

SDG 3: Good health and well-being



LENGTH OF ACTIVITY

Two classes of 45 minutes

LEVEL

1st and 2nd of primary

OBJECTIVES:

Focus on SDG #3: Good health and well-being, in order that:

- the pupils understand that we have different emotions (**cognitive domain**)
- the pupils can identify how they are feeling and empathise with others (**socio-emotional domain**)
- the pupils can propose solutions to help their friends feel better when they feel sad or lonely (**behavioural domain**)

LESSON 1

Material required:

- Worksheets 1, and 2 and 3.
- Balloons (one per pupil), a plastic cup with uncooked rice for each pupil, a sheet of paper for each pupil, sticky tape, marker pens.

Advance preparation:

Make a stress ball to show as an example (see worksheet 3).

METHODOLOGY

WARMER

Ask the pupils how they are feeling.

Use gestures and mime to elicit and drill 'happy', 'sad', 'angry' and 'tired'.

Sing the song (worksheet 1) with the pupils doing the actions and encourage the learners to join in.

INTRODUCTION

Hand out worksheet 2 and ask the pupils to match the words to the pictures.

If they need extra support with this, draw the emojis on the board, elicit what emotion each emoji shows and write the word underneath. The pupils can then refer to this if they need to as they complete the worksheet.

Ask the pupils to check their answers in pairs, then ask them to complete task 2. In pairs, ask the learners to practise the mini-dialogue together and mime the emotion.

'How do you feel today?'
'I feel ____.'

TASK

Talk about the *Sustainable Development Goals*. Tell the pupils that there are 17 goals and explain that they describe ways we can make our lives better. Let the pupils know that people in countries all over the world are working on these goals, and that they can work on the goals, too.

Explain to the pupils that **SDG#3 Good health and well-being** involves learning to manage our emotions so that we can live healthy lives. Tell the pupils that everyone feels angry sometimes. Tell them it is healthy to feel angry, but that they should find ways to calm down when they feel angry so that they don't feel angry for too long.

Elicit ways that the pupils calm themselves down when they are angry. For example, breathing in and out slowly and counting to ten, talking about their feelings, listening to music, and so on. Ask *'How do you calm down when you are angry?'*. Allow the pupils to answer in their L1 if they don't know enough English to answer the question, then help them to translate their answers into English and encourage them to repeat. Encourage the pupils to demonstrate what they do, too, if appropriate.



Tell the pupils that some people use stress balls to help them calm down. Show the learners a stress ball made from a balloon and rice (see worksheet 3). Tell the pupils that they are going to make stress balls they can use to help them calm down when they are angry.

Hand out balloons, cups of rice and worksheet 3. Follow the instructions on the worksheet to demonstrate, allowing the learners to follow along with you as you do so.

REVIEW

Pupils stand up and walk slowly around the classroom. As they walk around, call out an emotion and ask the pupils to mime the emotion as they walk.

If you have time, the pupils could take turns to be the 'teacher' and call out different emotions for their classmates to mime.

LESSON 2

Material required:

- A soft ball, emotions flashcards (happy, sad, angry, tired, scared, excited), worksheet 4, pavement paints or coloured chalk, a bench or area of the playground to convert into a friendly corner.

METHODOLOGY

WARMER

Play pass the ball.

Tell the pupils that you are going to sing a song. As you sing, they should pass the ball around the classroom. When you stop, the person holding the ball will have to answer a question.

(Note: if you don't have a ball, any object will do. You could even make a ball by scrunching up a sheet of paper!)

Sing the song on worksheet 1 again, stopping at the end of each verse. Each time you stop, show an emotion flashcard and ask: 'How do I feel?'. The pupil holding the ball should name the emotion.

Repeat the activity with a different flashcard until you have revised all six emotions.

INTRODUCTION

Show the pupils the picture on worksheet 4. Ask the following questions and elicit their answers. Remember to accept answers in the learners L1 when necessary, but help your learners reformulate their answers into English and drill them briefly with them.

- What can you see? (a girl, swings, a slide etc.)
- What is the girl doing? (sitting)
- Is she playing with her friends? (no) Why not?
- (they are not there, she is new, she doesn't know anyone...)
- How does she feel? (sad)
- Do you sometimes feel sad like this? (yes) Why? (pupils' own answers)
- What could you do to make her feel happy? (ask / invite her to play)

TASK

Introduce the task. Tell the pupils that they are going to create a friendly corner in their playground. Refer to the previous lesson and ask them what they can remember about the Sustainable Development Goals. How many are there? (17) What are they for? (**To help make the world a better place and help make our lives better**) What goal did they speak about in the last lesson? (**Goal #3: Good health and well-being**) Remind the pupils that looking after our emotions helps to keep us healthy. Explain that a friendly corner is a place people can go to if they don't have someone to play with. Tell them that they can help stop people feeling sad by offering to play with someone they see in the friendly corner.

Elicit what a friendly corner might look like (welcoming, fun, with bright colours, and so on).

Put the pupils into groups of three or four and take them outside to the place where you will create your friendly corner. Encourage the groups to talk together about how they could decorate the space to create the friendly corner.

Return to the classroom. Give the pupils ten minutes to come up with three ideas with their group and make a list. Each group should then share their list. As they tell the class their ideas, note the ideas on the board.

Hold a class vote to choose the best idea (or ideas). Take the class back outside and create the friendly corner (you may need to do this in a subsequent lesson).

REVIEW

Ask the pupils to work in their groups to create a poster explaining what the friendly corner is and where it is, to display around the school.



HAZ CLICK EN LAS IMÁGENES PARA DESCUBRIR MÁS RECURSOS