

MEMÒRIA

EATING WELL, KEEPING FIT, DOING WELL

LLICÈNCIA D'ESTUDIS RETIBUÏDA C
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2 ÍNDEX

Contingut	Pàgina
1 Títol	0
2 Índex	1
3 Presentació del treball	2-10
3.1 Introducció	2
3.2 Objectius a assolir al centre	2
3.3 Matèries i continguts curricular	3
3.3.1 Matèries	3
3.3.2 Procediments	4
3.3.3 Fets i Conceptes	4
3.3.4 Valors	5-6
3.3.5 Marc teòric	7
3.3.6 metodologia CLIL	7
3.3.7 Definició CIIL	7
3.3.8 Principis CLIL	8
3.3.9 Planificació de Lliçons	9
3.3.10 Avaluació material: Matriu	10
4 Material Didàctic	11-14
4.1 Concreció Planning (Timing)	11-12
4.2 Metodologia	13-14
4.3 Lesson plans	15-29
4.4 Activitats	30
4.5 Teachers notes	31-46
4.6 Agraïments	47
4.7 Bibliografia	48-53
4.8 Fuente: fotografies i dibuixos	54-55

3 PRESENTACIÓ DEL Treball

3.1 Introducció.

El Departament de Llengües Estrangeres del nostre centre sempre ha estat molt implicat en la recerca d'estratègies que ens ajudin a potenciar l'estudi i l'ús de l'anglès per part de l'alumnat. En aquest sentit hem participat i estem participant en diferents projectes i hem elaborat materials específics d'aplicació directa a l'aula. Els nostres alumnes utilitzen les noves tecnologies de forma habitual en l'aprenentatge de l'anglès tant per a reforçar l'assimilació dels continguts curriculars, com per a fomentar la recerca i auto-aprenentatge. La metodologia de l'anglès a primer cicle de l'ESO està basada tenint en compte l'autonomia de l'alumne, de tal manera que la planificació de les activitats a realitzar pels alumnes estan organitzades per habilitats.

Aquest any una professora de Ciències Naturals està gaudint d'una Llicència de modalitat C i està treballant en un projecte que es diu " Global World " . També el nostre centre participa en una xarxa de projectes: Qualitat i Millora, Mediació i Projecte Lingüístic Singular, Educació de l'entorn , aquest últim és un projecte de poble coordinat per l'ajuntament.

Tots els alumnes del nostre centre gaudeixen d'una hora B (desdoblament del grup), la qual utilitzen per treballar en l'aula d'Informàtica. En un dels primers projectes en el que vam participar (utilització de les noves tecnologies en l'ensenyament de les llengües estrangeres durant els cursos 2000-2002) es van desenvolupar uns material informàtics que s'utilitzaven i encara s'utilitzen durant aquesta hora B. L'objectiu era reforçar i aprofundir els continguts del crèdit comú a partir de l'estudi de Festes i Tradicions. En la nostre tasca ens hem anat adonant que l'alumne s'engresca més si ell és el propi partícip del seu aprenentatge a demés quan els fem treballar en grups i els diem que han de repartir-se els rols estem potenciant el sentit de responsabilitat. També afavorim els valors com el respecte als altres, saber escoltar, cooperar, etc. Tot això permet que els alumnes se n'adonin de la existència d'altri, de la necessitat de relacionar-se amb ells d'una forma constructiva. Això va comportar que de mica en mica anessin dedicant més temps a l'educació en valors i va esdevenir el fil conductor que ha donat una visió global i justifica la creació d'un nou projecte en el que: **L'educació en valors, el respecte i els hàbits de seguiment d'un procés , l'esperit d'investigació...tenen un pes específic molt fort.**

També penso que l'aprenentatge d'una llengua no s'ha de limitar a la memorització d'un lèxic, l'aplicació de unes normes gramaticals i d'una exercitació continua per l'assoliment estructural de la mateixa. L'ús d'una llengua ha de suposar més que tot això, la llengua és vehicle de comunicació i expressió, i l'alumne ha d'aprendre el seu ús sentint la necessitat d'utilitzar-la per a la pròpia comunicació i expressió.

Dintre d'aquesta línia, un dels recursos didàctics que, penso jo, pot ajudar en l'aprenentatge i assimilacions d'uns valors i un continguts que no siguin específicament lingüístics a la vegada que utilitzen la llengua estranger és fer-ho a partir de la reflexió i coneixement del seu entorn potenciant la recerca d'informació, fomentant la participació activa, adquirint uns hàbits de treballs sistemàtics, seguint un procés determinat, obtenint un producte final. També posar en ells la llavor de la curiositat i de l'interès pel coneixement en general, que en el futur esdevinguin alumnes inquisitius, creatius i persones sensibilitzades amb els problemes socials i que estiguin disposat a fer coses concretes per tal de millorar la situació.

3.2 Objectius a assolir al centre.

L'objectiu global d'aquest projecte seria :

Amb aquest projecte el que em proposo és que els alumnes siguin conscients de l'importància de la alimentació: Partint del desordres alimentaris, les causes,

conseqüències.... vull que els alumnes sàpiguen els conceptes bàsics del procés de la alimentació, que sàpiguen quins aliments han de prendre, quan, com... Que facin una valoració pròpia i de l'entorn sobre hàbits alimentaris. I finalment que elaborin algun tipus de material que es pugui divulgar; que inclogui : Informació i resultats de l'estudi fet, suggeriments per millorar la qualitat de vida i salut , donar a conèixer telèfons i adreces d'atenció. En definitiva el producte final ha de contribuir a encoratjar als joves a viure una vida plena i sana.

Els objectius d'aquest projecte tenen com a referent El Projecte Educatiu i Projecte de Direcció del centre i Projecte Curricular de Centre

1. Mantenir i ampliar la implicació en projectes innovadors dintre del àmbit de les llengües estrangeres.
2. Treballar Valors dintre de continguts transversals per tal de reforçar l' educació Integral de l'alumne.
3. Sensibilització dels problemes que afecten als nostres alumnes i que influeixen en el seu rendiment escolar i en la seva educació Integral i buscar solucions.
4. Introduir en el currículum els continguts necessaris per millorar la qualitat de vida dels nostres alumnes.
5. Fomentar la cooperació inter-departamental per tal de crear un institut on tothom sap i/o està implicat en qualsevol projecte que suposi una millora pels alumnes i el centre en general.
6. Fomentar l' ús de l'anglès com vehicle en l' aprenentatge d'altres àrees.
7. Donar a l'assignatura d'anglès una dimensió especial per tal de millorar els resultats acadèmics .
8. Seguir investigant i experimentant altres metodologies de treball que ens ajudin a estimular i fomentar l' interès dels alumnes per l'entorn físic, social i natural.
9. Fer conscients als professors i alumnes que l'autoaprenentatge i aprenentatge cooperatiu és un element essencial i necessari en el procés educatiu.
10. Continuar utilitzant els mitjans tecnològics per a la investigació i recerca.
11. Desenvolupar l'interès pel coneixement i ús del les llengües estrangeres. Desenvolupar les diferents habilitats lingüístiques que faciliti als alumnes l'adquisició d'una competència comunicativa que faci possible emetre opinions, conclusions, establir normes, arribar a acords...

