

UNIT 4. HEALTHY LIFE TAKING CARE OF OURSELVES, INSIDE AND OUTSIDE

VARIED LEARNING ACTIVITIES:

A. WRITING ACTIVITIES:

A.1) UNDERSTANDING THE CELIAC DISEASE

Since celiac disease is a **very important disease**, we are going to try to remember everything that we have learnt so far. Circle the foods that could be eaten by a person with celiac disease:



A.2) UNDERSTANDING THE CELIAC DISEASE

In this exercise we will include some preparations and recipes with a mix of different foods. Circle which of the two foods can be eaten by a person with celiac disease:



A.3) SYMPTOMS AND HEALTH PROFESSIONALS

Now that we know what a symptom is, we will identify when a part of our body hurts. Use arrows:



A.4) SYMPTOMS AND HEALTH PROFESSIONALS

Now that we know what a **symptom** is, we are going to match each of the following symptoms with the health professional that we should go to (if we feel like that).

For example, when we have a fever, we go to the Doctor. Use arrows:

I have tooth ache

Optician

I do not hear the TV but
the rest of the family do

Dentist

I cannot read posters or
things when they are far

Otologist

My clothes do not fit me
Anymore

I feel very thirsty and
hungry all the
time

Dietitian

I cannot hear properly when
someone talks to me from far

A.5) SYMPTOMS AND DISEASES

We learnt that symptoms can warn us that **something is wrong** in our body or if we **have a disease**.

We are going to match each of the followings symptoms with the disease that we could have, if we feel like that. For example, when you have to put in effort to defecate, you have constipation. Use arrows and take into account that one symptom could be related to more than one disease (then you would use 2 arrows):

I need to urinate multiple times at day

Diabetes

My urine is very dark and I feel pain when urinating

Urine infection

I feel very thirsty all the time

Constipation

I defecate just a very few days in the week

Heart failure

Sometimes I wake up in the middle of the night because I cannot breathe

B. INDOOR ACTIVITES

B.1) ANALISYNG THE PHYSICAL ACTIVITY

MATERIAL: blackboard and chalk or markers

NUMBER OF STUDENTS: 10-12 students

APPROXIMATE DURATION: 45 minutes

CONTENT

The aim is to discuss the importance of physical activity

ACTIVITY STEP BY STEP

We will divide the class in two groups. One group will use the information in the Unit 4 about physical activities for giving examples of types of physical activity that we all could do. The other group will decide if the choices are "easy to do every day" "easy to do the weekend, not everyday". After that, we will all discuss about it.

C. OUTDOOR ACTIVITIES

C.1) VISITING A (RESGISTERED) NUTRITION CLINIC

MATERIAL: a notebook and a pen.

NUMBER OF STUDENTS: 10-12 students

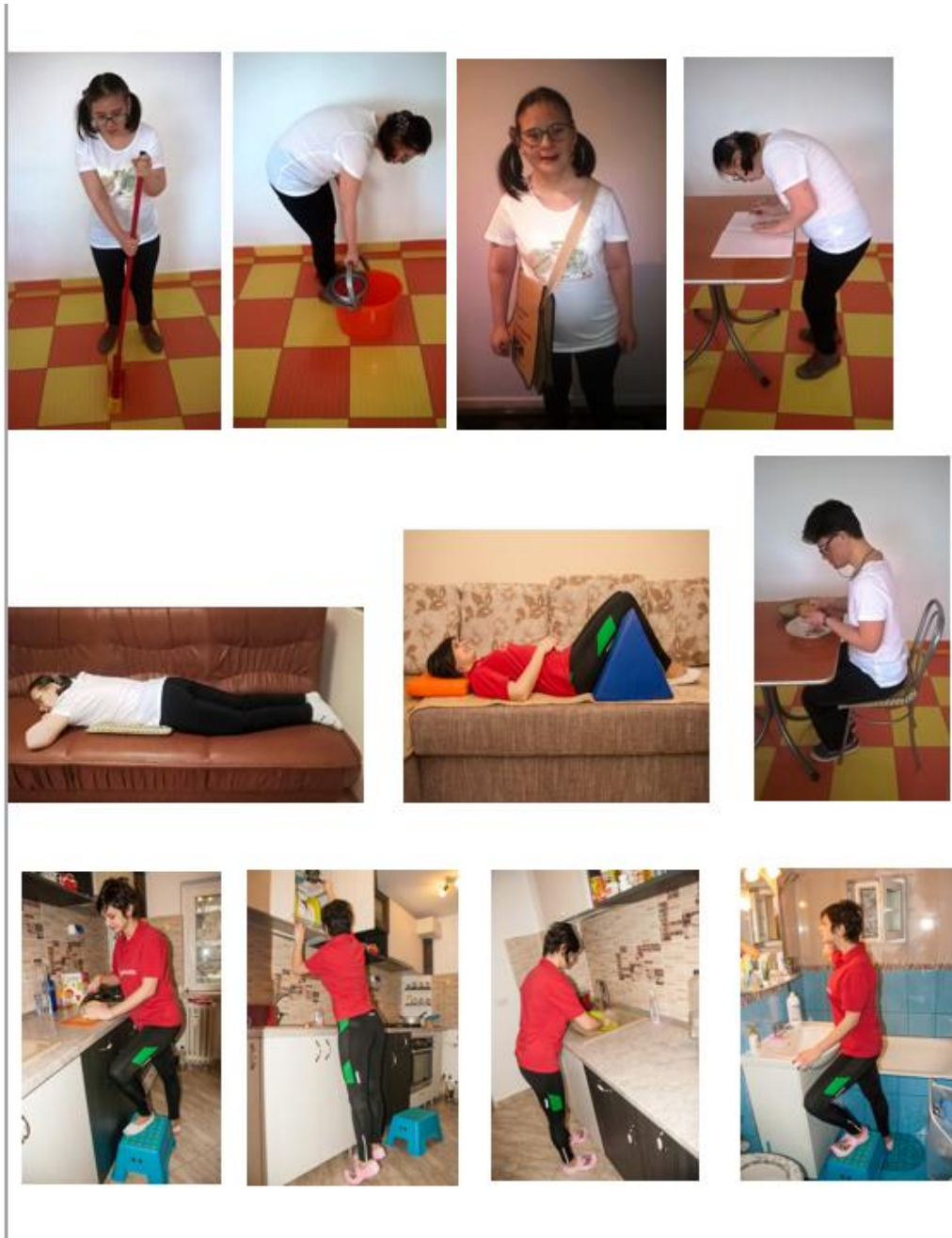
DURATION APPROX: a whole morning or afternoon

CONTENT: the aim is to get to know a nutritional clinic where people, healthy and sick, come to improve their health through food.

ACTIVITY STEP BY STEP:

Locate a clinic in our city. Make an appointment with the dietitian (make sure that is a **registered Dietitian**). Go to the clinic and have a simulated visit with a volunteer.

CIRCLE THE INDICATION INTO EVERYDAY ACTIVITY:



Partners:

