

# HEALTHY SCHOOLS

**GUIDE** 



#### ABOUT THE PROJECT

This project deals with a subject which is on the rise in the EU: health problems. Our partnership, formed by six partners, and after having examined we have got similar weaknesses and needs, but one potential strenght to contribute to the exchange of good practices, considered that a project was needed in order to further improve the quality of education regarding health awareness and to provide the students with this knowledge which is not regularly dealt in lessons.





#### PARTNER SCHOOLS:

#### The partner schools are:

- Střední průmyslová škola Otrokovice (Czech Republic)coordinator
- Necmi Asfuroğlu Anadolu Lisesi (Turkey) partner
- Institut Marina (Spain) partner
- BG/BRG Leibnitz (Austria)-partner
- Gimnazija Požega (Croatia)-partner
- Nikraces pamatskola (Latvia) partner



## SIX HEALTH

### DIMIENSIONS:

HEALTHY LIFESTYLE
SCREEN USE
ENVIRONMENTAL FACTORS
ASSESSING ADVERTISING
DIET
DOING SPORTS

- SPAIN
- CROATIA
- CZECH REPUBLIC
- LATVIA
- TURKEY
- AUSTRIA



# HEALTHY LIFESTYLE INTRODUCTION TO THE TOPIC

Our project KA229 Health to Meet You is concerned with a subject which is on the rise in the EU; health problems. We have been working in our schools and in our partnership one of the sections of this guide in relation to Healthy Lifestyles. This was considered as an introduction and a first step to start working collaboratively on project aims which have to do with raising level of awareness of health among our students, promoting and exchanging good practices in different subjects (Biology, ICT, Chemistry, maths, Art, English...) and developing pupils' other extracurricular skills such as cooperation, critical thinking among others.

Schools are in a unique position to promote healthy behaviours. This guide highlights the importance of nutrition, good screen habits, physical education, promoting environmentally good habits in our surroundings, sleep education, social and emotional

climate at schools.

Regarding a healthy and supportive emotional school environment, time spent at schools and off schools allow children to engage with peers and adults, and enhance their relationship experiences. Schools that have a clean and pleasant physical environment helps set the stage for positive, respectful relationships. A healthy and supportive school environment helps children and adolescents develop the skills they need to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, and make responsible decisions.

For this reason, our partnership has been collecting three activities per country which promote this healthy environment for our pupils in and off the school grounds. Activities have been shared, analysed, discussed and put into practice in different school profiles to check their efficiency.





## We go partying, but I decide what I do!

Activity I

#### **LESSON OBJECTIVES**

Encourage the debate on the use of alcohol, tobacco and other addictive substances. Learn and train the necessary skills to control the situations of group pressure towards the use of drugs.

#### **SUMMARY OF TASKS/ACTIONS**

Session 1: Discuss the topic in class to develop a critical attitude towards cannabis and alcohol use.

- Students choose one option among three situations: a) When I go partying I can smoke / drink sometimes and nothing will happen. b) I don't want to smoke / drink cause it will hurt me. c) I am not sure.
- After agreeing on the arguments that each group defends, a group's
  representative shares them with the rest of the class to interchange opinions.
  Members of the group from option "c" act as moderators and secretaries of the
  debate. Students may make changes to their groups if they change their initial
  opinion.

Session 2: Create a game that serves to teach teenagers the problems involved in the use of certain substances.

- Choose five substances (cannabis, synthetic drugs, alcohol, tobacco, cocaine, heroine...).
- In groups, design a game that contains information about each substance in four



dimensions: a) how the drug works (**molecular basis**), b) how the addicts to those substances behave (**behavioural effects**), c) long term secondary effects (**physiological effects**), d) social issues associated to drug use (**psychosocial effects**).

 Share the tasks among the five members of the group that must be ready for the next session (homework).

**Session 3:** Develop different tasks to obtain the **necessary information** to create the game.

 The groups read the stories of five addicts to substances and share the information with the other groups (materials found in CESIRE\_ARC)

**Session 4:** Visualize and think about the scientific television show "The bullet of addiction".

**Session 5:** Search for extra **information** from the uploaded files in the virtual site of the classroom (Site) and **configuration** of the game.

Session 6: Configure of the game and test it. Review and improve it.

Session 7: Share what has been learned with the younger courses with the help of the created game.

**Session 8: Role play.** In groups, create the script of a scene where the characters meet up before going partying. Each character represents a different attitude: the one who wants to consume, the one who doesn't, the one who doesn't know what to do, the one who knows where to find alcohol or other substances, the one who wants to convince others to use or not to use drugs, etc.

Session 9: Rehearse the play and record it.

**Session 10**: **Share** it with the audience in the classroom and **analyze** the characters' attitude.



#### **ASSESSMENT/DIFFERENTIATION**

In this lesson the **participation** of the students, their **involvement** in the activities, the **quality** of the concepts represented and the **suitability** of the game will be assessed. After the role play, **maturity** will be considered in the analysis of the attitudes of the characters.

The final evaluation activity will consist of an **individual short text** explaining what they have learned and their **opinion** about the different activities of the lesson.

#### **MATERIALS**

- Materials CESIRE ARC: <a href="http://apliense.xtec.cat/arc/sites/default/files/Les%20drogues%20">http://apliense.xtec.cat/arc/sites/default/files/Les%20drogues%20</a>
   <a href="mailto:i%20la%20comunicaci%C3%B3%20entre%20neurones.pdf">i%20la%20comunicaci%C3%B3%20entre%20neurones.pdf</a>
- "The bullet of addiction" \_ Què qui com (catalan)
   https://www.ccma.cat/tv3/alacarta/quequicom/la-bala-de-laddicci o/video/515609
- Virtual classroom site:
   <a href="https://sites.google.com/xtec.cat/erasmushealme4esoab/inici">https://sites.google.com/xtec.cat/erasmushealme4esoab/inici</a>

#### **HOME TASKS**

Finish the tasks corresponding to each session.

September 12, 2019



#### REFERENCES

- Cesire Cdec (Centre de documentació i experimentació en ciències) "Les drogues i la comunicació entre neurones". <a href="http://apliense.xtec.cat/arc/node/29594">http://apliense.xtec.cat/arc/node/29594</a> September 12, 2019
- Col·legi de farmacèutics de Barcelona. Espai escoles. 12 a 16 anys <a href="http://espaiescoles.farmaceuticonline.com/ca/12-16-anys">http://espaiescoles.farmaceuticonline.com/ca/12-16-anys</a>
- DSM-IV Breviario. Criterios diagnósticos. (Manual diagnóstico de los trastornos mentales). Ed. Masson http://www.mdp.edu.ar/psicologia/psico/cendoc/archivos/Dsm-IV.

Castellano.1995.pdf September 12, 2019



#### Monologues of science. The challenges of the future.

Activity 2

#### **LESSON OBJECTIVES**



- Bring the students closer to the scientific challenges of the future. Show them the importance of contributing to improving the health, nutrition and well-being of the growing population and with greater life expectancy, taking advantage of new technologies while protecting the natural resources at all times.
- Make the students protagonists of these challenges. Involve them into the dissemination of significant knowledge for them and for the well-being of the population in the future through the creation of a monologue of 2 to 5 minutes.

#### **SUMMARY OF TASKS/ACTIONS**

**Session 1:** Introduce the activity and brainstorm regarding the scientific challenges of the future.

- Individual thought and choice of a matter of personal interest framed in one of the four challenges of science and society:
  - How to feed a growing population protecting natural resources?
  - O How to contribute to improving the health and well-being of a population with a greater life expectancy?
  - How to properly use technology?
  - o How to contribute to the prevention of diseases?
- Search for scientific information on the chosen challenge to respond to curiosity and know the current state of research on the subject.
- Formulate of a phrase that contains the complete idea of what you want to communicate.
  - Brainstorm associated concepts to the main idea which are important for the communication of the idea, news or knowledge.
  - Create a concept map with the main idea as a center and the concepts associated with it.

**Session 2: Form** teams of 3 to 5 members once the contents of the idea have been verified to prepare the scientific monologue. Each team chooses one of the ideas to be discussed in group. The group <u>create</u> an anecdote to give context to the contents that are communicated in the monologue.



- Group dynamics to stimulate imagination before inventing the story.
  - The indestructible game (a member of the group invents a problematic situation that the "indestructible" should try to solve. The rest of the group participates incorporating disadvantages to the situation).
  - Definition of invented words (each person says a syllable at random, when they say 3 or 4 a word is formed; another person in the classroom has to invent a definition for the word, the rest of the group asks questions about the word that will be used to complete the definition.

**Session 3:** Visualize the monologues from the final of *FameLab Spain 2019* contest, https://www.famelab.es/es. Rehearse and record their monologue. Select a member of the group to represent the monologue to the rest of the class. The rehearsals help to determine who introduces it. Record the video.

**Session 4: Show** the monologues to the rest of the class. Those who want it may take part in the contest proposed by Big Van science http://bigvanciencia.com/eng/projects

#### **ASSESSMENT/DIFFERENTIATION**

In this lesson plan we will assess the **participation** of the students, their **involvement** in the activities, the **quality** of the communicated contents and the **clarity** of their production. The final assessment activity will consist on writing a short **text** explaining what they **have learned** and their **opinion** about the activity.

#### **MATERIALS**

- Big Van Teacher's guide "The Art of Explaining Science".
   <a href="http://bigvanciencia.com/eng/big-van-scientists-on-wheels">http://bigvanciencia.com/eng/big-van-scientists-on-wheels</a>
- FameLab tips.

https://www.famelab.es/en/tips

# HOME TASKS Finish the tasks corresponding to each session.

#### REFERENCES

- Big Van "El arte de contar la ciencia."
   <a href="http://bigvanciencia.com/eng/big-van-scientists-on-wheels">http://bigvanciencia.com/eng/big-van-scientists-on-wheels</a>
- FameLab tips.

https://www.famelab.es/en/tips



# We make Bigheads! (traditional "capgrossos")

Activity 3

#### **LESSON OBJECTIVES**

Participate cooperatively in the elaboration, realization and assessment of projects related to healthy lifestyles from the perspective of emotional well-being, focusing on the social relationships among people.

Understand the traditional festivities as an encounter where people relate to each other and selflessly provide with social values to the community.

Learn to relate to others and to participate in group activities with solidarity and tolerant attitudes, critically assessing differences and rejecting social prejudices, as well as any form of discrimination based on differences in race, sex, beliefs or social class.

Learn to manage information (search, selection and data processing), interpret it and critically evaluate it; and transmit it to others.

Enjoy artistic experience and creations as a source of personal and social enrichment.



#### **SUMMARY OF TASKS/ACTIONS**

- Presentation of the Erasmus Project. Starting with a presentation, we work on the objectives of the project. What do we know about the countries that will visit us?
- With the class group we think on healthy lifestyles, and on how they affect the
  different areas in our daily lives: personal and social spheres. Starting from the
  creation of a survey to know the habits of people, we work on lifestyles as a mix of
  physical exercise, training, food, hygiene, social relationships, mental and physical
  health...
- Presentation of the activity: "We make Bigheads!"
  - a) We create work teams and associate each group with one of the partner countries participating in the project through a group dynamics.
  - b) Each team does a research on the traditions and customs of the chosen country on the internet (ICT).
- Creation activity. Work groups. "We make a Bighead!"
  - a) Sketch a Bighead.
  - b) Create the structure using a balloon and a paper technique.
  - c) With various recycled materials and the paper technique, we make the different characteristics of the Bigheads.
  - d) We give it shape and paint it.
- Each working group prepares a technical sheet, where our finished work is shown, and where we explain the relation with the tradition, customs or the country that we want to represent.
- We record a short film showing the motivation and the result of this small project.
- Group dynamics. We exhibit the final work at the school and carry out a game to
  evaluate the objectives that we have proposed.



#### **ASSESSMENT/DIFFERENTIATION**

The project has motivated the students due to the fact that it is a creative and dynamic activity and has generated a lot of curiosity about the traditions of other countries. We have thought about the social and community needs that people have to keep a full and healthy life.





#### Healthy mornings

Activity I

#### **Description of the topic:**

Healthy lifestyle is a collection of some healthy aspects, habits important for quality and length of people's life. It can keep and improve people's health. However, nowadays not many people are able to follow those healthy aspects. Probably it is done by fast — moving times, by an on-success-focused life or by a society oriented on a performance.

According to some resources, we can summarize the collection of the healthy aspects into these top ten essential

points:

Healthy diet and water drinking

**Physical activity** 

Good night's rest

Smiling and laughing

Meditation

No smoking

Moderate alcohol drinking

Healthy relationships

Health education

Positive attitude

Of course, there are many other factors, which can influenced people's life: the environment, screen using, influencing by advertisements or bad family background.

#### **Initial assessment**

Survey — students will prepare a questionnaire about morning habits and collected data will be assessed.

#### Objectives of the activity

Healthy mornings – the main objective of this activity is:

- Survey to find out what the morning's habits of students and teachers are like "Are you an owl or a lark?"
- Recommendations on the base of survey facts to develop some recommendations how to improve students' and teachers' morning habits.

**Target group** 

Pupils 15 – 19 Teachers



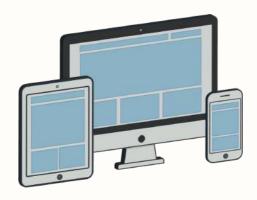


#### **Activity process structure, implementation:**

Description of healthy lifestyle, healthy mornings by different methods:

Internet searching Essay writing Mind map Introduction

#### **Equipment, aids, tools:**



#### Expected results, assessment

An expected result will be a collection of recommendations, distribution of the collection of recommendations into public space, implementation of the recommendations into everyday routine and to familiarize students, teachers and parents with the possibility how to improve their start of a day and how to approach to healthy lifestyle.



Author: SPŠ Otrokovice Czech Republic Dana Mošnovská, English teacher





#### Healthy lifestyle checklist

Activity I

#### **Description of the topic:**

This lesson helps students recalling that leading a healthy life is more than just having a healthy diet. Healthy living requires following certain habits and routines each day. It is like a puzzle put together from many small pieces. The students will identify the things they each do personally to lead healthy lives. Then together they make a checklist and do a survey. In the end, they advise simple activities that encourage healthy habits.

#### **Initial assessment**



While filling in the "Health to meet you" pre-test, some students claimed: there were questions included, that have nothing to do with a healthy lifestyle.

So the question occurred: What is a healthy lifestyle in students' opinion? What does it include? Are they (students) leading a healthy lifestyle?

#### Objectives of the activity

1. To introduce the key factors for a healthy lifestyle.

2. To make a self-assessment as the basis for an action plan.

3. Improving students' collaboration skills while gathering the necessary information and making a checklist.

4. Improving students' information processing skills (searching, selecting, summarizing, reporting, comparing information).

5. Encouraging students' to take care of themselves and people around them.

Target group: 8th-9th grade (14-16 years)

#### Activity process structure, implementation:

The topic is introduced by pointing out that our lifestyle can have a major impact on our health throughout our lives.

**Steps of activity:** 

1. Brainstorming – students think of their own way of living and try to name as many healthy habits as possible. The habits are divided into groups – food, environment, physical activities, ways to relax, medical check-ups, avoiding unhealthy activities (smoking, alcohol, drugs).

2. Gathering information — What else is showing that somebody leads a healthy lifestyle? Students look for necessary information on the

Internet.

2. Making a Healthy Lifestyle Checklist — students chose and write questions (yes/no questions only) for checklist. Each question group (see Step1) has three questions.



4. Summarizing the information. By checking the answers, students point out the weak and strong points of every person,

they compare the information and report results.

5. Writing an advice letter to respondents and give an advice, how to improve their life.

! The letter should be written by hand to make it more personal. Advices should be given in a polite and tolerant way.

#### **Equipment, aids, tools:**

Computers, mobile phones, paper, pen.

#### **Expected results, assessment:**

Students' awareness of healthy lifestyle as a complex idea will rise. A healthy lifestyle refers to making choices and taking actions that keep you physically, emotionally, and mentally fit.

Students will see their health as value. A healthier lifestyle can prevent or improve many serious health problems, such as diabetes,

high blood pressure, and asthma.

Students will be motivated to share their knowledge and help people around them.

Author: Healme Latvia Inese Matsate – Matsone, Social Science Class (Class lesson)



#### Personal hygiene

Activity 2

#### **Description of the topic:**

Any teenager should comply with simple hygiene requirements to maintain and strengthen their health. Personal hygiene is not only individual, but also social matter, and non-compliance can lead to different diseases or conflicts in society.

In school, personal hygiene issues are becoming relevant in the teenage age, in the period of sexual maturity. It is important that, during this period, teens have sufficient and correct information on personal hygiene issues. Experience has shown that the knowledge and skills acquired in the family are sometimes too low. Conflict situations can arise in class groups, teens can develop low-value complex if issues related to personal hygiene are ignored.

#### Initial assessment

At the beginning, students are introduced to the topic of the lesson. Students are asked to express their knowledge of personal hygiene while drawing full-size human figure on the paper (e.g. someone draws a face and tells what he/she knows about hygiene requirements for the face).







#### Objectives of the activity

1. To improve knowledge of physiological processes during the period of sexual maturity associated with personal hygiene.

2. To enrich knowledge of hygiene accessories, products and their use.

3. To promote the motivation to take care of personal hygiene.

Target group: 7th grade (13 years)

#### Activity process structure, implementation:

1. Students are provided with a "hygiene bag" (see Equipment, aids, tools). When his/her turn comes, each student takes out one hygiene product or accessory from the "hygiene bag" (it is recommended that students don't see the items before taking them out of the bag). As soon as the object is taken out and named, the student places it on the right place of drawing of the human body, commenting on its use.

2. In case of various confusions, other students are asked to help name the items and explain their use. Questions are important in this phase: Is this product/ accessory really a "must-have"? Why / why not? What is

your experience?

3. The teacher should be prepared to comment everything what has been said, pointing out the physiological processes of the adolescents. The teacher needs to be prepared for a variety of provocative questions from students.

4. When the hygiene bag is empty, it is time to understand which hygiene accessories and products are individual and cannot be shared. It is important to explain why, because students sometimes don't know that such a simple action as sharing a hygienic lipstick can lead to serious health problems.

5. Students are asked to write their "must have" list of items for their daily hygiene and check, which of these items they already have and

which should be purchased.

6. At the end of the lesson each student expresses his / her opinion, the benefit of the lesson.

#### **Equipment, aids, tools:**

Large size paper so you can draw on it human body 1: 1
Markers or felt pens of different colours
The "hygiene bag" - Two towels of various size, shower cap, hair shampoo, hair conditioner, shower gel, soap, toothpaste, toothbrush, dental floss, mouthwash, manicure accessories, comb, hand cream, heel pumice, body lotion, cotton pads, wet napkins, washing gel for intimate hygiene, facial tonic, facial lotion, deodorant, various skin care products for problematic facial skin, razor, multiple types of hygiene pads, tampons, cotton buds, hygienic lipstick, etc.

#### **Expected results, assessment:**

The teens can be invited to add the contents of the bag to their needs.

Students' knowledge of personal hygiene is enriched and improved, resulting in rise of young people's self-awareness, as well as comfort for themselves and for others.

#### **References:**

To be successful with teenagers, it is recommended to refresh your knowledge using the Internet resources offered. How more information we have, the easier it will be to answer the questions that are important to teens.

http://www.mensfaq.com/lv/veseliba/higiena/
http://www.skolaplus.lv/?object\_id=1151
http://www.diacentrs.lv/public/uploads/files/pdf/Personiga\_higiena.pdf
http://www.vesels.lv/raksti-par-veselibu/pusaudziem.html
http://www.zalesinfo.lv/?urls=modules/news\_result?next=282

Author: Healme Latvia Inese Matsate – Matsone, Social Science Class (Class lesson)



#### Recognize your emotions!

Activity 3

#### **Description of the topic:**

"Let's not forget that the little emotions are the great captains of our lives and we obey them without realizing it." — Vincent Van Gogh. Understanding and recognising emotions is vital for our well-being. They are our body's ways of communicating with us about what is going on.

The more connected we are with ourselves and the more we understand our emotional responses, the easier it is to deal with life's challenges. Emotional awareness also helps us in relationships with others. The better we know ourselves, the better we are able to communicate our needs and what we want out of a relationship.

#### **Initial assessment**

At the beginning of the lesson, the teacher asks students about how they feel today. The typical answers are good, bad or so-so. Teacher points out that usually there are many different emotions under the cover of these polite answers. However, people rarely have time or patience to think about what they actually feel.







#### Objectives of the activity

1. To learn how to recognize the emotions.

2. To understand that emotion itself is neither good nor bad. The point is

- what are you doing when you are influenced by it?

3. To practise recognizing the emotions.

Target group: 8th grade (14/15 years)

#### Activity process structure, implementation:

1. Students are asked to sit comfortably and spend 2-5 minutes just observing their emotional and physical states. They can close their eyes, if they feel comfortable with that.

**Students should:** 

• Begin by becoming mindful of emotions and not judging them as they

appear.

Notice how their body feels and try to name the different sensations. After this activity, students share the experience. What did they feel / discover? Was there something that surprised them?

2. Working in pairs - students try to describe last time they felt

emotionally bad and analyse the situation:

• What happened?

How did the situation make them feel – emotionally & physically?

• What did they want to do as a result of how they felt? What did they do and say?

How did emotions and actions affect them later?

• What could be the opposite solution of this situation?

All the answers are shared and discussed in the class. Students should understand that emotions themselves are not good or bad. Any situation can have many different outcomes, and only students themselves are responsible for their behaviour.



Precisely name the emotions;

· Describe the situation that made you feel like that.

After a week, typical emotions (and situations caused by them) can be compared in class. Students are asked to give advice about the possible solutions of situations.

Equipment, aids, tools: paper, pen, computer for writing diary.

#### **Expected results, assessment:**

Students will pay more attention to their emotions as they arise, without judgment.

Students will be able to mindfully identify their emotions' reactions and choose healthy responses in the moment.

#### **References:**

McKay, M., Wood, J.C., & Brantley, J. (2007). The dialectical behavior therapy skills workbook. Oakland, CA: New Harbinger Publications, Inc. https://www.mindfulnessmuse.com/dialectical-behavior-therapy/recognize-your-emotions-in-6-steps https://www.bbc.co.uk/teach/five-reasons-why-recognising-emotions/z7gxjhv

Author: Healme Latvia Inese Matsate – Matsone, Social Science Class (Class lesson)



# HEALTHY LIFESTYLE ACTIVITIES

Croatia



## Your gift for the right thing (student volunteer action)

Activity I

#### **Description of the topic:**

Humanitarian Action for Citizens in Need was held at Solidarity Week (December 8-15). The action was organized by the Red Cross City Society in collaboration with the students of the school. 28 school students were involved in the action. They were collecting hygiene supplies and groceries at the mall throughout the week. All food and supplies collected are distributed to citizens of lower social status.

#### **Initial assessment**

An initial survey of healthy lifestyles conducted on a sample of 300 school students showed one weakness. Our students are less involved in humanitarian, philanthropic actions. There was also less involvement in actions organized by associations in the local community. We saw the need to work on this with the students.

In the sociology and biology class, we discussed philanthropy and how important it is to the well-being of the shell community. Numerous ideas for engaging in humanitarian action emerged immediately. There are a lot of humanitarian actions in December. But we should not only carry out humanitarian actions in December, but otherwise. The proposal for the next philanthropic action is a voluntary blood donation.

The volunteer students contacted Professor Katusic and volunteered at a nearby mall where students motivated citizens to donate things.



#### Objectives of the activity

School volunteering has many benefits for both student volunteers and for the school and the entire community. Among them, it is important to emphasize that students develop self-esteem, acquire new knowledge and skills, and make new acquaintances, feel useful and spend their free time, and some of them gain their first professional experiences. By volunteering, young people develop an understanding for social problems and compassion for others; they learn social skills and develop moral and ethical concepts and volunteering have an impact on social change.

For society, youth volunteering has far-reaching positive goals, among which are: greater civic responsibility and activism among young people, prevention of behavioral disorders, better competitiveness of young people in the labor market and better social inclusion of young

people in society.

Target group: The activity is aimed at students in grades 1 through 4 in high school (ages 15 to 18).

#### Activity process structure, implementation:

Considering that they are minors who are not allowed to volunteer in difficult physical jobs, in agreement with the Red Cross, approvals have been issued that parents of students had to sign if they agreed that their children were volunteering.

Students distributed leaflets at a nearby mall at some time to encourage citizens to buy groceries that students had collected in one

special basket.

The students were organized into several teams. On weekdays, two teams volunteered from 12pm to 8pm (each team four hours each). So all week. Students also received their volunteer booklets.

Equipment, aids, tools: good will



#### Expected results, assessment

The expected result is an increase in the number of volunteer students in the community. More frequent participation in actions in the local community that contribute to philanthropy.

#### School Volunteer - Why do I volunteer?

I have started with volounteer work in second grade of high school. The Red Cross has organised humanitarian activity of collecting groceries and other supplies for the ones in need. All classes have been called to participate and help. I was very pleased when I wittnesed how the community can come together when it wants to. Also I was glad to supply somebody with household necessities for a longer period of time. Apart form volounteering itself, I have also participated in packing of excact groceries in boxes which were to be delivered to excact families and their situations. It was equally sad and interesting to read about them in order to asses what can be helpful to them and in which amount. For the time being, I have volounteered only three times, but that number will increase as soon as the the opportunity arrises. In my opinion, in Croatia this kind of volounteering is not promoted nor initiated enough. Mostly, those are only small anonimous donations in school. There should definitely be more engagement and involvement in such activities. It's a pity how we take everything around ourselves for granted: our everyday lunch served at home, our clothes, clean water and even possibility of schooling. Some don't even have that. It is important to experience one such situation from up close and subsequently gain an insight into the world that surrounds us. Volounteering has helped me a lot to strenghten my moral believes. By helping others we help ourselves. Maybe we won't recieve anything material, but gratidute and happiness of the fellow human being, who with our donation has food for over a month, are more than enough.

Mila Podrug, student





Author: Violeta Katušić Gimnazija Požega



#### Walking to health

Activity 2

#### **Description of the topic:**

Croatian Olympic Day (September 10) is today a generally accepted event that promotes the importance of engaging in sports activities, Olympic principles of excellence in every field, understanding, peace and solidarity among people as components of Olympic action. The students and staff of our school decided to mark this day by walking along the slopes of Požeška gora.

#### **Initial assessment**

Most of our students are not engaged enough in outdoor activities.

#### **Objectives of the activity**

The goal of the activity is to encourage students to actively engage in outdoor activities such as walking.

Target group: All students of the school.



#### **Activity process structure, implementation**

On September 10, 2019, school classes were shortened. The reason was that all students and staff of the school at 11 o'clock went on a circular walk along the slopes of Požeška gora.

Equipment, aids, tools: Sportswear and footwear for mountain walking.

#### **Expected results, assessment:**

Through such joint actions, young people become aware of the importance of engaging in sports activities. By walking the hills of Požega together, socializing and staying outdoors, we develop understanding, peace and solidarity among young people.

References: https://www.hoo.hr/hr/



Author: physical and health education teachers Gimnazija Požega



## Give your book and make someone else's heart happy (I read, I give, I am happy)

Activity 3

#### **Description of the topic:**

On the occasion of the International Book Donation Day (February 14), a group of student journalists in cooperation with the school library launched an initiative to donate books. The idea was for students and professors to bring the books they had read and donate them.

The International Book Donation Day initiative was launched with the aim of arousing interest in reading and all the good that reading brings.

#### **Objectives of the activity**

It is a two-week volunteer project that aims to awaken the love of reading and giving books among young people. In Croatia, 2021 is the Year of Reading. We want to encourage young people to read books every day because it is a great activity for our mental health!

Target group: project team.



#### **Activity process structure, implementation**

Students made a poster inviting all students and school staff to bring their old books or picture books to the school library. The call was made through the school website and the school Facebook page. The collection of books took two weeks. On the International Book Day itself, anyone who wanted to choose a book for themselves or someone close to them could come to the library. The course of activities was followed by members of the Journalists' Group and an article was written about the action, which was also published.

Equipment, aids, tools: goodwill, old books we've read and want to donate

#### **Expected results, assessment:**

To raise awareness of the love of reading and books and to develop empathy in young people. Get involved in local and national campaigns aimed at developing a sense of the need to volunteer.

References: http://mladi-eu.hr/skolsko-volontiranje-zasto-je-nuzno/



Author: Ivana Kajinić-Čenić, Marija Mrkojević Gimnazija Požega





#### **Healthy me Checklist**

#### **Description of the topic**

This lesson helps young people understand how living a healthy life has to do with more than just what they eat. Healthy living requires following certain habits and routines each and every day. The youth will identify the things they each do personally to lead to healthy lives.

#### **Initial assessment**

Students are not aware that a healthy lifestyle is NOT just eating healthy or doing sports, but is a big puzzle with multiple pieces.

#### Objectives of the activity

To live a healthier life.

Target group: grade 5 students

#### Activity process structure, implementation

Students get a checklist they need to tick of every day. They circle the face, that describes their day the best and should strive to have as many happy faces filled in as possible.

#### **Equipment, aids, tools**

Worksheet "Healthy Me Checklist"

#### Expected results, assessment

The students will reflect on their well being and also learn, that a healthy lifestyle is more than "just" sports, diet, etc.

#### Ressources

### Healthy Me Checklist

Directions: Each day take time to review the sentences below and have your child circle the face that best describes their day. Strive to have as many happy faces filled in as is possible.

Today is:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		l a	m healthy	because.	**		
I drank plei	nty of water.	😊		I got plenty o	f sleep	🕲	🛭
I exercised	my body	😊	⊗	I ate vegetab	les today	🕲	🛭
I drank milk	today	😊	🙁	I ate fruit tod	ау	🕲	🕲
l ate meat	or beans too	lay ☺		I ate breads/g	grains toda	y : : :	🐵

### Healthy Me Checklist

Directions: Each day take time to review the sentences below and have your child circle the face that best describes their day. Strive to have as many happy faces filled in as is possible.

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		l a	m healthy	because.	••		
I drank plei	nty of water.		⊗	I got plenty o	of sleep	🕲	🛭
I exercised	my body	😊		I ate vegetab	les today	😊	⊗
I drank mill	c today	😊	⊗	I ate fruit tod	ay	😊	⊗
I ate meat	or beans too	lay 😊	8	I ate breads/g	grains toda	y 😊	🙉



#### Description of the topic

Student and teachers motivate each other to do eat healthy by challenging each other to do present their school snacks via Instagram. The goal of the challenges should be to raise awareness for healthy food.

#### **Initial assessment**

Students and teachers do not eat healthy snacks at school.

#### Objectives of the activity

To encourage the participants to eat healthier snacks at school.

Target group: students & teachers

#### Activity process structure, implementation

Teachers and students take pictures of the snacks they bring to / eat at school. Once the picture is taken, it is posted on Instagram, using the hashtag "iswasxunds" and tagging three other teachers or pupils. By doing so, these people are invited to take a picture of the snack they brought to school on this day and again to tag three other people.

#### **Equipment, aids, tools**

Smart phone, Instagram app

#### **Expected results, assessment**

The students will motivate each other to eat healthier snacks. Because the teachers are also participating, an extra motivation is being added.

#### **Snow Fit Challenge**

#### **Description of the topic**

Student and teachers motivate each other to do sports by challenging each other to do sports challenges via Instagram. The goal of the challenges should be to prepare for the upcoming winter season.

#### **Initial assessment**

Students are not fit enough to last through a week of skiing (which is part of our curriculum in grades 6 & 7.

#### Objectives of the activity

To become physically fit.

Target group: students & teachers

#### Activity process structure, implementation

Teachers and students film themselves, doing sports at their homes. Additional equipment should not be used. Once the exercise is filmed, it is posted using the hashtag "snowfitchallenge" and tagging three other teachers or pupils. By doing so, these people are invited to copy the exercise and then film themselves doing a new exercise, again tagging three other people.

#### **Equipment, aids, tools**

Smart phone, Instagram app.

#### **Expected results, assessment**

The students will motivate each other to do sports. Because the teachers are also participating, an extra motivation is being added.



