students needs before creating the survey or which contents should they refresh beforehand.						

3.2	***"Model preview"***
	After analyzing and recalling the food pyramid, students will be asked to write different questions for a survey. They will prepare it using Google Forms and they will send it to the other students of school by email.
	
	To do so, we are going to project a model on the IWB. We are going to explain to them how this program works and we are also going to show them the model we have already prepared (they only have to reformulate our indications to form questions).
	    - *Model for the survey:*
	       https://docs.google.com/forms/d/1l7jkhCh_qpYIkZsMcZouSWIiSbcQS39MGn1W3WhHI_g/edit
		5 min	**L & I**	**WG**	**IWB and chromebooks**	**-**

3.3	**"Let's become journalists"** In this activity, they are going to work in groups of four (using the same groups as in the last session as they are their group tables) . Moreover, each member of the group will have a different role from the one he/she had in the previous session. - Group roles : https://docs.google.com/document/d/1NrbCaI83SCGJPr3IXl4wSRHOIqdC9_mM/edit?usp=sharing&ouid=101152595481046274104&rtpof=true&sd=true Each group will receive by email a copy of the Google form. The computer responsible will have it in his/her own mail and he/she will share it to the other members of the group as collaborators. Then, they are going to start thinking and writing the possible questions. We have prepared some language support to help them write and create these questions. - Language support (how to write the questions) https://docs.google.com/document/d/1ZuqCI7Y-OiEv5bGi5qdKyJN6PvYWC-eK/edit?usp=sharing&ouid=101152595481046274104&rtpof=true&sd=true Once each group has finished, the speaker is going to share their own proposals with the teacher who is going to correct them and give feedback to the group. At the end, each group is going to have its own model to use for the survey. The teacher is going to use the survey as an assessment tool.	40 min	R, W, S & I	SG, T-S	Chromebooks	TA
3.4	**"Inviting the community to participate"** Each group is going to explain to the primary groups that they are doing an English project and that they need them to answer some questions about healthy habits. To do so, they are going to have a guide. They can prepare it to read, but also, they can modify it, if they want to add something else. After that, they are going to present the task to the other students in school. We have planned that each of the groups is going to send the survey to one class.	5 min *	R, W, S & I	S-W	-	-

- *Language support (to prepare the presentation)* https://docs.google.com/document/d/1FZmHr3n4Vz6XWTQnNQsuOZSFU7jZe88L/edit?usp=sharing&ouid=101152595481046274104&rtpof=true&sd=true *(*)If we have time, we are going to do it in this session, but if not, students are going to do it between lessons or after the playground time.*						

SESSION 4:

OBJECTIVES OF THE SESSION:
- *To analyze and reflect on the results of the survey.*
- *To compare and tell the answers of the survey to the rest of the groups.*
- *To decide the most important aspects to take into account at the time of designing the poster.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:
- Language items:
    - Vocabulary: click on, scroll down, scroll up, tap, pie chart, food pyramid, nutrients in food (carbohydrates, fats, proteins, etc.), sugary food, high-fat, daily servings, never, occasionally, every day, survey.
    - Grammar: questions using present simple (How often… Do you… What kind…), present simple, frequency adverbs.
- Discourse genres and text types: Information report (survey)
- Interactional language:

Template adapted from CLIL-SI 2015. More information at: http://grupsderecerca.uab.cat/clilsi/

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- Class management: classroom setting (sit down, look at the instructions, take the chart,...), dealing with the internet (click here, scroll down, add a question, select the option,...) - Language for discussing: asking for clarification, expressing opinion, analysing the results, body language...					

SESSION	ACTIVITIES	📅🕐	⚙️	💬	💻	📋
4.1	***"Let's get ready to share the answers!"*** *Each group of students will have one computer in which they will be able to see their own answers so that they can share them. First of all, we are going to give them the instructions to go to the page where they can see the results in the form of a pie chart. (We can also use our Interactive White Board to project which are the steps that we are explaining to them in order to go to the "Answers" tag so that they can easily understand).* *Example for the instructions:* *First of all, open the Google Forms app and find your Survey. Can you see, above the title, that you have three options? "Questions", "Answers" and "Settings". Right, we want you to click on the "Answers" tab. Are you there? Good! Can you see that you have a little pie chart for each of the questions you created?* *Now we are going to analyze the answers you get to see which are the key points that we have to use to create our awareness campaign posters! For this debate it is going to be very important that we respect each other's turn to speak and that we raise our hands when we want to say something.*	*15 min*	*L & S*	*T-S*	*Chormebooks IWB*	*-*

| 4.2 | **"Analyzing the answers"**

Once all the groups can see the answers to their own survey we are going to guide them through the analysis with some questions. We will give them a language support worksheet so they can easily construct sentences to explain the results obtained for each question.