3.3 MATÈRIES, CONTINGUT CURRICULARS

3.3.1 Matèries.

- *Naturals (Home Economics)*
- *Anglès*
- *PSHE (Personal, Social and Health Education)*

3.3.2. Continguts Curriculars Procediments

1. Desenvolupament d'habilitats de recerca efectives.
2. Desenvolupament d'un pensament crític.
3. Expressió de la seves opinions raonades i basades en l'evidència.
4. Desenvolupament de la capacitat d'escoltar als altres.
5. Desenvolupament d'una ment inquisitiva.
6. Desenvolupament d'habilitats d'argumentació efectiva.
7. Desenvolupament del respecte per les persones i els objectes de l'entorn.
8. Desenvolupament de l'habilitat de valorar diferents punts de vista.
9. Desenvolupament d'estratègies per a l'adquisició de vocabulari bàsic relacionats amb els temes a tractar.
10. Desenvolupament de les habilitats bàsiques, de *reading, listening, speaking i writing* que faciliti el desenvolupament del crèdit .
11. Estratègies per a la recerca d'informació en diferents suports (programes informàtics, Internet...)
12. Realització de projectes creatius en relació als continguts dels crèdit (presentacions de treballs de recerca processant la informació obtinguda , fent comparacions, expressant opinions, sentiments i elaborant conclusions, fer representacions gràfiques i interpretar resultats ...)
13. Respecte als terminis i elaboració d'activitats proposades.
14. Desenvolupar la capacitat d'avaluació del treball realitzat
15. Reflexió sobre els trets característics d' emetre opinions i elaborar conclusions.

3.3.3. Fets conceptes i sistemes conceptuals

1. L'ésser humà el cos i la salut. Els hàbits i la salut.
2. Nutrició.
3. Components dels aliments
4. Metabolisme
5. Necessitats alimentàries
6. Tècniques d'observació i presa de dades .
7. Procediment científic.
8. Valoració de resultats i saber treure conclusions
9. Compartiment de responsabilitat en comú.
10. Assimilació d'expressions d'ús freqüent necessàries pel desenvolupament de les activitats .
11. Assimilació d'un lèxic general i específic relacionat amb els tòpics a tractar
12. Aprendre a expressar les funcions comunicatives bàsiques (descripcions,

opinions, comparacions, suggeriments, plans, fórmules de cortesia, redactar experiències, sentiments, obligacions que els ajudi en un bon desenvolupament del crèdit).

13. Interiorització de normes bàsiques gramaticals que els hi permeti l'expressió oral i escrita (Estructura de l'oració simple i composta, preguntes i respostes, el verb, connectors bàsics) i que els faciliti la comprensió oral i escrita.

3.3.4 Normes i valors

1. Valoració dels hàbits que propicien el manteniment de la salut i rebuig dels factors que atempten contra la salut individual i col·lectiva .
2. Valoració del respecte en la comunicació de idees i la tolerància envers les diferents persones.
3. Sistematització dels treball.
4. Disposició a l' observació i a la interpretació de fenòmens que s'esdevenen en el nostre entorn
5. Valoració de l'ordre, la neteja i l'endrega en relació al treball
6. Tendència a la precisió i exactitud en la realització d'experiències i l'ús del material.
7. Valoració de l'enriquiment personal i col·lectiu que presenta el treball en grup
8. Equipar a la gent jove amb el coneixement, habilitats i valors necessaris per al treball cooperatiu .
9. Donar a conèixer la complexitat dels aspectes globals.
10. Possibilitat de donar eines per a què els alumnes identifiquin la globalitat com una cosa del viure quotidià dintre de la ciutat o poble.
11. Comprendre com ens relacionem amb el medi ambient i amb altres éssers humans
12. Desenvolupar la crítica i autocrítica constructiva que els ajudi a prendre decisions responsables.
13. Desenvolupar l'habilitat de valoració del seu entorn (hàbits higiènics, comportament envers el medi ambient...)
14. Adquirir un sentit d'identitat i valors propis
15. Actitud positiva envers el propi cos i el dels altres
16. Interès i apreciació pel medi ambient i altres éssers vius.
17. Valorar als altres com iguals i diferents.
18. Voluntat de tenir cura de la salut pròpia i la dels demés
19. Fer que els alumnes siguin conscients de que les seves accions tenen conseqüències.
20. Creure que les coses poden ser millor i que nosaltres poden fer que això sigui veritat.
21. Fomentar i desenvolupar hàbits de treball i investigació.

22. Establir un procediment de treball sistemàtic que els ajudi en la seva recerca i elaboració de projectes.
23. Reforçar una metodologia de treball en la recerca d'informació encoratjant una actitud positiva envers l'estudi i la investigació.
24. Assimilació hàbits de presentacions acurades i netes.
25. Participació activa a la dinàmica de la classe.
26. Sistematització de tot el que ha après.

3.3.5 MARC TEÒRIC :

3.3.5.1METODOLOGIA CLILC

Trets característics de CLILC

3.3.5.2.INTRODUCCIÓ

L'aprenentatge de les llengües modernes ha estat perfilat per l'Informe de Nuffield i per la política governamental, pels informes europeus en el marc de la Comunitat Europea .

Fa10 anys en la publicació de CLIL, quan la celebració dels 30 anys de l'aprenentatge de llengües (CLIT 1996) Dr Lid King va escriure un capítol de pensaments futurs on el considerava que la recerca d'immersió lingüística donaria pas a la fundació de centres bilingües en cada ciutat. Encara en el 2000 la crisi de Nuffield sobre la investigació de l'aprenentatge de les llengües estrangeres en el Regne Unit va advertir.

Aleshores més recentment, hi ha hagut una explosió d'interès per CLIL- el creixement industrial en lingüística educativa. L'Informe EURICIDE sobre desenvolupament de CLIL para Europa diu

“ Que la metodologia CLIL que busca fomentar l'aprenentatge integrat de les llengües i altres àrees del contingut curricular s' esta desenvolupant ràpidament en Europa... Conscient d'aquest repte el que fan política Nacional tenen gran interès en CLIL i estan oferint una gran varietat d'iniciatives consistentes amb les circumstancies diferents que s'han d'afrontar.”

3.3.6.Definició CLIL

CLIL és un terme paraigües adoptat pel sistema d'administradors, recercadors i practicants (EURCLIL) a la meitat dels 90 comprèn qualsevol activitat en la qual la llengua estrangera es utilitzada com eina en l'aprenentatge d'una matèria no lingüística i totes dues tenen un paper compartit (Marsh 2002:58). L'adopció d'un terme en concret va ser un pas envers una definició més clara de la seva naturalesa en mig una plèthora de metodologies relacionades como“ Content-based instruccions, Immersió, Educació bilingüe.... mentrés que CLIL comparteix alguns aspectes de l'aprenentatge i l'ensenyament amb aquestes, en essència funciona a través d'un continu de llengua estrangera i contingut no lingüístic sense especificar l' importància d'un envers l'altre.

