Content

“I AM LEARNING HOW TO KEEP MYSELF HEALTHY”

Part I

THE HUMAN BODY

● THE SKELETAL SYSTEM
● THE SKELETAL SYSTEM PUZZLE
● SINGING A SONG: “HEAD, SHOULDERS, KNEES, AND TOES”.
● ACTIVITY GROUP - GAME: NOW WE PLAY HANGMAN!

THE HUMAN BODY’S SENSES

● NAME THE FIVE SENSES
● EXPERIMENTING SENSES ON A NATURE WALK
● EXPERIMENT GROUP ACTIVITIES
● FINAL TEST

Part II

NUTRITION

● NAME GOOD FOOD TO EAT – VOCABULARY BUILDING
● FOOD PYRAMID – THE DIFFERENT LEVELS AND GROUPS
● EATING NATURAL FOODS
● MAKING THE RIGHT CHOICES
PART III
SPORTS
- Vocabulary of sports activities
- Why is fitness important for your health?
- The kinds of activities to keep your body active
- How you can monitor your fitness

PART IV
ENVIRONMENTAL AWARENESS
- To keep healthy, man must have a clean environment
- Human impact on the environment
- Recycling and saving energy
- Saving water

Part V
EDUCATION AND SOCIAL LIFE
- Music is important for creativity – Vocabulary Building
- Field trips teach and show the world
- Visual arts stimulate the senses
- Picasso’s Guernica
11/03/2009

EDUCATION FOR HEALTH

“I AM LEARNING HOW TO KEEP MYSELF HEALTHY”

Teacher:
Ms. Mary Patricia Lemon
Observer:
Director of Studies
Date & Time:
October 9, 2010

Type of school: Primary
Expected numbers: 20 kids
Class level: 4th Year Students
In CLIL, there appear to be four basic types of activity that can help students to improve, despite their relative lack of linguistic resources.

1. Activities to improve peer communication (assimilate conceptual content + communicative competence)

2. Activities to help develop reading strategies (where texts, some from scientific areas, often authentic, are conceptually and linguistically dense)

3. Activities to guide student production (oral and written) focus on the planning of production – ‘minimum guarantees’

4. Activities to engage higher cognitive skills (make students think - offer more opportunities for employing a range of operations)
CLIL & PROJECT WORK
SCIENCE LESSON
THE HUMAN BODY - PART I

TEACHING AIDS: “THE HUMAN BODY JIGSAW BOOK”
BY DR. MALCOLM CLARK.

This book has sections of text that I’ll be reading and discussing in class but I will focus on the basic parts of the skeletal system and only on the parts of the body which kids can directly see such as head, shoulders, knees, toes, eyes, ears, mouth, and nose. It (also) has five 48-piece puzzles in the book, but I’ll only have the kids do the one skeletal system puzzle.

a. I will give the students a photocopy of the puzzle and they will cut it out to make the puzzle themselves.
b. They can color the puzzle in.
c. The puzzle in the book shows the science names for the bones such as skull, rib cage, pelvis, patella (kneecap), ect. I want the children to be able to spell these words. As they color the puzzle and put it together, they see and try to remember the words.

1. Handouts for colouring exercise worksheets on parts of the body.

a. handouts to cut out hanging skeleton that they will be gluing together
b. handouts to colour the visible external parts of the body
c. handouts where they label on their own paper the body. (“I will write the bone vocabulary on the board and the students will write the names of bones on their skeletons”).

2. Sing the song “Head, Shoulders, Knees, and Toes”. I have a handout with the song lyrics on it and the song on a CD. I will need a CD player in the classroom in order to play it for the children. They will listen to the song and also read the words. Then they will stand up to sing the song all together.

3. Bring in American Halloween candy that they have never tasted before to share at the end of class if they behave well.

4. Handout on English Class Rules that use must and mustn’t to help reinforce good behavior.

5. White board markers for writing adjectives on the board. Colouring pencils for the children.

6. Plastic picture flash-cards with body parts on it – arms, hands, feet, legs, ect. to reinforce the words and parts of the human body.

CONTENT

- The Skeletal System
- The Skeletal System Puzzle
- Singing a song: “Head, Shoulders, Knees, and Toes”.
- Activity Group - Game: Now we play hangman!
### Learner objectives

1. To properly pronounce and spell different parts of the body.
2. To use adjectives such as *colours* for eyes, *big/small* arms or shoulders, *tall/short* body, *blond/brown/black/red* hair, and *old/young* for the age of the person to describe people and the parts of the body. Also how many body parts – *two hands, ten fingers, one nose*, etc.
3. To learn to behave better in class by getting their energies out with a stand-up song.
4. To make learning fun with doing puzzles, *colouring*, and singing! This uses visual, auditory and physical methods to teach as every student learns in a different way.

### Personal aims

1. To be able to get the students to be more interested in the science of the human body while having fun (*I want them to feel confident that they know how to describe in English what the body parts are*).
2. To stimulate their creativity with the activities that help them have a stronger desire to learn English.
3. To have students learn vocabulary and adjectives related to the body.
4. To have students learn how to spell words properly.
5. To have students improve English pronunciation.

