

# Let's create a digital campaign to foster healthy habits among teenagers

GEP2: 2022-23



**Institut Taradell**  
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IDENTIFICATION OF THE GEP PROJECT	
<b>TITLE-</b>	Let's create a digital campaign to foster healthy habits among teenagers
<b>AUTHORSHIP</b>	Elisabet Aymerich and Sergi Dot
<b>SCHOOL</b>	Institut Taradell
<b>STUDENTS' CEFR LEVEL (A1, A2...)</b>	A2
<b>GRADE</b>	2nd course of Compulsory Secondary Education
<b>CONTENT AREA(S)</b>	Physical Education
<b>NUMBER OF SESSIONS (4, 6 OR 9)</b>	6
<b>TEACHER(S) INVOLVED</b>	Elisabet Aymerich and Sergi Dot
<b>KEYWORDS</b>	<i>healthy habits, physical activity, diet, posture, overweight, hygiene, rest, active lifestyle</i>



## OUR PROJECT

### INTRODUCTION

This project revolves around the healthy habits of teenagers nowadays. We believe that currently teenagers spend a lot of their free time by using their phone or playing videogames as opposed to what teenagers used to do a few years ago, when these devices did not exist. Instead, they used to play outdoors with some friends. Moreover, at present teenagers tend to eat more junk food than in the past, which can lead to some negative consequences for their health. Therefore, we totally believe that this project can have a strong impact on our teenagers by making them aware of the importance of keeping a healthy and active lifestyle.

### DRIVING QUESTION

How can we prevent overweight among the teenagers in our high school?

### FINAL PRODUCT

The final product will be a video published on the high school's Instagram account as well as an infographic that would be published on the high school's website.

## LEARNING OBJECTIVES, ASSESSMENT CRITERIA AND DIMENSIONS

LEARNING OBJECTIVES	ASSESSMENT CRITERIA	CURRICULUM AREAS AND DIMENSIONS
<ul style="list-style-type: none"> <li>- To carry out and interpret an action plan as well as carry it out adequately in order to improve everyone's health.</li> <li>- Identify and relate the beneficial effects of the</li> </ul>	<ul style="list-style-type: none"> <li>- Students can define and explain the different parts of the healthy _action plan as well as its objectives.</li> <li>- Students can justify why it is necessary to increase the individual level of physical activity to improve</li> </ul>	<p><b>Curriculum Area: Educació Física</b></p> <ul style="list-style-type: none"> <li>● <b>Dimensió activitat física saludable</b> - Competència 1. Aplicar un pla de treball de</li> </ul>



<p>regular physical activity and the harmful effects for one's health of a sedentary lifestyle.</p> <ul style="list-style-type: none"> <li>- Recommend the habits that improve one's health with regards to the practice of physical activity.</li> </ul>	<p>one's health.</p> <ul style="list-style-type: none"> <li>- Students can report the basis of an adequate diet.</li> <li>- Students can show that ergonomics and hygiene habits are necessary for one's health.</li> <li>- Students can appraise the importance of doing physical activity in their free time.</li> </ul>	<p>millora o manteniment de la condició física individual amb relació a la salut.</p> <ul style="list-style-type: none"> <li>- Competència 2. Valorar els efectes d'un estil de vida actiu a partir de la integració d'hàbits saludables en la pràctica d'activitat física.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Dimensió comunicació oral</b> <ul style="list-style-type: none"> <li>- Competència 1. Obtenir informació i interpretar textos orals de la vida quotidiana, dels mitjans de comunicació i de l'àmbit acadèmic</li> <li>- Competència 2. Planificar i produir textos orals de tipologia diversa adequats a la situació comunicativa</li> </ul> </li> <li>● <b>Dimensió expressió escrita</b> <ul style="list-style-type: none"> <li>- Competència 7. Planificar textos escrits de tipologia diversa utilitzant els elements de la situació comunicativa.</li> <li>- Competència 8. Produir textos escrits de diferents tipologies i formats aplicant estratègies de textualització.</li> <li>- Competència 9. Revisar el text per millorar-lo</li> </ul> </li> </ul>
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		segons el propòsit comunicatiu amb l'ajut de suports.
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## CONTENT (KNOWLEDGE AND SKILLS)

*To complete this project, we will cover the following content*

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
- Physical qualities: strength, speed, resistance, flexibility	- Carrying out a general action plan for the maintenance or improvement of the physical condition.
- Healthy habits (ergonomics, hygiene, diet, rest...)	- Value the effects of an active healthy style through the integration of healthy habits when doing physical activity.



<ul style="list-style-type: none"> <li>- Lifestyles: from sedentariness to an active lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and relating the beneficial and harmful effects of a specific lifestyle.</li> </ul>

## CONTENT-OBLIGATORY LANGUAGE

See the Foreign Language curriculum of the year you have chosen and select:

### 1. Indispensable language items (terminology, academic language):

- Lèxic d'ús freqüent i quotidià sobre temes d'interès personal, general i acadèmic.
- Expressions comunes i frases fetes bàsiques.

### 2. *Discourse genres (narrative, argumentative, instructional, explanatory, etc.) and text types (a recipe, a news article, an ad, a slogan...)*

Textos en formats i suports diversos: orals, escrits, hipertext, multimodal i audiovisual

- Gèneres discursius: Textos expositius
- Tipologia textual: infografia i articles



**3. *Interactional language:***

Estratègies d'interacció oral: inici, manteniment i finalització de la conversa; fórmules de cortesia, acord i discrepància, d'oferiment i demanda d'aclariments, de confirmació de la informació i de la comprensió, col·laboració, autocorrecció i correcció mútua.



## REFERENCES

- Decret 187/2015, de 25 d'agost, d'ordenació dels ensenyaments de l'educació secundària obligatòria.
- Escobar Urmeneta, C. (2026). Aprendizaje integrado de contenidos y lengua. En D. Masats y L. Nussbaum (Ed.), Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria (p. 85-111)
- Starting Point Teaching Entry Level Geoscience. (March 2023). *Cooperative Learning Techniques*. <https://serc.carleton.edu/introgeo/cooperative/techniques.html>

## USEFUL ABBREVIATIONS YOU CAN USE

<b>SKILLS</b>	R: Reading	S: Speaking	L: Listening	W: Writing	I: Interaction	
<b>INTERACTION</b>	T-S: Teacher-Student	S-S: Student-Student	SG: Small Groups	WG: Whole Group	S-E: Student-Expert	S-W: Student-World
<b>ASSESSMENT</b>	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		



UNIT OVERVIEW						
SESSION	ACTIVITIES 	TIMING 	SKILLS 	INTERACTION 	ICT 	ASSESSMENT 
1	Introduction: watch a video about healthy lifestyles	5'	Listening	WG	<a href="#">Video link</a>	
	Think-pair-share	15'	Speaking	S-S	<a href="#">Language support for discussion</a>	
	Running dictation	30'	Speaking Writing Reading	SG / WG	<a href="#">Running dictation text</a>	
	Introducing the driving question and the final product	10'	Listening	WG		

SESSION	ACTIVITIES 	TIMING 	SKILLS 	INTERACTION 	ICT 	ASSESSMENT 
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2	Introduction: students' previous knowledge about the food pyramid	5'	Speaking Listening	T-S		
	Cooperative work: working on a blank food pyramid	20'	Speaking Writing Listening	SG / T-S		
	Cooperative work (part 2): labelling each section of the food pyramid	5'	Writing Speaking Listening	SG		
	Self-assessment	10'	Speaking Listening	SG / WG		SA
	Written expression activity: Padlet	20'	Writing Speaking Listening	WG	<a href="#">Padlet</a>	
3	Game-like activity in pairs	60'	Speaking Reading	S-S	<a href="#">Annex 4</a>	
4	Starting to work on the Instagram campaign	60'	Speaking Writing	SG		
5	Working on the infographic	60'	Speaking Writing	SG		



6	Co-assessment activity	60'	Speaking Listening	SG	<a href="#">Instagram campaign checklist</a> <a href="#">Infographic checklist</a>	PA
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## SESSION PLANNING

