Stage 5 Italian

This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

# *Buona salute è la vera ricchezza* – Good health is true wealth

Maintaining good health is an important part of everyday life. Through the study of this unit, students will learn to exchange information about daily routines, as well as healthy activities and food choices. Students will also learn to say they’re unwell and explain symptoms. Throughout the unit, students will also explore Italian concepts of health and develop an understanding of the use of hand gestures when communicating.

# Duration

10 weeks

# Focus areas

* How do we talk about our daily routine?
* Which foods and daily activities promote health?
* How can we maintain or improve our health?
* How do we explain if we feel unwell?
* What is non-verbal communication and how is it used in Italian?

# Vocabulary and structures

* Infinitive and conjugated verbs, including reflexive verbs, to describe daily activities and routine, for example:

*svegliarsi, vestirsi, fare i compiti, guardare la tv, uscire con amici*

* Revision of present tense verbs, with a focus on healthy activities, for example:

*giocare a calcio, nuotare, fare una passeggiata*

* Time and expressions of time, for example:

*sone le due, a mezzogiorno, alle 13, dalle sei e mezzo alle 7, non…mai, spesso, una volta al giorno, due volte la settimana*

* Revision of food and mealtimes, with a focus on healthy eating
* Providing advice relating to healthy living, for example:

*È importante fare un po’ di esercizio ogni giorno; Hai bisogno di dormire bene; Bisogna di bere molta acqua; Devi mangiare molta verdura*

* Parts of the body and saying what hurts, for example:

*gli occhi, le orecchie, il naso, ho mal di testa, mi fa male la gamba*

* Common illnesses and symptoms, for example:

*non mi sento bene, la tosse, la febbre, il raffreddore*

# Learning across the curriculum

* Critical and creative thinking
* Information and communication technology capability
* Intercultural understanding
* Literacy
* Numeracy

# Outcomes

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| Outcomes | Content |
| LIT5-1C | manipulates Italian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate |
| LIT5-2C | identifies and interprets information in a range of texts |
| LIT5-3C | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences |
| LIT5-4C | experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences |
| LIT5-5U | demonstrates how Italian pronunciation and intonation are used to convey meaning |
| LIT5-6U | analyses the function of complex Italian grammatical structures to extend meaning |
| LIT5-7U | analyses linguistic, structural and cultural features in a range of texts |
| LIT5-8U | explains and reflects on the interrelationship between language, culture and identity |

All outcomes referred to in this unit starter come from the [Italian K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/italian-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

# Suggested assessment of learning task

The suggested assessment of learning task, with marking guidelines, can be accessed on the [Stages 4-5 Italian](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/italian) section of the NSW Department of Education’s website. Please modify the assessment of learning task to suit your individual context, including differentiating for different learner groups, if required.

**Final task** – you have just joined the gym and your personal trainer speaks Italian so you decide to practise your Italian. In pairs, record a conversation in which you both discuss your daily routine, the food and drink you have most days and at least 2 suggestions for improving health. **LIT5-1C, LIT5-4C, LIT5-5U**

(Note – students should be provided with time to create, practise and record the task. The trainer role is played by a student. Students need to ensure that there is equal contribution to the conversation.)