### Anticipated problems for students

1. Their energy levels will be high and they will not be focused on the lesson.
2. They will be bored with this lesson and not want to learn about the human body.

### Solution

3. Have them stand up and sing so they can release their energy! Then they can get back to listening. (*These students’ attention span doesn’t last for a very long time*).
4. Have different stations of desks arranged with the different puzzles AND an area for cutting the skeleton out.
   (Hopefully they won’t be bored, but will be focused on doing something interesting that they will learn. *With fun comes learning!* Physical movement helps students to not be bored. Have the students stand up, then ask one student at a time “Where are your knees?” “Where are your ears?” “Where are your thumbs?”)
<table>
<thead>
<tr>
<th>Procedures</th>
<th>Phase</th>
<th>Timing</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will show the picture illustrated cards with body parts on it – there are about 25 pictures of different things – toes, hands, feet, arms, shoulders, fingernails, etc.</td>
<td>engage</td>
<td>15 min</td>
<td>T-S</td>
</tr>
<tr>
<td>2. I will go around the room and ask each student to say what is on the card. (What can you see? What’s this? Can you say the word? Knee for example... How do you spell knee? K-n-e-e. Can everyone repeat it? I have one left knee and one right knee. I have two knees! Now what’s this? It’s my shoulder! How do you spell shoulder? Let’s write it on the board. )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I will ask the students to repeat all the cards as we go through them (hand, finger... Repeat please! Could you repeat please?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I will listen to the student repetition and correct it if needed. (The students need pronunciation practice!).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I will go through all the cards. Ask them to use adjectives to describe these body parts. (What colour are your eyes? What color are your nails? What colour is your hair? What colour is a vein? How many fingers have you got? How many ears do you have? How many fingers do you have? How many toes?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will pass out the handouts with the song “Head, Shoulders, Knees, and Toes”. I will have them read it as a class first. I will ask them for the words they do not know and write them on the board. I will point to the flashcards when they don’t know.</td>
<td>study</td>
<td>10 min</td>
<td>T-S</td>
</tr>
<tr>
<td>I will have them stand up and all sing the song and jump around to get their wiggles out. ( If necessary and they seem to have fun we can play and sing the song twice or even three times ). Playing the music will be good for them as they will listen and learn while having fun!</td>
<td>activate</td>
<td>15 min</td>
<td>T-S</td>
</tr>
<tr>
<td>I will show the puzzle book and read the parts of the skeleton to the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I will take the skeleton puzzle out of the book and put them at different groups of tables.</td>
<td>engage</td>
<td>20 min</td>
<td>S-S</td>
</tr>
<tr>
<td>2. I will give the photocopies to the students and have them cut out the puzzle and assemble it together in teams.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. While they are doing this, I’m going to float around to each table to see how they are doing, ask them questions about each body system, and have them do their best to answer in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Write all the body parts on the board that we have discussed.** “I’ve been doing this throughout the lesson and now will ask the students to tell me what other vocabulary words we have talked about!”

**Game – Activity group**
- I will have all the body parts written on the board.
- I will divide the class into two teams. **Now, we play hangman!** Think of a word and for each letter they must guess what the letter could be. One student from each team gets to pick a letter. The team that guesses first, wins! We do 8 words of hangman. I choose the words that during the lesson they had problems pronouncing or that they were forgetting. I can have a 2 word hangman game such as “brown hair” or “green eyes” or “ten toes”.

**Progress Test – Validation Process**
1. I will pass out skeleton handouts that they have to cut out and take together.
2. They must write the name of the major bones on the bone paper part.
3. I will also pass around picture diagram handouts and have them write the body name on it, start colouring them, and cut them out. There are about 30 small boxed picture squares on there for them to cut out.

I will pass out the Halloween Candy as they talk about what they learned.

**Homework – Confirmation Process**
I will pass out the homework exercises I want them to turn in next time. **It is a one page sheet of body vocabulary to study.**

**Other exercises to run at school or at home as reinforcement:**

**“Muscles and bones” >language focus:** Present simple/Imperative/ Vocabulary connected to the human muscle and bone system/ Continuous repetition until the pupils are able to use the new words confidently
The Human Body’s Senses

CONTENT

- Name The Five Senses – Vocabulary Building
- Experimenting Senses on a nature walk
- Experiment group activities: for oral testing
- Final Test: use of can and can’t

TEACHING AIDS:

1. Flash Cards with the five senses on it
2. Handout exercises for the students on the five senses

<table>
<thead>
<tr>
<th>Learner objectives</th>
<th>Personal aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To properly pronounce and spell the five senses and other words connected</td>
<td>1. To help students to recognize the five senses</td>
</tr>
<tr>
<td>2. To use adjectives and verbs related to the five senses</td>
<td>2. To have them learn the words of the five senses in English.</td>
</tr>
<tr>
<td>3. To learn expressions as: “we use eyes to.../we use ears to.../we use our mouth to...”</td>
<td>3. To have them introduced to some scientific words (the parts of the eye, the parts of the nose ect.).</td>
</tr>
<tr>
<td>4. To make learning fun with going outside together, observing things and memorizing!</td>
<td>4. To make them experience directly the five senses</td>
</tr>
</tbody>
</table>

This topic is best accomplished when done in two weeks. For young children it is sometimes hard to absorb so many ideas all at once. Therefore I have found it best to do the sense of sight and hearing the first week and then the sense of taste and smell the second week.