While one of the teachers is leading the debate, the other teacher will be writing on the whiteboard some of the conclusions for the answers. At the end of the session they will have the key ideas they should take into account to create the posters.

For example: if the conclusion of question 1 (related to sugary drinks) for all the groups is that most of the kids in the school do not drink them often, it may not be an important aspect to highlight for the campaign; whereas if the result is that kids do not drink enough water in a day it may be taken into consideration in their posters.

- Examples of questions that can be ask for the debate: https://docs.google.com/document/d/1-XFPioGiTFN97ooaL4647jODjohosoIllSi4gJPcO5Q/edit?usp=sharing
- Language support for the students: https://docs.google.com/document/d/1J6wnOxd5wLfiXuZDpLrcOXc7gKKEx6Yh2pnT2Mp1gi4/edit?usp=sharing | **40 min** | *R, S & I* | **S-S / T-S /WG** | **Chromebooks**
IWB | - |

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| 4.3 | " Group - assessment"

After sharing all our answers we are going to give them some time to complete the following assessment rubric where they will be able to assess the group work and also a little bit of self assessment.

https://docs.google.com/document/d/1ubYv12U_5QsFiVmJ4ntkp5BPeSOOBhObjFTGk_kKyZA/edit?usp=sharing | 5 min | R & W | - | - | PA, SA and TA |

SESSION 5 AND 6

OBJECTIVES OF THE SESSION:
-   *To investigate and practice how the CANVA works.*
-   *To design and create an awareness poster for the school community.*
-   *To express, communicate and recommend their feelings about having a healthy lifestyle,*

ACTIVITIES

"Get in touch with CANVA"
First, we are going to show different healthy posters to the students as a model and we are going to talk about them. Taking these posters into account and their designings is going to help them create their own poster. In addition, we are going to show them a short video about CANVA (the program we would like them to use) and how it works.

"Let's investigate!"

We are going to give them some tips (basic instructions) with some pictures in order to help them at the time of designing the poster. We are going to let them have some time to investigate and ask questions about the program or their ideas.

"Hands-on!"

We are going to give the students some team roles and each group is going to start creating its own poster. We are going to prepare some language support in order to help them at the time of interacting in English all the time.

"Sharing with the community"

Students are going to stick the posters in the hall and the other classes are going to visit it. Each group will be there to explain the posters and to answer different questions if necessary. The exposition could be also placed in the hall for some days and let the families freely visit it so that the campaign can reach a biggest part of the school community.

ANNEXES (Language Support)

S.1 / A.1.2 / (Glossary)

GLOSSARY

Soft drink

Fizzy = bubbly

Steadily = constant, regular.

Pee = to urinate.

Weight

To wreak havoc = to cause chaos or destruction

Pearly white teeth

Sugar

Waste = rubbish

Erosion of your teeth

Plaque

Gum tissues

Gingivitis = inflammation of the gum tissues.

Bad breath

Dehydrate skin= skin with a lack of water / less water than the necessary.

Accelerate aging= make people look older than they are.

Wrinkly

Saggy= loose skin

Dull = no shining

To strip = to peel, to remove, to eliminate

Bone

Calcium (we obtain it from food and makes the bones strong)

Osteoporosis= bones which are not strong enough.

Fractures

Arthritis = inflammation of the joints (connections between bones).

Calcium deficiency = less calcium than needed.

Vitamin deficiency = less vitamin than needed.

Wrap = to cover in something.

WHAT IF WE DRANK COLA EVERY DAY?

Oh no little Kitty you have been drinking a lot of soft drinks lately! That's not good at all!!
Why?
That's a good question. Hey friends, I know just like kitty many of us enjoyed the taste of these fizzy sweet soft drinks. Although it's okay to drink it once in a while, but... Have you ever wondered what will happen if you drink Cola every day?
Well, let's find the answer in today's episode. ZOOM IN!