# Lesson sequence

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| Sequence | Outcomes and content | Teaching and learning strategies | Evaluation and variation \* |
| Week 1 | LIT5-2C identifies and interprets information in a range of texts  LIT5-8U explains and reflects on the interrelationship between language, culture and identity | Introduce the assessment of learning task. Explain that all activities completed this term will add to the students’ skills to help them complete the final task. Ask students to suggest vocabulary and language structures they already know, and then to identify some of the things they will need to learn. Use known language to form the basis of an anchor chart, which the class can add to as the unit progresses. Categories may include physical activities, food and drink, daily routine and suggestions for improving health.  Watch the video [*Azioni quotidiane*](https://www.youtube.com/watch?v=lxJh1g0ysN4) about daily routine and then as a class, create a list of daily routine activities from the video on the board. Alternatively, adapt the [‘*La mia giornata’* worksheet](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/italian/la-mia-giornata.docx) as a matching activity.  Using a [PMI chart template](https://www.edrawsoft.com/templates/images/pmi-chart.png), students discuss in small groups what they found interesting, as well as positive and negative aspects, in the video, from a cultural perspective, for example school start and finish times, then share with the class. (Ask students to keep this chart, as it will be added to next week.)  Revise telling the time and play [time ballet](https://www.tes.com/en-au/teaching-resource/time-ballet-french-6243464) ([see it in action](https://www.youtube.com/watch?v=bKK5ZPVyb9A&t=646)).  Show video [*La routine giornaliera*](https://www.youtube.com/watch?app=desktop&v=cnTDWpEsER4) to introduce infinitive verb forms for daily routine.  Review verb conjugations in the present tense, and introduce reflexive verbs. Students practise and consolidate structures using a range of activities, for example [Daily routine in Italian](https://www.easylearnitalian.com/2017/03/italian-vocabulary-exercise-daily-routine.html) (assessment as learning – self-correcting activity) and using an online platform such as [Blooket.](https://www.blooket.com/) |  |
| Week 2 | LIT5-1C manipulates Italian in sustained interactions to exchange information, ideas and opinions, make plans and negotiate  LIT5-2C identifies and interprets information in a range of texts  LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning  LIT5-8U explains and reflects on the interrelationship between language, culture and identity | Students read the blog post [A day in the life of an Italian](https://selectitaly.com/blog/all-you-can-italy/day-life-italian/) and discuss. Using the [PMI chart template](https://www.edrawsoft.com/templates/images/pmi-chart.png) from last week, students discuss in small groups what they found interesting, as well as positive and negative aspects, in the blog post. Then discuss as a class and add notes to the PMI chart.  Introduce or revise saying what time you do things each day – *A che ora ti svegli? Mi sveglio alle 7*. Students practise daily routine and time structures through a range of oral and written activities, for example [*‘A che ora…?’* worksheet](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/italian/a-che-ora.docx). (assessment for learning – provide feedback to students on their progress)  Students review the information on [Daily routine in Italian](https://lingolex.com/italian/dailyroutine_italian.htm) and make notes on new vocabulary required to talk about their own daily routine.  Revise food vocabulary, with emphasis on healthy eating habits. Use printed flashcards in Italian from the [Kids flashcards website](https://kids-flashcards.com/en/flashcards-in-italian/food#gsc.tab=0) as well as flashcards that have been created using the website of less healthy foods for students to categorise foods. Through discussion, the class chooses the 5 favourite fruits, 5 favourite vegetables and 5 favourite less healthy foods choices in the class.  Play memory and flashcard games to consolidate vocabulary.  Brainstorm additional previously-learnt vocabulary and structures which can form part of weekly routines, for example meals and free time activities. Add these to the anchor chart established in Week 1. Students revise and consolidate through a range of activities, for example [*Una giornata tipo*](https://app.wizer.me/preview/QNOAE6) worksheet and [*La mia vita sulla costa nord*](https://app.wizer.me/preview/CJ2FDZ). (assessment as learning – self-correcting activities, and working in pairs to review responses to open-ended questions) |  |
| Week 3 | LIT5-2C identifies and interprets information in a range of texts  LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences  LIT5-8U explains and reflects on the interrelationship between language, culture and identity | Students watch the video [*Nuova piramide alimentare ‘Dieta Mediterranea*](https://www.youtube.com/watch?app=desktop&v=VQ4nmhlu9OQ)*’* then, as a class, discuss healthy eating habits. Students then create a poster in Italian, using [Canva](https://www.canva.com/en/) – either an Italian food pyramid to showcase healthy eating or a healthy eating plan for breakfast, lunch and dinner, providing at least 2 choices for each meal time. Note: Canva requires Chrome to run, so right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser. (assessment for learning – provide feedback to students on their progress)  Students look at the article [12 best Italian food recipes | Easy Italian recipes](https://food.ndtv.com/lists/10-best-italian-recipes-699798). Explore each of the recipes and look at the ingredients and ask if each dish would be considered *cibo sano* or *cibo malsano*. Students work in small groups to discuss the recipes and ingredients before reporting back to the class which foods they decided were healthy and which foods they decided were unhealthy, giving reasons for their choices.  