Procedures

Flashcards – Learning the Five Senses Vocabulary

1. I will show the picture illustrated cards with the five senses on it
2. I will go around the room and ask each student to say what is on the card. (What can you see? What kind of a sense you think it is? How do you spell it?)
3. I will ask the students to repeat all the cards as we go through them (smell, taste, hearing, sight, touch...Could you repeat please?)
4. I will listen to the student repetition and correct

<table>
<thead>
<tr>
<th>Phase</th>
<th>Timing</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 weeks</td>
<td></td>
</tr>
<tr>
<td>engage</td>
<td>1 lesson</td>
<td>T-S</td>
</tr>
</tbody>
</table>
5. I will go through all the cards. I will ask them to use adjectives to describe these senses. (good, bright, loud ect.). I will write these words on the board.

The sense of sight
1. I will talk with the children about the function of their eyes. 2. I will explain to children that everyone has eyes. Some eyes are different colors, some are a different shape. But the function of the eyes is just the same. (I might decide to enter into discussion the concept of being blind or give some scientific words for the parts of the eye.)

Group Activity: I will take the children out, on a nature walk. I will have the children describe to each other what they see in their surroundings.

Homework: After the nature walk I will have the children cut from old magazines pictures of what they saw outside.

The sense of touch
1. I will define the sense of touch for the children through flashcards. 2. I will ask the children what part of the body they use to feel things. 3. I will talk about skin and how it is used to feel different things. 4. I will also talk about hands and how everyone’s hand is different.

Group Activity: I will ask them to make texture cards, collecting different samples of wallpaper, cotton, sandpaper, wood, leaves, fabric, plastic etc. I will have the children glue the items on different cards. They will be able to use the cards for sorting.

The sense of smell
1. What do we use to smell with? I will talk about the nose and the job it performs. I may also wish to introduce the noses of animals and how they use their noses to find food.

Group Activity: Make a closet freshener! I will give each child an orange and a handful of cloves. I will ask the children to identify the smells and have the children stick the cloves into the oranges. Then I will take a small piece of ribbon and a straight pin. I will loop the ribbon and stick the straight pin through it into the orange. I will send home for a lovely hanging scent!
The sense of taste

The tasting table
I will set out a variety of foods for the children to taste throughout the day. I will keep out foods that are sweet and sour. (small slices of apples, oranges, lemons, carrots, etc. are fun)

The sense of hearing

1. I will discuss with the children what part of the body we use to hear with. I will talk about the different sounds they hear with in the classroom.

Homework:  Scrunch Paper Collage. I will ask the children to look for different types of paper to scrunch up and glue to construction paper. (tissue paper, kleenex, writing paper, wax paper, aluminium foil, construction paper)

Final Progress Test

Writing a story:

1. Students write about their experiences with food as a story with the title "Foods That Taste Better Than They Look" or about "Foods That Look Better Than They Taste."

2. The students write and complete frame sentences such as:
   I can (smell) a peanut and I can (taste) a peanut.
   I can (feel) a flower, and I can (smell) a flower.
   I can (smell) a (pizza). But I can’t (smell) a (glass of water).
   I can (feel) air, but I can’t (smell) it.

Exercise: The Senses
See photocopies. I will use them as classwork or homework, after having taught them word, expressions and practice with them thoroughly.

Objective: linking the senses with parts of the body and perception. It is important for the pupils to understand that although we can isolate the senses and the parts of the body, we often use a combination of senses in perception. For example: we look at, smell and taste food
We have five senses. They are:

- **Sight** - *we use our eyes to see the world around us.*

- **Taste** – *we use our mouth to taste food.*

- **Hearing** - *we use our ears to hear sounds around us.*

- **Smell** – *we use our nose to smell.*

- **Touch** – *we use our skin to feel heat, cold, pain, and pressure.*
NUTRITION - PART II

CONTENT

- Name Good Food to Eat – Vocabulary Building
- Food Pyramid – The Different Levels and Groups
- Eating Natural Foods
- Making the Right Choices

TEACHING AIDS:

3. Flash Cards with Healthy Foods on it
4. Handout exercises for the students on Food and Diet
5. Food Pyramid for the students to see

