

HEALTHY LIFESTYLE BOARD GAME PROJECT

An interdisciplinary project for Natural Science, English and Arts



GOAL: Each team has to design a board game with questions about a healthy lifestyle.

TIMEFRAME: 9 sessions.

| 4 ^o | MONDAY 30/10 | TUESDAY 31/10 | WEDNESDAY 1/11 | THURSDAY 2/11 | FRIDAY 3/11 |
|----------------|---|---------------|----------------|--|---|
| A | Nat Sci PROJECT INTRODUCTION. Evaluation rubrics. Read information on Nat Sci book. | Halloween | Bank holiday | Nat Sci Read information on Nat Sci book. Think possible game. | Nat Sci Decide on game. Distribute responsibilities and materials needed for Monday 6/11. |
| B | Nat Sci PROJECT INTRODUCTION. Evaluation rubrics. Read information on Nat Sci book. | Halloween | Bank holiday | Nat Sci Read information on Nat Sci book. Think possible game. | Nat Sci Decide on game. Distribute responsibilities and materials needed for Monday 6/11. |





| | MONDAY 6/11 | TUESDAY 7/11 | WEDNESDAY 8/11 | THURSDAY 9/11 | FRIDAY 10/11 |
|----------|--|---|--|---------------|---|
| A | Nat Sci + English Construct your board game. Draft 20-30 questions. | 2 Arts Make question cards. Write game rules. Prepare presentation. | | Bank holiday | Nat Sci + English TEAM PRESENTATIONS AND PLAYTIME. Evaluation. |
| B | Nat Sci + 1 Arts Construct your board game. Draft 20-30 questions. | Nat Sci Make question cards. | English Write game rules. Prepare presentation. | Bank holiday | Nat Sci + English TEAM PRESENTATIONS AND PLAYTIME. Evaluation. |

RESPONSIBILITIES:



| | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> • Makes sure every team member contributes to the project. • Asks every team member for their opinion. • Asks teacher for help. | <ul style="list-style-type: none"> • Distributes time allocated to each task. • Controls time. • Encourages team members to keep on time. | <ul style="list-style-type: none"> • Controls everyone writes on their agendas what they need to bring to school. • Controls everyone brings materials. • Writes down team evaluation. | <ul style="list-style-type: none"> • Distributes materials to bring to school. • Takes and returns materials from classroom. • Encourages team members to tidy up. |
|---|--|---|---|

MATERIALS NEEDED:

| FROM SCHOOL | FROM HOME |
|--|---|
| <ul style="list-style-type: none"> • Natural Science book • English books • Cardboard and colour paper • Scissors • Glue sticks | <ul style="list-style-type: none"> • Box to keep game (pizza box, shoe box, cereal box...) • Cardboard for the game • Felt pens • Decorations <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>c</p> <p>Timer</p> </div> <div style="text-align: center;">  <p>d</p> <p>Counters</p> </div> <div style="text-align: center;">  <p>e</p> <p>Spinner</p> </div> <div style="text-align: center;">  <p>f</p> <p>Dice</p> </div> </div> |

EXAMPLES OF GAMES (from Genial.ly)

El juego del **LOREMPOLY**

Cómo jugar

FICHAS Y CASAS

genially

REGLAS:

>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut

info

JUEGO DE LA OCA

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JUEGO DE MESA LOREM IPSUM

Instrucciones: Lorem ipsum dolor sit amet lorem ipsum consectetur.

Jugadores

Inicio de la Aventura

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PARCHIS

>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

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TOCADO Y HUNDIDO

¡Toca y hunde!

Plata: 1 2 3 4 5 6 7 8 9 10

Plata enemiga: 1 2 3 4 5 6 7 8 9 10

A B C D E F G H I J

genially

RULETA GENIAL

¡Tira de la ruleta!

LOREM IPSUM DOLOR

LOREM IPSUM DOLOR SIT AMET, CONSECTETUER ADIPISCING ELIT, SED DIAM NONUMMY NIBH EUISMOD TINCIDUNT UT LAOREET.

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TRIVIAL

CONTEXTUALIZA TU TEMA

EMPEZAR

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Serpientes y escaleras

¡Toca el dado!

55

Instrucciones

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TYPES OF QUESTIONS

- Write between 20 and 30 questions with their answers.
- You can combine different types of questions.
- There must be at least two questions for each heading:

| | | | | | | | | | |
|------|---------|------|----------|------------|-----------------|-----------|-----------|-------------------|------------|
| Diet | Hygiene | Rest | Exercise | Well-being | Strong emotions | Diversity | Inclusion | Social well-being | Being kind |
| P 26 | P 26 | P 27 | P 27 | P 28 | P 28 | P29 | P29 | P30 | P31 |

Name 5 illnesses.

How much sugar is there in a fizzy drink?

- a** a lot
- b** not much
- c** none

You're playing football in the playground. Your friend feels sick. What should you do?

Which is the healthiest meal?

- a** Chicken, rice and potatoes.
- b** Chicken, salad and bread.




True or false?

This is an ambulance.

EVALUATION RUBRICS

To be completed by each team at the end of the project:

In my team we...

| |  |  |  |
|--------------------------------|---|---|---|
| share ideas and information. | | | |
| listen to the ideas of others. | | | |
| solve problems together. | | | |
| do our share of the work. | | | |
| show respect. | | | |

To be completed by the teacher:

Projects **Teamwork and collaboration skills**

Pupil's name and class: _____

Project:

| | 1 | 2 | 3 | 4 | RESULT |
|-------------------------------|--|--|--|--|--------|
| Engagement and focus | Is unable to engage with the task. Finds it hard to listen and stay focused. | Engages with the task on occasion but soon gets tired. Must be reminded to stay focused. | Engages with the task and has a positive attitude towards the project. Sometimes needs to be reminded to stay focused. | Fully engages with the task and has a positive attitude towards the project. | |
| Contribution and ideas | Rarely shares ideas with others or contributes to the team. Doesn't perform their assigned role in the team. | Makes some effort and contributes some ideas to the project. Performs their assigned role, but needs encouragement. | Shares ideas and information most of the time but may need to be reminded to stay on role on occasion. | Always makes an effort and shares their ideas with others. Performs their assigned role. | |
| Problem solving | Rarely makes an effort to solve problems. | Listens actively to problems and occasionally suggests new ideas to solve them. | Has a positive attitude to problems and sometimes suggests new ideas to solve them. | Always has a positive attitude towards problems and is able to work well with others to solve them. | |
| Respect | Often behaves disrespectfully towards others; talks too much and/or forces their ideas on the team. | Behaves disrespectfully towards others on occasion; sometimes talks too much and may not be willing to consider the ideas of others. | Behaves respectfully towards others most of the time; allows other team members to talk and is usually receptive to their ideas. | Always behaves respectfully towards others; always lets other team members talk and responds in a positive way to their ideas. | |

Lesson 7**Presentation skills**

Pupil's name and class: _____

Unit:

| | 1 | 2 | 3 | 4 | RESULT |
|--------------------------------------|--|---|---|---|--------|
| Volume and clarity | Speaks too softly to be understood. Intonation and stress are used incorrectly. Following their presentation requires considerable effort. | Must often be reminded to speak up. Intonation and stress are inconsistent. Following their presentation requires some effort. | Speaks at an adequate volume. Intonation and stress are often used correctly. Following their presentation requires only a little effort. | Always speaks at an adequate volume. Intonation and stress are appropriate. Following their presentation requires no effort. | |
| Eye contact and body language | Rarely looks audience in the eyes, has awkward body language and lacks confidence. | May make eye contact with audience on occasion, but seems a little uncomfortable. | Looks audience in the eyes regularly. Any issues with confidence don't affect the overall quality. | Is a confident speaker who uses eye contact appropriately to engage their audience. | |
| Organisation | The topic of the presentation is not at all clear and it is too long or short. | The main topic of the presentation is clear, but the key points are not introduced using the new language. May be too long or short. | The topic of the presentation is introduced clearly. Some attempts are made to introduce the key points using the new language. | Each part of the presentation is introduced clearly using the new language. The topic and key points are clear throughout. | |
| Fluency | Has great difficulty or is unable to present in English. | Speaks slowly with a lot of hesitation; says isolated words rather than phrases and full sentences. | Generally speaks at a good pace with some hesitation; uses full phrases and sentences most of the time. | Speaks with little hesitation; always uses phrases and full sentences and speaks at a natural pace. | |
| Accuracy | Errors predominate; difficult to understand. | Uses a variety of structures including the new language with frequent errors, or basic structures with few errors. Errors sometimes impede communication. | Uses a variety of structures including the new language. Some errors may be present, but are mostly non-impeding to communication. | Uses a good variety of structures, including the new language. Errors are minor, due to ambition, and don't impede communication. | |