Students imagine they are on exchange in Italy and are in charge of planning meals each Friday. Students research and create 2 one-day healthy meal plans for an Italian family with 2 parents, another teenager and themselves. One meal plan should be based on Australian foods and one meal plan should be based on Italian foods.  Students choose and adapt one of the [weekly planner templates on Canva](https://www.canva.com/planners/templates/) to summarise their weekly schedule, with the heading *Organizziamoci!* (Let’s get organised!). Encourage students to plan healthy foods and activities into their routine. Discuss the benefits of being organised and using a planner. Note: Canva requires Chrome to run, so right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser.  Students swap weekly schedule planners with each other and write a summary of their partner’s plan, comparing it to theirs, to practise verb conjugations. As a class, discuss the students’ weeks. (assessment for learning – provide feedback to students on their progress) |  |
| Week 4 | LIT5-1C manipulates Italian in sustained interactions to exchange information, ideas and opinions, make plans and negotiate  LIT5-2C identifies and interprets information in a range of texts  LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences  LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning  LIT5-6U analyses the function of complex Italian grammatical structures to extend meaning | Students watch the video [How to describe your typical day in Italian](https://www.learnita.net/daily-routine-in-italian-how-to-describe-your-typical-day-in-italian/) and then, in pairs, write 3 sentences about what the man actually does and an alternative, healthier option. For example:  Examples of healthier options in Italian.  Students then swap with another pair, for feedback. (assessment as learning – peer feedback)  Introduce or revise adverbs of frequency, for example never – *non … mai*, rarely – *raramente*, sometimes – *a volte*, often – *spesso*, always – *sempre.*  Game: *Nord, sud, est, ovest* (north, south, east, west) to consolidate time markers (*sempre, spesso, a volte, non ... mai)* and daily activities. The 4 time markers are put up on separate walls in the classroom. Teacher reads out an activity in Italian and students run to the marker that corresponds to how often they do the activity.  Class survey – provide students with a list of questions in a Google or Microsoft Form with time markers from *non … mai* to *sempre*. (Note: You will use these answers to form the basis of the *‘Chi …?’* game in a following activity.) For example:   * *Quante volte la settimana/il mese fai surf?* * *Quante volte la settimana/il mese mangi McDonald’s?*   Introduce *dalle … alle …* to express duration of activities.  Students keep a [diary for a week](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/italian/diario.pptx), summarising foods and time spent on activities, for example:  Image of diary template students could use to track healthy eating and activities, in Italian.  Allow time in class for students to complete the previous day and this morning, providing feedback on structures. (assessment for learning – provide feedback on student progress)  On a [Google Jamboard](https://jamboard.google.com/) or [Padlet](https://padlet.com/), under the heading *È importante fare esercizio fisico,* ask each student to add at least 2 sentences relating to what physical activity they do each week, for example *gioco a calcio, nuoto, faccio una passeggiata.* Note: Padlet requires Chrome to run, so right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser. Next, ask students to use a dictionary to add one new sentence, for example *Gioco nel giardino con il mio fratellino, Faccio la spesa con il mio papà, Vado a scuola a piedi/in autobus/in bici* or *Vado in palestra*. Discuss the new additions, making corrections where necessary. Then, ask students if there are any other sentences they’d like to add, keeping in mind the final assessment task – what are other activities which they could do, to contribute to regular exercise? Add these to the Jamboard/Padlet. Finally, students add new vocabulary to their notebooks then choose 10 of the sentences and write them out as a question and then an answer, adding a time expression. (assessment for learning – provide feedback to students on their progress)  For example:   * *Giochi a calcio?* * *No, non gioco mai a calcio* or *Sì, gioco spesso a calcio* or *Sì, gioco a calcio ogni sabato.*   Using their 10 sentences, students then play ‘walk and talk’ – students walk around the room, with their sentences in hand. When you call out ‘Talk!’ students stop, find the nearest person and ask them as many questions from their list as they can (depending on time). The other student answers as many questions as time allows, using time words, before you call out ‘Walk!’ and the game continues until students have had a chance to talk to the majority of classmates. |  |