<table>
<thead>
<tr>
<th>Learner objectives</th>
<th>Personal aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To properly pronounce and spell words and expressions connected to food in English</td>
<td></td>
</tr>
<tr>
<td>2. To use adjectives and verbs related to food</td>
<td></td>
</tr>
<tr>
<td>3. To recognize the importance of healthy eating.</td>
<td></td>
</tr>
<tr>
<td>4. To become familiar with the Food Pyramid.</td>
<td></td>
</tr>
<tr>
<td>1. To have the students learn vocabulary of good foods to eat.</td>
<td></td>
</tr>
<tr>
<td>2. To encourage them to make healthy food choices</td>
<td></td>
</tr>
<tr>
<td>3. To make them learn how to spell words properly.</td>
<td></td>
</tr>
<tr>
<td>4. To make them improve English pronunciation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashcards – Learning Food Vocabulary</td>
</tr>
<tr>
<td>I will show the picture illustrated cards with good foods to eat on it. I will go around the room and ask each student to say what is on the card. (What is this food? How do you spell it?)</td>
</tr>
<tr>
<td>I will ask the students to repeat all the cards as we go through them (milk, bread, meat, fruit, vegetables...Could you repeat please?)</td>
</tr>
<tr>
<td>I will listen to the student repetition and correct it if needed. (The students need pronunciation practice!)</td>
</tr>
<tr>
<td>I will go through all the cards. Ask them to use adjectives to describe these foods. (What colour is milk? What shape are oranges?) I will write these words on the board.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHASE</th>
<th>TIMING</th>
<th>INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>engage</td>
<td>1 lesson</td>
<td>T-S</td>
</tr>
</tbody>
</table>
Present the Food Pyramid to the class.
- I will ask a volunteer to read it aloud. I will go through all the food groups. I will have the students name the foods in each group. I will have the students spell the names of the food and write them on the board.
- Objectives: food groups
- Language Focus: fat and sweets, dairy produce, proteins, vegetables and fruit, carbohydrates, grains, pregnant...

<table>
<thead>
<tr>
<th>Language Focus</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>engage</td>
<td>1 lesson</td>
<td>T-S</td>
</tr>
</tbody>
</table>

I will explain to them what Natural Foods are?
1. Natural foods don’t have chemicals in them. They are unprocessed. 2. They have lots of vitamins in them and are healthy for you. 3. Eating Natural Foods helps prevent diseases and cancer. 4. Examples are whole grains, fruit, and vegetables. 5. Examples of unnatural foods are: cake, chips, candy, and mostly food in the upper part of the food pyramid.

Exercise: A Healthy Diet
Language Focus: Present Simple / Should / Expressions of Frequency

<table>
<thead>
<tr>
<th>Language Focus</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>engage</td>
<td>10 min</td>
<td>S-S</td>
</tr>
</tbody>
</table>

I will tell them how to make the Right Food Choices
What foods should you choose to eat? What foods should you avoid eating and why?
I will make a list of their answers on the board in two groups – ‘Foods to Eat’ and ‘Foods to Avoid’
When you eat a diet that is healthy, you keep your body healthy. You can avoid getting sick.

<table>
<thead>
<tr>
<th>Language Focus</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>study</td>
<td>10 min</td>
<td>T-S</td>
</tr>
</tbody>
</table>

I will pass out the handouts with the exercises on Food and Diet
I will have the students raise their hands when they don’t understand or know a question/word. I will then explain to the class the question/word/expression to make sure that they know the answer. When one student has a question, then there is a possibility that other students have the same question.
Language Focus: Present Simple/Past Simple Expressions of Frequency/Expressions: some time ago, last week/month/year.../Expressions: how many days...? on Tuesday/ at Christmas/at Easter...
Food vocabulary-Verbs vocabulary-The Time

<table>
<thead>
<tr>
<th>Language Focus</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>study</td>
<td>3 lessons</td>
<td>T-S</td>
</tr>
</tbody>
</table>

Progress Test – Validation Process
I will hand out the food pyramid chart handout that doesn’t have the names in the category written on it. I will have the students complete the chart. I will have them write 3 sentences why it is important to eat healthy, what foods they can eat to stay healthy, and what foods they should avoid eating, naming some examples.

<table>
<thead>
<tr>
<th>Language Focus</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>activate</td>
<td>20 min</td>
<td>S-S</td>
</tr>
</tbody>
</table>

Homework
The students must create a one-week food menu for their family that has a good balance of healthy food from the food pyramid.

<table>
<thead>
<tr>
<th>Language Focus</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>engage</td>
<td>5 min</td>
<td>T-S</td>
</tr>
</tbody>
</table>
Extra work in class or at home:

1. “A healthy diet” language focus: Present simple – Expressions of frequency – days of the week – The time
2. “Science – Food groups” language focus: food vocabulary
3. “Nutrients” language focus: vocabulary on main nutrients in food
Insert illustrated cards here

- bread
- broccoli
- cake
- chicken
- wine
- fruit tart
- oysters
- grapes
- garlic
- rice
- pastries
- coffee
- cheese
- lemon
- strawberry ice-cream
Exercise: Look and Learn

- One serving is one portion. For example one orange is one serving of fruit.

- Eat foods from all of the food groups. Eat foods with different colors. This means you eat a balanced diet.

- Eat foods from the bottom area first. Don’t eat so many fats and sweets.

- When you eat a healthy diet, your body gets the nutrients it needs to avoid disease.
Vocabulary

**Pregnant** – a woman who will have a baby

**Breastfeeding** – when a woman gives her own milk to her baby

**Serving** – one proportion of food to eat

**Diary** – food with milk products
**Proteins** – meat products from an animal, fish etc

**Bread/Grain** – wheat, oats, rice, and barley that is made into flour or cereal

**Adjectives:**

*advised* – recommended

*sparingly* - to use a very little amount
Natural Foods are unprocessed. They are fruits, vegetables, and whole grains.