Va explicar com una varietat de mètodes podrien ser utilitzats per a donar a la llengua i a l'altre matèria una articulació curricular dintre del domini principal de l'educació preescolar i de l'educació d'adults. La utilització d'aquest terme ens permet considerar variacionsNo dona èmfasi ni a la llengua, ni a la matèria , es contempla tot dos com les parts integrals d'un tot.

El que li diferencia d'altres metodologies (Content-based Instruccions, El Programa d'immersió Canadenc ..) és el concepte d'integració remarcant el l'informe de Marsh

CLIL/EMILE: La dimensió Europea: Accions, corrents, i potencials previstos i que poden ser vist com:

“Una eina pedagògica molt poderosa, el objectiu de la qual és salvaguardar la matèria objecte d'estudi a la vegada que promou la llengua com un mitja d'aprenentatge, així com un objectiu del mateix procés educatiu.”

3.3.8 Principis del CLIL

1. El contingut no només és adquirir coneixement i habilitats, és que els alumnes creen el seu propi coneixement i comprensió i desenvolupament d'habilitats.
2. El contingut està relacionat amb l'aprenentatge i el coneixement per fer possible que l'alumne cregui la seva pròpia interpretació del contingut, deu ser analitzat per les demandes lingüístiques
3. El coneixement necessita ser analitzat per les lingüístiques demandes.
4. El llenguatge que necessita ser après està relacionat amb el context educatiu, necessita ser transparent i accessible.
5. La interacció del context és fonamental. Això té implicacions quan el context opera a través de la llengua estrangera.
6. La relació entre cultura i llengua és complexa. La conscienciació inter-cultural és fonamental en CLIL

La estructura de les 4cs s'utilitzen de forma intercanviable, no és únicament un recurs sintàctic, sinó una estratègia per a promoure una comunicació genuïna.

A partir d'ara no hi ha lloc per una parcel·lació de la llengua en continguts gramaticals o lèxics amb una progressió continua. Els alumnes de CLIL necessiten: discutir, debatre, justificar i explicar, utilitzant un llenguatge complex, així que es necessita un llenguatge estructurat de una forma diferent. La utilització de models per a escriure i parlar és una cosa molt comú en CLIL.

Edemés si el contingut determina el llenguatge, llavors la metodologia de llengua **Of, for, through** és rellevant i determina el llenguatge que s'ha de ensenyar en les classes de CLIL.

3.3.9 CLIL: La Planificació de les lliçons

Una estructura de Planificació d'un tòpic a CLIL

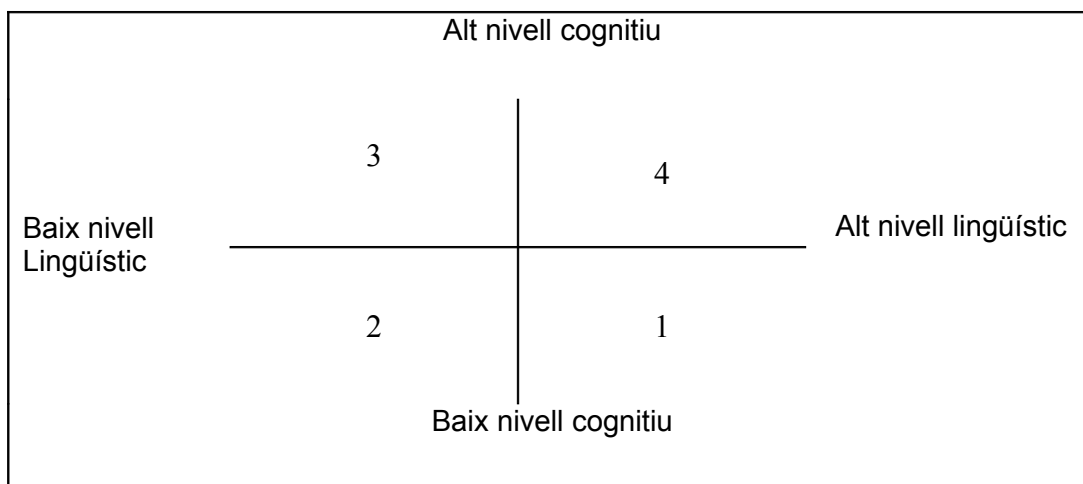
Objectius

1. Introduir.....
2. Enumerar 4-5 objectius

Objectius: El que plantejo fer	Productes de l'aprenentatge : EL que els alumnes seran capaços de fer al final de la lliçó
A Content	
Introducció d'un tema Enumeració dels continguts ..	
B Cognition	
Descriure les habilitats mentals que han de fer servir en el desenvolupament de les activitats : <i>Definir, comprendre, fer un llistat, citar, trobar, recercar</i>	Hi ha varius nivels d'habilitat mentals : <i>Coneixement, compressió, aplicació, analisi, Síntesis, Evaluació.</i>
C Communication	
<i>C1 Of:</i> Vocabulari essencial / gramàtica associada amb el topic i el tema del contingut	
<i>C2 For:</i> <i>La llengua que es necessita per operaren el tema. (Funciones comunicatives):</i>	
<ul style="list-style-type: none"> ● Descriure Donar informació... (en general es necessitara frases que ajudin a l'alumne a expressar-se tant per escrit com parlant)	
<i>C3 Through :</i> <i>Es trata de la llengua en la que entraran en contacte mentre estan fent activitats sobre el tema. Algunes vegades poden necessitar el diccionari per poder comprendre més bé</i>	
Culture	
<i>Són continguts culturals en connexió amb el tòpic. La seva inclusió ajudara als alumnes a comprendre com altres veuen el món a respectar les seves costums i a la vegada els hi servirà com una font enriquidora de la seva visió del món</i> <ul style="list-style-type: none"> ● <i>Comparar aspectes relacionats amb el tema en diferent països.</i> <i>Investigar sobre altres cultures...</i>	

3. La avaluació de los materials i activitats :
MATRIU de CLIL (adaptada de Cummins)

La relació entre Llengua i cognitiu (pensar i comprendre) és complexa , el que sabem és que l'aprenentatge efectiu requereix reptes cognitius i feedback



4. MATERIALS DIDÀCTICS

4.1 Concreció i planificació de les unitat didàctiques (timing)

Webquests	Activity	Session
Webquest1	Warming up, brainstorming	1-2
1 Eating Disorders	1.- Definition: Webquest1 which ones	3
	2. Knowing about a real case	4-5-6
	3.- Causes -consequences	7-8
	4.- Problems associated with them	9
	5.- Compare How both cultures deal with "eating disorders and make suggestions	10-11-12
	6.- Creation material + Presentation	13-14
	7.- Evaluation + Conclusions	15
	WEBQUES2	0 Warming up, brainstorming
2 Health and Nutrition	1. we need to eat	
	2.- food choices connected to culture	17-18
	3. Basics on nutrition	19-20
	4- What we need (the wellbalanced plate)	21-22
	5. Food: Nutrients and Functions	23-24
	6 Compare UK-Spain policy on nutrition	25-26-27
	7 Create material + Presentation	28-29
	5 Evaluation	30

3 webquest3 Other aspects connected to health: Sport	Warming up, brainstorming about sport	31
	1.- Assess the exercise they do	32-33
	2.- Basics on sport: benefits	34
	3.- How sport is treated in the curriculum	35-36
	4.- Investigated how sport is dealt with in Scotland	37-38
	5.- Oral and written presentation	239-40
	6.- Evaluation and conclusions	41
Webquest4 Other aspects of Health: Additions	Warming up, brainstorming	42
	1 Abuse consumption: unhealthy activities	43-44
	2. Basics on additions : which ones, signs.	44-45
	3. Addiction, effect on our health	46-47
	4. Causes and factors that lead people to addictions	48-49
	5. How to cope with them	50-51
	6.Prevention: school, Scotland Catalonia	51-52
	7.Oral and written presentation	53-54
	8 Evaluation and Conclusions	55
	Suggestions + Propaganda	35

4.2 Metodologia.

La metodologia a seguir està basada en el treball per *Projectes* i *Webquests*.

L' alumnat és el propi artífex del seu procés d'aprenentatge.

El Professor introdueix un tòpic i demana a l'alumnat que realitzi unes tasques en concret que li portarà a assolir un concepte o conceptes.

L'alumnat haurà d'adquirir uns hàbits de treball sistemàtics per a la consecució de les tasques requerides.

El professor ha de donar unes pautes molt concretes per tal de que l'alumnat pugui resoldre la tasca plantejada, els passos a seguir serien :

La introducció: explicar en que consisteix el treball en WQ, introduir el del tema a tractar (pot ser a mitjançant una activitat (brainstorming) amb la qual l'alumnat tindrà el primer contacte amb el tòpic en qüestió, i altres comentaris com el nivell a qual va dirigit, edat, matèries...

La tasca: a realitzar, es tracta d' explicar globalment el que els alumnes han de realitzar (Brouchure, leaflet...) També es pot dir que treballaran en grup i el rol que cada alumne tindrà dins del grup

El Procés: La tasca a realitzar es dividirà en activitats, la primera d'elles consistirà en donar unes orientacions en quant a l' organització del grup, els rols que *cada membre del grup assolirà...*(els rols dependran de cada tipus de tasca a realitzar), també es facilitarà adreces que puguin ser útils tant per l'organització del treball com per obtenir informació. La resta d' activitats (poden ser 5 o 6) són preguntes molt concretes i molt pautades que l' ajudaran a la consecució de la tasca. Al finalitzar la tasca sempre hi haurà una presentació oral i escrita que il·lustrí el resultat de la investigació. Cal dissenyar aquest procés acuradament per tal que els alumnes sàpiguen en tot moment el que han de fer.

Conclusions. Fer un resum del treball fet i/o uns comentaris positius remarcant les activitats fetes i d'utilitat del què s'ha fet; també pot hi haver-hi una informació d'altres webs on es poden trobar més coses.

Avaluació: Es una de les part més important. Els alumnes han de tenir clar que s'avaluarà. L'avaluació ha de reflectir : La tasca a realitzar i el procés.

A part de la metodologia descrita anteriorment hauré de tenir en compte el marc teòric basat en : L'Aprenentatge Integral dels Continguts i Llengües Estrangeres (AICLE), en anglès, *Content Language Integrated Learning (CLIL)*.

És una metodologia flexible, amb la qual es pretén ensenyar una matèria curricular mitjançant l'ús de la llengua estrangera. Hi ha la doble finalitat d'aprenentatge dels continguts de la matèria i els de la llengua.. Es tracta d'un model d'immersió que desenvolupa eficientment la competència lingüística. La Llengua és un instrument, la llengua oral és la base de totes les situacions educatives.

Respecte a les activitats al principi de cada Webquest: Grammar and Vocabulary. El seu objectiu és afavorir la comprensió dels aspectes a tractar posteriorment.

Les activitats consistirien en la adquisició de vocabulari bàsic, exercitació gramatical que pugui ser útil en el desenvolupament del les tasques següents.

El Tipus d'activitats : Reconèixer paraules, fer llistats de paraules, fer Alphaboxes , sinònims...Fill in gap activities , Translations ...

4.2.1 Material

A part del material normal d'aula (Boli, paper...)

Suports informàtics : PC, Sticks port USB, Càmera fotogràfica vídeo , gravadores, DVD player.....

4.2.2 Organització del alumnat.

Està pensat per treballar amb 15 -18 alumnes, treballaran en grups de tres o quatre depenent de les tasques a realitzar.

Lloc. S'efectuarà a l'aula d' informàtica **principalment**

CLIL: lesson Plan webQues1

Aims:

1. To learn about eating disorders.
2. To learn how to detect the problems.
3. To investigate about the causes, consequences and other aspects of eating disorders.
4. To make students aware of the dangers of falling into eating disorders.
5. To get students into investigate possible solutions.
6. To explain their finds to the rest of the class.
7. To organise the research so that they can get a conclusion.

Teaching objectives
A Content
<ul style="list-style-type: none">• Eating Disorders:• How to detect eating disorders• Anorexia,• Bulimia• Binge eating,• Chew and spit• Causes,• Consequences,• Problems associated with them.• Prevention and detection.• Who are affected by them• Why?• How to beat eating disorders in UK.• How to beat eating disorders in Spain (Institutions, groups , useful web pages and telephone lines.

B Cognition
<ul style="list-style-type: none"> • Describe pictures. • Understand texts. • Find out about eating disorders. • Identify relevant information to fulfil the tasks • Match symptoms to illnesses. • Express feeling about the illnesses. • Give opinion on the topic. • Anticipate possible ways of helping out for the people with the problems. • Investigate about ways of coping with the illnesses. • Research on the webs about how to cope with the problem . • Draw a sum up. • Compare situations. • Explain the rest of the class about a text. • Illustrate what it was learnt by designing a report (several formats – leaflet-dossier-ppp presentation..). • Prepare an oral presentation.
C. Communication
C.1 Language of the learning
<ul style="list-style-type: none"> • Adjectives describing appearances :<i>Slim, skinny, fat, plump, underweight, overweight, tall, funny, fashionable, happy, surprised, worried, anxious.</i> • Nouns: <i>Anorexia, bulimia, Binge eating, chew and spit, laxatives, hunger, attempt, starvation, diet, sympathy...</i> • Expressions : <i>I think, She/ he is , They may/might...</i>
C. 2 language for the learning
<p>Expressions to :</p> <ul style="list-style-type: none"> • Describe • Give opinions • Write a sum up • Explanations • Conclusions
C. 3 Language through learning
<p>Use of the dictionary when it is needed for understanding and also for extension. The authentic language used can be dealt within the context, not special attention has to be paid to it, as far it does not affect accurate communication</p>

D. Culture	D Culture: pupil will able to
Eating disorders are a global issue. Eating disorder can be triggered either by society (media, fashion, poor family relationship...) also is a personal issue which depends on the kind of personality and how people react to the environment	Compare both cultures and see what similarities and differences are there concerning healthy eating. The number of overweight people is the UK is growing everyday and Local Authorities are very much into get the problem solved

CLIL: lesson Plan WebQuest2

Aims:

1. To understand that food is a basic requirement of life.
2. To be able to talk about foods they like and dislike, with reasons.
3. To understand that we eat different food depending on the time of day, occasion and lifestyle
4. To understand that a range of factors determine what is eaten throughout the world. Diets vary between individuals for reasons such as availability, preference, resources, time, culture and religion.
5. To understand that a variety and balance of food and drink is needed in a healthy diet.
6. To understand that different diets may comprise similar raw foods, combined in different ways.
7. To be able to identify and classify unfamiliar and composite dishes according to the 5 groups depicted in the Balance of Good Health.
8. To understand the different proportions of the model in relation to their own diet.
9. To use the Balance of Good Health when devising meals and menus for themselves and others.
10. To understand that different types of food provide different amounts of energy.
11. To understand that all food and drink provide nutrients.
12. To understand that energy is provided by the nutrients carbohydrate, fat and protein.
13. To recognise that the amount of energy and nutrients provided by food depends on the portion eaten.
14. To understand the functions of different nutrients.
15. To recognise the nutrients provided by each section of the Balance of Good Health

Around the world people choose and combine different foods to make meals and snacks. The total amount and range of foods eaten is called the diet.

Teaching objectives
A Content
<p>Nutrition</p> <ul style="list-style-type: none"> • We need to eat (to grow, live, to do activities , energy, repair tissues) • Food choices connected to culture. • Get familiar with vocabulary about food. • Basics about nutrition: (ideal number of meals a day) • Nutrition: definition • Nutrients, functions, foods that contain these nutrients. (The Eat well Plate) • Assessment of the number of food intake within a day. • Assess different typical plates in different cultures. • Self awareness about the best choices for food along the day.
B Cognition
<ul style="list-style-type: none"> • Recognising physical differences in a person all along his life. • Describing these differences. • Give explanation about facts. • Drawing conclusion on the fact that people need food and why. • Summarise the main conclusion. • Remember vocabulary on food and other words related to the topic. • Write a definition of nutrition. • Search for information on Nutrition. • Filling charts about Nutrients/ food sources and theirs sources. • Match foods with their nutrients. • Discuss and agree on Nutrition, Nutrients and Functions. • Sum up the concepts or facts learnt • Talks discuss about food intake. • Make statements assessing about self food intake. • Get to know the <i>Eat Well Plate</i>. • Recognise the foods that belong to each of the 5 groups. And match them with the nutrients they contain. And the percentage we should be taking. • Describe healthy snacks or meals choices. • Explain the conclusions and summaries of the researches done to the rest of the class. • Design a report to be exposed either orally and written.

C. Communication	
C.1 Language of the learning	
<ul style="list-style-type: none"> • Nouns : related to food and others related to Nutrition • • Expressions: <i>he/ she is , expressing routines, we need .. () is eaten when.... Past tenses (I ate...) She had.. : I think it was / wasn't ...</i> 	
C. 2 language for the learning	
<ul style="list-style-type: none"> • Expressions to : • Describe • Give opinions • Write a sum up. • Prepare Written and oral reports about the topic. • 	
C. 3 Language through learning	
<p>Use of the dictionary when it is needed for understanding and also for extension. The authentic language used can be dealt within the context. It will be helpful to use frames to guide Students' explanations and reports. They will be very useful when making the oral reports</p>	
D. Culture	D Culture: pupil will able to
<p>Eating habits is a cultural issue. It varies from culture to culture depending on a great variety of factors: Traditions, country, families' background, places , parents jobs, ...</p>	<p>Compare different cultures and see what similarities and differences are concerning food daily intake. Assess whether the different choices are right taking into consideration the Eat well Plate. Food intake also depends on other cultural factors such as: life styles, food grown in the area, religion, environment, the place where you live in</p>

CLIL: lesson Plan WebQues3 : Others aspects connected with health : Sport

Aims:

1. To remind students what they already know about sports.
2. To get students to assess the exercise they do.
3. To get students to know about the difference between active and non-active activities.
4. To learn about the benefits of sport.
5. To understand how much, often exercise should be done.
6. To understand that the exercise every person should do depends on; age, sex, occupation...
7. To get students to investigate how sport is treated the Curriculum, in Catalonia/Spain and In Scotland/ UK.
8. To get Students to compare and assess how the curriculum tread sports in both countries.
9. To get student to investigate about how sport is promoted in both cultures.
10. To compare the actions taken in both cultures to promote sports.
11. Get students to make suggestions about how to promote sport in their school, city...
12. To design oral and written presentation with all their findings

Teaching objectives
A Content
Other aspects connected with health <ul style="list-style-type: none">• Sport<ul style="list-style-type: none">• Basics• Benefits• How often, how much, when• Exercise according to age, sex, occupation..• Sport in the curriculum.• How sport is promoted.

B Cognition
<ul style="list-style-type: none"> • Talk about the sports they do, whether they like or not give reasons. • Recognise active and non-active actions • Search for information about sports, • To be aware of the benefits of doing sport. • List the benefits of sport. • Draw conclusion on the fact that people need to do exercise. • Sum up the concepts or facts learnt. • Talks discuss about exercise. • Make statements assessing about the exercise they do. • Prepare questionnaire to find out about sports and the school. • Search information about how sport is promoted in both cultures • To describe the similarities and differences between Scotland and Catalonia in relation to sport promotion. • Draw conclusion and suggest new ways
C. Communication
C.1 Language of the learning
<ul style="list-style-type: none"> • Nouns : related to sport and others related to the topic : diseases, parts of the body , sport facilities • adjectives: Self-esteem, peaceful... • • • <i>Expressions:</i> • <i>I/we do, play ,go..</i> • <i>I think. It seems that.. write formal letters</i>
C. 2 language for the learning
<ul style="list-style-type: none"> • Expressions to: • • Describe • Give opinions • Write a sum up. • Prepare Written and oral reports about the topic. • Write a definition of... •
C. 3 Language through learning
<p>Use of the dictionary when it is needed for understanding and also for extension. The authentic language used can be dealt within the context. It will be helpful to use frames to guide Students' explanations and reports. They will be very useful when making the oral reports</p>

D. Culture	D Culture: pupil will able to
<p>Sport is a universal topic there are sports, which are practiced all over the world.</p> <p>There are others, which are practised in different places depending on several factors: climate, traditions...</p>	<p>Compare different cultures and see what similarities and differences are concerning exercise doing and sport promotion</p> <p>Assess the differences in both cultures.</p>

CLIL: lesson Plan webquest4 : Other aspects of health : Addictions

Aims:

1. To make student aware those addictions exists.
2. To learn the difference between substance consumption and addition.
3. To learn about the different kinds of addictions: smoking, alcohol, drugs, medicines ...
4. To recognise when there is an addiction (individual) what the signs are...
5. To understand about the effects of addictions.
6. To know what to do in front of an addiction problem.
7. To learn how different societies deal with addictions (Scotland/ UK and Catalonia and Spain)
8. To be aware of the similarities and the differences of both societies.
9. To make suggestions that may help handling the problem in our country

Teaching objectives
A Content
Substance Consumption, additions: <ul style="list-style-type: none">• What are: Substance consumption and additions: Differences• Kinds of additions (Alcohol, smoking, drugs, medicines)• Causes of addictions• How addiction affect our health.• How to deal with addictions.• How addictions are handled in Scotland/UK.• How addictions are handled in Catalonia/ Spain.• How to get the situation improved in our country

B Cognition
<ul style="list-style-type: none"> • Think of the existence of substance consumption and additions. • Assimilate the difference between substance consumption and additions. • Name the commonest additions. • Investigate about their causes and the effects on our health. • Find out the signs of the different additions. • Suggest ways to prevent falling in additions. • Find out how Scotland/ UK authorities deal with the problem • Enumerate how they prevent the problem. • Explain what facilities they offer to the people having additions. • Find out how Catalonia/ Spain authorities deal with the problem • Enumerate what they do to prevent the problem. • Explain what facilities they offer to the people having additions • Make suggestion on how to avoid the problem or give more facilities for the people who are vulnerable to fall in them • Explain the conclusions and summaries of the researches done to the rest of the class. • Design a report to be exposed either orally and written.
C. Communication
C.1 Language of the learning
<ul style="list-style-type: none"> • Nouns : related to additions their symptoms • Adjectives to describe what they think about additions; Funny, great, ... • <i>Expressions: I Like, I do... Some students say that....smoking is ...</i>
C. 2 language for the learning
<ul style="list-style-type: none"> • Expressions to : • Describe • Give opinions • Write a sum up. • Prepare Written and oral reports about the topic. • Write a definition of... •
C. 3 Language through learning
<p>Use of the dictionary when it is needed for understanding and also for extension. The authentic language used can be dealt within the context. It will be helpful to use frames to guide Students' explanations and reports. They will be very useful when making the oral reports</p>

D. Culture	D Culture: pupil will able to
<p>Addictions are a problem everywhere. The way different cultures handle the problem is different depending on different factors : traditions, tolerance toward these habits in the country. Social background</p>	<p>Compare different cultures and see what similarities and differences are concerning addictions. Assess whether the different actions carried out to deal with the problem</p>

Material didàctico en format WEB page:

<C:\licencia\1716\index.htm>

Teachers Notes

Teachers Notes	EATING DISORDERS
WebQuest1: worksheets 1 , 2, 3 ,4,5,6 and evaluation	Eating Disorders: Definition, name them, causes, consequences, problems associated with them. Prevention and detection, how to beat them, Possible solutions

INTRODUCTION:

First Explain the students the procedure to follow in this credit: the methodology

- They are working in groups; they have different roles within the groups. They have to fulfil a series of activities and by the end of every block they have to present the conclusions on the research made in different formats (PPP, posters, CDs, oral exhibitions...) and then they have to assess themselves about the tasks done, the report, the presentations.
- Also ask them to create a file in their computers with the name of the group. Every activity should be copied and saved to a word document and named after the original.

Worksheet 1

1. Before starting the first task: The teacher brainstorms what they already know about "Eating Disorders". Writing down everything they say which may be useful to fulfil the activities.

o Possible questions:

1. What do you think about the way people eat?
(Balanced? properly)
2. How many meals a day do you take?
3. What do you eat every morning before school?
4. Do you think that there are people who do not eat well?
5. How do you know people do not eat properly?
(They are too fat or they are too thin...)
6. When this happens do you know what problems they have?

2. Then, in groups they start the activities: worksheet 1. They are doing this activity in the computer; they may also have a copy for every group and work it out before writing the answers.

3. By the end of the activities. The different groups may share the

answers and add information to their own group..

4. The teacher will monitor within the groups to help them either with the researching or the language.

Worksheet 2

1. Students are given a list of vocabulary that may appear in the texts they will be dealing with. They work the vocabulary out first without the dictionary and then they may look up words if necessary.
2. Students are within their groups; each group is given a text to read. The text is about the experience of being an anorexic, written by a teenager. The four texts refer to the same experience, but each one contains different information.
3. Each group has to answer up to question 9.
4. Then they change groups as explained in activity 10 and go to answer again from activity 2 to 9 and complete the missing information.
5. Activity 11 is a fill in activity. Being the first block it seems that it is more sensible to help them out to get into an easy way to have a summary.
6. In activity 12 they have to give their opinion on the girl, using the frames provided.

Worksheet 3

1. Students have to research on eating disorders regarding possible causes, consequences and problems associated with them. The first activity is just asking them to fill in the grid about the possible causes of eating disorders; they are giving two web pages to help them to find it out.
2. In activity 3 they have to link their findings with other possible problems associated with eating disorders.
3. In activity 4 they have to describe in which way some other programs are connected to eating disorders. They are using frames for help.

Worksheet 4

0. The teacher brainstorms ideas about possible actions to be taken. The students' answers may be written on the board.
1. Students are told to join their groups and start activity 1; some of the answers may be copied from the board.
2. Students are asked to read the document pdf called "*beating eating disorders*" and find the paragraph titled "*will I beat this problem completely?*" And outline the tips about recovering from eating disorders.
3. Students are asked to go the previous web page and look for the necessary information to fill in the grid.
4. *Students are asked to outline the most important ways to help to overcome eating disorders according to the web page suggested.*
5. *–6 Students are asked to find information about the actions taken place regarding this problem either in Glasgow or in the schools.*

Worksheet 5

In the previous worksheet the students dealt with how UK's Institution dealt with eating disorders. In this one they are meant to find out about how the problem is handled either in Catalonia, in their town, and in their school.

1. Students are asked to browse different webs pages to find out about the services offered in relation to eating disorders.
2. Students are asked to compare the services offered in the UK's Institutions and in Catalonia's.
3. Students are asked to draw conclusions about the comparisons made in the previous activities.
4. Students are asked to investigate about the services offered by local Institutions (local hospital, town hall, their school).

Before going further, the teacher may gather the students and may comment about their answers and explain the next activity, also brainstorm or even may suggest possible ways of improving the services in our area.

5. Students are asked to give suggestions to improve the services.
6. Students have to choose one of the suggestions (every group should take a different one) and develop the procedure to follow, and to put it in to practice. (Models for letters or leaflets...should be provided to help students to do the activity.
7. -8 Students are asked to find out about their school policy in relation to eating problems. They have a series of questions to ask to different people within the Senior Team and Science teachers. Once they have answered the questions, they may decide to suggest possible actions to the senior team or others teachers.
- 9.-10. Students are asked to draw their suggestions and to put them into practice.

Worksheet 6

1. Students are asked to prepare a report on all the findings carried out within this block according to the outline giving in the worksheet.
2. Students are gathered and make comments and complete the information from other groups.
3. Oral presentation.
4. Written presentation using different formats. (Leaflets, dossiers, PPP, posters, mind maps)

Evaluation

Students are asked to fulfil the Evaluation sheet.

Teachers Notes	NUTRITION
Webquest2: worksheets 1 , 2, 3,4, 5,6, 7, and evaluation	Nutrition: Talk about the fact we eat everyday. Concepts of nutrition and foods: Nutrients function. Assess their daily food intake. Draw conclusions and suggest ways of improving our eating habits. Elaborate written material and do oral expositions on the topic.

INTRODUCTION:

First Explain the students the procedure to follow in this credit: the methodology

- They are working in groups; they will have different roles within the groups. They will fulfil a series of activities and by the end of every block they will have to present the conclusions on the research made, in different formats (PPP, posters, CDs, oral exhibitions...) and then they will have to assess themselves about the tasks done, the report, the presentations.
- Also ask them to create a file in their computers with the name of the group. Every activity should be copied and saved to a word document and named after the original.

Worksheet 1

The aim of the task is to have some reflection and draw a very simple conclusion about the need to be fed

1. In the first activity students are asked to look at two pictures of the same person, the first one: he is a baby and the second one: he is 13. By answering some questions (a - j) they will be able to recognise that we eat because our body needs energy and other elements to function as a being.
5. Students are asked to draw a conclusion only by filling some blanks.
6. By the end of the activities, the different groups may share their answers. The secretaries may take notes to add new ideas from the other groups to their own reports. New ideas will be written on the board so that secretaries can copy them. Any student contributions will be taken into consideration.
7. They add information from the other groups.
8. They have to sum up all the things they have remembered by doing these activities.

Worksheet

Before going into the activities the teacher will start off by reading some key fact on food and nutrition:

Key Fact: Food is a basic requirement of life.

7. Teacher brainstorms the topic by asking the group the following questions:
 - a. *What types of foods do you like/dislike?*
 - b. *What meals do we usually eat during the day?*
 - c. *At what times are these meals eaten?*
 - d. *How do you feel when it is nearly lunchtime or other times when you need some food?*
 - e. *Why do you think that we get these feelings?*

The teacher may write some of the students' answers on the board. And then students are asked to go into the groups and answer the questions in act 1 (the same questions)

8. Start off making comments on the

Key Fact:

Around the world people choose and combine different foods to make meals and snacks. The total amount and range of foods eaten is called the diet.

They work in groups, they are asked to go to [basics about nutrition](#) PPP. And answer act 1.

9. Students are asked to go to [Around the world](#) PPP and answer the questions.
10. Students are asked to go to [Food flash cards](#) and complete activities 4 and 5.

Worksheet 3

1. Students are given a list of vocabulary of foods. They work out the vocabulary first without the dictionary and then they may look up words, if necessary.
2. Brainstorm ideas about nutrition. Write students' possible answers on the board. Ask them to write what is on the board when the activity finishes.
3. Ask Students to get the definition on *nutrition* in Encarta Dictionary.
4. Using the same sources of information students have to complete a grid nutrients/ food source and functions.
5. Students have to go back to the foods they had been dealing with in act 1 and say what nutrients they contain.
6. and 7 Students have to work in groups, make a sum up of the concepts learnt in this task.

Worksheet 4

Pre-act: before starting the task, the teacher can read the key fact and ask students to make comments on it, they may have problems with the words "enhance"/ well being / stroke.... They can be written on the board and write their meanings next to them.

1. Students are asked to write what they ate the previous day (individual act).
2. They are in groups and complete the grid in activity 2.
3. Students are asked to see the ppp "Healthy Snacks" (it can be seen first in the whole group), the teacher may stop at the end of every slide and ask questions, and make comments on them.
 - a. Possible questions: what does the word "Fuel" stand for?
Can you name some low / high-energy fuel?Then they have to answer act 3, first individually and then in their groups.
4. Students are asked to complete the grid.
5. Students are asked to assess their previous day intake of food (assessing the number of food they took and the quality of them).

Worksheet 5

Before starting in the whole group students may watch the Eat Well Plate PPT.

They may answer questions:

0. They have to choose the foods belonging to each group.
1. Students work in groups, they are asked to complete the grid.
2. Students have to complete the grid using the previous PPP.
3. And 4. Students are asked to play different games where they have to make different food choices. They have to write their choices and explain their comments at the end of the task.
4. They have to write a summary of the items learnt within this worksheet. They may need to copy the structures used in the PPP, but the teacher should not allow them to copy whole paragraphs.

Worksheet 6

Before starting, in the big group the teacher explains what they are expecting to do in this worksheet.

1. The teacher can start off by doing this activity with the whole group, the students interventions can be written on the board. Then the teacher asks the students to join their groups and complete act 1.
2. Students are asked to browse several web pages and outline the actions that are taken to promote healthy eating. The same in act 3 and act 4
3. in act 5, they are asked to compare the way different institutions in the UK or Spain deal with the information on healthy eating.
4. Finally in act 6 they are asked to draw conclusions.
5. Act 7 students are asked to give suggestions for improvement (it can be done in the whole group and they may write some on the board)
6. Act 8 Students are asked to change groups and share the information to complete the given grids.
7. Act 9, every group has to choose one of the suggestions made. And put it into practice. (They are given a letter frame) the teacher brings leaflets for them to have a look at and other materials.

Worksheet 7

1. Students are asked to prepare a report on all the findings carried out within this block according to the outline giving in the worksheet.
2. Students join their groups to make comments and complete the information from other groups.
3. Oral presentation.
4. Written presentation using different formats. (Leaflets, dossiers, PPP, posters, mind maps)

Evaluation

Students are asked to fulfil the Evaluation sheet.

Teachers Notes	SPORTS
Webquest3 : worksheet 1 , 2, 3, 4, 5 And evaluation	<p>Other aspects of health: sports</p> <ul style="list-style-type: none"> ● Sports: benefits ● Kinds of exercises according to individual fitness. ● When, how much exercise... ● Promoting sport: Schools, Scotland, Catalonia

· INTRODUCTION:

First Explain the students the procedure to follow in this credit: the methodology

- They are working in groups they have different roles within the groups. They have to fulfil a series of activities and by the end of every block they have to present the conclusions on the research made in different formats (PPP, posters, CDs, oral exhibitions...) and then they have to assess themselves about the tasks done, the report, the presentations.
- Also ask them to create a file in their computers with the name of the group. Every activity should be copied and saved to a word document and named after the original.

Worksheet 1

1. In the first activity the students are asked what exercises they do, how often, for how long; as a way to introduce them into the topic, also to make them aware of the fact that there may be pupils who do not exercise and others that may be exercising too much.
2. They are asked about whether they like exercising or not exercising.
3. They are asked to draw a conclusion about the exercise the pupils within the group do.

Worksheet 2

In Groups

1. Before going to investigate about the benefits of sports the pupils are asked to think about the positive aspects of exercise, then they have to write their interventions following the pattern given.
2. Pupils have to go to the web page linked and answer the questions; a frame is given to help to answer the question.
3. Students are addressed to a web page and listen to an article on sport and exercise and should answer some questions.
4. Students have to list activities, which are active or not very active according to what they have been learning so far.
5. Students are involved in more activities concerning the benefits of exercising.
6. Students are asked to sum up what they have learnt in this task.

Worksheet 3

Physical Education in the School/country/nation (Scotland/Catalonia)

1. Students have to prepare a questionnaire for the senior team in the school to find out about exercise within the Curriculum.
2. Students are asked to reflect the results of the questionnaire carried out and give their opinions.
3. Students are asked to investigate how exercise is promoted in their country. They are given local web pages: The Generalitat web page so that they answer the questions.
4. Students are asked to find out how local associations promote sports.
5. Students are asked to assess the degree of sport promotion according to their findings.

6. Students give their opinion.
7. 8. 9. Students assess how much exercise they do themselves.
10. Suggest possible actions to promote exercise.
11. Share suggestions with the rest of the class

Worksheet 4

1. 2. Students are asked to investigate about the same aspects as the previous worksheet but in Scotland.
2. 3. Students are directed to several web pages and investigate how much the Scottish Government care about sports. They have to answer some questions.
4. 5 Students are directed to a web page on Glasgow where there is information on different sport clubs and associations and they have to answer some questions.
6. 7 They are asked to compare how sport is promoted in both countries, and spot similarities and differences.

Worksheet 5

9. Students are asked to prepare a report on all the findings carried out within this block according to the outline giving in the task.
10. Oral presentation.
11. Written presentation using different formats. (Leaflets, dossiers, PPP, posters, mind maps).
12. Whole class: Discussion on the topic, add new ideas.

Evaluation

Students are asked to fulfil the Evaluation sheet.

Teachers Notes	Addictions
Webquest4: worksheets 1 , 2, 3,4, 5,6, 7, and evaluation	Other aspects of health: substance abuse, addictions, basic concepts, causes, effects, how to cope with them, prevention policy in schools, government (Scotland/ Catalonia). Report on their findings, self assessment

INTRODUCTION:

First, Explain the students the procedure to follow in this credit: the methodology

- ➔ They are working in groups; they have different roles within the groups. They have to fulfil a series of activities and by the end of every block they have to present the conclusions on the research made in different formats (PPP, posters, CDs, oral exhibitions...) and then they have to assess themselves about the tasks done, the report, the presentations.
- ➔ Also ask them to create a file in their computers with the name of the group. Every activity should be copied and saved to a word document and named after the original.

Worksheet 1

1. the first activity consists of brainstorming about abuse consumption so that the teacher can learn what students already know about it, also they may look up words in the dictionary.
2. Students are asked to make a list on unhealthy activities.
3. Students are asked to give their opinion on abuse consumption
- 4..Students are asked about what they feel about abuse consumption
5. Students are asked to contrast and share their opinions.
6. Students are asked to draw conclusions

Worksheet 2

1. Students are asked to find out basic concepts about abuse consumption, addictions, substances people can be addicted to, kinds of addictions, and signs of addictions. They are given several web pages.
2. Students are asked to investigate why people have

addictions. They are given several web pages.

3. Students have to read about possible reasons of having addictions and say in which way these factors contribute to addictions.
4. Students are asked to read "[Facts about alcohol](#)". And answer some questions.
5. Students are asked to be honest about some personal questions about the quantity of alcohol they took last time they went to a party.
6. Students share their answers and may make some comments (personal assessment)

Worksheet 3

1. Students are asked to make a list of addictions.
2. Students are asked to find out about the effect of the different addictions on people's health. They are directed to [The American Council for Drug Education](#)
3. Students are directed to the web page [Community waste time](#) and play games, in which they may learn something more about addictions.

Worksheet 4

1. Students are asked to write the possible causes of Addictions (opinion)
2. Students are asked to talk and write about why people get involved in addictions.
3. Students are asked to visit the web page [kidshealth](#) and look for more factors that may trigger addictions.

Worksheet 5

How to cope with addictions

1. Students say their own ideas on how to cope with addictions / or be cured from addictions.
2. Students have to visit [kidshealth](#) and say about "*coping smoking*" and the advice "*stop, give it up*".
3. Share their findings with the rest of the groups.
4. Students are asked to go to their former group and add more things in act 2.
5. Sum up what a person can do before being involved in addictions.

Worksheet 6

Prevention policy: School, Scotland, Catalonia

1. Students are addressed to [School Councillors](#) and have to answer the following
 - a. What is a school Councillor
 - b. What do Students have to do if they need a Councillor?
 - c. How can he/she help?

2. Students are asked to browse several web pages and outline the actions they may take to help people with addictions. In act 5, they are asked to compare the way different institutions in the UK and Spain deal with the information on addictions.

3. Each group has to work on a different web page and read the articles: "National smoking reduction targets", "**Communication and handling within the school community**", "Caring for a drunk mate". **Then answer some questions**

4. Groups mix up and complete information from the other groups.

5. Students have to find out how Catalonia copes with the problem of addictions, they have to find suitable web pages themselves.

6. They have to compare how both cultures deal with addictions and the facilities they offer to young people, adults, and the information given to the public...

Worksheet 7

Students are asked to prepare a report on all the findings carried out within this block according to the outline giving in the worksheet

1. Students join their groups to make comments and complete the information from other groups.
2. Oral presentation
3. Written presentation using different formats. (Leaflets, dossiers, PPP, posters, mind maps)

Evaluation

Students are asked to fulfil the Evaluation sheet.

5. Agraïments

Estic molt agraïda a la Direcció de Saint Margaret Mary's, Jim Hendrie per la seva calorosa acollida al centre i pel fet d'introduir-me a la resta del professorat.

Haig de fer una menció especial per a Jonh Herkins, " the health development officer" Les seves aportacions i consell han estat molt valuoses. També voldria destacar la contribució de Annette White, col·laboradora de la organització " Health Promotion in Action" i infermera a l'escola. La ajuda invaluable dels professors del departament "*home Economics*" facilitant-me la observació a les seves classes i aconsellant-me material a utilitzar.

En el camp de la informàtica no podria oblidar-me del "Senior Technician" Bob Binnie que pacientment em va ajudar en aspectes tècnics.

En l'aspecte de la Llengua vull destacar la col·laboració de May Flavel, Principal Teacher del departament de llengües modernes, així com també la professora Ann Mcintosh, professora de llengua anglesa i amiga personal.

Moltes gràcies també a tot el personal de Saint Margaret Mary's, per fer-me sentir en tot moment com si fos un membre més de l'escola.

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