| Week 5 | LIT5-2C identifies and interprets information in a range of texts  LIT5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences  LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences  LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning  LIT5-6U analyses the function of complex Italian grammatical structures to extend meaning  LIT5-7U analyses linguistic, structural and cultural features in a range of texts | Introduce other time expressions for students to be able to explain in more detail their exercise/fitness regime and daily routines, for example *ogni giorno/settimana, una volta al giorno/alla settimana, due/tre volte al giorno/alla settimana, nel fine settimana*. Students create a [word cline](https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing/stage-3/vocabulary) of time expressions, including one sample sentence for each expression, for example *Non bevo mai il caffè*.  Using student responses from the Google or Microsoft Form with time markers in Week 4, design questions based on the students in the class to play a game of ‘*Chi…?*’, in which students have to find classmates who match sentences based on the survey. For example, find someone who often goes surfing, find someone who never eats McDonald’s.  Using an unfamiliar text, for example [*Come avere un corpo in buona salute*](https://drive.google.com/file/d/1ki7vADfGrvoLqD0gc2zQZ7ERKY2k2IHk/view?usp=sharing), practise building comprehension skills using a range of strategies. For example:   1. Prior to reading the text, encourage students to look at the heading and images to decipher what the text is about. 2. On their first reading, students use coding – \* for words/chunks of text they already know or can understand; + for new information, ! for anything they find interesting and ? for when they get lost in the text. 3. Next, students highlight imperative verbs in blue and possible cognates in yellow (words which are both will show as green) in the bold text under each image. In pairs, students work out what each bold sentence means, allowing dictionary use only twice for unfamiliar words. This will focus students on understanding through context and discussion. Then discuss as a class to check meaning. 4. Finally, students read the text which follows each bold sentence and write a 2-3 sentence summary in English.   In pairs, students then find their own article/infographic/blog post (in Italian) on healthy living and work together to summarise the key points. Alternatively, you could provide a list of links for students to choose from. Each pair submits their ‘working document’ (with annotations) with their final summary for feedback. (assessment for learning – provide students with feedback on the strategies they used to decode the text)  Students summarise their diaries from the past week, writing 8-10 sentences, relating to food/drink, activity and time, for example:   * *Mangio spesso la pizza, la pasta e le verdure.* * *Non bevo mai il caffè perchè non mi piace.* * *Mangio frutta and bevo acqua tre volte al giorno* * *A volte gioco a tennis con mia sorella.* * *Ogni giorno a scuola, gioco a pallamano nel cortile con i miei amici.*   Students swap their sentences with 2 other students for [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=c0b57). (assessment as learning – peer feedback) |  |
| Week 6 | LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences  LIT5-7U analyses linguistic, structural and cultural features in a range of texts  LIT5-8U explains and reflects on the interrelationship between language, culture and identity | Students read the articles [Italians and health problems – *Il colpo d’aria*](https://www.italiantranslation-teaching.com/culture/italians-and-health-problems-il-colpo-daria/), and [How to avoid being “hit by air” in Italy](https://www.bbc.com/news/magazine-15987082). Discuss if students have their own concepts of health and illness within their culture and families.  Introduce structures for providing advice, for example *È importante di …, Hai bisogno di …, Bisogna di …* and *Devi…* as phrases a trainer may say when providing advice about health.  As a class, identify 6 activities or foods which promote good health, already discussed in the unit, and then write them using the above structure, for example:   * *È importante lavarsi i denti.* * *Hai bisogno di mangiare frutta.* * *Devi bere 6-8 bicchieri di acqua.*   Explain to students that they will create and infographic and watch the [What is an infographic](https://www.youtube.com/watch?v=Yvo-mHq1ojU) video. Students then choose an infographic to create:   * *5 regole per stare in salute* * *10 trucchi per avere una vita sana* * own choice, based on the topic.   Discuss what linguistic differences you may expect between *‘regole’* (rules) and *‘trucchi’* (tips), for example sentence length, verb use, register. Students create an infographic of their choice (assessment for feedback – provide feedback to students on their progress)  Students create a series of tweets in Italian using a [Twitter template](https://docs.google.com/drawings/d/1NEBQHomeSWJ97G2OMr1piwoycXBydtdmoaIRqMq3IVI/copy) around the topic of health and fitness. Discuss with students appropriate [Twitter etiquette](https://goinswriter.com/twitter-etiquette/) when replying to Tweets. Display a range of tweets on the board and have students make responses. Encourage students to adhere to the 280-character tweet limit. |  |
| Week 7 | LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning  LIT5-8U explains and reflects on the interrelationship between language, culture and identity | Introduce the topic of non-verbal communication. Create a mind map of the different types of non-verbal communication that students know of that are used in Australia as well as from their different cultural backgrounds and through their knowledge from travels or experiences. Discuss the importance of non-verbal communication and the place it has in communication.  Introduce the phrase *I gesti italiani* before having students watch the videos [The knowledge – *Alla mano*](https://www.youtube.com/watch?app=desktop&v=cvqmJwFxDYM) and [Italian hand gestures you need to know](https://www.youtube.com/watch?v=ruPseQUipKs).  Students create and perform short skits incorporating Italian gestures to include verbal and non-verbal communication around the topics studied in this unit. Skits can be recorded or performed in class for students to guess the meanings.  Students play [running dictation](https://eslspeaking.org/esl-game-running-dictation/), in teams of 3-4, to reinforce reading, listening, writing and speaking skills around food, drink, daily routine and health to reinforce new vocabulary and structures.  Create an interactive presentation, using [Mentimeter](https://www.mentimeter.com/), surveying students on how often they eat certain foods and do certain activities, including daily routine and physical activities. Include questions asking students what sports they participate in at school and away from school. Discuss and comment on the responses with students in Italian. Note: You may need to right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser. |  |