**Exercise 1**

Look at the picture. What do you see? Can you name some of the foods? Can you describe them?
Progress Test:

**Fill in the categories of food where they belong.**

**Write 3 sentences why it is important to eat healthy, what foods they can eat to stay healthy, and what foods they should avoid eating naming some examples.**

---

3 sentences:

---

**Homework Assignment:**

Make a one week food menu plan for your family. Interview your family and ask them what they want to eat. Show them the Food Pyramid and the recommended servings per day of food to plan a balanced menu.
SPORTS - Part III

If possible to perform with the Physical Education Teacher

CONTENT

- Vocabulary of sports activities – Vocabulary Building
- Why is fitness important for your health?
- The kinds of activities to keep your body active
- How you can monitor your fitness

TEACHING AIDS:

1. Flash Cards with different sport activities on it. Vocabulary Work
2. How to take your pulse handout so that the students can calculate their own pulses.
3. Handout on daily/weekly fitness log.
4. Handout on monthly exercise habits.

<table>
<thead>
<tr>
<th>Learner objectives</th>
<th>Personal aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To learn the importance of exercise at a young age and to continue it throughout life.</td>
<td>1. To encourage the students to exercise.</td>
</tr>
<tr>
<td>2. To learn how much exercise is needed to keep healthy</td>
<td>2. To help them know how exercise can be fun with different forms of sports activities.</td>
</tr>
<tr>
<td>3. To learn about target heart rate.</td>
<td>3. To have the students know that by exercising, they avoid diseases and in turn live longer, healthier lives.</td>
</tr>
<tr>
<td>4. To calculate their own resting and active heart rates.</td>
<td>4. To have students learn vocabulary and adjectives related to the sports activities.</td>
</tr>
<tr>
<td>5. To think exercise is fun.</td>
<td>5. To learn how to spell words properly.</td>
</tr>
<tr>
<td>6. To properly pronounce and spell different kinds of sports.</td>
<td>6. To improve English pronunciation.</td>
</tr>
<tr>
<td>7. To practice likes and dislikes - adjectives related to sports activities</td>
<td></td>
</tr>
</tbody>
</table>
### Anticipated problems for students

1. *Some of them won’t think exercise is fun.*
2. *Some of them will complain that they don’t like it.*

### Solution

1. To have fun worksheet activities to learn about exercise so they will think that exercise is fun and English too.

## Procedure

<table>
<thead>
<tr>
<th>Phase</th>
<th>Timing</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary of Sports Activities</strong></td>
<td>engage</td>
<td>30 min</td>
</tr>
</tbody>
</table>

*I will show the picture illustrated cards with the sports activities on them. What is this? It’s a boy on a skateboard.*

*I will ask the students to repeat all the cards as we go through them (hockey, swimming, tennis, ice skating, etc.)*

*I will listen to the student repetition and correct it if needed. (The students need pronunciation practice!)*

*I will make them practice likes and dislikes - adjectives related to sports activities*

| Why Fitness is important for your health? | study | 30 min | T-S |

**Group Activity:**

*I will pair the students into groups of four. I will have the students talk about some of the answers on why exercise is important. I will give the students five minutes as a group. Then, I will write their answers on the board.*

*Some of their answers should be that exercise helps you to live longer. The benefits of exercise are having a good heart, keeping at a good weight, better sleep, improved mood, and more energy. The most important is avoiding illness. When you exercise, you stay healthier and live longer. You also feel great! The biggest benefit? Reducing your risk of chronic illnesses.*

| I will write some of the “Benefits of Exercise” on the board. I will have the students tell me some of the sports that they do. I will ask the students if they enjoy that sport and why. Do they feel good after they play tennis or go swimming? | activate | 10 min | T-S |
The kinds of activities that you can do to keep healthy
I want the students to raise their hand and tell me what sports they can do that are fun! (We will have talked about this already with some of the flashcards showing some sports activities on the board).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will explain what their <strong>Target Heart Rate</strong> is. I will explain how to find their pulse. I will have the students look at the Heart Rate Chart. When they exercise to get their heart rate up to the active level, they are exercising at the correct level for exercise to be beneficial. The purpose is to learn about and find their target heart rate. I will pass the handout out to the students and have a volunteer read it out loud. I will tell them that they will all be calculating their heart rates. I will have the students run in place and walk around the classroom for 15 minutes. Then practice taking their heart rates all together.</td>
<td>20 min</td>
<td>T-S</td>
</tr>
<tr>
<td><strong>Progress Test – Validation Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find their resting heart rate and their active heart rate explaining the process in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>See Exercise: Exercise is Important: The Benefits of Exercise</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Have will stronger muscles and bones. You will strengthen your heart.
2. Have a leaner body because exercise helps control body fat
3. Won’t be overweight
4. Decrease risk of developing Type 2 Diabetes
5. Lower Blood Pressure and lower blood cholesterol levels
6. Will be in a better mood

*Doing sports activities helps you to have fun while exercising to keep healthy. Can you name some sports activities that you like to do? Make a list of 5 physical activities that are fun.*

1. 
2. 
3. 
4. 
5. 
## Target Heart Rate for Children

(beat per minute)  

<table>
<thead>
<tr>
<th>Age</th>
<th>Resting</th>
<th>Average</th>
<th>Exercising</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4 Years</td>
<td>73</td>
<td>108</td>
<td>137</td>
</tr>
<tr>
<td>5-7 Years</td>
<td>65</td>
<td>100</td>
<td>133</td>
</tr>
<tr>
<td>8-11 Years</td>
<td>62</td>
<td>91</td>
<td>130</td>
</tr>
<tr>
<td>12-15 Years</td>
<td>60</td>
<td>85</td>
<td>115</td>
</tr>
</tbody>
</table>

For exercise to be beneficial, you must get your resting heart rate to a higher level. When your heart beats faster, your heart is getting stronger. Your heart is a muscle and it needs to work out in order to be strong.
How to take your pulse

There are two places you can find your pulse. One is on your neck and the other is on your wrist.

To find your pulse in your neck, you put three fingers of your left hand onto your Adam’s apple in your throat (where your throat sticks out when you swallow). Next gently feel to the side of it and you will find your pulse beating.

To find your pulse in your hand, put your thumb in the air and turn your palm towards you. Using your first two fingers, put them on your wrist.

When you have found a steady beat, count how many beats in 15 seconds using a clock. Take that number and multiply by four. That will tell you your pulse rate per minute.

Take your resting heart rate before you start exercising. This is called your starting pulse. After you have been exercising for 15 minutes, take your pulse again. Your score should be over 150 beats per minute. After you have finished your exercises, you resting heart rate should be a bit lower than your starting pulse.

You should do 20-40 minutes of aerobic exercise at least 3 times per week.

In 15 seconds my pulse was __________. This number multiplied by 4 is __________.

This is my resting heart rate.

Now exercising after 15 minutes, my heart rate in 15 seconds is __________. This number multiplied by 4 is ________.

This is my active heart rate. I should try to exercise and get my active heart rate to _______ per day by doing physical activity.

Exercises n. 1 Colouring and cut-out activities to teach the names of different sports.
ENVIRONMENTAL AWARENESS - Part IV

Children are supposed to have already spoken and worked on mountains, rivers, cities, climate. They have learnt the main features of geography, they already know key vocabulary words such as ‘climate’, ‘vegetation’, desert, rainforest, species of plants, survive, pollution, landscape transformation etc.

CONTENT

- To keep healthy, man must have a clean environment – Vocabulary Building
- Human impact on the environment
- Recycling and saving energy
- Saving water

TEACHING AIDS:

1. Handout on “Natural Sciences – Human intervention on Landscapes
2. Handout on “Save Some for Me - Renewable and Nonrenewable resources”
3. Reuse, Reduce, Renew Chart and How to Recycle
## Learner objectives

1. To learn the importance of caring for the environment. When we have a clean environment, there is clean air to breathe and this keeps the human body healthy.
2. To learn about the environmental effects man has had on the planet and how it effects plants and animals. Air pollution means bad air to breath that is not good for our health.

## Personal aims

- To encourage the students to become more environmentally aware.
- To help them understand the importance of recycling.
- To let them know that if they recycle, they are having a positive effect on saving the worlds energy.
- To teach children to reduce, reuse, and recycle.
- To learn about renewable resources so we can leave the world a clean place for future generations and have the energy we need.

## Anticipated problems for students

1. They will be bored with the lesson.
2. They will not understand the importance of recycling or conserving energy.

## Solution

1. To have fun worksheet activities to learn about so it will capture their attention.
2. I will have pictures and facts that will help them understand how important it is to conserve energy.

## Procedure

1. I will ask the students if they know what the water cycle is?
2. I will ask the students what they know about rain? Where does rain come from? Where does rain go after it rains? Does it go into the ground? How does rain get into clouds? Evaporation? Do you know what that is?
3. I will draw the water cycle on the board that is from the handout and together as a class we will talk about this diagram.
4. I will explain that when we have a clean water system, we have cleaner drinking water and this helps us to be healthier. Clean air is better for our health. If humans try to prevent air pollution, we will all breathe cleaner air. Asthma is a concern today and more people are getting it. It is partly due to air pollution.
I will pass out the handouts with the songs “Breathe, Breathe In and Out” and “Air is Everywhere I go”. I will have them read it as a class first. I will ask them for the words they do not know and write them on the board.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>15 min</td>
<td>T-S</td>
</tr>
</tbody>
</table>

I will have them stand up and all sing the song and jump around to get their wiggles out. (If necessary and they seem to have fun we can play and sing the song twice or even three times). Playing the music will be good for them as they will listen and learn while having fun!

