

Proyecto trimestral  
4º de Primaria. Ciencias de la Naturaleza  
**La salud en el centro**

## PREPARA TU SESIÓN

### Guía bilingüismo

Queremos orientarte y facilitar tu aplicación en el aula de nuestra propuesta didáctica si eliges la opción bilingüe.

En esta guía recopilamos información complementaria a las secciones de 'prepara tu proyecto' y 'tu proyecto en el aula', con el objetivo de facilitar la aplicación bilingüe de la programación didáctica propuesta. Incluimos adaptaciones a las propuestas didácticas, apoyo a las reflexiones con el alumnado entorno a los contenidos ambientales y vocabulario técnico que te será de utilidad.

Y si tienes cualquier duda... te ofrecemos atención personalizada a través de la **Oficina de atención al docente** con contacto telefónico 917459351 y correo electrónico [naturaliza@ecoembes.com](mailto:naturaliza@ecoembes.com) (de lunes a viernes).

## 1. Guidance by session

### SESSION 1 | WHO ARE HOLM OAK AND ROBIN?

The characters who will accompany us throughout the project, Holm Oak and Robin, introduce themselves to the students and explain to them that Holm Oak is ill because of something strange that is happening to the Planet and ask for their help to investigate and seek solutions for her recovery.

We study the vital functions of the human body compared to the functioning of the Planet, which leads us to conclude that the Planet Earth functions as a "great living being" with its processes connected to each other and interrelated at the same time with our own vital functions.

### SESSION 2 | DISCOVERING THAT WE ARE A SINGLE ORGANISM

In this session, students reflect on the dependence of human beings on forests.

The parallels between the vital functions of the Planet Earth and the human body are worked on through teamwork in pairs (writing or drawing).

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We draft the information letter for the families and sign the commitment contract linked to the project.

### **SESSION 3 | HOW DO HUMANS AND PLANET EARTH FEED?**

We focus on the nutrition function of the human being and the Planet.

First of all, we formulate a series of activation questions, for students to deduce which of the three functions can most directly affect the ailment of the character Holm Oak:

- *Did you know that the Earth also feeds, reproduces and relates like us?*
- *Can you imagine what Earth's lungs could be? And what its circulatory system could be? How does our Planet feed?*
- *And how does the Earth relate?*
- *How does the Earth generate new life and reproduce?*

Secondly, after watching a video, the students delve into the function of nutrition from the corresponding worksheets.

We want them to be able to conclude that the function of nutrition is common to all human beings and all living beings, including our Planet.

### **SESSION 4 | IN WHAT WAY ARE THE CIRCULATORY SYSTEM AND THE WATER CYCLE ALIKE?**

We look for similarities between the circulatory system and the water cycle.

First, Holm Oak and Robin pose the following activation question:

- *And what is the name of the Planet Earth's circulatory system?*

Using the sheets, comparative tables and videos related to the water cycle and the circulatory system, they deepen their knowledge on and compare the two cycles, looking for parallels.

We conclude this session by reflecting on healthy habits to keep the circulatory system healthy and avoid the harmful impacts of human beings on the water circulating on the Planet.

### **SESSION 5 | BREATHING TOGETHER: THE BODY AND THE PLANET**

The characters Holm Oak and Robin ask the following question to activate the students:

- *Do you think the Planet Earth is also having trouble breathing? Who are the lungs of the Earth?*

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On this occasion we analyse the comparison between our respiratory system and the “planetary lungs”: the forests.

We notice our breath through relaxation tasks and feel the breath of the Planet.

To conclude, we reflect as a group on the role of trees on the Planet: to renew oxygen, filter pollution, prevent soil erosion, regulate humidity, etc. and on the importance of their conservation.

### **SESSION 6 | THE IMPORTANCE OF WATER FOR HEALTH**

Our aim is to focus on the importance of water for the development of life and for maintaining good health.