# (C\*)

#### **Activities**

### **Proposals 3 activities**

- (4)
- 1. To organize campaigns, social-voluntary events, healty-life and sportive competitions
- 2. To organize trips to the nature, factories in order to realise Environment global facts
- 3. To use lab&nature-based activities in curricula

#### **Sportive Tournaments**



24 - 30 Nov 2019, Spain/Barcelona, La Llagosta

#### **Local Competion in Hatay Region**

**Basketball Football** Volleyball Swimming Handball **Futsal** 

During the lunch break, there are several sportive games(football, basketball, volleyball) between classes regarding the tournaments.
Teachers&Students Competitions



# (C\*)

#### **Activity**

#### Forum, Simulation, Kermess, Trips School and Outdoor Activities

- Fire and Accident Testing Simulations
- Kermess with healthy Mediterrian Foods
- Trips in order to get to know nature closer
- Forum about Healthy Nutrition
- Seminar about Substance Abuse
- Disputation about Anti-stress
- Campaigns about Environment

#### **Lab-based Activities**



24 - 30 Nov 2019, Spain/Barcelona, La Llagosta

# (C\*)

#### **Activity**

#### **Projects, Fairs, Presentations, Experiments**

- Science Festivals
- Long-term Projects in School Term
- Scientific, ecologic experiments at labs
- Monthly specific presentation tasks

24 - 30 Nov 2019, Spain/Barcelona, La Llagosta



# SCREEN USE INTRODUCTION TO THE TOPIC

Today's youth represent the "digital generation" - they grow up in the company of television screens, computers, tablets and mobile phones. While previous generations used new technologies in their free time or to perform various tasks, this generation uses them every day as a way of life. Young people are at great risk of excessive use of this medium leading them to social isolation.

The activities under this theme are organized in such a way as to encourage students to first think about their habits by reducing screen time, and then to assess and identify the need for prevention or to address their own behavior on the Internet.

# SCREEN USE



### Croatia





## Self-assessment of time spent on a cell phone screen

Activity I

#### **Description of the topic:**

The goal of the activity is to make students aware of how much time they actually spend on their cell phone screen (how much they thought they were spending, and how much they actually spend) and to recognize a possible dependence on technology. They responsibly choose the different programs they use (select the appropriate applications). They monitor terms of use and adjust settings (manage application permissions) to protect personal information for their own security.

#### **Initial assessment**

Students will find that they spend less time on the cell phone screen than they actually spend.

#### Objectives of the activity

Use a survey to prove that the time spent on the mobile phone screen (social networks) is higher than the students' self-assessments.

Target group: Students (16 - 18 years)



### Activity process structure, implementation

- 100 students filled out the survey, they performed an initial self-assessment of the time spent on a mobile phone;

- after self-assessment, they installed the application on the mobile phone (Screen Time - Restrain yourself & parent);

- applications had to allow access to data;

- after that they could read the time they spent on the social networks on the last seven days (time spent every day and total time for seven days).

Equipment, aids, tools: survey, mobile phone

#### Expected results, assessment

The data will be statistically processed.

We expect that the real time that students spend on the Internet will be greater than what students thought they were spending in the initial self-assessment. We will present an analysis of an experiment in February on mobility in Croatia.

#### **References:**

[1] Budite u toku: Aplikacije popularne među djecom i mladima, https://www.medijskapismenost.hr/budite-u-toku-aplikacije-popularne-među-djecom-i-mladima/

Author: Ivo Žanetić, prof. Gimnazija Požega



#### Long screen usage

Activity 2

#### **Description of the topic:**

An experiment on the effects of prolonged screen use on our eyes.

Prolonged use of the screen affects our eyes. The number of blinks of the eye increases as the eyes dry for a long time watching the screen.

#### Objectives of the activity

Make an experiment, prove that the number of blinks of an eye increases with prolonged use of the screen, see if there is a gender difference and among those who wear or do not wear glasses.

Target group: Students (16 – 18 years)



#### Activity process structure, implementation

• The 20 students in the darkroom each read a PDF file on their computer [1].

• The professor measures time, and the students record themselves on

their cell phones.

• The students then answer the following questions: What gender are

you? Do you wear glasses?

• In the table, students enter the number of blink of an eye in the first three minutes of viewing the screen, then in the 13th, 14th and 15th minutes of watching and in the 28th, 29th and 30th minutes of watching.

• The data obtained should be statistically processed.

Equipment, aids, tools: computer, PDF file, mobile phone

#### Expected results, assessment

• The data will be statistically processed.

• Average values will be taken for every three minutes of measurement and charts will be made in excel.

- We expect that there will be no difference between male and female in the blink of an eye. We expect that the number of eye blinks will increase over time and that wearing glasses does not make any difference.
- We will present an analysis of the experiment in February on mobility in Croatia.



#### References

Barbara Glavina: Uloga medija u formiranju glazbenih preferencija pedagogije mladih, Sveučilište J.J. Strossmayera u Osijeku, Filozofski fakultet, diplomski studij

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Blue Light and Your Eyes, https://www.preventblindness.org/blue-light-and-your-eyes, December 12, 2019

The harmful efects of blue light, https://www.bangkokhospital.com/en/disease-treatment/blue-light-harmful-to-eye, December 14, 2019



Author: Magdalena Srdarević, prof. Gimnazija Požega



#### Internet Security Safer Internet Day - February 11th

Activity 3

#### **Initial assessment**

On the occasion of Safer Internet Day, which is celebrated on February 11th, a workshop on Internet safety will be held in our school. We want to encourage students to discuss what they publish online and how much they know about their friends or companions. After watching and talking about "My Friend Frank", students will do an analysis of their profiles on social networks.

One of five children between the ages of 9 and 17 is completely or mostly unable to change their privacy settings, such as on social networks.

Almost every third child between the ages of 9 and 17 has been communicating online with people they have not met in the past year.

More than 1/10 of children between the ages of 9 and 17 have met with a person they have met online, of whom every tenth child has met a person older than themselves.

Every tenth child between the ages of 15 and 17 accepts all requests for friendship.

In the past year, more than half of children between the ages of 9 and 17 have received a hurtful or inappropriate message.

The last time they were disturbed or bothered by something on the Internet, more than half of children between the ages of 9 and 17 closed the app, every third child blocked the person from over

unable to contact, every fourth child ignored the problem and every fifth child changed their privacy settings.

(Source: http://hrkids.online/post/second-press/, EU Kids Online Research in Croatia, 2017)

#### Objectives of the activity

Identify threats to children's safety online.



#### **EXPECTED OUTCOMES**

The student will argue for the need for safer and more responsible use of modern information technologies.

The student will self-evaluate his / her own online activity in accordance with new findings.

#### **Target group**

The workshop is aimed at students of 1st and 2nd grade of secondary school (14 and 15 years).

#### **Activity process structure, implementation**

Ask students the question: What is your first association when you hear the word internet?

If students use smart mobile devices and can access them online, use the Mentimeter digital tool (https://www.mentimeter.com/).



If you do not have Internet access, you can use large format paper / board to draw a large outline of your mobile phone / tablet, so have the students write down the post-it papers and paste them inside the outline.

Use student associations, reflect on whether positive or negative associations prevailed, playing games or social networks, Facebook or Instagram...

Encourage discussion about what students publish and how much their friends / companions know at all.



Watch with students the movie My friend Frank

(duration 5:35, link https://www.youtube.com/watch? v=wzabzxCq330&feature=emb\_logo).

Make sure students understand the movie shown, adjust questions

to the age:

Who's Frank? How did the boy Charlie meet Frank?

Why is Frank portrayed in the first part of the film as a child and later as an adult?

Why does boy Charlie agree to go with Frank?

Then, distribute the A4 papers to the students and give them the following instructions:

You will now analyze your profiles on social networks. Open your profile on Facebook, Instagram or any other social network. Imagine A4 paper being your cellphone screen and sketching out a profile you have on one of your social networks (sketch a profile picture, background image, information about yourself, what is publicly visible, and what is only available to friends; what is currently on your "Wall" ...). Look specifically at: what content you post, who your friends are, and do you know them at all; can you know for sure who the people to whom all your posts are available are at all? (If not all students have a profile on social networks, let them pair with the students they have.)

Use a worksheet at the end of the lesson. The goal is to make students aware of the frequency of the problem and how each of them is exposed to potential dangers. Comment with the students on the possible consequences for each individual research result.

the possible consequences for each individual research result.

Equipment, aids, tools: computer, projector, speakers, students' smart mobile devices, access internet for students, post-it papers, A4 papers, felt-tip pens.

References: http://hrkids.online/post/second-press/, EU Kids Online istraživanje u Hrvatskoj, 2017

https://www.youtube.com/watch? v=wzabzxCq330&feature=emb\_logo



#### **WORKSHEET - INTERNET SECURITY**

#### Did you know?

- a) One in five children between the ages of 9 and 17 is completely or mostly unable to change their privacy settings, for example on social networks.
- b) One in four children between the ages of 9 and 11 said that the statement "I know when I can and when I should not share information on the Internet" is completely or mostly not applicable.
- c) Almost every third child between the ages of 9 and 17 has been communicating online with people they have not met in the past year.
- d) More than 1/10 of children between the ages of 9 and 17 have met in person in the last year with a person they have met online, of which every tenth child has met a person older than themselves.
- e) Every tenth child between the ages of 15 and 17 accepts all requests for friendship.
- f) In the past year, more than half of children between the ages of 9 and 17 have received a hurtful or inappropriate message.
- g) When the last time something on the Internet bothered them or annoyed them, more than half of children between the ages of 9 and 17 closed the application, every third child blocked the person so that they could no longer be contacted, every fourth child ignored them. problem, and every fifth child has changed their privacy settings.

(Source: http://hrkids.online/post/second-press/, EU Kids Online Research in Croatia, 2017)

Author: Marija Mrkojević, prof. Gimnazija Požega

# SCREEN USE



### Latvia





### "The harmful effects of technologies"

#### **Description of the topic**

New technologies are introduced every single day, and with them new concerns. Are technologies good or bad for us? The aim of this lesson is to point out some of the possible effects once more.

#### **Initial assessment**

The lesson starts with teacher's explanation about the topic. To start the conversation, students are asked to watch presentation and comment on the given diagrams.

#### Objectives of the activity

To encourage students to think about their attitudes towards technologies (pluses and minuses).

To widen students' knowledge of potential health problems caused by technologies.

To encourage searching for alternative ways to spend time without technologies.

To develop group-working skills.

#### **Target group**

7th grade (13-14 years)

#### Activity process structure, implementation

1. Each group is given worksheet - a crossword puzzle about health problems caused by working with different technologies - playing computers, video games, using cell phones and watching TV.

2. Once the crossword puzzles are completed, teacher checks the correct answers and asks students to comment them, expressing their personal experience.



3. Together, a mind map is created. Students are asked to think of alternative ways to spend their free time without using technologies. 4. In order to get feedback from students on the progress of the lesson, the teacher uses the unfinished sentence method, which starts with three questions, and has to be completed and handed over to the teacher:

The topic of the lesson was ....

The possible problems that could appear because of using too much technology are....

One of the free time activities that I am going to try is...

#### **Equipment, aids, tools**

Crossword on harmful effects of technologies - projekts.stunda.pdf. Presentation "Diagrams"

#### References

Modernās tehnoloģijas un bērna veselība - Atklājumi - Zinātne Pētījums: Eiropieši digitālo tehnoloģiju ietekmi uz ikdienu vērtē pozitīvi

Why Steve Jobs Didn't Let His Kids Use iPads (And Why You Shouldn't Either)

Knowledge, perspective, advice, and comfort for parents - Nemours KidsHealth

Crossword puzzle maker

**Author: HealMe Latvia** 

#### "Safe Internet"

#### **Description of the topic**

Do all children and young people know what "offences on the Internet" means and what kind of behavior in the Internet is considered illegal?

Unfortunately, there are still a lot of those who, when they get into an unpleasant situation on the Internet, do not know how to act and

protect themselves.

The aim of the lesson is to raise awareness that there are the same rules on interpersonal communication on the Internet, as in real life. If someone notices a negative action from another user, he/she must be brave and report the situation to adults or the social network administration.

#### **Initial assessment**

Although there is a lot of information available, too less attention is paid to the infringements and violation of rules on the Internet.

#### Objectives of the activity

1. To promote awareness of the Internet infringements.

2. To encourage responsible use of the Internet.

3. To be co-responsible in the prevention of infringements.

4. To encourage students to protect themselves, friends and/or classmates in situations that comes to the violation of rules on the Internet.

#### **Target group**

7th grade (13-14 years)



#### **Activity process structure, implementation**

1. At the beginning of the lesson students are asked to answer two

questions:

If you are under age of 15, can you be punished for illegal Internet action? From what age do you have to take responsibility for

something bad done on the internet?

Two of the girls created a fake profile on Instagram and published in it photos of their classmate in which she appears in an awkward situation. Followers of the account wrote some bad comments. How do you think - is this an infringement?

2. After first activity, students are divided into groups. Each group studies all of the following problem situations that can be encountered on the Internet: slander, threatening, harassment, stalking, incitement to racial or ethnic hatred, pictures or videos showing violence, blackmail, mocking, fake profiles and emotional humiliation on the Internet.

Students analyse given situations by preparing answers to the

following questions:

1) In your opinion, is the given situation a case of infringement?

2) What would you do if you were in this situation (in the victim's role)?

3) Do you think anyone should report this situation?

4) Whom could it be reported to?

- 5) Do you believe that friends and other Internet users should be alerted to such cases?
- 6) Would you report if you noticed that someone else (not you) was in such a situation?
- 4. Finally, teacher organises a discussion in the classroom asking students to answer the following questions:

• Have you ever reported a person's negative behaviour, offences on

the Internet?

• How did you report that? (Told an adult (teacher, parent, school psychologist), used the social network reporting possibilities)

• Which of the above-mentioned offences (point 2) would you surely

report?

• Did you know that reporting on social networks is anonymous? The infringer will never know that you reported.



#### **Equipment, aids, tools**

Problem situation cards for groups.

#### **Expected results, assessment**

Students will be able to identify violence on the Internet. They will actively take part in protecting themselves and people around them.

#### References

www.drossinternets.lv

**Author: HealMe Latvia** 





### "Technology Game"

#### **Description of the topic**

While gathering the information about harmful effects of technologies and making research on the technologies' impacts on their health, students came across a lot of useful information. Students wanted to share it with younger learners, because they still know too less about the topic. To make it more attractive, they decided to create a game. The aim of the game is to provide the information, to make children think about their technology using habits.

#### **Initial assessment**

Nowadays, everyone can access technology easily. Younger learners are growing up with technology, and it is a natural and integrated part of their lives. In our opinion, it would be very important for them to know, how to use technology without making a harmful impact on their health.

#### Objectives of the activity

- 1. To improve students' skills to gather and select necessary information.
- 2. To improve students' skills to work in a group.
- 3. To stimulate students' creative thinking.

#### **Target group**

7th grade (13-14 years)



#### Activity process structure, implementation

1. Gather necessary information — after brainstorming the idea of game, students decided that the game will consist of five groups of cards (yes/no questions, situation analysis, tell your experience, facts about screen use, risk cards). According to the plan, they searched for the information they needed.

2. Create the game

Wooden tiles were made and numbered. Students selected colours and symbols for each group of questions, made necessary question cards. They made the rules of the game and wrote simple instructions.

3. Play it together with primary school students.

Three students from grades 2–5 tested game out. Students admitted that it was fun, and it was a possibility to find out interesting facts about screen use.

#### **Equipment, aids, tools**

For creating the game:

Wooden tiles (24 pieces), paper (coloured and white), glue, scissors, laminating pouches, laminator, computer, pens, markers.

For playing the game:

A dice, game cards, game field, 2-4 players.

#### Expected results, assessment

Students will obtain knowledge about use of technologies in a funny and exciting way.

#### References

https://medicine.lv/raksti/5-veidi-ka-tehnologijas-ietekme-musu-fizisko-un-garigo-veselibu-77803ecace http://priekavests.lv/blogs/tehnologiju-ietekme-uz-berniem/http://www.qtek.fi/tehnologiju-negativa-ietekme-uz-cilveku-veselibu/

## SCREEN USE



## **Spain**





### Short film Description of the topic



Create an investigative short film after the reflection on screen abuse.

#### **Initial assessment**

Starting with a documentary on screen use addiction, the students have brainstormed ideas about how many hours they spend in front of a screen and which are the consequences this may have in their health and well-being.

https://www.youtube.com/watch?v=FgrHy8l0mmQ

### Objectives of the activity

Have a critical attitude regarding their own habits on the use of screens.

Learn the dangers of misuse of technology and the shortcomings that may arise.

Create a short film with the aim of raising awareness about screen abuse among the community.

#### Target group

4th CSE (14-15 year olds)

#### **Activity process structure, implementation**

We watched an advertising campaign from a well-known optic brand as an example: https://www.youtube.com/watch?v=CVLB2pktNTQ

Each group thought about the message they want to convey and prepare a script for the short film.

They recorded the short film and edited it using an app.

They show their final product to the whole class.



#### **Equipment, aids, tools**

Work teams.

Projector, computers, camera, phones, different materials and locations.

#### Expected results, assessment

Active participation of the students in the activity. Co-evaluation rubric for the presentation of the short film.

#### References

https://www.youtube.com/watch?v=FgrHy8l0mmQ https://www.youtube.com/watch?v=CVLB2pktNTQ





#### Poster about responsible screen use

#### **Description of the topic**

Create a poster with messages related to responsible screen use to be disseminated.

#### **Initial assessment**

Starting with a documentary on screen use addiction, the students have brainstormed ideas about how many hours they spend in front of a screen and which are the consequences this may have in their health and well-being.

https://www.youtube.com/watch?v=FgrHy8l0mmQ

#### Objectives of the activity

Have a critical attitude regarding their own habits on the use of screens.

Learn the dangers of misuse of technology and the shortcomings that may arise.

Create a poster with ideas related to responsible screen use to be disseminated.

#### **Target group**

4th CSE (14-15 year olds).

#### **Activity process structure, implementation**

We watched an advertising campaign from a well-known optic brand as an example: https://www.youtube.com/watch?v=CVLB2pktNTQ The class was organized into different groups to think about a message they wanted to convey in their poster. They designed a rough draft.



They prepared the materials and each group created a final version of the poster.

They showed it to the whole class.

#### **Equipment, aids, tools**

Work groups.
Paint, poster board, drawing tools, glue.

#### **Expected results, assessment**

Active participation of the students in the activity. Co-evaluation rubric for the presentation of the poster.

#### References

https://www.youtube.com/watch?v=CVLB2pktNTQ



#### Activity 3

#### Reflection on screen use list

## **Description of the topic**

Explore the habits of the community regarding screen usage and publish their conclusions by creating a list of ten good intentions related to it.

#### **Initial assessment**

Introduction and brainstorming regarding young people's beliefs on screen usage.

**Objectives of the activity** 

Provide tools for students to be critical about their own habits regarding the use of screens. Teach them about the dangers of misuse of technology and the shortcomings that may arise.

## **Target group**

4h CSE (14-15 yeard olds)

## Activity process structure, implementation

Session 1: Introduction and brainstorming regarding young people's beliefs on screen usage with the use of visual material collected in the virtual classroom space:

https://sites.google.com/xtec.cat/erasmushealme4esoab/screens-i-salut

- - 1. TV program watching: "Addictive screens" ("30 minutes").
  - 2. Personal reflection on the use of technology and identification of the danger of "abuse".
  - 3. Choose from a field of interest to explore the use of screens in the community: games, working tools, social networks, age groups, neighbours, students, professions, etc.
  - 4. Create a working team with similar interests. Discuss how to approach community exploration.
  - 5. Presentation of a small text with the objectives and plan the teams' work.

Session 2: Design and preparation of the materials needed to carry out the work.

- 1. Surveying: Choose the population sector to interview and a list of questions to answer by topic (cyberbullying, visual problems, generational differences, screens as a tool of profit, dependency, etc.)
- 2. Find proven information on the topic they have chosen so that they can help design the survey.

Session 3: Collection of data. According to the project, this session will be held outside school hours and always before the next class session.

Session 4: Show the results and conclusions of the study. Formulate the main idea for the creation of the 10 good intentions list on the use of screens.

- 1. Each group presents the conclusions of their work to the whole class and their proposal for the list.
- 2. The list is created and displayed in the community.

## **Equipment, aids, tools**

Computers, projector, arts materials.

## **Expected results, assessment**

In this unit plan the participation of the students, their involvement and the quality of their work will be evaluated. The final assessment will consist on writing a small individual essay explaining what they have learned and their opinion about the activity.

## References

Documentary "Addictive screens" ("30 minutes") with an interview to the doctor Anne-Lise Ducanda, responsible of IMP (Infant-maternal protection). https://www.youtube.com/watch?v=FgrHy8l0mmQ

Documentary: "Screens harm children's health", interview to

Catherine L'Ecuyer.

https://www.youtube.com/watch?

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Catalan Government, Tools and Resources. "Family and School:

Use and abuse of technology"

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familia/educacio-us-tecnologies/us-abus-tecnologies/recursos-

eines/

# SCREEN USE



## **Czech Republic**





#### Activity 1

## How new technologies influences our brain?

## **Description of the topic**

**Screen Use** 

The IQ of population is currently decreasing globally according to American scientists.

Nowadays we are completely surrounded by information. In the past, we gathered them much more complicatedly. The sources were mainly books or a radio and TV. Today in time of the Internet, we are overwhelmed by so much information that our human brain can't process them all. It starts defend itself. How long is it going to last? Greek philosopher Socrates: "If people learn how to read and write,

they will not use their memory".

What would he probably say today, when we replace our memory by technological miracles many times a day? Will really, our brain stop developing, if we use the Internet, PCs and cell phones? Will our IQ get lower? Does all the civilization get brainless? According to last researches (more than 10 years — prof. Garry W. Small) we could answer to all three questions that YES. While surfing the Internet our brain activates its centres for making a complex decisions and reasoning more than our memory. The memory also works in a way when it creates a block (page of the book) and "save it". On the Internet a webpage keeps continuing like a long document so you cannot see it all at once like a picture and the brain remembers about 1/3 less information than from the books. So we actually do not read on the Internet at all, we only browse it (skim it). Therefore, in our memory there will stay nothing, or almost nothing.

What about social networks? Those are even worse. You can compare them to drugs (the Americans are already using a term for this: "digital cocaine"). So what is actually wrong? Social networks are like casinos. Losing one euro on a slot machine it is the same like uploading a picture and sharing it with a few friends. However, the

slot machine is set for you to win sometimes.



Therefore, what does your brain tell about it? It will start with producing of a certain amount of dopamine that makes you feel happy, so you bet repeatedly. On social networks, it is the same and this function is provided with the "Like". You receive more and more likes. The result of dopamine's production here is that you take your phone in your hand more often.

Where can it lead? In one of the last research, the scientists were comparing the reactions on messages from Facebook and the reactions on traffic signs. And what is the result? Reactions of the brain were much faster for messages from Facebook. For example: If you drive a car, you can simply pass the cross roads on the red light, because your brain will prefer the text from your phone more than driving. In addition, the brain is heavily overwhelmed by the amount of information. Only for the last 25 years, the amount of information got 5 times bigger.

Can you still use a map, atlas? Dou you still remember any phone

numbers? Do you know the address of your school?

What to do about that? Just stay offline sometimes. Take sometimes a book instead of a computer. Relax. Go to do some sports and lighten your brain for a moment. Moreover, if you want to be the best, do this regularly.

Addiction on social networks is getting bigger and bigger. On the contrary, the amount of information is getting smaller and smaller. Students and pupils do not memorize as many things as they learned earlier.

My sources:

Brain Research Institute — Garry W. Small http://www.bri.ucla.edu/people/gary-w-small-md Research: https://www.ncbi.nlm.nih.gov/pubmed/19155745

#### **Initial assessment**

It would be very interesting to find out how new technologies can influence our everyday activity, our brain.



## Objectives of the activity

The main target is to compare results of the scientific research with the results of students, of their own survey.

#### **Target group**

**Pupils 15 – 19** 

## Activity process structure, implementation

**Discussion** 

Students discuss about IC technologies, media, and their influence on their everyday activities.

Recording during a day

Students or pupils record all activities connecting with information and communication technologies, digital devices or other new technologies. They should record everything into a table during three days: one workday, one workday with a school subject ICT and one weekend day.

All details are recorded into a table (day, time, activity, used

technologies).

Google form questionnaire

All the data collected were rewritten into the questionnaire: https://docs.google.com/forms/d/10Pe5mCuULptRe2wYpe\_OXHTWpPNZNvL845EyYle-mAI/edit#responses

There is a link for possible filling in: https://docs.google.com/forms/d/e/1FAIpQLSdisoMgANbiX8bet duV34Vv-YlBAo-yhio6sqgGaMfYfQmAmg/viewform?

vc=0&c=0&w=1

Familiarization with a research of Garry W. Small:

Brain Research Institute – Garry W. Small http://www.bri.ucla.edu/people/gary-w-small-md



Discussion and assessment of results

Students together with teachers compare results of their survey with scientific knowledge. They can discuss what is surprising for them. They can consider what type of ICT and digital devices they use for everyday life, how much time they spend with ICT and digital devices. The most important is that they should have a think if it is not time to use less ICT and digital devices or if it is necessary to connect their everyday life with all the technologies and devices. For example: is it needed to use your mobile phone as an alarm clock?

## **Equipment, aids, tools**

PC with the Internet connection; A piece of paper for recording of a day.

## **Expected results, assessment**

To collect data. To compare results . To gain awareness.

#### References

There are many articles, researches, surveys about ICT and digital devices using on the Internet. But just to read them it isn't s interesting for students as if they can record their own situation. They sometimes think that they do not use all the new technologies very often and then they are surprised. It is the first step to gain some awareness of overusing ICT in our everyday life and that it is sometimes very easy to stop using them.

Author: SPŠ Otrokovice Czech Republic Jan Řezník, ICT teacher





#### Activity 2

## One day without a mobile phone

## Description of the topic



Nowadays you can see students, pupils, children adults coming to school, or to work, holding their mobile phones in their hands. The same situation is possible to be seen anywhere. It is said that when you spend more time on any social media or on the Internet or playing games than you spend with real people, talking face to face, then it is time to start thinking about media addiction.

What is addiction?

In the student school magazine Bridge (January-February 2020) we

can read this definition:

"Addiction isn't just loving to do something a lot. It means there have been physical and long-term changes to the brain. Here are some signs of addiction listed by the American Psychiatric Association: Thinking about the activity even when you should be doing

something else

Feeling sad, irritable or anxious when the activity is not possible

Needing to spend more time on the activity to be satisfied

Inability to reduce time spent, unsuccessful to quit

Loss of interest in previously enjoyed activities

Continuing with the activity despite problems (e.g. lack of sleep,

worsening marks at school)

Lying to family members or others about the amount of time spent

on the activity

The use of the activity to relieve negative moods

Risking relationships or other life chances due to the activity

Showing just one or two of these signs does not mean a person is an addict, and an addict may not show all of these signs."

Conscious and useful using of a mobile phone

The main goal of our project is to teach students, pupils, children how to use a mobile phone (or other digital devices) consciously and beneficially. It is important for their future life. How to do it?



There are some examples of strategies to achieve this goal:

Not purchasing a mobile phone at all or purchasing a simple phone with basic features

Not activating cellular data

Putting the phone on silent mode during school lessons or any time Keeping the phone out of sight

Having a set of strict rules in a school rules document and keeping them

Trying to leave a mobile phone at home, going to school without it.

World Day without mobile phones – 6th February

Since 2001, the 6th of February was declared World Day without mobile phones by the French author Phil Marso. The purpose of the action is to fight against "Nomophobia.", a disease that is on the rise all over the world.

**Initial assessment:** 

Based on everyday observation, people (children, teenagers and adults):

Use their smartphone at all times of the day: at school, at work, at lunches, while waiting for the bus, during family celebrations, talking with friends, crossing the roads, skateboarding in a park or playing games.

Respond to the request to put the mobile phone out of their hand

irritated

Especially pupils at school prefer to use their mobile phone rather than chat with their classmates

## Objectives of the activity

To show the pupils at school that it is possible not to have their mobile phones one day (at least)

To give them a chance to be with their schoolmates without their

mobile phones

To experience some special feelings about not having their mobile phones and to talk about the feelings

To provide pupils with new opportunities how to spend their normal school day

Target group

Pupils 15 – 19 Teachers



## **Activity process structure, implementation**

Determination 1 class to be an organizer and discussion with students about the problem of mobile phones using

Before this action, some discussion or lectures can be organized.

The class, which is chosen to be an organizer, has a responsibility of good going from the beginning to the end of the activity, of reporting, of filming...

Announcement and dissemination of the action, setting a date

Flyers production

Pupils in cooperation with one teacher prepare a flyer, print it and give it on various places in the school.

School web and flyers notification — shot web notification

Pupils in cooperation with one teacher write a short announcement to a school web

Head teachers meeting to acquaint them with the activity. There are 2 conditions for taking part in this activity:

Pupils or teachers have to join voluntarily

All pupils in a class have to join, not just some of them

Preparing a box for the mobile phones and the list of students of each class

On the day of the activity:

Before the 1st lesson a head teacher goes to his/her class, collect all mobile phones and let the pupils sign in a class list with this statement:

"I deposit my mobile phone to my head teacher's box voluntarily for one school day and will pick it up at ..."

Observation and filming

It is very interesting to watch students during their breaks as they are chatting, playing some games or doing their school tasks.

The day after the action, it is good to make a short film describing pupil's feelings.

Here is a short film where students are talking about their feelings:

https://www.youtube.com/watch?v=IVM-

nwk3K8Q&feature=youtu.be&fbclid=IwAR3RVGBo34zjx8HPcIgFDe-sBI2sIR1cPoGKhlGW7V9JOq6qg6NsazOOc

## **Equipment, aids, tools**

PC or mobile phone for designing a flyer Printer and some pieces of paper for flyers production A box for collecting and storing mobiles A list of pupils of each class A mobile phone for filming

## **Expected results, assessment**

This action was arranged on the 6th December 2019. It was a big challenge for all classes, for all students, for all teachers. Before the action in few classes some discussion were going at school. Some students expressed their fears of being without their mobile phones, some students flatly refused to take part in such an activity.

It was very interesting to talk about students' feelings after the

action – see video!

Finally, just one class and 5 teachers participated in this challenge!!! However, after making a speech with our headmaster and deputy we decided to continue in this action and arrange it again in few months.

#### References

It was a big challenge, nice experience and a very good idea. Some teachers promised to participate in this action next time. To be more successful, it is necessary to have discussions, lectures before the action.

Author: SPŠ Otrokovice Czech Republic Dana Mošnovská, English teacher





#### Activity 3

## Why and how we click?

## Description of the topic

**Our digital footprints** 

In the digital world, meaningful action usually means a click of the mouse (or tap on the screen), which leads to a conversion. However, every click means that you pass your personal data to anyone else. Marketing companies have usually a very sophisticated system how to collect information about you, about your hobbies, interests and are able to use all the gathered data to create precisely targeted advertising and making money.

Children, teenagers, pupils, students and even adults click every day many times without being aware of their personal date abuse. They frequently do not know who and why shares their personal data.

Global skills development

21st century life is characterized by rapid change. It is increasingly recognized that education needs to cover more than traditional subjects, methods, and forms. Students and pupils of all ages need to learn some global skills, which are not defined unequivocally.

Skills, which are especially relevant to the 21st century life, could be:

**Communication and cooperation** 

Creativity

Critical thinking

Intercultural competence

**Citizenship** 

Digital literacies

**Emotional self-regulation** 

Wellbeing

In my opinion, if we are talking about clicking, the most important skill is "critical thinking".

Learners with critical thinking know:

Analyse and evaluate material and information

Present arguments about the source, reliability, and accuracy of information





Reach conclusions based on facts

What can be teaching practices? Tasks that allow for multiple responses or can elicit discussions, debates, disputations, arguments or controversies. An example is to have students prepare a reliability report on a controversial issue such as climate change or abortion through a list of online sources, evaluating their reliability, and comparing the information they contain.

This "global skill", critical thinking, is necessary to have for using IC technologies and for working with information.