| Week 8 | LIT5-1C manipulates Italian in sustained interactions to exchange information, ideas and opinions, make plans and negotiate  LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences  LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning | **Assessment of learning**  Final task – you have just joined the gym and your personal trainer speaks Italian so you decide to practise your Italian. In pairs, record a conversation in which you both discuss your daily routine, at least 2 physical activities you do (and how often), the food and drink you have most days and at least 2 suggestions for improving health. **LIT5-1C, LIT5-4C, LIT5-5U**  (Note – students should be provided with time to create, practise and record the task. Students need to ensure that there is equal contribution to the conversation. The trainer role is played by a student.) |  |
| Week 9 | LIT5-2C identifies and interprets information in a range of texts  LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences  LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning | Introduce students to parts of the body by watching [Italian vocabulary: parts of the body](https://www.youtube.com/watch?v=doU49uj2u-w) on YouTube. Ask students to recall and call out new vocabulary to be written on the board. Students write new vocabulary in their notebooks.  Students practise vocabulary for body parts with a matching activity. Provide students with a series of body parts and matching labels, and ask them to work with a partner to correctly label body parts.  Play *Simone dice* (Simon says) to reinforce body vocabulary, and ‘softly’ introduce imperative verbs.  Revise adjectival agreement in the singular and plural. Each student then draws *‘Il mio mostro’*, and writes a detailed description using body parts and adjectives, for example:   * *Il mio mostro è piccolo e rosso.* * *Ha grandi orecchie rosa.* * *I capelli sono lunghi a neri.* * *Gli occhi sono piccolo e blu.* * *Ha una bocca grande ed è sempre molto contento.* * *Ha il corpo corto e le braccia e gambe corte.* * *I piedi sono grandissimi.*   Students then describe their monster to another student, who has to draw it as close to the original as possible.  Introduce structures *mi fa/fanno male …, ho mal di …,* and *sentirsi* *bene/male.*  Students read [*Dal dottore* (At the doctor's)](https://onlineitalianclub.com/free_italian_exercises/dal_dottore_a2.html) and answer the true/false questions online (assessment as learning – self-correcting activity)  Students listen to the [dialogues](https://onlineitalianclub.com/italian-conversation-17-problemi-dottore/) between the doctor and patient and write down notes in point form about what they hear. Have a class discussion to piece together the meaning behind the dialogue and brainstorm a range of common symptoms. |  |
| Week 10 | LIT5-2C identifies and interprets information in a range of texts  LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences  LIT5-8U explains and reflects on the interrelationship between language, culture and identity | Students consolidate new learning, for example using [Quizlet](https://quizlet.com/) and the PDF from [*Il corpo umano e la salute*](https://innovando.loescher.it/lessico-scheda-12-il-corpo-umano-e-la-salute.n6711)(remove answers from bottom of page 2 first). Note: Quizlet requires Chrome to run, so right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser.  Students complete a [cloze activity talking to a host parent](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/italian/cloze.docx) to organise a doctor’s visit.  In pairs students write a dialogue between a host student and a host parent, in which they explain they are feeling a bit flat (*[sentirsi giù di corda](https://www.thelocal.it/20200122/italian-expression-of-the-day-giu-di-corda/)*) after the first 3 weeks of exchange. In the dialogue, students include some of their symptoms and some advice to follow to start feeling better. Note: You may need to right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser.  Provide students with a list of proverbs and expressions on the theme *salute* and ask them to work in pairs or small groups to try to work out the meanings. Provide students with hints such as to look out for vocabulary they know or provide them with hints with images such as an apple or young/old people. *Una mela al giorno toglie il medico di torno*. – An apple a day keeps the doctor away. *Il riso fa buon sangue.* – Laughter is the best medicine. *Buona salute è la vera ricchezza*. – Good health is true wealth. *Chi è in buona salute è ricco senza saperlo.* – Those in good health are rich without knowing it. *Chi vuole conservare la salute per la vecchiaia, non la sciupi in gioventù.* – Those who want to save health for their old age don’t waste it in youth. *Mente sana in corpo sano.* Ahealthy mind in a healthy body. |  |

\* In this column, record any variations you implemented, including extensions and adjustments for students with disability. Include an evaluation of how you and your students enjoyed each activity, including suggestions for improvement.

# Registration

Teacher name:

Teacher signature:

Date: