



UNIT-2:

LOOKING AFTER YOURSELF

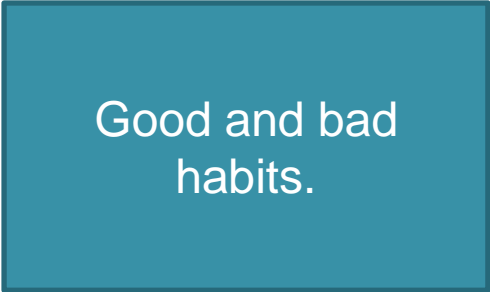
NATURAL SCIENCE
4TH LEVEL

ELENA PARDO DE ABAJO
C.P. ANICETO SELA

A NEED TO KNOW



Healthy and
unhealthy food



Good and bad
habits.



empathy



how to
keep
healthy

We want to be conscious of what **benefits** and what is **harmful** for our own well-being.

EXECUTIVE FUNCTIONS

- **Task initiation:** students should be able to give ideas on the topic we bring to the class, what's more, they take part in discussions/debates on the issue.
- **Shifting:** I would like children to reasonate every single idea they give to the class and manage to move from one opinion to the opposite.



CALP

HEALTH

MEDICINES

HABITS

UNHEALTHY

EXERCISE

KEEP CLEAN

MEDICAL CHECK-UPS

SLEEP WELL

HEALTHY EATING

STARRING AT A SCREEN

JUNK FOOD

VIDEO GAMES

EMPATHY

OBESITY

FREE TIME

ILLNESS

ALLERGIES

TOBACCO/ALCOHOL

HOW CAN I CONNECT IT TO THE COMMUNITY?