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activate</td>
<td>20 min</td>
<td>T-S</td>
</tr>
</tbody>
</table>

I will pass to the students the handout on “The Greenhouse effect”. What is the Greenhouse Effect? I will have the students read out loud what it is. I will draw the diagram of a greenhouse on the board. I will ask the students what is happening in the diagram. Where is the heat staying? The heat is staying inside the atmosphere and warming the planet. I will go over vocabulary that they don’t know. The Greenhouse effect causes global warming. If our planet heats up too much, plants and animals can be damaged and die. Our Earth has a delicate balance.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage Study</td>
<td>20 min</td>
<td>S-S</td>
</tr>
</tbody>
</table>

I will pass out the handout on how we can save energy. I will have the students read it out loud. If humans conserve resources, then they will be able to save energy for the future. Once we use up our earth’s resources, we won’t have more unless we are recycling to reuse again.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>20 min</td>
<td>T-S</td>
</tr>
</tbody>
</table>

Homework – Confirmation Process
I want the students to go home and write me about how their family recycles.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activate</td>
<td>20 min</td>
<td>S-S</td>
</tr>
</tbody>
</table>
How we can all Save Energy at home and make a difference

1. Open and close the refrigerator door quickly when choosing a snack.
2. Close doors when going outside or coming inside when the heat or air conditioning is on.
3. Turn off lights, televisions, or other energy users when you are not using them.
4. Keep the oven door closed and pans covered while food is cooking.
5. Walk or bicycle instead of asking for rides in the car.
6. Turn off the water while brushing your teeth.
7. Use cold water to wash hands instead of waiting for it to heat up.
8. Take shallow baths and short showers.
9. Turn off water faucets all the way.

Can you think of more ways you can save energy around the house? Get into groups of four students and talk about your ideas.
A greenhouse traps heat with windows so that plants can grow well during the winter. The Greenhouse Effect is the rise in temperature that the Earth experiences because air pollution keeps the heat trapped in the Earth’s atmosphere.

Gases in the air such as water vapor and carbon dioxide trap energy from the sun. Without these gases, heat would escape back into space and Earth’s average temperature would be a lot colder. These gases warm our Earth and are called Greenhouse gases. If the greenhouse effect becomes stronger, it could make the Earth warmer than usual. Even a little extra warming may cause problems for humans, plants, and animals.
**Song: Breathe, Breathe, In and Out** (melody of Row, row, row your boat)

Breathe, breathe  
In and out  
Taking in clean air  
Through the nose  
To fill the lung  
And out the mouth  
Exhale!

**Song: ‘Air is Everywhere I Go’** (melody of ‘Mary had a Little Lamb’)

Air is everywhere I go  
Where I go, where I go  
Air is everywhere I go  
And this is how I know!  
I feel it brush against my face,  
‘gainst my face, ‘gainst my face,  
I feel it brush against my face  
When the wind does blow!  
Air is everywhere I go  
Where I go, where I go  
Air is everywhere I go  
And that is how I know!  
I hear it blowing through the trees  
Through the trees, through the trees  
I hear it blowing through the trees  
It whistles as it goes!  
I see it filling my balloon  
My balloon, my balloon  
I see it filling my balloon  
And watch it as it grows!
EDUCATION & SOCIAL LIFE - PART V

If possible to perform with the Teacher of Music in the 1st Part

CONTENT

- Music is Important for Creativity – Vocabulary Building
- Field Trips Teach and Show the World
- Visual Arts Stimulates the Senses: two lessons on Picasso-Realism and abstract art

TEACHING AIDS:

1. Flash Cards with different musical instruments on it. I will have them review the vocabulary and spelling of different musical instruments. What sound does it make? Can you describe the instrument?
2. A sample of classical music and other types of music to play in class. I will also need a CD player.
3. Handout on music being important to kids. I will have the students read them out loud.
4. I will bring in artwork for the students to tell me what they think: Picasso’s Guernica
5. Permission slips for the students to go to the zoo. They will need to take notes while at the zoo of the animals they see. I want them to draw 3 animals and tell me why they chose that animal.

<table>
<thead>
<tr>
<th>Learner objectives</th>
<th>Personal aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To learn the importance of music.</td>
<td>1. To encourage the students to appreciate art</td>
</tr>
<tr>
<td>2. To learn that art is good. They will look at artwork and they will also draw pictures of animals at the zoo when we go on a field trip.</td>
<td>2. To help them know how music is good.</td>
</tr>
<tr>
<td>3. To learn that going on field trips brings what they learn in school to life. They can learn many things in the real world.</td>
<td>3. Introduce young learners to musical instruments and the sounds they make</td>
</tr>
<tr>
<td></td>
<td>4. To have the students do a good job on their drawings of animals when we go to the zoo. I want them to be very creative with their zoo animal drawings! I want to encourage them to explore their world.</td>
</tr>
</tbody>
</table>
Anticipated problems for students

1. Some of them will not want to go to the zoo or may be reluctant.

Solution

1. I really think they will enjoy the zoo. I will plan a fun food to bring as a snack to give them at the zoo.

Procedure

**Vocabulary of Musical Instruments**

I will show the picture illustrated cards with the musical instruments on them. What is this? Please spell it!

Ask the students to repeat all the cards as we go through them (violin, piano, saxophone, etc.)

Listen to the student repetition and correct it if needed. (The students need pronunciation practice!)

**Pass out handouts on musical instruments**

I will have the students take a turn and read the musical instruments page. I will have a discussion on why music is good.

Is the flute a string or a wind instrument? Which makes deeper sounds, the clarinet or the tuba? What type of music did Spanish composer Joaquín Rodrigo write?