First, we watch a video about water. *Then we ask the next question: Where does the water we drink come from?*

Next, we investigate the environmental consequences of two disasters caused by human actions and how they could affect us at different levels of our lives:

- *Bio: How would it affect your physical body?*
- *Psycho: How would it affect your mind? In other words, your emotions, thoughts, attitudes, etc.*
- *Social How would it affect personal relationships? And groups, in other words, peoples, regions and/or countries.*
- *Environmental How would it affect the natural environment or ecosystem? That is, plants, birds, invertebrates, and aquatic and terrestrial vertebrates, etc.*

We end the session by reflecting on the important role that clean, abundant and uncontaminated water plays on our health and that of the Planet.

### **SESSION 7 | THE IMPORTANCE OF CLEAN AIR FOR HEALTH**

We will reflect on the air quality of the area in which we live and relate human actions it to. We started by asking the students:

- *How do you think the air in your area is? Is it polluted?*

The students, in groups of three, work on air quality by relating it to human actions and the consequences that air pollution has for our health. They reflect on these themes and have to give a series of conclusions.

Finally, we focus on deforestation, its causes and how the disappearance of trees affects the health of the Planet.

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### **SESSION 8 | GLOBAL HEALTH, PLANETARY HEALTH**

In this session we focus on healthy habits, droughts in some parts of the Planet and virtual water.

The first task we propose is a contest where students have to answer a series of questions related to sustainability and respectful and healthy practices for the Planet, which encourage us to reflect and propose other actions to take care of the health of the circulatory system of the human body and the Planet.

With these proposals brought together, they make a user manual to promote environmental health.

### **SESSION 9 | HOW CAN WE MAKE CITIES HEALTHIER SPACES?**

We investigate the air pollution generated by the use of fossil fuels and propose measures that could be taken to improve air quality in the area in which we live.

### **SESSION 10 | HEALTHY ALTERNATIVES**

We look for alternatives to improve the health and quality of life of people and other living beings on the Planet.

We sum up the similarities between the systems of the human body and the Planet Earth and conclude that a good diet, a good posture and body hygiene, a good mood and having a healthy environment are vital to having a good quality of life.

### **SESSION 11 | PERSONAL WELL-BEING**

In the first part of the session, we carry out a guided meditation, with the objective that the students stop, listen to themselves and take care of themselves.

In the second part, we propose pro-environmental habits and behaviours aimed at better use and management of the water available on the Planet.

### **SESSION 12 | SOCIAL WELFARE**

In this session, we propose that students look for, research and reflect on lifestyles that promote social welfare and health from all areas. To do this, they will be placed in different settings: at home with the family, at school with classmates and teachers, in their neighbourhood or in their village with the neighbours.

They must reflect on all habits of life that are healthy and sustainable; in other words, that are healthy for their body and that do not endanger the



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health of the environment, neither now nor in the future. They must make collective proposals for social transformation.

## SESSION 13 | USER MANUAL FOR ENVIRONMENTAL CARE

We start with the environmental health user manual, which includes all the pro-environmental habits, attitudes and behaviours we have worked on throughout the project.

## SESSION 14 | SHARING IS LIVING

We continue working on and finish the environmental health user manual.

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## 2. Glossary

Air pollution: Contaminación del aire

Air quality: Calidad del aire

Climate change: Cambio climático

Conscious and responsible consumption: Consumo consciente y responsable

Cycle of matter: Ciclo de materia

Deforestation: Deforestación

Ecosystem services: Servicios ecosistémicos

Environmental impact: Impacto ambiental

Fossil fuels: Combustibles fósiles

Health: Salud

Healthy eating: Alimentación saludable

Healthy habit: Hábito saludable

Illness: Enfermedad

Pro-environmental habits and behaviours: Hábitos y comportamientos proambientales

Soil contamination: Contaminación del suelo

Sustainability: Sostenibilidad

Sustainable mobility: Movilidad sostenible

Waste management: Gestión de residuos

Water cycle: Ciclo del agua

Water pollution: Contaminación del agua

Well-being: Bienestar