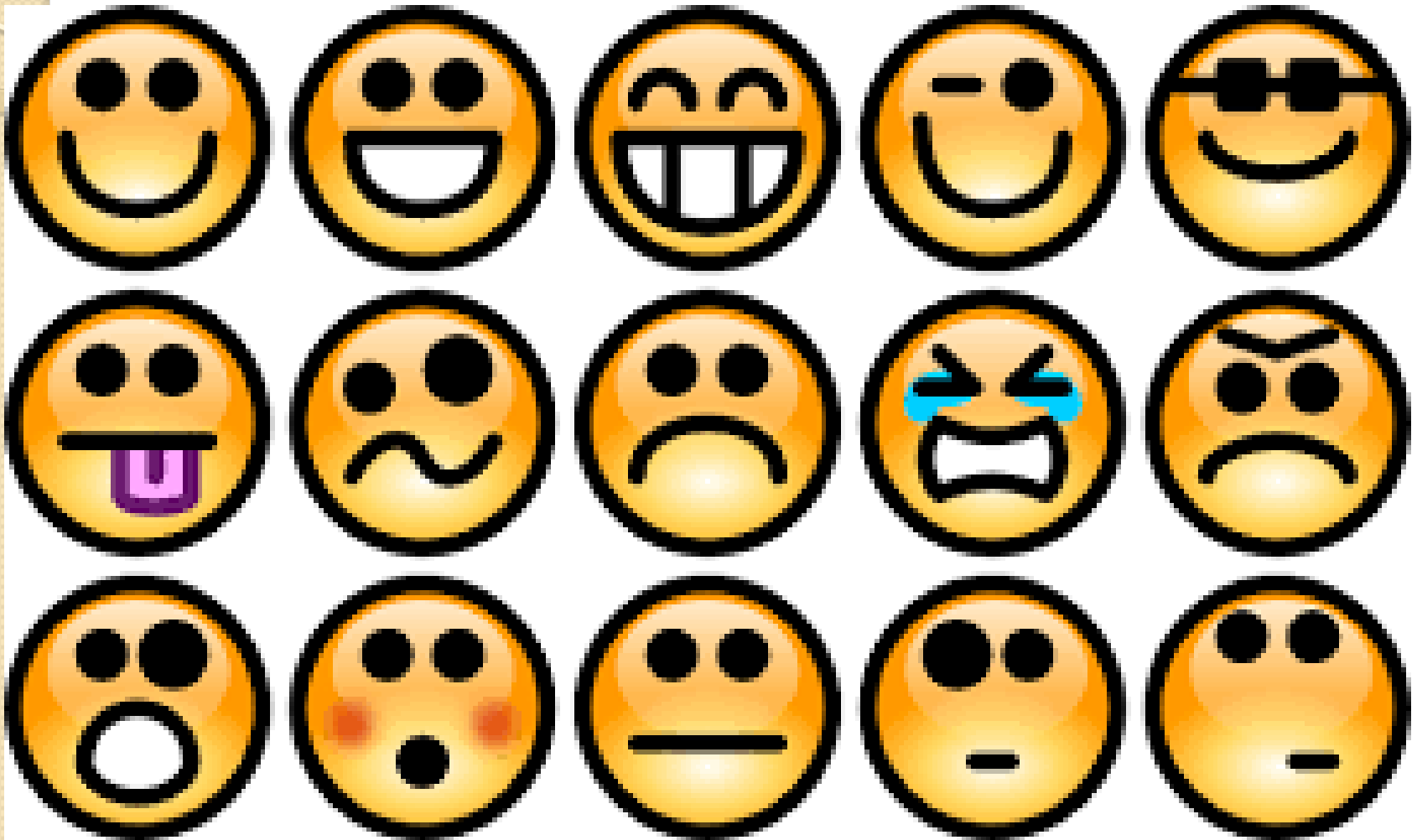
-advance organizer-

- DESIGNING WEEKLY PLANS TO PROMOTE GOOD HABITS AND MAKE PEOPLE CHANGE THEIR NOT SO HEALTHY LIFESTYLE.
- THEY WILL NOTICE THE BENEFITS IN A SHORT PERIOD OF TIME AND THEY COULD REFLECT ON HOW DO THEY FEEL BY FOLLOWING THE RECOMMENDATIONS IN THE PLANNER.

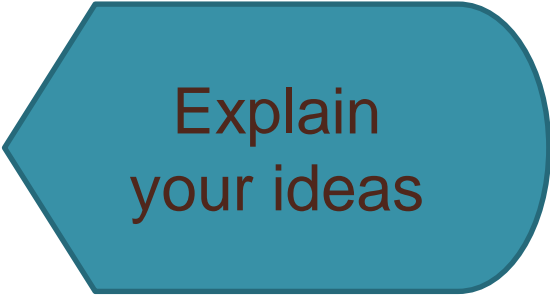
A DRIVING QUESTION

GIVE IT A THOUGHT,
WHICH *HABITS* ARE **GOOD** FOR YOUR
HEALTH
AND WHICH ONES ARE **BAD** FOR YOU?

ENGAGING STUDENTS



INTRODUCING THE PROJECT



Explain
your ideas



Be
conscious



Keep
heathy

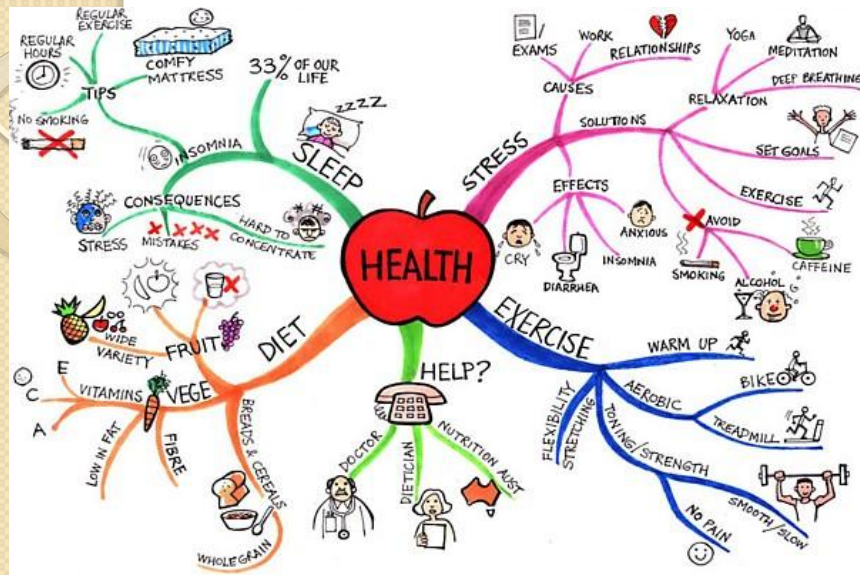


Share
your
opinion



Give
reasonable
thoughts

EXEMPLARS



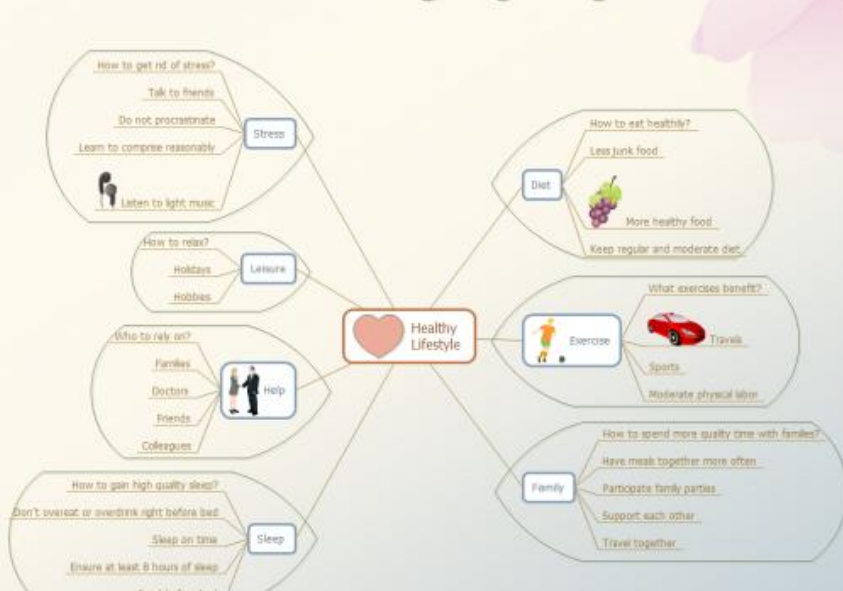
The Healthy Mind Platter



The Healthy Mind Platter for Optimal Brain Matter

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Healthy Lifestyle



HEALTHY HABITS



HOTS

ANALYZE	We are ready to compare different shapes of mind maps to see how we would like ours to look like.
EVALUATE	We are going to decide which features do we like most because they will make our work more visually catching.
CREATE	We now have many ideas that are going to be useful to design a satisfying health advices mind map.

TEACHING SEQUENCE

Session 1: advance organizer→introduction “Oh the things you can do that are good for you” by Dr. Seuss (story reading).

INQUIRY: What are some of the suggestions to keep a healthy lifestyle? Cooperative Learning- Think Pair Share the ideas from previous experiences about health.

Session 2: brainstorming for activating prior knowledge “what do we do that is good and bad for our health?”

Session 3: start project→ designing a big mind map-poster with short explanations and drawings. HOTS- analyze a variety of mind map, evaluate what should we include, create our own one making it attractive to other people.

Session 4: making cards including good habits.→task 1

INQUIRY: What can we learn about staying healthy? Cooperative Learning- Jigsaw technique

Session 5: move on to introduce some unhealthy habits

Session 6: elaborating the corresponding texts and pictures of the bad habits.→task 2

Cooperative Learning-Jigsaw

→Problem-based learning: unhealthy eating habits in society

Session 7: completing the big class mind map and checking out information. →task3

INQUIRY: Can we differentiate and give advice to others on what is beneficial for you? Cooperative Learning- Task-based learning

Session 8: visit to the health centre in order to present our work and decorate one of the building walls.→task4



Problem:

unhealthy eating habits in society

- Make a campaign on how to live healthily in order to make citizens conscious of the need to improve their eating habits.

Task: designing information and drawing cards

- Cards will include a brief text description of a healthy habit.
- The partner will draw the picture which represents the written habit.
- They will stick them on the big mind map together.
- ALTERNATIVES:
 - Play a matching game with drawing and info cards (Extra time after done)
 - Make it a contest to draw the better representation for each piece of info. Read the descriptions out loud and in a limit time the better drawing wins to be on the final mind map (option to get it designed in a funnier way)

CHECKLIST FOR “MIND MAP”




- **Exemplars:** HOTS-reflexion on different lifestyles.
- **Task-1:** brainstorm list of good things and unhealthy habits.
- **Task-2:** designing cards with the compiled information.
- **Task-3:** drawing/representing what they wrote in the cards
- **Task-4:** organizing and sticking the 2 types of cards designed together on the continuing white paper to conform our class mind map.

Task-5: visiting the health centre, presenting our work and locating it on the appropriate wall.

BENCHMARKS AND CHECKLIST

FOR A MIND MAP

- 1.- Made a reflection on what habits are beneficial and which ones are bad for our own well-being.
- 2.- Focused on what we should keep doing and promote in our lifestyles.
- 3.- Been conscious on what we should not have as a routine cause is not good for our health.
- 4.- Worked in pairs to design the cards with the information compiled.
- 5.- Put our efforts together and agreed to create the final project mind map that we exposed as a reminder for people visiting the local health centre.

<p>Name: _____</p> <p>Date: _____</p> <p>Title of the Skit Performed</p> <p>_____</p>	<p>0</p> <p>Needs Improvement</p> 	<p>1</p> <p>Room to Grow</p> 	<p>2</p> <p>Excellent Work!</p> 
<p>Voice- Did you speak clearly and loudly enough so everyone in the audience could hear you? Did you speak to your audience and NOT into your paper?</p>			
<p>Eye Contact- Did you look at the audience as you were speaking? Could the audience see your eyes?</p>			
<p>Fluency- Did you stumble over a lot of your words? Were you speaking at a good pace- not too slow and not too fast?</p>			
<p>Actions- Did you use expression and get involved with the story? Did you change your voice to fit the character? Did you use any props?</p>			