### SESSION 1: Activating knowledge about keeping a healthy lifestyle

**OBJECTIVES OF THE SESSION:** *To become aware of how beneficial it is to keep a healthy lifestyle and introduce the driving question.*

#### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Text type:** oral (explanatory) and written (explanatory)
- **Academic language:** specific vocabulary (regular physical activity, healthy balanced diet, calories, habits, cut down, wellbeing, fitness...)
- **Grammar items:** imperatives (instructions), present tenses
- **Interactive strategies:** Body language, oral language (*please, thanks... / what do you think? / why do you think so?*)



SESSION	ACTIVITIES					
1.1	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Teacher shares the objective of the project with the students: become aware of the importance of keeping a healthy lifestyle.</li> <li>- Students watch a video called “Healthy Lifestyle” where students can see the importance of both keeping a healthy diet and doing regular physical activity. (This video is aimed at activating students’ prior knowledge about the topic. Regarding the fact that some students might have some difficulty in understanding some words, we’ll play the video twice. The second time we watch it, we’ll activate the close captions so that students with a lower level of English can write down the unknown words and we’re able to clarify their meaning all together.)</li> </ul>	5’	Listening	WG	<a href="#">Video link</a>	
1.2	<p><b>Think-Pair-Share</b></p> <p>Students are projected five questions related to the video they have just watched.-</p> <ol style="list-style-type: none"> <li>1) What can affect our mental health and wellbeing?</li> <li>2) Is it necessary to do a lot of physical activity?</li> <li>3) Which kind of food should we try to avoid?</li> <li>4) What’s the name of the hormones that we release when doing physical activity?</li> <li>5) Apart from getting fit, what else does physical activity contribute to?</li> </ol> <p>First of all, students think about the answers to the questions (5min), then they will discuss</p>	15’	Speaking Reading	S-S WG	<b>Annex 1</b> <a href="#">Language support for discussion</a>	



	<p>them with a partner (5min) (students will be given some language support, see link) and, finally, we are going to share the ideas all together as a group (10min).</p>				
1.3	<p><b>Running dictation</b></p> <p>Students will get in groups of five to do a running dictation. In each group there will be a person writing the text and the other four students will run to the texts stuck all over the walls of the class. Their job is to memorize as much information as possible and go back to the classmate who is writing and tell him or her what to write. The first team to finish with the text will be the winner. They will have to read their text out loud. As a class, we will comment on it. Once we finish this activity, we expect students to bear in mind one idea: Keep an active and healthy lifestyle.</p> <p><b>Language support:</b></p> <ul style="list-style-type: none"> <li>• Can you repeat it more slowly, please?</li> <li>• How do you write...?</li> <li>• How do you spell it?</li> <li>• Is there a comma, full stop... here?</li> </ul>	30'	<p>Speaking Writing Reading</p>	<p>SG WG</p>	<p><b>Annex 2</b> <a href="#">Running dictation text</a></p>
1.4.	<p><b>Introducing the driving question and final product:</b></p> <p>How can we prevent overweight among the teenagers in our high school? The final product will be a campaign published on the high school's Instagram account (video) as well as an infographic that would be published on the high school's website. We are going to share with our students the benefits of doing a campaign: spread the information publicly so that it reaches as many people as possible.</p>	10'	<p>Listening</p>	<p>WG</p>	



## SESSION 2: Learning about the food pyramid and becoming aware of the healthy food we must eat

**OBJECTIVES OF THE SESSION:** *To learn how the food pyramid works.*

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Text type:** written (explanatory)
- **Academic language:** specific vocabulary (*fruits, diary, vegetables, legumes, grains...*)
- **Grammar items:** present tenses, modal verbs (*should, shouldn't, must...*), expressing opinions (*in my view, I believe, I think...*)
- **Interactive strategies:** Body language, oral language (*please, thanks... / what do you think? / why do you think so?*)

SESSION	ACTIVITIES					
2.1	<b>Introduction</b> Teacher explains to students that food is organized into different categories depending on how often we must consume it in order to keep a healthy lifestyle. Teacher asks students whether they know what this is called (food pyramid). Teacher will then write it down on the	5'	<b>Speaking &amp; listening</b>	T-S		



	whiteboard. (Language support: <i>I think one category is.... // In my opinion, one could be...</i> )				
2.2	<p><b>Cooperative work</b></p> <p>Teacher asks students to get in groups of 4. Each student will be assigned a different role (time keeper, secretary, the spokesperson and the language checker). Once they are in groups, the teacher hands out a piece of paper to each group containing a <a href="#">blank food pyramid</a> to be filled in by students.</p> <p>The teacher projects <a href="#">different food items</a> on the OHP and elicits how they are called in English to learn new vocabulary or refresh vocabulary they already know. Once they have guessed the name of the food item, each group must write the name of that food into the correct space within the food pyramid. We will follow this process until we have completed all the pyramid.</p>	20'	Speaking/ writing / listening	SG / T-S	
2.3	<p><b>Cooperative work (part 2)</b></p> <p>Teacher asks all the groups to think about a label/title that describes each space of the food pyramid according to the type of food it includes (<i>fruits, diary, vegetables, legumes, grains, etc.</i>).</p> <p><b>Language support:</b></p> <ul style="list-style-type: none"> <li>- What about...?</li> <li>- What do you think about...?</li> <li>- In my opinion, I consider that this should be...</li> <li>- I reckon...</li> </ul> <p><b>Self-assessment</b></p> <p>The teacher will project a food pyramid completed for students to self assess their work. All together we will comment on it to see what food we must eat the most regularly and what</p>	15'	Writing/ Speaking / listening	SG / WG	SA



	<p>food we must avoid. We will also emphasize words that students might not know such as diary, grains, etc. (Teacher will write the first and last letter of each word on the whiteboard as prompts, like v - - - - - s)</p>				
2.4	<p><b>Individual task (written expression)</b></p> <p>From what we have learnt before, students are asked to reflect on their own diet. To do so, they will have to write a short reflection (80 words roughly) on a Padlet (10 minutes). The teacher will write down on the whiteboard a few sentences to help them express their opinions as well as what should be changed to have a healthier diet (<i>I believe... / I think... / In my opinion... / In my view... / I should... / I shouldn't... / I must ...</i>) Students will be asked to reply to at least one other student's post. We will also project the food pyramid again to help students write their own reflection.</p> <p>Then, all together we will read some of the posts (10 minutes)</p>	20'	Writing/ speaking / listening	WG	Annex 3 <a href="#">Padlet</a>

### SESSION 3: LET'S WORK OUT

**OBJECTIVES OF THE SESSION:** Put into practice exercises to work on the basic physical qualities.

**CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:**

- **Text type:** written (instructional)
- **Academic language:** specific vocabulary (*burpee, push ups, squats, crunches, lunges, skipping, briges, one leg wall sit*)
- **Grammar items:** imperatives, modal verbs (*must, have to*)



- **Interactive strategies:** Body language, oral language (*now you have to.../ then you repeat it twice/three times...*)

SESSION	ACTIVITIES					
3.1	<p>Every student carries one card (see annex 4) hung on his or her neck. On one side of the card, there is a physical exercise, and on the other side, there is a question.</p> <p>All the students are walking around the gym. After a few seconds, the teacher will shout the word “stop” and the students will have to work with the student who is closest to them. Student A has to carry out the activity that student B has on his or her card. Afterwards, he or she has to answer a question that student B will ask (on the other side of the card) and vice versa.</p> <p>Once the student has done the exercise and answered the questions, the other student writes down on a piece of paper the number of points that he or she has been able to get. If the student has done the exercise and answered the question correctly, he or she will get 2 points. However, if the student only manages to do one of the two tasks correctly, he or she will only get 1 point. In case, the student does none of the tasks correctly, he or she will get no points.</p> <p>*So that students have an example of what the activity is about, the teachers will model it beforehand.</p>	60'	Speaking Reading	S-S	<a href="#">Annex 4</a>	



## SESSION 4: Instagram campaign to foster healthy habits among teenagers

**OBJECTIVES OF THE SESSION:** Start working on the Instagram campaign in groups.

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Text type:** oral (explanatory)
- **Academic language:** specific vocabulary (*eat healthily, regular physical activity, sedentary lifestyle, harmful habits, drugs, balanced diet...*)
- **Grammar items:** present tenses, modal verbs (*should, shouldn't, must...*), expressing opinions (*in our view, We believe, We think...*)
- **Interactive strategies:** Body language

SESSION	ACTIVITIES					
4.1	<p>In groups of 4-5 students (each student will be assigned a different role: the recorder, the scriptwriter, the editor and the spellchecker), they will start working on their Instagram campaign (to be posted on the high school's official Instagram account). First of all, the teacher will explain all the requirements of the task (length of the video, the objective, subtitles, content and originality). Students will be given the same <a href="#">checklist</a> as they will use to co-assess the other groups' Instagram campaign so that they know how they will be evaluated.</p> <p>The students will be able to use their laptops to create the script for the video (shared Google Drive document) and decide how and where they will record it.</p> <p>*While the students are working on their scripts, the teachers will be walking around the classroom to help students write their scripts by giving them some suggestions, helping them with some words, etc.</p>	60'	Speaking /Writing	SG		



## SESSION 5: Infographic to be published on the high school's website

**OBJECTIVES OF THE SESSION:** Create a visual and eye-catching infographic with Canva

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Text type:** written (explanatory)
- **Academic language:** specific vocabulary (*eat healthily, regular physical activity, sedentary lifestyle, harmful habits, drugs, balanced diet...*)
- **Grammar items:** present tenses, modal verbs (*should, shouldn't, must...*)
- **Interactive strategies:** Body language and oral language (*please, thanks... / what do you think? / why do you think so?*)

SESSION	ACTIVITIES					
5.1	<p>In pairs, students have to create a visual infographic (teacher will project an example of an infographic so that they know what this stands for) in order to summarize the most relevant ideas and knowledge that they have gained during the project using Canva (it will be published on the high school's website so that it is accessible by everyone). The students will be asked to use the same <a href="#">checklist</a> that they will use to co-assess their infographics in order to have a guide of what it needs to include and what it must look like.</p> <p>The teacher explains that in the following session, they will have to explain their infographics to their peers in front of the class.</p>	60'	<i>Speaking / Writing</i>	SG		



## SESSION 6: Sharing the final product

**OBJECTIVES OF THE SESSION:** The objective of this last session is to co-assess the students' final products.

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Text type:** oral (report)
- **Academic language:** connectors (*to start with, what's more, in addition, moreover, besides...*)
- **Grammar items:** present tenses and past tenses (*we did, we recorded, we created, we designed...*)
- **Interactive strategies:** Body language and oral language (*first of all, let's move on to, then, secondly, in conclusion, to sum up...*)

SESSION	ACTIVITIES					
6.1	<p>Each group goes to the front of the class: first, they introduce themselves, and then they explain how they managed to make the Instagram campaign (what difficulties they had, what they liked the best, whether they got on well with all the members of the group, etc.) and play their video for the rest of the students to watch and complete the co-assessment task in groups (checklist). Afterwards, the students show their infographics. The rest of the class must fill in another checklist also in groups.</p> <p><b>Language support:</b></p> <ul style="list-style-type: none"> <li>- <b>Personal introduction:</b> Good morning, my name is xxxx / I worked with xxx</li> <li>- <b>Talking about difficulties:</b> One of the hardest aspects has been... / We had difficulty with... / We found it difficult to...</li> <li>- <b>Relationship with the other group members:</b> I think we got on well / didn't get on well with each other / we have worked well together because...</li> <li>- <b>Farewell:</b> Thank you so much for your attention. / If you have any questions, we will...</li> </ul>	60'	Speaking listening	SG	<p><i>Annex 5</i></p> <p><a href="#"><u>Instagram campaign checklist</u></a></p> <p><a href="#"><u>Infographic checklist</u></a></p>	PA



## ANNEXES:

### ANNEX 1

<b>1. Introducing the question to be answered</b> Let's begin/start with...	<b>2. Giving one's opinion</b> <ul style="list-style-type: none"><li>- I think...</li><li>- In my opinion...</li></ul>	<b>3. Agreeing &amp; disagreeing</b> <ul style="list-style-type: none"><li>- I totally agree</li><li>- I partly agree</li></ul>
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	<ul style="list-style-type: none"> <li>- In my view...</li> <li>- I don't think...</li> <li>- I don't believe that...</li> </ul>	<ul style="list-style-type: none"> <li>- I don't agree with you</li> <li>- I don't think so.</li> <li>- Exactly.</li> </ul>
<p><b>4. Asking for clarification</b></p> <ul style="list-style-type: none"> <li>- What do you think?</li> <li>- What's your opinion?</li> <li>- What do you mean?</li> <li>- What are you trying to say?</li> </ul>	<p><b>5. Interrupting politely</b></p> <ul style="list-style-type: none"> <li>- I'm sorry, but...</li> <li>- Can I add something?</li> <li>- Sorry to interrupt, but...</li> </ul>	<p><b>6. Giving further opinions</b></p> <ul style="list-style-type: none"> <li>- On the one hand... / on the other hand...</li> <li>- Moreover,...</li> <li>- What's more...</li> <li>- I also think that...</li> <li>- It is also important to mention/say that...</li> </ul>

## ANNEX 2

### What are Healthy Lifestyles:

To keep healthy, here are some things you can do:

- Exercise regularly
- Eat a balanced diet



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

- Have a happy and positive attitude
- Have a good sleep schedule

## What are the Elements of a Healthy Lifestyle?

The elements are:

1. **A balanced diet.** Foods that make up a balanced diet include; carbohydrates like rice and pasta that helps to give us energy, proteins which are important because they help us to build our muscles. Protein is also found in our hair and nails.
2. **Being active.** Exercise helps us to strengthen our muscles and improve our blood flow, which helps our body to stay healthy. Lots of people think exercise can be boring! But simply put, exercise is moving and being active... Which means that you may be doing exercise without even realising it, like taking a walk with friends.
3. **Maintaining a regular sleeping pattern.** Sleep is one of the most important things that we do for our bodies. It is recommended that adults sleep for eight hours every night.

## A balanced diet:

One way of having a balanced diet includes; aiming to eat five portions of fruits and vegetables a day. All foods should be part of a balanced diet, and remember, we all have different likes and dislikes. Here are some of the things to include in a balanced diet:

- Fruits and Vegetables
- Fish and Meat / Vegan Protein Option
- Eggs, milk and chees



Some foods that are considered less healthy:

- Cakes and sweets
- Chocolate
- Chips

Text adapted from: <https://www.twinkl.es/teaching-wiki/healthy-lifestyles>

## ANNEX 3



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

:Padlet

SERGI DOT MARCE + 1 • 1m

## MY HEALTHY HABITS

Write a short text (about 80 words long) answering the following questions: a) What healthy habits do you have? b) What kind of food do you usually eat? Do you think you follow a balanced diet? Why? c) What do you think you could improve to be healthier? Then, comment on at least another student's post. You should both praise his or her healthy habits and give him or her some advice on how he or she can improve his or her habits.

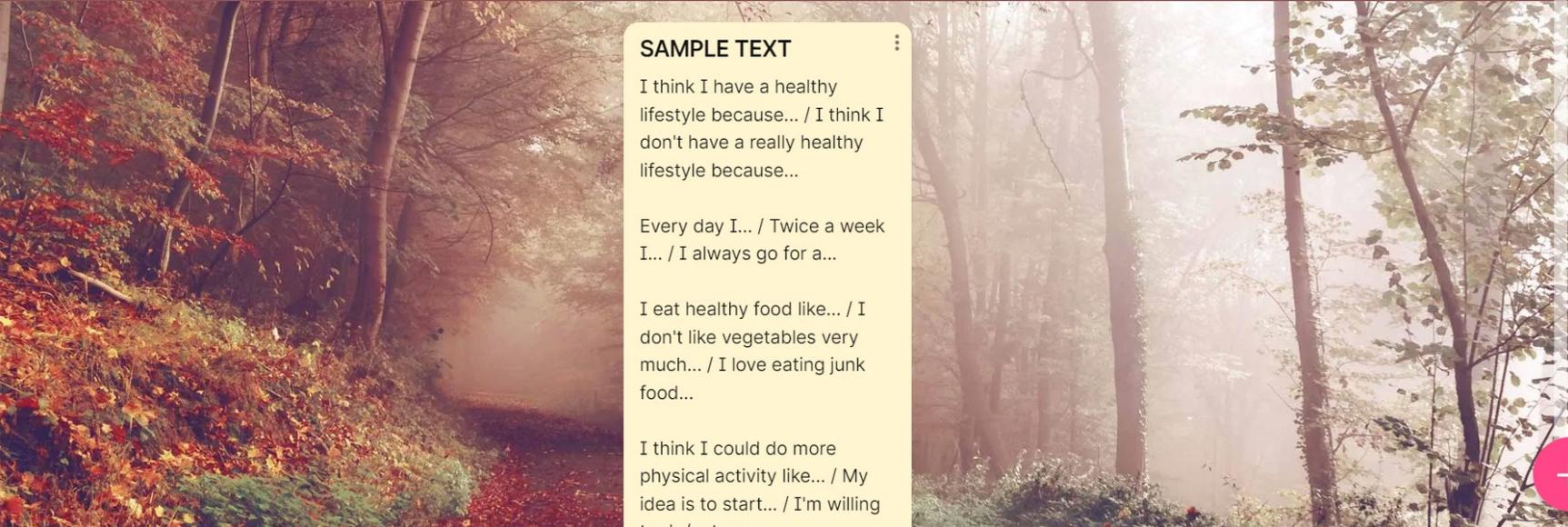
**SAMPLE TEXT**

I think I have a healthy lifestyle because... / I think I don't have a really healthy lifestyle because...

Every day I... / Twice a week I... / I always go for a...

I eat healthy food like... / I don't like vegetables very much... / I love eating junk food...

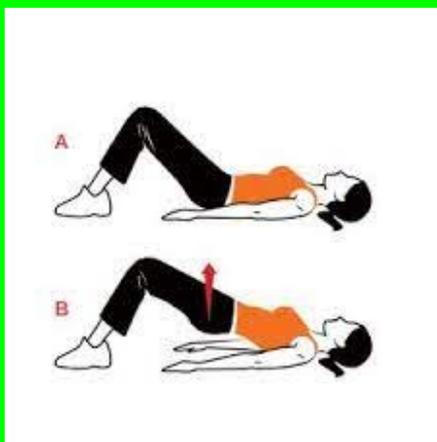
I think I could do more physical activity like... / My idea is to start... / I'm willing to do/act more



## ANNEX 4



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



20

**BRIGES**



**10 BURPEES**



**25 CRUNCHES**

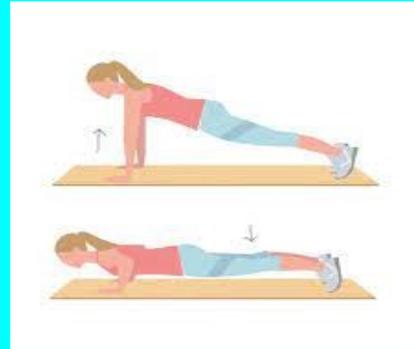


**10 LUNGES (each leg)**

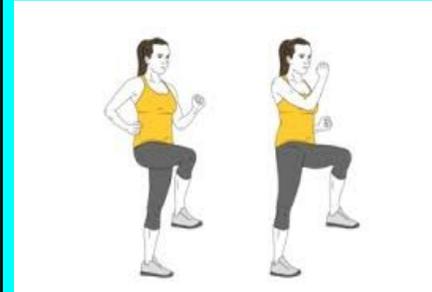




**ONE LEG WALL SIT (15'' each leg)**



**10 PUSH UPS**



**20 SKIPPINGS**



**10 SQUATS**



<p>What's the name of the physical quality that allows us to make a physical effort during a long time?</p> <p>ENDURANCE</p>	<p>Name the types of STRENGTH</p> <ul style="list-style-type: none"> <li>- Maximum strength</li> <li>- Explosive strength</li> <li>- Strength endurance</li> </ul>	<p>Which are the different types of speed?</p> <ul style="list-style-type: none"> <li>- Reaction speed</li> <li>- Journey speed</li> <li>- Gestual speed</li> </ul>	<p>Say the formula to know the maximum heart rate?</p> <p>maxHR = 220 - age</p>
<p>What are the basic physical qualities?</p> <ul style="list-style-type: none"> <li>- Strength</li> <li>- Endurance</li> <li>- Flexibility</li> <li>- Speed</li> </ul>	<p>What's the physical quality that allows us to make a movement with the widest amplitude possible?</p> <p>FLEXIBILITY</p>	<p>Which are the two types of endurance?</p> <p>AEROBIC ANAEROBIC</p>	<p>Name three activities to practise aerobic endurance.</p> <p>Walking, running, swimming, cycling...</p>



## ANNEX 5

Group members who assess: \_\_\_\_\_

Group members to be assessed: \_\_\_\_\_

INSTAGRAM CAMPAIGN CHECKLIST	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
The video includes convincing arguments about the need to do regular physical activity.	<input type="checkbox"/>
The video includes convincing arguments about the need to eat healthily.	<input type="checkbox"/>
The students give examples of healthy food to eat and how many times a day.	<input type="checkbox"/>
The video includes some examples of what can happen if a person does not keep a healthy lifestyle.	<input type="checkbox"/>
Examples of which kind of physical activities are recommended in the video.	<input type="checkbox"/>
The video is about three minutes long.	<input type="checkbox"/>



The video is well edited.	<input type="checkbox"/>
The video includes subtitles in English, which correspond exactly to what the student is saying.	<input type="checkbox"/>
The subtitles are linguistically correct.	<input type="checkbox"/>
The students speak naturally and keep eye contact with the camera.	<input type="checkbox"/>
The students use adequate body language along with their speech.	<input type="checkbox"/>
It is original and creative overall.	<input type="checkbox"/>

Group members who assess: \_\_\_\_\_



Group members to be assessed: \_\_\_\_\_

<b>INFOGRAPHIC CHECKLIST</b>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
The poster includes eye-catching images.	<input type="checkbox"/>
It includes examples of healthy food.	<input type="checkbox"/>
It includes examples of different types of physical activities.	<input type="checkbox"/>
It is linguistically correct.	<input type="checkbox"/>
It includes the most relevant elements that contribute to a healthy lifestyle.	<input type="checkbox"/>
It is neatly and clearly presented.	<input type="checkbox"/>
It includes harmful effects of not keeping a healthy lifestyle.	<input type="checkbox"/>



## SELF-ASSESSMENT CHECKLIST

<b>CLIL-PBL Project - Teaching materials</b>	<input checked="" type="checkbox"/> <input type="checkbox"/>
The teaching materials are <b>visually attractive</b> and <b>well-organized</b> .	<input checked="" type="checkbox"/>
The teaching materials are <b>self-explanatory</b> and <b>ready-to-use</b> .	<input checked="" type="checkbox"/>
All activities and teaching materials are <b>original</b> and <b>created</b> by the course participant.	<input checked="" type="checkbox"/>
Any resource in any format (including videos, images, texts from the Internet), that is not original, is respectful of copyright and its <b>sources</b> are <b>cited</b> .	<input checked="" type="checkbox"/>
Students are presented with <b>multimodal</b> and <b>varied</b> input (spoken, written, visual, hands-on...).	<input checked="" type="checkbox"/>
Input is presented at the right <b>cognitive level</b> .	<input checked="" type="checkbox"/>



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