Ever since Joseph Priestly invented soda or soft drink in 1798, the consumption of this **carbonated water** steadily grew and reached a point where some people even feel addicted to it. Well, if you are one of those **daily consumers** of these sweet slurry drinks, then prepare to hear some bad news!

Yes, recent studies have shown that consuming Cola every day can **wreak havoc** on your health and body, starting with your **pearly white teeth**. As we know, Cola contains lots of (and I mean lots of) **sugar**! So, when you drink too much of it, these sugars feed the 300 different species of bacteria living inside your mouth and form acid leading to **erosion** of your body white teeth. Not only that, but these bacteria also tend to leave behind **waste** in the form of **plaque,** which produces toxic products that enter **gum tissues** causing **gingivitis** or **bad breath**.

Apart from your teeth and mouth, the excessive intake of sugar will also cause many skin problems. Yes, sugar can **dehydrate** the skin and **accelerate aging,** making you look **wrinkly, saggy** and **dull**.

Not only that, but phosphoric acid already present in these drinks are known **to strip bones** of **calcium** needed to help make them strong, which over time can lead to **osteoporosis**, making it prone to **fractures** and **arthritis**, which is inflammation and swelling of joints. And it's not just **calcium deficiency** you need to worry about but **vitamins** as well. Yes, phosphoric acid along with caffeine has a **diuretic effect** on your body. Meaning you will feed the need to pee a lot more, which will start **washing nutrients and vitamins out of your body** leading to high levels of **vitamin deficiency**.

The next significant impact you'll feel will be your **weight**. Yes, studies have shown that consuming Cola every day can increase a specific type of **fat** in your body, known as **visceral fat** (AKA belly fat). This fatty substance can not only make you look obese but can also wrap around many **vital organs** such as the **liver, stomach** and **intestines,** which can cause them to stop **functioning effectively**.

And if someone manages to survive these damages and still continue to drink Cola every day... Well in that case they are exposing themselves to **life-threatening diseases** such as **heart attack, kidney failure** and many severe health problems.
But the good news is even if someone has become addicted to these harmful sugar drinks you can always choose **to quit** them now and, with time, your body will eventually come back to a **healthy state** once again.

Did you know Soda is the main source of **caffeine** in the diet of children? Yes, in children caffeine can cause: **disturbed sleep patterns, bed wetting** and **anxiety**

Hope you learned something new in today's episode until next time it's me Dr Binox zooming out

SHARING YOUR ANSWERS

I think the best option for this sentence is...

Here I wrote _____. What do you think?

My answer is _____.

GIVING OPINION

AGREEING 👍	DISAGREEING 👎
I agree with you. I think the same. I think so I have the same answer.	I don't agree with you. I'm sorry but I think the answer is... I don't think so, my answer is...

S.3 / A 3.3 ("Let's become journalists" - Writing questions)

WRITING QUESTIONS

To ask for the frequency:

- How often do you....? (to ask for the frequency that we do something)
- How many times in a day/week/month do you...?

To ask for the quantity:

- How many glasses of water / pieces of fruit / portions of vegetables do you drink/ eat / consume?

Other information:

- What kind of physical activity / sport do you practice/do?

Other vocabulary:

Glass

S.3 / A 3.4 ("Inviting the community to participate" - Survey presentation)

SURVEY PRESENTATION

We are ...

We are preparing a project about healthy habits and we need your help.

We are going to send you an email with a link. It is an easy interview with some questions. We would like to know your healthy habits taking into account the food you ingest daily and the sport you practice.

S.4 / A 4.2 ("Analyzing the answers - Examples of questions)

Here we have some examples of questions we think may lead to create a good debate and motivate the different groups to share their answers with each other. These questions can be modified and chosen depending on how the groups are doing.

We tried to provide a wide range of different questions to answer similar things but in different ways so students are faced with different types of questions.

- How many of you got "every day" as the most chosen question?
- What result did you get regarding the sugary drinks question?
- How often do the students in the class you interviewed drink sugary drinks?
- Which answers did you get regarding the water that students drink?
- Do you think the answers obtained from this question show that students drink enough water in a day?
- Raise your hand if the most selected answer in your group was from 3 to 4 pieces of fruit.
- Are you surprised by the answers you got in your fast food question? Who would like to share the answers you got?
- Do we think this is a key point to take into consideration when creating our awareness campaign?
- Regarding the daily ingest of vegetables and salad (question number 5) what are your obtained answers?
- If the average is that students eat 1 or 2 pieces of fruit and vegetables per day, do you think it is a healthy habit or not?
- Which was your question created for the daily ingest of proteins? What results did you get?
- For question number 7, concerning the daily ingest of cereals, bread, potatoes… which were the options you gave to the individuals? Would you like to share their answers with us?
- Let's see the results obtained from the physical activity question. Can you all share the different activities you obtained from the most chosen to the less chosen?
- Can you tell us which were the 3 most chosen physical activities in your interviewed class?
- Any group has an extra question that would like to share and thinks can be relevant for our awareness campaign?
- Anything else you would like to add?
- Are you surprised by any of the results obtained from these surveys?
- Do you think we have a good image now on what the healthy habits of the students in the school are?

S.4 / A 4.2 ("Analyzing the answers - Students' language support)

ANALYZING YOUR PIE CHARTS

EVERY DAY
10,0%

NEVER
30,0%
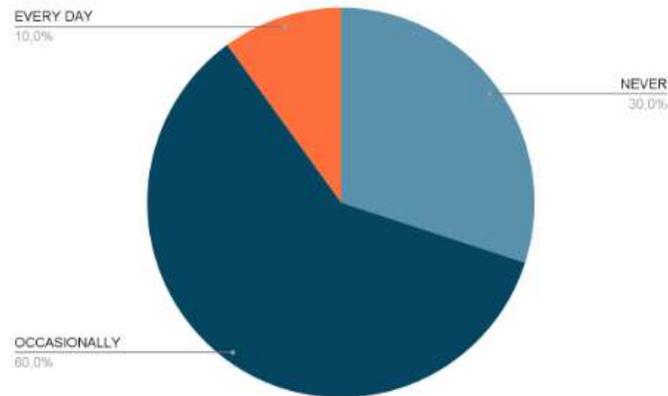
OCCASIONALLY
60,0%

- The results we obtained for question number 1 are that 60 percent of the kids eat fruit and vegetables occasionally.
- In our group the results show that 30 percent of the students never eat fruit, 10 percent eat fruit every day and 60 percent, occasionally.
- We obtained a 10 percent for everyday, a 30 percent for never and a 60 percent for occasionally.

SHARING YOUR CREATED QUESTIONS WITH THE CLASS.

- For item number __ we wrote this question: _____(your question)_____?
- We asked them: _____(your question)_____?

SHARING THE ANSWERS YOU GOT IN THE SURVEY.

- Our group interviewed the class of …….. grade and we are / are not surprised by the answers.
- The result obtained is that ………….
- Students could choose between …1 cup…, …2 cups…… or ……3 cups…. and the most chosen answer was …2 cups…….
- The answers written for this question were……………………..
- Students answered with these options …………….
- The most chosen option was ………….
- The less chosen option was ………….
- We believe that the results show that kids have /haven't got healthy habits.
- We think that these answers show this is/ is not a good point to take into consideration for the poster.
- We think that these answers show this point is not necessary for our posters.

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ACTIVITIES AND MATERIALS

S.1 / A 1.3 (Worksheet "Listen and complete)

Once you have listened to the video try to complete the following sentences with the ideas you got. You can use the glossary to help you.

- Drinks such as Cola, contain a lot of _____.

- The ingestion of too much sugar can cause the _____ of our teeth.

- Apart from our teeth, the excessive intake of sugar can _____ the skin and accelerate _____.

- Our bones need _____ to be strong. If we abuse these drinks we can make our bones weak which can increase the risk of _____.

- Another important impact caused by the daily ingestion of these drinks is the increase of _____ in your body.

- The more fat you get the more _____ you gain.

- Children should not take _____ as it can cause disturbed sleep patterns, bed wetting and anxiety.

- Don't forget your food and drink choices affect your _____.

| HEALTH |
| FRACTURES |
| DEHYDRATE |
| SUGAR |
| CALCIUM |
| FAT |
| EROSION |
| CAFFEIN |
| AGING |
| WEIGHT |

S.1 / Assessment ("Bullseye self-assessment)

BULLSEYE SELF-EVALUATION

On a scale 1-3, where 1 is excellent and 3 poor color in the correct circle regarding the following aspects.

I could understand the ideas of the video

I participated in the class

3

2

1 1

1 1

2

3

I learned something new

I tried to speak in English with my teachers and classmates

S.2 / A 2.2 / ("How much sugar is there" - General Instructions)

INSTRUCTIONS FOR THE RESEARCH

HOW MUCH SUGAR IS THERE?

STEP 1

Today you are going to do research about some products on the Internet to find out the amount of sugar that they contain.
You must find the following information and write it down on the paper chart that your secretary has.

- A) **Name of the product**
- B) **The serving size** (the quantity of it in a serve. Ex. A trina can is 33 cl or 330 ml)
- C) **The amount of sugar per serving** (You will normally find two pieces of information; the sugar per 100 ml and the sugar per serving.)
- D) **Picture**: You must choose a picture of the product and save it in a Google Docs so that we can print it later.

Look at this example:

Name	Serving size	Sugar per serving	Do we have the picture?
Orange Trina	330 ml	25,7 g	Yes

STEP 2: Let's prepare to create the poster.

To make it more visual and appealing we are going to measure the amount of sugar that your products have and put it in a plastic bag. So, in this part you will need some material:
- A digital scale
- Small zip plastic bags
- Tea spoon
- White sugar
1) Weight and put in the bag the right amount of sugar for each of the products you have.
2) Print and cut the pictures of your products.

INSTRUCTIONS FOR THE RESEARCH

STEP 3: Sharing and building the poster.

Now you are ready to share the information with the rest of the class. The speaker of your group will go in front of the class and tell what you find out about your products.

Here are some sentences that you can use to explain your findings:

- The products for our group are ....
- A _can/bottle/pack_ of _____ has _____ g of sugar.
- There is/are _____ g of sugar in _____.

S.2 / A 2.2 / ("How much sugar is there" - Research chart)

HOW MUCH SUGAR IS THERE?

Complete the chart with the information you find about your products.

Name	Serving size	Sugar per serving	Do we have the picture?
			Yes No
			Yes No
			Yes No
			Yes No

! If the product you investigate is a drink you must find the amount of sugar for each serving (the can, the bottle, the brick...), if it is another product such as biscuits, cereals, etc. you can use the ration (normally it is 100g).
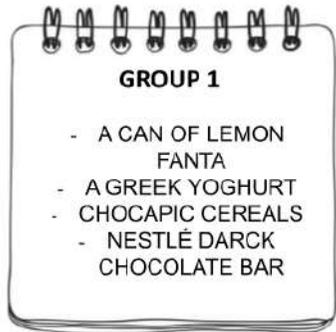
Look for a picture of each product that is clear and visual, then paste it in a Google docs. Once you have all the photos, print them.

- Serving size:
  - A can / bottle / brick of…. ml
  - A ration of … g

- Sugar per serving: It is the quantity of sugar you can find in each serve (in one can, in one bottle or in a ration of that product.
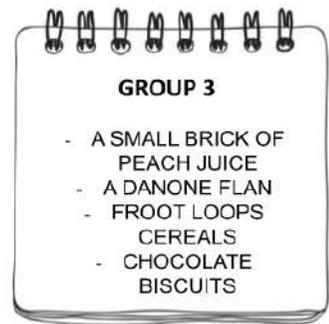
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S.2 / A 2.2 / ("How much sugar is there" - Group products)

GROUP 1

- A CAN OF LEMON FANTA
- A GREEK YOGHURT
- CHOCAPIC CEREALS
- NESTLÉ DARCK CHOCOLATE BAR

GROUP 3

- A SMALL BRICK OF PEACH JUICE
- A DANONE FLAN
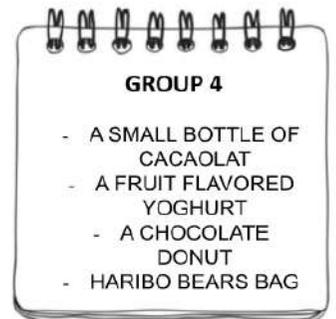- FROOT LOOPS CEREALS
- CHOCOLATE BISCUITS

GROUP 5

- ONE ACTIMEL
- A KIT-KAT SPLIT POT YOGHURT
- BOCA BITS CHIPS BAG
- WHITE CHOCOLATE BAR

GROUP 2

- A CAN OF COLA
- A CHOCOLATE CUSTARD
- MIEL-POP CEREALS
- TOSTA RICA BISCUITS

GROUP 4

- A SMALL BOTTLE OF CACAOLAT
- A FRUIT FLAVORED YOGHURT
- A CHOCOLATE DONUT
- HARIBO BEARS BAG

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S.2 / A 2.2 / ("How much sugar is there" - Cooperative group roles)

TIME KEEPER
(Make sure the group focus on work and finishes on time)

SECRETARY
(Writes down the information the group needs to complete

COMPUTER RESPONSIBLE
(In charge of the computer, its use and safety)

SPEAKER
(Share their information with the others and ask for teachers' help if needed)

S.2 / A 2.4 ("Exit ticket")

EXIT TICKET

Today I learned that…	I had some difficulties with ….
My favorite part was…	I don't understand…

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S.3 / A 3.2 and 3.3/ (Model of the interview) Page 1/2

1. SUGARY DRINKS — Desplegable
1. Never
2. Occasionally
3. Every Day
4. Afegeix una opció

Obligatori

2. WATER
○ Opció 1

3. NUMBER OF FRUITS EVERY DAY
Text d'una resposta breu

4. FAST FOOD / JUNK FOOD (FATS AND SUGARS)
1. Never
2. Occasionally
3. Every Day

5. DAILY INGEST OF VEGETABLES AND SALAD
1. 1-2
2. 3-4
3. 5+

6. DAILY INGEST OF PROTEIN (MEAT, FISH AND EGGS)
○ 1-2
○ 3-4
○ 5+

7. DAILY INGEST OF CEREALS, BREAD, POTATOES, PASTA AND RICE
○ Opció 1

S.3 / A 3.2 and 3.3/ (Model of the interview) Page 2/2

S.3 / A 3.3 / ("Let's become journalists - Cooperative roles)

TIME KEEPER
(Make sure the group focus on work and finishes on time)

SECRETARY
Keeps the material and worksheets organised and checks the language and spelling.

COMPUTER RESPONSIBLE
(In charge of the computer, its use and safety)

SPEAKER
(Share their information with the others and ask for teachers' help if needed)

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S.4 / A 4.3 ("Group- assessment")

GROUP ASSESSMENT

Tell us your opinion about how your group worked together during the sessions you were preparing the survey and analyzing it.

	ALWAYS	USUALLY	SOMETIMES	WE TRIED IT BUT IT WAS DIFFICULT
We tried to speak in English.				
We were organized and concentrated on the tasks.				
We all worked hard.				
We respected each other.				
We helped the other members of the group when necessary.				
We liked working together.				

And now think about YOU during these sessions and try to answer these questions.

What did you do WELL in the group work?	
What would you like to do BETTER?	

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SELF-ASSESSMENT CHECKLIST

SELF-ASSESSMENT CHECKLIST

CLIL-PBL Project - Teaching materials	✔️	❌
The teaching materials are **visually attractive** and **well-organized**.	✔️	
The teaching materials are **self-explanatory** and **ready-to-use.**	✔️	
All activities and teaching materials are **original** and **created** by the course participant.	✔️	
Any resource in any format (including videos, images, texts from the Internet), that is not original, is respectful of copyright and its **sources** are **cited**.	✔️	
Students are presented with **multimodal** and **varied** input (spoken, written, visual, hands-on…).	✔️	
Input is presented at the right **cognitive level**.	✔️	
Input is presented at the right **language level.**	✔️	
Students are **helped** in some way to **understand and process the input presented.**	✔️	
Visuals are used to support comprehension.	✔️	

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Students are presented with **good questions** (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	✔
There are **opportunities for significant linguistic output** (the students produce communicative "products", speak, write, interact…).	✔
Support is provided to help students read, write, speak and interact.	✔
A variety of **collaborative and cooperative learning strategies** are used throughout the sessions.	✔
Activities facilitate **inquiry and reflection** and promote the role of the teacher as a facilitator/coach.	✔
Task instructions are short, concise, **clear** and **comprehensible** to the students. Activities are written using an **appropriate level of language**.	✔
The teaching materials are written in **accurate English**. There are **no mistakes at all**.	✔

Template adapted from CLIL-SI 2015. More information at: http://grupsderecerca.uab.cat/clilsi/

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