### **Initial assessment**

Based on everyday observation, people (children, teenagers and adults):

Click on anything without being aware of the possibility of misuse of

their personal data

Share their personal data, photos, pictures, videos with anybody

anywhere

Sometimes know anything about this kind of danger but without any critical thinking, they are not able to assess the impact of such a hazard.

## Objectives of the activity

To show the students, pupils how their personal data are watched in everyday using

To let them find out what can be read from their personal data To learn them how to improve their critical thinking

**Target group** 

**Pupils 15 – 19** 



## **Activity process structure, implementation**

**Discussion** 

Discussion is focused on one question:

Have you ever tried to find out anything on the Internet about

yourself?

If yes, what they found out about themselves? What exactly did they enter? Just name, surname, date of birth or anything else?

Worksheet

In the attachment, there is a worksheet with many items and students' task was to tick off all items about that they think could be looked up — on the Internet, on social networks, anywhere.

As it is possible to see in the photo, some students ticked off almost all items, it could mean that either they are aware of the danger or they don't know exactly, so for sure they ticked off everything.

Screening, film projection

The film name is "Why and how we click?" – shortened version 24 minutes.

https://www.jsns.cz/lekce/269309-proc-a-jak-klikame

Brief reflection of pupils' emotions using the 1-word method Every student can say just one word to describe his/her feeling from the film and the word is written on the board.

Final discussion, conclusion

In this part of the activity, there could be a discussion about comparing of students' initial assessment and their evaluation of the same situation after watching the film.

## **Equipment, aids, tools**

PC, data projector Worksheets – questionnaire (Attachment)and a pen or a pencil Flipchart or a board



## **Expected results, assessment**

Students should be aware how our personal data on the Internet or on the social network can be used and how it is important to protect it. It is essential to warn students that their life can be influenced by offering of personalized content of a search engine and social network. Some basic recommendation about personal data protection should result from the discussion.

References:

It was a big opportunity to let the students find out that every action on the Internet or social network is watched. It was surprising that even talking on a mobile phone could lead to personalization of a content of our favourite websites.

## References

It was a big opportunity to let the students find out that every action on the Internet or social network is watched. It was surprising that even talking on a mobile phone could lead to personalization of a content of our favourite websites.

Author: SPŠ Otrokovice Czech Republic Vlasta Koštiálová, Chemistry teacher

# SCREEN USE



## **Austria**





#### Activity 1

## Dissection of a cow's/pig's eye

## Description of the topic

The students are going to learn about the anatomy of the eye by dissecting a cow's/pig's eye. Moreover, each of them has to do some research on how screen usage affects the human eye (long-term and short-term consequences) and has to present one aspect of their research to the whole class.

#### **Initial assessment**

The eye has been tackled in the 1st from/grade 5 before. Therefore they have basic knowledge of the eye.

## Objectives of the activity

Students understand the anatomy of the eye.

Students can name the different parts of the eye and describe their functions.

Students can state how screen-usage affects the eye/eyesight.

## **Target group**

Students of 4th form, grade 8



## Activity process structure, implementation

Getting to know the anatomy of the eye Labelling exercise. (Source/adapted from: http://www.enchantedlearning.com/subjects/anatomy/eye/label/ labeleve.shtml https://askabiologist.asu.edu/sites/default/files/resources/colorin g\_pages/pdf/aab\_eye\_anatomy\_coloring\_worksheet.pdf, 13.1.2020) cow's/pig's Dissection (Source: of eve https://www.exploratorium.edu/learning\_studio/cow\_eye/coweye. pdf, 13.1.2020 – Please see the additional file). Research. Which long-term and which short-term consequences can exaggerated screen-usage have. Compile a list of 5 aspects and present ONE to the whole class.

## **Equipment, aids, tools**

Worksheets
Dissection scissors
Dissection trays
Cow's/pig's eyes

## **Expected results, assessment**

Assessment of their participation during the dissection. Assessment of their mini-presentations.

#### References

http://www.enchantedlearning.com/subjects/anatomy/eye/label/labeleye.shtml, 13.1.2020

https://askabiologist.asu.edu/sites/default/files/resources/coloring\_pages/pdf/aab\_eye\_anatomy\_coloring\_worksheet.pdf, 13.1.2020 https://www.exploratorium.edu/learning\_studio/cow\_eye/coweye.pdf, 13.1.2020



#### Activity 2

## Check your time

## Description of the topic

Before starting this activity, the students should write down how much time they think they spend on their phones. To make students reflect on their screen usage — time, they are asked to use the Screen-Usage-App and keep a diary.

#### **Initial assessment**

The students use their phones ways more than they would expect.

## Objectives of the activity

To reduce screen usage time.

Target group: students

## **Activity process structure, implementation**

First estimate the time, then document scree-usage-time over two weeks. At last present the findings.

## **Equipment, aids, tools**

Cell phone, App: "Screen Time", "My phone time" or "StayFree"

## **Expected results, assessment**

Upon reflecting and keeping track of usage-time the students' awareness should be raised and subsequently enable them to use their phones a little less.

#### References

"Screen Time" by Simple App Ltd, "My phone time" by Smarter Time and "StayFree" by StayFree Apps



#### Activity 3

## Sleepless in Screenville Description of the topic



Write a response to this letter to the school newspaper advice columnist. Be sure to give plenty of facts that will help "Sleepless in Screenville" convince her sister that powering down, especially at night, is important for good health.

Help! Ever since I started sharing a room with my sister, I haven't been able to sleep. The TV is always on. Her friends text all night. She even wakes up to check Instagram and her Facebook page. She's just as tired as I am the next day. How can I convince her that the world won't end if she focuses on getting a good night's sleep?

— Sleepless in Screenville

#### **Extension:**

On Day 1, have students track the way they spend their time on a typical weekday. On Day 2, ask them to make sure to include at least 1 hour of exercise or physical activity (walking or biking to school and other active daily routines count), 8 to 10 hours of sleep, and as little screen time as possible (homework using a computer does not count). Have them write an essay about how Day 2 went, and ways they might be able to make meeting the Day 2 goals easier.

#### **Initial assessment**

Raise awareness on how much time is spent on screen.

## Objectives of the activity

Students research the effects of screen time on sleep.



## **Target group**

all students

## **Equipment, aids, tools**

Paper and pen

## **Expected results, assessment**

Research screen-time and effect on sleep raises awareness Develop strategies to decrease screen usage time

## References

KidsHealth.org/classroom



# SCREEN USE



## Turkey





## 10 Harmful Side Effects Of Mobile Phones On Teenagers

Over and wrong use of cell phones can damage not only mental but also physical health. Parents may consider giving their teenagers mobile phones for security purposes.

However, the possible misuse and other side effects of mobile phones on teenagers are not unknown. While it does serve the purpose of being aware of your child's whereabouts, it is important to consider its adverse effects on teens. According to a survey conducted by the Pew Research Center, about 785 of all teens between ages 12 and 17 have mobile phones (1). It is a common sight these days to see a group of teens standing together but having no conversation and being involved in

parents and do other good and bad things. About one in four teenagers have access to the internet, far more than adults.

themselves. Teenagers use their mobile phones to call their

Scroll through the post to know whether or not cell phones are good for teens, the negative impacts of cell phones, and tips on safe usage of mobile phones.

#### **Effects Of Mobile Phones On Teenagers**

There is no doubt that a mobile phone is a handy tool. It eases communication with colleagues, friends, and relatives. But every technology that provides such benefits comes with a set of negative impacts. The impact of mobile phones on youth and society is immense. It is this area that requires attention when you are giving your teen a cell phone. Here's how cell phones affect teenagers.

#### 1.Teen tendonitis (TTT)

Excess messaging can lead to Teen Tendonitis (TTT). It causes pain in the hands, back, and neck due to poor posture. According to a five-year cohort study, excessive cell phone usage is known to result in musculoskeletal disorders such as tendonitis and first carpometacarpal arthritis in the forearm and thumb



#### 2. Stress

Having a cell phone will tempt your teen to spend all day talking or texting instead of doing productive things. Studies have proven that teens who spend too much of their time with their cell phones are more prone to stress, anxiety, and depression. Research has also found that excessive use of smartphones may result in an increased risk of mental health problems

#### 3. Sleep loss

Most teens keep their cell phones nearby while sleeping to respond to texts and calls and remain reachable around the clock. This may lead to sleep interruption and disruption. Studies have found that teenagers who use cellphones after the lights out experienced increased tiredness. Also, college students who use cell phones after the onset of sleep are reported to be awake an extra 46 minutes per week.

#### 4. Accidents

Teens tend to attend calls and text while driving, which is proven to be dangerous. According to the Centres for Disease Control and Prevention (CDC), teens are more likely to be distracted than drivers of any other age.

So, using a cell phone while driving should be a strict no.

#### 5. Anxiety

Relying on texting as a primary mode of communication can increase anxiety in teens. Texting is instantly gratifying, but it also produces anxiety. The instant reply by a friend can bring joy and elation. But in case of delayed response or no response, this same pleasure can turn into disappointment. Also, cell phone addiction can turn into an obsession to check messages and reply immediately. It may also increase anxiety by creating an illusion that they had received a message even when there was no message, making them frequently check their phones.

#### 6. Risk of cancer

Although there's no clear evidence of the relationship between cell phone

use and cancer, there are some statistically significant associations in some

people. Data collected from five European countries have shown an increased risk of acoustic neuroma in those who used a cell phone for ten or more years.

7. Cyberbullying

According to a study conducted on 13-18-year-olds by Cox Communications, 15% of children had been cyberbullied online, 10% had been cyberbullied by cell phone, and 5% had cyberbullied another person through a cell phone.

8. False prestige

The latest developments in cell phones have made it easy for teenagers to access any information. Most of the things projected on social media and the Internet may not be accurate, but teenagers who are naive (at their age) might take them seriously and get influenced. This might lead them to live in a fantasy world and develop false prestige. Some may also resort to crimes to fulfill their fantasies.

9. Obesity

Constant usage of cell phones may also cause obesity in teenagers. According to a study conducted by Harvard T.H Chan School of Public Health, teens who spend more hours a day on cell phones are more likely to become obese. The study further says that teens who spend more than five hours a day in front of screens are 43% more likely to get less sleep or exercise, resulting in obesity.

10. Vision problems

Increased use of cell phones is said to cause vision problems in teenagers. As per a study conducted on 30 medical students, 83% of them were found to have cell phone vision syndrome. The symptoms include stress, redness, burning sensation, blurred vision, and dry eyes.

#### **Conclusion**

Cell phones are not going anywhere, at least not anytime soon. So, you need to teach your teens about mobile phone safety and how to use it responsibly. They also need to have agreed boundaries for mobile phone usage. Here are some ways to avoid the adverse effects of cellphones on teenagers:

1. Negotiate with your teen on what should be the acceptable amount of time and money spent on cell phones.

2. Tell them to curb their impulse of replying to texts instantly.

3. Ask them to turn off their cell phone while driving.

4. Ask them to turn off their cellphone before going off to sleep to

maintain a regular sleep schedule.

5. Teach your teen that short to moderate conversations on cell phones might help in decreasing the ill effects to some extent. Encourage them to limit conversations to not more than 20 minutes a day.

6. Encourage installation of apps, which track daily phone use. This enables the user to keep a track of actual phone usage per

day.

7. Opt for a monthly plan that gives a structure for how many call minutes and text messages are available. If you are paying the bill, you can also have access to the mobile phone records, which will help you track how often your teen calls and sends messages and to which numbers.

8. Ensure you set a good example by limiting your cell phone usage, as children tend to imitate or learn things more from

parents.

9. Establish a rule that the usage of cell phones is restricted at least one hour before sleep.

10. Also, make sure your teenager keeps their cell phone away

during meals or family gatherings.

11. Ensure your children spend some time daily in physical activities such as running, playing, or walking. Encourage them to leave their cell phone behind while doing such activities.

# ENVIRONMENTAL FACTORS INTRODUCTION TO THE TOPIC

Environmental factors, ecological factors or eco factors are any factors, abiotic or biotic, that influence living organisms.

Waste (hazardous, unsorted)

**Air Pollution** 

**Greenhouse effect** 

**Ozone depletion** 

**Biodiversity** 

**Climate changes** 

**Excessive use of resources** 

**Disruption of ecosystems** 

**Environmental disasters** 





What and who can influence the environmental factors?

Production of companies and factories

**Transport** 

**Agriculture** 

Non-waste sorting

# ENVIRONMENTAL FACTORS INTRODUCTION TO THE TOPIC

The impact of companies and factories on the environment

They can cause air pollution.

They can cause water pollution.

They can contaminate the air with odorous substances.

They can accumulate hazardous waste.

They can cause environmental accidents.

They can generate higher and higher energy consumption.



# ENVIRONMENTAL FACTORS INTRODUCTION TO THE TOPIC

### **Factory visit**

We should make a report after participating in a field trip where students visit a factory and check its damage. Law analysis will be included: laws and regulations to decrease the level of environmental effects, encouraging the use of harmless package materials, the law structure in local areas that prevents the use of genetically modified organisms.



# ENVIRONMENTAL FACTORS



**Czech Republic** 

## **ACTIVITY 1**

## Ecological disasters in the Czech Republic -Bečva river case

## Description of the topic

Ecological or environmental disaster is defined as a catastrophic event regarding the natural environment that is caused by a human activity. These disasters can have a big impact on agriculture, biodiversity including wildlife, the economy and human health. The most common ecological disasters include pollution of water, air or natural resources.

In the world the most famous cases of ecological disasters are, for

example:

Chernobyl disaster — 1986 - was a nuclear accident that occurred on 26 April 1986 at the No. 4 reactor in the Chernobyl Nuclear Power Plant, near the city of Pripyat in the north of the Ukrainian SSR in the Soviet Union.

Prestige oil spill – 2002 - occurred off the coast of Galicia, Spain, caused by the sinking of the 26-year-old structurally deficient oil tanker MV Prestige in November 2002, carrying 77,000 tonnes of heavy fuel oil.

Fukushima Daiichi nuclear disaster - 2011 — was an energy accident, initiated primarily by the tsunami following the Tōhoku earthquake

on 11 March 2011.

In the Czech Republic we also have a lot of cases. Recently, the most famous case is the pollution of the river Bečva. It is not only because this ecological accident happened near our region, but also because this case was characterized by a criminal aspect and also by a political aspect.



## **Initial assessment**

Students can choose one environmental disaster, which happened in

their country.

Research on the Internet — students conducted a survey on the Internet to find out facts, articles, videos and all other sources regarding the ecological catastrophe on the Bečva river.

## Objectives of the activity

The main goal of this activity is to try to think critically about this case, gather all possible facts and discuss in the group what actually happened, to have arguments for and against.

## Target group

Pupils 15 – 19 Teachers

## **Activity process structure, implementation**

#### Research

To find as many facts about this case as possible using the Internet — every student will have at least few sentences after the research about the accident. It is possible to assign the task before the lesson via online tools.

#### Introduction

During the lesson the teacher have an introduction in generally about ecological disasters in the world, in the Czech Republic. It can be shown to students as a short presentation, video.

**Implementation** 

Students present the results of their internet survey without their

personal comment.

The arrangement of the class can be, for example, in a circle. But it is better to have the number of students up to 15. Students should be able to sum their survey briefly without reading the whole prepared text.



Discussion

Students discuss about the facts and express their opinions.

Role - play

One student is the mayor of the city, the other students are councillors and the other students represent the inhabitants of the affected municipalities.

Variation: Interview

Based on the findings, students can prepare an interview with a local official to find out how the authorities look at it.

**Equipment, aids, tools** 



## Expected results, assessment

The result is a summary of the recommendations on what the authorities should do to ensure that this environmental disaster is investigated so that it never recurs and what the gradual steps the authorities should take to prevent environmental disasters from happening at all.

This result could be published on the school's website.

#### References

https://cs.wikipedia.org/wiki/%C3%9Aniky\_toxick%C3%BDch\_l %C3%A1tek\_do\_Be%C4%8Dvy\_2020

> Author: SPŠ Otrokovice Czech Republic Dana Mošnovská, English teacher

#### **ACTIVITY 2**

## Evaluation of air pollution by odorous substances

**Description of the topic:** 

This topic is about monitoring of a place in Otrokovice where it is possible to locate the gadget for a measurement of odorous substances. As this gadget is situated in every bigger town in our region it can be assumed that this device is also installed in larger cities of other countries.

Evaluation of air pollution by odorous substances is performed using an olfactometer.

Polluted air sampling is performed in Nalophan bags using the ECOMA Vacuum Sampling Device - Serial No .: EP.131.02 at a flow rate of 10 l / min.

In the case of sampling area sources, a ditch measuring 180 x 180 cm or a cylinder with a diameter of 29 cm is used. In the case of sampling on a defined exhaust, the air sample is sucked in using a Teflon hose with an inner diameter of 5-8 mm. Samlophan sampling bags are replaced with new ones after each sampling.



Students must be aware how odorous substances can influence human healthy?

The most common symptoms of odorous substances:

- Irritation of the nose, eyes, throat
- Impaired breathing, lung pressure, cough
- •Headache
- Vomiting
- Fatigue, weakness, decreased vitality
- Confusion, depression
- Tension, anger
- Insomnia
- Annoyance

#### **ACTIVITY 2**

## Evaluation of air pollution by odorous substances

The sense of smell is very easy to adapt, and therefore we can easily tolerate very unpleasant odours over time. When all olfactory cells are exposed to a certain odour for a long time, they stop sending signals to the brain.

An evaluation system of the brain that can be divided into a state of liking and displeasure

Pleasant or unpleasant scents cause beneficial or unhelpful effects in an individual

The individual value is perceived subjectively by each individual, it depends on whether we know the scent or it is foreign to us, what was our previous reaction, what parable arouses in us, what we associate with it

Signalling mechanisms in the olfactory system affect those parts of the brain that are responsible for our alertness, attention, memory and learning, mood and feelings, what smells good is good for humans

If we are surrounded by beautiful scents, we feel better naturally, our overall health improves, an environment of harmony and well-being is created.

If the environment is infested with an unpleasant odour, it causes an immediate resistance reaction

These manifestations of affinity or aversion can also be observed in personal perfuming, scenting of homes, workplaces, etc.

The perception of odour by the human body is very similar to noise. Staying in an unpleasant environment is a source of stress, as well as noise or heat.

The short-term effect of stress on the body is debatable, but long-term effects can cause behavioural disorders (emotional factor, aggression), as well as diseases of the blood vessels, heart and immune system.

There is currently no air pollution limit.

Act No. 201/2012 Coll., On air protection, in §2, letter b) we define a pollutant which, due to its presence in the air, has or may have harmful effects on human health or the environment or is a nuisance to odours.

## Evaluation of air pollution by odorous substances

## **Initial assessment**

Survey — students will prepare a research about the measurement of the air pollution by odorous substances in generally in our district. There are 13 places in Zlín district which are monitored regularly. Students can create a map (or a digital map with those places).

## Objectives of the activity

The main objective of this activity is to learn students, pupils, young people to pay attention to measured values, to be able to read and evaluate them correctly.

In the past it was worse and nowadays the situation is better but not every day. There are some certain factors or aspects that can affect the measured values: temperature and wind. Although the situation is better now, we can still say that the biggest polluters in Otrokovice are the wastewater treatment plant, MAT rendering plant and composting plant.

## Activity process structure, implementation

Survey — students will prepare a research about the measurement of the air pollution by odorous substances in generally in our district. There are 13 places in Zlín district which are monitored regularly. Students can create a map (or a digital map with those places).

Research – data collection from measured points

Proposal for improvement — students can prepare some proposals with specific points on how to implement the proposals (role play) Implementation — students make an appointment with the authorities to enforce their proposals

## **Equipment, aids, tools:**



## Expected results, assessment

The most expected result is to introduce students to the importance of monitoring various measurements in cities and to teach them that these values are not measured to be just numbers on paper, but so that every citizen of a larger city can read and evaluate them correctly.

**Target group** 

Pupils 15 – 19 Teachers

Author: SPŠ Otrokovice Czech Republic Dana Mošnovská, English teacher

## Waste sorting and recycling

## **Description of the topic**

Waste sorting is the process, by which waste is separated according to material, into different elements. The waste is usually collected and separated into the following categories:

Paper
Cardboard
Glass
Plastics
Textiles
Wood, leather, rubber
Metals
Compost
Special/hazardous waste
Residual waste
Organic waste
Electronic waste
Cans



Students can do a research. The research can be focused on where (at home or at school) and how the waste sorting process takes place. They prepare a questionnaire.

Questionnaire about waste sorting:

1. Do you separate waste at home?

Yes

No

2. What do you separate at home?

**Paper** 

Cardboard

Glass

**Plastics** 

**Textiles** 

Wood, leather, rubber

Metals

Compost Special/hazardous waste Residual waste

**Organic** waste

**Electronic waste** 

Cans

3. What do you use for separating waste? special waste bins marked with different colours special waste bins special bags plastic bags boxes others

4. Who in your family is responsible for separating waste at home?

me

mother

father

all

others

5. How does your sorted waste get into city or municipal containers? one of my parents loads it into our car and takes it to the containers someone, who goes somewhere, takes the sorted waste into the containers it is my responsibility it is my brother/sister responsibility others

6. Do you know what the colours of the sorting containers are in your country?
Yes
No

- 7. Match containers for the material with the correct colour in your country:
- Paper green
- Cardboard yellow
- -Glass -blue
- Plastics brown
- Textiles red
- Wood, leather, rubber black
- Metals grey
- Compost orange
- Special/hazardous waste violet
- Residual waste white
- Organic waste pink
- Electronic waste beige
- Cans silver
- 8. Do you think it is important to separate waste?
- Yes
- **No**
- 9. How often are your bins dumped?
- once a week
- once a fortnight
- once a month
- less often?

10. Do you separate waste really thoroughly?

- Yes

- No

It is possible to add some questions about different waste items — where do the items belong?

It is possible to prepare similar questionnaire about waste sorting at

school.

The research can be done with students, teachers, parents....
It is important to evaluate the questionnaires.

## **Initial assessment**

Survey – students will prepare a questionnaire about waste sorting and collected data will be assessed.

## Objectives of the activity

Waste sorting – the main objective of this activity is:

Survey — to find out what part of students, teachers, parents separate

waste, how they do it

Recommendations – on the base of survey facts – to develop some recommendations how to improve situation at home or at school. Especially at school, it is often possible to improve waste sorting, for example by adding a sorted item.

Excursions – it is possible to arrange some excursions to

**Improvement** 

**Target group** 

Pupils 15 – 19 Teachers

## Activity process structure, implementation

Introduction — discussion, excursion, video, film, lecture about the importance of the waste sorting

Research – questionnaire with evaluation process

Proposal for improvement — students will prepare some proposals with specific points on how to implement the proposals

Implementation — students make an appointment with the authorities to enforce their proposals

## **Equipment, aids, tools**



## Expected results, assessment

The most expected result is to improve the environment via improvement waste sorting process at schools or at home.



Author: SPŠ Otrokovice Czech Republic Dana Mošnovská, English teacher



Date of a plan factory visit: 2.11.2021

Name of the factory and brief description of the factory production (some photos): REMAQ

REMAQ produces high-quality recycled granules of polypropylene, polyethylene and polystyrene. Our production is customer— and product-oriented. The wide spectrum of our products consists of product types manufactured within the defined interval of rheological and physical and mechanical properties. In response to every particular customer demand or product type we apply either a standard product or a product specifically developed to meet the specified individual parameters.

Laws and regulations to reduce the level of environmental impact – for this factory in the local area:

Air Protection Act (Zákon o ochraně ovzduší), Law (Zákon) č.

201/2012 Sb.

The only consequence that REMAQ has on the environment is that they are producing some air emission. The above-mentioned national regulation sets limit figures for those emissions. REMAQ outsources the measurement of emission values to a company called EKOME. This company comes to measure emission values regularly and provides REMAQ with results. After each measurement moment, EKOME issues a certificate that REMAQ is respecting all legal limits.

REMAQ also uses water to cool down the final product (granules) at the end of the production process. This water is not polluted and therefore there is no legal obligation connected to the water drainage

of REMAQ.

# ACTIVITY 4 Factory visit













# ACTIVITY 4 Factory visit

Evaluation: Mr. Martin Večeřa was the responsible person who guided our excursion. His position is the Production Supervisor. We were able to see the whole production process. The production hall of REMAQ company has three production lines (machines) that deal with elements of the recycled granules production process. At the end of the excursion Mr. Večeřa showed us their material-control lab. This lab is dedicated to the quality check of materials that REMAQ uses as their raw material. Setting of their production machines depend of the quality-check results — temperature, additives, etc. This lab also checks the quality of their end products (granules) and whether their quality corresponds with the requirements set by the customer who ordered those granules.

#### **Author:**

Students of the 3rd class and their teacher Vlasta Koštiálová



# ENVIRONMENTAL FACTORS



**Croatia** 



## **GREENHOUSE EFFECT**

## Theoretical background

Hence the name greenhouse effect? The greenhouse transmits light and part of the shortwave heat radiation. Heated soil and plants emit long-wave thermal radiation that the greenhouse cover does not leak, so the temperature inside the the greenhouse is higher.

In the same way, the Earth's atmosphere can be observed, which absorbs one part of the Sun's radiation, reflects another, and reaches the

Earth's surface.

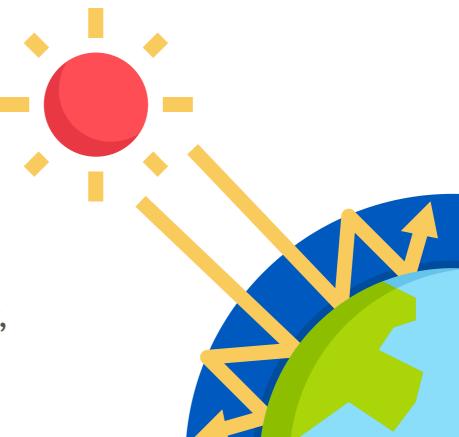
Part of this energy is spent by plants in photosynthesis, and part is spent on evaporating water from oceans, rivers and lakes. The largest amount of radiation is absorbed by soil, rocks and water. The heated surface of the Earth emits long-wave thermal radiation into the atmosphere, which is partially returned to the Earth by greenhouse gases. Thermal radiation leads to an increase in the average temperature on Earth, and thus to climate change.

Greenhouse gases include water vapor, carbon dioxide, methane, nitrous oxide, ozone, freon, etc. Freons are present in the atmosphere solely as a

result of human action.

#### **Accessories and chemicals:**

2 plastic bottles (0,5 L)
2 pierced bottle cap
2 thermometers
spoon, funnel (paper)
incandescent lamp
baking soda (NaHCO3)
kitchen vinegar (CH3COOH,
9%)







## **Description of activities**

Insert thermometers through the openings on the bottle caps. Cap the bottles and read the initial temperatures on the thermometers (t1). BOTTLE 1: Pour about 50 mmL of water and close the bottle with a bottle cap through which the thermometer has been passed BOTTLE 2: Pour four tablespoons of baking soda adn 50 mmL of kithen vinegar over the funnel. Quickly close the bottle with the stopper through which the thermometer is passed. Place the bottles side by side and illuminate them from the side with the lights of a lihted lamp for about 60 minutes. Then turn off the lamp, read and record the temperatures on the thermometers (t2). Enter the obtained dana in the table.

## **Activity goals**

Explain the greenhouse effect and the causes of climate change The connect the results of the experiment with conceptual knowledge Critically consider the impact of substances on humans and the envronment

Target group: from 7 to 97 years of age

## Initial evaluation of results

Carbon dioxide is generated in bottle 2, so a higher temperature is expected at the end of the experiment than in bottle 1. Chemical reaction equation (bottle 2):

 $NaHCO3(s) + CH3COOH(aq) \rightarrow CH3COONa(aq) + H2O(1) + CO2(g)$ 





	INITIAL TEMPERATURE (average value)	FINAL TEMPERATURE(average value)
BOTTLE 1	22°C	24,5°C
BOTTLE 2	22°C	25,8°C

The temperature in bottle 2 at the end of the experiment was higher than the temperature in bottle 1 due to the presence of greenhouse gas carbon dioxide.

Research group: Students: Mia Zekić, Mila Podrug, Tena Korov, Darian Begović, Emanuel Čosić, Dominik Aga Teachers: Marija Mrkojević, Melita Gložinić





## WATER WORLD - pH

pH value is a measure of water acidity. Organisms that live in water thrive best when the pH of the water is between 6.8 - 7.8. If the pH of the water falls below 5.5 or if it is higher than 9.0 the life of higher organisms is no longer possible (fish and other aquatic vertebrates).

## **Initial assessment**

Due to environmental pollution in recent decades, aquatic organisms are in great danger of survival. Human impact on disturbance, but also for maintaining a balanced state and biodiversity in nature is great. By taking responsibility and acting in accordance with the principles of sustainable development, man can protect nature and his environment and improve personal and general well-being on Earth.



## Objectives of the activity

► Encourage students to think critically about the connection between their own way of life and impact on the environment and other organisms.

► Encourage students to act with the principles of sustainable development and to take their own responsibility for maintaining a balanced state of nature and maintaining biodiversity.

► Practically apply the methodology of scientific research → collect data, follow the steps in the protocols with the proper use of equipment for conducting research.





- ▶ Draw conclusions based on the obtained results.
- ► Act! ... reduce the damage to the environment.

Target group: project team

## Activity process structure, implementation

Measure the pH of the water with universal indicator paper. Read the value.

Can higher organisms, such as fish, live in water?

## **Equipment, aids, tools**

- universal indicator paper

- pH determination kits (Visocolor ECO)



## Expected results, assessment

► Critical reflection on the impact of our actions on Earth and humanity.

► Proposing ways to improve personal and general well-being.

► Application of basic principles and methodology of scientific research.

► Acting in accordance with the principles of sustainable development with the aim of protecting nature and the environment.

References:
Biology Curriculum
Health Curriculum
Sustainable Development Curriculum

Author: Violeta Katušić, prof.



## Back to nature!



Human's negative impact on the environment is nothing new. People have always refused to maintain a balance with nature. This makes us wonder how the future is going to look for us!?

There is no us without Mother Nature. There in no Planet B.

We wonder if the next generations are ever going to experience nature the way we were fortunate enough to do?!

We can still make a change for good. The most important step is spreading awareness of neglect of nature and the environment. Therefore, we decided to organize a creative competition for the students of our school called "Back to Nature!".

The school Erasmus team invites all students of our school to participate in a creative photo-video competition. What do you need? Go out in nature, watch it, capture a moment, take a photo or a short video and send it to us! We will organize a virtual exhibition of works and reward the most successful!

Our main goal is to raise awareness among young people about the importance of living in harmony with nature.

The target group of students is the Erasmus student team and all students of the school who want to participate in the competition.





## Implementation, activity process (in brief)

The competition would open in early October and run until early November 2021. The teaching project team will select the three most successful works and award the authors. All works will be exhibited in a virtual exhibition.

Equipment, aids, tools: mobile phone, camera.

## **Initial assessment**

This is a call for all of us to look around and let ourselves be amazed by nature and its wonders. Be curious and take time to observe parts of nature you have not noticed before. Details in nature, landscapes, nature in your town/village, portraits in nature – it doesn't matter. Look around... Can you capture nature's presence around you? This is an effort for students to express themselves creatively, but also to spend time outdoors, in nature, on the move. We all spend a lot of time in front of screens, let's change that!

Reference: https://www.voicesofyouth.org/blog/we-have-save-fading-beauty-earth? fbclid=IwAR0vKxWG8q\_Yslqf6zHK9sJZre3NDeVLn48LE8eISnnMjL oH5qllE5hf24g





## A tree friend

Tree planting is one of the effective and long-term mechanisms for mitigating the existing and upcoming consequences of climate change, which is why one of the goals of the new EU strategy for forests by 2030 is to plant three billion additional trees.

One tree can absorb up to 25 kilograms of harmful emissions per year.

One tree can absorb up to 25 kilograms of harmful emissions per year, and strategic planting of trees in urban and other areas lowers the

temperature by five to eight degrees.

Name of the institution: Gimnazija Požega

Target group of students: project team

Goal of the activity

In addition to resulting in concrete values for the environment, planting trees also has a broader social message. "Planting trees is also a clear message of hope and optimism for new generations. The tree we plant today will bring shade, extra food yield, cleaner oxygen, reduced UV radiation, safety and an environment for better, healthier growth for our children. By planting trees, we give our planet time to recover, and young people a sustainable future.

## Class or group arrangement

A national tree planting campaign is being implemented in Croatia. Educational institutions can also be involved in the campaign. The project team led by teacher Marija Mrkojevic joined the campaign and planted three trees near the school on November 19th. The course of our activities was as follows: - application form; - connection with the planting coordinator; - collecting information on planned seedlings; - study of educational materials; - raising planting material; - monitor performance in the media; - post-campaign activity: watering.

Activity aids: Planting tools, work gloves.

# ENVIRONMENTAL FACTORS



**Turkey** 



## **Factory visit 1**

Date of a plan factory visit: 02/12/2021

Name of the factory and brief description of the factory production (some photos)

**KİRKİZOĞLU** COTTON FACTORY (KİRKİZOĞLU PAMUK-ÇIRÇIR FABRİKASI)



laws and regulations to reduce the level of environmental impact - for this factory in the local area

**Constitution of the Republic of Turkey** 

CEVRE KANUNU(1)(2) Kanun Numarası: 2872 Kabul Tarihi: 9/8/1983

Yayımlandığı R.Gazete: Tarih: 11/8/1983 Sayı: 18132 Yayımlandığı Düstur : Tertip : 5 Cilt : 22 Sayfa : 499





## Production visiting, excursion (some photos):















## **Evaluation**

Our factory tour with Erasmus students was very beneficial for everyone. Both teacher and students visited the cotton factory for the first time. They got information by seeing on site which stages the cotton collected from the field goes through one by one.
They interviewed the foreman by observing the different machines and

workshops in the factory. In particular, they wondered what measures were taken to protect the environment. They heard that the filters in the chimneys are cleaned frequently.

The students also noticed that the factory visited was old. In this respect, the idea was formed that the factories in our region were not updated in

terms of technology.

#### **Author:**

Mustafa AKINCI – ICT Teacher and Erasmus+ Project Coordinator, Necmi Asfuroğlu Anadolu Lisesi, Hatay/TURKEY





## Factory visit 2

Date of a plan factory visit: 02/12/2021

Name of the factory and brief description of the factory production (some photos)

MIRIOĞLU FLOOR FACTORY (MIRIOĞLU UN FABRİKASI)



laws and regulations to reduce the level of environmental impact - for this

factory in the local area:

Constitution of the Republic of Turkey ÇEVRE KANUNU(1)(2)

ÇEVRE KANUNU(1)(2) Kanun Numarası : 2872 Kabul Tarihi : 9/8/1983

Yayımlandığı R.Gazete: Tarih: 11/8/1983 Sayı: 18132 Yayımlandığı Düstur: Tertip: 5 Cilt: 22 Sayfa: 499





## Production visiting, excursion (some photos):





## **Evaluation**

Our factory tour with Erasmus students was very beneficial for everyone. Both teacher and students visited the cotton factory for the first time. They learned about the stages in which the wheat collected

from the field turns into flour, one by one.

They interviewed the Vice Chairman of the Board of Directors and the Food Engineer by observing the different machines and workshops in the factory. In particular, they wondered what measures were taken to protect the environment. They heard that the filters in the chimneys are cleaned frequently. Students also noticed that the factory visited was modern. In this respect, they were pleased that some of the factories in our region were modern and technological.



# ENVIRONMENTAL FACTORS



**Austria** 



## Activity 1 Clean Up Leibnitz



## **Description of the topic**

In the midst of a global pandemic, the planet still needs us to care. To clean up our city, students of our school united and took action on waste. Even though we could not work in big groups, our students still hunted down waste around the city and its parks and marshlands and collected numerous kilograms of plastic. This was partially done during regular lessons, partially in the students' free time.

## **Initial assessment**

Building on prior knowledge about global pollution.

## Objectives of the activity

Students understand the effects of global pollution Students can name the different parts and phases of climate change

Target group: Students 5th -12th grade

## **Activity process structure, implementation**

Gather understanding of global pollution.
Influence of humankind on the greenhouse gases and global warming Ways to stop/reduce global pollution

Equipment, aids, tools: Garbage bag

## **Expected results, assessment**

Assessment of their participation in the described action

References:
https://www.cleanuptheworld.org/
https://www.worldcleanupday.org/
https://greenheroes.at/world-cleanup-day/



## Climate change — Solar energy

## Description of the topic

Description of the topics at hand. Facts, numbers and diagrams How to read them. Special focus on ice-core drilling.
 Solar energy – efficiency, different way of "harvesting"
 Experiments with photovoltaic cells to deepen the knowledge.

## **Initial assessment**

Building on prior knowledge of earlier years of education. The students are aware of the basics of climate change and solar energy.

## Objectives of the activity

Students understand the effects of climate change Students can name the different parts and phases of climate change

Students understand photovoltaic processes and the build of

these cells.

Students can carry out experiments with photovoltaic cells.

Target group: Students 9th -12th grade

## Activity process structure, implementation

Gather understanding of the greenhouse effect. How greenhouse gases effect our atmosphere. Influence of humankind on the greenhouse gases and global warming. Renewable energy (focus on solar energy).





## **Equipment, aids, tools**

Worksheets Photovoltaic cells Computer

## Expected results, assessment

Assessment of their participation during the lessons. Assessment of their mini-presentations of their findings

## References

Big Bang 7, Martin Apolin, öbv-Verlag

https://www.greenpeace.de/themen/klimakrise

https://www.global2000.at/folgen-des-klimawandels

https://www.spektrum.de/news/weltklimakonferenz-2021-welche-

vier-ziele-cop26-erreichen-muss/1942417

https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal/climate-action-and-green-deal/eu-cop26-climate-change-

conference\_en





## **Clothing Swap Day**

## **Description of the topic**

Clothing swaps are not only a good way to refill a wardrobe, but are also very environmentally friendly. The students of the school were asked to bring old, washed items to school — they were then displayed in a common room and every student of the school had the chance to browse through an enormous selection. To take an item, it was NOT mandatory to give anything.

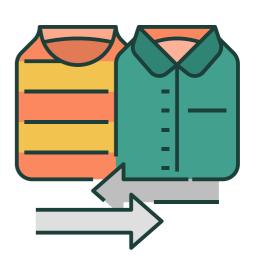
## **Initial assessment**

Building on prior knowledge about environmentalism and how fast fashion plays a huge role in global pollution. Also the topic of sweat shops is being taught in various classes beforehand.

## Objectives of the activity

Students understand the effects of Fast Fashion Students can name the different parts and phases of global pollution Student can understand and describe the benefits of Clothing Swaps and 2nd hand fashion.

Target group: Students 7th -12th grade







1. Gather understanding of Fast Fashion, global pollution. Influence of humankind on global pollution and global warming.

2. Ways to stop/reduce global warming / pollution.

3. How individuals can do their respective part in order to achieve a greener planet.

## **Equipment, aids, tools**

Spare room, hangers, tables. Lots of 2nd hand fasion. Students who are willing to part ways with parts of their wardrobe.

## **Expected results, assessment**

Assessment of mini-presentations about Fast Fashion and Global pollution.

## References

"How Cloting Swaps Could Help Save the World". One Green Planet. March 24, 2014.

"Sweater Dresses - Shop Knit Dresses & Sweater Dresses online | StyleWe". www.stylewe.com.

Purvis, Katherine; Evrenos, Maria (September 15, 2014). "How to set up a clothes swap in your area" – via www.theguardian.com.
Tuttle, Brad. "Q&A with Clothing Swap Founder Suzanne Agasi" – via

business.time.com.



## **Factory visit**



Name of the factory and brief description of the factory production (some photos):

**Zotter Chocolate factory** 

Zotter Chocolate factory makes everything in-house, from the first step to the last, thus making them one of the very few bean-to-bar producers in Europe. The roasting, milling and conching is done in small batches, adjusted to the individual cacao bean so they can demonstrate the exciting world of cacao. Family Zotter often travels to their cacao growing regions in order to find the most sublime and rare cacao varieties. All their chocolates contain only the best raw materials. They use fine flavour cacao bean varieties as opposed to ordinary bulk cocoa, we exclusively use cocoa butter instead of palm oil, raw cane sugar, milk from alpine farms and genuine Bourbon vanilla, the second most expensive spice in the world after saffron. The Austrian location employs around 200 people who produce fresh chocolate every day and also take care of all the other things our workshop requires.

Check out the Bean2Bar video: https://www.youtube.com/watch?time\_continue=9&v=-dV0nKKxUHw&feature=emb\_title

laws and regulations to reduce the level of environmental impact - for

this factory in the local area:

The Zotter chocolate factory and their founder Mr. Zotter do not only follow common environmental laws, but try to lead by example. Setting themselves much higher goals when it comes to environmental impact. Their philosophy and guidelines are portrayed in the following section.



## Production visiting, excursion (some photos):













## A responsible person interviewing (some photos)

Due to the ongoing Covid situation, the people in charge asked us to postpone an interview to a later date and pointed us to their webpage (https://www.zotter.at/en/about-zotter/organic-fair-trade-green)

Family Zotter describes their "Green impact" on their homepage as follows:

Zotter's success is living proof that ecologically and socially sound business practices are economically viable. Zotter is one of the most sustainable companies in Austria. The company's holistic concept, which follows on from the decision only to use organic and fairly traded ingredients, is evolving and progressing continuously.

Solar & Geothermal Energy: The entire production runs on eco-power. The Edible Zoo is self-sufficient, as its power is supplied by a photovoltaic system generating approximately 100,000 kWh. 9 PV movers with a total peak output of 64.8 kW keep turning towards the sun like sunflowers to maximise efficiency. Surplus energy is fed into the workshop where the chocolate is made, supplying up to 60 per cent of its energy demand in combination with the steam-driven power station. The remaining 40 per cent are supplied by Oekostrom GmbH from renewable sources.

Far from being regarded as waste, even cocoa bean shells are either converted into thermal energy in the company's steam-driven power station or used as fertiliser for the vegetable patches in the Edible Zoo.

The hot-water supply is powered by geothermal energy.

Spring Water & Organic Food: We source drinking water from our own spring and collect rain water for our agricultural operation in the Edible Zoo. Every day our employees get a freshly prepared free organic meal consisting of homemade pasta, freshly milled grain and meat and fruit from our own organic agricultural operation in the Edible Zoo.



Bioplastics & Non-Glossy Packaging: We use bioplastics made by Biomat (www.biomat.info) from renewable sources for our packaging needs. We would prefer not to use any film packaging at all, but unfortunately there is currently no viable alternative for companies operating in the food sector.

Our packaging is made from environmentally friendly paper without glossy coating and printed with environmentally friendly colours. Although the decision to use uncoated rather than high-gloss paper did result in a temporary drop in sales, we stuck with it and our sales figures soon got back to normal.

E-mobility: Josef Zotter drives an electric Vauxhall Ampera to work. The company is currently in the process of converting its entire vehicle fleet to electric cars and already has more electric than petrol-fuelled cars on

the road.

Self-sufficiency: Zotter's personal energy supply is completely self-sufficient — he even produces more power than he needs. His organic farm at home and his Edible Zoo, which supplies the company's cafeteria, make him self-sufficient in every respect.

Zotter has been awarded the Trigos Prize for Corporate Social

Responsibility several times.

Zotter products are consistently rated as "excellent" in the Greenpeace Market Check for social as well as ecological aspects — ingredients, transport, packaging, GM, animal welfare — and are sometimes the only company to achieve that score.







2012 Zotter is awarded certification as a Climate Alliance Partner.

2013 Zotter is nominated as a European Business Awards finalist in the

Sustainability category. The jury panel's decision is still pending. 2017 Zotter is nominated for the Österreichischer Klimaschutzpreis 2017 (the Austrian Climate Protection Award). An expert jury selects his »Environmental Protection as a Concept for Success« as one of the three best projects in the corporate category.
2017 Zotter receives an award for the Best Environmental Declaration

2017.

2018 Zotter is nominated for the European Business Awards for the Environment 2018-2019 (EBAE).

2018 Winner of the 2018 Energy Globe Award Austria

#### **Evaluation**

Setting the highest possible standards in terms of environmental protection and Green spirit

#### **Author:**

David Duncan and https://www.zotter.at/en/about-zotter/organic-fair-trade-green



# ENVIRONMENTAL FACTORS



**Spain** 



#### Noise pollution in our school

#### Description of the topic

Noise pollution has a negative impact in learning environments.

#### Objectives of the activity

To evaluate if the noise levels in our school fit the WHO recommendations.

To suggest ideas on how to reduce noise pollution in the school.

Target group: Year 1 CSE

#### **Activity process structure, implementation**

Firstly, students work in teams to measure the noise levels at different times of the day with a sonometer app.

Next, they share the data and create a graph to evaluate which are the noisiest parts and times in the school.

Lastly, they brainstorm possible solutions to improve noise levels.

Equipment, aids, tools: sonometer app and track sheet.

#### Expected results, assessment

Teams record, introduce and compare data to evaluate if the noise level in the school fits the WHO standards.

Author: Marina Peralba (Music teacher)





#### La Llagosta Recycling Map

#### **Description of the topic**

This activity consists of a map including different types of recycling

facilities available in the students' town (La Llagosta).

Initial assessment: students are asked to brainstorm as many recycling facilities as they can remember. All group members compare their results, which they later refine and elaborate by searching on the internet.

#### Objectives of the activity

1. Create an interactive map where locals and visitors can easily find where to dispose of different kinds of waste.

2. Make students aware of the wide variety of waste which can be recycled or reused.

Target group: 4th year CSE students.

Activity process structure, implementation:

First of all, students brainstorm as many recycling facilities available in their town as they can remember. Each group member writes down a list and then, all group members combine their results in a longer list.

Later, students locate those facilities on a map and find out on the internet basic information about them: are they bins or businesses which offer a recycling service?, what types of waste can you dispose of there?, what happens to that waste later?, is it destroyed, set aside or reused?

Finally, students complete the information in every marker in their maps and present the result to the class.





laptops, Knightlab StoryMap app, Google Images, Google Presentations.

#### Expected results, assessment

students are expected to include as many types of facilities as possible and detailed information on its treatment at recycling plants.

**Author: Erasmus Commission at Marina High School** 





#### **Sustainable Living Survey**

#### **Description of the topic**

Students work in groups to create a 20 questions questionnaire in order to get to know La Llagosta sustainability and sustainable living habits.

#### Objectives of the activity

To get to know sustainable living habits from La Llagosta school and population.

Target group: La Llagosta population (different age ranges, from 14 to 40 years old)

#### Activity process structure, implementation

Students have brainstormed sustainable living problems in our school and hometown: recycling, use of energy, trash, water waste, healthy living habits, etc

They have plan a 20 items' questionnaire

They have posted this questionnaire, once revised, on social media, mainly Instagram accounts

They have analysed results and showed them to the class in a ppt

They have reached conclusions.







#### **Equipment, aids, tools**

Google Forms, social media such as Instagram, online dictionaries.

#### Expected results, assessment

Students reflected on their questionnaires' results and reached some useful conclusions. They were also assessed individually by means of a rubric by the teacher.

Author: Erasmus Commission at Marina High School.



# ENVIRONMENTAL FACTORS



Latvia



#### **Warm Sweater Day**



#### **Description of the topic**

It is an annual tradition for Eco Schools. This cosy day takes place at the beginning of February. The Climate Alliance initiated Warm Sweater Day in 2007. The motto of the day is: 'Warm yourself, not the planet.' The concept is just as simple. Turn down your thermostat by one degree Celsius, and instead put on a cosy sweater to stay warm.

#### Objectives of the activity

To save energy and reduce carbon dioxide emissions.

Target group: students and their families

#### **Activity process structure, implementation**

Participants turn down the thermostats by 1  $^*$ C (1.8 F) and put on a warm sweater for the day. It may not seem like a big deal, but it adds up when practiced by a large number of individuals. The Warm Sweater Day website says that 6% of both energy and carbon dioxide emissions are saved by a one-degree-Celsius reduction.







#### **Equipment, aids, tools**

#### some warm sweaters

#### Expected results, assessment

Students' awareness of how a small drop in indoor temperature can add up will be raised.

#### References

Vides izglītības fonds www.videsfonds.lv

https://www.instagram.com/fee\_latvia/ http://www.videsfonds.lv/lv/ekoskolas https://www.ecoschools.global/ https://www.warmetruiendag.nl/

**Author: HealMe Latvia** 





#### Christmas decorations



#### **Description of the topic**

Approximately 24 trees, 300 million litres of water, and 32 million BTUs of energy are used to produce just 1 ton of paper. Like the recycling of most other materials, recycling paper saves energy, reduces greenhouse gases, and conserves crucial natural resources. Reusing old paper for decorations is a wonderful way to save money and help protect the environment. Creative recycled crafts help students

connect with each other and teach them green living ideas.

#### Objectives of the activity

To make decorations while saving energy and natural resources.

Target group: Students 10 - ... years old.

#### Activity process structure, implementation

In the lessons of Design and Technology students create their own Christmas decorations.

The process:

Decide what you want to make and roll paper tubes (the size and amount

of paper tubes depend on what you are creating); Use glue (glue gun) to join the tubes and create the necessary shape; Finish your decoration by adding glitters, Christmas ornaments, Christmas lights.







#### **Equipment, aids, tools**

paper, glue or glue gun, glitters, Christmas ornaments, Christmas lights, etc.

#### Expected results, assessment

Students' awareness of how reusing paper can help environment will he raised.

#### References

https://www.greenmatters.com/p/why-is-it-important-to-recycle

https://community.materialtrader.com/the-complete-guide-to-a-

circular-economy-of-paper/ https://www.lushome.com/recycling-old-paper-home-decor-30-creative-craft-ideas-kids-adults/126882

https://www.youtube.com/watch?v=4vCx10MgxoE

Author: HealMe Latvia





#### Save energy, save the planet

#### **Description of the topic**

Although it may not be obvious, there is a direct connection between energy use and the environment. When we consume less power, we reduce the amount of toxic fumes released by power plants, conserve the Earth's natural resources and protect ecosystems from destruction. By taking steps to reduce energy intake, we contribute to a healthier and happier world. Wasting energy means that more of it has to be produced, and burning fossil fuels is a major source of carbon dioxide (CO2) making climate change worse. However, it is easy to make some changes at home to make a difference.

#### Objectives of the activity

to explore and test ways to save energy.

Target group: Students of grade 9 and their families

#### Activity process structure, implementation

Lesson 1: Class is divided in two teams and each team of students gathers information about one of following topics:

**Turn off lights** 

Take control

**Homework:** 

Students of team Turn off lights check how much electricity can be saved by unplugging devices - turning

off TVs, DVD players, chargers, speakers and computers when they are not used.

Students of team Take control check how much energy can be saved by adjusting thermostats, controls and timers (heating, water heating, lights, reducing water consumption)







1st measurement is taken at home after 24h normal mode of daily routine;

2nd measurement is taken at home after 24h test mode daily routine (introducing new habits).

Lesson 2: Students present information about their topic, share the results of experiment and make conclusions.

#### **Equipment, aids, tools**

Computers, Internet resources, access to household's electricity meter Expected results, assessment: Students' awareness of how to save energy (and why it is important) will be raised.

#### References

https://www.wwf.org.uk/myfootprint/challenges/save-energy-save-planet-app https://www.saveonenergy.com/green-energy/how-saving-energy-helps-the-environment/

**Author: HealMe Latvia** 





## Activity 4 Factory visit



Date of a plan factory visit: 24 November 2021

### Name of the factory and brief description of the factory production (some photos)

Dzelda HES, small hydropower plant (HPP)

It was built in 1993 to meet the local factory's need for cheap electricity.

The dam was built in time of one year.

At that time, article 40 of the "Energy Law" and the regulations of the Cabinet of Ministers of the Republic of Latvia "On Purchase Prices of Electricity Produced in the Republic of Latvia" paved the way and opportunities for rapid construction of small HPPs, as double tariff was applied to electricity purchased from them.

Now Dzelda HPP does not sell energy. The owner of HPP uses it to satisfy

the needs of his nearby guesthouse.







#### **Activity 4 Factory visit**

#### Laws and regulations to reduce the level of environmental impact - for this factory in the local area

Many different laws regulate the operation of small hydroelectric power plants in Latvia:

Water Management Law [Sections 6, 7]; Law "On Environmental Protection" [Sections 44, 44.1, 44.2, 53, 58]; Civil Law, Part III, Articles 1102 to 1127, which govern the restriction of rights of water use;

**Construction Law;** 

Law "On the Safety of Hydroelectric Power Plant Hydraulic Structures" [Sections 4, 8];

Law "On Environmental Impact Assessment" [Articles 4, 8, Annex 2]; Law on Protection Zones [Sections 5, 7, 32, 35, 37, 58, 61, 64, 65]; Energy Law [Sections 25, 40];

Fisheries Law [Sections 9, 19, 23, 26 (4)];

Law on the Protection of Species and Habitats [Sections 5, 9]; Dzelda HES obeys all the rules and comply with all requirements.

#### **Production visiting, excursion** (some photos)

During the visit, the owner explained and showed how electricity is made. Students could explore and test some devices.











#### **Factory visit**

#### A responsible person interviewing (some photos)

While visiting Dzelda HHP, students had the opportunity to speak with Juris Jaunzems, who is the owner of the plant. They had the chance to ask questions about the topics they were interested in.

According to the owner, hydropower plants are one of the "greenest" way

to produce electricity.





#### **Evaluation**

Despite of all the rules, the operation of small Dzelda HPPs still causes

several ecological problems in the local neighbourhood:

Because of dam, the river valley is destroyed for several kilometres changing the natural landscape of the river, which is a unique and unrepeatable value. Natural habitats of plants and animals are being lost. The amount of oxygen in the water decreases in the flooded sections of the river. This leads to a change in the species complex – plant and animal species, whose existence requires clean and oxygen-rich water, are disappearing, they are being replaced by low-demanding species.

In winter, fish die in water reservoirs. That is caused by the decay of accumulated sludge and dead aquatic plant residues, which causes a lack

of oxygen.

The HPP dam is becoming an obstacle to spawning migrations, leading to the extinction of valuable fish species.

Fluctuations in water levels cause coastal erosion.

Author: Nīkrāces pamatskola, Latvia

## HEALTHY DIET INTRODUCTION TO THE TOPIC

Your body needs energy to function and grow. Calories from food and drinks give you that energy. Think of food as energy to charge up your battery for the day. Throughout the day, you use energy from the battery to think and move, so you need to eat and drink to stay powered up. Balancing the energy you take in through food and beverages with the energy you use for growth, activity, and daily living is called "energy balance." Energy balance may help you stay a healthy weight.

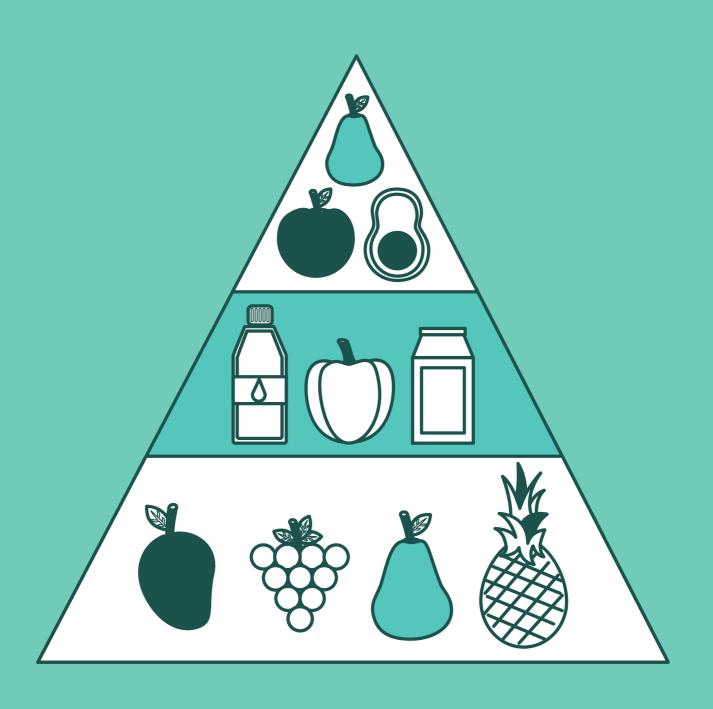
As you get older, you're able to start making your own decisions about a lot of things that matter most to you. You may choose your own clothes, music, and friends. You also may be ready to make decisions about your body and health.

Making healthy decisions about what you eat and drink, how active you are, and how much sleep you get is a great place to start.

## HEALTHY DIET INTRODUCTION TO THE TOPIC

#### Here you'll learn:

- how your body works—how your body uses the food and drinks you consume and how being active may help your body "burn" calories;
- how to choose healthy foods and drinks;
- how to get moving and stay active;
- how getting enough sleep is important to staying healthy;
- how to ease into healthy habits and keep them up;
- how to plan healthy meals and physical activities that fit your lifestyle.



# Healthy diet

**Czech Republic** 





#### **Energy drinks**

An energy drink is a type of drink containing stimulant compounds, usually caffeine, which is marketed as providing mental and physical stimulation. They may or may not be carbonated and may also contain sugar, other sweeteners, herbal extracts, taurine, and amino acids.

#### Why we decided to deal with Energy drinks?

They are sold in our school vending machine.

The assortment of energy drinks sold in supermarkets is huge and commonly available to everyone. Even to children. Together with my colleague we noticed that our students drink them a lot at school.



#### What we did?

We did a classroom survey to find out how often students drink energy drinks. Our findings were alarming.

My colleague prepared a presentation about the harmful effects of energy drinks and presented it together with a short video in the classroom.

And then we discussed in classes with the students what they thought about it.

Recently we have been discussing with our students once more.

The situation has not improved much.

Just one student said that he had totally stopped with the drinking energy drinks. Why? Because he drank about 7 or 8 energy drinks in one day and almost died. He rolled on the ground, not knowing what was happening to him. Fortunately, his parents found him and they did it together.





So we decided to contact an expert. I contacted my friend, who also deals with educational activities in her diabetological office. We hope that we will be able to organize a lecture that would finally open the eyes of students.









### Healthy snacks and lunch (at school)

#### Description of the topic

A healthy diet includes:

Eating lots of vegetables and fruit. This is one of the most important diet habits.

Choosing whole grain bread.

Eating protein food.

Limiting highly and ultra-processed food.

Making water your drink of choice. Water supports health and promotes hydration without adding calories to the diet.

#### **Initial assessment**

Based on everyday observation:

Lots of students queueing at a school vending machine to buy a hot drink or snack or something sweet during our 20-minute-break.

Some students eat potato chips during the break, drink coffee, and some unpack their home-prepared snacks.

Some students don't eat anything during the break.

A lot of students drink energy drinks.

#### Healthy snack - some important questions:

What do you imagine if I say ,, healthy snack"?

What do you usually have for your snack? And be honest!

Where do you usually get your snack from?

What do you buy for your snack in our school vending machine?

Where do you usually have your lunch?

What would you change about our vending machine?

Do you have any weakness in food? Something you love or even depend

What would you change in our school in providing a healthy eating offer?





#### **Some questiones:**

What do you imagine if I say "healthy snack"? Mind map. Drawing.

Our students in different classes have a a perfectly correct idea of what a "healthy snack" means. They mostly named very similar items of healthy eating, for example:

Fruit
Vegetable
Nuts
Honey
Tofu
Milk products
Water





What do you usually have for your snack? And be honest!

But they answered my question about "what they usually have for snacks" very differently, for example:

**Nothing** 

Coffee, hot chocolate, tea, coca cola

**Noodles** 

**Cakes** 

Rolls or bread with something

Cheese

Chocolate bar

**Energy drinks** 





Where do you usually get your snack from?

From a small shop near our school (very few students shop in this small store because the prices are very high here).

From our school snacks vending machine (they buy their snack here just when they don't have time to shop at the supermarket)

It was prepared by myself at home.

From my home – my mom or my dad usually prepares it.

From a supermarket near our school.

What do you buy for your snack in our school vending machine?

Although in the answer to the previous question the students stated that they only shop in the vending machine exceptionally, in the answers to this question it turned out that this was not true. Almost everyone sometimes buys coffee, hot chocolate and sometimes something sweet.







Where do you usually have your lunch?

More than half of the students go to the school canteen for lunch. Some students have their lunch at home after coming back from the school.

Some students buy something in a supermarket.





#### Our school canteen





What would you change in our school in providing a healthy eating offer?

**Buffet at school** 

Breakfast to buy (the best: warm breakfast)

Some fruit (just girls)

Bigger water bottles (comment or objection: Due to the waste of plastic bottles, it would be better to carry water from home in your own bottle.)

#### **Conclusion**

Students know very well what a healthy diet means.

Some students bring snacks and lunch from home, and many even prepare them themselves.

Some students buy snacks at the supermarket or at our school vending machine.

Some students eat nothing or they have just coffee or hot chocolate. And the worst thing we found in the research was that instead of snacks, they drank energy drinks, some even a few drinks a day.

#### **Sidelights**

It was very interesting for all levels of students

Some answers were very funny (coffee and cigarettes, air greased with wind...)

Students who have nothing to eat usually do not suffer from a lack of money, but do not eat anything for some other reasons - they do not want to eat, they are not hungry ...





### Master chef (at school)

Our school started organizing this popular competition about 5 years ago. It always starts with the primary school round of our school teams with a maximum of 4 students.

The school round is followed by a regional round, which is attended by teams from primary and secondary schools in our region, or a team from a cooperating university.







The main goal of the competition is to prepare a main course and dessert in 60 minutes, serve it and then present it to the jury.







Students are always very interested in participating in this competition, even though the teams have to buy raw materials for their own money. Our school provides facilities, equipment and basic spices.

The jury evaluates the design, hard work, healthy taste and presentation of the final product.

The jury is mostly composed of the school management, there are representatives of teachers and in the regional round also representatives of councilors.







The announcement of the results of the school and regional round takes place in the premises of the 3D cinema of SPŠ Otrokovice. The awards are humble but nice.

What is the main goal of this competition?

To give students the chance:

to organize teamwork

to share responsibilities and tasks

to think about the whole work process

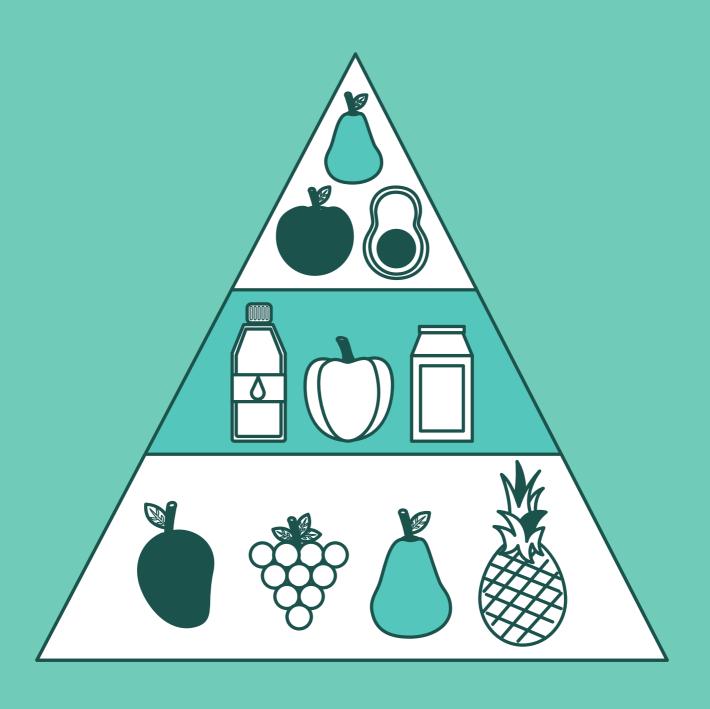
to purchase raw materials

to cooperate

to help each other (often teams also helped each other - for example, when someone was missing something).

It is a great opportunity to use the new, modern equipment of our training kitchen.





# Healthy diet

Latvia





#### Herb garden

#### Description of the topic

There are many reasons why to create an herb garden at school: It shows students how the food is grown and teaches some basic skills in gardening.

It can help to teach such virtues as patience and conscientiousness.

Herbs are easy to use. It is a fantastic way to add flavour and colour to any sort of dish or drink. You are only limited by your imagination when it comes to using herbs in the kitchen - they can be added to virtually any recipe.

It is good for health. Consuming herbs may help to prevent and manage heart disease, cancer and diabetes. It may also help to reduce blood clots

and provide anti-inflammatory and anti-tumour properties.

It costs almost nothing. Once the seeds or plants are bought, you do not

need to pay for anything else.

It is good for the environment. Growing your own herbs means you will no longer have to buy those cellophane-wrapped fresh herbs from the supermarket, causing wastage.

It is an excellent place for outdoor lessons. Students can learn some

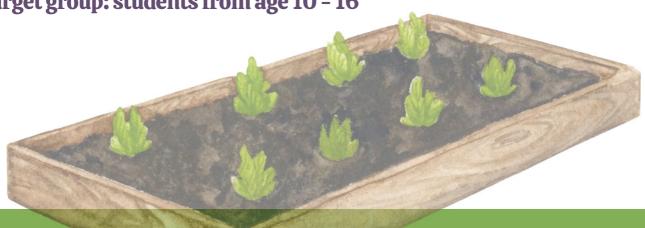
topics of Biology, Chemistry, Maths and even English there.

#### Objectives of the activity

To widen students' knowledge about gardening, cooking and ways to improve their diet.

To encourage students to grow their own food and add fresh, healthy ingredients to their daily meals.









#### Activity process structure, implementation

1. Make space for the garden. Create beds, or if it is not possible outdoors, set up some wooden or plastic boxes on a sunny windowsill indoors.

2. Choose the plants/seeds you want and plant / seed them.

Method

If planting in a container, fill two-thirds with peat-free compost. For growing in both pots and the ground, aim to plant the herbs a hand's width apart.

Use a trowel to dig a hole slightly larger than the herb rootball and plant your herb plant. Backfill with compost and firm around the

plant, gently.

Add more compost around the plants if necessary. Water well.

Label the herbs so students know which is which.

3. Take care of plants. Most of herbs are Mediterranean so they do not need too much water, but it may vary according to weather conditions.

4. Enjoy the result. During the season, fresh herbs are always available at school's canteen. For the off-season period, cooks use dried herbs.

#### **Equipment, aids, tools**

Peat-free, multi-purpose compost.

Potted perennial herbs such as oregano, mint, chives, thyme and rosemary.

Seeds of annual herbs such as basil, parsley, coriander and dill.

Large container with drainage holes to plant them in, or a dedicated patch of garden.

Hand trowel.

Expected results, assessment: students' awareness of how herb garden can help them to improve their diet will be raised.

#### **References:**

https://www.bbcgoodfood.com/howto/guide/how-make-herb-garden

https://www.betterhealth.vic.gov.au/health/healthyliving/herbs#health-benefits-of-herbs

**Author: HealMe Latvia** 





#### Nature on a plate

#### Description of the topic

Edible wild plants are all around us, growing anywhere from the cracks of a city sidewalk to the hillsides of a mountain forest. There is a garden of free food out there waiting to be harvested if you know what to look for. Having knowledge of which plants are edible in your area lets you forage for extra food, which is nice when you are on a tight budget. You also get the benefit of trying new flavours, some of which are difficult — if not impossible — to find at the grocery store.

It is not only about stocking your fridge, though. If you are in a survival situation, knowing what you can and cannot eat can save your life.

On top of all that, being able to pick wild food is a fun activity. You learn a lot about nature, and it is amazing how aware of the natural world you become.

#### Objectives of the activity

To widen students' knowledge about edible wild plants and possible ways to diversify and enrich their diet.

Target group: 14 – 18 years old students

#### Activity process structure, implementation

Find all the necessary information about edible wild plants in your area. Which nutrients are they rich in? Why are they good for you?

Choose some of the wild plants. Find and harvest them.

! Warning Do not pick anything unless you know what it is. If you cannot identify it, DO NOT EAT IT.

Find some traditional recipes you would like to try out.

Replace some of the ingredients with suitable edible wild plants, or simply add them to the traditional dish.

Enjoy the result and do not forget to share it with your family and friends!





#### **Equipment, aids, tools**

Internet, food recipes, all the necessary ingredients, edible wild plants, equipment from school's kitchen.

Expected results, assessment: students' awareness of how wild plants can help to improve their diet will be raised.

**References:** 

https://morningchores.com/edible-wild-plants/

https://honest-food.net/foraging-recipes/

**Author: HealMe Latvia** 



KITCHEN GARDEN





#### **World Porridge Day**

#### Description of the topic

Observed every October 10th, World Porridge Day celebrates porridge as a delicious breakfast food. It is also a day to spread awareness about

child hunger.

People who eat porridge regularly enjoy many health benefits. Besides improving heart health, porridge made with whole grains provides a boost to bone mineral density and reduces the risk of diabetes. Eating porridge can even increase life expectancy. It is also a great meal as it helps you feel full longer.

Along with the deliciousness and the health benefits of porridge, it is

also inexpensive to make.

#### Objectives of the activity

To enrich students' knowledge about healthy diet. To present porridge as a healthy and tasty dish.

Target group: applicable for all groups of students

#### **Activity process structure, implementation**

1. Explore the possibilities.

Most people think of oatmeal when they think of porridge. However, there are other types of starchy plants that are used for porridge. These include rice, wheat, barley, corn, semolina, millet and buckwheat. At this stage of activity, students get to know different types of grain and choose which kind of grain they are going to use for their porridge recipe. They make a short research about nutrients and vitamins each type of grain contains.

2. Choose wisely.

Some people add milk to their porridge, while others are content with just water. Fresh fruit, especially blueberries or bananas, adds a sweet touch. Other tasty additions to porridge include honey, nuts, raisins, baked apples and cinnamon, and even chocolate. At this stage of activity, students choose all the other necessary ingredients to make healthy porridge.





3. Porridge time.

In groups, students make porridge according to the chosen recipe. They decorate it and make a poster to explain why their porridge is "especially healthy". Then the result is presented to other students and teachers.

#### **Equipment, aids, tools**

Different kind of grain, all the necessary ingredients for making porridge, equipment of school's kitchen.

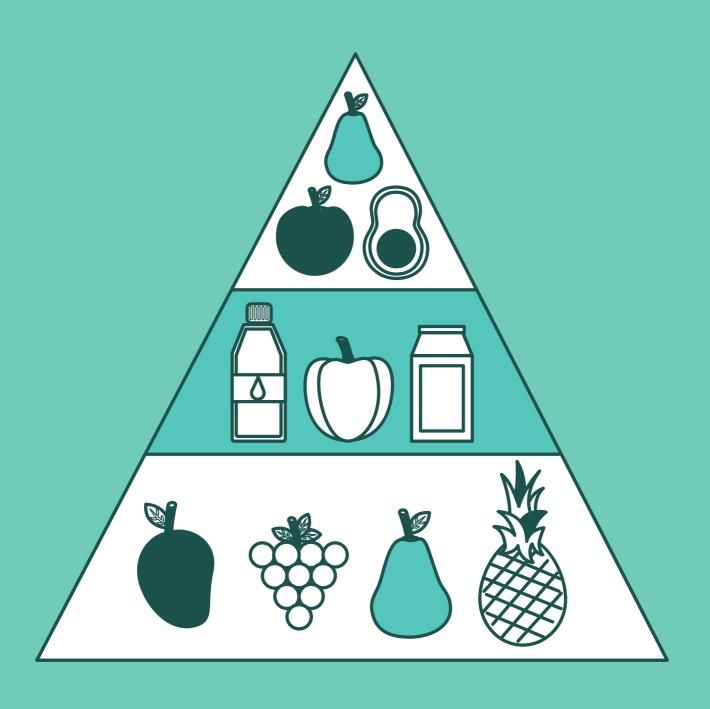
Expected results, assessment: students' knowledge about healthy diet possibilities will be enriched.

#### **References:**

https://nationaldaycalendar.com/world-porridge-day-october-10/https://www.bbcgoodfood.com/recipes/collection/porridge-recipes

**Author: HealMe Latvia** 





# Healthy diet

Austria





### **Fat Match**

## **Description of the topic**

The students will learn about the different types of fat: Unsaturated Fats, Omega-3 Fats and Saturated Fats.

### Initial assessmen

Students do not know about "healthy" and "unhealthy" fats and the importance of Fats in a balanced diet.

## Objectives of the activity

To learn about different Fats.

Target group: students

## **Activity process structure, implementation**

First the students will review the "Low Down on Fats Fact Sheet", then they will flip over the cards at hand and match the definition or example with the correct type of fat to "find matches".

## **Equipment, aids, tools**

Low Down on Fats Fact Sheet, Matching cards

## Expected results, assessment

The students will gain knowledge about different fats and also reflect on their own diet.





#### The Low Down on Fats Fact Sheet

There are different types of fats that have different effects on health. Eating healthy fats can help lower your risk of disease. Healthy fats are called unsaturated fats. They can lower your bad cholesterol in your blood when they replace saturated fat. Foods with these fats:

- Olive, canola, safflower, sunflower, peanut oils, and margarines made from these oils
- Avocados, olives
- Nuts (almonds, pecan, hazelnuts, pistachios, walnuts, almonds and pecans) and seeds (sunflower seeds and sesame seeds)

Omega-3 fats are a type of unsaturated fat. Eating Omega-3 fats can help lower the risk for heart disease and and stroke.

The best sources of omega-3 fats are fatty fish such as: salmon, trout, herring, sardines and whitefish. Other sources of omega-3 fats include: ground flaxseed, walnuts, oils/non-hydrogenated margarines made from canola, linseed and soybeans.

Unhealthy fats are saturated and trans fats. These fats can increase the bad cholesterol which can clog blood vessels. Too much bad cholesterol in your blood vessels increases your risk of heart disease and stroke.

Foods with saturated fats include lard, fat in beef, lamb, pork, or chicken and high fat milk products. Limit saturated fats by:

- choosing lean meats with no visible fat
- eating less processed meats like side bacon and salami
- eating less butter and lard
- choosing lower fat cheese (less than 20% Milk Fat) and lower fat milk (skim, 1% or 2%)

Trans fat can occur naturally in some animal based foods. Trans fats are also created from partially hydrogenated oils and can be present in many packaged foods such as cookies and microwave popcorn. Health Canada has now banned the use of partially hydrogenated oils so they will no longer be added to our food.



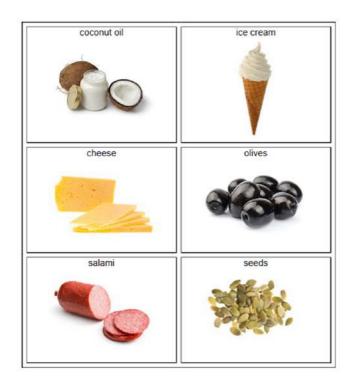


#### Appendix: Fat Match Cards

Note for facilitator/teacher: Please cut all cards out individually.













#### Answer Key for Worksheet

Type of Fat	Definition	Food Sources
Unsaturated Fats	are liquid at room temperature     can help prevent heart disease and stroke by lowering the bad cholesterol in your blood	Almonds, avocado, margarine, olives, seeds, vegetable oil
Omega-3 Fats	are a type of unsaturated fat     help to lower the risk of heart disease and stroke     may also have other health benefits such as helping with brain development and reducing inflammation in the body	Salmon, walnuts
Saturated Fats	are hard at room temperature     mainly come from animal sources     are unhealthy fats     can clog arteries, increase blood pressure and increase risk of heart attack and stroke	Bacon, beef burger, butter, cheese, coconut oil, coffee cream, whipping cream, ice cream, salami, doughnuts

#### Discussion Questions and Answers

#### 1. Which types of fats are healthy fats?

Unsaturated fats are healthy fats. They can help lower the bad cholesterol in your blood vessels if you eat these instead of foods with saturated fat in the diet.

#### 2. Which foods have healthy fats?

- Olive, canola, safflower, sunflower, peanut oils, and margarines made from these oils.
- Avocados, olives
- Nuts (almonds, pecans, hazelnuts, pistachios, walnuts, almonds, and pecans) and seeds (sunflower seeds and sesame seeds).

#### 3. Which fats are unhealthy?

Saturated and trans fats are unhealthy fats. These fats can clog your blood vessels. Too much unhealthy fat increases your risk of heart disease and stroke.





Trans fats occur naturally in some animal-based foods. Trans fats are created from partially hydrogenated oils and can be present in many packaged foods such as cookies or microwave popcorn. Health Canada has now banned the use of partially hydrogenated oils (trans fats) so they will no longer be present in our food.

What are some examples of unhealthy fats?
 Lard, fat in beef, lamb, pork or chicken, and higher milk fat (M.F.) milk products.





## **Food Detective**



## **Description of the topic**

The students will learn about the true (nutritional) value of advertised foods and how to reflect critically.

### **Initial assessment**

Students cannot critically analyze food advertisements and are not aware, which claimed benefits are really needed.

## Objectives of the activity

To learn about food advertisements.

Target group: students

## **Activity process structure, implementation**

First the students will watch a variety of food ads, then discuss in groups what type of diet/product/supplement the different advertisements are selling or recommending.

Afterwards the ads will be analyzed by the provided worksheet.

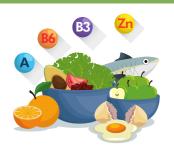
## **Equipment, aids, tools**

Different food ads (e.g. from YouTube), Worksheet "Food Detective).

## **Expected results, assessment**

The students will gain knowledge about different types of diets/products/supplements and their usefulness.





#### **Food Detective Worksheet**

- 1) What claims does the supplement, product, or diet make?
- 2) Use this checklist to help you spot inaccurate nutrition information.

Question	Yes	No
Do they promise a quick fix or does it sound too good to be true?		
Are they trying to sell you products or supplements?		
Do they promote any unhealthy habits? (examples: skipping meals, restricting food groups, "cleansing" supplements)		
Do they provide information based on personal stories or testimonials rather than on facts?		
Is their promise or claim based on one single study?		
If you answer yes to any of the above quest not be true.	tions, the information	you have found may
Is the information provided by a RD (Registered Dietitian) or PDt (Professional Dietitian) or a government health institution (Health Canada) or professional organization (Dietitians of Canada)?		

3) Would you use this product, supplement, or diet? Why or why not?

Remember: If it sounds too good to be true it probably is! There are no quick fixes or magic products when it comes to health. A healthy diet does not have to be complicated and you do not need to buy expensive supplements, health products, or follow restrictive fad diets to be healthy.





## **Thirst Quencher**

## **Description of the topic**

Before starting this activity, the students should write down how much liquid they think they drink per day. They should also reflect on whether they think their drinking habits are healthy.

Then they should analyse different drinks at hand, figuring out, which drinks are more (un-)healthy than others.

### **Initial assessment**

The students drink way more unhealthy drinks than they are aware of.

## Objectives of the activity

To learn about ingredients of different drinks.

Target group: students

## Activity process structure, implementation

Review of Nutrition Facts table and ingredient list of common drinks to help make a decision of which drink to choose in the future.

## **Equipment, aids, tools**

Nutrition Facts table, various drinks.

## **Expected results, assessment**

Upon reflecting and keeping track of different nutrition facts, the students will show raised awareness when choosing drinks.

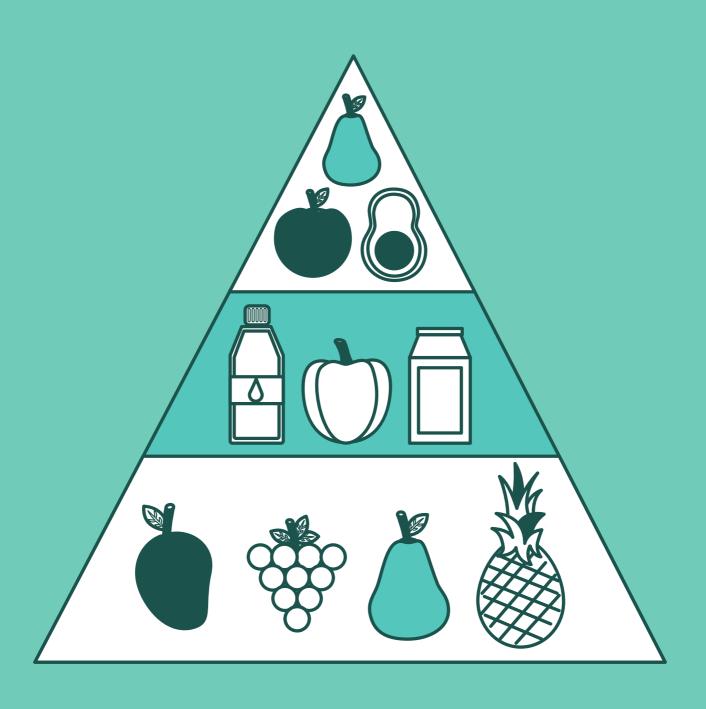




#### Thirst Quencher - Worksheet

Name of Drink	Ingredients (list all)	Serving Size	Total Sugar and Teaspoons per serving (g)	Caffeine (mg)	Which would you choose? Everyday? Which would you limit or avoid? Why? (Hints: serving size, added sugar,
			4 g = 1 teaspoon (5 mL)		salt, caffeine, herbs, added nutrients, sugar substitutes)
			0		

- 1. Which drink did you decide was the best choice? Why?
- 2. Which drinks contain added sugar in the ingredient list?
- 3. Which 3 drinks had the most added sugar per serving?
- 4. Which 3 drinks had the most caffeine?



# Healthy diet



**Spain** 





## **Meat-eaters versus Veggies**

	LESSON PLAN	
LESSON TITLE	Four corners debate: Meat-eaters versus Veggies.	
SUBJECT/COURSE	2nd BAT (17 years old students)	
LESSON DURATION	6 sessions	

#### **LESSON OBJECTIVES**

By the end of the sessions, students will be able to:

interpret and understand infographic information.

• decide their opinion on a statement and learn how to express it in English.

reason and develop personal statements about the truthfulness of

the information given.

learn more about two lifestyles: being a meat lover or being a veggie.

## **SUMMARY OF TASKS/ACTIONS**

Session 1: objectives of the task and assessment criteria has been explained. Students already know what the objective of the task is, as well as the outcome, a four corner debate that takes place in groups. As a result, individually they will develop an opinion essay, which is peer-assessed by classmates as well as assessed by the teacher.

Session 2 & 3: vocabulary and grammar work (conditionals, time clauses, connectors of opinion, cause, result and purpose, structure of opinion essay) by means of modelling opinion essay, grammar and vocabulary practice.



Session 4: brainstorming of main ideas to be discussed by means of analysing two infographics and watching two different videos in groups of 4. Students will make up their mind and find a position for a later on debate entitled: "We all should become vegetarians". They will be using a shared Google document to collect statements and ideas. This is an initial assessment.

Session 5: students in groups take a position with reference to the topic of the debate. The positions are 4: I completely agree, I partly agree, I partly disagree, I completely agree. The debate takes place during a session. Students are given some key words cards to help them express their opinion appropriately. Students provide the teacher with some feedback posting what they liked the best and something to improve on a board. Teacher assesses students individually following a speaking rubric.

Session 6: Students develop individually an opinion essay on the same topic and there is a peer-assessment of their outcomes by means of implementing a gallery walk in the room. Teacher also assesses essays individually following a writing rubric.

## **ASSESSMENT/ DIFFERENTIATION**

Previous work on grammar structure, vocabulary and connectors using scaffolding techniques.

Modelling sentences and opinion essays.

Brainstorming ideas in groups through infographics and youtube videos, captions on.

Students are provided with clue cards that contain key words and opinion expressions to help them in the debate.

Peer-assessment of opinion essays.





MATERIALS	Google Classroom Online dictionaries Youtube videos Cue cards Modelling
HOME TASKS	None
REFERENCES	Youtube videos:  -What if the world became vegetarian?  -Vegan versus Meat-Eaters





## Eat a Rainbow!

	LESSON PLAN
LESSON TITLE	Eat a Rainbow!
SUBJECT/COURSE	Art (3rd CSE - 15 years old)
LESSON DURATION	2 hours

#### **LESSON OBJECTIVES**

To identify the main sectors in the food wheel focusing on vegetables and fruits.

To recognize healthy food in an everyday context looking for variety. To reproduce the color of vegetables and fruits using primary colors, black and white to create a rainbow.

To create a poster to promote healthy food through ethical consumption in the market.

## **SUMMARY OF TASKS/ACTIONS**

#### **Session 1:**

Task 1: Preparation (classroom, projector) [15']

- 1) Observation and discussion of two images.
- Food wheel.
- Food rainbow.
- 2) Making 7 groups with one leader, who will send the images to the teacher, and assigning a color of the rainbow to each group.
- 3) Explanation: they will have to choose fruits and vegetables with the given color in the market. It is important that they take several photos, so that every student can choose one with a different tonality.



Task 2: market visit. [20']

- Students take photographs in the market, ask questions, and speak to the vendors...

- They find out that some colors are more difficult to find in our climate or the current season.

Task 3: recreating the colors. [1h]

- Every group chooses the tonalities they will reproduce, one for every student, and they start to work on it.

- One student draws squares 7x7 cm in a drawing paper, while the other students prepare the tempera paints, water and other instruments.

- Students start to experiment to reproduce the color from the images in their cells.

- Once they reach a very similar color, they can paint their square.

- Finally, the leader sends the original photos to the teacher.

#### Session 2:

Task 4: composition of the poster. [1h].

- The leaders will act as experts composing the rainbow poster in Canva.

- Finally, the class will choose the motto for the campaign to promote healthy consumption of food and vegetables.

## **ASSESSMENT/ DIFFERENTIATION**

Students have previously worked with temper colors to create a color wheel from the primary colors (1st year CSE).

This activity will be assessed in two different aspects:

Using artistic knowledge and own productions as a way of cohesion and social action.

Experimentation with plastic techniques.





MATERIALS	<ul> <li>Cellular phones (to take the photos and send them).</li> <li>Magenta, Cyan, Yellow, White and Black tempera paint.</li> <li>Drawing paper.</li> <li>Thin brushes (10-12).</li> <li>Palettes.</li> <li>Squad and bevel.</li> <li>Pencil and rubber.</li> </ul>
HOME TASKS	None.
REFERENCES	https://eatsmartmovemoreva.org/eat-a-rainbow/?lang=es https://bhfood.org.uk/taste-the-rainbow/ https://knowledge4policy.ec.europa.eu/health-promotion-knowledge- gateway/food-based-dietary-guidelines-europe-source-documents- food_en







## The Wheel that moves me

	LESSON PLAN
LESSON TITLE	The Wheel that moves me
SUBJECT/COURSE	Physics and Chemistry (2nd CSE- 14 years old)
LESSON DURATION	2 hours

#### **LESSON OBJECTIVES**

To know what a healthy and balanced diet is.

To be aware of what we eat at every meal.

To create a record of the foods we eat.

To get to know what eating habits we need to improve to have a diet as healthy and balanced as possible.

## **SUMMARY OF TASKS/ACTIONS**

#### **Session 1:**

Introduction of the activity and of the Erasmus Project (5 min).

Task 1: healthy diet brainstorming (20 min).

- On the website of Mentimeter we can do a brainstorming about what students think that a healthy and balanced diet can be.

- We do a "Word Cloud" which let us know what students think about

how to have a healthy diet.

- We talk about what students have written and explain to them what a healthy and balanced diet means.

Task 2: (25 min)

- Create a record of the meals they have made in the last 3 days at least.

- Find pictures of these meals.

- Write the name of meals in Catalan and English at least. If they want they can choose a third language, too.



Session 2: The Wheel that moves me (1 hour). Explain the Food Wheel and the Food Pyramid.

Task 3: The Wheel that moves me (40 min).

- From the record of the meals created in the last session (Task 2), each student will create his own Food Wheel.

- Write a small text in English and Catalan comparing the Food Wheel with their own Food Wheel, and make their own reflection on what habits they have to improve and what eating habits they are already doing well.

## **ASSESSMENT/ DIFFERENTIATION**

How Food Wheel has different colours, they can write text with these colours in spite of using pictures.

MATERIALS -Cellular phones (for Mentimeter word cloud)

-Laptop

-Paper

-Pencil/Pen

HOME TASKS No task to complete at home, if finished during class.

REFERENCES https://www.menti.com/

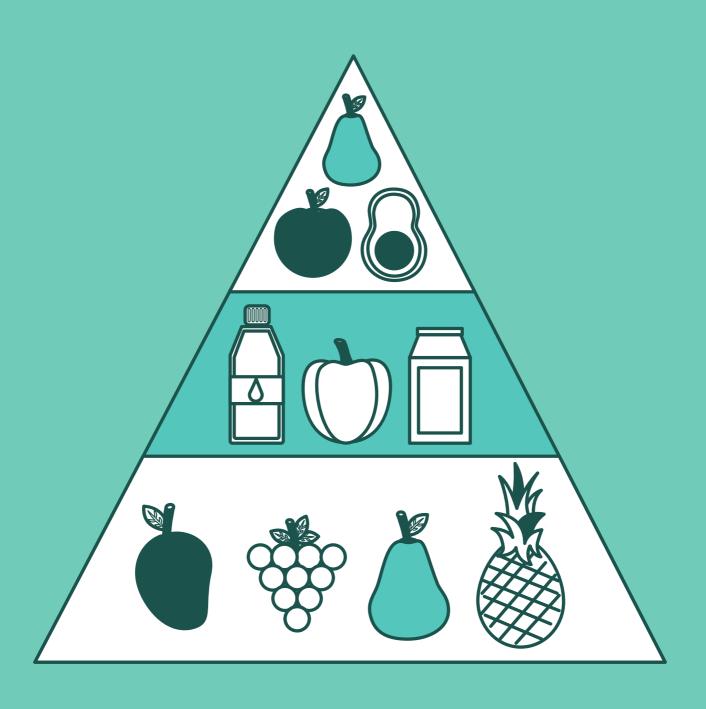
https://www.mentimeter.com/

https://www.carmenfigueroa.es/la-rueda-de-los-alimentos/





Esmorzar	Pati	Dinar	Sopar
الشوفان / Civada / Oats	Bocata / Bocata / יע צוני	ارذ / Arròs / Rice	Sopa de verdures / Vegetable Soup / Justine aluma
فاکهة / Fruita / Fruit	Mortadela / Mortadella / مرتدیلا	Peix / Fish / السكة	Bombón de chocolate / Chocolate Candy / قتبلة الشوكولاتة
logurt natural / Natural Yogurt / زیادي طبیعي	Oli / Oils / غنط	Batut de fruites / Fruit Smoothie / عصور القواكه	Nabius / Blueberry /



# Healthy diet



Croatia





### **ENERGY OF THE ORGANISM**

Eating properly means meeting the body's needs for energy and nutrients it needs to grow and function. Daily energy and nutritional needs vary from person to person, depending on gender, age, type of

physical activity, climate and health.

Proper food choices contribute to maintaining the health and mental and physical fitness of each individual. That is why it is very important to use a variety of quality foods that are rich in nutrients - foods that have high nutritional value and low energy value (provides a large amount of vitamins and minerals, and has low energy value). These include fruits, vegetables, cereals, legumes, milk, fish, seeds, nuts, ... Foods of high energy value and low nutritional value are rich in sugars and fats, and at the same time contain few nutrients. Such foods can be rich in salts and saturated fatty acids and various additives and preservatives that are harmful to health. This includes industrially produced desserts, snacks, sweetened beverages, alcohol, .. Today's children love this food and consume it every day.

### **Initial assessment**

Students' eating styles ("modern diet") create an excess of energy in the body compared to the recommended (~ 2500 kcal; children 12-18 years) in moderate physical activity.

Recommended daily energy intake for children

The recommended daily energy intake for school children is adopted in each country and adjusted according to the recommendations of the World Health Organization (WHO).

Table: Recommended daily energy intake for children aged 7 to 18 with moderate physical activity (Croatia):





	s umjerenom dnevnom tjelesnom aktivnošću  Preporučeni dnevni unos energije¹			
Dob djeteta	Dječaci		Djevojčice	
	kcal/dan	kJ/dan	kcal/dan	kJ/dan
7-9	1970	8242	1740	7280
10 -13	2220	9288	1845	7719
14 -18	2755	11527	2110	8828

Prilagodeno premaWHO (2006). Food and nutrition policy for schools. A tool for the development of school nutrition programmes in the European Region. Copenhagen, World Health Organization Regional Office for Europe. Dostupno na web stranici: <a href="http://www.schoolsforhealth.eu/upload/WHO">http://www.schoolsforhealth.eu/upload/WHO</a> tool. development, nutrition, program.pdf. Datum pristupa 07.11.2012

### The required caloric intake can be determined in two ways:

1) experimental

2) arithmetic

Experimental determination of daily intake includes listing all foods eaten and drunk for the number of days to be determined. For each food, enter the amount of energy it contains (data from the tables). Add up the energy intake of all foods and divide by the number of days. Caloric intake is obtained to maintain the existing body weight. The tables compare whether it corresponds to the recommended daily energy intake. If the obtained energy intake is higher than recommended, the person must change the diet and increase physical activity. The workshop that the students did is based on this method.

The calculated daily caloric intake is calculated according to the Harris - Benedict equation, which determines the level of basal metabolic rate (BMR basal metabolic rate) (the number of calories that the body consumes at rest). Another equation that can be used to calculate basal metabolism is called - Mifflin San Zheora. It is more precise and more adapted to modern man and his activities.





## Objectives of the activity:

Analysis of personal nutrition - energy needs of the organism according to the requirements of the organism.

Adaptation of nutrition to the needs of the organism.

Recognize the importance of proper use of dietary supplements (proteins, dyes, weight loss products, ..); understand that exaggerated use leads to pathological conditions in the body.

Apply a diet adapted to the season and climate in everyday life.

Explain the importance of seasonal and the importance of traditional diet.

Prepare and consume simple seasonal and traditional meals.

Correctly choose foods that help with various physiological conditions. Application of scientific principles and methodology of scientific research (collect data, use and provide reliable literary sources).

Make decisions related to everyday life - take action protective behaviors

that contribute to health preservation and prevention diseases.

Target group of students: students in elective biology classes

## Implementation, activity process (in short)

1) Determining your own daily energy intake.

List the foods (3 days) that made up the usual meals.

For each food, enter the amount of energy it contains from the table (kcal).

Add up the energy intake for all three days and divide by 3.

Compare in your caloric intake result with the recommended one (from tables).

2) Create a menu for one day (breakfast, lunch, dinner) that strengthens immunity using foods that have high nutritional value and that are characteristic of "the area where I live".





a) independently determine how many kcal should be contained in a meal:

b) next to each foodstuff that will make up the meal, enter the quantity

in grams and calorific value;

c) argue why these foods were chosen and why it was determined that

amount of kcal for that day;

d) prepare a meal and consume it (at home). Record a video or photos of meal preparation and consumption.

**Equipment, aids, tools:** 

- tables of recommended daily energy intake

- tables of nutritional values of food

- groceries (at home)

- mobile phone (for recording videos and photos)

## **Expected results, evaluation**

Calculate your own energy intake with food and analyze whether it agrees with the recommended entry (according to the tables).

Understand the meaning of the terms: high / low energy foods values, high / low nutritional value foods.

Consume foods of high nutritional value in everyday life diet.

Explain the importance of seasonal and traditional diet for "The region (climate) where I live".

Prepare simple seasonal and traditional meals and consume them.

Respect the seasonal and traditional diet of your area.

Accept and change habits and take protective behaviors which will preserve health.





#### **References:**

Curriculum for cross-curricular topics Sustainable development for primary and secondary schools. 2019. Ministry of Science and Education. Zagreb. [online]

#### **URL:**

https://mzo.gov.hr/UserDocsImages/dokumenti/Publikacije/Medupredmetne/Kurikulum%20medupredmetne%20teme%200drzivi%20razvoj%20za%20osnovne%20i%20srednje%20skole.pdf

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https://mzo.gov.hr/UserDocsImages/dokumenti/Publikacije/Predmetni/Kurikulum%20nastavnog%20predmeta%20Biologija%20za%20osnovne%20i%20srednje%20skole.pdf

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#### IIRI.

https://mzo.gov.hr/UserDocsImages/dokumenti/Publikacije/Medupredmetne/Kurikulum%20medupredmetne%20teme%20Zdravlje%20za%20osnovne%20i%20srednje%20skole.pdf

## Student work - example:

#### Petra:

- a) In order to strengthen immunity, 2850 (from about 2800-2900) kcal per day should be taken.
- b) Breakfast: blueberries, apple (fresh), wheat semolina, pear (fresh), zwieback

Lunch: chicken, baked potatoes, peas, boiled cauliflower, carrots cooked

Dinner: canned tuna, lettuce, beans, corn, white wheat bread

c) Blueberries - 200 g - 70 kcal

Apple (fresh) - 200 g- 114 kcal

Wheat semolina - 100 g - 353 kcal

Fresh pear - 100 g - 62 kcal

Rusks - 100 g - 361 kcal

Chicken - 300 g - 435 kcal

Potatoes baked in the oven - 200 g - 194 kcal

Peas - 200 g - 86 kcal

Cauliflower cooked- 250 g- 80 kcal

Carrots cooked- 200 g- 82 kcal

Canned tuna -200 g- 568 kcal

Lettuce - 500 g - 115 kcal

Peas - 100 g - 43 kcal

Corn - 200 g - 42 kcal

White wheat bread - 100 g - 262 kcal

Sum: 2867



## Author: Violeta Katušić, prof

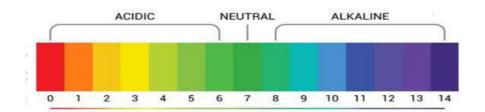
d) I determined the amount of calories 2850 kcal because the table says that the recommended calorie intake for girls aged 14 to 18 is 2110 kcal per day, and I belong to that age group. But I added another 740 calories to boost my immunity. The foods I chose are rich in vitamins and minerals (selected fruits and vegetables), proteins (chicken, tuna) and don't have a lot of fat and that's why I think they make good meals.





# **ORGANISM pH (PRAL)**

Homeostasis is the name for the ability of our organism to maintain the condition that is most favorable for life. Control of pH value in the body is a prerequisite for human life. pH value is a number that serves as a measure of the acidity of a solution. The pH scale is from 1 to 14. 7 is neutral, from 1 to 7 is acidic, and from 7 to 14 is alkaline.



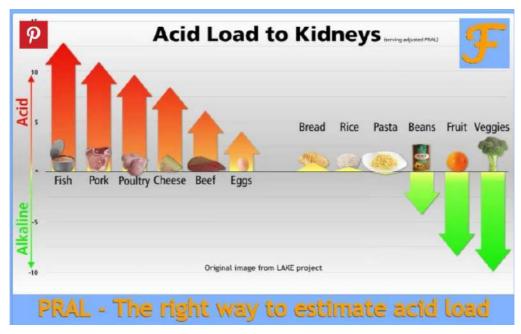
Chemical reactions in the body take place at a certain pH value. The pH of the blood is between 7.35 – 7.45, and the pH in the cell is in the range of 6.8 – 7.17. If there is a change in value, the organism initiates mechanisms of regulation. The two main organs involved in regulation are the lungs and the kidneys. With their help, the body is protected from various pathological conditions (cardiovascular diseases, bladder problems, osteoporosis, weakened immunity, inflammation of the joints, ...). Depending on the diet and lifestyle, the body can produce excess acids that are not good for the body. A typical modern diet is rich in protein and a large excess of acids is created in the body. The kidneys and lungs act quickly because within an hour the pH would drop below 3, which would mean the death of the organism. The kidneys excrete excess acids from the body in the urine.

#### **Initial assessment**

The foods we eat can be acidic, neutral or alkaline. PRAL (Potential Renal Acid Load) is a measure of how much the food we eat affects the acidity / alkalinity of the body. The term was introduced by prof. Dr. Thomas Remer. Based on the amount of protein and minerals in individual foods, the load on the kidneys with acidic substances can be calculated. A positive value of PRAL (acidic foods) means a higher load on the kidneys and vice versa.







Thanks to PRAL, a whole meal can calculate the load on the kidneys with acidity.

PRAL in itself does not mean a healthy meal and not a shield against disease. In order for a meal to be healthy, the various foods that make up the meal must be combined.

If the PRAL meal is calculated, it can be even better.

## Objectives of the activity

Recognize past life habits and behaviors - lifestyle and recognize the signs of imbalance in the body that occur due to it.

Analyze your diet and the amount of food consumed (calculate PRAL meals).

Understand the impact of biological knowledge on quality of life.

Application of scientific principles and methodology of scientific research (collect data, use and provide reliable literature sources follow protocols in practical work.

as well interpret the results

Be critical of your own work.

Make decisions related to everyday life - take action protective behaviors that contribute to health preservation and prevention diseases.





Target group of students: students in elective biology classes.

## Implementation, activity process (in short)

Activities: 1) Calculate the PRAL of honey (neutral food) using the formula of Dr. Thomas Remer;

a) honey tasting

Article by Dr. Thomas Remer et al: https://www.direct-ms.org/wp-content/uploads/2018/01/Remer-and-Manz-Acid-Base.pdf

To calculate the PRAL of food you need to know the content: protein and phosphorus → increase PRAL (create acid!) potassium, magnesium and calcium → reduce PRAL (increase alkali).

PRAL is expressed as mEq (milliequivalent) / 100g.

HONEY: K= 51 mg; Ca = 5 mg; Mg = 2 mg; P = 17 mg; proteini = 0,4 mg PRAL = 0,49 \* 0,4 mg + 0,037 \* 17 mg - 0,021 \* 51 mg - 0,02 \* 2 mg \* 0,013 \* 5 mg = 0,196 + 0,629 - 1,071 - 0,04 - 0,065 = -0,351

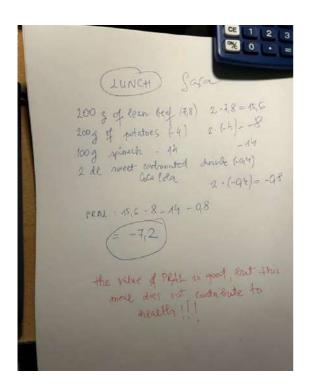






2) List the foods that make up one common meal (lunch) and calculate the PRAL of the meal;

- the amount of food (in grams) eaten is taken into account.





3) measure urine pH with universal indicator paper (normal urine pH is between 6.5 and 7.0).

## **Equipment, aids, tools**

- PRAL food table;
- universal indicator paper;

## **Expected results, evaluation**

Recognition of previous life habits and behaviors and disorders in the body that occur due to them.

Calculate the PRAL of food and complete meals and understand the results obtained.



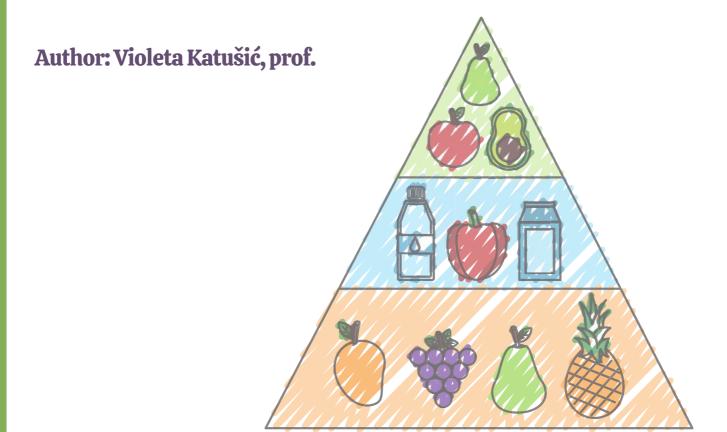
Application of basic principles and methodology of science research. Accept and change habits and take protective behaviors that will preserve health.

#### References:

Curriculum for cross-curricular topics Sustainable development for primary and secondary schools. 2019. Ministry of Science and Education. Zagreb. [online] URL: https://mzo.gov.hr/UserDocsImages/dokumenti/Publikacije/Medupredmetne/Kurikulum%20medupredmetne%20teme%20Odrzivi%20razvoj%20za%20osnovne%20i%20sred nje%20skole.pdf

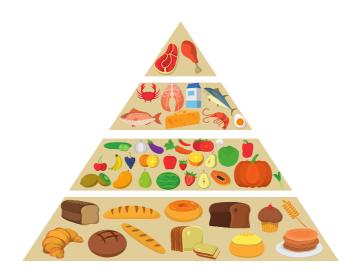
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## **PYRAMID OF PROPER NUTRITION**



The World Health Organization defines health as physical, mental and social well-being, not just the absence of disease. Industrialization, economic development and globalization of the food market (manipulation of raw materials and food and technological processes) are leading to changes in human lifestyles. Changes in traditional eating habits and insufficient physical activity are the most important causes of chronic diseases of the 21st century (diabetes, obesity, hypertension, atherosclerosis, cancer, ...). Food is also associated with a number of infectious diseases that are on the rise around the world.

### **Initial assessment**

Students' eating styles (healthy / unhealthy, mediterranean / continental, urban / rural ...) are not in line with the recommended ones.

The basis of a healthy lifestyle includes:

a) physical activity

b) proper nutrition

Healthy eating pyramids indicate how to eat healthier, and are based on balance, moderation and diversity of daily diet. During the schooling of children and young people, significant changes occur in their growth, development and maturation.



Student age is a crucial period in the life of every individual when attitudes, habits and behaviors that are maintained throughout life need to be adopted. Teachers can provide knowledge and support to students to acquire knowledge and skills and develop a positive attitude towards health and a healthy lifestyle, and enable them to take care of their own health.

## Objectives of the activity

Recognize current life habits and behaviors - lifestyle and compare it with recommended.

Understand the impact of biological knowledge on quality of life.

Develop research competencies on scientific principles - selection appropriate data collection methods, use and list reliable ones literary sources.

Be critical of your own work.

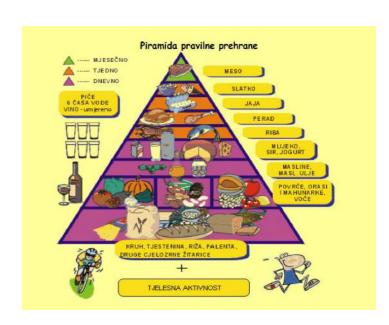
Make decisions related to everyday life - accept habits and behaviors that contribute to maintaining health and preventing disease.

Target group of students: students in elective biology classes

## Implementation, activity process (in short)

1) Study the recommended healthy food pyramids (literature, Internet)

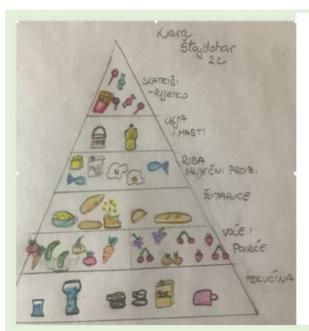
Pyramid recommended by the Croatian Institute of Public Health





2) Draw the food pyramid you eat.

3) Analyze whether it agrees with the recommended pyramids.



If I compare my pyramid of proper nutrition with the first pyramid, it tells me that I should eat more grains, bread, rice and pastal



My diet pyramid partially agrees with the recommended diet pyramid. It agrees in the consumption of cereals, bread, pasta, and does not agree in the consumption of sweets.

## **Equipment, aids, tools**

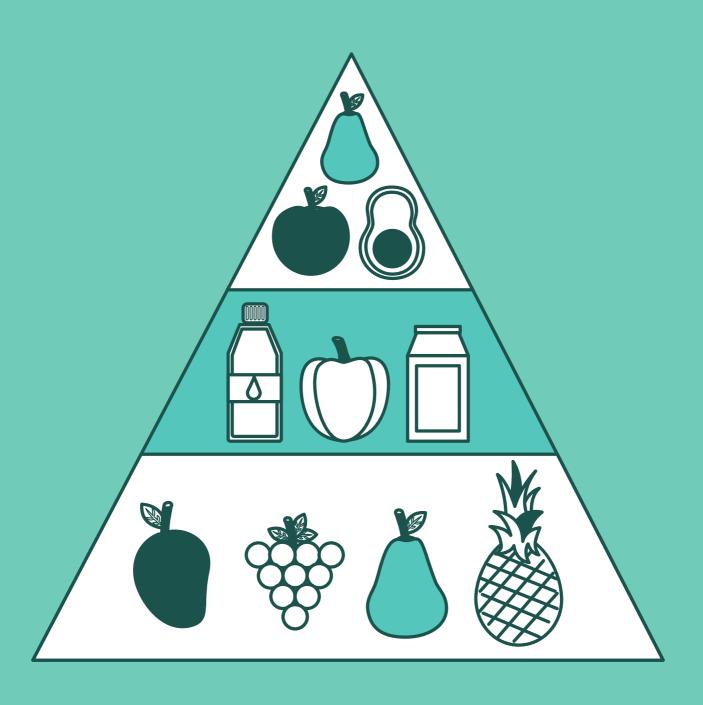
- various literature (textbooks, magazines, websites, ...)

- paper, paint

## **Expected results, evaluation**

Recognition of previous life habits and behaviors - recognition own lifestyle.

Application of basic principles and methodology of scientific research. Accepting and changing habits and behaviors that will preserve health.



# Healthy diet

**Turkey** 





## **Activities**

# **Eating for Optimum Health**

## **Assessing Eating Behaviors**

What drives us to eat?
Hunger;
appetite;
cultural and social meaning
of food;
habit or custom;
emotional comfort;
convenience and advertising;
nutritional value;
social interactions.



	Calorie Range		
	Sedentary	$\rightarrow$	Active
Children			
2-3 years	1,000	$\rightarrow$	1,400
Females			
4-8 years	1,200	$\rightarrow$	1,800
9-13	1,600	$\rightarrow$	2,200
14-18	1,800	$\rightarrow$	2,400
19-30	2,000	$\rightarrow$	2,400
31-50	1,800	$\rightarrow$	2,200
51+	1,600	$\rightarrow$	2,200
Males			
4-8 years	1,400	$\rightarrow$	2,000
9-13	1,800	$\rightarrow$	2,600
14-18	2,200	$\rightarrow$	3,200
19-30	2,400	$\rightarrow$	3,000
31-50	2,200	$\rightarrow$	3,000
51+	2,000	$\rightarrow$	2,800



## **Activities**

## Water

- Dehydration abnormal depletion of body fluids
- The major component of blood
- Necessary for
  - Electrolyte and pH balance
  - Transporting cells and O2
- Recommended amount 8 glasses/day (64 ounces)
- 50-60% of body is water
- Is bottled water better?

## Protein

- Second most abundant substance in humans
- Key to every cell, antibodies, enzymes, and hormones
- Transport oxygen and nutrients
- Role in developing/repairing bone, muscle, skin
- Vital for human life
  - May need additional protein if fighting off infection, recovering from surgery or blood loss, recovering from burns

# C\*

#### **Activities**

## Carbohydrates

- Best fuel provide energy quickly and efficiently
- Two types
  - Simple sugars
    - ▶ Glucose (monosaccharide) most common form
    - Fructose (monosaccharide) found in fruits and berries
    - Sucrose (disaccharide) sources include granulated sugar, milk and milk products
  - Complex carbohydrates (polysaccharides)
    - Starches from flour, pasta, potatoes
      - Stored in the body as glycogen
    - Fiber

### **Fiber**

- Offers many health protections
  - Colon and rectal cancer
  - Breast cancer
  - Constipation
  - Diverticulosis
  - Heart Disease
  - Diabetes
  - Obesity
- Most American eat far less than recommended
  - Recommended is 20-30 grams and average is 12 grams



#### **Activities**

#### **Fats**

- Also called lipids
- Misunderstood but vital group of basic nutrients
  - Maintain healthy skin
  - Insulate body organs
  - Maintain body temperature
  - Promote healthy cell function
  - Carry fat-soluble vitamins A, D, E, and K
  - Are a concentrated form of energy

# **Obtaining Essential Nutrients**

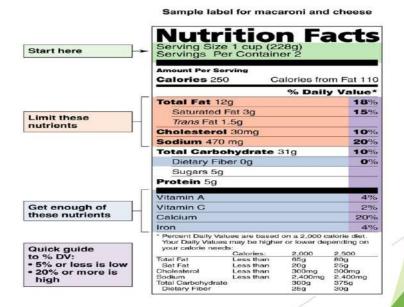
#### Avoiding trans fatty acids

- Created by process of making liquid oil into a solid
- ▶ Increase LDL levels while lowering HDL levels
  - ▶ Higher risk of coronary and heart disease, sudden cardiac death
- Found in many margarines, baked goods and restaurant deep-fried foods
- Food labels listing no trans fasts can still contain less than 500 milligrams/serving



#### **Activities**

## Reading a Food Label



# Improved Eating for the College Student

- Variety of challenges for healthy eating
- Eating breakfast and lunch vital for keeping energy up throughout t day
  - Make lunch and bring it with you, including healthy snacks
    - Will keep you from buying less healthy food on the run
  - Limit sugar-heavy beverages and fried products



#### **Activities**

# Conclusion for Critical Thinking

- What are some common mistakes made by college students in their lifestyle or eating habits that have an adverse effect on their bodies? (couple different reasons)
- What are the three main food groups essential for a successful healthy lifestyle. Why are they essential? (explain in a couple sentences what they do for us)
- Why do you think Americans consume the most calories per person on the planet? (think about what we have)



# ACCESSING ADVERTISING INTRODUCTION TO THE TOPIC

Advertising is an impressive communication force, which helps to sell products and services.

One may like it or not but advertisements are everywhere. It works via television, print (newspapers, magazines, journals), radio, press, internet, direct selling, hoardings, mailers, contests, sponsorships, posters, clothes, events, colors, sounds, visuals and even people. It seems almost impossible to remain objective or not take any notice of daily advertising. The most noticeable part of the advertising process is the advertisements that we see, read, or hear. Many different advertising techniques are used to persuade the customer. Some of the most common advertising techniques include emotional appeal, bandwagon, pressuring, endorsements and social proof as well as weasel words.

Why is advertisement dimension so important for project "Health to meet you"? Because, often unconsciously, the average teenager is exposed to a huge number of advertisements every day.

# ACCESSING ADVERTISING INTRODUCTION TO THE TOPIC

And negative influences of advertising on teenagers include embracement of unhealthy eating habits, lack of self-esteem and confidence, perpetuation of violence and stereotypes, proliferation of drinking and smoking, enhancement of teenagers propensity to risk, and development of anxiety regarding ones body image.

Although advertising is inseparable part of today's social, cultural and business environment, by educating teenagers about this topic, we can make a great difference.

# Accessing advertising



Latvia



#### How does advertisement work?

#### **Description of the topic**

Any advertisement is designed to draw attention and persuade customers to buy the product. Ads' text, image, message must be critically analyzed in order for the students to make a conscious and fact-based choices in real-life situations. Why is this so important today? Because advertisers address very young audience – children, young people with vulnerable opinions and a more flexible approach. Young audience is also desirable because children and young people often have their own money or can influence their parent decision making.

#### Objectives of the activity

To widen students' knowledge about advertisement.

To encourage students to think critically and make deliberate decisions while shopping.

Target group: students from age 12 - 16

### **Activity process structure, implementation**

Students watch the ad and analyze it individually or in pairs, answering questions:





- 1. Who is the author (owner of the product) of the advertisement and what is the purpose of the advertisement?
- 2. What are the views, opinions expressed in this ad?
- 3. What methods are used to gain viewers' attention?
- 4. Are there different interpretations of the message in the ad possible?
- 5. What is not said about the product in this ad, what is deliberately omitted, why?
- 6. Who earns (gets anything) from this ad?

Then answers are discussed and conclusions are made.

#### Equipment, aids, tools

Computer, Projector, Sample ad, Worksheet, Presentation app Expected results, assessment: students' awareness of how advertisement works will be raised.

References: www.drossinternets.lv www.youtube.com

Author: HealMe Latvia, Līga Prikule









#### **Description of the topic**

How do you decide which products you'll buy? Advertisers are constantly trying to appeal to consumers, usually without them even realizing it. That is why it is important for students to explore the different techniques that advertisers use to manipulate behaviour and convince people to buy their products. This activity helps students to become more aware of the language and techniques used in advertising, as well as the impact of advertising on their daily lives.

#### Objectives of the activity

To widen students' knowledge about the hidden persuaders in advertisements.

To encourage students to think critically and make deliberate decisions while shopping.

Target group: students from age 12 - 18

#### **Activity process structure, implementation**

Before the activity students have gathered information about advertising techniques. At the class students discuss the information they have found and make a list of the advertising techniques, explaining each of them:





Pressure: don't miss the chance to buy product, it is available only today, half price only today.

Bandwagon: join the crowd, everyone is buying it / using it / doing it.

Testimonial / endorsement: a famous person or authority claims the product is good.

Emotional appeal: advertisers use both — positive (love, care, friendship) and negative (fear, guilt) emotions in ads.

Weasel words: a promise is implied by using words like "usually" or "chances are". They are used to suggest a positive meaning without actually really making any guarantee.

Omission: facts about the product are not told.

Repetition: saying it again and again.

Scale: making a product bigger or smaller.

Association: promising adventure, attractiveness, quality.

Students work in groups and collect ads that use these techniques, make a display of these ads and tell which technique is in each example. Students discuss their reactions to each ad.

Extended activity - students chose an ad and rewrite it, using different technique.

#### Equipment, aids, tools

Computer, Internet, projector

#### Expected results, assessment

Students' awareness of how advertisement works and what are hidden persuaders will be raised.







#### References

https://www.commonlit.org/en/texts/hidden-tricks-advertisers-use-to-sell-you-stuff

https://www.managementstudyguide.com/advertising-techniques.htm https://www.onlinedesignteacher.com/2016/02/top-advertisingtechniques-in-graphic.html

**Author: HealMe Latvia** 





#### **Advertisements for teens**



#### **Description of the topic**

Students experience advertising in many forms — on TV, YouTube, apps, radio, billboards, magazines, newspapers, movies, the internet, social media and more. Many advertisers view teenagers as a profitable three-in-one market. That is, firstly, as buyers themselves, secondly, as influencers of their parents purchases, and, thirdly, as a future adult customers. It is a fact that today's teenagers have more money to spend than ever before. Companies know this and find that advertising to the "youth of the nation" can be beneficial, and lead to future dedicated customers.

Advertising influences children and teenagers. That is why the ability to spot advertising is an important life skill for them.

#### Objectives of the activity

To explore teenager aimed advertisements.

To learn what has been advertised to the teens the most.

To encourage students to start thinking about the subtle impacts of advertising.

Target group: students from age 14 - 18

#### Activity process structure, implementation



1. Students share their experience about advertising. Where do they see advertisements the most? How often do they see them? What lifestyle is advertised to them?





- 2. Students gather samples of ads what they see often or the most and create a poster. The aim of the poster is to see what lifestyle is advertised for a typical teenager.
- 3. Students participate in discussion to answer the questions:

How real is the lifestyle being advertised? Do you know anyone who lives like that?

Are the foods and drinks in advertisements healthy choices? Why aren't vegies and fruit advertised like burgers?

What do advertisements say about gender, families, body shape and cultural diversity? Do they reflect real life?

How does the information you post about yourself on social media influence the kinds of advertisements you see on social media?

Equipment, aids, tools:

Samples of ads, A3 size paper, glue, scissors, and felt-tips.

**Expected results, assessment:** 

If teenagers are encouraged to think about how advertisements work, the negative influence of advertising can be limited.

#### References:

https://studymoose.com/advertising-in-schools-essay

https://raisingchildren.net.au/toddlers/play-learning/screen-time-

media/advertising-children

Author: HealMe Latvia



# Accessing advertising



Croatia



### Access to media message



#### Theoretical background

Today's media are full of advertisements and commercials since they "live" from it. A large share of the media content that the audience consumes is advertising. In our society, advertising has a profound effect on the way people look at life. Advertisers influence the preferences and attitudes of children and young people about products of all kinds; clothing, footwear, groceries and many others.

We want to raise awareness of the amount of ads that we are all exposed to, not only children and young people, but also adults, on a daily basis in order to think critically about them.

Target group of students: student project team.

#### **Initial assessment**

301 students participated in the swot analysis conducted at the school (autumn 2019) at the beginning of the project. To the question "Does advertising affect your product choice?" 68% of students answered NO, 32% of students YES.

When asked how exactly it affects one of the more common answers was that the product in the ad most often looks tempting and that there is a desire to buy. Also, if a product is popular and most say it is good, there will be a desire to consume it. Young people want to try everything that is in trend.







But, what is in trend may not be good for us and our health. That is why we want to increase the criticism of our students through some activities. A critical approach and analysis of media messages, not just consuming everything that is in trend. Despite the good awareness of our students, there is still a certain amount of susceptibility to advertising.

#### **Educational outcome**

- The student independently thinks critically and evaluates ideas.
- Collaborative learns and works in a team.
- The student judges the influence of media texts on shaping the recipient's lifestyle.

Elaboration of the outcome:

- describes the different effects of texts in public, commercial and nonprofit media on shaping one's own lifestyle;
- judges how information, ideas, attitudes and opinions are presented in media texts;
- assesses how information, ideas, attitudes and opinions from media texts affect the lifestyles of different recipients with regard to age, gender and cultural context.

#### Activity process structure, implementation

#### **Assignment for students:**

- follow during one day how information comes to you in private and in public communication. With each piece of information, record the medium through which you received the information;





- then analyze what information you encounter, how it comes to you most often and how it affects your life;
- express the results of your research in two ways: in the form of a graphic presentation (diagrams, tables ...) and in the form of accompanying text.

Equipment, aids, tools: good will; smartphone, tablet, laptop or computer with internet access.

#### **Expected results, assessment**

This activity is intended to raise awareness of how much we are exposed to advertising on a daily basis and how much advertising affects our lives and our life habits.

#### **References:**

- 1. Swot analysis for our school (first project year, 2019);
- 2. https://www.medijskapismenost.hr/oglasavanje/;
- 3. Methodical manual for Croatian language teachers for the 2nd grade of high school.
- 4. Media and media messages (Literary time machine textbook for the second grade of high school)

#### **Authors:**

Jelena Gložinić, s. Melita, prof. Marija Mrkojević, prof.





# Media message analysis – LET'S READ BETWEEN THE LINES

#### Theoretical background

Due to the ubiquity of the media, media literacy is considered one of the key competencies of the 21st century. According to a widely accepted definition, media literacy includes the ability to access, analyze, evaluate, and create media messages in a variety of forms. In this activity, the emphasis is on the analysis of the media message in the way we do in the teaching of media culture.

Target group of students: student project team.

#### **Initial assessment**

Who, looking to the future in the 1950s, could have imagined that with practical, pocket-sized mobile technology devices we would be able to read news from around the world at any time, watch many of them live or video chat with friends across the world. No, in order to be truly connected, with a high level of technological competence, we must be equipped with analytical tools that allow us to understand the messages that surround us in this constantly networked, hypermedia world. When accessing media content, we should address some key issues that will help us analyze them. The activity is focused on monitoring media messages and their thorough analysis by following three groups of questions.







#### **Educational outcome**

- The student independently thinks critically and evaluates ideas.
- Collaborative learns and works in a team.
- The student judges the influence of media texts on shaping the recipient's lifestyle.

#### Elaboration of the outcome:

describes the different effects of texts in public, commercial and nonprofit media on shaping one's own lifestyle;

judges how information, ideas, attitudes and opinions are presented in media texts;

assesses how information, ideas, attitudes and opinions from media texts affect the lifestyles of different recipients with regard to age, gender and cultural context.

#### **Activity process structure, implementation**

#### **Assignment for students:**

- single out one media message that you encounter every day (emphasis on food and beverage advertising);
- analyze it using the following steps:
  - 1. Audience and content authorship:
  - Who created this message and for what purpose?
  - Who is the target audience?
  - Who paid for that message?
  - Who could benefit from that message?
  - Who could be harmed by this message in any way?
  - Why could this message be important to an individual?







#### 2. Messages and meaning:

- What values, ideas, information and views are conveyed in that media message?
- What information is omitted from the message, and could be important?
- What techniques were used and for what reason?
- How can different people interpret the message differently?
- 3. Media coverage and reality:
- When did the media message come about?
- How was it sent to the public?
- Is it a fact, an opinion or something else?
- How reliable is the message? On what basis does the individual think this?
- Who are the sources of information, ideas and claims?
- express the results of your analysis of media messages in public speech (record video or audio).

Equipment, aids, tools: good will; smartphone, tablet, laptop or computer with internet access.

#### Expected results, assessment

Raising awareness of the need for critical thinking in a multimedia world.

#### **References:**

- 1. Cynthia L. Scheibe, Faith Rogow, The Theacher's Guide to Media Literacy;
- 2. Methodical manual for Croatian language teachers for the 2nd grade of high school;
  - 3. Media and media messages (Literary time machine textbook for the second grade of high school).

#### **Authors:**

Jelena Gložinić, s. Melita, prof. Marija Mrkojević, prof.





### **Covert advertising**

### Theoretical background

One of the most obvious ways of media manipulation is covert advertising. According to the Media Law, covert advertising is considered to be any form of journalism (written text, photograph, image, drawing, etc.) that is paid in any way and is not clearly marked as advertising.

Target group of students: student project team.

#### **Initial assessment**

On different social networks and platforms, influencers show what is in fashion in different areas with their messages. Often the purpose of these messages is to arouse needs and encourage buying and spending. This is often not seen and is not immediately noticeable, but the fact is that some influences are behind various companies and their advertising campaigns, in which a lot of money is "spinning". Young people should be aware of this link between influencers and marketing and should be encouraged to think critically about it, as it is very often a matter of surreptitious/covert advertising.

#### **Educational outcome**

- The student independently thinks critically and evaluates ideas.
- Collaborative learns and works in a team.
- The student judges the influence of media texts on shaping the recipient's lifestyle.





#### **Elaboration of the outcome:**

describes the different effects of texts in public, commercial and nonprofit media on shaping one's own lifestyle;

judges how information, ideas, attitudes and opinions are presented in media texts;

assesses how information, ideas, attitudes and opinions from media texts affect the lifestyles of different recipients with regard to age, gender and cultural context.

#### Activity process structure, implementation

#### **Assignment for students:**

- to acquaint students with the legal texts on advertising and covert advertising (Law on Media, Law on Electronic Media, Code of Honor of Croatian Journalists ...);
- define the difference between advertising and surreptitious/covert advertising;
- finding unacceptable, but also acceptable ads on influencer profiles and channels;
- analysis of selected advertisements.

Equipment, aids, tools: good will; smartphone, tablet, laptop or computer with internet access.

#### Expected results, assessment

This activity is intended to raise awareness of how much we are exposed to advertising on a daily basis and how much advertising affects our lives and our life habits.

Authors: Jelena Gložinić, s. Melita, prof. Marija Mrkojević, prof.

# Accessing advertising



**Czech Republic** 





# Media education – youtubers and advertising

In the first part we watched movie #FollowMe. This movie is about Instagram and who people in Instagram are. We found out that at Instagram there are people who write fake comment for money, children hack numbers of followers and people buy it, because the numbers of followers are everything this time. Not at last we found out some statistic.

#### The goal of the activity

Point out that part of the social media accounts are fake; clarify how Instagram trading of fake accounts works; lead to a critical insight into the perception of popularity on Instagram;

prepare a marketing campaign independently;

get familiar with the role of Youtubers in advertising and marketing;

realize that one of the motivations for producing Youtube videos is financial gain.

In the second part we acted that we went doing promotion with some influencer or youtuber.

We chose a product which we wanted to promoted. For example, in our class they were Wine Cigánek, Sports leggings, Shovel, Waterdrop, Videogame, Steeze street wear and board game. And we answered the questions in a questionnaire.

Then we voted the best product according to the questionnaire. Our class the winner was shovel promotion.





#### YOUTUBERS AND ADVERTISING - WORKING SHEET

Imagine that you are the chief of the marketing department, and you are preparing a campaign. You want your product to be popular. You are considering collaborating with a Youtuber.

**Answer the following questions:** 

- 1. Shortly describe your product (it can be an existing brand, or a new one).
- 2. Who is your target group? Who do you want to approach?
- gender:
- age:
- location:
- · hobbies:
- further characteristics:
- 3. Which Youtuber would be a good fit for your product promotion?
- 4. How do you want the promotion videos to look? Think of 3 short ideas.
- 5. How are you going to access whether the promotion was successful?
- 6. Do you want the Youtuber to mention in the post that it is a paid advertisement?

What was the benefit of this activity?

We saw both sides of this situation (positive on Instagram x negative on Instagram).

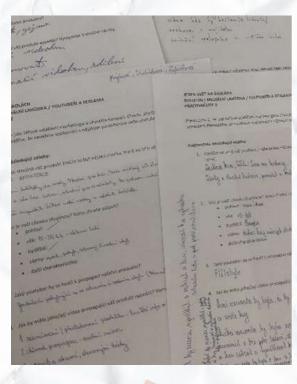
Thanks to that we know what is going on the internet and social media.



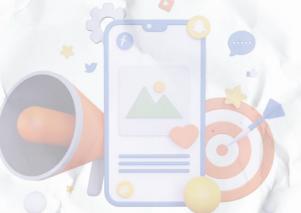














#### **ADDS**

### Where did "add" come from?

It came from Latin – reklamaré (shout it) Meaning: gaining attention, highlighting a specific product

#### Types of advertising and where we can find them?

**Paid** 

**Bus stop** 

Unpaid

In mobile

Media

Illuminated

**Poster** 



#### **Colours**

When someone wants to make an advert, they are precise about which colour will they use . Believe or not, but each color has its own meaning.

Black - expression of grandeur, most often for luxury goods

White - detergents, feeling of novelty

Pink – love, romantic, adds for Valentines day

Yellow - in supermarkets, sales

Green – money, negative effects – alians, lizards

Grey - not very often as the main, feeling sick, poverty and despair





#### What makes a good add a good add?

Words that rhyme.

Advertising for a common product.

They will put some famous actor or singer there.

Using a phrase that doesn't often make sense, but it's fun.

Something that is easy to remember.

#### What makes a bad add a bad add?

Bad voices for adverts from foreign country.

Too long add.

The one who is the main person (himself, script, singing).

Repetitive words.

Add for useless product.

### How they manipulates people?

Some known voice is:

Talks to us;

Asks us;

Urges us;

Threatens us.

They want us to believe that we are the only one, the chosen one.



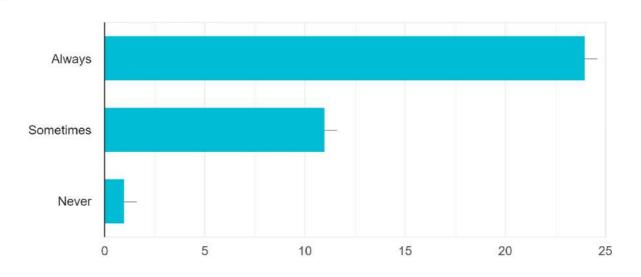




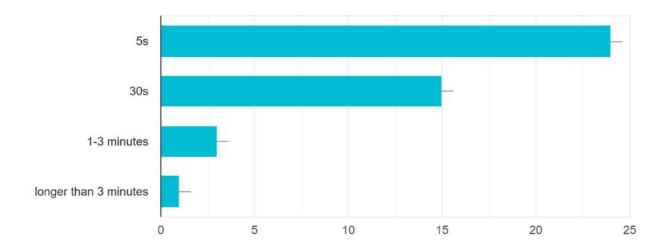
We have asked the first class to help us with a questionnaire about "How adverts can influence our life?".

They made up some questions and we chose the best of their ideas. We asked our teachers and schoolmates for answers to this questions. These are the questions and answers we will talk about.

How often do you skip adds?
 34 odpovědí



# How long should adds be? 34 odpovědí

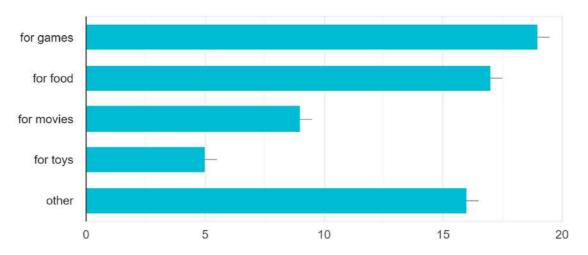




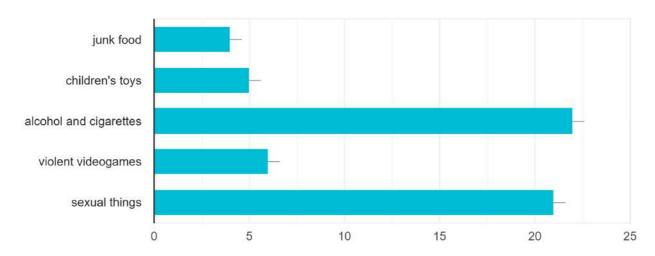




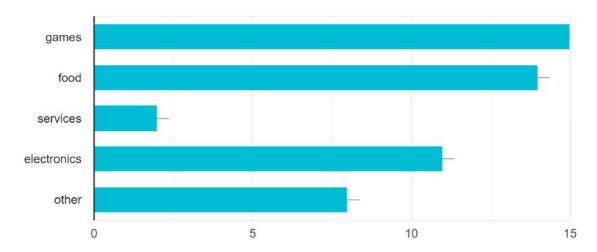
# 3. What kind of adverts do you see the most often? 34 odpovědí



# 4. Which products should never have adverts on TV? 34 odpovědí



# Which product has the best add? 34 odpovědí



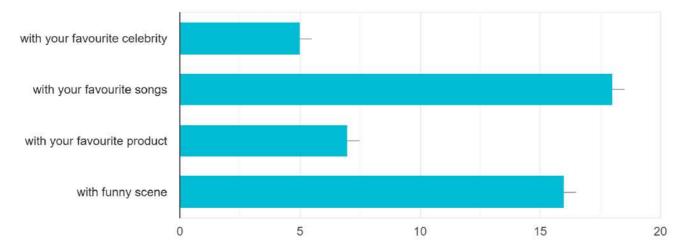




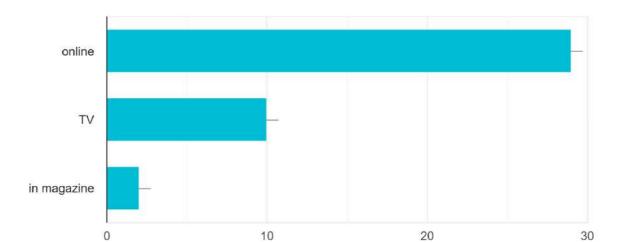


#### 6. Which advertising is your favourite?

34 odpovědí

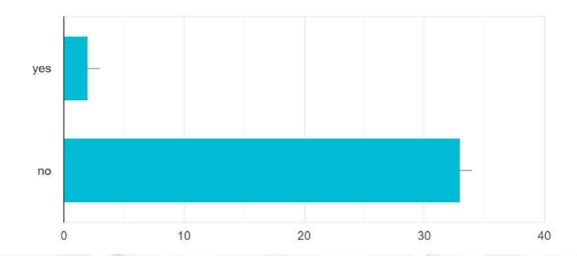


# 7. What type of add do you encounter the most? 34 odpovědí



#### 8. Have you ever played at advertising?

34 odpovědí

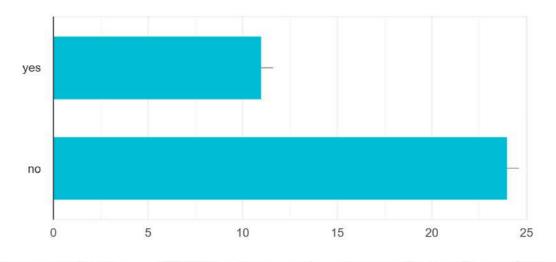




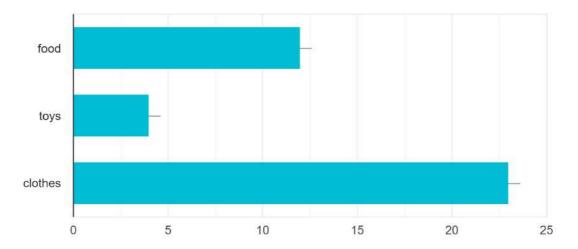




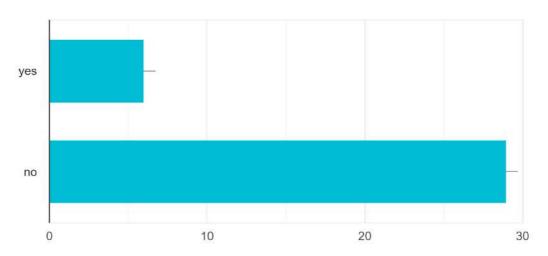
9. Would you like to play in an add? 34 odpovědí



10. In which add would you like to play? 34 odpovědí



11. Would you like to make your own add? 34 odpovědí

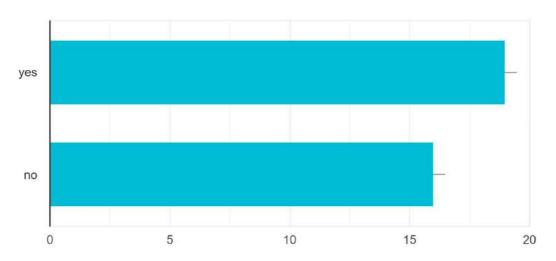




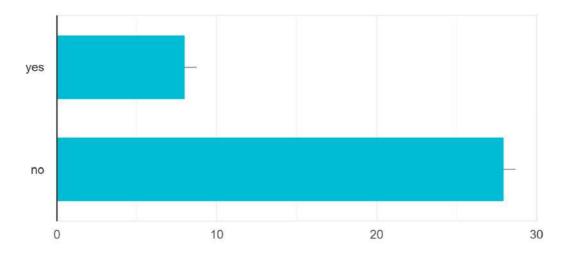




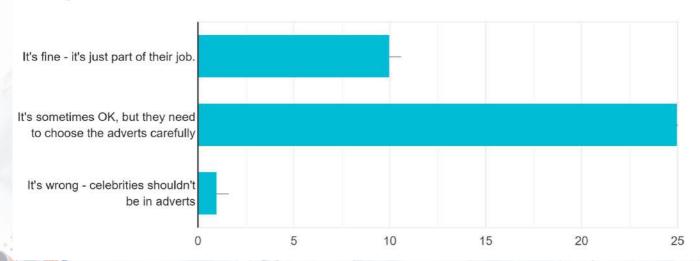
#### 12. Do you like adds with celebrities? 34 odpovědí



# 13. Would you pay for the cancellation of the add? 34 odpovědí



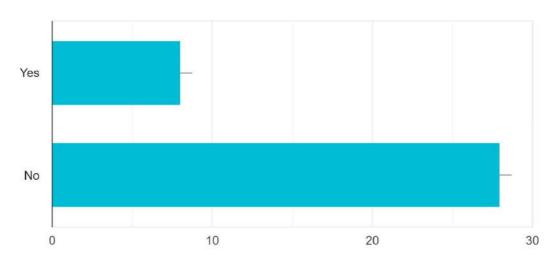
# 14. What is your view of celebrities who take part in adverts 33 odpovědí



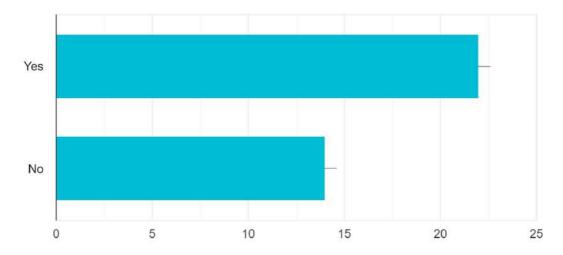




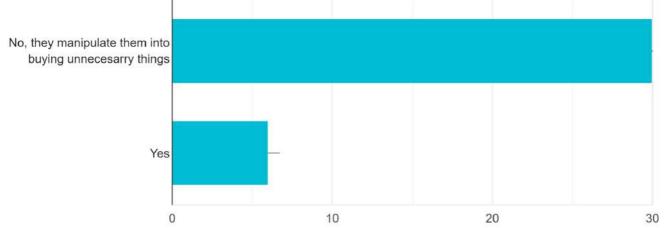
15. Should politicians have adds on TV? 34 odpovědí



#### 16. Do you think that adds should be catchy? 34 odpovědí



# 17. Are adverts good for kids or old people? 34 odpovědí









And at the end we have found out that adverts can influence our life in positive and negative vays.

If you want to do this questionaire too we can give you this link.

https://forms.gle/3iNB4wWdG9qr4gtG6



# Accessing advertising



Spain





	LESSON PLAN
LESSON TITLE	Ad Detectives- Analyzing Persuasive  Language
SUBJECT/COURSE	English (4th CSE- 15 years old)
LESSON DURATION	2 hours

#### **LESSON OBJECTIVES**

- To raise awareness of the different techniques applied in selling products to children and teenagers
- To become aware of the format and structure of ads
- To understand their own reactions, as consumers, to these ads
- To get to know legal framework referring to advertising in our country

#### SUMMARY OF TASKS/ACTIONS

Step 1- Brainstorming as a whole class or in pairs

What is advertising?

How many different types of advertising can you think of? Why is there advertising in TV programs, magazines, flyers, or newspapers?

Did you know that the cost of advertising during the Superbowl is 160,000 \$ a second!??



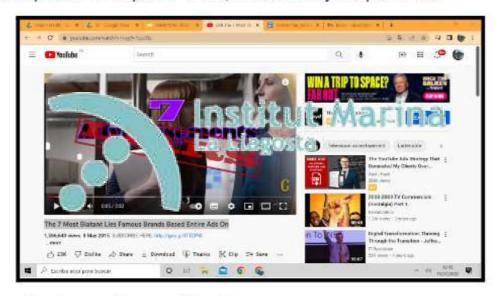




Step 2: Research by means of video watching task in pairs:

# Did you know that ads can sometimes break the rules and tell us blatant lies??

Watch the video: <u>The 7 Most Blatant Lies Famous Brands Based Entire Ads On</u> and answer these questions in pairs. Then, share with your partners:



- What products are they selling?
- Who are they selling the products to?
- What selling strategies are they using keeping in mind their target market?

**Step 3: Analyze and Understand** these rules for kids advertising in our country (Spain and strategies used by ads to sell more products:









# and...Become an AD DETECTIVE! Check how well advertisers follow the rules for advertising to kids and teenagers like you!

#### Instructions:

- 1. Each student collects 2 video ads aimed at children or teenagers
- 2. Complete the following ad log:
  - a. Name and description of the product
  - b. Target audience
  - c. Describe what happens in the ad
  - d. Does it follow the RULES for advertising?
  - e. Which of the AD STRATEGIES are used?
- 3. Present your findings to your classmates.







### ASSESSMENT/ DIFFERENTIATION

No necessary differentiations. Groups are heterogeneous and everyone contributes their skills to the group.

MATERIALS	<ul> <li>Computer with internet connection, G Suite</li> <li>Digital screens.</li> </ul>
HOME TASKS	None.
REFERENCES	Introduction presentation:
	https://docs.google.com/presentation/d/1OwtxnIWby61k0yD7FTGTC9d
	Zee3YbnTvEZyHRSIUTX4/edit?usp=sharing
	Pinterest board with references: <a href="https://pin.it/7LdQOrO">https://pin.it/7LdQOrO</a>
	More information about legibility and poster creation:
	https://view.genial.ly/619d03c0eccb150dd5e8366e/presentation-u
	5-veiem-mentre-llegimpresentacion-tendencia-color
	Art and environmental care: El arte de la contaminación por plástico
	(nationalgeographic.com.es)







	LESSON PLAN
LESSON TITLE	Art Keeps the Doctor Away
SUBJECT/COURSE	Art (3rd CSE - 15 years old)
LESSON DURATION	2 hours

#### **LESSON OBJECTIVES**

- To use digital tools as a way of discovering new artistic references.
- To apply colors in graphic design respecting legibility.
- To design posters interpreting pieces of art from the point of view of healthy life.
- To write creative slogans calling for the students to assume a healthy style of life.
- To show students productions on school screens as an advertising campaign.

#### SUMMARY OF TASKS/ACTIONS

### Introduction [15']:

Explanation of the activity:

- Karl Borggrafe chart
- Examples
- Tools: Arts&Culture, Google Images.

### Creation [1h 45']:

- Searching pieces of art or slogan: students are free to choose whether to start from searching an image or a slogan.
- 2) Connecting the image with the slogan.





- 3) Correcting the slogan and its legibility projecting the productions in the classroom.
- 4) Doing the necessary modifications to start the campaign.

#### Advertising campaign:

The digital posters are shown in the school screens to raise awareness of a healthy style of life in the students community.

#### ASSESSMENT/ DIFFERENTIATION

Students have previous knowledge of Canva, Gimp and are familiar with G Suite. We do this activity in the context of a wider project about "Cure" with the association Art + Escola.

This activity will be assessed in two different aspects:

- Using artistic knowledge and own productions as a way of cohesion and social action.
- Experimentation with digital techniques.

MATERIALS	<ul><li>Computer with internet connection, G Suite and Gimp.</li><li>Digital screens.</li></ul>
HOME TASKS	None.
REFERENCES	Introduction presentation:
	https://docs.google.com/presentation/d/1OwtxnIWby61k0yD7FTGTC9d
	Zee3YbnTvEZyHRSIUTX4/edit?usp=sharing
	Pinterest board with references: <a href="https://pin.it/7LdQOrO">https://pin.it/7LdQOrO</a>
	More information about legibility and poster creation:
	https://view.genial.ly/619d03c0eccb150dd5e8366e/presentation-
	u5-veiem-mentre-llegimpresentacion-tendencia-color
	Art and environmental care: El arte de la contaminación por plástico
	(nationalgeographic.com.es)





	LESSON PLAN
LESSON TITLE	Is it Healthy or is it Marketing?
SUBJECT/COURSE	English (4th CSE - 15/16 years old)
LESSON DURATION	4 hours

#### LESSON OBJECTIVES

- To interpret information from infographics and Youtube video ads.
- To reason and develop personal statements about the topic mentioned.
- To learn more about how advertising makes us unhealthy/ fat/or even obese.
- To understand their own reactions as consumers.

#### SUMMARY OF TASKS/ACTIONS

<u>Introduction + Preparation:</u> What is your favourite ad?

Students fill in "My Food Commercial Log" to identify in some ads:

- The product sold
- The target audience
- A step by step outline of what it

**Modeling**: Did you know what happened with this ad?





Danone and its brand **Activia** launched a campaign on "Gut Health Challenge". After the trial, Danone had to pay 35\$ millions to affected consumers.

Identify the previous elements on this ad:

- The product sold
- The target audience
- A step by step outline of what it



Practice: analyze some ads aimed at teenagers and analyze the product they sell.

Students will analyze the ads and the products by means of using the app Yuka to identify main ingredients (healthy and unhealthy), to review the product and suggest a healthier alternative. They will produce posters that will be displayed around class and school to make other students aware of these facts. **Examples**:









MATERIALS	<ul> <li>Computer with internet connection, G Suiteand Canva</li> <li>Digital screens.</li> </ul>
HOME TASKS	None.

#### ASSESSMENT/ DIFFERENTIATION

No necessary differentiations. Groups are heterogeneous and everyone contributes their skills to the group.









	LESSON PLAN
LESSON TITLE	Sometimes ad can takes the doctor away
SUBJECT/COURSE	Physics and Chemistry 2nd CSE
LESSON DURATION	2 hours

#### **LESSON OBJECTIVES**

- Be aware of healthy daily habits.
- Observe healthy habits we make as individuals.
- The little things we do every day are also healthy. You don't need to pay for a gym.
- Find out what benefits these healthy habits bring us both physically and nutritionally.
- Create an advertising campaign.
- Give uniformity to the advertising campaign taking into account the work of your classmates.
- Work as a team and learn to make joint decisions.

#### SUMMARY OF TASKS/ACTIONS

### Introduction [15']:

Explanation of the task, brainstorming of proverbs:





What is a proverb?

It's a short memorable saying that expresses a truth or gives a warning.

It is usually a short phrase that expresses popular knowledge and is transmitted by oral tradition.

Research these proverbs synonyms in other languages, such as :

- Latvian
- Catalan
- English
- Spanish



Design a poster introducing a fact and taking a famous picture as a prompt. Examples:



A cigarette a day **DOESN'TKEEP** the doctor away



Nicotine acts as a blocker of ganglionic nerve transmission





Do you dare translate it into Latvian for our friends?



Nikotīns darbojas kā ganglionu nervu transmisijas bloķētājs

Or...





Posters are displayed around school walls to attract students' attention to this great use of advertising to promote healthy lifestyles.





### ASSESSMENT/ DIFFERENTIATION

No necessary differentiations. Groups are heterogeneous and everyone contributes their skills to the group.

MATERIALS	- Computer with internet connection, G Suite - Digital screens.
HOME TASKS	None.





# Accessing advertising



Austria



## **Audience**



# **Description of the topic**

Advertisement is carried out in three dimensions — Construction of reality, Representation and Audience. This lesson plan will focus on the task of Audience. The students will analyze multiple advertisements and reflect on them by using guided questions.

### Initial assessment

Students are not aware of the different dimensions of advertising

# Objectives of the activity

To analyze multiple advertisements and to discuss the ads from around the world in groups.

Target group: Students 10th -12th grade

# Activity process structure, implementation

Provide each group with a selection of ads from around the world. Include ads in foreign languages. Students select one for discussion:

Mention one important thing about the ad

What message is being conveyed?

What has not been said about the product?

What image of our life style is portrayed?

Is it a true picture?

How would a different audience (culture, language, socio-economic status, etc.) view this ad?





If it is in a foreign language, can you tell what the ad is saying? How does it differ from ads in your native country? Do different countries use different ads for the same product?

# **Equipment, aids, tools**

Prints of multiple ads from around the world.

# Expected results, assessment

Analyze an ad.









# **Description of the topic**

Advertisement is carried out in three dimensions — Construction of reality, Representation and Audience. This lesson plan will focus on the task of constructing reality. The students will reconstruct an advertisement and reflect on it by using guided questions.

### **Initial assessment**

Students are not aware of the different dimensions of advertising.

# Objectives of the activity

To create a new advertisement and to discuss the creation in groups.

Target group: Students 10th -12th grade

# Activity process structure, implementation

Cut out a picture of a product. Paste it on a piece of paper and create a new ad. Discuss the newly-constructed ad.

How can you recognise that this new image is an ad?

What changes did you make and why?

What is the ad saying? Do the words and the pictures say the same thing?





# **Equipment, aids, tools**

Print of a product
Print of various advertisements
Scissors & glue

# Expected results, assessment

Analyze an ad. Create a new ad. Reflect on your work.











# The power of advertising



# Description of the topic

You come home from school and sit down with your laptop, tablet, phone, etc. to relax after a long school day. In the second you turn on your device, you are swamped with advertisements for chocolates, burgers and other junk food — but will you give in? How do advertisements get their consumers to buy the promoted food items?

### **Initial assessment**

Building on prior knowledge about healthy/unhealthy food choices.

# Objectives of the activity

Students will:

Explore the role advertising has on making health choices. Discover how advertising appeals to young audiences.

Target group: Students 5th -12th grade

# Activity process structure, implementation

Gather understanding of the effect of advertising. Influence advertisements have on us. Ways to counter-act unhealthy advertisements.





# **Equipment, aids, tools**

Computer with internet connection "Power of advertisements" handout

# **Expected results, assessment**

Analyze an ad.

Create a counter ad.

Tally the number of ads you see in one day. Analyze where you see them and how they affect your health choices.



# Accessing advertising



Turkey







## DRUGS AND ITS HARMS

DRUGS: Our topic today is drugs. Contrary to popular belief, the drug is not just a powder. Substances such as cigarettes, alcohol, cannabis and caffeine that we encounter in daily life are also included in drugs. Today we will talk about the harm of these substances.







The use of

such substances puts human life at risk.

Unfortunately, especially as young people, the use of such substances is too much. Some of the harms of these substances are:

- > Brain cell death
- Memory loss
- Stomach cancer
- Vascular occlusion

#### Effect of advertisement:

- The tobacco and alcohol industry is aware that motion pictures are one of the most common entertainment experiences among people.
- These companies can reach people through advertising and product placement methods.
- It even appears in some cartoons and children are encouraged to use alcohol and cigarettes.



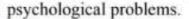




 These scenes are given a lot of place in the movies to promote the product and at the same time to increase the sales of the products.

#### **GETTING RID OF ADDICTIONS**

Substance abuse is the use of substances that negatively affect the body, so the use of these substances cannot be stopped, even if there is damage due to this. Substance dependence is especially observed in young people and in people with







Informing the society in order to protect them from addiction, preparing educational programs making parents and young people aware of this issue is very important. In addition to awareness raising programs, drug therapy, social support are among the branches oftreatment that can be used. By applying thesetreatments, substance abuse can be overcome patiently over a long period of time.





Seminar on Combating Tobacco, Alcohol, Technology and Gambling





Our school made presentations and briefings to our students in the school conference hall on the fight against Tobacco, Alcohol, Technology and Gambling Addiction.

It was also stated that it is very important to participate in sports and social activities for a healthy and happy life, and the choice of friends is an important issue to be considered.

It was stated that the presentations made in the conference hall were followed with great interest by the administration, teachers and students, and it was a very useful activity.





#### **ACTIVITIES OF THE YEŞİLAY**

Yeşilay is an institution established in 1920, which fights against habits such as smoking, alcohol and drugs, and works to protect the public and especially young people



Struggle Against Addiction in Turkey, is a program consisting of technology, tobacco, alcohol and substance addictions that aims to inform the community about these issues and increase their awareness.

The Drug Addiction Awareness on Adults Project aims to raise awareness of substance abuse in adults with children under the age of 18 in the Netherlands, Lithuania, Turkey and Portugal.

The aim of the *Oppose Smoke Project* is to ensure that legal measures are taken regarding tobacco control in the country.

On May 22, inHatay, in order to raise awareness about the fight against addictions, "10. Yeşilay Bicycle Tour" was organized. Cyclists pedaled along the route of about 8 kilometers.



# (C\*)

# Activities



**2021- 2022** YEŞİLAY CLUB YEAR-END ANNUAL REPORT

MONTHS	ACTIVITIES CARRIED OUT
October	1- The Yeşilay club was introduced to the students.  2-Struggle Against Addiction in Turkey Web page has beer introduced.  3-"The Purpose of the Yesilayis, What is Addiction?"its subjects have been processed.
November	1-The emblem competition was held for the Yeşilay Club. 2-Paintings and inscriptions on the theme of Yeşilay were exhibited on club boards.
December	1-Students were given information about harmful habits.
January	1- The social, psychological, and economic dimensions of gambling addiction were examined.
February	Preparations have been made for Yesilay week.
March	1-Media reports on the Yesilay week were reviewed.     2- Ways to protect against substance abuse have been overcome.
April	1-Pictures were prepared about April 23 telling about harmful habits and substances that children should stay away from.
May	1-The issue of smoking addiction has been processed.     2- 10.Traditional Yesilay Bicycle Tour was made
June	Annual work report has been prepared.

# DOING SPORT INTRODUCTION TO THE TOPIC

Since the early days of humanity, sport has played an essential role in societies around the globe. Besides the obvious physical benefits, sports also helped to build strong social ties and boosting the morale of participants and bystanders. Nowadays, in the golden age of screen usage, active movement has become even more relevant.

Especially for children and adolescents, sports presents an integral part of a young person's growth and development — not only physical, but also mentally. Numerous studies show, that participating in regular sports has an immense positive effect on the mental development of children growing up.

According to Jain Heritage school (www.jhs.ac.in), the following six pillars are developed by doing sports and are essential in a student's life:

Improves physical and mental health - One of the main benefits of sports and games is to boost the physical and mental health of a student. Sports is played between teams in a healthy competitive environment which ensures that the student remains active and fit. Outdoor sports like football, cricket, tennis, swimming, running, etc, keeps the body and mind active and engaged. Indoor games like chess, badminton, and table tennis enhance the concentration level of the student. It also strengthens the immunity system of the body and energizes them.

# DOING SPORT INTRODUCTION TO THE TOPIC

Empower students with life skills - While sports not only help in developing physical and mental health, it also develops the life skills of a student's personality. It enhances their capabilities and helps them to have a better understanding of themselves. Sports also help in developing social skills and getting along with people. They learn to interact not only with children of their age but also with adults like their coaches and seniors. Additionally, children acquire decision-making skills through various team activities.

Learn time management and discipline - Constructive use of time and discipline is a major characteristic of any sportsperson. If a student plays a sport, he/she needs to show the commitment of time to be in a particular place at a particular time everyday as a part of their routine. He/she must be patient, disciplined which will enable the student to cope with criticism and setbacks. Each sport has a set of rules and regulations to be followed which helps the students to stay fit and disciplined.

Improved leadership and team building qualities - Sports is all about teamwork. Jain Heritage School encourages team sports such as football, cricket, basketball etc. which gives an individual a sense of identity and belonging to a group. Such sports encourage children to showcase their talent and communicate with their team members. It also helps to identify and hone their leadership skills which add values to their personality.

# DOING SPORT INTRODUCTION TO THE TOPIC

Winning and losing is all part of the game - Sports is not always about winning. It is about fair play and believing in equality and justice. Losing is a part and parcel of any game and accepting defeat in a positive competitive spirit distinguishes a true sportsperson which propels him/her to strive harder the next time to achieve what he/she missed out on the previous game.

Boost self-confidence - Scoring a goal, hitting a six or winning a race not only makes a student happy but also it boosts their confidence. Performing in front of a crowd which is constantly noticing your each and every move can be quite unnerving. But a sportsperson is one with focus, patience, the right amount of confidence having a never-say-die attitude.

(https://www.jhs.ac.in/6-reasons-why-sports-is-important-in-a-students-life.php)

# Doing sport



Austria

# **Bring Sally up**

# **Description of the topic**

This task is a fun and exhausting way to build up strength and stamina. While listening to the song "Bring Sally up" the participants are in a push-up or squad position. Every time the lyrics say "Bring Sally up" the legs or arms are straightened out, when the lyrics say "Bring Sally down", the participants bend their legs or arms.

## Initial assessment

The students will most probably not be able to last the first minute in the beginning. However, if this task is carried out every day for one month, most students will be able to go the entire 4 minutes.

# Objectives of the activity

Build strength in arms, chest, legs

Target group: students

# Activity process structure, implementation

The students will listen to the song and do a push up or squad whenever the lyrics say "Bring Sally down", however, it is important that the chest does not rest on the ground, but stays a few centimeters above it. When doing squads, it is important that the bottom of the students goes beneath knee level.



Especially in the beginning it is important that a P.E. teacher shows the students the proper way to do push-ups and squads.

- 1. Goal is to do an entire minute without pausing.
- 2. Every minute switch between push-up and squad position.
- 3. Do 2 minutes of push-ups and 2 minutes of squads.
- 4. Do 2 minutes of push-ups, 1 minute of squads, 1 minute of push-ups.
- 5. Switch up #4.
- 6. Do 4 minutes of push-ups.
- 7. Do 4 minutes of squads.

# Equipment, aids, tools

A devise to play the song "Bring Sally up" (link in Resources)

# Expected results, assessment

Students will develop strength.

Resources: https://www.youtube.com/watch?v=41N6bKO-NVI

"Bring Sally up" - Push up challenge (Youtube)



# Create your own sport

# Description of the topic

The sporting world has evolved over time, welcoming female competitors and embracing unique sports around the globe. In this lesson students will learn about unique sports from around the world, as well as create their own sport that their friends would want to play.

## Initial assessment

The students should not only understand traditional sports, but also think outside the box, using their imagination to come up with new, unique sports.

# **Objectives of the activity**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Target group: students (grade 10)

## Activity process structure, implementation

1. To begin the lesson, mirror the article slideshow "25 Unique Sports from Around the Globe" on your Smartboard. Discuss with students how each unique sporting event started out with someone's dream and desire to create a sport like no other.



- 2. Next, tell students they are to come up with their own unique sport that their friends would want to play. They must name their sport as well as come up with the rules and even a team uniform and logo.
- 3. Have students fill out a graphic organizer to help them create their sport before they write their essay.
- 4. Next, have students use their graphic organizer to answer the following prompt:
- 5. Create your own sport. You must write all of the rules and how the sport is played. You must also come up with a team name, logo, and uniform for the players.

Extension: Have students vote on the best sport, and the sport that wins is the one that students get to try to play as a class.

# Equipment, aids, tools

Pencil and paper, Slideshow of unique sports (see Resources), Graphic organizer

# **Expected results, assessment**

Students will be assessed on how well they followed the guidelines for the writing prompt.



Resources: https://27mi124bz6zg1hqy6n192jkb-wpengine.netdna-ssl.com/wp-content/uploads/2020/11/TeachHUB\_WP\_Create-Your-Own-Sport.pdf

Unique sports: https://stacker.com/stories/3934/25-unique-sports-around-

world#:~:text=%2025%20unique%20sports%20from%20around %20the%20world,spontaneous%20recess%20activity%3F%20Think%20again.%20Born...%20More%20



# Stay home, stay strong

# **Description of the topic**

Student and teachers motivate each other to do sports by challenging each other to do sports challenges via Instagram. The goal of the challenges should be to stay fit in the wake of the numerous covidlockdowns.

### Initial assessment

In the wake of the numerous covid lockdowns, many students did not do enough sports. Hence it was the goal to motivate them to do home workouts.

### Objectives of the activity

To become physically fit.

Target group: students & Samp; teachers

# Activity process structure, implementation

### Teachers and students:

film themselves, doing sports at their homes. Additional equipment should not be used. Once the exercise is filmed, it is posted using the hashtag "stayhomestaystrong" and tagging three other teachers or pupils. By doing so, these people are invited to copy the exercise and then film themselves doing a new exercise, again tagging three other people.

# Doing sport



Croatia

# How to plan an anaerobic exercise training?

# Description of the topic

Anaerobic exercise involves high-intensity activity that is short in duration. In anaerobic exercise, such as weightlifting and sprinting, your body's need for oxygen exceeds the oxygen available. The term anaerobic means "without oxygen." As with aerobic exercise, anaerobic exercise temporarily changes your vital signs, including heart rate, blood pressure, breathing rate, and temperature.

### Initial assessment

During anaerobic exercise, our body's need for oxygen increases. As a result, our heart rate increases according to the intensity of the exercise.

Your body responds to anaerobic exercise by increasing systolic blood pressure. When you lift weights, muscle contraction causes blood flow to decrease.

# Activity process structure, implementation:

The Most Amazing Erasmus+  - Statistic	Project You've Ever Seen S Before The E	xcercise Watch later
Emanuel		Dominik
72 bpm	<b>Heart Rate</b>	68 bpm
112/77 mmHg	<b>Blood Pressure</b>	115/75 mmHg

The Most Amazing Erasmus+ Project You've Ever to Our Hype	
Emanuel	Dominik
After the 10 minute anaerobic excercise,	After the 10 minute anaerobic excercise,
my heart rate will go	my heart rate will go
from 72bpm to around 160bpm.	from 68bpm to around 155bpm.
After the 10 minute	After the 10 minute
anaerobic excercise,	anaerobic excercise,
my blood pressure will go	my blood pressure will go
from 112/77 mmHg	from 115/75 mmHg
to around 125/90 mmHg.	to around 130/85 mmHg.

https://www.youtube.com/watch?v=S-uqLoOhorc&t=263s

# Goal of the activity

If you track your heart rate over a longer period of time, you will notice very interesting things about your progress. When you first start training, your heart has to work much harder than usual to cope with the body's increased demand for blood and oxygen. If you regularly exercise your body's aerobic system, it gradually becomes more efficient.

### **Expected results**

Monitoring your heart rate during training (manually or via a heart rate monitor that wraps around your chest or is an integral part of a sports watch) can help us determine whether we are exerting ourselves too much or not enough. When people exercise in their "target heart zone," they maximize the cardiovascular benefits of exercise - when the heart rate is in the target zone, "you encourage the muscle to get stronger."

Heart rate increases during strenuous activity, while vigorous exercise can only moderately raise blood pressure.



# Running to health

# **Description of the topic**

Organized by the School Sports Association of Požega-Slavonia County and physical and health culture professors, on Thursday, October 21, a school cross-country competition was held. Entrants gathered in Zvečevački park and ran a course of 1200m (girls) and 1800m (boys).

### Initial assessment

Through a SWOT analysis in our school, we came to the realization that our students cultivate a sedentary lifestyle and that they do not move enough.

The World Health Organization (WHO) in its recommendations for a healthy life and generally maintaining the health of the world population states physical activity as an imperative for good health. Since 2003, on the initiative of the WHO, around May 10, all member states of the European Union have been encouraged to promote physical activity with various activities at the national level.





# The main goals of such activities are:

- raise public awareness of the benefits of physical activity in preventing chronic non-communicable diseases;
- promote the benefits of physical activity and indicate good practice;
- increase the implementation of physical activities at all levels and in all areas (free time, transport, work) and environments (school, community, home, workplace);
- promote healthy lifestyles and solve health problems through sports and other physical activities, reducing smoking, healthy eating, reducing violence, stress and social isolation.

### **Expected results**

Raising young people for whom physical activity is a way of life.

### **REFERENCES:**

https://www.gimpoz.hr/hr/novosti/odrzano-skolsko-natjecanje-u-krosu

https://www.flickr.com/photos/145047715@N02/albums/721577200720859 47



# Fair play - the goal of school sports FAIR PLAY WEEK in My School

### **Description of the topic**

Through sports, in the most natural way, through play and fun, we learn fundamental human values, fair play, respect for others and ourselves, and strengthening of self-confidence, which is especially important for young people. Fair play is an important characteristic of sports, an unwritten rule of a set of universal human values, which holds its value not only in sports but also in everyday life.

### **Initial assessment**

Fair play behavior represents the true essence of sport, which manifests itself in actions, not words. An important role in the promotion of these values athletes have, as the main actors of sports events, and which they perform in the spirit of a fair fight.

However, there are also opposite tendencies. There are behaviors that are not in the spirit of sports rules and moral values, such as violence, doping, fixing results, discrimination and other unacceptable forms of behavior. Unfortunately, sometimes success and competitiveness lead to athletes' motivation to succeed at any cost. A large number of athletes are in the center of attention every day, they are watched by thousands of people, fans and spectators they follow their every move not only on the sports fields but also outside them.



# The main goals of such activities are:

- promotion of fair play behavior;
- educating young people about positive behavior in the game and increasing the satisfaction of all competition participants.

### **Expected results:**

- reduction of peer violence among students;
- building the spirit of tolerance and togetherness, appreciation and respect individuals;
- organization of fair sports competitions and respect for written and unwritten rules (not only in sports).

### **REFERENCES:**

https://skolski-sport.hr/index.php/dokumenti-hsss/fair-play-projekti





# Doing sport



Latvia



# **Classroom Physical Activity Breaks**

### **Description of the topic**

Physical activity doesn't have to be in a recess or PE setting to be effective. Classroom teachers can integrate movement-based activities to energize a group after lunch or to relax and calm a class before a test, after lunch or at the end of the day. There are many names for physical activity breaks such as brain breaks, energizers, and brain boosters. Regardless of what it is called, the goal is simple: get students out of their seat to be physically active throughout the school day.

### Initial assessment

A typical student's attention span is about 10 to 15 minutes long, yet most classes can last for 40 minutes to an hour. Students get tired, especially if the school day means 7 – 8 lessons.

Research shows that taking short, purposeful breaks from studying to refresh the brain and body increases energy, productivity, and ability to focus. Movement breaks or "brain breaks" are classroombased physical activity programs for students to get them moving more. Movement energizes them and increases their ability to focus on the next learning activity. In order for students to learn, they need to move!

# Objectives of the activity

To widen students' knowledge how doing sports can improve their learning abilities.

To encourage students to be physically active.

Target group: all ages

# Activity process structure, implementation

Keep physical activity breaks short and manageable. Shoot for 1 – 5 minute breaks at least 2–3 times per day.

Empower students by asking them to share and lead their own physical activity break ideas.

Participate with your students in the activity. Students will be more likely to join in and have fun if they see their school community moving with them.

Some ideas for physical activity breaks:

Energize in 5, 4, 3, 2, 1.

Get hearts pumping with a quick sequence of exercises. Call out 5 actions for your students to do as quickly as they can. For instance, 5 jumping jacks, 4 push-ups, 3 sit-ups, 2 squat jumps, and 1 tree pose.

### **Dancing break**

Teach your students the steps to popular dances such as the Cha-Cha Slide, the Macarena, or similar.

# **Equipment, aids, tools**

There is no special equipment needed.

### **Expected results, assessment**

Students' awareness of how classroom physical activity breaks can help them to improve their study process will be raised.

### **References:**

https://www.weareteachers.com/brain-breaks-for-kids/ https://www.actionforhealthykids.org/activity/classroomphysical-activity-breaks/

Author: Baiba Meļķe, HealMe Latvia

### **Sports Day**

# **Description of the topic**

Sports day is an occasion where students, teachers, and sometimes also parents come together for a day of competitive sport. Some schools choose to offer medals or prizes to the winners of the various events, but for others, participation is its own reward. In our school the day is typically held in the beginning of the school year.

The real importance of sports day in school is what it does for the spirits and camaraderie of the school community. Team sports are known to encourage a healthy level of competition and also bonding in teams as they work together to achieve a goal. It is a great time for students to practise supporting each other through both successes and failure.

What's more, it can be an opportunity for students who are less academically able, but who are skilled in sports, to really celebrate their achievements, and receive some recognition from their classmates.

The importance of sports day in school cannot really be overstated since it is a moment in the calendar to foreground extra-curricular activities and to demonstrate that school is about more than just academic achievement. It is also about being part of a supportive and productive community.

### **Initial assessment**

Physical exercise is something that teachers should ensure they encourage. Indeed, they should teach students to take up healthy habits that will last them through their lives.



And holding a school sports day can be a brilliant way to do that, particularly if the teachers themselves get involved in the races and competitions too.

### Objectives of the activity

To encourage students to be physically active.

To improve students' team building skills and ability to support each other.

To let all the students celebrate their achievements, and receive some recognition from their classmates.

Target group: all ages

### Activity process structure, implementation

Before you start, remember, that the main idea of a sports day in school is to encourage children to have fun, to get active and to work together in various fun physical activities and challenges.

So it is up to you, if you choose traditional sports like 100m sprint race, 800m race, relay races, high jump or javelin throwing, or include a few challenging games that aren't quite as 'sporty' but just as competitive and exciting: limbo, reverse basketball throw, pillow fight or boot throwing.

Here's a quick checklist of things for you to consider:

Set a time and date at least a few months in advance, so parents are able to attend.



Think about the sports you'd like to include in your event. This should allow you to have all the equipment you'll need by the time your big day arrives.

Don't forget to timetable your event, to make sure everything runs smoothly.

Of course, you won't be able to do everything yourself. Be sure to enlist help from parents and teachers well in advance.

If you're planning your event in the summer term, you'll also need plenty of refreshments on-hand to stave off dehydration.

# Equipment, aids, tools

Sports equipment according to the chosen activities.

## Expected results, assessment

### 1. Health

Sports day will encourage young people to stay healthy and avoid unwanted illness. Sports help improve mental and physical health. Moving around can improve cardiovascular fitness, and increase bone density. It can also help reduce blood sugar levels, and strengthen lungs. Students will find they have more energy and feel healthier because of sports.

# 2. Team Building and Leadership Skills

Leading a team will help young people with their decision-making skills and give them experience of supporting others. They will learn that leadership is not just about telling people what to do, it is also about showing appreciation to them.

### 3. Improved Social Skills

Taking part in sporting activities can improve young people's social skills as it gives them the opportunity to meet new people and build resilience.

### 4. Develop discipline

To do well in sports, students will need to attend regular practice sessions. Students also have to make sure they follow the rules of the game and respect the decisions of the referee. These are skills which are transferable to other areas of life.

### 5. Team work

To do well in team sports, students will need to make sure they put into practice some team work skills including cooperation and coordination.

### **References:**

https://www.twinkl.co.uk/teaching-wiki/

https://www.biggamehunters.co.uk/acatalog/

Author: Baiba Melke, HealMe Latvia

# **Sports in lessons**

### **Description of the topic**

Sport deserves as much as attention as any other academic subject. Studies have shown that exercise increases blood flow to the brain and helps the body build more connections between nerves, leading to increased concentration, enhanced memory, stimulated creativity, and better-developed problem solving skills.

### Initial assessment

In today's day and age, youngsters are spending more time glued to television screens, their smartphones and rooted to their classroom desks. Teachers and educational professionals emphasize that young people should do sport and understand that fitness is important to be healthy and to do well at school, but don't always have the time or know-how to engage students with the benefits of sports. Including elements of sports in regular classes is a way to encourage more sports participation at school.

# Objectives of the activity

To encourage students to be physically active.

To improve students' decision making skills and ability to support each other while working in a team.

To improve coordination and cooperation skills.

Target group: 12 - 16 years old students

# Activity process structure, implementation

Teacher gives students two buckets, seven loops of rope and explains the task — pile of stones must be transferred following a specific rout. Students must cooperate and make a plan how they are going to do that.

There are two rules that must be followed:

You can use only the materials, that are given you by your teacher; Do not touch the buckets with hands.

Working as a team, participants must transfer cones or stones from one bucket to another. The task is finished when all the cones / stones are in the second bucket.

### Equipment, aids, tools

Two buckets, 7 loops of rope, stones.

### **Expected results, assessment**

This activity develops students' social, leadership and team building skills. To do well in this sports activity, students will need to make sure they put into practice some team work skills including cooperation and coordination.

### **References:**

https://www.britishcouncil.om/en/programmes/education/youth-sports-leadership-encourage-sports

Author: Baiba Meļķe, HealMe Latvia

# Doing sport



**Czech Republic** 





# Our three challenges

### 1 km running, push-ups, skipping rope

Our physical education teacher asked all his students to participate in a sport challenge.

25 students voluntarily took part in the challenge. Each student received a list with 3 tasks to complete the challenge.

Only 10 students finished all three parts of the task.

And we would like to present the results what we did and what we achieved.

### 1 KM Challenge (30 days)

	Date	Time	HF1	HF2	HF3
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Before every run please do warming up (run 500 metres) and do stretching

Measuring heart frequency (HF)

HF1: right before the start

HF2: right after the finish

HF3: 2 minutes after the finish

### Push-ups Challenge (20 days)

First measurement - number of push-ups per 1 minute: .....

Beginner mode

1. to 5. day 10x 5 push-ups (during 10 minutes)

6. to 10. day 10x 8 push-ups

11. to 15. day 12 x 8 push-ups 16. to 20. day 10 x 10 push-ups

Advanced mode

1. to 5. days 10x 10 push-ups (during 10 minutes)

6. to 10. days 10x12 push-ups 11. to 15. days 12 x 12 push-ups

16. to 20. days 10 x 15 push-ups

Final measurement - number of push-ups per 1 minute: .....

### Skipping rope Challenge

Number of jumps with one change per minute:.....

Name and class: .....





# **Running challenge**



In this running challenge we want to show if it is possible to improve your running abilities in 30 days.

For that we chose 1 km distance, because almost everybody can run 1 km. 1 km is a middle distance run.

In this task we also measure heart rate. In pulse measurement we want to show if our heart is able in very short time to adjust very hard exercise.

You had 30 days to run 1 km 10 times. You could choose which day you run. Before running 1 km you had to do warming up (by running 500 metres) and do stretching. Right before the start you measured your pulse and then you could run the distance. After running 1 km you measured your time and your heart beat and then after two minutes you had to measure your heart beat again.

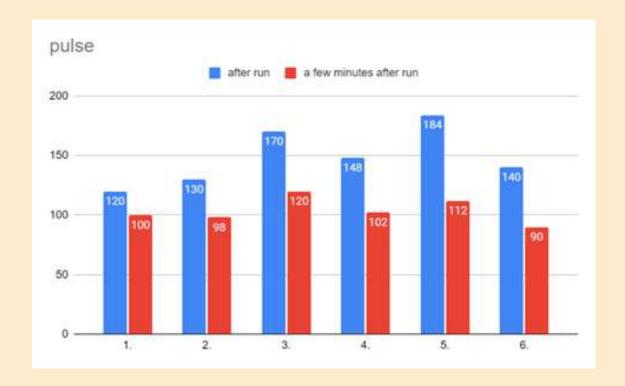
And then you had to run only 9 times the same distance (if possible the same place).

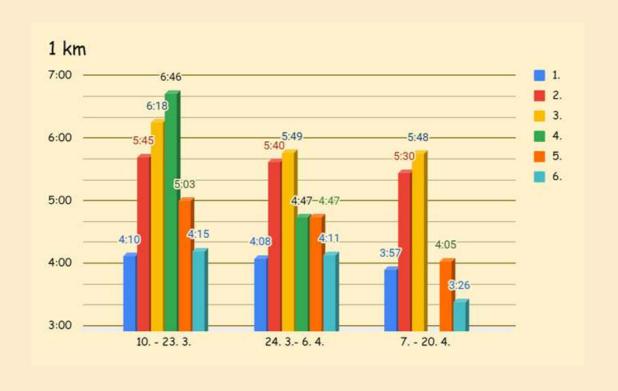
Do you know how to measure your pulse?

(sport tester, smart watch or by measuring arterial pulse on your wrist)



What we wanted is to get better our exercises. All people had better time of 10 seconds or even more. It was not only a physical improvement but also an emotional one.



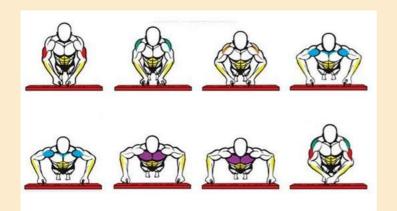




# **Push-ups challenge**

In this push-up challenge we would like to show if by doing very easy exercise every day you can increase your strength.

We chose push-ups because they are a basic exercise which can be exercised wherever you want, for example at home or in athletic training or at school in a physical education lesson. Push-ups exercise mostly the pectoral muscles, triceps and anterior deltoids. Doing push-ups is relatively easy but you have to be careful with its technique.



In our challenge boys had to do men push-ups and girls could choose between men or women (performer by supporting the lower body on the knees instead of the toes) push-ups.

Beginner mode		Advanced mode	
1. to 5. day	10x 5 push-ups (during 10 minutes)	1. to 5. days	10x 10 push-ups (during 10 minutes)
6. to 10. day	10x 8 push-ups	6. to 10. days	10x12 push-ups
11. to 15. day	12 x 8 push-ups	11. to 15. days	12 x 12 push-ups
16. to 20. day	10 x 10 push-ups	16. to 20. days	10 x 15 push-ups



We also use the same push-up exercises in our physical education lessons. We measure how many push-ups can students do in one minute. The results are from 10 to 50 push-ups per minute.



Training proved, that more pushups we make after we get stronger body and arms. After this challenge someone keeps going in push-ups and they are trying another kind of push-ups.





# Speed skipping rope challenge

In this challenge you have to do as many jumps as possible in one minute. After 30 seconds you have to change your jumping technique (usually starting easy jump with both feet then, after 30 seconds change on alternate foot jump). Right after the exercise we count our heart beat. Number of jumps with one change per minute:......



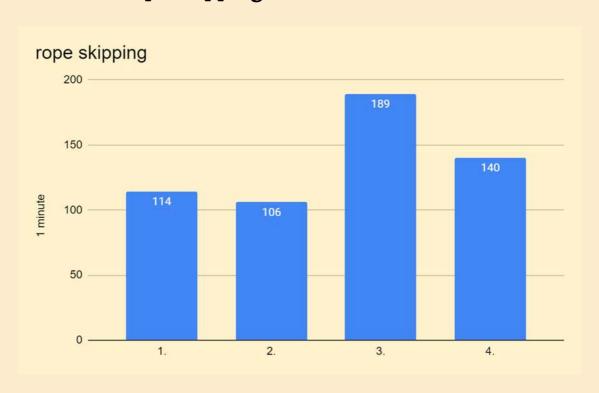
We also do this speed skipping rope challenge in our physical education lesson.

The results are from 70 to 180 jumps per minute.

Pulse after this exercise can be up to 140 heart beats per one minute.

It really depends on your skills.

The results are very invidual because someone doesn't have any experiences with rope skipping.



# **Doing sport**



**Spain** 







LESSON PLAN		
LESSON TITLE	The Brain / Body Connection Can really exercise make our minds work better?	
SUBJECT/COURSE	English & PE 4th CSE	
LESSON DURATION	3 or 4 hours	

### LESSON OBJECTIVES

The goal of this project is to determine the effect of exercise on a critical brain function: **memory**.

"Use it or lose it!" Sure, we all know physical exercise is important to keeping our bodies fit. But...



- How important is physical exercise to your brain?
- Is there any connection between an active body and increased brain power?

### SUMMARY OF TASKS/ACTIONS

### Step 1: Research

Students must research in groups to enable them to understand the following terms and concepts. They will provide a definition of each of them

- Exercise
- Sedentary lifestyles
- Memory
- Brain cortex
- Neurotrophic factors

### Step 2: Get your material ready

- Minimum 8 volunteers
- 50 small household items for a memory test (25 items for the practice test and 25 for the real test).

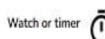


Physical activity: running around the block, do jumping jacks, skip rope etc.

- 1 Board game
- Paper or notepad



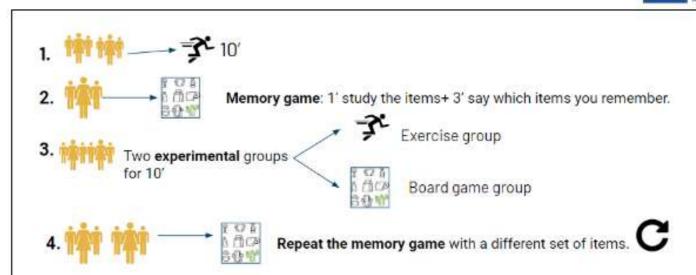
Pencils or pens



### Step 3: experimental procedure







### Step 4: data analysis

 Make a table to show how each volunteer's score may have changed before and after their activity.

Volunteer #	Group	Score1	Score 2	Total Score Difference	

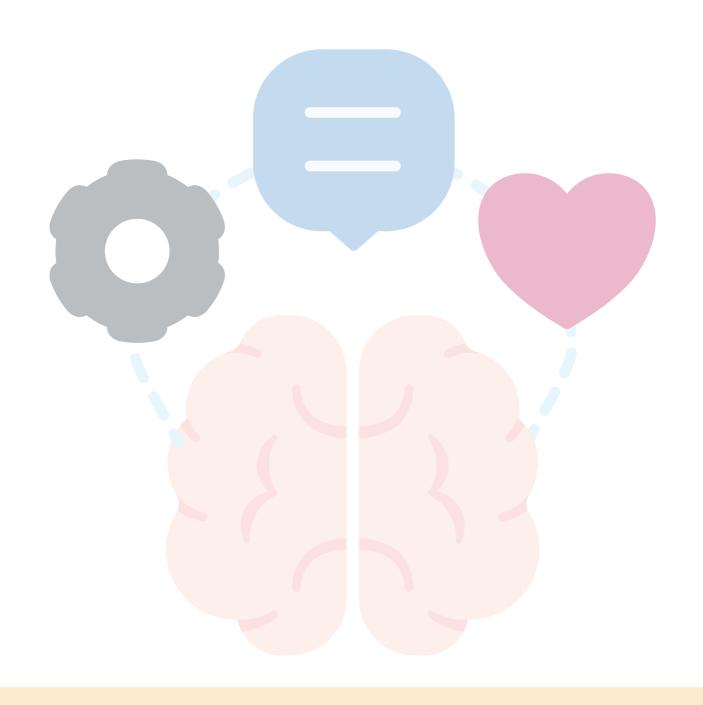
- Make bar graphs showing the individual participant's scores.
- 2. Questions to consider:
  - a. Do you see any **differences** in scores before and after each person did their assigned activity for ten minutes?
  - b. Do the group averages indicate that exercise may have an effect on memory scores?
  - c. Does the age of the volunteer make any difference?

### ASSESSMENT/ DIFFERENTIATION

No necessary differentiations. Groups are heterogeneous and everyone contributes their skills to the group.



MATERIALS	Laptops Diverse materials as the steps indicate Activity steps for students to follow procedure
HOME TASKS	Finish the work if they have not done it in class.





LESSON PLAN		
LESSON TITLE	I can go in the distance: a kinematics activity to calculate speed.	
SUBJECT/COURSE	Physics & Chemistry 2nd CSE- 14 years old	
LESSON DURATION	2h	

### LESSON OBJECTIVES

- Apply knowledge of physics in everyday and sports situations.
- Learn to collect data in an orderly manner from the different tests that are done.
- Know how to analyze data. Graphic representation.
- Calculate how fast we move in the different situations worked from the distance traveled and time data collected.





### SUMMARY OF TASKS/ACTIONS

### Session 1:

Explain the project.(15 min)

- Create groups: 3 students per group

Task of each student:

student 1: do the test.

student 2: control the stopwatch.

student 3: take note of the time result in the template done.

- Decide the distance we will do. It's up to the space we have to do for work.
   If it is possible, as in our case, we do the tasks outdoors, on the playground.
- Do the activity number 1.

note: All student will do all tests

### Session 2:

- Decide a new distance or work (we can use the same than the activity 1)
- Do the activity 2
- Find the speed in every case. We can work it in class.





MATERIALS	Stopwatch
	Pen
	Measuring tape
	Activity instructions for students
HOME TASKS	Finish the work if they have not done it in class.
REFERENCES	

### ASSESSMENT/ DIFFERENTIATION

No necessary differentiations. Groups are heterogeneous and everyone contributes their skills to the group.





LESSON PLAN		
LESSON TITLE	New Sports for Non-Jocks	
SUBJECT/COURSE	English & PE 4th CSE	
LESSON DURATION	3 or 4 hours	

### LESSON OBJECTIVES

- · To learn about history of sports and their origin
- To develop their linguistic competencies when describing their new sport
- . To be creative when transforming sports into a newborn sport
- · To develop filming techniques

### SUMMARY OF TASKS/ACTIONS

### Session 1: Brainstorming

 As a whole class, brainstorm main ideas and discover project objectives and assessment criteria using app Mentimenter:

### Session 2: Research and modeling



- Research in groups of 4 or pairs the history of sports:
  - When were they invented?
  - Were they used for a particular objective?
  - Where and when did the first Olympics take place?
- Statements:

The latest (not the last) sport invented was

Bossaball in 2003. or.... Have you ever
imagined a new sport invented in Finland which
is wife-carrying?

- Watch a video on bossaball and infer rules and equipment needed.

### Session 3: Invent your own sport

 In groups, start your creation process following steps provided. Take some lately new sports invented (i.e earthing, blo-bal...among others)

### **CREATION STEPS:**

- Read the suggested online information.
- Brainstorm and vote.
- Outline the basic rules.
- Design the field and the equipment.
- 5. Try out the new sport to check if it works.
- 6. Make any adjustment.
- 7. Film yourselves introducing your newborn sport.





### Session 4: sharing with the class

Students share their results with the class, showing their videos or ppts to advertise their own invented sport. It will be great to spend one day in the sports yard playing all these new sports, or even teach them to younger students.



### ASSESSMENT/ DIFFERENTIATION

No necessary differentiations. Groups are heterogeneous and everyone contributes their skills to the group.

MATERIALS	Laptops Mentimeter Activity instructions for students	
HOME TASKS	Finish the work if they have not done it in class.	
REFERENCES		



# Doing sport



Turkey





What is sport?: It is the common name of all body movements that are made by following certain rules and techniques, are beneficial for physical development, and have the purpose of having fun and racing.

Health; It is defined as the individual's being in a state of complete physical, mental and social well-being.

The effects of physical activity on our health can be examined under the following headings:



#### Its effects on our physical health,

- Maintaining and increasing muscle strength,
- Maintaining body smoothness and posture,
- Reducing fatigue,
- The rhythm of the heart is regulated,
- By strengthening the heart, it increases blood flow to the heart and reduces the risk of heart attack,
- There is an increase in respiratory capacity,
- Regularly active individuals are more successful in getting rid of smoking addiction than inactive individuals,
- Regular physical activity helps control diabetes and blood sugar by controlling insulin activity,
- Helps to balance the body's use of water, salt, minerals,
- By bringing the habit of meeting energy needs by burning fat, it accelerates metabolism and prevents weight gain.



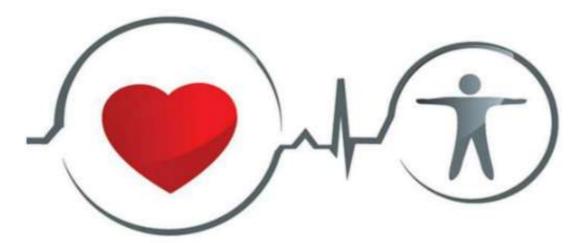
#### Its effects on our mental and social health,

- Due to its positive effects on healthy muscle, bone and joint structure, it creates self-confident individuals who are at peace with their bodies by improving body smoothness and awareness,
- Improves the ability to think positively and cope with stress,
- It creates a feeling of well-being and happiness.

#### -Let's exercise and live healthy.



- Embrace your health because that is what empowers you.



SPORT AND SUCCESS IN NECMİ ASFUROĞLU ANATOLIAN HIGH SCHOOL



Our school, Necmi Asfuroğlu, is a successful school established in 2005 and this success is evident not only with education but also with activities such as sports.

#### For example:





#### 2012-2013

In the academic year, it achieved a great success by winning 5 provincial championships in 4 sports branches (Basketball, Badminton, Chess, Table Tennis.)



2021-2022

Our school's chess team ranked second in Turkey in the 15-year-old category and qualified to participate in the European Championship.



#### STREETBALL TOURNAMENT

-Last month, our school organized a large-scale, fun, festival-like tournament which name of Streetball tournament on the occasion of the May 19 Youth and Sports Day.



This tournament, which takes place between 19-23 May 2022, is one of the first and biggest organizations of Hatay. It has about 50 sponsors. Single pot basketball matches and chess matches were held in the tournament. A total of 57 teams participated in the tournament in the category of young children, youth and adults.





Everyone from all over Hatay, regardless of age, including school students and teachers, participated in this tournament. In this five-day tournament, not only basketball but also many different activities were held. The local flavors of Antakya were on our stands.





It was a sporty and fun event with chess tournaments, DJ performances, dance performances and the songs of school music groups.







Celebrations were held on the last day of this festival, the awards were given by the district minister of national education, the days when everyone lived 5 days of sports and entertainment together ended.



As it can be understood from here, the relationship between sports and health is an important thing that directs our lives.

Everyone, regardless of age, should pay attention to this topic.

We understood how important our health is, especially during the pandemic process, and staying at home without doing sports affected our psychology badly.

To make the long story short:

THE GREATEST WEALTH IS HEALTH
SO DO SPORTS

## Some project photos





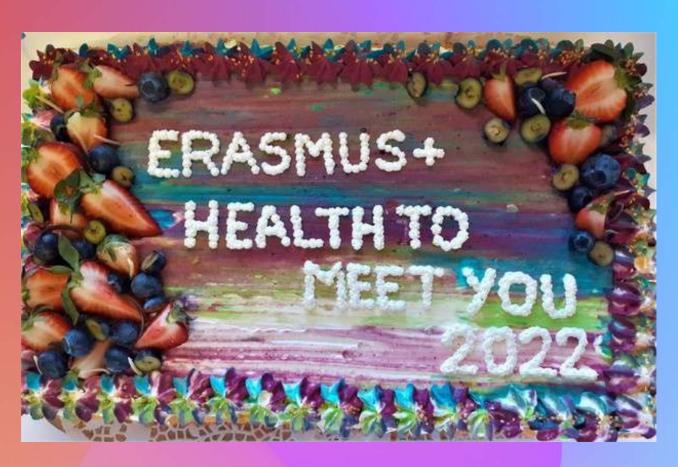










































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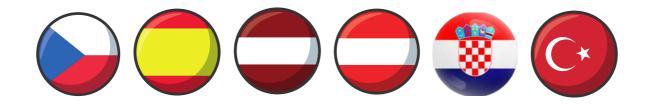
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