I will teach young learners, if possible with the teacher of Music, about marvelous, melodic music, including different groups of musical instruments and famous composers, through these activities.

I will play songs on the CD of different music. I will have the students in groups and have them think of 3 reasons why they like music. I will have them each present to the class reasons why music is important.

I will show the students some artwork. I will ask the students why art is important? How does it help people? Art is good because it expresses creativity. Without art, the world would be boring. Art is beautiful to the eye.

I will have the students each talk about what they like about art. What is your favorite artwork? Do you like to draw? Do you like to paint?

I will bring a reproduction of *Guernica* by Picasso and some other representative paintings of the Blue Period, the Cubist Period and the Rose Period (see below). Copies of realist and abstract paintings.
I will show the class a copy of a realist painting and elicit what they can see in the picture. I will follow the same procedure with a copy of an abstract painting. I will elicit the main differences between the two paintings from the class. I will explain the main difference between realism and abstract art, *eg, in realist paintings you can see what the artist sees in nature or life. You can see people, animals, trees, houses. In abstract paintings you can usually see colours and forms and you cannot recognize the objects.* I will encourage the pupils to say which style they like best.

**Field trips are good! We are going to plan to go to the zoo.**

I want the students to go to the zoo. I want them to talk about different animals. Have you been to the zoo? What animals are your favorite? Have the students tell me what they like about the zoo.

**Animals in captivity**

Brainstorm the words ‘zoo’ and ‘safari park’. What is the difference?

**Answer:** In zoos, animals are normally kept in cages or enclosures; in safari parks, a lot of them are free within an area of the park. Brainstorm the students’ ideas about zoos and safari parks.

<table>
<thead>
<tr>
<th>TOPIC FOCUS</th>
<th>Vocabulary Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting a zoo or safari park</td>
<td>Rules, regulations and warnings</td>
</tr>
<tr>
<td>Wild animals</td>
<td>Numbers</td>
</tr>
</tbody>
</table>

**Language Focus**

- *Do* + verb/ *Don’t* + verb
- *Can/Can’t* + verb (ability)
- Simple Present tense

**LEARNING OBJECTIVES**

- To experience some of the activities available in a typical Zoo or Safari Park
- To appreciate a Safari Park as a place for research and conservation
- To use information to check statements
- To use personal knowledge to check facts and statistics
- To notice how information can be communicated through words and/or pictures

**Progress Test – Validation Process**

I will ask students to make their own drawings and show the difference between an abstract and a realistic painting. I will ask students to draw wild animals and write about their favourite.
Guernica

Pablo Picasso, 1937

Oil on canvas

349 cm × 776 cm (137.4 in × 305.5 in)

Museo Reina Sofia, Madrid
Band students were asked the following question:

**Why is music important in your life, and to the world as a whole?**

Here is just a sampling of the wonderful responses that were given...

(Please note that only the students' initials have been used to protect them)

“Music is what moves everyone.” – D. D.

“Music is important because it can describe people, places, movies, or animals that words can’t. Without music, the world would have a hard time understanding other things.” – B. P.

“Music is important because it helps you express.” – S. L.

“Music is important to me because it gives me something to look forward to everyday.” – K. K.

“Music is important because it allows people to be creative and it offers more life to people.” – K. B.

“Music is important in my life because I always have something to sing along to and relate to. It is important to the world as a whole because it brings us together.” – A. G.

“Music is the highlight of my day! After a rough day, I like to listen to music to lift my spirits.” – M. W.

“Life without music would be boring... no background music for movies, and life would sound dull.” – A. Z.

“I think music is important because music is a way that people can express themselves and if people couldn’t express themselves there would be a lot more violence in the world.” – A. S.

“Music, without it there would be silence, less joy, and darker times.” – B. S.

“Music puts the life and excitement into the world. Music is a part of my everyday life, from the radio in the morning to chorus and band class at school. Without music, I wouldn’t be who I am today.” – S. P.

“Music is important to my life because it makes dancing and singing a lot easier” – E. C.

“Music is important to people’s lives because it makes things better when things aren’t going right in the world.” – T. M.

“Music isn’t important in my life, it IS my life. From flute, to piano, to guitar, it pretty much controls my life. In the case of the world, it unites it with happiness and continues and tells histories of civilization.” – S. P.

“Music is so much a part of my life that I don’t know what I would do if there was none. The world is greatly changed by music. People don’t notice, but music changes people’s moods, feelings, and even their actions.” – M. H.

“I can’t imagine Christmas without music.” – D. V.
Value of Field Trips

Field trips are good because:

- they increase student knowledge and understanding of a subject,
- they add realism to the topic of study,
- they provide an opportunity to develop and enhance a student's socialization and citizenship skills.

When we go to the zoo, you will choose 3 animals to draw. Tell me why you choose that animal.

Permission slip

The parents of ______________________ (name of child) give permission for my child to go to the zoo on _____________________ (date of field trip).
BIBLIOGRAPHY

- Images from *The Encyclopedic Atlas of the Human Body*
- Images from “*The State Education Department*” University of the State of New York
- Images from “*Wikimedia/Wikipedia*” *Foods, The Food Pyramid*
- Images from www.picturesof.com
- Flashcards